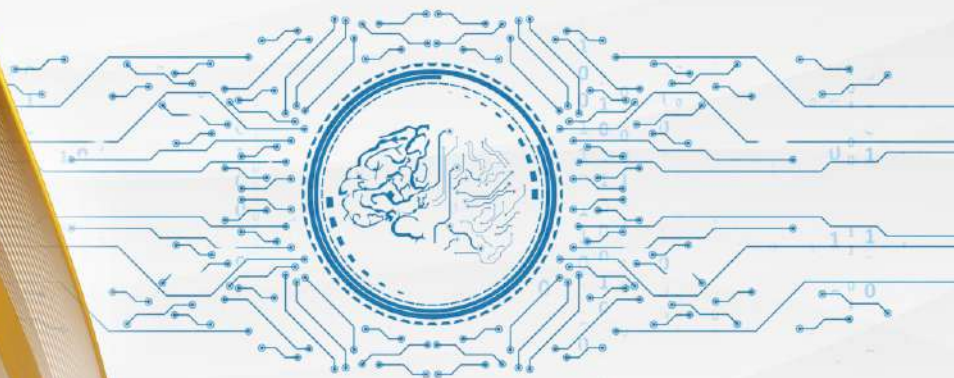




Book of Abstracts International Conference "ARTIFICIAL INTELLIGENCE – Innovation In Education in a World of Constant Change"

Coordinators:
Sorina-Mihaela Bălan, David Marilena Doina



Presa Universitară Clujeană

BOOK OF ABSTRACTS

**Artificial Intelligence – Innovation
in Education in a World of Constant Change**

BOOK OF ABSTRACTS

ARTIFICIAL INTELLIGENCE - INNOVATION IN EDUCATION IN A WORLD OF CONSTANT CHANGE

November 24-25, 2025

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November 24, 2025

LAUDATIO CEREMONY

Date:

**Location: "Serafim Duicu" Library
Ceremony for the Conferment of the Title
of "Professor Emeritus"**

November 25, 2025

PLENARY PRESENTATIONS

Time: 11:00 a.m. – 11:30 p.m.

Gabriela KOŁODYŃSKA, Poland- on site –

“From Simulation to Skill: The Role of AI and VR in Health Sciences Education.”

Time: 11:30 a.m. – 12:00 a.m.

Theme: *“Romania Which Way Forward? The Sense of Insecurity in Relation to the Reform Process”*

Chair: *Prof. Univ Habil. Nicolae RADU Ph.D., Universitatea “Spiru Haret” București, București University, Faculty of Psychology and Educational Sciences, National Security Specialist, Quality Assurance Expert (ARACIS)*

Time: 12:00 a.m. – 13:00 a.m.

Book Launch: *Criminalistics*

Online presentation by

Prof. Ph.D. Nicoleta-Elena HEGHEȘ &

Forensic Expert Eng. Ph.D. Maria-Georgeta STOIAN

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Co-Chairs:

Prof. Ph.D. Hab. Irena ANDROSZCZUK;
Assoc. Prof. Ph.D. Raluca-Ioana TONCEAN-LUIERAN;
Assoc. Prof. Ph.D. Oana NAGY

1. ON ARTIFICIAL INTELLIGENCE (AI) IN THE CONTEXT OF REGULATION (EU) 2024/1689 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL ESTABLISHING HARMONISED RULES ON ARTIFICIAL INTELLIGENCE

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Abstract: *The proposed study is dedicated to presenting EU Regulation 2024/1689 of the European Parliament and of the Council establishing harmonised rules on artificial intelligence (the Artificial Intelligence Regulation – AIR). After recalling the main developments at the level of the European Union regarding the regulation of artificial intelligence (AI), we present the normative structure of the Artificial Intelligence Regulation (AIR), with particular emphasis on the classification of AI systems with different levels of risk (severe, high, significant, low, very low, systemic, etc.). Special attention will be given to defining the concept of “artificial intelligence” and to presenting some of the rules established by the AIR concerning the use of AI in the justice system.*

Keywords: intelligence, creativity, artificial intelligence, artificial intelligence risk levels, robot judge.

2. ETHICS IN THE AGE OF ALGORITHMS: RESPONSIBLE USE OF GENERATIVE AI IN ACADEMIC EDUCATION AND RESEARCH

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Abstract: *The article explores the ethical, legal, and institutional implications of the growing presence of generative artificial intelligence in higher education and scientific research. It aims to identify the key principles that ensure the responsible and transparent use of these technologies within universities, based on the analysis of recent international and European policy documents. The study adopts a comparative and analytical approach, examining how the main regulatory instruments - such as ethical codes, recommendations, and guidelines - shape the new research culture in the age of intelligent systems. Special attention is given to the second version of the European Commission’s Guidelines on the Responsible Use of Generative AI in Research (April 2025), which transforms abstract ethical concepts into practical responsibilities for researchers and institutions. The conclusions emphasize the necessity of integrating AI literacy and ethical reflection into academic training, promoting human oversight, transparency, and accountability as fundamental conditions of scientific integrity. The paper argues that the future of academia depends not on resisting technological innovation but on guiding it ethically, ensuring that artificial intelligence remains a tool serving human creativity and moral responsibility.*

KeyWords: ethics, generative artificial intelligence, research integrity, higher legal education, transparency, human oversight

3. THE “EFORMS” IN PUBLIC PROCUREMENT

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Abstract: *In 23 September 2019, the European Commission adopted the Implementing Regulation (EU) 1780 establishing standard forms for the publication of notices in the field of public procurement, known as the eForms regulation. This regulation implements the European directives on public procurement remedies no. 89/665/EEC, 92/13/EEC and 2009/81/EC respectively public procurement directives no. 2014/23/EU, 2014/24/EU and 2014/25/EU. In this context, the study analyzes the legal nature and implications of the eForms directive, respectively makes a theoretical analysis of eForms in the context of the new technologies development in public procurement.*

Keywords: eForms, implementing regulation, standard forms, public procurement, new technologies.

4. PSYCHOTROPIC SUBSTANCES THAT ARE CONTAINED IN A MEDICINE SOLD BY A PHARMACIST WITHOUT A MEDICAL PRESCRIPTION

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Abstract: *Background The article analyzes the issue of the non-prescription release of medicines containing psychotropic substances, a phenomenon with major legal, ethical and social implications. Psychotropic substances, through their effects on the central nervous system, can cause addiction, behavioural disorders and serious health risks when used uncontrolled. In Romania, the regime of these substances is regulated by Law no. 143/2000 (as amended) on combating illicit drug trafficking and consumption and Law no. 339/2005 (as amended) on the legal regime of narcotic and psychotropic plants, substances and preparations, as amended. These normative acts require that the release of medicines containing such substances be carried out only on the basis of a medical prescription and under strictly controlled conditions. The pharmacist has an essential role in complying with these rules, being responsible for verifying the authenticity of the prescription and refusing to dispense the medicine in the absence of a valid prescription. Violation of these obligations entails criminal liability, according to art. 359 of the Romanian Criminal Code. In addition to criminal liability, the pharmacist may be subject to disciplinary sanctions and the loss of the right to practice the profession, given that his actions violate both the law and the ethical principles of the profession. From a social perspective, the unauthorized dispensing of psychotropic drugs favours uncontrolled consumption, illicit trafficking, as well as addiction among vulnerable people, especially young people. It also decreases the population's trust in medical and pharmaceutical institutions. Preventing these risks requires rigorous monitoring of pharmacies, periodic checks by control authorities, as well as continuous training of pharmaceutical personnel in the field of legislation and professional ethics. The unauthorized release of psychotropic*

drugs poses a threat to public health, favouring abusive consumption, addiction and illicit trafficking. Therefore, rigorous supervision of pharmacies, continuous training of pharmaceutical personnel and permanent collaboration between health authorities and judicial bodies are necessary. Compliance with the legal framework regarding the release of drugs containing psychotropic substances is not only a professional obligation, but also an act of social responsibility. The pharmacist thus becomes a guarantor of public health and professional ethics, contributing to the prevention of abuse and the protection of community safety.

Keywords: psychotropic substances, pharmacist, medical prescription, legal regime, criminal liability

5. TECHNOLOGY AND CRIMINAL JUSTICE: A NECESSARY BALANCE IN THE DIGITAL ERA

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Abstract: *The rapid evolution of digital technologies and the integration of artificial intelligence (AI) into various social systems have profoundly transformed the functioning of justice, including the criminal justice field. This paper explores the delicate balance between technological innovation and the fundamental guarantees of the rule of law within criminal proceedings and the execution of criminal sanctions. While the use of AI can enhance efficiency in case management, evidence analysis, and prediction of criminal behavior, it also raises significant ethical and legal dilemmas regarding fairness, transparency, and protection of individual rights. The study examines the impact of digitalization on procedural safeguards such as the presumption of innocence, the right to a fair trial, and the right to defence. Furthermore, it emphasizes the need for an updated legal framework and a new model of legal education capable of preparing future professionals to address these challenges responsibly. The analysis combines doctrinal perspectives with current trends in judicial practice, underlining that technology must remain a tool serving justice – not replacing its human and moral foundations.*

Keywords: criminal justice, artificial intelligence, digitalization, procedural safeguards, legal education, ethics

6. AI, ETHICS, AND THE PROTECTION OF FUNDAMENTAL HUMAN RIGHTS

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Abstract: *The rapid development of artificial intelligence (AI) generates unprecedented opportunities for innovation and social progress, but it also brings major ethical and legal challenges. As AI systems increasingly influence decisions affecting people's lives – from access to education and jobs to criminal justice and medical services – fundamental rights protection becomes a key concern. The paper examines the intersection between artificial intelligence, ethics and human rights, emphasizing the importance of transparency, accountability and equity in the design and use of algorithms. The main risks are examined, such as decision-making bias, excessive surveillance and loss of human autonomy, as well as international regulatory initiatives such as the European Act on artificial intelligence and the UNESCO Recommendation on artificial intelligence ethics. The paper advocates a human-centered approach to technological governance – one that places dignity, freedom and equality at the heart of AI development. Only by integrating ethical principles and human rights-based safeguards into artificial intelligence systems can technological progress be ensured that strengthens, and does not undermine, justice and fundamental values.*

Keywords: AI, protection of human rights, ethics, fundamental rights, legal frameworks.

7. ARTIFICIAL INTELLIGENCE: CHALLENGES AND LIMITATIONS IN TEACHING THE HISTORY OF THE ROMANIAN STATE AND LAW TO LAW STUDENTS

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Abstract *The integration of artificial intelligence (AI) into the educational process has become one of the most significant transformations in contemporary higher education. In the legal field, particularly in teaching the History of the Romanian State and Law, the use of AI-based tools raises both methodological and ethical opportunities and challenges. The purpose of this study is to analyze the limits and potential of artificial intelligence in developing historical and legal competencies among law students. Firstly, the paper highlights AI's ability to facilitate rapid access to historical sources, legal documents, and complex doctrinal interpretations, thereby contributing to the personalization of teaching and the stimulation of critical thinking. Secondly, it addresses the risks generated by excessive reliance on algorithms, errors in historical contextualization, and the tendency to oversimplify the learning process through automation. Furthermore, it discusses issues related to academic integrity, research originality, and the cultivation of legal reasoning, which is essential in university-level legal education. The analysis emphasizes the need for a balanced approach, in which the law professor remains the critical mediator between authentic historical knowledge and emerging technological tools. The main conclusion is that artificial intelligence should not be regarded as a substitute for the educational act, but rather as a complementary partner capable of optimizing the teaching process when used responsibly, reflectively, and in integration with traditional pedagogical methods. Thus, the future of teaching the History of the Romanian State and Law depends on the academic community's ability to harness technological potential without sacrificing scientific rigor and the humanistic dimension of legal education.*

Keywords: Artificial intelligence, Legal education, History of the Romanian State and Law, Pedagogical challenges, Academic ethics

8. THE IMPACT OF DIGITIZATION ON THE LEGAL PROTECTION OF PERSONAL DATA

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Abstract: *The processing, storage, and collection of personal data have been significantly transformed by rapid technological advancements, which have reshaped the ways in which individuals' information is managed, accessed, and utilized. The widespread adoption of digital platforms, cloud computing, and artificial intelligence has facilitated the growth of online services, enhanced administrative efficiency, and enabled innovative economic models. At the same time, these developments have substantially increased risks related to the confidentiality, integrity, and security of personal data, exposing both individuals and organizations to potential breaches, misuse, or unauthorized disclosure. Digitalization thus presents complex legal and ethical challenges for the protection of the right to privacy, a fundamental right guaranteed by Article 8 of the European Convention on Human Rights and reinforced by the Charter of Fundamental Rights of the European Union. This paper aims to provide a comprehensive examination of the current legal framework for data protection at both the European and national levels. At the European level, it focuses on Regulation (EU) 2016/679 – the General Data Protection Regulation (GDPR) – analyzing its principles, including lawfulness, fairness, transparency, purpose limitation, data minimization, and accountability. At the national level, particular attention is given to Romanian legislation implementing the GDPR and addressing sector-specific obligations. The study explores the practical challenges faced by data controllers and processors in complying with these legal obligations, including issues related to consent management, data subject rights, and the deployment of technologies such as the artificial intelligence. Furthermore, the paper investigates the role of supervisory authorities in monitoring compliance, enforcing sanctions, and providing guidance to both public and private actors. By evaluating the implementation of legal provisions and identifying the risks generated by new technologies, the study proposes measures aimed at strengthening data protection frameworks and ensuring that the fundamental right to privacy is respected in the digital era.* **Keywords:** digitalization, artificial intelligence, personal data, right to privacy, GDPR

9. REFLECTIONS ON THE RECENT AMENDMENTS INTRODUCED BY LAW NO. 299/2024 TO LAW NO. 31/1990 ON COMMERCIAL COMPANIES

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Abstract: *The present paper analyses the main amendments introduced by Law No. 299/2024 on the Amendment and Completion of Law No. 31/1990 on Commercial Companies, a legislative act that modernizes the framework of Romanian commercial companies. The new law aims to simplify formalities, enhance flexibility in corporate governance, and align national legislation with the current digital and economic realities. Among the most relevant changes are the elimination of the obligation to include information on beneficial owners in the constitutive act, the delegation of powers concerning the establishment and dissolution of secondary offices, the possibility to amend the general meeting's convening notice, and the introduction of electronic participation and voting mechanisms. These modifications reflect the legislator's intention to reduce bureaucracy, protect personal data, and increase transparency and efficiency in corporate decision-making. The paper also provides a critical perspective on the potential benefits and challenges resulting from the implementation of the new provisions, emphasizing their impact on the management and operation of commercial companies in Romania.*

Keywords: commercial companies, Law No. 299/2024, Law No. 31/1990, digitalization, corporate law

10. TECHNICAL-SCIENTIFIC FINDINGS AND FORENSIC EXPERTISE

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Abstract: *In the course of criminal proceedings, in order to ascertain the truth, it may be necessary to clarify certain facts or circumstances by resorting to the knowledge of specialists. In such situations, the judicial authority may order a technical-scientific finding or, where appropriate, an expert opinion. Both technical-scientific findings and expert opinions are evidentiary procedures regulated by the Code of Criminal Procedure, which have both common features and particularities that distinguish them from each other. In order to order a technical-scientific finding or a forensic expert opinion, the judicial authority must conduct a thorough analysis of their necessity and usefulness, so as not to resort to the assistance of specialists unless they can contribute to clarifying facts or circumstances that are important to the case, i.e., to finding the truth. Criminal procedure law also provides for remedies in cases where the expertise remains incomplete or its conclusions are unsatisfactory: supplementary expertise or new expertise. The fact that, in the final assessment of the evidence, the judicial body is not obliged to give a solution in accordance with the conclusions of the specialist or expert, as well as the possibility of carrying out a supplementary expert opinion or a new expert opinion, highlights the freedom of the judicial bodies to assess the value of the evidence. In conclusion, judicial bodies will use technical and scientific findings and expertise whenever issues involving specialist knowledge arise in criminal proceedings. An uncertain conclusion on a matter, based on examination by specialists, is preferable to total obscurity on that issue.*

Keywords: technical-scientific findings, expertise, report, criminalist specialist, criminalist expert, procedural remedies.

11. THE CALCULATION OF THE NOTICE PERIOD IN THE CONTEXT OF ARTIFICIAL INTELLIGENCE USE

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Abstract: *The article analyzes the legal regulations regarding the calculation of the notice period, within the framework of individual employment relationships regulated by the Labor Code, the non-unitary jurisprudence that called for the intervention of the ICCJ through Decision no. 8.2024 pronounced in resolving the appeal in the interest of the law, as well as the way in which artificial intelligence (AI) tools can be used in this process of calculating the notice period. The study proposes an interdisciplinary approach, combining the legal analysis of the legal provisions regarding the termination of the employment contract with the technical and ethical implications of the automation of administrative decisions. The main conclusion is that AI can contribute to making the process of regulatory compliance more efficient, but only to the extent that the principles of data protection, transparency and human control are respected.*

Keywords: labour law, notice period, artificial intelligence, automation, data protection, legal compliance.

12. THE IMPACT OF GOVERNMENT EMERGENCY ORDINANCE NO. 62/2024 ON THE ACT OF JUSTICE AND ON THE CELERITY OF RESOLVING LABOUR DISPUTES

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Abstract: *This paper presents an absolute novelty in post-revolutionary Romanian legislation, according to which any court that resolves labor disputes regarding salary rights of personnel employed in public institutions or social security rights, is obliged, prior resolving the dispute, to request the High Court of Cassation and Justice to resolve the legal issue regarding the underlying dispute. In our opinion, this represents an impermissible interference in the act of justice, likely to affect the independence of the judge and the principle of separation of powers in the state. Another undesirable effect of this regulation is the excessive crowding of the High Court and the excessive prolongation of the litigations targeted by the legislator, in flagrant violation of the principle of speedy judgment of this type of litigation*

Keywords: labor disputes, legal issue, independence of the judge, separation of powers .

13. APPROACHING MULTI-LEVEL STUDENTS IN ESP

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Abstract: *Teaching English for Specific Purposes (ESP) to multi-level learners remains a significant challenge for educators, particularly in the domain of Legal English, where specialized vocabulary, discourse conventions, and analytical skills intersect with language proficiency. This paper examines effective pedagogical strategies for addressing the diverse linguistic and cognitive needs of students in Legal English courses. It argues that a flexible, learner-centered approach – grounded in principles of differentiated instruction, scaffolding, and task-based learning – can effectively accommodate students’ varying levels of competence while maintaining the rigor required by legal discourse. The paper further highlights the importance of authentic legal materials, such as case briefs, contracts, and statutes, which not only contextualize language learning but also promote critical thinking and professional communicative competence. By integrating collaborative activities, formative assessment, and needs analysis, instructors can create an inclusive learning environment that supports progression from general English proficiency to domain-specific expertise. The study concludes that successful ESP instruction in multi-level Legal English settings depends on balancing linguistic accessibility with professional authenticity, fostering learner autonomy, and continuously adapting instructional practices to reflect students’ evolving needs. Such an approach not only enhances linguistic performance but also empowers learners to engage confidently in real-world legal communication.*

Keywords: English for Specific Purposes (ESP), Legal English, differentiated instruction, task-based learning, scaffolding, learner autonomy

14. THE LEGAL ORDER OF OUTER SPACE IN THE ERA OF MULTIPOLARITY: ARTEMIS VS. ILRS

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Abstract: *The paper examines the evolution of the normative architecture governing human activities in outer space, focusing on how geopolitical and technological competition is reshaping the rules of space law. From a historical perspective, the study traces the gradual development of major international treaties, from the 1967 Outer Space Treaty to emerging 21st century legal instruments, highlighting the persistent tensions between a cooperative vision of space regulation and the dynamics of great-power rivalries. The comparative analysis between the Artemis Accords, promoted by the United States and a broad coalition of democratic states, and the International Lunar Research Station (ILRS), a China and Russia led initiative, illustrates how the space law is entering a new phase of normative fragmentation and competition. The Artemis Accords propose a flexible interpretation of the existing legal regime, emphasizing transparency, interoperability, and the possibility for private actors to utilize space resources. In contrast, the ILRS framework reflects the aspiration for an alternative model of space governance, more centralized, orientated toward strategic cooperation within a distinct geopolitical bloc, and implicitly challenging the normative hegemony of the United States. The paper thus explores whether the emergence of those two parallel regimes anticipates a legal multipolarity in space or, on the contrary, reinstates a form of bipolarity similar to that of the cold war, but expressed through more sophisticated legal structures. The conclusions highlight that outer space is becoming a critical arena for defining the new international order where competition over standards, norms and legal interpretations is as decisive as technological competition.*

Keywords: space law, Artemis Accords, ILRS, multipolarity, space resource utilization.

15. DIGITALISATION AND THE USE OF ARTIFICIAL INTELLIGENCE IN THE NOTARIAL FIELD

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Abstract: *Digitalization in the notarial field must be done in a planned manner, with careful weighing of all risks, so that electronic notarial activity maintains or even increases the level of trust and security that notaries currently enjoy and, at the same time, fully reaps the benefits of digitalization. From this point of view, it is possible that notaries' concern about notarial activities not being affected, in terms of trust and security, may be misinterpreted as their opposition or fear of the digitalization trend.*

In recent decades, society has entered an era of accelerated digital transformation, in which technology is redefining the way legal institutions and professions operate. The notarial profession, characterized by traditionalism and rigor, is faced with the need to adapt to new technological tools, which can contribute to increasing the efficiency, transparency and accessibility of legal services.

Digitization and artificial intelligence (AI) are two essential factors in this evolution, offering significant opportunities for modernization, but also challenges regarding the regulation, ethics and security of legal information.

The article analyzes the impact of the digitalization process and artificial intelligence (AI) on the notarial profession, from the perspective of the modernization of legal activity and the ethical and legislative challenges generated by these transformations. It highlights the advantages of digitalization in increasing the efficiency and transparency of the notarial act, the emerging role of AI in automating processes and document analysis, as well as the need to adapt the legal framework to new technological realities. The study concludes that the notary of the future will combine traditional legal skills with digital skills, maintaining the fundamental principles of legality and public trust.

Keywords: digitization, artificial intelligence, notarial activity, digital transformation, law and technology.

16. BRIEF CONSIDERATIONS ON EU RULES CONCERNING GENERAL-PURPOSE AI MODELS

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Abstract: *The rapid development of artificial intelligence (AI) technologies has prompted the European Union (EU) to adopt a comprehensive regulatory framework aimed at ensuring safety, transparency and accountability in the deployment of AI systems. Among the most complex aspects of this framework are the provisions addressing general-purpose AI models (GPAI) – systems capable of performing a wide range of tasks and serving as the foundation for numerous downstream applications. This paper offers a concise analysis of the legal regime applicable to GPAI models under the EU Artificial Intelligence Act, focusing on the balance between innovation and risk mitigation. The study first examines the conceptual and legal definition of GPAI, distinguishing them from limited-purpose AI systems and emphasizing their structural and functional versatility. It then outlines the obligations imposed on providers and deployers of such models, including transparency requirements, documentation duties and risk management procedures. Particular attention is given to the classification of “systemic risk” models, which are subject to enhanced scrutiny by the European AI Office due to their potential to generate widespread societal or economic impact. Furthermore, the article provides a detailed examination of the principal provisions contained in the guidelines issued by the European Commission, which clarify the scope and content of the obligations imposed on providers of general-purpose AI models pursuant to the AI Act, as well as the complementary standards articulated in the General-Purpose AI Code of Practice. In conclusion, the analysis underlines that the EU’s regulatory approach to GPAI seeks to establish a trustworthy AI environment by fostering legal certainty while maintaining flexibility to accommodate future technological evolution.*

Keywords: EU AI Act; general-purpose AI models; accountability in AI systems; GPAI Code of Practice; European Commission guidelines.

17. TRANSPARENCY IN AI-ASSISTED RECRUITMENT: PROVISIONS OF THE NEW EU REGULATION AND THE NEW ITALIAN LAW ON ARTIFICIAL INTELLIGENCE

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Stud

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Abstract: *The idea of the study started from the new regulations that have emerged both at the European Union level and within the Member States regarding artificial intelligence. These regulations are also relevant in the context of employment relations, especially in the recruitment stage of new employees.*

The study aims to answer the question “what and how much should be explained to a candidate when artificial intelligence is used in recruitment?”. Relevant provisions from: the Regulation on artificial intelligence (2024/1689); the General Data Protection Regulation (2016/679); the new Italian law no. 132/2025; as well as the legislative projects submitted to the Romanian Parliament to date are analyzed. According to the provisions of Regulation (EU) 2024/1689, artificial intelligence systems used in recruitment are classified as high-risk. Employers are obliged to inform both workers' representatives and workers about the use of these artificial intelligence systems in the recruitment process. Therefore, transparency under the Regulation on artificial intelligence must not only be formal, but real: the selection must be subject to effective human review, and the documentation that formed the basis of the employment decision must be verifiable. In Italian law, Law no. 132/2025 operationalizes this transparency in employment relationships. Domestically, in Romania, the European framework is applied as a priority, and legislative initiatives on artificial intelligence are still at various stages, without, to date, a dedicated law.

Keywords: artificial intelligence (AI), recruitment, employee, employer, high-risk.

18. ASPECTS CONCERNING THE LEGISLATION ON ARTIFICIAL INTELLIGENCE IN THE EUROPEAN UNION

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Abstract: *As Artificial Intelligence (AI) systems become increasingly complex and sophisticated, the need for a coherent legal framework grows ever more pressing. Within the European Union (EU), the regulation of Artificial Intelligence aims to ensure that technological innovation remains aligned with fundamental rights, ethical standards, and democratic values. This paper explores the key aspects of the legislative framework governing Artificial Intelligence in the European Union, focusing on the objectives, principles, and potential impacts of the proposed Artificial Intelligence Regulation (AI Act). The study seeks to analyze the main legal instruments that regulate Artificial Intelligence within the EU, as well as the general Code of Good Practice applicable to this field. Furthermore, it examines the organization of the European Artificial Intelligence Office and the European Commission’s broader strategy regarding AI legislation in the Union. Close cooperation between lawmakers, industry, academia, and civil society will be essential to successfully navigate this evolving regulatory landscape and to ensure that the Artificial Intelligence Regulation (AI Act) achieves its intended objectives – promoting ethical and trustworthy AI while maintaining competitiveness and fostering innovation across the European Union.*

Keywords: European Union laws, artificial intelligence, AI Act, AI Code of Practice GPAI, digital platforms

19. ARTIFICIAL INTELLIGENCE IN THE LEGAL SYSTEM: EDUCATING LAWYERS AND MODERNISING INSTITUTIONS IN THE ERA OF AUTOMATED PUBLIC DECISION-MAKING

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Abstract: *The rapid expansion of artificial intelligence has begun to reshape the foundations of contemporary legal systems. This article examines the reforms required in legal education and the modernisation of public institutions in response to the increasing use of algorithmic systems in administrative and judicial decision-making. Using a comparative approach based on developments in Poland, Romania and leading international academic environments, the study identifies significant gaps in the preparation of future legal professionals, particularly in the areas of algorithmic oversight, technological risk assessment, model transparency and the protection of individual rights. The analysis highlights shared challenges faced by both countries, including insufficient technological training, the absence of clear standards for explainability and limited institutional mechanisms for supervising AI-driven processes. The article proposes a set of recommendations, including the integration of interdisciplinary modules into legal curricula, the development of technology-law clinics and the adoption of systematic algorithmic audit procedures within public administration. The findings indicate that only the parallel transformation of legal education and institutional practice can safeguard democratic accountability, responsibility and transparency in a reality increasingly influenced by data-driven and automated decision-making systems.*

PSYCHOLOGY SECTION and CONVERSION ON PSYCHOLOGY

OnSite: Room A.01

**On Line Link: Psychology International Conference, ARTIFICIAL
INTELLIGENCE - INNOVATION IN EDUCATION IN A
WORLD OF CONSTANT CHANGE 25 nov. 2025 | Alăturați-vă
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Co-Chairs:

Prof. Maria VIRLAN Ph.D.;
Assoc. Prof. Joana TAȚI Ph.D.;
Assist Prof. Ayşe Şenay KOÇ Ph.D.;
Lecturer Andrei COTRUȘ Ph.D.

Part I. PSYCHOLOGY

1. ROMANIA WHICH WAY FORWARD? THE SENSE OF INSECURITY IN RELATION TO THE REFORM PROCESS

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Abstract: *In recent decades, Romania has undergone a series of government reforms aimed at modernizing state structures, streamlining public administration, and aligning domestic policies with European standards. Although the goals of these reforms are, in essence, beneficial, the way they were designed and implemented has frequently produced a significant side effect: the emergence of a generalized sense of psychological insecurity among the population. Pastest changes, often announced without a clear strategy and transparent communication, have affected citizens' emotional balance and their trust in state institutions. Romania Which Way Forward?*

Keywords: social change, insecurity, psychological effects, bad governance, political interests

2. FRIEND OR FOE? ARTIFICIAL COMPANIONSHIP THROUGH THE LENS OF SOCIAL PSYCHOLOGY.

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Abstract: Artificial intelligence has begun to replace traditional human educators and classmates. AI companionship becomes increasingly integrated into learning environments. Students increasingly prefer virtual interactions over real ones and use chatbots and AI tutors in many learning environments. Moreover, their artificial companionships with emotion-sensitive learning platforms – capable of simulating feelings such as empathy – significantly shape the dynamics of their social relationships.

This review paper discusses the psychological effects of artificial companionship within the framework of social psychological theories such as social cognition, self-determination theory, and parasocial interaction theory. It synthesizes empirical and theoretical literature on how this companionship challenges students' motivation, autonomy, and competence, and how it influences their interpersonal relationships in educational contexts.

This paper evaluates the psychosocial risk factors and the difficulties of maintaining human-centered learning, discussing ways to enhance students' authenticity and emotional regulation skills. The review concludes with reflections on promoting critical digital literacy and responsible digital interaction in an era where the boundary between human and artificial relationships is becoming ever more blurred.

Keywords: artificial companionship, learning environment, digital literacy, psychosocial risk, virtual interaction

3. TYPES OF DIGITAL OFFENCES AND PSYCHOLOGICAL IMPLICATIONS: A FORENSIC-PSYCHOLOGICAL PERSPECTIVE ON EMERGING ONLINE AGGRESSIONS

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Abstract: *This study examines the pivotal role of educational and vocational counselling alongside immediate intervention in preventing and addressing sexual assaults in schools. Through international case studies from the United States, the Netherlands, Kenya, South Africa, and Romania, this paper underscores the contributions of psychology students and participants in the Conversion Program in Psychology at Dimitrie Cantemir University, Târgu Mureș. First, using data from 76 respondents, a gender-specific analysis reveals significant improvements in peer counselling effectiveness post-intervention. A meta-analysis of relevant literature highlights the efficacy of trauma-informed care in school-based interventions. Inherent limitations are discussed, and future research directions are proposed. The perceptions of the students at psychology program reevaluate the important aspect of psychological implications.*

Keywords: Sexual assault, educational counselling, Vocational counselling, Prevention, Romania, Schools, Peer intervention

4. DIGITAL EQUITY IN THE CONTEXT OF SOCIAL VULNERABILITY: A CRITICAL SYNTHESIS OF RECENT LITERATURE

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Abstract: *This article intends to contextualize the relationships between technology, vulnerability, and digital equity in order to offer a critical analysis of recent studies on the topic of digital inclusion of vulnerable groups. By discussing a qualitative review of international studies on the topic of digital inclusion, this analysis will aim to emphasize that access is not a sufficient condition to achieve inclusion in a technological environment, as digital participation also needs supportive structures, user-friendly designs, education, and involvement of marginalized groups in the process of digital inclusion. This analysis of recent studies on digital inclusion shows that, although digital technologies can utilize new capabilities to promote greater autonomy, communication, and well-being, they can act as vehicles of certain pre-existing inequalities if they are not appropriately sensitive to social diversity. This article argues that the concept of digital inclusion needs to be contextualized as a multidimensional social process that is a nexus of innovation, education, and equality – where technology is utilized as a means of empowerment rather than as a source of exclusion in the digital age.*

Keywords: digital inclusion; digital equity; vulnerable groups; assistive technologies; social justice

5. THE IMPACT OF PERSONALITY TRAITS AND TEMPERAMENT ON SCHOOL MOTIVATION AND LEARNING STRATEGIES

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Abstract: *One of the main concerns in people's lives is choosing the right professional plan that will satisfy their personal needs. However, this choice greatly depends on an individual's school performance. The present study provides for an observation of the links between conscientiousness, temperament and the effects they have on learning strategies and educational motivation. The survey was conducted on a group of 105 subjects, ninth grade pupils (15-16 years of age), using the Five-Factor Personality Inventory (FFPI) questionnaire, the test for determining temperamental traits, and School Motivation and Learning Strategies Inventory (SMALSI). Each and every student is entitled to success in school and to achieve their own standards and performances. Therefore, it is necessary to know some elements that show an important role in achieving progress among pupils, an important element being the student's personality. We chose to talk about consciousness and temperament, since these are aspects of personality, and about the influence they have on learning strategies and school motivation. Following the study, we can affirm that students who have a clearly defined goal-oriented behavior, who are demanding, thorough and strict when it comes to carrying out their tasks by being aware of the rules, as well as the students who are conscientious, fair and reliable result in a high level of academic motivation. Adolescents with high levels of conscientiousness have a greater ability to select relevant information for effectively taking notes and also organizing them which can ensure success in school. We also observed that the temperament type does not influence learning strategies and educational motivation. Knowing these aspects, we can use them as predictors to more easily determining pupils' progress and maybe even build an individualized curriculum, thus, creating major prerequisites for achieving success in school.*

Keywords: adolescence; personality; temperament; learning strategies; academic motivation

6. DIGITAL APPS AND MENTAL HEALTH: TOWARD INCLUSIVE AND PARTICIPATORY INNOVATION

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Abstract: *The incorporation of technology in mental health studies and practices is both an opportunity and a challenge towards achieving equity among groups. This paper examines the transformative role of technology-based solutions, such as web-based and mobile-based solutions, in improving accessibility, engagement, and overall equity of mental health support. Research findings indicated that to achieve technology-based equity in mental health support among the rural and minority populations, there is a need to heavily invest in infrastructure and adapt technology-based solutions to be culturally responsive. At the forefront of this effort is community-based participatory research (CBPR) as a methodology that promotes the co-production of technology-based solutions with and for the community. It is with this mechanism that innovation not only incorporates the advancement of technology but is also embedded with high theoretical grounding. This convergence means that technology-based solutions to mental health not only represent technological advancement but also sustainable systems of resilience and well-being among diverse groups. This paper introduces the role of inclusiveness as a critical component underlying the technology transformation of mental health services.*

Keywords: digital mental health, participatory research, mental health equity, inclusivity

7. RISKS AND OPPORTUNITIES ASSOCIATED WITH THE USE OF AI IN EDUCATING CHILDREN

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Abstract: *Recent theoretical advances in modelling the causes and pathways of online use permit an explanation of the phenomenon of normal and excessive AI use. The identification of the risks and benefits of AI-based education, and the necessity of a comprehensive understanding of its characteristics, lead us to analyze the development of disorders. The objective of this study is to examine the concept of AI from the perspective of cognitive functioning, emotional regulation, and behavioural change. The following research questions have guided the present study: 1. The possibilities to address the cognitive impacts of AI use, with a particular focus on perception, attention, memory, language, problem-solving, reasoning, and cognitive load. 2. The exploration of the emotional responses triggered by AI, with a particular focus on emotions such as trust, joy, fear, anxiety, and autonomy. 3. The exploration of the impact of AI integration in educational institutions on student behaviour, social interactions, instances of isolation, and communication styles. 4. The exploration of the psychological effects experienced by students at varying school levels. This study examines a specific group in samples of school-aged children and adolescents using an analytical approach to review reports on AI in education. It analyses published statistics, theoretical perspectives, key findings from scientific forums, and conclusions about harmful AI use. The study also reports on additional mediators, such as value system, anxiety, depression, and risky digital behaviours related to the use of AI. The results and applicability of the study serve to expand knowledge and use the significant potential of AI. The development of AI innovation in education has expanded from laboratory conditions to more complex learning contexts that occur in real life. The purpose of the results is to promote a deeper understanding and awareness of potential risks and useful resources.*

Keywords: AI-based education, behavioral change, cognitive impacts, emotional responses, psychological effects

8. ORTHOREXIA AS EXCESSIVE ATTENTION TO A HEALTHY DIET

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Abstract: *The aim of this study was to determine the prevalence of orthorexia in the study group of students. The survey was conducted among students of the USM in Warsaw and the PUM in Szczecin via social media. The Bratman and Knight questionnaire was used, with respondents able to answer yes or no, with at least four of the 10 questions being positive. No differences were found between USM and PUM students among the dietetics, cosmetology, and dentistry students. 60% of respondents planned their meals the day before. 52% of respondents indicated that what they ate was important. 57% of respondents indicated that they were willing to sacrifice the pleasure of eating to maintain a healthy diet. 73% of respondents indicated that their self-esteem increased when they ate healthily. 50% of respondents felt guilty when they broke restrictions. 60% of respondents had a normal BMI. A significant prevalence of orthorexia was found among women. Research findings indicate a significant prevalence of orthorexia among students.*

Keywords: orthorexia, BMI, women

9. CLASSROOM DIVERSITY AS THE FOUNDATION OF INCLUSION

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Abstract: *The article "Classroom Diversity as the Foundation of Inclusion" highlights the essential role of the teacher in creating an equitable, open, and responsive educational environment tailored to each student's needs. In a society marked by social, cultural, religious, and identity pluralism, the school becomes the space where differences must be understood, respected, and valued as learning resources rather than sources of exclusion. The paper emphasizes the transition from integration to inclusion, underlining the teachers' mission – especially that of support teachers – to ensure equal access to education for all students, regardless of social status, ethnicity, religion, gender, sexual orientation, or neuropsychological development. Diversity is analyzed through multiple dimensions: social (economic inequalities), ethnic (integration of minorities), religious (interfaith respect), gender (combating stereotypes), and physical or cognitive (supporting students with special educational needs). Intercultural education and inclusive education are presented as complementary responses to diversity, providing strategies to transform it into an opportunity for growth. Intercultural education goes beyond mere tolerance of differences, promoting dialogue, cooperation, and solidarity. By fostering empathy, mutual respect, and critical thinking, it contributes to building a school community founded on equity and understanding. In turn, inclusive education addresses individual diversity by adapting the school to students' needs rather than the other way around. It relies on principles such as valuing uniqueness, family involvement, interdisciplinary collaboration, and ensuring curricular and physical accessibility. In conclusion, the article argues that diversity is not a challenge but a vital resource for modern education. Through intercultural and inclusive education, the school becomes a space of respect, equity, and dignity – a school for all and for each individual.*

Keywords: education, diversity, interculturality, inclusion, equality

10. EXISTENTIAL VOID AMONG STUDENTS IN ROMANIA: TRIGGERING AND MAINTAINING FACTORS OF THIS STATE

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Abstract: *This study aims to identify the existential void among students in Romania. We will dive step by step into the world of the meaning of life: where we can find it, on what "streets" it haunts, and how we can bring it on ours too. We will also walk through the world of logotherapy, including its foundations and more. The metaclinical implications of psychotherapy - what's the deal with it from this point of view? Values, unique meaning, moral conscience: 3 of the main actors on the stage of meaning will be broken down, and we'll see what they do, each one separately. And at the end of the story, we will conclude with the last meaning. The crowning of life by reaching the ultimate meaning, namely, death. The meta-analytic studies that I have included at the end of the theory pages include recent works from different countries around the world. The student population on which they were done, the journals in which they were published, the methodology, and the results. According to these 12 studies, my hypotheses are not only well cemented in a scientifically validated background, but they also find their purpose being a topic that shrugs wherever you stop the globe and press your finger on the map. Which is why I have moved on with them to the practical part. The practical part, the statistics, and the study itself are based on a series of objectives and hypotheses outlined based on the results of the meta-analysis studies. The sample consists of 54 subjects, students aged between 18 and 25. As a methodology, I opted for the PIL questionnaire and a structured interview that I conducted in close connection with the results of the meta-analysis I did before.*

Keywords: Existential void, Frankl, the meaning of life

11. METHODS FOR PREVENTING AND REDUCING BURNOUT LEVELS

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Abstract: *Burnout syndrome, the disease of the 20th century, represents chronic stress in the workplace. Burnout is present in all professions. Burnout syndrome is considered a public health problem due to its increasing frequency, but primarily because of the negative consequences it has on the healthcare system. Burnout affects physical health (migraines, muscle tension, back pain, ulcers, high blood pressure, allergies, asthma, diabetes, cancer), affects cognitive abilities, leads to loss of energy, reduces workplace performance, affects or disrupts relationships with others, and generally erodes quality of life. Maslach described burnout as a gradual process of exhaustion, cynicism, and reduced social and professional involvement. It is important to understand the dimensions of burnout: mental exhaustion, which consists of a lack of emotional energy; depersonalization, where people are seen as objects; and reduced personal accomplishment, characterized by a negative view of work, low morale, and a negative opinion about one's ability to perform work. Based on these three dimensions, Maslach developed a tool to investigate the level of burnout, establishing 8 stages. The article aims to investigate the most important methods of preventing and intervening in burnout. Effective strategies for preventing burnout include: Time management and task prioritization, Improving work-life balance, Adopting a healthy lifestyle, Relaxation and stress management techniques, and Emotional and psychological support. The first step in addressing burnout is to help individuals recognize it where it occurs, acknowledge its symptoms and characteristics, and give it the appropriate attention for its eradication, considering the negative effects it has both on their health and on the work performed. In the field of coaching people affected by burnout, we work with a modular personal transformation concept – a personal turnaround – which consists of 6 phases: Unburdening, Detachment from the state of delusion, Discovery, Decision, Unfolding, and Detachment from the state of tension.*

Keywords: burnout, Maslach test, methods for preventing, methods for reducing burnout.

12. ANALYSIS OF COPING STRATEGIES AND THE PSYCHO EMOTIONAL IMPACT PARENTS OF CHILDREN WITH DISABILITIES

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Abstract: *For parents, the news of a diagnosis of a “disability” in their own child can be a heavy blow, accompanied by stress, questions, and often emotional decline, which can turn into constant emotional pressure. Behind every diagnosis is a child with special needs, but also a parent who fights every day against fatigue, fear, guilt, hope, and the strength to carry on. Social support and the ways in which parents manage their emotions and daily challenges through various coping strategies play a crucial role in their adaptation to the difficulties of raising a child with disabilities. This paper aims to present the results of a personal research study that investigated the psychological and emotional impact experienced by parents, in relation to levels of anxiety, depression, stress, and their perception of quality of life. The study was conducted on a sample of parents raising children with various types of disabilities, focusing on the relationship between perceived social support and coping strategies – both adaptive and maladaptive – and how these variables correlate with their emotional well-being and their overall evaluation of life quality. The research instruments used were a series of scientifically validated questionnaires: DASS-21R (Depression Anxiety Stress Scales – Revised), which allows the assessment of the severity of depression, anxiety, and stress symptoms, initially developed by Lovibond in 1995 and later revised by Henry & Crawford in 2005; CERQ (Cognitive Emotion Regulation Questionnaire), an instrument designed by N. Garnefski, V. Kraaij, and P. Spinhoven in 2001, which measures how individuals manage their negative emotions, such as self-blame, acceptance, rumination, positive refocusing, refocusing on planning, positive reappraisal, putting into perspective, catastrophizing, and blaming others. WHOQOL-BREF, developed by the World Health Organization to measure quality of life, which assesses four main domains: physical health, psychological state, social relationships, and the surrounding environment of participants and MSPSS (Multidimensional Scale of Perceived Social Support), developed by Zimet and colleagues in 1988, which measures perceived support from three sources: family, friends, and significant others. As specialists, in order to truly support the child, we must start by understanding and supporting the parent.*

Keywords: parents, disability, stress, anxiety, depression, coping, social support

13. LANGUAGE LEARNING ANXIETY IN THE ENGLISH CLASSROOM – A QUALITATIVE APPROACH

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Abstract: *This study investigates the prevalence and impact of language learning anxiety among college-level English as a Second Language (ESL) students, using the Foreign Language Classroom Anxiety Scale (FLCAS). Sixty undergraduate participants from diverse backgrounds completed the FLCAS at the onset of the academic year, providing baseline data on their emotional responses to English language learning. The research aims to quantify the degree of anxiety, explore its primary sources, and assess how anxiety correlates with students' language performance, engagement, and academic motivation. Initial review of the FLCAS items highlights common factors such as communication apprehension, social anxiety, and fear of negative evaluation. By analysing these dimensions, the study seeks to map anxiety profiles in the classroom context and identify groups most at risk of adverse academic outcomes.*

Anticipated findings will offer valuable insights into the role of anxiety in shaping learners' attitudes and behaviour and inform teaching practices aimed at creating a more supportive and effective classroom environment. The study's outcomes are expected to contribute to the development of targeted interventions and curricular adjustments that reduce anxiety and enhance language acquisition for college students.

Keywords: ESL, language learning, anxiety, academic motivation, teaching method

14. THE INFLUENCE OF CHILDHOOD TRAUMA ON ADULT LIFE

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Abstract: *Childhood traumas guide all of our daily life interactions and behaviour more than we can imagine. In difficult moments, unhealed wounds of our inner child surface that lead us to impulsive reactions and behaviours that are sometimes inappropriate or unhealthy both for us and for others in our interpersonal relationships with them. This topic has gained a lot of momentum in recent years, with various studies being carried out on the issue of childhood trauma. I chose to structure the chosen theme in two chapters, the first having seven subchapters and the second only two subchapters. Among the most damaging and common forms of trauma are emotional, physical and sexual neglect and abuse, and the loss of the one or more parents through death or divorce. For a quality life from a personal, emotional and social point of view and a good state of health it is essential to turn to ourselves with the courage to look inside, to our inner child and to call on the tools we have to cope with the challenges and difficult situations in our lives. More and more tools appeared including courses, books, workshops, retreats on the topic of self-discovery, accessing inner resources and healing traumas. Having access to information about what trauma is, what caused it, what attachment style we developed, whether we developed any of the 5 wounds that prevent us from being ourselves, how we relate to trauma and current difficult situations in our lives, what defense mechanisms we use, it is quite easy for us to inform ourselves and take action to discover ours and work with us to reach our best version.*

Keywords: trauma, childhood, abuse, dysfunctional environment, attachment style, emotional regulation

15. PSYCHOSOCIAL-ONCOLOGICAL INTERVENTION TECHNIQUES IN THE DIGITAL ERA: BETWEEN HUMAN PRESENCE AND ARTIFICIAL INTELLIGENCE

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Abstract: *In a context marked by rapid technological advancement, counselling and psychotherapy in psycho-oncology face a dual challenge: preserving the authenticity of the therapeutic relationship while effectively integrating artificial intelligence. This paper explores practical applications of technology in support of psycho-oncological interventions, highlighting digital strategies that can be used to assist cancer patients, including remote counselling, digitally assisted interventions, and the use of AI in personalizing psychological support. The analysis includes techniques adapted to online formats (e.g., digitally guided cognitive restructuring, virtual mindfulness, emotional support via chatbot applications), and discusses the ethical and relational challenges that arise when technology enters the vulnerable space of oncology. A hybrid intervention model is proposed – where human presence remains essential and technology serves as a tool rather than a substitute – aiming to support the ongoing training of specialists and enhance the quality of care provided to patients.*

Keywords: psycho-oncology, artificial intelligence, online counseling, digital psychological interventions, therapeutic relationship

16. AN INTRODUCTIVE DIMENSION OF POLITICAL PSYCHOLOGY IN THE SPHERE OF INTERNATIONAL RELATIONS

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Abstract: *Ultimately, Political Psychology is emerging in the avatar of scientific knowledge as a recent, revealing and innovative field of study, which induces fundamental mutations in the modernist and applied area of Psychology. Given its deeply and complexly interdisciplinary nature, political psychology has proven to be, at least in its last two decades of existence, an extremely useful reading grid on the side of political phenomenology, offering a perspective of substance tributary to the deepest springs related to individual and group psyche. In other words, political psychology is a multivalent science located at the confluence of the Psychology-Political Science register, having at its nodal center of analysis the identification and explanation of the mechanisms, causes and psycho-human-action vectors specific to the political environment. Equally, political psychology is the science that focuses on the affective and cognitive processes that influence the formation of attitudes, the acquisition, retention and updating of political information and social identity, as well as the effect of all these factors on political behavior and attitudes. In short, political psychology teaches us and helps us probe the psychological background of the political universe, in all its constellation of meanings and valences, contributing greatly to the identification of defective behavioral patterns and their replacement with eminently beneficial ones. In other words, we currently have, with the help of political psychology, the opportunity to understand much better what is really behind those international events that we are all witnesses to and at the same time we have the opportunity to realize that: at the basis of the occurrence of terrorist attacks lies both an analysis of the individual level that probes in depth the concept of terrorist personality, and that of the group level that investigates several factors such as the politics of recruitment, indoctrination, conformism and obedience; at the basis of inter-ethnic conflicts is actually the psychological analysis of the binary algorithm witness/altruist; and at the basis of the psychology of conflict is, in fact, a constellation of elements related to social identity. Undoubtedly and without a doubt, through such profound and subtle mechanisms of political psychology we have access to an equally complex but also accurate vision of the phenomenology of the international relations scene, which also signifies a major advantage in terms of preventing and solving all the problems that directly concern us..*

Keywords: introductive concepts, psychology, political psychology, international relations, scientific knowledge

17. THE PREDICTIVE VALUE OF EMOTIONAL INTELLIGENCE IN RELATION WITH THE ACCEPTANCE OF ARTIFICIAL INTELLIGENCE

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Abstract: Artificial Intelligence (AI) has become a defining technology of the modern era due to its ability to enhance human capabilities at low cost and its growing impact across economic sectors. Its integration into areas such as healthcare, customer service, education, and transportation positions AI as a transformative force capable of improving daily life and operational efficiency. As AI adoption accelerates, understanding the factors that shape user acceptance becomes essential. User acceptance generally reflects individuals' intention or willingness to use, purchase, or engage with a product or service. Current theoretical models that explain AI acceptance, including the Technology Acceptance Model (TAM) and the more recent Acceptance, Intention, and Use of AI (AIDUA) model, highlight key predictors of users' attitudes and behaviors toward AI systems.

Within this context, the present research explores the relationship between emotional intelligence (EI) and the acceptance of AI. A dedicated assessment tool was developed to evaluate AI acceptance, focusing on dimensions such as AI identity, rights and responsibilities, decision-making autonomy, and social acceptance in real-world applications. By examining the emotional factors underlying human-AI interaction, this study aims to improve understanding of how individuals adapt to emerging technologies and to support smoother societal integration of advanced AI systems.

Keywords: Artificial Intelligence, Emotional Intelligence, AI Acceptance, Human-AI Interaction, Emerging Technologies

18. PREDICTIVE PATTERNS OF CLINICAL DISORDERS IN ADOLESCENCE

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Abstract: *Mental health problems in adolescents are more common than initially believed, but fortunately, most are manageable and treatable. The fast-paced dynamics of daily life, significant social pressure regarding academic performance, frequent exposure to aggressive and violent content, the risk of poverty represent significant vulnerabilities for the development of clinical disorders during adolescence. Research attempts to identify the relevance of predictors related to personality structure and clinical disorders in explaining psychosocial problems during adolescence. Constructing predictive models with such content can be an important argument for improving diagnostic, prognostic, and therapeutic components of addressing clinical disorders in adolescence.*

Keywords: Adolescence, Clinical disorders, Psychosocial problems, Predictive models

19. EMOTIONAL INCLUSION: THE ROLE OF AI AND VR IN SUPPORTING VULNERABLE STUDENTS

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Abstract: *The article analyzes innovative ways of teaching literary genres in primary grades, emphasizing the integration of emerging technologies such as artificial intelligence and augmented reality. It highlights the benefits of combining traditional methods, such as dramatization lessons, with interactive digital tools, which stimulate students' creativity, affective involvement and critical thinking. The proposed didactic examples include role-playing games, multimedia fables and collaborative workshops assisted by AI, facilitating the adaptation of content to the level of each child and providing personalized feedback. The article emphasizes the importance of maintaining a balance between innovation and tradition for the development of communication skills and literary education. The conclusion suggests that emerging technologies are transforming the teaching of literature, preparing students for the demands of modern education.*

Keywords: VR depression IA

Part II. CONVERSION ON PSYCHOLOGY

20. DOES MAN COORDINATE TECHNOLOGY OR IS HE ITS SLAVE?

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Abstract: *The paper analyzes the relationship between man and technology, debating the fundamental dilemma: does man coordinate technology or become its slave? It presents the effects of automation and artificial intelligence on the labor market, with an emphasis on the disappearance of low-skilled jobs and the necessity of professional retraining. The study highlights technology's impact on spiritual and social life, pointing out the tension between the values promoted by the Church and those propagated by the secular mass media. Through a sociological study conducted on a sample of young people, their value profile in relation to the Church and the online environment is outlined, as well as their capacity to discern between authentic and false information. The main conclusion is that technology, although indispensable for progress, must be integrated into a spiritual and moral framework so as not to become a force of alienation, but an instrument in the service of man.*

Keywords: Technology, automation, artificial intelligence, Church, mass media, fake news, spirituality, volunteering, social values, youth

21. L'INTELLIGENCE ARTIFICIELLE ET L'INTELLIGENCE ÉMOTIONNELLE AU SERVICE DE L'APPROCHE ACTIONNELLE: VERS UNE MOTIVATION CONSCIENTE ET UNE AUTONOMIE ACCRUE DANS L'APPRENTISSAGE DU FRANÇAIS LANGUE ÉTRANGÈRE

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Abstract: *Artificial intelligence (AI) is reshaping language education by creating adaptive, interactive, and emotionally responsive learning environments. This paper explores how AI can support the action-oriented approach defined by the Common European Framework of Reference for Languages (CEFR), transforming French language learning into a conscious, self-paced, and emotionally engaged process. Drawing on modern didactics, Self-Determination Theory (Deci & Ryan, 2000), and Emotional Intelligence Theory (Goleman, 1995; Mayer & Salovey, 1997), the study emphasizes that integrating AI can foster both cognitive and emotional dimensions of learning. Concrete classroom examples illustrate how AI tools encourage reflection, empathy, and motivation, making learners active and autonomous social agents.*

Keywords: artificial intelligence, emotional intelligence, motivation, autonomy, French as a foreign language, action-oriented approach

22. ARTIFICIAL INTELLIGENCE AS A PSYCHOLOGICAL AND EDUCATIONAL SUPPORT TOOL FOR THE INTEGRATION OF MIGRANTS

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Abstract: *In a world characterized by increased mobility and cultural diversity, migration has become a constant reality, bringing major psychological and educational challenges. The integration of migrants involves adapting to new cultural norms, educational systems, and forms of communication – processes that are often emotionally demanding. This paper explores the role of artificial intelligence (AI) as an innovative tool supporting the psychological adaptation and educational integration of migrants. It analyses current AI applications, from personalized learning platforms to chatbots for psychological counselling, alongside the associated ethical and psychosocial challenges. In the applied section, a conceptual model is proposed for integrating AI into intercultural education, based on the detection of emotional needs, personalized learning, and simulated empathic support.*

Keywords: artificial intelligence, migration, educational psychology, integration, educational innovation, artificial empathy

23. THE ROLE OF ARTIFICIAL INTELLIGENCE IN DEVELOPING HIGH SCHOOL STUDENTS' PREFERENCE FOR READING

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Abstract: *This paper examines the role of artificial intelligence-based tools in developing high school students' preference for reading. Based on a critical synthesis of the literature, followed by a proposed methodological framework and practical recommendations, it analyses the mechanisms through which personalised recommendations, text-level adaptation, interactive feedback, and gamification elements can influence students' motivation to read. Both the pedagogical benefits and the ethical risks of integrating AI into reading practices are discussed.*

Keywords: artificial intelligence; reading; motivation; personalised recommendations; secondary school students; personalised learning

24. ARTIFICIAL INTELLIGENCE IN EDUCATION - OPPORTUNITIES, CHALLENGES, AND DEVELOPMENT PERSPECTIVES

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Abstract: Artificial Intelligence (AI) has become an essential component of global digital transformation, profoundly influencing the field of education. Through the use of intelligent algorithms, recommendation systems, and adaptive platforms, AI enables the personalization of the learning process and the adjustment of educational content to the needs and pace of each learner. Among its main applications are machine learning, natural language processing, and educational data analysis, which contribute to improving performance and creating flexible and efficient learning experiences. AI-based solutions offer numerous advantages: rapid and personalized feedback, automated assessment, optimization of teachers' time, and expanded access to quality education. However, the implementation of these technologies also raises significant challenges, such as data protection, equitable access to digital resources, algorithm transparency, and the ethics of their use. Despite these risks, the potential of AI in education is undeniable. Teachers will not be replaced but will transform their roles into that of learning facilitators, capable of combining pedagogical expertise with the responsible use of intelligent technologies. Thus, the future of education is shaped as a collaborative process between humans and machines, aimed at developing personalized, interactive, and inclusive learning. In conclusion, artificial intelligence is not merely a technological innovation but a strategic resource for the modernization of education, capable of creating a more efficient, adaptable, and equitable learning environment for all participants in the educational process.

Keywords: intelligence, education, innovation, transformation, digitalization

25. PSYCHOMOTOR EDUCATION IN CHILDREN WITH MENTAL DISABILITIES - AN APPLIED STUDY

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Abstract: *The present study investigates the role and effectiveness of psychomotor education in the developmental progress of children with intellectual disabilities. The research aimed to identify explicit and implicit aspects of psychomotor development and to optimize educational approaches based on individualized intervention. A group of five children, aged between 10 and 13, with various diagnoses (epilepsy, ADHD, autism spectrum disorder, Down syndrome, and speech disorders) participated in the study. The assessment was carried out in two stages – initial and final – using standardized tools that targeted four major components of psychomotor education: general dynamic coordination (Ozeretski-Guillmain Test), body schema awareness (A. de Meur Test), laterality (Harris Test), and spatial orientation (Piaget-Head Test). Results indicated a moderate to significant improvement in coordination, spatial orientation, and body schema recognition following the psychomotor education program. The most notable progress was observed among children with hyperkinetic and attention disorders (ADHD), who benefited from structured motor and sensory activities. Conversely, children with Down syndrome demonstrated slower but consistent improvement, primarily in body awareness and fine motor control. The analysis of laterality revealed stable but heterogeneous patterns, confirming the relative constancy of this psychomotor dimension. Overall, the findings support the hypothesis that psychomotor education represents an effective pedagogical and therapeutic approach for enhancing cognitive, affective, and motor development in children with intellectual disabilities. By integrating movement, perception, and cognition, psychomotor training facilitates improved self-regulation, attention, and autonomy, thereby contributing to the child's overall adaptive functioning.*

Keywords: psychomotor education, learning difficulties, coordination, spatial orientation, body schema.

DENTAL MEDICINE SECTION

On site: Room A.21

**Online Link: Dental Medicine International Conference,
ARTIFICIAL INTELLIGENCE - INNOVATION IN EDUCATION
IN A WORLD OF CONSTANT CHANGE 25 nov. 2025 | Alăturăți-
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Co-Chairs:

Prof. Ph.D. Hab. Maria JEZNACH;
Ph.D. Gabriela KOŁODYŃSKA;
Assoc. Prof. Ph.D. Ramona FEIER;
Assoc. Prof. Ph.D. Sorana BUCUR

Part I. WORKSHOPS AND INVITED SPEAKERS

CURRENT TRENDS IN DIAGNOSIS AND INTERDISCIPLINARY TREATMENT OF ORO-DENTAL DISORDERS.

Coordinators: University Teaching Assistant, Ph.D. Student Dorin Ioan COCOȘ; University Teaching Assistant, Ph.D. Student Alexandra-Camelia POGĂCIAN-MAIER; Invited speakers



INVITED SPEAKERS

1. THE RELATIONSHIP BETWEEN PSYCHOLOGICAL FACTORS AND THE SUCCESS OF ORTHODONTIC TREATMENT

Presentation: Associate Professor, Ph.D. Sorana Maria BUCUR

2. TOOLS, MATERIALS, TECHNIQUES, AND DEVICES IN MODERN ENDODONTICS

Presentation: Associate Professor, Ph.D. Constanța MOCANU

3. MECHANICAL AND CHEMICAL CONTROL OF DENTAL PLAQUE: BECOMING AN ORAL HEALTH COACH FOR YOUR PATIENTS

Presentation: Dentamerica Distribution

A comprehensive presentation on preventive and therapeutic strategies, with a focus on enhancing patient motivation and compliance.

4. INTRODUCTION TO THE SAGITTAL FIRST™ PHILOSOPHY: CARRIERE® MOTION™, CARRIERE® MOTION PRO™, AND THE SLX™ 3D BRACKET SYSTEM

Presentation: Dentamerica Distribution

A structured overview of the Sagittal First™ treatment concept and its clinical applications.

WORKSHOPS

1. MECHANICAL AND CHEMICAL CONTROL OF DENTAL PLAQUE: AN INTERACTIVE, HANDS-ON APPROACH TO ORAL HEALTH COACHING

Dentamerica Distribution

2. ASSESSMENT OF CHANGES IN PERIODONTAL PARAMETERS AMONG ORTHODONTIC PATIENTS

Associate Professor, Ph.D. Sorana Maria BUCUR; Lecturer, Ph.D. Radu Mircea SIRETEANU CUCUI

3. THREADS, KNOTS, AND CLINICAL DECISIONS IN ORAL SURGERY: FROM MATERIAL TO TECHNIQUE

University Teaching Assistant, Ph.D. Student Cristian COJOCARIU,
University Teaching Assistant, Ph.D. Student Mioara DÂRNEA,
University Teaching Assistant, Ph.D. Student Dorin Ioan COCOȘ,
Associate Professor, Ph.D. Ramona Diana FEIER

4. HALL. TECHNIQUE

Associate Professor, Ph.D. Sorana Maria BUCUR; University Teaching Assistant, Ph.D. Student Alexandra Camelia Pogăcian-Maier; Professor, Ph.D. Alexandrina Muntean

5. INTEGRATING INTRAORAL AND EXTRAORAL 3D SCANNING FOR PATIENT-SPECIFIC DIAGNOSTIC AND THERAPEUTIC STRATEGIES

Associate Professor, Ph.D. Ramona Diana FEIER; University
Teaching Assistant, Ph.D. Student Mioara DÂRNEA.; University
Teaching Assistant, Ph.D. Student Alexandra Camelia POGĂCIAN-
MAIER; University Teaching Assistant, Ph.D. Student Dorin Ioan
COCOȘ

**6. THE IMPORTANCE OF THE GOTHIC ARCH TRACING IN
THE PROSTHETIC REHABILITATION OF PATIENTS
WITHOUT OCCLUSAL REFERENCES**

University Teaching Assistant, Ph.D. Student Dorin Ioan COCOȘ;
Associate Professor, Ph.D. Ramona Diana FEIER; University
Teaching Assistant, Ph.D. Student Mioara DÂRNEA

Part II. PAPERS PRESENTATIONS

1. FROM SIMULATION TO SKILL: THE ROLE OF AI AND VR IN HEALTH SCIENCES EDUCATION

Authors: Gabriela KOŁODYŃSKA^{1,2*} Maciej ZALEWSKI³, Aleksandra PIĄTEK³, Błażej CIEŚLIK¹, Joanna SZCZEPAŃSKA-GIERACHA¹, Waldemar ANDRZEJEWSKI¹

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Abstract: *The ongoing digital transformation of health sciences education has introduced new possibilities for experiential and competency-based learning. Artificial Intelligence (AI) and Virtual Reality (VR) are no longer experimental tools but integral components of innovative teaching strategies. They enable immersive, adaptive, and data-driven learning environments that allow students to move beyond observation toward active skill development – a process captured by the phrase “from simulation to skill.” Examples drawn from physiotherapy, including applications in urogynaecology rehabilitation supported by biofeedback and sonofeedback, illustrate how immersive learning can enhance clinical readiness, confidence, and precision. These experiences confirm that VR- and AI-based education not only improves technical skills but also fosters reflective practice and professional autonomy. The convergence of AI, VR, and experiential learning marks a significant step toward a more effective, human-centered, and innovation-driven model of healthcare education – one that bridges the gap between simulation and clinical competence.*

Keywords: artificial intelligence, virtual reality, simulation, physiotherapy, clinical skills, health sciences education

2. CORRELATION BETWEEN THE DEGREE OF INCISOR PROCLINATION AND THE OCCURRENCE OF GINGIVAL RECESSIONS IN ORTHODONTIC TREATMENTS

Authors: Associate Professor Sorana Maria BUCUR Ph.D. 1, University Teaching Assistant, Ph.D. Student Elettra SACCO 2, Associate Professor, Ph.D. Stefano MARTINA 3

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Abstract: *Background: Gingival recession occurs when the gum margin descends toward the tooth root, exposing the underlying surface. This affects dental appearance and may also lead to sensitivity and hygiene issues. The forward tipping of lower front teeth during orthodontic treatment has been considered a potential factor contributing to these recessions. This study aimed to explore whether changes in the inclination of mandibular incisors are associated with the development of labial gingival recessions. Materials and Methods: A prospective cohort study was conducted at the Clinic of Dimitrie Cantemir University between June 2022 and June 2024. 86 patients who met the inclusion criteria were evaluated over a one-year follow-up period. Clinical crown height and the presence of gingival recession were measured before treatment, and after one year. Recessions were recorded when the labial cemento-enamel junction (CEJ) was visible. Participants were classified into three inclination groups: less than 94°, between 94°–101°, and greater than 101°. Results: The mean participant age was 35.8 ± 8.7 years. Average increases in clinical crown height ranged from 0.62 to 0.81 mm in the non-proclined group and 0.74 to 1.04 mm in the proclined group. These differences were not statistically significant ($p > 0.05$). No meaningful association was found between the degree of incisor inclination and the development of new gingival recessions. Conclusion: Proclination of lower incisors after orthodontic treatment did not significantly increase the likelihood of gingival recession in one year. Maintaining proper oral hygiene and careful orthodontic planning remain key to preventing periodontal complications.*

Keywords: Gingival recession; Orthodontics; Mandibular incisors; Tooth inclination; Periodontal health.

3. ANALYSIS OF THE IMPACT OF CONVENTIONAL COMPLETE DENTURES ON THE QUALITY OF LIFE OF EDENTULOUS PATIENTS

Authors: Assist. Prof. Anamaria Teona TUDORICI Ph.D., Professor Univ. Dana Gabriela BUDALA Ph.D., Assoc. Prof. Dan BOSANCEANU Ph.D., Lecturer Cosmin BIDA Ph.D.; Daniela ARGATU; Vlad CONSTANTIN

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Abstract: *Despite a decreasing prevalence of edentulism, the proportion of edentulous patients will not decline due to the aging of societies. Edentulism is considered an impediment that affects both the patients' quality of life and their nutrition. Globally, substantial proportions of edentulous individuals, especially among the elderly, require rehabilitation. Most studies have found that mandibular implant-supported fixed prostheses are superior to complete dentures in terms of patient satisfaction and quality of life.*

Keywords: edentulism, rehabilitation, satisfaction

4. RELATIONSHIP BETWEEN PREMATURE LOSS OF PRIMARY TEETH AND THE INCIDENCE OF ERUPTION DISTURBANCES OF PERMANENT CANINES

Authors: Associate Prof. Sorana Maria BUCUR Ph.D. 1, University Assist.Prof. Alexandra Camelia POGĂCIAN-MAIER2, Ph.D. Student , Prof.univ. Alexandrina MUNTEAN Ph.D. 3

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Abstract: *Background: Premature loss of primary teeth is a frequent event in paediatric dentistry and is suspected to influence the normal eruption sequence of permanent successors. The permanent canines, due to their long and complex eruption path, are particularly susceptible to disturbances such as ectopic eruption or impaction. This study aimed to evaluate the relationship between premature loss of primary teeth and the incidence of eruption disturbances of permanent canines. Materials and Methods: A cross-sectional study was conducted on 103 children (aged 8–13 years) attending a university dental clinic. Clinical and panoramic radiographic examinations were performed to assess the eruption status of permanent canines. Data on premature primary tooth loss (defined as loss ≥ 12 months before the expected exfoliation time) were collected from dental records. Statistical analyses included chi-square tests and logistic regression to evaluate associations between premature tooth loss and canine eruption disturbances, controlling for age, sex, and arch length. Results: Premature loss of one or more primary teeth occurred in 29.4% of participants. Eruption disturbances of permanent canines were identified in 17.7% of the total sample, with a significantly higher prevalence (32.1%) among those with premature primary tooth loss compared to those with normal exfoliation (12.5%; $p < 0.001$). Logistic regression revealed that premature loss of primary canines or first molars increased the risk of canine eruption disturbance by 2.8 times (95% CI: 1.9–4.3). The maxillary arch showed a higher incidence of disturbances than the mandibular arch. Conclusion: The premature loss of primary teeth, particularly canines and first molars, is strongly associated with an increased risk of eruption disturbances of permanent canines. Early detection and timely space maintenance minimize such complications and reduce the need for complex orthodontic interventions.*

Keywords: premature tooth loss; primary teeth; eruption disturbance; permanent canines; ectopic eruption; space maintenance; paediatric dentistry

5. FULLY DIGITAL WORKFLOW FOR THE REHABILITATION OF THE COMPLETELY EDENTULOUS PATIENT: ENHANCING EFFICIENCY AND REDUCING PATIENT ANXIETY

Authors: Lecturer Cosmin BIDA Ph.D. , Simona BIDA, Dana Garbriela BUDILĂ

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Abstract: *The BARI 2.0 technique represents a fully digital, AI-assisted workflow for the complex rehabilitation of completely edentulous patients. Originating from the evolution of the classical BARI protocol, this approach digitally transfers the intermaxillary and occlusal relationships from removable CAD/CAM dentures to implant-supported hybrid prostheses fabricated through 3D printing. By integrating artificial intelligence in the diagnostic, design, and manufacturing phases, BARI 2.0 enhances clinical accuracy, reduces chairside time, and significantly diminishes patient anxiety throughout the treatment process. The workflow leverages intraoral scanning, guided surgery, and STL file superimposition – steps that can be algorithmically optimized through AI-driven prediction and error correction. Beyond its clinical implications, this method embodies a paradigm shift in dental education, where digital literacy and AI-based simulation tools reshape the learning curve for future practitioners. The presented case illustrates not only the functional and aesthetic predictability of the BARI 2.0 workflow but also its educational potential as a bridge between traditional prosthodontics and intelligent, data-driven dentistry.*

Keywords: Artificial Intelligence; Digital Dentistry; BARI 2.0; Implant-Supported Prosthesis; 3D Printing; Guided Surgery; Clinical Education; Patient-Centered Innovation

6. NEXT-GENERATION PROSTHODONTICS: DIGITAL TOOLS AND ARTIFICIAL INTELLIGENCE FOR PERSONALIZED REHABILITATION

Authors: Prof. univ. habil Magda - Ecaterina ANTOHE Ph.D., Assoc. Prof. Cristina Gena DASCALU Ph.D., Prof. univ Roxana Ionela VASLUIANU Ph.D.

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Abstract: *Digital technologies and artificial intelligence (AI) are reshaping prosthodontics, enhancing accuracy, efficiency, and individualization in oral rehabilitation. This approach outlines how AI-integrated workflows – ranging from intraoral scanning and CAD/CAM design to virtual simulations and 3D printing – support predictive treatment planning and improved prosthetic outcomes. Machine learning enables data-driven decisions, optimizing occlusal function and prosthesis longevity. Beyond clinical impact, AI also enriches prosthodontic education through adaptive, simulation-based learning. By merging digital innovation with human expertise, next-generation prosthodontics advances a truly personalized, patient-centred approach to rehabilitation.*

Keywords: Artificial intelligence; digital dentistry; prosthodontics; CAD/CAM; personalized rehabilitation; predictive modelling.

7. SMART ALGORITHMS, SMARTER MEDICINE: ARTIFICIAL INTELLIGENCE IN BIOSTATISTICAL RESEARCH

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Abstract: Artificial intelligence (AI) becomes nowadays more and more involved in the field of medical biostatistics, through its particular potential to augment the traditional analytical approaches, especially when dealing with large, heterogeneous, biomedical data. Our paper explores the most successful AI applications in biostatistical research, with implications in predictive modelling, pattern recognition, clinical trial analytics, and precision medicine. The most relevant AI approaches are highlighted - as decision trees, random forests, support vector machines, clustering algorithms, and deep learning architectures such as convolutional and recurrent neural networks. These analysis techniques have the capacity to sustain the medical research, being highly helpful in disease risk prediction, outcome stratification, early diagnosis, pharmacokinetic modelling, and individualized therapeutic recommendations. AI-based integration of multi-source datasets enables a holistic view of patient health, fostering precision and personalized medicine. While traditional biostatistics relies on hypothesis-driven methods and well-structured datasets, AI methods provide a more complex approach, able to reveal subtle associations in complex data sources such as electronic health records, genomics or imaging. Main challenges of AI using in biostatistics concern the data quality, fragmentation, generalizability, overfitting, lack of interpretability, and ethical aspects regarding privacy, transparency, and algorithmic bias. Emerging trends as generative or explainable AI are meant to provide practical solutions for privacy-preserving analytics and improved interpretability. Nevertheless, AI tools are not able yet to replace statisticians; there are useful techniques for data analysis, but it is mandatory to be run and interpreted by humans – otherwise serious mistakes can appear. AI-enhanced biostatistics has the potential to accelerate medical research by providing an appropriate framework outlined by methodological rigor, clinical relevance, and ethical safeguards. Within this framework, interdisciplinary collectives made from clinicians, data scientists, machine-learning experts, and statisticians can work and communicate effectively to achieve meaningful outcomes.

Keywords: Artificial Intelligence; biostatistics.

8. THE INTEGRATION OF MACHINE LEARNING AND FINITE ELEMENT ANALYSIS FOR THE OPTIMIZATION OF REMOVABLE PARTIAL DENTURE BIOMECHANICS

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Abstract: *Artificial intelligence (AI) becomes nowadays more and more involved in the field of medical biostatistics, through its particular potential to augment the traditional analytical approaches, especially when dealing with large, heterogeneous, biomedical data. Our paper explores the most successful AI applications in biostatistical research, with implications in predictive modelling, pattern recognition, clinical trial analytics, and precision medicine. The most relevant AI approaches are highlighted - as decision trees, random forests, support vector machines, clustering algorithms, and deep learning architectures such as convolutional and recurrent neural networks. These analysis techniques have the capacity to sustain the medical research, being highly helpful in disease risk prediction, outcome stratification, early diagnosis, pharmacokinetic modelling, and individualized therapeutic recommendations. AI-based integration of multi-source datasets enables a holistic view of patient health, fostering precision and personalized medicine. While traditional biostatistics relies on hypothesis-driven methods and well-structured datasets, AI methods provide a more complex approach, able to reveal subtle associations in complex data sources such as electronic health records, genomics or imaging. Main challenges of AI using in biostatistics concern the data quality, fragmentation, generalizability, overfitting, lack of interpretability, and ethical aspects regarding privacy, transparency, and algorithmic bias. Emerging trends as generative or explainable AI are meant to provide practical solutions for privacy-preserving analytics and improved interpretability. Nevertheless, AI tools are not able yet to replace statisticians; there are useful techniques for data analysis, but it is mandatory to be run and interpreted by humans – otherwise serious mistakes can appear. AI-enhanced biostatistics has the potential to accelerate medical research by providing an appropriate framework outlined by methodological rigor, clinical relevance, and ethical safeguards. Within this framework, interdisciplinary collectives made from clinicians, data scientists, machine-learning experts, and statisticians can work and communicate effectively to achieve meaningful outcomes.*

Keywords: Artificial Intelligence; biostatistics

9. EVALUATION OF TRAINING PROGRAMS AND COMPLIANCE WITH QUALITY STANDARDS IN DENTAL EDUCATION

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Abstract: *Our study evaluates the current quality and compliance of dental training programs with established educational standards and explores perspectives for future development. A structured questionnaire consisting of 12 items was administered to 232 students (Romanian and Italian) and 10 teaching staff members (4 senior and 6 junior lecturers) from Dimitrie Cantemir Dentistry Department. The survey assessed perceptions of curriculum relevance, teaching quality, institutional resources, and professional preparedness. Findings revealed a general positive perception of educational quality (overall mean = 8.1 +/- 0.6). Senior professors emphasized the need for modernization of clinical training. Students highlighted priorities such as increased research involvement (78%) and expanded international mobility opportunities.*

Keywords: Dental education, quality standards, training programs, teaching evaluation, academic development

10. THE ROLE OF METABOLIC DISORDERS IN THE ONSET AND PROGRESSION OF PERI-IMPLANT INFLAMMATION

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Abstract: *Metabolic disorders such as diabetes mellitus, obesity, and dyslipidemia have emerged as key systemic factors influencing peri-implant health. This review explores the mechanisms by which metabolic imbalance contributes to the onset and progression of peri-implant inflammation. Clinical and experimental studies reveal that hyperglycaemia, insulin resistance, and altered lipid metabolism disrupt host immune responses, enhance oxidative stress, and impair soft and hard tissue healing around dental implants. These systemic alterations lead to an increased production of pro-inflammatory cytokines, including TNF- α , IL-1 β , and IL-6, which promote peri-implant tissue breakdown and bone resorption. Diabetic and obese patients exhibit a higher prevalence and severity of peri-implant mucositis and peri-implantitis compared with systemically healthy individuals. Moreover, impaired microcirculation and collagen metabolism delay wound healing and compromise osseointegration. Effective management requires an interdisciplinary approach integrating metabolic control, personalized maintenance protocols, and regular monitoring of peri-implant parameters. Future research should focus on molecular pathways linking systemic inflammation and implant-related tissue destruction to develop targeted preventive and therapeutic strategies.*

Keywords: peri-implantitis, metabolic disorders, diabetes mellitus, obesity, inflammation, osseointegration

11. GERANIUM OIL AS A BIOACTIVE AGENT IN THE PREVENTION OF DENTURE STOMATITIS: EXPERIMENTAL EVALUATION, PSYCHOSOCIAL CORRELATES, AND THERAPEUTIC PERSPECTIVES

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Abstract: *Geranium essential oil (Pelargonium graveolens) has emerged as a bioactive natural compound with significant antimicrobial, anti-inflammatory, and anxiolytic properties, offering an integrative therapeutic potential in oral health management. This paper explores its dual relevance—both in preventing and managing denture stomatitis and in reducing psychological distress and anxiety associated with oral discomfort and prosthetic rehabilitation. Experimental evidence confirms the oil’s antifungal efficacy against Candida albicans, through disruption of fungal membranes and inhibition of biofilm formation on acrylic denture surfaces. Its anti-inflammatory effects, mediated by modulation of cytokine expression and oxidative stress reduction, facilitate mucosal healing and patient comfort. Moreover, the psychological dimension is emphasized: oral pain and aesthetic concerns frequently trigger anxiety, affecting adherence to treatment and overall well-being. The pleasant aroma and mild anxiolytic action of geranium oil may contribute to emotional relaxation during dental care, supporting an interdisciplinary dentist–psychologist approach in patient management. Future studies should address the integration of such natural agents into holistic therapeutic protocols, optimizing both somatic and psychosocial outcomes for patients with denture-related lesions.*

Keywords: geranium oil; denture stomatitis; Candida albicans; oral mucosa; anxiety; dentist–psychologist approach

12. EVALUATION OF CLINICAL AND RADIOLOGICAL CRITERIA IN ESTABLISHING INDICATIONS FOR THIRD MOLAR EXTRACTION

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Abstract: *The extraction of third molars remains one of the most common oral surgical procedures, yet its indication continues to be debated due to the variability of clinical presentations and radiological findings. This review evaluates the clinical and radiographic criteria used to establish clear and evidence-based indications for third molar extraction. Recent studies from 2000 to 2024 were analyzed, emphasizing diagnostic accuracy, risk-benefit balance, and long-term outcomes. Clinically, symptoms such as pericoronitis, pain, recurrent infection, and distal caries of adjacent molars are primary indicators for removal. Radiological assessment – particularly through panoramic radiography and cone-beam computed tomography (CBCT) – provides essential information regarding tooth angulation, root morphology, and proximity to the mandibular canal or maxillary sinus. The integration of radiographic risk assessment systems, such as Pell and Gregory or Winter classifications, improves surgical planning and reduces complications. However, asymptomatic third molars still pose a management dilemma, as studies reveal potential risks of cyst formation, periodontal defects, and late crowding. The review concludes that extraction decisions should result from a combined clinical–radiological evaluation, considering patient age, pathology risk, and anatomical relations. Advances in CBCT imaging and digital predictive models are expected to refine diagnostic precision and support individualized decision-making in third molar management.*

Keywords: third molar extraction, clinical criteria, radiographic assessment, CBCT, surgical indications, oral surgery

13. EVALUATION OF THE EFFECTIVENESS OF LAVENDER OIL IN CONTROLLING GINGIVAL INFLAMMATION AND ORAL INFECTIONS: EXPERIMENTAL DATA AND CLINICAL APPLICATIONS

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Abstract: *Lavender oil (Lavandula angustifolia) has attracted increasing interest in dentistry due to its antimicrobial, anti-inflammatory, and antioxidant properties. This review evaluates the experimental evidence and clinical data regarding the effectiveness of lavender oil in controlling gingival inflammation and oral infections. Studies published between 2000 and 2024 were analyzed, including in vitro, in vivo, and clinical trials assessing its biological activity against oral pathogens and its potential as an adjunctive therapy in periodontal and mucosal diseases. Experimental findings demonstrate that lavender oil exhibits inhibitory effects on Streptococcus mutans, Porphyromonas gingivalis, and Candida albicans, reducing biofilm formation and oxidative stress. Clinical applications, such as mouth rinses or gels containing lavender essential oil, have shown significant improvements in gingival index scores and reductions in bacterial load compared to placebo or chlorhexidine-based formulations. Its biocompatibility and mild sensory profile make it suitable for long-term use, with minimal adverse reactions. However, variability in oil composition, concentration, and formulation remains a limiting factor for standardization and reproducibility across studies. The evidence supports lavender oil as a promising complementary agent for managing gingival inflammation and mild oral infections, although further randomized controlled trials are required to establish optimal therapeutic concentrations and protocols for clinical use.*

Keywords: lavender essential oil, gingival inflammation, oral infections, antimicrobial activity, periodontal therapy, complementary dentistry

14. EFFECTIVENESS OF MINI-IMPLANTS AS AN ANCHORAGE SYSTEM IN THE TREATMENT OF ANGLE CLASS II MALOCCLUSION

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Abstract: *Objectives: To evaluate the effectiveness of mini-implant (MI) anchorage compared to conventional anchorage in the orthodontic treatment of skeletal Class II malocclusion. Materials and Methods:*

This prospective clinical study included 64 patients (aged 13–25 years) diagnosed with skeletal Class II malocclusion. Participants were equally divided into two groups: Group 1 (n = 32) treated using conventional anchorage methods (transpalatal arch and headgear) and Group 2 (n = 32) treated with MI anchorage placed in the posterior maxillary region. Pre-treatment and post-treatment cephalometric radiographs were analyzed for angular and linear measurements, including SNA, SNB, ANB, U1-SN, and molar displacement. Statistical analyses were performed using paired t-tests and ANOVA ($p < 0.05$). Results: Baseline demographic characteristics were comparable between groups. Both anchorage techniques resulted in significant decreases in SNA and SNB angles after treatment. However, the MI anchorage group exhibited significantly greater posterior movement and intrusion of maxillary incisors and molars ($p < 0.01$). The forward displacement of maxillary first molars was substantially reduced in the MI group compared with the conventional group, indicating superior anchorage control. Furthermore, the MI group demonstrated less molar extrusion and a favorable counterclockwise mandibular rotation, which contributed to improved facial aesthetics. According to the Peer Assessment Rating (PAR) index, 75% of the MI anchorage group showed outcomes classified as “greatly improved,” compared with 47% in the conventional group. Conclusions:

Mini-implant anchorage provides more efficient and stable anchorage control than conventional methods in the treatment of skeletal Class II malocclusion. It facilitates

effective retraction and intrusion of anterior teeth, minimizes molar movement, and improves vertical and sagittal skeletal relationships – yielding superior aesthetic and functional outcomes.

Keywords: mini-implant anchorage; skeletal Class II malocclusion; orthodontic treatment; cephalometric analysis; anchorage control; PAR index.

15. BEE AND NAJA SPECIES VENOMS - INNOVATIVE SOURCES FOR DEVELOPING TOPICAL PHARMACEUTICAL FORMS WITH ANTI-INFLAMMATORY AND ANTI-AGING ACTION

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Abstract: *The growing interest in natural products in modern therapy is attributed to their ability to provide therapeutic effects comparable to synthetic drugs while reducing the incidence of severe adverse reactions associated with conventional treatments. Animal venoms represent complex natural sources of peptides, enzymes, and proteins with high therapeutic potential. Among them, the venoms of Apis mellifera and species belonging to the genus Naja have demonstrated anti-inflammatory, analgesic, antioxidant, and anti-aging activities, supporting their use in the development of innovative topical pharmaceutical formulations. Their mechanisms of action involve the inhibition of pro-inflammatory pathways NF-κB and MAPK, the reduction of COX-2 and iNOS enzyme expression, the decrease of pro-inflammatory cytokines (TNF-α, IL-1β, IL-6), and the protection of the extracellular matrix through metalloproteinase inhibition and stimulation of collagen and elastin synthesis. Through these effects, bee and cobra venoms help maintain skin homeostasis and reduce the inflammatory and oxidative processes associated with skin aging. This paper synthesizes recent data from the literature and highlights the relevance of these biomolecules in modern pharmacodermatology..*

Keywords: Apis mellifera, Naja kaouthia, Naja atra, melittin, anti-inflammatory, anti-aging

16. COMPARATIVE STUDY ON THE BIOLOGICAL AND MICROBIOLOGICAL PROPERTIES OF THE SPECIES PAEONIA PEREGRINA AND PAEONIA TENUIFOLIA

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Abstract: The genus *Paeonia* includes several species with recognized pharmacological potential due to their high levels of polyphenols, flavonoids, and terpenoids. This review compares the biological and microbiological properties of *Paeonia peregrina* and *Paeonia tenuifolia*, two species native to Eastern Europe with similar phytochemical profiles but distinct therapeutic potentials. Both species exhibit strong antioxidant activity attributed to high levels of paeoniflorin, gallic acid, and quercetin derivatives. Extracts of *P. peregrina* demonstrate pronounced antibacterial activity against *Staphylococcus aureus*, *Escherichia coli*, and *Candida albicans*, while *P. Tenuifolia* shows a higher concentration of total phenolics and enhanced scavenging activity on reactive oxygen species. Several *in vitro* and *in vivo* studies suggest potential anti-inflammatory and hepatoprotective effects, supporting traditional medicinal uses. Ecological factors and extraction methods likely influence differences in metabolite composition. The comparative evidence indicates that both species represent valuable sources of bioactive compounds suitable for pharmaceutical and cosmetic applications. Future research should focus on standardized extraction protocols and in-depth toxicological assessments to support clinical translation.

Keywords: *Paeonia peregrina*, *Paeonia tenuifolia*, antioxidant activity, antimicrobial properties, bioactive compounds, phytotherapy

17. IMPACT OF ORTHODONTIC TREATMENT ON ADOLESCENTS' SELF-ESTEEM

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Abstract: *Objective: This cross-sectional comparative study aimed to evaluate whether undergoing orthodontic treatment influences changes in self-esteem among adolescents treated at the Dimitrie Cantemir University Dental Clinic. Materials and Methods: A total of 158 adolescents aged 12 to 17 years who attended the clinic for routine dental check-ups or orthodontic treatment were included. Participants were divided into two groups: those who had received orthodontic treatment within the last two years (n = 64) and those who had never received such treatment (n = 94). Self-esteem levels were assessed using a brief validated version of the Lawrence Self-Esteem Questionnaire (LAWSEQ). Demographic data and parental education levels were also recorded. Group differences were analyzed using t-tests and linear regression, adjusting for age, sex, and socioeconomic background. Results: Adolescents with orthodontic treatment reported slightly higher mean self-esteem scores (14.8 ± 3.2) compared with untreated peers (14.1 ± 3.5), though the difference was not statistically significant ($p = 0.21$). Higher maternal education and female gender were both modestly associated with higher self-esteem. No significant relationship was found between the duration of orthodontic treatment and self-esteem levels. Conclusion: Within the limits of this study, orthodontic treatment was not significantly associated with higher self-esteem among adolescents. Psychological well-being in this age group appears to depend more on family and social factors than on dental appearance alone.*

Keywords: self-esteem; orthodontic treatment; adolescents; dental aesthetics; quality of life.

18. GRAPE POMACE VALORIZATION: UNLOCKING ITS POTENTIAL FOR SUSTAINABLE AND INNOVATIVE PHARMACEUTICAL DOSAGE FORMS

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Abstract: *Grape pomace, the main by-product of winemaking, represents a rich source of bioactive compounds with significant potential for pharmaceutical applications. This review highlights the strategies for valorising grape pomace as a sustainable ingredient in developing innovative pharmaceutical dosage forms. Its composition – dominated by polyphenols, flavonoids, anthocyanins, and dietary fibers – confers antioxidant, anti-inflammatory, antimicrobial, and wound-healing properties. Experimental research demonstrates that grape pomace extracts can modulate oxidative stress, inhibit bacterial growth, and promote tissue regeneration, supporting their inclusion in topical, oral, and transdermal formulations. Encapsulation techniques using liposomes, hydrogels, and polymeric nanoparticles have improved compound stability and bioavailability, enabled controlled release and enhanced therapeutic efficacy. The integration of grape pomace into pharmaceutical systems aligns with the principles of circular bioeconomy, transforming agro-industrial waste into high-value therapeutic resources. Despite promising data, challenges remain in standardizing extraction methods, ensuring reproducible phytochemical profiles, and evaluating long-term safety. The sustainable use of grape pomace offers an innovative approach to developing eco-friendly pharmaceutical products that combine efficacy, biocompatibility, and environmental responsibility.*

Keywords: grape pomace, valorization, polyphenols, pharmaceutical formulations, sustainability, circular bioeconomy

19. MODERN APPROACHES TO THE EXPLOITATION OF ANIMAL VENOMS AS SOURCES OF BIOACTIVE INGREDIENTS WITH THERAPEUTIC AND COSMETIC POTENTIAL

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Abstract: *Animal venoms represent a complex mixture of bioactive peptides, enzymes, and low-molecular-weight compounds with remarkable pharmacological potential. This review summarizes modern approaches to the extraction, characterization, and application of animal venoms as innovative sources of therapeutic and cosmetic agents. Advances in proteomics, genomics, and molecular modeling have enabled the identification of numerous venom-derived peptides with analgesic, anti-inflammatory, antimicrobial, and anti-aging properties. Bee, snake, scorpion, and cone snail venoms are among the most studied, offering compounds capable of modulating ion channels, inhibiting inflammatory mediators, and promoting cellular regeneration. In cosmetics, low-dose formulations of these bioactive molecules have shown efficacy in reducing wrinkles, improving skin elasticity, and stimulating collagen synthesis. Nanotechnology and peptide engineering have further optimized delivery systems, enhancing stability and minimizing toxicity. Despite their potential, challenges persist in ensuring safety, standardization, and ethical sourcing. Ongoing research focuses on the biotechnological production of venom peptides through recombinant systems to reduce ecological impact and ensure reproducibility. Overall, animal venoms provide a unique and underexploited resource for developing next-generation pharmaceuticals and cosmeceuticals with targeted and sustainable bioactivity.* **Keywords:** animal venoms, bioactive peptides, therapeutic potential, cosmetic applications, peptide engineering, nanotechnology

20. USE OF TOPICAL ANTIMICROBIAL AGENTS IN PREVENTING POSTOPERATIVE INFECTIONS IN ORAL SURGERY: EFFICACY, SAFETY, AND MICROBIAL RESISTANCE

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Abstract: *Postoperative infections remain a significant concern in oral surgery, where the oral cavity's microbial load and tissue manipulation increase the risk of contamination. This review examines the efficacy, safety, and resistance patterns associated with topical antimicrobial agents used to prevent postoperative infections. Commonly applied agents include chlorhexidine, povidone-iodine, hydrogen peroxide, and newer formulations containing silver nanoparticles or essential oils. Evidence from clinical and experimental studies demonstrates that chlorhexidine remains the gold standard due to its broad-spectrum efficacy and substantivity, although its long-term use can cause mucosal irritation and microbial resistance. Povidone-iodine and silver-based preparations offer comparable antimicrobial activity with fewer resistance concerns but may be less tolerated in certain patients. Innovative biomaterials and slow-release delivery systems have improved the local availability of antimicrobials at surgical sites, reducing systemic exposure and promoting healing. However, the emergence of resistant oral strains, particularly after prolonged antiseptic exposure, emphasizes the need for rational use and periodic microbiological monitoring. The review highlights that effective infection prevention requires a balanced approach combining evidence-based antiseptic selection, adherence to aseptic techniques, and patient-specific risk assessment.*

Keywords: oral surgery, topical antimicrobials, postoperative infection, chlorhexidine, microbial resistance, antiseptic efficacy

21. VALORIZATION OF GRAPE BY-PRODUCTS FOR ORAL HEALTH: SUSTAINABLE DOSAGE FORMS FOR DENTAL THERAPY

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Abstract: *Grape by-products, including seeds, skins, and stems, are rich in polyphenols, flavonoids, and tannins with well-documented antioxidant, anti-inflammatory, and antimicrobial effects. This review explores their valorization as sustainable bioactive sources for developing dosage forms aimed at improving oral health and supporting dental therapy. Experimental studies demonstrate that grape seed and skin extracts inhibit the growth of Streptococcus mutans, Porphyromonas gingivalis, and Candida albicans, suggesting their potential role in preventing caries, periodontal disease, and oral candidiasis. Their strong antioxidant capacity contributes to protecting gingival tissues from oxidative damage, while anti-inflammatory mechanisms aid in reducing gingival bleeding and inflammation. Recent formulations, such as polyphenol-enriched gels, mouth rinses, and mucoadhesive films, show encouraging results in maintaining oral microbial balance and promoting mucosal healing. In addition, the use of grape by-products aligns with circular bioeconomy principles by transforming agricultural residues into valuable therapeutic ingredients. The integration of these natural compounds into dental formulations represents a sustainable and innovative approach to oral care, combining efficacy, safety, and environmental responsibility.*

Keywords: grape by-products, oral health, polyphenols, antimicrobial activity, dental therapy, sustainability

22. THE USE OF MEDICINAL PLANTS FROM THE TRANSYLVANIAN PLAIN IN MODERN DENTAL TREATMENTS

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Abstract: *Objective of the study: Our work aims to analyze medicinal plants from the Transylvanian Plain and their applications in dentistry in order to obtain modern pharmaceutical forms such as sawtooth microneedles, liposomal creams, mucoadhesive patches and copolymer membranes. Material and method: the identification of species with a wide distribution was carried out both on the basis of specialized studies and by mapping. Results: Following the studies, we highlighted 10 species of medicinal plants more commonly distributed in the Transylvanian Plain: thyme – Thymus vulgaris (family Lamiaceae), valerian – Valeriana officinalis (family Valerianaceae), yarrow – Achillea millefolium (family Asteraceae), St. John's wort – Hypericum perforatum (family Hyperaceae), white mallow – Althea officinalis (family Malvaceae), mistletoe – Viscum album (family Santalaceae), three-spotted violet – Viola tricolor (family Violaceae), dandelion – Taraxacum officinale (family Asteraceae), hawthorn – Crategus monogyna (family Rosaceae), elder – Sambucus nigra (family Adoxaceae). Among the listed species, valerian (Valeriana officinalis), yarrow (Achillea millefolium) and thyme (Thymus vulgaris) find applications in dentistry. Within the project, we proposed modern pharmaceutical forms with applicability in oral cavity diseases such as: oral cancers, osteoarthritis of the temporomandibular joint, pericoronitis and for maintaining oral health. Conclusions: The Transylvanian Plain is an excellent source for enriching the therapeutic arsenal with state-of-the-art medicinal products whose adverse effects are minimal.*

Keywords: medicinal plants, Transylvanian Plain, innovative medicinal forms, oral pathology.

23. INNOVATIVE CLINICAL COMMUNICATION AND COUNSELING TECHNIQUES FOR EDENTULOUS PSYCHIATRIC PATIENTS

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Abstract: *Managing edentulous psychiatric patients presents unique clinical and interpersonal challenges that require adapted communication and counseling strategies. This review discusses innovative approaches designed to improve cooperation, treatment adherence, and overall prosthetic outcomes in this vulnerable patient group. Psychiatric conditions such as depression, schizophrenia, anxiety disorders, and dementia often impair motivation, perception, and self-care, leading to difficulties in diagnosis, treatment acceptance, and maintenance of oral prostheses. Effective clinician–patient communication must combine empathy, patience, and structured information delivery, using simple language and visual aids adapted to the patient’s cognitive level. Recent studies emphasize the importance of motivational interviewing, cognitive-behavioral support, and desensitization sessions to reduce treatment-related anxiety and increase compliance. Interdisciplinary collaboration between dental professionals, psychiatrists, and psychologists enhances treatment planning and ensures continuity of care. Digital technologies such as virtual simulations and telecounseling can further facilitate understanding and emotional adaptation before prosthetic rehabilitation. By integrating psychological insight with clinical expertise, practitioners can achieve more predictable functional and psychosocial outcomes in the prosthetic management of psychiatric patients.*

Keywords: edentulous patients, psychiatric disorders, clinical communication, counseling, prosthetic rehabilitation, patient compliance

24. HOST-CANDIDA INTERACTIONS IN ORAL CANDIDIASIS: FROM EPITHELIAL RESPONSE TO IMMUNE EVASION

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Abstract: *Oral candidiasis represents one of the most common opportunistic infections of the oral cavity, resulting from an imbalance between Candida species and the host's immune defenses. This review examines the dynamic interactions between Candida albicans and the oral mucosa, highlighting epithelial responses, immune mechanisms, and fungal strategies of immune evasion. Candida exhibits remarkable adaptability, shifting from a commensal to a pathogenic state under favorable conditions such as immunosuppression, xerostomia, or prosthetic use. The epithelial barrier acts as the first line of defense, producing antimicrobial peptides, cytokines, and chemokines that recruit neutrophils and macrophages. In turn, Candida employs virulence factors including adhesins, hydrolases, and biofilm formation to adhere, invade, and resist host clearance. Recent studies show that C. albicans can manipulate host signaling pathways, modulate cytokine release, and evade recognition by masking β -glucans on its cell wall. The balance between epithelial tolerance and immune activation determines infection outcome, ranging from localized erythematous lesions to chronic hyperplastic forms. Understanding these host-pathogen interactions is essential for developing targeted antifungal therapies and immunomodulatory interventions that restore oral homeostasis.*

Keywords: oral candidiasis, Candida albicans, epithelial response, immune evasion, virulence factors, host-pathogen interaction

25. MODERN STRATEGIES IN DENTAL PREVENTION FOR HIGH-RISK PATIENTS: FROM BEHAVIORAL RISK ASSESSMENT TO PERSONALIZED INTERVENTIONS

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Abstract: *Preventive dentistry has evolved toward personalized, risk-based approaches that integrate behavioral, biological, and technological factors. This review presents modern strategies for dental prevention in high-risk patients, emphasizing individualized assessment and targeted intervention. High-risk groups—such as those with poor oral hygiene, systemic diseases, psychiatric conditions, or genetic susceptibility—require customized preventive protocols. Behavioral risk assessment tools, including digital questionnaires and motivational profiling, enable clinicians to identify modifiable factors influencing oral health outcomes. Contemporary prevention programs combine fluoride therapy, antimicrobial agents, salivary diagnostics, and dietary counseling with behavioral support techniques such as motivational interviewing and telemonitoring. Artificial intelligence and digital health platforms facilitate early detection of caries and periodontal risk patterns, supporting data-driven preventive care. Personalized prevention shifts the focus from episodic intervention to continuous management of oral health determinants. The integration of patient education, technology-assisted monitoring, and interprofessional collaboration improves compliance and long-term effectiveness. These advances mark a transition toward predictive and preventive dentistry, aligning clinical practice with precision health principles.*

Keywords: dental prevention, high-risk patients, behavioral assessment, personalized interventions, digital health, precision dentistry

26. RELATIONSHIP BETWEEN DENTAL ANXIETY AND CHILD COOPERATION DURING DENTAL TREATMENTS – OBSERVATIONAL CLINICAL STUDY

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Abstract: *Background and Objectives:* Dental anxiety can significantly influence children's behaviour and cooperation during treatment, affecting oral health outcomes. The relationship between common oral habits and dental anxiety or behavioural responses in children remains unclear. This study aimed to examine associations between oral habits and dental anxiety and behaviour, using validated psychological instruments, and to identify predictors of these outcomes. *Materials and Methods:* A cross-sectional study was conducted on 162 children aged 4–10 years at the Dimitrie Cantemir University Dental Clinic. Dental anxiety was assessed using the Modified Dental Anxiety Scale (MDAS), and cooperative behaviour was evaluated using the Behaviour Assessment System for Children (BASC) subscales for adaptability and social skills. Information on oral habits (bruxism, thumb sucking, nail biting), parental education, previous dental treatment experiences, and type of current procedure was collected. Statistical analyses included Spearman correlation, chi-square tests, and multiple linear regression ($\alpha = 0.05$). *Results:* The mean MDAS score was 12.8 ± 4.3 , indicating mild to moderate anxiety levels. BASC subscale scores for cooperation averaged 45.6 ± 8.2 , reflecting generally adequate behaviour. Dental anxiety was inversely correlated with cooperative behaviour ($r = -0.54$; $p < 0.001$). Multiple regression identified previous painful dental experiences, prior cooperation at earlier visits, and invasiveness of current treatment as significant predictors of both anxiety and behaviour ($p < 0.05$). No significant associations were observed between oral habits and either anxiety or cooperation. *Conclusions:* In this clinical population, oral habits were not associated with dental anxiety or cooperative behaviour. Previous experiences and the treatment procedures influence children's anxiety. These findings highlight the importance of considering behavioural history and procedural factors when planning paediatric dental care.

Keywords: dental anxiety; child behaviour; MDAS; BASC; oral habits; bruxism; thumb sucking; paediatric dentistry.

27. BIOCERAMICS IN ENDODONTIC PRACTICE

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Abstract: *Bioceramics have become essential materials in modern endodontic practice due to their superior physicochemical and biological properties. Initially developed for orthopedic applications, these materials have been adapted for endodontic use in procedures such as root repair, apical sealing, and perforation management. Their biocompatibility, dimensional stability, and ability to induce mineralized tissue formation make them ideal for promoting periapical healing and long-term tooth preservation. Recent advancements have focused on optimizing composition and handling characteristics, improving setting times, and enhancing antibacterial effects without compromising biocompatibility. Calcium silicate-based cements, including mineral trioxide aggregate (MTA) and newer derivatives such as Biodentine and EndoSequence BC Sealer, have demonstrated high sealing ability and favorable biological responses. Despite their advantages, bioceramics also present limitations, including challenging retreatment, cost, and sensitivity to moisture conditions during setting. Comparative studies have emphasized their superiority over traditional materials like zinc oxide eugenol or resin-based sealers, particularly in terms of tissue regeneration and reduced inflammatory response. Current research continues to explore nanoparticle incorporation, injectable formulations, and the development of bioactive hybrids with enhanced clinical versatility. This review aims to synthesize recent findings on the composition, mechanisms of action, and clinical outcomes of bioceramic materials in endodontics, highlighting their transformative role in regenerative endodontic therapy and future directions in biomaterial innovation.*

Keywords: bioceramics, endodontics, calcium silicate, MTA, Biodentine

28. PRINCIPLES OF MINIMALLY INVASIVE INTERVENTION IN ENDODONTIC

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Abstract: *Background Minimally invasive endodontics (MIE) represents a paradigm shift in root canal therapy, emphasizing the preservation of tooth structure while maintaining effective disinfection and obturation. The approach is based on the understanding that the long-term prognosis of endodontically treated teeth depends not only on the removal of infection but also on the conservation of dentin integrity and biomechanical strength. Advances in imaging, magnification, and instrument design have allowed clinicians to access and treat the canal system with greater precision and minimal tissue removal. Techniques such as conservative access cavity preparation, guided endodontics, and the use of flexible nickel-titanium instruments contribute to maintaining pericervical dentin and reducing fracture risk. Furthermore, enhanced irrigation and activation systems, combined with bioceramic sealers, ensure efficient debridement and sealing within conservative canal shapes. Despite clear advantages, challenges remain, including limited visibility, the risk of missed canals, and the need for specialized equipment and operator skill. Ongoing research focuses on optimizing instrument design, digital workflow integration, and the balance between minimal intervention and biological efficacy. This review discusses the core principles, technologies, and clinical strategies that define minimally invasive endodontics, analyzing its role in improving treatment outcomes and supporting the longevity of natural dentition.*

Keywords: minimally invasive endodontics, dentin preservation, guided endodontics, conservative access, root canal therapy.

29. EFFECTIVENESS OF MINIMALLY INVASIVE TREATMENT TECHNIQUES FOR DENTAL CARIES IN CHILDREN - COMPARATIVE CLINICAL STUDY BETWEEN THE HALL TECHNIQUE AND CONVENTIONAL TREATMENTS

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Abstract: *Background: In Romania, most pediatric oral health services are delivered through primary dental care settings, yet limited evidence exists regarding the comparative success of restorative interventions for carious primary molars. Aim: To evaluate the clinical performance of two restorative approaches for managing carious primary molars in children attending primary care dental clinics. Methods: A controlled experimental study was conducted on 38 children aged 5–8 years. Each participant received treatment for one carious primary molar using either a plastic restorative material (PRM) or a preformed stainless-steel crown applied with the Hall Technique (HT). Clinical and radiographic assessments were performed after a mean follow-up period of 24 months (range: 20–31 months). Restorations were categorized as successful or failures. Data were analyzed using Chi-square tests. Results: Thirty-five children (92%) completed follow-up. Failure rates were significantly higher in the PRM group (29%) than in the HT group (9%) ($p < 0.05$). Deep lesions with marginal ridge breakdown showed a markedly greater proportion of major failures (31%) compared with shallow lesions without breakdown (2%) ($p < 0.001$). Among deep lesions, HT restorations demonstrated superior longevity relative to PRM. Conclusions: The Hall Technique yielded significantly higher success and lower failure rates than conventional PRM restorations, particularly in managing deep carious lesions.*

Keywords: Hall Technique; Primary molars; Dental caries;
Restorative outcomes; Primary care dentistry.

30. ASSOCIATION BETWEEN EATING HABITS AND THE PREVALENCE OF DENTAL EROSIONS IN CHILDREN AGED 6 TO 12 YEARS – CROSS-SECTIONAL CLINICAL STUDY

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Abstract: *Background: Dental erosion is a growing concern in pediatric oral health, with dietary habits—particularly the frequent consumption of acidic beverages—identified as a major etiological factor. This study aimed to evaluate the relationship between eating patterns and the prevalence of dental erosion among schoolchildren aged 6 to 12 years. Methods: A cross-sectional clinical investigation was carried out among 36 children (18 boys and 18 girls) attending two primary schools in Brașov, Romania. The presence and severity of erosive tooth wear were assessed using the Basic Erosive Wear Examination (BEWE) index. Parents completed a structured questionnaire regarding their child's dietary practices, frequency of acidic food and drink intake, and oral hygiene behaviors. Associations between variables were examined using Chi-square and logistic regression analyses. Results: Dental erosion was detected in 20 children (56%). Those consuming carbonated or fruit-based drinks more than twice weekly exhibited a significantly higher prevalence of erosive lesions (χ^2 [1, N = 36] = 5.84, P = 0.016). Regular milk intake was associated with a lower likelihood of erosion (OR = 0.41, 95% CI = 0.19–0.89). No significant associations were observed between erosion and toothbrushing frequency, BMI, or snack consumption (P > 0.05). Conclusion: More than half of the examined children exhibited signs of dental erosion, with frequent intake of acidic beverages as a key risk factor. Encouraging balanced dietary habits and milk consumption reduces dental erosion in school-aged children.*

Keywords: dental erosion, eating habits, children, cross-sectional study, dietary behavior, oral health

31. DRUG GROUPS INVOLVED IN PAIN CONTROL

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Abstract *Study objectives: Establishing the drug groups used in pain management taking into account the type of pain, intensity and mechanism of action specific to each category.; Materials and methods: The specialized literature was taken into account by accessing the platforms: Scopus, PubMed and Google Scholar and we included only articles published after 2010. Complete reviews, therapeutic guidelines and randomized clinical trials were selected. Results and discussions: In order to alleviate pain, there should be an approach that combines various drug groups that work synergistically using the lowest possible drug doses so as to minimize side effects. In this context, it is very important to evaluate the pain intensity in order to choose the most appropriate treatment for pain management. The most important drug groups in pain control are opioids, NSAID -nonsteroidal anti-inflammatory drugs, anticonvulsants, antidepressants and even neuroleptics. Conclusions: Future directions in pain management refer to targeted administration, using controlled release systems so that pain control is as good as possible and the doses used and possible side effects are as low as possible. However, by administering individualized treatments, pain relief can be achieved and in this way the patient's quality of life will be improved.*

Keywords: pain control, types of pain, nonopioid analgesics, opioid analgesics, anti-inflammatories

32. CLINICAL CONSIDERATIONS REGARDING TOOTH EXTRACTION IN PATIENTS WITH ASSOCIATED SYSTEMIC CONDITIONS

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Abstract: *The medical profile of patients who require tooth extractions has shifted toward a more complex and unpredictable pattern. Many individuals arrive with chronic systemic conditions diagnosed at increasingly younger ages. Cardiovascular disease, metabolic disorders, respiratory pathology, immunosuppression, and therapies with significant pharmacological interactions are now common findings during routine preoperative assessments. These elements shape the biological response to treatment, influence healing capacity, and can amplify the risk of perioperative complications. For the dentoalveolar surgeon, understanding this broader context is no longer optional. Careful evaluation of the general status helps identify patients who need adapted surgical planning, modified anesthetic approaches, or additional monitoring. Interpreting current medications, recent laboratory data, and disease stability becomes part of the standard workflow. Many clinical decisions depend on these details, including the timing of the intervention, the need to adjust anticoagulant therapy, the choice of analgesics, or the decision to perform the procedure in a hospital setting rather than in an outpatient clinic. Collaboration with the attending physician strengthens patient safety. Clear communication regarding specific risks, recommended adjustments, and postoperative expectations reduces uncertainty and limits avoidable incidents. When both specialists work from the same clinical information, the surgical act becomes more predictable and the recovery process more stable. As the patient population continues to change, the relevance of systemic-pathology knowledge in dentoalveolar surgery will increase further. The ability to integrate dental treatment with the patient's overall medical condition represents a key component of contemporary practice and contributes directly to improved outcomes and reduced complications. patient safety through effective collaboration with the attending physician.*

Keywords: dental extraction, comorbidities, associated general pathology

GEOGRAPHY SECTION

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Co-Chairs:

Assoc. Prof. Ph.D. Maria OROIAN;

Assoc. Prof. Ph.D. Valbona DURI

1. THE QUALITY OF WATER RESOURCES IN RURAL AREAS AND THE IMPACT ON THE HEALTH OF THE POPULATION IN THE CENTER REGION

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Abstract: *Water quality is a crucial determinant of public health, particularly in rural areas where natural resources and anthropogenic factors coexist in a delicate balance. This study analyzes the quality of water resources in the Center Region of Romania, highlighting the correlations between physical, chemical, and biological indicators and their impact on the health status of the population. The research is based on data collected from local monitoring systems, complemented by field observations and secondary sources from regional public health authorities. Results indicate that nitrate contamination, improper waste management, and limited access to modern water treatment systems remain the main risk factors affecting drinking water safety. The paper emphasizes the need for integrated policies that combine environmental protection, sustainable water management, and community education to improve both environmental and public health outcomes.*

Keywords: water quality; rural environment; public health; sustainable development; Romania; pollution indicators; groundwater; environmental management

2. STUDY METHODS OF RURAL SETTLEMENTS AND INNOVATIVE APPLICATIONS IN GEOGRAPHY DIDACTICS TO ADAPT TO CONTINUOUS CHANGES IN THE ARTIFICIAL INTELLIGENCE ERA

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Abstract: *This paper explores innovative approaches to studying rural settlements by integrating AI-based tools such as spatial data analysis, remote sensing, and digital mapping, while emphasizing their didactic value in higher education. The paper highlights how the use of intelligent technologies enhances analytical precision, fosters interdisciplinary thinking, and develops students' capacity for critical and spatial reasoning. Furthermore, it proposes a didactic framework for adapting traditional methods – such as field observation and statistical analysis – to hybrid and digital learning environments. The integration of AI into geography didactics not only enriches the learning experience but also prepares future geographers to address the challenges of socio-spatial change in a dynamic global context.*

Keywords: rural settlements; artificial intelligence; innovative didactics; geography education; digital mapping; interdisciplinary learning; spatial analysis

3. THE CULTURAL HERITAGE IN THE MALLAKASTRA DISTRICT

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Abstract: *The cultural heritage in the Mallakastra District is quite rich in monuments and cultural heritage centers. Since it is a territory continuously inhabited from the Bronze Age to the present day, it offers a variety of historical evidence from different periods.*

In most cases, according to researchers and archaeologists, from a chronological point of view, the archaeological objects found testify to the presence of settlements in the prehistoric period in the villages of Kute, Mollaj, and Aranitas. The cultural heritage of the Mallakastra district represents a rich combination of historical, archaeological and spiritual values, which testifies to the continuity of life and identity of this community over the centuries. Mallakastra, located in an area of strategic importance between the Vjosa and Myzeqe valleys, has been a center of early urban developments, with traces dating back to the Illyrian period to the present day.

Archaeological monuments such as the ancient city of Byllisa, castles, medieval churches and popular cult objects constitute evidence of a multiple material heritage. Likewise, oral traditions, folk costumes, Malakastria music and dance and the hospitality of the inhabitants preserve and transmit a special spiritual heritage, which reinforces the local cultural identity. This paper aims to highlight the values of the cultural heritage in Mallakastër, the challenges of its preservation and promotion, as well as the opportunities for the development of cultural tourism as a means for the social and economic revitalization of the area.

Keywords: Tradite ,risi,kulture, turizwm

4. REGENERATIVE TOURISM AND LOCAL IDENTITY IN TRANSYLVANIAN COMMUNITIES: FROM CONSERVATION TO CO-CREATION

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Abstract: *This study will explore how regenerative tourism can serve as a catalyst for cultural and ecological renewal within Transylvanian rural communities. Building on theories of regeneration, co-creation, and local identity, the research will propose an integrative framework that connects place-based heritage with participatory models of sustainable development. Using a multi-sited and participatory methodology, the project will employ ethnographic observation, walking interviews, and participatory photovoice across several Transylvanian villages situated along the Via Transylvania trail. The fieldwork will investigate how communities reinterpret traditions through collaborative practices and how these interactions foster resilience and circular local economies. It is expected that the findings will highlight the transition from preservationist to regenerative mindsets, emphasizing co-creation as both a method and an outcome of tourism development. By articulating a Central–Eastern European perspective on regenerative tourism, the study aims to contribute conceptually and methodologically to current debates on sustainability transitions and education for regenerative development.*

Keywords: regenerative tourism, local identity, co-creation, cultural sustainability, Transylvania, participatory research, circular economy

5. FROM MICRO-REGIONAL TO CASE STUDY: DEMOGRAPHIC DYNAMICS AND REVITALIZATION THROUGH RURAL TOURISM IN THE HÂRTIBACIU PLATEAU

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Abstract *This article examines the complex relationship between depopulation and rural tourism, analysing how tourism can function as a driver for socio-economic and demographic revitalization in the Hârtibaciu Plateau. The region, located in south-central Transylvania, is defined by a unique symbiosis of natural and multicultural anthropogenic heritage, but faces a dual challenge: (1) significant demographic decline, marked by an aging population and depopulation, and (2) a slow post-communist economic restructuring that accentuates its isolation. To demonstrate this potential concretely, the paper uses a mixed-methods approach, combining statistical analysis with a qualitative case study of the Șeica Mare commune. This municipality was chosen for its historical relevance and because it faithfully reflects the entire region's challenges, including a significant population decline and an aging demographic structure.*

A SWOT analysis highlights the region's strengths (authenticity, Saxon heritage, local products), weaknesses (deficient transport infrastructure, inefficient promotion, depopulation), opportunities (growing demand for rural/eco-tourism, European funds), and threats (workforce migration, heritage degradation). The article concludes that rural tourism, though incipient, already has a real positive impact. It is a viable solution for socio-economic revitalization, acting as a factor for stabilizing the workforce, conserving cultural heritage, and adding value to local agriculture. The study provides strategic recommendations for integrated infrastructure development, human resource training, and sustainable community-based conservation to ensure the long-term revitalization of the region.

Keywords: Hârtibaciu Plateau, rural tourism, depopulation, demographic dynamics, sustainable development, revitalization, cultural heritage, SWOT analysis

6. HAIL SUPPRESSION STRATEGIES IN THE MIDDLE MUREȘ WATERSHED

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Abstract *The activities of hail suppression localized or large-scale precipitation enhancement, and fog dissipation are complex, combining research functions with operational protection against disasters caused by dangerous or harmful meteorological phenomena in the context of global climate change.*

UCCG Mureș aims to protect a total area of 330,000 hectares, largely consisting of orchards and vineyards. Operations began in spring 2022 and run from April 15 to October 15. Hail-control actions started in late April, when – for the first time since the system was implemented in Romania – interventions were carried out to counteract the hydrometeor across several control units, including Mureș.

The case study presented demonstrates the effectiveness of this system, with no destructive effects reported in the agricultural areas within the protection zone. Its effectiveness is supported by the performance of the embedded systems: reliable information from the national meteorological radar network, forecast bulletins provided by ANM (the National Meteorological Administration) and internal sources (the integrated center in Iași), the absence of air-traffic restrictions, and, not least, the contribution of human resources, both at the command center and at the launch sites.

Keywords: hail suppression, meteorological radar, forecast, command center, launch sites, protection zone

7. STEPS TOWARDS SCARPS GEOCONSERVATION - CASE STUDY IN ROMANIA

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Abstract *The paper explores scarps geoconservation strategies in Romania. Geoconservation refers to the measures and policies aimed at safeguarding geological and geomorphological features from damage or degradation. Glămeia Scarp, a not protected area from Romania, was assessed in order to be proposed for protection. Declaring a protected area in Romania involves several steps, guided by the national legislation (Emergency Ordinance 57/2007): assessment of the site, community and stakeholder engagement, legislation review, proposal development and submission, evaluation, approval and declaration, management and monitoring. By following these steps, a Local Council from Romania can effectively create a protected area of local interest, ensuring the protection and sustainable management of the geological and geomorphological features. If the decision makers (Boșorod Council) and local community will understand the importance of Glămeia Scarp, the protection could be obtained by declaring Glameia Scarp as a natural protected area of local interest.*

Keywords: geoconservation, scarps, Glămeia Scarp, legislation

ECONOMIC SCIENCES SECTION

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ARTIFICIAL INTELLIGENCE - INNOVATION IN EDUCATION
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Assoc. Prof. Ph.D Eleonora Laura AVRAM

Assoc. Prof. Ph.D Drita LUZO

1. EDUCATING THE INTELLIGENT ECONOMY: INNOVATION THROUGH ARTIFICIAL INTELLIGENCE AND SUSTAINABILITY IN BUSINESS LEARNING

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Abstract: *This study examines how the outcomes of the initiative “Promoting Sustainable Resource Management Practices in the Hospitality Sector in Gjirokastër” can inform innovative approaches to business and economics education. It explores how Artificial Intelligence (AI) can foster sustainability-oriented learning and reinforce collaboration between universities, students, and local enterprises – key drivers in building an intelligent, future-ready economy. The research aims to (1) evaluate the feasibility of integrating AI-based sustainability concepts across business curricula, and (2) analyze perceptions of their relevance, effectiveness, and potential impact on future professional practice. A mixed-methods approach was adopted, combining curriculum analysis, structured questionnaires with students and educators, and interviews with business representatives to assess both readiness and perceived value. Although AI tools such as predictive analytics, virtual sustainability labs, and digital monitoring platforms are not yet part of existing programs, respondents identified them as essential for enhancing learning quality, analytical competence, and sustainable decision-making. Importantly, these tools can be implemented using the university’s existing infrastructure – including computer labs, digital libraries, internet access, and open-source educational platforms – making integration both practical and cost-effective. Findings suggest that integrating AI-supported sustainability modules into business education strengthens innovation capacity, critical thinking, and student engagement. This approach offers a replicable model for aligning higher education with the evolving demands of the digital and green economy, positioning innovation as the bridge between knowledge, technology, and sustainable growth.*

Keywords: Artificial Intelligence, Innovation in Education, Sustainable Business, Curriculum Integration, Intelligent Economy.

2. AI-BASED ASSESSMENT INFRASTRUCTURE FOR MODERN UNIVERSITIES: A PILOT MODEL FOR KARABAKH UNIVERSITY

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Abstract: *The study examines the possibilities of applying artificial intelligence in the assessment processes of educational institutions and proposes implementing this approach as a pilot project at Karabakh University. AI-based assessment systems analyze students' responses, automate the grading of assignments, and ensure the objectivity of results. This technology more accurately identifies students' knowledge levels, detects learning gaps, and highlights the areas where instructors need to intervene. The pilot implementation not only shortens the assessment period but also reduces instructors' workload, thereby increasing the overall efficiency of the process. The model planned for Karabakh University can play a significant role as an innovative approach aimed at improving teaching quality, strengthening digital governance, and establishing transparent assessment mechanisms.*

Keywords: Artificial Intelligence (AI), AI-based Assessment, Higher Education Evaluation, Learning Analytics, Automated Essay Scoring, Digital Governance in Education, Karabakh University, Educational Technology.

3. INNOVATION AND HRM, REALITIES AND CHALLENGES

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Abstract: *In the era of Artificial Intelligence (AI) and rapid technological development, the integration of AI technologies for carrying out various HRM functions such as recruitment/selection, training, performance evaluation, compensation and employee involvement in decision making has become a key factor in improving efficiency and gaining competitive advantage. This study assesses the use of technology in HRM issues in the region of Gjirokaster and addresses how AI may impact HRM strategies through process automation, facilitating data-based decision-making, and continuously improving the professional competencies of managers, without of course overlooking the ethical and organizational challenges that accompany them. Through a strategic management approach, the necessity of developing new technological skills and university-labor market cooperation is emphasized because the inclusion of AI in education is a strategic investment for the future that can only be realized through a comprehensive, ethical, and innovative education. In conclusion, the study suggests a balanced approach that combines human judgement with AI-based analysis aiming to increase productivity, promote HR best practices and strengthen development sustainability.*

Keywords: Artificial Intelligence, Human Resources, Education, Strategic Management, Ethics.

4. ARTIFICIAL INTELLIGENCE AND THE TRANSFORMATION OF THE FINANCIAL SYSTEM: FROM MONETARY STABILITY TO ECONOMIC INNOVATION IN EMERGING ECONOMIES

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Abstract: *The rapid advancement of Artificial Intelligence (AI) is reshaping the global financial architecture, with particularly profound implications for emerging economies navigating the dual mandate of monetary stability and economic innovation. This study explores how AI-driven technologies – including machine learning algorithms, predictive analytics, digital currency systems, and automated financial platforms – transform key financial functions such as monetary policy transmission, credit allocation, payment infrastructures, and regulatory oversight. In contexts where institutional maturity and technology penetration vary, AI offers opportunities to strengthen monetary credibility, enhance financial inclusion, and accelerate innovation-led growth, while simultaneously posing risks linked to algorithmic bias, cybersecurity, systemic shocks, and governance gaps. Drawing on a mixed-method approach combining conceptual analysis, comparative review, and exploratory econometric insights, the paper examines case studies from emerging financial systems in Eastern Europe, Southeast Asia, and Latin America. It evaluates how central banks and financial institutions leverage AI tools to improve forecasting accuracy, optimize macro-prudential policy design, detect financial fraud, and support digital economic ecosystems. Special emphasis is placed on the role of digital central bank infrastructures, fintech expansion, and AI-enabled supervisory frameworks in shaping resilient and innovation-driven economies. Expected findings suggest that AI has the potential to significantly enhance monetary policy effectiveness, expand financial access, and foster competitive innovation ecosystems in emerging markets. However, realizing these benefits requires strategic regulatory governance, ethical AI design, capacity-building, and technological investment. The study aims to contribute to evolving academic and policy debates by offering evidence-based insights on how emerging economies can harness AI to reinforce monetary stability and advance economic transformation in the digital era*

Keywords: Artificial Intelligence in Finance, Financial Innovation & Fin Tech, Machine Learning & Big, Data Analytics, Monetary Policy Transmission, Financial Stability & Regulation

5. THE EFFECT OF INNOVATION ON EFFICIENT RESOURCE MANAGEMENT

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Abstract: *This article looks at how new technologies, especially artificial intelligence, are beginning to influence the way people think about and respond to climate change. The goal is to understand how these tools might help reduce environmental pressure while also creating new challenges of their own. The discussion draws on recent examples from industry and public policy to show where progress is being made and where risks are increasing. Artificial intelligence can make energy use more efficient and support better management of natural resources, but it also demands a great deal of power and materials to function. These opposing effects make its overall impact complex and uncertain. The article suggests that the outcome will depend less on the technology itself and more on the choices people make in using it. Building a future where technology supports the climate, rather than harms it, will require careful planning, open cooperation, and a shared sense of responsibility.*

Keywords: Artificial intelligence, climate change, sustainability, energy use, environment, technology.

6. INTERNATIONAL TRADE AND AI: OPPORTUNITIES AND CHALLENGES. DESCRIPTIVE ANALYSES OF ALBANIA'S FOREIGN TRADE

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Abstract: *This paper focuses on the impact that AI has or is expected to have on international trade. According to a report by the World Trade Organization (WTO), artificial intelligence is expected to increase the value of global trade and services by 37% by 2040, as poor countries close the technological gap with rapid advances. On the other hand, in the World Trade Report 2024 is cited that, trade-led growth has lifted billions of people out of poverty over the past decades, but some individuals, regions and economies have not been able to benefit to the same extent from trade. Given the fact that there is not yet a conclusion in the existing literature regarding the advantages or disadvantages that AI can bring to international trade, the paper aims to briefly highlight the current relevant literature in this field and to present arguments pro or against this finding. The paper will also provide a descriptive analysis of Albania's foreign trade, identifying its trend, the group of partners or the most traded product groups for our country, drawing the relevant conclusions.*

Keywords: International Trade, Artificial Intelligence (AI), Albania, Descriptive Analyses, Trade Partners

7. ARTIFICIAL INTELLIGENCE AND THE TRANSFORMATION OF HUMAN RESOURCE MANAGEMENT IN EDUCATION: TOWARDS A HUMAN-TECHNOLOGY MODEL

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Abstract: *In the reality where artificial intelligence (AI) is revolutionizing the way we think, learn and work, Human Resource Management in education is experiencing one of the most profound transformations, challenging traditional models of organization and management. The purpose of the paper is to analyze the way in which artificial intelligence affects the transformation of human resource management practices in education and the construction of a new model of human-technology interaction. The study is based on the theoretical-analytical method and the reflective approach, based on contemporary literature and international documents of educational policies, but at the same time also includes an empirical component, through the development of questionnaires with students and teachers of Master's programs in the field of teaching. It examines the impact of artificial intelligence on the processes of recruitment, professional development, performance evaluation and motivation of teaching staff. At the same time, the study also places the analysis in the context of contemporary developments in Albanian education where new digitalization strategies, training for digital competencies of teachers and reforms in human resource management in public educational institutions are being implemented. The analysis emphasizes that effective human resource management in the era of artificial intelligence requires a balance between technological efficiency and human well-being, emphasizing the construction of a new model of human-technology interaction that responds to the needs of the global and Albanian education system. The results show that, although artificial intelligence increases efficiency through automation and data analysis, the human factor remains essential for maintaining ethics, creativity and well-being at work. The paper argues that human resource management in education should evolve towards a human-technological model, where technology serves as a tool for empowerment and innovation rather than replacing humans. Only through this balance can education embrace the digital revolution without losing its human and emancipatory dimension.*

Keywords: Artificial Intelligence, Human Resource Management, Education, Human Technology Interaction, Ethics and Wellbeing Teacher Professional Development.

8. THE IMPACT OF DIGITAL TECHNOLOGY AND ARTIFICIAL INTELLIGENCE ON ECONOMIC DEVELOPMENT IN ALBANIA AND THE WESTERN BALKAN

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Abstract: *In recent decades, digital technology and artificial intelligence (AI) have become major drivers of structural economic change around the world. In the Western Balkans, including Albania, the acceleration of digital transformation offers significant opportunities for economic growth and improved competitiveness, but faces significant challenges. In Albania, the data show a paradox: while technological adoption is accelerating in some enterprises, the infrastructure, skills and institutional frameworks that support the transformation are still in their infancy. This study aims to analyze the impact of digital technologies and AI on economic productivity, the labor market and sectorial growth in Albania and the Western Balkan countries. This research uses a hybrid methodology: statistical analysis of identified trends (ICT, e-commerce, and A.I. integration), sectorial comparisons for Albania and the region; and interviews with representatives of enterprises and public institutions, to understand the real barriers to technological adoption. The focus is on the key question: How does the adoption of digital technology and artificial intelligence affect productivity, employment and structural economic growth in Albania and the Western Balkans? This article proposes several strategic recommendations: 1. Increased national and private investments in digital education and training. 2. Fiscal incentives and subsidies for enterprises adopting AI and digital platforms. 3. Strengthening digital governance, legal frameworks and technological infrastructure to accelerate innovation and increase regional competitiveness. In conclusion, this research argues that without a common regional strategy and concrete implementation of advanced technologies, the digital transformation for economic development in Albania will remain fully unimplemented. By placing Albania in a broader regional context, this study contributes to the literature on the digital economy in transition countries and offers concrete lessons for policymakers, academics and practitioners.*

Keywords: Digital Technology and AI, employment, infrastructure, fiscal incentives, investments.

9. THE ROLE OF SUSTAINABLE TOURISM IN REGIONAL ECONOMIC DEVELOPMENT: EVIDENCE FROM SOUTHERN ALBANIA

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Abstract: *This paper examines the role of sustainable tourism in promoting regional economic development, focusing on Southern Albania as a case study. The purpose of the study is to analyze how sustainable tourism practices contribute to local economic diversification, employment growth, and the preservation of natural and cultural resources. The research employs a mixed-method approach, combining secondary data analysis from national tourism statistics with qualitative insights collected through interviews with local stakeholders, including tourism operators and municipal representatives. The study emphasizes the interconnection between environmental sustainability, community participation, and economic competitiveness. The expected findings suggest that regions implementing sustainable tourism policies experience more resilient growth patterns and improved socio-economic outcomes. Moreover, the paper highlights key challenges related to infrastructure, policy coherence, and human capital that must be addressed to enhance sustainability in tourism development. The results aim to provide practical recommendations for policymakers and regional planners to strengthen the contribution of tourism to balanced and inclusive economic development in Albania.*

Keywords: *Sustainable tourism, regional development, Southern Albania, economic growth, sustainability policies, community participation*

10. ARTIFICIAL INTELLIGENCE AS A DRIVER OF MANAGERIAL INNOVATION: DIGITAL TOOLS FOR RISK EVALUATION AND BANKRUPTCY PREVENTION

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Abstract: *In an era of accelerated technological transformation, artificial intelligence (AI) is emerging as a key driver of managerial innovation. This paper examines the role of AI-based digital tools in enhancing risk evaluation and bankruptcy prevention processes within organizations. Through the integration of machine learning, predictive analytics, and automated decision-support systems, managers can detect early signals of financial vulnerability and implement timely corrective strategies. The research highlights how digitalization reshapes managerial decision-making by shifting the focus from reactive to proactive risk management. Moreover, the paper addresses the educational dimension of AI adoption, emphasizing the need to cultivate digital and analytical competencies among future managers to navigate complex business environments. In a world characterized by constant change, AI not only improves the precision and efficiency of risk assessment systems but also fosters a culture of innovation, adaptability, and long-term sustainability in managerial practice. The study thus underlines the transformative potential of AI in redefining both organizational resilience and managerial education.*

Keywords: Digital Tools, Risk Evaluation, Bankruptcy Prevention, Predictive Analytics, Decision-Making

11. THE USE OF ARTIFICIAL INTELLIGENCE IN DEVELOPING INVESTMENT STRATEGIES FOR FUTURE ECONOMISTS

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Abstract: *Artificial intelligence (AI) is becoming an essential tool in the economic field, offering innovative perspectives for data analysis and investment decision-making. This study explores the application of AI technologies in developing investment strategies by future economists, combining traditional methods with machine learning algorithms. By integrating traditional quantitative methods with machine learning algorithms, it is demonstrated that AI not only enhances the accuracy of financial forecasts but also supports decision-making under conditions of uncertainty. The results suggest that the training of future economists should include advanced digital and analytical skills in order to effectively harness the potential of AI in creating robust and sustainable investment strategies.*

Keywords: Artificial Intelligence (AI), Investment Strategies, Machine Learning, Decision-Making

12. THE VARIABLE COSTS METHOD AND PRACTICAL METHODS OF CALCULATING THE BREAKEVEN POINT

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Abstract: Nowadays every company should calculate the costs for its own production, using cost calculation methods of total integral type and methods of limitative, partial type. The practice of cost calculation shows that the choice of methods, procedures and techniques in cost calculation is influenced by the technology and production organization. The system of calculation for partial costs has evolved so that nowadays, according to the expenses that are part of the partial costs we can distinguish: direct costing method (variable costs) and direct costs method. Variable or direct costing method according to which production and dispatch expenses are separated and classified according to their character to the variation of production physical value and dispatch in: variable or operational expenses and structural or fixed expenses. In calculating the unit price cost only the variable expenses are considered, fixed expenses being deducted on the total from the gross financial result of the enterprise. In the case of direct costs method, production and dispatch expenses are separated and classified according to their way of identification the moment they are drawn on products, services, into direct expenses and indirect expenses. In calculating the unit product price only the direct expenses are considered, indirect expenses being deduced on the total from the gross financial result of the enterprise. We may conclude that, both methods do not intend to establish the cost for each product taken separately, but calculation and analysis of total profitability at enterprise level; the contribution or gross profit margin can be calculated for each product. Therefore, in both methods two margins can be calculated: one related to variable costs and another in connection with direct expenses. The method of variable costs in its basic form has several characteristics that individualize it and conferred upon it the status of method.

Keywords: the costs, variable expenses, breakeven point, calculation, covering contribution

13. ARTIFICIAL INTELLIGENCE AND DIGITAL TRANSFORMATION IN FISCAL SYSTEMS: ROMANIA AND KENYA COMPARED

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Abstract: *In the era of rapid technological advancement, artificial intelligence (AI) and digital transformation have emerged as key drivers of change in global fiscal systems. This paper presents a comparative analysis between Romania and Kenya, two economies with distinct levels of digital maturity and fiscal infrastructure, focusing on how AI-based technologies reshape taxation, compliance, and revenue collection.*

The study explores the integration of digital tools such as automated tax filing systems, data analytics, and machine learning algorithms in public administration, emphasizing their potential to enhance transparency, efficiency, and taxpayer engagement. Romania, as a European Union member, has made substantial progress in implementing digital fiscal reporting mechanisms, including SAF-T and electronic invoicing, aligning with EU standards of interoperability and data security. Conversely, Kenya demonstrates remarkable innovation in financial digitalization through its mobile-based payment ecosystem (notably M-Pesa), which has expanded tax inclusivity and digital financial participation across various social segments.

By employing a comparative framework, this research identifies key strengths and limitations in both systems, offering insights into how emerging economies can leverage AI to strengthen fiscal governance and minimize the shadow economy. Moreover, the paper highlights the role of human capital development and digital education in supporting sustainable digital transformation in taxation, aligning with the broader vision of AI-driven innovation in a constantly changing world.

Ultimately, the findings underline the need for strategic investment in digital literacy, cross-border cooperation, and ethical AI governance to ensure equitable and resilient fiscal modernization.

Keywords: traditional methods, emerging technologies, artificial intelligence, communication skills, literary education

14. ARTIFICIAL INTELLIGENCE AND AUTOMATION IN E-COMMERCE

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Abstract: *The rapid advancement of Artificial Intelligence (AI) and Automation technologies is fundamentally reshaping the landscape of Electronic Commerce (E-commerce), moving it towards hyper-personalization and operational efficiency. This paper analyzes the transformative impact of these technologies on core business functions, providing a strategic framework for their adoption. The study explores how AI drives crucial areas such as Predictive Personalization, improving the customer experience by anticipating demand and optimizing product recommendations. Furthermore, it details the role of Automation in optimizing the Supply Chain and logistics, from smart warehousing to automated last-mile delivery. The integration of these tools into E-commerce platforms allows businesses to mitigate risks, reduce operational costs, and achieve a sustainable competitive advantage. The findings suggest that the strategic implementation of AI and Automation is no longer optional but a critical necessity for businesses aiming to thrive in the modern digital economy. The paper concludes by emphasizing the importance of aligning technological investments with a long-term strategic vision, ensuring ethical deployment, and fostering the development of new skills within the workforce.*

Keywords: E-commerce, Artificial Intelligence, Automation, Predictive Personalization, Supply Chain

15. THE MINDSET OF A SUCCESSFUL ENTREPRENEUR

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Abstract: *The mindset of a successful entrepreneur represents the foundation that sustains initiative, innovation, and resilience in today's dynamic business environment. In an economy marked by rapid change, digital transformation, and global competition, entrepreneurial success depends less on material resources and more on the way one thinks and reacts to challenges. A successful entrepreneurial mindset is characterized by solution-oriented thinking, calculated risk-taking, perseverance, flexibility, and strong confidence in one's vision. The successful entrepreneur does not perceive failure as a definitive obstacle but as an opportunity for learning and personal growth. Adaptability, openness to innovation, and the desire to create value for society are defining traits of this mindset. Furthermore, emotional intelligence, communication skills, and authentic leadership play crucial roles in motivating teams and maintaining a healthy organizational climate. Recent studies highlight that a growth mindset significantly contributes to entrepreneurial performance, as it encourages continuous learning and the overcoming of self-imposed limitations. Therefore, cultivating a positive entrepreneurial mindset based on courage, vision, and adaptability is essential for achieving long-term success in business. This paper analyzes the main psychological and behavioral characteristics of the successful entrepreneur and emphasizes the importance of personal development in shaping such a mindset.*

Keywords: Entrepreneurial mindset, Business success, Resilience, Innovation, Leadership

16. FROM CHALKBOARDS TO CHATBOTS: TRANSFORMING ENGLISH LANGUAGE TEACHING THROUGH ARTIFICIAL INTELLIGENCE

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Abstract: *The integration of Artificial Intelligence (AI) into English Language Teaching (ELT) marks a shift from traditional pedagogical tools to intelligent, adaptive technologies. This article explores the transformative impact of AI-driven applications – such as chatbots, intelligent tutoring systems, and natural language processing tools – on language instruction, learner engagement, and assessment practices. Drawing on recent developments in educational technology, the study examines how AI enhances personalized learning, fosters communicative competence, and supports teachers in curriculum design and feedback delivery. It also addresses the challenges of implementation, including ethical considerations, digital literacy, and the evolving role of educators in AI-mediated classrooms. While AI cannot replace human teachers, it can significantly augment their capabilities, making language learning more accessible, interactive, and effective.*

Keywords: *AI, education, chatbots, teachers, challenge*

17. OPEN-END INVESTMENT FUNDS - THE KEY TO SMART DIVER

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Abstract: *Open-end investment funds occupy a central place in contemporary portfolio construction by offering a practical, regulated and cost-efficient pathway to diversification for retail and institutional investors alike. This paper examines the mechanisms, benefits and limitations of open-end funds and explains why they represent a cornerstone of smart diversification strategies. Through pooled investment, these vehicles enable exposure to a broad universe of assets – equities, bonds, mixed and money market instruments – reducing idiosyncratic risk and allowing investors to achieve risk profiles that would otherwise require substantial capital and expertise. The presence of professional fund management, scale economies and access to research improves security selection and portfolio rebalancing, while transparent pricing and redemption features preserve liquidity for investors. We analyze the trade-offs between active and passive open-end funds, illustrating how fee structures, tracking error and manager skill impact net returns and diversification efficiency. Regulatory safeguards and disclosure requirements further protect investors, although they also impose constraints on leverage and illiquid asset holdings, which can affect performance in stressed markets. Using a synthesis of recent empirical studies and comparative examples, the paper highlights practical considerations for incorporating open-end funds into multi-asset portfolios, including correlations across asset classes, expense layering, tax implications and rebalancing rules. The discussion emphasizes investor-centric design: matching fund choice to investment horizon, risk tolerance and liquidity needs. Finally, we present recommendations for financial advisors and individual investors seeking to optimize diversification via open-end funds – prioritize low-cost exposure to broad asset classes, complement core passive exposures with targeted active strategies where skill is evident, and maintain disciplined rebalancing to capture diversification benefits. Open-end funds are not a universal panacea, but when selected and implemented thoughtfully they remain a powerful, accessible tool for achieving diversified portfolios and improved risk-adjusted outcomes. Ongoing investor education and careful due diligence are essential to realize their full long-term potential consistently.*

Keywords: open-end funds; diversification; portfolio construction; liquidity; cost-efficiency

18. BUSINESS PROTOCOL AND ETIQUETTE IN THE AGE OF AI

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Abstract: *In the contemporary world of rapid digital transformation, artificial intelligence is reshaping not only business processes but also the way professionals interact, communicate, and present themselves. This paper examines how AI influences the evolution of business protocol and etiquette, focusing on the educational implications of this shift. As organizations adopt automated tools, virtual assistants, and AI-driven communication platforms, traditional norms of professional behaviour are being redefined. The study highlights the need to integrate digital etiquette and adaptive protocol training into business education, ensuring that future professionals can navigate both human and machine-mediated interactions with confidence and respect. By exploring practical examples from corporate and academic environments, the paper argues that maintaining civility, clarity, and cultural awareness remains essential for credibility and trust in the age of artificial intelligence. The findings contribute to the ongoing dialogue about innovation in education and the balance between technology and human values.*

Keywords: *artificial intelligence, business protocol, professional etiquette, digital transformation, education*

19. DIGITALIZATION AND ARTIFICIAL INTELLIGENCE IN THE ACCOUNTING PROFESSIONS

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Abstract: *Digitalization and artificial intelligence have a significant impact on accounting professions, transforming the way accountants and auditors carry out their activities. Improving efficiency and reducing errors. In the future, these accounting professions will be influenced by technological advancement and their integration of artificial intelligence, meaning that accountants and auditors will increasingly focus on accounting consulting and analysis. A series of technologies are integrated into financial accounting processes and consist of the automation of repetitive processes, advanced data analysis and access to real-time information. Digitalization and artificial intelligence in the accounting professions also bring a series of risks related to data security, the acquisition of new skills and a major impact on jobs. In conclusion, digitalization and artificial intelligence will profoundly transform the accounting professions and bring both opportunities and challenges, and accountants and auditors will need to adapt by acquiring digital skills in order to manage their businesses*

Keywords: *digitization, processes, artificial intelligence, auditor, accountant, data, change*

QUALITY ASSURANCE IN EDUCATION and PROJECTS SECTION

Onsite: Room “Serafim Duicu” Library

**Online link: Quality Management and Projects International
Conference, ARTIFICIAL INTELLIGENCE - INNOVATION IN
EDUCATION IN A WORLD OF CONSTANT CHANGE 25 nov.
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Co-Chairs:

**Prof. Ph.D. Habil. Nicolae RADU;
Assoc. Prof. Ph.D. Sorina-Mihaela BĂLAN;
Assoc. Prof. Ph.D. Ludmila ARMAȘU-CANȚÎR**

1. THE CONTRIBUTION OF ARTIFICIAL INTELLIGENCE TO EDUCATIONAL PROCESS THROUGH INNOVATION AND EXCELLENCE FOR QUALITY ASSURANCE

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Abstract: *The paper presents an analysis of the integration of Artificial Intelligence (AI) in the activities of Higher Education institutions. It explores how AI technologies are currently applied in the educational process through personalized learning systems, administrative automation, and data-driven decision-making, while also examining the benefits and challenges associated with AI adoption in academic environments. The study identifies critical areas such as ethical considerations, the digital divide, and the need to strengthen faculty competencies in AI literacy – factors that are essential for the successful and responsible implementation of AI in Higher Education. Moreover, the paper highlights the significant role of AI in quality assurance in higher education, by improving the monitoring of learning outcomes, enhancing transparency in assessment, and supporting adaptive learning paths tailored to individual student needs. AI-enabled analytics also contribute to institutional effectiveness by optimizing management processes and reinforcing continuous improvement strategies aligned with international quality standards. This paper serves as a valuable resource for university educators, administrators, and decision-makers who aim to leverage AI as a catalyst for educational excellence, innovation, and sustainable quality development within higher education systems.*

Keywords: Artificial Intelligence, Higher Education, Quality Assurance, Personalised Learning, Educational Innovation, AI Literacy, Digital Transformation.

2. QUALITY OF EDUCATION IN THE AI ERA: CHALLENGES AND OPPORTUNITIES

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Abstract: *This communication analyzes the imminent impact of artificial intelligence (AI) on the education system, exploring both the challenges and opportunities generated by innovative technologies. As AI becomes increasingly integrated into educational processes, the need to adapt pedagogical methods is highlighted, along with concerns regarding the maintenance of quality and equity in the field. The discussion covers how AI can personalize learning by providing tailored solutions to meet each student's needs, as well as the potential to automate certain administrative tasks, thereby freeing up resources for higher-quality instructional activities. At the same time, risks associated with AI are examined, such as over-reliance on technology, the potential loss of human interaction, and the necessity for teachers and students to develop advanced digital skills. The communication also proposes strategies to ensure quality in education within this new context, including the implementation of educational policies focused on the ethical and responsible integration of AI, as well as continuous professional development for educators. In conclusion, it emphasizes that despite the inherent challenges of the digital era, artificial intelligence can represent a significant opportunity for creative personal development and for facilitating access to education for all.*

Keywords: quality of education, AI era, digitization, challenges, opportunities

3. FROM INDUSTRY 4.0 TO QUALITY 4.0: REIMAGINING QUALITY MANAGEMENT IN HIGHER EDUCATION

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Abstract: *The digital revolution driven by Industry 4.0 is profoundly transforming how universities conceptualize and manage educational quality. This paper explores Quality 4.0 as an evolutionary framework that merges traditional quality assurance principles with intelligent, data-driven, and adaptive technologies. By integrating artificial intelligence, machine learning, big data analytics, IoT, and cloud computing, higher education institutions can enhance decision-making, predict risks, and support continuous improvement through evidence-based insights. The proposed conceptual model illustrates how AI-powered systems can automate data collection, analyze performance patterns, and create real-time dashboards that promote transparency and stakeholder engagement. Beyond technological innovation, the paper highlights the ethical, organizational, and human dimensions of Quality 4.0, emphasizing digital competence, change management, and responsible AI governance. Ultimately, Quality 4.0 represents more than technological modernization – it signifies a cultural shift toward intelligent, responsive, and sustainable quality management in higher education, bridging the gap between innovation and institutional excellence.*

Keywords: Artificial Intelligence, Quality 4.0, Higher Education, Quality Management, Industry 4.0, Data Analytics, Continuous Improvement, Digital Transformation.

4. INNOVATIVE MODELS FOR INTEGRATING RESEARCH INTO THE UNIVERSITY EDUCATIONAL PROCESS: PERSPECTIVES FROM “DIMITRIE CANTEMIR” UNIVERSITY OF TARGU MUREŞ

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Abstract *This paper explores innovative ways in which scientific research can be integrated into the university educational process, using as a reference the experiences and practices developed at “Dimitrie Cantemir” University in Târgu Mureş. In the context of major transformations in higher education and the need to train specialists capable of adapting to a knowledge-based society, universities are prompted to develop effective mechanisms for articulating teaching activities with research. The paper examines both traditional models and emerging trends, with an emphasis on interdisciplinary approaches, project-based learning, and student involvement in applied research activities. At the university examined, the integration of research into education is achieved through a series of initiatives such as organizing conferences and workshops for students, establishing partnerships with public and private institutions, and developing research centres that provide access to scientific resources and mentoring. The paper highlights the benefits of integrating research into university education, including the development of critical thinking, the enhancement of professional competences, improved innovation capacity, and the strengthening of academic culture. At the same time, it analyses the existing challenges, such as limited resources, the need for continuous professional development of academic staff, and the necessity of curricular adaptation. The study proposes several strategic directions for optimizing this process, placing emphasis on digitalization, interdisciplinary collaboration, and increasing student participation in research activities. In conclusion, the innovative integration of research into university education represents an essential pillar for institutional development and for training competitive graduates capable of responding to the challenges of an ever-changing society.*

Keywords: University research; educational innovation; research integration; academic training; interdisciplinarity.

5. LEARNING OUTCOMES-ORIENTED QUALITY MANAGEMENT IN THE AGE OF ARTIFICIAL INTELLIGENCE

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Abstract: *The rapid transformation of higher education requires a shift in quality management practices, moving beyond procedural compliance and static documentation. The new Romanian legislation and ARACIS standards place Learning Outcomes (LO) at the core of academic quality evaluation, demanding measurable, authentic and professionally relevant evidence. In this context, artificial intelligence can strategically support institutional processes through predictive analytics, automated data collection and digital monitoring tools. This paper proposes a pragmatic and forward-looking approach where AI acts as a decision-support instrument for higher education institutions, without replacing academic judgment or ethical responsibility. The focus is on outlining a flexible quality management model based on learning outcomes, traceability and evidence-driven organizational culture. Potential pathways for phased implementation and the conceptual foundations of a “Quality Intelligence Framework” are discussed.*

Keywords: digitalizare, educație digitală, tehnologii educaționale digitale

6. STRENGTHENING QUALITY ASSURANCE THROUGH INTERNATIONAL COLLABORATION: THE ROLE OF INTERNATIONAL RELATIONS OFFICES IN ALBANIAN UNIVERSITIES- UNIVERSITY OF GJIROKASTËR CASE

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Abstract: *Albanian universities are actively striving to align their academic standards with the European Higher Education Area and global frameworks, making Quality Assurance a central priority. In a context of increasing international mobility, digital transformation, and global competition, universities recognize that sustainable QA requires structured management systems, transparency, and continuous improvement. International collaboration has emerged as a key mechanism for enhancing institutional quality, fostering academic excellence and promoting alignment with European standards. Within this framework, International Relations Offices play a critical role as institutional drivers of quality. They coordinate academic mobility, capacity-building initiatives, Erasmus+ projects, and cross-border partnerships, translating theoretical QA principles, such as process standardization, stakeholder engagement, and evidence-based monitoring into actionable practices. IROs serve not merely as administrative units but as strategic agents of quality transformation, embedding international standards into curriculum development, staff training, and governance processes. Albanian universities current state with a special focus on the University of Gjirokastrë illustrates how systematic internationalization strengthens QA mechanisms. Participation in Erasmus+ Capacity Building projects, joint international programs, and staff-student mobility has improved academic standards, administrative structures, and institutional digital capacity. These efforts reinforce Albania's broader objective of harmonizing higher education practices with EU expectations, while elevating the international profile of universities. This study employs a qualitative methodology, using document analysis, interviews with IRO staff, review of project reports, and case study evaluation of the universities in Albania. Data collected from institutional reports, project documentation, and participant experiences provide evidence on the impact of internationalization initiatives on QA, alignment with EHEA standards, and institutional capacity-building. In conclusion, IRO-led international collaboration is essential for advancing QA, fostering sustainable higher education reform, and*

ensuring that Albanian universities meet European and global standards. The Albanian universities case demonstrates how effective integration of international partnerships supports both institutional development and national educational goals.

Keywords: quality assurance, international collaboration, IRO role, Albanian universities, European standards, University of Gjirokastrë

7. SUSTAINABLE UNIVERSITY LEADERSHIP: VALUES, DIGITALIZATION, AND ORGANIZATIONAL TRANSFORMATION IN HIGHER EDUCATION

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Abstract: *The paper explores the major transformations occurring in contemporary university leadership, positioned at the intersection of ethical values, ecological sustainability, and the digitalization of educational processes. Drawing on the analyses of Fuller and Lashari (2025) regarding feminist praxis in academic leadership, the study integrates recent research perspectives on professionalization, organizational culture, and transformative leadership in higher education. Modern universities face increasing pressure to balance academic autonomy with the demands for efficiency, accountability, and technological adaptation. In this context, university leadership is redefined as a form of hybrid expertise, in which academic and administrative competencies complement one another, generating models of reflexive and collaborative governance. At the same time, the ecological dimension of institutional leadership is gaining strategic importance. Through the implementation of E-HRM and the development of a green digital organizational culture, academic leaders can foster sustainable performance, employee engagement, and collective responsibility. Green transformative leadership thus becomes a catalyst for ethical innovation and durable organizational change. The paper argues that the future of academic leadership relies on balance: between science and humanity, technology and ethics, performance and care, sustainable development, environmental protection, and the optimal use of resources. Universities can no longer be merely centres for the transmission of knowledge; they must become organizations of consciousness, capable of shaping reflective and cohesive communities. By synthesizing the concepts of value-based, digital, and sustainable leadership, the study provides an integrated perspective on 21st-century university leadership as a form of moral responsibility, social innovation, and institutional cohesion.*

Keywords: university leadership, E-HRM, green digital culture (GDC), green transformative leadership (GTL).

8. DIGITAL ACADEMIC LEADERSHIP PRACTICES IN MOLDOVA'S HIGHER EDUCATION

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Abstract: *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' explores Digital Academic Leadership (DAL) in Moldovan's higher institutions, the leadership practices through digital transformations, leadership styles that significantly influence decision-making, curriculum design, and relationships with community stakeholders. DAL is arising as an indispensable approach combining leadership with technological innovation to enhance academic efficiency and international collaboration. Within this research there were found the key challenges as the lack of teacher readiness for digitalization, limited English proficiency for engaging in international cooperation and insufficient skills for integrating innovation and technology in community engagement. These issues require targeted efforts in DAL development including teacher motivation, and sustainable partnerships to align Moldovan higher education with modern global standards.*

Keywords: Educational Leadership, Leadership Styles, Digital Academic Leadership, Digital Transformation

9. TEACHING WITH INTELLIGENCE: EMPOWERING PROFESSORS THROUGH AI-DRIVEN PEDAGOGY AND ACADEMIC INNOVATION

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Abstract: *The integration of artificial intelligence (AI) into higher education has redefined the academic identity of professors, demanding both technical competency and a sense of personal agency. This study investigates how professors' sense of positive agency (SoPA), AI self-efficacy, and AI self-competency predict their pedagogical use of AI for educational purposes. Using multiple regression analysis on a sample of 393 professors ($R^2 = .07$, $p < .001$), results revealed that positive agency ($\beta = .171$, $p = .001$) and AI self-competency ($\beta = .134$, $p = .014$) significantly predict the integration of AI in teaching, while AI self-efficacy was not a significant factor. These findings emphasize that educators' openness, confidence, and proactive stance toward AI are stronger motivators of adoption than perceived ease of use. The study highlights the need to strengthen professors' sense of digital agency and practical competence as central to advancing AI-driven pedagogical innovation in academia.*

Keywords: artificial intelligence, positive agency, AI self-competency, academic identity, digital pedagogy

10. VOCATIONAL IDENTITY CLARITY AND SUBJECTIVE WELL-BEING IN SOCIAL WORK STUDENTS: THE MEDIATING ROLE OF CAREER SELF-DOUBT AND NEUROTICISM

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Abstract: *In this study, we explored the relationship between neuroticism, vocational-identity conceptions, and subjective well-being in a group of 156 Romanian university students pursuing bachelor's or master's degrees in social work. We used a multidimensional approach to explore whether there was a relationship between neuroticism and subjective well-being mediated by conceptions of career self-doubt. Descriptive statistics showed that 57.7% participants are currently employed and 42.3% are pursuing their first program. Regression analysis showed there was a significant relationship between employment ($b = -6.40$, $p = .017$), first-degree status ($b = -6.19$, $p = .009$), marital status ($b = 5.29$, $p = .043$), but not age or gender (all $\Delta R^2 = .21$, $p = .013$). In line with other studies related to subjective well-being we found no relation between subjective well-being (SWB), gender or age. But we found that subjective well-being was negatively influenced by first-degree status. Through use of Hayes & colleagues' (2017) PROCESS macro (Model 4), we found there was a significant association between neuroticism ($b = 1.23$, $p < .001$), conceptions of self-doubt ($b = -0.78$, $p < .001$), which influenced subjective well-being negatively. The mediated model was shown to demonstrate a significant indirect association between neuroticism SWB ($b = -0.96$, $CI = [-1.59 -0.39]$). We note that our first-degree status was not shown to influence subjective well-being.*

Keywords: vocational identity clarity, career self-doubt, neuroticism, subjective well-being, social work students

11. MEANING THROUGH WORK AND WELLBEING IN THE AGE OF ARTIFICIAL INTELLIGENCE: A REGRESSION-BASED PERSPECTIVE ON ACADEMIC MOTIVATION

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Abstract: *In contemporary academic settings, where artificial intelligence (AI) conditions educational behavior and cognitive labor, analyzing professionals' need-fulfilment processes to achieve mean-ing in work assumes increased significance. To explore predictors of mean-ing in work for 735 university professors, we analyzed data using dimensions of work engagement (vigor, dedication, absorption), mean-ing (positive mean-ing), mean-ing for common good, family satisfaction, and global mean-ing. In a multiple linear regression analysis ($R^2 = .729$, $p < .001$), we found that mean-ing ($\beta = .700$, $p < .001$) and mean-ing for common good ($\beta = .149$, $p < .001$) are the best predictors for mean-ing in work. Other traditional predictors like vigor or absorption did not show statistical significance. The data points to individual cognitive efforts like mean-ing or mean-ing for common good and cognitive coherence to achieve mean-ing in educational sectors undergoing digital transformations.*

Keywords: meaning through work, motivation for the common good, academic wellbeing, artificial intelligence, work engagement

12. TECHNICAL READINESS AND ACADEMIC TRANSFORMATION: PROFESSORS LEADING THE SHIFT TOWARD AI-ENHANCED EDUCATION

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Abstract: *The advent of artificial intelligence (AI) has prompted a paradigm shift in higher education, redefining academic leadership, pedagogical roles, and the integration of technology into teaching and research. This study explores the predictive relationship between professors’ digital competencies – namely technical proficiency, critical evaluation, communication proficiency, and creative application – and their use of AI for educational purposes. Based on data from 393 university professors, a multiple regression analysis ($R^2 = .058$, $p < .001$) revealed that technical proficiency ($\beta = .168$, $p = .035$) was the only significant predictor of AI integration, suggesting that concrete digital skills are a stronger determinant of AI adoption than evaluative or communicative capacities. These findings underline the need for academic leadership to focus on strengthening professors’ technical readiness and digital fluency to effectively navigate AI-driven transformations in curriculum design, assessment, and professional practice. The results contribute to understanding how technological literacy supports pedagogical innovation and sustainable leadership in the digital university.*

Keywords: artificial intelligence, technical proficiency, academic leadership, digital transformation, higher education

13. ETHICS IN THE AI ERA: EXAMINING THE IMPACT OF CREATIVE APPLICATION AND AI SELF-COMPETENCY ON ETHICAL AWARENESS AMONG ACADEMICS

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Abstract: *With the advent of fast-paced digital transformations in these contemporary times, ethical competency has become an indispensable element within the realm of educational pedagogies. In this regard, it was observed that the predictors used for ethical competency in 393 university educators included negative agency (SoNA), self-competency in AI (AI self-competency), and creative use of AI. Regression analysis was conducted to test these predictors ($R^2 = .601$, $p < .001$), which provided results stating that creative use ($\beta = .713$, $p < .001$), along with AI self-competency ($\beta = .131$, $p < .001$), positively predicts ethical competency in educators. Also, there was no significance found in SoNA. Based on these observations, an individual or educator's capacity to use AI creativity can stimulate ethical consciousness to a great extent. In other words, when self-competencies are considered in terms of AI-related domains, ethical development isn't influenced positively. Again, there was little to no association found using elevated notions pertaining to negative agency or passiveness.*

Keywords: ethical competence, AI self-competency, creative application, negative agency, digital ethics

14. DIGITAL TRANSFORMATION OF INSTITUTIONAL COMMUNICATION

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Abstract: *Digital transformation has become a crucial challenge for higher education institutions, especially for small universities operating with limited resources. This paper explores how small universities can effectively use social media to strengthen institutional communication, enhance visibility, and engage diverse audiences, including students, alumni, and partner institutions. The study focuses on the University of Gjirokastra as a case example, analyzing its current digital communication practices and identifying both strengths and gaps in social media strategy. Using qualitative research methods, including content analysis of official social media channels and interviews with communication specialists, the paper highlights key factors that influence digital presence, audience interaction, and message consistency. Findings indicate that limited budgets and human resources constrain communication effectiveness, yet creativity and authentic storytelling can compensate for these limitations. The study concludes by proposing practical, low-cost strategies to improve digital communication and build a coherent institutional identity through targeted use of social platforms.*

Keywords: digital transformation, institutional communication, higher education, social media, small universities, audience engagement

15. IMPLEMENTATION OF TOTAL PRODUCTIVE MAINTENANCE – A CASE STUDY

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Abstract: *Total Productive Maintenance (T.P.M.) is increasingly regarded as an effective technique for engaging the workforce in production-based organizations to achieve higher productivity and to give new momentum to total quality efforts. T.P.M. is a process implemented through specific techniques that systematically eliminate equipment-related defects and losses within a team-based environment. The task of implementing T.P.M. can be daunting, as the practical details and procedures for maximizing equipment efficiency must be customized for each company. Every organization needs to develop its own action plan, since its needs and problems vary according to its type of industry, production methods, and the nature and condition of its equipment. In Romania, the implementation of quality assurance systems began in 1980. The adoption of Total Quality Management (T.Q.M.) raises issues related to financial, technical, technological, and human resource aspects.*

Keywords: total productive maintenance, total quality management, management efficiency.

16. PROJECT QUALITY, BETWEEN NECESSITY AND OPPORTUNITY

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Abstract: *Project quality has become one of the main characteristics, which ensures a proper differentiation, from a performance perspective. If the initial approach to project quality was oriented towards standardization, the new perspectives of performance evaluation generate new paradigms of quality. This research makes an analysis regarding the new dimensions of project quality and their contribution to the overall performance.*

Keywords: project management, quality, performance

17. THE IMPACT OF ORGANIZATIONAL CULTURE AND QUALITY CULTURE ON THE PERFORMANCE OF UNIVERSITY ACCREDITATION PROCESSES

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Abstract: *The university accreditation process represents an essential mechanism for validating the quality and credibility of higher education institutions. In this context, organizational culture and quality culture play a fundamental role in determining how universities meet educational, administrative, and governance performance standards. This paper examines the relationship between the values, behaviors, and institutional practices that define organizational culture, as well as the systematic orientation toward continuous improvement specific to quality culture, and the outcomes of accreditation processes. The focus is placed on the ability of private universities to transform quality culture into a competitive advantage and a strategy for institutional strengthening. The study proposes a conceptual model that highlights the key determinants of accreditation performance – academic leadership, staff involvement, integration of student feedback, transparency, and digitalization of processes – and emphasizes the need for a systemic, participatory, and results-oriented approach. The findings indicate that universities that internalize quality culture and align it with organizational culture achieve superior performance in external evaluations, increase public trust, and strengthen their position in the competitive educational environment*

Keywords: quality culture. university accreditation, institutional evaluation, educational performance academic leadership

18. STUDENT INVOLVEMENT - AN INTEGRAL PART OF THE QUALITY ASSESSMENT PROCESS OF ACADEMIC INSTITUTIONS

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Abstract: *The quintessential goal of an academic institution is to equip its students with the relevant skills and knowledge for their future careers. In order to achieve this, quality management and assessment procedures need to be built from the ground up with student feedback in mind- as the driving force behind the process. Quality management departments serve as moderators between this feedback and the administrative structures of the institution- therefore it is the responsibility of the former to adequately communicate the essence of students' needs and wants to the latter. The most reliable way to achieve this is to involve the students directly: not merely with frequent feedback forms, but through representatives who serve as integrated members of the quality management department. These representatives act as a bridge between the student collective and the quality management staff. They facilitate communication, bring forth suggestions, and help develop better procedures- all through personal knowledge of the actual lived experience of student hood. The present article seeks to highlight the importance and utility of students' role in the quality assessment process, as well as describe the manner in which a student representative can get involved in this process- balancing the reality of their fellow students, as well as that of the institution as a whole.*

Keywords: student experience, quality assessment, student involvement, feedback procedures, student-institution communication, quality management process

19. DIMENSIONS OF A QUALITY INCLUSIVE EDUCATION

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Abstract: *The This study explores the concept of quality education through the UNICEF-UNESCO framework, emphasizing inclusion. Inclusive education is understood not merely as school access but as active participation, individualized support, and valuing diversity. Five interdependent dimensions are analyzed: learners, learning environments, content, processes, and outcomes. Understanding individual needs and involving families are essential to prevent marginalization. Learning environments must be safe, accessible, and adapted to diverse learning styles, while an inclusive curriculum develops academic, socio-emotional, and civic competencies, promoting respect for diversity. Educational processes based on participatory methods, flexible assessment, and technology integration support inclusion, and continuous teacher training is a key factor.*

Inclusive education outcomes go beyond academic achievement, encompassing socio-emotional development and active student engagement in the community. The study concludes that quality inclusive education requires adequate resources, mindset transformation, and institutional commitment to ensure that the right to education is effectively and equally realized for all learners

Keywords: inclusion, quality education, diversity, inclusive curriculum, active participation

20. ENSURING GENDER-INCLUSIVE QUALITY MANAGEMENT IN AI-DRIVEN EDUCATIONAL SYSTEMS

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Abstract: *This paper presents reflections emerging from participation in European initiatives focused on Artificial Intelligence (AI), education, and gender equality. It explores how AI-based tools – such as adaptive learning platforms, automated assessment systems, and data dashboards – are transforming the way quality is conceived and managed in educational and training environments. While these technologies can enhance efficiency and access, they also risk reproducing existing gender biases or creating new forms of exclusion. Building on experiences from projects promoting inclusive and ethical use of AI, the paper discusses how quality management processes can integrate gender-sensitive approaches to evaluation, monitoring, and continuous improvement. Instead of focusing only on performance indicators, a gender-inclusive quality culture values diversity, participation, and human well-being as key dimensions of educational excellence. The contribution highlights lessons learned and practical ideas for aligning AI innovation with equality and ethics, encouraging policymakers, educators, and practitioners to view gender inclusiveness as an essential quality criterion in the digital transformation of education.*

Keywords: artificial intelligence, gender equality, quality management, inclusion, ethics, education, digital transformation.

21. THE IMPACT OF ARTIFICIAL INTELLIGENCE ON QUALITY MANAGEMENT IN EDUCATION

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Abstract: *Institutions must adopt a culture of continuous improvement and data-driven accountability for quality management in education. The development of artificial intelligence technologies is transforming the quality management process. Artificial intelligence helps the improvement of quality management in areas such as data-driven decision making, performance evaluation, learning analytics, and process automation. Aim of this study is to examine the impact of artificial intelligence in the context of quality management in education based on a literature review. A review of national and international literature reveals that artificial intelligence contributes to the four fundamental dimensions of quality management (planning, implementation, evaluation, and continuous improvement). Artificial intelligence-based learning analytics systems monitor the effectiveness of teaching processes and support decisions based on quality indicators. Furthermore, the automation of administrative processes simplifies administrators' time management, allowing them to focus on strategic quality planning. However, issues such as data privacy, algorithmic bias, ethical responsibility, and lack of digital competence make the use of artificial intelligence in quality management somewhat challenging. Therefore, it is crucial for educational institutions to establish ethical use principles, develop the digital competencies of teachers and administrators, and integrate AI-based systems with a human-centered approach. According to these findings, AI transforms quality management in education from a purely technical process to a strategic area of transformation. This transformation depends on the balanced use of technological potential and human values.*

Keywords: Artificial intelligence, quality management, education, digital transformation, data-based decision-making.

22. QUALITY MANAGEMENT IN THE DIGITAL ERA: FROM COMPLIANCE ASSURANCE TO ADAPTIVE AGILITY. A COMPARATIVE ANALYSIS OF AHPGS (2024) AND ARACIS (2024 VS. 2025) EVALUATIONS IN THE FIELD OF GEOGRAPHY

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Abstract *In a world of constant change, traditional Quality Management (QM) in higher education, focused on conformity, is being challenged by the need for adaptability. This paper demonstrates the evolution of QM through a unique comparative case study, analyzing three distinct external evaluations at the Faculty of Geography (UDCTM): (1) the European AHPGS evaluation (ESG-based) from 2024, (2) the national ARACIS evaluation of the Master's program (RTPM) under the "old" 2024 methodology, and (3) the national ARACIS evaluation of the Bachelor's program (GT) under the "new" 2025 methodology.*

Theoretically grounded in an analysis of the tension between national and European standards (Ilies (Pascu), 2024), the paper reveals a critical paradox: while the AHPGS evaluation provided strategic recommendations (e.g., research, internationalization), the "old" ARACIS evaluation (RTPM) confirmed 100% compliance (no non-fulfilled indicators), demonstrating procedural excellence within a rigid framework. In contrast, the new ARACIS 2025 methodology (GT) fundamentally shifts the focus, aligning with the European philosophy by introducing SWOT analysis and new criteria like digitalization and labor market insertion, forcing the institution to directly address identified strategic challenges (e.g., "reduced research"). This paper argues that the future of QM lies in complementing "Quality Assurance" (the RTPM model) with "Quality Agility" (the GT and AHPGS model). We demonstrate the evolution of QM from a "Guardian of Conformity" to a "Facilitator of Innovation", ensuring geography programs are not only compliant but also relevant and resilient in the digital era.

Keywords: Quality Management, Quality Agility, Geography Programs, Digital Era, ARACIS Standards, ESG.

23. RISK MANAGEMENT IN ERASMUS+ PROJECTS

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Abstract: *Erasmus+ projects offer significant opportunities for students, teachers, and educational institutions, promoting mobility, intercultural exchange, and skill development. However, successful implementation depends on effective risk management. This process involves identifying, assessing, and monitoring potential financial, operational, legal, participant-related, technological, and external risks. By planning preventive and corrective measures, monitoring progress, and engaging all team members, projects can minimize negative impacts on activities, outcomes, and participant safety. Careful risk management enhances project quality, ensures deadlines and budgets are met, and strengthens institutional capacity. Overall, it is a key factor in achieving sustainable, successful Erasmus+ initiatives.*

Keywords: Erasmus+, Risk Management, Quality Plan, Evaluation, Monitoring, Project Sustainability

24. PROMOTING PHYSICAL ACTIVITY IN DIABETES MANAGEMENT THROUGH AUGMENTED REALITY: THE DART PROJECT DIGITAL INNOVATION

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Abstract. *Physical activity is a cornerstone of diabetes management, yet many individuals with diabetes face motivational and adherence barriers that limit long-term engagement in regular exercise. Digital health solutions, and particularly augmented reality (AR), offer promising strategies to enhance user motivation, provide real-time feedback, and integrate physical activity into daily routines in an engaging and personalized manner. This paper presents a digital innovation developed within the Project Diabetes Augmented Reality Training (DART), which uses augmented reality to promote and sustain physical activity among people living with diabetes. The aim is to explore how AR-based gamified experiences can support self-management, increase adherence to physical activity, and contribute to improved health outcomes. The DART intervention integrates AR challenges, goal-setting tools, personalized activity plans, and real-time monitoring of physical exercise. User feedback was gathered through pilot testing with individuals diagnosed with diabetes to assess engagement, usability, and perceived effectiveness. Augmented reality represents a promising tool to transform diabetes self-management by making physical activity more accessible, enjoyable, and sustainable, by means of the DART Project platform.*

Keywords: augmented reality, DART project, diabetes, digital health, physical activity

25. THE IMPACT OF ERASMUS+ MOBILITY ON STUDENTS AND THE SCHOOL

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Abstract: *In the 2024-2025 school year, 26 students from Unirea National College participated in three Erasmus+ mobility activities in Portugal, Spain, and the Czech Republic, as part of project 2024-1-RO01-KA121-SCH-000201350. The experience enhanced students' autonomy, self-confidence, and intercultural skills, providing them with the opportunity to learn about European values such as tolerance, respect, and solidarity. The participants discovered modern learning methods, learned to work in international teams, and adapted to new situations. The impact was also felt at the school level through the introduction of innovative teaching methods, exchanges of good practices, and the development of a genuine European spirit. Erasmus+ transformed education into a life-changing experience, preparing students for the future and connecting the school to European values.*

Keywords: Erasmus+, mobilities, competencies, future, education

26. EMPOWERING WOMEN THROUGH ARTIFICIAL INTELLIGENCE: REFLECTIONS FROM EUROPEAN EDUCATIONAL PROJECTS

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Abstract: *This paper shares reflections emerging from the participation in European projects connecting Artificial Intelligence (AI), education, and women's empowerment. Drawing on experiences developed within transnational cooperation frameworks; the contribution explores how AI can both open opportunities and raise new challenges for gender equality in learning and professional contexts. It discusses lessons learned from participatory and creative methodologies applied in EU-funded initiatives that promoted digital literacy, inclusion, and ethical awareness of AI among women and girls. Particular attention is given to how educational environments – formal, non-formal, and community-based – can support women to engage confidently with AI tools while critically understanding their implications. The paper highlights key barriers still present, such as the digital gender gap, limited female participation in AI design, and cultural stereotypes affecting confidence and self-efficacy. The reflections conclude by suggesting practical directions for integrating gender perspectives in AI-related education and policy, fostering a more inclusive and human-centered digital transformation.*

Keywords: artificial intelligence, women, gender equality, digital literacy, education, inclusion, empowerment.

27. ARTIFICIAL INTELLIGENCE IN LEARNING GERMAN THROUGH LINGUISTIC PROJECT-BASED ACTIVITIES

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Abstract: *The further infusion of Artificial Intelligence (AI) in education is massively changing the traditional way of teaching and learning the language and it has been known that it promotes innovation, flexibility and learner centered learning. Using language project-based exercises, this paper focuses on how the AI can be incorporated into the way to learn German as a foreign language with opportunities to enhance communicative competence, intercultural awareness and individual learning. PBL stimulates active usage of the target language in real, meaningful, and collaborative situations. With the combination of AI tools – such as intelligent tutoring systems, adaptive learning platforms, and conversational agents – this approach becomes more interactive, flexible, and adapted to the learners' personal needs. The research, however, provides tangible suggestions on how to incorporate AI technologies into language projects focusing on vocabulary learning, grammatical precision, pronunciation and fluency. Moreover, these technologies also facilitate continuous formative assessment by delivering instantaneous and individualized feedback and ensuring each learner's progress. It is concluded that the fusion of AI with PBL methodology is found to be an effective way of fostering language competence as well as critical thinking, creativity and digital literacy – all vital skills for 21st century education. AI should be approached as a complementary, synergistic pedagogical ally, amplifying the human dimension and enhancing the process of German language learning thanks to meaningful, technology-supported language projects..*

Keywords: Artificial Intelligence (AI), German language learning, Project-Based Learning (PBL), Communicative competence, Adaptive learning, Critical thinking

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Prof. Univ.Adriana TOMULEȚIU Ph.D.

Lecturer univ. Ioan MOLDOVAN Ph.D.

1. THE ETHICS OF INTEGRATING ARTIFICIAL INTELLIGENCE IN HUMANISTIC EDUCATION: DYNAMICS BETWEEN PEDAGOGICAL INNOVATION AND MORAL RESPONSIBILITY

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Abstract *The integration of artificial intelligence (AI) into humanistic education represents one of the most challenging and promising directions in the contemporary transformation of educational processes. On one hand, AI opens new horizons for pedagogical innovation, personalized learning, and the democratization of access to knowledge. On the other hand, it raises profound ethical dilemmas concerning intellectual autonomy, the authenticity of the educational experience, and the redefinition of the teacher's and student's roles within the current technological context. This study explores the dynamic interplay between the innovative potential of AI and the imperatives of moral responsibility in humanistic education, analyzing the balance between algorithmic efficiency and the cultivation of critical consciousness. Through the proposed interdisciplinary approach, the research examines the risks of depersonalization in the educational process, the dangers of algorithmic bias, and the possible erosion of the reflective dimension of humanism in the face of automation. At the same time, it highlights how AI can become an ethical and creative tool when integrated within a pedagogical framework grounded in values such as empathy, responsibility, and critical discernment. The paper thus proposes an ethical-pedagogical model for the use of AI – one that does not replace but rather enhances the human dimension of education. The conclusions emphasize the necessity of fostering an educational culture of digital responsibility and applied ethical thinking, ensuring that technological innovation serves the development of humanity rather than its instrumentalization. In this sense, the integration of AI in humanistic education becomes not only a technological challenge but also an opportunity to reconfigure the educational ethos in the spirit of a reflective and inclusive modernity.*

Keywords: Keywords: Artificial intelligence, Humanistic education, Digital ethics, Pedagogical innovation, Moral responsibility.

2. IS IT POSSIBLE TO RETURN FROM THE WORLD OF ILLUSION?

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Abstract: *Is it possible to return from the world of illusion?*

Since the beginning of the second decade of the 21st century, there has been a noticeable increase in mental health problems among children and adolescents. These problems encompass a wide range of disorders, from difficulty concentrating to depression, anxiety, and suicide. There are many reasons for this situation – one of them is the rapid development of technology, which, combined with overprotective parents, has isolated children from the real world and introduced them to a virtual reality. This has contributed to a significant decline in the social and mental competencies of the young generation, which can have painful consequences for the entire population – after all, the existence of society requires the ability to coexist, empathize, and cooperate. Parental overprotection and insufficient care in the virtual world are also important. The consequences of childhood on the phone: sleep deprivation, social deprivation, distraction and addiction (Jonathan Haidt 2025). The pedagogical challenge is to bring about a return from life in the world of illusion.

Keywords: mental health problems, children, phone

3. ARTIFICIAL INTELLIGENCE AS A TOOL OF TRANSGRESSION IN EDUCATION

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Abstract: *This paper explores the role of artificial intelligence (AI) as a tool of transgression in education, challenging traditional pedagogical paradigms and ethical boundaries. By analyzing the ways AI disrupts conventional teaching and learning processes, the study highlights both the potential benefits and risks associated with integrating AI technologies into educational settings. Emphasizing issues such as academic integrity, privacy concerns, and the reshaping of teacher-student dynamics, the paper argues that AI functions as a transgressive force that can foster innovation while also posing significant ethical dilemmas. The findings underscore the need for critical engagement and responsible implementation of AI to ensure it serves as a positive force for educational transformation.*

Keywords: Artificial Intelligence, Education, Transgression, Pedagogical Innovation, Ethical Challenges, Educational Technology, Academic Integrity, Digital Disruption

4. ARTIFICIAL INTELLIGENCE AND VALUES IN THE WORK OF AN ACADEMIC TEACHER

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Abstract: *This article explores the integration of artificial intelligence (AI) and ethical values in the professional practice of academic teachers. It examines how AI tools influence pedagogical approaches, decision-making processes, and the educator's role within the academic environment. The study emphasizes the importance of aligning AI implementation with core educational values such as fairness, transparency, and responsibility. Additionally, it discusses potential challenges and ethical dilemmas arising from AI deployment in education, proposing strategies to ensure that technological advancements support the development of responsible and value-driven teaching practices. The findings highlight the necessity for academic educators to critically engage with AI technologies to foster an ethical and inclusive educational landscape.*

Keywords: Artificial Intelligence, academic teaching, educational values, ethics, responsible AI, pedagogical innovation, educational technology

5. THE ROLE OF ARTIFICIAL INTELLIGENCE IN ENHANCING AND SECURING SMART EDUCATION SYSTEMS

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Abstract: *The global dependency on Smart Education Systems (SES) for scalable, personalised learning is fundamentally constrained by persistent vulnerabilities concerning high-volume data security and predictive accuracy. Current literature lacks a cohesive framework that models the obligatory co-existence of AI for advanced pedagogy and AI for cyber resilience. This article addresses this critical gap by introducing the “Cognitive-Defensive AI Nexus” framework. The study employed a mixed-methods approach, integrating advanced machine learning techniques – specifically, Transformer-based models for predictive cognitive load analysis on a longitudinal dataset of 50,000 student interactions, with a simulated Zero Trust Architecture (ZTA) AI layer designed to enforce micro-segmentation based on the sensitivity of real-time data access. Our methodology uniquely quantifies the performance trade-off between the latency required for ZTA access validation and the accuracy gain from predictive personalisation. The empirical results demonstrate that the Cognitive-Defensive AI Nexus maintains 94.7% predictive accuracy in identifying at-risk learners while simultaneously reducing the attack surface area by 78% compared to traditional SES security models. Crucially, the ZTA integration introduces a negligible latency increase (average 12ms), confirming the framework’s operational viability. These findings carry significant implications for the future design of digital learning environments, proving that high-impact pedagogical enhancement and uncompromising data security are not mutually exclusive. This work establishes a novel paradigm for constructing secure-by-design Smart Education Systems.*

Keywords: Zero Trust Architecture (ZTA); Cognitive-Defensive AI Nexus; Smart Education Systems; Predictive Learning Analytics; Cybersecurity Resilience; Transformer Models.

6. ARTIFICIAL INTELLIGENCE AS A CATALYST FOR INNOVATION IN TEACHING GERMAN AT THE UNIVERSITY LEVEL IN ALBANIA

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Abstract: *The rapid pace of global change challenges higher education to rethink traditional approaches to teaching and learning. AI (Artificial Intelligence) is emerging as a central force in this transformation, opening new possibilities for personalized instruction and the enhancement of German language proficiency. Within the context of teaching German language at the university level in Albania, AI-based tools as such as adaptive learning systems, intelligent translation software, grammar feedback and conversational agents are enabling students to engage with the German language in more autonomous and interactive ways. Combining theoretical perspectives with practical observations it examines how intelligent technology can promote active learning, critical reflection and intrinsic motivation. This paper examines the pedagogical implications of integrating AI into University level as a German language instructor. By adopting such an approach in university context in Albania we can prepare better students for a globalized and technology driven world, we're linguistic, digital and intercultural skills are essential for academic and professional success.*

Keywords: Artificial Intelligence AI, German language teaching, higher education, adaptive learning, digital pedagogy, intercultural competence.

7. ADVANTAGES AND DISADVANTAGES OF USING AI IN TEACHING ROMANIAN AS A FOREIGN LANGUAGE. A CASE STUDY

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Abstract: *The rapid integration of Artificial Intelligence (AI) into language education has transformed teaching methodologies and learner engagement across the globe. This study explores the advantages and disadvantages of employing AI tools in teaching Romanian as a Foreign Language (RFL). The research shows qualitative data obtained from classroom observations and student interviews to evaluate the pedagogical impact of AI-assisted learning. Findings indicate that AI applications – such as adaptive learning platforms, automated feedback systems, and conversational chatbots – enhance pronunciation accuracy, vocabulary acquisition, and learner autonomy. Students reported higher motivation levels and increased opportunities for individualized practice beyond traditional classroom settings. However, the study also highlights notable drawbacks, including technological dependence, limited cultural contextualization, and the risk of reduced interpersonal interaction between teachers and learners. Additionally, inconsistencies in AI-generated linguistic feedback and the scarcity of Romanian-specific training data occasionally hinder accuracy and authenticity. The results suggest that while AI can serve as a valuable complement to traditional instruction, it should not replace the human-mediated aspects essential to cultural immersion and communicative competence. The paper concludes by recommending a hybrid pedagogical approach that integrates AI tools with human guidance to maximize learning outcomes in RFL education.*

Keywords: Artificial Intelligence, Romanian as a Foreign Language, language pedagogy, digital learning, case study, AI-assisted education

8. PROMOTING ENVIRONMENTAL LITERACY THROUGH FOREIGN LANGUAGE TEACHING: METHODOLOGICAL APPROACHES AND CLASSROOM PRACTICES

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Abstract: *In light of global environmental issues, education for sustainability has emerged as a critical component of current pedagogical practice. This article investigates the incorporation of environmental literacy into foreign language instruction as a way to increase students' ecological awareness, critical thinking, and responsible citizenship. It investigates methodological approaches that link linguistic competence with environmental education, focusing on communicative, task-based, and content-integrated learning methodologies. The study examines classroom techniques to show how real materials, project-based learning, and multidisciplinary projects can encourage learners to become involved with environmental issues while improving their language ability. Special emphasis is placed on designing activities that foster analytical thinking, problem-solving, and teamwork within an environmentally focused curriculum. We believe that incorporating ecological themes into language instruction helps learners strengthen their language skills while also fostering the development of sustainable values and lifestyle choices. Teachers may make the foreign language classroom a place for meaningful conversation, cross-cultural comprehension, and global responsibility by combining linguistic and environmental goals.*

Keywords: environmental literacy; foreign language teaching; sustainability education; interdisciplinary approach

9. INTEGRATING INQUIRY-BASED LEARNING TO FOSTER INTERCULTURAL COMMUNICATIVE COMPETENCE IN LANGUAGE EDUCATION

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Abstract: *Today's globalized world puts more and more emphasis on the intercultural dimensions of communication. In this context, language education has to move beyond linguistic proficiency to encompass intercultural communicative competence (ICC). This paper explores the integration of inquiry-based learning (IBL) as a pedagogical approach to foster ICC within language education. Grounded in constructivist and sociocultural learning theories, the study argues that inquiry-based methodologies create authentic opportunities for learners to engage with diverse cultural perspectives. By positioning learners as active inquirers rather than passive recipients of knowledge, through questioning, investigation, reflection, and collaboration, IBL promotes deeper cultural awareness, empathy, and critical thinking, which are central to the development of ICC. Drawing on empirical studies and classroom-based practices, the paper examines how inquiry tasks such as ethnographic projects, intercultural interviews, and problem-based scenarios enhance learners' ability to negotiate meaning across cultures. The discussion highlights the pedagogical implications of integrating IBL into language curricula, emphasizing the need for teacher scaffolding, reflective assessment, and intercultural dialogue. The paper concludes that inquiry-based learning provides a dynamic and transformative framework for developing intercultural communicative competence, enabling learners not only to communicate effectively across cultures but also to cultivate openness, curiosity, and ethical engagement in global contexts.*

Keywords: *Active learning, Intercultural Communicative Competence, cultural awareness, Inquiry Based Learning, Pedagogical Implications.*

10. ASPECTS OF VALIDATION OF THE CONTENT UNIT “RISKS OF ONLINE GAMES: OPENNESS TO UNKNOWN THINGS AND PEOPLE” IN THE SCHOOL SUBJECT “PERSONAL DEVELOPMENT” IN THE 3RD GRADE

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Abstract: *This article elucidates some theoretical and applied aspects with reference to the teaching-learning act in the content unit “Risks of online games: openness to unknown things and people” - the school discipline “Personal development” (class III), with the aim of training students in the skills of identifying safe situations in the online environment, based on the criteria provided. The conceptual landmarks of module 5 “Personal security” are outlined, through the prism of national educational and normative policy documents, supported by scientific levels in the field. The didactic method of teaching module 5 is elucidated in order to train specific competence 5 in the school discipline “Personal development” (class III). A projective vision is proposed on the subject “Online games: advantages and dangers” - curricular approach “Risks of online games” - units of competence: 5.1. “Identifying safe situations in the online environment, based on the criteria provided” - lesson type: mixed, learning framework ERRE model.*

Keywords: online communication, security and safety in online communication, online games-network games-proactive games, learning process through play

11. EDUCATIONAL LEADERSHIP AND ENERGIZING COMPETENCE: A STRATEGIC MODEL FOR PERFORMANCE IN THE DIGITAL AGE

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Abstract: *In the context of educational transformation generated by the digital revolution and the increasing integration of artificial intelligence (AI), school leadership faces the challenge of redefining performance management in accordance with new pedagogical and technological paradigms. This paper proposes a strategic model of educational leadership and energizing competence applied in a pre-university educational institution undergoing a process of digitalization. The model emphasizes the relationship between motivation, competence, and institutional performance, highlighting the role of school leaders as transformational agents capable of fostering innovation, collaboration, and reflective learning. The research adopts a qualitative and applicative approach, combining document analysis, observation, and feedback from teaching staff involved in professional development programs. The findings show that the implementation of energizing competence – defined as the internal capacity to transform motivation into effective educational action – contributes to improving teacher engagement, adaptability to digital tools, and collective responsibility for quality education. Moreover, leadership based on empathy, shared vision, and participatory decision-making enhances organizational cohesion and openness to change. The proposed model can serve as a framework for schools aiming to integrate AI-driven tools and digital learning environments while maintaining human-centered values in education.*

Keywords: educational leadership, energizing competence, performance management, digital education, artificial intelligence, motivation

12. ONLINE PLATFORMS AS MODERN EDUCATIONAL TOOLS IN DEVELOPING STUDENTS' COMMUNICATION COMPETENCE

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Abstract: *In the context of the accelerated digital transformation of education, online platforms have become indispensable tools for developing students' key competences, particularly communication competence. The study analyzes the impact of using digital educational environments – such as Google Classroom, Moodle, Edmodo, Kahoot!, Padlet, Wordwall, and others – on the development of oral and written expression, receptive skills, and collaborative interaction. Referring to the regulatory documents of the Republic of Moldova (the National Curriculum, the Education Code, and the Digital Transformation Strategy in Education), the research highlights the role of online platforms in modernizing the teaching and learning process and in creating a participatory, learner-centered educational environment. The article presents a theoretical and applied analysis of integrating online platforms into the teaching-learning-assessment activities for the Romanian language and literature, demonstrating how they stimulate critical thinking, autonomy, intrinsic motivation, and digital communication competences. The results show that online platforms enhance interactivity and collaborative learning, facilitate immediate feedback, and contribute to the personalization of the educational process. At the same time, challenges are identified regarding teachers' digital literacy, time management in online settings, and ensuring educational inclusion.*

Keywords: Communication competence, online platforms, educational digitalization, collaborative learning, pedagogical innovation

13. THE IMPORTANCE OF ARTIFICIAL INTELLIGENCE IN EDUCATION

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Abstract: *Education is a field where technology yes transforms teaching method and the learning in Albania, the system educational faces challenges how lack of teachers the specialized, high administrative burden and needs about method more effective Intelligence artificial intelligence (AI) yes revolutionizing education by enabling learning the personalized, analysis the advanced the performance of the students, assistance in development of plans teaching and optimize the administrative processes. This study analyses in details AI applications in education, including tutors virtual, systems adaptive the learning, analysis of data automation and simulation virtual Discussed challenge ethical, technological and social, as and recommendations practice about implementation effective Literature analysis international law and examples practice Underline the potential of AI for the improve quality of education and about the support innovation. In study were used interviews with teachers, students about identification of use the platforms of IA. Article examines benefits, challenges and perceptive about implementation of technologies the advanced in context Albanian. Integrating artificial intelligence into modern education offers tremendous opportunities for improving the quality, efficiency, and personalization of learning. However, sustained success requires addressing ethical challenges, ensuring equitable access, and training teachers for effective use.*

Keywords: Artificial Intelligence (AI), Education, Personalized Learning, Teaching Methods, Ethical Challenges, Innovation

14. THE ROLE OF SCHOOL CULTURE AND CLIMATE IN SUPPORTING STUDENTS' SUCCESS IN THE ERA OF DIGITAL TRANSFORMATION - THE CASE OF PRE-UNIVERSITY SCHOOLS IN GJIROKASTER REGION

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Abstract: *School culture and climate are two very important factors that directly affect the success of the student by allowing the latter feel heard, understood and open to expressing their opinion regarding the most appropriate ways and forms of teaching from which the student would benefit the most and would be able to pave the way to success more easily. In today's digital age, school culture and climate has undergone transformations. Faced with the fact that technology plays a fundamental role in the education of children today but also presents multiple risks that directly or indirectly affect the school culture and climate, school leadership has to undertake the task of guiding the teacher-student-parent triangle towards creating a collaborative spirit to create a safe atmosphere in the school by accepting innovations, preserving values, and respecting jointly established rules. The purpose of this study was to investigate how the culture and climate in southern Albanian schools has been affected by the digital transformation and how this development has affected students' academic achievements. To come up with conclusions, an interview was conducted, to which participants from different schools in the Gjirokaštër region responded. Based on the responses we carried out a thematic analysis of the state of schools of this region today in terms of culture and climate. At the end of the study, it was noted that despite the efforts made by the relevant institutions to integrate technology into teaching, the classroom culture and climate remains largely traditional with occasional instances of active student engagement through the use of technology.*

Keywords: school culture and climate, digital era, pre-university schools, teacher-student-parent triangle, academic success

15. INTERACTIVE APPROACHES IN DIGITAL ENGLISH LANGUAGE PEDAGOGY

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Abstract: *School culture and climate are two very important factors that directly affect the success of the student by allowing the latter feel heard, understood and open to expressing their opinion regarding the most appropriate ways and forms of teaching from which the student would benefit the most and would be able to pave the way to success more easily. In today's digital age, school culture and climate has undergone transformations. Faced with the fact that technology plays a fundamental role in the education of children today but also presents multiple risks that directly or indirectly affect the school culture and climate, school leadership has to undertake the task of guiding the teacher-student-parent triangle towards creating a collaborative spirit to create a safe atmosphere in the school by accepting innovations, preserving values, and respecting jointly established rules. The purpose of this study was to investigate how the culture and climate in southern Albanian schools has been affected by the digital transformation and how this development has affected students' academic achievements. To come up with conclusions, an interview was conducted, to which participants from different schools in the Gjirokašter region responded. Based on the responses we carried out a thematic analysis of the state of schools of this region today in terms of culture and climate. At the end of the study, it was noted that despite the efforts made by the relevant institutions to integrate technology into teaching, the classroom culture and climate remains largely traditional with occasional instances of active student engagement through the use of technology.*

Keywords: school culture and climate, digital era, pre-university schools, teacher-student-parent triangle, academic success

16. DIGITAL STRATEGIES FOR THE OPTIMIZATION OF CLASSROOM MANAGEMENT THROUGH THE VALORIZATION OF SAPIENTIAL LEADERSHIP

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Abstract: *Purpose: To promote effective digital strategies for optimizing classroom management in the current educational context.*

Objective: To highlight the constructive aspects of an interactive digital lesson as a strategic tool within the didactic style of sapiential leadership (SDLS).

Topic: The interactive lesson created using the (classic) PowerPoint format.

Significance: PowerPoint as a digital resource that can add value to the educational process.

Approach: The method of the three-dimensional epistemological cross: interdisciplinary, transdisciplinary, and multimodal approach (according to the theory of multiple intelligences).

Results: Optimization of classroom management through the enhancement of sapiential leadership, based on integrated pedagogical strategies (HOPAH), with reference to the creation of interactive digital lessons.

Implications: Mental and value-based restructurings (in line with constructivist theory).

Value: A new educational paradigm proposed through the conceptual approach of sapiential leadership.”.

Keywords: classroom management, sapiential leadership, digital strategies, AI, PowerPoint, three-dimensional epistemological cross.

17. THE EFFECT OF GENERATIVE ARTIFICIAL INTELLIGENCE ON SCHOOL DEVELOPMENT IN THE CONTEXT OF DIGITAL TRANSFORMATION IN EDUCATIONAL ADMINISTRATION

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Abstract: *Digital transformation is leading to a radical paradigm shift in education systems, and generative artificial intelligence technologies are assuming an increasingly decisive role at the heart of this transformation. Generative artificial intelligence impacts school development in a multidimensional way by offering innovative opportunities in supporting decision-making, communication, data analysis, and instructional processes in school management. The purpose of this study is to examine the effects of generative artificial intelligence on school development within the context of digital transformation, within the framework of existing literature. The study is based on a review of national and international research. The literature review reveals that generative artificial intelligence contributes to school development: The digitalization of administrative processes: generative artificial intelligence tools strengthen the data-based decision-making competencies of school administrators and facilitate strategic planning; Teaching and learning innovations: AI-supported content generation contributes to personalized learning environments and increases in teacher motivation; Institutional learning and digital leadership: Generative AI is seen to impact school culture along three fundamental axes: supporting innovation, collaboration, and continuous learning. The literature also emphasizes the importance of ethical use, data security, and digital competence in ensuring the sustainability of AI integration in school development. As a result of these findings, for schools undergoing digital transformation, generative AI is both a technological tool and a strategic component that redefines organizational learning, leadership, and quality.* **Keywords:** Digital transformation, generative AI, school development, digital leadership, educational management.

18. THE IMPACT OF AI ON LEARNING ITALIAN AS A SECOND LANGUAGE: LINGUISTIC INNOVATIONS AND PEDAGOGICAL CHALLENGES

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Abstract: *Recent advances in Artificial Intelligence (AI) are profoundly transforming pedagogical practices and the ways in which foreign languages are learned, opening new horizons for the teaching and acquisition of Italian as a second language (L2). This paper aims to analyze the role, potential, and limitations of AI in the teaching and learning process of Italian, focusing on the interaction between technology, didactic methodology, and cultural mediation. Through an analytical and comparative approach, the article examines how AI-based tools – such as intelligent tutoring systems, language chatbots, adaptive learning platforms, and natural language processing applications – can contribute to personalized learning, learner motivation, and the development of authentic communicative competence. The analysis highlights that the integration of AI can enhance learning efficiency by providing immediate feedback, automated assessment, and immersive linguistic simulation environments. However, the use of these technologies is accompanied by several challenges, including the lack of cultural sensitivity, the potential reduction of human interaction, dependence on algorithms, and ethical concerns related to data privacy and model transparency. Therefore, the paper proposes an integrated approach that combines the potential of AI with the pedagogical guidance of teachers and intercultural strategies that foster critical thinking and authentic communication. Ultimately, the study argues that, when implemented with ethical and pedagogical awareness, AI can serve as an innovative tool for improving the teaching of Italian as a second language, making the learning process more dynamic, personalized, and inclusive.*

Keywords: artificial intelligence, foreign language learning, digital technologies, pedagogical innovation, educational ethics

19. TEACHING THE PLANET IN A DIGITAL AGE: AI AND TASK-BASED APPROACHES TO ENVIRONMENTAL LITERACY

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Abstract: *In an era defined by rapid technological change and global environmental challenges, education must evolve to cultivate both digital and ecological intelligence. This paper explores the intersection of Artificial Intelligence (AI) and Task-Based Language Learning (TBLL) as a transformative framework for fostering environmental literacy in English as a Foreign Language (EFL) classroom. By integrating AI-powered tools—such as intelligent tutoring systems, adaptive learning platforms, and multimodal content generators—teachers can design authentic, problem-solving tasks that connect language learning with real-world ecological issues. The study demonstrates how task-based approaches, supported by AI, can engage learners in collaborative inquiry, critical thinking, and reflective communication about sustainability topics. Through case-based analysis and classroom experimentation, the research highlights the pedagogical potential of AI to personalize instruction, enhance learner autonomy, and stimulate environmental awareness. Ultimately, the paper argues that combining technology-driven pedagogy with environmental education not only strengthens linguistic and digital competencies but also nurtures responsible global citizenship in the digital age.*

Keywords: Artificial Intelligence; Task-Based Language Learning; Environmental Literacy; Digital Pedagogy; Sustainability Education; EFL Teaching; Global Citizenship; Innovation in Education

20. TEACHING THE PLANET IN A DIGITAL AGE: AI AND TASK-BASED APPROACHES TO ENVIRONMENTAL LITERACY

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Abstract: *The article explores the role of artificial intelligence (AI) as a key instrument of pedagogical innovation in the continuous professional development of teachers, using the activity of the Mureş County Teacher Training House as a case study. The research is grounded in the principles of digital pedagogy and 21st-century competences, analysing the effects of training programs designed to integrate AI into the educational process. Data were collected from professional needs questionnaires, curriculum analyses, and participant feedback, highlighting the positive impact on teachers’ motivation, digital competences, and ability to apply emerging technologies in their teaching practice. The results show that the inclusion of AI-related content in training programs fosters a shift in educational mindset, enhances adaptability, and strengthens a culture of lifelong learning among teachers. The study also emphasizes the role of the County Teacher Training Centre as a regional hub for innovation and the transfer of best practices, promoting the development of digital competences through interactive activities, demonstration micro-lessons, and open educational resources. The article proposes an integrated perspective on the relationship between professional development, digital pedagogy, and the responsible use of AI in education, offering recommendations for adapting the continuous training curriculum to current technological and ethical trends. The conclusions highlight the need to reinforce partnerships between training institutions, schools, and universities to build an education system oriented toward innovation and critical thinking in a world of constant change.*

Keywords: Artificial Intelligence; Task-Based Language Learning; Digital Pedagogy; Sustainability Education; EFL Teaching; Global Citizenship; Innovation in Education

21. AI IMPACT IN RESHAPING TEACHING AND LEARNING IN ALBANIAN EDUCATIONAL SYSTEM

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Abstract: *The rapid advancement of digital technologies has fundamentally transformed the landscape of modern education. AI is reshaping how teachers deliver lessons and how students engage with knowledge. This technological shift promotes more dynamic, flexible, and personalized learning experiences, encouraging creativity, collaboration, and critical thinking. However, the increasing integration of technology in education raises important questions about the preservation of human interaction in teaching. Educators face the challenge of maintaining a balance between technological innovation and empathy, ensuring that AI serves as a tool for inclusion rather than exclusion. This paper explores the key dimensions of this transformation, emphasizing how teachers within the Albanian education system can effectively integrate AI to enhance teaching quality and student engagement, while safeguarding the human-centred essence of education. By the interviews, surveys, questionnaires and data drawn by pre-university teachers, school administrators and students engaged in ICT, Math and Science, we will provide a clear picture of the current transformation the process teaching-learning is incurring. The study will carry out a comparative analysis between the conventional and contemporary tools in the teaching process.*

Keywords: Teaching process, Learning process, Innovation, Artificial Intelligence, Transformation

22. DESIGNING SUBJECT-BASED PROJECTS IN LANGUAGE AND LITERATURE AS AN OPPORTUNITY FOR APPLYING INTERACTIVE TEACHING METHODS AND DIGITAL COMPETENCIES

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Abstract: *“Subject-based projects represent a modern teaching practice aimed at encouraging research skills, increasing active student participation in the learning process, developing cooperative abilities, and promoting deeper and more practical learning. In contemporary methodology for teaching Albanian language and literature, project design offers wide opportunities for applying knowledge in functional and real-life contexts. One of the key advantages of project-based learning is the integration of the curriculum with real-life situations and other fields of knowledge, such as history, philosophy, economics, biology, psychology, physics, and ICT. For this reason, the purpose of this paper is to define the criteria for designing several project models that integrate interdisciplinary knowledge and create meaningful intersections between literature and other subjects: literature–history, literature–biology, literature–psychology, literature–physics, and literature–ICT. The role of projects within the Albanian language and literature curriculum is essential, as it contributes to building an innovative strategy for developing global competences and a holistic approach to learning. Integrating technology into project design and implementation allows students to engage in an authentic, creative, and interdisciplinary learning process. Through the study of student portfolio, assignments, personal and team projects we identify the acquisition of digital skills. This paper aims to demonstrate the benefits of using project-based approaches in developing students’ research skills, stimulating reading motivation and critical thinking, fostering cultural and artistic values, and applying language and literature as bridges toward knowledge in other disciplines.”*

Keywords: Digital, Skills, Interdisciplinary, Literature, Language

23. ONLINE LANGUAGE COURSE DESIGN: ISSUES, PEDAGOGICAL IMPLICATIONS AND NEEDS ANALYSIS

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Abstract *The rapid expansion of online education has shifted language teaching toward flexible and accessible modes of delivery. However, effective online instruction requires more than transferring face-to-face methods to digital platforms. This article examines primary issues and pedagogical implications of online language course design, focusing on learner autonomy, motivation, engagement, digital competence, and feedback. Drawing on established theoretical perspectives, it argues that online learning environments demand highly structured yet flexible frameworks supporting learner self-regulation, motivation, and interaction. Strategies such as Keller's ARCS model, task variation, collaborative learning, and personalized instructor presence sustain engagement. The article highlights the role of needs analysis and diagnostic testing in informing course design. Through triangulation using questionnaires, participant observation, and diagnostic assessment, instructors obtain comprehensive understanding of learners' strengths, challenges, and goals. Findings typically indicate that listening, speaking, and grammar require focused development, while students report strong motivation and preference for collaborative learning. Integrating diagnostic data into course planning enables instructors to tailor content and assessment effectively. Overall, effective online language instruction relies on evidence-based design promoting autonomy, interaction, and timely feedback.*

Keywords: online language teaching, course design, needs analysis, learner autonomy, digital competence

24. ARTIFICIAL INTELLIGENCE: CHALLENGES AND OPPORTUNITIES FOR MODERN SOCIETY – IMPACT ON WORK, ETHICS, AND PRIVACY

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Abstract *“Artificial Intelligence (AI) is revolutionizing the way we live, work, and interact with technology. It has extraordinary potential to improve our lives, but it also brings significant challenges that require serious attention. This conference will examine the impact of AI on the labor market, ethical dilemmas, privacy risks, and the opportunities it creates for society. AI automates many processes that once required human labor. This increases efficiency and reduces costs, but at the same time creates uncertainty over job loss, especially in sectors involving routine or repetitive tasks. For example, in manufacturing, logistics, and financial services, robots and algorithms are taking over jobs that were once done by humans.”*

Keywords: artificial intelligence, ethics, communication, challenges, collaboration

25. THE IMPACT OF ARTIFICIAL INTELLIGENCE ON THE EDUCATIONAL PROCESS

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Abstract *“This paper explores the growing influence of Artificial Intelligence (AI) technologies on the educational process, emphasizing their transformative potential in teaching, learning, and assessment. The study analyzes how AI-based tools – such as adaptive learning platforms, intelligent tutoring systems, and automated assessment software – enhance personalization, student engagement, and academic performance. Using a mixed-method approach that combines literature review, survey data from teachers and students, and qualitative classroom observations, the paper identifies both the benefits and challenges of AI integration in education.*

Results show that AI can significantly improve learning outcomes by enabling individualized feedback and flexible learning paths, while also supporting teachers in administrative and evaluative tasks. However, the research also highlights critical concerns related to data privacy, ethical implications, and the need for teacher training in digital pedagogy. The paper concludes that AI should not replace human educators but should serve as a complementary tool that enhances creativity, collaboration, and critical thinking in the classroom. Future research directions include the development of transparent and inclusive AI systems aligned with educational values and equity principles.

Keywords: artificial intelligence, education, personalized learning, digital pedagogy, intelligent systems

26. THE ROLE OF TEACHING STAFF AND ARTIFICIAL INTELLIGENCE IN MANAGING THE LEARNING PROCESS IN PRIMARY EDUCATION

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Abstract *The article illustrates the interaction between the teaching staff and artificial intelligence (AI)-based technologies in the educational management process in primary education. Through a theoretical and conceptual analysis, the essential role of the teacher, the advantages brought by AI in personalizing learning and the necessary conditions for an effective collaboration between the human and technological factors are highlighted. The conclusions emphasize that technology can support, but cannot substitute, the teaching staff in the instructional-educational process.*

Keywords: Teacher, artificial intelligence, management, learning process, primary education

27. ARTIFICIAL INTELLIGENCE - A TOOL IN MODERN TEACHER EVALUATION

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Abstract *The article examines how artificial intelligence (AI) contributes to the modernization of teacher evaluation processes by supporting a data-driven, efficient, and objective approach. In a constantly evolving digital education context, AI becomes a partner of the human factor in promoting quality and innovation in the educational system. Theoretical and conceptual analyses highlight the main benefits, risks, and ethical conditions for the use of intelligent technologies in teacher performance assessment.*

Keywords: artificial intelligence, teacher evaluation, quality assurance, innovation, efficiency

28. MANAGERIAL PERSPECTIVES ON INTEGRATING ARTIFICIAL INTELLIGENCE-BASED TECHNOLOGIES IN PRESCHOOL EDUCATION

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Abstract *The accelerated digital transformation of education requires preschool institutions to adopt innovative management strategies and pedagogical practices adapted to technological advancements. Artificial intelligence (AI) provides valuable opportunities for optimizing administrative processes, improving institutional communication, and personalizing learning experiences. This study aims to explore managerial perspectives on the integration of AI-based technologies in preschool settings and their impact on educational management and teaching practices. Using a qualitative research approach, semi-structured interviews were conducted with preschool teachers and administrators. The findings highlight the potential of AI to support planning and assessment, monitor children’s developmental progress, and enhance communication between educators and families. However, the study also identifies challenges such as resistance to change, insufficient digital competencies, and ethical concerns related to data protection.*

The conclusions emphasize the need for continuous professional development and the establishment of institutional guidelines for responsible AI implementation. The integration of intelligent technologies in preschool education does not replace the educator but rather supports their role by providing tools that may increase efficiency and the quality of early childhood education.”

Keywords: educational management, artificial intelligence, early childhood education, innovation, digitalization.

29. DIGITAL PEDAGOGY AND EARLY CHILDHOOD EDUCATION: A PERSPECTIVE OF PRESCHOOL TEACHERS

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Abstract *The application of digital technologies in kindergarten education is both stimulating and demanding, given the developmental characteristics of preschool children. Beyond the necessary adaptations required by this formative stage, the effective use of digital tools calls for pedagogical vision, balance, and creativity from teachers. Digital pedagogy involves the didactic integration of technological resources into the teaching-learning process, while respecting the stages, principles, and pedagogical conditions specific to formal education. In early childhood education, special attention must be given to harmonizing strategic components that also include digital instruments, ensuring both cognitive and emotional development. The present study explores preschool teachers' perspectives on the challenges of digital pedagogy and provides insights into how they perceive its implications for educational practice and professional development.*

Keywords: digital pedagogy, preschool education, teachers' perspectives, educational technology.

30. HUMANIST EDUCATION IN TRANSITION: RECONCEIVING THE UNIVERSITY PARADIGM OF TEACHING AND LEARNING

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Abstract Contemporary humanistic education is undergoing a complex process of transition, driven by the social, technological, and cultural changes of the globalized world. The traditional university paradigm – centered on the transmission of knowledge and on classical intellectual formation – is being challenged by the new demands of the knowledge society and by the emergence of an educational model focused on competencies, interdisciplinarity, and lifelong learning. In this context, the reconceptualization of the university paradigm requires a rebalancing between the humanistic and the pragmatic dimensions of education. Humanistic education can no longer be viewed merely as a theoretical or elitist field, but rather as a framework for cultivating critical thinking, civic responsibility, and cultural empathy. Digital technologies, artificial intelligence, and new forms of communication are transforming both the content and the methods of teaching, creating the need for a dialogue between the humanities and the applied sciences. The university professor becomes a facilitator of learning and a mediator of meaning, while the student is encouraged to engage actively, reflectively, and creatively in the educational process. The transition of humanistic education also involves a reassessment of the fundamental values of the university: intellectual autonomy, academic freedom, and the formative role of culture. The reconceptualization of the university paradigm therefore does not imply abandoning the humanistic tradition, but rather reintegrating it into an open, collaborative, and future-oriented educational context. In this new framework, humanistic education remains essential for the development of an ethical, critical, and intercultural consciousness capable of responding to the challenges of contemporary society.

Keywords: Humanistic education; University paradigm; Educational transition; Critical thinking; Interdisciplinarity.

31. THE INFLUENCE OF ARTIFICIAL INTELLIGENCE ON OCCUPATIONAL STRESS

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Abstract *The rapid integration of Artificial Intelligence (AI) technologies into the workplace has transformed the nature of work, communication, and decision-making processes. While AI promises efficiency, precision, and automation of repetitive tasks, it also raises significant questions about its impact on employees' psychological well-being and occupational stress. This study explores the relationship between AI adoption and levels of professional stress among employees across various sectors. The research aims to identify both the positive and negative effects of AI on work-related stress, including aspects such as job security, workload, autonomy, and interpersonal relationships. Through a mixed-method approach that includes a structured questionnaire distributed among employees, this research seeks to assess perceptions, attitudes, and coping mechanisms associated with AI-driven changes in the workplace. Quantitative data will provide statistical insights into the correlation between AI exposure and perceived stress levels, while qualitative feedback will help uncover underlying concerns and adaptive strategies used by employees. Preliminary expectations suggest a dual effect: while AI may reduce stress by automating monotonous tasks and enhancing productivity, it may also increase anxiety due to fears of job displacement, loss of control, and skill obsolescence. Understanding these dynamics is essential for organizations aiming to implement AI technologies responsibly, ensuring employee well-being and long-term job satisfaction. The findings of this study are expected to contribute to the growing body of literature on the human implications of technological advancement, offering practical recommendations for employers, policymakers, and mental health professionals on managing occupational stress in the age of artificial intelligence.*

Keywords: artificial intelligence, occupational stress, employee well-being, job automation, workplace adaptation

32. THE USE OF ARTIFICIAL INTELLIGENCE IN THE PREPARATION AND DELIVERY OF LESSONS IN PRE-UNIVERSITY EDUCATION

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Abstract *The integration of Artificial Intelligence (AI) into the educational process represents one of the most significant transformations of contemporary pedagogy. This study explores the use of AI tools in the preparation and delivery of lessons within pre-university education, focusing on teachers' perceptions, experiences, and levels of digital readiness. Through a quantitative research approach, a questionnaire was administered to teachers from various educational levels and disciplines in order to assess their familiarity with AI technologies, their frequency of use, and their attitudes toward adopting such tools in classroom practice. The study investigates several key dimensions: teachers' awareness of AI-based applications (such as ChatGPT, adaptive learning platforms, and automated grading systems), perceived benefits and challenges, ethical considerations, and the impact of AI on teaching efficiency and student engagement. Preliminary analysis suggests that while teachers recognize the potential of AI to enhance lesson preparation, personalize learning experiences, and reduce administrative workload, many express concerns related to data privacy, lack of training, and the risk of reducing human interaction in the educational process. The findings of this research aim to contribute to a better understanding of how AI can be effectively integrated into the teaching-learning process, identifying both the enabling factors and the barriers to its adoption. Moreover, the study emphasizes the need for continuous professional development and institutional support to ensure that educators can use AI tools critically, creatively, and ethically. The results may serve as a foundation for policy recommendations and practical strategies to modernize teaching practices in the pre-university system.*

Keywords: Artificial Intelligence, Pre-university Education, Teacher Perceptions, Digital Pedagogy, Educational Innovation

33. THE INFLUENCE OF SOCIAL NETWORKS ON THE DEVELOPMENT OF CHILDREN AND ADOLESCENTS

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Abstract *The integration of environmental sustainability into English Language Teaching (ELT) represents a crucial paradigm shift in education, aligning language learning with the global ecological, social, and ethical imperatives of the twenty-first century. This paper explores how ELT can serve as a transformative platform for fostering environmental awareness, critical thinking, and responsible citizenship. Drawing on interdisciplinary research and pedagogical models, it examines the theoretical underpinnings of sustainability education and presents practical classroom strategies - such as project-based learning, problem-solving tasks, environmental storytelling, and multimedia resources - that engage learners in authentic communication about global issues. Through these approaches, English classrooms become sites of both linguistic competence and ecological literacy. The paper concludes that embedding sustainability within ELT not only enhances communicative and intercultural skills but also cultivates the ecological consciousness necessary for a sustainable future.*

Keywords: English language, integration, green education, sustainability, environment

34. ARTIFICIAL INTELLIGENCE: BALANCING INNOVATION AND VALUES IN EDUCATION

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Abstract *Rapid technological change and global interconnectedness are reshaping education. Artificial intelligence (AI) now permeates everyday learning, promising personalized pathways, timely feedback, assistive tools for diverse learners, and more efficient use of resources. Yet these opportunities come with risks: model bias and opacity, data protection and authorship concerns, over-reliance on automation, and widening inequities in access and outcomes. This conceptual paper advances a values-first approach to AI in education. It proposes the HUMAN framework to guide responsible adoption: Human autonomy (teachers and learners remain decision-makers), Understandability (transparent aims, data, and model limits), Moral responsibility (privacy, safety, accountability), Accessibility (equity, affordability, universal design), and Non-discrimination (fairness and inclusion by default). We translate the framework into five implementation levers: (1) curriculum – AI literacy for students and educators; (2) pedagogy – co-creation and formative use of AI as a thinking partner, not a substitute; (3) assessment – authentic tasks with clear integrity policies and traceable process evidence; (4) governance – procurement rubrics, impact assessments, and continuous monitoring; and (5) capacity building – targeted professional development and communities of practice. The paper offers practical indicators for each lever and discusses trade-offs and safeguards. By treating AI as a partner – never a proxy – for pedagogical judgment, the approach balances innovation with human dignity, ethics, and democratic competence, enabling education systems to adapt responsibly in a world of constant change.*

Keywords: Education, HUMAN Framework, AI Literacy, Ethics, Equity.

35. ARTIFICIAL INTELLIGENCE AS A DRIVER OF CURRICULAR INNOVATION IN SUSTAINABLE AND CIRCULAR TOURISM EDUCATION

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Abstract *In higher education, Artificial Intelligence (AI) is reshaping the way knowledge is created, shared, and assessed. In tourism studies, where sustainability and circular economy have become central paradigms, AI offers a new framework for developing data-driven, participatory, and future-oriented curricula. This paper explores how AI can enhance the teaching and learning processes in sustainable and circular tourism by integrating predictive analytics, intelligent simulations, and adaptive learning tools. Drawing on recent European experiences and projects implemented within Transylvanian universities, the study highlights how AI can contribute to developing transversal competencies - digital literacy, systems thinking, and ethical awareness - essential for addressing contemporary sustainability challenges. The research emphasizes the importance of rethinking curricula not as static frameworks but as dynamic ecosystems where human creativity and artificial intelligence co-evolve.*

Keywords: Artificial intelligence, circular economy, sustainable tourism, higher education, curricular innovation, digital transformation

36. ADJECTIVE GROUP STRUCTURES IN DRITËRO AGOLLI'S POETRY AND THEIR CONNECTION TO STANDARD ALBANIAN LEXICON

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Abstract *This study examines the relationships of the group of adjectives in Dritëro Agolli's poetry with the lexicon of Standard Albanian, focusing on the author's role as both a user and creator of new lexical units within the framework of the national literary language. The analysis centers on how the poet employs adjectives as inseparable elements of his poetic discourse, conveying both denotative and expressive values of artistic language. The study demonstrates that most of the adjectives in Agolli's work belong to the normative lexicon of Albanian, thus confirming his significant contribution to the enrichment and refinement of the standard language. A particular section is devoted to the adjectives created by the author himself—individual neologisms—which, although maintaining their poetic and personal character, reflect the creative potential of the Albanian language. The analysis draws on numerous examples of adjectives from Agolli's poetry, classified according to their origin, formation, and stylistic function: adjectives formed through Albanian suffixation, composition, and compounding, as well as borrowings, quasi-borrowings, and adjectives derived from colloquial and popular speech. Beyond its lexical dimension, the study also addresses the relationship between poetic language and linguistic norm, emphasizing Agolli's linguistic purity and his avoidance of unnecessary foreign borrowings, while favoring native vocabulary and creative innovation as means of expression. Through morphological and stylistic examination, we will highlight that Dritëro Agolli's poetry constitutes a creative space where the standard language is enriched, revitalized, and elevated in its artistic and national function.*

Keywords: Agolli poetry, adjectives, standard Albanian lexicon, neologisms, stylistics, linguistic enrichment.

37. THE INFLUENCE OF SOCIAL NETWORKS ON THE DEVELOPMENT OF CHILDREN AND ADOLESCENTS

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Abstract *The rapid expansion of social networks has profoundly transformed the way children and adolescents communicate, learn, and construct their identities. This study, The Influence of Social Networks on the Development of Children and Adolescents, explores the perceived impact of social media platforms on the psychological, emotional, and educational development of young people, from the perspective of teachers in the pre-university education system. The research aims to identify how educators perceive both the benefits and the risks associated with the use of social networks by students. Using a quantitative approach, data will be collected through a structured questionnaire distributed among teachers from various educational levels and regions. The questions focus on aspects such as students' attention span, academic performance, social behavior, self-esteem, and exposure to online risks. The study also seeks to understand the extent to which teachers feel prepared to guide and protect students in the digital environment and how they integrate discussions about responsible online behavior into their teaching practices. Preliminary insights suggest that while social networks can foster creativity, collaboration, and digital literacy, they also pose challenges related to cyberbullying, addiction, and distorted self-image. The findings of this research will contribute to a better understanding of the dual nature of social media influence and support the development of educational strategies and policies that promote balanced, critical, and safe use of technology among children and adolescents.*

Keywords: social networks, child development, adolescent behavior, digital education, teachers' perceptions

38. TEACHING-INTERACTIVE METHOD USED IN THE TEACHING-LEARNING PROCESS

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Abstract: *The “Teaching is a noble and unique profession, one that extends beyond the classroom and work hours. It is both demanding and fulfilling, blending rigor with creativity, and emotion with intellect. The present paper explores the integration of the didactic game as an active-participatory method within the teaching–learning process, with a focus on its application in geography and other educational lessons. The didactic game is understood as a learning method based on action, simulation, and active involvement, aiming to make the educational process more efficient and engaging. Through the use of educational games, students develop imagination, creativity, memory, observation, and cognitive flexibility. These activities foster a positive learning environment that reduces monotony and stimulates motivation, attention, and cooperation. The inclusion of play in classroom activities transforms lessons into dynamic, student-centered experiences that encourage participation and enjoyment while reinforcing key concepts. The research highlights that games can be effectively used for both individual and group learning, often structured as contests or cooperative tasks adapted to the lesson’s objectives and content. By their entertaining nature, games not only enhance learning efficiency but also contribute to the emotional and social development of students, nurturing their inventive and creative potential. In conclusion, didactic play represents a valuable pedagogical tool that harmonizes learning with joy. When carefully chosen and appropriately implemented, it strengthens students’ motivation, supports concept retention, and fosters an active attitude toward learning – making education not just a process of knowledge acquisition, but a source of enthusiasm and personal growth.*

Keywords: didactic game, active learning, creativity, educational process, project method, student motivation

39. ARTIFICIAL INTELLIGENCE IN LANGUAGE TEACHING/ LEARNING: INNOVATION FOR DIFFERENTIATED AND COLLABORATIVE LEARNING

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Abstract: *The article explores how artificial intelligence (AI) can transform the teaching and learning of foreign languages, with a focus on differentiated instruction and collaborative work, both in the classroom and at a distance. The study adopts a Romanian–French–Russian contrastive perspective, using motion verbs as an example to highlight the semantic and syntactic differences that pose challenges for learners. It shows how AI tools can: Personalize exercises and explanations according to each student's level and needs; Support collaborative activities by providing immediate feedback and suggestions for error correction; Facilitate differentiated instruction in heterogeneous classrooms, enhancing students' autonomy and motivation. The results indicate that integrating AI into foreign language teaching not only optimizes the learning process but also fosters critical thinking and linguistic reflection, demonstrating a balance between technological innovation and the fundamental value of human interaction.*

Keywords: Artificial intelligence, differentiated instruction, collaborative learning, foreign languages, contrastive linguistics.

40. TEACHING-INTERACTIVE METHOD USED IN THE TEACHING-LEARNING PROCESS

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Abstract: *The article analyzes innovative ways of teaching literary genres in primary grades, emphasizing the integration of emerging technologies such as artificial intelligence and augmented reality. It highlights the benefits of combining traditional methods, such as dramatization lessons, with interactive digital tools, which stimulate students' creativity, affective involvement and critical thinking. The proposed didactic examples include role-playing games, multimedia fables and collaborative workshops assisted by AI, facilitating the adaptation of content to the level of each child and providing personalized feedback. The article emphasizes the importance of maintaining a balance between innovation and tradition for the development of communication skills and literary education. The conclusion suggests that emerging technologies are transforming the teaching of literature, preparing students for the demands of modern education.*

Keywords: traditional methods, emerging technologies, artificial intelligence, communication skills, literary education.

ARTIFICIAL INTELLIGENCE - INNOVATION IN EDUCATION IN A WORLD OF CONSTANT CHANGE-

In a world marked by rapid transformations driven by technological progress and global interconnectedness, education faces a major challenge: adapting to the new realities of contemporary society. Artificial intelligence is no longer merely a scientific concept or a field reserved for advanced research; it has become an active presence in our everyday lives, influencing the way we work, communicate, and learn.

In this context, the essential question is not whether education should integrate artificial intelligence, but how it can do so in a way that supports the development of generations capable of facing an ever-changing world.

Education, as a fundamental social process, has the mission of shaping autonomous, critical, and creative individuals. The introduction of artificial intelligence into the educational universe opens new perspectives on personalized learning, equitable access to resources, and the development of innovative pedagogical methods. However, these opportunities also come with dilemmas concerning ethics and social responsibility, which require careful reflection.

Thus, the proposed theme, **"Artificial Intelligence - Innovation in Education in a World of Constant Change,"** invites the academic community to engage in a complex debate about the balance between technology and humanity, innovation and fundamental values, highlighting both the potential and the limits of this new educational paradigm.

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