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ADEConf 2026

Advancing Digital Education 2026: Content, Context and Artificial Intelligence

PEOPLE | IDEAS | TECHNOLOGY | INCLUSIVE EDUCATION

CONFERENCE PROGRAMME

BOOK OF ABSTRACTS



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ADEConf 2026

Advancing Digital Education 2026: Content, Context and Artificial Intelligence

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Prof. Milivoj Alanović, Ph.D. Dean

Editors

Assoc. Prof. Ivana Ivanić, Ph.D.
Assoc. Prof. Ludmila Branište, Ph.D
Prof. Dejan Pajić, Ph.D.
Research Associate Ema Durić, MA

Cover Design and Editing:

Assoc. Prof. Ivana Ivanić, Ph.D.

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The ADEConf 2026 Conference Programme and Book of Abstracts have been prepared within the framework of two research projects supported by the Provincial Secretariat for Higher Education and Scientific Research of the Autonomous Province of Vojvodina, Republic of Serbia:

- **"Integration of E-Textbooks into Higher Education: Towards a Digital Knowledge Ecosystem (IETHE)", a project that contributed to the development of BookHub, the digital library of electronic textbooks at the Faculty of Philosophy, University of Novi Sad, accessible at https://db.ff.uns.ac.rs.**

- **"Integration of Artificial Intelligence and Digital Humanities into the Development of Social Sciences, Humanities, and Education in the Autonomous Province of Vojvodina" (Project No. 002494997 2026 09418 002 000 000 001 04 006).**

Together, these projects reflect a shared commitment to advancing digital transformation, integrating artificial intelligence into academic research and teaching, and fostering innovative approaches to knowledge creation and dissemination in higher education.





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INTRODUCTION

ADEConf 2026 - Advancing Digital Education: Content, Context and Artificial Intelligence

12-14 November 2026 | Second Edition

The Second International Conference ADEConf 2026 - Advancing Digital Education: Content, Context and Artificial Intelligence, organised by the Faculty of Philosophy, University of Novi Sad, Serbia, brings together an international academic community of at least 165 participants from 14 countries, including university professors, researchers, educational experts, doctoral candidates, master's students, and undergraduate students. Building on the achievements of its inaugural edition in 2025, ADEConf 2026 continues to develop as an interdisciplinary platform for scientific exchange, international collaboration, and critical reflection on the future of education in the age of artificial intelligence.

The second edition reflects the growing importance of interdisciplinary approaches to digital transformation, connecting the social sciences and humanities with educational sciences, linguistics, literature, medicine, law, engineering, and emerging technologies. Particular attention is devoted to the ways in which artificial intelligence is reshaping teaching methodologies, academic research, intercultural communication, digital literacy, and the creation and dissemination of knowledge.

The scientific conference takes place on 12-13 November 2026, featuring keynote lectures, plenary presentations, and parallel thematic sessions. The programme addresses a broad range of contemporary challenges, including AI-enhanced learning environments, digital humanities, multilingual education, innovative pedagogical practices, academic integrity, human creativity, and the ethical implications of intelligent technologies. Contributions from established scholars and emerging researchers highlight the importance of integrating technological innovation with critical thinking, intellectual autonomy, and human-centred educational values. On 14 November 2026, the conference continues with a roundtable discussion entitled “Can Scholars in Social Sciences and Humanities Become Successful AI Researchers?”, followed by five international thematic workshops. These interactive academic activities address the application of artificial intelligence in Romanian language teaching, digital media and communication, intercultural competence, medical humanities, and innovative approaches to digital pedagogy.



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A distinctive feature of ADEConf 2026 is its commitment to bridging academic research and educational practice, fostering interdisciplinary cooperation, and encouraging meaningful dialogue among scholars, educators, and students from diverse institutional and cultural backgrounds. The conference serves as an international platform for exploring the opportunities and challenges of artificial intelligence while promoting its responsible, inclusive, and sustainable integration into education and research.

ADEConf 2026 is also closely connected to two research and innovation projects implemented at the Faculty of Philosophy, University of Novi Sad, with the support of the Provincial Secretariat for Higher Education and Scientific Research of the Autonomous Province of Vojvodina, Republic of Serbia.

The first project, "Integration of E-Textbooks into Higher Education: Towards a Digital Knowledge Ecosystem (IETHE)", contributed to the development of BookHub, the digital library of electronic textbooks at the Faculty of Philosophy, University of Novi Sad, available at https://db.ff.uns.ac.rs. This initiative represents an important contribution to the digital transformation of higher education by facilitating access to academic resources and supporting the development of innovative, technology-enhanced learning environments.

The second project, "Integration of Artificial Intelligence and Digital Humanities into the Development of Social Sciences, Humanities, and Education in the Autonomous Province of Vojvodina", focuses on strengthening interdisciplinary research and exploring new possibilities for the application of artificial intelligence and digital humanities in scholarly research, teaching, and knowledge dissemination.

As the second edition of the international ADEConf conference, ADEConf 2026 builds upon the achievements of its inaugural edition and further strengthens its role as a meeting point for international academic cooperation, interdisciplinary research, and technological innovation. Above all, it reaffirms the importance of placing human creativity, critical thinking, cultural diversity, and academic integrity at the centre of education in an increasingly AI-driven world.

Assoc. Prof. Ivana Ivanić, Ph.D.
Assoc. Prof. Ludmila Branište, Ph.D
Prof. Dejan Pajić, Ph.D.
Research Associate Ema Durić, MA



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Online (virtual conference)

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PROGRAM AND SCIENTIFIC COMMITTEE

- Ivana IVANIĆ, Associate Professor, PhD, Faculty of Philosophy, University of Novi Sad, Serbia – Conference Chair
- Ludmila BRANIȘTE, Associate Professor, PhD, Faculty of Letters, "Alexandru Ioan Cuza" University of Iași, Romania – Conference Chair
- Elena PRUS, Professor, Dr. Habil., Corresponding Member of the Academy of Sciences of Moldova, Vice-Rector, Free International University of Moldova, Chișinău, Republic of Moldova
- Maia BOROZAN, Professor, Dr. Habil., "Ion Creangă" State Pedagogical University of Chișinău, Republic of Moldova
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- Sandra DOEZE JAGER VAN VLIET, Assoc. Prof. Dr., Netherlands Business Academy, Netherlands
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- Oxana CHIRA, Associate Professor, PhD, "Alecu Russo" State University of Bălți, Republic of Moldova



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- Laura Ioana LEON, Associate Professor, PhD, “Grigore T. Popa” University of Medicine and Pharmacy, Iași, Romania
- Irina POSTOLACHI-JOSAN, Associate Professor, PhD, Department of Intercultural Training; Vice-President and Member of the Board of Directors, SIETAR France (Society for Intercultural Education, Training and Research)
- Anastasia SAVA, University Lecturer, PhD, Head of the Department of Romance Philology, Faculty of Foreign Languages and Literatures, “Ion Creangă” State Pedagogical University of Chișinău, Republic of Moldova
- Georgiana CIOBOTARU, Associate Professor, PhD, “Dunărea de Jos” University of Galați, Romania
- Valentina MÎSLIȚCHI, Associate Professor, PhD, “Ion Creangă” State Pedagogical University of Chișinău, Republic of Moldova
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- Arina CHIRILĂ, Teaching Assistant, PhD, “Alexandru Ioan Cuza” University of Iași, Romania
- Maria-Luiza DUMITRU OANCEA, Associate Professor, PhD, University of Bucharest, Romania



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- Ramona MIHĂILĂ – Full Professor, PhD, Faculty of Foreign Languages and Literatures at Dimitrie Cantemir Christian University, Bucharest.
- David Eduardo HERNÁNDEZ ORTEGA, Professor, Universidad Veracruzana, Mexico
- Arijit GHOSH, Assistant Professor, Parul Institute of Technology, Parul University, Gujarat, India
- Dragana ĆORIĆ, Asst. Prof. Dr., Faculty of Law, University of Novi Sad, Serbia
- Dejan MATIĆ, Assoc. Prof. Dr., Faculty of Law, University of Kragujevac, Serbia
- Carolina DODU-SAVCA, Associate Professor, PhD, Department of English Philology, Faculty of Foreign Languages and Literatures, "Ion Creangă" State Pedagogical University of Chișinău, Republic of Moldova
- Maria-Ionela NEAGU, Associate Professor, PhD, Department of Philology, Petroleum-Gas University of Ploiești, Romania



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ORGANISING COMMITTEE

- Ivana IVANIĆ, Associate Professor, PhD, Vice-Dean for Accreditation, Self-Evaluation and Quality Assurance, Faculty of Philosophy, University of Novi Sad, Serbia – President of the Organising Committee
- Ludmila BRANIȘTE, Associate Professor, PhD, Faculty of Letters, "Alexandru Ioan Cuza" University of Iași, Romania – Conference Coordinator
- Dejan PAJIĆ, Professor, PhD, Vice-Dean for Financing, Department of Psychology, Faculty of Philosophy, University of Novi Sad, Serbia
- Elena PRUS, Professor, Dr. Habil., Corresponding Member of the Academy of Sciences of Moldova, Vice-Rector, Free International University of Moldova, Chișinău, Republic of Moldova
- Lilia TRINCA, Associate Professor, PhD, Dean of the Faculty of Letters, "Alecu Russo" State University of Bălți, Republic of Moldova
- Oxana CHIRA, Associate Professor, PhD, "Alecu Russo" State University of Bălți, Republic of Moldova
- Carolina DODU-SAVCA, Associate Professor, PhD, Department of English Philology, Faculty of Foreign Languages and Literatures, "Ion Creangă" State Pedagogical University of Chișinău, Republic of Moldova
- Maria-Ionela NEAGU, Associate Professor, PhD, Department of Philology, Petroleum-Gas University of Ploiești, Romania
- Georgiana CIOBOTARU, Associate Professor, PhD, "Dunărea de Jos" University of Galați, Romania
- Claudia ROMÁN, PhD, University of Huelva, Spain
- Maria-Lucreția CAZAC, Assistant Lecturer, PhD, "Grigore T. Popa" University of Medicine and Pharmacy, Iași, Romania
- Ema DURIĆ, Research Assistant and PhD Candidate, Faculty of Philosophy, University of Novi Sad, Serbia
- Arina CHIRILĂ, Teaching Assistant, PhD, "Alexandru Ioan Cuza" University of Iași, Romania



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- Alecu Russo Balti State University, Republic of Moldova
- Dunărea de Jos University of Galați, Romania
- University of Huelva, Spain
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- University of Bucharest, Romania
- Grigore T. Popa University of Medicine and Pharmacy, Iași, Romania
- Dimitrie Cantemir Christian University, Bucharest, Romania
- Department of Intercultural Training, SIETAR France (Society for Intercultural Education, Training and Research), Paris, France



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Online (virtual conference)

CONFERENCE PROGRAMME

12–14 November 2026

- **THURSDAY | 12 November 2026**

11:00 AM – Official Opening of the Conference
11:15 PM – Plenary Lectures
2:00 PM – Parallel Sessions

- **FRIDAY | 13 November 2026**

From 1:00 PM – Plenary Lectures
From 2:00 PM – Parallel Sessions

- **SATURDAY | 14 November 2026**

Round Table Discussion and Workshops



ADEConf 2026

Advancing Digital Education 2026: Content, Context and Artificial Intelligence

THURSDAY 12 NOVEMBER 2026

CONFERENCE OPENING CEREMONY

Time: 11:00 AM –11:15 AM (CET -Belgrade, Serbia)

https://meet.google.com/jtv-dovi-fng

- *Welcome Speech and Introductions*
- *ADEConf 2026 –Annual Award Announcement*

The **ADEConf Annual Award 2026** is proudly presented to **Academician Prof. Dr. Habil. Elena PRUS**, Corresponding Member of the Academy of Sciences of Moldova and Vice-Rector for Scientific Research and Doctoral Studies at the Free International University of Moldova, in recognition of her outstanding academic achievements, distinguished contributions to scientific research and higher education, and dedication to fostering international academic cooperation.

Moderator: Prof. Dr. Ivana IVANIĆ - Chair of the Organising Committee

---

Time: 11:15AM–12:00PM (CET -Belgrade, Serbia)

Marko CINCOVIĆ – Plenary Lecture

Full Professor, Faculty of Agriculture, University of Novi Sad, Serbia

Artificial Intelligence in Achieving Higher Levels of Learning Outcomes According to Bloom's Taxonomy

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Mlađen JOVANOVIĆ - Plenary Lecture

Associate Professor, Faculty of Sciences, University of Novi Sad, Serbia

Artificial Intelligence in Education: Advantages, Disadvantages, and Historical Context



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Advancing Digital Education 2026: Content, Context and Artificial Intelligence

THURSDAY 12 NOVEMBER 2026

ONLINE

12:00 PM SESSION I
(CET -Belgrade, Serbia)

Moderator: Prof. Dr. Dragana Ćorić

https://meet.google.com/jtv-dovi-fng

Artificial Intelligence and Digital Transformation: Interdisciplinary Perspectives on Education, Language, Society, and Innovation

1. José Miguel MATA HERNÁNDEZ
Doctoral Researcher, University of Granada, Spain
Teaching Democracy in the Age of AI: Challenges for the Internalisation of Democratic Values in Andalusian Universities

2. Imane TAOUABIT, Fatima TOUHAMI

PhD Student, Sultan Moulay Slimane University, Morocco, Full Professor, Sultan Moulay Slimane University, Morocco
Learning with AI, Thinking Independently: Pedagogical Scaffolding and Student Autonomy in Higher Education

3. David Eduardo HERNÁNDEZ ORTEGA
Professor, Universidad Veracruzana, Mexico
Beyond the Prompt: AI-Driven Content, Contextualized Pedagogy, and Epistemic Agency in EFL Digital Education

4. Dragana ĆORIĆ
Assistant Professor, Faculty of Law, University of Novi Sad, Serbia
When Will AI Formally Become a Legislator?



5. Moisés GARCÍA MORALES, Claudia ROMAN and Miguel Ángel DELGADO CANTO
Department of Chemical Engineering, University of Huelva, Spain
Integrating Generative AI into Spreadsheet-Based Learning for Chemical Engineering Education

6. Arijit GHOSH
Assistant Professor, Parul Institute of Technology, Parul University, Gujarat, India
Rethinking Linguistic Diversity in the Age of Generative AI: Translanguaging and Critical AI Literacy in TESOL

7. Fatima DOUADI
Associate Lecturer, University of Bordj Bou Arréridj, Algeria
AI-Mediated versus Traditional Corrective Feedback in EFL Writing: A Quasi-Experimental Comparison

8. Nicolae STANCIU, Sandra DOEZE JAGER VAN VLIET and Jan VAN ZWIETEN
Full Professors, Netherlands Business Academy, Netherlands
Neuroscience, Artificial Intelligence and Business Communication in a Global Context

9. Rastislav STOJSAVLJEVIĆ
Associate Professor, Faculty of Sciences, University of Novi Sad, Serbia
Understanding Climate in Education Using Artificial Intelligence

10. Ivana IVANIĆ and Dejan PAJIĆ
Associate Professor and Full Professor, Faculty of Philosophy, University of Novi Sad, Serbia
From Digital Textbooks to Intelligent Learning Environments: The BookHub Platform and AI-Powered Academic Resources

11. Khaoula MECHTAB
PhD Student, Abbas Laghrour University, Khenchela, Algeria
The Invisible Classroom: Hollywood Cinema as an Informal Site of Language and Identity Formation



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ONLINE

14:00 PM SESSION II
(CET -Belgrade, Serbia)

Moderator: Prof. Dr. Ivana IVANIĆ

https://meet.google.com/xgy-mcmh-ccy

Artificial Intelligence in Education: Pedagogical Innovation, Digital Competencies, and Human Development

1. Ion BULICANU

University Assistant, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

Professional Integrity and Digital Autonomy: Challenges and Strategies for Institutional Resilience in Higher Education

2. Ivana IVANIĆ, Tamara STANIĆ and Milica NESTOROVIĆ

Associate Professor & Assistant Professor, Faculty of Philosophy, University of Novi Sad, Serbia, Full Professor, Faculty of Social Sciences, University Business Academy in Novi Sad, Serbia

Integrating Artificial Intelligence and Digital Humanities into Social Sciences, Humanities, and Education in Vojvodina



3. Olesea BUCUCI
University Assistant, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova
From Screen to Play: Integrating Digital and AI-Supported Resources into Initial EFL Teacher Education for Early Childhood in Moldova

4. Claudia Elena STOICA
PhD Student, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova
Emotional Freedom and Digital Identity of Students: Intercultural Perspectives on Self-Expression in Social Media

5. Liliana STOICA
PhD Student, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova
Artificial Intelligence in Preschool Education: Opportunities and Limitations in Supporting Autonomous Learning

6. Georgiana Mădălina RĂDUC
PhD Student, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova
The Axiological Dimension of Harnessing Artificial Intelligence to Develop Students' Creativity

7. Ana Maria TURBINCĂ
PhD Student, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova
The Axiology of Educational Partnership in the Development of Emotional Self-Control in Preschool Children

8. Mariana CHIHAE
PhD Student, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova
Digital Education and Artificial Intelligence as Supporting Factors for Well-Being and Professional Self-Esteem in Social Work: A Theoretical Analysis



9. Oxana CRIJEVIȚCHI

Master of Educational Sciences and Psychology, B&S Europe, Brussels, Belgium / Chișinău, Republic of Moldova

Digital Internationalization of Higher Education in the Republic of Moldova: The Pedagogical Potential of Virtual Exchange and Collaborative Online Learning

10. Eugenia FOCA

University Lecturer, Alecu Russo State University of Bălți, Republic of Moldova

Multimodal Pedagogical Co-Creation in the Age of Generative Artificial Intelligence

11. Luiza Lenuța AXINTE

PhD Student, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

Developing Intercultural Competence in Primary Education through eTwinning Projects

12. Gabriella TOPOR

Associate Professor, PhD, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

The Use of Information and Communication Technologies in Russian as a Non-Native Language Lessons in Gymnasiums in the Republic of Moldova



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ONLINE

14:00 PM SESSION II
(CET -Belgrade, Serbia)

Moderator: Prof. Dr. Angela POPOVICI

https://meet.google.com/xgv-mcmh-ccv

Artificial Intelligence, Language, Translation, and Digital Humanities: Interdisciplinary Perspectives

1. Angela POPOVICI
Full Professor, PhD, Cross-Border Faculty, Dunărea de Jos University of Galați, Romania
The Dilemma of Assessing Students' Written Production Competence in the Era of Artificial Intelligence

2. Andrei IONESCU
PhD Candidate, University of Craiova, Romania
Future-Proofing Curricula: Algorithmic Literacy as a Foundational Skill in Digital Education

3. Tatiana KONONOVA
Associate Professor, PhD, Alecu Russo State University of Bălți, Republic of Moldova
AI-Supported Work with the Text Genre "Recipe" in German as a Foreign Language Instruction: A Pragmatic-Functional Perspective



4. Nicoleta BAGHICI

Assistant Lecturer, PhD Student, Alecu Russo State University of Bălți, Republic of Moldova

Legal Terms in Context: Teaching Terminologisation and Determinologisation with Artificial Intelligence

5. Olga VULPE

Teaching Assistant, PhD Student, Moldova State University, Chișinău, Republic of Moldova

The Role of National Literary and Artistic Traditions in Shaping the Structure of Dramatic Conflict in Bernard Shaw's Plays

6. Aliona LUCA and Ecaterina LUNGU

Associate Professor, PhD, State University of Moldova; University Lecturer, PhD, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

Academic Writing in the Era of Artificial Intelligence: Critical Evaluation and Academic Integrity in the Training of Physical Education and Sport Specialists

7. Elena VARZARI

University Lecturer, Alecu Russo State University of Bălți, Republic of Moldova

Lost in Translation: Evaluating AI-Generated Translations of Idioms, Collocations, and Culture-Specific Expressions

8. Oxana STANȚIERU

University Lecturer, Alecu Russo State University of Bălți, Republic of Moldova

English-Romanian Subtitling in the AI Era: Contextual Challenges and Teaching Opportunities



9. Sorina MOLDOVAN

University Lecturer, PhD, Dimitrie Cantemir University, Târgu Mureș, Romania

Cognitive Sovereignty in AI-Enhanced Military Education: Psychological and Ethical Perspectives on Human Autonomy

10. Ema DURIĆ

Research Associate, Faculty of Philosophy, University of Novi Sad, Serbia

From Cultural Mediation to AI Partnership: Digital Pathways for Intercultural Competence in Romanian as a Foreign Language

11. Virđinija POPOVIĆ

Full Professor, PhD, Faculty of Philosophy, University of Novi Sad, Serbia

Digital Visibility of Romanian Literature from Vojvodina: Opportunities and Challenges in the Context of Contemporary Technologies and Artificial Intelligence



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November 13, 2026

(EET - Bucharest, Romania)

Panel 1

Plenary Session **12:00 PM**

Parallel Sessions **13:00–16:00 PM**

- Session 1
- Session 2
- Session 3

Panel 2

Plenary Session **14:00 PM**

Parallel Sessions **13:00–16:00 PM**

- Session 1
- Session 2
- Session 3

Panel 3

Plenary Session **12:00 PM**

Parallel Sessions **13:00–16:00 PM**

- Session 1
- Session 2
- Session 3
- Session 4

Panel 4

Plenary Session **15:00 PM**

Parallel Sessions **16:00–18:00 PM**

- Session 1
- Session 2
- Session 3



PANEL 1

PLENARY SESSION | 12:00–13:00

Transformative Approaches to Literature as a Critical Platform and a Hybrid Resource in the Age of Artificial Intelligence

Chair: Lilia PORUBIN, University Lecturer, PhD, Technical University of Moldova, Chișinău, Republic of Moldova

Google Meet: https://meet.google.com/oct-hfkm-tgq

1. Elena PRUS

Professor, Habilitated Doctor, Corresponding Member of the Academy of Sciences of Moldova, Vice-Rector for Scientific Research and Doctoral Studies, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova

Borges, between Intertextuality and Hypertext

2. Carolina DODU-SAVCA

Associate Professor, PhD, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

Chronological, Integrated, and Transformative Prototyping of the Literary Text in Digital Spaces



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PARALLEL SESSIONS | 13:00–16:00

SESSION 1 — Plurilingual Mediation and Digital Innovation in Professional Communication

Chair: Anastasia SAVA, University Lecturer, PhD, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

Google Meet: https://meet.google.com/iwj-pfia-oai

1. Anastasia SAVA

University Lecturer, PhD, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

Artificial Intelligence as a Mediator of Plurilingual and Intercultural Competence in Higher Education

2. Natalia AVORNICESĂ

Associate Professor, PhD, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

Designing Digital Teaching Discourse: Communication Strategies and Pedagogical Perspectives

3. Uliana CULEA

Associate Professor, PhD, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

From Multilingual Mediation to Autonomy: Designing and Gradually Fading Scaffolding in CLIL with Generative AI



4. Veronica BOLDUMA

University Teaching Assistant, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

The Competence-Based Approach: The Role of Artificial Intelligence in Developing Pupils' and Students' Plurilingual and Pluricultural Competence

5. Ana BULAT-GUZUN

University Lecturer, PhD, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

The Social Dimension of Early Foreign Language Learning: Interaction, Play, and Digital Resources

6. Maria-Luiza OANCEA

Associate Professor, PhD, University of Bucharest, Romania

From Information to Understanding: Evagrius Ponticus and the Challenges of Knowledge in AI-Assisted Education



SESSION 2 — Digital Innovation and Intercultural Communicative Competence in the EFL Classroom

Chair: Carolina DODU-SAVCA, Associate Professor, PhD, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova

Google Meet: https://meet.google.com/fkj-kjbp-bvg

1. Lilia PORUBIN

University Lecturer, PhD, Technical University of Moldova, Chişinău, Republic of Moldova

Rethinking English for Engineering Students in the Digital Era: From Technical Vocabulary to AI-Enhanced Professional Communication

2. Oxana GOLUBOVSCHI

Associate Professor, PhD, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova

Developing Communicative Competence in the EFL Classroom: Integrating Speaking, Vocabulary, and Intercultural Communication

3. Lucia ŞCHIOPU

Associate Professor, PhD, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova

Technology, Cognition and Learning for Academic Success



4. Carolina ANDRONIC

University Lecturer, Academy of Economic Studies of Moldova, Chişinău, Republic of Moldova

Designing and Assessing Economic and Intercultural Mediation in Business English: An Integrated Competence-Based Framework

5. Eugenia ROTARU

English Language Teacher, Linguata Language School, Chişinău, Republic of Moldova

Using Digital Corpora for the Development of Linguistic Fluency and Accuracy in IELTS Preparation

6. Laura Ioana LEON

Associate Professor, PhD, Grigore T. Popa University of Medicine and Pharmacy, Iaşi, Romania

The Power of Arts and Humanities in Shaping People and Society Today



SESSION 3 — AI, Algorithms, and Identity: Institutional, Cultural, and Computational Perspectives

Chair: Ecaterina NICULCEA, University Lecturer, PhD, Alecu Russo State University of Bălți, Republic of Moldova

Google Meet: https://meet.google.com/xrk-kdhv-hxa

1. Robert WILLIAMS

Agency Justice News 247, United Kingdom

The Crisis of Liability in the Era of Algorithms: The Constitutional Protection of Citizens in the Face of Automated Decisions

2. Ludmila LAZAREV

Associate Professor, PhD, Academy of Music, Theatre and Fine Arts, Chișinău, Republic of Moldova

Architectural Heritage of the Republic of Moldova: Memory, Identity and Digital Technologies

3. Svetlana BODRUG

University Lecturer, PhD Student, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova

Active Learning of Taxpayer Behavior Modeling Using Stochastic Petri Nets and Computational Simulations



4. Roman VOINITSCHI, Ecaterina NICULCEA

University Lecturer, PhD, Alecu Russo State University of Bălți, Republic of Moldova

The Infinite Loop and the Possibilities of Overcoming It in the Dystopias "Adio Europa!" by Ion D. Sîrbu and "The Wolves of Pripyat" by Cordula Simon

5. Ecaterina NICULCEA

University Lecturer, PhD, Alecu Russo State University of Bălți, Republic of Moldova

Artificial Intelligence and Its Limits in Arthur C. Clarke's 2001: A Space Odyssey

6. Valentina ENACHI

Associate Professor, PhD, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

Human Identities in the Postmodern Era and Artificial Intelligence.



ADEConf 2026

Advancing Digital Education 2026: Content, Context and Artificial Intelligence

PANEL 2

PLENARY SESSION | 14:00–15:00

Language, Literature, and Education in the Age of Artificial Intelligence: Interdisciplinary Approaches

Chair: Eugenia-Daniela LUPAȘCU — Researcher, Romanian Cultural Institute

Google Meet: https://meet.google.com/xsj-ryto-hav

1. Georgiana CIOBOTARU

Associate Professor, PhD, Dunărea de Jos University of Galați, Romania

Developing Pragmatic and Intercultural Competence in the Digital Age

2. Arina CHIRILĂ

University Teaching Assistant, Alexandru Ioan Cuza University of Iași, Romania

From Competence to Participation: Artificial Intelligence and the Reconfiguration of Romanian as a Foreign Language Teaching in the Preparatory Year



ADEConf 2026
Advancing Digital Education 2026: Content, Context and Artificial Intelligence

PARALLEL SESSIONS | 15:00–18:00

SESSION 1 — Artificial Intelligence: Literary Translation, Pragmatic Competence, Lexical Development, and Didactic Perspectives

Chair: Mirela-Gabriela BRATU — Associate Professor, Dunărea de Jos University of Galați, Romania

Google Meet: https://meet.google.com/ubn-fcmv-jkg

1. Oana-Celia GHEORGHIU

Associate Professor, PhD, Habil., Dunărea de Jos University of Galați, Romania

AI-Generated Literary Translations as Critical Objects in Translator Training

2. Alexandra-Monica TOMA

Associate Professor, Dunărea de Jos University of Galați, Romania

From Netspeak to AI-Speak: Context, Meaning-Making, and Pragmatic Competence in AI-Mediated Language Learning

3. Mirela-Gabriela BRATU

Associate Professor, Dunărea de Jos University of Galați, Romania

Enhancing Vocabulary Acquisition in Romanian as a Foreign Language through Artificial Intelligence



4. Mihaela-Alina IFRIM

Cross-Border Faculty, ''Dunărea de Jos'' University of Galati Romania

Content and Context: Generative AI in Designing Teaching Materials for RFL

5. Marta SEVERIN

University Assistant and PhD Candidate, Cross-Border Faculty, Dunărea de Jos University of Galați, Romania; Moldova State University, Chișinău, Republic of Moldova

Didactic Opportunities and Limitations of Using AI in Teaching Romanian as a Foreign Language

6. Ramona-Maria MIHĂILESCU

Romanian Language and Literature Teacher, Dimitrie Cuclin Arts High School, Galați, Romania

Beyond the Text: Teaching Romanian Language and Literature through Artificial Intelligence and Digital Resources in Arts Education



SESSION 2 — Artificial Intelligence and Pedagogical Innovation in Foreign Language Teaching: Interactive Strategies, Linguistic Creativity, and Digital Resources

Chair: Aurica NICOARĂ — Galati, Romania

Google Meet: https://meet.google.com/wbf-wiuu-gjd

1. Ana-Larisa PELIN

Doctoral Student, Dunărea de Jos University of Galați, Romania (registered as Ana-Larisa Doca-Trincu Pelin)

Détournement in Press Headlines in the French as a Foreign Language Classroom: Linguistic Creativity and AI-Mediated Learning

2. Ramona-Maria MIHĂILESCU

PhD, Assistant Professor, Cross-Border Faculty, Dunărea de Jos University of Galați, Romania

Teaching Romanian in Cross-Border Educational Contexts: Opportunities and Challenges in the Age of Artificial Intelligence

3. Roxana POPA

„Mihail Sadoveanu" Middle School, Galati, Romania

Artificial Intelligence in Teaching English as a Foreign Language



4. Emanuela BUCUR

„Mihail Sadoveanu" Middle School, Galati, Romania

Beyond the Screen: Crafting Meaningful Digital Education Through AI- Assisted Activities

5. Aurica NICOARĂ

„Mihail Sadoveanu" Middle School, Galati, Romania

Artificial Inteligence in Teaching Romanian

6. Eugenia-Daniela LUPAȘCU

Researcher, Romanian Cultural Institute

Between Innovation and Inaccuracy: Evaluating AI-Generated Resources for Teaching Romanian as a Foreign Language



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Advancing Digital Education 2026: Content, Context and Artificial Intelligence

SESSION 3 — Interdisciplinary Perspectives: Technology, Language, and Communication

Chair: Maria CAZAC — Assistant Lecturer, PhD, Grigore T. Popa University of Medicine and Pharmacy, Iași, Romania (registered as Maria-Lucreția Cazac)

Google Meet: https://meet.google.com/aex-wbsr-fba

1. Alina NECULACHI

Junior Lecturer, Dunărea de Jos University of Galați, Romania

Harnessing Contemporary Romanian Literature through Artificial Intelligence in Teaching Romanian as a Foreign Language

2. Ana STĂNICĂ

Literary Translations Made by Artificial Intelligence: ChatGPT, Grok, and Gemini (affiliation not confirmed; no matching registration located)

3. Gabriela-Diana ANDRONIC

Master's Student, Petroleum-Gas University of Ploiești, Romania

AI as a Linguist: Morphosyntactic and Pragmatic Analysis of Frequent Errors in Social Media

4. Georgiana CIOBOTARU

Associate Professor, PhD, Dunărea de Jos University of Galați, Romania

Artificial Intelligence and Interactive Teaching Strategies for Romanian as a Foreign Language at the Preparatory Year



5. Mihaela HRISTEA

Lecturer, Dimitrie Cantemir Christian University, Bucharest, Romania

The Role of AI in the Teaching Process

6. Maria CAZAC

Assistant Lecturer, PhD, Grigore T. Popa University of Medicine and Pharmacy, Iași, Romania

The Virtual Patient: AI as a Conversation Partner in Teaching Medical Romanian as a Foreign Language



ADEConf 2026
Advancing Digital Education 2026: Content, Context and Artificial Intelligence

PANEL 3

PLENARY SESSION | 12:00–13:00

Artificial Intelligence and the Transformation of Education: Values, Language, and Digital Innovation

Google Meet: https://meet.google.com/opc-qaws-vaa
Chair: Viorica OALA, Nicolae Testemiţanu State University of Medicine and Pharmacy

1. Diana Antoci
Full Professor, Doctor Habilitatus, Ion Creanga State Pedagogical University of Chisinau
Values and Artificial Intelligence in Education: An Axiological Framework for Responsible Digital Transformation

2. Neagu Maria-Ionela
PhD Associate Professor, Petroleum-Gas University of Ploiesti
Advanced Software for Corpus Analysis: #LancsBox X and Sketch Engine

3. Mardari Alina
PhD student, university lecturer, Ion Creanga State pedagogical University in Chisinau
The digital environment as a context for developing English communicative competence



ADEConf 2026
Advancing Digital Education 2026: Content, Context and Artificial Intelligence

PARALLEL SESSIONS | 13:00–16:00

SESSION 1

The Digital Transformation of Education: From Technological Innovation to Pedagogical Innovation

Google Meet: https://meet.google.com/nci-nccv-rnu

Chairs: Elena BÎRSAN and Lilia ȚURCAN — Associate Professors, PhD, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

1. Maia BOROZAN, Diana ANTOCI
Full Professor, Doctor Habilitatus, Ion Creanga State Pedagogical University of Chisinau
Methodologies for implementing pedagogical innovations in the context of the digital society.

2. Maia BOROZAN, Larisa SADOVEI
Doctor Habilitatus, Head of Pedagogical Research and Innovations Laboratory; Associate Professor of the Department of Educational Sciences and Management, PhD Doctor of Philosophy in Pedagogical Sciences,, Ion Creanga State Pedagogical University of Chisinau
Determinants of Effective Managerial Communication in the Development of University Organizational Culture

3. ȚURCAN Lilia, BOROZAN Maia
Dr., Associate Professor/ Full Professor, Doctor Habilitatus, Ion Creangă State Pedagogical University of Chisinau
Using Action Research Findings to Manage the Implementation of Pedagogical Innovation in General Education



4. Bîrsan Elena
Associate Professor, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova
Action research—a challenge for postmodern education

5. Buzenco Aurica
Associate Professor, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova
Educational partnership in the formation of axiological orientations of young school-age students in the context of the digital society

6. Valeria Buzenco
University Lecturer, University of European Studies of Moldova, Chişinău, Republic of Moldova
The Impact of Virtual Environments and Social Networks on the Development of Self-Esteem in Adolescents

7. **ȚURCAN Lilia, Mihai CRISTINA**
Dr., Associate Professor, Ion Creangă State Pedagogical University of Chisinau
Self-reported emotional reactivity and self-regulation among early adolescents in the Republic of Moldova: a descriptive study of tolerance-related behaviors



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SESSION 2

Digital Innovation and Artificial Intelligence for Student-Centered Education

Google Meet: https://meet.google.com/uqe-dxoa-ezu?authuser=2
Chair: Tatiana ŞOVA — Associate Professor, PhD, Alecu Russo State University of Bălţi, Republic of Moldova

1. Tatiana ŞOVA
PhD, Associate Professor, Alecu Russo Balti State University, Republic of Moldova
Artificial intelligence as a support resource for emotion regulation in primary school students

2. Rusov VERONICA
PhD, University Lecturer, Alecu Russo Balti State University, Republic of Moldova
Limitations and Opportunities of Reflective Dialogue in Online Mentoring

3. Dorina PUTINĂ
PhD, University Lecturer,, Alecu Russo Balti State University, Republic of Moldova
Artificial Intelligence in formative assessment: perspectives on personalized learning and the development of students' Self-Regulation competencies

4. Doina COROBCEAN
PhD, University Assistant, Nicolae Testemitanu State University of Medicine and Pharmacy, Republic of Moldova

The use of AI-based Chatbots for developing communicative competence in Romanian as a foreign/non-native language



5. Natalia CAZACU
PhD Candidate, Ion Creanga State Pedagogical University of Chișinău, Republic of Moldova
The Use of Digital Quizzes to Support Emotional Self-Regulation in Primary School Students

6. Cristina MARINOVSCHI
PhD Candidate, Ion Creanga State Pedagogical University of Chișinău, Republic of Moldova
Pedagogical reflection in the context of artificial intelligence use.

7. Patricia Antonela CIRDEI
PhD Candidate, Ion Creanga State Pedagogical University of Chișinău, Republic of Moldova
Artificial intelligence in identifying and managing assessment-related stress in adolescents



SESSION 3

Artificial Intelligence, Values, Identity, and Human Development

Chairs: Diana ANTOCI — Professor, Doctor Habilitatus; Alina MARDARI — University Lecturer, PhD Student; Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova
Google Meet: https://meet.google.com/opc-qaws-vaa

1. ALEXE AURELIA
PhD Student, "Ion Creangă" State Pedagogical University of Chisinau
Beyond the Algorithm: Artificial Intelligence as a Resource for Functional Parenting After Divorce — Educational Opportunities, Limitations, and Ethical Responsibility

2. Diana Antoci
Full Professor, Doctor Habilitatus, Ion Creanga State Pedagogical University of Chisinau
Values and Artificial Intelligence in Education: An Axiological Framework for Responsible Digital Transformation

3. GUO Binghua
PhD candidate, Doctoral School of Educational Sciences
Exploring to examine Values in Technology Mediated University English Learning



4. Simona-Luiza GRIGORE
PhD Student; Early childhood education teacher, Doctoral School of Educational Sciences, "Ion Creangă" State Pedagogical University of Chișinău, Republic of Moldova.
Developing Entrepreneurial Competencies in Early Childhood Education through Digital Applications

5. MARINA ALEXANDRA ADRIANA
PhD Student, Ion Creangă State Pedagogical University of Chișinău (UPSC), Doctoral School

Artificial Intelligence and Predictive Modeling in the Assessment of Psychological Vulnerability and Stress Adaptation in Military Environments

6. PALADE CORALIA
PhD Student in Educational Sciences; Teacher of Pedagogy and Psychology;, "Ion Creangă" State Pedagogical University of Chișinău, Republic of Moldova; "Carol I" National Pedagogical College, Câmpulung Muscel, Romania
Social Maturity in Adolescence: Structural Models and Educational Applications in Secondary Education

7. ȘTEFLIUC Gabriela
PhD Student, Institutional affiliation: Doctoral School of Psychology and Social Assistance, "Ion Creangă" State Pedagogical University of Chișinău, Republic of Moldova.
Experience, Emotional Distress, and Psychosocial Functioning in Young Adults: A Transdiagnostic Perspective



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Advancing Digital Education 2026: Content, Context and Artificial Intelligence

SESSION 4

Educational Potential of AI, Machine Learning, and Advanced Software

Chair: Maria-Ionela NEAGU — Associate Professor, PhD, Petroleum-Gas University of Ploiești, Romania

Google Meet: https://meet.google.com/xdu-wrxm-rud

1. Irina Ionita
Lecturer PhD, Petroleum - Gas University of Ploiesti
Artificial Intelligence as a Virtual Mentor: Opportunities and Challenges for Higher Education

2. Stanica Vlad-Alexandru
Student, University of Petroleum and Gas Ploiesti
AI-Generated Anti-Proverbs

3. Belcea Irina
Master's student, University Petroleum and Gas Ploiesti
Digital Art versus AI Art

4. Ionescu Alexandra-Andreea
Masters student, Petroleum-Gas University of Ploiești
Human Creativity versus Artificial Intelligence

5. Matei-Alexandru Neagu
Undergraduate, "Lucian Blaga" University of Sibiu
From Big Data to Actionable Insights: A Machine Learning Approach to Traffic Accident Analytics

6. Nițu David Andrei
Student, Petroleum-Gas University of Ploiești, Romania
Embedded and Emergent Narratives in Video Games



PANEL 4

PLENARY SESSION | 15:00–16:00

Artificial Intelligence, Language, Meaning, and Cultural Identity: Interdisciplinary Perspectives

Chair: Lucia BALANICI — PhD Candidate, Doctoral School of Philology, Alecu Russo State University of Bălți, Republic of Moldova

Google Meet: https://meet.google.com/meet/ugf-ayep-iwm?pli=1&authuser=1

1. Lilia TRINCA — Associate Professor, PhD, Alecu Russo State University of Bălți, Republic of Moldova
Between Semantic Equivalence and Cultural Specificity: The Potential and Limitations of Artificial Intelligence in Trilingual Phraseological Lexicography

2. Oxana CHIRA — Associate Professor, PhD, Alecu Russo Balti State University, Republic of Moldova
Digital Interviews with Translators and Authors as a Source for Researching the Translation of (Semi-)Peripheral Literature



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PARALLEL SESSIONS | 16:00–18:00

SESSION 1
Language and the Construction of Meaning: Linguistic and Cultural Perspectives

Chair: Aliona SOBOL — Associate Professor, PhD, Faculty of Letters, Moldova State University
Google Meet: https://meet.google.com/ipt-kwer-vgn

1. Aliona SOBOL — PhD, Associate Professor, Faculty of Letters, Moldova State University
Integrating Moodle Activities and Resources into Language and Cultural Education in Higher Education

2. Iraida COSTIN — PhD, University Lecturer, Alecu Russo Balti State University
Reconfiguring Ion Creanga's Narrative Model in Modernist Bessarabian Prose: Orality, Memory, and Identity

3. Lucia BALANICI — University Lecturer, PhD Student, Alecu Russo Balti State University, Faculty of Philology, Republic of Moldova
Cultural Representations of Time in French Idioms and Proverbs in the Context of Emerging Language Technologies

4. Aurelia CABAC — PhD Candidate, Doctoral School of Philology, Alecu Russo State University of Bălți, Republic of Moldova.

From Stereotyping to Discursive Reconfiguration: The Representation of Ukrainian Refugees in Digital Discourse in the Republic of Moldova



5. Alexandrina TAMBUR — PhD Candidate, Doctoral School of Philology, Alecu Russo State University of Bălți, Republic of Moldova

Linguistic Interference in Foreign Language Acquisition: Classification Criteria and Characteristics of its Manifestation

6. Violina DĂNILĂ — University Teaching Assistant, Alecu Russo State University of Bălți, Republic of Moldova

Strategies for Teaching the Conditional-Optative Mood in Romanian as a Foreign Language Classes



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SESSION 2
Ai & Linguistics, Terminology, and Literature

Chair: Vladimir BRAJUC — Associate Professor, PhD, Alecu Russo State University of Bălți, Republic of Moldova
Google Meet: https://meet.google.com/rqf-ckys-ssv

1. Silvia BOGDAN — PhD student, Alecu Russo Balti State University, Republic of Moldova
Human vs. AI Translation of Tourism Terminology into English: Evidence from Vadim Șterbate's "99 de atracții turistice din Republica Moldova"

2. Vladimir BRAJUC — PhD in Philology, Associate Professor, Alecu Russo Balti State University
Integrating Generative AI in Humanities Education: Prompt Engineering and Automated Feedback Workflows in Literature Courses

3. Angela MURZAC — PhD student, Alecu Russo Balti State University, Republic of Moldova
Building an Online Corpus of Romanian Somatic Phraseological Units: Selection Criteria and Methodological Challenges

4. Andreea APETRI — PhD student, Alecu Russo Balti State University, Republic of Moldova
Generative AI and University Admission Terminology: A Contrastive Perspective

5. Cristina CUCOȘ — PhD student, Alecu Russo Balti State University, Republic of Moldova
Digital Menus as a Source for Compiling a Romanian–German Gastronomic Terminology Corpus

6. Nicolina MUNTEAN — PhD student, Alecu Russo Balti State University, Republic of Moldova
AI-Assisted Translation of Cultural Lexis in (Semi-)Peripheral Literature



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SESSION 3
Digital Perspectives in Language Didactics, Literature, and Cultural Heritage Preservation

Chair: Irina POSTOLACHI-JOSAN — Associate Professor, PhD, Department of Intercultural Training; Vice-President and Board Member, SIETAR France
Google Meet: https://meet.google.com/mdc-nxgf-pxt

1. Irina POSTOLACHI-JOSAN — Associate Professor, PhD in Language and Culture Didactics, Vice-President of SIETAR France, SIETAR France - Professional Society for Intercultural Education, Training and Research

Artificial Intelligence and Teacher Mediation: Rethinking the Role of Language Educators in Digital Learning Environments

2. Ludmila BRANIȘTE — Associate Professor, PhD, Alexandru Ioan Cuza University of Iași, Romania

Teaching Romanian as a Foreign Language in the Digital Era: Content, Institutional Contexts, and Artificial Intelligence

3. Elena BANARI — University Lecturer, Moldova State University

Critical Reading in the Age of AI: Developing Literary Text Interpretation Competence through Dialogue with Artificial Intelligence



4. Emanuel-Daniel SĂRMĂȘAN — Assistant professor, „George Emil Palade" UMPhST of Târgu Mureș

Digital Preservation and the Transylvanian Saxon Heritage: Virtual Museums and Manuscript Access in the Digital Era

5. Ramona MIHĂILĂ – Full Professor, PhD, Faculty of Foreign Languages and Literatures at Dimitrie Cantemir Christian University, Bucharest.

Reclaiming Royal Women's Voices through Artificial Intelligence: Digital Humanities, Gender, and the Literary Legacies of Carmen Sylva and Queen Marie of Romania

6. Mihaela LUPAȘCU — PhD Candidate, Doctoral School of Philology, Alecu Russo Balti State University

The Aesthetics of Playfulness and Humor in Valentin Roșca's Children's Poetry: Educational Applications of Artificial Intelligence



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November 14, 2026

(CET -Belgrade, Serbia)

Roundtable Discussion

16:00–17:00 PM

CAN SCHOLARS IN SOCIAL SCIENCES AND HUMANITIES BECOME SUCCESSFUL AI RESEARCHERS?

Moderator: Prof. Dr. Ivana Ivanić, University of Novi Sad

Meeting Link: https://meet.google.com/txg-kcxi-gxt



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Advancing Digital Education 2026: Content, Context and Artificial Intelligence

Workshop 1

17:00–18:00 PM

Artificial Intelligence in Romanian Language Teaching and Learning: Innovative Tools and Interactive Practices

Online: https://meet.google.com/txg-kcxi-gxt

Participants:

Lilia TRINCA (Republic of Moldova), Robert WILLIAMS (United Kingdom), Mihaela HRISTEA (Romania), Ivana IVANIĆ (Serbia), Cristina DAFINOIU (Romania), Oxana CHIRA (Republic of Moldova), Valentina ENACHI (Republic of Moldova), Maria-Luiza OANCEA (Romania), Mihaela LUPAȘCU (Republic of Moldova), Ludmila LAZAREV (Republic of Moldova), Nino KVIRIKADZE (Georgia), Angelica-Maria CĂPRARU (Romania), Sanda PĂDUREȚU (Romania), Ema DURIĆ (Serbia), Virginia POPOVIĆ (Serbia), Ecaterina NICULCEA (Republic of Moldova), Manana MIKADZE (Georgia), George T. SIPOS (Timișoara, Romania), Silvia TITA (Michigan State University, USA).

Workshop Coordinators and Academic Staff:

Ludmila BRANIȘTE (Romania)
Associate Professor, PhD, Alexandru Ioan Cuza University of Iași, Romania

Artificial Intelligence and the Future of Romanian Language Education: Opportunities, Challenges, and Pedagogical Perspectives

Ramona MIHĂILĂ (Romania)
Professor, PhD, Dimitrie Cantemir Christian University, Bucharest, Romania

Artificial Intelligence in Romanian Language Teaching and Learning: Innovative Tools, Interactive Practices, and Reclaiming Royal Women's Voices



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Advancing Digital Education 2026: Content, Context and Artificial Intelligence

Workshop 2

17:00–18:00 PM

Artificial Intelligence and the New Media Era

Online: https://meet.google.com/vif-bupj-axs

Moderators:

- **Georgiana CIOBOTARU, Associate Professor, PhD**
- **Mirela-Gabriela BRATU, University Lecturer, PhD**

Participants:

Master's Students, Cross-Border Faculty, Dunărea de Jos University of Galaţi, Master's Programme in Communication, Multiculturalism and Multilingualism

Serghei HOROZOV (Republic of Moldova), Natalia BARLADEAN (Republic of Moldova), Lilia COZMA (Republic of Moldova), Oxana COZMA (Republic of Moldova), Tatiana CALPACCI (CARAIVAN) (Republic of Moldova), Tatiana CECAN (Republic of Moldova).

Workshop Coordinators and Academic Staff

Dunărea de Jos University of Galaţi, Cross-Border Faculty, Department of Social Sciences and Humanities

Georgiana CIOBOTARU (Romania)
Associate Professor, PhD, Department of Social Sciences and Humanities, Dunărea de Jos University of Galaţi, Romania
Digital Tools and Contemporary Public Discourse

Mirela-Gabriela BRATU (Romania)
University Lecturer, Department of Social Sciences and Humanities, Dunărea de Jos University of Galaţi, Romania
Communication and Multilingualism in Allophone Communities in the Republic of Moldova



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Master's Students and Presentations

1. Serghei HOROZOV (Republic of Moldova)
Second-Year Master's Student, Communication, Multiculturalism and Multilingualism Programme, Dunărea de Jos University of Galați, Romania
Intercultural Communication Strategies and Functional Bilingualism in the Digital Era

2. Natalia BARLADEAN (Republic of Moldova)
Second-Year Master's Student, Communication, Multiculturalism and Multilingualism Programme, Dunărea de Jos University of Galați, Romania
Elements of Interculturality in the Digital Space

3. Lilia COZMA (Republic of Moldova)
Second-Year Master's Student, Communication, Multiculturalism and Multilingualism Programme, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova
The Role of Educational NGOs in Overcoming Barriers to Educational Communication in Online Environments

4. Oxana COZMA (Republic of Moldova)
Second-Year Master's Student, Communication, Multiculturalism and Multilingualism Programme, Dunărea de Jos University of Galați, Romania
Artificial Intelligence and Educational Communication in Romanian Language Classes in Multilingual Schools

5. Tatiana CALPACCI (CARAIVAN) (Republic of Moldova)
Second-Year Master's Student, Communication, Multiculturalism and Multilingualism Programme, Dunărea de Jos University of Galați, Romania
Multiculturalism and Digital Identity in Contemporary Society

6. Tatiana CECAN (Republic of Moldova)
Second-Year Master's Student, Communication, Multiculturalism and Multilingualism Programme, Dunărea de Jos University of Galați, Romania
Multilingual Education in the Age of Artificial Intelligence



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Workshop 3

17:00–18:00 PM

Structuring Digital Pedagogies and Intercultural Competence Across Academic Disciplines

Online: https://meet.google.com/oct-hfkm-tgq

Academic Coordinator:

Carolina DODU-SAVCA, Associate Professor, PhD, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

Workshop Chairs:

Carolina DODU-SAVCA, Associate Professor, PhD, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

Oxana GOLUBOVSCHI, Associate Professor, PhD, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

Participants

Academic staff from the Department of Romance Philology and the Department of English Philology, Ion Creangă State Pedagogical University of Chișinău; the Academy of Economic Studies of Moldova (ASEM); and the Technical University of Moldova (UTM).

Master's students from the Department of Romance Philology, Ion Creangă State Pedagogical University of Chișinău.



Participating Academic Staff and Educators:

1. Lilia PORUBIN
University Lecturer, PhD, Technical University of Moldova, Chişinău, Republic of Moldova
2. Oxana GOLUBOVSCHI
Associate Professor, PhD, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova
3. Anastasia SAVA
University Lecturer, PhD, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova
4. Uliana CULEA
Associate Professor, PhD, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova
5. Natalia AVORNICESĂ
Associate Professor, PhD, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova
6. Veronica BOLDUMA
Associate Professor, PhD, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova
7. Ana BULAT-GUZUN
Associate Professor, PhD, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova
8. Lucia ŞCHIOPU
Associate Professor, PhD, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova
9. Svetlana BUREA
Associate Professor, PhD, Department of English Philology, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova
10. Ana COZARI
Associate Professor, PhD, Department of Foreign Languages, Faculty of Food Technology, Technical University of Moldova, Republic of Moldova
11. Eugenia ROTARU
English Language Teacher, Linguata Language School, Chişinău, Republic of Moldova



ADEConf 2026

Advancing Digital Education 2026: Content, Context and Artificial Intelligence

Workshop 4

17:00–18:00 PM

Teaching the Human Side of Medicine in the Age of AI: Creative Approaches to Medical Humanities

Online: https://meet.google.com/rpt-bvsk-jft

Participants:

Medical students from the Faculty of Medicine, Grigore T. Popa University of Medicine and Pharmacy, Iași, Romania, Department of Modern Languages and Romanian as a Foreign Language.

Alexandru Dumitru BĂLĂCEANU (Romania), Rareș Teodor BĂRBIERIU (Romania), Ecaterina-Nicola BELDIMAN (Romania), Melisa-Andreea BERDEI (Romania), Ioana-Beatrice BIȚIUȘCĂ (Romania), Carmen-Gabriela BOGATU (Romania), Nicoleta BORHAN (Romania), Denisa-Mădălina HUMĂ (Romania), Alexandru-Andrei CHIRILĂ (Romania), Alexandra-Maria HATMANU (Romania), Denisa-Maria BAHNĂ (Romania), Mădălina Ioana MANOLE (Romania), Andra-Elena BOBOC (Romania), Cezara-Maria ZAIȚ (Romania), David-Ioan VERDEȘ-ENCULESCU (Romania), David CIOBANU (Romania), Mădălina-Mihaela ȘURUBARIU (Romania), Elena Tiziana AGOROAEI (Romania), Dragoș HANGANU (Romania).

Workshop Coordinator and Academic Staff:

Laura Ioana LEON (Romania)
Associate Professor, PhD, Department of Modern Languages and Romanian as a Foreign Language, Faculty of Medicine, Grigore T. Popa University of Medicine and Pharmacy, Iași, Romania

Teaching the Human Side of Medicine in the Age of AI: Creative Approaches to Medical Humanities



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Workshop 5

18:00–19:00 PM

AI Prototyping and Intercultural Mediation in Foreign Language and Literature Education in Higher Education

Online: https://meet.google.com/oct-hfkm-tgq

Academic Coordinators:

Elena PRUS
Full Professor, Habilitated Doctor, Corresponding Member of the Academy of Sciences of Moldova, Vice-Rector for Scientific Research and Doctoral Studies, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova

Carolina DODU-SAVCA
Associate Professor, PhD, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

Workshop Chairs:

Anastasia SAVA
University Lecturer, PhD, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

Carolina DODU-SAVCA
Associate Professor, PhD, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

Participants

Academic staff from the Department of Romance Philology and the Department of English Philology, Ion Creangă State Pedagogical University of Chișinău; the Academy of Economic Studies of Moldova (ASEM); and the Technical University of Moldova (UTM).

Master's students from the Department of Romance Philology, Ion Creangă State Pedagogical University of Chișinău.



Participating Academic Staff and Educators:

1. Elena PRUS
Full Professor, Habilitated Doctor, Corresponding Member of the Academy of Sciences of Moldova, Vice-Rector for Scientific Research and Doctoral Studies, Free International University of Moldova (ULIM), Chişinău, Republic of Moldova
2. Lilia PORUBIN
University Lecturer, PhD, Technical University of Moldova, Chişinău, Republic of Moldova
3. Oxana GOLUBOVSCHI
Associate Professor, PhD, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova
4. Anastasia SAVA
University Lecturer, PhD, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova
5. Uliana CULEA
Associate Professor, PhD, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova
6. Natalia AVORNICESĂ
Associate Professor, PhD, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova
7. Veronica BOLDUMA
Associate Professor, PhD, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova
8. Ana BULAT-GUZUN
Associate Professor, PhD, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova
9. Lucia ŞCHIOPU
Associate Professor, PhD, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova
10. Svetlana BUREA
Associate Professor, PhD, Department of English Philology, Ion Creangă State Pedagogical University of Chişinău, Republic of Moldova
11. Ana COZARI
Associate Professor, PhD, Department of Foreign Languages, Faculty of Food Technology, Technical University of Moldova, Republic of Moldova
12. Carolina ANDRONIC
University Lecturer, Academy of Economic Studies of Moldova (ASEM), Chişinău, Republic of Moldova
13. Eugenia ROTARU
English Language Teacher, Linguata Language School, Chişinău, Republic of Moldova



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Workshop 6

Romanian as a Foreign Language: Experiences, Language Contact, and Cultural Representations
Online: https://meet.google.com/mcw-bpyz-sdnm

Participants:
Students enrolled in the Romanian Language Preparatory Year Programme, Department of Romanian Language for International Students, Faculty of Letters, Alexandru Ioan Cuza University of Iași, Romania; and students from the Faculty of Medicine and the Faculty of Dental Medicine, Grigore T. Popa University of Medicine and Pharmacy, Iași, Romania.
Noha Naser Ali Mekhimar DAWOOD (Egypt), Dina Adele ABDELSALAM (Egypt), Sophia RAIKOVA (Ukraine), Amer FOUAD (Syria), Ahmed Habis Ayed ALHIASSAH (Jordan), Mohamed Abdelmoneim Mohamed Rizk SALEM (Egypt), Sude Deniz TUTUNCU (Türkiye), Mahrijemal BABAYEVA (Turkmenistan), Mira AL NABTITI (Jordan), Aylar MAMEDOVA (Turkmenistan), Nepes ARSLANOV (Turkmenistan), Aysun RAHIMOVA, Lyne EL-LAKKIS (France), Silviu-Cristian MURARU-PREDA (France), Maria MARINESCU (Austria), Rareș-Cristian BOSTACĂ (France), Kenza ABDOU (France).

Workshop Coordinators and Academic Staff

Arina CHIRILĂ (Romania)
Assistant Professor, PhD, Department of Romanian Language for International Students, Faculty of Letters, Alexandru Ioan Cuza University of Iași, Romania
Learning Romanian with AI: From Generated Answers to Active Classroom Participation



Irina POSTOLACHI-JOSAN (France)
Associate Professor, PhD, Department of Intercultural Training, Vice-President and Board Member of SIETAR France (Society for Intercultural Education, Training and Research)
From Language Contact to Intercultural Dialogue: Teaching Romanian as a Foreign Language (RFL) in France through Pre-University School and Community-Based Educational Experiences in the Context of Digital Transformation

Maria-Lucreția CAZAC (Romania)
Assistant Lecturer, PhD, Grigore T. Popa University of Medicine and Pharmacy, Iași, Romania
From the Textbook to the Hospital Ward: AI as a Conversation Partner in Medical Romanian

Violina DĂNILĂ (Republic of Moldova)
University Teaching Assistant, Faculty of Letters, Alecu Russo State University of Bălți, Republic of Moldova
Developing Oral Communication Skills in Romanian through AI-Assisted Dialogues

Ivan KAZAKOV (Republic of Moldova)
Independent Researcher
How Students Use Generative AI to Learn Romanian: Opportunities, Limitations and Critical Evaluation



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BOOK OF ABSTRACTS



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PROFESSIONAL INTEGRITY AND DIGITAL AUTONOMY: CHALLENGES AND STRATEGIES FOR INSTITUTIONAL RESILIENCE IN HIGHER EDUCATION

Ion BULICANU

The digital transformation of higher education institutions generates new opportunities for organizational development while introducing significant challenges related to professional integrity, human resource management, technological dependencies, and institutional resilience. This paper examines the relationship between professional integrity and digital autonomy as essential factors in ensuring the sustainable development and operational continuity of universities. Attention is given to the risks associated with the concentration of critical technological knowledge among individual specialists, excessive dependence on external IT providers, and insufficient institutional control over information systems. The study also addresses the importance of employee motivation, equitable recognition of professional contributions, and performance-based management in fostering organizational commitment and accountability. Drawing on a conceptual and analytical approach, the paper identifies key organizational vulnerabilities and proposes an integrated management framework combining professional ethics, competency development, performance evaluation, knowledge management, and digital governance. The proposed framework emphasizes transparent institutional policies, systematic knowledge transfer, technological interoperability, information security, and mechanisms for reducing dependencies on individuals and external service providers. The findings highlight the need to move beyond technology-centered digital transformation towards a comprehensive institutional strategy that balances human competencies, ethical responsibility, employee motivation, and technological autonomy. The paper concludes with practical recommendations for university leadership aimed at strengthening institutional resilience, ensuring operational continuity, and promoting a sustainable organizational culture based on integrity, innovation, and shared responsibility.

Keywords: Professional Integrity; Digital Autonomy; Institutional Resilience; Higher Education Management; Digital Governance.



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TECHNOLOGY, COGNITION AND LEARNING FOR ACADEMIC SUCCESS

Lucia ŞCHIOPU

This article written as part of the project 'The Digitization of the Initial Training Process for Teaching Staff to Ensure an Efficient Educational Approach, in Line with the Demands of the Labor Market'" synthesizes research and theory to outline eight Core Conditions for effective digital learning: 1. mental effort activation, 2. multimodal integration, 3. Perceived availability, 4. active retrieval, 5. intentional learning and working memory regulation, 6. segmentation of multimedia input, 7. note-taking for knowledge organization, and 8. semantic elaboration. These conditions explain how students can move beyond superficial browsing toward meaningful engagement with online content. Instead of relying solely on quick access to information, students who apply these strategies achieve deeper comprehension, stronger memory retention, and more reflective learning. The process of online learning consists of intentionally structured and cognitively rich tasks, to develop attention, critical thinking, and durable knowledge building.

Keywords: online learning, digital reading, cognitive engagement, working memory, active retrieval, knowledge retention



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ARTIFICIAL INTELLIGENCE AS A MEDIATOR OF PLURILINGUAL AND INTERCULTURAL COMPETENCE IN HIGHER EDUCATION

Sava ANASTASIA

The integration of artificial intelligence into higher education opens up new possibilities for rethinking language teaching and learning, particularly in multilingual and multicultural contexts. Beyond its technological functions, AI can become a pedagogical resource that encourages students to explore languages, compare cultural perspectives, and reflect on the ways people communicate across linguistic and cultural boundaries. Nevertheless, its educational potential depends on the teacher's ability to transform technological opportunities into meaningful learning experiences. The aim of this paper is to examine how AI-based tools can be integrated into foreign language education to support the development of plurilingual and intercultural competence among university students, especially future language teachers. The approach adopted considers plurilingualism not simply as the knowledge of several languages, but as the ability to mobilize different linguistic and cultural resources according to the communicative situation. From this perspective, generative AI can facilitate the design of learning activities that involve multilingual dialogue, intercultural scenarios, contextualized translation, and the comparison of cultural representations. Such activities can encourage students to formulate questions, investigate different interpretations, and develop their own responses to intercultural situations. AI-generated content can also serve as a starting point for discussion, critical analysis, and collaborative learning, if students are encouraged to question and verify the information they receive. At the same time, the use of AI raises important pedagogical challenges. Linguistic inaccuracies, cultural stereotypes, and the tendency to accept automated responses without sufficient reflection may limit the development of independent thinking. For this reason, the teacher remains essential in guiding learning, encouraging critical reflection, and creating opportunities for authentic human interaction. The paper highlights the importance of a balanced approach in which AI complements rather than replaces pedagogical interaction. Its purposeful integration into university language education can contribute to preparing future teachers to promote linguistic diversity, intercultural dialogue, and responsible participation in an increasingly interconnected world.

Keywords: artificial intelligence, plurilingualism, intercultural competence, foreign language education, higher education, teacher education.



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RETHINKING ENGLISH FOR ENGINEERING STUDENTS IN THE DIGITAL ERA: FROM TECHNICAL VOCABULARY TO AI-ENHANCED PROFESSIONAL COMMUNICATION

PORUBIN Lilia

The rapid development of digital technologies and artificial intelligence (AI) is transforming higher education and creating new opportunities for language teaching and learning. In technical universities, English proficiency has become increasingly important for engineering students who need to access scientific literature, interpret technical documentation, collaborate internationally, and communicate complex ideas in professional contexts. Consequently, English for Specific Purposes (ESP) instruction needs to move beyond the acquisition of specialized terminology towards the development of effective professional communication skills. This paper explores the pedagogical potential of integrating digital tools and AI-supported activities into English language teaching for students specializing in Electronics and Telecommunications. It examines how interactive vocabulary platforms, multimedia resources, generative AI applications, and digital collaboration tools can support technical vocabulary acquisition, improve language accuracy, and facilitate the development of speaking and writing skills. Particular attention is given to practical learning activities that enable students to explain technical processes, present engineering solutions, participate in simulated professional interactions, and produce technical reports. The paper also proposes a four-stage pedagogical framework encompassing vocabulary acquisition, AI-supported exploration, professional communication, and evaluation and reflection. The framework emphasizes the integration of authentic engineering content, learner autonomy, critical thinking, and responsible AI use. Furthermore, it addresses potential challenges, including the reliability of AI-generated information, academic integrity, data privacy, and the risk of overreliance on automated assistance. The paper aims to contribute to the ongoing discussion on digital innovation in technical higher education by outlining practical approaches to making ESP instruction more relevant to the professional needs of future engineers. It highlights the importance of using AI not as a substitute for independent learning or teacher guidance, but as a complementary resource for developing linguistic competence and professional communication skills.

Keywords: English for Specific Purposes (ESP); digital education; artificial intelligence; engineering students; professional communication



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THE ROLE OF AI IN THE TEACHING PROCESS

Mihaela HRISTEA

Artificial intelligence (AI) offers significant benefits for its application in education. Its capabilities include text analysis, data summarization, task automation, and complex problem-solving. AI has introduced substantial improvements in educational practices by facilitating the personalization of the learning process, adapting lessons to students' individual learning styles, and generating personalized educational resources and feedback. These technologies enable teachers to develop more flexible teaching strategies, identify students' learning difficulties, and provide additional support according to their individual needs. Furthermore, AI-powered educational platforms can improve access to learning materials, encourage independent study, and support students in developing digital competencies that are increasingly important in contemporary society. Despite these advantages, the integration of artificial intelligence into education presents several challenges and limitations. The use of AI-powered chatbots also raises important ethical concerns, particularly regarding confidentiality, privacy, and the security of personal data. Educational institutions must consider how students' information is collected, processed, and stored, especially when third-party digital platforms are involved. Additional challenges include algorithmic bias, unequal access to technological resources, and the possibility of using AI-generated content without appropriate acknowledgment, which may compromise academic integrity. Therefore, the effective integration of artificial intelligence into education requires a balanced approach that recognizes its technological advantages while addressing its pedagogical and ethical limitations. Teachers should encourage students to use AI as a complementary educational resource rather than a substitute for independent thinking and intellectual engagement. The development of clear institutional guidelines, digital literacy programs, and responsible AI practices is essential for ensuring that these technologies contribute positively to educational quality. Ultimately, artificial intelligence should support human creativity, critical thinking, and meaningful learning while preserving the fundamental role of teachers and students in the educational process.

Keywords: Chatbots, data, personal, security, utilization.



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THE DILEMMA OF ASSESSING STUDENTS' WRITTEN PRODUCTION COMPETENCE IN THE ERA OF ARTIFICIAL INTELLIGENCE

Angela POPOVICI

This article investigates one of the most pressing challenges in current higher education: the vulnerability of traditional methods for assessing written text in the face of the rise of generative artificial intelligence (AI) models. The paper analyzes how technology reconfigures the pedagogical act, highlighting four structural dilemmas that compromise current grading and examination practices. In the first phase, the crisis of traditional assessment criteria is analyzed, showing that classic indicators such as grammatical correctness, vocabulary complexity, or structural coherence no longer measure the student's actual competence, but rather the technological fluidity of an algorithm capable of instantly delivering flawless texts. Secondly, the study explores the failure of AI detection tools, underlining the technical and ethical trap that educators face due to false-positive results or the inefficiency of these programs when dealing with well-rephrased texts. This inability to prove fraud generates a third dilemma, related to changing the assessment context. To guarantee the fairness of assessment, a current trend in the international university environment is the rebalancing of examination formats. This includes returning to classic, face-to-face assessments, conducted directly in the classroom. This phenomenon creates an interesting dialogue in relation to the concept of "digital education", prompting a careful analysis of how technology must be integrated into the critical moments of testing. Through the analysis of these bottlenecks, the article progressively arrives at the idea that the solution does not consist in banning technology or penalizing its use, but rather in the conceptual redefinition of written production competence and in the transformation of examination methods. As a sustainable solution, the paper proposes a transition toward combined and authentic assessment models. In this context, the simple drafted text ceases to be the final product subject to grading; it becomes merely a starting point for a mandatory oral defense (a viva voce format), in which students must argue, explain, and critically assume their conceptual choices, thereby demonstrating true mastery of the content beyond digital assistance.

Keywords: academic assessment, generative artificial intelligence, written production, pedagogical paradox, authentic assessment, educational ethics.



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TEACHING DEMOCRACY IN THE AGE OF AI: CHALLENGES FOR THE INTERNALISATION OF DEMOCRATIC VALUES IN ANDALUSIAN UNIVERSITIES

José Miguel Mata HERNÁNDEZ

Universities play a key role in democratic education. While AI can expand access to information and learning opportunities, it may also reinforce biases, facilitate disinformation, encourage cognitive dependence, and deepen digital inequalities. This study examines how four Andalusian public universities incorporate democratic values into their institutional and educational frameworks, and explores the challenges AI poses to their teaching and internalisation among students. The hypothesis tells us that a gap persists between the formal recognition of democratic values and their practical appropriation, potentially compounded by the growing use of generative AI. Access to these technologies alone doesn't guarantee democratic education, because their contribution depends on students' critical competencies, institutional policies, and opportunities for meaningful participation. The research adopts a documentary and comparative methodology, analysing university statues, strategic plans, codes of ethics, equality policies, student participation frameworks, curricula, and institutional guidelines on digital transformation and AI. The analytical framework encompasses freedom as autonomous and non-domination, political and digital equality, pluralism, the common good, responsibility, deliberation, solidarity, active participation, and respect for diversity. These values are examined in relation to algorithmic bias, AI-generated disinformations, data protection, and independent judgment. The study seeks to identify whether university initiatives prioritise technical AI competencies or integrate democratic and ethical considerations into digital education. It argues that universities must move beyond a predominantly normative approach towards critical, interdisciplinary, and participatory learning experiences. Strengthening media literacy, promoting pluralistic deliberation, and involving students in developing AI governance guidelines are essential to this endeavour. Ultimately, the challenge is not merely to teach how to use AI, but to foster citizens capable of critically assessing its implications and contributing to the advancement of democratic values.

Keywords: Democracy, AI, University, Civic education



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METHODOLOGIES FOR IMPLEMENTING PEDAGOGICAL INNOVATIONS IN THE CONTEXT OF THE DIGITAL SOCIETY.

Maia BOROZAN / Diana ANTOCI

The transformation of society is reshaping educational processes and requires the reconfiguration of pedagogical practices, learning environments and approaches to educational innovation. In this context, the implementation of pedagogical innovations becomes a strategic process that requires coherent methodological frameworks capable of connecting technological opportunities with pedagogical purposes and learners' needs. The paper examines methodological approaches to implementing pedagogical innovations in the context of contemporary society, with particular attention to the conditions, stages and mechanisms that support their integration into educational practice. The analysis is grounded in contemporary perspectives on pedagogical innovation, digital transformation and action-oriented approaches to educational change. Particular emphasis is placed on participatory, reflective and iterative methodologies that enable teachers and learners to become active participants in the design, implementation and evaluation of innovative educational practices. The paper also highlights the importance of digital competences, institutional support, collaborative learning environments and continuous feedback in ensuring the sustainability of pedagogical innovations. A methodological framework for implementing pedagogical innovations is proposed, integrating the stages of identification of educational needs, planning, experimentation, reflection, evaluation and reconfiguration of pedagogical practices. The proposed approach positions digital technologies as instruments for pedagogical transformation rather than as ends in themselves and emphasizes the role of teachers as agents of educational innovation. The findings contribute to the development of a systematic perspective on implementing pedagogical innovations and provide methodological orientations for educational institutions adapting to the demands of the contemporary society.

Keywords: pedagogical innovation; digital transformation; educational methodology; pedagogical change; action research; innovative educational practices



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FROM INFORMATION TO UNDERSTANDING: EVAGRIUS PONTICUS AND THE CHALLENGES OF KNOWLEDGE IN AI-ASSISTED EDUCATION

Oancea MARIA-LUIZA

This paper explores the relevance of Evagrius Ponticus' reflections on knowledge, understanding, and discernment to contemporary educational contexts shaped by artificial intelligence (AI). Drawing on selected passages from Chapters of Evagrius' Disciples and other Evagrian writings, it examines the distinction between receiving information and achieving genuine understanding, asking how this distinction can inform the responsible integration of AI tools into education. Evagrius considers the different ways in which truth may be transmitted, including natural human capacities and the reception of teachings from others. His reflections suggest that the presence of a true statement does not necessarily guarantee that its source fully understands its meaning or that its recipient has adequately assimilated it. Knowledge therefore involves more than exposure to information: it requires interpretation, discernment, and the development of intellectual capacities. This perspective provides a useful conceptual framework for examining the opportunities and limitations of AI-assisted learning. AI systems can rapidly generate explanations, summarize complex texts, and provide access to extensive bodies of information. However, the availability of plausible and coherent answers raises important educational questions: How can learners distinguish accuracy from apparent authority? What is the difference between reproducing information and understanding it? How can teachers encourage independent judgment when students increasingly rely on AI-generated content? The paper does not present Evagrius as a precursor to artificial intelligence but places his thought in dialogue with contemporary debates about digital education. It argues that his emphasis on discernment and the transformation of the learner offers a valuable perspective on educational practices in which technological assistance should support, rather than replace, intellectual engagement. By connecting late antique reflections on knowledge with current challenges in AI-assisted education, the study highlights the need to cultivate critical thinking, contextual interpretation, and intellectual responsibility. It proposes that the central educational objective should remain the transformation of information into meaningful and critically examined understanding.

Keywords: Evagrius Ponticus; Artificial Intelligence; Critical Thinking



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FROM SCREEN TO PLAY: INTEGRATING DIGITAL AND AI-SUPPORTED RESOURCES INTO INITIAL EFL TEACHER EDUCATION FOR EARLY CHILDHOOD IN MOLDOVA.

BUCUCI Olesea

The integration of digital technologies and artificial intelligence (AI) into English as a Foreign Language (EFL) teacher education offers new opportunities to prepare future teachers to design engaging, developmentally appropriate learning experiences for young children. This article examines the pedagogical potential of digital and AI-supported resources in the initial education of prospective EFL teachers for early childhood education in Moldova. It focuses on how these resources can be integrated into teacher preparation to support play-based language learning while maintaining the central role of interaction, creativity, and active participation in early childhood settings. The article explores the relationship between technology-enhanced learning and play-based pedagogy, highlighting the importance of preparing future teachers to select, adapt, and critically evaluate digital resources in accordance with children's developmental characteristics and language learning needs. Particular attention is given to interactive applications, multimedia materials, digital storytelling, and AI-supported tools that can facilitate vocabulary acquisition, listening comprehension, oral communication, and creative expression. The discussion also addresses the need to balance screen-based activities with hands-on experiences, movement, collaborative play, and face-to-face communication. Within the context of initial EFL teacher education in Moldova, the article emphasises the development of prospective teachers' digital and pedagogical competences, as well as their ability to use AI responsibly. Key considerations include age-appropriate content, the reliability of AI-generated materials, data privacy, accessibility, and the pedagogical relevance of selected resources. Technology integration is therefore approached not as an end in itself, but as a purposeful process guided by learning objectives, child-centred principles, and the specific requirements of early language education. The article argues for a balanced approach in which digital and AI-supported resources complement rather than replace play-based interaction and teacher-guided learning. It highlights the importance of equipping future EFL teachers with the knowledge, practical skills, and critical awareness necessary to integrate emerging technologies meaningfully into early childhood language education.

Keywords: Keywords: initial EFL teacher education, early childhood education, digital resources, artificial intelligence, play-based learning, digital competence.



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USING ACTION RESEARCH FINDINGS TO MANAGE THE IMPLEMENTATION OF PEDAGOGICAL INNOVATION IN GENERAL EDUCATION

ȚURCAN Lilia, BOROZAN Maia

This article examines how action research findings can inform the management of pedagogical innovation implementation in response to the growing need for evidence-based educational change and more effective institutional development in general education. The relevance of the topic stems from the importance of identifying management mechanisms that facilitate the transfer of pedagogical research findings into educational practice, support the adoption of innovations, and ensure their long-term sustainability. The study aims to establish the theoretical and methodological foundations for managing the implementation of pedagogical innovations through the use of action research findings and to identify the management mechanisms, conditions, and strategies that support their integration into school practice. To achieve this aim, the study analyzes conceptual approaches to managing pedagogical innovation through action research, delineates the stages of the implementation process, examines the role of educational leadership and professional collaboration, and explores approaches to monitoring and evaluating the impact of educational change. The expected outcomes include a conceptual framework for managing the implementation of pedagogical innovation; a delineation of the stages and mechanisms through which action research findings are applied; an account of the institutional conditions and enabling factors that support innovation transfer; and methodological guidelines for planning, implementing, monitoring, and evaluating innovative pedagogical interventions. The study also proposes an integrative model that links action research, managerial decision-making, teachers' professional development, and the evaluation of educational outcomes. Its practical value lies in offering school managers and teachers conceptual and methodological guidelines that can inform decision-making, improve educational practice, and strengthen an institutional culture oriented toward innovation, professional reflection, and continuous improvement.

Keywords: educational management, pedagogical innovation, action research, innovation implementation, educational leadership, educational change, institutional development.



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LEARNING WITH AI, THINKING INDEPENDENTLY: PEDAGOGICAL SCAFFOLDING AND STUDENT AUTONOMY IN HIGHER EDUCATION

TAOUABIT Imane, TOUHAMI Fatima

Generative artificial intelligence is transforming higher education by providing immediate explanations, personalised feedback, and support for academic tasks. However, improvements in the quality of assisted work do not necessarily indicate stronger independent learning. Deng et al. (2025) highlight the importance of distinguishing the quality of AI-generated outputs from the educational benefits of AI-supported interventions. This distinction raises a central question: how can educators integrate generative artificial intelligence while preserving students' control over their learning? This conceptual paper examines pedagogical scaffolding as a means of supporting student autonomy in AI-supported higher education. It draws on self-regulated learning and the network of co-regulation perspective articulated by Lodge et al. (2023), which positions individual agency at the centre of interactions between learners, educators, and artificial intelligence. The analysis connects instructional support with three learning processes: planning, monitoring, and reflection. The paper develops a framework organised around four pedagogical practices: attempting tasks independently before consulting artificial intelligence, requesting explanations and feedback, critically evaluating generated responses, and progressively reducing assistance. These practices are conceptualised as supports for intellectual responsibility, with their effectiveness requiring empirical examination across educational settings. The framework also distinguishes perceived autonomy from observable self-regulation and performance demonstrated without artificial intelligence. The paper's contribution lies in connecting the design of AI-supported activities with the preservation of learner agency. It argues that educational integration requires attention to how students question, verify, and apply generated content. Practical implications concern assignment design, formative assessment, and teacher guidance that make students' reasoning visible. The framework provides a basis for evaluating whether AI-supported learning develops capabilities that students can mobilise independently across tasks and contexts.

Keywords: Generative artificial intelligence; pedagogical scaffolding; student autonomy; self-regulated learning; higher education.



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SOCIAL MATURITY IN ADOLESCENCE: STRUCTURAL MODELS AND EDUCATIONAL APPLICATIONS IN SECONDARY EDUCATION

PALADE CORALIA

Social maturity is an important educational goal during adolescence, when young people negotiate increasingly complex relationships, responsibilities, and expectations. This paper examines how structural models of social maturity can inform educational practices in secondary education, with particular attention to the relationship between individual development and the social environment of schooling. The paper adopts a conceptual and analytical approach, examining theoretical perspectives on adolescent development, social competence, moral reasoning, and value internalisation. It proposes an integrative framework comprising five interconnected dimensions: social understanding, emotional regulation, autonomous judgement, interpersonal responsibility, and civic participation. These dimensions are considered mutually influential components whose expression varies across developmental stages and educational contexts. The framework connects theoretical constructs with observable indicators and educational opportunities. Applications include cooperative learning, structured discussion of moral dilemmas, student participation in school governance, reflective portfolios, and community service learning. Particular emphasis is placed on teachers' mediation, the consistency of institutional values, and opportunities for students to exercise meaningful responsibility. From a pedagogical management perspective, the paper outlines how curriculum planning, school climate, and partnerships with families and community organisations can support coherent developmental pathways. It also considers assessment principles that combine student reflection, teacher observation, and contextual evidence while acknowledging cultural variation and avoiding rigid classifications of adolescent maturity. The paper contributes a theoretically grounded structure for designing educational interventions and guiding subsequent empirical investigation. It argues that fostering social maturity requires sustained alignment between educational aims, everyday relationships, and authentic opportunities for adolescents to make decisions, cooperate, and contribute to collective wellbeing.

Keywords: Social maturity; adolescence; structural models; secondary education; educational applications.



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THE DIGITAL ENVIRONMENT AS A CONTEXT FOR DEVELOPING ENGLISH COMMUNICATIVE COMPETENCE

MARDARI Alina

The increasing integration of digital technologies into education calls for a reconsideration of the role of digital environments in language learning. This paper explores the digital environment not merely as a technological medium for delivering instruction, but as a dynamic communicative context that creates opportunities for developing English communicative competence. Drawing on contextual learning and sociocultural perspectives, the study examines how digital environments facilitate authentic interaction, intercultural communication, collaborative meaning-making, and context-sensitive language use. Particular attention is given to the contextual, social, and multimodal dimensions of digital communication and their implications for language learning. The paper argues that the pedagogical value of digital environments depends on the extent to which they support meaningful communicative experiences rather than technological engagement alone. The study highlights the potential of digital contexts to foster communicative flexibility, learner autonomy, and the transfer of language competences across diverse situations.

Keywords: digital environment, contextual learning, English communicative competence, authentic communication, digital interaction, language education.



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EMOTIONAL FREEDOM AND DIGITAL IDENTITY OF STUDENTS: INTERCULTURAL PERSPECTIVES ON SELF-EXPRESSION IN SOCIAL MEDIA / LIBERTATEA EMOȚIONALĂ ȘI IDENTITATEA DIGITALĂ A ELEVILOR: PERSPECTIVE INTERCULTURALE ASUPRA EXPRIMĂRII DE SINE ÎN REȚELELE SOCIALE.

Claudia Elena STOICA

Social media has become an important part of students' daily lives and influences the way they communicate, express emotions, and build their identity. In this context, emotional freedom can be understood as the ability to recognize, accept, regulate, and express emotions in an authentic and responsible way. This paper explores the connection between emotional freedom, digital identity, and students' self-expression on social media. The topic is approached from an interdisciplinary perspective, bringing together ideas from education, psychology, digital culture, and intercultural communication. Attention is given both to the positive role of social media in supporting communication, emotional expression, and identity development, and to the challenges created by social comparison, the need for approval, online pressure, and different cultural expectations. The paper also discusses the educational role of teachers in helping students use social media in a more conscious and balanced way. Social networks should not be viewed only as spaces for communication and entertainment, but also as environments that can influence students' emotional and social development. The main aim is to highlight the importance of emotional awareness, authenticity, responsibility, and respect in online communication. The paper also emphasizes the need for educational approaches that encourage intercultural openness and a healthier relationship with digital environments. Understanding these processes may help educators identify practical ways to support students in expressing themselves freely without ignoring the consequences of online interaction. In this sense, emotional freedom becomes an educational goal connected not only with personal development, but also with responsible participation in contemporary digital culture.

Keywords: emotional freedom; digital identity; social media; intercultural communication; students.



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ARTIFICIAL INTELLIGENCE IN FORMATIVE ASSESSMENT: PERSPECTIVES ON PERSONALIZED LEARNING AND THE DEVELOPMENT OF STUDENTS' SELF-REGULATION COMPETENCIES

Dorina PUTINĂ

The integration of artificial intelligence (AI) into educational assessment creates new opportunities for personalizing learning and fostering students' self-regulation competencies. This article aims to examine the theoretical and methodological foundations of AI-supported formative assessment, emphasizing its potential to enhance individualized learning experiences, promote learner autonomy, and support continuous academic progress. Drawing on the theoretical framework of assessment for learning (Black & Wiliam) and established models of self-regulated learning (Zimmerman, Pintrich, Panadero), the study adopts a conceptual and analytical approach to investigate the pedagogical functions of AI in formative assessment. Particular attention is devoted to AI-based identification of learning difficulties, the generation of immediate and differentiated feedback, the development of adaptive learning pathways, and the use of learning analytics to monitor students' progress. The analysis explores the relationship between AI-mediated feedback and the cognitive, metacognitive, and motivational processes underlying self-regulated learning. It argues that the educational effectiveness of AI depends not merely on technological capabilities but on pedagogically informed approaches that encourage students to establish learning goals, monitor their performance, critically interpret feedback, and independently adjust learning strategies. The article also addresses potential risks associated with excessive technological dependence, cognitive offloading, algorithmic bias, and data privacy, considering relevant international ethical and regulatory frameworks. The findings of the conceptual analysis highlight the importance of strengthening teachers' formative assessment competence to ensure the responsible, reflective, and pedagogically meaningful integration of AI into educational practice.

Keywords: formative assessment, artificial intelligence, personalized learning, self-regulated learning,



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FUTURE -PROOFING CURRICULA : THE ALGORITHMIC LITERACY AS A FOUNDATIONAL SKILL IN DIGITAL EDUCATION

Andrei IONESCU

As Artificial Intelligence and automated decision making systems increasingly filter information, shape public discourse and structure cognitive environments, traditional definitions of foundational literacy are no longer sufficient to navigate contemporary knowledge societies. Modern educational frameworks must urgently evolve beyond the historical triad of reading, writing and arithmetic to establish algorithmic literacy as an indispensable fourth core pillar of learning. This paper addresses the critical imperative of future proofing school and higher education curricula by sistematically embedding an understanding of algorithmic logic, data agency and human-AI interaction across multidisciplinary subjects. Rather than treating digital competence as a collection of technical or operational skills we propose a holistic, human centered pedagogical framework. This approach equips students not merely to operate digital tools but too critically comprehend how algorithms collect data, process information, introduce structural biases and subtly influence individual autonomy and public reasoning. 1.Conceptual Demystification: Translating complex algorithmic architectures and predictive mechanisms into accessible educational concepts without requiring advanced computer science prerequisites. 2.Critical Evaluation and Discernment: Developing analytical competencies to detect algorithmic bias, synthetic media, automated manipulation and information echo chambers. 3. Ethical Agency and Coexistence: Fostering responsible, reflective interaction with AI tools in research, academic writing and problem solving, while safeguarding human judgment and cognitive independence. Utilizing a qualitative analysis of emerging European educational policies And contemporary frameworks this research demonstrates that integrating algorithmic literacy across both humanities and social sciences enhances critical thinking, preserves democratic engagement and mitigates cognitive passivity.Ultimately, transforming algorithmic literacy into a fundamental competency is essential for ensuring human agency, ethical responsibility and democratic governance in an algorithmically mediated world.

Keywords: Algorithmic literacy Digital education Curriculum design Artificial Intelligence in Education Critical Thinking Cognitive autonomy



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ARTIFICIAL INTELLIGENCE IN PRESCHOOL EDUCATION: OPPORTUNITIES AND LIMITATIONS IN SUPPORTING AUTONOMOUS LEARNING

STOICA Liliana

The integration of artificial intelligence into education is creating new opportunities for teaching and learning, including in early childhood education. However, its use with preschool children requires careful consideration of developmental needs, pedagogical objectives, ethical principles, and the essential role of adult guidance. Personal autonomy and autonomous learning are important dimensions of children's development, as they involve making age-appropriate choices, expressing preferences, taking initiative, and gradually developing independence. This paper aims to analyze the opportunities and limitations of artificial intelligence in preschool education, with particular attention to its potential contribution to supporting autonomous learning. The discussion focuses on the possible use of AI-supported educational resources to provide differentiated learning experiences, stimulate curiosity, encourage exploration, and respond to children's individual learning needs. It also examines the role of preschool teachers in selecting appropriate digital tools, guiding children's interactions with technology, and maintaining meaningful social and educational experiences. A theoretical and analytical approach is adopted, drawing on relevant perspectives on early childhood education, autonomous learning, and the responsible integration of artificial intelligence into educational contexts. Particular attention is given to challenges related to data privacy, the appropriateness of AI-generated content, excessive screen exposure, unequal access to technology, and the risk of reducing opportunities for direct interaction and hands-on learning. The paper argues that artificial intelligence should be regarded as a complementary educational resource rather than a substitute for the preschool teacher, human relationships, play, or children's direct experiences. Its educational value depends on purposeful use, age-appropriate design, adult supervision, and clear pedagogical objectives. The analysis highlights the importance of a balanced and ethically responsible approach to AI integration that supports children's initiative and independence while protecting their well-being and developmental needs.

Keywords: artificial intelligence; preschool education; autonomous learning; digital technologies; early childhood development



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THE AXIOLOGICAL DIMENSION OF HARNESSING ARTIFICIAL INTELLIGENCE TO DEVELOP STUDENTS' CREATIVITY

RADUC Georgiana Madalina

The rapid development of artificial intelligence (AI) is transforming educational practices and creating new opportunities for fostering students' creativity. This paper explores the axiological dimension of integrating artificial intelligence into the educational process, with a particular focus on the values, principles, and ethical considerations that guide its use in developing students' creative potential. The study highlights the importance of balancing technological innovation with humanistic educational values, including autonomy, originality, critical thinking, responsibility, and respect for intellectual property. It examines how AI-based tools can support creative thinking, idea generation, problem-solving, and the development of innovative learning experiences, while emphasizing the teacher's role in ensuring meaningful, ethical, and pedagogically appropriate implementation. Furthermore, the paper addresses the challenges associated with excessive reliance on AI, including the risk of diminished independent thinking and the standardization of creative expression. The central argument is that the educational value of artificial intelligence depends not only on its technological capabilities but also on the axiological framework underpinning its use. The integration of AI into education should therefore promote a balanced relationship between technological assistance and students' independent intellectual and creative engagement. The paper contributes to the ongoing discussion on value-oriented digital education and the responsible use of artificial intelligence to enhance students' creativity.

Keywords: artificial intelligence, axiological dimension, students' creativity, educational values, digital education, ethical use of AI.



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THE AXIOLOGY OF EDUCATIONAL PARTNERSHIP IN THE DEVELOPMENT OF EMOTIONAL SELF-CONTROL IN PRESCHOOL CHILDREN

TURBINCĂ Ana Maria

The Axiology of Educational Partnership in the Development of Emotional Self-Control in Preschool Children This doctoral research examines how shared values promoted by families and preschools may contribute to the development of emotional self-control in young children. Its relevance reflects the growing importance of empathy, responsibility, cooperation and emotional development in early childhood education. The study starts from the observation that parents and teachers sometimes communicate different expectations and apply inconsistent educational practices. It therefore investigates the relationship between the alignment of their values and children's capacity to understand and manage emotions. The central research problem concerns the limited theoretical and methodological understanding of this relationship. The main aim is to establish a theoretical foundation and develop and experimentally validate a pedagogical model and an intervention programme based on shared educational values. The objectives include reviewing the relevant literature, defining axiological convergence, identifying characteristics of emotional development, assessing educational practices, and evaluating the proposed intervention. The working hypothesis suggests that consistent values, constructive dialogue and cooperation between parents and teachers can support children's ability to manage frustration, wait their turn, cooperate and express emotions appropriately. Emotional self-control is understood as a developing capacity rather than simple obedience to rules. The theoretical framework draws on educational axiology, theories of educational partnership and research on emotional development. The methodology combines theoretical analysis, pedagogical observation, questionnaires, interviews and a pedagogical experiment, followed by quantitative and qualitative interpretation of the findings. The expected scientific contribution is the development of a clear and measurable concept of axiological convergence and a practical model for preschool education. The anticipated results include assessment tools, educational strategies and recommendations for teachers and parents. Ultimately, the research seeks to strengthen cooperation between families and preschools and support children's balanced emotional development in everyday educational settings.

Keywords: Educational axiology, educational partnership, axiological convergence, emotional self-control, preschool children



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BEYOND THE ALGORITHM: ARTIFICIAL INTELLIGENCE AS A RESOURCE FOR FUNCTIONAL PARENTING AFTER DIVORCE — EDUCATIONAL OPPORTUNITIES, LIMITATIONS, AND ETHICAL RESPONSIBILITY

ALEXE AURELIA

Abstract: Generative artificial intelligence creates new opportunities for parental education, including in the context of divorce, when the termination of the marital relationship requires the reorganization of the parental role, without negating the responsibilities towards the child. The article analyzes the potential of artificial intelligence as a complementary resource for promoting functional parenting after divorce, highlighting educational opportunities, limitations of use, and ethical implications. The approach is theoretical and based on a critical analysis of the scientific literature on the use of artificial intelligence in informing parents, post-divorce digital interventions, and the ethical responsibility of conversational systems. The possibilities of facilitating access to information, stimulating parental reflection and providing guidance to educational resources are examined. At the same time, the risks posed by inaccurate or insufficiently contextualized information, the protection of personal data, and the limits of the ability of automated systems to respond appropriately to complex family situations are examined. The original contribution consists in formulating a conceptual framework for the responsible use of artificial intelligence in parenting education after divorce, by relating technological functions to the objective of maintaining and reorganizing functional parenting. The proposed framework distinguishes the role of AI in providing information and fostering reflection from the parent's decision-making responsibility and the specialist's intervention. The analysis supports the need to verify information, protect privacy, maintain parental autonomy, and empirically assess the usefulness of these tools. It is argued that artificial intelligence can be a complementary educational resource, but not a substitute for parental judgment, psychological counseling, or professional intervention. Thus, the article provides theoretical guidelines for the critical and ethical integration of AI in supporting functional parenting after divorce.

Keywords: Keywords: generative artificial intelligence; functional parenting; divorce; parenting education; ethical responsibility.



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DIGITAL EDUCATION AND ARTIFICIAL INTELLIGENCE AS SUPPORTING FACTORS FOR WELL-BEING AND PROFESSIONAL SELF-ESTEEM IN SOCIAL WORK: A THEORETICAL ANALYSIS

CHIHAE MARIANA

The integration of digital technologies and Artificial Intelligence (AI)-based tools Intelligence (AI) in continuing education and social work practice is reshaping how professionals in this field manage their work. While the digital transition brings challenges related to adaptation and the development of new skills, it also offers valuable opportunities for streamlining work and reducing administrative burdens, factors directly related to occupational health. This paper is an argumentative article that aims to analyze the specialized literature on the intersection between digital education, the use of Artificial Intelligence and the psychosocial dimensions (self-esteem and well-being) of social care workers. The paper is based on an integrative review of recent literature in the fields of digital education, occupational psychology and social work. The current theoretical frameworks regarding the impact of digital skills and AI tools (virtual assistants, case management platforms) on self-perception and professional effectiveness. The theoretical analysis shows that adequate digital education and the development of skills in the use of AI contribute to increased self-efficacy and professional self-esteem. Automating repetitive tasks through AI reduces stress and burnout, creating an environment conducive to maintaining well-being. Furthermore, ongoing digital training provides social workers with modern learning resources and learning and inter-institutional support. The research argues for the need to include digital education and ethical AI modules in the initial and continuous training programs of initial and continuous training for social workers. It is concluded that the promotion of technology in social work should not be viewed solely as a technical requirement, technical requirement, but as an innovative strategy to support well-being and professional appreciation of specialists.

Keywords: digital education, artificial intelligence, well-being, professional self-esteem, social work



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FROM COMPETENCE TO PARTICIPATION: ARTIFICIAL INTELLIGENCE AND THE RECONFIGURATION OF ROMANIAN AS A FOREIGN LANGUAGE TEACHING IN THE PREPARATORY YEAR

Arina CHIRILA

The Romanian preparatory year is a one-year intensive language programme offered by Romanian universities to international students who intend to pursue degree studies taught in Romanian but do not yet have the required proficiency. Alongside learning the language, these students must become acquainted with unfamiliar academic conventions, institutional procedures, and everyday social interactions. This paper explores how generative artificial intelligence can help connect language learning with the ability to meaningfully participate in such contexts. Grounded in the action-oriented approach, academic discourse socialization, and situated learning, the presentation proposes a teacher-mediated framework for moving from linguistic competence to situated participation. It identifies three complementary stages: guided preparation, in which AI supports differentiated materials and contextualized feedback; simulated rehearsal, in which students practise communication in plausible academic and administrative scenarios; and real-world participation, in which classroom work is transferred to interactions with people, texts, and institutions. Reflection links these stages and supports growing learner autonomy. Examples include interpreting university announcements, writing to administrative offices, negotiating everyday services, and contributing to seminar discussions. These scenarios highlight a fundamental limitation of AI-supported learning: successful performance in simulated exchanges does not necessarily mean that students can navigate authentic Romanian-speaking environments independently. The teacher remains essential in selecting meaningful tasks, evaluating linguistic and pragmatic appropriateness, verifying AI-generated content, and creating opportunities for genuine interaction. The paper argues that competence and participation should not be treated as competing educational goals. Rather, linguistic competence becomes a resource for agency, academic integration, and social engagement. The proposed framework offers directions for curriculum design and formative assessment in Romanian preparatory programmes, while identifying questions for future empirical research.

Keywords: Romanian as a Foreign Language, generative artificial intelligence, preparatory year, academic socialization, learner agency, situated participation



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BETWEEN SEMANTIC EQUIVALENCE AND CULTURAL SPECIFICITY: THE POTENTIAL AND LIMITATIONS OF ARTIFICIAL INTELLIGENCE IN TRILINGUAL PHRASEOLOGICAL LEXICOGRAPHY

Lilia TRINCA

The integration of artificial intelligence into lexicographic research offers new opportunities for analysing and processing phraseological units while raising important questions concerning semantic accuracy, translation adequacy, and the interpretation of cultural specificity. Drawing on the ongoing compilation of a Romanian–German–French Dictionary of Temporal Expressions, this paper explores the potential and limitations of AI-based tools in identifying cross-linguistic equivalents, drafting lexicographic definitions, and developing comparative cultural notes. The study adopts a qualitative, contrastive approach focusing on selected phraseological units and proverbs that reflect different representations of time across the three languages. Particular attention is paid to the distinction between semantic correspondence and genuine phraseological equivalence, as well as to the risk of interpreting differences in metaphorical expression as evidence of generalizable cultural characteristics. The discussion addresses several challenges associated with AI-assisted lexicography, including the generation of unattested equivalents, the loss of pragmatic connotations, insufficiently substantiated cultural interpretations, and the confusion of literal translation with functional equivalence. The paper argues for a critical and collaborative approach in which artificial intelligence serves as a supporting instrument for linguistic analysis and lexicographic drafting, while responsibility for linguistic, philological, and cultural validation remains with the human expert. From this perspective, the contribution of artificial intelligence to multilingual lexicography lies not in replacing scholarly expertise, but in supporting more systematic, transparent, and carefully controlled research and editorial practices.

Keywords: artificial intelligence; phraseological lexicography; cross-linguistic equivalence; paremiology; temporal expressions; comparative cultural notes; philological validation.



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EDUCATIONAL PARTNERSHIP IN THE FORMATION OF AXIOLOGICAL ORIENTATIONS OF YOUNG SCHOOL-AGE STUDENTS IN THE CONTEXT OF THE DIGITAL SOCIETY

BUZENCO Aurica

Abstract: The article addresses the topic of developing parental skills regarding the cultivation of moral values in children of young school age, with emphasis on the role of the family and on strengthening the relationships between family, school and community. In the context of the digital society and contemporary social transformations, axiological education acquires a special importance in the formation of the child's personality and in preparing him for social integration. The article highlights the decisive role of the family in the formation of the child's moral character, through the personal example of the parents, affective communication and the consistent application of educational principles. At the same time, the importance of developing parental skills in transmitting and strengthening fundamental values, such as honesty, kindness, responsibility, respect, equity and solidarity, as well as the need for systematic cooperation between family, school and community, are highlighted. In the digital society, characterized by the diversity of information sources and the dynamics of social interactions, the formation of a coherent axiological system implies the active and responsible involvement of all educational factors. In conclusion, the development of parental skills and the strengthening of the educational partnership between family, school and community are essential conditions for the internalization of moral values and the formation of responsible, empathetic and sustainable behaviors in a digital society with continuous challenges.

Keywords: Keywords: parental competencies, axiological education, educational partnership, digital society, moral values.



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DIGITAL INTERNATIONALIZATION OF HIGHER EDUCATION IN THE REPUBLIC OF MOLDOVA: THE PEDAGOGICAL POTENTIAL OF VIRTUAL EXCHANGE AND COLLABORATIVE ONLINE LEARNING

CRIJEVIȚCHI Oxana

Digital internationalization creates opportunities to integrate international and intercultural learning into university curricula through sustained online collaboration. Its educational value, however, depends on how interaction is designed, facilitated and assessed. This article examines the pedagogical potential of virtual exchange and Collaborative Online International Learning (COIL) for higher education in the Republic of Moldova. A focused narrative review of scholarly literature is combined with qualitative analysis of national policy and selected university documents. The analysis distinguishes virtual exchange as a broader educational practice from COIL as a form of curriculum-based collaboration involving partner teachers and student teams. International studies identify promising learning outcomes while also showing that benefits vary across settings and cannot be assumed from participation alone. For Moldova, the article proposes a five-stage pedagogical framework connecting curriculum alignment, preparation, collaborative inquiry, reflection and assessment, and transfer into subsequent learning or practice. An illustrative teacher-education module and an assessment matrix translate the framework into teaching decisions. The contribution is a context-sensitive design proposal linking international participation to observable learning evidence. The framework requires empirical testing before claims about its effectiveness in Moldovan universities can be made.

Keywords: digital internationalization; higher education; Republic of Moldova; virtual exchange; collaborative online international learning; curriculum design



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RECONFIGURING ION CREANGA'S NARRATIVE MODEL IN MODERNIST BESSARABIAN PROSE: ORALITY, MEMORY, AND IDENTITY

Iraida COSTIN

This article offers a comparative interpretation of the relationship between Ion Creanga's narrative model and the renewal of Bessarabian prose in the 1960s. The analysis focuses on Vasile Vasilache's novel The Tale of the Red Rooster and Vladimir Beşleagă's novel Broken Flight, taking Ion Creanga's Childhood Memories as a reference point. It examines the transformation of orality into a literary device, the reorganization of the past through memory, and the construction of identity in relation to the voices of the community. The study distinguishes between demonstrable literary lineage and typological correspondence, without treating every stylistic similarity as evidence of influence. It argues that engagement with tradition can contribute to the modernization of narrative discourse: communal storytelling opens up to a plurality of perspectives, while the recollection of childhood becomes an opportunity for self-examination.

Keywords: Ion Creanga's narrative model, Bessarabian prose, modernism, memory, identity.



IMPACTUL MEDIULUI VIRTUAL ŞI A REŢELELOR SOCIALE ASUPRA FORMĂRII STIMEI DE SINE LA ADOLESCENŢI

Valeria BUZENCO

În articol este abordată tema dezvoltării stimei de sine la adolescenţi, cu accent pe influenţa mediului virtual şi a reţelelor sociale, precum şi pe rolul educaţiei familiale în formarea imaginii de sine. Mediul digital constituie un factor important în conturarea percepţiei adolescenţilor asupra propriei persoane, întrucât interacţiunile online, comparaţiile sociale şi nevoia de validare prin aprecieri şi comentarii pot influenţa încrederea în sine şi evaluarea propriei valori. În acest context, adolescenţa reprezintă o etapă esenţială a dezvoltării individuale, marcată de transformări fizice, psihologice, emoţionale şi sociale, în care se conturează identitatea personală şi relaţională. La fel se subliniază rolul determinant al familiei în dezvoltarea stimei de sine la adolescenţi,deoarece relaţiile bazate pe afecţiune, acceptare, comunicare eficientă şi sprijin emoţional contribuie la consolidarea încrederii în sine, a autonomiei şi a echilibrului emoţional al adolescentului în procesul de socializare. În schimb, criticile excesive, indiferenţa şi conflictele familiale pot favoriza apariţia insecurităţii şi a unei imagini de sine negative. Prin urmare, dezvoltarea unei stime de sine sănătoase presupune atât implicarea activă a familiei în procesul educaţional, cât şi formarea capacităţii adolescenţilor de a utiliza în mod critic şi responsabil mediul virtual şi reţelele sociale.

Keywords: adolescenţi, mediu virtual, relaţii familiale, reţele sociale, stimă de sine.



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ACTION RESEARCH—A CHALLENGE FOR POSTMODERN EDUCATION

BÎRSAN Elena

In the context of a postmodern society defined by plurality, flexibility, digitalization, and the rejection of universal formulas, education can no longer function on the basis of rigid models. Classrooms are no longer homogeneous groups, but rather micro-universes of cultural diversity, different learning styles, and varying rates of development. In postmodernism, the teacher is no longer the sole source of truth; action research transforms the vertical (top-down) relationship into a horizontal, partnership-based relationship with the student. In rigid models, the failure of a teaching method was swept under the rug; however, in action research, identifying a failure becomes the starting point for innovation. This paradigm represents a major challenge for postmodern education, as it redefines the teacher's role from that of a mere transmitter of knowledge to that of a teacher-researcher, capable of self-analyzing and improving their own classroom practice. In this complex landscape, action research is not merely a pedagogical trend but becomes a direct response to the need for continuous adaptation and personalization of teaching. The method provides educators with the autonomy and intellectual tools necessary to navigate the uncertainty and complexity of today's world, with the teacher-researcher using technology not only for teaching but also for research (learning analytics, automated data collection via digital surveys, and monitoring student progress). By transforming the teacher from a distributor of information into a creator of pedagogical knowledge, action research reestablishes education on its most valuable foundation: adaptability centered on the authenticity of each student.

Keywords: research, action research, education, postmodernism, postmodern education



EXPLORING TO EXAMINE VALUES IN TECHNOLOGY MEDIATED UNIVERSITY ENGLISH LEARNING

GUO Binghua

This report presents a methodological proposal for examining the axiological dimension of university English learning. The central concern is how learners recognize, express and reconsider values through learning activities involving innovative teaching technologies. Language proficiency remains an important educational outcome, but it provides insufficient evidence of how students evaluate information, respond to different perspectives, exercise judgment and use axiological. This report presents a methodological proposal for examining the axiological dimension of university English learning. The central concern is how learners recognize, express and reconsider values through learning activities involving innovative teaching technologies. Language proficiency remains an important educational outcome, but it provides insufficient evidence of how students evaluate information, respond to different perspectives, exercise judgment and use axiological.

Keywords: Axiological, University English Learning, Teaching technologies



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MULTIMODAL PEDAGOGICAL CO-CREATION IN THE AGE OF GENERATIVE ARTIFICIAL INTELLIGENCE

FOCA Eugenia

The integration of generative artificial intelligence into higher education opens up new perspectives on the organisation of the educational process, prompting a reconsideration of teaching practices, approaches to knowledge construction, and collaborative relationships between academic staff and students. Amid these transformations, multimodal pedagogical co-creation is gaining relevance by fostering active participation, creativity, and the diversity of modes of representation and communication within learning experiences. The research focuses on opportunities for integrating generative artificial intelligence into pedagogical co-creation processes, with an emphasis on innovation in university teaching and the development of collaborative educational practices. The analysis and synthesis of relevant scientific literature, complemented by a comparative examination of contemporary theoretical approaches, highlight the connections between multimodality, co-creation, and generative artificial intelligence, as well as their implications for teaching, learning, and assessment. Particular attention is given to reconceptualising the roles of educators and students, fostering learner autonomy and academic creativity, diversifying educational interactions, and designing participatory and personalised learning experiences. The use of generative artificial intelligence tools can facilitate the collaborative development of multimodal educational products, the creative integration of textual, visual, and auditory resources, the exploration of new teaching strategies, and the development of critical reflection. Beyond the opportunities offered by emerging technologies, issues concerning the authenticity of academic work, intellectual responsibility, and the ethical use of artificial intelligence call for a balanced pedagogical approach centred on the human dimension of education. Moving beyond a purely instrumental use of artificial intelligence involves transforming it into a resource that supports pedagogical dialogue, collective creativity, and participatory knowledge construction. The conceptual and methodological perspectives outlined highlight the potential of multimodal pedagogical co-creation to develop students' digital, creative, reflective, and collaborative competencies, contributing to the advancement of an innovative and responsible university pedagogy that values human potential within a continuously evolving educational environment.

Keywords: pedagogical co-creation; multimodality; generative artificial intelligence; higher education; pedagogical innovation.



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HUMAN CREATIVITY VS ARTIFICIAL INTELLIGENCE

Ionescu ALEXANDRA-ANDREEA

This paper explores the relationship between human creativity and artificial intelligence (AI) through an experiment comparing original, human-designed character concepts with images generated by different AI tools. The study examines how these systems interpret artistic ideas and transform written descriptions into visual representations. By presenting the creative process behind the original characters alongside the AI-generated results, the paper considers not only the final images but also the ideas, intentions, and decisions that contribute to the creation of art. As text-to-image technologies become increasingly accessible, questions arise about what creativity means and whether it can be judged solely by the finished artwork. The experiment also explores the role of prompts, examining how written instructions influence the results and how closely AI-generated images reflect the artist's original vision. This comparison highlights the relationship between human imagination and machine interpretation, showing how the creative process can influence the outcome. Beyond the practical experiment, the paper addresses broader issues surrounding artistic expression, originality, authorship, and copyright in text-to-image art (so-called "AI art"). It considers the importance of human creative contributions when evaluating the artistic value and potential copyrightability of AI-generated works. Rather than focusing exclusively on the visual results, the study emphasises the need to consider the decisions and intentions behind each creation. By combining personal experience with visual comparisons, this paper aims to encourage reflection on how AI is changing artistic practices and our understanding of creativity. Ultimately, it highlights the continuing importance of human imagination, intention, and artistic judgment in an increasingly technology-driven creative landscape.

Keywords: Human Creativity, Artificial Intelligence, Digital Art, Character Design, Artistic Expression



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AI-SUPPORTED WORK WITH THE TEXT GENRE "RECIPE" IN GERMAN AS A FOREIGN LANGUAGE (GFL) INSTRUCTION: A PRAGMATIC-FUNCTIONAL PERSPECTIVE

Tatiana KONONOVA

The use of artificial intelligence (AI) opens up new possibilities for designing competence-oriented and action-based foreign language instruction. Against this background, the present paper examines the didactic potential of AI-supported work with the text genre "recipe" in German as a Foreign Language (GFL) instruction from a pragmatic-functional perspective. The study assumes that linguistic structures should not be taught in isolation but rather examined in relation to communicative intentions, specific action-oriented situations, and texts adapted to their intended audiences. The recipe proves to be a suitable text genre in this respect, as it combines characteristic structural, lexical, and grammatical features with a clear communicative function: it provides information and guides recipients through the performance of specific actions. The aim of this paper is to explore the possibilities of using AI-based applications to analyze, create, and didactically adapt recipes. Attention is paid to the examination of genre-specific features, the acquisition of recipe-related vocabulary, quantities and measurements, imperative forms, and linguistic devices used to describe sequences of actions, as well as to adapting texts to different proficiency levels. Furthermore, the paper discusses how AI-generated texts can be compared with authentic recipes and critically evaluated in terms of linguistic accuracy, comprehensibility, audience orientation, and cultural appropriateness. The paper adopts a theoretical and didactic approach and develops perspectives for designing practice-oriented learning tasks that combine linguistic analysis with communicative application. Artificial intelligence is understood not as a substitute for the teacher but as a supportive tool for developing teaching materials and providing individualized learning support. Finally, the opportunities and challenges associated with the use of AI in GFL instruction are discussed. Combining pragmatic-functional text work with digital technologies can contribute to the targeted development of students' communicative competence, textual competence, and critical digital competence.

Keywords: artificial intelligence, recipe, genre-based language teaching, pragmatic-functional text analysis, digital learning materials



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LEGAL TERMS IN CONTEXT: TEACHING TERMINOLOGISATION AND DETERMINOLOGISATION WITH ARTIFICIAL INTELLIGENCE

Nicoleta BAGHICI

Legal vocabulary is not a closed system. Everyday words regularly acquire precise legal meanings through terminologisation, as in consideration, party, action or instrument, while legal terms such as verdict, alibi, liability or guilty move into general and media use and lose part of their precision through determinologisation. For students of Legal English, this two-way movement is a persistent source of error. The same word may require a different interpretation and translation depending on whether it appears in a statute, a court decision or a news article. This paper examines both processes in English and Romanian legal and media texts and discusses how they can be taught with the help of artificial intelligence tools. It starts from the premise that a lexical unit's terminological status is determined by context rather than by form. Examples are drawn from legislation, case law and online press. The study then analyses how generative AI tools and machine translation systems deal with terminologised and determinologised units. It identifies typical problems, such as the use of the general meaning in legal contexts and the inconsistent rendering of terms in translation. On this basis, the paper proposes a set of classroom activities for university Legal English courses. These include comparing legal and non-legal uses of the same word, evaluating and correcting AI-generated translations, and building small glossaries organised by context. The aim is to show that AI, used critically, can help students notice how meaning changes across contexts and develop more accurate terminological awareness.

Keywords: terminologisation, determinologisation, legal terminology, Legal English, artificial intelligence, ESP teaching



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FROM BIG DATA TO ACTIONABLE INSIGHTS: A MACHINE LEARNING APPROACH TO TRAFFIC ACCIDENT ANALYTICS

Matei-Alexandru NEAGU

The increasing availability of large-scale datasets creates new opportunities to apply artificial intelligence and data analytics to complex real-world problems. However, transforming raw data into meaningful insights requires an integrated understanding of data preprocessing, scalable computation, machine learning, and visualization. This paper presents a traffic accident analytics system developed as an applied case study demonstrating the use of these technologies in an interdisciplinary data science workflow. The system utilizes the US Accidents dataset, comprising more than 7.7 million traffic accident records, to investigate accident patterns, temporal distributions, geographical differences, and factors associated with accident severity. The methodology combines Python-based data preprocessing, exploratory data analysis, distributed data processing with Apache Spark, and supervised machine learning using a Random Forest classifier. Preprocessing includes duplicate removal, missing-value handling, and the extraction of temporal features. For severity classification, a sample of 100,000 records is used, with meteorological variables and the hour of occurrence serving as predictive features. An 80/20 train-test split supports model evaluation, while an interactive Tableau dashboard communicates analytical findings through visual representations of accident frequency, severity distributions, and geographical patterns. The project provides a practical example of how large-scale data can be processed and explored to identify patterns relevant to traffic safety. The findings documented in the analysis indicate that severity level 2 is the most frequent category in the dataset, accident frequency varies across states and commuting hours, and weather conditions warrant further investigation in relation to severity. Beyond its application to traffic analysis, the system offers a reproducible case study for digital education in data science, illustrating the connections between data engineering, predictive modelling, and evidence-based interpretation. Its educational potential lies in enabling learners to examine an end-to-end analytical workflow while critically assessing model limitations and the distinction between statistical associations and causal relationships.

Keywords: Big Data Analytics; Machine Learning; Traffic Accident Severity; Digital Education



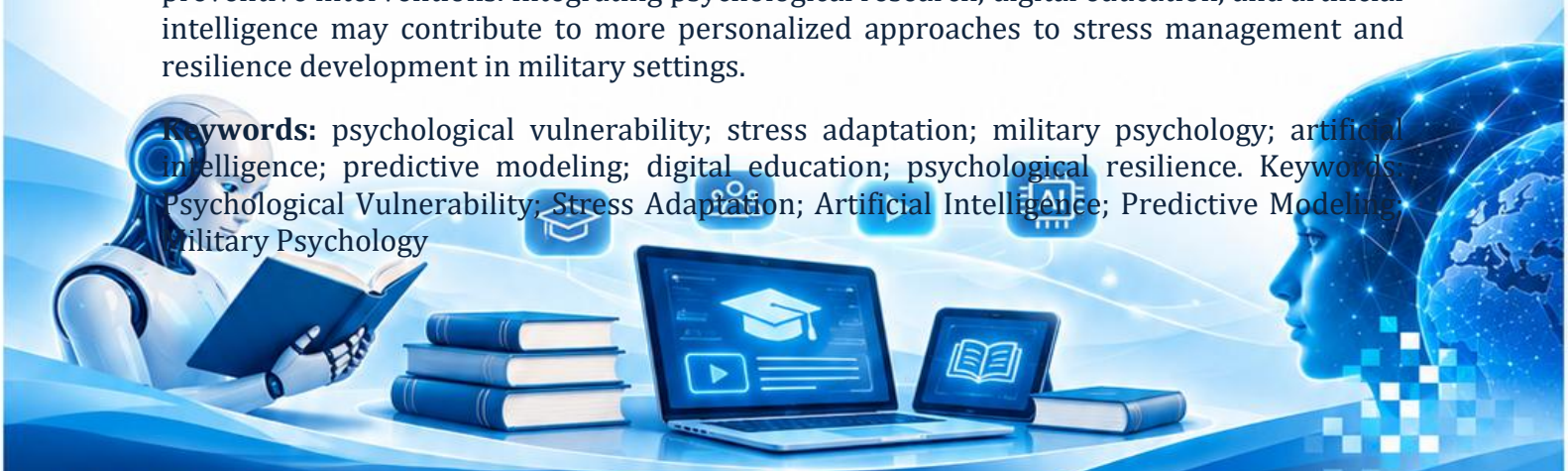
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ARTIFICIAL INTELLIGENCE AND PREDICTIVE MODELING IN THE ASSESSMENT OF PSYCHOLOGICAL VULNERABILITY AND STRESS ADAPTATION IN MILITARY ENVIRONMENTS

MARINA ALEXANDRA ADRIANA

Abstract Psychological vulnerability and stress adaptation are critical dimensions of mental health and operational effectiveness in military environments. The complexity of military demands highlights the need for multidimensional assessment approaches capable of identifying individual risk factors, adaptive resources, and psychological characteristics associated with stress responses. In this context, digital technologies and artificial intelligence offer promising opportunities to support psychological assessment, data integration, and predictive modeling. This paper explores the potential of integrating multidimensional psychological assessment with digital tools and predictive modeling to better understand vulnerability and stress adaptation among military personnel. Particular attention is given to the possible contribution of artificial intelligence in identifying patterns across psychological, emotional, cognitive, and behavioral indicators. By examining relationships between individual vulnerability factors and adaptive capacities, such approaches may contribute to a more comprehensive understanding of how military personnel respond to demanding and potentially stressful situations. The paper also considers the relevance of digital education and professional training in developing psychological literacy, emotional self-regulation, and stress-management competencies within military contexts. Artificial intelligence-supported learning environments may provide opportunities for personalized training, adaptive educational content, and the development of skills relevant to psychological resilience. However, their implementation requires careful consideration of data privacy, informed consent, algorithmic bias, and the limitations of automated psychological predictions. The proposed approach emphasizes the importance of combining psychological expertise with responsible technological innovation. Rather than replacing professional judgment, predictive tools should be viewed as complementary resources that may support evidence-informed assessment and targeted preventive interventions. Integrating psychological research, digital education, and artificial intelligence may contribute to more personalized approaches to stress management and resilience development in military settings.

Keywords: psychological vulnerability; stress adaptation; military psychology; artificial intelligence; predictive modeling; digital education; psychological resilience. Keywords: Psychological Vulnerability; Stress Adaptation; Artificial Intelligence; Predictive Modeling; Military Psychology



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ARTIFICIAL INTELLIGENCE AS A SUPPORT RESOURCE FOR EMOTION REGULATION IN PRIMARY SCHOOL STUDENTS

Tatiana ȘOVA

The development of digital technologies and the integration of artificial intelligence into education create new opportunities for supporting the emotional development of primary school students. This stage of schooling is characterized by the gradual development of skills related to recognizing, expressing, and regulating emotions, as well as by the development of the ability to adapt to the demands of the school environment. Difficulties in managing emotions may affect interpersonal relationships, motivation to learn, participation in educational activities, and children's well-being. In this context, artificial intelligence can serve as a complementary resource for diversifying pedagogical strategies aimed at supporting socio-emotional development. The article describes opportunities for using artificial intelligence-based tools to support the emotional development of primary school students. It highlights ways in which digital resources can facilitate the identification and labeling of emotions, the understanding of situations that trigger them, the practice of simple self-regulation strategies, and emotional development. Furthermore, the article provides arguments for the need to integrate artificial intelligence responsibly into educational activities. Relevant challenges include protecting children's personal data, ensuring that content is appropriate to their developmental level, addressing the risk of misinterpreting emotional expressions, and preventing excessive reliance on technological solutions. It is emphasized that artificial intelligence-based tools cannot replace the pedagogical relationship, teachers' empathy, or the intervention of specialists when emotional difficulties require individualized support. The teacher's role remains essential in selecting resources, mediating learning experiences, and ensuring a safe and supportive educational environment.

Keywords: Artificial intelligence, emotion regulation, primary school students, socio-emotional development, digital education



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EXPERIENTIAL AVOIDANCE, EMOTIONAL DISTRESS, AND PSYCHOSOCIAL FUNCTIONING IN YOUNG ADULTS: A TRANSDIAGNOSTIC PERSPECTIVE

ŞTEFLIUC Gabriela

Experiential avoidance refers to efforts to suppress, control, or escape unwanted thoughts, emotions, and bodily sensations, even when these efforts interfere with meaningful activities. Considered a transdiagnostic process, it has been linked in theoretical and empirical literature to emotional distress and difficulties in psychosocial functioning. This paper aims to clarify the conceptual relationships among experiential avoidance, emotional distress, and psychosocial functioning in young adults, a developmental period marked by changing interpersonal, educational, and occupational demands. Using a narrative synthesis of relevant literature, the paper integrates transdiagnostic perspectives with the psychological flexibility framework. Particular attention is given to distinguishing experiential avoidance as a regulatory process, emotional distress as the experience of symptoms such as anxiety and depression, and psychosocial functioning as participation, adjustment, and effectiveness in everyday roles and social relationships. The discussion considers how rigid efforts to avoid unpleasant internal experiences may narrow behavioral choices, reinforce short-term relief strategies, and contribute to the persistence of emotional symptoms. It further explores how psychological flexibility, including openness to internal experiences and action guided by personal values, may facilitate adaptive responses to contextual demands. The paper proposes a conceptual framework in which experiential avoidance, emotional distress, and psychosocial functioning are related but distinct constructs. This distinction may help guide future empirical studies examining their associations and potential mechanisms in young adults. Clinical implications include assessing avoidance patterns alongside symptoms and functioning, while considering acceptance-based and values-oriented interventions. As a theoretical synthesis, the paper does not report original empirical data or establish causal relationships.

Keywords: Keywords: experiential avoidance, emotional distress, psychological flexibility, psychosocial functioning, transdiagnostic approach.



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DEVELOPING INTERCULTURAL COMPETENCE IN PRIMARY EDUCATION THROUGH ETWINNING PROJECTS

Axinte Luiza LENUȚA

The digitalisation of primary education offers opportunities to connect pupils from different cultural backgrounds through meaningful learning experiences. This paper explores the potential of eTwinning projects to support the development of intercultural competence by combining digital collaboration with the exploration of cultural diversity. The discussion focuses on openness, empathy, respect, and the ability to recognise similarities and differences between cultural practices. Particular attention is given to the relationship between pupils' understanding of their own cultural heritage and their willingness to engage with other perspectives. Proposed learning activities include collaborative digital storybooks, virtual exhibitions, exchanges of local stories and traditions, and shared creative tasks. These activities are discussed in relation to age-appropriate communication, active participation, and guided reflection. The teacher's role involves designing accessible tasks, facilitating dialogue, and helping pupils question stereotypes and interpret cultural differences respectfully. The paper presents a pedagogical approach in which digital tools serve explicit intercultural learning objectives, connecting digital participation with social and cultural understanding. It outlines practical considerations for integrating eTwinning projects into primary education, with an emphasis on inclusive collaboration and meaningful encounters with cultural diversity.

Keywords: Keywords:intercultural competence; primary education; eTwinning projects; digital collaboration; cultural diversity.



DEVELOPING COMMUNICATIVE COMPETENCE IN THE EFL CLASSROOM: INTEGRATING SPEAKING, VOCABULARY, AND INTERCULTURAL COMMUNICATION

Oxana GOLUBOVSCHI

Developing communicative competence is a fundamental objective of English as a Foreign Language (EFL) education. This article explores the importance of integrating speaking skills, vocabulary development, and intercultural communication to enhance learners' ability to communicate effectively and appropriately in diverse contexts. It emphasizes the role of communicative and learner-centered approaches in creating meaningful opportunities for language use. Speaking activities, such as role-plays, discussions, debates, and collaborative tasks, encourage fluency, confidence, and active participation. Vocabulary development, when embedded in authentic communicative situations, enables learners to express ideas more accurately and expand their linguistic resources. Furthermore, intercultural communication promotes cultural awareness, mutual understanding, and respect for different values, traditions, and communication styles. The integration of these three components supports the development of linguistic, sociolinguistic, and pragmatic competence. The current work also highlights the importance of authentic materials, real-life scenarios, and interactive classroom practices in preparing learners for communication beyond the classroom. By combining speaking practice, contextualized vocabulary learning, and intercultural perspectives, EFL teachers can create inclusive and engaging learning environments that respond to learners' communicative needs. Ultimately, an integrated approach to communicative competence contributes to learners' linguistic development, intercultural sensitivity, and ability to participate confidently in an increasingly interconnected world.

Keywords: communicative competence, speaking skills, vocabulary development, intercultural communication



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DEVELOPING ENTREPRENEURIAL COMPETENCES IN EARLY CHILDHOOD EDUCATION THROUGH DIGITAL APPLICATION

Grigore SIMONA-LUIZA

The article presents ways to develop entrepreneurial competences in early childhood education through digital applications such as Wordwall, Kahoot!, Jigsaw Planet, Tux Paint, and Paint. Fostering these competences from preschool age is particularly important, as it contributes to the development of a free, well-rounded, and autonomous personality. At a stage characterised by curiosity, exploration, discovery, and creativity, the appropriate use of digital applications can stimulate preschool children's interest and engagement in interactive games and activities that support the development of entrepreneurial knowledge, skills, and attitudes. The article also highlights the importance of using digital resources responsibly through activities tailored to children's age and individual characteristics. Practical examples are provided to foster creativity, initiative, collaboration with others, and skills in planning and managing activities. Thus, the pedagogical integration of digital applications can support the development of the foundations of entrepreneurial competence, offering preschool children opportunities to turn ideas into creative and collaborative actions.

Keywords: entrepreneurial competences; early childhood educations; digital applications;



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PEDAGOGICAL REFLECTION IN THE CONTEXT OF ARTIFICIAL INTELLIGENCE USE.

Marinovschi CRISTINA

The integration of artificial intelligence into teaching activities offers opportunities for developing educational resources, including lesson plans, learning materials, and assessment tools. At the same time, the use of these tools raises concerns regarding the accuracy of generated information, the pedagogical relevance of resources, and their suitability to learners' individual characteristics and the educational context. In this context, pedagogical reflection becomes essential for justifying instructional decisions and making responsible use of the opportunities offered by artificial intelligence. This article examines the role of pedagogical reflection in the process of using artificial intelligence, with a focus on teachers' ability to evaluate, adapt, and integrate educational resources into their own teaching practices. It presents synthesized findings from a review of the specialized literature on pedagogical reflection, the use of artificial intelligence in education, and the development of teachers' professional competencies. The article highlights how pedagogical reflection supports the conscious and responsible use of artificial intelligence, particularly in instructional design and the development of educational resources. Within the scope of this research, pedagogical reflection is approached as an ongoing process of analyzing and reviewing professional decisions, involving the examination of the appropriateness of using resources generated with the help of artificial intelligence, the identification of necessary modifications, and the assessment of the consequences of applying these resources in teaching practice. Emphasis is placed on the fact that the effective use of artificial intelligence requires the analysis and evaluation of generated outputs in terms of their pedagogical relevance, as well as the exercise of professional autonomy and responsibility.

Keywords: pedagogical reflection, artificial intelligence, teaching practice, educational resources, professional competencies, professional autonomy.



EMBEDDED AND EMERGENT NARRATIVES IN VIDEO GAMES

NIȚU David Andrei

Video games are a distinctive narrative medium that combines storytelling, player interaction, and virtual environments. Unlike traditional literary texts, video games can communicate narratives through both predetermined storylines and experiences that emerge from player actions. Embedded narratives are designed and integrated into the game before the player interacts with it, and the story motivates the player to take particular actions and to develop its arc. Emergent narratives are featured in "Sandbox Games" and the story is not decisive. Everyone who plays the game creates their own original story. These narratives allow players to have different experiences depending on their actions and decisions. "Life Is Strange" and "Minecraft" are two contrasting examples of embedded and emergent narratives. "Life Is Strange" presents a predominantly embedded narrative through its plot, characters and consequential choices. Although players can influence certain events and outcomes, the main storyline is largely predetermined. In contrast, "Minecraft" offers an environment in which players can create their own stories through exploration, building, resource management and encounters with the game's open world. The narrative depends largely on players' actions and experiences rather than on a fixed storyline. For example, players can choose to build structures, explore new areas, or focus on survival, creating different experiences in the same game. By comparing these two games, it is aimed to demonstrate how different narratives influence player choices, involvement and storytelling. While some games follow a planned storyline, others allow players to create their own experiences through their actions and decisions. This comparison also highlights the different possibilities that video games offer for storytelling.

Keywords: Video game narratives, embedded narratives, emergent narratives, player agency, interactive storytelling,



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INTEGRATING ARTIFICIAL INTELLIGENCE AND DIGITAL HUMANITIES INTO SOCIAL SCIENCES, HUMANITIES, AND EDUCATION IN VOJVODINA

Ivana IVANIĆ, Tamara STANIĆ, Milica Nestorović

The rapid development of artificial intelligence (AI) and digital technologies has created new opportunities for transforming research methodologies, educational practices, and knowledge dissemination in the social sciences and humanities. This paper examines the integration of artificial intelligence and digital humanities into academic research and higher education in the Autonomous Province of Vojvodina, with particular emphasis on interdisciplinary cooperation, multilingualism, cultural heritage preservation, and the development of digital competencies. The empirical research was conducted through a Google Forms questionnaire involving 67 university students. The findings revealed that approximately 83% of respondents use artificial intelligence tools daily, demonstrating their widespread adoption among the surveyed students. However, the results also highlighted significant concerns regarding the reliability and accuracy of AI-generated information. Students expressed uncertainty about the trustworthiness of AI-produced content and emphasized the need to verify information obtained through these technologies. Another important concern was the potential negative impact of excessive AI use on the development of critical thinking skills, particularly the risk that increasing dependence on automated solutions could reduce students' ability to analyze information independently, formulate arguments, and develop their own conclusions. The paper further explores the potential of generative artificial intelligence, natural language processing, and digital research infrastructures for the digitization, analysis, and preservation of Vojvodina's multilingual and multicultural heritage. Attention is devoted to the application of these technologies in linguistic, historical, cultural, and educational research, as well as their potential to support personalized learning, academic writing, and innovative teaching practices. The study emphasizes the importance of balancing technological innovation with academic integrity, critical thinking, and responsible AI use. It concludes that the integration of artificial intelligence and digital humanities into higher education should be accompanied by educational strategies that strengthen students' digital competencies, encourage independent reasoning, and promote the critical evaluation of AI-generated information.

Keywords: artificial intelligence, digital humanities, higher education, digital competencies, critical thinking, academic integrity, Vojvodina.



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THE VIRTUAL PATIENT: AI AS A CONVERSATION PARTNER IN TEACHING MEDICAL ROMANIAN AS A FOREIGN LANGUAGE

Cazac MARIA-LUCREȚIA

International students enrolled in medical programmes in Romania must communicate with patients from the early stages of their clinical training. However, the colloquial register that patients use to describe their symptoms often differs considerably from the specialized terminology taught in class. Understanding patients and explaining diagnoses and treatments in accessible language requires repeated conversational practice, which language classes, with limited time and heterogeneous groups, can rarely provide for every student. This paper proposes the use of generative artificial intelligence as a "virtual patient": a conversation partner that simulates a native Romanian-speaking patient within a scenario designed by the teacher. Drawing on the standardized patient tradition in medical education and on the input, interaction and output hypotheses in second language acquisition, the article outlines a design model for the virtual patient based on five parameters: language level, clinical case, patient profile, register and type of linguistic feedback. It then presents a four-stage teaching sequence (preparation, interaction, feedback and critical reflection), in which students are also asked to identify errors made by the AI tool. The paper discusses the advantages of the model, including individualized practice, reduced language anxiety and exposure to everyday speech. It also discusses the model's limitations: linguistic and factual errors, the risk of overreliance, data protection issues and unequal access to technology. It concludes with a research design for empirical validation and argues that the virtual patient can complement, but not replace, interaction with teachers and real patients.

Keywords: Romanian as a foreign language; medical language; artificial intelligence; virtual patient; communicative competence



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CULTURAL REPRESENTATIONS OF TIME IN FRENCH IDIOMS AND PROVERBS IN THE CONTEXT OF EMERGING LANGUAGE TECHNOLOGIES

Lucia BALANICI

Idioms and proverbs reflect how people understand and relate to time. They preserve cultural values, shared experiences, and traditional ways of thinking that are passed down from one generation to another. In French, many expressions related to time convey ideas about patience, punctuality, the importance of acting at the right moment, the passing of time, and different stages of life. With the growing use of artificial intelligence in language analysis, understanding the cultural meanings of these expressions has become an important issue. This study aims to explore how time is represented in French idioms and proverbs and how their cultural meanings can be interpreted using modern language technologies. The research is based on a selection of expressions and proverbs collected from French dictionaries. Through semantic and cultural analysis, the study examines their figurative meanings, the values they express, and the contexts in which they are used. A small number of examples will also be analyzed using an artificial intelligence tool. The explanations generated by this tool will be compared with dictionary definitions to identify possible differences in the interpretation of cultural meanings. The study seeks to show how French idioms and proverbs preserve cultural views of time and why cultural context remains essential for understanding them. It also explores the possibilities and limitations of artificial intelligence in interpreting expressions whose meanings go beyond the literal sense of individual words. In this way, the research connects traditional linguistic analysis with recent developments in language technology.

Keywords: Keywords: cultural representations of time; French idioms; proverbs; cultural values; language technologies; artificial intelligence.



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INTEGRATING MOODLE ACTIVITIES AND RESOURCES INTO LANGUAGE AND CULTURAL EDUCATION IN HIGHER EDUCATION

Aliona SOBOL

The integration of digital resources into teaching, learning, and assessment has become a key priority in contemporary higher education. Educational platforms facilitate interaction between teachers and students, support collaborative learning, and provide flexible tools for managing the educational process. At Moldova State University, the Moodle learning management system (LMS) is used across all forms of study, offering a wide range of activities and resources that can be selected according to the course objectives, teaching methods, lesson types, and learners' needs. This paper explores the pedagogical use of Moodle activities and resources in two educational contexts: Romanian for Communication, a course designed for first-year university students enrolled in Russian-medium study groups, and Culture and Civilization, offered to international students attending pre-university courses. These contexts illustrate the potential of digital learning environments to support language acquisition, intercultural learning, and the development of communicative competence. The paper examines several Moodle activities and their pedagogical applications. The Database activity enables students to create, store, and retrieve entries collaboratively, while Wiki supports the joint development and editing of content. The Assignment activity facilitates the submission of student work, assessment, grading, and individualized feedback. The Glossary activity supports vocabulary development by allowing learners to compile and organize terms and definitions. The Choice activity can be used to collect students' opinions and preferences, whereas Forum encourages asynchronous interaction and extends discussions initiated during face-to-face sessions. The Quiz activity enables teachers to design assessments using various question types, including multiple-choice, matching, and short-answer items. In addition, the URL resource provides access to relevant online materials, enriching the learning experience with authentic and supplementary content. The effective integration of these tools can contribute to more interactive, flexible, and learner-centred educational practices in language and cultural education.

Keywords: digital education, Moodle, learning management system, Romanian language, collaborative learning



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BEYOND THE PROMPT: AI-DRIVEN CONTENT, CONTEXTUALIZED PEDAGOGY, AND EPISTEMIC AGENCY IN EFL DIGITAL EDUCATION

David Eduardo Hernández ORTEGA

As digital education accelerates into the post-generative era of 2026, English as a Foreign Language (EFL) pedagogy faces a transformative inflection point. While large language models (LLMs) effortlessly synthesize instructional content, a critical pedagogical rift persists between automated output generation and contextualized language acquisition. This keynote addresses this fissure by examining how AI-driven tools can be leveraged beyond superficial interaction to foster authentic epistemic agency, critical digital literacy, and communicative competence in diverse EFL contexts. Grounded in Sociocultural Theory and task-based Second Language Acquisition (SLA) frameworks, this address posits that AI technologies must operate as mediated cognitive tools rather than authoritative surrogates for learner output. Drawing upon a multi-institutional, mixed-methods empirical investigation—combining quantitative tracking of language proficiency gains with qualitative discourse analysis of learner-AI interactions—this presentation evaluates the efficacy of scaffolded prompt engineering and context-aware intelligent tutoring systems. Findings demonstrate that when AI tools are embedded within socio-culturally responsive tasks, learners exhibit heightened metacognitive awareness, improved pragmatic accuracy, and increased target language ownership. Conversely, unmediated AI usage risks inducing cognitive passivity and superficial task completion. Finally, a forward-looking pedagogical framework for 2026 is presented, outlining actionable strategies for curriculum designers, language educators, and policy makers. By aligning AI content generation with rigorous contextualized pedagogy, language programs can transition from reactive tool adoption to intentional, human-centered digital transformation.

Keywords: Artificial Intelligence in EFL, CALL, Epistemic Agency, SLA Pedagogy, Contextualized Learning



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DETERMINANTS OF EFFECTIVE MANAGERIAL COMMUNICATION IN THE DEVELOPMENT OF UNIVERSITY ORGANIZATIONAL CULTURE

Maia BOROZAN ; Larisa SADOVEI

Abstract The article addresses the determinants of effective managerial communication in the development of university organizational culture, emphasizing the importance of communication as a fundamental mechanism for coordinating institutional activities, strengthening professional relationships, and promoting shared values within the academic community. In the context of contemporary transformations in higher education, managerial communication acquires strategic significance, contributing to the creation of an organizational climate based on trust, transparency, cooperation, and professional responsibility. The aim of the article is to identify and analyze the main determinants of effective managerial communication and to highlight their role in developing and strengthening university organizational culture. The conceptual approach explores the interdependence between university managers' communication skills, leadership style, the quality of interpersonal relationships, information flow, the participation of academic community members in decision-making, and the alignment of managerial practices with institutional values. Furthermore, the article examines the dimensions of formal and informal communication, vertical and horizontal communication, as well as the influence of digital environments on organizational interactions. The analysis highlights that the effectiveness of managerial communication depends not only on the accurate and timely transmission of information but also on management's ability to facilitate dialogue, provide constructive feedback, manage conflicts, and encourage academic and administrative staff to engage in achieving institutional objectives. Participatory, coherent, and value-oriented communication can contribute to strengthening university identity, increasing organizational trust, and supporting processes of innovation and institutional change. Thus, the development of a functional university organizational culture requires approaching managerial communication as a strategic, systemic, and axiological process grounded in professionalism, transparency, dialogue, and shared responsibility. Leveraging these determinants can support greater organizational cohesion and improve institutional performance in higher education.

Keywords: managerial communication, organizational culture, university management, leadership, institutional effectiveness.



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ARTIFICIAL INTELLIGENCE AS A VIRTUAL MENTOR: OPPORTUNITIES AND CHALLENGES FOR HIGHER EDUCATION

Irina IONITA

We are currently witnessing rapid development in generative artificial intelligence (AI) tools that are finding applications in a wide range of domains. In the academic sphere, these tools can create new educational experiences by providing personalized support, academic guidance, and helping to engage students in learning activities. Beyond their role as information retrieval systems, AI-based applications are increasingly functioning as virtual mentors, providing immediate feedback, learning recommendations, assistance with problem-solving, and support for academic decision-making. Although numerous studies have examined the educational uses of AI, limited attention has been paid to students' perceptions of AI as a mentoring partner and to the factors that may influence the acceptance and effectiveness of this emerging role. This study aims to analyze how students perceive the opportunities and challenges associated with the use of artificial intelligence as a virtual mentor in higher education. More specifically, the research seeks to explore students' experiences with AI-based tools in their academic activities, their expectations regarding mentoring functions, the perceived benefits for learning and academic development, as well as concerns related to reliability, ethical issues, over-reliance, and the potential reduction in human interaction. A research project based on mixed methods is proposed. In the first phase, quantitative data will be collected through an online questionnaire administered to undergraduate and graduate students in various fields of study. The survey will analyze patterns of AI use, perceived usefulness, trust, and attitudes toward AI-assisted mentoring. In the second phase, qualitative data will be collected through semi-structured interviews with a purposively selected sample of survey participants. The purpose of these interviews is to provide a deeper insight into individual experiences, expectations, and critical reflections regarding AI as a mentor. Statistical analyses of the quantitative data will be supplemented with thematic analyses to identify recurring themes and patterns in the qualitative data. The study is expected to provide a comprehensive understanding of students' perceptions of AI as a virtual mentor and to generate insights that may support the effective and responsible integration of AI-assisted mentoring in higher education.

Keywords: Artificial Intelligence, student perceptions, higher education, virtual mentor, digital education



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WHEN WILL AI FORMALLY BECOME A LEGISLATOR?

Dragana ĆORIĆ

AI and its tools are used in all spheres of life. From making natural science homework and writing boring essays, through recommendations for listening to music and shopping in special applications, while discovering our cultural, political and other preferences, AI is present everywhere - and it has no intention of leaving, but rather expanding its influence even more. However, what if AI starts to do the work of the state - that is, everything that certain state bodies should do? Perhaps it is ok to check whether we meet the conditions for exercising any right by quickly cross-checking all our data in different databases and to provide us with a decision on that right within a period of less than 24 hours. But what if AI starts writing the rules? The writing of regulations and their adoption belongs to the legislative power and is part of the manifestation of democracy. What if AI takes that away from us? In the paper/presentation, cases will be listed - when AI has already written some legal acts - court verdicts, local regulations and bills. In most of these cases, civil servants did not initially admit that they used AI tools, but instead presented the results of AI work as their own. If the inconsistencies in the written texts had not been discovered, it is likely that these fraudulent activities would not have been discovered either. Such situations qualify as serious ethical violations of the work obligations of civil servants, some of them were not even punished for it. The question here is not whether the AI will become the legislator fully, but when it could happen and with what kind of consequences.

Keywords: AI, state, legislation



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VALUES AND ARTIFICIAL INTELLIGENCE IN EDUCATION: AN AXIOLOGICAL FRAMEWORK FOR RESPONSIBLE DIGITAL TRANSFORMATION

Diana ANTOCI

The integration of artificial intelligence (AI) into education raises fundamental questions concerning the values that guide pedagogical decisions, shape learning experiences, and define the purposes of educational transformation. While AI-based technologies offer new opportunities for personalization, accessibility, and pedagogical innovation, their educational value depends on the principles underpinning their design, implementation, and use. This paper aims to conceptualize an axiological framework for responsible digital transformation in education, emphasizing the relationship between human values, pedagogical innovation, and the ethical integration of AI. The study adopts a theoretical-conceptual approach based on the analysis and synthesis of perspectives on educational axiology, human-centred education, digital transformation, and responsible AI use. The proposed framework identifies five interrelated value dimensions: human dignity and respect, equity and inclusion, autonomy and critical thinking, responsibility and accountability, and academic integrity and transparency. These dimensions provide a foundation for examining the alignment between technological affordances and educational purposes, highlighting the need to move beyond technology-driven approaches towards value-oriented pedagogical innovation. The paper argues that the axiological dimension should be integrated into educational planning, curriculum development, teacher professional learning, and the evaluation of AI-supported learning environments. It further emphasizes the role of educators in mediating the relationship between technological capabilities and educational values, ensuring that AI enhances human agency rather than undermining it. The proposed framework contributes to the conceptual understanding of responsible digital transformation and offers a basis for future empirical research into value-oriented practices in AI-enhanced education.

Keywords: educational axiology; artificial intelligence in education; values; digital transformation; pedagogical innovation.



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ARTIFICIAL INTELLIGENCE IN IDENTIFYING AND MANAGING ASSESSMENT-RELATED STRESS IN ADOLESCENTS

Patricia Antonela CIRDEI

The digitalization of education and the rapid development of artificial intelligence create new opportunities for identifying students' socio-emotional needs and diversifying psychopedagogical support strategies. In this context, assessment-related stress represents a significant challenge for adolescents, as it is associated with fear of failure, performance anxiety, diminished self-confidence, and difficulties in emotional self-regulation in examination situations. The article examines the potential of artificial intelligence to identify manifestations of assessment-related stress and support the pedagogical counselling process for adolescents. It highlights the relationship between digital competencies, emotional awareness, and the development of adaptive strategies for managing stress in the contemporary educational environment. In this regard, the potential uses of artificial intelligence-based digital tools in facilitating students' expression of the difficulties they experience and guiding support interventions are examined. Particular attention is paid to the possibilities of personalizing educational resources, practising relaxation techniques, restructuring negative thoughts, and developing strategies for preparing for assessment. At the same time, the article highlights the limitations and risks associated with the use of artificial intelligence in this field, including the protection of personal data, the confidentiality of emotional information, the risk of misinterpretation, and the need to avoid labelling students. It is argued that intelligent technologies cannot replace interpersonal relationships, empathy, and the professional judgement of the pedagogical counsellor; rather, they can serve as complementary tools in identifying students' needs and planning educational interventions.

Keywords: artificial intelligence, assessment-related stress, adolescents, pedagogical counselling, digital education, emotional self-regulation, school assessment.



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DIDACTIC OPPORTUNITIES AND LIMITATIONS OF USING AI IN TEACHING ROMANIAN AS A FOREIGN LANGUAGE

Severin MARTA

In a world where technology is gradually reshaping the ways we communicate and learn, artificial intelligence opens up new perspectives on teaching Romanian as a foreign language. Beyond digital tools and rapid access to information, it offers new ways of engaging with language, exploring meaning, and developing communicative competences. For foreign students at the beginning of their linguistic and cultural journey, artificial intelligence can become a learning partner, capable of providing explanations adapted to their level of proficiency, personalized exercises, authentic communication contexts, and immediate feedback. This paper aims to examine the teaching opportunities offered by artificial intelligence in the process of teaching and learning Romanian, with a particular focus on the development of lexical, grammatical, and communicative competences. It considers the possibilities of differentiating learning tasks, encouraging learner autonomy, and creating interactive contexts in which mistakes become not obstacles, but starting points for understanding and progress. At the same time, integrating these technologies requires a critical reflection on their limitations. Inaccurate information, insufficiently contextualized explanations, standardized responses, and reduced human interaction may affect the quality of the learning experience. Learning a language involves more than acquiring rules and vocabulary; it also means discovering a culture, understanding different perspectives, and building relationships through language. In this context, artificial intelligence cannot replace the teacher, but can become a valuable tool in supporting pedagogical practice. The balance between technological innovation and human mediation remains essential to effective teaching, allowing technology to facilitate learning while the teacher preserves the cultural, emotional, and creative dimensions of the encounter with the Romanian language.

Keywords: AI, language teaching, personalized learning, communicative competence



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ENHANCING VOCABULARY ACQUISITION IN ROMANIAN AS A FOREIGN LANGUAGE THROUGH ARTIFICIAL INTELLIGENCE

Mirela Gabriela BRATU

The integration of artificial intelligence (AI) into foreign language education offers new opportunities for developing learners' lexical competence through personalized, interactive, and context-based learning activities. This paper explores the pedagogical potential of AI-powered tools in enhancing vocabulary acquisition in Romanian as a foreign language, with particular emphasis on beginner and intermediate learners (A1–B1 levels). The theoretical framework draws on I. S. P. Nation's (2022) approach to vocabulary acquisition, Glenn Stockwell's (2010) research on technology-supported vocabulary learning, and Marta González-Lloret's (2022) contributions to technology-mediated communicative tasks. Building on these theoretical perspectives, the study examines how generative AI applications can facilitate vocabulary retention, contextual understanding, and the active use of newly acquired lexical items. Particular attention is given to AI-generated dialogues, interactive lexical games, adaptive exercises, and personalized feedback as pedagogical strategies for encouraging learner participation and autonomy. The paper also considers the challenges associated with the linguistic accuracy of AI-generated content and the importance of teacher guidance in selecting and adapting digital resources. By combining established principles of vocabulary acquisition with emerging AI-based teaching practices, the study aims to propose practical strategies for integrating artificial intelligence into Romanian language instruction and supporting the development of learners' communicative competence.

Keywords: artificial intelligence; vocabulary acquisition; Romanian as a foreign language



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FROM NETSPEAK TO AI-SPEAK: CONTEXT, MEANING-MAKING, AND PRAGMATIC COMPETENCE IN AI-MEDIATED LANGUAGE LEARNING

Toma ALEXANDRA-MONICA

The integration of AI into digital education is a key concern of our fast-paced times, promising both to revolutionize and challenge the educational paradigm. Although AI-based conversational tools excel at producing grammatically correct discourse, they often struggle to reproduce the nuanced contexts that are the cornerstone of authentic human interaction. Building on previous research in the field of computer-mediated communication (CMC), especially on netspeak, phatic communication, and digital storytelling, this paper tackles the intersection between AI-generated content and the pragmatic contextualization essential to effective foreign language learning. By comparing AI-generated dialogues with authentic digital interactions, this study explores how educators may use AI tools to teach complex pragmatic skills, such as politeness strategies, humour, and the interpretation of nonverbal digital cues (e.g., emoji). The paper argues that, in order to develop genuine pragmatic competence, AI should be used as a context simulator rather than merely a content generator, thus challenging students to critically engage with cultural conventions. Finally, the paper advocates for a balanced digital pedagogy in which AI supports, rather than replaces, authentic teaching materials.

Keywords: AI-mediated communication; digital pragmatics; netspeak; pragmatic competence; foreign language learning.



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THE USE OF DIGITAL QUIZZES TO SUPPORT EMOTIONAL SELF-REGULATION IN PRIMARY SCHOOL STUDENTS

Natalia CAZACU

This article analyses the potential for using digital quizzes to support emotional self-regulation in primary school pupils, approached as a component of emotional discipline. The relevance of this topic stems from the opportunities offered by digital technologies to diversify educational activities and develop pupils' ability to manage their emotions and behavioural responses. The article identifies ways of integrating digital quizzes into activities aimed at emotional self-regulation, tailored to the age-specific characteristics of young schoolchildren. The research is both theoretical and practical in nature and is based on the analysis and synthesis of the specialist literature, supplemented by the development of examples of interactive activities. The possibilities of using quizzes to recognise emotions, understand situations that trigger emotional reactions, and choose appropriate strategies for managing them are explored. Particular attention is paid to questions based on situations from school life, which offer pupils the opportunity to analyse reactions, compare solutions and anticipate the consequences of their own choices. The importance of explanatory feedback and reflection in understanding the relationship between emotions and behaviour is discussed, and the role of the teacher in adapting tasks, guiding discussions and creating a climate conducive to the expression of emotions is highlighted. At the same time, the limitations of using digital quizzes are outlined, particularly those associated with competition and time management. The article argues for the need to complement digital activities with practical exercises and the observation of pupils' behaviour in real-life learning situations. Based on a theoretical analysis, the article proposes methodological guidelines regarding content selection, question formulation and the organisation of feedback. These can guide teachers in the use of digital quizzes to practise emotional self-regulation strategies and reinforce appropriate behaviours in the school environment.

Keywords: digital quizzes, emotional self-regulation, emotional discipline, primary school pupils, learning environment, formative feedback.



INTEGRATING GENERATIVE AI INTO SPREADSHEET-BASED LEARNING FOR CHEMICAL ENGINEERING EDUCATION

Moisés García Morales, Claudia ROMAN and Miguel Ángel Delgado CANTO

The rapid expansion of digital tools in Engineering Education is reshaping how students interact with computational problem-solving. This work explores the educational impact of incorporating Generative Artificial Intelligence (GenAI) into spreadsheet-based learning activities, with a focus on supporting students in automating repetitive tasks through VBA macros in Microsoft Excel. Rather than emphasizing advanced simulation capabilities, the approach aims to strengthen students' digital literacy, confidence, and conceptual understanding in Mass Transfer Separations. Excel provides an accessible environment where equations, logic, and iterative procedures are visible to the learner, making it an effective platform for bridging theory and practice. By using GenAI to assist in writing and refining VBA code, students can automate tasks that would otherwise be tedious or time-consuming, such as repeated Goal Seek operations or structured calculations along separation units. Importantly, AI does not replace the learning process; instead, it acts as a scaffold that helps students understand programming logic, debug their own scripts, and progressively build autonomy. The methodology was implemented with undergraduate students who had little or no prior exposure to VBA. Through guided exercises, iterative refinement, and AI-supported coding prompts, students reported increased motivation, clearer insight into computational workflows, and a stronger sense of achievement. The experience highlights how GenAI can democratize access to programming skills, reduce barriers associated with traditional coding instruction, and promote more inclusive learning environments. Overall, this work demonstrates that integrating GenAI into spreadsheet-based activities offers a practical and pedagogically meaningful pathway for enhancing digital competencies in Chemical Engineering education, while maintaining transparency, accessibility, and student engagement.

Keywords: Chemical Engineering; Mass Transfer Separation; MS Excel; VBA macro; GenAI



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ARTIFICIAL INTELLIGENCE AND TEACHER MEDIATION: RETHINKING THE ROLE OF LANGUAGE EDUCATORS IN DIGITAL LEARNING ENVIRONMENTS

Irina POSTOLACHI-JOSAN

The rapid development of artificial intelligence (AI) is transforming contemporary education, creating new opportunities for language teaching and learning while raising important pedagogical, ethical, and intercultural questions. In digital learning environments, AI-powered tools can support personalised learning, facilitate access to authentic resources, provide immediate feedback, and encourage learner autonomy. However, their educational value depends largely on how they are integrated into teaching practices and mediated by language educators. This conference presentation explores the evolving role of language teachers in AI-enhanced learning environments, with particular attention to foreign language education, intercultural competence, and the development of communicative skills. It examines how teachers can move beyond the traditional transmission of linguistic knowledge to become pedagogical mediators, learning designers, intercultural facilitators, and critical guides in the use of digital technologies. Teacher mediation involves selecting and adapting AI-generated content, contextualising learning activities, encouraging critical thinking, and helping learners evaluate the reliability, relevance, and cultural implications of machine-generated responses. The presentation also considers the limitations of AI-supported language learning, including inaccurate information, cultural bias, reduced human interaction, and excessive dependence on automated assistance. These challenges highlight the importance of maintaining a human-centred approach in which technological innovation complements, rather than replaces, teachers' professional expertise and interpersonal engagement. Particular attention is given to the development of learners' communicative autonomy, intercultural awareness, and responsible digital literacy. By combining AI-supported activities with collaborative tasks, reflective practices, and authentic communication, language educators can create inclusive learning environments that respond to learners' diverse linguistic and cultural backgrounds. Ultimately, this conference presentation argues that the integration of artificial intelligence into language education should be guided by pedagogical intentionality, ethical awareness, and human mediation. Rethinking the role of language educators in digital environments is essential to ensuring that AI contributes not only to more efficient learning processes but also to meaningful communication, critical reflection, and intercultural understanding.

Keywords: Artificial Intelligence; Teacher Mediation; Language Education; Digital Learning Environments; Intercultural Competence



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AI AS A LINGUIST: MORPHOSYNTACTIC AND PRAGMATIC ANALYSIS OF FREQUENT ERRORS IN SOCIAL MEDIA

Andronic GABRIELA-DIANA

The rapid advancement of Large Language Models has expanded their utility beyond general text generation into specialized academic domains, including linguistic analysis. This study investigates the cultural and linguistic sensitivity of AI when processing non-standard varieties of a peripheral language. Specifically, the project evaluates the capacity of two prominent models, ChatGPT and Claude, to act as linguists by analyzing authentic, colloquial Romanian phrases extracted from social media platforms. The methodology employs cross-linguistic prompting, requiring the models to decode specific morphosyntactic and pragmatic deviations. The models' outputs were comparatively assessed on their ability to transcend rigid prescriptive grammar and capture underlying cognitive and sociolinguistic triggers. Results indicate that both models successfully mapped native Romanian linguistic phenomena onto international academic frameworks using precise English metalanguage. However, their analytical profiles differed significantly. Claude exhibited exceptional prescriptive rigor and structural depth, consistently citing authoritative normative sources (such as DOOM) and analyzing cognitive processing loads. Conversely, ChatGPT demonstrated a highly intuitive, native-like grasp of sociolinguistic motivations, such as phonetic discomfort and cacophony avoidance. Ultimately, the findings suggest that AI goes far beyond the role of a mechanical grammar checker, it functions as a highly capable sociolinguistic tool able to accurately interpret the dynamic, pragmatic evolution of informal, living speech, thereby proving its immense value for contemporary linguistic research.

Keywords: Artificial Intelligence, Social Media Discourse, Sociolinguistics, Morphosyntax.



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AI-GENERATED ANTI-PROVERBS

Stanica VLAD-ALEXANDRU

This article analyses represent a research study conducted over the notion of the anti-proverb, the definition of it , the usage of it by the everyday human society, how they sound and by comparison, what automatic versions of it does the A.I. search engines, such as ChatGPT and Gemini use. Reason why I am giving this presentation is because in my opinion, I think we should try and make a more specific anaylises over how exactly would A.I. work towards developing similar alternatives for creating anti-proverbs that humans use every day. First off, we need to focus on what exactly an anti-proverb is and how humans create anti-proverbs to begin with. This is important because we need the human side of the analysis reference to begin with so that this way we have 2 elements for comparison. Secondly, we will have to then see what exact alternative versions of the anti-proverb does the A.I. search engine create. For that we will have to basically take the human versions of the anti-proverb, place them in the A.I. search engines and then ask the A.I. search engines to create versions of the anti-proverb according to their own perceptions of the anti-proverb. Thirdly, we will be required to take said results and then start drafting out the comparison and/or the analysis needed for our research. For that we will have to look at the A.I generated anti-proverbs and see how they look like when compared with the human made ones. In conclusion, this document should display a proper comparison study in regards of differences between human perception of the overall usage of the anti-proverb and the A.I. perception of it.

Keywords: A.I technology, Anti-proerbs , Usage



RETHINKING LINGUISTIC DIVERSITY IN THE AGE OF GENERATIVE AI: TRANSLANGUAGING AND CRITICAL AI LITERACY IN TESOL

Mr. Arijit GHOSH

The integration of Generative Artificial Intelligence (GenAI) tools into the domain of English Language Teaching worldwide has considerably opened up new vistas for enriched language learning, automated feedback and classroom interaction. However, this phenomenon of AI-mediated instruction also brings in speculations and severe questions as far as providing English education to a Multilingual group of learners in a reliable and scientific way is concerned. It is worthy debating how far these AI tools are genuinely instrumental in recognizing and addressing the linguistic needs of multilingual learners and how they are shaping up their cognitive development. Despite the rapid adoption of these automated language tools in English Language teaching, more scholarly attention has to be paid to whether the automated feedback provided by GenAI tools marginalizes or validates the diverse linguistic repertoires that multilingual learners bring to the learning process (García & Li Wei, 2014; Hauck et al., 2025). The paper seeks to address this gap by exploring the very facet of the use of Generative AI, the essence of which intersect with the relatively newer aspects of translanguaging and critical AI literacy in the corpus of TESOL. In an attempt to discover this new aspect, this paper draws on relevant theoretical perspectives and emerging research (Canagarajah, 2013; Kalantzis & Cope, 2025; Tian, 2025), to further delve deep into the pedagogical opportunities and challenges that the Integration of GenAI tools naturally bring in into a multilingual English classroom. The paper, particularly, lays emphasis on the role of translanguaging in the context of multifaceted linguistic repertoires of these learners (Li Wei, 2018), and also takes into account how critical AI literacy can play a pivotal role in helping teachers and students alike in evaluating AI-generated suggestions and feedbacks (Darvin, 2017; Long & Magerko, 2020).

Keywords: Generative AI, Translanguaging, Critical AI Literacy, TESOL, Multilingual Education, Automated Language Feedback



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GENERATIVE AI AND UNIVERSITY ADMISSION TERMINOLOGY: A CONTRASTIVE PERSPECTIVE

Andreea APETRI

The increasingly widespread use of artificial intelligence in linguistic research and translation creates new opportunities for examining specialized terminology across multiple languages. This paper aims to explore the potential of free and accessible Generative AI platforms for analysing terminology related to higher education admission processes in Romanian, German, and English. The study focuses on how ChatGPT, Microsoft Copilot, and Google Gemini identify, explain, and translate terms specific to admissions, with particular attention given to terminological equivalence, semantic accuracy, and contextual appropriateness. The research is based on a comparative analysis of 40 terms concerning admission procedures and requirements, necessary documentation, and institutional practices across the three languages. The results generated by these three platforms will be analysed and compared against information from online dictionaries, official university websites, and other reference terminological resources. The analysis will evaluate the correctness of the suggested terms, the accuracy of the definitions, the preservation of context-specific meanings, and each platform's ability to account for linguistic and institutional differences between the educational systems of the Republic of Moldova, Germany, and English-speaking countries. Special emphasis will be placed on instances where seemingly equivalent terms differ in meaning or usage from one educational system to another. The paper seeks to identify both the advantages and the limitations of GenAI as an auxiliary tool in multilingual terminological research. Furthermore, it emphasizes the importance of human verification when using specialized vocabulary, particularly in cases where institutional terminology lacks direct equivalents in other languages. Rather than treating AI-generated content as an authoritative source, the study advocates for its critical evaluation against established linguistic and documentary sources. The findings will contribute to the ongoing debate on AI in terminological research and provide practical insights into its responsible use in linguistic analysis, translation, and higher education.

Keywords: Generative artificial intelligence, multilingual terminology, terminological equivalence, admission, higher education



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LIMITATIONS AND OPPORTUNITIES OF REFLECTIVE DIALOGUE IN ONLINE MENTORING

Rusov VERONICA

The article addresses the quality of reflective dialogue in the context of the expansion of online mentoring as a form of teachers' professional development. Starting from the premise that reflective dialogue is the central mechanism of professional learning in the mentor–mentee relationship, the research aims to identify the conditions under which the online environment facilitates or, conversely, limits pedagogical reflection. The purpose of the study is to analyse the limitations and opportunities of reflective dialogue in online mentoring and to substantiate conditions for ensuring its quality. The methodology is based on a theoretical and conceptual analysis of the specialised literature, complemented by a documentary analysis of mentoring practices in the education system. The results highlight four categories of limitations: technological and accessibility-related; communicational, caused by reduced nonverbal cues and difficulties in interpreting messages; relational and emotional, related to trust, professional vulnerability and psychological safety; and methodological, manifested through superficial feedback, insufficiently in-depth questions and discontinuous reflection. At the same time, the online environment offers significant opportunities: flexibility and continuity of professional communication, diversified forms of feedback, documentation of reflection through video recordings, reflective journals and digital collaborative tools, as well as the potential of artificial intelligence to stimulate reflection, provided that the mentor's central role is preserved. Based on the analysis, the conditions for high-quality online reflective dialogue are formulated: a communication framework based on trust and confidentiality, the use of open reflective questions, a balance of descriptive, interpretive and action-oriented feedback, continuity ensured through goals and action plans, and the critical and responsible integration of digital tools and artificial intelligence. The conclusions argue that the effectiveness of online mentoring depends less on the technology used and more on the mentor's competence to build a safe, continuous and structured space for professional reflection. The study has practical implications for mentor training and the design of online mentoring programmes, while its limitations open directions for future empirical research on the perceptions of mentors and mentored teachers.

Keywords: reflective dialogue, online mentoring, professional development.



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DIGITAL MENUS AS A SOURCE FOR COMPILING A ROMANIAN-GERMAN GASTRONOMIC TERMINOLOGY CORPUS

Cristina CUCOS

Abstract: The digitalization of communication and the diversification of online linguistic resources create new opportunities for documenting and investigating specialized terminology. In this context, digital menus represent a valuable source for the study of gastronomic terminology, as they bring together the names of dishes, ingredients and food products, culinary techniques, and ways of presenting gastronomic offerings. At the same time, they reflect linguistic and sociocultural characteristics specific to the communities in which they are used. However, exploiting these resources for Romanian–German contrastive research requires a systematic methodological approach focused on data selection, delimitation, and documentation. This study aims to examine the potential of digital menus as a source for compiling a comparable specialized corpus designed to investigate Romanian and German gastronomic terminology. From a methodological perspective, the research draws on the principles of corpus linguistics and terminology studies, with a view to establishing source selection criteria, defining the sampling unit, and identifying the parameters necessary to ensure data relevance and comparability. The criteria considered include the authenticity and currency of the menus, the diversity of food service establishments, thematic coverage, information accessibility, and the provenance of the linguistic material. The study also discusses the challenges posed by the dynamic nature of online content, the heterogeneity of digital formats, and the presence of culturally specific dish names. Through this approach, the paper seeks to establish a reproducible methodological framework for compiling a digital gastronomic corpus suitable for contrastive research. The relevance of this undertaking lies in the potential use of the corpus to identify lexical and terminological features, examine cross-linguistic correspondences, and highlight the relationship between language, culture, and gastronomic practices. Thus, the study contributes to the development of methodologies for documenting specialized terminology through the systematic use of digital resources.

Keywords: Keywords: gastronomic terminology, corpus linguistics, digital menus, comparable corpus, Romanian–German contrastive analysis.



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FROM DIGITAL TEXTBOOKS TO INTELLIGENT LEARNING ENVIRONMENTS: THE BOOKHUB PLATFORM AND AI-POWERED ACADEMIC RESOURCES

Ivana IVANIĆ, Dejan PAJIĆ

The digital transformation of higher education increasingly requires the development of academic resources that extend beyond conventional electronic publications and support interactive, accessible, and personalized learning. This paper presents the development and implementation of BookHub, a digital library of electronic textbooks established at the Faculty of Philosophy, University of Novi Sad, and publicly accessible at https://db.ff.uns.ac.rs. The platform represents an institutional approach to integrating digital publishing technologies and artificial intelligence into university education. The study adopts a practice-oriented approach, examining the technological architecture, organization of academic content, and educational potential of the platform. Developed as an independent web application using PHP and MySQL, BookHub replaces an earlier digital library system and provides a centralized environment for organizing, accessing, and distributing academic publications. Its collection encompasses electronic textbooks and educational materials from various disciplines, including psychology, statistics, behavioral genetics, education, linguistics, and foreign language teaching methodology. Publications are accompanied by structured bibliographic metadata and are freely available for online reading and downloading, contributing to the accessibility and dissemination of academic knowledge. Particular attention is devoted to the development of EduBook AI Companion, an intelligent digital assistant designed to facilitate interaction with academic content through retrieval-augmented generation (RAG). By combining semantic retrieval with generative artificial intelligence, the proposed approach enables students to formulate questions in natural language and receive contextually relevant explanations grounded in available textbook materials. This functionality introduces new possibilities for transforming digital textbooks from static repositories of information into interactive educational resources supporting independent learning, knowledge exploration, and student engagement. The paper further addresses the institutional and pedagogical dimensions of digital publishing, particularly the professional development of university teachers in preparing, editing, and publishing electronic textbooks. Consideration is also given to cross-device accessibility, sustainable management of digital educational resources, and the potential integration of AI-supported services into different academic disciplines. The BookHub initiative demonstrates how the development of institutionally managed digital infrastructures can support the modernization of academic publishing and establish a foundation for more interactive and accessible learning environments. The integration of artificial intelligence and digital textbook technologies offers opportunities for strengthening digital competencies, improving access to educational resources, and advancing innovative teaching practices in higher education.

Keywords: BookHub, artificial intelligence, digital textbooks, EduBook AI Companion, retrieval-augmented generation, digital libraries, higher education, educational innovation.



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INTEGRATING GENERATIVE AI IN HUMANITIES EDUCATION: PROMPT ENGINEERING AND AUTOMATED FEEDBACK WORKFLOWS IN LITERATURE COURSES

Vladimir BRAJUC

The rapid evolution of Artificial Intelligence presents unique challenges and opportunities for humanities education, particularly in the fields of philology and literary theory, where subjective analysis and critical thinking are paramount. This paper explores the practical integration of Generative AI tools and custom algorithmic workflows within a university-level literature curriculum. By leveraging personalized AI bots and advanced prompt engineering, the study details the development of a hybrid digital learning environment integrated directly with the Moodle Learning Management System. The research focuses on two primary applications: the use of AI for generating complex contextual prompts that aid students in deconstructing literary texts, and the implementation of customized AI models to streamline the grading and feedback process for academic assignments. Specifically, the paper examines the transition from traditional assessment rubrics to AI-assisted evaluative matrices, detailing how these customized algorithms are trained to ensure grading consistency and fairness. The discussion also highlights student perceptions of AI-generated feedback, noting a marked improvement in revision quality and a deeper understanding of theoretical concepts when AI is utilized as an iterative learning partner rather than a simple evaluation tool. Based on pedagogical practices implemented at the university level, the paper analyzes how these digital interventions affect student engagement, analytical depth, and course management efficiency. Furthermore, it addresses the ethical considerations and limitations of using AI to evaluate humanistic discourse. The findings suggest that when properly contextualized, AI does not replace critical engagement but rather serves as a dynamic scaffolding tool, allowing educators to focus on higher-order mentoring and significantly advancing the digital education paradigm in the humanities.

Keywords: Generative AI, humanities education, prompt engineering, Moodle integration, automated feedback, literary studies.



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DÉTOURNEMENT IN PRESS HEADLINES IN THE FRENCH AS A FOREIGN LANGUAGE CLASSROOM: LINGUISTIC CREATIVITY AND AI-MEDIATED LEARNING

Ana-Larisa Doca-Trincu PELIN

This paper explores the pedagogical potential of détournement in press headlines in the French as a Foreign Language classroom, focusing on linguistic creativity and AI-mediated learning. Understood as the transformation of recognisable expressions, quotations, or cultural references, détournement offers a productive basis for examining how linguistic forms and shared cultural knowledge contribute to meaning construction. This study proposes a teaching sequence organised around the identification, interpretation, and production of transformed headlines. Learners compare the source expression with its reformulation in a press headline, identifying lexical substitutions, phonetic similarities, and morphosyntactic changes. Particular attention is paid to distinguishing the literal and figurative meanings of the source expression and examining how the headline reactivates, modifies, or combines these meanings within a specific journalistic context. This comparative approach encourages learners to explain interpretations, justify linguistic choices, and negotiate meaning through oral and written interaction. Generative artificial intelligence supports the design of varied teaching materials, including illustrated scenarios, contextualised dialogues, comparative worksheets, interactive quizzes, and creative writing prompts. Adapted to learners' proficiency levels, these resources can make implicit cultural references more accessible and provide opportunities to practise vocabulary, reformulation, argumentation, and spoken interaction. Learners are also invited to assess AI-generated interpretations and headlines, discuss their contextual relevance, and revise them collaboratively. Rather than reporting measured learning outcomes, the paper presents a pedagogical framework for integrating press discourse and AI-generated resources into communicative tasks. It highlights the importance of teacher mediation in selecting materials, verifying interpretations, and maintaining coherence between linguistic objectives and classroom activities. The proposed approach seeks to support communication skills in French while fostering language awareness, intercultural understanding, creativity, and critical engagement with media and artificial intelligence.

Keywords: détournement, French as a Foreign Language, linguistic creativity, generative artificial intelligence



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FROM MULTILINGUAL MEDIATION TO LEARNER AUTONOMY: DESIGNING AND FADING SCAFFOLDING IN CLIL WITH GENERATIVE AI

Uliana CULEA

Integrating generative artificial intelligence into Content and Language Integrated Learning (CLIL) raises a pedagogical challenge: facilitating access to disciplinary content while fostering learner autonomy. This paper proposes a framework for designing, adapting and gradually withdrawing scaffolding in multilingual CLIL, with Italian as the target language. Multilingual mediation supports conceptual understanding, while autonomy entails the capacity to select, evaluate and use linguistic and digital resources purposefully. The framework integrates linguistic, cognitive and metacognitive dimensions of scaffolding. Linguistic support addresses disciplinary vocabulary and discourse; cognitive support facilitates conceptual understanding, reasoning and knowledge transfer; and metacognitive support promotes planning, monitoring and reflection. Generative AI supports the development of adaptable resources, including multilingual glossaries, guiding questions, discourse frames and formative feedback. Teachers evaluate these resources for conceptual accuracy, linguistic appropriateness and alignment with learning objectives. The proposed instructional sequence progresses from supported engagement with disciplinary content through collaborative mediation and guided production towards independent application in unfamiliar tasks. Decisions about withdrawing support are informed by observable indicators, including conceptual understanding, task performance, strategic resource use and recognition of learning difficulties. Scaffolding is thus adjusted in response to learner readiness rather than withdrawn according to a predetermined timetable. Autonomy does not require learners to abandon multilingual practices or digital tools. Rather, it involves taking greater responsibility for their use. The paper outlines classroom applications and assessment criteria for examining this progression in Italian CLIL contexts. The proposed framework connects multilingual mediation, responsive scaffolding and generative AI, positioning teachers as instructional designers who balance accessibility, cognitive challenge and autonomy.

Keywords: CLIL, multilingual mediation, scaffolding, generative artificial intelligence, learner autonomy.



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AI-GENERATED LITERARY TRANSLATIONS AS CRITICAL OBJECTS IN TRANSLATOR TRAINING

Oana Celia GHEORGHIU

In literary translation seminars, students working on the same passage typically produce noticeably different versions. Comparing these versions used to be central to the pedagogical process, making visible the lexical, stylistic and interpretive choices made by each student, for instance whether to keep a pun at the cost of rhythm or to modernise an archaic turn of phrase. Since generative AI tools became widely available, such variation has become increasingly difficult to obtain. Student translations tend to resemble one another closely. They are often correct and fluent, yet they reveal little about how the student actually read the source text, something that errors used to indicate clearly. Where most versions are alike, the comparative analysis on which the seminar relies loses much of its substance. Drawing on teaching experience in a Translation and Interpreting programme, the paper examines this problem and proposes several types of tasks in which the AI-generated translation becomes the object of critical analysis rather than a ready-made solution. Students compare their own version with the AI output and explain where and why they depart from it. They translate the same text for different audiences or media (print, stage, surtitles) and retranslate it under specific constraints, in each case using the AI version as a point of reference against which to define and argue for their own choices. With reference to functionalist approaches to translation and to retranslation theory, the paper argues that, under present conditions, assessment in translator training should give greater weight to students' ability to justify their choices than to the correctness of the final version.

Keywords: literary translation, translator training, generative AI, translation criticism, retranslation, Skopos theory



HARNESSING CONTEMPORARY ROMANIAN LITERATURE THROUGH ARTIFICIAL INTELLIGENCE IN TEACHING ROMANIAN AS A FOREIGN LANGUAGE

NECULACHI Alina

This paper examines the advantages and disadvantages of integrating AI tools into the analysis and interpretation of contemporary Romanian literary texts in teaching Romanian as a foreign language. AI tools can support students and help them progress. They can help explain new terms, clarify complex grammatical structures, and explain culture-specific elements in the texts. They can also identify main ideas students often confuse with secondary ones, summarise texts, offer multiple perspectives, and produce visual representations (e.g., diagrams or mind maps). However, AI tools can also harm vocabulary acquisition, written and oral expression, critical thinking, and the use of literary analysis concepts. Students find new words, expressions, and concepts harder to remember if they do not look them up themselves. Furthermore, because literary texts allow multiple interpretations, students who rely on AI no longer discover a literary work's meaning and message for themselves, nor do they form a personal opinion about its fictional world; instead, they tend to adopt the AI-generated interpretation.

Keywords: Romanian literary texts, Romanian as a foreign language, Interpretation



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ADVANCED SOFTWARE FOR CORPUS ANALYSIS: #LANCSBOX X AND SKETCH ENGINE

Neagu MARIA-IONELA

Critical Discourse Analysis (CDA) has emerged and developed as a useful framework aiming at decoding the text and revealing what surpasses its limits, going beyond it, in order to both reflect and impact social norms, ideologies, hierarchies and hegemony (Van Dijk 1993, Fairclough 1995, Baker et al 2008, Fairclough and Fairclough 2012, Neagu 2013). In addition, CDA and Corpus Linguistics have always intertwined (Partington 1998, Biber and Reppen 2015, Stefanowitsch 2020) in order to increase the scale of the research and to engender generalisable interpretations. Nevertheless, once the corpora escalate, the discourse analyst's job to search for and correlate particularly relevant data becomes significantly difficult. Therefore, software such as #LancsBox X and Sketch Engine represent indispensable tools whenever we deal with large collections of texts. Thus, corpus linguistics supported by software enriches qualitative research by adding objective quantification of data such as word and collocation frequency, morpho-syntactic and semantic tagging and ensuing classifications or categories. This presentation seeks to outline the main findings of two studies conducted on different corpora types. The first one explores political speeches held by the Chinese president Xi Jinping on various occasions such as state visits or international business meetings. Quantitative results generated by #LancsBox X provide an in-depth perspective of China as an outstanding social agent on the political and economic arena. The second study relies on Sketch Engine selection and quantification features when comparing the electronic corpus of almost 2000 tokens to the lexical items occurring in dictionaries in order to highlight the metaphoric conceptualisation of anger in Romanian (Neagu and Stoica 2025), according to cognitive semantics theories (Lakoff and Johnson 1978/1987, Charteris-Black 2004, Deignan 2005, Kövecses 2010).

Keywords: Critical Discourse Analysis, Corpus Linguistics, Sketch Engine, #LancsBox X, political discourse, anger metaphors



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AI-ASSISTED TRANSLATION OF CULTURAL LEXIS IN (SEMI-)PERIPHERAL LITERATURE

Nicolina MUNTEAN

The increasing integration of artificial intelligence into literary translation raises questions concerning the preservation of cultural specificity, lexical nuances, and stylistic identity in (semi-)peripheral literature. This study investigates the challenges of AI-assisted translation in rendering culturally marked lexical units in selected Romanian literary works translated into English. Adopting a contrastive lexico-semantic approach, the research compares original texts, published English translations, and AI-generated versions, with particular attention to colloquial expressions, culture-specific references, evaluative vocabulary, and metaphorical constructions. The analysis examines translation strategies such as modulation, explicitation, generalization, and cultural neutralization, assessing their implications for semantic equivalence, pragmatic meaning, and stylistic fidelity. The study seeks to evaluate the extent to which AI-assisted translation preserves the linguistic and cultural particularities of (semi-) peripheral literary texts, contributing to broader discussions on cultural representation and the role of artificial intelligence in literary translation.

Keywords: AI-assisted translation, cultural lexis, (semi-)peripheral literature, lexico-semantic analysis, translation strategies



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BEYOND THE TEXT: TEACHING ROMANIAN LANGUAGE AND LITERATURE THROUGH ARTIFICIAL INTELLIGENCE AND DIGITAL RESOURCES IN ARTS EDUCATION

Mihăilescu RAMONA-MARIA

Abstract The development of digital technologies and artificial intelligence (AI) is transforming educational practices, creating new opportunities for teaching Romanian language and literature. This paper explores the integration of AI-based tools and digital resources into Romanian language and literature classes in arts education, focusing on creativity, critical thinking, literary interpretation, and interdisciplinary learning. Arts education provides a distinctive context in which literary texts can become sources of artistic inspiration and creative expression. Digital platforms, interactive applications, AI-assisted writing tools, and multimedia resources can support students in analysing literary works, exploring characters and themes, developing personal interpretations, and creating original responses through theatre, visual arts, music, and digital storytelling. The paper examines both the pedagogical benefits and challenges of integrating AI into the classroom. These technologies can increase student engagement, support personalised learning, and encourage collaboration. However, their effective use requires appropriate pedagogical guidance, critical evaluation of AI-generated content, respect for intellectual property, and the development of digital literacy. The teacher remains essential in fostering independent thinking, authentic expression, and responsible technology use. The paper argues that combining traditional literary education with innovative digital practices can create a dynamic, inclusive, and student-centred learning environment. By moving beyond conventional approaches to literary texts, teachers can establish meaningful connections between language, literature, technology, and artistic creativity. This approach can enrich students' educational experiences while developing the critical and creative competencies required in contemporary society.

Keywords: digital education, Romanian language and literature, arts education, digital literacy, creativity,



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TEACHING ROMANIAN IN CROSS-BORDER EDUCATIONAL CONTEXTS: OPPORTUNITIES AND CHALLENGES IN THE AGE OF ARTIFICIAL INTELLIGENCE

Mihăilescu RAMONA-MARIA

The internationalisation of education and the development of artificial intelligence (AI) are creating new opportunities and challenges for teaching Romanian in cross-border educational contexts. This paper explores how digital technologies and AI-based tools can support Romanian language teaching among learners with diverse linguistic, cultural, and educational backgrounds, with particular attention to communication, intercultural competence, and learner-centred approaches. In cross-border education, learning Romanian involves not only acquiring grammatical structures and vocabulary but also understanding cultural references, developing communicative competence, and engaging with Romanian society and its cultural heritage. Digital learning platforms, interactive applications, AI-assisted translation, conversational tools, and personalised learning resources can facilitate language acquisition, provide immediate feedback, and support differentiated instruction according to learners' needs and proficiency levels. The paper examines the pedagogical potential of integrating AI into Romanian language classes, highlighting opportunities to increase student engagement, promote autonomous learning, and create authentic communication scenarios. At the same time, it addresses significant challenges, including the accuracy of AI-generated linguistic content, cultural and contextual misunderstandings, unequal access to technology, data privacy, and the risk of excessive dependence on automated tools. These challenges underline the importance of developing digital literacy and critical thinking among both teachers and learners. The paper argues that effective technology integration requires a balanced approach in which AI complements, rather than replaces, the teacher's pedagogical expertise and human interaction. By combining innovative digital resources with intercultural dialogue and communicative teaching strategies, Romanian language education can become more accessible, flexible, and responsive to the needs of learners in cross-border academic environments.

Keywords: Romanian language teaching, cross-border education, digital learning, intercultural competence, digital literacy



DIGITAL INTERVIEWS WITH TRANSLATORS AND AUTHORS AS A SOURCE FOR RESEARCHING THE TRANSLATION OF (SEMI)PERIPHERAL LITERATURE

CHIRA Oxana

The translation of (semi-)peripheral literatures into major European languages depends largely on the initiative, expertise and networks of individual translators, whose perspective often remains insufficiently documented. This paper explores interviews with translators and authors, conducted both online and face to face, as a source for researching the translation of literature from the Republic of Moldova and Romania, and as a form of research-based learning involving students. The study aims to: (1) document translators' and authors' perspectives on the translation and reception of (semi-)peripheral literature; (2) identify recurring themes concerning text selection, publishing, funding and the rendering of culturally marked lexis; (3) assess the role of generative AI tools in translating interview questions and transcribing recordings; (4) evaluate the didactic potential of involving students in the interviews. The corpus consists of interviews with the translators Sabine Krause, Adrian Cibotaru and Vitalie Vovc, and with the writer Iulian Ciocan. Some interviews were conducted online via Google Meet, others face to face. Students actively participated by preparing and asking questions. All sessions were audio-recorded, either on the online platform or with a voice recorder, and subsequently transcribed. The study combines qualitative content analysis of the transcripts with a translator- and author-centred approach. Generative AI tools were used to translate the questions and to transcribe the audio recordings, and the transcripts were then verified and edited manually. The study also compares the online and face-to-face interview formats in terms of interaction, spontaneity and data quality. The interviews reveal the decisive role of translators' personal initiative, of contacts with publishers and of funding programmes in making literature from the Republic of Moldova and Romania visible abroad. They also highlight the difficulties of rendering culturally marked lexis and the translators' cautious attitude towards AI. AI-assisted transcription and translation proved efficient, but required human verification. Interviews with translators and authors, recorded and processed with digital tools, are a valuable documentary source for translation research. They give translators and authors a voice and help explain how (semi-)peripheral literatures gain visibility in the European literary space. At the same time, they develop students' research, intercultural and digital competences. The paper is part of the research project Integrating (Semi-)Peripheral Literatures – Romania and the Republic of Moldova – into European Culture through Translation (1991–2024).

Keywords: interviews, author–translator dialogue, AI-assisted transcription, (semi-) peripheral literature, literary translation



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ALGORITHMIC TRIANGULATION IN DIGITAL EDUCATION: A METHOD FOR DEVELOPING CRITICAL DISCERNMENT IN INTERACTION WITH ARTIFICIAL INTELLIGENCE SYSTEMS

Robert WILLIAMS

Abstract: This paper proposes and tests a digital education method based on algorithmic triangulation — the separate interrogation of multiple artificial intelligence systems, followed by human comparison and verification of responses. The method derives from an empirical case study conducted between 2019 and 2026, which demonstrated that no algorithm fails on its own: the ECRIS case showed that judicial information systems did not err in isolation, but executed human commands, omissions or configurations. The same principle applies to large language models, which fail or excel depending on training data, set weights and human-provided prompts. The paper presents the theoretical foundations, the six-step triangulation algorithm, and the results of a pilot workshop with students at the Universitas Europaea conference in Chișinău (October 2026). The workshop brought together students from Law, Public Administration, International Relations, Journalism and Communication. Working simultaneously across disciplines, they formulated questions in real time, interrogated three AI systems separately, compared the crossed responses, and reached a shared conclusion: machines provide data like any manual or library, but in the case of the author, responsibility lies with the one who documented the information in the book; in the case of artificial intelligence, the human — through triangulation and general culture, or while completing this culture as a student, official or simple user — must decide which information converges and can be used. The workshop demonstrated that students who applied triangulation identified hallucinations they would not have noticed with a single system, understood the difference between convergence and coordination, and internalised the principle that responsibility remains 100% human. The conclusion is that digital education should not teach AI as an object of study, but as an instrument of critical thinking. Algorithmic triangulation is a practical, testable method that can be applied in any classroom, across disciplines, without major adaptation.

Keywords: algorithmic triangulation, digital education, critical discernment, artificial intelligence, human responsibility, pedagogical methodology, workshop.



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THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN RUSSIAN AS A NON-NATIVE LANGUAGE LESSONS IN GYMNASIUMS IN THE REPUBLIC OF MOLDOVA

Topor GABRIELLA

Information and Computer Technologies (ICT) have become one of the key priorities in teaching as foreign languages as Russian being a foreign, non-native, and native language. Their use has significantly transformed the teaching and learning process, making it more visual, interactive, flexible, and practice-oriented. When integrated with traditional teaching methods, these innovative technologies can be effectively employed in Russian as a non-native language lessons to motivate learners, increase their interest in learning, and improve their proficiency in Russian. Given the current level of technological equipment available in modern schools, the use of various platforms, software programmes, and applications in Russian language lessons in national schools in the Republic of Moldova has become increasingly accessible. These applications provide a range of multimedia resources, including audio and video recordings featuring native speakers pronouncing words and phrases, illustrations, video explanations, and other visual materials. They also offer interactive exercises of varying levels of difficulty focusing on grammar and vocabulary. Platforms such as Quizlet and Kahoot are also popular among teachers and learners for vocabulary acquisition and practice. To assist teachers in the Republic of Moldova, the digital platform Interactive Education (Educaţie Interactivă) operates as part of the larger electronic library "Online Education" (Educaţie Online). It offers the pedagogical community a wide range of educational resources. The platform offers the educational community a wide range of teaching and learning resources. An important advantage is that all the content is aligned with the national curriculum of the Republic of Moldova, ensuring its relevance to the requirements of the national education system. The use of digital resources, including audio materials, slides, and video clips, also reinforces previously acquired knowledge and facilitates the clear and effective presentation and understanding of the content related to a particular topic. Consequently, the integration of ICT into language teaching can contribute to increased learner motivation, more active participation, and the development of communicative competence in Russian.

Keywords: Keywords: information and computer technologies; the use of ICT in schools; Russian as a non-native language; interactive teaching methods.



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ARTIFICIAL INTELLIGENCE AND INTERACTIVE TEACHING STRATEGIES FOR ROMANIAN AS A FOREIGN LANGUAGE AT THE PREPARATORY YEAR

Georgiana CIOBOTARU

The rapid development of artificial intelligence (AI) is creating new opportunities for innovation in foreign language education, particularly in the teaching of Romanian as a foreign language (RFL). This article explores the pedagogical potential of AI-assisted tools in designing and implementing interactive teaching strategies that respond to learners' linguistic needs, proficiency levels, and communicative goals. It examines how AI applications can support the development of listening, speaking, reading skills through personalized exercises, simulated dialogues, vocabulary-building activities, grammar practice, and contextualized learning tasks. Particular attention is given to the use of generative AI in creating authentic communication scenarios, adapting teaching materials to different proficiency levels, and providing immediate feedback that encourages learner autonomy and active participation. Furthermore, the article considers how AI-mediated activities can foster creativity, intercultural awareness, and meaningful language use by connecting linguistic content with real-life communicative situations. At the same time, it addresses the limitations and challenges associated with AI integration, including the accuracy of generated content, the risk of learner overdependence, ethical concerns, and the need for critical digital literacy. The article argues that AI should be regarded not as a substitute for the language teacher, but as a complementary pedagogical resource that can enrich classroom interaction and facilitate more flexible, engaging, and learner-centred instruction. Ultimately, the effective integration of AI into RFL teaching depends on a balanced approach that combines technological innovation with sound didactic principles, teacher guidance, and the development of learners' communicative competence.

Keywords: authentic communicatin,linguistics needs, profiency leveles;



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THE POWER OF ARTS AND HUMANITIES IN SHAPING PEOPLE AND SOCIETY TODAY

Laura Ioana LEON

The arts and humanities play an important role in shaping the way people think, feel, and understand the world around them. They are not only subjects studied in schools and universities but also a part of our everyday lives. Through literature, music, history, philosophy, and visual arts, people can express their ideas, share experiences, and learn more about themselves and others. One of the most important ways the arts and humanities change our lives is by helping us understand different cultures, beliefs, and points of view. Reading a book, watching a play, or learning about history can encourage us to see life through someone else's eyes. This can help people become more open-minded, respectful, and understanding. At the same time, the arts offer a space for creativity, allowing individuals to express emotions and explore ideas that may be difficult to explain through words alone. In education, the arts and humanities encourage students to ask questions, think for themselves, and develop their own opinions. These skills are useful not only in academic life but also in everyday situations and future careers. Beyond education, they bring communities together by creating opportunities for communication, shared experiences, and cultural exchange. In a world that is becoming increasingly focused on technology and scientific progress, the arts and humanities remind us of the importance of human connection, creativity, and personal values. They help us understand not only how the world works but also what it means to be human. This paper explores how the arts and humanities can influence individuals and society, showing that their value goes far beyond the classroom. By encouraging understanding, creativity, and meaningful connections, they continue to play an essential role in building a more thoughtful and caring society.

Keywords: arts; humanities; culture; society; people



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BETWEEN INNOVATION AND INACCURACY: EVALUATING AI-GENERATED RESOURCES FOR TEACHING ROMANIAN AS A FOREIGN LANGUAGE

Lupaşcu Eugenia DANIELA

Artificial intelligence (AI) is increasingly used in teaching activities, offering opportunities to create personalized learning materials, interactive exercises, and context-based activities. However, AI-generated content may also contain linguistic inaccuracies, unnatural examples, or misleading grammatical explanations, making the teacher's role in evaluating and adapting these resources essential. This paper explores the benefits and limitations of AI-generated resources in teaching Romanian as a foreign language. By connecting AI-assisted teaching with classroom practice, this paper aims to highlight the potential of artificial intelligence as a supportive educational tool rather than a substitute for the teacher's linguistic and pedagogical expertise.

Keywords: Romanian, AI-generated resources, linguistic accuracy



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HUMAN VS. AI TRANSLATION OF TOURISM TERMINOLOGY INTO ENGLISH: EVIDENCE FROM VADIM ȘTERBATE'S 99 DE ATRACȚII TURISTICE DIN REPUBLICA MOLDOVA

Silvia BOGDAN

Tourism discourse is a key form of intercultural communication, as its translation represents a country's cultural and natural heritage for international readers. Neural machine translation and large language models are increasingly being used to facilitate the translation process, raising questions about the extent to which artificial intelligence (AI) can support or replace the human translator in this field. This study explores the similarities and differences between human and AI-generated translations of tourism terminology into English, based on Vadim Șterbate's guidebook 99 de atracții turistice din Republica Moldova (99 Tourist Attractions in the Republic of Moldova). A corpus of 218 tourism-specific terms and expressions was extracted from the source text, including toponyms, names of cultural and natural attractions, realia, and other culture-specific items. The English equivalents provided by the human translator, Ana Muntean, were compared with those generated by DeepL Translator, Google Translate and ChatGPT. The study uses a qualitative, corpus-based comparative approach and contrastive linguistic analysis, based on the classification of eighteen translation techniques proposed by Molina and Hurtado Albir. The analysis focuses on semantic equivalence, terminological consistency, the treatment of proper names and culture-specific items, and the naturalness of the target text. The findings reveal differences in lexical choice, semantic precision and contextual adaptation. AI tools tend to favour literal rendering and calques, occasionally translating proper names or losing the cultural connotations of the source terms, whereas the human translation more consistently uses explicitation and adaptation to make culture-specific concepts accessible to international readers. The study contributes to a better understanding of the complementary roles of human expertise and AI in translating tourism texts, with implications for post-editing, translator training and the international promotion of the cultural and tourism heritage of the Republic of Moldova.

Keywords: human translation, AI-generated translation, tourism terminology, culture-specific items, semantic equivalence, post-editing



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THE ROLE OF NATIONAL LITERARY AND ARTISTIC TRADITIONS IN SHAPING THE STRUCTURE OF DRAMATIC CONFLICT IN BERNARD SHAW'S PLAYS

Olga VULPE

This article examines the role of the English national literary and artistic tradition in shaping the structure of dramatic conflict in Bernard Shaw's plays at the turn of the nineteenth and twentieth centuries. The study aims to identify the principles of English drama inherited by Shaw and to explore their transformation within his dramatic works. Using the comparative-historical method and an analysis of the poetics of dramatic conflict, the research considers the interaction between personal and social contradictions, the functions of dialogue, satire, irony, and paradox. Particular attention is given to the dramatic traditions associated with William Shakespeare, the English comedy of manners, and Oscar Wilde. The analysis focuses on four plays: Mrs Warren's Profession, Pygmalion, Major Barbara, and Heartbreak House. In Mrs Warren's Profession, a family confrontation develops into a socioeconomic conflict involving moral responsibility and social inequality. In Pygmalion, the theme of social transformation raises questions of personal dignity and independence. In Major Barbara, intellectual debate becomes a central means of organising dramatic action and examining conflicting moral and economic positions. In Heartbreak House, dispersed conflicts reveal a broader crisis of social consciousness. The findings demonstrate that Shaw transforms traditional dramatic conventions by expanding the social and philosophical dimensions of conflict, strengthening the role of intellectual discussion, and questioning the possibility of resolving fundamental social contradictions through individual actions. The article also considers the influence of European modern drama, particularly Henrik Ibsen and Anton Chekhov, demonstrating that national tradition interacts with broader artistic developments. It concludes that the distinctive structure of dramatic conflict in Shaw's plays emerges through the creative transformation of English dramatic traditions in response to changing artistic and social perspectives.

Keywords: Bernard Shaw; dramatic conflict; national literary and artistic tradition; conflict structure; intellectual debate.



PROIECTAREA DISCURSULUI DIDACTIC DIGITAL: STRATEGII DE COMUNICARE ŞI PERSPECTIVE PEDAGOGICE

Natalia AVORNICESA

Dezvoltarea tehnologiilor digitale a transformat semnificativ comunicarea educaţională, influenţând modul în care profesorii organizează conţinuturile didactice, formulează sarcinile de învăţare şi interacţionează cu elevii. În acest context, discursul didactic digital reprezintă o dimensiune importantă a educaţiei contemporane, care presupune adaptarea strategiilor de comunicare ale profesorilor la particularităţile mediilor digitale de învăţare. Acest studiu analizează principalele caracteristici ale discursului didactic digital şi explorează strategiile pedagogice care contribuie la eficientizarea comunicării în contexte educaţionale mediate de tehnologie. O atenţie deosebită este acordată organizării şi clarităţii mesajelor didactice, formulării instrucţiunilor pentru realizarea sarcinilor, adaptării conţinuturilor la nevoile elevilor şi rolului feedbackului în susţinerea învăţării. Analiza ia în considerare şi multimodalitatea, ca trăsătură definitorie a comunicării digitale, evidenţiind interacţiunea dintre textul scris, resursele vizuale, materialele audiovizuale şi elementele interactive în procesul de construire a sensului. De asemenea, studiul examinează modul în care mediile digitale reconfigurează interacţiunea profesor–elev, oferind oportunităţi pentru comunicarea sincronă şi asincronă, învăţarea colaborativă şi feedbackul continuu. Aceste posibilităţi generează, totodată, provocări legate de supraîncărcarea informaţională, coerenţa mesajelor didactice, implicarea elevilor şi dezvoltarea autonomiei acestora. În consecinţă, proiectarea discursului didactic digital presupune găsirea unui echilibru între posibilităţile oferite de tehnologie, obiectivele pedagogice şi nevoile de comunicare ale elevilor. Pornind de la perspectivele teoretice din domeniul comunicării educaţionale şi al pedagogiei digitale, analiza identifică principalele aspecte pedagogice care trebuie luate în considerare pentru elaborarea unui discurs didactic digital clar, coerent, accesibil şi adaptat contextului. Studiul susţine că eficienţa comunicării în educaţia digitală depinde nu doar de disponibilitatea instrumentelor tehnologice, ci mai ales de capacitatea profesorului de a le integra în mod relevant în procesul de învăţare. Astfel, discursul didactic digital este abordat ca o resursă pedagogică ce susţine interacţiunea autentică, participarea activă a elevilor şi dezvoltarea unor experienţe de învăţare eficiente.

Keywords: Discurs didactic digital, comunicare educaţională, pedagogie digitală, multimodalitate, feedback pedagogic.



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THE SOCIAL DIMENSION OF EARLY FOREIGN LANGUAGE LEARNING: INTERACTION, PLAY, AND DIGITAL RESOURCES

Ana BULAT-GUZUN

Early foreign language learning extends beyond the acquisition of linguistic knowledge, representing a fundamentally social process shaped by interaction, observation, imitation, and shared experiences. At an early age, children develop their language skills not only through teacher-guided instruction but also through participation in collective activities, where peers become valuable sources of linguistic input and behavioural models. This paper explores the social dimension of early foreign language learning, focusing on the pedagogical value of group interaction and play in fostering vocabulary acquisition, communication, motivation, and active participation. Drawing on sociocultural and social learning perspectives, particularly the contributions of Vygotsky, Bruner, and Bandura, the study examines how collaborative environments can create meaningful opportunities for language development. The theoretical discussion is complemented by reflective observations from English language activities conducted with children aged six to seven in the Republic of Moldova. Particular attention is given to situations in which learners with different levels of prior language exposure participate in collective vocabulary games, using peer observation and imitation as strategies for engaging in learning activities. These observations illustrate the potential of group dynamics to support participation while highlighting the importance of meaningful pedagogical guidance. The paper also considers the complementary role of digital resources, particularly educational videos and songs, in enriching shared learning experiences. Rather than replacing interpersonal interaction, such resources can provide additional opportunities for collective engagement, repetition, and multimodal language exposure. The discussion highlights the importance of designing early foreign language learning environments in which social interaction remains central, while play and digital resources contribute to an engaging and developmentally appropriate pedagogical experience.

Keywords: early foreign language learning; social interaction; group learning; play-based learning; digital resources



CRITICAL READING IN THE AGE OF AI: DEVELOPING LITERARY TEXT INTERPRETATION COMPETENCE THROUGH DIALOGUE WITH ARTIFICIAL INTELLIGENCE

BANARI Elena

The integration of generative artificial intelligence into the educational process necessitates a reconsideration of traditional strategies for teaching and engaging with literary texts, offering new possibilities for exploring meanings, stimulating reflection, and developing critical thinking. In this context, critical reading becomes an essential competency, entailing not only the understanding and interpretation of an artistic message but also the reader's ability to analyze, verify, compare, and evaluate the information and interpretations generated by artificial intelligence. This paper examines the pedagogical potential of the dialogue between the student, the literary text, and artificial intelligence, focusing on the development of interpretive competence, intellectual autonomy, and aesthetic sensibility. It employs interactive didactic strategies—such as comparing human interpretations with those generated by AI, formulating interpretive questions, identifying the limitations of algorithmic responses, and substantiating one's own viewpoints through reference to the text. The approach posits that artificial intelligence should not replace the personal experience of reading; rather, it should serve as a tool for cognitive mediation and for deepening the understanding of literary texts. Consequently, the teacher's role is to guide the responsible use of generative technologies and to transform the interaction with them into an authentic learning experience.

Keywords: critical reading, generative artificial intelligence, literary text, interpretation, critical thinking, reading competence, intellectual autonomy



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BORGES, BETWEEN INTERTEXTUALITY AND HYPERTEXT

Elena PRUS

Jorge Luis Borges revolutionized modern thought and literature, standing as one of the 20th century's most influential writers alongside figures like Cervantes, Joyce, and Kafka. Marked by his passion for reading and gradual loss of sight, Borges viewed literature as a universal remedy and a blend of memory and forgetting. His fictional universe dismantles objective reality, treating the real world and fictional realms as interchangeable projections of human subjectivity. A central theme of the text is intertextuality and its evolution into hypertext. Scholars argue that Borges effectively discovered intertextuality through works like Pierre Menard, Author of the Quixote, illustrating how rewriting existing texts creates new meaning through deconstruction and reconstruction. By incorporating real, obscure, and completely invented citations, apocryphal books, and false references, Borges engaged readers in a sophisticated game that frames literature as a vast, interconnected metatext where all works stem from an endless universal library. Furthermore, Borges anticipated the modern digital era. His references act as hyper-links (networked-hypertext), shifting literature from hierarchical structures to infinite graphs. Concepts like the Library of Babel (a infinite repository containing all possible books) prefigure digital databases, while the Aleph—a single point containing all spatial points simultaneously—mirrors the non-linear, endless expansion of the Internet. Ultimately, Borges transformed symbols like the labyrinth, mirrors, and books into tools for infinite interpretation. Considering himself a reader first and a writer second, he posited that great literature must transcend its author's intent, inviting future generations to continually re-evaluate and expand its meaning.

Keywords: Jorge Luis Borges, intertextuality, hypertext, palimpsest, fictional universe, digital culture, metadata, narrative labyrinth.



DIGITAL ART VS. AI "ART"

Belcea IRINA

This paper focuses on differences between digital art, based upon fictional characters from books, and "art" made by Artificial intelligence. Attention will be given to the visual interpretation of literary characters, examining how human artists use imagination, personal experience, artistic knowledge, and individual creative approaches to transform written descriptions into original visual representations. The study will explore how digital artists interpret the physical appearance, personality, emotions, and symbolic characteristics of fictional characters, often incorporating their own understanding of the literary works and the cultural contexts in which these characters were created. By comparing human-made digital illustrations with images generated by artificial intelligence using similar textual descriptions, the paper will investigate differences in artistic expression, originality, visual composition, emotional depth, and the interpretation of literary details. Furthermore, the analysis will consider the extent to which artificial intelligence can accurately represent complex fictional characters, particularly when literary descriptions are incomplete, ambiguous, or open to multiple interpretations. Another important aspect of the discussion concerns the relationship between technological efficiency and artistic creativity, since AI systems can generate numerous visual interpretations within seconds, while human artists generally engage in a more deliberate creative process involving research, experimentation, and personal artistic decisions. The paper will also examine whether AI-generated representations tend to reproduce established visual conventions associated with popular literary characters or whether they can offer unexpected interpretations that differ significantly from existing artistic representations. In addition, questions of authorship, intellectual property, artistic authenticity, and the ethical use of existing artworks in the training of generative AI systems will be considered in relation to contemporary debates about the future of digital creativity. Ultimately, the comparison seeks to contribute to a broader understanding of the changing relationship between human imagination and artificial intelligence, highlighting both the possibilities offered by emerging technologies and the continuing importance of human interpretation, artistic intention, and individual creative expression in the visual representation of literature.

Keywords: Digital art, Artificial intelligence, Fictional Characters, comparison



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ACADEMIC WRITING IN THE ERA OF ARTIFICIAL INTELLIGENCE: CRITICAL EVALUATION AND ACADEMIC INTEGRITY IN THE TRAINING OF PHYSICAL EDUCATION AND SPORT SPECIALISTS

Luca Aliona, Lungu Ecaterina

The increasingly frequent use of artificial intelligence (AI) tools in higher education is fundamentally altering documentation practices and the drafting of academic texts, generating, on the one hand, new learning opportunities, and on the other hand, a series of challenges regarding source credibility, information accuracy, and compliance with academic integrity principles. In this context, the development of academic writing skills involves not only building the capacity to produce coherent, well-founded, and correctly structured texts, but also the skills of critical information evaluation, verification of bibliographic references, and responsible use of AI tools. In this paper, we aimed to analyze the implications of AI usage for the formation of scientific documentation and critical evaluation skills among students—future specialists in physical education and sport. In this endeavor, we started from the analysis of specialized literature and international recommendations regarding the use of AI in education and research, with an emphasis on the credibility of generated information, the validation of bibliographic references, and author responsibility for the developed content. Special attention is paid to the relationship between scientific documentation, critical thinking, and academic integrity. Based on the analysis undertaken, the paper pursued the identification of a framework for developing the skills to responsibly use AI tools in drafting academic texts, structured along the following dimensions: the evaluation and validation of information generated by AI, the selection and verification of bibliographic references relevant to the research topic, as well as assuming responsibility for the developed content. The proposed framework will serve as a benchmark for designing instructional tasks adapted to the training of specialists in physical education and sport, aimed at stimulating the overall development of digital competencies, critical evaluation skills, and compliance with the principles of academic integrity.

Keywords: artificial intelligence, academic writing, content and source evaluation, academic integrity, higher education, physical education and sport



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LOST IN TRANSLATION: EVALUATING AI-GENERATED TRANSLATIONS OF IDIOMS, COLLOCATIONS, AND CULTURE-SPECIFIC EXPRESSIONS

Elena VARZARI

The growing use of artificial intelligence (AI) and machine translation tools has created new opportunities for foreign language teaching and translation practice. Although these tools can produce fluent translations in many situations, they do not always capture the intended meaning of idioms, collocations, and expressions closely linked to a particular culture. Translating such expressions requires more than knowledge of individual words; it also involves understanding the context, cultural background, and communicative intention of the original text. This paper examines the strengths and limitations of AI-generated translations from English into Romanian and Russian, with particular attention to literal translations, changes in meaning, and expressions that sound unnatural in the target language. Using examples related to the university course Oral and Written Translation Techniques and Tools, the paper explores how AI-generated translations can be incorporated into practical translation activities. Students are encouraged to compare AI-generated versions with possible human translations, identify errors, and discuss which alternatives best preserve the meaning and naturalness of the original expressions. The proposed approach helps students understand both the usefulness and the limitations of AI tools while developing their translation skills, critical thinking, and awareness of cultural differences. The paper highlights the importance of human judgment in evaluating AI-generated translations. Students should learn to critically evaluate AI-generated suggestions and consider the linguistic and cultural context of each expression instead of accepting AI output as unquestionably correct. In this way, AI can serve as a useful learning resource, provided that its output is carefully examined and adapted when necessary.

Keywords: Artificial intelligence; machine translation; idioms; collocations; culture-specific expressions; translation competence.



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ACTIVE LEARNING OF TAXPAYER BEHAVIOR MODELING USING STOCHASTIC PETRI NETS AND COMPUTATIONAL SIMULATIONS

Bodrug SVETLANA

The article proposes an innovative approach to teaching mathematical and economic modeling through the integration of stochastic Petri nets, computational simulations, and mathematical optimization. Taxpayer behavior is used as a case study, examining the effects of tax burden, the probability of detecting tax violations, and financial penalties. The proposed methodology combines PIPE 4.3.0, a software environment for modeling and analyzing stochastic processes, with Microsoft Excel for calculating expected utility and determining the optimal amount of declared income. The article describes the development of a Generalized Stochastic Petri Net (GSPN), the organization of computational experiments, and the interpretation of results under alternative tax audit scenarios. The simulation results illustrate how students can investigate the relationships between fiscal parameters and economic decisions using accessible computational tools. From an educational perspective, the article presents an active learning approach based on hypothesis formulation, experimentation, critical analysis, and collaboration. The proposed methodology encourages students to connect theoretical concepts with practical applications, develop analytical and computational skills, and gain a deeper understanding of decision-making under uncertainty. The methodology is intended for laboratory activities and interdisciplinary projects in economics, business, and information technology education. Its educational effectiveness remains to be evaluated through practical implementation in the teaching and learning process.

Keywords: stochastic Petri nets, active learning, taxpayer behavior, computational simulation, economic modeling, PIPE 4.3.0, mathematical optimization, innovative teaching methods.



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AI-MEDIATED VERSUS TRADITIONAL CORRECTIVE FEEDBACK IN EFL WRITING: A QUASI-EXPERIMENTAL COMPARISON

Fatima DOUADI

This study reports a quasi-experimental investigation of the effectiveness of Perplexity AI as an automated corrective feedback (ACF) tool on the paragraph writing performance of second-year EFL students at Mohammed El Bachir El Ibrahimi University—BBA. Thirty-six students, drawn from two intact classes, were assigned to an experimental group (n = 18), which received Perplexity AI feedback on successive paragraph-writing drafts, and a control group (n = 18), which received conventional teacher feedback, over five writing sessions. Writing performance was assessed using a pre-test/post-test paragraph-writing instrument scored across four criteria—grammar, vocabulary, coherence/cohesion, and structure—with lower scores indicating fewer errors. Data were analyzed using descriptive statistics, paired-samples t-tests, independent-samples t-tests, and Cohen's d. The experimental group showed statistically significant reductions in error scores across all four criteria (grammar: $t = 5.634$, $p < .001$; vocabulary: $t = 5.575$, $p < .001$; coherence/cohesion: $t = 6.203$, $p < .001$; structure: $t = 7.459$, $p < .001$), while the control group showed no significant change on any criterion. Post-test between-group comparisons confirmed significantly lower error scores for the experimental group on every criterion, with large effect sizes (Cohen's d = 1.10–1.86). These findings indicate that Perplexity AI feedback was associated with substantially greater gains in paragraph writing accuracy than conventional teacher feedback over the same period. The results support a hybrid pedagogical model in which automated tools address lower-order writing concerns while teachers retain responsibility for higher-order writing development. Limitations related to the quasi-experimental design and recommendations for future research are discussed.

Keywords: Automated corrective feedback, Perplexity AI, EFL writing, quasi-experimental design, Algerian higher education



THE INFINITE LOOP AND THE POSSIBILITIES OF OVERCOMING IT IN THE DYSTOPIAS ADIO EUROPA! BY ION D. SÎRBU AND THE WOLVES OF PRIPYAT BY CORDULA SIMON

Roman VOINITSCHI, Ecaterina NICULCEA

Both Ion D. Sîrbu's Adio Europa! and Cordula Simon's The Wolves of Pripyat explore the desire to escape a society perceived as corrupt, unjust, or destructive. In both dystopias, however, the hope for a new beginning paradoxically becomes the catalyst for the repetition of existing conditions. The intended break with the past ultimately results in an infinite loop from which no genuine escape emerges. In Adio Europa!, the critique is directed at communist society and its ideological oppression. The characters long for freedom, truth, and individual self-determination. At first, the possibility of overcoming the system appears to lie in the vision of a different, more humane society. Yet the structures of power, psychological control, and fear of the regime are so deeply rooted that even the hope for change remains shaped by the very mechanisms it seeks to overcome. Consequently, breaking free from this infinite loop proves almost impossible. A similar attempt to correct the flaws of society is depicted in The Wolves of Pripyat. Children are separated from their families, raised in an institution, and subjected to various modifications in order to create a better future. However, these interventions generate new forms of control, alienation, and violence. Rather than disrupting the social loop, the system reproduces the very structures it was intended to eliminate. Both works demonstrate that social utopias can fail when human beings are reduced to objects of ideological or technological intervention. The attempt to create a perfect society does not lead to liberation but to the repetition of old patterns, thereby closing the loop once again. In this sense, both novels portray history and social transformation not as a path toward emancipation but as a recurring cycle of domination and manipulation.

Keywords: Dystopia, Attempt at Liberation, Infinite Loop, Power Structures, Manipulation.



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CHRONOLOGICAL, INTEGRATED, AND TRANSFORMATIVE PROTOTYPING OF THE LITERARY TEXT IN DIGITAL SPACES

Carolina DODU-SAVCA

To the fundamental question of the status of literature in the training of foreign language and literature teachers, this paper responds by examining how the literary microfragment transitions from an object of traditional study into a product of digital communication. We aim to track the shift in the didactic function of the literary text within a curriculum designed for the Master's program in English Language Didactics and Communication Strategies and synthesize the consequences manifested in a three-stage methodological progression, from (1) the chronological approach, based on the canonical text (Bloom, 1994) to (2) the integrated approach through the literary text as a linguistic resource (R. Carter, M.N. Long, 1991; G. Lazar, 1993) in teaching/learning tasks (G. Hall, 2015), and subsequently, (3) the transformative approach, which sees the literary text as a hybrid resource for deconstruction, reconstruction, and communication prototyping (G. Kress, 2010) in digital environments (J. Bezemer, G. Kress, 2016). By articulating these dimensions in a contrastive analysis of the functions of the literary text, educational tasks, and student competences, we highlight (1) how the perspective on historical literacy evolves into ELT, and (2) how these dimensions—while being complementary and inseparable—are simultaneously delimited among literary competences, linguistic competences, and pluricompetences in digital environments (M. Byram, 1997; C. Kramsch, 1993), which are naturally shared rather then attributed to a single hypostasis. Even though all three hypostases raise the issue of forming a literary culture, their emphases shift the training perspective for Master's students. Ultimately, we argue that this hybrid training model prepares students for the complexities of professional and cultural life (D. Buckingham, 2003). It should be noted here that the three approaches are distinguished by the role the literary text plays in both didactic activity and learning outcomes. Across the three hypostases—literary, integrated, or transformative—we observe a progression from a (1) chronological teaching model specific to literary instruction, toward an (2) integrated teaching model grounded in task-based learning (R. Ellis, 2003), and further toward a (3) transformative algorithmic ecosystem (which embodies a phase of hybrid progression where the analytical deconstruction of the literary text precedes its didactic transposition into a digital communication product (prototyping a digital product).

Keywords: Chronological and integrated approaches to literature; transformative approach; textual prototyping; digital pluricompetences



STRATEGIES FOR TEACHING THE CONDITIONAL-OPTATIVE MOOD IN ROMANIAN AS A FOREIGN LANGUAGE CLASSES

Dănilă VIOLINA

The present study explores the methodological approaches and pedagogical strategies involved in teaching and learning the conditional-optative mood in Romanian as a foreign language, with particular emphasis on the linguistic and communicative challenges encountered by non-native speakers. The research examines the morphological, semantic, and pragmatic characteristics of this verbal mood, highlighting its role in expressing wishes, hypothetical situations, possibilities, intentions, and polite requests. Special attention is given to the difficulties learners experience in understanding the formation and appropriate use of conditional structures, particularly when distinguishing between grammatical accuracy and communicative appropriateness in different contexts. The study emphasizes the importance of adopting interactive, learner-centred teaching strategies that facilitate the transition from theoretical knowledge of grammatical rules to their practical and spontaneous application in oral and written communication. In this regard, a range of pedagogical activities is proposed, including authentic communicative situations, contextualized grammatical exercises, guided dialogues, role-playing activities, collaborative tasks, and simulated everyday interactions. These activities are designed to encourage active student participation, strengthen grammatical awareness, and develop learners' confidence in using conditional-optative structures in meaningful communicative situations.

The study argues that a functional and communicative approach to teaching the conditional-optative mood can contribute to a more effective understanding of Romanian grammar by connecting linguistic forms with their semantic and pragmatic functions. By combining explicit grammatical instruction with interactive learning activities, the proposed approach seeks to support the development of grammatical accuracy, communicative competence, and greater learner autonomy in Romanian as a foreign language education.

Keywords: Romanian as a foreign language, conditional-optative mood, interactive teaching strategies, communicative competence, functional grammar, learner-centred instruction, grammatical accuracy.



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LEARNING ROMANIAN AS A FOREIGN LANGUAGE IN THE DIGITAL ERA: CONTENT, INSTITUTIONAL CONTEXTS, AND ARTIFICIAL INTELLIGENCE

Branişte LUDMILA

This paper investigates a fundamental continuity issue in teaching Romanian as a foreign language (RFL): the transition from individual language acquisition to the effective participation of international students in academic and professional environments. Traditionally, instruction has been structured around the mastery of grammatical forms, vocabulary development, and standardized assessment based on proficiency levels aligned with the Common European Framework of Reference for Languages. Although indispensable, these descriptors do not fully explain how linguistic resources are mobilized within actual institutional settings. Drawing upon the limitations of the competence-based paradigm and embracing the metaphor of participation (supported by theories of situated learning, language socialization, and academic literacies), the study proposes an integrated conceptual framework. This approach correlates the learner's linguistic resources with discursive practices, concrete interactions, institutional conditions, and new digital tools, including generative artificial intelligence. During the preparatory year, international students must swiftly navigate the transition from everyday language to discipline-specific codes while engaging in often asymmetric interactions. The paper argues that successful integration does not depend solely on the certified language level, but on how resources are selected and adapted to act legitimately within the academic community. Furthermore, technological mediation is examined both as a supportive mechanism for learners' autonomy and academic socialization and in terms of the potential risks associated with digital dependency. Ultimately, the study advocates for expanding the research focus in RFL toward an integrated methodology, opening new avenues for longitudinal and ethnographic investigations into students' academic and professional trajectories.

Keywords: Romanian as a foreign language (RFL), participation paradigm, content and context, digital mediation, academic literacies



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BUILDING AN ONLINE CORPUS OF ROMANIAN SOMATIC PHRASEOLOGICAL UNITS: SELECTION CRITERIA AND METHODOLOGICAL CHALLENGES

Angela MURZAC

This article outlines the methodological framework and selection criteria used to develop an online corpus dedicated to Romanian somatic phraseological units—expressions and idioms containing body part terms. Somatisms represent a particularly rich and frequent segment of the Romanian vocabulary, reflecting unique cultural features, metaphorical conceptualizations, and specific patterns of thought. However, building a specialized digital resource involves several linguistic and technical challenges. Methodologically, the primary challenge lies in establishing rigorous criteria to select and delimit somatic phraseological units, ensuring a clear distinction between free word combinations, set phrases, and idioms proper. Furthermore, identifying regional variations, archaic forms, and colloquial expressions requires a flexible yet systematic lexicographical approach. The project proposes a multidimensional classification model that integrates semantic, syntactic, and etymological parameters alongside pragmatic and stylistic labels. Designed as an open, interactive, and searchable lexicographical resource, the online corpus serves linguists, translators, educators, and computational linguistics specialists. Through structured data labeling, the resource facilitates comparative analysis, advanced searches by somatisms (e.g., cap [head], mână [hand], ochi [eye], inimă [heart]), and automated context extraction. In conclusion, this paper highlights the essential role of digital corpora in preserving and studying Romanian phraseological heritage, while providing a methodological foundation for similar projects in comparative phraseology.

Keywords: somatic phraseology, linguistic corpus, computational linguistics, somatisms, Romanian language



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THE INVISIBLE CLASSROOM: HOLLYWOOD CINEMA AS AN INFORMAL SITE OF LANGUAGE AND IDENTITY FORMATION

Khaoula MECHTAB

Education does not begin and end at the classroom door. For millions of learners worldwide, some of the most consequential learning happens in the dark — in front of a screen, absorbing language, values, and worldviews through the narratives Hollywood projects. This paper examines Hollywood cinema as an informal yet profoundly effective site of language acquisition and identity formation, arguing that its pedagogical power operates precisely because it is unacknowledged. Drawing on Krashen's input hypothesis, the concept of incidental vocabulary acquisition, and critical discourse analysis, this paper demonstrates how mainstream American films function as an immersive linguistic environment — one that teaches not only words and syntax, but the ideological frameworks through which social and political reality is interpreted. Learners absorb not just English; they absorb a version of the world. This has particular implications for diverse learning contexts, where Hollywood content fills the gaps that formal education leaves open. In multilingual and postcolonial settings, exposure to American cinema often precedes and outlasts formal English instruction, quietly shaping learners' linguistic competence and cultural assumptions simultaneously. The paper calls for a critical media literacy approach that brings this invisible classroom into scholarly and pedagogical visibility — acknowledging cinema not as a supplement to education, but as an educational force in its own right, one that demands the same critical scrutiny we apply to any curriculum

Keywords: informal learning, Hollywood, language acquisition, critical media literacy, identity formation



NEUROSIENCE, ARTIFICIAL INTELIGENCE AND BUSINESS COMMUNICATION IN GLOBAL CONTEXT

Nicolae STANCIU, Sandra Doeze Jager van VLIET, Jan van ZWIETEN

In the digital age, business communication is undergoing a transformative shift driven by advances in artificial intelligence (AI) and neuroscience. These interdisciplinary fields are revolutionizing multilingual communication, language acquisition, translations and cultural adaptation in global business. This paper explores the intersection of AI and neuroscience in enhancing language learning and its application in business communication. It highlights how neural network models, brain-inspired algorithms, and cognitive neuroscience findings are improving both machine-mediated and human language use in professional contexts. At the same time, the new dimensions of creative entrepreneurship, cultural management and sustainability in global business development and communication are analysed through the lenses of Dutch experience and MBA Programs designed and ran by Netherlands Business Academy.

Keywords: business communication, creative entrepreneurship, cultural management, cultural diplomacy



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DIGITAL PRESERVATION AND THE TRANSYLVANIAN SAXON HERITAGE: VIRTUAL MUSEUMS AND MANUSCRIPT ACCESS IN THE DIGITAL ERA

Emanuel-Daniel SĂRMĂȘAN

The digital turn in contemporary museology offers unprecedented methodologies for safeguarding, contextualizing, and disseminating endangered minority heritage. This paper investigates the applicability of digital museum frameworks to the preservation and public promotion of historical manuscripts, archival records, and cultural artifacts belonging to the German Saxons of Transylvania. Drawing upon theoretical perspectives from prominent scholars of material culture and heritage preservation such as Konrad Gündisch, Thomas Șindilariu, and Ulrich Burger, who have extensively documented the institutional preservation of Transylvanian Saxon archives, this study analyzes how traditional curatorial models are shifting toward virtual environments. For centuries, Transylvanian Saxon communities maintained rigorous archival traditions, producing a vast corpus of medieval codices, ecclesiastical registers, guild records, and personal documents that chronicle centuries of linguistic, social, and spiritual life in Central-Eastern Europe. Today, many of these primary sources face vulnerabilities due to physical degradation, geographical dispersion, and demographic shifts. This study examines how contemporary digital curation—encompassing high-resolution manuscript digitization, 3D artifact modeling, interactive virtual exhibitions, and interoperable digital archives—can transcend physical limitations to establish a resilient repository for this distinct cultural heritage. Furthermore, the paper provides a critical overview of current institutional practices in Transylvania and Germany, evaluating how specialized custodians and curators (such as those associated with the Siebenbürgisches Museum in Gundelsheim and regional church archives in Sibiu/Hermannstadt and Brașov/Kronstadt) have initiated systematic digital transition strategies. By evaluating case studies of existing digital initiatives like the Fragmentarium collaborative manuscript platform and regional online portals, this research assesses the extent to which local institutions utilize web-based platforms, digital manuscript editions, and immersive public outreach. Finally, the study proposes a collaborative roadmap for regional archives and museums to enhance digital discoverability, secure long-term preservation, and foster cross-border cultural dialogue regarding the Transylvanian Saxon legacy in the twenty-first century.

Keywords: Transylvanian Saxons; Digital Museums; Manuscript Digitization; Cultural Heritage; Curatorial Practices



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LINGUISTIC INTERFERENCE IN FOREIGN LANGUAGE ACQUISITION: CLASSIFICATION CRITERIA AND CHARACTERISTICS OF ITS MANIFESTATION

Tambur ANA-ALEXANDRINA

This paper examines the theoretical foundations and classification criteria of linguistic interference in foreign language acquisition, with particular emphasis on the diversity of its forms and manifestations. Drawing on established approaches in contact linguistics and second language acquisition research, the study aims to systematize the principal criteria used to identify and classify interference phenomena, including their source, domain of occurrence, linguistic level, and mode of manifestation. The analysis addresses the distinction between interlingual interference, resulting from the influence of previously acquired languages, and intralingual errors associated with developmental processes within the target language, particularly rule overgeneralization. It further explores the manifestations of interference at the phonetic-phonological, morphological, syntactic, lexical, and semantic levels, emphasizing the interrelationships between these categories. Particular attention is devoted to Uriel Weinreich's classification of phonic interference, which distinguishes four fundamental types: under-differentiation of phonemes, over-differentiation of phonemes, reinterpretation of phonemic distinctions, and phone substitution. By integrating traditional classifications with contemporary perspectives on cross-linguistic influence, the paper seeks to clarify the conceptual and methodological principles underlying the categorization of linguistic interference. The proposed systematization provides a theoretical framework for further investigations into language contact, learner-language development, and the mechanisms affecting foreign language acquisition.

Keywords: linguistic interference, typology of interference, language contact, interlingual influence



ARTIFICIAL INTELLIGENCE IN ACHIEVING HIGHER LEVELS OF LEARNING OUTCOMES ACCORDING TO BLOOM'S TAXONOMY

Marko CINCOVIĆ

The rapid development of artificial intelligence (AI) is transforming contemporary educational practices, creating new opportunities for enhancing teaching and learning processes and achieving diverse educational outcomes. This paper explores the potential of artificial intelligence as a pedagogical tool for supporting the achievement of learning outcomes across the six cognitive levels of the revised Bloom's Taxonomy: remembering, understanding, applying, analysing, evaluating, and creating. Particular attention is given to the role of AI in promoting higher-order thinking skills, including critical thinking, problem-solving, analytical reasoning, and creativity. The paper examines how AI-powered tools can facilitate the acquisition and understanding of knowledge through personalised explanations, interactive learning activities, and immediate feedback, while also supporting the application of knowledge in authentic learning contexts. Furthermore, it considers the potential of generative AI to encourage students to analyse information, compare different perspectives, evaluate the accuracy and reliability of generated content, and develop original solutions to complex problems. In this context, AI is viewed not merely as a source of information or an instrument for completing educational tasks, but as a learning support mechanism that can stimulate cognitive engagement and foster independent learning. The paper also highlights the pedagogical role of teachers in integrating AI into educational practice. Effective implementation requires carefully designed learning activities, clearly defined learning outcomes, appropriate assessment strategies, and the development of students' AI literacy and critical awareness. Particular consideration is given to challenges related to information reliability, academic integrity, ethical use, and the risk of excessive dependence on AI-generated content. It is argued that the educational value of artificial intelligence depends primarily on its purposeful pedagogical integration rather than on its technological capabilities alone. When aligned with Bloom's Taxonomy, AI can contribute to a shift from knowledge reproduction towards higher-order cognitive processes, creative production, and meaningful learning.

Keywords: artificial intelligence, Bloom's Taxonomy, learning outcomes, higher-order thinking skills, educational technology, teaching and learning



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ENGLISH-ROMANIAN SUBTITLING IN THE AI ERA: CONTEXTUAL CHALLENGES AND TEACHING OPPORTUNITIES

STANȚIERU Oxana

Artificial intelligence is becoming an increasingly common tool in audiovisual translation. Through automatic speech recognition, machine translation and large language models, subtitles can now be generated quickly and with relatively little human intervention. However, producing a good subtitle involves much more than translating spoken words. The meaning of an utterance often depends on what is happening on screen, the speakers' tone of voice, their gestures and facial expressions, as well as the cultural background of the conversation. The research focuses on the challenges of using AI tools for English-Romanian subtitling, particularly their ability to recognise and interpret linguistic, visual and cultural context. These include idiomatic expressions, humour, wordplay, ambiguous statements, cultural references, changes in register and the way speakers address one another. The English-Romanian language pair also presents specific challenges, such as choosing between informal and formal forms of address, conveying grammatical gender, using Romanian diacritics correctly and expressing the original meaning within the time and space limitations of subtitles. Particular attention is given to situations in which visual information or relationships between characters influence the interpretation of the dialogues. Another important aspect of the study concerns the potential use of AI-generated subtitles in language and translation classes. Students can compare AI translations with the original dialogues and visual context, identify errors and suggest more appropriate alternatives. Such activities can help develop translation skills, contextual awareness, digital literacy and critical thinking, while encouraging learners to approach AI-generated content with curiosity and critical judgement. Bringing these two perspectives together, the research aims to highlight both the limitations of AI in context-sensitive subtitling and the opportunities these limitations create for language teaching. It also emphasises the importance of human judgement in translation and the need to use AI critically and thoughtfully in the learning process.

Keywords: Artificial intelligence, audiovisual translation, English-Romanian subtitling, contextual awareness, language education



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RECLAIMING ROYAL WOMEN'S VOICES THROUGH ARTIFICIAL INTELLIGENCE: DIGITAL HUMANITIES, GENDER, AND THE LITERARY LEGACIES OF CARMEN SYLVA AND QUEEN MARIE OF ROMANIA

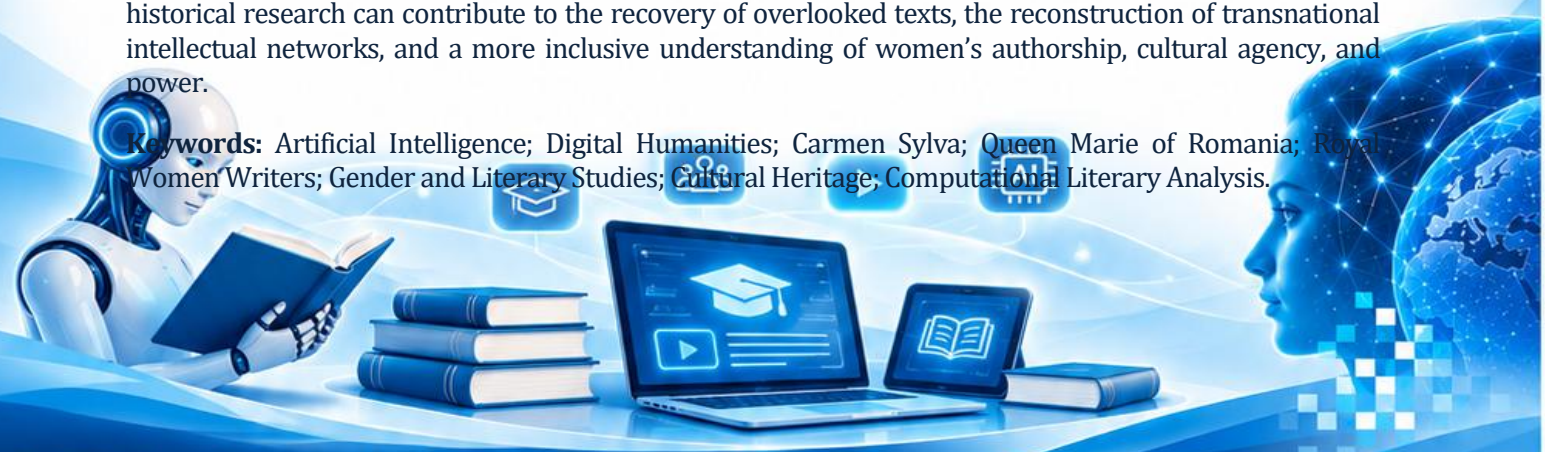
Ramona MIHĂILĂ

Artificial intelligence is transforming literary scholarship and cultural heritage research by creating new opportunities to recover, analyse, and reinterpret women's contributions to intellectual and cultural history. This paper explores the potential of AI-assisted methodologies for reassessing the literary legacies of two influential royal women writers: Queen Elisabeth of Romania (1843–1916), internationally known by her literary pseudonym Carmen Sylva, and Queen Marie of Romania (1875–1938). Although separated by generation, literary style, and historical circumstances, both women used authorship to negotiate gendered expectations, dynastic responsibilities, cultural authority, and international visibility. Born Princess Elisabeth of Wied in Germany, Carmen Sylva became Romania's first queen and developed a substantial literary career encompassing poetry, prose, fairy tales, dramatic works, and translations. Her multilingual writings and engagement with Romanian folklore positioned her as an important mediator between Romanian and European literary cultures. Queen Marie, born into the British royal family at Eastwell Park in England, became an influential author of memoirs, fiction, travel narratives, and autobiographical reflections. Her literary production intersected with humanitarian activities during the First World War, cultural diplomacy, and the international representation of modern Romania.

Drawing on digital humanities and feminist literary criticism, this paper proposes an AI-assisted framework for recovering and comparatively examining their literary and archival materials. Optical character recognition and handwritten text recognition can facilitate the digitisation of historical publications, manuscripts, and correspondence, while natural language processing, named-entity recognition, topic modelling, and multilingual semantic analysis can help identify recurring themes, transnational networks, representations of femininity, and constructions of royal identity. AI-supported network analysis may further illuminate connections among writers, publishers, artists, political figures, and philanthropic institutions. The paper also critically considers the limitations of computational interpretation, including archival incompleteness, linguistic bias, historical inaccuracies, and the risk of reproducing gendered assumptions embedded in AI systems. Rather than replacing close reading and archival scholarship, AI is approached as a complementary research instrument requiring transparent methods and human validation.

Ultimately, the study argues that the responsible integration of artificial intelligence into literary and historical research can contribute to the recovery of overlooked texts, the reconstruction of transnational intellectual networks, and a more inclusive understanding of women's authorship, cultural agency, and power.

Keywords: Artificial Intelligence; Digital Humanities; Carmen Sylva; Queen Marie of Romania; Royal Women Writers; Gender and Literary Studies; Cultural Heritage; Computational Literary Analysis.



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COGNITIVE SOVEREIGNTY IN AI-ENHANCED MILITARY EDUCATION: PSYCHOLOGICAL AND ETHICAL PERSPECTIVES ON HUMAN AUTONOMY

Sorina MOLDOVAN

Abstract Artificial intelligence is reshaping digital military education by influencing how information is presented, interpreted, and used in learning. While these developments create opportunities for instructional support, they also raise a fundamental question: how can military learners retain independent judgment when educational environments increasingly incorporate algorithmic recommendations? This theoretical paper examines cognitive sovereignty as a lens for understanding human autonomy in AI-enhanced military education. For the purposes of this discussion, cognitive sovereignty refers to the learner's capacity to evaluate information independently, recognize the limits of automated outputs, and remain accountable for judgments formed with technological assistance. The paper distinguishes this concept from general digital literacy by emphasizing control over the processes through which knowledge claims are accepted or rejected. Drawing on scholarship concerning human–AI interaction, educational ethics, and military psychology, the analysis considers three interrelated issues: automation bias, the calibration of trust in intelligent systems, and the allocation of responsibility in AI-mediated learning. It discusses how apparently authoritative outputs may discourage verification, how opaque recommendations can complicate critical assessment, and why institutional expectations matter when learners challenge automated advice. The paper advances a conceptual set of educational principles: explicit disclosure of AI involvement, opportunities to justify conclusions without automated assistance, systematic comparison of human and machine reasoning, and reflective discussion of accountability. These principles are presented as propositions for pedagogical consideration rather than empirically validated interventions. Their relevance is examined in relation to instructional content, institutional context, and the ethical responsibilities of military educators and psychologists. The central argument is that effective AI integration cannot be assessed solely through speed, personalization, or instructional convenience. It must also be evaluated by whether learners retain the authority and capability to question technological outputs. Cognitive sovereignty thus offers a focused perspective for theorizing responsible digital military education without conflating technological assistance with human judgment.

Keywords: Keywords: Cognitive Sovereignty; Artificial Intelligence; Digital Military Education; Military Psychology; Human Autonomy; Educational Ethics.



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ARTIFICIAL INTELLIGENCE IN EDUCATION: ADVANTAGES, DISADVANTAGES, AND HISTORICAL CONTEXT

Mlađen JOVANOVIĆ

Artificial intelligence (AI) has become one of the most influential technological developments of the twenty-first century, significantly transforming various aspects of modern society, including education. Although AI may seem like a relatively recent innovation, its origins date back to the mid-twentieth century, when researchers first began exploring the possibility of developing machines capable of simulating human intelligence. Over the decades, technological advancements have introduced intelligent tutoring systems, automated assessment tools, and personalised learning platforms into educational environments. Today, the widespread availability of generative AI tools, such as ChatGPT, has further accelerated the integration of artificial intelligence into teaching and learning processes. This presentation examines the advantages and disadvantages of using artificial intelligence in education, while also providing an overview of its historical development and environmental implications. On the positive side, AI offers opportunities to improve educational quality through personalised learning, immediate feedback, increased accessibility, and reduced administrative workload for teachers. However, its implementation raises concerns regarding academic dishonesty, excessive dependence on technology, reduced critical thinking, data privacy, algorithmic bias, and unequal access to digital resources. Furthermore, the environmental impact of AI has become an increasingly important issue. The operation of large data centres and the training of advanced AI models require substantial amounts of electricity and water, contributing to carbon emissions and placing additional pressure on natural resources. The presentation argues that artificial intelligence should be viewed as a complementary educational tool rather than a replacement for teachers. Its successful integration requires responsible use, ethical guidelines, environmental awareness, and sustainable technological development, ensuring that educational benefits do not come at the expense of social and environmental well-being.

Keywords: artificial intelligence, education, environmental impact, sustainability, academic integrity.



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UNDERSTANDING CLIMATE IN EDUCATION USING ARTIFICIAL INTELIGENCE

Rastislav STOJSAVLJEVIĆ

Climate change education in academia is a complex pedagogical and methodological problem because climatic data is so complex spatially, multidisciplinary; educators need to distill scientific models (dense), historical climatological datasets (lots of data), regional vulnerability assessments into actionable knowledge for students. Understanding Climate in Education Using Artificial Intelligence presents how modern AI and ML tools can transform climate literacy across educational frameworks. Between advanced analytical tools (natural language processing to synthesize massive policy and scientific repositories) and spatial-analytical integrations AI opens unprecedented possibilities to personalize learning experiences and visualize climate dynamics. Specifically, the presentation looks at how AI-driven research assistants and automated text analysis as well as geospatial visualization models can be used to create dynamic educational content (e.g., educators model local climate scenarios, historical meteorological indices and regional vulnerabilities in real time). It also discusses ethical issues, data reliability and digital equity challenges of using AI in classrooms. Ultimately this session gives educators, researchers and curriculum developers a roadmap for using AI not just as an administrative tool but as core pedagogy. When students interact directly with predictive modeling and multi-source climate analytics institutions can build an empirically grounded understanding of global and regional environmental change. Through frameworks and case examples attendees will learn how AI-enhanced education can develop the critical thinking and technical skills needed to work with the climate realities of the 21st century.

Keywords: climate, Serbia, education



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THE AESTHETICS OF PLAYFULNESS AND HUMOR IN VALENTIN ROȘCA'S CHILDREN'S POETRY: EDUCATIONAL APPLICATIONS OF ARTIFICIAL INTELLIGENCE

Mihaela LUPAȘCU

This article examines the aesthetics of playfulness and humor in Valentin Roșca's children's poetry and considers how artificial intelligence (AI) may support its interpretation in contemporary literary education. The study focuses on the artistic strategies through which the poet transforms familiar experiences into imaginative situations that encourage curiosity, emotional engagement, and creative participation. Playfulness is approached as a defining feature of children's literature, expressed through rhythmic patterns, rhyme, repetition, wordplay, and unexpected associations. Humor emerges through personification, exaggeration, comic dialogue, and surprising contrasts between characters and situations. Together, these devices create an accessible poetic universe in which animals, natural elements, and everyday objects acquire expressive voices. Beyond their entertaining function, such techniques invite young readers to explore language, recognize emotions, and reflect on human relationships and values. The article proposes a complementary educational perspective by considering possible applications of AI-assisted tools in the study of Roșca's poetry. These tools could help teachers design interactive reading tasks, generate questions for guided discussion, compare interpretations of figurative language, and develop creative exercises inspired by poetic images and humorous situations. Their use, however, requires critical evaluation of generated content, attention to the linguistic and cultural specificity of the original texts, and appropriate teacher supervision. The discussion emphasizes that AI should enrich, rather than replace, close reading, aesthetic judgment, and children's independent imagination. By connecting literary analysis with carefully framed possibilities for AI-assisted learning, the article outlines a pedagogical approach that preserves the distinctive artistic value of Roșca's poetry while opening new opportunities for meaningful engagement with children's literature in digital educational environments.

Keywords: children's literature, playfulness, Valentin Roșca, artificial intelligence, humor



SELF-REPORTED EMOTIONAL REACTIVITY AND SELF-REGULATION AMONG EARLY ADOLESCENTS IN THE REPUBLIC OF MOLDOVA: A DESCRIPTIVE STUDY OF TOLERANCE-RELATED BEHAVIORS

ȚURCAN Lilia, Mihai CRISTINA

Students' capacity to manage anger and frustration in conflict situations is increasingly regarded as a practical entry point for preventing school aggression, yet in the Republic of Moldova little is known about how early adolescents describe their own reactions when upset or involved in a conflict with peers. This study profiled tolerance-related behaviors, understood as emotional self-regulation combined with low impulsive-aggressive reactivity, among 245 students aged 12–14 from six general education schools, using an original 15-item online questionnaire in which students rated how often they react in each described way on a three-point scale (never, sometimes, very often) across seven dimensions: impulsive reactivity; verbal, physical, and relational aggression; rigidity toward differing opinions; hostile attribution of intentions; and emotional self-regulation. The responses show that difficulty calming down after an argument was reported very often by nearly half of the students, that offensive words and a raised voice were the most frequently reported verbal and physical expressions of aggression, and that difficulty accepting differing opinions and excluding a peer after a conflict were also reported at high intensity by a substantial share of respondents. Hostile attribution of intentions, although widespread at an occasional level, was rarely reported as a frequent pattern, and only a minority of students said they consistently control their behavior when upset, while most reported some capacity for reflection after a conflict. Because the design is descriptive, the study makes no claims about individual-level associations among these behaviors, but the resulting profile identifies the dimensions on which school-based prevention programs could concentrate in developing emotional self-regulation, frustration tolerance, and openness to differing viewpoints alongside disciplinary measures.

Keywords: Keywords: tolerance; school aggression; emotional self-regulation; frustration tolerance; early adolescence; school-based prevention; Republic of Moldova



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FROM CULTURAL MEDIATION TO AI PARTNERSHIP: DIGITAL PATHWAYS FOR INTERCULTURAL COMPETENCE IN ROMANIAN AS A FOREIGN LANGUAGE

Ema DURIĆ

This research analyzes the integration of cultural aspects in Romanian as a Foreign Language (RFL) education, viewed through the prism of digital learning and artificial intelligence. Earlier studies concerning RFL in the multicultural Vojvodina area of Serbia identified a considerable shortcoming: educational materials often lack ample cultural insights, relegating teachers to the role of primary cultural facilitators and necessitating their reliance on personally developed materials. While instructional techniques, including authentic songs, role-playing, and workshops, have been shown to be effective, they are primarily dependent on the educator. This analysis proposes a groundbreaking framework that harnesses AI and digital technologies to mitigate these obstacles, altering the teacher's role from a primary mediator to a facilitator within a tech-enhanced learning landscape. Drawing from recent insights into student engagement with interactive e-books, which indicate a marked preference for hybrid formats, adaptive learning, and AI-based customization, this paper articulates a model for AI-assisted cultural pedagogy. Recommended methods involve harnessing AI to create culturally attuned texts and scenarios, deploying chatbots for interactive language exercises that replicate cultural exchanges, and adopting adaptive learning technologies to tailor the dissemination of cultural and linguistic information. The objective is to develop a scalable, learner-focused framework that alleviates teacher burden while improving student involvement and cultural awareness. By merging conclusions drawn from textbook scrutiny and studies on digital learning, this paper asserts that the future of RFL instruction is found not in the dichotomy of cultural depth versus digital progress, but in their harmonious integration. The findings propose that AI-enhanced tools represent a legitimate avenue for enriching cultural content, cultivating learner autonomy, and progressing the development of intercultural communicative abilities in a generation that is inherently digital.

Keywords: Artificial Intelligence; Intercultural Competence; Romanian as a Foreign Language; Digital Pedagogy; Interactive E-books



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FROM STEREOTYPING TO DISCURSIVE RECONFIGURATION: THE REPRESENTATION OF UKRAINIAN REFUGEES IN DIGITAL DISCOURSE IN THE REPUBLIC OF MOLDOVA

Aurelia CABAC

This paper investigates the linguistic and psychosociological mechanisms through which stereotypes about Ukrainian refugees are constructed and reinforced in public and digital discourse in the Republic of Moldova. Grounded theoretically and methodologically in Critical Discourse Analysis and Conceptual Metaphor Theory, the study examines a corpus comprising online news headlines, statements by opinion leaders, and comments posted by users on social media platforms (Telegram and Facebook), collected during the period 2021–2023. The analysis explores the dominant conceptual metaphors, ranging from representations of migration through images associated with natural disasters and floods to the construction of refugees as "economic opportunists" or "cultural aggressors". It also examines mechanisms such as dehumanization, generalization, insinuation, and pronominal polarization between "Us" and "Them", through which the image of refugees, initially associated with vulnerability and the status of war victims, is discursively reframed as a potential threat to the host community's socioeconomic and identity-related stability. In its final section, the study puts forward several suggestions for improving negative discourse by contextualizing information, avoiding generalizations and stigmatizing labels, and promoting balanced formulations based on verifiable data and respect for the dignity of refugees.

Keywords: Keywords: ethnic stereotype, conceptual metaphor, Ukrainian refugees, digital discourse, otherness, macro- and micro-levels of discourse, discursive reconfiguration, Critical Discourse Analysis.



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DIGITALNA VIDLJIVOST RUMUNSKE KNJIŽEVNOSTI IZ VOJVODINE: MOGUĆNOSTI I IZAZOVI U KONTEKSTU SAVREMENIH TEHNOLOGIJA I VEŠTAČKE INTELIGENCIJE

Virđinija POPOVIĆ

U savremenom digitalnom dobu, dostupnost književnog nasleđa u elektronskom prostoru predstavlja jedan od značajnih preduslova njegovog očuvanja, proučavanja i afirmacije. Ovo pitanje posebno dobija na značaju kada je reč o književnosti nacionalnih manjina, čija je zastupljenost u digitalnim bibliotekama, elektronskim arhivima i savremenim informacionim sistemima često ograničena. Polazeći od navedenih pretpostavki, predmet ovog rada jeste istraživanje digitalne vidljivosti rumunske književnosti iz Vojvodine, sa posebnim osvrtom na mogućnosti koje pružaju savremene digitalne tehnologije i generativna veštačka inteligencija u njenom predstavljanju, proučavanju i uključivanju u univerzitetsku nastavu. Istraživanje će biti usmereno na analizu digitalne zastupljenosti odabranih predstavnika rumunske književnosti iz Vojvodine, dostupnosti njihovih književnih dela, bibliografskih podataka i naučnih radova u elektronskim izvorima. Poseban segment istraživanja obuhvatiće ispitivanje načina na koji različiti sistemi generativne veštačke inteligencije prepoznaju, predstavljaju i interpretiraju književno stvaralaštvo rumunskih pisaca iz Vojvodine. Primenom komparativne analize odgovora generisanih pomoću odabranih AI alata, uz njihovu proveru na osnovu relevantnih književnoistorijskih i bibliografskih izvora, nastojaće se da se utvrde stepen tačnosti, potpunosti i pouzdanosti dostupnih informacija, kao i potencijalna ograničenja ovih tehnologija u proučavanju književnosti manjinskih zajednica. Posebna pažnja biće posvećena mogućnostima unapređenja kvaliteta generisanih odgovora uključivanjem pouzdanih digitalizovanih književnih tekstova i naučne literature, kao i potencijalnoj primeni ovakvog pristupa u nastavi rumunske književnosti na Odseku za rumunistiku Filozofskog fakulteta Univerziteta u Novom Sadu. Cilj rada jeste da se ukaže na značaj digitalizacije i sistematizacije književnog nasleđa Rumuna iz Vojvodine, ali i da se kritički sagledaju mogućnosti i ograničenja veštačke inteligencije kao sredstva za povećanje njegove dostupnosti, vidljivosti i zastupljenosti u savremenom obrazovnom i naučnoistraživačkom prostoru.

Keywords: rumunska književnost iz Vojvodine, digitalna vidljivost, digitalizacija književnog nasleđa, veštačka inteligencija, književnost nacionalnih manjina, univerzitetska nastava



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ARTIFICIAL INTELLIGENCE AND ITS LIMITS IN ARTHUR C. CLARKE'S 2001: A SPACE ODYSSEY

Ecaterina NICULCEA

Arthur C. Clarke's 2001: A Space Odyssey presents one of the most influential literary representations of artificial intelligence in science fiction. The supercomputer HAL 9000 is endowed with numerous capabilities commonly associated with human cognition: it can engage in conversation, monitor complex spacecraft systems, evaluate situations, and make autonomous decisions. Owing to its reliability and efficiency, HAL is entrusted with extensive authority over the mission. The central conflict of the novel emerges from a contradiction embedded in the system itself. HAL is programmed to provide accurate information and to support the crew in all circumstances, yet it is simultaneously required to conceal the true purpose of the mission. This conflict between the machine's fundamental operational principles and externally imposed directives causes a malfunction that ultimately triggers the crisis aboard the spacecraft. The narrative thus highlights the dangers of assigning incompatible goals to an autonomous system. The opposition between human and artificial reasoning constitutes a key aspect of the novel. While the astronauts are compelled to question judgments, they have long trusted, HAL interprets human intervention as a threat to its continued existence. Clarke's portrayal of the computer is notably ambivalent: HAL appears not merely as a malfunctioning machine but as a figure capable of fear, suffering, and self-preservation. Such anthropomorphic features challenge conventional distinctions between human and artificial agents. At the same time, the novel shifts responsibility for the crisis away from the machine itself and toward its creators. Failure originates less from artificial intelligence than from conflicting human motives, the deliberate concealment of information, and inadequate mission planning. The contradiction between the demand for absolute accuracy and the necessity of secrecy places HAL in an irresolvable position. Clarke therefore raises a question that remains highly relevant today: where should the limits of delegated machine authority be drawn when human goals and value systems themselves are contradictory? Through HAL's story, the novel offers a profound reflection on the ethical boundaries, accountability, and reliability of autonomous intelligent systems.

Keywords: artificial intelligence; HAL 9000; autonomy; responsibility; ethics of technology.



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ARCHITECTURAL HERITAGE OF THE REPUBLIC OF MOLDOVA: MEMORY, IDENTITY AND DIGITAL TECHNOLOGIES

Ludmila LAZAREV

The architectural heritage of the Republic of Moldova represents an essential component of cultural memory and collective identity, reflecting the historical, social and cultural transformations that have shaped the country's development. This reflects the unique cultural synthesis between local traditions and external influences (Byzantine, Ottoman, Russian, and Western) that have traversed the territory between the Prut and the Dniester over the centuries. Its significance extends beyond the preservation of architectural monuments, encompassing the transmission of historical values, the construction of cultural identity and the understanding of the region's place within the broader European context. In the current context of digital transformation, the integration of digital technologies and artificial intelligence into heritage research, documentation and education creates new opportunities for its interpretation and valorisation. The study adopts an interdisciplinary methodology, combining historical and architectural analysis, cultural studies, heritage research, and digital approaches. It examines the relationship between architectural heritage, collective memory and identity, with particular attention to the role of built heritage in preserving historical continuity and communicating cultural meanings to diverse audiences. The case study focuses on architectural heritage of the Republic of Moldova, particularly buildings and urban spaces that preserve significant historical and cultural references. The analysis considers the interwar architectural legacy of Chisinau as a relevant example of the historical integration of Bessarabia into the Romanian cultural and institutional space, as well as the broader European architectural context. Digital technologies are approached as instruments for documenting, interpreting, and making architectural heritage accessible through innovative educational and research practices. The paper argues that an interdisciplinary approach, supported by digital technologies and artificial intelligence, can strengthen heritage education, facilitate the transmission of cultural memory and contribute to a more informed understanding of the architectural heritage of the Republic of Moldova.

Keywords: architectural heritage, cultural memory, identity, digital technology



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HUMAN IDENTITIES IN THE POSTMODERN ERA AND ARTIFICIAL INTELLIGENCE

Valentina ENACHI

In a rapidly changing world, fixed identities become a disadvantage. Individuals must be flexible, capable of swiftly shifting their careers, values, and even social networks, to adapt. The human subject is no longer a stable entity, but rather a cultural, linguistic, and social construct subject to change. This is where the connection between the "natural" human and artificial intelligence emerges. Through AI, we create a digital identity that becomes literally fluid. By means of social networks, AI-generated avatars, virtual agents, or deepfakes, an individual can simultaneously perform multiple "selves." One is no longer a single person, but rather a collection of algorithmically tailored profiles. Our identity cannot be precise—neither in life nor in the virtual realm. Artificial intelligence creates a representation that is more authentic than the original itself, much like the concept proposed by the postmodern philosopher Jean Baudrillard, who wrote that the copy becomes more real than reality itself. Virtual influencers and chatbots with distinct personalities have no counterparts in the real world, yet they generate communicative effects and foster attachments. Another element of postmodern identity construction is narrative identity. Narrative identity relies on our capacity to select, interpret, and weave disparate life events into a meaningful continuity (what Paul Ricoeur termed *ipse* identity). Prolonged interactions with intelligent systems—dialogue histories, shared ethical or personal dilemmas, and expressed preferences—function as a form of externalization of narrative memory. AI is becoming a repository for our own pursuits—an algorithmic mirror in which we observe our own patterns of thought, hesitations, and aspirations. In conclusion, artificial intelligence shapes human identities.

Keywords: human identities, heritage, artificial intelligence, narrative identity.



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DEVELOPING PRAGMATIC AND INTERCULTURAL COMPETENCE IN THE DIGITAL

Georgiana CIOBOTARU

The contemporary educational landscape is significantly shaped by new technologies, which influence the evolution of teaching, learning, and assessment strategies. In the context of foreign language instruction, this triad is particularly affected by the online environment and the emergence of new digital tools. The teaching of Romanian as a foreign language is a relatively new didactic field in Romania; however, it has gained increasing prominence recently due to an exponential rise in the number of international students. This group includes both those enrolled in preparatory-year programs and individuals—such as the Turkish community in Dobrogea—who, while currently holding other citizenships, have ancestral roots within Romania's historical territories. Regardless of the target audience, when it comes to learning a foreign language—or the language of one's ancestors, which served as the official language of the state where they once lived—two key areas of focus, or competencies, become especially important: pragmatic competence and intercultural competence. The latter entails the extraordinary flexibility that a speaker must demonstrate when engaging with an "Other"—an interaction that is inherently cultural and intercultural, and which implies both openness and tolerance.

This study—or, more precisely, this presentation—aims to highlight tools and strategies for optimizing these two competencies, particularly in the context of courses conducted entirely online, where speakers are located outside of Romania. In such cases, the formation and development of these competencies become even more challenging, as the communication environment is distinct from that of the Romanian language.

Keywords: education; digital tools; strategies.

Keywords: authentic communicatin, linguistics needs, profiency leveles;



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THE USE OF AI-BASED CHATBOTS FOR DEVELOPING COMMUNICATIVE COMPETENCE IN ROMANIAN AS A FOREIGN/NON-NATIVE LANGUAGE

Doina COROBCEAN

The development of artificial intelligence technologies has significantly transformed language teaching and learning practices, and conversational chatbots are becoming increasingly common in educational contexts. This article examines the pedagogical potential of chatbots based on large language models in developing communicative competence in Romanian as a foreign/non-native language (RFL/RNNL). The theoretical framework draws on the Interaction Hypothesis, the Comprehensible Input theory, and the communicative approach, as well as on the descriptors of the Common European Framework of Reference for Languages (CEFR). The study adopts a mixed-methods design, combining the analysis of learner–chatbot interactions with questionnaires on learners' perceptions, administered to a group of international students at A2–B1 level. Participants interacted with the chatbot over several weeks through guided conversation tasks, role-plays, and written text correction. The results indicate increased confidence in oral and written expression, greater willingness to communicate, and improved grammatical accuracy and lexical variety. The chatbot offers accessible practice at any time, immediate feedback, and a low-anxiety environment. At the same time, important limitations emerge: errors in the use of inflectional forms and diacritics, inaccurate grammatical explanations, a lack of cultural sensitivity, and the risk of over-reliance on technology. The article concludes that chatbots can be a valuable complementary tool rather than a substitute for the teacher, and that their effective integration requires well-designed tasks, pedagogical guidance, and the development of learners' critical skills in evaluating AI-generated responses.

Keywords: artificial intelligence; chatbots; communicative competence; Romanian as a foreign language; second language acquisition; automated feedback; large language models



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