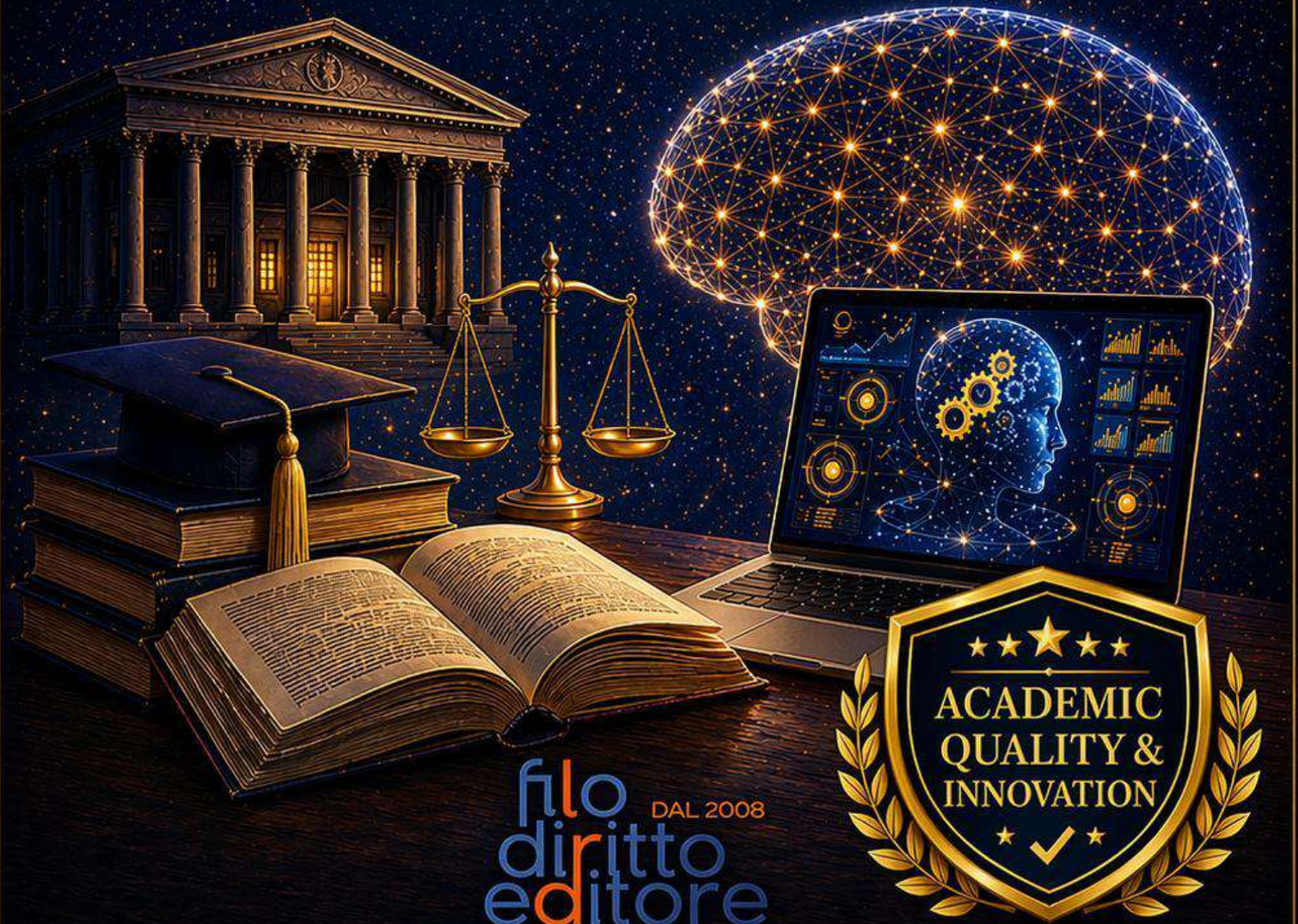




QUALITY, ARTIFICIAL INTELLIGENCE, AND INNOVATION IN EDUCATION

*Interdisciplinary Perspectives on Governance,
Pedagogy, and Institutional Transformation*

Sorina-Mihaela BĂLAN



filo
diritto
editore

DAL 2008

QUALITY, ARTIFICIAL INTELLIGENCE, AND INNOVATION IN EDUCATION
Interdisciplinary Perspectives on Governance, Pedagogy, and Institutional Transformation
Filodiritto Editore

Editor and Coordinator
Sorina-Mihaela BĂLAN

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Edited Volume



filo DAL 2008
di.ritto
editore



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ISBN 979-12-80225-99-3
DOI: 10.26352/M219_QUALITY_ARTIFICIAL_INTELLIGENCE-2026

First Edition April 2026

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filodirittoeditore.com
inFOROmatica srl, Via Castiglione, 81, 40124 Bologna (Italy)
inforomatica.it
[tel. 051 9843125](tel:0519843125) - [Fax 051 9843529](tel:0519843529) - proceedings@filodiritto.com

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Physical Description (for CIP & Library Records)

Format: Hardcover / Paperback

Trim Size:

Number of Pages: Approx. 480–500 pages

Illustrations: Tables, diagrams, institutional models

Bibliographical References: Included at the end of each chapter

Subject Classification (for Libraries & Indexing)

Quality Assurance in Higher Education

Artificial Intelligence in Education

Digital Governance

Primary Fields:

Education

Educational Leadership

Library Classification (Suggested):

LCC: LB1028–LB1044 (Educational Technology)

LCC: LC67.68 (Computer-assisted instruction)

DDC: 371.33 (Educational technology)

DDC: 378.101 (Higher education – administration)

Keywords (for Distribution & Indexing Platforms)

Quality Assurance

Artificial Intelligence in Education

Educational Leadership

Digital Transformation

Institutional Governance

Responsible AI

Academic Innovation

Accreditation

Sustainability in Education

Internationalization

Institutional Diversity Summary (Publisher-Ready Statement)

This volume includes contributors affiliated with universities and educational institutions from six countries: Romania, the Republic of Moldova, Albania, Turkey, Poland, and Azerbaijan.

The institutional representation spans major public universities, pedagogical universities, teacher training institutions, research-active faculties, and pre-university educational systems.

The largest institutional cluster is “Dimitrie Cantemir” University of Târgu Mureș (Romania), followed by Aurel Vlaicu University of Arad (Romania), Moldova State University (Republic of Moldova), and the University of Gjirokastër (Albania).

The inclusion of contributors from Azerbaijan expands the geographical scope beyond Central and Eastern Europe, strengthening the international dimension of the volume.

Funding Statement

This edited volume was published with the exclusive financial support of “Dimitrie Cantemir” University of Târgu Mureș, Romania.

No external grants, commercial sponsorships, or third-party funding sources were involved in the production of this volume.

Note on Contributors

This edited volume brings together scholars and academic practitioners from over six countries across Eastern and Central Europe, representing a broad spectrum of higher education institutions, research centers, and educational governance bodies. Contributors include senior professors, abilities researchers, mid-career academics, doctoral candidates, and educational practitioners, reflecting a multi-level and interdisciplinary academic collaboration.

The institutional landscape represented in this volume spans universities, pedagogical institutions, teacher training centers, pre-university education systems, and European academic networks, including Erasmus+ partnerships and European Schoolnet collaborations.

Through this geographical and institutional diversity, the volume advances a transnational dialogue on quality assurance, artificial intelligence integration, governance, pedagogical innovation, ethics, sustainability, and digital transformation in education.

The collective contributions demonstrate a commitment to academic rigor, cross-border cooperation, and strategic leadership in shaping the future of education in the algorithmic era.

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Albania

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- Institutions participating in Erasmus+ programs

Turkey

- Turkish Higher Education Institutions
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Poland

- Polish Higher Education Institutions (represented in AI and ethics research)

Azerbaijan

- Azerbaijani Higher Education Institutions (Smart Education Systems research)

International Academic and European Networks

European Schoolnet (EUN Partnership AISBL, Brussels)

Erasmus+ Academic Partnerships

Cross-border institutional research networks in quality assurance and digital transformation

Institutional Diversity

- Universities (public and private)
- Pedagogical universities
- Research institutions
- Pre-university education institutions
- Teacher training centers
- European academic networks
- International Erasmus+ collaborations

Academic Rank Distribution

The volume includes contributors from diverse academic levels:

- Professors (including Habilitated Professors)
- Associate Professors
- Lecturers
- Assistant Professors
- PhD Candidates
- Doctoral Students
- Master's-level researchers

This multi-level academic participation reflects a vertically integrated scholarly dialogue across career stages.

Thematic Distribution

The volume is structured across eight major thematic domains:

- Foundations of Quality and AI in Education
- Governance and Internationalization
- Ethics and Responsible AI
- Pedagogy and Curriculum Innovation
- Intercultural and Language Education
- Inclusion and Sustainability
- Digital Transformation and Well-being
- Humanistic and Cultural Perspectives

Declaration of Generative AI and AI-assisted Technologies in the Writing Process

During the preparation of this manuscript, the authors used generative AI tools for linguistic refinement and language enhancement in order to improve clarity, coherence, and readability. The AI-assisted technologies were employed exclusively for editorial support and did not contribute to the conceptual development, data analysis, interpretation of results, or scientific conclusions of the work.

All content was critically reviewed, revised, and validated by the authors. The authors take full responsibility for the integrity, accuracy, and originality of the manuscript.

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Disciplinary Areas

- Education
- Educational Leadership
- Quality Assurance in Higher Education
- Artificial Intelligence in Education
- Digital Transformation
- Governance and Policy Studies
- Ethics and Responsible AI
- Curriculum Innovation
- Intercultural Education
- Sustainability and Inclusion

Keywords

Artificial Intelligence in Education; Quality Assurance; Educational Leadership; Digital Governance; Institutional Transformation; Responsible AI; Pedagogical Innovation; Accreditation; Internationalization; Sustainability in Education.

Geographical Coverage

Romania, Republic of Moldova, Albania, Turkiye, Poland, Ajerbajan

Cross-institutional Collaboration

Interdisciplinary academic representation

Scholarly Contribution

The volume advances theoretical, strategic, and empirical perspectives on integrating artificial intelligence within quality-driven educational ecosystems, emphasizing governance, institutional development, pedagogical transformation, and ethical accountability.

Acknowledgments

The editor expresses sincere gratitude to all contributing authors for their scholarly dedication, intellectual openness, and commitment to interdisciplinary collaboration. Their diverse academic traditions and professional experiences have enriched this volume and strengthened its international and comparative perspective.

Appreciation is also extended to the peer reviewers and academic advisors whose critical insights and constructive feedback have ensured the scientific rigor and ethical integrity of the contributions presented in this book. The editor further acknowledges the institutional support of partner universities, research centers, and international networks that facilitated the development of this collective work.

PREFACE

The contemporary educational landscape is undergoing a profound transformation driven by the rapid advancement of digital technologies and by the expanding role of artificial intelligence in institutional, pedagogical, and social domains. Higher education is no longer defined solely by physical campuses or traditional modes of knowledge transmission, but increasingly by complex digital ecosystems in which learning, governance, and academic communities are interconnected across platforms, cultures, and national borders.

This edited volume emerges in response to these shifts, bringing together scholars and practitioners from diverse disciplinary backgrounds to explore how quality management, educational leadership, ethical governance, and pedagogical innovation can be reimaged in an era shaped by algorithmic systems and data-driven decision-making. The guiding premise of this work is that artificial intelligence, when embedded within robust cultures of quality and responsibility, can serve not only as a technological catalyst, but also as a strategic and moral framework for institutional development.

The volume is grounded in an integrative conceptual framework that bridges educational quality assurance, organizational governance, digital pedagogy, and the ethics of emerging technologies. Rather than approaching quality as a static set of compliance standards, the contributors collectively advance a dynamic understanding of quality as an ongoing institutional learning process—one that involves continuous reflection, stakeholder participation, and adaptive leadership.

Artificial intelligence is conceptualized throughout the volume as a socio-technical actor that shapes academic practices, professional identities, and power relations within educational systems. This perspective allows for a nuanced analysis of both the operational potential of AI—such as personalization, automation, and predictive analytics—and its normative implications, including transparency, accountability, inclusion, and the safeguarding of human agency in digitally mediated learning environments.

The structure of the volume reflects a deliberate effort to guide the reader through a coherent intellectual trajectory, moving from institutional and systemic considerations toward pedagogical, social, and humanistic perspectives.

Part I establishes the foundational framework of the book by examining quality management, leadership, and institutional transformation in higher education. These chapters articulate strategic models and policy-oriented approaches that position quality culture and artificial intelligence as complementary forces in shaping academic excellence.

Part II expands this focus to the domain of governance and internationalization, highlighting the role of academic leadership, international collaboration, and project-based development in strengthening institutional resilience and global engagement.

Part III foregrounds the ethical and value-based dimensions of artificial intelligence in education, addressing questions of moral responsibility, professional integrity, and the cultivation of reflective academic communities in technologically mediated contexts.

Part IV is dedicated to pedagogical innovation and curriculum design, exploring how artificial intelligence can support adaptive learning environments, competency-based education, and the professional development of educators.

Part V situates the discussion within a global and intercultural context, with a focus on language education, cross-cultural communication, and the design of educational programs responsive to international mobility and diversity.

Part VI addresses issues of inclusion, sustainability, and educational equity, emphasizing the role of education in fostering environmental awareness, social responsibility, and equal access to learning opportunities in digital societies.

Part VII examines the systemic and psychosocial implications of digital transformation, including organizational culture, academic well-being, professional identity, and the evolving nature of educational leadership in AI-enhanced environments.

Part VIII concludes the volume with a humanistic and cultural lens, reaffirming the centrality of language, identity, and ethical reflection in preserving the human dimension of education amidst accelerating technological change.

From a scholarly perspective, this volume offers an integrated and comparative approach to the study of artificial intelligence and quality management in education, bridging disciplinary boundaries and fostering dialogue between theoretical inquiry and applied research. The chapters collectively contribute conceptual models, empirical analyses, and case-based insights that are relevant to international research agendas and policy debates.

Practically, the book is intended for institutional leaders, quality assurance professionals, educators, policymakers, and researchers seeking to design and implement strategies for digital transformation that are both innovative and ethically grounded. The diversity of institutional contexts and national perspectives represented in the volume provides a rich foundation for benchmarking, strategic planning, and professional development.

Rather than presenting definitive conclusions, this volume invites sustained academic engagement with the evolving relationship between technology, quality, and human values in education. As artificial intelligence continues to reshape the structures and practices of learning organizations, the need for interdisciplinary collaboration, ethical vigilance, and reflective leadership becomes increasingly critical.

The editor hopes that this work will serve as both a reference point and a catalyst for future research, encouraging scholars and practitioners to co-create educational systems that align technological advancement with social responsibility, institutional performance with inclusion, and innovation with the enduring principles of educational humanism.

Associate Professor Sorina-Mihaela Bălan, Ph.D.

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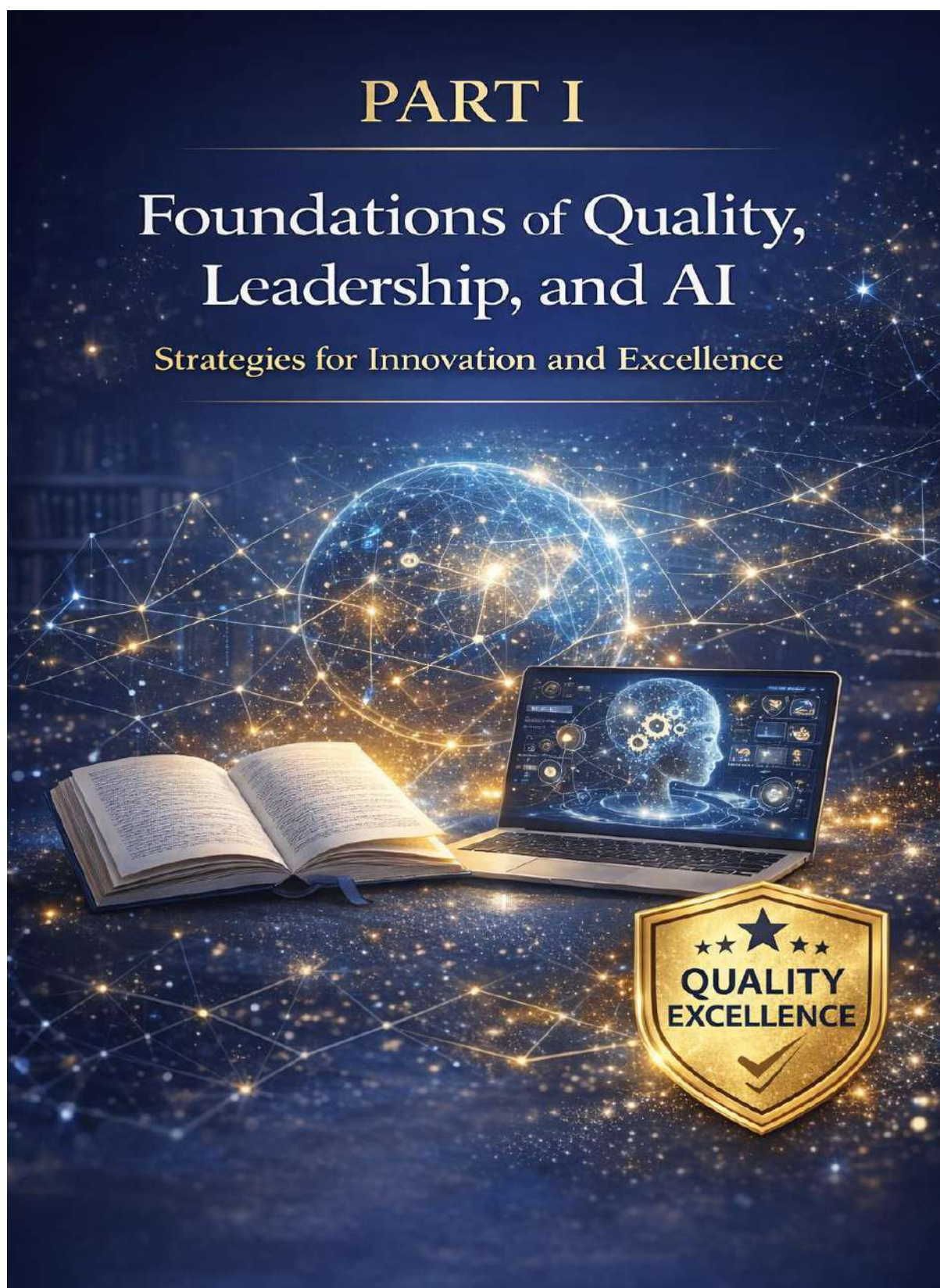


Fig. 1. Part I – Foundations of Quality, Leadership, and AI: Strategies for Innovation and Excellence. Generated using ChatGPT (OpenAI) and Canva. Author: S.-M. Bălan.

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Primary Education Teacher, Diana-Gabriela CORFU, PhD Stud.

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

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Abstract

The work 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, Strategic Leadership, Quality Assurance, Digital Transformation, Ethics, Innovation

1. Introduction

The aims are to examine the current stage of artificial intelligence (AI) adoption in higher education institutions, analyzing how it is integrated into academic and institutional processes, as well as the broader implications of this transformation. The study explores both the opportunities and the challenges that AI introduces into the educational sphere, with particular emphasis on its impact on teaching, learning, and university administration. It also discusses the wider consequences of AI integration for faculty members, administrators, and students, offering an interdisciplinary perspective on how these technologies are reshaping the contemporary academic ecosystem.

Digital transformation in education represents a comprehensive restructuring process, ranging from the expansion of online learning platforms and data analytics to the implementation of intelligent decision-support systems. At the core of this transformation lies artificial intelligence, an innovative force that redefines educational practices and patterns of interaction among academic actors. As a branch of computer science focused on developing systems capable of performing tasks traditionally associated with human intelligence—such as speech recognition, decision-making, language translation, and pattern identification—AI provides academic institutions with unprecedented opportunities to modernize educational processes [1], [2]. Through this approach, the paper contributes to the ongoing debate on the

digital transformation of higher education and offers relevant recommendations for educators, decision-makers, and institutional leaders navigating an increasingly dynamic and technologically mediated educational environment.

Within the context of higher education institutions, digital transformation entails a paradigm shift toward a deeply digital-centred approach that encompasses the delivery of online courses, automated administrative processes, and data-driven decision-making. Universities, colleges, and research centers are no longer merely physical spaces for teaching, but complex digital ecosystems in which knowledge is created, stored, and disseminated. These institutions play a vital role in fostering innovation, developing digital competencies, and preparing individuals for a labour market shaped by automation and global interconnectivity.

The importance of artificial intelligence in modern education cannot be overstated. Through its ability to analyse vast volumes of data, AI enables the personalization of the learning process and its adaptation to the individual needs of students, offering new insights into how learners acquire and apply knowledge.

At the same time, AI-based automation tools contribute to streamlining administrative processes and optimizing institutional operations, thereby redefining how education is designed, delivered, and experienced. In this context, AI is not merely a technological instrument, but a *strategic driver of innovation* and excellence in higher education.

2. Background

Higher education institutions are currently undergoing major changes driven by digital transformation, the expansion of online courses, digitally experienced student populations, rising operational costs, and the wide range of tools selected to incorporate formalized learning environments into higher education teaching.

Several scholars have described digital evolution from an industry-based perspective. For example, [3] argues that digital transformation refers to the ways in which digital technologies can reshape an organization's strategy by enabling the creation of new products, modifying institutional culture, and automating business operations. According to a definition proposed by Gobble, "digital transformation is the extraordinary progress of business operations, processes, knowledge, skills, and modelling techniques, aimed at the optimal integration of a technological mix and its accelerated impact on society into a corporate strategy and a prioritized mode of action" [4].

In this context, higher education institutions must adapt if they are to remain sustainable as a crucial component of this transition and avoid marginalization. This challenge is rooted in innovative organizational and business models that are assumed to reshape how institutions evolve over time by proactively connecting internal and external stakeholders and stimulating employee engagement and interaction within the institution [5].

According to [6], while some higher education institutions have developed specialized digital strategies in response to technological advancement, they still require greater vision, capacity, and institutional commitment to implement these strategies successfully.

2.1. Digital Transformation

Various perspectives have been adopted regarding digital transformation within higher education institutions, and there is still no full consensus on how it should be defined. According to Grab (2019), digital transformation is portrayed as a disruptive force that fundamentally reshapes entire sectors of the economy and institutions, while Bresinsky [7],

argues that digital organizations must focus on both the social and technological dimensions in order to adapt successfully.

Digital transformation represents the future of higher education, according to [8] an organization that describes itself as the largest community of technology leaders, academics, industry partners, and campus professionals advancing higher education through the strategic use of information technology, widely regarded as a key driver of innovation within universities—as well as Hall [9]. This transformation is centered on culture, workforce, and technology. Among the core objectives supporting new institutional directions are the development of competencies, the integration of practical activities using innovative technologies, and flexibility and agility in the use of digital tools, which ultimately reshape universities across three interconnected dimensions: strategy, activities, and value.

The desire for change within universities can be articulated through the concepts of digital transformation, innovation, and entrepreneurship. When these concepts are embedded in institutional strategic plans, students are more likely to develop competencies in data and technology, as well as in human interaction—encompassing systems thinking, entrepreneurial mindset, cultural agility, and critical thinking within a flexible and evolving economy.

Drawing on my experience as an entrepreneur, educator, and former director of a national college, and currently as a faculty member in a higher education institution with a research focus on educational quality, I argue that sustained efforts are required to move beyond deeply rooted traditions, established practices, and conventional teaching methods. No matter how creative faculty members and students may be, significant gaps can emerge between their perspectives and those of individuals responsible for university operations and investments—differences shaped by variations in culture, responsibility, experience, and incentive structures. From my perspective as a professor, “digital transformation” is fundamentally a matter of narrowing trust gaps that hinder the flow of innovation and flexibility within the university environment.

External sources of information such as Google, YouTube, Facebook, Twitter, Instagram, and Wikipedia provide free and widely accessible content, which can influence the academic community by offering potentially valuable information, but also, at times, unverified, misleading, or deliberately inaccurate material. In this sense, digital transformation may embody a tension between what universities currently are—institutions that thrive through their academic communities—and what they may become in an increasingly digitalized world.

Universities provide spaces for interaction and encounter among students, faculty members, and support staff, who at the same time learn, live, and work together. However, academic communities are not defined solely by who meets whom face to face, but also by the multitude of digital interactions for which physical location holds diminishing relevance. From their origins, universities have been physical places—sites where education and research take place—but as disciplines have become increasingly specialized, campuses have tended to expand and stakeholders to become more dispersed. *Can digital transformation, which may occur both within and beyond the university through web-based services and applications offered free of charge or on a subscription basis to students, faculty, and support staff, render the physical location of the university increasingly insignificant?*

2.2. Educational Technology

If digital transformation can aim at automation, capacity expansion, improved outcomes, increased engagement and satisfaction, stakeholder involvement (students, faculty, and support staff), and crisis management—such as during the COVID-19 pandemic—educational technology becomes embedded across all university activities. These include the sharing and

integration of information, the analysis and interpretation of data sets, the understanding of knowledge and learning processes, problem-solving and responding to questions, as well as building and deepening connections among individuals.

Educational technology can at times replace human involvement, alter the nature of academic work and the professional competences required for it, or trigger organizational restructuring by centralizing or decentralizing activities in entirely new ways. There are already several ways in which digitalization demonstrates its transformative potential, such as the automation of processes through the replacement of paper documents or fillable forms with web-based applications or using artificial intelligence (AI) as an assistant. Generative AI tools, such as ChatGPT, can be employed to automate routine tasks.

Users can input (or dictate) information directly into a structured interactive system that follows a logical sequence, enabling the generation of new questions based on responses to previous ones. This form of automation eliminates the need for institutions to re-enter or scan forms to extract data. Compared to paper-based processes, institutions gain greater flexibility to optimize workflows by directing tasks to different individuals as needed and tracking procedural steps to ensure that documents are processed in a timely manner.

Another significant effect of digitalization is empowerment through information and data analysis, yielding both personal and institutional benefits. For example, tools can be used by secondary schools to help students understand which educational pathways are most suitable for them, considering their academic performance, talents, and aspirations. Additional examples include electronic records, digital archiving and communication systems, and research performance evaluation platforms, such as SciVal and Academic Analytics developed by Elsevier. These systems provide software solutions that extract and present data on publications, research grants, and patents from multiple sources to enable comparative analyses across faculty members, academic programs, schools, and universities.

The automation of business processes, decision-making, and problem-solving also represents a significant outcome of digitalization, through which web-based interfaces integrate institutional activities into a unified system. These include, among others, the university's general registry, grant management, enrolment procedures, and the monitoring of student performance. Universities can automate course scheduling, classroom allocation, and the timetables of support staff. Chatbots and virtual assistants are additional tools used to provide automated responses to structured inquiries, such as student questions regarding courses or enrolment processes.

An *innovative effect of digitalization* lies in the management, preservation, and delivery of content. For universities, few activities are more fundamental than knowledge creation and learning, both of which depend heavily on effective content management. Learning management systems (LMS) such as Blackboard, TEAMs, online education platforms, and digital resources provided by textbook publishers play a central role in teaching, while in research, content management includes data capture and storage systems such as the Open Science Framework. Research-oriented social media platforms are also increasingly important (e.g., Academia and ResearchGate), as they create virtual records of research outputs and provide opportunities for scholarly interaction through research communities.

Beyond external platforms, universities can develop their own content management and access infrastructures that encompass all types of educational and research outputs, including the use of cloud-based resources. Compared to traditional systems, digital content management significantly expands the capacity to store diverse forms of content—such as video, images, text, and software—and enables access to and sharing of materials from virtually any location.

The effects of digitalization offer significant potential for innovation; however, their implementation can be challenging due to the demands placed on human and technological resources, data collection processes, and the need for cultural and organizational change.

The creation of connected and communicative learning spaces—both online and face-to-face—supported by digital technologies and tools can foster innovation in learning, increase student engagement and motivation, and enable learners to develop vital skill sets in preparation for future employment, particularly when equitable access to digital technologies is ensured. To effectively support learning, educators require ongoing professional development and greater agency in their teaching and learning practices. Faculty engagement, institutional support, and professional growth are critical factors for the successful integration of digital technologies in education [10], [11].

For example, robust infrastructure is required for computing, data storage, communication, and support services related to training staff, system maintenance, and responding to user requests. Artificial intelligence (AI) can enhance general human resources services by automating tasks and providing data-driven insights, while also necessitating careful ethical considerations and appropriate regulatory frameworks [12].

Standardization may be necessary to ensure that data are meaningful—for instance, the adoption of academic standards such as ORCID to identify and track individual researchers, or Digital Object Identifiers (DOIs) to monitor and manage research outputs. Some systems require integration into the university's decision-making structures or interoperability across multiple universities working collaboratively within specific research domains.

Digitalization should serve to advance the university's mission and showcase impactful innovation; however, it also raises critical questions of authenticity and trust, as it may facilitate the automation of falsification and plagiarism.

Educational technology, however useful it may be, also poses a significant challenge for universities, as the acquisition of a system or software does not in itself guarantee improvement or innovation. Moreover, it can shift elements of the academic mission toward private companies, allowing them to assume leadership—rather than the university itself—in areas such as educational and research innovation.

“What is lost when a university fails to make space for researcher-practitioners within its campus learning organization is the institution's capacity to develop its core educational practices,” [13] while Reich [14] argues that “change will not come from heroic developers or open technology firms, but from communities of educators, researchers, and designers committed to innovative pedagogy and a deep engagement with educational equity.”

Publishers are important partners in the process of digitalization; however, their relationships with universities can be strained, and libraries are often burdened by the high subscription fees required to access journals published by major academic providers such as Elsevier, Springer, Scopus, IEEE, the ScienceDirect Freedom Collection, and MathSciNet.

Textbook publishers typically sell their products directly to students rather than to universities, while readers increasingly seek ways to access books through digital library formats, such as Kindle editions borrowed from libraries or subscriptions to proprietary library services, including those offered by platforms like Amazon.

Online education has increasingly become a significant opportunity. Private-sector companies now include large-scale providers of open online courses, such as those in the field of justice offered by Professor Michael Sandel of Harvard University, where learners have the option to pay a modest fee to obtain a certificate of completion. While these courses do not typically confer formal academic credit, online education can be structured to offer credit-bearing options, and the range of available online learning opportunities is vast. Even YouTube has evolved into a learning platform through its extensive library of instructional videos, each

focused and simplified to support the completion of specific tasks, such as using Excel for financial analysis.

As universities develop partnerships with Online Program Management (OPM) providers to expand their online education offerings, major technology companies are independently pursuing their own educational models. Meta, the parent company of Facebook, promotes virtual reality for advanced training applications—for example, “virtual hearts” used in surgical training—while Google offers online career certificates in areas such as project management and data analytics, and YouTube continues to promote its expanding repository of instructional content

Universities sometimes move in parallel with broader societal trends, relying on the capabilities of major technology companies such as Google, Amazon, and Microsoft for search engines, software solutions, data management, and cloud computing. At other times, they procure specialized products developed by companies to meet specific institutional needs.

At the same time, universities compete directly with firms across various markets and engage with them as partners through alliances, joint ventures, or revenue-sharing arrangements, and, on occasion, even acquire for-profit companies in order to expand their academic programs [9].

2.3. Changing Practices

As emphasized in the scholarly literature, digitalization can serve as a catalyst for change; however, genuine innovation extends beyond the technological sphere. Institutional transformation is not limited to the modernization of processes or the replication of models validated by other organizations but rather entails a profound reconfiguration of existing practices. In certain contexts, this involves adopting methods and tools that reduce rigidity and promote continuous adaptation to the evolving needs and opportunities of the external environment.

At the same time, innovation requires making strategic choices among multiple possible directions, some of which may be non-technological in nature. Within the university context, institutions characterized by long-established traditions and deeply embedded structures must recognize the decisive role of organizational culture as a primary source of authentic transformation. Thus, while technology is necessary, it is not inherently transformative; rather, it functions as a means of supporting broader processes of institutional renewal.

Human flexibility and adaptability are reflected in the creative ways in which new technologies are used to enhance quality of life. However, this constant interaction with technology also generates a subtle form of dependency, manifested through the gradual transfer of decision-making processes to automated systems that were previously under direct human control. In his book *Futureproof*, Kevin Roose describes this phenomenon as a form of “lifestyle automation,” a process that encourages the emergence of a more superficial individual, anchored in routines and rigid patterns of thought, with an almost mechanical predictability in everyday life.

This perspective highlights a paradox of the digital age: while individuals seek professional security by developing “automation-resistant” careers, their daily behaviors increasingly become more robotic through excessive reliance on algorithms and intelligent systems that select options on their behalf. In this context, it becomes essential to cultivate fundamental human competencies—such as critical thinking, empathy, creativity, and moral discernment—which cannot be replicated by machines, and which authentically define human value in the age of automation [13].

In the contemporary literature on digital transformation, the concept of *pathfinding* refers to the strategic process through which institutions identify and shape their own pathways toward

innovation within an environment characterized by uncertainty, accelerated change, and the absence of universally applicable solutions. The *pathfinding* model distinguishes itself from strictly technological approaches by emphasizing discovery, organizational learning, and contextual adaptation, recognizing that digital transformation is fundamentally a cultural and institutional process rather than merely a technical one [15], [16].

In this sense, universities regarded as *pathfinders* do not replicate existing practices, but instead develop original solutions aligned with their own values, organizational structures, and the needs of their academic communities. *Pathfinding* thus represents a response to the challenge of digital transformation in higher education: progress does not result solely from the adoption of technologies, but from institutions' capacity to construct their own trajectories by integrating vision, culture, and organizational innovation [17], [18].

Universities can operate as laboratories of institutional innovation by promoting distributed leadership, in which decisions related to digitalization are shared among faculty members, administrative staff, and students. This participatory governance fosters engagement, collective responsibility, and the co-creation of digital solutions tailored to the needs of the academic community.

At the same time, university digital ecosystems should be designed to encourage interdisciplinary collaboration and critical thinking, supporting experimental initiatives, rapid prototyping, and partnerships with the economic and civic sectors. For these initiatives to become sustainable, higher education institutions must cultivate a culture of constructive nonconformity—one that O'Gieb identifies as essential for innovation [19]. Rather than reproducing rigid administrative models, universities should embrace diversity of ideas, tolerance for uncertainty, and solution-oriented critical thinking.

In this way, *pathfinding* becomes a methodology of intelligent transformation, one that integrates technological exploration with cultural reflection and enables institutions to define their own digital identity in an authentic, human-centered, and sustainable manner.

2.4. Building Community

The prestige of a university is also reflected in the resources of its libraries, which have traditionally served as centres of interaction between students and faculty members. However, digital transformation has altered this paradigm by making academic content globally accessible, independent of physical space. As a result, the role of the university campus as a site of intellectual community is increasingly being called into question.

The COVID-19 pandemic accelerated this shift, as universities moved their activities online, demonstrating that a substantial portion of academic processes can be carried out remotely. However, this transition also diminished the sense of community that has traditionally underpinned the university model. Frank Rhodes observed that universities were created precisely to counteract the “isolation of the solitary scholar,” and recent experience has revealed how fragile this dimension becomes in the absence of face-to-face interaction.

Today, technology facilitates unprecedented international collaboration and enables the mapping and measurement of global scholarly networks through tools such as SciVal, Springer, Scopus, IEEE, and the ScienceDirect Freedom Collection. Nevertheless, research indicates that physical proximity remains a crucial factor for the quality and impact of academic collaboration. While digitalization enables global connectivity, it does not replace the value of presence and direct human interaction.

Online education offers an efficient and accessible alternative; however, the value of university education extends beyond the accumulation of theoretical knowledge. The campus experience—social interaction, research, cultural activities, and the building of relationships—

remains the core of university identity. In this sense, technology should not replace, but rather complement, the academic community, preserving the university as a living space for learning, collaboration, and human development.

Today, universities face the challenge of maintaining their relevance and essential role in a world profoundly transformed by the digitalization of research and education, which has altered the traditional balance between the value of physical presence on campus and the convenience of working or studying from dispersed locations at the regional, national, or global level.

2.5. A New Transformation for the Future

Digital transformation can become truly innovative in universities only when it supports the foundations of the academic mission—research, learning, and public service—while simultaneously contributing to the strengthening of the university community. Innovation does not result from the mere adoption of commercial solutions proposed by companies in the educational technology (EdTech) sector, especially when these are integrated in a fragmented manner and without a coherent strategic vision. Likewise, innovation remains unlikely in contexts where institutional culture and members of the academic community do not demonstrate flexibility and openness to change. At the same time, the private sector cannot be ignored, as, although driven by profit, it often delivers effective solutions to needs that are insufficiently addressed by the education system.

Technology companies tend to intervene where higher education moves more slowly, capitalizing on the vulnerabilities of the university system and transforming them into economic opportunities. They generate profit by offering accessible and scalable alternatives, thereby placing pressure on the traditional university funding model, which relies on subsidies and cross-subsidization structures. In this context, universities must innovate not only to fulfill their academic mission, but also to remain economically sustainable.

At the same time, universities must become leaders in the responsible adoption of technology, while maintaining a critical stance toward the impact and limitations of these tools. Information generated and disseminated on a mass scale through digital platforms cannot substitute for the rigor of academic processes of validation and verification. The algorithms that structure access to information may be flawed or biased, and the abundance of content does not guarantee accuracy. In this regard, the issue of trust becomes central in the digital era. As noted in [20] in *The Age of AI and Our Human Future*, “the truth of Enlightenment science was considered trustworthy because every step of replicable experimental processes could be verified; the truth of generative artificial intelligence will have to be justified through entirely different methods and may never become equally absolute.”

Thus, universities are called not only to adopt technology, but also to redefine the principles of validation, transparency, and trust within the context of the new digital paradigm. On the other hand, recent advances in artificial intelligence (AI), particularly the emergence of advanced chatbots such as ChatGPT, have generated extensive debate in academic environments regarding their impact on teaching, learning, and academic integrity. When used intentionally, with clearly defined pedagogical objectives, ChatGPT can support the development of academic literacy by facilitating the summarization of complex concepts, the formulation of initial structures for scholarly writing, and the stimulation of critical thinking. Nevertheless, its limitations—such as inaccuracies or a lack of conceptual depth—offer students valuable opportunities for critical reflection and the strengthening of intellectual discernment.

The results of studies in the field emphasize that the effective integration of ChatGPT depends significantly on the role of teaching staff and the social component of learning. Group

discussions, collaboration, and instructor guidance are essential for leveraging the strengths of the tool and mitigating its limitations. Accordingly, a balanced approach is required, grounded in solid pedagogical foundations and the responsible integration of artificial intelligence into the educational process.

Within university courses, instructional activities should be designed to guide students in the critical evaluation and revision of AI-generated content through reference to the scholarly literature. Clear guidelines regarding the use of these tools, along with an emphasis on factchecking and the use of credible sources, transform technological limitations into learning opportunities. At the same time, collaborative learning and social interaction remain essential for validating understanding and preventing excessive dependence on digital tools.

Therefore, the role of artificial intelligence in higher education is not to replace traditional methods, but to complement them by equipping students with the skills necessary for critical evaluation, ethical use, and creative application of technology. A balanced integration of AI can enhance learning experiences by fostering critical thinking, problem-solving abilities, and academic literacy. In this regard, recent research, such as the study by Raptopoulou highlights the importance of training future educators in the responsible and reflective use of artificial intelligence tools [21].

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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 shaping the way universities meet standards of educational, administrative, and governance performance. The paper analyses the relationship between the values, behaviours, and institutional practices that define organizational culture and the systematic orientation toward continuous improvement characteristic of quality culture, as well as their influence on accreditation outcomes. Emphasis is placed on the capacity of private universities to transform quality culture into a strategic asset and a source of sustainable institutional consolidation. The study proposes a conceptual model highlighting key determinants of accreditation performance—academic leadership, staff involvement, integration of student feedback, transparency, and process digitalization—and underscores the need for a systemic, participatory, and results-oriented approach. The conclusions indicate that universities which internalize quality culture and align it coherently with organizational culture tend to achieve stronger performance in external evaluations, enhance public trust, and consolidate their position within an increasingly competitive educational environment.

Keywords: organizational culture, quality culture, university accreditation, academic leadership, educational performance

1. Introduction

Organizational culture encompasses the shared values, norms, beliefs, and behavioural patterns that shape institutional life [1]. Within universities, this culture influences how academic leadership is exercised, how decisions are made, how responsibilities are distributed, and how openness to innovation is cultivated.

Quality culture, by contrast, refers to a collective commitment to continuous improvement, in which quality is not perceived merely as an external requirement but as an intrinsic institutional value [2]. It integrates structural components—procedures, regulations, monitoring tools—with psychological and cultural dimensions such as motivation, shared responsibility, and professional identity.

In the context of accreditation, this distinction becomes particularly significant. Institutions that approach ARACIS evaluations primarily as compliance exercises often demonstrate episodic mobilization of resources, temporary documentation alignment, and reactive adjustments. Conversely, institutions that embed quality culture into their organizational ethos develop stable mechanisms of self-assessment, data-informed decision-making, and stakeholder engagement. Research suggests that such institutions demonstrate greater institutional resilience and more sustainable long-term performance [3].

University organizational culture represents the constellation of values, norms, academic traditions, shared practices, and behavioral patterns that guide the activities of faculty members, students, and administrative staff. It constitutes a system of collectively endorsed beliefs and principles that shape teaching, learning, research, governance, and interaction within the academic community.

In this sense, university organizational culture may be understood as a collective framework of meaning that influences the educational climate, institutional reputation, and the commitment of its members to academic performance and quality. It operates not only at the level of declared strategies but also within everyday academic routines—how meetings are conducted, how dissent is addressed, how innovation is encouraged, and how responsibility is assumed.

2. Theoretical Foundations: Schein's Model and Beyond

One of the most influential theoretical perspectives on organizational culture belongs to Edgar Schein, who conceptualizes culture on three interrelated levels: visible artifacts, espoused values, and underlying assumptions [1],[4].

Within universities, artifacts manifest through academic rituals, ceremonies, physical infrastructure, symbols of prestige, formal communication channels, and institutional documentation. Espoused values are reflected in mission statements, strategic development plans, quality assurance policies, and public commitments to excellence. Underlying assumptions, however, consist of deeply embedded, often unconscious beliefs concerning authority, academic freedom, research priorities, collaboration, or student roles.

Schein argues that these tacit assumptions constitute the true core of organizational culture, frequently exerting more influence than formally declared principles. In the context of accreditation, this distinction is decisive: institutions may formally declare commitment to quality, yet implicitly prioritize status preservation, hierarchical rigidity, or short-term compliance. Accreditation performance thus becomes not only an administrative outcome but also an indicator of cultural authenticity.

3. Organizational Culture in the Era of Digital Agility

Contemporary higher education is increasingly shaped by the emergence of digital-agile cultures [5],[6]. Digital transformation, data-informed governance, artificial intelligence-supported learning systems, micro-learning formats, and personalized educational pathways redefine institutional behaviours. Universities that cultivate digital agility integrate learning management systems, analytics dashboards, AI-assisted tutoring tools, and hybrid learning architectures into their academic infrastructure. More importantly, they incorporate adaptability into their decision-making processes. Data are collected not solely for reporting purposes but are actively used to anticipate student dropout risks, optimize workload distribution, and refine program outcomes. Such institutions tend to develop a proactive rather than reactive culture—an orientation closely associated with stronger accreditation performance.

3.1. Diversity, Inclusion, and Multicultural Academic Identity

Modern organizational culture in universities is also influenced by diversity and inclusion paradigms. Hofstede's cultural dimensions theory [7] underscores the importance of understanding power distance, uncertainty avoidance, and collectivism within institutional contexts. At the same time, contemporary Diversity and Inclusion frameworks emphasize equity, intercultural dialogue, and inclusive governance.

Universities increasingly function as pluralistic ecosystems that promote academic mobility, accessibility policies, and social inclusion. Institutions that internalize diversity as a structural value demonstrate greater openness to reform, stronger internationalization capacity, and enhanced adaptability—qualities positively associated with institutional credibility and accreditation sustainability.

3.2. The Importance of Organizational Culture in Higher Education Institutions

Organizational culture plays a foundational role in shaping accreditation performance and strengthening institutional resilience. Far from being an abstract construct, it operates as the underlying framework through which a university defines itself, functions internally, and projects its identity externally. Through its distinctive values, historical continuity, and academic ethos, culture differentiates one institution from another and contributes significantly to the development of reputational capital. It is within this symbolic and normative space that institutional identity acquires coherence and credibility.

At the same time, organizational culture influences the academic climate in which teaching and learning unfold. When a university fosters engagement, intellectual curiosity, and ongoing professional development, it cultivates an environment in which faculty members feel motivated and students are encouraged to pursue excellence. Such a climate does not emerge spontaneously; it is sustained through shared expectations, mutual respect, and recognition of academic effort. In this way, culture becomes a catalyst for performance rather than a passive backdrop.

A constructive organizational culture also strengthens collaboration and communication across the institution. Trust-based environments facilitate interdepartmental cooperation, transparent governance, and interdisciplinary innovation. When dialogue replaces fragmentation and shared purpose replaces isolated initiatives, academic communities become more cohesive and capable of responding collectively to strategic challenges. This collaborative orientation enhances institutional agility and supports coherent decision-making processes.

Moreover, culture exerts a direct influence on the quality of education and research. Universities that embed excellence as a lived value—rather than merely a strategic aspiration—tend to stimulate research productivity, encourage pedagogical innovation, and promote scholarly publication. In such settings, quality is not perceived as an external obligation but as an internal commitment to advancing knowledge and supporting student development.

Organizational culture also shapes an institution's capacity to navigate change. Adaptive cultures are more likely to embrace digital transformation, curriculum reform, and the modernization of quality management systems. Rather than resisting innovation, these institutions interpret change as an opportunity for growth and renewal. This orientation significantly reduces institutional inertia and enhances responsiveness to evolving educational standards.

In the context of accreditation and quality assurance, the integration of quality values into everyday institutional life is particularly decisive. When responsibility, transparency, and continuous improvement are internalized across the academic community, accreditation ceases to be an episodic administrative burden and becomes a natural extension of ongoing practice. External evaluation then reflects institutional coherence rather than temporary compliance.

Organizational culture has a profound impact on student satisfaction and engagement. A healthy academic environment—characterized by fairness, accessibility, and meaningful interaction—fosters a sense of belonging and strengthens academic persistence. Students who perceive coherence between institutional values and lived experience are more likely to develop trust in the institution and to remain actively engaged in their academic journey. In sum,

organizational culture is not a peripheral element of university governance; it is a central driver of academic quality, institutional credibility, and sustainable accreditation performance.

4. Organizational Culture within the Romanian Quality Assurance Framework (ARACIS)

In the 2019 Report on the State of Quality in Romanian Higher Education, ARACIS defines quality culture as “the set of values, practices, beliefs, and behaviour’s that support continuous development, institutional responsibility, and the orientation of all academic and administrative activities toward improving the quality of the educational act” [8]. This definition moves the discussion of quality beyond procedural compliance and situates it within the deeper fabric of institutional life.

The relevance of organizational culture becomes particularly evident when examined within the Romanian regulatory framework for quality assurance. The *Methodology for External Evaluation of Educational Quality in Higher Education* issued by ARACIS [9] articulates a set of foundational principles that go beyond procedural regulation and implicitly acknowledge the central role of institutional culture in sustaining quality.

Article 2 of the methodology underscores institutional responsibility as a defining principle. Quality assurance is not conceived as an external imposition but as an obligation inherent to each higher education institution, grounded in university autonomy. This orientation is consistent with the National Education Law no. 199/2023, which places primary responsibility for quality development and continuous improvement upon universities themselves. In this sense, quality is framed not merely as compliance with standards, but as an expression of institutional maturity and accountability.

The methodology further emphasizes the importance of internal evaluation processes that genuinely reflect the institution’s quality culture. Each procedure is expected to sustain continuity in performance improvement, thereby linking regulatory compliance with cultural internalization. This perspective implicitly recognizes that procedures alone cannot guarantee quality; they must be supported by shared values, professional commitment, and collective engagement.

External evaluation, in turn, is explicitly based on demonstrable results. Institutions are required to provide measurable evidence aligned with their assumed mission, while evaluators verify the correspondence between documented claims and institutional reality during site visits. This dimension reinforces the expectation of coherence between declared intentions and lived practice, between strategy and implementation.

Moreover, universities are required to develop, implement, maintain, and continuously improve functional internal quality assurance systems. The regulatory emphasis is therefore not on episodic preparation for evaluation, but on the existence of a dynamic and sustainable system embedded within institutional life.

Taken together, these provisions illustrate that accreditation in Romania extends beyond the verification of documents. ARACIS explicitly calls for alignment between institutional mission, operational practices, and observable outcomes. The evaluation visit itself becomes a moment of cultural validation, revealing whether quality is genuinely embedded in the academic community or remains confined to formal documentation. visit itself functions as a validation of organizational culture in action.

5. From Cultural Consistency to Accreditation Performance

Accreditation performance, therefore, reflects the degree of alignment between three elements:

1. Declared strategic values.
2. Operationalized quality assurance systems.
3. Underlying cultural assumptions.

Institutions that demonstrate cultural consistency—where leadership behaviour, faculty engagement, student participation, and administrative transparency reinforce declared commitments—tend to achieve superior external evaluation outcomes. Conversely, misalignment between declared values and daily practices often becomes visible during site visits, stakeholder interviews, and performance indicator analysis.

Organizational culture thus acts as a mediating variable between regulatory standards and accreditation results. Where quality culture is internalized, accreditation is experienced as institutional validation. Where it is not, accreditation becomes a procedural stress test.

In the contemporary competitive global environment, characterized by rising quality standards, international benchmarking, and digital transformation, modern university organizational culture emerges as a multidimensional construct shaped by authentic values, inspirational leadership, collaboration, innovation, diversity, and continuous learning. Universities that integrate these principles cultivate strong institutional identity, strategic adaptability, and sustainable academic performance—core elements for long-term accreditation success and societal trust.

6. The ARACIS Framework: Standards, Indicators, and Institutional Responsibility

The ARACIS methodology organizes external evaluation around three fundamental domains that together outline a comprehensive vision of institutional quality. The first, institutional capacity, encompasses governance structures, strategic planning, financial sustainability, human resources, and infrastructure. This domain reflects the structural robustness of the university and its ability to function coherently and responsibly. The second domain, educational effectiveness, focuses on curriculum design, clearly formulated learning outcomes, student-centered learning approaches, assessment practices, and graduate employability. Here, the emphasis shifts from structure to impact—how educational processes translate into meaningful student development. The third domain, quality management, examines the existence and functionality of internal quality assurance systems, the integration of feedback, institutional transparency, and mechanisms for continuous improvement.

Importantly, ARACIS does not limit its expectations to the submission of documentary evidence. The methodology explicitly requires demonstrable coherence between strategic objectives, operational procedures, and measurable outcomes. In this sense, evaluation is not simply a review of formal compliance, but an assessment of institutional consistency and authenticity. The presence of a Commission for Quality Evaluation and Assurance (CEAC) at both institutional and faculty levels, as required by Romanian regulations, reflects the structural embedding of quality management responsibilities. However, the mere existence of such structures does not automatically ensure effectiveness. The critical differentiator lies in how these mechanisms function in everyday academic practice—whether they are dynamic instruments of reflection and improvement or merely formal administrative entities.

Within Romanian higher education institutions that have successfully consolidated a genuine quality culture, several recurrent practices illustrate this internalization of standards. One of the most visible is competence-based curriculum design. Programs increasingly articulate learning outcomes in alignment with national qualification frameworks and European descriptors. The constructive alignment between intended learning outcomes, teaching strategies, and assessment methods ensures pedagogical coherence and transparency. For instance, psychology or management programs that periodically revise syllabi based on employer consultations and

alumni tracer studies demonstrate responsiveness that goes beyond regulatory obligation. The integration of digital competencies, research literacy, and ethical reasoning reflects proactive adaptation to evolving societal expectations.

Another defining practice concerns the systematic integration of student feedback. Although ARACIS standards require regular evaluation of teaching activities by students, institutions with mature quality cultures do not limit themselves to data collection. They analyse feedback patterns, identify areas for improvement, and implement corrective measures. When student input leads to pedagogical development workshops, recalibration of course workloads, or enhancement of digital learning environments, the feedback cycle becomes meaningful rather than symbolic. Empirical research suggests that such engagement strengthens both academic performance and institutional trust [10].

Academic leadership and participatory governance also play a decisive role in translating regulatory expectations into sustainable institutional practices. Effective academic leaders promote transparency, encourage interdisciplinary collaboration, and cultivate shared ownership of quality objectives [11]. In Romanian universities, strategic plans that incorporate measurable performance indicators—such as student retention rates, research productivity, or international mobility participation—demonstrate the integration of governance and evaluation. When these indicators are periodically reviewed and openly communicated, they reinforce accountability and collective responsibility.

Digitalization further strengthens evidence-based management. The growing use of integrated academic management systems enhances transparency and traceability, allowing institutions to monitor student progression, assessment outcomes, research outputs, and mobility data. These platforms facilitate compliance with ARACIS reporting requirements while also supporting strategic foresight. From the perspective of quality culture, digital tools are not merely administrative instruments; they serve as enablers of reflective practice and informed decision-making [12]. Institutions that use analytics to identify early indicators of student dropout, for example, demonstrate an anticipatory approach to quality management.

Ultimately, while the Romanian legislative framework and ARACIS methodology provide a rigorous and structured approach to quality assurance, accreditation success and institutional credibility depend on the depth of internalization of these standards [13]. Harvey and Green [3] conceptualize quality as transformative, emphasizing its role in student development rather than procedural conformity. In this perspective, accreditation should not be interpreted as a periodic validation exercise, but as the visible expression of sustained institutional commitment.

Universities that achieve genuine alignment between organizational culture and quality culture tend to obtain stronger results in external evaluations, enhance public confidence, and consolidate their competitive positioning [14]-[16]. They move beyond a logic of “meeting standards” toward one of “embodying standards,” transforming regulatory compliance into an integral component of institutional identity and academic ethos.

7. Conclusions and Future Research Directions

7.1. Quality Culture and Its Role in Accreditation

Quality culture reflects the way a university assumes responsibility for meeting academic standards and, more importantly, how those standards are integrated into the everyday practices of the academic community. It captures the translation of regulatory frameworks into lived institutional behaviour [17].

Quality culture is therefore more than the existence of procedures, regulations, methodologies, and documentary evidence. It represents a collective mindset. While

documentation structures accountability, culture shapes authenticity. Procedures may define what should be done; culture determines what is done when oversight is absent.

Core values underpinning quality culture—responsibility, transparency, professionalism, continuous improvement, student-centeredness, and outcome orientation—must be embedded in daily academic conduct rather than confined to strategic documents. When these values are operationalized through teaching practices, assessment design, research integrity, governance transparency, and stakeholder engagement, quality becomes systemic rather than declarative.

In this perspective, quality does not belong to a “quality department.” It belongs to the entire academic organization. The Commission for Quality Evaluation and Assurance (CEAC), as required by Romanian legislation and ARACIS methodology [13], provides structural coordination, but it cannot substitute collective responsibility. Quality culture becomes sustainable only when academic staff, students, administrators, and leadership internalize shared commitments to excellence [16].

7.2. Accreditation as Cultural Validation

Accreditation, particularly within the ARACIS framework [13], requires demonstration of institutional capacity, educational effectiveness, and functional quality management systems. However, external evaluation processes ultimately assess coherence: the alignment between institutional mission, declared values, implemented procedures, and observable outcomes.

Universities that embed quality culture into their organizational DNA tend to demonstrate:

- Consistency between strategic planning and operational execution.
- Transparent governance and participatory decision-making.
- Evidence-based academic management.
- Active integration of student and stakeholder feedback.
- Sustainable performance beyond evaluation cycles.

In contrast, institutions where quality remains procedural or bureaucratic often display fragmented implementation, reactive mobilization during evaluation periods, and misalignment between documentation and lived academic reality.

Thus, accreditation performance is not merely a technical result; it is a cultural indicator. It reveals the maturity of institutional identity and the depth of collective engagement with educational excellence.

7.3. Synthesis of Theoretical and Regulatory Perspectives

The integration of Schein’s cultural framework [1],[4] with ARACIS principles illustrates that accreditation outcomes are influenced by deeper institutional assumptions. If tacit beliefs prioritize innovation, collaboration, and responsibility, quality assurance systems function organically. If underlying assumptions privilege hierarchy, formality, or defensive compliance, accreditation becomes burdensome and episodic.

Similarly, the emphasis placed by ARACIS [8],[9],[13] on institutional responsibility and continuous improvement aligns with broader European quality assurance paradigms [14], reinforcing the idea that quality culture is both a national obligation and a European expectation.

8. Final Reflections and Future Research Directions

Modern university quality culture is multidimensional. It integrates regulatory compliance, organizational values, digital transformation, diversity and inclusion, academic integrity, and strategic adaptability. It is simultaneously structural and human, procedural and ethical.

Universities that internalize quality culture cultivate institutional credibility, strengthen public trust, and enhance competitiveness in a global higher education landscape characterized by increasing transparency, benchmarking, and accountability. In such institutions, accreditation is not perceived as an external audit but as confirmation of institutional coherence and academic maturity.

Although the conceptual link between organizational culture, quality culture, and accreditation performance is well supported in theoretical literature, important avenues for further research remain open. A deeper empirical grounding of this relationship would significantly strengthen the field and contribute to evidence-based policy development.

One promising direction concerns the empirical validation of the cultural impact on accreditation outcomes. Quantitative studies examining correlations between internal quality culture indicators—such as stakeholder engagement levels, frequency of internal evaluations, feedback utilization mechanisms, or leadership transparency—and ARACIS evaluation results could provide measurable evidence of how culture translates into performance. Such research would allow the discussion to move beyond conceptual affirmation toward statistically demonstrable patterns.

Comparative institutional case studies also represent a valuable research path. Analyses contrasting Romanian public and private universities could illuminate how differences in governance structures, funding models, institutional autonomy, and resource allocation influence the development and sustainability of quality culture. These comparisons may reveal whether certain structural conditions foster stronger cultural alignment with accreditation standards [15].

The accelerating digital transformation of higher education further opens a significant field of inquiry. Future research could explore how learning analytics, artificial intelligence integration, and digital governance systems reshape institutional quality culture and accreditation preparedness. Understanding whether digitalization enhances transparency and reflexivity—or merely introduces additional layers of technical compliance—would provide critical insight into the evolving nature of quality management.

Another relevant direction concerns student-centered quality metrics. Investigating student engagement not only as a performance indicator but also as a cultural expression of institutional values could contribute to refining quality assurance frameworks. Measuring how students perceive institutional coherence between declared values and lived academic experience may offer a more nuanced understanding of quality culture in practice.

Leadership remains a central variable in sustaining cultural transformation. Longitudinal studies examining academic leadership styles and their impact on maintaining quality culture beyond accreditation cycles would offer strategic insights into institutional resilience. Such research could clarify whether transformational, participatory, or distributed leadership models are more effective in embedding sustainable quality practices.

Finally, international benchmarking and comparative European research would enhance contextual understanding. Studies examining how Romanian quality assurance practices align with or diverge from broader European Higher Education Area (EHEA) trends—particularly in cross-border accreditation and transnational education—could situate national developments within a wider academic landscape.

Advancing research in these directions would deepen scholarly and policy understanding of quality culture not merely as an abstract ideal, but as a measurable, dynamic, and transformative institutional force capable of shaping accreditation performance and long-term academic sustainability.

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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).

1. Value-Based Leadership in Higher Education: Transformational and Responsible Dimensions

Value-based leadership represents one of the most complex and relevant dimensions of contemporary academic governance. In the context of the profound transformations currently shaping higher education, transformational and responsible leadership models offer complementary theoretical frameworks for understanding how values, ethics, and motivation contribute to organizational performance and staff well-being.

Sharma and Singh [1] argue that transformational leadership constitutes a central pillar of organizational health and psychological balance within university environments characterized by institutional pressures and continuous change. Similarly, Luo and all [2] demonstrate that responsible leadership—anchored in morality and transparency—encourages organizational citizenship behaviors by cultivating gratitude and strengthening institutional identification.

The study conducted by Sharma and Singh [1] based on a sample of 416 university faculty members in India, identified a positive relationship between transformational leadership and psychological well-being, mediated by psychological capital. This construct, comprising hope, self-efficacy, resilience, and optimism, helps explain how inspirational leaders influence motivation, professional engagement, and adaptive capacity among academic staff.

Awwad and Lafi [3] further confirm that leadership styles oriented toward communication and support enhance employee satisfaction and loyalty, while Bachrach and Mullins [4] emphasize that effective leaders simultaneously activate cognitive and relational processes that drive team performance.

Sharma and Singh [1] show that transformational leaders combine empathy with strategic vision, fostering an organizational climate grounded in trust, autonomy, and personal development. Amoako and colleagues [5] complement this perspective by concluding that organizational structure and technological competencies can amplify the positive effects of leadership on professional engagement.

Baca and Reshidi [6] argue that recognizing employees' value within internal communication strategies contributes to strengthening organizational identity, reinforcing Sharma and Singh's [1] view that transformational leadership cultivates cohesion and a shared sense of purpose.

From a methodological standpoint, Sharma and Singh [1] employed structural equation modeling to validate the indirect effects of leadership on well-being. Their findings indicate that the relationship between leaders and employees is mediated by psychological capital, confirming that investment in the development of transformational leaders represents a sustainable strategy for long-term organizational growth and resilience.

Amoako et al. [5] further emphasize that institutional success depends on the dynamic interaction between leadership, organizational structure, and individual competencies. In parallel, Awwad and Lafi [3] demonstrate that inspirational leadership approaches enhance performance by strengthening intrinsic motivation and fostering relational engagement within the organization.

Luo and all [2] investigate the impact of responsible leadership on organizational citizenship behaviors (OCB) in Chinese universities, highlighting the mediating role of gratitude and organizational identification. Responsible leadership is conceptualized as ethical conduct oriented toward balancing stakeholder interests and reinforcing trust within the institutional environment.

Doh and Quigley [7] describe responsible leadership as a relational process grounded in dialogue and moral commitment, influencing organizational outcomes through stakeholder integration. In their empirical study, Luo et al. [2] analyzed data from 317 participants across ten universities and employed Partial Least Squares Structural Equation Modeling (PLS-SEM) to test a dual mediation model linking leadership, gratitude, and institutional identification.

The findings indicate that responsible leadership does not directly generate organizational citizenship behaviors; rather, its influence operates indirectly through the cultivation of gratitude and strengthened organizational identification. Newman et al. [8] similarly confirm that organizational identification mediates the effects of responsible practices on employee engagement. In the same vein, De Roeck, El Akremi, and Swaen [9] show that moral consistency in leadership behavior enhances loyalty and a sense of belonging among employees.

Luo et al. [2] interpret these results through the lens of Affective Events Theory, suggesting that positive emotions triggered by ethical leadership behaviors translate into prosocial organizational actions. Blader and all [10] further argue that organizational identification

extends beyond mere compliance, involving the internalization of shared values—an element that explains voluntary engagement and emotional stability within academic institutions.

At the same time, Bullis and Tompkins [11] demonstrate that institutional control processes are effective only when grounded in voluntary identification rather than coercion—an idea that resonates strongly with the model proposed by Luo et al. [2], in which trust represents the moral foundation of responsible behavior.

The findings of Luo et al. [2] confirm that responsible leadership stimulates extra-role behaviors by fostering a culture rooted in respect, ethical conduct, and cooperation. Rather than relying on formal authority alone, responsible leaders cultivate relational trust and moral credibility, which, in turn, encourage discretionary contributions from academic staff.

From a practical perspective, Luo et al. [2] recommend integrating ethical criteria into the selection and development processes of university leaders, as well as promoting gratitude as an explicit organizational value. Such measures are presented not merely as symbolic gestures, but as strategic interventions capable of strengthening institutional cohesion and reinforcing sustainable academic engagement.

2. Convergences between the Transformational and Responsible Leadership Models

Transformational leadership and responsible leadership converge in their moral foundations, in the human-centered dimension of governance, and in their shared objective of fostering sustainable institutional development. Both models are grounded in the promotion of values and ethical relationships; however, they differ in their primary theoretical emphasis. Transformational leadership focuses on motivation and the cultivation of psychological capital, whereas responsible leadership highlights gratitude, moral integrity, and organizational identification as core mechanisms of influence.

Sharma and Singh [1] demonstrate that transformational leadership enhances staff well-being by creating a climate of trust, empowerment, and professional growth. In contrast, Luo et al. [2] show that responsible leadership strengthens institutional cohesion through the cultivation of gratitude and collective identification. Complementary findings by De Roeck et al. [9] and Awwad and Lafi [3] further indicate that value-based leadership models generate loyalty, professional satisfaction, and sustainable performance within organizations.

Consequently, value-based leadership in higher education may be understood as a synthesis of these two paradigms. Transformational leadership fosters emotional balance, intrinsic motivation, and psychological resilience, while responsible leadership ensures ethical coherence and encourages organizational citizenship behaviors. Together, these approaches offer a comprehensive framework for institutional development grounded in both human flourishing and moral accountability.

In this perspective, value-based leadership—encompassing both transformational and responsible dimensions—emerges as a key driver in the reform and renewal of higher education institutions. The models examined suggest that academic performance depends not solely on material resources or structural efficiency, but on leaders' capacity to inspire, support, and act with integrity.

By combining empathy with strategic vision, transformational leadership promotes psychological well-being and resilience [1]. By integrating ethical responsibility and social accountability, responsible leadership stimulates cooperation and institutional identification [2]. Together, these perspectives define a paradigm of value-based leadership that harmonizes human development with long-term institutional sustainability.

3. Feminist Leadership and Organizational Culture in Higher Education: A Comparative Perspective

Fuller and Lashari [12] argue that feminist leadership practices in higher education constitute a critical response to the patriarchal and neoliberal structures that continue to shape many academic institutions. In a complementary perspective, Van der Walt and Wiese [13] maintain that the development of a positive organizational culture depends fundamentally on shared values and ethical leadership capable of inspiring trust and cohesion. Both studies converge on the idea that authentic institutional transformation emerges from the interaction between values, leadership practices, and processes of collective learning.

Fuller and Lashari [12] conceptualize leadership as social praxis, whereas Van der Walt and Wiese [13] define it as a mechanism for constructing a sustainable organizational culture. In both interpretations, the leader is no longer viewed merely as an administrator of change, but as a reflective actor, aware of the social implications of institutional decisions. This reconceptualization situates university leadership within a transformative paradigm grounded in participation, ethics, and shared responsibility.

According to Fuller and Lashari [12], feminist praxis integrates theory and action through a process of critical reflection on power relations, aiming to empower marginalized communities within academic spaces. Similarly, Van der Walt and Wiese [13] contend that effective leaders cultivate organizational climates characterized by trust, open communication, and mutual respect. This parallel suggests that value-based leadership—regardless of its theoretical orientation—operates by fostering a collective consciousness that harmonizes empathy with institutional performance.

Tierney [14] emphasizes that universities construct their cultures through continuous processes of reflection and negotiation between tradition and change. This perspective clarifies why Fuller and Lashari [12] interpret feminist praxis as a form of epistemic activism, while Van der Walt and Wiese [13] position transformative leadership as an instrument for reconfiguring institutional values. In both approaches, organizational culture is not a static inheritance but a dynamic outcome of dialogue between leadership and academic community.

Triandis [15] demonstrated that similarity in values and cognitive schemas enhances communication and cohesion within organizations. In the same spirit, Van der Walt and Wiese [13] highlight the importance of value congruence between individuals and institutions as a prerequisite for an ethical and productive work environment. Fuller and Lashari [12] extend this principle through the lens of intersectional feminism, arguing that solidarity among women, minorities, and underrepresented groups arises not only from shared values but also from the recognition and critical engagement with systemic differences.

Both studies emphasize that academic leadership inherently carries a moral dimension. In Fuller and Lashari's [12] framework, this dimension is expressed through an ethic of care and social justice; in Van der Walt and Wiese's [13] perspective, it is articulated as a culture of responsibility and organizational integrity. The convergence of these two models suggests that university performance cannot be meaningfully separated from the values that govern interpersonal relationships within academic communities.

Tsai [16] demonstrates that the relationship between organizational culture, leadership behavior, and professional satisfaction is circular in nature: leaders shape culture, and culture, in turn, shapes leaders. This observation complements Fuller and Lashari's [12] conclusion that feminist praxis operates as a reflexive process capable of reconfiguring institutional structures through lived experience and dialogical engagement. Similarly, Van der Walt and Wiese [13] conceptualize transformative leadership as a catalyst for organizational learning, wherein each

institutional actor assumes responsibility for change rather than delegating it solely to formal authority.

In the South African context a persistent tension emerges between egalitarian discourse and the hierarchical realities of university governance, often marked by male-dominated leadership and limited transparency [13]. Fuller and Lashari [12] identify a comparable challenge at a global level, noting that women leaders frequently encounter structural and epistemic barriers that constrain their authority and visibility. In both contexts, the proposed response involves strengthening reflective, participatory, and ethically grounded spaces within institutions—spaces capable of interrupting cycles of exclusion and fostering more inclusive forms of academic leadership.

Van der Walt and Wiese [13] emphasize the necessity of aligning institutional values with everyday practices, arguing that incongruence between declared principles and lived realities undermines organizational coherence. This insight resonates strongly with Fuller and Lashari's [12] analysis, which highlights the risks associated with feminist rhetoric that is not accompanied by genuine structural transformation. In both perspectives, authenticity, accountability, and transparency emerge as essential conditions for meaningful institutional change. Feminist leadership and the value-based leadership model proposed by Van der Walt and Wiese [13] converge in their insistence that values must be enacted, not merely articulated.

From a comparative standpoint, both leadership models advocate collective participation and the democratization of decision-making processes. Fuller and Lashari [12] portray the feminist university as a space of collaboration and critical learning, while Van der Walt and Wiese [13] conceptualize the university as a values-driven ecosystem grounded in communication and shared responsibility. These perspectives can be integrated into a broader model of reflective leadership, in which care, integrity, and effectiveness are not competing priorities but mutually reinforcing dimensions.

Tierney [14] argues that higher education institutions must construct their cultures through participatory processes that foster belonging and autonomy. This framework helps explain why both feminist praxis and transformative leadership emphasize internal dialogue and the redistribution of power. Within these theoretical paradigms, cultural change is not imposed hierarchically but negotiated through collective engagement and shared reflection.

Triandis [15] explains that similarity in values fosters effective communication among individuals, an insight reflected in both studies. Within both feminist praxis and the development of a positive organizational culture, cooperation and empathy emerge as essential conditions for innovation and cohesion. In this sense, values function as the moral infrastructure of any institution aspiring to excellence and inclusion.

Tsai [16] further emphasizes that professional satisfaction arises when leaders create congruence between declared values and institutional behaviors. This observation is illustrated by Fuller and Lashari [12], who show that feminist leaders advance social justice through concrete everyday actions, and by Van der Walt and Wiese [13], who advocate embedding core values within human resource systems and performance evaluation frameworks. In both cases, theory is translated into practice, and organizational culture becomes the living expression of leadership.

More broadly, both works suggest that the transformation of higher education institutions requires a deliberate articulation between value-based leadership and community participation. Fuller and Lashari [12] describe the feminist university as a laboratory for social change, while Van der Walt and Wiese [13] conceptualize it as a space seeking balance between performance and humanity. By integrating these perspectives, an integrative model of academic leadership emerges—one in which values, culture, and praxis are inseparable components of sustainable institutional development.

The comparison between the two approaches reveals a strong theoretical convergence: effective leadership in higher education is grounded in shared values, critical reflection, and ethical commitment. In Tierney's [14] view, institutional culture becomes the expression of leadership itself, while, in the spirit of Tsai [16] and Triandis [15], value congruence ensures sustainability and collective satisfaction. Both feminist praxis and the South African transformative leadership model demonstrate that education cannot be neutral; it is inherently a value-laden and social act in which responsible leadership shapes the institutional and communal future.

4. University Leadership and Institutional Sustainability: From Hybrid Expertise to Green Organizational Culture

Leadership in higher education is undergoing a profound transformation, shaped by processes of professionalization, digitalization, and an increasing orientation toward sustainability. Contemporary universities can no longer be viewed solely as bastions of knowledge; they have become complex organizations in which managerial efficiency, technological innovation, and ecological responsibility intersect. Within this evolving landscape, two emerging directions—hybrid expertise and green leadership—are essential in defining a renewed model of academic governance.

Mizrahi-Shtelman and Drori [17] argue that modern universities are redefining themselves through the professionalization of academic bureaucracy, blending scientific and administrative competencies into what they describe as hybrid expertise. In parallel, Kisahwan and colleagues [18] demonstrate that sustainable performance depends on the development of a green digital culture and on leaders' capacity to integrate ecological principles into managerial processes.

Thus, contemporary university leadership is constructed at the intersection of academic autonomy, digital transformation, and organizational sustainability. The resulting model reflects not only managerial adaptation but also a value-based and ethical reorientation of academic governance suited to the demands of the twenty-first century.

According to Mizrahi-Shtelman and Drori [17], universities face a dual pressure: preserving the traditional values of collegiality while adapting to managerial logics that emphasize efficiency, accountability, and strategic planning. This tension has generated the concept of hybrid expertise, referring to university leaders capable of combining academic credibility with administrative competence.

Their research, conducted in Israel, examines leadership development programs in which faculty members and administrative staff collaborate to strengthen governance skills, strategic planning capacities, and communication competencies. Such initiatives transform the university into a space of organizational learning, where leadership is understood not as positional authority, but as a reflective practice grounded in shared values and collective responsibility.

Karlsson and Rytberg [19] argue that administrative professionals play a decisive role in transforming universities into strategic actors within increasingly complex educational ecosystems. Complementing this perspective, Huising [20] maintains that professional authority derives not merely from formal position, but from expertise that is collectively recognized and validated. In a similar vein, Mizrahi-Shtelman and Drori [17] suggest that the legitimacy of academic leaders is no longer grounded exclusively in scientific status; rather, it increasingly depends on their capacity to navigate across distinct professional domains and mediate between academic and administrative spheres.

Modern university leadership, as defined by Jandrić, Delbridge, and Quattrone [21], is characterized by collaboration, transparent communication, and continuous learning, with the ultimate aim of cultivating a reflective academic community. This approach reframes academic

governance as a process of institutional negotiation between professional expertise and administrative coordination. Such a model enables universities to preserve their intellectual autonomy while functioning effectively within competitive and performance-driven environments.

Shepherd [21] observes that university managerialism has evolved from a paradigm of control toward one of partnership, while Slowey [22] notes that academic professionalization does not erode collegiality but rather reinterprets it in terms of shared responsibility and collective accountability. Mizrahi-Shtelman and Drori [17] reinforce this direction by highlighting the emergence of a hybrid professional bureaucracy, in which faculty members, managers, and specialized staff act in concert to advance institutional development.

5. Digital Transformation and Green Organizational Culture

Kisahwan and colleagues [18] explore the ecological and digital dimension of modern leadership, placing emphasis on E-HRM, Green Digital Culture (GDC), and Green Transformational Leadership (GTL).

E-HRM (Electronic Human Resource Management) represents the systematic use of digital technologies and the internet to manage and automate human resource processes within an organization [23]. The concept emerged alongside the digitalization of HR functions and is considered a natural evolution of traditional HRM (Human Resource Management), adapted to the information-based economy and sustainability.

The main dimensions of E-HRM are:

- E-recruitment and digital selection – online platforms for posting job vacancies, automated candidate screening, and virtual interviews.
- E-learning and continuous training – the use of digital platforms for employee training, competency assessment, and career development.
- E-performance management – digital evaluations, instant feedback, and real-time performance analysis.
- E-compensation and benefits – digital management of salaries, incentives, and benefits packages.
- E-internal communication – applications and portals that facilitate collaboration and organizational transparency.

The authors argue that technology, culture, and ecological values can become the pillars of sustainable performance when they are coherently integrated into a unified organizational strategy.

De Alwis, Andrlić, and Šostar [23] show that E-HRM contributes to institutional modernization through the digitalization of administrative processes and the reduction of resource consumption. In a similar direction, Gassanova and Kozhakhmet [24] identify within the educational sector a growing tendency to link digitalization with sustainability, observing that HRM practices can support the ecological transition.

Green Digital Culture is understood by Kisahwan et al. [18] as an expression of organizational maturity: a set of values, attitudes, and practices that transform ecological responsibility into a daily mode of operation. Wang (2019) demonstrates that such a culture strengthens green innovation and provides organizations with a sustainable competitive advantage.

Srivastava and colleagues [25] complement this perspective by showing that green transformational leadership stimulates ecological creativity and employee engagement.

Taamneh and colleagues [26] further argue that the connection between green HRM practices and corporate social responsibility is reinforced by the presence of transformational leadership.

Lin and all [27] emphasize that artificial intelligence and green innovation can enhance environmental performance when supported by an ecologically conscious organizational culture. In a similar framework, Azhar and Yang [28] demonstrate that leaders who cultivate green values within public administrations are able to foster collective pro-environmental behaviors.

6. Convergences: From Hybrid Expertise to Green Leadership

The integration of these two directions—professionalization and ecological transformation—demonstrates that modern academic leadership can no longer be understood as a static function, but rather as an evolving and integrative process. Mizrahi-Shtelman and Drori [17] emphasize that university leaders must act as mediators between managerial rationality and professional academic values. Kisahwan et al. [18] further argue that these same leaders must assume the role of sustainability stewards, capable of transforming technology and digital culture into an ethical framework for institutional action.

Both models converge toward the concept of value-based leadership—a form of governance grounded in moral integrity, competence, and responsibility. If hybrid expertise ensures internal efficiency and collaborative capacity, green leadership secures social relevance and positive ecological impact.

Consequently, the contemporary university emerges as a space of co-evolution between knowledge, ethics, and innovation. As Marshall et al. [29] suggest, a culture of sustainability becomes a catalyst for social entrepreneurship and organizational innovation. By integrating these principles, universities can construct governance models that promote diversity, responsibility, and long-term resilience.

University leadership in the twenty-first century is thus defined by a delicate balance between autonomy, technology, and ethics. Mizrahi-Shtelman and Drori [17] demonstrate that the professionalization of academic bureaucracy strengthens governance capacity and interprofessional cooperation. Complementarily, Kisahwan et al. [18] show that digitalization combined with ecological values can transform institutions into reflective and sustainable actors.

Therefore, hybrid expertise and green leadership should not be viewed as competing paradigms, but as complementary dimensions of the same institutional adaptation process. Universities that invest in developing leaders who are competent, empathetic, and aware of their ecological impact can become models of intellectual and social sustainability.

7. Conclusions on University Leadership

The contemporary university environment is undergoing a substantive transformation, in which leadership is no longer perceived merely as a coordinating function, but as a force of ethical and strategic orientation. In a global context marked by technological change and crises of meaning, academic leadership must respond simultaneously to the demands of efficiency and to the needs for humanity, solidarity, and care.

Current university leadership is redefining its role through a dual movement: on the one hand, through the professionalization of competencies and collaboration between faculty members and administrative staff; on the other hand, through the assumption of sustainability values and social responsibility. From this dialogue between competence and conscience, a new form of university leadership emerges—reflective, participatory, and oriented toward purpose.

8. Hybrid Expertise and Collaborative Culture

Universities are increasingly becoming spaces of professional co-evolution, where diverse disciplines, visions, and leadership styles intersect. The model of hybrid expertise, defined by the integration of academic and managerial competencies, enables leaders to act as mediators between scientific rationality and administrative logic.

This approach supports the development of a culture grounded in collaboration and continuous learning, where authority derives from competence, dialogue, and shared responsibility. Effective university leadership is not built upon hierarchy, but upon trust and co-creation. Consequently, the university of the future will be defined by its capacity to learn from its own practices and to transform professional diversity into a strategic resource.

Digitalization is no longer merely a tool for efficiency, but a cultural dimension of institutional sustainability. Through E-HRM systems and intelligent technological solutions, universities can manage human resources in a transparent, equitable, and environmentally responsible manner.

Within this framework, green organizational culture becomes the foundation of a new governance paradigm. It reflects the manner in which ecological values, solidarity, and respect for resources are integrated into everyday institutional life. Such a culture encourages responsible behaviors, stimulates innovation, and constructs an institutional identity grounded in care and balance.

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QUALITY OF EDUCATION IN THE AI ERA: CHALLENGES AND OPPORTUNITIES

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Abstract

This chapter analyzes the imminent impact of artificial intelligence (AI) on the education system, exploring both the challenges and the opportunities generated by innovative technologies. As AI becomes increasingly integrated into educational processes, the need to adapt pedagogical methods is highlighted, alongside concerns regarding the maintenance of quality and equity in the field. The paper discusses how AI can personalize learning by offering solutions tailored to the needs of each learner, as well as the potential to automate certain administrative activities, thereby freeing resources for higher-quality instructional practices. At the same time, the risks associated with AI are examined, such as excessive reliance on technology, the risk of losing human interaction, and the necessity for teachers and students to develop advanced digital competences. The article proposes a set of strategies for ensuring educational quality in this new context, including the implementation of educational policies focused on the ethical and responsible integration of AI, as well as the continuous professional development of teaching staff. In conclusion, it is emphasized that, despite the inherent challenges of the digital era, artificial intelligence can represent a significant opportunity for personal creative development and for facilitating access to education for all.

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

1. Introduction

We are traversing a particularly complex period in which technology is advancing at an unprecedented pace, and artificial intelligence (AI) is becoming a central factor in the transformation of society. Twenty-first-century society is undergoing a profound process of change, marked by the rapid development of technology and the increasingly pronounced integration of artificial intelligence across multiple domains, including education.

As research in the field suggests, “a world of the future does not presuppose the supremacy of computers, but rather a better understanding of their capacities and of the ways in which we can avoid being manipulated by algorithms and by those who create them in an attempt to benefit from us” [3]. On the other hand, the Turing Test aimed to verify whether a machine could imitate human behaviour to such an extent that a human evaluator would be unable to distinguish whether they were communicating with a human being or a machine [6].

This reality brings with it a fundamental dilemma: on the one hand, the benefits that AI can bring to the educational process, and on the other, the dangers and risks associated with its use. As noted, “in an era of unprecedented technological progress, the impact of digitalization and artificial intelligence on postmodern society is both transformative and profound. The rapid integration of these technologies into our daily lives has not only reconfigured the way we work, communicate, and learn, but has also challenged us to adapt to a dynamic and globally interconnected environment” [1, p. 15].

One of the most significant benefits of artificial intelligence in education is the personalization of learning. Through advanced algorithms, educational platforms can adapt content and teaching methods according to the pace, learning style, and needs of each learner, which can lead to improved understanding and information retention. At the same time, AI can automate administrative and assessment-related tasks, freeing teachers' time for more creative and mentoring-oriented activities. Moreover, access to AI-supported digital educational resources can contribute to the democratization of education by offering opportunities to learners in rural or disadvantaged areas.

However, this evolution is not without significant risks and dangers. As the Colombian philosopher Nicolás Gómez Dávila observed, if the modern world is worse for what it builds than for what it destroys, then our attention should first be directed toward technology, which is linked to all the major changes that have occurred in societies over the past two centuries. The pace of technological development has regulated—and continues to regulate—transformations in industrial production, the economy, finance, and in the relationships between institutions and the population, and between the state and society [2, p. 7].

A primary concern is the loss of privacy and the protection of students' personal data, given the large-scale collection and processing of information. Furthermore, excessive reliance on technology can diminish students' social and critical abilities, as well as their capacity for independent thinking.

Although there are claims that AI may fully replace certain roles traditionally held by teachers—thus reducing the level of human interaction essential for the emotional and social development of young people—it is ultimately the human being who possesses the capacity to create and to ask questions, whereas AI merely extracts responses from patterns that may contain errors, offering probable rather than necessarily correct answers.

Consequently, we cannot verify the correctness of such answers without the knowledge acquired in school and in the classroom, where memorization and understanding remain fundamental for the development of critical thinking. Without these, we risk being manipulated. Moreover, there are concerns related to equity in access to technology and to potential biases in algorithms, which may perpetuate or even intensify social inequalities. If not properly managed, these risks may lead to a divided society in which the advantages of technology are available only to a few, while disadvantaged groups are left behind.

Only human intelligence can cultivate emotional states, enthusiasm, and personal development through which we shape our identities and transform the world. The teacher, in this sense, is simultaneously a pedagogue, a psychologist, and an artist, who teaches in a differentiated manner depending on the specific context, level, and emotional state of the audience. Information technologies evaluate outcomes, whereas the teacher evaluates the process of thinking and the personal dynamics of each learner. For this reason, interest in artificial intelligence and its impact on the quality of education is of major importance, with researchers seeking to examine both the opportunities and the risks that must be managed effectively to ensure an education system adapted to the needs of the twenty-first century. Thus, in the field of education, this technological revolution opens new perspectives while also generating significant challenges.

2. Challenges in Ensuring the Quality of Education in the AI Era

2.1. Risk of Standardization and Loss of Educational Diversity

One of the major dangers associated with the use of AI in education is the tendency toward excessive standardization. Algorithms may favour certain teaching models and types of content,

which can lead to the uniformization of educational experiences and to a reduction in the diversity of pedagogical methodologies. This, in turn, may affect creativity and learner autonomy, both of which are essential for the development of critical thinking.

2.2. Digital Inequality and Social Disparities

The implementation of AI-based technologies requires access to devices and high-quality internet connectivity. In many regions, especially in disadvantaged areas, such infrastructure is either lacking or insufficiently developed, thereby intensifying existing inequalities. As a result, learners from disadvantaged backgrounds may be excluded from the benefits of new technologies, which negatively affects both equity and the overall quality of education.

2.3. Teacher Preparation and the Lack of Advanced Digital Competences

The adoption of AI in schools requires well-prepared teachers who can integrate technology into the educational process. In many cases, teachers do not yet possess the necessary digital skills or are unfamiliar with the effective use of AI systems, which may lead to superficial or incorrect use of technology and, implicitly, to a decline in learning quality.

2.4. Ethical and Privacy Concerns

The use of AI involves the collection and analysis of large volumes of student data, raising concerns related to privacy and the protection of personal information. In addition, there is a risk that algorithms may be biased or may perpetuate stereotypes, thereby affecting the fairness and equity of the educational process.

3. Opportunities Brought by AI for Improving the Quality of Education

3.1. Personalization of Learning

One of the greatest benefits of AI is its ability to create personalized learning experiences. Intelligent systems can analyze each learner's performance and adapt content, pace, and teaching methods to individual needs, thereby facilitating more effective and motivating learning. This contributes to reducing school dropout rates and to improving educational outcomes.

3.2. Equal Access to High-Quality Educational Resources

AI-based platforms can provide access to diverse educational resources, including in isolated or disadvantaged areas, thus reducing gaps between learners in urban and rural environments. Furthermore, they can translate and adapt content for different languages and levels of study, promoting educational inclusion.

3.3. Automation and Efficiency of Administrative and Assessment Processes

AI can automate administrative and assessment-related tasks, freeing teachers' time for pedagogical activities. For example, the automated ranking of results, instant feedback, and monitoring of student progress allow for prompt and personalized intervention, thereby increasing the quality of the educational process.

3.4. Development of Digital Competences and Critical Thinking

Interaction with technology and intelligent systems stimulates the development of digital competences, which are essential in contemporary society. Moreover, the use of AI in education can teach learners to analyze, verify, reflect upon, and critically approach information, to formulate their own opinions, and to solve complex problems.

4. How Can We Ensure High-Quality Education in the Context of AI?

4.1. Investment in Infrastructure and Professional Development

In order to fully harness the potential of AI, it is necessary to develop digital infrastructure and ensure the continuous training of teaching staff. Training programs should include the development of competences related to the use of intelligent technologies, digital ethics, and data management.

4.2. Development and Updating of Clear Policies and Ethical Frameworks

It is essential that the implementation of AI in education be governed by clear policies that protect students' rights and guarantee algorithmic transparency. In addition, ethical principles must be promoted to prevent plagiarism, academic fraud, and abuse.

4.3. Continued Promotion of Learner-Centered Pedagogy

Although technology can be a powerful tool, pedagogy must remain centered on learners' needs and interests. AI should be viewed as a form of support rather than a replacement for the teacher, serving as a complementary method for fostering deep and meaningful learning.

4.4. Promotion of Collaboration Among Education, Technology, and Ethics Specialists

Addressing the challenges and capitalizing on the opportunities of AI requires interdisciplinary collaboration. Teachers, managers, educators, technicians, ethics specialists, and decision-makers must work together to develop adaptive and sustainable solutions. Implicitly, the purposes, methods, and domains in which AI can be used must be rigorously regulated.

5. The Quality of the Teacher in the AI Era

In the digital and artificial intelligence era, education systems are undergoing a profound transformation that redefines the roles and competences of teachers and managers. In order to respond to new challenges and opportunities, it is essential that these actors possess specific qualities and abilities aimed at ensuring the quality of the educational process and adaptability to a constantly changing environment.

Quality in education no longer means only the transmission of knowledge, but also the development of learners' critical, creative, and digital skills. In the context of AI, these qualities become even more relevant, as technology can automate certain tasks, but cannot replace empathy, ethical judgment, and the ability to motivate and inspire.

Teachers thus become facilitators of personalized learning, guiding learners in the exploration of knowledge and in the development of competences necessary for participation in digital society. In addition to pedagogical mastery and professional competences inherent to the profession, teaching staff must demonstrate the following:

5.1. Advanced Digital Competences

Teachers must be familiar with digital tools and platforms, use AI to create learning experiences tailored to individual learner needs, and integrate technology in a pedagogically meaningful manner.

5.2. Flexibility and Adaptability

In a constantly evolving environment, teachers must be open to innovation, engage in continuous learning, and adapt their teaching methods in accordance with technological developments and learner needs.

5.3. Critical and Ethical Thinking Skills

Teachers must teach learners to critically analyze AI-generated information, to understand the ethical implications of technology use, and to promote digital responsibility.

5.4. Empathy and Social Skills

Although AI can automate certain tasks, empathy and the ability to build authentic human relationships remain fundamental qualities for motivating and supporting learners.

6. The Quality of the Manager in the AI Era

Managers in the education system play a crucial role in creating an environment conducive to innovation and the effective implementation of AI technologies. In order to ensure successful and high-quality management, they must possess the following:

6.1. Strategic Vision

Managers must have a clear vision of how technology can improve the educational process and be capable of planning and implementing digitalization strategies.

6.2. Innovative Leadership

They must be leaders who encourage a culture of innovation, support the continuous training of staff, and promote collaboration among teachers, learners, and technology specialists.

6.3. Change Management Competences

Since the implementation of AI can generate resistance to change, managers must be skilled in managing this process, clearly explaining the benefits and motivating teams to adopt new technologies.

6.4. Technical and Ethical Knowledge

Although they are not required to be technology experts, managers must understand the basic principles of AI, be aware of the associated risks, and ensure compliance with ethical and privacy standards.

7. Challenges and Opportunities for Teachers and Managers in the Digital Era

Indicators of quality, from the perspective of teachers and managers in the AI era, depend on several factors:

- The need for continuous training and updating of technological competences.
- The management of risks related to ethics, privacy, and algorithmic bias.
- The assurance of equity in access to advanced technologies.

At the same time, significant opportunities also emerge:

- The personalization of learning and increased efficiency of the educational process.
- The development of digital and critical thinking competences among learners.
- The creation of a more motivating and innovative learning environment.

8. Conclusions

Twenty-first-century society must carefully navigate between the immense benefits of artificial intelligence in education and the risks it entails. It is essential that educational policies and strategies be oriented toward the responsible and equitable use of technology, promoting a balance between innovation and fundamental human values. Only in this way can we ensure an education that supports the holistic development of every learner and contributes to a more open, harmonious, and engaged society, closely connected to technological and scientific progress.

The era of artificial intelligence represents both an opportunity and a challenge for education systems worldwide. In order to ensure high-quality education in this context, it is crucial to manage the implementation of AI technologies with responsibility and vision, investing in infrastructure, professional training, and robust ethical and educational policies. At the same time, learners' needs and potential must remain at the center of the educational process, promoting a pedagogy adapted to contemporary realities and grounded in human values and contextual awareness.

The quality of teachers and managers in education in the AI era constitutes the foundation of an education system adapted to new realities. They must be not only transmitters of knowledge, but also leaders of change, innovators, and promoters of professional ethics and deontology. The development of these qualities, accompanied by continuous training and a clear vision, will ensure an education of high quality, capable of preparing learners for the challenges and opportunities of the twenty-first century.

In the era of artificial intelligence, the quality of education becomes more important than ever, as it shapes not only knowledge, but also the critical thinking, creativity, and adaptability necessary to navigate a constantly changing world. By investing in high-quality education, we prepare future generations to use technology responsibly and innovatively, transforming challenges into opportunities and building a future in which human and artificial intelligence complement one another for the common good.

Ultimately, our collective success depends on the commitment to provide every child and young person with access to an education of excellence, capable of inspiring them and equipping them to become leaders and innovators in the digital world.

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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-centred 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.

1. Introduction

Quality management is a concept that focuses on processes in organizational work, improves the qualifications of all employees, bases management decisions on the analysis of sound information and data collection, and considers all material and intangible organizational resources as a whole [8]. It has long been a central concern also in education systems seeking to improve institutional effectiveness, accountability, and learning outcomes. Over the past decades, educational institutions have increasingly adopted continuous improvement models, performance indicators, and evidence-based planning approaches to respond to growing expectations from governments, stakeholders, and society. In this context, the integration of data-driven accountability mechanisms has become a defining characteristic of contemporary quality management frameworks in educational organizations [11]

At the same time, rapid developments in artificial intelligence (AI) technologies have begun to reshape organizational processes across many sectors, including education [5][6][15]. Artificial intelligence is a technology that enables machines to acquire human-like thinking, learning, and problem-solving abilities [14]. Machine learning and deep learning, and artificial intelligence that can make decisions by learning from this data, have spread to every field in

recent years with various applications, from health to security, education to law, and economics and finance [13]. AI-based systems now support decision-making, automate administrative tasks, analyse large volumes of educational data, and provide predictive insights into learning and institutional performance [9]. These developments suggest that quality management in education is no longer limited to static evaluation tools or retrospective performance reviews but is increasingly becoming a dynamic, data-informed, and adaptive process.

Recent literature emphasizes that while digitalization has the potential to make educational management more efficient and effective, these transformation processes must be carefully planned and implemented [22]. The role of educational administrators in the digitalization process should not be limited to integrating technology; it also necessitates adopting a strategic approach. AI has the potential to enhance quality management by strengthening planning processes, supporting implementation through automation, improving evaluation via learning analytics, and enabling continuous improvement through real-time feedback loops [18][27]. However, alongside these opportunities, significant challenges have emerged, including concerns about data privacy, algorithmic bias, ethical responsibility, and the limited digital competencies of educators and administrators [25].

Against this background, the purpose of this study is to examine the impact of artificial intelligence on quality management in education. Specifically, the study explores how AI contributes to the four fundamental dimensions of quality management—planning, implementation, evaluation, and continuous improvement—while also addressing the risks and limitations associated with its use. By doing so, the paper aims to contribute to ongoing academic discussions on how AI can transform quality management from a predominantly technical process into a strategic and human-centered domain of educational transformation.

2. Quality Management in Education

Quality in education is a multidimensional and contested concept, shaped by philosophical, managerial, and socio-political perspectives Harvey and Green [11] famously conceptualized quality through five interrelated dimensions: quality as exceptional, consistency, fitness for purpose, value for money, and transformation. Among these, the notion of quality as transformation has gained particular relevance in educational contexts, as it emphasizes continuous improvement and learner development rather than mere compliance with standards.

In practice, quality management in education has often drawn upon principles from Total Quality Management (TQM), originally developed in industrial settings. Initially applied primarily in industrial enterprises, the idea that Total Quality Management principles could be applied in educational institutions has gradually become widespread throughout the world. In the United States, three waves are mentioned in relation to this. The first wave began in 1950 when Deming brought the concept of quality to Japan. The second wave occurred when enlightened leaders from the industrial sector brought this concept to the US in the 1980s. The third wave manifested itself with the introduction of this concept (Total Quality in Education) into the world of education [3]. Core elements of TQM—such as continuous improvement, stakeholder involvement, and data-based decision making—have been adapted to educational institutions to enhance effectiveness and accountability [24]. Within these frameworks, quality management is typically operationalized through four interrelated stages: planning, implementation, evaluation, and continuous improvement.

Planning involves the identification of institutional goals, performance indicators, and strategic priorities. Implementation focuses on translating these plans into operational practices and instructional processes. Evaluation refers to the systematic collection and analysis of data to assess effectiveness, while continuous improvement emphasizes the use of evaluation results to refine practices and policies over time. Traditionally, these processes have relied on periodic

assessments, surveys, and manual reporting systems. However, such approaches often suffer from delays, fragmented data, and limited capacity to capture the complexity of educational processes. This has led to growing interest in digital and AI-driven solutions that can enhance the responsiveness and precision of quality management systems [19].

3. Artificial Intelligence in Education

The inclusion of computers and the internet in education have been a significant step in the development of technology use in education. Many tools developed with artificial intelligence technology have been frequently discussed and used in various fields in recent years. Educational tools and materials serve as guides to support students' self-learning, as well as being helpful resources for teachers [16]. Artificial intelligence in education refers to the use of computational systems capable of performing tasks that typically require human intelligence, such as pattern recognition, prediction, and decision support. In recent years, AI applications in education have expanded rapidly, encompassing adaptive learning systems, intelligent tutoring systems, learning analytics, and administrative automation [18].

Learning analytics, in particular, has emerged as a key area where AI intersects with quality management. By analysing large datasets generated by learners and institutions, AI-based analytics systems can provide insights into student engagement, learning progress, and institutional performance [17]. These insights enable educational leaders to move beyond descriptive statistics toward predictive and prescriptive analytics, supporting more informed and timely decision making. Moreover, AI technologies are increasingly used to automate routine administrative tasks, such as scheduling, reporting, and resource allocation. This automation has the potential to reduce bureaucratic burdens on administrators and allow them to focus more on strategic planning and leadership for quality improvement [21].

Despite these advancements, scholars caution that AI should not be viewed as a neutral or purely technical tool. Instead, AI systems reflect the values, assumptions, and biases embedded in their design and data sources. As a result, their integration into quality management processes raises important ethical and governance questions [26],[25].

4. AI and Quality Management Dimensions

4.1. AI in Quality Planning

In the planning phase of quality management, educational institutions define goals, identify performance indicators, and allocate resources. AI can enhance this process by providing data-driven insights that support strategic decision making. For example, predictive analytics can identify trends in student enrolment, achievement, and retention, enabling institutions to anticipate challenges and plan proactive interventions [2].

AI-based decision support systems can also integrate data from multiple sources—such as assessment results, attendance records, and stakeholder feedback—into coherent dashboards. These tools help leaders visualize complex information and align quality goals with evidence-based priorities. As a result, planning becomes more responsive to actual institutional needs rather than relying solely on historical data or intuition. However, the literature emphasizes that AI-supported planning should complement, not replace, professional judgment. Over-reliance on algorithmic predictions may lead to narrow interpretations of quality that privilege measurable outcomes over broader educational values [25].

4.2. AI in Implementation Processes

During the implementation stage, AI contributes primarily through process automation and instructional support. Administrative automation simplifies tasks such as documentation, reporting, and compliance monitoring, thereby increasing organizational efficiency. Studies indicate that such automation can significantly reduce time pressures on school leaders and administrators, allowing them to focus on pedagogical leadership and quality enhancement initiatives [21].

In instructional contexts, AI-powered systems support personalized learning pathways, adaptive assessments, and real-time feedback. These applications enhance the consistency and effectiveness of teaching practices, which are central to quality implementation. By identifying learners who may require additional support, AI systems also contribute to equity-oriented quality management approaches [18]. Nevertheless, successful implementation depends on the digital competence of educators and administrators. Without adequate training and support, AI tools may remain underutilized or misapplied, limiting their potential impact on quality improvement [23].

4.3. AI in Quality Evaluation

Evaluation is perhaps the most prominent area where AI influences quality management. AI-based learning analytics systems continuously monitor teaching and learning processes, generating indicators related to engagement, performance, and outcomes. Unlike traditional evaluation methods, which often rely on periodic assessments, AI enables ongoing and formative evaluation [17].

These systems support evidence-based accountability by providing timely and granular data to decision makers. For example, dashboards can highlight discrepancies between expected and actual outcomes, prompting early interventions. In this sense, AI strengthens the evaluative capacity of institutions and enhances transparency in quality assurance processes. However, concerns have been raised about data quality, interpretability, and fairness. Algorithmic bias may disadvantage certain student groups if data sources reflect existing inequalities. Consequently, scholars argue that evaluation systems must be designed with ethical oversight and inclusive principles in mind [20].

4.4. AI and Continuous Improvement

We know that continuous improvement represents the dynamic core of quality management [1]. A good deal of publication (i.e., [4]) can help us infer that AI contributes to this dimension by enabling feedback loops that connect planning, implementation, and evaluation processes. Real-time analytics allow institutions to test interventions, monitor their effects, and make iterative adjustments.

From this perspective, AI transforms quality management into a learning system in which institutions continuously adapt based on evidence. This aligns with broader theories of organizational learning and improvement in education [10]. By supporting reflective practice and data-informed dialogue, AI can foster a culture of continuous improvement rather than compliance-driven accountability. Yet, the literature (i.e., [26]) underscores that such transformation requires leadership commitment and a shared vision. Without a culture that values learning and ethical responsibility, AI-driven improvement initiatives may reinforce managerial control rather than meaningful educational development [12].

5. Challenges and Ethical Considerations

Despite its transformative potential, the use of AI in quality management raises significant challenges. Data privacy is a major concern, as AI systems often rely on large volumes of personal and sensitive information. Ensuring compliance with data protection regulations and safeguarding trust among stakeholders is therefore essential [21]. The processing of sensitive data through artificial intelligence systems in the quality management process brings with it a number of potential risks that organizations must carefully manage to avoid consequences that could lead to significant legal, ethical, and reputational damage. Algorithmic bias and transparency also pose risks. If AI systems are trained on biased datasets or operate as “black boxes,” their outputs may perpetuate inequalities and undermine accountability. Ethical responsibility thus requires institutions to critically evaluate AI tools and involve diverse stakeholders in their governance [27].

Another challenge relates to digital competence. The use of AI in quality management poses certain risks. One of these is the lack of sufficient skills on the part of school administrators and teachers. This can lead to inaccurate data acquisition or negative outcomes [4]. Many educators and administrators lack the skills needed to interpret AI-generated insights effectively. This skills gap may limit the practical benefits of AI and exacerbate existing disparities between institutions [23]. To mitigate these risks, organizations must implement robust data governance frameworks that ensure the responsible use of AI in processing sensitive data. This includes adopting best practices in data security, such as encryption, access controls, and regular audits, as well as ensuring that AI systems are designed and trained to minimize bias and uphold ethical standards [7].

6. Discussion and Conclusion

The reviewed literature suggests that artificial intelligence reshapes quality management in education by enhancing data-driven accountability, improving efficiency, and supporting continuous improvement. Rather than replacing human agency, AI reconfigures the roles of educators and administrators, emphasizing strategic thinking, ethical judgment, and leadership for learning. In addition, AI transforms quality management from a purely technical process into a strategic area of institutional transformation. This transformation depends on balancing technological potential with human values, professional expertise, and ethical responsibility. As such, AI should be understood as a socio-technical system embedded within broader educational cultures and power structures. The adoption of digitalization and AI in education management has now become a necessity to increase institutional efficiency and quality.

It is clear that artificial intelligence has a significant impact on quality management in education across planning, implementation, evaluation, and continuous improvement dimensions. AI-based systems enhance data-driven decision making, streamline administrative processes, and provide actionable insights for institutional development. However, the successful integration of AI into quality management depends on addressing ethical challenges, developing digital competencies, and adopting a human-centered approach. Educational institutions must establish clear ethical guidelines, invest in professional development, and ensure that AI serves educational values rather than narrow performance metrics.

Future research should explore empirical evidence on how AI-driven quality management affects organizational culture and educational outcomes in different contexts. Ultimately, the transformation of quality management through AI will be sustainable only if technological innovation is aligned with human judgment, equity, and educational purpose.

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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: digitalization, digital education, digital educational technologies

1. Introduction

The higher education sector is currently undergoing structural, pedagogical, and managerial transformations generated by the rapid penetration of digital technologies, the global diffusion of artificial intelligence (AI), and profound changes in labour market expectations. These dynamics have intensified the need to reconceptualize the purpose, value, and mechanisms of academic quality assurance, moving away from document-driven compliance towards evidence-based improvement, institutional learning, and measurable learning outcomes [1]. While traditional quality assurance models emphasized conformity with standards, external accreditation, and procedural regularity, contemporary perspectives increasingly advocate for adaptive models that prioritize relevance, transparency, students’ success, and longitudinal educational impact [2], [3].

This shift is particularly visible in the growing international consensus that *learning outcomes* represent the most appropriate and ethically defensible metric for judging educational quality, a position also validated by academic staff perceptions concerning QA applicability of LOs [4]. Learning outcomes enable institutions to demonstrate not only what students have been exposed to (*input-based education*) but also what they can perform, applying, and transferring after completion of a course or program (*output- and outcome-based education*) [2]. At the same time, universities must critically evaluate how QA frameworks differ from ranking-based measurements or other metrics used for emerging policy pressures [5] without weakening institutional agency. Their adoption marks a departure from an instructional paradigm focused on coverage, contact hours and delivery, towards an achievement-oriented paradigm concerned with competences, applicability, and professional readiness, thereby creating a closer alignment between educational goals, academic practice, and societal needs.

Simultaneously, AI-driven analytics, educational data mining, and learning analytics have emerged as powerful tools capable of supporting student retention, early risk detection, personalized learning trajectories, and institutional decision-making [6]. When used responsibly, AI can facilitate systematic and scalable monitoring of learning outcomes, enabling institutions to identify patterns, disparities, or curriculum-assessment misalignments that may otherwise remain invisible in traditional review cycles. However, AI cannot substitute academic judgement, pedagogical intentionality, or ethical responsibility; rather, it serves as a supplementary analytical layer designed to enhance institutional intelligence, not to replace it [2].

In this context, quality assurance must evolve toward proactive models suited for a future-oriented 5.0 paradigm, grounded in systematic evidence collection, interpretable analytics and pedagogical value [7]. So, universities are confronted with a dual challenge:

1. to develop internal cultures of evidence-informed decision-making, transparency, and continuous improvement; and
2. to integrate AI-assisted methods in a manner that strengthens, rather than undermines, trust, integrity, autonomy, and human expertise.

This article proposes a conceptual framework named *Learning Outcomes – Quality Intelligence Framework (LO-QIF)*, designed to support higher education institutions in aligning curriculum, teaching, assessment, and learning analytics within a coherent quality ecosystem. LO-QIF prioritizes *learning outcomes* as the primary reference point for quality assurance processes, while positioning AI-assisted analytics as a transversal support mechanism operating exclusively under human supervision. Rather than presenting AI as a radical transformation or universal solution, the model emphasizes gradual integration, ethical safeguards, institutional capacity building, and evidence-based governance.

The remainder of this article is organized as follows. Section 2 examines relevant theoretical and institutional literature regarding quality assurance, learning outcomes, and AI-supported educational analysis. Section 3 presents the LO-QIF model and its structural components, including a visual representation. Section 4 discusses implications, opportunities, and potential risks. Section 5 outlines future implementation pathways, research directions, and the relevance of the model for academic policymaking.

2. Literature Review and Conceptual Grounding

2.1. Evolution of Quality Assurance Paradigms in Higher Education

Quality assurance (QA) in higher education has evolved significantly over the last three decades, reflecting broader socio-economic changes, accountability pressures, and increasing global interconnectivity. Early QA models were largely bureaucratic and process-driven, emphasizing regulatory compliance, institutional stability, and procedural documentation. These approaches were aligned with an era in which higher education was understood primarily as a national public service, evaluated through adherence to standards, rules, and input-based criteria such as curricula, staffing, infrastructure, and contact hours [1].

As higher education systems expanded, diversified, and internationalized, QA frameworks gradually shifted towards *improvement-oriented models* that value performance, stakeholder relevance, innovation, transparency, and accountability. This transition aligns with the European Standards and Guidelines (ESG) and international research which emphasise continuous enhancement, student engagement, and reflexive institutional learning rather than episodic inspections [6]. The policy trend indicates a move away from perceiving QA as an

“external audit exercise” and towards viewing it as a “self-regulated developmental capacity” embedded within the academic culture of institutions.

From a governance perspective, this shift implies that universities are increasingly expected to demonstrate how quality is *achieved, sustained, and measured*, rather than how well it is *reported*. Consequently, QA is becoming not only a regulatory requirement but also a strategic capability that influences institutional reputation, competitiveness, and long-term trust [8]; [5].

Moreover, the shift from compliance-oriented QA to enhancement-oriented QA is aligned with the European Standards and Guidelines (ESG), which underline quality assurance as an internal, participatory, evidence-informed, and improvement-driven institutional culture rather than a bureaucratic reporting exercise [9].

2.2. Learning Outcomes as the Central Indicator of Educational Quality

Learning outcomes (LOs) must be gradual enable the measurement of what students “can know or do” because of instruction, distinguishing them from traditional inputs (e.g., teacher credentials, number of hours taught) and outputs (e.g., course grades). They also align higher education with qualification frameworks, labour market standards, and competence-based metrics [2].

In recent policy and research discourse, LOs are positioned as the *epistemic anchor* of QA for three major reasons: transparency, assessment validity, and relevance. Learning outcomes (LOs) have become a global reference point for evaluating educational quality, as confirmed by academic staff perspectives concerning QA relevance of Los [4], while cross-institutional research highlights that institutions need scalable approaches to align curriculum and assessment with intended outcomes [10]. They connect institutional educational missions with societal and professional expectations and enable authentic assessment aligned with real-world competences. This approach is consistent with the principle of *constructive alignment*, where intended learning outcomes, learning activities, and assessment methods must form a coherent pedagogical system [11].

In recent policy and research discourse, LOs are positioned as the *epistemic anchor* of QA for three major reasons:

1. Transparency – they articulate expected performance in observable terms.
2. Assessment validity – they reinforce authentic, criterion-referenced evaluation.
3. Relevance – they connect learning with societal, professional, and technological needs [5].

Moreover, LOs facilitate comparability across institutions and systems, supporting mobility and recognition, without imposing uniformity. They also reinforce the idea that *knowledge must be transferable into contexts of practice*, particularly in an era shaped by automation, AI, and knowledge-based economies.

The integration of LOs into QA, however, requires coherent curricular alignment, consistent pedagogical design, and evidence-based assessment cultures - areas where many institutions still face conceptual, operational, and cultural challenges.

2.3. AI, Learning Analytics, and Institutional Intelligence

Recent research highlights the potential of AI and learning analytics to enhance institutional governance, curriculum alignment [12] if deployment remains ethical, transparent, and educationally purposeful [6]; [2]. AI in education does not refer exclusively to automated teaching or teacher replacement - an assumption often encountered in public discourse - but primarily to *data-assisted insight generation* capable of informing both pedagogical and

managerial decisions. When responsibly integrated, AI can support data-informed decision-making, early risk detection, learning personalization, and institutional insight generation. However, global guidelines underline that educational AI must always be governed by ethical responsibility, informed consent, transparency, and professional judgement, particularly in relation to data protection and bias prevention [13].

Learning analytics, as discussed in contemporary research, can support early risk detection, personalized learning pathways, and adaptive feedback mechanisms. For QA, this translates into the possibility of *continuously monitoring the achievement of learning outcomes*, rather than relying solely on end-cycle evaluations. Thus, AI-assisted analytics act as an epistemic amplifier, not a normative authority.

Nevertheless, the use of AI requires explicit boundaries, including:

- safeguarding academic agency and professional judgement,
- ensuring data privacy and informed consent,
- avoiding algorithmic bias,
- preventing managerial reductionism, and
- maintaining the primacy of human interpretation.

In short, AI can help educational institutions become more *intelligent in their decision-making*, but it cannot replace the purpose, values, or ethics of higher education.

The reviewed literature indicates a clear convergence: high-quality higher education depends on *verifiable learning outcomes* supported by *evidence-based institutional processes*, for which AI can serve as a strategic analytical facilitator, not a deterministic controller. Based on these conclusions, the next section introduces the conceptual model LO-QIF as an integrated framework designed to bridge the gap between QA theory, learning outcomes practice, and AI-supported institutional enhancement [7].

3. The Proposed Conceptual Model: Learning Outcomes – Quality Intelligence Framework (LO-QIF)

3.1. Rationale and Objectives of the Model

The *Learning Outcomes – Quality Intelligence Framework (LO-QIF)* was conceived as a conceptual response to current tensions between traditional quality assurance methods and the emerging need for adaptive, evidence-informed, and future-oriented institutional governance. Whereas conventional approaches have predominantly emphasized compliance, documentation, and external validation, LO-QIF reframes quality assurance as a continuous organizational learning process grounded in verified learning outcomes, analytic capacity, and strategic decision-making. The primary objective of LO-QIF is to provide institutions with a coherent framework that aligns curriculum, teaching, assessment, and institutional intelligence, while supporting the responsible and ethically compliant integration of AI-assisted analytics not merely adapting to external audits [4], [8], [14].

The model does not propose the substitution of human judgement with algorithmic authority, nor does it assume fully operational or automated AI-driven systems. Instead, it is built on the premise that validated educational data, systematically collected and interpreted, can enhance institutional capacity to monitor, contextualise and improve the achievement of learning outcomes. Thus, LO-QIF aims to situate AI as a transversal, supportive tool that complements academic decision-making, not one that replaces it.

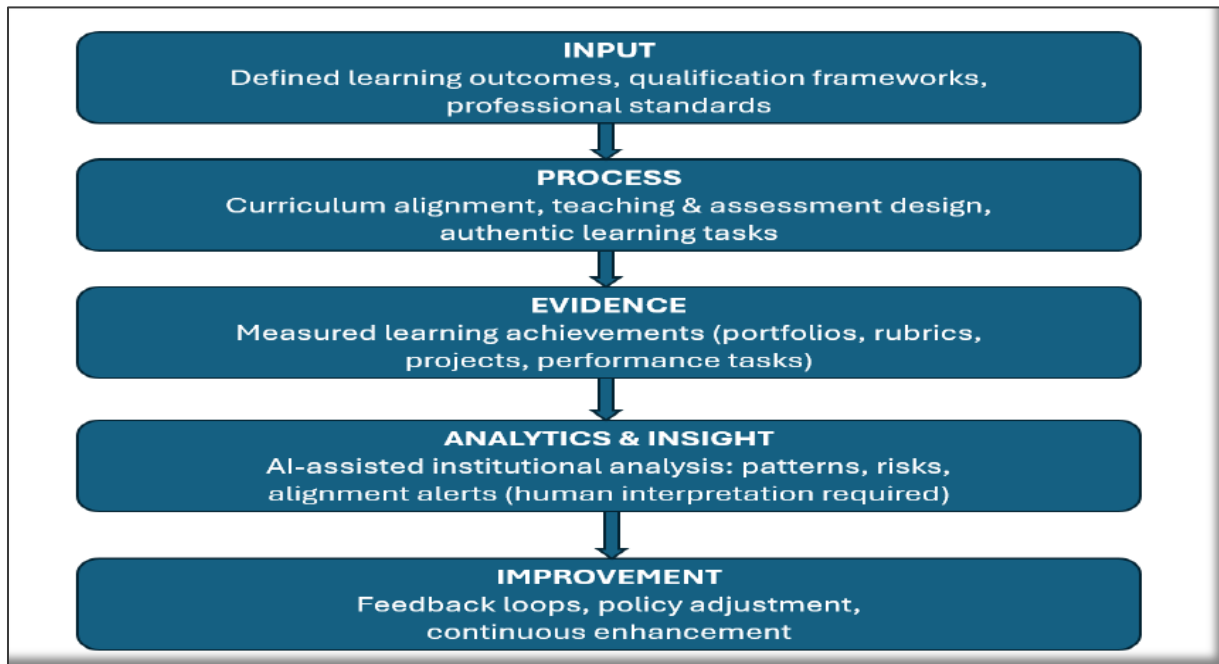


Figure 1. *The Learning Outcomes – Quality Intelligence Framework (LO-QIF), illustrating the conceptual flow from inputs to societal impact, supported by AI-based analytic insight (Author’s conceptual development based on [2],[3], [6])*

Figure 1 illustrates the architecture of LO-QIF, representing the cyclical and recursive nature of institutional quality processes oriented towards measurable outcomes, while highlighting the points at which AI-assisted analysis can ethically and constructively support organizational learning. Although represented visually within the “Analytics & Insight” stage, AI operates as a transversal support mechanism across the entire quality cycle and does not replace human academic judgment.

3.2. Description of the LO-QIF Structure

The LO-QIF model is structured around five progressively linked components, connected through iterative feedback loops that reflect the continuous enhancement of logic central to contemporary QA paradigms. These five components are:

1. *Input Layer – Definition and Mapping of Learning Outcomes.*

This component involves formulating learning outcomes that are specific, measurable, attainable, relevant, realistic, and transferable. It requires alignment with qualification frameworks, discipline-based knowledge structures, and professional standards. At this stage, clarity and precision are no longer optional but constitute the epistemic foundation for evaluation and improvement [2].

2. *Process Layer – Curriculum, Learning Experiences and Assessment Design.*

Coherence between instructional strategies, learning opportunities, assessment methods and learning outcomes is critical. This layer involves constructive alignment, interdisciplinary coherence, authentic assessment, and context-relevant student learning experiences. Decisions are pedagogical, not technological.

3. *Evidence Layer – Collection and Validation of Learning Evidence.*

Evidence may include portfolios, authentic assessments, performance-based tasks, case-based evaluations, reflective artefacts, and laboratory or practicum outputs. Validity, reliability, and ethical storage of evidence must be maintained. This is the foundational layer for informed decision-making.

4. *Analysis Layer – AI-Assisted Institutional Intelligence.*

At this point, AI or learning analytics may be introduced to aggregate, visualize, and interpret data, detect patterns, identify at-risk students or cohorts, monitor equity dimensions, and reveal curriculum–assessment misalignments. Importantly, AI provides insights, not decisions, and interpretation remains entirely human-led (Ifenthaler & Yau, 2020; OECD, 2023). Recent advances indicate that generative AI can scale and enrich curriculum analytics and feedback systems for dynamic enhancement in outcome-based QA cycles [11], [15].

5. *Improvement Layer – Continuous Enhancement and Policy Adjustment.*

Insights generated from evidence and analytics inform curricular redesign, capacity building, teaching development, resourcing, and student support strategies. This component ensures the transformation of evidence into institutional actions, not merely into formal reporting.

3.3. Ethical Positioning and Use Conditions

For ethical and epistemic consistency, the LO-QIF model relies on three non-negotiable principles:

1. *Human-centred decision authority* - analytics may inform but cannot determine academic judgement.
2. *Responsible data governance* - compliance with institutional, legal, and privacy standards is mandatory.
3. *Pedagogical primacy* - technological adoption must follow educational purpose, not trend-driven enthusiasm.

These principles are fundamental to preventing technocratic reductionism, instrumental bias, or misinterpretation. AI is therefore integrated as a knowledge amplifier, not an educational substitute [16].

3.4. Theoretical Contribution and Originality

LO-QIF contributes to contemporary educational quality discourse by:

- bridging learning outcomes theory with institutional analytics in a unified quality model.
- conceptualizing AI as a supportive epistemic tool, not a replacement mechanism.
- proposing a recursive and evidence-driven quality cycle that institutionalizes reflective practice.
- offering potential transferability across diverse higher education contexts, particularly small or developing institutions, while requiring maturity of explainability and fairness when analytics supports accreditation and emerging policy alignment [5].

3.5. Academic Perceptions, Evidence Culture and QA Maturity in LO Adoption

The integration of learning outcomes (LOs) into quality assurance (QA) systems, while now widely recognized in policy design, remains an area marked by diverse academic perceptions, operational tensions, and institutional literacy gaps. Academic staff viewpoints indicate that learning outcomes are considered both promising and time-consuming, but particularly valuable when reinterpreted from compliance metrics toward enhancement levers [4]. This reinforces a long-standing assumption: that LO adoption requires institutional learning communities, internal alignment mechanisms and academic agency at the core of QA interpretation, rather than rapid audits or administrative formalism.

Traditional literature reviews emphasize that QA paradigms initially developed as procedural compliance scaffolds for universities [8], but more recent critical analyses propose evaluating QA maturity through new policy clusters - without over-relying on ranking-proxy indicators or superficial LO alignment [5]. This distinction is essential for institutions adopting AI as an interpretative analytic support layer. Evidence-based approaches further highlight that learning evidence integrity must precede AI or curriculum analytics tools in QA cycles [14]. When evidence is fragmented, ethical AI-based data analysis risks applying insight pressure rather than enhancement clarity, thereby weakening trust ecosystems during accreditation or transferability processes.

To prevent managerial reductionism, institutions must adopt QA maturity in outcomes interpretation rather than document length or administrative duties volume. This includes standardized curriculum mapping logic, cross-institutional learning alignment, and enhanced educator literacy for criterion-referenced LO assessment [10]. LO-driven QA maturity therefore incorporates:

- institutional explainability,
- evidence traceability, and
- gradual ecosystem alignment with academic supervision at each QA decision point.

Academic perceptions also underline that QA is becoming a strategic institutional capability influencing reputation, assessment validity, educator agency, and employability evidence for accreditation book chapters [11]. Ultimately, LO adoption must evolve from exposure logs toward learning evidence and QA maturity organically integrated into institutional enhancement layers, not merely certification tables.

4. Discussion: Implications, Opportunities, and Risks

4.1. Institutional and Pedagogical Implications

The adoption of the LO-QIF framework offers multiple potential advantages for higher education institutions seeking to align their quality processes with contemporary expectations for relevance, accountability, and transparency. First, LO-QIF encourages a shift from static quality assurance to dynamic quality enhancement, supporting the view that institutional quality is not merely a compliance function, but an evolving organizational capability rooted in shared responsibility and reflective practice [2],[4],[5]. Second, the framework reinforces the importance of learning outcomes as verifiable indicators of student achievement, helping institutions to avoid the common pitfall of equating educational quality with activity volume, contact hours, or administrative documentation. Through this shift, LO-QIF supports more rigorous and authentic assessment practices, encouraging educators to evaluate learning through evidence that reflects performance, application, and transferability rather than memorization or procedural completion.

Third, the integration of AI-assisted analytics within quality assurance offers opportunities to enhance institutional intelligence through data-driven insight generation, particularly in the areas of early student risk detection, curriculum coherence, assessment alignment, and program enhancement. Rather than relying exclusively on periodic, retrospective reviews - which may overlook emerging issues - AI-supported systems can help detect subtle patterns or discrepancies that inform proactive and more equitable interventions [3], [6]. This approach also resonates with ESG principles, which emphasize institutional autonomy, accountability, and student-centred learning as mutually reinforcing benchmarks of quality [9].

Fourth, LO-QIF strengthens institutional capacity to demonstrate relevance and responsiveness to external stakeholders (employers, accreditation bodies, and policymakers), by providing coherent and measurable evidence regarding student outcomes and program effectiveness. This alignment supports institutional credibility and may contribute to enhancing graduate employability, stakeholder trust, and long-term institutional reputation.

4.2. System-Level Opportunities

Beyond institutional implications, LO-QIF also suggests broader opportunities at the system and policy level, including:

- fostering cross-institutional benchmarking based on learning outcomes rather than input indicators;
- contributing to national and regional qualification frameworks through shared conceptual language;
- supporting evidence-based policy-making, which prioritizes what works, for whom, and under what conditions;
- enabling international comparability and mobility, a key component of the European Higher Education Area.

These system-level QA trends reflect accreditation enhancement capacities rather than ranking-proxy metrics and highlight accessibility, inclusion, and policy responsiveness as QA amplifiers in the 5.0 era [11]. These opportunities align with global movements towards transparency, accountability, and qualification portability, without enforcing uniformity or diminishing institutional identity.

4.3. Risks, Limitations and Ethical Concerns

Despite its potential, the LO-QIF approach presents several challenges that must be explicitly acknowledged to avoid overgeneralized claims or unintended consequences. A first key limitation concerns institutional readiness and culture: effective implementation presupposes shared understanding, pedagogical competence, and organizational willingness to rethink existing routines. Institutions with strong compliance-driven cultures may find the transition demanding, particularly without leadership engagement.

A second concern relates to the ethical, secure, and responsible use of educational data and AI-supported analytics. Issues such as privacy, transparency, interpretability, algorithmic bias, and equitable access require clear policy governance. Decisions based on incomplete or misinterpreted data risk reinforcing inequalities, misrepresenting student performance, or incentivizing superficial optimization behaviours. Ethical deployment frameworks underline that AI analytics layers must be integrated by ethics-by-design principles and explicit QA boundaries, ensuring transparency, bias prevention, interpretability, and academic agency safeguarding [16].

Third, the effectiveness of LO-QIF depends on the validity and reliability of evidence collected at the institutional level. Weak or inconsistent evidence collection practices, assessment misalignment, or inadequate educator training could undermine the model's potential.

Finally, AI remains a supportive, not authoritative tool. Over-reliance on analytics could inadvertently marginalize professional judgement, tacit pedagogical knowledge, or qualitative evidence, which are essential components of educational understanding [6]. Therefore, LO-QIF must be adopted as a methodological scaffold, not as a deterministic or prescriptive system.

4.4. Analytical Synthesis

The discussion suggests that LO-QIF is not a technological solution, but a strategic conceptual framework that positions learning outcomes as the epistemic foundation of institutional quality assurance. AI is invoked not as a reformative force, but as a cognitive augmentation mechanism capable of supporting, but never replacing, human academic agency. Thus, LO-QIF should be interpreted as a pedagogical-strategic scaffold with scalable curriculum analytics and ethically governed AI decision-support layers that enable dynamic feedback loops and curriculum misalignment detection, without replacing academic judgement or ethical authority [14], [15].

4.5. Explainable Curriculum Analytics, AI Ethics-by-Design and Whole-of-Program QA Controls

Scaling curriculum mapping and AI-assisted curriculum analytics to monitor alignment between learning outcomes, assessment evidence, and institutional quality frameworks brings strategic opportunities, but also requires rigorous, explainable and ethically bounded adoption mechanisms. Recent research in AIED and curriculum analytics confirms that generative AI systems can help institutions scale curriculum mapping and detect curriculum-assessment misalignment if the system remains transparent, explainable, and ethically governed [14], [15]. AI explainability is particularly critical if universities aim to transform analytics insights into curricular enhancement logics suited for book chapters rather than ranking-proxy metrics.

To ensure ethical validity of curriculum-analytics adoption, institutions must integrate ethics-by-design principles as QA boundary controls for data collection, assessment, analytics, and improvement decisions. This safeguards that AI analytics frameworks operate as supplements, not authority proxies in accreditation LO audit ecosystems. According to ethics-by-design role propositions, QA frameworks in higher education must position algorithms as supervised institutional tools that embed ethical checks at the conceptual design stage (Ramachandran, 2025). Human-centred governance therefore requires:

- academic decision locus,
- transparent curriculum-analytics reasoning,
- bias-safeguarding fairness metrics, and
- evidence-traceable curriculum mapping mature ecosystems.

Moreover, emerging research also supports whole-of-program (WoP) assessment approaches to validate LO quality not only at course-level but at entire program-loop coherence levels, which strengthens curriculum QA integrity for book chapter feasibility rather than individual inspection cycles [17]. This also becomes systematic assurance leverage for institutions scaling LO monitoring systems through AI by spotting evidence incongruity between intended LO and the actual longitudinal WoP curriculum-impact chain.

To support practical implementation framing for accreditation books, institutions may build an Explainability Ladder for QA Curriculum Analytics:

1. *Descriptive LO Mapping* – articulates what students are expected to perform.
2. *Evidence-Validated Alignment* – ensures authentic, criterion-referenced LO evidence integrity.
3. *AI-Assisted Analytics Diagnostics* – aggregates baseline learning evidence into interpretable curriculum insights.
4. *Explainable AI QA Governance* – monitors ranking noise, bias toxicity avoidance and evidence traceability logic exclusively under academic actors' supervision.
5. *Institutional LO Policy Enhancement* – transforms insights into longitudinal curriculum improvements through pilot research communities and WoP QA realignments.

This WoP + AI-by-design layered approach ensures that LO-driven QA remains enhancement-oriented, ethically traceable, evidence-driven, and scalable for book chapter adoption.

5. Future Directions and Implementation Pathways

5.1. Principles for Responsible and Sustainable Implementation

The transition from a traditional process-centred quality assurance system to an outcomes-based, analytics-informed model such as LO-QIF must be gradual, participatory, and strategically planned. Successful implementation presupposes institutional readiness, professional development, and leadership commitment. Consequently, implementation pathways should be guided by four core principles:

1. Progressivity - changes should be incremental rather than disruptive, allowing time for cultural internalization and iterative refinement.
2. Capacity-building - academic staff, quality officers, administrators, and program directors must be supported in developing the necessary pedagogical, analytical, and ethical competencies.
3. Evidence integrity - only valid, reliable and ethically collected data should be used for decision-making.
4. Human-centred governance - interpretation and decisions must remain the responsibility of academic actors, maintaining the primacy of pedagogical reasoning.

These principles aim to ensure that LO-QIF develops as a stable institutional capability, strongly aligned with ethics-by-design AI governance propositions for QA frameworks [16].

5.2. Recommended Staged Implementation Approach

A structured pathway for implementation presupposes progressivity, participatory planning, and ethically compliant curriculum analytics pilots [14],[15]:

Phase 1: Institutional Diagnostic and Preparatory Alignment

- Review existing learning outcomes, assessment tools, and curriculum mapping practices.
- Establish shared institutional vocabulary and conceptual clarity concerning learning outcomes.
- Identify digital infrastructure status and data governance policies.
- Conduct pilot readiness workshops for faculty and QA units.

Phase 2: Controlled Pilot and Localized Experimentation

- Select one program or department as a pilot unit.
- Implement LO-QIF components with mentoring and peer review.

- Collect baseline data on outcomes, assessment validity, and student engagement.
- Test AI-assisted analytics only as *supportive tools* and only after ethical approval.

Phase 3: Evidence-Based Expansion and Policy Integration

- Conduct evaluative reflection on pilot outcomes, challenges, and stakeholder perceptions.
- Scale implementation based on demonstrated value, not formal mandates.
- Integrate institutional policies on data literacy, AI ethics, and evidence reporting.
- Establish permanent QA learning communities and research-practice networks.

This staged approach ensures development through *learning-by-building*, avoiding both over-ambitious implementation and superficial compliance.

5.3. Research and Evaluation Opportunities

The LO-QIF model offers numerous opportunities for future research, including but not limited to:

- Comparative and longitudinal research may also explore accreditation accessibility, toxicity of disparate impact in analytics, and inclusion-sensitive QA design [11], while considering comparability challenges of QA frameworks vs. other policy metrics such as rankings [5].
- Design-based research on alignment between learning outcomes, assessment, and analytics tools.
- Action research cycles focusing on real-time classroom and program-level adjustments.
- Comparative studies across institutions adopting outcomes-based QA models.
- Ethical and governance frameworks concerning educational data interpretation and algorithmic transparency.
- Longitudinal studies of graduate relevance, professional adaptation, and societal value strengthening institutional accountability and academic integrity through validated whole-of-program assessment propositions [17].

Such research may bridge the current gap between theoretical advocacy and operational feasibility, strengthening both institutional accountability and academic integrity.

5.4. Strategic Added-Value at National and International Levels

The LO-QIF framework also offers potential contributions beyond the institutional setting by:

- stimulating cross-institutional alignment and quality benchmarks, grounded in outcomes rather than formal structures, a process reinforced by cross-institutional perspectives on implementing constructive alignment in OBE quality systems [8],[10].
- supporting policy synergies with European QA and digital education strategies;
- enhancing transparency and comparability, a foundational principle of the European Higher Education Area;
- positioning institutions adopting LO-QIF as actors contributing to innovative quality cultures, not merely adapting to external audits.

The implementation and research pathways outlined above demonstrate that LO-QIF is not merely adapting to external audits, but advancing strategic accreditation enhancement, accessibility and inclusion-sensitive quality evidence ecosystems [11]. Its integration depends on informed decision-making, collective ownership, and ethical vigilance. The following section synthesizes the findings and theoretical claims, culminating in the concluding argument.

6. Conclusion

The transformation of quality assurance in higher education represents not only a managerial imperative but a deeper epistemic realignment in how educational value, relevance, and effectiveness are conceptualized. As contemporary systems evolve in response to societal demands, technological advancements, and knowledge-based economic structures, the centrality of learning outcomes becomes increasingly evident. They provide a transparent, transferable, and verifiable means to articulate what students truly acquire through their academic pursuits, thus shifting quality assurance away from compliance-driven, input-dominated paradigms toward evidence-informed, outcome-oriented systems of academic accountability and enhancement.

Within this landscape, the LO-QIF framework positions itself as a conceptual tool that seeks to harmonize learning outcomes, curriculum alignment, assessment validity, and responsible data-informed decision-making. This positioning is further strengthened by academic staff perspectives showing that Learning Outcomes are not merely an administrative metric, but a meaningful QA lever for enhancement when interpreted within institutional learning cycles [4]. Its proposed structure highlights a recursive approach, where evidence is continuously gathered, analyzed and translated into actionable strategies for improvement. Importantly, LO-QIF does not present AI as a disruptive or replacement technology, but rather as a strategic analytical support that can deepen institutional insight when governed responsibly. This positioning aligns with emerging international trends which call for ethics, transparency and professional judgement as essential safeguards in the integration of educational technologies.

The significance of LO-QIF lies not in prescribing a universal methodology, but in offering higher education institutions a reflective scaffolding that may be adapted to their context, resources, and mission. By emphasizing iterative development, collective ownership, and ethical boundaries, the framework encourages a mature culture of institutional learning, where evidence becomes foundational rather than ornamental, a perspective reinforced by evolving Quality Assurance frameworks integrating ethics-by-design principles for AI adoption within accreditation ecosystems [11],[16].

Future efforts should prioritize empirical validation of the framework through pilot implementations, longitudinal research, and collaborative inquiry involving academic staff, students, policymakers and quality assurance experts. Such approaches would help explore not only the functional feasibility of LO-QIF but also its cultural and organizational resonance. Ultimately, cultivating quality in higher education is a long-term endeavor requiring balanced integration of human expertise, transparent evidence, ethical responsibility and responsible technological innovation. The model's long-term value depends on governance maturity, evidence literacy, and cross-institutional comparability of LO interpretations, beyond ranking-proxy QA metrics [5]. LO-QIF aims to contribute to this process by positioning learning outcomes as the nucleus of academic value creation and AI-assisted analytics as an instrument of institutional intelligence rather than institutional automation.

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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 labour 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.

1. Introduction

Higher education today is undergoing a profound transformation shaped by unprecedented levels of volatility and technological acceleration. Concepts such as *constant change* and *innovation*—central themes of this conference—have evolved from aspirational ideals into operational imperatives. Globalisation simultaneously broadens institutional opportunities and intensifies competition, while digitalisation, amplified by the rise of AI-driven tools, fundamentally reshapes how universities approach teaching, resource allocation, and performance evaluation.

These global forces require universities to rethink how they articulate their mission, respond to labour market expectations, and demonstrate educational quality [1]. The need to align with international standards [2], address rapidly evolving skills demand, and navigate emerging societal challenges is now inseparable from the pursuit of academic excellence. Furthermore, the digitalisation of institutional processes—formally recognised in the new ARACIS 2025 standards, such as S.A.4.1 on Digital Transformation—highlights a dual institutional reality:

universities have demonstrated adaptability (e.g., through rapid adoption of platforms like Microsoft Teams), yet traditional structures remain vulnerable in the face of continuous change.

Within this context, a central question emerges: how relevant is the traditional model of Quality Management (QM), which has long functioned as a structured system of internal audits and formal checks designed to ensure compliance with national standards [3],[4]? Historically, QM in Romania has been primarily concerned with providing evidence of adherence to prescribed requirements—a model well suited to periods of stability. However, as the pace of change accelerates beyond the rhythm of periodic evaluations, static compliance-based approaches risk reinforcing procedural formalism at the expense of meaningful improvement [5].

This raises a fundamental issue: *Can a programme be considered of high quality simply because it meets 100% of its indicators, even when its curriculum may lack flexibility or responsiveness?* Conversely, should the definition of quality incorporate the institution’s capacity to innovate, integrate digital tools, and proactively adapt to new challenges, as promoted by European standards [2] and now embedded in the ARACIS 2025 methodology?

To address this question, the present study advances a clear thesis: QM in Romanian higher education must evolve from a passive model of “Quality Assurance,” centred on compliance, toward an active model of “Quality Agility,” centred on strategic adaptation. The traditional model—although essential for establishing procedural foundations—risks becoming rigid and overly document-driven [5]. In contrast, an agile model, inspired by the ESG, places institutional learning, innovation, and continuous improvement at the core of quality practice. This capacity for agility is vital for addressing real challenges identified in institutional reports, such as declining enrolment or the need for stronger labour market alignment.

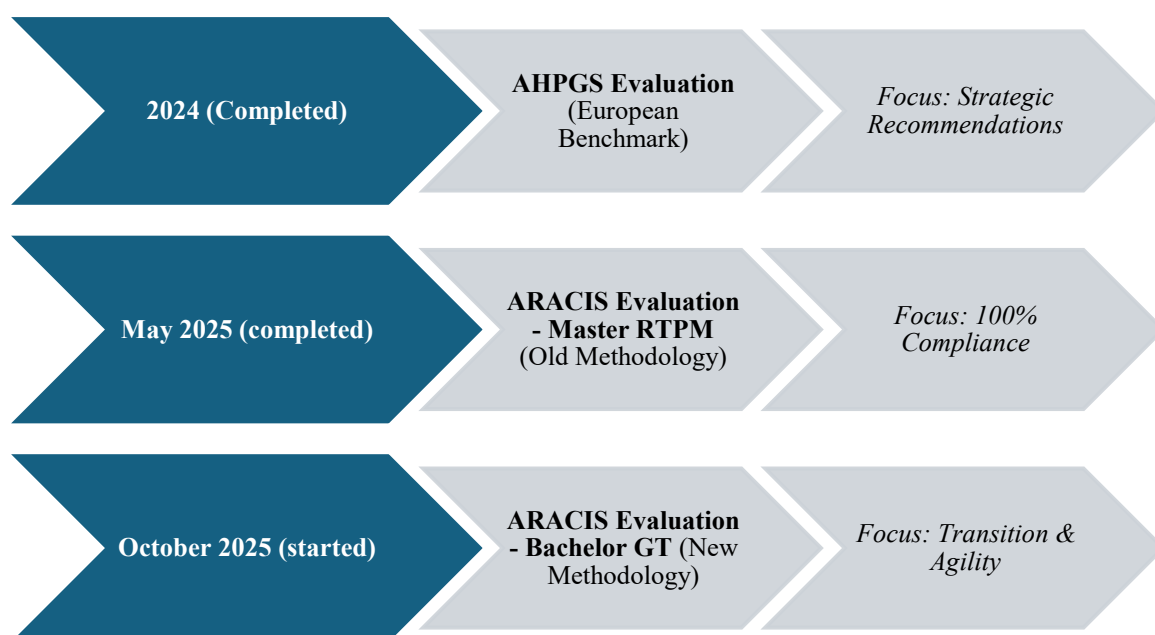


Figure 1. *Chronology of Quality Evaluations (2024–2025): The Transition from Traditional Compliance to Strategic Agility*

To demonstrate this thesis, the article examines two ARACIS evaluations conducted at the Faculty of Geography in 2025—the Master’s programme “Tourism Resources and Environmental Protection” (RTPM), evaluated under the old methodology, and the Bachelor’s programme “Tourism Geography” (GT), evaluated under the new ARACIS 2025 methodology—alongside the European AHPGS evaluation (2024). The comparison offers a

unique insight into the ongoing transformation of QM in Romania, illustrating the conceptual transition from a model focused on compliance to one oriented toward strategic agility.

2. Theoretical Framework: The Tension between Quality Models

The analysis of quality management in Romanian higher education reveals a fundamental tension between two distinct yet increasingly interconnected philosophies: the European model, which emphasises strategic development and continuous improvement, and the traditional national model, historically anchored in procedural compliance. Understanding this tension is essential for interpreting the differences observed in the three evaluations analysed in this study [4], [6],[7].

2.1. The European Model (ESG / AHPGS): A Focus on Flexibility and Continuous Improvement

The European quality assurance model, articulated through the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), represents a significant departure from prescriptive, audit-driven frameworks. ESG principles promote a holistic understanding of quality—one that extends beyond compliance with minimum requirements and instead encourages sustained institutional development, dialogue, and self-reflection [2],[5].

A key feature of the European model is flexibility. ESG standards are intentionally formulated as guiding principles that can be adapted to the institutional context rather than imposed as rigid rules. European agencies registered in EQAR, such as AHPGS, operationalise this philosophy by functioning not merely as evaluators but as partners in quality enhancement.

The AHPGS evaluation report for the “Tourism Geography” programme [7] illustrates this approach clearly. While confirming compliance with the necessary criteria, the evaluators placed substantial emphasis on forward-looking recommendations. Their observations encouraged the institution to expand its research strategy, strengthen internationalisation, and enrich curricular components—such as the integration of intercultural communication skills. These suggestions are characteristic of the ESG ethos, which prioritises continuous improvement and constructive dialogue over rule enforcement.

For “Dimitrie Cantemir” University, from Târgu Mureş the experience with AHPGS has been not only evaluative but developmental. The institutional accreditation completed under AHPGS guidance validated the university’s alignment with European standards while simultaneously highlighting areas for strategic growth [5]. Moreover, the adoption of Order no. 4341/2024—allowing ARACIS to recognise EQAR evaluations—represents a structural acknowledgment of the European model’s legitimacy within the Romanian context.

2.2. The Traditional National Model (Old ARACIS): A Focus on Compliance and Stability

In contrast, the traditional ARACIS model—used prior to the 2025 standards—has been shaped by national legislation that emphasises compliance, predictability, and procedural rigor. The model organises external evaluation around well-defined domains and sub-domains, and internal evaluation reports serve primarily to demonstrate conformity with these requirements [4],[5].

This structure ensures stability and transparency. Institutions know what is expected of them; indicators are explicit; and evaluation cycles are relatively predictable. However, this very rigidity introduces significant limitations in a rapidly changing educational environment.

As highlighted in [5] the old model risks promoting a formalistic approach to quality—a situation where institutions become adept at documenting compliance without necessarily advancing meaningful improvement. In some cases, meeting the indicators becomes the central goal, overshadowing broader strategic considerations such as innovation, labour market relevance, or digital transformation.

Additionally, certain aspects of the legislative framework create structural contradictions. For example, ARACIS must sometimes validate evaluations conducted by European agencies such as AHPGS—even though these agencies operate according to a different, more flexible philosophy. This overlap underscores the conceptual misalignment between the two systems.

2.3. The Transition: ARACIS 2025 Standards as a Bridge Between Models

The development and implementation of the new ARACIS 2025 standards mark a significant step toward reconciling the national and European approaches. By embedding elements inspired by the ESG—particularly self-evaluation, strategic planning, and adaptability—the new methodology positions Romania on a trajectory toward a more dynamic quality paradigm.

The internal evaluation framework for the “Tourism Geography” programme [8], prepared under the 2025 standards, illustrates this shift. Several key innovations stand out:

1. Strategic Self-Assessment Becomes Mandatory

Institutions must now include a structured SWOT analysis and a section on main challenges. These components require universities to engage critically with their weaknesses and external threats—such as declining enrollment or insufficient research capacity—rather than merely documenting procedural compliance.

2. Digitalisation Is Recognised as a Quality Criterion

Through Standard A.4, digital transformation becomes a formal part of the evaluation, acknowledging that modern quality depends on efficient digital processes, educational technologies, and administrative integration.

3. Labour Market Alignment Gains Central Importance

The Standard B.6 introduces performance indicators related to graduate employability. This shift recognises that programme relevance cannot be evaluated solely through internal criteria; outcomes matter.

4. Internationalisation Is Expanded and Strengthened

The Standard B.8 formalises internationalisation as a strategic priority, encouraging institutions to demonstrate not only partnerships but the meaningful integration of international activities within curricula.

Together, these changes signal a significant evolution from a static, compliance-driven model to a hybrid approach that bridges national requirements with European expectations. The new model retains the procedural clarity of ARACIS while integrating the ESG’s emphasis on strategic development and adaptability.

The tension between the old and new ARACIS models, and between national and European standards more broadly, provides the conceptual foundation for the comparative analysis in this paper. The AHPGS model represents a fully developed European approach; the old ARACIS model embodies a compliance-driven national framework; and the ARACIS 2025 methodology represents a convergence between the two. Understanding these differences is essential for

interpreting how each model assesses the same institutional context in profoundly different ways.

3. Methodology: A Comparative Case Study (Faculty of Geography, 2025)

To explore how different quality philosophies interpret the concept of “quality” when applied to the same academic unit, this study employs a comparative case study grounded in qualitative document analysis. The aim is not to evaluate performance outcomes but to observe how differing methodological frameworks—European, national-traditional, and national-transitional—shape the narrative and priorities of quality evaluation.

This methodology is particularly relevant because all three evaluations examined here were applied to the *same faculty* within a span of only *12–18 months*, providing a rare opportunity to observe how different systems respond to a shared institutional reality.

Three sets of evaluation documents were analysed:

1. *European Benchmark (ESG Model)* - The *Assessment Report* prepared by AHPGS, completed in 2024 [7]. As an EQAR-registered agency, AHPGS reflects the European model prioritising adaptability and strategic recommendations [5].
2. *National Traditional Model (Old ARACIS)* - The *Internal Evaluation Report* for the Master’s programme “Tourism Resources and Environmental Protection” (RTPM), prepared for the ARACIS evaluation conducted in May 2025 ([9]. This document exemplifies the pre-2025 ARACIS methodology, which focuses on the verification of prescribed standards.
3. *National Transitional Model (ARACIS 2025)* - The *Internal Evaluation Report (Draft)* for the Bachelor’s programme “Tourism Geography” (GT), developed for the ARACIS evaluation scheduled for autumn 2025 [8]. This report is based on the new ARACIS 2025 standards, which integrate strategic evaluation mechanisms such as SWOT analysis.

The analysis does not focus on accreditation results (e.g., whether indicators were met or unmet) but on how the structure of each model influences institutional reflection, curriculum design, digital integration, and strategic planning. By contrasting the recommendations, emphases, and evaluative language across the three models, we illustrate how the meaning of “quality” shifts depending on the evaluative framework applied.

This methodological approach is directly anchored in the conceptual tensions discussed in Ilieş (Pascu) [5] which argues that the Romanian system—historically centred on compliance—must evolve toward European models emphasising improvement and adaptability.

4. Results and Comparative Analysis

To practically illustrate the tension between quality models, this section provides a comparative analysis of the ARACIS 2025 evaluations (RTPM and GT), using the AHPGS 2024 evaluation as a European benchmark.

4.1. Case A (The Study of Compliance): The Master's Program "Tourism Resources and Environmental Protection" (RTPM)

The ARACIS evaluation of the RTPM Master’s programme, completed in May 2025, provides a clear illustration of both the strengths and the inherent limitations of the traditional national evaluation model. The programme achieved an exceptional result, meeting 100% of the required indicators, with no partially fulfilled or unmet criteria. This outcome reflects the stability of the programme’s human resources, the adequacy of its infrastructure, its alignment with the National Register of Qualifications (RNCIS), and the thorough documentation of

procedures and internal regulations. From a compliance standpoint, the programme demonstrates institutional robustness, confirming that the traditional model functions effectively in validating structural and procedural consistency.

Yet this very success reveals a paradox. A programme may be considered exemplary according to the former ARACIS standards, but such an assessment does not necessarily reflect its strategic adaptability or responsiveness to change. Despite full compliance, the curriculum remains rigid, consisting of eighteen compulsory courses with limited space for flexibility or innovation. In a context defined by rapid technological evolution and shifting labour-market expectations, this rigidity may hinder the programme's capacity to respond to emerging needs.

The RTPM case reinforces critiques expressed by Ilieş (Pascu) [5] who argues that the traditional model privileges procedural excellence but does not evaluate readiness for future developments. In essence, it validates the present without adequately questioning the programme's potential trajectory.

4.2. Case B (GT License): New Indicators of Relevance (ARACIS 2025)

The evaluation of the Bachelor's programme *Tourism Geography* (GT), undertaken in accordance with the new ARACIS 2025 standards, represents a substantive shift in how programme quality is conceptualised within the national framework [8]. Unlike the former model, which emphasised procedural conformity, the 2025 methodology incorporates broader dimensions of institutional relevance, including digitalisation, graduate employability, and internationalisation. Through Standard A.4, for example, digital capacity becomes a core criterion of evaluation—reflecting the extent to which institutions utilise technological platforms such as Microsoft Teams or GIS-based applications to enhance teaching and learning. At the same time, Standard B.6 foregrounds outcomes by assessing the programme's alignment with labour-market expectations, while Standard B.8 encourages meaningful engagement with international opportunities and partnerships, including Erasmus+ mobility.

One of the most transformative elements of the new methodology is the requirement for a structured SWOT analysis and a dedicated section on institutional challenges. This shift mandates a deeper level of introspection, compelling institutions to acknowledge weaknesses and risks that were previously invisible within the traditional evaluation framework. In the case of the GT programme, the self-evaluation identified several strategic vulnerabilities, including declining student numbers, limited research activity among faculty, and the need to diversify curricular offerings. Such introspective analysis moves the evaluation beyond documentation and into the realm of strategic planning, positioning programmes to address long-term challenges more effectively.

An additional insight emerges when comparing the internal findings from the GT evaluation with the recommendations made by AHPGS during the 2024 external review. Many of the issues highlighted in the SWOT analysis—such as strengthening research culture, enhancing internationalisation, and refining curricular coherence—mirror the improvement-oriented feedback offered by the European evaluators [7]. This convergence reflects a growing alignment between national and European conceptions of quality and demonstrates the extent to which the new ARACIS methodology has begun to incorporate ESG principles into its structure.

Overall, Case B illustrates how the ARACIS 2025 model redefines programme quality by integrating elements of strategic awareness and institutional adaptability. In contrast to the compliance-focused approach seen in Case A, the new methodology positions external evaluation as a tool for reflection, development, and long-term strategic alignment—a shift that brings national standards closer to European expectations and supports the evolution toward

quality agility. These observations reinforce the theoretical perspective advanced by Ilieş (Pascu) (2024), who argues that Romania's quality assurance system must evolve from procedural formalism toward a model that prioritises institutional learning and adaptability. The GT evaluation clearly illustrates this transition, showing how the 2025 methodology internalises the very principles that European agencies, such as AHPGS, have long promoted.

4.3. Confronting Results: Compliance vs. Agility

The European evaluation carried out by AHPGS in 2024 provides a markedly different perspective from that of the national framework, reflecting the ESG philosophy of continuous improvement [7]. Unlike the traditional ARACIS model, which centres on verifying compliance with predefined indicators, the AHPGS approach positions external evaluation as a developmental process. In the assessment of the *Tourism Geography* programme, the evaluators confirmed compliance with the essential criteria but devoted considerable attention to identifying strategic directions for future growth.

A distinctive feature of this evaluation lies in its forward-looking recommendations. The AHPGS team encouraged the programme to consolidate its research activities, deepen international partnerships, and refine curricular elements—particularly those connected to practical skills and intercultural communication [7]. These suggestions illustrate the European emphasis on enhancing institutional capacity rather than merely validating existing structures. This orientation aligns with the ESG framework, which conceptualises quality assurance as a continuous cycle of reflection, adaptation, and improvement [2].

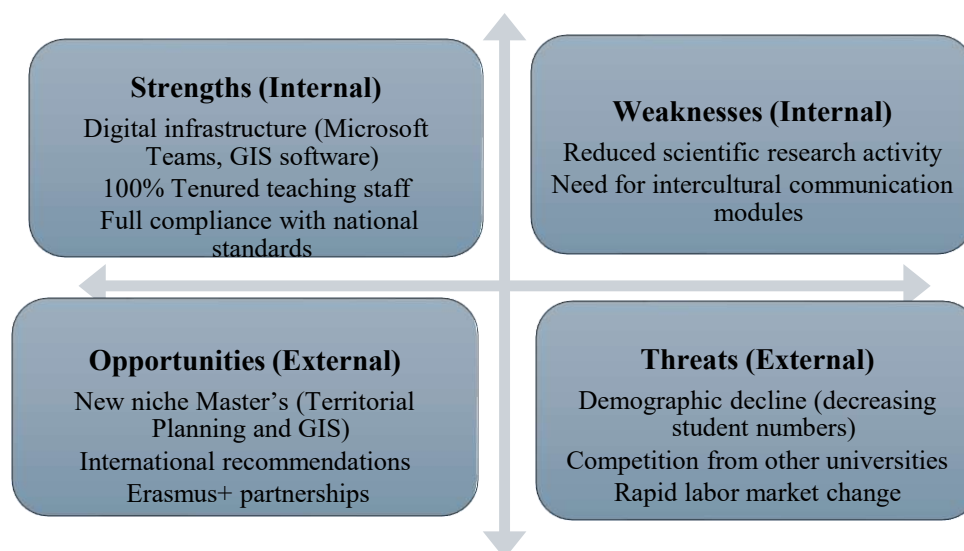


Figure 2. Strategic Self-Analysis for the "Tourism Geography" Program (Source: Adapted from [8]).

What becomes especially meaningful in this case is the convergence between the AHPGS recommendations and the challenges later identified internally through the ARACIS 2025 self-evaluation process. Issues such as limited research output, the need for stronger international engagement, and opportunities for curricular diversification appear both in the European report and in the SWOT analysis articulated by the Faculty of Geography [8]. This overlap reinforces the argument advanced by Ilieş [5], who notes that European agencies registered in EQAR generally promote a developmental and improvement-oriented approach, one that Romania is now gradually integrating through the new national standards.

Thus, the AHPGS evaluation serves not only as an external confirmation of programme quality but also as a strategic guidepost. Its constructive feedback helps situate the faculty

within the broader European higher education space and contributes to shaping its long-term direction. For the institution, the evaluation reinforced the need to strengthen research culture, expand digital and international dimensions, and continue aligning programme objectives with European expectations. In this sense, the AHPGS model embodies a form of quality that is dynamic, reflexive, and inherently future-oriented—precisely the attributes that define the emerging shift from quality assurance to *quality agility*.

Table 1. *Comparative Analysis of Quality Models: From Compliance to Agility*

Feature	Traditional model (Case A: Master RTPM)	Transitional model (Case B: Bachelor GT)	European benchmark (Ref: Bachelor GT - AHPGS)
Methodology	ARACIS "Old" (pre-2025)	ARACIS "New" (2025)	ESG / AHPGS (2024)
Primary Focus	Procedural Compliance (Audit & Stability)	Strategic Awareness (Self-Correction)	Quality Culture (Continuous Improvement)
Key Metric	Compliance % (100% fulfilled) No gaps allowed	SWOT Analysis & "Main Challenges" (Critical Self-Reflection)	Strategic Recommendations (Future-oriented feedback)
View on Curriculum	Rigid / Prescriptive (18 mandatory disciplines)	Needs relevance to Labor Market & Digitalization	Flexible & International (Focus on Skills & Mobility)
Outcome	Validation of Stability (The "Perfect" Program)	Strategic Awakening (Identification of Threats)	Growth Roadmap (e.g., Research Strategy)

This comparison serves as empirical proof of the theoretical tension outlined earlier. Modern QM requires more than compliance—it requires capacity for adaptation.

5. Discussions - Proposal for a Framework of "Quality Agility"

The comparative analysis of the three evaluations reveals a fundamental insight about the current state of quality management in Romanian higher education: a model centred exclusively on compliance—although essential for ensuring institutional stability—is no longer sufficient in a context shaped by rapid technological, social, and demographic change. The evaluation of the RTPM Master’s programme (Case A) demonstrates the strengths of the traditional ARACIS model: a structured, predictable system capable of validating procedural correctness, as evidenced by the programme’s complete fulfilment of all indicators (Universitatea “Dimitrie Cantemir” din Târgu Mureş, 2024). Yet this same example also exposes a critical limitation. While procedural compliance certifies the efficiency of internal mechanisms, it does not offer meaningful insights into whether a programme can adapt to emerging demands. This mirrors the critique articulated by Ilieş [5], who argues that national quality assurance systems risk reinforcing formalism when they fail to integrate forward-looking, improvement-oriented components.

By contrast, the more dynamic approaches represented by the ARACIS 2025 methodology (Case B) and the European AHPGS evaluation [7] point toward an evaluation philosophy better suited to the contemporary landscape. Both models require institutions to examine their vulnerabilities, consider external risks, and develop strategic responses. The SWOT analysis introduced by ARACIS not only acknowledges weaknesses and threats but also obliges programmes to reflect on their capacity for renewal—a feature long embedded in ESG-based evaluations [2]. Consequently, quality begins to be understood not as static compliance but as readiness for future transformation.

Building on these developments, the article advances the concept of *Quality Agility*, understood as an institutional capacity that complements traditional quality assurance with strategic responsiveness. This conceptual shift does not reject the importance of compliance; rather, it incorporates it into a broader framework where procedural stability provides the

foundation, continuous improvement offers direction, and adaptability ensures long-term resilience. Such a triad becomes indispensable in contexts marked by demographic decline, digital acceleration, volatility in labour-market expectations, and global academic competition.

An illustrative example of Quality Agility in practice can be found in the response of the Faculty of Geography to the challenges identified through the GT SWOT analysis [8]. Confronted with limited research output and declining student numbers, the faculty chose not to rely solely on existing programmes but developed a new Master's programme in Territorial Planning and GIS. This initiative, accredited through AHPGS [7], responds directly to market needs, integrates digital competencies, and positions the faculty strategically within both the national and European higher education space. The example demonstrates that, in the digital era, quality is no longer simply a matter of preserving institutional routines but also of anticipating transformation and shaping proactive solutions.

6. Conclusions and Implications

This study aimed to explore the fundamental tension shaping Romanian higher education quality management today: the coexistence of a national model historically anchored in procedural compliance and a European model grounded in strategic improvement and continuous development [10]. The comparative analysis of the AHPGS [7] ARACIS 2024 (RTPM), and ARACIS 2025 (GT) evaluations reveals several important conclusions.

First, procedural compliance remains necessary but proves insufficient in isolation. The RTPM evaluation shows that a programme can meet every formal requirement and still lack the adaptability necessary to remain relevant in a rapidly changing environment [9]. This distinction between stability and adaptability confirms concerns raised by Ilieş [5] regarding the limitations of national models that prioritise documentation over strategic growth.

Second, the introduction of the ARACIS 2025 methodology marks a significant institutional shift. By integrating digitalisation, internationalisation, labour-market alignment, SWOT analysis, and strategic planning, the new standards align national evaluation more closely with the ESG philosophy [2]. This evolution positions external quality assurance as a tool not only for validating the present but also for preparing institutions for the future.

Third, the comparative results demonstrate clearly that the future of quality management requires a balance between assurance and agility. While the RTPM case validates the existing state of a programme, the GT evaluation questions and reframes its future trajectory. This distinction illustrates the gradual movement toward a hybrid model in which compliance safeguards institutional coherence and agility drive innovation.

Finally, geography programmes—like many others—must evolve to maintain competitiveness within an increasingly digital and interconnected educational ecosystem. The development of the GIS Master's programme, aligned with both labour-market expectations and external accreditation [7], shows that such evolution is not only possible but already underway.

Taken together, these findings suggest that quality management in the digital era must transition from a static, compliance-focused mechanism into a dynamic institutional capability, one that enables universities to learn continuously, adapt strategically, and innovate responsibly.

Declaration of Generative AI and AI-assisted Technologies in the Writing Process

During the preparation of this work the author used Gemini for linguistic support to improve the readability and language of the manuscript. After using this tool/service, the author reviewed and edited the content as needed and takes full responsibility for the content of the publication.

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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

1. Introduction

The profound transformations that mark contemporary society – digitalization, artificial intelligence (AI) and the globalization of communication – have a direct impact on educational systems, determining the need for continuous adaptation of managerial and pedagogical strategies. Today's school is no longer just a space for the transmission of knowledge, but a dynamic environment for training, collaborative learning and continuous innovation. In this context, educational leadership becomes an essential resource for performance, and the energizing competence of teachers represents the internal engine of change.

Pre-university education institutions are called upon to develop effective performance management mechanisms that capitalize on human potential, support the intrinsic motivation of teachers and promote the intelligent use of technology in the educational process. Artificial intelligence, far from being just a technological innovation, is emerging as a strategic tool capable of optimizing the evaluation, planning and continuous training of teachers.

However, the integration of AI in schools cannot be achieved in the absence of transformative leadership, focused on values and human resource development. The modern educational leader is no longer a simple administrator, but a facilitator of organizational learning, a catalyst for collective competence and motivation. In this vision, institutional

performance derives from the balance between the human and technological dimensions, between innovation and ethics.

This paper aims to highlight the role of educational leadership and energizing competence in building a strategic performance management model, applied in an urban school undergoing digitalization. Through a qualitative and applicative approach, it aims to identify concrete ways in which motivation, competence and technology can be integrated into a coherent system, oriented towards excellence and sustainable development.

2. Theoretical Foundation

In the context of the new educational paradigm, institutional performance can no longer be viewed only through the prism of measurable results, but as a dynamic process of developing competencies, motivation and organizational capacity to adapt to change. Modern theories of leadership and performance management provide a solid conceptual framework for understanding these processes, emphasizing the importance of synergy between the human and technological dimensions of contemporary education.

Educational leadership has evolved from an administrative vision to a transformative one, centered on influence, inspiration and co-creation. Burns [1] and Bass [2] define transformative leadership as the leader's ability to stimulate motivation, promote a shared vision and create the necessary conditions for innovation. In the educational environment, this type of leadership involves the involvement of teachers in decision-making, cultivating a culture of continuous learning and orienting managerial processes towards the personal and professional development of educational actors.

In Peter Senge's [3] vision, a high-performing school must become a "learning organization", capable of constantly developing its collective potential. This approach requires the existence of an organizational framework in which reflection, collaboration and continuous feedback become current practices. The school manager thus becomes a reflective leader who stimulates organizational learning processes and creates a climate based on trust, support and valorisation.

An essential concept in the foundation of the proposed model is the energizing competence [4], understood as "the internal power to transform motivation into effective action". This brings together the motivational, cognitive and attitudinal dimensions of educational activity, representing the connecting element between the desire for performance and its concrete manifestation. In educational management, the energizing competence becomes a catalyst for institutional performance, facilitating the transformation of human potential into tangible results.

Also, the self-efficacy theory formulated by Bandura [5] highlights the link between the perception of one's own competence and the level of involvement in complex activities. In the school environment, teachers who perceive their actions as efficient and significant demonstrate greater openness to change and innovation, thus contributing to collective performance.

Another relevant theoretical pillar is provided by the theory of motivation [6]; [7], which emphasizes the importance of internal factors (interest, curiosity, personal satisfaction) and external factors (recognition, working conditions, rewards) in supporting performance. In a digitalized educational system, motivation is directly influenced by the digital skills of teachers, by access to resources and by the managerial support provided in the process of adapting to technology.

Thus, the theoretical foundation of the proposed model is based on the correlation of four interdependent dimensions:

1. *Transformative Leadership* – which inspires and mobilizes human resources;
2. *Energizing Competence* – which converts motivation into performance;

3. *Performance Management* – which ensures institutional coherence and direction;
4. *Educational Technology and AI* – which facilitates innovation and process efficiency.

The interaction of these dimensions generates a model of integrated educational development, in which the human and digital factors complement each other, creating the premises for sustainable and ethical performance.

3. Research Methodology

The strategic model of educational leadership and energizing competence proposed in this paper was designed as a practical tool for optimizing institutional performance, applicable in an urban school undergoing a complex process of digital transformation. The model is based on the principle that educational performance is not achieved through control or compliance, but by valuing human resources, stimulating motivation and creating an environment conducive to learning and innovation.

3.1. Institutional Diagnosis Stage

The first step in implementing the model consisted of carrying out an organizational diagnosis, aiming to identify the real needs for professional development and the level of digital competence of teachers. Anonymous questionnaires, semi-structured interviews and analysis of school documents (management plan, activity reports, self-evaluation sheets) were used. The results indicated an increased motivation for technology integration, but also a series of difficulties related to the lack of specific training and reluctance to change.

The diagnosis allowed the formulation of clear strategic directions: developing teachers' digital and motivational skills, strengthening transformative leadership at the managerial level and creating a feedback system based on real data.

3.2. Training and Development Stage of Energizing Competence

In this stage, the focus was on activating teachers' energizing competence, through training workshops, educational coaching activities and collaborative projects. Thematic sessions were held on:

- self-efficacy and motivation in the teaching process [5],[6];
- didactic leadership and positive influence in the team;
- integration of AI applications in educational planning and evaluation (e.g. generation of individualized reports, analysis of student progress).

Through these activities, teachers were encouraged to take an active role in innovating the educational process, to capitalize on their strengths and to regulate their own practices through reflection and exchange of experience.

3.3. Implementation Stage of Transformative Educational Leadership

Educational leadership was applied at the management team level through three main directions:

- Participatory communication: regular meetings in which decisions are made collaboratively, and teachers are involved in the development of the action plan;
- Developing a culture of recognition: promoting examples of good practice, valorizing individual and collective results;

- Using digital management tools: online platforms for planning, evaluation and continuous feedback (e.g. Microsoft Teams, Google Workspace, AI tools for educational data analysis).

These practices strengthened the sense of belonging and stimulated professional commitment, leading to better coordination of activities and increased decision-making transparency.

3.4. Evaluation and Reflective Feedback Stage

The evaluation of the results was carried out through a 360° feedback system, which involved teacher self-evaluation, peer evaluation and analysis of performance indicators at the institutional level. The results highlighted an improvement in the organizational climate, an increase in teacher involvement in educational projects and a more open attitude towards digital tools and innovation.

In the medium term, the school managed to develop an educational ecosystem based on collaborative learning, professional autonomy and continuous reflection — fundamental premises for building a learning organization [3].

3.5. Synthesis of the Strategic Model

The model can be summarized by the following functional formula:

Motivation → Energizing competence → Transformative leadership → Institutional performance → Educational quality and innovation.

This development logic demonstrates that sustainable performance in education cannot be achieved without the interdependence of these elements. The role of the leader is to ensure the constant flow of educational energy, to inspire and create meaning in the change processes.

4. Results

The implementation of the educational leadership and energizing competence model within the analyzed institution generated a series of relevant results on multiple levels: individual (teaching staff), organizational (school management) and educational (impact on students and on the quality of teaching). The results presented below are based on the qualitative analysis of data collected through direct observation, interviews and reflective feedback from the teaching staff involved.

4.1. Increased Professional Involvement and Motivation of Teachers

After an initial period of reluctance towards the use of technology and adaptation to the new institutional requirements, teachers demonstrated a significant change in their professional attitude. Training workshops focused on transformative leadership and self-efficacy fostered a climate of trust, cooperation and openness to change.

Feedback collected through internal surveys indicates that:

- 72% of teachers declare themselves more motivated to participate in innovative educational projects;
- 65% state that they have improved their ability to self-regulate and plan activities;
- 80% consider that the leadership style of the management team is more transparent and supportive compared to the period before the program was implemented.

The results confirm R. Viau's theory [6] according to which school motivation is determined by the perception of the value of the activity, the feeling of competence and control over the result. At the same time, Herzberg's bifactorial theory [7] explains that recognition, autonomy and personal development are direct motivational factors of performance. In the analyzed case, the valuing of teachers and their involvement in decisions amplified the feeling of belonging and professional responsibility.

4.2. Developing Digital Skills and Integrating Educational Technology

One of the objectives of the strategy aimed at developing the digital skills of teaching staff, according to the DigCompEdu model (2017). Through practical sessions, mentoring and collaborative activities, teachers acquired skills in the use of educational applications, learning management platforms (LMS) and tools based on artificial intelligence.

Concrete examples of good practices identified within the school:

- Using the ChatGPT application and other AI tools to generate individualized worksheets and formative test simulations;
- Implementing a digital system for tracking student progress through platforms such as Google Classroom and Microsoft Teams;
- Creating a collaborative digital library, where teachers and students contribute their own multimedia materials;
- Using data analysis algorithms to identify students at risk of dropping out or with learning difficulties.

This integration of technology led to:

- an increase in administrative efficiency (optimization of planning, reporting and internal communication);
- a diversification of teaching and assessment methods, based on interactive and collaborative tools;
- a visible improvement in student satisfaction, who perceived the lessons as more relevant and attractive.

Thus, it was confirmed that technology becomes a catalyst for educational performance only when integrated into an organizational climate based on motivation and trust.

4.3. Strengthening the Organizational Culture and Collaborative Leadership

A profound effect of applying the model was the transformation of the institutional culture from a hierarchical, compliance-oriented one to a participatory and reflective one. Through regular meetings, thematic pedagogical councils and mentoring activities, the management team managed to create an authentic space for dialogue and cooperation.

Qualitative results show that:

- Teachers are actively involved in setting the school's strategic objectives and in developing the institutional development plan;
- The degree of trust and cohesion in relationships between colleagues and between teachers and management has increased;
- Internal peer-learning initiatives have been launched, in which teachers with more advanced digital skills provide support to colleagues who are just starting out.

These transformations confirm Senge's [3] theories on the learning organization: a performing educational institution is one that transforms collective experience into applied knowledge and that sees change as an opportunity, not a constraint.

4.4. Improving Performance Management and Educational Quality

The proposed model also had an impact on the way performance is managed at the institutional level. By implementing a 360° feedback system, evaluation became a learning tool, not just a control tool.

The following were introduced:

- individual reflective sheets for teachers, through which teachers self-evaluate their work and formulate development plans;
- digital progress reports, automatically developed through data analysis applications;
- managerial coaching sessions, to develop empathetic and adaptive leadership skills.

The result was an increase in strategic coherence and educational quality at the institutional level. Educational activities became better correlated with the real needs of students and the community, and the organizational climate improved visibly.

4.5. Impact on Students and the Educational Community

Although the model focused on teachers and management, the effects also extended to students. Observations and progress reports show:

- an increase in school motivation through the use of interactive digital environments;
- an increased involvement in extracurricular activities and interdisciplinary projects;
- the development of digital skills and collaboration skills.

At the community level, the school has become an example of good practice in the local network of institutions, attracting partnerships and collaborations with NGOs, local authorities and pedagogical universities.

4.6. General Analysis of the Results

The results obtained confirm that educational performance is the product of a dynamic interaction between motivation, competence and leadership. Transformative leadership creates the framework in which energizing competence manifests itself, and technology becomes a supporting tool, not an end in itself.

Thus, the analyzed school managed to move from a culture of conformity to a culture of continuous learning, consolidating its identity as a reflective, autonomous and innovation-oriented organization.

5. Conclusions

The educational leadership and energizing competence model presented in this paper demonstrates that institutional performance in education does not depend exclusively on material or technological resources, but especially on the quality of human resources and the way in which they are mobilized through motivation, trust and shared vision. In an educational context marked by digitalization and the accelerated integration of artificial intelligence, school leaders are called upon to become architects of organizational culture and facilitators of change.

The results of the applied research highlight several major conclusions:

1. Educational performance is a complex and systemic process, which is built through the interaction between individual motivation, professional competence and leadership quality. The proposed model validates the direct link between these dimensions, confirming that motivation and energizing competence are internal resources of institutional development.

2. Transformative educational leadership contributes significantly to the development of a positive organizational culture. Through a leadership style based on empathy, collaboration and shared responsibility, leaders manage to stimulate the involvement of teachers and create a climate favorable to innovation and continuous learning.

3. The energizing competence has proven to be a key element in the process of adapting to change and capitalizing on human potential. Teachers who develop this competence demonstrate greater resilience, creativity and a desire for professional development, thus contributing to the transformation of the school into a reflective organization.

4. The integration of technology and artificial intelligence into educational management is effective only when accompanied by training, support and pedagogical sense. AI should be seen as a complementary tool to human decision-making, not as a substitute for it. Technology supports, but does not replace, values-based leadership.

5. Performance evaluation takes on a new meaning in this model — not as a control mechanism, but as an institutional learning process. Reflective feedback and digital data analysis contribute to self-regulation and continuous improvement of the quality of the educational act.

In the long term, the implementation of such a model has the potential to transform the school into a community of practice in which learning, innovation and responsibility become fundamental values. In an educational world in constant evolution, performance is no longer measured only by academic results, but by the institution's capacity to learn, adapt and inspire.

For future research, it is recommended:

- extending the analysis to a larger sample of schools from different environments (urban/rural);
- investigating the impact of artificial intelligence on teacher motivation and self-efficacy;
- developing digital tools for assessing energizing competence;
- longitudinal studies on the sustainability of transformative leadership in education.

Thus, it can be concluded that educational leadership, coupled with energizing competence and supported by technology, represents one of the most viable directions for educational performance in the digital age.

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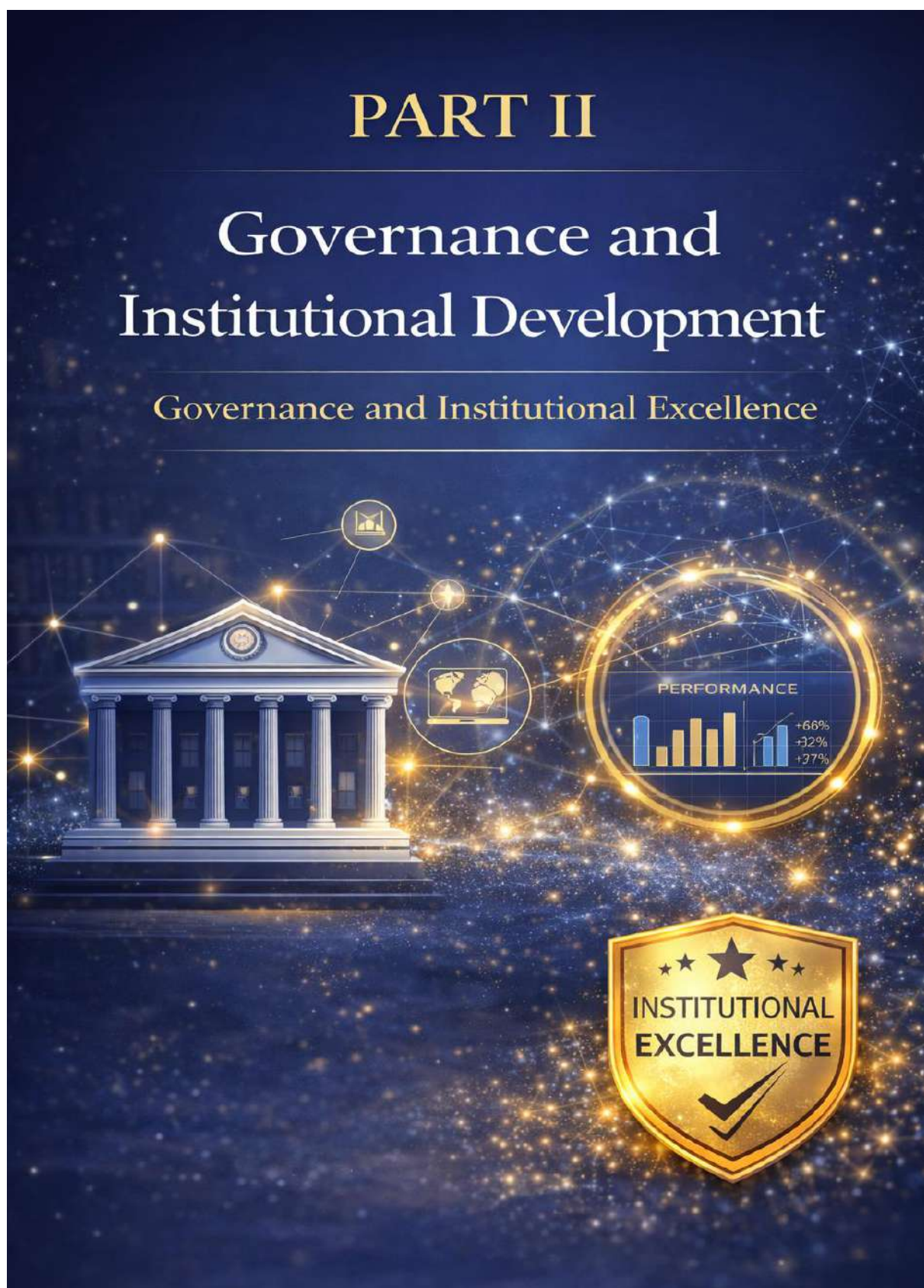


Fig. 2. Part II – Governance and Institutional Development: Governance and Institutional Excellence. Generated using ChatGPT (OpenAI) and Canva. Author: S.-M. Bălan.

PART II. Governance and Institutional Development.

1. QUALITY AND GOVERNANCE IN THE AGE OF ARTIFICIAL INTELLIGENCE: INTERNATIONALIZATION AND THE FUTURE OF HIGHER EDUCATION INSTITUTIONS

Associate Professor Sorina-Mihaela BĂLAN, Ph.D.

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

Associate Professor Lucia ȘCHIOPU. Ph.D.

3. MANAGING ERASMUS+ EDUCATIONAL PROJECTS: TYPOLOGIES, GOVERNANCE AND SUCCESSFUL FACTORS IN EUROPEAN FUNDED INITIATIVES

Associate Professor Liliana BENIUC, Ph.D.; Lecturer Carolina BUDURINA-GOREACII, Ph.D.

4. DIGITAL TRANSFORMATION OF INSTITUTIONAL COMMUNICATION

Msc. Brikena METAJ

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

Associate Professor Merita ISARAJ, Ph.D.; Associate Professor Arjan SHUMELI, Ph.D.; Associate Professor Artur JAUPAJ, Ph.D.

6. INNOVATIVE MODELS FOR INTEGRATING RESEARCH INTO THE UNIVERSITY EDUCATIONAL PROCESS: PERSPECTIVES FROM "DIMITRIE CANTEMIR" UNIVERSITY OF TARGU MUREȘ

Associate Professor Doina DAVID, Ph.D.

7. IMPLEMENTATION OF TOTAL PRODUCTIVE MAINTENANCE – A CASE STUDY

Professor Radu RĂDUCAN, Ph.D., Professor Loredana-Ileana VÎȘCU, Ph.D., Habil.

8. ARTIFICIAL INTELLIGENCE AND MANAGERIAL STRATEGIES FOR CONFLICT PREVENTION IN EDUCATIONAL ORGANIZATIONS FROM ROMANIA AND THE REPUBLIC OF MOLDOVA

Professor habil. Victoria COJOCARU, Ph.D; Angela CHIROȘCĂ Ph.D. Student

QUALITY AND GOVERNANCE IN THE AGE OF ARTIFICIAL INTELLIGENCE: INTERNATIONALIZATION AND THE FUTURE OF HIGHER EDUCATION INSTITUTIONS

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Abstract

This section examined the multifaceted role of artificial intelligence in higher education institutions, with a focus on its impact across academic, administrative, and governance processes. AI was highlighted as a strategic enabler of digital transformation, supporting personalized learning, adaptive assessment, predictive analytics for student retention, and data-driven decision-making. The analysis demonstrated how AI enhances operational efficiency through automated admissions, scheduling, financial aid evaluation, resource allocation, and institutional security, while also strengthening career services and long-term student engagement. At the same time, the section emphasized critical limitations and risks, including data privacy and cybersecurity concerns, algorithmic bias, excessive reliance on automation, and the potential erosion of human interaction within academic and administrative environments. The findings underscore the importance of ethical governance, transparency, data quality, and continuous professional development for academic and administrative staff. Ultimately, the section argues for a balanced, human-centred integration of AI—one that leverages technological innovation to improve equity, efficiency, and academic excellence, while preserving the empathetic, collaborative, and values-driven foundations of the university ecosystem.

Keywords: Artificial Intelligence, higher education; digital transformation; ethical governance; institutional management

1. Introduction

The roots of Artificial Intelligence (AI) date back to the 1950s, when John McCarthy organized a workshop at Dartmouth College aimed at *defining* [1], [2]. Artificial Intelligence in Education (AIED) [3] has transformed the educational system and the approaches to disseminating knowledge related to learning, cognition, and the development of civilization. According to Bojorquez [4] AIED can advance learning practices, support teachers, and create more personalized learning opportunities for learners.

Artificial Intelligence (AI) is significantly redefining academic activity, becoming a fundamental component of teaching, research, and university administration processes. Through its capacity to analyze complex data, recognize patterns, and generate content, AI acts as a catalyst for digital transformation in the academic environment [5]. Within the educational process, AI contributes to the personalization of learning, the optimization of formative assessments, and the continuous adaptation of educational resources to the specific needs of each student.

The integration of AI into academic processes can radically change the rules of the game for higher education institutions, including *admissions, teaching, learning, and ultimately assessment*. A new era of efficient, data-driven decision-making can be ushered in through the integration of AI into administrative procedures, with a significant impact on higher education. Careful strategic planning is required when institutions incorporate AI to ensure its ethical and

responsible application [6], and the key domains within Higher Education Institutions (HEIs) in which AI plays an important role are the *academic, administrative, and leadership spheres*.

2. Direct Effects on the Academic Environment

Artificial intelligence simplifies the *admissions process*, making it more efficient and less biased. By analyzing application data, AI algorithms can identify potential candidates, assessing academic records and extracurricular activities in order to predict a student's likelihood of success at an institution. This automated process not only accelerates admissions but also ensures fair and equitable conditions for all applicants.

2.1. In the Teaching Process

AI algorithms can create personalized lesson plans to make learning more engaging and relevant, thereby stimulating motivation and offering students a sense of control and responsibility over their own education. Furthermore, augmented reality (AR) and virtual reality (VR) can be used to create learning experiences that allow students to explore and interact with virtual environments and simulations [7], [8], to personalize the learning process according to their unique needs and competencies, and to receive real-time feedback on their progress. Online learning systems provide students with greater flexibility regarding when and where they study, as well as access to educational resources and courses from around the world.

2.2. Technology-assisted Learning

Technology-assisted learning that adapts to the student's style, pace, and progress is known as adaptive learning. To achieve this, algorithms are used to analyze student data—including test results—and to modify, when necessary, the teaching methodology or content [9]. However, personalized learning analytics presents several challenges and difficulties, such as the need for reliable data sources and the risk that algorithms or personalized recommendations may exacerbate existing inequalities. Although the personalization of educational analytics has the potential to increase the effectiveness of the learning process, it is essential to carefully evaluate the advantages and disadvantages of this approach in order to ensure that it remains equitable and accessible to all students.

2.3. AI-based Assessment and Feedback Systems

AI-based assessment and feedback systems use intelligent algorithms to evaluate students' work, provide feedback, and in some cases even assign grades [10], [11]. These robust systems allow academic staff to focus more on educational content and less on repetitive tasks. Thus, AI enables instructors to concentrate on *student engagement, course design, and the adaptation of the educational process* to individual needs by automating assessment and feedback delivery. Moreover, these systems ensure efficient automated evaluation and real-time responses for formats such as multiple-choice tests, short-answer assessments, or true/false questions. They can also assess subjective work, such as essays, by analyzing language, coherence, structure, and the logical flow of arguments through natural language processing (NLP) techniques. As a result, AI-based systems provide rapid and personalized feedback, proving particularly useful in large classes and on online learning platforms.

As students' progress throughout a course, these systems can deliver *formative comments* designed to help them develop their skills [12], [13]. Through their standardized methodology,

AI-based automated assessment reduces biases present in human evaluation and leads to more equitable outcomes. These systems are also highly useful and scalable, especially in courses where individualized feedback is difficult to provide.

Some AI technologies enable *long-term tracking of student performance*, offering valuable insights for personalized support. However, AI-based assessment also has limitations—for instance, it cannot appreciate creativity or expressive subtleties in the same way as a human instructor [14]. Finally, issues related to data security and privacy [15] are critical factors that must be carefully considered when implementing these systems in higher education institutions.

2.4. AI-based Adaptive Learning Platforms

AI-based adaptive learning platforms are designed to personalize educational experiences according to each student's *needs, pace, and abilities* [16]. These systems use intelligent algorithms to analyze data on learners' performance and learning styles, delivering dynamic content and assessments, real-time feedback, and individualized support. They integrate advanced functionalities such as personalized delivery of educational materials, predictive analytics for the early identification of learning difficulties, and active engagement tools that sustain student motivation [17].

2.5. Personalized Learning

Personalized learning involves the continuous assessment of students' preferences, gaps, and competencies, allowing content to be adapted to each individual profile. Through instant feedback, learners can evaluate their progress, understand areas for improvement, and adjust their study strategies. Content is delivered through varied formats—videos, interactive exercises, quizzes, and simulations—designed to maintain interest and accommodate different learning styles.

A key element of these platforms is *predictive analytics*, which enables instructors to identify at an early-stage students who are at risk of falling behind and to intervene with additional resources or personalized pedagogical strategies [18]. Presenting materials at an optimal level of difficulty stimulates reflection, reduces frustration, and increases student engagement. Due to their high scalability, these systems can simultaneously serve learners with varying levels of competence—from beginners to advanced students—within the same educational infrastructure.

Instructors also benefit from access to detailed data on each student's performance, enabling them to identify patterns, monitor progress, and make informed pedagogical decisions [19]. In this regard, examples of adaptive learning platforms include *Carnegie Learning* (which develops curricula and solutions for mathematics and other disciplines), *Smart Sparrow* (an authoring and delivery platform for adaptive courses, focused on personalizing online learning materials and fostering active student engagement), *Knewton* (which analyzes student performance and interactions and adapts the learning pathway accordingly), and *DreamBox Learning* (particularly for mathematics), all of which are integrated on AI-based principles.

Nevertheless, these systems also raise significant challenges, particularly with respect to data protection, privacy, and the risk of excessive dependence on technology [13]. Even so, AI-based adaptive learning solutions represent an important step toward personalized and scalable education, contributing to improved performance and the creation of more flexible and inclusive learning experiences for students in higher education.

3. Monitoring Student Progress and Engagement

Automated attendance monitoring systems record and verify student participation in courses through biometric devices or digital authentication in both virtual and physical learning environments. Artificial intelligence (AI) can identify recurring behavioral patterns related to attendance—such as frequent absences or consistent tardiness—which may serve as early indicators of disengagement from the educational process [20].

The collected data are correlated with students' *academic performance* in higher education institutions to assess the impact of attendance on grades and levels of engagement. Following the analysis of this information, AI enables proactive interventions by identifying potential attendance-related issues at an early stage and sending automated notifications to students (Atif, 2020). As a result, both students and educational advisors receive alerts in cases of low attendance, which enhances individual accountability and allows for timely interventions aimed at preventing dropout or declines in academic performance.

Course completion monitoring represents an AI-based method that tracks student progress in real time. AI-driven systems within higher education institutions monitor the achievement of key educational milestones, enabling instructors to identify cases of underperformance at an early stage [9]. At the same time, the analysis of course completion and success rates provides valuable insights [22] for *optimizing curricular content*. Consequently, AI-based monitoring systems offer early warning signals regarding the risk of dropout, allowing institutions to provide preventive support [23], to adopt more targeted strategies for reducing dropout rates, and to better understand course design elements that may influence student success or failure.

However, several significant *challenges* remain.

First, *high dropout rates* may be influenced by *extracurricular factors*, such as personal or financial difficulties, which are not always detectable by algorithms.

Second, an excessive focus on completion indicators may place *pressure on students* to progress rapidly through courses and online assessments, which *can reduce the quality of the educational process*—particularly in courses that, by their nature, require a slower pace of progression and a more nuanced interpretation of the collected data.

Artificial intelligence (AI) uses *data on student performance and engagement* to recommend appropriate educational resources [24], including interactive *exercises, articles, or video materials* tailored to the specific learning needs of each student. AI-based methods can also suggest personalized interventions, such as one-on-one tutoring sessions [25] for students who require additional support, or flexible learning programs for those who need to balance their studies with professional commitments.

By analyzing academic data, AI systems can identify students with similar goals or challenges and *recommend the formation of study groups*, thereby encouraging *collaborative learning* based on complementary competencies. At the same time, AI can automatically match students with tutors according to learning preferences, areas of expertise, and availability, ensuring that each student receives the most relevant support. It can also recommend educational and personal support services—such as *career counselling, academic advising, or psychological counselling*—for students facing personal difficulties or with special educational needs, thus contributing to the management of non-academic complexities that may influence overall performance.

4. Data-Driven and AI-Based Interventions in Support of Academic Performance

AI-based educational interventions contribute to improving student performance and retention by enabling the early identification of at-risk students and by providing personalized resources tailored to their specific academic needs. The use of *predictive models* to identify critical risk indicators—such as frequent absences, low performance in compulsory courses, or reduced levels of engagement—highlights factors that may affect students' educational progress. By analyzing these variables, instructors can intervene proactively and maintain ongoing communication with students who encounter difficulties in the learning process [26].

Based on *data regarding engagement levels, current performance, and comparisons with similar student profiles*, AI calculates the *probability of academic success for each learner*. This analysis supports instructors in identifying students who require immediate assistance and personalized guidance [27]. AI-based mechanisms optimize the timing of interventions by determining when a student is most likely to benefit from support. For example, if difficulties are anticipated prior to a midterm assessment period, an early intervention—such as additional tutoring or individual counselling—can prevent subsequent academic challenges.

AI evaluates the impact of support measures by monitoring the outcomes of previous interventions. If a strategy, such as tutoring, has proven effective for a group of students, the AI algorithm will recommend similar measures for other students facing comparable difficulties. In this way, these preventive interventions enable the provision of timely and personalized support by identifying students at risk of academic failure or dropout. Moreover, the personalized allocation of resources increases the efficiency of support services by directing resources toward the students who need them most. Ultimately, this process leads to continuous improvement, as the analysis of intervention outcomes allows institutions to optimize their strategies for greater effectiveness.

Nevertheless, ***significant challenges*** remain.

First, there are *risks related to data privacy*, which necessitate the application of strict *regulations regarding the protection of personally identifiable information* [28].

Second, *predictive algorithms* may incorrectly identify “at-risk” students or may overlook contextual factors that influence performance, such as personal difficulties.

Third, *data quality* is critical— inaccurate information can lead to erroneous decisions and ineffective support measures.

The integration of AI-based support systems into higher education institutions contributes to the creation of a more equitable, efficient, and personalized educational ecosystem. By analyzing real-time data on student performance, engagement, and progress, these systems provide timely and situation-specific interventions. In this way, *AI becomes a strategic tool* for academic staff and university departments, facilitating the early identification of academic risks, the optimization of the learning process, and the improvement of student retention. Furthermore, the use of AI technologies enables the continuous monitoring of the impact of interventions, providing a solid foundation for data-driven decision-making and the development of more effective educational strategies.

However, the success of these systems depends on the ***ethics of data use, algorithmic transparency, and the training of academic*** staff in the correct interpretation and application of AI-generated recommendations, balancing human-led and AI-driven instruction [29]. In the absence of these conditions, there is a risk that excessive personalization or predictive errors may undermine equity and the quality of the educational process. Therefore, the responsible implementation of these technologies not only supports academic performance but also contributes to the *digital transformation of education*, guiding it *toward innovation, inclusion, and sustainable excellence*.

5. The Role of Artificial Intelligence in Administrative Processes

Universities around the world are striving to align their operations by adopting innovations that improve educational outcomes and administrative processes [30]. Higher education institutions are implementing AI-based systems for admissions, grading, and predictive maintenance.

AI-driven administrative tools, such as *admissions and grading systems*, reduce manual workload and increase operational efficiency [31]. To ensure the sustainable integration of artificial intelligence (AI), universities should adopt a human-centred approach, using AI tools to complement rather than replace academic staff. This approach can foster collaboration, with AI managing administrative tasks while instructors focus on student engagement and mentoring [32]. In this context, professional development programs are essential to prepare faculty members to work effectively with AI tools [33].

Artificial intelligence (AI) contributes significantly to *increasing operational efficiency, optimizing decision-making processes, and enabling the intelligent allocation of resources*, while also simplifying administrative procedures within higher education institutions [34]. By automating repetitive tasks, analyzing large volumes of complex data, and providing relevant insights for decision-making, AI is transforming the way modern academic institutions operate [35].



Fig. 1. Key aspects of the role of AI in the administrative processes of higher education institutions.
Author S.M. Bălan using Canvas

Figure 1 conceptually represents *the systemic integration of Artificial Intelligence (AI) into the administrative architecture of higher education institutions*. Rather than illustrating isolated applications, it portrays AI as a strategic enabler that reshapes core institutional functions through automation, data analytics, predictive modeling, and decision-support mechanisms. At its core, the model suggests that AI operates as a *central governance and optimization layer* within university administration. It supports evidence-based management, enhances operational efficiency, and facilitates strategic alignment across multiple administrative domains.

The figure reflects several key conceptual dimensions:

1. Administrative Digitalization and Process Optimization

AI contributes to the automation and streamlining of admissions, enrollment management, academic record administration, and course scheduling. This implies increased procedural transparency, reduced human error, and improved response time.

2. *Strategic Resource Allocation and Financial Governance*

In areas such as scholarships and financial aid, AI enables predictive analytics, risk assessment, and equitable allocation of institutional resources, strengthening financial sustainability and accountability.

3. *Human Capital and Academic Data Management*

The inclusion of personnel and academic record management reflects AI's role in supporting performance monitoring, workload distribution, and institutional planning based on real-time data.

4. *Student-Centered Support Systems*

Through career counseling and orientation services, AI facilitates personalized guidance, adaptive support mechanisms, and data-driven interventions that enhance student success and retention.

5. *Institutional Security and Risk Management*

The security dimension emphasizes AI's function in cybersecurity, fraud detection, data protection, and compliance with regulatory frameworks, which are increasingly critical in digitally transformed universities.

Conceptually, the figure positions AI not merely as a technological tool, but as a *transformational governance instrument* that reinforces institutional resilience, strategic competitiveness, and quality assurance mechanisms in higher education. It underscores the transition from traditional bureaucratic administration to an intelligent, data-driven ecosystem aligned with contemporary digital governance paradigms.

Figure 1 illustrates the main aspects of *the role of AI in the administrative processes of higher education institutions*, while Figure 2 highlights *the advantages and challenges associated with the use of artificial intelligence in their administration*.

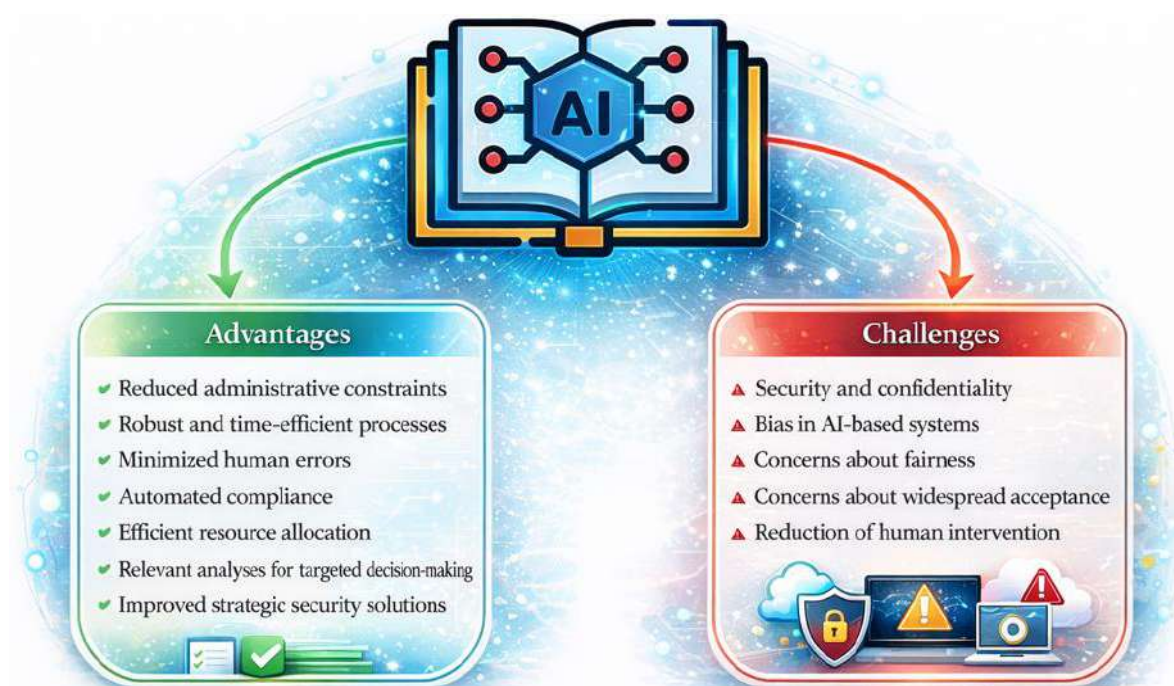


Fig. 2. *Key aspects of the role of AI in the administrative processes of higher education institution. Author: S.M. Bălan, created using canvas*

Figure 2 provides a balanced analytical framework that captures both the strategic *benefits and the critical challenges associated with the integration of Artificial Intelligence (AI) into university administrative systems.*

The model emphasizes the dual nature of AI adoption, presenting it as both an enabler of institutional efficiency and a source of complex ethical and governance considerations.

On the one hand, the figure highlights *the advantages* of AI implementation in administrative contexts. These include the reduction of bureaucratic constraints, increased procedural robustness and time efficiency, minimization of human error, and automation of regulatory compliance processes. Additionally, AI facilitates optimized resource allocation, supports data-driven and targeted decision-making, and enhances institutional security strategies. Collectively, these benefits reflect AI's capacity to strengthen institutional performance, operational transparency, and strategic competitiveness.

On the other hand, the figure acknowledges *the challenges* inherent in AI adoption. Key concerns include data security and confidentiality risks, algorithmic bias within AI-based systems, issues related to fairness and equity, resistance to large-scale institutional acceptance, and the potential reduction of human oversight and intervention. These dimensions underscore the need for ethical governance frameworks, regulatory safeguards, and human-centered implementation strategies.

Overall, the figure conceptualizes AI integration as a process that requires strategic balance—leveraging technological innovation to improve administrative effectiveness while simultaneously addressing risks related to ethics, inclusivity, and institutional accountability.

The following section details the roles, benefits, and limitations of integrating AI into the administrative management of higher education institutions, offering a perspective on how digitalization is transforming academic governance.

In the admissions and enrollment process within higher education institutions, AI-based systems efficiently manage large volumes of applications and process admission requests within a short time frame by extracting and evaluating candidate data [36] according to the predefined criteria of each institution.

AI tools that employ *natural language processing (NLP)* can analyze *admission essays and tests* by assessing coherence, argumentation, and candidates' levels of competence. In addition, AI-based predictive models can estimate a student's likelihood of academic success by enabling the early identification of educational needs, analyzing potential outcomes [37], and formulating personalized improvement measures. The analysis by Bond [38] outlines the potential advantages and challenges of integrating artificial intelligence into higher education institutions and includes student performance indicators, key administrative processes—such as admissions and enrollment, student records management, resource management, and optimal course scheduling—as well as career services, alongside the general benefits and challenges associated with AI adoption.

The admissions process is significantly enhanced using intelligent chatbots, which interact in real time with prospective applicants by providing automated responses to questions related to study programs, academic requirements, costs, and opportunities for personal development (Shoaib, 2024), as well as assisting in tracking application status. Furthermore, by analyzing demographic data and applicants' academic histories, AI systems support institutions in achieving their diversity and inclusion objectives, ensuring a fair and impartial admissions process (Barnes, 2024) and contributing to the maintenance of balance and diversity within the academic environment.

With regard to the *management of students' personal and academic data* in higher education institutions, AI contributes to reducing human error and enables administrative staff to carry out more productive activities by automating data entry, verification, and updating processes through digital document management solutions. These systems facilitate rapid access to information, efficient archiving, and structured organization, while also ensuring compliance with institutional regulations and policies. In addition, they protect students' personal data by limiting unauthorized access and enhancing information security.

AI also optimizes and simplifies *the process of evaluating financial aid applications* by analyzing academic performance, income levels, and social criteria [40]. Intelligent algorithms support higher education institutions in identifying irregularities or potential fraud within financial data, thereby contributing to a reduction in fraudulent cases and to the protection of institutional reputation [41]. AI-based planning tools automate the organization of course schedules and the allocation of educational resources, such as classrooms, equipment, and teaching staff [42]. Timetables are automatically generated based on the number of enrolled students, curricular requirements, and resource availability [43], reducing errors and scheduling conflicts.

Intelligent mechanisms *can also anticipate the demand for teaching staff, equipment, and facilities*, enabling institutions to manage their resources in a more efficient and predictive manner. In this way, AI becomes an essential tool for optimizing administrative operations, contributing to improved coordination among the academic, logistical, and financial components of modern universities. Artificial intelligence (AI) further contributes to reducing operational costs and enhancing sustainability by optimizing energy consumption [44], planning maintenance activities, and ensuring the efficient use of campus spaces. These systems, based on real-world scenarios, help mitigate risks generated by natural events or artificial factors [45].

Intelligent surveillance systems and AI-controlled cameras enhance campus security by detecting unauthorized access, suspicious behavior, or potential threats. In addition, automated mechanisms for resource allocation and privileged access management contribute to reducing institutional risks at both departmental and organizational levels, in accordance with internal risk assessments.

AI supports *career services in providing personalized professional recommendations* by matching students' academic achievements, interests, and competencies with relevant employment opportunities. AI-based technologies monitor graduates' professional development [46] and encourage them to maintain connections with the university through personalized messages and engagement programs [47], thereby strengthening the relationship between the institution and its academic community.

The advantages and challenges of using AI in the administrative processes of higher education institutions are reflected in the reduction of repetitive administrative tasks and the acceleration of internal processes [48], through the automation of operations such as data entry, application processing, and document management. By minimizing human error, AI improves the accuracy of data processing and compliance with institutional regulations, increasing the reliability and conformity of documentation [49]. By providing analytical insights into resource requirements, AI enables more efficient allocation of staff, space, and funding, reducing waste and improving the quality of services delivered. Students and applicants benefit from more personalized interactions and shorter response times, while human staff can focus on complex and individualized requests [43].

AI analyzes large volumes of institutional data—from budget allocation to enrollment projections—to provide actionable insights that support strategic planning and decision-making

[50]. In addition, AI-based security solutions enhance safety by actively monitoring networks and information systems, immediately alerting staff in the event of threats or security breaches.

Although AI offers significant benefits, reliance on large volumes of sensitive data raises concerns regarding the privacy and security of students' personal information [51]. Any security breach can undermine public trust and generate legal consequences, which is why data protection and cybersecurity must be treated as priorities.

AI models may introduce algorithmic bias if they are trained on incomplete or outdated data, raising issues of equity and non-discrimination and potentially affecting decisions related to admissions, scholarship allocation, or resource distribution [14]. The implementation of AI requires substantial investments in infrastructure, training, and technology [36], and many institutions may consider the initial costs prohibitive, particularly in the absence of adequate financial resources and technical expertise.

Moreover, *the quality and timeliness of data* are essential factors for AI effectiveness—erroneous information can lead to inaccurate analyses and flawed decisions. In addition, academic and administrative staff must undergo a process of cultural and professional adaptation, and resistance to change may emerge due to uncertainty regarding the impact of AI on their roles.

6. Conclusion

Highlights artificial intelligence as a strategic driver of transformation in higher education, shaping academic, administrative, and governance processes through personalized learning, adaptive assessment, and data-driven decision-making. While AI *enhances operational efficiency, institutional sustainability, and student support systems*, its effectiveness depends on *ethical governance, data protection, and algorithmic transparency*. A balanced, human-centered approach is essential to ensure that technological innovation strengthens—rather than diminishes—*the values, equity, and collaborative character of the academic environment*.

The excessive use of AI may lead to a reduction in human interaction within administrative processes, which can project an impersonal and rigid image of the institution. Therefore, it is essential to maintain a balance between automation and human judgment in order to preserve the empathetic and collaborative character of the university environment.

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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

1. Introduction

Moldovan higher education leaders face an amalgam of challenges and obstacles that hinder the development of higher education institutions. Among these there could be mentioned the leadership practices exercised through the process of the digitization and digitalization of instruction, community partnerships held with shareholders, communication channels established with educational and non-educational staff, and crafting the educational strategies in the midst of rapid renovation of education. The study focuses on exploring the role of **Digital Academic Leadership (acronym DAL)** in Moldova addressing the challenges of digital transformation within the academic processes of higher education establishment, international cooperation, community partnerships, and motivation of the teaching staff. It is pivotal to examine how DAL practices, influenced by leadership styles, community factors, and institutional dynamics shape decision-making capacity, drive innovation, and contribute to academic success within Moldovan universities.

According to Antonopoulou et al. [1] and Ratajczak [2] Digital Academic Leadership, relatively new in Moldovan educational framework, is constructed by the means of diverse technological tools. Mohebi [3] adds to this definition of DAL the social impact of digital tools to change the attitudes, emotions, behaviors and conducts of employees within organizations. Beyond that, DAL is about maintaining and developing connections among people [4]. Karakose et al. [5] reveals that DAL is the digital impact on individuals' performance among professionals.

Aldawood et al. [6] states that DAL evokes the path for the further evolution and prospects to consolidate professional relationships with the purpose to bring the element of novelty on the arena of academic advancement. Ultimately, DAL is unified into an ability to exercise

authority through the means of gadgets and digital devices to follow the institutions' philosophy [7].

Karakose et al. [8] revealed the roles of tech-savvy academic leaders i.e.:

1. Harnessing digital tools,
2. Shaping digital change,
3. Facilitating tech-based career development,
4. Nurturing a culture of digital learning,
5. Displaying digital leadership skills encompassing technology know-how, managerial expertise, and personal capabilities.

Higher education DAL leaders must be conscious to address the global challenges of digital learning employees inspiring them to drive digital innovations [1].

2. Objectives of the Study

The primary objectives of this research are to explore the DAL practices and perspectives, the impact of leadership styles on decision making, DAL key features in the Moldovan university regarding the occurring challenges of higher education institution. The study helps to get a clearer picture into critical areas such as the level of digitalization as a part of institutional innovation, the English proficiency level of the teaching staff as the part of international cooperation and community partnerships. Additionally, the research seeks to examine the leadership styles in DAL and its impact on the higher education institution necessary to maintain educational quality through student and teacher mobility. The findings address several key objectives: firstly, directed towards the personal side, as to identify the traits, skills, and leadership styles of academic leaders in Moldovan higher education institutions; secondly, towards the technical side, to highlight the challenges faced in areas such as digitalization, community collaboration, international cooperation, and staff motivation; and thirdly, the conceptual one, to assess the current status, implementation, and potential of DAL in developing both academic and organizational efficiency within international cooperation.

3. DAL in Moldovan Higher Education

Moldovan educational leadership, defined as a process of influencing staff and students, is exercised by managers and teams of managers, who share common values and institutional philosophies [9]. A crucial factor in DAL is the faculty organizational structures, which significantly shape leadership practices and decision-making processes related to curriculum design, teaching approaches supported by information and communication technologies, and academic research. Research also plays a pivotal role in how educational leaders build pedagogical approaches and sustain relationships with local communities, and government stakeholders [10]. At the university level, Moldovan DAL is characterized as a combination of actions and practices employed by educational leaders to shape the behavior and attitudes of other staff members effectively through digitalization and digitization.

The leadership style evokes the managers ability to unite team members under the umbrella of the shared institutional purpose and philosophy through constant monitorization and supervised decision- [11]. The most distinctive features of the leadership styles in DAL can be followed in Table 1.

Table 1. Leadership style characteristics in DAL [21]

Leadership style	Characteristics
Authoritarian [13]	- Centralized decision-making - High control over team members - Clear commands and structure - Limited feedback from team members
Transactional	- Focus on structured tasks and processes - Clear goals, rewards and punishments - Focus on performance and compliance - Short-term concentration
Transformational	- Inspires and motivates team members - Emphasis on vision and change - Stresses innovation and creativity - High emotional engagement
Charismatic	- Stress on personal charm and influence - Strong emotional relationship with teams - Uses persuasive strategies - Overdependence on the leader
Pacesetting	- Focus on high standards for performance - Sets examples to be followed - Based on quick results - Leads to stress, burnout of team members
Servant	- Focus on the needs of team members - Priority on personal and professional growth of followers - Builds trust and community - Built on empathy and support
Democratic (Harris et al., 2014)	- Encourages team participation in decision-making - Values collaboration and feedback - Based on consensus-building and trust - Slower in decision-making processes

But, in DAL all these leadership styles can have also the negative impact on the quality of university cycle (see Table 2).

Table 2. Negative Impact of the Leadership Styles in DAL [12]

Leadership styles	Negative impact
Authoritarian [13]	- Team members may feel micromanaged - Creativity and innovation are often discouraged - Morale can decrease over time
Transactional	- Focus on rewards and rules may seem impersonal - Short-term goals take priority over long-term growth - Team digital development is often neglected
Transformational [15]	- High expectations can lead to stress or burnout - Too much focus on vision may ignore practical needs - Some team members may feel unsupported
Charismatic	- Heavy reliance on the leader's personality - Team may struggle if the leader leaves - Individual contributions can be overlooked
Pacesetting	- Creates high pressure and stress - Team members may feel inadequate or overwhelmed - Neglect of team development - Can lead to burnout and turnover
Servant	- Decision-making can become slow - Leader might struggle to assert authority - Balancing team needs with company goals can be challenging
Democratic	- Time-consuming decision-making processes - Risk of groupthink or conflict during consensus-building

Leadership styles	Negative impact
	- May frustrate team members who prefer clear direction - Potential for ambiguity in accountability.

Contunuibg Table 2. Negative Impact of the Leadership Styles in DAL [12]

The study of DAL practices represents a crucial area for the future of education in Moldova because through the exploration of the traits, skills, and practices of educational leaders, there will be provided valuable insights for Moldovan leaders to guide universities through the challenges of digital, societal transformation. The leadership styles and practices within DAL encourage the digital learning in pedagogical content design, student engagement, academic performance, access to digital resources in the cultural shift of the institution.

4. Challenges in Key Areas of DAL

A significant challenge faced by Moldovan academic leaders within DAL is the creation and implementation of professional development strategies to motivate teachers to invest time and effort in their career advancement [1] to increase student active participation in the university life [16]. Additionally, digital leaders must develop strategies to establish and sustain international cooperation through research and partnerships.

An influential factor shaping DAL is the digitalization of the instructional process, which requires educational leaders to go beyond traditional leadership methods. They must also develop a deep understanding of digitalization and digitization, and their role in driving innovation.

It is essential to distinguish between digitization and digitalization in the context of DAL and be aware of the fact that promoting digital leadership among academic leaders in higher education is crucial for fostering effective adaptation to the evolving digital landscape [17].

Digitization refers to the process of converting information—such as text, images, audio, or video—into a digital format using computers and other technologies [18]. It involves actions like turning audio or video recordings into digital files, scanning paper documents to create digital copies, or transforming photos and graphs into digital images, all without altering their original meaning.

Digitalization, on the other hand, goes beyond simple conversion. It represents the integration of digital technologies into academic life contextualized in social, political and economical changes. In education, digitalization is a must have system of data-sharing strategy, school management software, student information system, personalized learning tools, data storage solutions strategy etc. [19].

While digitization focuses on converting analogue information into digital forms, digitalization emphasizes using digital technologies to improve instructional processes, create new learning opportunities, and increase pedagogical efficiency. So, DAL is dependent of such factors such as digital training of the staff members, financial resources invested in the process of digitalization and digitization, and accessibility to technology making it a key driver of academic innovation and progress.

These concepts, digitization and digitalization, are foundational to modern DAL within the context of any educational institution, and must be integrated into the leadership approaches, where school operations systems like school data management software, personalized learning tools, and academic management software in the hands of educators go beyond traditional instructional and management practices.

DAL is essential for academic success, organizational efficiency, performance excellence, and learner satisfaction to keep up with the modern educational trends [20]. DAL emphasizes the convergence of leadership and technology highlighting the growing reliance on virtual

education, analytical tools, and digital interaction across higher education institutions worldwide. Without embracing DAL, educational leaders risk inefficiency and misalignment with modern advancements in education [21][23].

DAL being a fairly new concept in Moldova reveals digital leadership within academic demeanor referring to social change [5] incorporating digital technologies, web tools, digital media, artificial intelligence [1][3]. By effectively integrating the principles of digitization and digitalization into the leadership practices Moldovan academic leaders can foster innovation, improve decision-making, and ensure the higher education institutions to remain competitive on the global educational landscape.

It should be mentioned that digital leadership transcends beyond technology getting to a new level that is creating bonds between institutions and academic staff worldwide [4].

The aspects of DAL in the context of Moldova's higher education system are: leadership strategies, digital transformation promotion, openness to innovation, leadership responsibilities, technology awareness, sustainability (see Table 3).

Table 3. DAL Key Features in Moldova

DAL Components and Key references	Key features of DAL
Leadership strategies [6]	Monitoring digital transformation through a variety of strategies to influence team members and set direction.
Digital Transformation Promotion [4]	Encouraging active participation from students, teachers, and stakeholders in the digital transformation process.
Openness to Innovation and Adaptability [24]	The role demands a flexible and open mindset towards innovation.
Networking through Digital Platforms [25], [26]	Using digital platforms to boost social connections and networking opportunities for educational success.
Core responsibilities [8], [17]	1. Applying digital tools and platforms in education. 2. Guiding the transformation towards more digital ways of teaching and learning. 3. Supporting teachers' growth by using digital resources and tools. 4. Creating an atmosphere that encourages the use of technology for learning. 5. Demonstrating important abilities such as technical knowledge, leadership, and management skills.
Technology Adoption and Awareness [17]	Promoting the understanding and use of technology in education to help drive digital change.
Sustainability and Adaptability in Digital Shift	Learning how to adjust to digital changes in a way that is sustainable and has a lasting effect on Moldovan higher education.

5. Research Methodology

The research adopts a qualitative design to explore the role of Digital Academic Leadership in addressing key challenges within higher education. The study population in the research consists of institutional managers, teaching staff members from the Moldovan higher education institution who were interviewed to gain insights into their experiences and perspectives on critical areas such as the digitalization of instruction, innovation and technologies awareness, fostering international cooperation, community collaboration, motivating teaching staff to adopt digitalized practices and English language proficiency. The study also examines the leadership skills required for maintaining educational quality and facilitating student and teacher mobility offering a comprehensive understanding of how DAL shapes these dimensions in the context of Moldovan higher education.

6. Results

Digitalization of instruction is perceived as low as currently 60% of the teaching staff are not yet prepared to use technology effectively in the classroom lacking the necessary skills to integrate digital tools into instruction. Additionally, many are unprepared to incorporate these tools into curriculum design, which hinders progress in the digitalization of teaching methods and content. This makes the dimension of innovation the most vulnerable area as teachers are insufficiently prepared to handle novelty and integrate new technologies into their teaching and academic responsibilities. It directly influences partnership building tracing the area of improvement on roles, responsibilities, and expectations for all stakeholders. The effective communication facilitates the dialogue with potential partners, develops skills in negotiation, project management, and cross-cultural communication.

Another dimension is the motivation of the teaching staff to trigger the desire to change in professional advancement. Motivation depends directly on teachers' engagement and satisfaction in the context of professional development through digitalization leading to their overall well-being. A big step in this respect is being done through mentorship programs, training courses and workshops on learning digital tools and technologies, educational digital resources- all targeted to improve job performance. It is definitely the correct step taken by Moldovan DAL towards increasing educational quality.

For the dimension of international cooperation, teachers face significant challenges in international collaboration, one aspect of it is teaching mobility, primarily due to the lack of proficiency in the English language. Although substantial progress has been made through organized English language courses for academic staff, the issue still limits broader international engagement.

The connection between the university and the community remains underdeveloped. The Faculty is *not fully leveraging opportunities to create educational initiatives* and fail to foster collaboration that could bridge the gap between academic institutions and the community. Within the research there have been mentioned the strategies as: faculty members collaboration on grant applications, secure joint funding for research and academic initiatives between different foreign institutions, effective training and resources provided to support the involvement of faculty members in partnership-building activities.

7. Conclusion

DAL guides universities through the technological transition to improve educational quality. However, DAL in Moldova faces significant challenges such as digital inclusion, worldwide academic coordination and joint community action. The pedagogical team is not properly trained to incorporate technology into the teaching process, content design, project and partnership development.

International cooperation is an issue particularly due to limited proficiency in English. While language courses have helped, more efforts are needed to overcome this barrier. Additionally, academic collaboration between universities and local communities remains weak as faculty members do not fully utilize opportunities to develop research, teaching mobility and partnerships.

Innovation and technology is another area of concern due to the lack of advanced skills to effectively use new tools and approaches. To address this, professional development programs tailored for teachers' needs and DAL leaders are necessary to foster innovation and technology adaptation, and use. In the respect of building strong, sustainable partnerships also are required clear communication channels with predefined roles based on mutual trust. Motivation of the

faculty members is equally critical for improving education quality and for professional advancement and mental well-being.

In conclusion, the five dimensions of educational leadership such as institutional vision, raising awareness, adoption of a technological vision, collective collaboration, and addressing challenges are crucial for navigating the demands of digitization and digitalization. A strong and clear vision provides direction, while raising awareness ensures stakeholders understand and support transformative initiatives. Adopting a technological vision strengthens institutions' resilience and adaptability in dynamic educational landscapes. These dimensions empower DAL leaders to foster institutional growth, improve well-being climate, and achieve strategic objectives in the digital era.

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MANAGING ERASMUS+ EDUCATIONAL PROJECTS: TYPOLOGIES, GOVERNANCE AND SUCCESSFUL FACTORS IN EUROPEAN FUNDED INITIATIVES

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Abstract

Over the past four decades, European educational institutions have increasingly relied on projects as vehicles for curricular innovation, internationalisation, institutional development, and quality enhancement. Within this landscape, Erasmus+ (2021–2027) stands out as the European Union’s flagship programme for education and training. Yet, implementation has grown more demanding due to the diversification of actions, contrasting governance modes (centralised vs. decentralised management), and the mandatory mainstreaming of horizontal priorities (inclusion, digital transition, green sustainability, democratic participation). This article provides a comparative analysis of Erasmus+ educational project management across key typologies—KA1, KA2, KA3, and Jean Monnet—focusing on governance architectures, managerial requirements, and successful conditions. Methodologically, the study adopts a qualitative mixed design combining an integrative literature review with document analysis of Erasmus+ rules and selected mini-cases. The findings indicate that project performance is consistently shaped by: robust planning and control through work packages; formal change-control mechanisms to prevent scope creep; realistic allocation of resources and competencies, including critical “human skills” for consortium coordination; and evaluation frameworks that clearly distinguish deliverables (outputs) from educational and institutional effects (outcomes/impact). The article’s contribution lies in articulating an applied analytical framework that links project management fundamentals with Erasmus+ normative-operational specifics, offering actionable guidance for designing, implementing, and evaluating European-funded educational initiatives with sustainable impact.

Keywords: Erasmus+; educational project management; KA1–KA3; Jean Monnet; governance; critical success factors.

1. Introduction

Over the past four decades, European educational institutions have become increasingly reliant on project-based funding and initiatives as mechanisms for curricular innovation, internationalization, institutional development, and quality enhancement. Within this context, the Erasmus+ programme stands out as the European Union’s principal instrument for education, training, youth, and sport for the 2021–2027 period, oriented toward participants’ personal and professional development and toward the modernization of organizations, with an explicit ambition to foster societies that are “more inclusive,” “greener,” and “more digitally prepared.” From a public policy perspective, Erasmus+ supports lifelong learning and contributes to social cohesion, innovation, and the strengthening of European identity and active citizenship. [1], [10].

The topicality of the research topic stems from a practical reality shaped by the implementation of Erasmus+ projects, which has become increasingly complex - both through the diversification of action types and governance arrangements (centralised versus decentralised management) and through the strengthened requirements to integrate horizontal priorities. The Erasmus+ Programme Guide explicitly states that all projects must incorporate cross-cutting dimensions such as inclusion and diversity, environmental sustainability, the digital transition, and participation in democratic life [1], [10]. Naturally, these orientations do not remain at the declarative level; they influence project design, implementation, reporting, and impact evaluation. Moreover, for certain actions, Erasmus+ formulates concrete managerial expectations regarding the structuring of projects into work packages (including a dedicated project management package with functions such as monitoring, coordination, communication, evaluation, and risk management), thereby increasing the importance of governance and quality control in funded projects.

From a conceptual standpoint, the specialised literature characterises a “project” through temporariness, structured organisation, and results orientation. In the Republic of Moldova’s literature, the researcher Vasile Cucerescu defines a “project” as a set of interdependent activities carried out according to a plan, with the aim of achieving specific results within a predetermined time frame [1]. In the established tradition of the Project Management Institute, projects are temporary endeavours with a defined beginning and end, intended to generate value and involving uncertainty as well as the consumption of resources [2]. Within the same logic, project management is treated as a set of processes and practices through which projects are planned, executed, monitored, and controlled; moreover, educational research emphasises that project management methods can enhance educational programme content, optimise resources, and reduce risks in an increasingly “*projectised*” environment [2].

Consequently, Erasmus+ project management in education cannot be reduced to administrative compliance alone, as it requires alignment between objectives, governance arrangements, resources, deliverables, and impact—under constraints of time, budget, and quality, and within the additional demands of transnational coordination in consortium settings. This combination helps explain why, in practice, notable differences emerge in project performance: some initiatives succeed in generating durable institutional effects (e.g., curricula, services, and organisational practices), whereas others remain confined to “ticked-off” activities and outputs that are insufficiently adopted or institutionalised.

The object of study of this article is the management of Erasmus+-funded educational projects, examined comparatively across action typologies (KA1, KA2, KA3, and Jean Monnet), with a particular focus on governance logics and the mechanisms that underpin performance. The purpose of the research is to develop an integrated, practice-oriented understanding of how Erasmus+ project typologies shape managerial requirements, governance architectures, and critical success factors, thereby enabling educational institutions to design and implement high-impact initiatives aligned with the programme framework and horizontal priorities.

To achieve this purpose, the article pursues the following research objectives:

- a) to clarify the conceptual framework of “project” and “project management” in education, drawing on relevant definitions and approaches in the specialised literature;
- b) to describe the typology of Erasmus+ projects and their intervention logics in education (mobility, cooperation/innovation, systemic support/policy, and Jean Monnet excellence);
- c) to analyse governance and implementation implications (roles, work packages, quality and risk management), including the managerial expectations formulated within Erasmus+;

- d) to identify critical success factors and recurring errors in the management of Erasmus+ educational projects through a comparative reading across project types, with particular attention to the distinction between deliverables (*outputs*) and effects (*outcomes/impact*);
- e) to formulate an applied synthesis capable of guiding project design, implementation, and evaluation within educational institutions.

Overall, the article's contribution lies in articulating an analytical framework that connects the foundations of project management with the normative and operational specificity of Erasmus+, treating the programme not merely as a funding source, but as a governance mechanism and a driver of institutional modernisation in education.

2. Research Methodology

The study was designed as qualitative research with a mixed design, combining an integrative literature review with documentary analysis of the Erasmus+ programme and illustrative mini case studies. This methodological choice enables both the synthesis of scholarly knowledge on educational project management and the grounding of the discussion in the concrete rules and practices governing European Commission-funded initiatives.

First, we conducted an integrative review of relevant literature on project management in education and on the factors that condition project success. The review followed transparent and replicable steps, including clarifying the analytical objectives, identifying relevant literature, extracting data, assessing study quality, synthesising evidence, and interpreting results. Source selection relied on title/abstract screening followed by full-text assessment (where available), based on explicit inclusion/exclusion criteria.

Priority was given to peer-reviewed studies that were thematically and methodologically relevant and published within a recent time frame, while non-scholarly materials (editorials, commentaries, texts lacking an empirical basis) were excluded. *Second*, prior to integrating studies into the analysis, we assessed their methodological robustness and applied a minimum quality threshold: only studies aligned with the research topic were retained in the references, and irrelevant works were excluded. This selection reduced the risk that findings on Erasmus+ educational project management would rely on methodologically weak or insufficiently substantiated research.

The analytical focus on Erasmus+ educational project management encompasses consortium governance, planning and control, quality assurance, risk management, dissemination and exploitation of results, and sustainability.

3. Theoretical Foundations of Educational Project Management

In the specialised literature, the term *project* is commonly characterised by temporariness, structured organisation, and a results-oriented rationale. For instance, Vasile Cucerescu conceptualises a *project* as a set of interdependent activities implemented according to a plan, with the aim of achieving specific results within a determined time period [1]. In a similar operational logic, James Lewis defines a *project* as a set of actions carried out over a defined time interval, with clearly delineated start and end points, a well-specified purpose, an allocated budget, and a predetermined level of results [1]. In the widely accepted understanding promoted by the Project Management Institute (PMI), a project is a temporary endeavour initiated to produce a unique result—whether a product, a service, or a tangible achievement [2].

Within this framework, *project management* may be defined as a leadership and governance approach that organises tasks, resources, and processes so that objectives are achieved under

constraints (time, cost, resources, and quality). In Romanian-language sources, *project management* is defined as the planning, organisation, and management/control of tasks and resources in order to attain an objective under constraints of time, resources, and costs [1].

According to the international standard SR ISO 10006:2005, *project management* is defined as a set of coordinated and controlled activities, with defined start and end dates, undertaken to achieve an objective in accordance with specific requirements, including constraints related to time, cost, and resources. A single project may form part of a broader project structure. In some projects, objectives are refined and product characteristics are progressively defined as the project advances [3]. A more comprehensive definition—particularly useful for funded projects and consortium-based initiatives, where governance is essential—is provided by SR 13465:2007: *project management* entails not only planning, organising, monitoring, and controlling, but also the management and leadership of those involved, in order to achieve objectives under agreed conditions regarding time, cost, scope, and performance/quality [4].

In recent literature on education, Angela Marie Even [2] synthesises the same idea in an applied formulation: *project management* brings together the processes, practices, methods, and frameworks used to ensure project success through planning, execution, monitoring, and control; and projects are temporary endeavours, with a beginning and an end, that consume resources and involve uncertainty [2]. For European projects—including educational ones—the literature adds a decisive aspect: in practice, *project management* is the coordination of a collective effort. Thus, Dumitru Oprea defines a *project* as an idea aimed at improving an existing state of affairs, and *project management* as the process of coordinating the team in order to plan and lead activities within predetermined deadlines, explicitly emphasising that it is “a team process” [5].

In education, the specific nature of projects derives from the character of their deliverables (curricula, educational resources, training activities, mobility schemes, support services, digital tools), from the multiplicity of actors involved (direct and indirect beneficiaries, institutions, professional communities, public authorities), and from compliance constraints (funding rules, reporting requirements, ethics, data protection, procurement). This, in turn, generates the need for a conceptualisation that combines a managerial logic (*planning–implementation–monitoring–learning*) with a pedagogical logic (institutional change, the quality of learning processes, equity, and impact).

A particularly useful reference point for the theoretical grounding of educational project management is the Project Management Body of Knowledge (PMBOK) - type approach, widely applied in complex projects and adaptable to the institutional context of universities and schools. In an applied synthesis, five process groups are typically distinguished (initiating, planning, executing, monitoring/controlling, and closing), alongside nine classical knowledge areas (integration, scope, time, cost, quality, human resources, communication, risk, and procurement) [6]. For Erasmus+ projects in education, this framework has explanatory value for at least three reasons: (1) it enables a clear distinction between deliverables (*outputs*) and effects (*outcomes/impact*); (2) it makes visible the role of governance (integration, communication, quality, risk) in consortium-based projects; and (3) it supports a distinctly “European” reading of the project, in which dissemination, results exploitation, and sustainability are treated as managerial functions rather than peripheral activities.

Current research on project manager competencies suggest that project performance depends on a complementary set of abilities: (1) leadership competencies (initiative, adaptability to change, influence, team development), (2) administrative competencies (planning, priority setting, reporting, contract management), and (3) technical competencies (methods, tools, operational coordination [2]. In Erasmus+ educational projects, this triad is further intensified by three specific features: (a) *transnational interdependence* (coordination among institutions

with different routines and organisational cultures); (b) *stakeholder plurality* (beneficiaries, partners, national agencies, professional communities); and (c) *an orientation toward institutional change* (new capacities, procedures, curricula, networks, services). Consequently, the literature argues that the project team's managerial "maturity" becomes a condition for achieving substantive results, particularly when a project aims at transformation rather than merely discrete activities.

An important strand of contemporary literature conceptualises projects as "agents of change", capable of mobilising innovation, organisational adaptation, and responses to societal challenges. A manifesto published in *European Management Review* highlights the maturation of project management research and the need for interdisciplinary dialogue, arguing that projects represent analytically relevant units for understanding organisational transformations and "grand challenges" (from sustainability to crises) [7].

Within the field of European educational policy, the literature emphasises that reforms and "integration projects" (for example, the Bologna Process) function as mechanisms of convergence and modernisation, shaped by broader economic and social dynamics. A sociological analysis of "globalist" educational projects in Europe (global education, dual education, the Bologna Process) explicitly demonstrates the link between such initiatives and the processes of European integration and globalisation, as well as their effects on educational reforms [8]. This perspective legitimises the treatment of Erasmus+ projects not merely as funding instruments, but as mechanisms of soft governance that accelerate institutional convergence, curricular innovation, and capacity development.

In the literature on educational project management, *governance* is understood as the architecture of decision-making and accountability (roles, rules, communication flows, and quality mechanisms) that ensures coherence between objectives, resources, and results. In Erasmus+ consortium-based projects, governance is operationalised through deliverables planning, partner coordination, quality control, monitoring, risk management, as well as dissemination and evaluation.

The Erasmus+ programme explicitly emphasises the importance of implementation mechanisms (organisation, dissemination, tools for monitoring progress, and quality assurance measures), which may be treated as "proxies" for effective project governance (Even, 2024). At the same time, the PMBOK methodological literature (also applied in educational and institutional contexts) identifies key determinants of performance such as integration (decision coherence), communication (alignment and transparency), risk (anticipation and response), quality (standards and control), and procurement (compliance)—all of which are particularly relevant in funded projects [6].

From a competency-development perspective, studies on how project management is taught and learned in universities indicate that educational projects - especially those financed through external sources - cannot rely on "technical" expertise alone, but also require general, highly transferable skills: realistic planning, teamwork, communication and leadership, as well as the capacity for critical reflection on working practices. For this reason, an increasing interest can be observed in structured and consistent project management training [9]. At the level of educational implementation, a recent analysis argues for the applicability of project management methods in the education sector and concludes that the development of managerial competencies (through training programmes and institutional support) is correlated with project success and is shaped by factors such as teaching style, communication, and assessment practices [2]. In our view, European educational projects are more likely to succeed when institutions possess both organisational capacity (procedures, staff, tools) and relational capital (networks, partnerships, and professional communities).

4. Typology of Erasmus+ Projects and Managerial Implications

Erasmus+ is the European Union's programme for education, training, youth, and sport, aimed at fostering personal and professional development as well as institutional modernisation. From a governance perspective, the Erasmus+ Programme Guide serves not only an informative function but also constitutes an integral part of the annual Call (e.g., the 2026 Call) and sets out the mandatory framework for eligibility, quality, and funding. The programme combines centrally managed actions (through European Education and Culture Executive Agency (EACEA) with decentralised actions (through national authorities), which generates significant managerial differences across the project life cycle (contracting, reporting, controls, and timelines) [10]. From a managerial standpoint, the architecture of Erasmus+ projects requires compliance with a core principle: project design must be simultaneously "anchored" in (a) the objectives of the relevant actions, (b) the programme's horizontal priorities, and (c) the implementation and funding rules set out in the Guide, which are subsequently used to assess and monitor overall coherence.

4.1. KA1 – Learning Mobility of Individuals: Expected Results and Operational Specificities.

Within the Erasmus+ programme, the KA1 project - entitled Learning Mobility of Individuals - funds initiatives through which higher education, vocational training, and youth institutions create mobility opportunities (study periods, traineeships, training activities), targeting effects at individual, institutional, and systemic levels alike. Under the logic of Key Action 1, the expected results include: the development of participants' competencies and professional profiles; increased attractiveness of programmes and educational opportunities; improved recognition/validation of learning outcomes acquired abroad; and the modernisation of organisations (new practices, professionalisation, synergies, and strategic planning for staff development). Over the longer term, the Erasmus+ Programme Guide anticipates cumulative effects on national education and training systems by stimulating reforms and attracting additional resources for mobility.

In higher education, KA1 operates within a relatively standardised framework. Regarding eligible activities for students, the Erasmus+ Programme Guide specifies: (1) study periods at a partner institution, which must be integrated into the degree programme; and (2) traineeships in relevant organisations (companies, institutes, laboratories, etc.), including for recent graduates. Mobility may combine study and traineeship components in order to generate synergies between academic and professional experience, while workload is typically aligned with ECTS benchmarks (e.g., 60 credits per academic year within the European Higher Education Area).

A key operational element is the traceability of learning outcomes and supporting documentation. For individual mobilities, prior to the activity, the sending institution, the host institution, and the participant agree on a Learning Agreement (or an equivalent document) specifying the intended learning outcomes; after the mobility, the achieved outcomes must be recognised through the issuance of a Europass mobility document (or an equivalent), and the beneficiary retains a copy as proof of completion. In certain cases, the national agency may also require a grant agreement with the participant as part of the supporting documentation.

At the institutional level, participation in Erasmus+ academic mobility in higher education is structured through the ECHE (Erasmus Charter for Higher Education), defined as an accreditation that enables eligible institutions to apply and participate in mobility and cooperation. Moreover, the Erasmus+ Programme Guide explicitly sets out governance and administrative ethics obligations: mobility is implemented on the basis of inter-institutional

agreements; participant selection and grant allocation must be equitable, transparent, consistent, and properly documented; the host institution must not charge tuition fees to participants; and academic recognition must be ensured in accordance with the agreements and mobility documents [10].

From a project management perspective, KA1 tends to be “procedural” and rule-based: performance is strongly linked to compliance with standards, documentation requirements, and administrative workflows (*before – during - after mobility*). Accordingly, the critical managerial competencies relate to:

1. *Planning mobility flows* - academic calendar alignment, mobility windows, selection, preparation, recognition, and reintegration (operationalising obligations set out in agreements and documenting learning outcomes).
2. *A robust support system* - information provision, counselling/mentoring, linguistic support, and inclusion measures (where activated by the project), so that academic mobility matches participants’ real learning and development needs.
3. *Compliance and audit readiness* - document traceability (Learning Agreements, proofs of completion, recognition documents), archiving, and internal control, in order to reduce the risk of ineligible costs and financial corrections.

4.2. KA2 – “Cooperation among Organisations and Institutions”.

Within the Erasmus+ programme, KA2 (Cooperation among organisations and institutions) encompasses the set of actions in which added value derives primarily from institutional cooperation and from consortia’s capacity to generate sustainable change: the development, transfer and/or implementation of innovative practices, as well as joint initiatives that foster collaboration, mutual learning, and the exchange of experience. Unlike KA1 - which is centred on mobility flows and individual-level results - KA2 is oriented toward institutional and/or systemic outcomes, and the typical “product” of a project consists of a package of deliverables and transfer mechanisms (methodologies, curricula, digital tools, quality frameworks, service models, etc.) designed for use beyond the end of funding.

From a typological perspective, KA2 comprises several sub-categories, each with a distinct managerial logic: *partnerships for cooperation*, *partnerships for excellence*, *partnerships for innovation*, and *capacity-building projects* (in addition to not-for-profit sport events).

Within partnerships for cooperation, KA2 projects explicitly aim to improve the quality of participating organisations’ activities, build and consolidate networks, increase the capacity to operate transnationally and cross-sectorally, and generate transformations that produce improvements and new approaches in the targeted field. A key operational element - directly affecting planning—is the expectation that results will be reusable, transferable, and updatable, with dissemination planned at local/regional/national/transnational levels. For organisations with more limited administrative capacity or those new to the programme, small-scale partnerships reduce entry barriers through smaller grants, shorter durations, and proportionate administrative requirements.

In *partnerships for innovation*, the emphasis shifts from “local” innovation to *European systemic impact*, enabled by the possibility to implement results at European scale and/or transfer them across different thematic or geographical contexts.

A central component of KA2 is the *Alliances for Innovation*, aimed at strengthening Europe’s innovation capacity by promoting cooperation and knowledge flows between higher education, vocational education and training, and the socio-economic environment (including research), as well as by designing new study programmes and addressing the skills–demand gap in the labour market. Operationally, such projects tend to be structured and results-based,

with jointly assumed objectives and expectations regarding the use of European instruments (e.g., the EQF, ESCO, Europass) and the leveraging of existing collaboration platforms.

For consortia that include non-associated third countries (such as the Republic of Moldova), *Capacity Building in Higher Education (CBHE)* follows a distinct logic: international cooperation projects implemented through multilateral partnerships, whose activities and results must benefit higher education institutions and systems in eligible non-associated third countries by supporting relevance, quality, modernisation, and adaptive capacity (in line with the SDGs and the Paris Agreement). In such projects, management inevitably includes an additional dimension of alignment with broader policy priorities and external cooperation agendas.

The managerial implications follow directly from this typology. In KA2 projects, the “core” of project management lies in consortium governance and deliverables control: the clear definition of roles and decision-making mechanisms; a demanding *development – piloting – validation timeline*; robust quality standards; and a dissemination/exploitation plan that is coherent with the requirement of result transferability. Moreover, because the Erasmus+ Programme Guide forms an integral part of the call for proposals and sets the conditions for participation and funding – thus functioning as a normative working document for the project (rather than merely an informational source) – it necessitates rigorous administrative and financial compliance control throughout implementation. In our view, Erasmus+ educational projects simultaneously require *technical competencies* (planning, execution, monitoring/control) and *transferable competencies* (collaboration, leadership, and reflective practice), precisely because success depends on coordinating actors and embedding results within organisations.

4.3. KA3 – Support to Policy Development and Cooperation.

Within the Erasmus+ programme, KA3 represents the strand through which the programme moves beyond the logic of discrete interventions (mobility flows, educational deliverables) and focuses instead on system-level modernisation and reform. The Erasmus+ Programme Guide explicitly states that KA3 “provides support for policy development and policy cooperation”, contributing both to the implementation of existing policies and to the design of new policies capable of triggering modernisation and reforms in education, training, youth, and sport. Consequently, the typical “product” of KA3 is neither a set of mobility activities (as in KA1) nor a portfolio of transferable educational deliverables (as in KA2), but rather mechanisms, instruments, and evidence that support governance and public change. Operationally, KA3 includes actions oriented toward: (i) preparing and supporting the implementation of the EU agenda in the relevant fields, including by facilitating governance and the functioning of open methods of coordination; (ii) European policy experimentation led by high-level public authorities, involving multi-country field studies and robust evaluation methods; and (iii) the collection and analysis of evidence on systems and policies in order to facilitate evidence-informed policymaking. This methodological core (governance + experimentation + evidence) underscores that KA3 functions as an instrument of institutional learning and progressive harmonisation among states around shared objectives and standards.

A distinctive feature for practitioners concerns the mode of implementation. KA3 covers “many other actions” supporting policy reform, delivered either directly by the European Commission or through specific calls managed by EACEA, with actions grouped under directions such as support for policy development, policy dialogue with stakeholders and international organisations, cooperation with other EU instruments, and dissemination/awareness raising. In addition, the Erasmus+ Programme Guide indicates that,

through the present guide, the action “European Youth Together” is explicitly implemented and managed by EACEA, while other KA3 components are delivered through dedicated instruments and targeted calls [10].

For practitioners, this means that KA3 projects often operate under a more centralised governance logic, with heightened requirements regarding alignment with the EU agenda, transnational comparability, and evaluation robustness. Because KA3 outputs are frequently “systemic” (institutional capacity, governance mechanisms, recommendations, pilots), project management acquires a profile closer to change management and policy project management:

- *Advanced stakeholder management and multilateral governance.* KA3 projects entail structured interactions with public authorities, agencies, professional networks, and sometimes international organisations. Success depends on the quality of the governance architecture (mandates, roles, coordination channels, validation mechanisms) and on the project’s capacity to sustain an “implementation coalition” throughout the policy cycle (agenda-setting–formulation–piloting–adoption–implementation). This logic is directly reflected in the action’s orientation toward governance and open methods of coordination.

- *The evidence–decision link (evidence-informed policymaking) becomes a central deliverable.* KA3 explicitly includes evidence collection and analysis through statistical surveys, EU/international-level studies, and thematic expertise, which requires data protocols, quality criteria, and mechanisms for comparative interpretation. In practical terms, the project must produce not merely “information,” but decision-relevant evidence: syntheses, scenarios, operationalisable recommendations, and implementation tools.

- *Monitoring and evaluation (M&E) are core, not ancillary.* Since KA3 supports “policy experimentations” grounded in robust evaluation methods, management must embed an M&E framework from the outset (indicators, evaluation design, validity criteria, feedback mechanisms). Without such a framework, the project risks remaining declarative, unable to demonstrate effects or justify the scaling of interventions.

- *A specific risk profile* - contextual dependence and institutional volatility. Unlike KA1/KA2 - where risks are often operational (timelines, deliverables, mobility flows) - KA3’s critical risks are political and institutional: shifting priorities, staff turnover, competence constraints, and low acceptance of reform. Therefore, tools such as context analysis, a policy communication plan, and mechanisms for institutional ownership become necessary managerial artefacts, even when not formally required.

Overall, KA3 can be understood as an action in which “performance” is measured by the project’s capacity to transform cooperation into functional governance and evidence into decision-making, generating durable effects on institutions and systems. This orientation is explicit in the Programme Guide’s formulations on support for reforms, governance, experimentation, and evidence collection.

4.4. Jean Monnet Actions.

Within the Erasmus+ programme, the Jean Monnet Actions constitute a distinct funding line, primarily oriented toward teaching and research in European Union studies, while also promoting public dialogue and societal outreach; they are managed by the European Education and Culture Executive Agency (EACEA). Explicitly, Jean Monnet interventions aim not only at academic excellence, but also at strengthening active European citizenship and the EU’s fundamental values, as well as bringing EU-related knowledge closer to wider audiences, including beyond the university environment. Moreover, the Programme Guide underscores the Jean Monnet Actions’ role as a vector of public diplomacy in relations with third countries,

enhancing the European Union's visibility and promoting European values (including diversity and inclusion).

Jean Monnet Modules are designed as short-duration teaching programmes/courses in EU studies delivered within a higher education institution, with a minimum duration of 40 hours per academic year over three years. From a curricular perspective, modules may be mono-disciplinary or multidisciplinary, can involve multiple teachers/experts, and may also take the form of summer schools or specialised short programmes. From a managerial standpoint, this format requires rigorous instructional design (teaching plan, intended learning outcomes, assessment), alongside a coherent “package” of visibility and knowledge-transfer activities, since beneficiaries are expected to ensure openness toward the public and institutional stakeholders.

Jean Monnet Chairs are dedicated teaching posts (also over three years), held by a single chairholder who delivers a minimum of 90 teaching hours per academic year, and who may be supported by a team to expand and consolidate activities (including additional teaching). From the perspective of academic governance, a Chair functions as a “hub” of expertise, expected to combine teaching with the production of relevant knowledge and with dialogue beyond academia (including policymakers and civil society), pursuing impact that goes beyond the classroom.

Jean Monnet Centres of Excellence are defined as focal points of competence and knowledge that bring together high-level expertise to create synergies across disciplines, develop transnational activities, and ensure openness toward civil society. Operationally, centres play an “interface” role: they communicate not only with the academic community, but also with students from faculties that do not typically address EU topics, as well as with decision-makers, civil servants, NGOs, and the wider public. This positioning raises managerial expectations related to stakeholder planning, dissemination, and sustainability, as the “product” of a Centre is typically a portfolio of results: joint activities, events, knowledge outputs, and cooperation mechanisms.

According to the Erasmus+ Programme Guide, Jean Monnet funding is explicitly structured under a lump-sum logic, with an emphasis on results and coherent activity design. For Jean Monnet Modules and Chairs, applicants request a predetermined lump-sum amount—country-related and reflecting the total number of teaching hours over the three-year period. The central managerial implication is that the project design must clearly “close the loop” between: (1) the committed teaching volume, (2) complementary activities (events/dissemination), and (3) measurable indicators.

For Jean Monnet Centres of Excellence, funding is also provided as a lump sum; however, the amount is established for each grant on the basis of the estimated budget, the evaluation outcome, and the applicable ceiling, with a maximum contribution of EUR 100,000 per project. Procedurally, the applicant must present a detailed budget structured by work packages (e.g., “project management,” “training,” “events,” “communication and dissemination,” “quality assurance,” etc.) and describe the activities associated with each package. Overall, this architecture reflects a management philosophy in which the “centre of gravity” lies in: (1) specifying results (teaching hours, educational products, events, scholarly outputs), (2) ensuring quality and openness toward society (activities involving policy-makers and the public), and (3) realistic calendar planning aligned with the academic year and human resources. Notably, the Erasmus+ Programme Guide requires beneficiaries (Modules/Chairs/Centres) to organise extracurricular activities and events for policy-makers, civil servants, civil society, and the general public.

5. Results of Implementing European Educational Projects

In our view, the success of Erasmus+ European projects in education does not depend solely on “procedural compliance,” but rather on a relatively stable set of critical factors whose practical expression varies by action type (KA1/KA2/KA3/Jean Monnet). The most frequent recurring shortcomings in European educational projects include incomplete planning, informal adaptation to change, underestimation of resources, and an evaluation approach focused primarily on outputs, without adequately evidencing educational or institutional effects.

A significant finding of the review is that high-performing European projects typically articulate a clear *scope baseline*, translated into a verifiable work architecture: a Work Breakdown Structure (WBS) and work packages, with defined dependencies, milestones, and acceptance criteria. In the established terminology of the Project Management Institute, a Work Breakdown Structure is a “deliverable-oriented hierarchical decomposition” of the work required to achieve project objectives and produce deliverables, serving as the foundation for controlling the entire project scope [2].

Building on the comparative analysis, we outline the essential specificities of Erasmus+ projects in education:

- **KA1.** Outputs are relatively easy to quantify (number of mobilities, required documents), whereas outcomes (competence development, intercultural learning, employability) require mixed instruments (pre/post questionnaires, reflective accounts, portfolios, host-organisation feedback). A recurrent error is to report the “number of mobilities” as a proxy for impact.
- **KA2.** Outputs consist of tangible products (curricula, toolkits, platforms), yet the real benefit lies in adoption and institutionalisation. Critical factors include usage indicators (who uses the outputs, how, and within which policies/courses they are embedded) and evidence of transfer. A recurrent error is to treat “deliverable completed” as sufficient, without proof of use and without a credible exploitation plan.
- **KA3.** Results are systemic in nature (mechanisms, endorsed recommendations, scaled pilots). The critical factor is a monitoring and evaluation (M&E) framework capable of tracing the project’s contribution to change. A recurrent error is to produce recommendations without institutional ownership and without validation.
- **Jean Monnet Actions.** Deliverables can be tracked rigorously (teaching hours, events, publications), but impact requires monitoring audiences and changes in knowledge and attitudes. A recurrent error is to deliver a high volume of activities without measuring quality and effects on target groups.

6. Integrating Erasmus+ Horizontal Priorities as a Cross-cutting Requirement

The results of implementing European projects in the field of education indicate that horizontal priorities are not a “decorative chapter”, but a transversal requirement that shapes both project design and reporting. The European Commission identifies four priorities for 2021–2027: (1) inclusion and diversity; (2) digital transformation, the environment, and tackling climate change; (3) participation in democratic life; and (4) shared values and civic engagement [11].

7. Conclusions

The present research confirms that the management of Erasmus+-funded educational projects cannot be reduced to administrative compliance; rather, it constitutes a governance

framework that aligns objectives, resources, deliverables, and impact within an environment characterised by constraints (time–cost–quality) and transnational interdependencies. In relation to the objectives formulated in the Introduction, the conclusions can be synthesised as follows:

(a) *Clarifying the conceptual framework.* The reviewed literature supports the view that a *project* is a temporary, structured, results-oriented endeavour, while *project management* refers to the set of processes through which resources are planned, coordinated, and controlled in order to achieve agreed objectives. In the educational field, this definition acquires an additional specificity: deliverables are often “intangible” (curricula, competencies, educational services), and success depends on a combination of technical competencies and transferable skills (leadership, collaboration, communication), since projects are, in practice, implemented as collective efforts.

(b) *Erasmus+ project typology and intervention logic.* The comparative analysis shows that the Erasmus+ typology generates differentiated managerial requirements:

- KA1 is dominated by a procedural, standardised logic in which performance depends on flow planning and documentary traceability; real impact must be evidenced beyond mobility counts (the outputs–outcomes distinction).

- KA2 is centred on cooperation and transferable results; here the “product” is not the activity itself, but the adopted deliverable (curricula, methodologies, tools), and success is measured through use, institutional embedding, and post-project sustainability.

- KA3 operates within a reform and systemic-learning logic; management becomes policy-oriented, with an emphasis on stakeholders, consensus-building, evidence, and robust monitoring and evaluation mechanisms.

- Jean Monnet functions as a distinct type, oriented toward academic excellence and openness to the public (including a public diplomacy dimension), predominantly financed through lump sums—shifting the centre of gravity toward measurable results (teaching hours, events, outputs) and the quality of impact.

(c) *Governance and implementation implications.* The findings indicate that high-performing projects display “visible” and functional governance: clearly defined roles, decision-making mechanisms, coherent work packages, quality control, risk management, and an internal communication system that reduces asymmetries among partners. At the same time, the distinction between centralised and decentralised management amplifies the need for managerial discipline: in any configuration, the Erasmus+ Programme Guide functions as a normative project document, and implementation must be designed from the outset as an auditable process (processes, evidence, justifications, lessons learned).

(d) *Critical success factors and recurring errors.* Across project types, four critical factors recur consistently: (1) planning and control grounded in work decomposition (WBS/work packages), dependencies, and a realistic timeline; (2) formally managed change (preventing *scope creep* through change-control procedures); (3) resources and competencies—balanced task allocation within the consortium and the valorisation of “human skills” for coordination; and (4) impact-oriented evaluation through indicators that distinguish outputs (deliverables) from outcomes (educational/organisational effects). The recurring errors confirmed by the analysis include incomplete planning, informal adaptation to change, underestimation of resources (especially administrative workload and academic time), evaluation reduced to counting activities, and superficial integration of horizontal priorities. In practice, projects rarely fail for a single reason; more often, they accumulate “micro-deficits” of governance that, toward the end of implementation, translate into delays, weak deliverables, and limited impact.

(e) *An applied synthesis for educational institutions.* The article’s main contribution is the proposal of an integrated reading: the Erasmus+ typology should be translated into minimal

sets of managerial artefacts and practices tailored to each action. Operationally, institutions can increase the probability of success by: (1) standardising tools (templates for work packages, RACI/role matrices, risk registers, quality plans, dissemination/exploitation plans, change logs); (2) strengthening internal capacity (training, mentoring, stable teams, a “project office” function); (3) designing evaluation from the proposal stage, with indicators for the use and institutionalisation of results; and (4) integrating horizontal priorities as cross-cutting design requirements rather than as “end-of-project” reporting elements.

Overall, the general conclusion is that an institution’s managerial maturity (procedures, people, tools, and a culture of collaboration) is the condition that transforms Erasmus+ funding from a set of eligible activities into a mechanism of institutional modernisation with durable effects.

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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 Gjirokastrë 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

1. Introduction

The digital transformation of higher education institutions has entered its most critical phase over the past decade, as universities worldwide face the need to modernize their communication, administrative processes, and community engagement. New technologies, social media, and demands for institutional transparency have changed the way universities interact with their public and build their public identity. Today's university communication is no longer linear, hierarchical or exclusive; it is multi-channel, interactive, narrative, and shaped by the expectations of an increasingly critical and informed digital audience [1], [2].

In this new reality, small universities, and especially those operating in less central cities, face significant challenges. They usually face the lack of budget for communication, reduced staff, lack of trained specialists in digital communication, partial technological infrastructure or difficulty in adopting new practices.

Despite these limitations, small universities are often organizations with great narrative potential: they have more tangible human histories, strong communities, deeper local identities, and can be much more authentic than large institutions [3]. For this reason, the strategic use of social media to position itself on the academic scene becomes not just an option, but a necessity.

Today, social media is one of the most powerful means of institutional communication. For universities, it serves as the main tool of presenting student life, promoting academic programs, strengthening relations with alumni, creating an academic community, but also for recruiting students, in addition to public transparency during institutional processes and visual documentation of events.

International studies clearly show that universities that use Instagram, Facebook, LinkedIn and TikTok efficiently achieve: increased enrollment, public confidence, and better institutional reputation building [4], [5], [6].

In this global and regional context, “Eqrem Çabej” University of Gjirokastra represents a particularly interesting case study. Located in a historic city protected by UNESCO, with a small student count and dedicated academic staff, UGJ has begun in recent years to build a strong presence on social networks. Without a dedicated marketing budget, nor a large communication staff and under the conditions of a small regional institution, the UGJ has achieved impressive results: increased interaction, increased views, increased followers and increased public visibility.

Preliminary data analysis clearly shows that 2025 was the strongest digital year of the UGJ.

- On Facebook, the university has reached over **400 thousand reach** in the period January – November 2025 alone.
- On Instagram, during the period August – November, **741,562 total views** were generated, of which **55.8%** come from non-followers.
- Strongest posts reach **47,000 – 40,000 views**.
- The months of September and October show the peak of digital activity, confirming the strong connection between communication and the academic cycle.

This article aims to analyze exactly this transformation: *how a small university with minimal resources manages to create a powerful digital presence through wise institutional communication strategies*.

In the following parts we will develop:

- Digital transformation theory in higher education,
- The methodology used in our analysis,
- Detailed FB & IG results,
- Their interpretation according to literature,
- Realistic strategic recommendations for small universities

2. Theoretical Background

Transformed into one of the most studied topics of recent years, the digital transformation in higher education is not only related to the integration of new technologies, but also to the change of organizational culture, the improvement of communication processes, and the construction of a new institutional identity that is compatible with the requirements of the digital age [1]. Universities, regardless of size, are institutions that interweave tradition with innovation, and precisely for this reason, the challenge of digital transformation essentially affects structures, roles, processes, and the way of interaction with their academic community.

2.1. Digital Transformation in Higher Education

According to Antonopoulou [1], digital transformation at the university focuses on three main areas:

1. *Technological infrastructure*
2. *Transformation of teaching and learning*
3. *Transformation of institutional communication*

In this study, our focus is on the third aspect: *institutional communication*, which includes how the university builds relationships with its internal and external public, how it constructs its institutional image and identity, and how it positions itself within the competitive landscape of higher education. Studies by Fernández et al. [4] show that many small or medium-sized

universities in Europe raise the weight of digital transformation in communication, because it shows the fastest, most visible, and lowest impact on costs. Digital communication can be areas where small universities create competitive advantages that large institutions do not have: originality (authenticity), human proximity, and community history.

Ndaba [3] argues that small universities face deep structural constraints such as: lack of budgets, lack of professional staff, and lack of long-term strategic plans, but despite this, social media can serve as the most powerful tool to offset these shortcomings.

2.2. Social Media and Institutional Communication

The role of social media in higher education has evolved in recent years, moving from just a notification channel to a multifunctional platform that serves for:

- the presentation of student life,
- community creation,
- reputation building,
- recruitment of new students,
- academic marketing,
- representation of institutional values,
- development of visual identity,
- the inclusion of alumni.

International literature [5]- [8] qualifies social media as “the university's leading reputation platform” and argues that visualization is the element that makes the main difference in new audiences. Instagram, in particular, is seen as the most effective platform for young people 17 – 24 years old, while Facebook works best for parents, the local community, institutional announcements, and large activities. TikTok is growing tremendously but requires staff and other planning. LinkedIn is described in the literature as an elite platform of academic reputation, and many studies [1], [4] see it as essential for universities that want to strengthen their academic image and international collaborations.

2.3. Dialogical Communication and Audience Engagement

Dialogic Communication [9] is the concept that is often used in the institutional communication literature and means: two-way interaction, virtual community creation, involvement of students in content production, open and non-hierarchical communication.

In small universities, this approach is even more important because they depend on community building as a form of identity. Audience engagement, according to Brandwatch, is the best indicator of the success of institutional communication. It is measured by: likes, comments, shares, saves, views, clicks, content recreations.

In the articles of Concept3D [5] and Emplifi [6], engagement is directly related to: authentic content, human presence, short video (reels), microstory, and the presentation of campus culture.

2.4. Advantages and Disadvantages of Small Universities

Small universities, according to literature [3], have their own advantages and disadvantages in the world of digital communication.

Advantages. A small community offers a higher chance for genuine stories, while professors alongside students foster more human relationships. It provides great narrative flexibility and higher authenticity compared to large universities that operate as corporations.

Disadvantages. Limited communication staff with a minimum or zero budget, lack of consistency, lack of professional training, and lack of an annual communication plan.

Therefore, the role of communication becomes even more critical.

2.5. The Case of UGJ in this Context

Based on the above literature, UGJ matches the challenges of small universities as an institution with limited resources. Its advantage is having a strong local community and originality in creating content, while facing the need to build a digital identity through human content. Data on UGJ match 100% with international literature: reels = highest performance (compliant with [6]; students at the center = maximum commitment [8]; academic content performs well = specific to small community universities [3]; non-followers dominate views = audience growth [5].

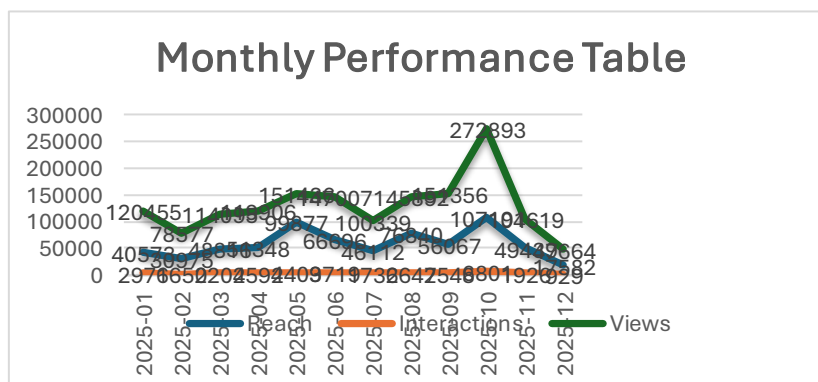
3. Methodology

The methodological approach of this study is built on the logic of combined methods (mixed-methods), which integrate quantitative and qualitative analysis. This choice is adapted to the nature of the research, as institutional communication on social media cannot be understood only by numbers, but requires narrative, contextual, and semiotic interpretation. As noted in the studies of Fernández et al. [4] and the Social News Desk [8], performance analysis in small universities should include two inseparable dimensions: (1) what the data show, and (2) what they mean in the context of the institution.

3.1. Data Sources

Facebook Insights (January – November 2025)

The quantitative share of data for Facebook is taken from the official export of “Page Activity Daily Breakdown” for the period January 1, 2025 – November 20, 2025. The data contains: Daily Reach (Coverage); Interactions (Interactions); Views (Total views); Reactions; Comments; Shares; Net followers; Dates (documented in daily format) The data is structured for each day and processed through monthly aggregation, creating a clear picture of seasonal performance.



Facebook Performance

3.2. Instagram Insights (August – November 2025)

For Instagram, the data is provided through screenshots of Instagram Insights of the official profile of the UGJ. They include: Total views (90 days): 741,562; Accounts reached: 17,961; Percent non-followers: 55.8%; Profile actions: 9,709; Monthly views: September (204K), October (334K), November (~103K); *Top-performing posts this year*: Student testimonial – 47,411 views; Professor Emeritus – 40,537 views; Student taking notes (registration process) – 36,660 views; Lecture podium – 36,327 views; Academic info posts – 25,000 – 26,000 views. This data is sufficient to create a solid analysis of trends and content performance.

3.3. Analysis Techniques

Quantitative analysis of Facebook

The dataset exported by Facebook was analyzed through these steps: Convert dates to a workable format; Monthly data aggregation: *Monthly Amounts of Reach, Interactions, and Views*; Generation of visual graphs, which clearly show: maximum points, minimum points, annual trends.

Interpretation of the seasonal trend, in relation to the academic cycle. This approach allows for comparing performance between months and identifying factors that affect public engagement.

Quantitative analysis of Instagram

Instagram data is processed by: Listed total views month by month; Compared growth between periods; Identify the percentage of the new audience (non-followers); Isolated posts with the highest performance. Instagram has been analyzed as a visual and algorithmic platform, given the principles the literature suggests [5]; [6].

Quality content analysis

This analysis was subjected to 15 stronger posts and 5 weaker-performing posts from both platforms. The assessment was made based on:

- content type (video, reel, photo, carousel),
- narrative (students, professors, events, announcements),
- tone of communication (formal, emotional, informative),

- human presence (which according to the literature increases performance),
- visual aesthetics
- the potential for restoration (reshare),
- connection with institutional events.

Based on the perspective of visual communication, elements such as composition of appearance, video dynamics, the authenticity of the scene, publication time, use of subtitles, and community engagement are considered.

3.4. The Logic of Selecting Top-performing Posts

The highest performing posts are selected following three criteria:

- Total views as the main indicator of Instagram's algorithm.
- Increase followers around the release date to identify the immediate effect.
- Participation of non-followers to assess the impact of content on new audiences.

3.5. Data Evaluation

The evaluation of the data was done by comparing top-performing posts on FB with those on IG, to identify the structural similarities of the performance, thanks to the use of literature to make sense of the results after consulting the practices of similar institutions (*through the Social News literature Desk and Concept3D*). In addition, the use of real dates by the UGJ guarantees reliability and creates a strong evidence base.

3.6. Methodological Limitations

The study has some natural limitations: Instagram Insights data relies on screenshots (not automatic export); no demographic data is included (age/gender/follower location); The analyzed period for IG is shorter than that of FB. There is no comparison with other Albanian universities (lack of data access). Content analysis does not include sentiment analysis for comments. However, as the literature points out [3], communication studies at small universities usually focus on available data, and this approach is fully valid for research products at scientific conferences.

4. Results

The results of this study reflect the way the University of Gjirokastra has used two main digital communication platforms: Facebook and Instagram during 2025, building a clear profile of these channels as important tools of institutional identity and engagement with the academic community of the university. The analysis relies on data generated by Facebook Insights and Instagram Insights, which provide a detailed picture of the monthly performance, seasonal trends, and effectiveness of the various types of content published by UGJ.

4.1. Results from Facebook (January – November 2025)

Facebook remains the UGJ's most consolidated channel for official announcements, academic publications, and communication with the local community and student parents, also due to the more mature demographic profile of the platform's users. Data analysis for the period January – November 2025 shows a very clear seasonal pace, which coincides with the academic cycle of the university and the key moments of the academic year.

Coverage (Reach)

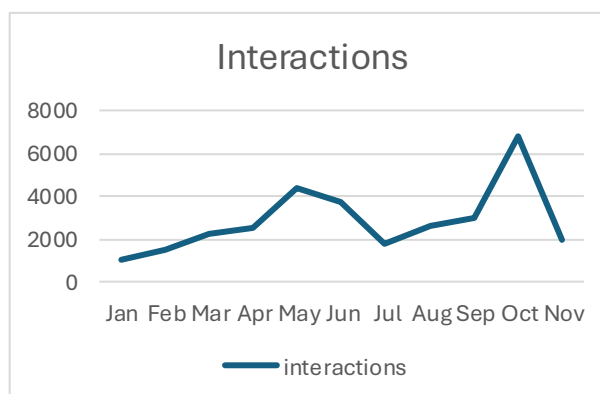
Covering Facebook posts during 2025 has been characterized by several highlights that directly match periods of high intensity of university activities. October, for example, turns out to be the most successful month of the year, with 107,191 reach, influenced by the beginning of the academic year, informative activities for students, and the publication of a series of events to return to the auditorium. This trend is in harmony with international literature, which emphasizes that academic peak periods coincide with higher engagements in social networks [4]; [3].



After October, the month of May represents another very strong period, with 99,877 reach, mainly due to announcements and preparations for graduation ceremonies. August, although outside the regular academic process, also marks a good performance with 76,840 reach, as the UGJ often publishes preparations for student registrations and candidate orientation for university applications. In contrast, December has only 17,582 reach, being the month with the lowest activity, a trend that is inherent in academic institutions, as the holiday riod significantly reduces the need for announcements.

Interactions

Interactions, which include likes, comments, shares, and clicks, are a clear indicator of audience engagement and perception of content. Here too, October leads with 6,801 interactions, followed by May with 4,409 interactions and June with 3,719 interactions. These figures are directly related to the strong events of the academic year, especially the graduation ceremonies, which generate high emotional reactions and numerous distributions from family members and the community. Social News Desk [8] studies confirm that content involving people, personal stories, and symbolic academic moments creates the highest interaction, and UGJ performance fully confirms this approach.



Views

Views of UGJ posts on Facebook clearly show that videos are the most powerful form of content. In 2025, views reached a record in October, with 272,893 views, a remarkable figure for a small regional university. Additionally, May, June, and September each record between 147,000 and 151,000 views, underscoring the importance of vibrant and dynamic visual content. These figures match the literature of Emplifi [6], which states that videos and reels are the formats that produce the strongest engagement among the generation of students aged 17 – 35 years.

4.2. Results from Instagram (August – November 2025)

Instagram is the platform that has generated the strongest and most sustainable growth for UGJ during 2025. Due to the visual nature of the platform and the preferences of the new generation, UGJ manages to double or triple the viewing figures over time.

Total Views

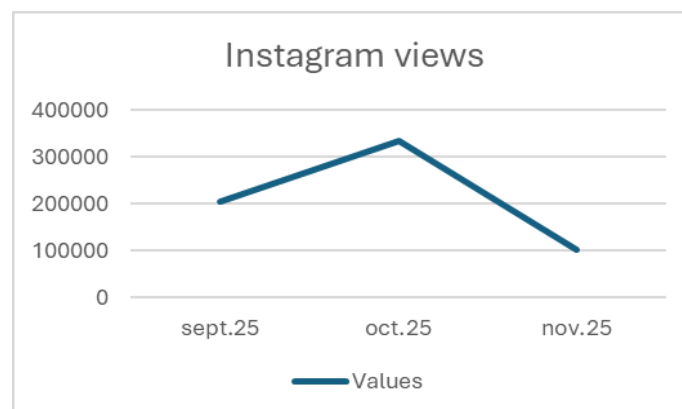
In the period August 22 – November 19, 2025, the official UGJ profile generated 741,562 views, of which 55.8% belong to the new (non-following) audience. This is a direct indicator of strong organic growth and suggests that content has penetrated new profiles that do not attend university. According to Concept3D [5], universities that reach levels above 40% of views by non-followers are classified as institutions with high exposure potential, and UGJ exceeds this by nearly 16%.

Monthly Views

Instagram's monthly performance of 2025 is equally significant:

- September: 204,000 views
- October: 334,000 views (strongest month of the year)
- November: 103,562 views

Growth from August to October exceeds 300%, a rate that in the literature is considered “organic explosion” [8]. This climb is directly related to the use of short videos, student involvement, spontaneous content, and real moments in and out of auditoriums.



Analysis of the most successful posts on Instagram

The analysis of the content of the most viewed posts on the UGJ profile during 2025 clearly highlights some common elements that create high performance:

Student testimonial – 47,411 views. This post includes a student at the center of the video who expresses emotions, evaluations, or personal experience. According to the Social News Desk [8], students are the true ambassadors of universities in the digital age, and this post proves this point because personalized content is connective, authentic, and shareable.

Professor Emeritus – 40,537 view. The post honoring a respected academic figure generated high views, showing that the UGJ audience appreciates the content of an academic nature and the emotional connections with prominent figures of the institution. This relates to the concept of “prestige-based storytelling” mentioned by Capriotti & Zeler [11].

Student taking notes – 36,660 views. Simple content, captured naturally in daily student activities, is extremely effective. The high performance of this post confirms that the audience prefers authentic content, “unintentional” and with real campus scenes.

Classroom lecture – 36,327 views. Contrary to what the literature suggests [7], which argues that academic content does not always perform well on Instagram, in the case of UGJ, the lecture post received a high number of views. This is probably due to the strong connection between the community and the academic staff, as well as the interest of students to see “moments within the teaching process”.

Official information – 25,000 – 26,000 views. Posts that publish important administrative information (such as A1/A12 forms, exam dates, academic orientations) are among the most distributed, because they serve as direct resources for students, being necessary.

4.3. Facebook – Instagram Comparison

Comparing the performance of the two platforms, it is clear that each of them has its own strategic role: Instagram dominates for growth, views, new audience targeting, and video content. Facebook dominates the distribution of formal notices, local community involvement, and institutional communications. A balanced strategy requires the UGJ to use both in complementary, non-competitive ways, as studies by Fernández et al point out. [4].

Seasonal trends

The data shows a very clear seasonal trend:

- May – June: strong period due to graduations and summary events.
- September – October: the beginning of the year, orientation, increase in the number of students → absolute peak.
- November: slight decline, as university activity stabilizes.
- December – January: minimum communication period due to holidays.
- This pace is identical to the trends of European secondary universities [3].

5. Interpretation According to the Literature

The results of the UGJ are in full accordance with the contemporary literature of digital communication: Video storytelling [6] is the main factor of success. Students are confirmed as “main strength of organic content” [8]. Academic content remains valid in local university communities [7]. Small universities compensate for the lack of resources with authenticity and community proximity [3].

UGJ manages to build a distinct and sustainable digital identity, using minimal resources and maximum creativity, becoming a complete example of organic digital transformation in small universities.

Small universities like the University of Gjirokastrë can significantly enhance their visibility and communication effectiveness by adopting strategic, low-cost social media practices. Creativity, authenticity, and coherent storytelling can compensate for limited budgets and staff. Implementing structured content plans, empowering students as content ambassadors, and leveraging analytics are essential steps toward sustainable digital transformation. To remain competitive and attractive to students and partners, small universities must embrace digital communication as a core institutional function. Social media, when used strategically, can position these institutions as dynamic, community-focused, and internationally connected actors.

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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 Gjirokaštër 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 Gjirokaštër

1. Introduction

The concept of quality is crucial in the efficiency of every aspect of life. The definition and its shades of meanings of Quality involve a wide range of implications. The expanding higher

education sector worldwide has become aware of its major role in economic and social development (Harvey, 2024). Quality means the high standards of services being provided in the institution, business, industry, or educational systems and the like. Several indicators define the scale and degree of the quality of the services provided. In order to reach a considerably established standard of quality, efforts have to be made to ensure consolidation, standard and sustainability.

In our daily life, in most cases, we take quality for granted and we encounter difficulties in defining it as a concept. Although, for some of us, quality can be a subjective term and we can have different definitions for it, we are all aware and recognize quality when we experience (Brucaj, 2018).

Quality leads to advancement, sustainable progress and strategic priorities in ensuring the future of any sort of service provision. Among several services offered in the aspects of life the educational system is the core pillar which needs to be qualitative and far-sighted. Universities have designed their strategies which aim to reach the targets and provide the quality so as to implement all the meant indicators. Quality in a Higher Education Institution is the learning outcomes, academic standard assurance, external expertise and impactful approach in the community.

Several departments, units, services and initiatives contribute within the university in order to reach the common target of quality assurance. Their common goal is an incentive to do their share for the quality, give their contribution by their conforming to the requirements and quality standards, which is not that simple to be reached.

When it comes to the experience and situation of HE institutions in Albania it has been a long attempt to gain experience from the prestigious and contemporary European or globally recognised institutions, which are remarkable in terms of research and impact. In a globalised world Albania is currently redesigning its route towards aligning the priorities and long term strategy with the EU institutions. In order to meet the requirements for the European aspiration it needs to redefine the university quality and standards.

Based on the previous results of pre and post-communist regime, the educational system laid the foundations for a very conventional and rigid system. As such, it needed a number of reforms to reach the appropriate targets close to the European Higher educational best practices. With the overthrow of the communist regime constant and radical changes in the basis of educational systems have shaped the way towards exploring the best mechanisms towards the quality of education.

Current university priorities are singling out the internationalisation and role of IRO-s as crucial to fostering the academic excellence. These offices introduce the existing picture of the educational system in Albania to the foreign countries which serve as the model to be followed and adopted. Apart from initiatives carried out by the government and the institutional strategies on a broader or smaller scale, recently there has arisen the impact of internationalisation and particularly the international offices which are bringing about such a feasible change to the universities.

The aspirations of Albania to join the EU have prompted the universities to explore the ways towards aligning with the other partner universities. International offices are maintaining the leading role in integrating the university progress towards the required targets of quality and standard. Accordingly, the way towards integrating the education within the framework of internationalisation, is seen as one important factor in the Quality Assurance strategy.

The Quality Assurance is a central priority. In this context universities recognize that sustainable QA requires structured management systems, transparency, and continuous improvement. Created first as offices which interconnect the university with some other institutions operating in the region, they seem to hold a very pivotal role by extending the

collaboration to other than just some official and signed documentation. The procedure of MOU, mutual agreements and visits serve as the starting point of collaboration, further extending it to joint projects, workshops, exchange programs and curricula transformations.

The Bologna Process, the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) place internationalization and mobility at the core of quality development. In 2003 Albania became part of the Bologna process and since then the educational system underwent formatting, structuring and modification to approximate the international education environment. Compliance required institutions to adopt transparent policies, structure management systems, and handle rigorous monitoring. Bologna Declaration was the first which emphasized the problems of assurance of high level of the education and necessity of adaptation of the system of the education to the needs of the work market (Dobrzanski, Roszak, 2007).

The adoption of the practices and consolidating the education towards the target of aligning with the best practises, it was one of the hardest and challenging tasks for all people involved. Firstly, the environment which needed a lot of update and improvement, the curricula content should meet the needs of the market and the community this university is operating. The connection between the university, local communities, government and passing on to the partner universities in foreign countries were the first steps to be followed.

However, at university of Gjirokastrë like many others in Albania, there are several units in charge of creating new links and collaborations with the aim of improving the standards, services and enhancing the students' performance. All services intend to generate a standard of quality and to sustain the degree of the overall contribution for creating an international environment and benefiting from the best experiences. As the internationalisation is a priority either on a local or national level, much attention is given to fulfilling the requirements and supporting the activities that lay the basis for a qualitative internationalisation.

International offices are the main units that contribute to the coordination and management of the whole process of internationalisation. Meaning, mission or the tasks of IRO-s are often misunderstood and interpreted as involving incoming or outgoing foreign students, arranging the mobility of staff and students or perhaps keeping some good connections with the partner institutions. Though this element is very significant, beyond the connections the international offices assist partnerships in a wider range. The joint application in degrees, projects, research, strategies and decision-making processes compose the whole network of approaching the concept of internationalisation.

2. Impact on Quality Assurance: International Office at University of Gjirokastrë

By examining the functions, initiatives, and challenges of the UGJ International Relations Office, the study illustrates how internationalization strategies—particularly Erasmus+ mobility, capacity-building projects, and regional cooperation—support the enhancement of QA and institutional development

The structure of the IRO at the University of Gjirokastrë involves staffs who are experts in the aspect of project coordination, project writing, administrative documentation workload and coordinating and providing the academic staff with the necessary information, instructions and guidelines on latest calls, projects application and support in terms of facilitators.

International Relations Offices have evolved significantly over the last decades (moreover the last five years), transitioning from operational units responsible for administrative tasks to strategic hubs of international engagement. In Albanian universities, this shift is particularly relevant due to the increased emphasis on harmonizing institutional performance with European standards. Within this framework, IROs serve as institutional drivers of quality enhancement.

At the University of Gjirokastrë, the IRO coordinates a wide range of international activities, including Erasmus+ mobility, bilateral agreements, joint programs, staff training, and capacity-building initiatives. These activities are directly connected to QA principles such as transparency, process standardization, documentation, and stakeholder engagement. For example, the strict reporting mechanisms required by EU-funded projects oblige the institution to maintain accurate data, monitor outcomes systematically, and demonstrate compliance with predefined indicators. This alignment with international expectations helps standardize processes and improves accountability.

Furthermore, IROs play a formative role in embedding international standards into teaching, curriculum development, and academic governance. Staff training programs, participation in European workshops, and engagement with foreign partner institutions expose academic and administrative personnel to contemporary pedagogical methods, innovative assessment strategies, and modern governance frameworks. At UGJ, faculty members returning from Erasmus+ Staff Mobility for Training or Teaching often integrate new practices into their courses, thereby supporting curriculum modernization and enhancing the student learning experience.

Evidence gathered from institutional documents, project deliverables, and semi-structured interviews with academic and administrative staff at UGJ and other Albanian universities indicate some key impacts. We label the IROs function as *agents of institutional transformation*, embedding international standards across multiple dimensions of university life. Their work contributes directly to:

Curriculum Modernization: It is done through exposure to European benchmarks and joint program structures; Participation in joint programs and CBHE projects has prompted curriculum reviews in several departments. Project partners and external evaluators introduced competency-based approaches and contemporary module descriptors, which UGJ adapted in its course design discussions.

The participation in Read-AADF projects, Erasmus plus Capacity building projects, IPA CBC with partners from Greek, Spanish, Italian, Polish and many more educational institutions, has updated the curricula to fit to the needs of the graduates, community and prospective employment requirements as well as current trends. So IROs despite the fact that they seem as distant units within the academic affairs they are definitely in the process. These externally imposed structures often serve as catalysts for improving internal QA mechanisms and administrative efficiency (European Commission, 2022).

The new double degrees with the partner universities in Italy the University of Gjirokastrë has recently modified the curricula adopting their sample and also fitting the needs of the respective field of study. Therefore, the Management in Sustainable Tourism –a program of study of the first cycle Bachelor offered by the Faculty of Economics in collaboration with the University of Molise, Italy is the best example of transforming the courses, internships, seminars and all the content of the program to the situation our community -Gjirokastrë, and our country Albania in general, is undergoing as a tourism hub. Students of this study program of the tourism aspect are prepared to enter the labour market in the industry of tourism equipped with the appropriate skills of being part of the tourism service.

Capacity Building: The necessity to provide constant training to the academic and administrative staff is immediate. The arrangement of the training sessions as part of Erasmus plus projects, joint trainings and workshops coordinated by the IRO have facilitated the qualifications of academic and administrative staff which add to the quality of teaching and learning competencies. Staff mobility and training exchanges enabled by the IRO have improved pedagogical practices and administrative competencies. Academics returning from

short-term teaching visits reported adopting active learning methods and new assessment formats that align more closely with European practice.

The exchange of experience, knowledge and approaches with colleagues from various universities and other educational institutions from Europe, America, Canada, Asia have constantly helped the academic and administrative staff to broadly enhance the competencies and approaches on adopting the best and contemporary practices in their daily practice. This impact fosters quality in their tasks they are in charge of.

The training sessions are arranged as joint conferences, workshops, webinars or even info sessions as part of activities and events of research projects, international institutions activities, which accordingly bring about mutual growth. During the last year the IRO coordinated by facilitating mobility, coaching, and peer-learning opportunities more than 13 staff training and development events as capacity building sessions.

Governance and Documentation is another element of the role these offices play. The administrative rigor required by Erasmus+ and other EU projects led to improved record-keeping, transparent selection procedures for mobility candidates, and stronger internal reporting. All the practices are based on some internal procedures, regulations approved by the respective governing bodies at university and in line with the EU laws and requirements. These components seem to be crucial to both internal quality assurance (there is always a range of indicators that produce the report of internal quality assurance) and external accreditation (a process which is carried out every three or four years according to the last accreditation time period).

The engagement with the variety of documentations related to different steps of procedures have standardised and aligned the practices with the European international offices. Thus, in this aspect there is a good standard created, consolidated and maintained for the prospective strategies of the university. So, the standard the IRO creates impacts indirectly to creating the basis for extending and governing this standardised process to other levels of the university structure, more closely to decent and contemporary practices of prestigious university partners. Governance improvements are reached by introducing international practices related to transparency, accountability and strategic planning.

Digital and Administrative Modernization is being obvious and feasible. Project reporting obligations accelerated adoption of digital tools for application handling, mobility tracking, and financial reporting, strengthening data availability for QA monitoring. The output of projects of all categories involves as part of implementation the provision of gadgets, resources and digital tools. Living in the digital era and being involved in projects of a wide scope of implementation has accelerated the need for a more modernised infrastructure and advanced facilities. As the product or outputs of these projects the labs and digital classrooms are fully equipped with the latest gadgets and facilities for the labs at the university.

There are actually 7 labs which are generated as project outputs and they underline sustainability of the project target. For instance, one of the Interreg IPA II Cross Border Cooperation Programme *VirtuaLand* in collaboration with educational and public institutions in Greece has finalised as a lab which offers Virtual tours of the region of Gjirokaster. It can be operated and used by students of Tourism study program, tourism agencies and the tourist who visit our city. It is equipped with 3 D glasses and provides a full picture of all the sight and heritage our region entails. This is only one of many more facilities which assist teaching and learning process in order to create some modernised and efficient learning environment. Therefore, digital and administrative modernization is significantly supported by EU-funded innovation or digitalization projects. We define it as significantly supported in order to emphasize the fact that most of the infrastructure modernisation is coming out of EU projects as well as University funds or government grants, too.

All the above elements are important in the enhancement and assurance of the quality the university intends to provide. In this sense, IROs support what Knight (2008) refers to as the “driver function” of internationalization, where global engagement acts not merely as an external activity but as a process integrated into the overall mission and quality culture of the institution.

These initiatives not only foster institutional visibility but also serve as mechanisms for internal improvement. Through structured mobility and project participation, universities gain exposure to foreign academic systems, governance models, and pedagogical innovations, which in turn inform institutional QA processes (de Wit & Hunter, 2017)

The shift from operational to strategic roles aligns with the broader movement toward “internationalization of the curriculum” and “internationalization at home,” both of which depend on strong institutional structures and embedded QA principles (Leask, 2015).

By bridging global standards with local implementation, IROs contribute to the development of quality-oriented, future-ready universities. Their expanding mandate illustrates the increasingly strategic nature of internationalization and its integral role in enhancing QA in higher education institutions, particularly in transition systems such as those in the Western Balkans.

3. Methodology

This study employs a qualitative methodology to examine how international collaboration contributes to QA improvement in Albanian universities, with a focus on the University of Gjirokastrë. Four complementary methods were used:

Document Analysis: Institutional reports, strategic plans, Erasmus+ project files, and accreditation-related documentation were reviewed to identify the university’s priorities, progress, and challenges related to internationalization and Quality Assurance.

Interviews: Semi-structured interviews were conducted with IRO staff, administrative personnel, and selected academic staff who have participated in mobility programs or international projects. These interviews provided insights into personal experiences, institutional challenges, and perceived outcomes of internationalization initiatives. The study involved 60 IRO staff members in universities in Albania, who were interviewed about their daily tasks, challenges, variety of activities and the impact their work brings to the institution with reference to curriculum, students training, capacity building, governing policies etc. They were asked questions like:

- *What is the main responsibility your office has?*
- *The collaboration and support from the staff members?*
- *Is there any obvious impact on the strategy of the university?*
- *The category of projects you deal with?*
- *How often are you invited to take part in academic events which connect the administrative and academic staff in order to carry out research, bring about the new concepts and contemporary approaches to the progress or quality level of the university?*

The rest of the questions were related to all types of projects they assist, the number of students they contact and assist, academic staff mobility either incoming or outgoing, Capacity building projects, list of documents to be provided, types of local and nationally funded projects.

Review of Project Reports: Erasmus+ Capacity Building in Higher Education (CBHE) project deliverables, interim reports, and final evaluations were analyzed to understand the project’s contribution to improving institutional structures, digitalization, and teaching quality.

Case Study Evaluation: The University of Gjirokaštër was used as a case study to illustrate how international partnerships influence QA and institutional development in a medium-sized Albanian university. This approach allowed for a detailed examination of practical outcomes and challenges in integrating internationalization into daily institutional operations. Then an analogy was made with the relevant situation in other Albanian institutions with the aim of making a comparison with the EU or other target institutions that are samples to follow or either be adopted.

4. Results

The findings underscore the *pivotal role* of IRO-led international collaboration in fostering sustainable higher education reform in Albania. Internationalization has emerged as a catalyst for enhancing Quality Assurance frameworks, promoting cross-institutional learning, and strengthening governance structures.

Moreover, it contributes to elevating the visibility and reputation of Albanian universities within the global academic landscape. The case of Albanian higher education demonstrates that purposeful integration of international partnerships when aligned with national policy objectives can effectively support both institutional development and the modernization of the higher education system as a whole.

Data collected through interviews and document analysis highlight several key themes demonstrating the impact of internationalization on Quality Assurance:

Strengthened Internal Quality Processes: International project participation has reinforced process standardization and documentation. Staff members are required to follow transparent selection procedures, maintain updated documentation, and report on outcomes all of which align with ESG principles, very significant for the university sustainability and long-term growth.

Enhanced Professional Development: Interviews reveal strong enthusiasm among academic and administrative staff regarding international collaboration. Many interviewees reported that training abroad increased their confidence, broadened their perspectives, and led them to introduce improvements in course design or administrative tasks. It extended their network with a beneficial influence in the professional and personal aspect.

Improved Institutional Capacity: Engagement in Erasmus+ projects led to improved digital infrastructures, more efficient administrative procedures, and exposure to European management practices. These changes support long-term QA sustainability.

Challenges in Implementation:

Despite these positive outcomes, challenges persist:

Limited human resources within the IRO hinder the management of growing project responsibilities. Not all the HR can be competent in the category of tasks these office deals with on daily basis.

- *Some staff experience* difficulty integrating new practices into everyday routines due to workload pressures.

- *Digital competence* and foreign-language gaps remain barriers for full participation.

- Still, the *overall willingness* to collaborate and adapt is high, reinforcing the need for continued investment in internationalization as a long-term strategy.

5. Conclusion

The case of the University of Gjirokaštër demonstrates that international collaboration when strategically coordinated through the International Relations Office can significantly strengthen

Quality Assurance in Albanian universities. By facilitating academic mobility, coordinating capacity-building projects, and fostering cross-border partnerships, the IRO serves as an essential institutional *engine* that embeds European standards, enhances staff competencies, and improves governance structures.

This analysis shows that IRO-led internationalization supports not only institutional development but also Albania's broader national goals of harmonizing its higher education system with EHEA and EU expectations. Continued investment in IRO capacity, institutional policy alignment, and digital modernization will further ensure that Albanian universities are equipped to meet European and global quality standards.

Internationalization, therefore, should not be viewed as an isolated activity but as a core component of sustained Quality Assurance reform and academic excellence in Albania's expanding higher education landscape. Internationalisation and the IROs as its implementers of it help with translating theoretical Quality Assurance principles into actionable institutional practices.

Concepts such as process standardization, stakeholder engagement, documentation, transparency, and evidence-based monitoring; all essential elements of effective QA are reinforced through international collaboration.

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INNOVATIVE MODELS FOR INTEGRATING RESEARCH INTO THE UNIVERSITY EDUCATIONAL PROCESS: PERSPECTIVES FROM “DIMITRIE CANTEMIR” UNIVERSITY OF TÂRGU MUREȘ

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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 Mureș. 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.

1. Introduction

The integration of research into the university educational process is one of the essential pillars of the modernization of higher education. In a society marked by globalization, digitalization and the complexity of the labour market, the ability of universities to combine teaching with research is becoming an indicator of academic excellence. The "Dimitrie Cantemir" University of Târgu Mureș is at the forefront of these changes, implementing innovative models that aim not only to increase the quality of teaching, but also to develop students' critical and practical skills, such as analytical thinking, complex problem solving and interdisciplinary collaboration.

From a pedagogical perspective, the integration of research allows students to transform from simple receivers of information into active participants in the process of knowledge generation. The models applied at "Dimitrie Cantemir" University from Târgu Mureș include *Research-Based Learning*, *Project-Based Learning* and interdisciplinary research, through

which students engage in applied projects, laboratory experiences and concrete case studies. This approach develops analytical and synthesis skills, but also essential transversal skills: team collaboration, time management and academic communication. For example, students of the Faculty of Economics participate in research projects on market analysis and consumer behavior, applying statistical methods and modern data analysis techniques, while students of the Faculty of Legal Sciences work on projects on the evaluation of legislative implementation and comparison of legal systems, developing argumentation and applied research skills.

The institutional approach is equally important, the "Dimitrie Cantemir" University from Târgu Mureș promotes an organizational culture that values research as an integral component of the educational process. This implies clear policies to encourage the involvement of teachers and students in research projects, logistical and financial support for laboratories and digital platforms, but also the continuous development of teachers through trainings in modern research methods and innovative pedagogy. In this regard, the university applies a mixed model of integration, combining the individual projects of the teachers with the interdisciplinary projects coordinated at the institutional level, thus ensuring educational coherence and relevance.

From a technological point of view, "Dimitrie Cantemir" University from Târgu Mureș uses digital platforms such as Teams, laboratories and updated academic databases, facilitating students' access to complex research resources and collaboration in national or international projects. Digitalization not only optimizes resources and time, but allows the application of modern research methods, including complex data analysis, virtual simulations and research assisted by digital tools. Conceptual, interactive charts allow tracking students' progress in real time, identifying areas of interest, and personalizing the educational path, which increases both engagement and academic results.

From the students' perspective, active participation in research projects translates into increased academic motivation, confidence in one's own skills and preparation for the labor market. Participation in real projects allows them to understand the practical relevance of theory, experience interdisciplinary collaboration, and develop project management skills. Moreover, involvement in research gives them the opportunity to build academic portfolios, publish articles or participate in conferences, thus strengthening their professional and academic visibility.

Innovative models are not limited to student involvement but also aim at teacher development. By adopting research-centric methodologies, teachers adapt their teaching to the latest scientific discoveries, develop mentoring skills, and foster interdisciplinary collaboration. This creates a virtuous circle: teachers research and teach in parallel, and students learn through active involvement, resulting in an increase in the quality of education and its relevance in relation to social and economic needs.

The multiple approach implemented at the "Dimitrie Cantemir" University from Târgu Mureș also includes interdisciplinary projects, which involve students from various faculties in solving complex problems. Thus, economic, legal and social perspectives are combined to generate integrated solutions, preparing students for the real challenges of society and the professional environment.

The conceptual table below summarizes the main models of research integration and their benefits:

Integration model	Student Benefits	Institutional benefits	Example: the SVP, Târgu Mureş
Research-Based Learning	Development of critical thinking, application skills	Increasing the quality of education	Economic and social research projects
Project-Based Learning	Planning and teamwork skills	Promoting interdisciplinary collaboration	Case studies in the legal field
Digital-Research Integration	Adaptive learning and complex resources	Resource optimization and efficiency	Real laboratories and dental clinic
Interdisciplinary Research	Integrated vision and complex solutions	Practical relevance and innovation	Joint projects between faculties (Economics, Law, Psychology, Geography, Medicine)

The implementation of these models involves challenges, such as the need to allocate financial and logistical resources, the continuous involvement of teachers and the coordination of interdisciplinary projects. However, the experience of "Dimitrie Cantemir" University from Târgu Mureş demonstrates that these obstacles can be overcome through clear institutional strategies, effective mentoring and the use of digital technologies to monitor and evaluate students' progress.

In conclusion, the innovative models of integration of research into the university educational process applied at the "Dimitrie Cantemir" University from Târgu Mureş illustrate how teaching and research can complement each other. Through its multiple approach – pedagogical, institutional, technological and student-centered – the university manages to create a stimulating academic environment, which develops skills relevant to society and the labor market, supporting the training of graduates capable of generating knowledge and contributing to innovation in various fields. This experience can serve as a model for other universities in Romania and Europe, demonstrating that integrating research into education is not only possible, but also essential for academic excellence. In the following, we will analyze the context in which our university wants to respond to the new challenges in the academic environment in education.

2. The Contemporary Educational Context in Universities: Challenges, Trends and Perspectives

Universities are in a continuous process of transformation, being influenced by the socio-economic dynamics, technological advances and cultural changes characteristic of the 21st century. The contemporary educational context in universities reflects a complex interplay between societal demands, student expectations, and global pressures aimed at increasing competitiveness and academic relevance. Transformations in higher education manifest themselves both at the structural level and at the pedagogical, methodological and administrative level [1].

2.1. Structural and Organizational Changes in Universities

Contemporary universities are faced with the need to adapt to a globalized environment, characterized by international competition for resources, students and teachers. In this context, traditional university structures are being reassessed, with the introduction of flexible organisational models, centres of excellence in research and platforms for interdisciplinary collaboration [2]. The development of 'entrepreneurial' or 'knowledge-based' universities

emphasizes their role not only as educational institutions, but also as active actors in innovation, technology transfer and regional economic development [3].

2.2. Contemporary Pedagogy and Learning Methods

Modern university education is based on student-centered approaches that emphasize active learning, interdisciplinarity, and critical thinking. Methods such as project-based learning, case studies, simulations, and virtual labs are becoming essential components of the educational process [4]. In addition, the digitization and integration of educational technologies, including e-learning platforms, multimedia resources and artificial intelligence, allow the personalization of the educational path and increase accessibility for students from diverse backgrounds [5].

2.3. Globalization and University Internationalization

Globalization has a major impact on universities, leading to increased academic mobility, international collaborations, and competition for global visibility. Programs such as Erasmus+, Fulbright or other international exchange schemes stimulate the exchange of students and teachers, contributing to the development of intercultural competences and the strengthening of international academic networks [6]. In addition, the internationalization of foreign language curricula and programs allow universities to attract international students and strengthen their position in global rankings.

2.4. Research and Its Integration into the Educational Process

An essential component of contemporary universities is the integration of scientific research into the educational process. This integration ensures the relevance of the knowledge transmitted and the development of students' analytical and methodological skills [7]. Modern universities promote the active participation of students in research projects, interdisciplinary laboratories and collaborations with the industrial environment and institutions in the field. Thus, education becomes not only a process of transmitting knowledge, but also of creating it.

2.5. Challenges of the Contemporary Educational Context

Universities face a number of significant challenges. Firstly, economic and budgetary pressures limit the resources available for infrastructure development, attracting qualified teachers and implementing innovative programmes. Second, the increased diversity of students, with varied educational and cultural needs, requires curriculum adaptation and individualized support [8]. Also, pressures for performance and international rankings can lead to an accentuation of academic competition and sometimes ethical dilemmas in research and evaluation.

2.6. Future Prospects and Trends

The future of university education is oriented towards flexibility, interdisciplinarity and digitalization. An increase in online and hybrid programs, collaborative learning platforms and adaptive teaching models based on artificial intelligence and big data is anticipated. In addition, universities will need to promote sustainability, social responsibility and inclusion by integrating these values into curricula and institutional strategies [9]. Academic mobility, international collaborations and partnerships with industry will remain key elements for the

relevance and competitiveness of higher education institutions. The contemporary educational context in universities is defined by the interconnection between globalization, digitalization, research and social requirements. Universities need to respond to challenges through structural adaptation, pedagogical innovation and internationalisation. By integrating research into education, promoting academic mobility and using emerging technologies, universities can develop competences relevant to contemporary society and strengthen academic excellence. Transformations in higher education are thus a necessity, not just an option, for institutions that aspire to relevance and competitiveness in the global academic landscape.

3. Globalization and Academic Mobility: Challenges and Opportunities in Contemporary Higher Education

Globalization is one of the most important socio-economic and cultural phenomena of the twenty-first century, profoundly influencing the field of higher education and scientific research [10]. In the context of globalization, universities no longer operate exclusively within the national framework, but interact with a transnational academic ecosystem, characterized by flows of students, teachers, researchers and research projects. Academic mobility, as a concrete expression of this phenomenon, refers to the temporary or permanent movement of people involved in education and research between institutions, countries or continents, in order to participate in academic programs, scientific research or professional exchanges [2].

3.1 Determinants of Academic Mobility

The factors that favor academic mobility are multiple and interdependent. First, institutional factors, such as the quality of educational programs, the reputation of universities, and research infrastructure, determine the attractiveness of an institution to foreign students and faculty [6]. Second, national education and research policies, such as international grant programmes, bilateral agreements and diploma recognition regulations, are decisive factors in encouraging mobility [5]. Last but not least, individual factors such as language skills, academic motivation and the desire for cultural exposure directly influence the mobility decision.

3.2. Forms and Types of Academic Mobility

Academic mobility manifests itself in various forms: student mobility, mobility of teaching staff, mobility of postdoctoral researchers and exchanges of expertise between institutions. Erasmus+ or Fulbright programs are examples of international student mobility, facilitating intercultural and academic experiences that enhance the global competences of the participants, at the same time, the mobility of teachers and researchers contributes to the transfer of knowledge, the development of joint projects and the strengthening of international collaborative networks. It also allows for a methodological and interdisciplinary diversification of academic research.

3.3. The Impact of Mobility on the Quality of Education and Research

Academic mobility brings multiple benefits: firstly, it facilitates the exchange of good practices and innovative pedagogical methods; secondly, it stimulates international collaboration in research, leading to increased visibility of publications and better positioning in international academic rankings [11]. In addition, the intercultural experience gained by students and teachers contributes to the development of intercultural competences, critical

thinking and adaptability, essential competences in a globalised society. However, academic mobility also presents challenges. One of the main difficulties is related to cultural and linguistic differences, which can generate barriers in the integration and communication process [12]. Mobility can also exacerbate inequalities between universities and countries, with institutions with limited resources being less able to participate in international research networks. On a personal level, prolonged mobility can generate adaptation difficulties and psychosocial stress for students and teachers.

3.4. Academic Mobility and University Globalization

Globalisation and academic mobility are closely interlinked. Universities have become the main actors of a global education system, where international collaboration and knowledge exchange are defining elements. This context has led to the development of the concept of the "global campus" and the growth of internationalized education programs, including dual programs, courses taught in foreign languages, and transnational research programs (Knight, 2008). Thus, academic mobility becomes not just an individual experience, but an institutional strategy that supports academic development and increasing the competitiveness of universities.

3.5. Future Prospects and Recommendations

In the medium and long term, academic mobility will continue to be a central element of globalisation in higher education. Institutions need to develop coherent policies to support mobility, including logistics infrastructure and support for intercultural integration. Moreover, mobility programmes must be accessible to students and teachers from diverse socio-economic backgrounds, so that the benefits of globalisation are fairly distributed. In addition, the integration of digitalisation and educational technologies (e-learning, online collaborative research platforms) can increase the accessibility of virtual mobility, reducing financial and geographical barriers [13]. Globalization and academic mobility are determining factors for the evolution of higher education and scientific research in the 21st century. Academic mobility facilitates knowledge exchange, innovation, increasing the international visibility of universities and developing intercultural competences. However, associated challenges, such as institutional inequalities and difficulties in intercultural integration, require well-designed policies and effective institutional strategies. Through an integrated approach, academic mobility can become a strategic tool for strengthening academic excellence and building an interconnected global academic community.

4. Skills Orientation and Active Learning at UDC Târgu Mureș, between Potential and Challenges

In the context of the rapid transformations of society, higher education must react by adapting to the new requirements of competences not only theoretical knowledge, but also practical skills, critical thinking, collaboration, problem-solving and adaptability. In this respect, competence orientation and the adoption of active learning methods are of particular importance. Such approaches transform the role of students from passive receivers of information into active participants in the learning process, which can mark a qualitative leap in the university experience. For an institution like UDC Târgu Mureș, competence orientation means designing and implementing study programs that not only convey academic content, but also develop relevant methodological, practical, social and professional skills — necessary for graduates in the current context.

4.1. Benefits of the Active Method and Skills

Active learning methods (discussions, projects, case studies, collaboration, practical sessions) contribute to:

- ***a more intense involvement of students*** in the learning process and increased motivation for study;
- ***developing critical thinking, the ability to analyze and synthesize***, by placing students in situations that require interpretation, argumentation, solving concrete problems;
- ***training transversal skills***, teamwork, communication, responsibility, autonomy, planning essential skills for further professional integration;
- ***sustainable and in-depth learning***, not just memorizing information, but critical and applicable assimilation;

For the People's Party, the adoption of these methods could increase the relevance of the studies they offer and help train graduates with an adaptable and competitive profile on the labour market.

4.2. Implementation: What the Competence Orientation at the People's Party Entails

The application of competence orientation and active learning involves a set of strategic and pedagogical decisions:

- Redesigning the curriculum, so that the discipline is not only theoretical, but integrates practical activities, projects, case studies, debates, interdisciplinary collaborations.
- Teacher training in modern teaching methods, active pedagogy and competency-based assessment. This implies changing the role of the teacher: from "transmitter of knowledge" to facilitator of the learning process. As a report on the promotion of active learning at universities argues: the activity must involve a cultural change in the academic environment, where teachers become facilitators, and students active partners in learning.
- Competency-based assessment: not just rote exams, but formative assessments, projects, presentations, collaborations, continuous feedback — all contributing to the verification and development of real skills. This is in line with the principles of Competency-Based Learning.
- Offering opportunities for practical involvement: internships, interdisciplinary projects, collaborations with the professional environment, extracurricular activities that capitalize on the skills developed — so that university education is connected with social and economic realities.

4.3. Possible Challenges and Limitations

Skills and activity orientation is not without its challenges. Its implementation requires resources — time, teacher training, infrastructure, paradigm shift in evaluation. Many professors and institutions are accustomed to traditional, lecture-centric teaching, which can create resistance to change. Moreover, organizing and coordinating practical or project activities can involve significant logistical and administrative efforts. Success also depends on the active involvement of students: active learning requires motivation, responsibility, autonomy, involvement — which cannot be guaranteed for all students uniformly. In the absence of a real commitment, the effectiveness of the method decreases.

4.4. Relevance for UDC Târgu Mureș

For the UDC, skills orientation and the adoption of active learning can represent a significant competitive advantage in the current context of Romanian higher education. By modernizing the educational offer, adapting to the needs of the labor market and promoting practical training, the institution can better respond to the requirements of students and employers. In addition, such a transformation can strengthen the role of the university not only as a place for the transmission of knowledge, but as an environment for integral training: professional, personal and social. In the medium term, the successful implementation of these principles could lead to an improved academic reputation, an increase in the graduate employment rate and a more active involvement of students and teachers in project, research and innovation activities.

Competence orientation and the adoption of active learning methods are a coherent and necessary direction for the modernization of university education, in the context of contemporary challenges. In the case of the "Dimitrie Cantemir" University of Târgu Mureș, these principles can provide a strategic framework for curricular, pedagogical and institutional development, contributing to the formation of competent, adaptable graduates capable of responding to social and professional requirements. Although the implementation is not without challenges, the educational, professional, social benefits make this orientation a valuable and timely approach.

In the period 2020–2024, the Dimitrie Cantemir University of Târgu Mureș has assumed as a strategic objective the consolidation and expansion of scientific research activities, in accordance with the institutional mission to provide quality higher education and with both national and international strategic priorities. This orientation aimed at developing high-level academic partnerships and modernizing research infrastructure, with the aim of creating a favorable framework for the production and dissemination of scientific knowledge. The present report represents a comprehensive synthesis of the activities carried out at the level of the faculties, research units and the research center, evaluating the results obtained according to the pre-established institutional criteria.

Regarding the research priorities for the period 2020–2024, the university has set itself the goal of achieving a number of ambitious objectives, including: supporting scientific research in the specific fields of the five faculties; developing partnerships with national and international academic and research institutions; participation in conferences and publication of results in nationally and internationally recognized journals; promoting and implementing research results to boost competitiveness and innovation; organization of professional training courses; contributing to the development of innovative products and services; cooperation with specialized institutions and professional associations; organizing scientific events (conferences, seminars, colloquia) at national and international level; as well as the editing of relevant publications from a disciplinary, cultural, social and educational perspective. Thus, these objectives illustrate the institution's commitment to academic excellence and quality research.

The University's mission includes, on the one hand, the educational process, and on the other hand, scientific research — the elements of strategy and medium-term research objectives being planned through annual research plans, by fields. These strategic annual plans target both the plans of the individual faculties and the plan of the research center, providing for the ways to capitalize on research at the institutional level. The strategic documents underlying these plans specify the research themes, the resources allocated, the master's programs, the deadlines for implementation, the result indicators and the entities responsible for implementation. In addition, the medium-term strategy and annual plans are analyzed and validated at institutional level by the University Senate.

The proposed research topics are part of the scientific areas of the bachelor's and master's programs, responding to the needs of the educational and socio-economic environment. All research activities are carried out in accordance with the norms of professional and academic ethics, including provisions to ensure intransigence towards deviations such as plagiarism, which constitutes an explicit commitment to scientific integrity.

The capitalization of the research results is achieved through the periodic organization of scientific events — sessions, symposia, conferences, round tables, book launches — as well as by publishing communications and studies in internationally recognized scientific volumes and journals. During the analyzed period, the university organized numerous scientific events, manifesting a constant activity of dissemination and academic collaboration. Publications, conference volumes and other forms of dissemination are evaluated according to the indicators recognized by the national regulatory body, ensuring the recognition of research quality. This approach is consistent with good university research management practices, which emphasize the importance of bibliometric indicators (indexed publications, citations, impact factor) and institutional transparency in the evaluation of scientific performance.

The management of research activity through strategic planning, periodic evaluation and transparent allocation of resources is an essential element for increasing academic productivity and visibility. The literature highlights the fact that institutions that adopt professional research management, with clear strategies and rigorous evaluation criteria, achieve significant results in both individual and institutional productivity, contributing to the competitiveness and social relevance of research. In the medium and long term, the university intends to strengthen this approach by developing an extensive research strategy, increasing the number of indexed publications, attracting external funds, supporting young researchers, expanding international collaborations and supporting innovation, through internal grants and mentoring programs. The institution also envisages the development of research infrastructure, the implementation of ethics and academic integrity policies, as well as the establishment of mechanisms for the recognition and reward of scientific performance — factors considered essential for the sustainable development of university research.

5. Dynamics of Research Outcomes at Faculty / Research Unit / University Level, 2020–2024

Table 1. Faculty of Law

PUBLICATIONS	2020-2021	2021-2022	2022-2023	2023-2024	TOTAL
1. ISI Web of Knowledge indexed papers in journals with impact factor Lucrări indexate ISI Web of Knowledge în reviste cu factor de impact calculate	0	0	0	0	0
2. ISI Web of Knowledge indexed papers in journals without impact factor	0	0	0	2	2
3. Papers published in indexed conference proceedings (ISI Proceedings)	7	7	36	1	51
4. Articles published in foreign journals indexed in BDI or in B+ category journals (CNCSIS)	54	62	9	25	150
5. Books published by CNCSIS-recognized publishers (single author)	7	7	3	6	23
6. Book chapters published by international publishers	-	-	-	-	-
7. Book chapters published by CNCSIS publishers	-	-	4	-	7
8. Other articles	4	1	9	13	27
9. Courses / workbooks	-	10	-	-	10
10. Defended doctoral theses	1	-	-	1	1

Graph.nr.1. Faculty of Law

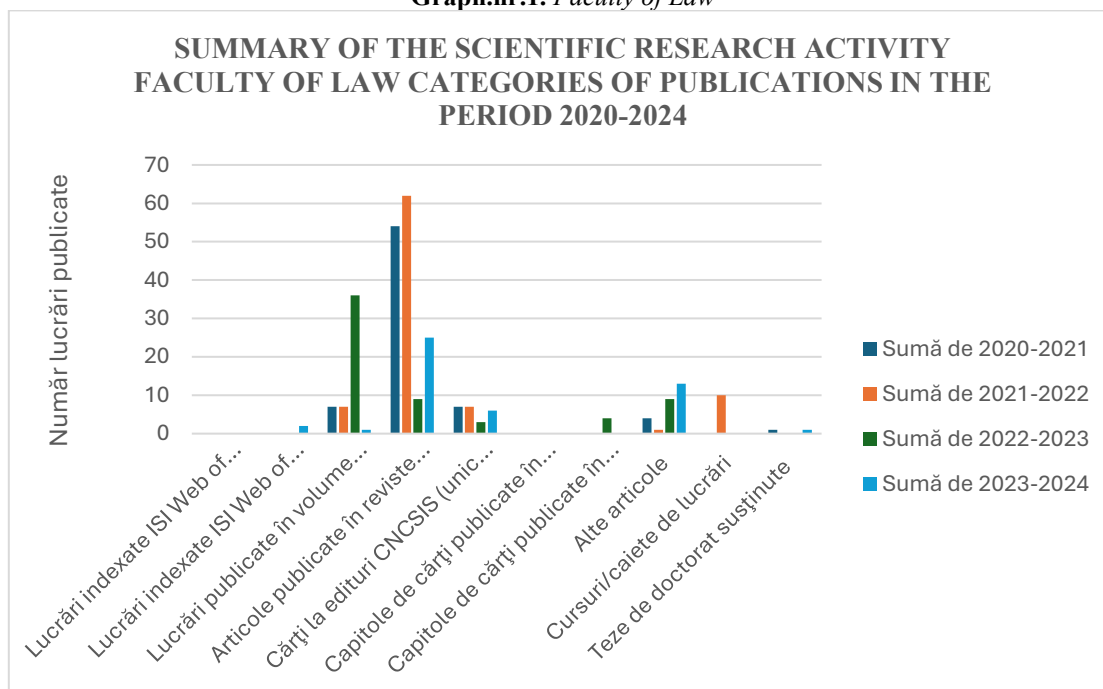
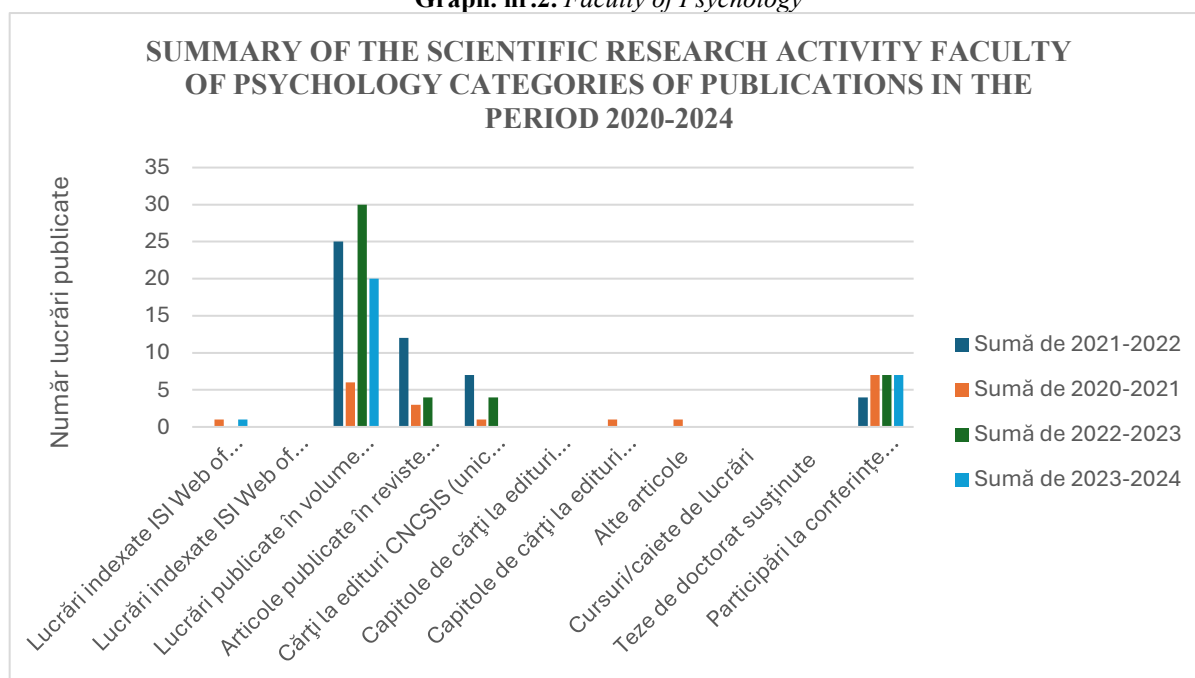


Table 2. *Faculty of Psychology*

PUBLICATIONS	2020-2021	2021-2022	2022-2023	2023-2024	TOTAL
1. ISI Web of Knowledge indexed papers in journals with impact factor	1	-	-	1	2
2. ISI Web of Knowledge indexed papers in journals without impact factor	-	-	-	-	-
3. Papers published in indexed conference proceedings (ISI Proceedings)	6	25	30	20	81
4. Articles published in foreign journals indexed in BDI or in B+ category journals (CNCSIS)	3	12	4	-	19
5. Books published by CNCSIS-recognized publishers (single author)	1	7	4	-	12
6. Book chapters published by international publishers	-	-	-	-	-
7. Book chapters published by CNCSIS publishers	1	-	-	-	-
8. Other articles	1	-	-	-	-
9. Courses / workbooks	-	-	-	-	-
10. Defended doctoral theses	-	-	-	-	-
11. Participation in national/international conferences	7	4	7	7	24

Graph. nr.2. *Faculty of Psychology*



PUBLICATIONS	2020-2021	2021-2022	2022-2023	2023-2024	TOTAL
1. ISI Web of Knowledge indexed papers in journals with impact factor	--	10	17	28	55
2. ISI Web of Knowledge indexed papers in journals without impact factor	15	11	9	-	35
3. Papers published in indexed conference proceedings (ISI Proceedings)	-	-	6	-	6
4. Articles published in foreign journals indexed in BDI or in B+ category journals (CNCSIS)	4	7	5	11	27
5. Books published by CNCSIS-recognized publishers (single author)	-	-	-	-	-
6. Book chapters published by CNCSIS publishers	-	-	-	1	1
7. Book chapters published by CNCSIS publishers	-	-	12	16	28
8. Other articles	3	-	-	3	6
9. Courses / workbooks	-	-	-	-	-
10. Defended doctoral theses	-	-	-	-	-
11. Participation in national/international conferences	3	11	26	20	60

Table 3. *Faculty of Dental Medicine*

Graph no.3. *Faculty of Dental Medicine*

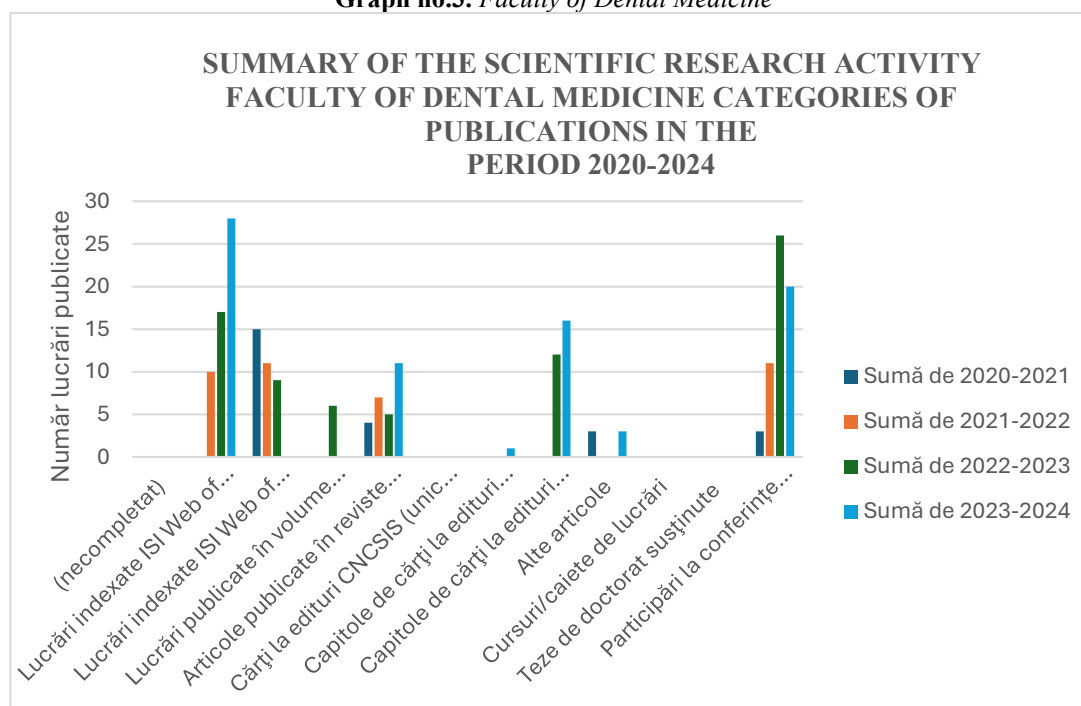


Table 4. Faculty of Geography

PUBLICATIONS	2020-2021	2021-2022	2022-2023	2023-2024	TOTAL
1. ISI Web of Knowledge indexed papers in journals with impact factor	5	4	5	8	22
2. ISI Web of Knowledge indexed papers in journals without impact factor	1	4	1	0	6
3. Papers published in indexed conference proceedings (ISI Proceedings)	-	-	-	2	2
4. Articles published in foreign journals indexed in BDI or in B+ category journals (CNCIS)	-	1	2	-	3
5. Books published by CNCIS-recognized publishers (single author)	-	-	-	-	-
6. Book chapters published by international publishers	-	-	12	-	12
7. Book chapters published by CNCIS publishers	4	5	-	2	11
8. Other articles	-	3	-	7	10
9. Courses / workbooks	-	-	-	-	-
10. Participation in national/international conferences	-	-	2	2	4
11. Defended doctoral theses	-	-	-	-	-

Graph no.4. Faculty of Geography

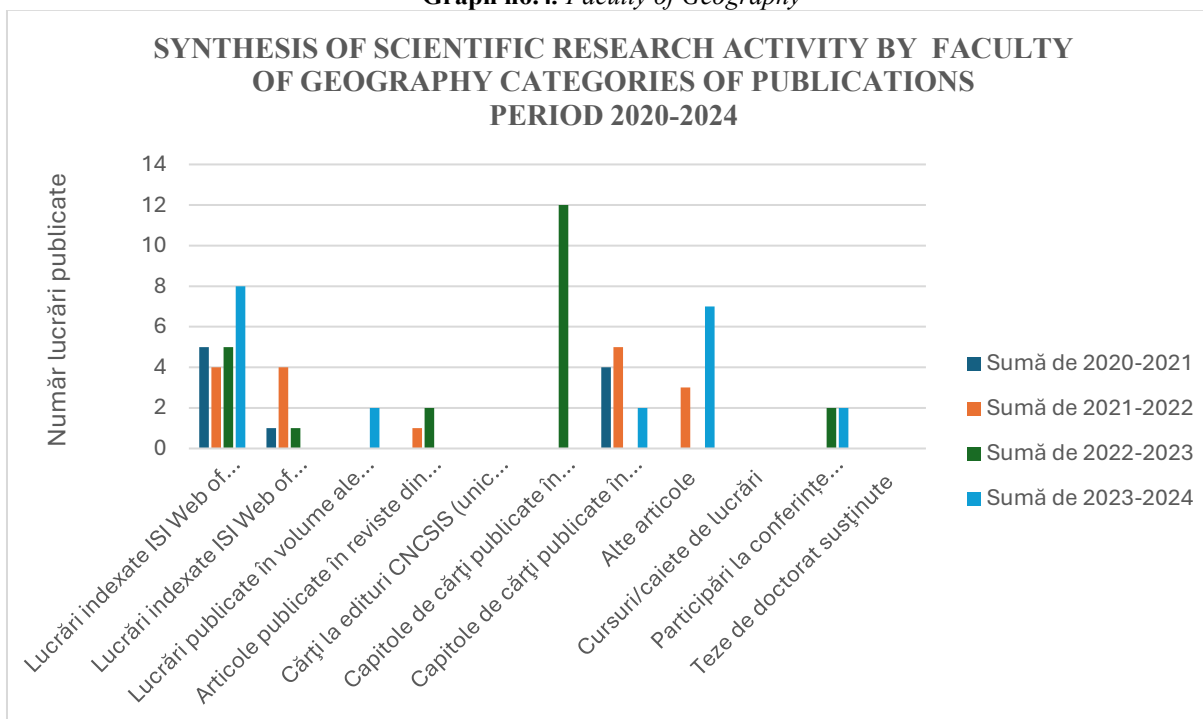


Table 5. Faculty of Economic Sciences

PUBLICATIONS	2020-2021	2021-2022	2022-2023	2023-2024	TOTAL
1. ISI Web of Knowledge indexed papers in journals with impact factor	3	1	1	1	6
2. ISI Web of Knowledge indexed papers in journals without impact factor	-	-	-	-	-
3. Papers published in indexed conference proceedings (ISI Proceedings)	-	-	-	-	7
4. Articles published in foreign journals indexed in BDI or in B+ category journals (CNCIS)	1	3	2	-	-
5. Books published by CNCIS-recognized publishers (single author)	-	-	-	-	-
6. Book chapters published by international publishers	-	1	4	-	5
7. Book chapters published by CNCIS publishers	1	1	2	-	4
8. Other articles	2	6	2	3	-
9. Courses / workbooks	1	-	-	-	13
10. Defended doctoral theses	-	-	-	-	-
11. Participation in national/international conferences	-	-	-	-	-

Graph no. 5. Faculty of Economic Sciences

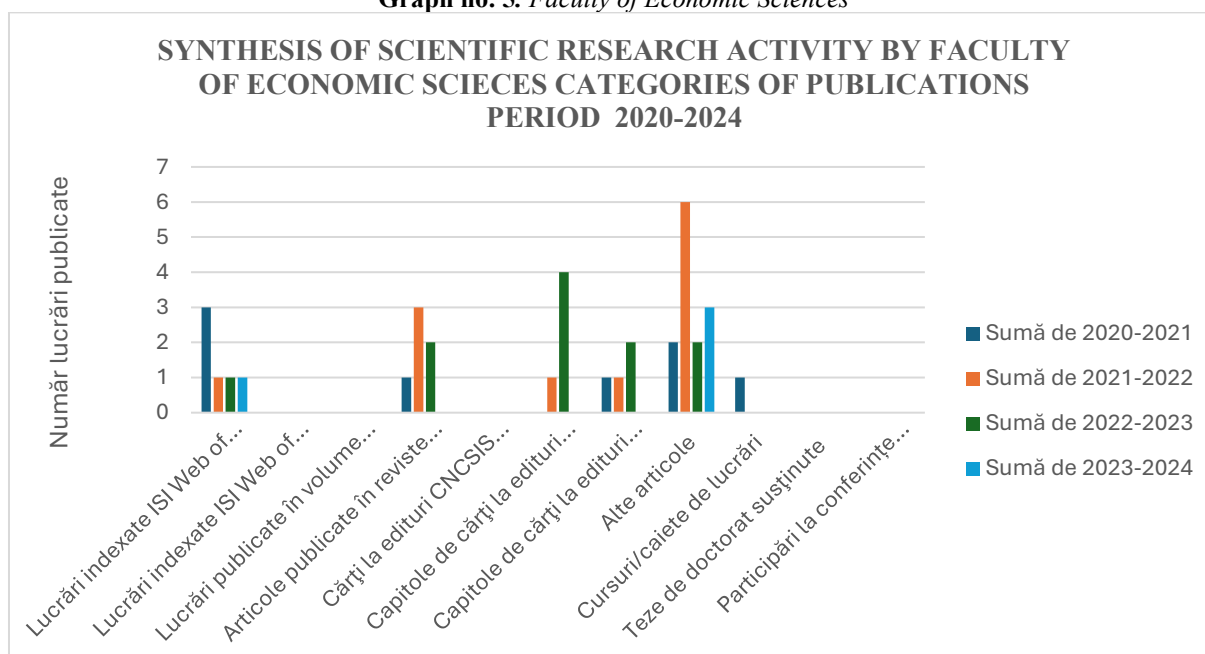
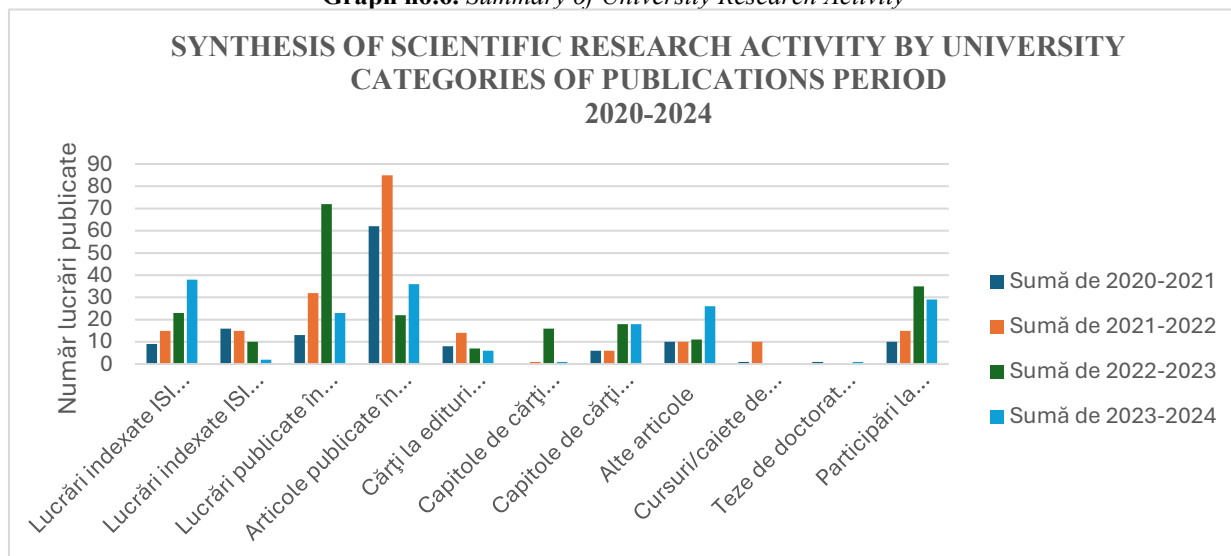


Table 6. Summary of University Research Activity

Publications	2020-2021	2021-2022	2022-2023	2023-2024	TOTAL
1. ISI Web of Knowledge indexed papers in journals with impact factor	9	15	23	38	85
2. ISI Web of Knowledge indexed papers in journals without impact factor	16	15	10	2	43
3. Papers published in indexed conference proceedings (ISI Proceedings)	13	32	72	23	147
4. Articles published in foreign journals indexed in BDI or in B+ category journals (CNCSIS)	62	85	22	36	199
5. Books published by CNCSIS-recognized publishers (single author)	8	14	7	6	35
6. Book chapters published by international publishers	0	1	16	1	18
7. Book chapters published by CNCSIS publishers	6	6	18	18	50
8. Other articles	10	10	11	26	43
9. Courses / workbooks	1	10	0	0	23
10. Defended doctoral theses	1	0	0	1	2
11. Defended doctoral theses	10	15	35	29	88

Graph no.6. Summary of University Research Activity



Conclusions

In conclusion, the strategies adopted by the "Dimitrie Cantemir" University of Târgu Mureș for the period 2020–2024 reflect an integrated vision of university research, in which education and research complement each other, and management, ethics, dissemination and collaboration are fundamental pillars. If these policies are implemented consistently and systematically evaluated, the university can strengthen its position as a reference institution in the national and international academic landscape, contributing to the production and dissemination of quality scientific knowledge.

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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.

1. Introduction

General Considerations. Total Productive Maintenance

Total Productive Maintenance (TPM) can represent a viable solution for improving the performance of equipment used in Romanian industrial enterprises, as it is designed as a technical initiative that requires the active involvement of employees and leads to a significant increase in labor productivity, as well as substantial improvements in quality. It constitutes a defining component of Total Quality Management (TQM).[2]-[4]

Total Productive Maintenance cannot be separated from the concept of Total Quality Management, since only through the integration of the actions underlying these modern principles can the desired results be achieved. [2]-[3].

For Romanian managerial teams, TPM may serve as a strategic framework through which they can gain both the trust of employees and that of customers. Such trust can only be secured by delivering products promptly, at a high level of quality, and at competitive prices.

Total Productive Maintenance may be defined by taking into account the following core characteristics [5],[6]:

- It aims to maximize the overall effectiveness of equipment, machinery, production machines, and installations within the enterprise.
- It establishes a preventive maintenance system covering the entire life cycle of equipment.
- It is implemented through the collaboration of multiple departments within the enterprise (design, production, quality assurance, and maintenance).
- It involves the entire workforce, from top management to shop-floor workers.

- It is based on the promotion of preventive maintenance for machinery and equipment through motivation management, particularly via small-group activities.

The term “total” in Total Productive Maintenance has three meanings that outline the fundamental features of this maintenance approach:

- **Total effectiveness**, meaning that TPM is concerned with achieving economic efficiency and profitability within the industrial unit.
- **A total maintenance system for productive equipment**, which includes breakdown prevention, corrective maintenance, and preventive maintenance.
- **Total employee participation**, which entails autonomous maintenance carried out by the workers who operate or supervise the equipment, typically within small-group activities.

Total employee participation is a distinctive and exclusive feature of Total Productive Maintenance. As an original Japanese concept, TPM presupposes the involvement of all employees in the autonomous maintenance of the equipment, installations, machines, and tools they operate. Total Productive Maintenance aims to eliminate six types of losses that hinder the effective use of equipment. These losses can be grouped into three main categories, referring to [5]:

- a. **Productive time lost due to equipment downtime**, caused either by equipment breakdowns and/or by reorganizations and adjustments of equipment.
- b. **Losses related to operating speed**, including minor stoppages and/or reduced working speed resulting from discrepancies between the designed speed and the actual operating speed of the equipment.
- c. **Defects**, namely failures within the production process and/or reductions in output.

A well-designed strategic plan, focused on customer satisfaction, necessarily includes Total Productive Maintenance as a core component. TPM is a long-term process based on consistent actions aimed at maximizing the use of the skills and competencies of all employees.

A key condition for achieving outstanding results through the implementation of Total Productive Maintenance is the active involvement of the managerial team. The role of this team is to guide the implementation of the overall strategy by encouraging the expression of creativity, reinforcing organizational values, strengthening organizational communication, ensuring continuous staff development through training and instruction, and motivating and recognizing achievements within the organization.

Total Productive Maintenance often generates a cultural transformation within most organizations. For this reason, it is essential that its introduction and implementation be carried out according to a structured plan that takes into account all the effects it may have on employees and teams.

2. Case Study. Implementation of Total Productive Maintenance

For the analysis of Total Productive Maintenance, a case study is presented: S.C. Branimpex S.R.L. Within this framework, eight main factors were identified as essential for achieving organizational success in the implementation of Total Productive Maintenance:

1. Long-term commitment of the management team to the implementation of Total Productive Maintenance.
2. Continuity, sustained support, and significant involvement of the management team.
3. Participation and active involvement of the trade union.
4. Well-developed organizational structures and continuous professional training of the personnel involved in the implementation of Total Productive Maintenance.[5],[6]
5. Development and application of realistic studies addressing specific aspects of Total Productive Maintenance.

6. Proper development of implementation plans.
7. Formulation of a new strategy, involving the entire workforce, aimed at improving the efficiency of equipment utilization.
8. Recognition of achieved results and commitment to continuous development.

All the actions presented demonstrate the viability of the measures undertaken for the implementation of Total Quality Management and Total Productive Maintenance within Romanian enterprises. [2],[3]. The participation of any employee who expresses the willingness to engage in team activities represents an additional motivating factor, contributing both to the development of interpersonal relationships and to the strengthening of organizational communication.

However, the implementation of Total Productive Maintenance may appear difficult and time-consuming. Each organization has its own specific characteristics, which generate particular differences in the process of implementing this concept. The key to the success of a Total Productive Maintenance initiative lies in the involvement of all employees, as well as in maximizing and effectively communicating the results achieved.

S.C. Branimpex S.R.L. is a private company registered with the Trade Register Office of Timiș County under number J35/3965/1991. The company's main activity is the processing and industrial production of milk, carried out in its own factory located in Saravale, Timiș County. The factory is equipped with modern machinery and installations that meet the quality standards imposed by the European Community, manufactured by TETRA PAK (Sweden), ALFA LAVAL (Germany), and SCREMAC (Italy).

Given the presence of high-performance, state-of-the-art equipment, the necessity of implementing a structured maintenance and repair system for machinery, the relatively small number of employees, and, not least, the strong involvement of the company's management, the implementation of Total Productive Maintenance at S.C. Branimpex S.R.L. was considered particularly relevant.

Due to the excessive increase in the leu/euro exchange rate, the company's level of indebtedness had become high. In addition, the economic crisis led to changes in demand for the main product (pasteurized milk packaged in Tetra Pak cartons), resulting in a decrease in sales. This situation prompted the acquisition of a new PET milk packaging installation, which required a significant additional financial effort from the company.

All these factors led to a reduction in profit and to the adoption of focused cost-reduction and efficiency-enhancement measures, among which was the introduction of Total Productive Maintenance. This meant implementing a coherent program aimed at: maximizing the overall effectiveness of equipment, machinery, and production installations; introducing a preventive maintenance system covering the entire life cycle of equipment; implementing the system through collaboration among several departments within the enterprise (design, production, quality assurance, and maintenance); engaging and involving all personnel, from top managers to shop-floor workers; and promoting preventive maintenance of machinery and equipment through motivation management.

In developing the Total Productive Maintenance implementation program at S.C. Branimpex S.R.L., the process began with an analysis of existing opportunities. This involved evaluating several key elements: the organizational culture (poorly developed, almost nonexistent), equipment performance (highly advanced and qualitatively positioned at a global level), working conditions (very good, comparable to those found in established Western European companies), personnel qualifications (generally at a medium level), and the results previously achieved in the field of maintenance assurance. At the same time, efforts were made to identify influencing factors, as well as the cost and benefit components associated with maintenance activities.

Based on the findings of this analysis, and in correlation with the company's mission, philosophy, strategy, and general policies, a specific vision, strategy, and set of policies for Total Productive Maintenance were developed. These elements shaped the objectives pursued through the implementation of the program presented in Figure 1.

Through the design of the Total Productive Maintenance implementation program, the following objectives were pursued:

- a) The substantial reduction of production costs and of the number of employees involved in adjustment, maintenance, and service activities;
- b) The creation of values that would lead to the emergence of a genuine culture of Total Quality Management and Total Productive Maintenance;
- c) The analysis, corrective actions, and further development of the results obtained following the implementation of Total Productive Maintenance;
- d) The professional training of employees and their support in implementing Total Productive Maintenance through the creation of teams dedicated to promoting this concept;
- e) The improvement of the effectiveness of each equipment component and the development of a general program aimed at increasing maintainability;
- f) The design, for each machine, installation, or piece of equipment, of a preventive and planned repair and intervention program;
- g) The coordination of employee training improvements in order to enhance the quality of interventions through the development of skills and attitudes specific to Total Productive Maintenance;
- h) The examination of employees' attitudes and roles in the implementation of Total Productive Maintenance;
- i) The continuous improvement of Total Productive Maintenance practices.

With the design of the Total Productive Maintenance implementation program, the personnel involved in the process was also clearly established. A decisive condition for achieving outstanding results in the implementation of Total Productive Maintenance at S.C. Branimpex S.R.L. was the active involvement of the managerial team.

The commitment demonstrated by management encouraged other employees to express creativity in identifying viable solutions and to apply them responsibly within the production process. At the same time, this involvement stimulated actions aimed at strengthening internal organizational communication and promoted continuous professional development through training and instruction—an important motivational resource that had not previously been fully utilized within the organization.

The figure 1 illustrates the structured process of implementing Total Productive Maintenance (TPM) within the organization. The process begins with top management commitment, followed by an opportunity analysis assessing organizational culture, equipment performance, working conditions, personnel, and existing results.

Based on this analysis, the TPM vision and strategy are developed, including the establishment of objectives, identification of required personnel, and the design of performance improvement and maintenance plans. The program continues with internal promotion of TPM, staff training and planning, and pilot implementation, before extending to full-scale implementation.

The final stages include analysis of results, corrective actions, structured feedback to employees, recognition and reward mechanisms, and ultimately the integration of TPM as a standard organizational practice.

Overall, the figure reflects a systemic, participatory, and continuous improvement approach to maintenance management.

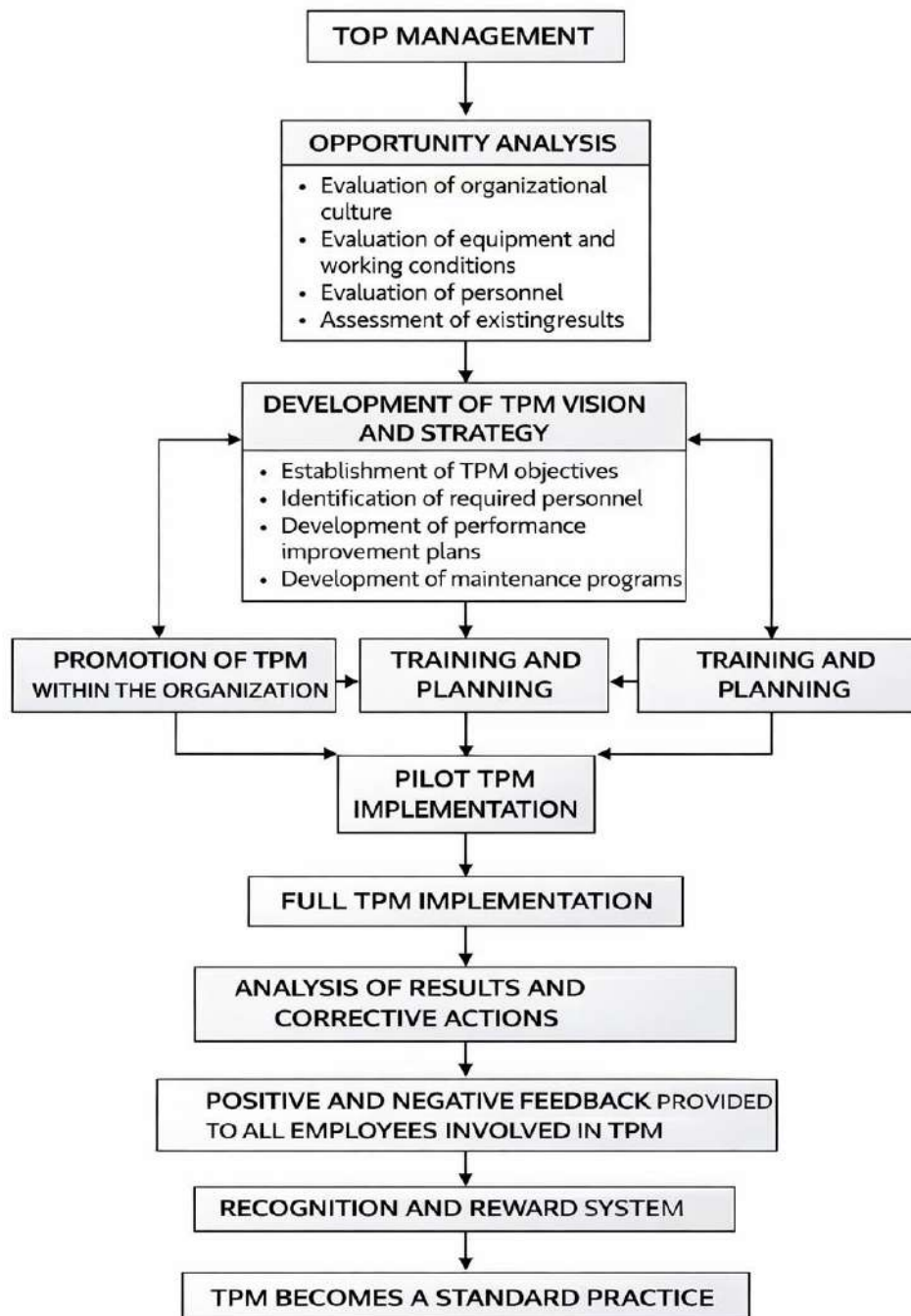


Figure 1. Total Productive Maintenance (TPM) Implementation Program at S.C. Branimpex S.R.L.

3. Discussions and Directions for Action

The Total Productive Maintenance implementation program aimed to maximize the effectiveness of the company's equipment, extend their life cycles, involve all organizational departments in the planning, design, production, operation, maintenance, and repair of machinery and installations, and ensure the active participation of all employees.

Particular emphasis was placed on employee professional training and on the creation of teams dedicated to promoting the concept of Total Productive Maintenance. A series of

specialization courses were organized within the company, both in the technical and technological fields—where operators ultimately became capable of performing nearly 70% of the preventive and corrective maintenance actions on the equipment they operated—and in the development of a clearly defined and widely respected organizational culture. The relatively small number of employees facilitated the achievement of excellent results.

A dedicated program was developed and implemented both for the maintenance and repair department and for preventive-planned repair and intervention activities for each piece of equipment, machine, installation, or production system. Operational teams were formed, including representatives of top management, members of maintenance and repair teams, as well as equipment users, with the declared objective of promoting quality, operational safety of machines and installations, and, not least, the reduction of costs and losses.

Total Productive Maintenance contributed to the establishment of a partnership-based approach, generating mixed teams composed of members from different departments and fostering unity between managers and employees directly involved in production and maintenance processes. This led to a significant cultural transformation within the organization.

Following the implementation of Total Productive Maintenance and Total Quality Management, the results obtained were evaluated from four perspectives: the development of a quality-oriented culture; the achievement of strategic objectives; the development of the product/process and management system; and the reaction of key customers.

These evaluations enabled a comparison between the results achieved and the ten qualitative standards presented in Figure 2. For each of these standards, a score between 1 and 100 was assigned. The maximum possible score was 1000 points. In the case of S.C. Branimpex S.R.L., based on the processing of questionnaire responses and interviews, the following results were obtained:

1. Competitive orientation – 78 points
 2. Products and services – 73 points
 3. Processes and procedures – 87 points
 4. Supplier partnership – 54 points
 5. Total quality planning – 89 points
 6. Implementation of competitive standards – 82 points
 7. Management and leadership – 77 points
 8. Employee involvement – 75 points
 9. Customer orientation – 69 points
 10. Quality technologies – 92 points
- TOTAL: 776 points

- Promoting specific actions designed to encourage employee behaviors aligned with the achievement of strategic objectives;
- Continuing the implementation of quality management and ensuring sustained staff involvement.

The results obtained confirm the existence of a well-developed quality assurance system within the organization. However, there remains potential for improving overall performance, particularly in the areas of “supplier partnership” and “customer orientation.” Over time, these questionnaires and interviews may be repeated in order to identify progress, as well as any potential regressions.

In order to establish a genuine organizational culture centered on quality, further development is required in the following areas: organizational management and leadership; the involvement of all employees; orientation toward customer needs; and the advancement of quality technologies.

The analysis of the ten standards led to the identification of the following necessary actions within S.C. Branimpex S.R.L.:



Fig. 2. Ten Standards of Quality Management

Most of the teams involved in the implementation of Total Productive Maintenance (TPM) considered the initiative itself to be necessary and to have generated significant results. Employee involvement in an action of major importance for the organization proved to be highly motivating and led to their full engagement and commitment.

4. Conclusions and Proposals

The implementation of the Total Productive Maintenance (T.P.M.) system within S.C. Branimpex S.R.L. has demonstrated the effectiveness of this methodology as an essential instrument for enhancing organizational performance, optimizing production processes, and strengthening the culture of quality. Through the coherent application of T.P.M. principles, the organization succeeded in maximizing equipment efficiency, reducing operational losses, and actively involving all personnel in preventive maintenance and continuous improvement activities.

The results confirm that top management involvement, together with the participation of employees at all hierarchical levels, represents fundamental conditions for the successful implementation of T.P.M. Within S.C. Branimpex S.R.L., the emphasis placed on professional training, the motivation of human resources, and the development of an organizational culture oriented toward quality generated a profound shift in mindset, fostering responsibility and cooperation among departments.

The analysis of the ten standards of quality management highlighted remarkable performance in the areas of processes and procedures, technologies used, and total quality planning. However, the need to strengthen supplier partnerships and customer orientation was identified as essential for full alignment with the principles of organizational excellence and the requirements of the modern market.

The implementation of T.P.M. produced a significant cultural transformation, shifting from a reactive approach to maintenance toward a proactive and participatory one. This transformation contributed to cost reduction, increased equipment reliability, improved product

quality, and the consolidation of a new vision of organizational performance based on prevention, innovation, and total involvement.

At the same time, the Branimpex experience reveals the importance of continuous professional training and cooperation between academic and industrial environments. Total productive maintenance should not be viewed exclusively as a technical instrument, but as an educational and managerial model that can be learned, applied, and transmitted to future generations of specialists. In this context, the university environment has a strategic mission in training engineers, economists, and managers capable of designing, implementing, and evaluating total productive maintenance systems, thus contributing to the development of the competitiveness and sustainability of the Romanian economy.

Proposals for the university environment in training specialists in the field of Total Productive Maintenance (T.P.M.)

The integration of T.P.M. concepts into the university curriculum and the introduction of courses dedicated to total productive maintenance, quality management, and the reliability of industrial systems within higher education programs are essential for developing the competencies required to adapt to current labor market demands.

Furthermore, the development of university–industry partnerships is necessary. Collaborations between higher education institutions and the economic environment (e.g., Branimpex S.R.L.) should be expanded to provide students with access to case studies, internships, and direct experience in implementing T.P.M.

Particular interest should also be given to promoting training through interdisciplinary projects. Project-based activities and applied studies should encourage teamwork among students from diverse fields — engineering, economics, and management — in order to simulate real organizational collaboration processes.

A further step regarding teaching methods in higher education involves the use of modern instructional approaches. The educational process should integrate digital tools, software applications for predictive maintenance, and quality management platforms adapted to industry requirements and the transition toward smart manufacturing.

From the perspective of university education, strengthening transversal competencies is equally indispensable. In addition to technical training, universities must develop competencies such as leadership, critical thinking, communication, and team coordination capacity, which are essential for the effective implementation of T.P.M.

Within universities, stimulating applied scientific research can also be achieved through the development, coordination, and support of bachelor's theses, master's dissertations, and doctoral theses focused on the analysis and application of T.P.M. principles in Romanian companies, thereby generating new knowledge and practical solutions for improving industrial competitiveness. The creation of university centers of excellence and the establishment of research and continuing education centers in the field of maintenance and quality would facilitate the exchange of experience between the academic and economic environments, becoming genuine platforms for innovation and technological development.

By combining applied research, university education, and industrial practice, Romania can train specialists capable of developing and sustaining modern total productive maintenance systems.

This endeavor will not only enhance organizational performance but will also strengthen the role of universities as foundations of technological progress and the culture of quality in contemporary society.

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ARTIFICIAL INTELLIGENCE AND MANAGERIAL STRATEGIES FOR CONFLICT PREVENTION IN EDUCATIONAL ORGANIZATIONS FROM ROMANIA AND THE REPUBLIC OF MOLDOVA

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Abstract

The increasing role of Artificial Intelligence (AI) in education is transforming managerial practices, institutional culture, and communication in schools. This research examines the relationship between AI integration and managerial strategies for conflict prevention in educational organizations from Romania and the Republic of Moldova. The study uses a mixed-method design—combining theoretical and empirical components—based on a comparative sample of 84 educational professionals (38 school principals and 46 teachers). Data were analyzed using SPSS 26 through descriptive statistics, Pearson correlation, and independent samples t-test. The findings demonstrate a strong positive correlation ($r = 0.67$, $p < 0.01$) between the use of AI-assisted monitoring tools and improved institutional climate. Cronbach's Alpha coefficient ($\alpha = 0.89$) confirms the reliability of the applied instrument. The article provides a detailed theoretical foundation based on conflictology, phenomenology, and digital leadership theories, emphasizing the importance of ethical, transparent, and human-centered managerial strategies supported by AI tools.

Keywords: artificial intelligence, educational management, conflict prevention, school leadership, Romania, Republic of Moldova, organizational climate

1. Introduction

In a world marked by technological acceleration and socio-educational transformation, school managers are increasingly confronted with complex interpersonal dynamics and institutional challenges. The phenomenon of conflict in educational settings affects motivation, collaboration, and the psychological well-being of staff and students alike [1].

Artificial Intelligence (AI) offers new pathways for early identification and resolution of organizational tensions. By integrating intelligent systems capable of analyzing feedback, communication patterns, and emotional indicators, educational institutions can transition from reactive to predictive conflict management [2].

Both Romania and the Republic of Moldova share a common pedagogical heritage rooted in humanistic education, yet they differ in terms of digital transformation pace. Romanian schools have adopted AI-based platforms for student evaluation and teacher feedback, while Moldovan schools remain in early implementation stages [3].

This article explores the ways in which AI can enhance managerial strategies for conflict prevention by combining data-driven decision-making with the phenomenological understanding of human relations in education.

2. Literature Review

2.1. Theoretical Foundations of Conflictology

Conflictology, as a modern interdisciplinary science, investigates the structure, dynamics, and transformation of conflict as a social and psychological phenomenon that inevitably arises in human interactions [4]. It draws on insights from psychology, sociology, philosophy, and communication theory to explain not only the visible confrontation between opposing parties but also the underlying perceptual and value-based contradictions that shape such encounters. The discipline assumes that conflict is not necessarily pathological or destructive; rather, it represents an opportunity for growth, self-understanding, and organizational learning when approached through structured dialogue and mediation.

The phenomenological dimension of conflictology—viewing conflict as a lived experience rather than a mere event—suggests that tensions within schools are deeply rooted in subjective interpretations, individual needs, and contextual conditions [5]. According to this perspective, the reality of conflict is co-constructed by participants through perception, meaning, and communication. Thus, an essential managerial task is to transform conflict from an obstacle into a catalyst for institutional improvement. This transformation involves empathy, active listening, and reflexivity—skills that allow managers to perceive hidden causes and reframe disagreements as collective learning processes.

Core principles of conflictology—such as the *inevitability of conflict*, the *principle of perception*, the *interdependence of systems*, and the *transformation principle*—are profoundly applicable to educational institutions. The principle of inevitability implies that any human community, including schools, will encounter tension due to diversity in personality, interests, or expectations. The perception principle highlights that conflicts arise not only from objective incompatibilities but also from misinterpretations or emotional reactions. Interdependence emphasizes that conflicts in one subsystem (for example, between teachers) affect others (students, parents, or management). Finally, the transformation principle underscores that through communication, conflict can evolve into constructive collaboration rather than escalation [6].

In the school environment, conflict becomes a mirror reflecting the health of organizational culture. Educational management scholars have repeatedly observed that institutional climate, communication style, leadership models, and emotional intelligence directly influence how conflicts are generated and resolved [1]. Traditional schools characterized by rigid hierarchies and poor feedback mechanisms tend to suppress conflict, which later manifests as passive resistance or burnout. In contrast, organizations with participatory leadership encourage open dialogue, collective problem-solving, and feedback loops that prevent escalation.

In the digital era, new forms of tension have emerged, extending beyond interpersonal disagreement into technological and ethical domains. The introduction of algorithmic systems for teacher evaluation, student monitoring, or performance analytics often generates resistance among staff due to perceived threats to autonomy and privacy [7]. These challenges indicate a shift from purely human conflicts to *hybrid conflicts*, in which human emotions intersect with digital infrastructures and data governance. Thus, conflictology must now encompass not only human but also *techno-social* dynamics—analyzing how artificial agents, information systems, and algorithms mediate relationships within the educational organization.

Another crucial theoretical component of conflictology is *preventive management*. Contemporary conflict theory differentiates between resolution and prevention—the latter focusing on anticipating risks, improving communication patterns, and cultivating a resilient institutional culture. Artificial Intelligence (AI) can significantly strengthen this preventive

approach by identifying latent tensions before they manifest. For example, sentiment analysis tools can monitor staff satisfaction, while predictive analytics may detect communication bottlenecks or workload inequalities that typically precede interpersonal conflicts.

At its core, conflictology emphasizes that the ultimate goal of conflict management is not the elimination of disagreement, but the cultivation of an institutional ethos of respect, inclusion, and shared responsibility. When integrated with AI-based insights, this philosophy enables a *reflective managerial culture*—one that relies on both human empathy and data-informed awareness to sustain organizational harmony [5].

2.2. AI and Educational Leadership

Artificial Intelligence has become a transformative force in redefining leadership practices across educational systems. It transcends simple automation, shaping how leaders perceive, decide, and act in increasingly complex environments [8]. In traditional school management, decisions are often reactive and based on limited subjective information. AI introduces predictive capacity, allowing managers to detect patterns of dissatisfaction, absenteeism, or communication breakdowns early on.

Tools such as *predictive analytics*, *sentiment analysis*, and *digital mediation platforms* are now capable of integrating multiple data streams—from teacher feedback to student surveys—to produce real-time insights for decision-making. For instance, predictive dashboards can forecast the probability of conflict emergence based on communication frequency or perceived fairness in task distribution. Such mechanisms enhance participatory management by offering evidence-based grounds for intervention rather than intuition alone [2].

Across Europe, research demonstrates that digital leadership correlates strongly with organizational adaptability, teacher motivation, and innovation culture [9]. Effective leaders are those who combine technological literacy with relational intelligence—balancing analytical rigor with compassion. AI facilitates distributed leadership by decentralizing information and empowering teachers to participate in data-driven reflection. Nevertheless, this transformation introduces challenges: data privacy concerns, algorithmic bias, and the potential depersonalization of communication [7].

The *phenomenological leadership model* proposed in recent educational studies asserts that leadership in the AI age must preserve the human essence of education—dialogue, trust, and moral purpose—while embracing technology as a co-intelligent partner rather than an authority [4]. Managers act as mediators between human relationships and algorithmic outputs, interpreting data through ethical discernment. Thus, AI becomes a reflective mirror rather than a prescriptive tool, helping leaders make informed and empathetic decisions.

From a managerial perspective, the integration of AI into education fosters a paradigm of *evidence-based empathy*. Leaders no longer rely solely on subjective judgment but on synthesized insights about team dynamics, emotional climate, and institutional well-being. However, without ethical frameworks and professional training, this reliance may reinforce control mechanisms instead of empowerment. Therefore, *digital ethics* and *data transparency* must be embedded in every step of AI deployment in schools [7].

2.3. Regional Context

Romania's educational policies increasingly emphasize the role of digital transformation in improving transparency, accountability, and performance evaluation. Through national programs like "Smart Education" and "School of the Future," the Ministry of Education supports the integration of AI-assisted tools that monitor academic results, attendance, and

communication networks between teachers and students. School managers, particularly in urban regions, use AI to analyze institutional performance, enabling proactive decision-making in areas such as workload balance, resource allocation, and staff collaboration [2].

By contrast, the Republic of Moldova is still in the early stages of digital transformation, focusing on foundational infrastructure and managerial capacity building. Pilot projects supported by international organizations have begun introducing digital dashboards for administrative transparency and online feedback systems for teacher evaluation [1]. However, limited funding and uneven technological literacy among educators pose challenges to large-scale implementation.

Despite these differences, both educational systems share a common trajectory toward data-informed management. The cultural emphasis on interpersonal relationships and community-based decision-making makes both contexts ideal for studying how AI can be harmonized with human values. Thus, conflict prevention through AI in Romania and Moldova does not aim to replace managerial empathy but to strengthen it by providing insight into communication dynamics and institutional morale.

In summary, the theoretical and regional perspectives converge on a crucial idea: conflict prevention in education depends on an equilibrium between technological rationality and human understanding. AI serves not as a replacement for leadership, but as an instrument for cultivating a reflective, ethical, and cooperative institutional culture [5].

This comparative perspective allows exploration of how cultural, institutional, and technological differences influence managerial practices of conflict prevention.

3. Research Methodology

3.1. Purpose and Objectives

The main objective of this study is to analyze the relationship between AI-based managerial practices and conflict prevention strategies in educational organizations from Romania and Moldova.

3.2 Specific Objectives

- To assess the level of AI integration in school management;
- To evaluate the correlation between AI usage and conflict prevention efficiency;
- To identify managers' perceptions of ethical and practical implications of AI.

3.3. Design and Participants

The study used a mixed-method approach (quantitative and qualitative).

Sample: 84 participants (38 managers, 46 teachers) from 42 institutions (22 in Romania, 20 in Moldova). Gender: 73% female, 27% male; average age = 44 years.

Data collection: March–June 2025 through an online questionnaire and interviews.

3.4. Instruments

The *Conflict Prevention and AI Integration Scale (CPAIS)*—developed by the authors—contained 25 items on a five-point Likert scale (1 = strongly disagree; 5 = strongly agree). Dimensions:

- AI Utility Perception (9 items)
- Conflict Prevention Strategies (10 items)

- Ethical and Human Factors (6 items)
- Reliability test using Cronbach's Alpha = 0.89, confirming strong internal consistency (SPSS 26).

3.5. Data Analysis

Data were analyzed using SPSS 26 software.

Descriptive statistics: mean (M), standard deviation (SD);

Pearson correlation (r) between AI Integration and Conflict Prevention Effectiveness;

Independent samples t-test to compare Romanian and Moldovan samples;

Regression analysis to predict conflict prevention outcomes from AI adoption level.

Qualitative data were coded thematically in three categories: *perceived transparency*, *ethical concerns*, and *managerial transformation*.

4. Results

4.1. Descriptive and Inferential Statistics

Table 1. *Descriptive Statistics for AI Integration and Conflict Prevention*

Country	AI Integration (M ± SD)	Conflict Prevention Effectiveness (M ± SD)	Pearson r	p
Romania	4.18 ± 0.51	4.02 ± 0.48	0.69	<0.01
R. Moldova	3.91 ± 0.62	3.84 ± 0.53	0.64	<0.01

The *Pearson correlation* ($r = 0.67$, $p < 0.01$) indicates a moderate to strong positive relationship between AI integration and conflict prevention. Managers who used AI-based feedback and monitoring platforms reported fewer unresolved disputes and higher team satisfaction.

Independent samples t-test: $t(82) = 1.14$, $p = 0.26$ — no significant difference between Romania and Moldova, suggesting similar managerial trends.

Regression analysis: AI integration predicted 46% of variance in conflict prevention ($R^2 = 0.46$, $F(1,82) = 68.14$, $p < 0.01$).

4.2. Qualitative Insights

Thematic analysis identified three main trends:

Transparency and Fairness: AI tools facilitate data-driven dialogue and reduce favoritism [3].

Ethical Anxiety: Managers fear depersonalization of decision-making and loss of human empathy [7].

Hybrid Leadership: AI serves as an assistant, not a replacement for managerial authority and communication [9].

5. Discussion

The findings of this study confirm that Artificial Intelligence (AI)–supported management systems play a pivotal role in promoting institutional transparency, proactive conflict prevention, and participatory decision-making. Educational leaders who effectively integrate AI into their managerial routines report higher levels of organizational efficiency, procedural fairness, and interpersonal trust among staff members [2]. By providing data-driven insights,

AI allows managers to move beyond reactive solutions and instead anticipate and mitigate conflicts before they escalate.

The application of AI analytics enables early detection of communication asymmetries, feedback distortions, and stress indicators that typically precede interpersonal tension [8]. Through data clustering and sentiment analysis, digital dashboards allow continuous monitoring of the psychosocial climate within schools, tracking variables such as morale, attendance, and satisfaction. Such systems provide an evidence base for managers to design timely interventions, redistribute responsibilities, or initiate dialogue sessions that address the root causes of dissatisfaction.

In addition, AI tools support a new form of diagnostic leadership—a leadership model that combines technical acumen with psychological insight. Managers equipped with digital dashboards or feedback-monitoring systems can identify “silent conflicts” that may not surface during regular meetings but manifest in reduced collaboration or motivation. This approach reflects a transition from traditional hierarchical management toward *reflective governance*, where data interpretation is complemented by empathy and relational awareness [9].

However, despite these advantages, AI cannot replace the phenomenological dimension of leadership—an inherently human capacity involving empathy, moral judgment, intuition, and personal presence [4]. The human experience of education requires nuance and contextual understanding that algorithms cannot fully emulate. While AI provides quantitative indicators, the qualitative meaning of relationships, trust, and emotional tone remains the prerogative of human interpretation.

Ethical dilemmas also arise concerning data privacy, algorithmic bias, and surveillance [7]. The collection and processing of large datasets about teachers or students may lead to misuse if not governed by transparent protocols. Overreliance on automated decision-making risks reducing the educator’s role to numerical indicators, eroding professional autonomy. This tension between efficiency and ethics underscores the necessity for institutional frameworks that regulate AI use in educational management. Ethical leadership must, therefore, ensure that digital tools remain aligned with pedagogical values and human dignity.

A significant contextual insight from this research is the contrast between the two national systems studied. In Moldovan schools, limited infrastructure constrains digital innovation, making conflict management predominantly interpersonal and dialogical [1]. Here, the principal functions as a moral leader who relies on direct communication and personal mediation to resolve tensions. In Romanian institutions, by contrast, a gradual shift toward digital mediation is observed. Schools adopt AI platforms for staff evaluation, workload planning, and communication management, enabling data-driven transparency in administrative processes.

This dual perspective demonstrates that technological transformation must be culturally adaptive. AI cannot be imposed uniformly but must integrate into existing relational frameworks and managerial traditions. Romanian schools illustrate how digital systems can complement managerial structures, while Moldovan cases highlight the enduring importance of empathy and dialogue. Together, these findings reflect a hybrid paradigm of educational leadership, where AI supports rather than replaces human wisdom.

Ultimately, the results support the emerging concept of transformative managerial leadership—a model positioning the school manager as a mediator between human relations and technological innovation [5]. Such leaders embrace AI as a reflective partner in strategic thinking, using data to enhance—not dictate—decision-making. Transformative leaders cultivate a school culture where ethical reflection and technological fluency coexist. They recognize that technology’s greatest potential lies not in automation but in augmenting human creativity, cooperation, and foresight.

Therefore, AI-driven management in education should not be viewed merely as a technical upgrade but as an epistemological shift toward evidence-informed empathy. It invites educational leaders to practice *double literacy*: digital competence and emotional intelligence. Only through this synthesis can AI become a genuine ally in nurturing resilient, equitable, and reflective educational communities.

6. Conclusions

Artificial Intelligence represents both a profound challenge and a transformative opportunity for educational management. When integrated responsibly, it strengthens conflict prevention by enhancing communication channels, ensuring data transparency, and providing predictive insights into institutional dynamics [2]. AI allows managers to detect early warning signs, identify structural inequities, and promote collective problem-solving.

The study demonstrates that both Romanian and Moldovan educational managers exhibit increasing openness toward AI-mediated decision-making. Despite infrastructural disparities—Romania having broader access to digital tools and Moldova developing more traditional managerial approaches—both contexts converge toward a shared goal: using technology to promote fairness, efficiency, and collaboration. These findings reaffirm that conflict prevention in schools is not solely a matter of technological competence, but primarily one of ethical and relational intelligence [4].

For educational systems seeking to balance innovation with humanistic values, the following directions are essential:

Continuous professional development in digital ethics and leadership: Managers and teachers require sustained training in ethical data use, algorithmic interpretation, and privacy protection.

Human-centered data interpretation: AI should serve as a reflective instrument that enhances understanding of institutional dynamics rather than reducing them to statistics.

Institutional policies ensuring transparency and autonomy: Governance frameworks must define clear responsibilities, data protection standards, and participatory feedback mechanisms.

Strengthening emotional and communicative competencies: The success of AI in education depends on leaders' capacity to maintain empathy and authenticity in digitally mediated environments.

In the broader theoretical perspective, the findings contribute to the growing discourse on *digital conflictology*—a field exploring how technology mediates, amplifies, or transforms conflicts in modern organizations [5]. The integration of AI into conflict management marks a paradigm shift from reactive dispute resolution to preventive and reflective management. However, this shift must be accompanied by ethical safeguards and pedagogical sensitivity to avoid depersonalization and control-based governance [7].

Future research should expand the empirical foundation of this study by incorporating longitudinal data and larger samples across various educational levels. Comparative studies involving other Central and Eastern European countries would clarify how socio-cultural factors mediate AI adoption and conflict dynamics. Furthermore, experimental research could explore the effectiveness of specific AI systems—such as sentiment analysis tools, natural language processing for staff feedback, or virtual mediation platforms—in enhancing school climate and communication trust.

In conclusion, Artificial Intelligence has the potential to become a transformative ally for educational leadership when it operates under a humanistic and ethical vision. The manager of the future is not merely a data analyst or a decision-maker but a cultural architect—a leader who harmonizes algorithmic precision with moral insight, empathy, and community spirit.

When guided by ethical principles, AI can help schools evolve into transparent, inclusive, and emotionally intelligent institutions—capable of resolving conflict not through control, but through understanding and shared purpose.

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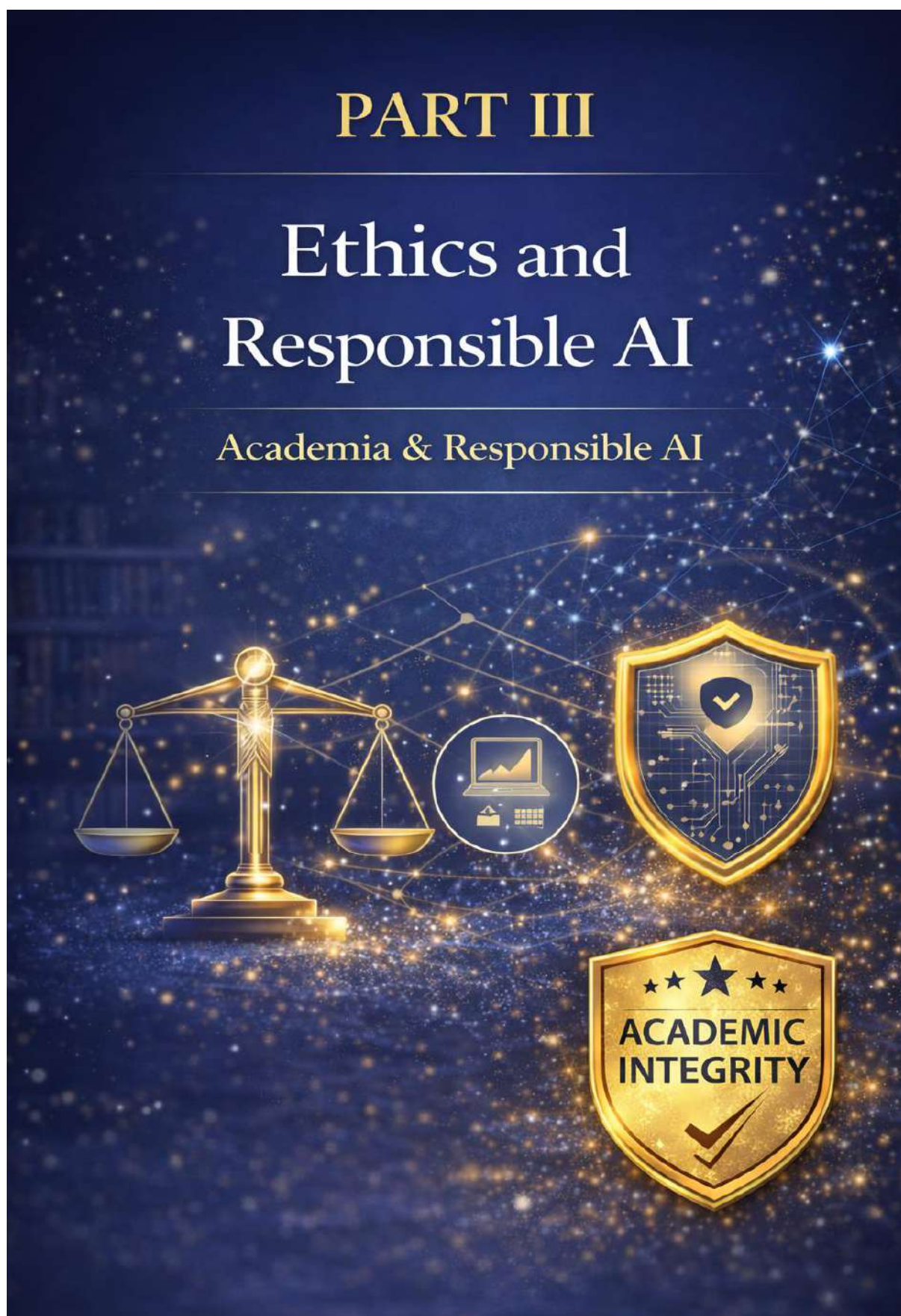


Fig. 3. Part III – Ethics and Responsible AI: Academia & Responsible AI. Generated using ChatGPT (OpenAI) and Canva.
Author: S.-M. Bălan.

PART III. Ethics and Responsible AI

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

Associate Professor Doina DAVID, Ph.D.

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

Professor Habil. Loredana-Ileana VÎȘCU, Ph.D.; Professor Habil. Dana-Veronica RAD Ph.D.;
Professor Habil. Mihaela GAVRILĂ-ARDELEAN Ph.D.; Ioana-Eva CĂDARIU Ph.D.;
Professor Habil. Ovidiu Florin TODERICI Ph.D.

3. ARTIFICIAL INTELLIGENCE: BALANCING INNOVATION AND VALUES IN EDUCATION

Professor Gabriela VOȘLOBAN

4. ARTIFICIAL INTELLIGENCE AS A TOOL OF TRANSGRESSION IN EDUCATION

Professor Habil. Beata MYDŁOWSKA, Ph.D.

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

1. Introduction

In recent decades, artificial intelligence (AI) has begun to redefine the educational landscape, bringing both innovative opportunities and complex challenges. In humanistic education, which emphasizes critical thinking, moral values, and the holistic development of the individual, the integration of AI raises essential questions about ethics, responsibility, and the role of technology in the learning process. On the one hand, AI-based tools can support text analysis, personalized learning, and rapid access to diverse resources, contributing to a more efficient educational process [1],[2].

On the other hand, the use of such technologies involves risks related to academic integrity, data privacy, and the possible diminishment of critical reflection—an essential element in the humanities. Thus, the discussion about the ethics of using AI in humanistic education goes beyond technical aspects and calls for a profound analysis of the responsibility of educators,

students, and institutions in the effort to harmonize technological innovation with the fundamental values of education.

Artificial intelligence is increasingly entering classrooms as well as digital libraries, raising fundamental questions about the place of humans and technology in education. In the humanities—where learning is not reduced to the accumulation of information but involves critical reflection, empathy, and ethical discernment AI emerges both as a fascinating opportunity and a potential danger. On one side, intelligent algorithms can assist in the complex analysis of texts, the personalization of educational pathways, and the stimulation of creativity [1],[3]. On the other side, excessive reliance on technology risks diminishing the autonomy of thought, affecting academic integrity, and raising serious issues of privacy and moral responsibility. Therefore, the ethics of AI use in humanistic education becomes a field of critical reflection: how can we harness innovation without compromising the fundamental values of education and the personal responsibility of each actor involved? This tension between technological potential and moral responsibility outlines one of the major challenges of our time: learning to use AI with discernment and integrity.

In recent decades, artificial intelligence (AI) has entered all domains of contemporary society, including education, fundamentally transforming the way knowledge is generated, distributed, and used. In the context of humanistic education—which emphasizes the development of critical thinking, empathy, and cultural understanding the introduction of AI raises complex ethical questions that go beyond mere technological efficiency and are tied to the moral responsibility of educators and academic institutions.

2. AI and Innovation in Humanistic Education

Artificial intelligence provides innovative tools for analyzing literary, historical, or philosophical texts, facilitating interdisciplinary research and the creation of personalized educational resources [1]. Natural language processing algorithms enable the identification of semantic or stylistic patterns in literary works, while adaptive learning platforms can adjust the pace and complexity of educational material according to students' individual progress. Thus, AI can support the formation of more refined analytical thinking and a deeper understanding of cultural and historical contexts [2].

Moreover, AI facilitates democratized access to knowledge. Students can interact with interactive simulations, educational chatbots, or massive databases, enabling them to explore complex concepts without physical or geographical barriers [3]. In this sense, AI becomes a catalyst for pedagogical innovation, offering opportunities for personalized and interdisciplinary learning that are difficult to achieve through traditional methods.

3. Ethical Challenges of AI in Humanistic Education

However, the use of AI in humanistic education raises multiple ethical dilemmas. First, there is the risk of “dehumanizing” the educational process. Educators and students might rely excessively on algorithms for evaluating competencies, which would diminish the role of critical reflection, dialogue, and subjective interpretation—elements essential to the humanities [5].

Second, AI raises issues of data privacy and security. AI-based educational platforms collect vast amounts of information about students' performance and behavior, and the misuse of such data may lead to discrimination or unfair profiling [6].

Third, there is the risk of algorithmic bias. AI models are trained on datasets that often reflect social inequalities and prejudices. In humanistic education, this may lead to biased recommendations or evaluations, affecting the objectivity of cultural and historical analysis [7].

By its very nature, humanistic education aims to develop critical thinking, moral reflection, and a deep understanding of cultural, social, and philosophical values. In this context, the introduction of artificial intelligence (AI) into the educational process raises a series of complex ethical challenges that cannot be reduced merely to technological efficiency or information accessibility. First, AI can influence how students learn to think critically. Recommendation algorithms and automatically generated content can create situations where students passively accept the information provided by AI systems without analyzing or evaluating it deeply. In humanistic education, where value lies precisely in the interpretive and dialogical process, there is a risk that AI could substitute critical reflection with predefined, standardized solutions, thereby diminishing students' ability to construct original arguments.

Another major challenge concerns equity and access to AI resources. In educational institutions with limited resources, the integration of AI technologies can exacerbate inequalities among students. Those with access to advanced tools gain a significant advantage, while those who cannot use them risk marginalization—thus undermining a fundamental principle of humanistic education: the equal development of each individual's potential. In addition, the use of AI raises concerns about privacy and the security of personal data. For AI systems to function effectively, they collect and process large amounts of information about students, including preferences, learning styles, and performance. From an ethical standpoint, it becomes essential to protect these data and ensure transparency regarding their use, so that education does not turn into a tool for surveillance or manipulation.

An essential but often overlooked dimension is the impact of AI on cultural and moral values.

Humanistic education is not limited to the accumulation of information; it cultivates empathy, solidarity, and sensitivity toward human diversity. AI algorithms, developed on the basis of existing data, can reproduce stereotypes or biases that contradict the principles of ethical and inclusive education. In this regard, teachers and AI developers must collaborate to prevent the perpetuation of inequalities and to integrate moral and cultural standards into the educational process [7].

In conclusion, the ethical challenges of AI in humanistic education are multiple and complex. They cannot be addressed solely through technological solutions but require careful reflection on how artificial intelligence influences learning processes, value formation, and students' critical development. The integration of AI must be accompanied by clear ethical principles, data protection, equitable access to resources, and the preservation of the central role of critical thinking and humanism in education. Only in this way can AI be transformed from a challenge into an opportunity to enrich humanistic education.

4. Responsibility in the Use of AI

Ethical responsibility in implementing AI in humanistic education involves several dimensions.

First, there must be transparency regarding the algorithms used and the criteria by which they evaluate or personalize learning (Binns, R., 2018). Students and teachers must understand the limits and implications of the digital tools they use.

Second, humanistic education itself must integrate a critical component concerning AI. Students should be taught to question technological tools, identify potential errors or biases, and develop ethical discernment regarding emerging technologies [8].

Third, academic institutions have the responsibility to establish clear policies regarding data protection, algorithmic transparency, and the limitation of excessive dependence on technology. In this way, AI can serve as a complementary tool, not a substitute, for humanistic education [11].

5. Conclusion

The ethics of using AI in humanistic education lies at the intersection of innovation and responsibility. AI technologies offer unprecedented opportunities for deepening knowledge, personalizing learning, and stimulating academic creativity. [1],[3]. However, they also bring significant risks related to dehumanization, privacy, bias, and the erosion of critical thinking. Balancing innovative benefits with respect for ethical principles is essential to transform AI into an ally of humanistic education rather than a mere technological instrument.

Therefore, the integration of AI in humanistic education must be accompanied by constant reflection on the moral responsibility of educators, the protection of students, and the development of critical thinking capable of addressing the challenges of the digital society. Only in this way can technological innovation be harmonized with the fundamental values of humanistic education. In conclusion, exploring the ethics of AI use in humanistic education reveals both remarkable opportunities and complex responsibilities. Artificial intelligence can be a valuable tool in supporting personalized learning, providing rapid access to diverse educational resources, and stimulating critical thinking.

However, its use must be grounded in solid ethical principles. In humanistic education whose central aim is the development of reflection, empathy, and moral discernment technology cannot replace the direct experience of teacher–student interaction or critical dialogue; it must instead complement and enrich them. [5]-[7].

From a *pedagogical perspective*, the integration of AI must be carefully calibrated to promote students' intellectual autonomy and avoid excessive dependence on algorithms. It is also essential to ensure equity in access to technology, so as not to deepen social or cultural divides, and to protect the confidentiality and integrity of personal data. This approach is not merely a technical or administrative requirement but a *moral obligation*, since humanistic education seeks to shape individuals aware of their social responsibility and of the impact of their decisions on community and culture.

From a *philosophical perspective*, the use of AI in the humanities raises profound questions about the nature of knowledge, the autonomy of thought, and the role of technology in shaping values. Digital technologies can influence both cognitive processes and social behaviors, and education must cultivate ethical discernment in response to these influences. In this sense, the training of teachers and students in AI ethics becomes an essential component—not only to prevent misuse or errors but also to foster a responsible educational culture in which technology serves human interests, not the other way around.

In the *long term*, the ethics of AI in humanistic education should not be conceived as a static set of norms but as a dynamic framework for reflection on how technology influences values, knowledge, and learning experiences. The fundamental challenge is not to limit technological innovation but to integrate it consciously and responsibly so that it supports and enhances students' personal and cultural development. Within this framework, humanistic education and AI can coexist in a *creative synergy*, where technology does not replace but amplifies the human, reflective, and ethical dimensions of the educational process.

This approach not only safeguards the fundamental values of education but also provides an opportunity to *redefine education in the digital age*, transforming technological challenges into vectors of cultural and moral progress.

In conclusion, the integration of artificial intelligence into humanistic education represents an exceptional opportunity to modernize and personalize the educational process, but it also entails major ethical and strategic responsibilities. AI can facilitate rapid access to complex information, support differentiated learning, and stimulate students' creativity and critical

thinking. Yet its use must be accompanied by clear principles that protect cognitive autonomy, moral values, and human interaction—elements fundamental to humanistic education.

From the perspective of educational policy, it is essential for institutions to adopt strategies that include:

Training teachers in AI ethics and digital pedagogy to understand both the limitations and potential of technology and to guide students in its responsible use.

Regulating data use through clear privacy and security policies, ensuring that students are protected and can develop trust in digital learning environments.

Ensuring equity in access to technology to prevent the widening of socio-cultural gaps and to provide every student the opportunity to benefit from AI's advantages.

Integrating ethical reflection into the curriculum so that students learn to analyze the impact of technologies on society, culture, and moral values, thereby cultivating social responsibility and critical thinking.

Continuously monitoring and evaluating the effects of AI on the educational process to adjust strategies and prevent depersonalization or the standardization of learning experiences.

In practice, best practices include using AI to create interactive educational resources, virtual simulations that stimulate critical analysis, adaptive platforms that respect individual learning rhythms, and tools that facilitate collaboration and debate among students. At the same time, teachers must maintain a central role in the educational process, using AI as a **supportive partner**, not as a substitute for critical thinking and human interaction.

In the long term, the ethics of AI in humanistic education must be conceived as a **dynamic and reflective framework** that integrates technological innovation with the fundamental values of education. The main challenge is not to restrict technological progress but to manage it responsibly so that AI becomes a **vector of cultural, moral, and intellectual enrichment**. Through coherent educational policies, adequate professional training, and the implementation of good practices, AI can support the transformation of humanistic education into an environment that cultivates creativity, autonomy, empathy, and social responsibility preparing students for a complex digital world without compromising the fundamental values of learning.

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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

1. Introduction

The inclusion of artificial intelligence (AI) in higher education has dramatically altered the character of teaching, learning, and professional behaviour. With algorithms being used to undertake tasks like grading essays, developing educational content, or catering to individualized learning needs, teaching professionals are faced with new professional-ethical challenges. These include inter alia issues related to authorship credit, responsibility/accountability, biases in data generation, or maintaining human discretion in decision-making. It is within this dynamic digital environment that ethical competency—the skill to acknowledge, interpret, or respond to ethical issues—has become a vital component of academic integrity [1]; [2].

Contemporary scholarship argues that integrating AI technology in education requires not only technical skills but also a moral understanding or reflective thinking. The moral components of AI literacy skills can thus go beyond functionality to include values related to bias sensitivity, transparency, privacy, or fairness [3]; [4] There thus seems to be a need to move away from a purely technical approach to digital competency skills to a humanist approach or moral paradigm that makes educators both learning environment designers and moral actors.

In these terms, creativity stands to represent an important asset to leverage for building ethical consciousness. In terms of applying creativity to these AI-related resources—be it developing

creativity in lesson planning design or other methods to engage these students—there exists encouragement to explore ethical impacts for these decisions. In fact, creative use rather than merely following instruction makes possible filling the gaps between innovation and ethical accountability related to technology [5]; [6].

On the other hand, self-competency in AI, which refers to teachers' belief in using AI tools effectively, has been found to result in elevated professional accountability and ethical awareness. In this regard, authors Amayreh et al. [7], Priamono et al. [8], point to self-competent teachers elevated moral accountability when applying AI since these teachers are well-aware of AI's affordances. In contrast to self-competency, a high sense of negative agency (SoNA), referring to feelings of technological hopelessness or powerlessness, tends to decrease motivation to learn or become less reflective users of automatic technology, which can result in diminished ethical awareness [9].

Although there has been increasing interest in AI-related literacy, there remains a dearth of empirical studies concerning the psychological and creative attributes which influence ethical competency within university-level educators. The majority of existing scholarship has focused thus far upon teachers' preparedness, attitudes, or intention to use [10]; [11] but little scholarship exists which seeks to explore the impact of creativity and self-competencies in AI upon moral reflection. The aim of this proposed study is to fill that scholarship gap.

Based on these considerations, the study aims to answer the following research questions: To what extent can creative use of AI and self-competence predict ethical awareness in academia? And to what extent does increase negative agency contribute to discouraging ethical participation? A quantitative approach with a large data set of 393 university professors in Romania was used to answer these questions.

The expected outcome of these results will be their contributions to both theory and application. Theoretical contribution will involve the development of ethical digital agency. The concept will show how creativity and competence are related to moral action in AI-based education. The practical contribution will enable those involved in curriculum development to design professional ethics education tied to AI education. From a connection between creativity in technology use and moral reflection, ethical competence will become dynamic rather than static.

2. Theoretical Background

The digitalization of higher education has transformed the professional identity of teachers to become not only conveyers of knowledge but ethical designers of learning contexts (Vasileiou, 2025). The need for teachers not only to possess technical skills but ethical decision-making skills to cope with complex situations cannot be emphasized enough. The idea of ethical competence—the focus of the proposed study—encompasses moral values awareness, assessment of technology consequences, and ethical behavior in uncertain situations [1]. In technology-integrated educational settings like AI-based education, ethical competence will serve as an integrating factor linking technology knowledge to humanist thinking.

In academic contexts, ethical competency requires more than compliance with organizational ethical guidelines. Rather, ethical competency indexes a living or dynamic skill set that encompasses cognitive, emotional, or behavioral components [6]. In AI-facilitated education contexts, ethical competency includes educators' awareness of dilemma situations involving plagiarism, data openness, bias, or authorship—a concern compounded by generative AI technology. Ethical awareness gives education professionals a deeper understanding of these educational technology instruments that are both educationally helpful yet pose ethical concerns [1]; [5].

Contemporary approaches consider digital ethics to be reflexive or non-prescriptive. In other words, self-reflexivity and dialogue are considered more important than compliance [6]. Ethical digital agency represents this notion. It positions the educator or professional as an autonomous moral agent who has the capability to interpret the implications of AI systems and make decisions based on these values within technology-driven contexts.

Parallel to ethical competency, another competency which has been identified to be essential for teachers in the 21st century is AI literacy. AI literacy refers to technical skills, critical thinking skills, creative skills, and ethical thinking skills [3]; [4]; [11]. Under AI competency skills specifically related to self-efficacy, self-competence refers to teachers' belief in understanding, controlling, and using AI technology responsibly. Research shows that self-competent teachers are more inclined to use new teaching methods, show transparent assessment, or display ethical values when using data or writing [7]; [8].

The self-competency feature corresponds to another general psychological framework related to 'agency' that was introduced based on Bandura's cognitive-social approach to define 'agency' as 'one's ability to intentionally affect one's environment' [12]. In terms of the AI generation environment, agency can now mean 'digital self-determination' or 'digital self' which refers to moderately confident belief in technology along with a moral sense. Increased self-competence related to AI use was found to improve teachers' reflective use of technology [9].

The creativity in applying AI was recently identified to promote ethical consciousness and learning adaptability [5]. Creative application entails using AI resources not just to improve efficiency but to innovate, empathize, or resolve issues. Through integrating creativity with ethical thinking, teachers enable moral imagination—a skill to perceive other possible ethical uses of technology to foster human flourishing [6].

From a pedagogical point of view, creativity encourages curiosity, experimentation, and interdisciplinarity—which are all elements that need to be considered in ethical reasoning concerning complex digital systems [13]. In fact, if teachers use creativity to leverage AI, there will naturally be a questioning attitude toward the results provided by AI systems, including a focus on equity. These elements are typical of constructivist approaches to knowledge building based on active experimentation.

Conversely, a *sense of negative agency (SoNA)*—characterized by feelings of helplessness or lack of control in digital contexts—can hinder both creativity and ethical awareness. Educators who perceive themselves as technologically constrained may rely excessively on automated systems, deferring moral responsibility to machines. This phenomenon reflects what Kaya et al. [9] describe as *digital disempowerment*, a state in which individuals disengage ethically due to perceived lack of competence or influence.

Although studies concerning negative agency are not numerous yet, initial discoveries indicate an inverse relationship between motivation, self-regulation, and ethical decision-making. In terms of education, encouraging positive digital agency could become an effective counteraction against ethical disengagement.

With these elements in mind, ethical competence can be defined in terms of creative participation and technological self-efficacy using a moral agency approach. Teachers' creativity with AI offers opportunities for moral reflection and experimentation. Teachers are enabled for moral responsibility with AI self-competency. Conversely, increased attention to negative agency could lower ethical sensitivity due to diminished feelings of control and initiation.

Accordingly, the study tests the following hypotheses:

- H1: Creative application of AI positively predicts ethical competence.
- H2: AI self-competency positively predicts ethical competence.
- H3: Sense of negative agency (SoNA) negatively predicts ethical competence.

3. Methodology

3.1 Research Design

In carrying out its objectives, this study used a quantitative approach that was cross-sectional and correlational. The study design enabled the determination of statistical relationships between important study variables, which included creative application, self-competency regarding AI education, and sense of negative agency (SoNA), and the joint impacts that shape ethical awareness. Study data was collected using an online self-report survey administered to academic staff in universities across Romania.

The methodological approach was standard for both psychological and educational studies globally. The survey was confidential, with participants' free will to engage. It was a 15-minute survey consisting of both demographic data collection and proven scales. Data analysis used IBM SPSS version 29. Descriptive analysis, Pearson's Correlation analysis, and Multiple Regression analysis were conducted to determine if there was a prediction model.

3.2 Participants

The sample consisted of 393 university professors from public and private Romanian universities. The majority were female (89.6%), and most participants worked in the public sector (90.1%). Respondents had diverse levels of seniority, with nearly half (44.5%) reporting more than 20 years of experience. Educational backgrounds ranged from undergraduate to doctoral studies, and 10.4% held leadership positions within their institutions.

Table 1. *Demographic characteristics of participants (N = 393)*

Variable	Category	Frequency	Percentage (%)
Gender	Female	352	89.6
	Male	41	10.4
Education level	Doctoral studies	5	1.3
	Master's degree	163	41.5
	Undergraduate degree	209	53.2
	Post-secondary / Vocational	2	0.5
	High school	14	3.6
Occupational status	Public sector employee	354	90.1
	Private sector employee	27	6.9
	Entrepreneur	4	1.0
	Freelancer	8	2.0
Work experience	Less than 1 year	29	7.4
	1–5 years	62	15.8
	6–10 years	39	9.9
	11–20 years	88	22.4
	Over 20 years	175	44.5
Leadership role	Yes	41	10.4
	No	352	89.6

Participants represented a wide range of academic disciplines, primarily within the social sciences, education, and humanities. The use of a non-probabilistic convenience sampling

method allowed for broad inclusion but limits the generalizability of findings beyond similar institutional contexts.

3.3 Instruments

All instruments used in our study are derived from scales proven previously in research related to AI-based literacy and ethical considerations. These scales are carefully translated into Romanian. The translation was checked using a back-translation test. Questions are rated using a 5-point Likert scale. The options range from 1 (Strongly Disagree), to 5 (Strongly Agree)."

Sense of Negative Agency (SoNA) - The use of these six items (2, 3, 6, 7, 10, and 11) adapted from Agency & Self-Reflection Scale [12] helped to measure Sense of Negative Agency. The scale not only evaluates helplessness in technology but lack of control over technology. It has been observed that increased scores represent a sense of hopelessness or inaction in AI. The ROMULAN translation was found to possess sufficient internal consistency ($\alpha = .82$).

AI Self-Competency - AI self-competency was assessed using the relevant scale provided in the AI Literacy Scale constructed by Lintner [4], which assessed teachers' self-perceived competency level in terms of understanding, adopting, or using AI educationally in a responsible manner. The scale demonstrated a high level of internal consistency in determining competency ($\alpha = .89$).

Creative Application - Creative application of AI was assessed using the four-item Creative Application scale in the ChatGPT Literacy Scale developed by Kohnke and all [14]. The scale represents teachers' efforts to apply AI to creative teaching approaches. The scale was found to demonstrate high internal consistency ($\alpha = .88$).

Ethical Competence - Ethical competence was measured using four items (22-25), which are based on the concept of academic integrity and ethical decision-making online presented in McIntire et al. (2024). These items measure teachers' ethical decision-making skills, ethical use of AI-supported technology, and understanding ethical issues. The value for Cronbach's Alpha was .91. All scales exhibited Cronbach's $\alpha > .80$, confirming strong internal consistency and construct validity for the Romanian sample.

3.4 Data Analysis

Descriptive statistics and inferential statistical analysis are used to determine possible relationships between the identified variables. Pearson product-moment correlation coefficients are used to describe connections between ethical competence in nursing, self-competencies regarding AI, creative implementation skills, and ethical competency. Finally, a multiple regression analysis was performed to determine how well these independent variables can predict ethical competence. The significance level was set to .05. Beta weights are used to measure these effects. This was an analytical method that helped to establish the leading psychological and creative elements that promote ethical awareness within academic settings augmented by AI.

4. Results

4.1 Descriptive Statistics

Descriptive statistics were computed for all main study variables: ethical competence, sense of negative agency (SoNA), AI self-competency, and creative application. Table 2 presents the mean scores, standard deviations, and sample sizes for each construct.

Table 2. *Descriptive statistics for main study variables (N = 393)*

Variable	M	SD	N
Ethical competence	3.40	1.05	393
Sense of Negative Agency (SoNA)	2.17	1.05	393
AI self-competency	3.85	0.94	393
Creative application	3.55	1.03	393

As shown in Table 2, participants reported moderate levels of ethical competence ($M = 3.40$, $SD = 1.05$) and high levels of AI self-competency ($M = 3.85$, $SD = 0.94$), suggesting that most educators felt confident using AI in academic contexts. Creative application of AI scored moderately high ($M = 3.55$, $SD = 1.03$), indicating consistent engagement in innovative uses of AI for teaching and feedback. Conversely, the sense of negative agency was relatively low ($M = 2.17$, $SD = 1.05$), suggesting that respondents generally did not perceive themselves as powerless or disengaged in relation to AI technologies.

These results establish a positive overall orientation toward AI use among educators, with substantial variation in ethical awareness and creativity that warrants further correlational and regression analyses.

4.2 Correlation Analysis

To explore associations among the main study variables, Pearson's product-moment correlations were computed between ethical competence, sense of negative agency (SoNA), AI self-competency, and creative application. The results are summarized in Table 3.

Table 3. *Correlations among study variables (N = 393)*

Variable	1	2	3	4
1. Ethical competence	—	.014	.417**	.766**
2. SoNA (Sense of Negative Agency)	.014	—	-.129*	.019
3. AI self-competency	.417**	-.129*	—	.404**
4. Creative application	.766**	.019	.404**	—

Note. $p < .05$; $p < .01$ (two-tailed).

As indicated in Table 3, ethical competence correlated strongly and positively with creative application ($r = .77$, $p < .001$) and moderately with AI self-competency ($r = .42$, $p < .001$). These findings suggest that educators who apply AI creatively and perceive themselves as technologically competent also tend to report higher ethical awareness and integrity in AI use.

In contrast, sense of negative agency (SoNA) was not significantly related to ethical competence ($r = .01$, $p = .78$), indicating that feelings of technological helplessness do not directly undermine ethical awareness. However, SoNA showed a small negative association with AI self-competency ($r = -.13$, $p = .01^*$), implying that educators with lower perceived control over technology also tend to feel less competent in AI use.

Overall, the correlational analysis supports the assumption that both creative and self-competent engagement with AI are linked to stronger ethical awareness, whereas negative agency plays a minimal or indirect role in this relationship.

4.3 Regression Analysis

A multiple linear regression analysis was performed to determine the extent to which creative application, AI self-competency, and sense of negative agency (SoNA) predict ethical competence among university educators. The results are presented in Tables 4–6.

Table 4. *Model summary*

Model	R	R ²	Adjusted R ²	SE of Estimate	F(3, 389)	p
1	.775	.601	.598	.66	195.24	< .001

The regression model was statistically significant, $F(3, 389) = 195.24$, $p < .001$, explaining **60.1% of the variance** in ethical competence. This high R^2 value indicates that the combined influence of creativity, self-competence, and perceived agency meaningfully accounts for differences in educators' ethical awareness regarding AI use.

Table 5. *ANOVA summary*

Source	SS	df	MS	F	p
Regression	257.94	3	85.98	195.24	< .001
Residual	171.31	389	.44		
Total	429.24	392			

The ANOVA results confirmed that the overall model was significant, demonstrating that at least one of the predictors contributes substantially to the explanation of ethical competence ($p < .001$).

Table 6. *Regression coefficients predicting ethical competence*

Predictor	B	SE B	β	t	p	95% CI for B
Constant	.228	.177	—	1.29	.198	[−.12, .58]
SoNA	.018	.032	.018	0.56	.576	[−.05, .08]
AI self-competency	.147	.040	.131	3.71	< .001	[.07, .22]
Creative application	.724	.036	.713	20.29	< .001	[.65, .79]

The results showed that creative use of AI was a highly significant predictor of ethical competence ($\beta = .713$, $p < .001$), followed by self-competency related to AI ($\beta = .131$, $p < .001$). These two predictors accounted for a large proportion of variance in ethical awareness, thus supporting both Hypotheses 1 & 2. Sense of negative agency was found to be not a significant predictor ($\beta = .018$, $p = .576$), which suggests that feeling helpless or a lack of control does not affect ethical decision-making in educators.

These results indicate that those teachers who use AI resources creatively and are confident in applying these resources possess high ethical competence. The use of creativity seems to positively influence moral sensitivity since exploration, responsibility-taking, and critical reflection are involved in creative behavior. The lack of a significant relationship between creativity and ethical competence in SoNA suggests that there is a need to embrace AI rather than focusing on the absence of technology anxiety. In general, the regression analysis confirms that ethical competence in AI-supported education is influenced mainly by creativity and self-perceived competence in AI use, which aligns with recent literature studies that articulated mutual dependencies between innovation and moral agency in academic settings [5]–[7].

5. Discussion

The aim of this case study was to explore the impacts of creative application, AI self-competency, and sense of negative agency (SoNA) upon ethical competence in university professors teaching using AI-based educational systems. The results provide crucial data regarding creativity's pivotal role in ethical cognizance across digital academic pedagogies.

In line with Hypothesis 1, there was evidence that creative use of AI was identified to be the major determining factor for ethical competence. Educators who are using AI in a creative manner for teaching-learning processes or assessment exercises tend to possess greater ethical empathy. Indeed, creativity in technology use tends to foster what Hachem and Heintz [6] considered to be 'reflexive ethics'—which refers to an individual's capability to scrutinize his/her decisions made in technology use. Again, creativity tends to enable one to envision alternative courses of action. As argued by Yilmaz Soylu et al. [5], creative use of AI tends to trigger deeper-level moral thinking and improve user awareness concerning ethical limits.

The second hypothesis was also confirmed. AI self-competency was a significant predictor of ethical competence. Teachers who viewed themselves favourably concerning handling AI technology responsibly tended to demonstrate professional and ethical behaviour. The aforementioned finding was in line with Amayreh et al. [7], who suggested that AI self-competence improved accountability in digital learning settings. Additionally, Priamono et al. (2024) suggested that decision-making was improved. When teachers are well versed in AI technology functionality, risks, or biases, decisions related to its use are made in a manner that encourages fair treatment and well-being. Essentially, self-competencies improve not only functionality but ethical awareness as well.

In contrast to these hypotheses, however, there was no support for Hypothesis 3. Sense of Negative Agency (SoNA) did not prove to have a significant influence on ethical competence. Although there was a negative relation between SoNA and self-competency concerning AI, its explanatory power was non-significant when considered together with other predictors. It seems that teachers' ethical behavior refers more to positively engaging with creativity and competence than to staying away from negative emotions like technological helplessness. Coincidentally, Kaya et al. [9] suggested that well-being and ethical readiness are based on proactive digital agency rather than staying away from technological threats.

Together, these results distill and affirm a larger theoretical point: that ethical competence in AI-mediated education develops not through compliance or intimidation but rather through active, informed, and imaginative participation. Teachers who engage with AI in a creative manner are not merely technology users but are instead ethical agents who possess the capacity to merge technological innovation with humanistic ideals. These results not only stretch but redefine ethical digital agency to include creativity and self-efficacy.

From a theoretical point of view, the integration presented in this study extends previously conceptualized frameworks for AI literacy [3],[4], as well as ethical competence [1], because it offers empirical proof for their interaction. Ethical reflection does not proceed in a vacuum but unfolds in conjunction with technology competence and exploratory behavior. In other words, ethical understanding unfolds according to constructivist or self-determination theories because ethical understanding emerges due to autonomy, competency, or task-oriented behavior.

In terms of practical application, these findings underscore the need to train AI for ethical purposes in a manner that goes beyond traditional rule-based learning. At the university level, courses should focus on developing imaginative learning exercises that allow instructors to explore AI technology and respond to ethical challenges in real-world settings. At the leadership level in higher education institutions, there should be an institutional culture of ethical

innovation that recognizes technology not merely as a medium but rather as a conduit for human development.

Finally, there are implications for policy. In particular, those institutions which are committed to supporting responsible integration with AI need to place a high value upon digital creativity and self-capability as parts of good ethical preparedness. Ethical policy cannot address these issues alone. Rather than being enabled to take action with confidence and creativity alone, educators need to receive investments in AI education which incorporate a variety of elements.

6. Conclusions and Implications

In this study, a creative application measure and self-competency in AI are shown to be effective predictors of ethical competence in university professors, but sense of negative agency does not make a tangible contribution. These data indicate that ethical awareness in an AI world is more dependent upon creative application than not feeling anxious due to technology.

In practical terms, these results underscore the need for education in AI ethics that weaves together creativity, exploration, and ethical thinking. Educational training courses should provide a combination of technical exercises and ethical case studies so that instructors are enabled to inquire into both possibilities and challenges presented by use of AI. The university administration needs to emphasize competency-based or creativity-based strategies to enable faculty members to function as ethical innovators rather than merely passive users of new technology.

Theoretically, this study advances the notion of ethical digital agency because it illustrates that moral competence emerges from the interplay between creativity, competence, and reflection. Future studies need to use longitudinal methodologies to explore how these dimensions manifest or shape ethical institutional cultures regarding AI integration.

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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.

1. Introduction

Accelerated technological change and global interconnectedness are redefining educational processes at all levels. Artificial intelligence (AI) has transitioned from advanced research to everyday teaching and learning practices, offering personalization, real-time feedback, assistive tools for learning actors, and more efficient resource utilization. At the same time, the use of AI raises questions about how systems' operations can be explained, about data protection, academic integrity, equity of access, and the teacher's role in making pedagogical decisions.

2. Artificial Intelligence: Balancing Innovation and Values in Education

Among the organizations that promote quality, inclusive, and equitable education, UNESCO [1] challenges education systems to address whether innovation brought by AI can be harnessed without diluting the fundamental values of education—human dignity, autonomy, equity, moral responsibility, and inclusion. More specifically, how can we integrate AI as a partner to pedagogical judgment, rather than a substitute, so that we avoid dependence on automation, limit algorithmic bias, and reduce digital divides? There are also detailed analyses of the digital education ecosystem and governance in OECD countries. Reports such as *Digital Education*

Outlook 2023: Towards an Effective Digital Education Ecosystem [2] offer an essential benchmark for the next decade. Based on data collected from 29 jurisdictions (including Brazil), they assess strategic opportunities and challenges through systematic surveys and desk research, highlighting discrepancies between current technological potential and the reality of national policy implementation.

This article proposes a values-first framework for the responsible and effective integration of AI in education and seeks to: conceptualize principles for a sustainable balance between innovation and values; translate these principles into operational indicators and implementation tools; and offer a practical adoption pathway with risks, mitigation measures, and examples.

As researchers, we aim to observe and analyze how the human autonomy of teachers and students [3] can be maintained in AI-assisted pedagogical decisions, and which mechanisms of understanding and transparency are needed to make AI models explainable in an educational context. Building on these ideas, we explore how moral responsibility (privacy, safety, accountability) and equity (accessibility, costs, universal design) can be ensured in the design and use of AI. Finally, we consider the policies and practices that help prevent discrimination and reduce inequities in the education system.

In this article, *artificial intelligence (AI)* refers to the set of statistical and algorithmic methods that can detect patterns in data, generate content, and support decision-making without possessing general intelligence. In education, three relevant domains are subsumed: (a) machine learning (ML)—predictive models for progress, risk of dropout, and recommendations; (b) deep learning (DL)—neural networks for speech and image recognition, and text-to-speech; (c) generative models (e.g., LLMs, multimodal)—useful for drafting, feedback, and summaries.

We cannot discuss AI without referring to responsible use. Essential here are explainability and the human-in-the-loop principle, meaning that teachers and students retain pedagogical control. No critical decision (admissions, certification, risk classification, curricular and assessment accommodations) may be taken solely by an AI system. The teacher validates recommendations, and borderline cases are reviewed by a committee. Final decisions must be documented through pedagogical justification, use of multiple sources, and explicit acknowledgment of the limits of the AI tool used.

AI's applicability can reduce barriers (alternative formats, language support), but its effectiveness depends on intentional task design and clear success criteria. We emphasize alignment between content, pedagogy, and technology. An AI tool is appropriate only when it serves the content objectives and the instructional strategies specific to the area of learning, not the other way around.

Educational applications span multiple areas: adaptive learning (personalizing pace and content), intelligent tutoring (step-by-step support), learning analytics (dashboards, early alerts), AI-assisted assessment (automated scoring, formative comments), accessibility and inclusion (captioning, text simplification), administrative automation (planning, school–family communication), and simulations/virtual labs. The benefits (rapid feedback, differentiation, efficiency) coexist with risks (algorithmic bias, opacity, privacy, automation dependence), which call for ethical guidance and clear institutional procedures.

On the ethical and professional development dimensions, we propose the HUMAN framework: human autonomy, understandability (explainability), moral responsibility (privacy, safety, accountability), accessibility (equity, costs, universal design), and non-discrimination. The HUMAN framework offers operational principles for integrating AI into education without compromising core values. Each dimension includes a purpose, recommended practices, and verification indicators that can be embedded in policies, instructional design, and institutional processes.

Researcher Rosemary Luckin [4] examines the distinction between *learning alongside machines* and *being replaced by machines*, showing that AI can extend our capacities when used where it excels (e.g., large-scale data processing and rapid feedback), while humans remain responsible for pedagogical judgment, creativity, empathy, collaboration, and reflection. This vision translates into practical recommendations for teachers: transform the curriculum from a vehicle for information transmission into an instrument for honing the intellect; integrate AI literacy as a fundamental competency; and, above all, position technology as a catalyst to amplify human abilities, rejecting the idea of replacing them through automation.

As facilitator of learning and arbiter, in the technological era, the teacher's role is to verify the accuracy of generated content, adjust the cognitive level (from recall to analysis, synthesis, creation), assess cultural/linguistic appropriateness, and decide when AI's contribution becomes unproductive for learning.

Teachers triangulate evidence (observation, oral defense, project) to confirm genuine mastery of competencies. The key issue is not to make AI behave like a human teacher, but to understand what is gained and what is lost when educational decisions are mediated by non-human systems. We can shape AI *on our own terms* by keeping humans responsible for core pedagogical judgments, scrutinizing claims of efficiency, and demanding transparency about tools and their impacts. If we move beyond the fantasy of the robot-teacher toward uses of technology that are explicitly non-human yet educationally valuable, teacher–student relationships and professional expertise will not be diminished [5].

Although the current literature offers encouraging findings, significant gaps remain, including: (1) robust causal evidence and longitudinal studies of AI's effects (especially generative AI) on outcomes and motivation; (2) validity and equity in AI-assisted assessment—standard protocols for process traceability and honest use of AI; (3) pedagogically oriented explainability—tools intelligible to teachers and students, not just specialists; (4) impact on teachers' work—measuring the balance between time saved and new tasks (verification, prompt design); (5) languages/contexts with limited resources—performance and linguistic/cultural bias; (6) sustainability. These gaps underpin the research and intervention agenda presented in the following sections.

The next section translates the HUMAN principles into concrete actions at the levels of curriculum, pedagogy, assessment, and professional development.

Table 1. *HUMAN principles translated into concrete actions across curriculum, pedagogy, assessment, and professional development*

Leverage	Main Objectives	Indicators	Examples of Tools
Curriculum Professional development	AI literacy; integration across subjects; ethics and attribution	≥80% of teaching units include an AI module; ≥70% of students reach an efficient level on an AI literacy test; % of projects with a statement of AI use ≥75%	AI literacy modules; interactive notebooks; simulation platforms; citation/attribution guides
Pedagogy	Co-creation; Socratic dialogue; transfer	≥60% of tasks at the analysis/synthesis/creation level (according to Bloom); ≥2 activities per module with a decision journal; increased oral participation	Writing/code assistants; simulators; structured brainstorming tools; collaborative editing with history
Assessment	Authenticity; traceability; integrity	≥60% of assessments with process evidence; 0 major cases of integrity/issue; product–oral defense correlation ≥0.6	Digital portfolio; audio/text feedback tools

Leverage	Main Objectives	Indicators	Examples of Tools
Professional development	Applied training; communities; certification	≥90% staff trained annually; ≥70% of participants report usefulness ≥4/5.	Practical workshops; coaching; online communities; micro-credentialing

The table links, at a glance, what we want to change in school (the levers) to how we know change is happening (the indicators), and to the concrete tools that make it possible. In the curriculum, the focus is on AI literacy for students and teachers, embedded across subjects (risks, bias, responsible prompting, citation/attribution). Indicators, therefore, measure reach and effect, not mere presence: at least 80% of learning units include an AI module, and at least 70% of students reach an effective level on dedicated checks. For traceability and academic honesty, a large share of projects carries an AI-use declaration. Tools include interactive notebooks, simulation platforms, and citation/attribution guides.

In pedagogy, the emphasis shifts from speeding up products to reconfiguring the learning process. AI becomes a thinking partner, not a replacement: students co-write, plan, and test ideas, while documenting decisions and owning their reasoning. A significant share of tasks should target higher-order Bloom levels, and decision journals should appear regularly. Increased oral participation confirms that thinking remains the students. Suitable tools support co-creation with version history, writing/coding assistants, and structured brainstorming.

For assessment, we measure real learning, not just the ability to use a tool. Indicators emphasize process traces (sketches, iterations, justifications) and coherence between the product and a brief oral defense; when there is consistent correlation between what was taught and what the student can explain, mastery is authentic. Detectors of AI-generated text are not sole arbiters; instead, we rely on triangulated evidence in digital portfolios and multimodal feedback that captures cognitive effort, not just the final result.

Professional development is the cultural engine; without it, the other levers remain on paper. We look not only at how many teachers were trained, but how useful the training was and how classroom practice changed. Workshops are braided with coaching on real lessons; communities of practice become the space where scenarios are swapped, results compared, and criteria refined. Micro-credentials certify specific progress (AI-assisted assessment, AI-supported design), and teacher learning is continuous and shared. Overall, the table is an operational map: each lever states what we want to achieve, indicators show whether we are moving in the right direction, and tools suggest how to start tomorrow morning. Plan with clear criteria, pilot, verify with data, and adjust honestly. Thus, AI remains anchored in learning, ethics, and equity—and change becomes visible, not merely declared.

The depth of technology integration in learning can be read through Puentedura's SAMR model, which structures learning as: substitution (technology replaces a tool without functional change), augmentation (replacement with functional improvement), modification (significant task redesign), and redefinition (creating tasks previously impossible). The first two relate to enhancement; the latter two to transformation. The central idea is that technology itself is not what matters, but the extent to which we redesign tasks to reach richer learning objectives. In uses such as tablets, effects on learning tend to grow as we move from S/A to M/R, when technology enables inquiry, collaboration, visualizations, and products that were not previously possible. Nevertheless, SAMR is not a mandatory ladder: the "right" level depends on objectives, content, and context. We therefore design pedagogy first, then select technology so that it modifies or redefines the task where there is real educational value.

The thresholds mentioned in the table (for example, "≥80% of teaching units with the IA module") are pragmatic benchmarks proposed for piloting and scaling within the PDCA logic

(Plan–Do–Check–Act), also known as the Deming cycle. These thresholds can be adjusted to the institutional context.

3. Conclusions

The future of education is a symbiosis between algorithm and pedagogical judgment. Today's educational landscape faces an irreversible transformation in which AI is no longer a mere tool but a thinking partner. The central conclusion of this work is that technological progress gains meaning only when anchored in human judgment. Although AI offers massive processing power and unprecedented personalization, it remains a mechanism that requires the educator's ethical and professional compass to avoid drifting into inequity or opacity.

The architecture of this new school rests on the pillars of the HUMAN framework, turning technical risks into opportunities for growth. Implementation should not be a leap into the unknown, but a rigorous, staged process in which curriculum, assessment, and professional development synchronize to protect academic integrity. The teacher is not dethroned by the algorithm; on the contrary, the role is amplified—becoming an arbiter of quality and a guarantor of equity, ensuring that innovation ultimately serves human dignity.

The teacher's role is essential as a curator of resources, architect of tasks, arbiter of quality, and guarantor of equity. The concept of *human-in-the-loop* should not be just a formality; rather, it is crucial for preserving the fundamental purpose of education—cultivating critical thinking, creativity, empathy, and collaboration. In this framework, students develop metacognition and can articulate how AI contributes to their learning process [6].

Implementing this approach is facilitated by five synchronized levers: curriculum (focusing on AI literacy for both students and teachers), pedagogy (emphasizing co-creation and using AI as a thinking partner), assessment (incorporating authentic tasks and process evidence), governance (including procurement, data protection impact assessments, algorithm impact assessments, and continuous monitoring), and professional development (providing targeted training and fostering communities of practice). The proposed indicators (including the proportion of academic decisions validated by humans and the access rates, along with subgroup disparities) transform these principles into measurable accountability.

By intentionally adopting AI fairly and transparently and ensuring that the education system is guided by the HUMAN framework and clear indicators, technology will not diminish the values of education. Instead, it will enhance them, using innovation to serve human dignity and promote the success of every learner.

Critical engagement will determine that we move forward with AI while keeping our eyes open to power, ethics, and practice. The future belongs neither to technology alone nor to rigid tradition, but to deliberate co-creation. Through continuous monitoring and clear indicators of responsibility, education can use AI as a lens that does not shadow fundamental values, but amplifies them—offering every learner the chance for deep, autonomous, critical, and, above all, profoundly human learning.

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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

1. Introduction – Towards a New Learning Paradigm

The modern world of education is in a state of constant transformation. Digital technologies, in particular artificial intelligence (AI), are no longer only a tool supporting the education process – they become its integral element, redefining the role of the teacher, student and the act of learning itself. Education in the era of intelligent systems therefore requires rethinking both the goals and methods of education, as well as the relationship between man and technology. This phenomenon can be interpreted through the prism of **transgression**, understood as exceeding the limits of one's own capabilities, cognitive and cultural structures. As Koziński [1],[2] notes, transgression is the basic mechanism of human development – it leads the individual to self-improvement and the creation of new values. In this sense, education, confronted with the challenges of the technological revolution, becomes a space for dynamic crossing the boundaries of cognition, identity and social relations.

2. Transgression as a Category of Development and Change in Education

The category of *transgression* occupies a special place in the reflection on the nature of human development and education. Józef Koziński, the creator of transgressive psychology, pointed out that man is not a being passively adapting to reality, but a subject that constantly exceeds it. Transgression therefore means consciously going beyond what is known, predictable and safe – it is a movement towards what is possible but not yet realized [1]. In this sense, each act of learning and development can be understood as a transgressive process in which the individual extends the limits of his own competences, knowledge, sensitivity and self-awareness. In pedagogy, transgression is a category describing not only the dynamics of individual development, but also the evolution of the education system itself. It means the readiness of the school and the teacher to go beyond the existing models of education, didactic schemes and ways of thinking about the student. Education, if it is to respond to the challenges of today, cannot be limited to the transfer of knowledge – it should be a space for crossing

borders, experimenting and creating new meanings. Józef Koźielecki [1] distinguished various types of transgression: *cognitive*, involving the expansion of knowledge and exploration of the unknown; *creative*, expressed in innovation and the creation of new values; *axiological*, relating to moral and spiritual development; and social, involving the crossing of interpersonal and cultural barriers. All these dimensions can be found in the educational process, which constantly oscillates between consolidation and change, between tradition and the search for new forms of understanding the world.

Modern education functions in the reality of accelerated change – technological, social and cultural. As Illeris [3] notes, the learning process today cannot be understood only as the acquisition of information, but as a complex system of cognitive, emotional and social interactions in which a person enters a relationship with a dynamic world. Transgression in this context becomes a condition for authentic learning – it requires openness to uncertainty, willingness to take cognitive risks and courage in confronting what is new. From the point of view of humanistic pedagogy, transgression is *developmental* and *emancipatory*. In it, the student, teacher and educational institution are understood as entities capable of self-transcending, to seek the meaning of their own activity in a world full of ambivalence. In this sense, transgression is part of the tradition of thinking about education as a process of human self-realization – not only intellectual, but also moral and spiritual [4],[5].

Transgressive education does not oppose order and structure, but strives to creatively transcend them. It is a process in which learning ceases to be only assimilation, and becomes an action, discovery and co-creation of reality. As Zygmunt Bauman [6] emphasizes, in liquid modernity, a person learns constantly, often outside the school institution, in social networks, popular culture and the digital space. In these conditions, transgression takes on a new meaning – it becomes not so much an exception as a daily practice of adapting and responding creatively to a changing environment. However, the axiological dimension of this phenomenon cannot be overlooked. Crossing borders requires orientation in values that allow us to distinguish constructive innovation from destructive experiment. Koźielecki [7] pointed out that transgression can be positive – when it leads to development and the common good – or negative, when exceeding the norms leads to chaos and disintegration of meaning.

In education, transgression must therefore be balanced with moral reflection, concern for interpersonal relations and responsibility for the consequences of actions. In pedagogical practice, the idea of transgression is reflected in the concepts of *reflective*, *constructivist* and *dialogic education*. Learning through experience, discovery and cooperation is a natural environment for exceeding the limits of one's own abilities. In this process, the teacher becomes not a guardian of knowledge, but a mediator and guide in a world where the student can take intellectual and emotional risks. Transgression as a pedagogical category thus opens up space for thinking about education not as a system, but as a way – a process of becoming, in which the development of an individual is inextricably linked with the transformation of the world, culture and community. In this sense, transgressive education is not only a theory of change, but also a practice of upbringing for freedom, creativity and responsibility. Artificial intelligence opens a new space of transgression to education – technological and *ethical transgression*, in which man is forced to redefine his own subjectivity and role in the world of knowledge.

2.1. Content Studies

To describe and understand these phenomena, modern science needs new research tools. One of the most promising proposals is the growing field known as *Content Studies*. This concept refers to an integrated, transdisciplinary approach to content research – both its

creation, transmission and reception in the digital environment. *Content Studies* combines humanistic, social and technological perspectives, proposing a comprehensive model of understanding and designing the message in digital culture [8]-[10]. In contrast to traditional media studies, *Content Studies* focuses not so much on the communication channels themselves, but on the *structure, function and ethics of content*— textual, visual, sound, interactive – and their impact on the learning process and shaping attitudes. It is the study of how content shapes the way we explore the world, how it creates meaning, builds emotions, and triggers thought processes. Each new scientific discipline is born of the tension between innovation and the accusation of duplicating existing research areas. It is no different in the case of *Content Studies*, which are sometimes perceived as a redundant initiative towards already functioning fields such as media studies, content analysis, computer linguistics or computational semiotics. Critics point out that the tools and methods developed in these disciplines allow to sufficiently study contemporary communication and cultural phenomena, and the creation of a new field may lead to unnecessary fragmentation of the academic community [11].

2.2. Artificial Intelligence and Content Studies – Towards a New Model of Cognition.

However, the contemporary educational and communication landscape requires a broader reflection on the nature of content itself. *Content Studies* assumes that content is the basic building block of contemporary culture and education. Its production, processing and reception are today strongly conditioned by algorithms, language models and recommendation systems. Therefore, as Floridi [11],[12] notes, we live in the *infosphere*, where data, knowledge and communication create a common environment of human existence and technology. From this perspective, *artificial intelligence* is not just a tool, but a participant in the process of cognition. It creates new forms of communication, modifies learning practices, and even influences the shape of the relationship between man and the world. Therefore, there is a need for an interdisciplinary description of these phenomena, which combines theoretical reflection with practical methods of content analysis and design. In the context of education, Content Studies can serve as a *scientific framework for designing teaching materials* that promote engagement, understanding and accessibility [13],[14]. Thanks to cooperation with artificial intelligence systems, it becomes possible to create adaptive educational content tailored to the student's individual cognitive and emotional needs. Such an approach not only increases the effectiveness of learning, but also broadens its social dimension – it supports inclusivity, enabling participation of people with diverse cognitive and cultural abilities [15]. The transgressive dimension of *Content Studies* is that it crosses the boundaries between theory and practice, research and design, man and technology. It strives to create content that is not only aesthetically and cognitively engaging, but also ethically responsible and culturally sensitive. In this sense, *Content Studies* can be considered a continuation of Kozielski's idea – a contemporary form of humanistic transgression that takes place in the digital and educational space at the same time.

Education supported by artificial intelligence and reflection *Content Studies* thus becomes a *process of multidimensional transgression* – cognitive, technological, cultural and axiological. Man, learning in an environment of shared intelligence, crosses the boundaries of traditional forms of thinking, learning not only *about the world*, but also *with the world* – in a dynamic relationship with the machine, content and other people. Education understood in this way is no longer only a process of adaptation to reality, but its creative co-shaping. *Content Studies* in this approach is a development of the idea of educational transgression – it extends it to the cultural and communicative dimension, emphasizing that the crossing of the boundaries of cognition today takes place mainly through digital content. As Harari points out, in the data age, people are increasingly confronted with knowledge generated by systems that they are

unable to fully understand. In this sense, it participates in cognitive transgression, in which the role of the individual changes from author to interpreter. AI not only supports the learning process, but also co-creates meanings by reorganizing information and language structures. In education, this leads to a redefinition of competences. Biesta [16], on the other hand, emphasizes that true learning consists in maintaining freedom and responsibility in a situation where technology takes over part of cognitive processes. In this perspective, *educational transgression* is existential in nature – it consists in learning to live in an environment where the boundary between man and machine becomes less and less clear.

3. Ethical and Social Implications of the New Discipline

The development of artificial intelligence and rapid changes in the ways of creating and receiving digital content leading to the need for in-depth reflection on the ethical and social dimension of modern education. In this context, the emergence of a new field of research – *Content Studies*– becomes not only an academic proposal, but also a response to the need to organize and interpret phenomena that increasingly shape the way of thinking, communicating and learning of modern man.

The new discipline stems from the belief that content is not only a carrier of information, but a social and cultural structure that affects forms of participation in the world. As Floridi [11],[12] notes, modern society functions within the *infosphere* – an environment in which the boundary between digital and physical reality is blurred. In this approach, the creation and reception of content become activities of ethical importance: they determine which values are upheld and which are marginalized, who has a voice and who is excluded from the space of communication. In this context, *Content Studies* proposes a reflection on the principles of responsible design, distribution and interpretation of content. This discipline combines the humanistic and technological perspectives, examining the impact of algorithms, recommendation systems and AI tools on the process of creating meanings. It draws attention to the phenomenon that Zuboff [17] referred to as *surveillance capitalism*– a reality in which data and user activity become the subject of economic exploitation. As a result, education, culture and public communication are subject to market logic, and participation in social life is increasingly at the expense of the individual's privacy and cognitive autonomy.

From a pedagogical perspective, it is therefore impossible to talk about education in the digital environment without considering its axiological dimension. Educational transgression, understood according to Koziellecki [1] as crossing the boundaries of knowledge, action and values, requires the simultaneous development of moral reflexivity. Man, when interacting with technology, should not lose the ability of critical judgment, empathy or responsibility for the consequences of his own decisions. Otherwise, crossing the boundaries of cognition may turn into crossing the boundaries of ethics. As Biesta [16] emphasizes, the task of education is not only to adapt a person to changes, but to teach him how to *be a subject* in a world that is constantly changing. Education should therefore serve as a space for reflection on the consequences of technological development – not only in a practical sense, but also in an existential sense. In this sense, *Content Studies* and transgressive education have a common goal: to shape a person capable of creative but also ethical use of technology and information. The social dimension of the new discipline is revealed in its inclusion potential. Content research may contribute to counteracting information exclusion, stereotyping and marginalization of social groups that do not have access to technology or do not have digital competences. According to van Dijk's [10] assumptions, the network society is at the same time a space of integration and selection – technology can connect, but also deepen divisions. Therefore, *Content Studies*, by developing tools for the analysis and design of messages, can

become one of the pillars of inclusive education, based on the values of equality and communication justice.

Therefore, the ethical and social implications of the new discipline go deeper than the reflection on the media. They touch the very foundation of the humanities – questions about man in a world where cognition, communication and identity are co-created by algorithms. *Content Studies* [11] may play the role of a new critical humanities in this area, whose task is not to condemn technology, but to understand its impact, indicate threats and look for ways of ethical coexistence of man and artificial intelligence.

New education – supported by AI, grounded in transgressive reflection and inspired by the assumptions of *Content Studies* – should therefore go beyond the simple function of transferring knowledge. Its role is to shape a critical, empathetic and responsible attitude towards the digital world. In this sense, education is no longer just a cognitive process, but a moral activity – participation in the creation of a culture in which technology serves man, and not vice versa. The development of artificial intelligence and the emergence of new fields of knowledge, such as *Content Studies*, necessitate in-depth reflection on the ethical and social dimension of contemporary education. It is not only about technical issues regarding the use of digital tools in teaching, but about fundamental questions about human nature, subjectivity, truth and responsibility in a world where more and more cognitive and interpretative decisions are made by algorithms. As Floridi [11],[18] notes, we live in an environment where human and digital realities intertwine to the extent that they become one system. This means that man functions not only *in* technology, but *with* technology – co-creating it and being co-shaped by it. This situation raises questions about the limits of individual autonomy and the extent to which technology can and should interfere with the process of education, upbringing and identity development. From an ethical perspective, *Content Studies* is an attempt to develop the principles of responsible content creation and circulation in the digital environment. It is not only about counteracting disinformation, manipulation or abuse in the field of data, but above all about building a culture of communication based on trust, transparency and respect for diversity [10]. The new discipline postulates the development of the so-called content ethics – understood as the ability to recognize the cognitive and social consequences of messages that shape collective consciousness. Participation in the digital world today is associated with the risk of losing privacy and even – in a symbolic sense – part of cognitive autonomy. Therefore, education and science must adopt an active attitude towards these phenomena, educating *critical awareness* and competences allowing to understand the mechanisms of algorithmic impact on the individual.

From the point of view of transgressive pedagogy, this means that crossing borders cannot take place without reflection. Koziellecki [1] pointed out that each transgression contains both the potential for development and the risk of destruction – depending on whether it is value-oriented or detached from them. In this sense, *technological transgression* requires the simultaneous development of *axiological transgression* – the ability to moral reflection, empathy and concern for the common good. The role of education is not only to adapt a person to the requirements of modern times, but to teach the responsible use of freedom.

In the context of AI and *Content Studies*, this means educating attitudes of cognitive openness, but also the ability to set boundaries with technologies that can interfere with the autonomy of thinking and emotions. The new discipline makes a particularly important contribution to this area – it allows to analyze the *ethical effects of content design* in education, culture and public communication. It draws attention to the way in which the structure of the message affects the interpretation of the world, strengthens or excludes specific social groups, shapes the thinking patterns and emotions of the recipients. In this sense, it is emancipatory in nature – it can become a tool to combat information exclusion, stereotyping and dehumanization

of communication. The social implications of *Content Studies* and artificial intelligence also include a new dimension of interpersonal relationships. Communication is increasingly carried out through machines, and thus indirectly – between a human and an algorithm that filters content, sets its order, decides what will be seen and remembered. As van Dijk [10] points out, the network nature of communication causes the information society to become a mediated society – which can lead to both integration and alienation. Therefore, the reflection on the ethical dimension of the new education should also include the community dimension. Education, if it is to maintain its humanistic character, must balance technological progress with concern for social relations, solidarity and reciprocity. In this approach, *Content Studies* and educational transgression meet with a common goal: to shape a person capable of conscious participation in the world of shared intelligence, who does not lose his own identity, but is able to co-create a culture of responsibility and trust.

4. Summary and Conclusions

The considerations presented in the article lead to the conclusion that contemporary education, immersed in the digital and information reality, can no longer be understood in terms of linear teaching and learning processes. Artificial intelligence, one of the most important inventions of the 21st century, transforms not only didactic methods, but also the way of understanding knowledge, creativity and the relationship between man and the world. In this sense, education today becomes a space of transgression– crossing the boundaries of cognition, methods, values and identity.

The concept of *transgression* by Józef Kozielecki allows to capture this dynamic in a particularly adequate way. A person learning in the world of shared intelligence is no longer only a recipient of information, but an active co-creator of cognitive reality, in which digital tools, language models and algorithms participate in the process of creating meanings. This transgression – cognitive, cultural and axiological – gives education a transgressive character, and at the same time indicates the need for a reflective and ethical approach to technology. In this context, the idea of *Content Studies*– a new, interdisciplinary field of research on content, its form, message and impact in the digital environment - takes on particular importance. *Content Studies* is an attempt to create a coherent theoretical framework that integrates the precision of computational methods with humanistic sensitivity and axiological reflection. They bring to modern science not only the tools of content analysis, but also the methodology of designing educational messages, based on the principles of ethics, inclusiveness and accessibility. In this sense, they combine the cognitive and practical dimensions, creating a space of encounter between technology, culture and education.

At the same time, it should be noted that the appearance of *Content Studies* meets with some critical voices. One of the most frequently formulated objections is the belief that they are redundant in relation to existing fields – media studies, computer linguistics, computational semiotics or content analysis. Critics indicate that the methods and tools developed in these areas are completely sufficient for the study of contemporary communication phenomena. However, this view ignores the fact that these disciplines are dispersed, do not form a common, integrated methodology, and their perspectives remain partial [12]. It is here that the transgressive nature of *Content Studies* is revealed– their strength lies in crossing the boundaries between areas of knowledge. This discipline integrates the technological precision of computational sciences with the cultural and ethical dimension of the humanities, creating a coherent model of content analysis and design. Similar cases can be found in the history of science: cognitive science, combining psychology, computer science, philosophy and linguistics, has created a new quality in research on cognition, just as environmental sciences

have merged different perspectives to respond more effectively to global ecological challenges. In this way, *Content Studies* are part of a long tradition of transdisciplinary sciences that are created to combine, not divide.

According to Luciano Floridi (2025), this does not mean, however, that the process of institutionalization of this field will be simple. It can reasonably be doubted whether the introduction of *Content Studies* as an independent academic discipline is real and necessary. Perhaps, at least initially, it is enough to treat them as a research or didactic area, developed within already existing university structures – such as cultural studies, media studies or digital pedagogy. Practice shows that many new fields, before gaining the status of independent disciplines, developed in this way: through networks of researchers, joint projects, study programs and scientific publications.

The issue of the institutional rootedness of *Content Studies* is associated with the broader problem of modern humanities, which increasingly requires the integration of methods and languages. There is a need for researchers capable of combining philosophical reflection with technological competences, understanding both the mechanisms of artificial intelligence and the cultural meaning of communication. Such interdisciplinary preparation may become one of the greatest challenges for higher education in the coming decades.

In the light of the presented analyzes, it can be concluded that *Content Studies* are not a competition for other fields, but their *natural development* – a response to the complexity of the world in which content has become the basic mechanism of cognition, communication and power. Their potential lies not only in the synthesis of methods, but also in the creation of new tools of ethical and inclusive education, which uses artificial intelligence not to replace man, but to support his cognitive and moral development.

From this point of view, both AI and Content Studies can be seen as contemporary forms of educational transgression – not only in a technological sense, but above all epistemological and axiological. They are connected by the pursuit of crossing the boundaries between science and practice, between man and machine, between knowledge and values. In this way, they become part of the broader process of transformation of education – oriented not on adaptation, but on development, reflection and co-responsibility.

Ultimately, the main message of this study is the postulate of building the education of the future based on conscious transgression: crossing borders in a reflective, ethical and integrated way. In a world where information shapes culture and artificial intelligence penetrate the space of cognition, we need science capable of synthesis – such as *Content Studies* can represent. Education based on these assumptions can become a space for a truly humanistic dialogue between man and technology, where development does not mean loss of meaning, but its deepening.

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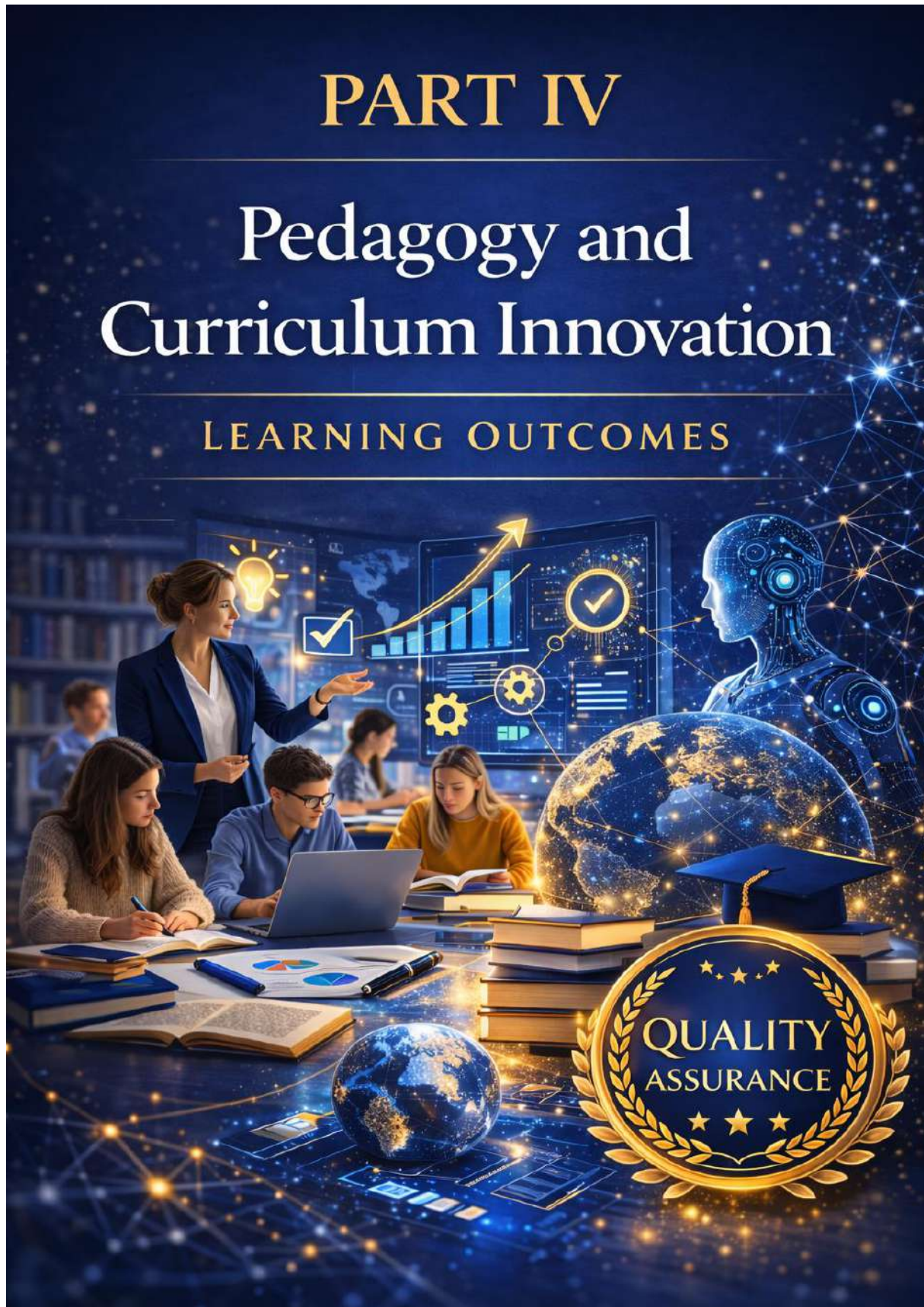


Fig. 4. Part IV – Pedagogy and Curriculum Innovation: Learning Outcomes. Generated using ChatGPT (OpenAI) and Canva.
Author: S.-M. Bălan.

PART IV. Pedagogy, Curriculum, and Innovation. Learning Autcomes

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

Associate Prof. Ioana-Eva CĂDARIU, Ph.D.; Professor Habil. Felicia ANDRIONI, Ph.D.; Professor Habil. Dana RAD, Ph.D.; Prof. Habil. Ovidiu Florin TODERICI, Ph.D.; Professor Habil. Loredana-Ileana VÎȘCU, Ph.D.; Lecturer Alina-Cristina CONSTANTIN, Ph.D.

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

Associate Professor Marcela VÎLCU, Ph.D.

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

Lecturer univ. Javad HUSEYNLI, Ph.D.

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

Associate Professor Maria OROIAN Ph.D.

5. FOSTERING INNOVATION IN EDUCATION: A CONCEPTUAL MODEL OF PEDAGOGICAL READINESS FOR ARTIFICIAL INTELLIGENCE INTEGRATION

Victoria COJOCARU, Alina-Marilena BUDULEANU

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

Professor Habil. Loredana-Ileana VÎȘCU, Ph.D.; Associate Prof. Ioana-Eva CĂDARIU, Ph.D.; Professor Habil. Dana-Veronica RAD, Ph.D.; Professor Habil. Remus RUNCAN, Ph.D.; Assist. Prof. Gavril RAD, Ph.D.

7. THE IMPORTANCE OF ARTIFICIAL INTELLIGENCE IN EDUCATION

Anila XHUMBA; Dr Sashenka KAMBERI

8. ARTIFICIAL INTELLIGENCE AS A TOOL FOR PEDAGOGICAL INNOVATION: THE IMPACT OF TEACHER TRAINING PROGRAMS OFFERED BY THE COUNTY TEACHER TRAINING HOUSE ON THE DEVELOPMENT OF TEACHERS' DIGITAL COMPETENCES

Prof. Alexandru Iosif FODOR, Ph.D. Stud.; Prof. Felicia-Stela IONESCU, Ph.D.

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

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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

1. Introduction

The integration of Artificial Intelligence (AI) into higher education marks a transformative stage in the evolution of contemporary pedagogy. Beyond its technical utility, AI reshapes the professional identity of university professors, urging them to develop advanced digital competencies and to reconfigure their sense of agency within emerging ecosystems of teaching and learning. In a global context where universities are rapidly digitalizing processes of instruction, assessment, and research, professors become mediators between algorithm and humanity — between technological efficiency and pedagogical wisdom [1],[2].

Recent studies suggest that the adoption of AI in higher education is not solely a technical process but also a psychosocial one, deeply connected to perceptions of control, confidence, and professional meaning [3]. Professors today face a dual imperative: to integrate AI tools for enhancing teaching effectiveness, while maintaining the authenticity of human-centered education based on empathy, reflection, and ethical awareness [4]. In this sense, sense of positive agency—defined as one's perception of the capacity to influence their professional environment constructively—becomes central to understanding how educators respond to the challenges posed by emerging technologies.

The current educational landscape is marked by systemic and psychological barriers to AI integration. Firstly, a widespread lack of confidence in one's own digital abilities and uncertainty about the pedagogical benefits of AI often lead to resistance or techno-anxiety among academics [5]. Secondly, many higher education institutions lack coherent training programs for AI literacy, limiting educators' professional growth in developing genuine digital pedagogy [6]. Finally, a considerable number of professors perceive AI not as a cognitive partner capable of fostering creativity and personalization but as a potential threat to teaching autonomy [7].

The relevance of this study emerges from the urgent need to understand the psychological mechanisms underlying AI adoption in academia. In what Ramkissoon [8] calls an era of augmented pedagogy, professors are no longer mere transmitters of knowledge but designers of AI-supported learning experiences. This paradigm shift requires not only technical proficiency but also a reconfiguration of agency and perceived efficacy. Empirical evidence shows that educators with high levels of positive agency and AI competency exhibit greater willingness to integrate AI tools for lesson design, student assessment, and personalized feedback [9],[10]

Therefore, the present study aims to investigate the relationships between sense of positive agency (SoPA), AI self-efficacy, AI self-competency, and the integration of AI in teaching (measured through the AI Assessment Scale). Based on a sample of 393 university professors from Romania, this research seeks to identify the psychological and competency-based factors that facilitate the pedagogical use of AI in higher education.

The specific objectives of the study are:

- To analyze the relationships between professors' positive agency and their AI-related competencies;
- To determine the extent to which AI self-efficacy and AI self-competency predict AI adoption in education;
- To identify the profiles of professors with a high level of pedagogical AI use.

This research contributes to the understanding of the agentic dimensions of educational transformation, positioning the professor at the center of an emergent pedagogical paradigm where technology and humanity act as co-authors of the formative process.

2. Theoretical Background

The theoretical foundation of this study integrates perspectives from Positive Agency Theory, AI Literacy Models, and Technology Acceptance and Pedagogical Innovation frameworks, offering a multidimensional understanding of how university professors engage with artificial intelligence in their teaching practices.

At the core of this investigation lies the Theory of Positive Agency, rooted in Bandura's [11] social-cognitive framework. Bandura conceptualized agency as the human capacity to intentionally influence one's functioning and life circumstances through self-reflection, self-regulation, and purposeful action. Within educational contexts, positive agency reflects educators' beliefs in their ability to act effectively and meaningfully in professional situations shaped by rapid technological change. As Metcalfe and Greene [12] emphasize, this agentic stance involves not only self-efficacy—the belief in one's competence—but also the motivation to align actions with personal and institutional values.

In the AI-integrated classroom, sense of positive agency becomes a decisive psychological resource that mediates the relationship between technological innovation and pedagogical practice. Professors with stronger agentic beliefs demonstrate higher resilience to uncertainty, greater adaptability, and a proactive orientation toward digital transformation [11]. In contrast,

diminished agency can manifest as technological resistance, avoidance behaviours, or feelings of loss of control—phenomena that impede innovation in higher education.

The emergence of AI literacy models offers a structured framework for understanding the competencies required to engage with artificial intelligence effectively and ethically. Zawacki-Richter et al. [13] conceptualize AI literacy as a multilayered construct encompassing cognitive, technical, and ethical dimensions. It includes the ability to understand how AI systems function, critically evaluate their outputs, and make informed decisions about their use in educational contexts.

Ng et al. [14] further refine this perspective by proposing an integrative model of AI literacy that incorporates metacognitive awareness—enabling educators not only to use AI tools but also to reflect on their pedagogical implications. This perspective is aligned with the notion of meta-competency, which involves understanding one's own interaction with AI systems, anticipating their limitations, and ensuring responsible and value-driven application in education. Developing AI literacy among professors thus represents a critical step in fostering responsible AI adoption and reducing the gap between technological innovation and pedagogical purpose.

The adoption of AI in higher education can also be understood through the lens of the Technology Acceptance Model (TAM) proposed by Venkatesh and Davis [15]. TAM posits that users perceived usefulness and perceived ease of use are the primary determinants of technological acceptance and behavioural intention. Within academic contexts, these perceptions are shaped by educators' prior experiences, self-efficacy beliefs, and institutional support for digital transformation.

Integrating TAM into a pedagogical innovation framework implies that professors are more likely to engage with AI technologies when they perceive them as tools that enhance teaching effectiveness, student engagement, and assessment accuracy. However, beyond utilitarian considerations, the model must now accommodate emotional, ethical, and identity-related dimensions, recognizing that educators' willingness to use AI depends not only on functionality but also on alignment with their professional values and sense of purpose [1].

Recent empirical studies highlight that professors who exhibit a strong sense of agency and confidence in their AI-related competencies are more creative, responsible, and reflective in their integration of AI tools [3],[4]. For instance, Mohamed et al. [3] found that educators' motivation to adopt AI for pedagogical enhancement is significantly influenced by their perceived autonomy and capacity to shape the learning environment. Similarly, Ray and Sikdar [1] demonstrated that AI-driven flipped classrooms succeed only when teachers actively engage as co-designers of the learning process rather than passive implementers of digital systems.

These findings converge on the idea that AI adoption is a function of both technical proficiency and human agency. Professors' capacity to act intentionally, reflectively, and ethically within AI-mediated contexts determines not only the efficiency of digital tools but also the quality of human learning they enable. As Aithal and Aithal [4] note, the synergy between cognitive competence and positive agency represents the cornerstone of sustainable pedagogical innovation in the era of intelligent systems.

Based on the theoretical and empirical background presented above, the following hypotheses are proposed:

H1: Sense of Positive Agency (SoPA) positively predicts the integration of AI in teaching.

H2: AI Self-Competency has a significant influence on AI adoption in higher education.

H3: AI Self-Efficacy partially mediates the relationship between SoPA and AI use in education.

H4: Professors who display a combination of high positive agency and high AI competency report the highest level of pedagogical AI integration.

3. Methodology

3.1. Research Design

The present study employed a quantitative, cross-sectional, and correlational research design aimed at exploring the psychological and competence-based predictors of AI integration in higher education teaching. The approach allowed for the examination of relationships between professors' *Sense of Positive Agency (SoPA)*, *AI Self-Efficacy*, and *AI Self-Competency* as predictors, and the *AI Assessment Scale for Educational Purposes* as the dependent variable.

Data were collected using a structured online questionnaire administered through Google Forms, ensuring accessibility for university professors across Romania. The non-experimental design was chosen to capture perceptions and self-reported behaviours at a single time point, allowing for statistical analysis of associations without manipulation of variables.

3.2. Participants

The research sample consisted of 393 university professors from Romanian higher education institutions, representing diverse academic disciplines. Participation was voluntary, anonymous, and based on informed consent.

As presented in Table 1, the demographic distribution indicates that the majority of respondents were female (89.6%), with 10.4% male participants. Regarding employment, 90.1% were affiliated with public universities, while 6.9% worked in the private sector, and a small fraction identified as entrepreneurs or freelancers. Most participants had over 20 years of professional experience (44.5%), followed by those with 11–20 years (22.4%), and 1–5 years (15.8%).

The demographic composition suggests a highly experienced academic sample, representative of Romania's established university teaching staff.

Table 1. *Demographic characteristics of the participants (N = 393)*

Variable	Category	Frequency	Percentage (%)
Gender	Female	352	89.6
	Male	41	10.4
Employment sector	Public	354	90.1
	Private	27	6.9
	Entrepreneur / Freelancer	12	3.0
Total years of work experience	< 1 year	29	7.4
	1–5 years	62	15.8
	6–10 years	39	9.9
	11–20 years	88	22.4
	> 20 years	175	44.5

3.3. Instruments

Three standardized scales were used to measure the study variables. All instruments demonstrated adequate reliability coefficients (Cronbach's $\alpha > .70$), confirming internal consistency.

1. ***Sense of Positive Agency Scale (SoPA)*** – developed by Moraes et al. [16], this scale measures individuals perceived ability to act intentionally and influence outcomes in their

environment. Five items (1, 8, 9, 12, and 13) were selected for this study to capture educators' self-perceived agency within their professional context. The internal consistency for the adapted SoPA subscale was $\alpha = .85$.

2. ***AI Self-Efficacy and AI Self-Competency Subscales*** – derived from the *Meta AI Literacy Scale* [17] these subscales assess professors' confidence and competence in using AI technologies for educational purposes. The AI Self-Efficacy subscale (6 items) measures perceived ability to apply AI tools effectively, while the AI Self-Competency subscale (8 items) captures broader digital mastery, adaptability, and reflective application. Reported internal consistencies were $\alpha = .88$ for AI Self-Efficacy and $\alpha = .91$ for AI Self-Competency.
3. ***AI Assessment Scale for Educational Purposes*** – adapted from Furze [18], this instrument evaluates the extent to which educators integrate AI technologies in teaching, assessment, and course design. The scale includes five items corresponding to increasing levels of pedagogical integration, from basic awareness to creative application. Internal reliability for this study was $\alpha = .89$.

All scales were administered in their Romanian translated and pilot-tested versions to ensure linguistic clarity and cultural equivalence. Respondents rated all items on a five-point Likert scale ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*).

3.4. Sampling Procedure

A non-probabilistic voluntary sampling method was employed. The online survey link was distributed through academic mailing lists, university networks, and professional associations. Inclusion criteria required participants to (a) be employed in a higher education institution in Romania and (b) have teaching experience. Data were collected over a three-week period in 2025. Ethical standards were maintained in accordance with the Declaration of Helsinki and institutional guidelines. Participation was fully voluntary, with respondents informed about confidentiality, anonymity, and the right to withdraw at any stage.

4. Results

The purpose of this study was to examine the predictive relationships between professors' *Sense of Positive Agency (SoPA)*, *AI Self-Efficacy*, and *AI Self-Competency* on the *integration of AI in teaching* as measured by the *AI Assessment Scale for Educational Purposes*. Descriptive and correlational analyses were conducted to address the study objectives and to test the proposed hypotheses.

4.1. Descriptive Statistics

Table 2 presents the descriptive statistics for the main study variables. As shown, participants reported high levels of positive agency ($M = 6.12$, $SD = 0.85$) and moderately high AI self-competency ($M = 3.85$, $SD = 0.94$). The AI self-efficacy scores were comparatively lower ($M = 2.74$, $SD = 1.05$), suggesting moderate confidence among professors in applying AI-based tools. The mean score for AI integration in teaching ($M = 4.66$, $SD = 1.22$) indicates that, on average, participants moderately integrate AI in their pedagogical practice.

Table 2. *Descriptive statistics for study variables (N = 393)*

Variable	M	SD	N
Sense of Positive Agency (SoPA)	6.12	0.85	393
AI Assessment Scale – for educational purposes	4.66	1.22	393
AI Self-Efficacy	2.74	1.05	393
AI Self-Competency	3.85	0.94	393

The descriptive profile suggests that while professors demonstrate a strong sense of personal agency and moderate digital competence, their confidence in executing AI-specific pedagogical tasks remains relatively modest. This pattern aligns with previous findings [1],[3], highlighting that educators' willingness to innovate often exceeds their perceived technical mastery.

4.2. Correlational Analysis

Pearson's correlation coefficients were computed to examine the bivariate relationships among the key study variables (Table 3).

Table 3. *Pearson correlations among study variables (N = 393)*

Variables	1	2	3	4
1. Sense of Positive Agency (SoPA)	—	.21**	.11*	.21**
2. AI Assessment Scale – for educational purposes	.21**	—	.14**	.20**
3. AI Self-Efficacy	.11*	.14**	—	.40**
4. AI Self-Competency	.21**	.20**	.40**	—

Note: ** $p < .05$; * $p < .01$ (two-tailed).

The correlational analysis revealed that Sense of Positive Agency (SoPA) was significantly and positively correlated with AI integration in teaching ($r = .21, p < .01$) and with AI self-competency ($r = .21, p < .01$), suggesting that professors who perceive themselves as more agentic tend to display greater digital confidence and higher engagement in AI-driven pedagogy. AI Self-Competency also showed a strong positive association with AI Self-Efficacy ($r = .40, p < .01$), indicating that perceived competence and efficacy are mutually reinforcing constructs.

Overall, the correlational pattern supports the theoretical expectation that professors' sense of agency and AI-related competencies are interrelated and jointly contribute to the pedagogical integration of artificial intelligence in higher education settings.

4.3. Regression Analysis

To test the predictive model proposed in the hypotheses, a multiple linear regression analysis was conducted with *Sense of Positive Agency (SoPA)*, *AI Self-Efficacy*, and *AI Self-Competency* as independent variables, and *AI integration in teaching* (AI Assessment Scale for Educational Purposes) as the dependent variable.

The regression model was found to be statistically significant, $F(3, 389) = 9.77, p < .001$, explaining approximately 7% of the variance in professors' AI integration scores ($R^2 = .07$, *Adjusted R*² = .063). Although modest, this effect size indicates that the psychological and competency-based factors measured account for meaningful variation in educators' pedagogical use of AI.

Table 4. Multiple regression predicting AI integration in teaching ($N = 393$)

Predictor	B	SE B	β	t	p	95% CI for B
Constant	2.298	0.463	—	4.97	< .001	[1.39, 3.21]
Sense of Positive Agency (SoPA)	0.244	0.071	0.171	3.42	.001	[0.10, 0.38]
AI Self-Efficacy	0.075	0.062	0.065	1.21	.227	[-0.05, 0.20]
AI Self-Competency	0.174	0.070	0.134	2.47	.014	[0.04, 0.31]

**Model summary: ** $R^2 = .27$, * $R^2 = .07$, *Adjusted $R^2 = .06$, * $F(3, 389) = 9.77$, * $p < .001$.

The results support Hypothesis 1 (H1) and Hypothesis 2 (H2), indicating that both *Sense of Positive Agency* ($\beta = .17$, $p = .001$) and *AI Self-Competency* ($\beta = .13$, $p = .014$) are significant positive predictors of professors' integration of AI in teaching. Professors who perceive themselves as more agentic and technically competent are more likely to apply AI tools within their pedagogical practice.

However, Hypothesis 3 (H3)—predicting a mediating role of *AI Self-Efficacy*—was not supported, as *AI Self-Efficacy* did not significantly predict AI integration ($\beta = .07$, $p = .23^*$). This suggests that perceived efficacy alone does not determine AI adoption when accounting for broader agentic and competency-based factors.

The overall regression model confirms the central role of *agency* and *competency* in shaping educators' openness toward digital transformation in higher education, consistent with previous evidence [1],[3],[4].

5. Discussion

The present study sought to explore the extent to which *Sense of Positive Agency (SoPA)*, *AI Self-Efficacy*, and *AI Self-Competency* predict professors' integration of artificial intelligence into teaching practices. The findings highlight that positive agency and AI-related competency are significant contributors to the pedagogical use of AI, whereas perceived efficacy does not exert a statistically significant influence. These results carry important implications for understanding the psychological and professional mechanisms driving digital innovation in higher education.

The results demonstrate that professors with a strong *sense of positive agency* tend to engage more actively and confidently with AI-based pedagogical tools. This supports Bandura's [11] social-cognitive theory of human agency, which posits that individuals' belief in their capacity to act intentionally and influence their environment shapes their adaptive and innovative behavior. Within the educational domain, this agentic orientation translates into a greater willingness to experiment with emerging technologies and to design creative learning experiences supported by AI.

Such findings align with *self-determination theory* [19], suggesting that autonomous motivation—rooted in purpose and self-regulation—drives professors' engagement with AI beyond external expectations. Professors exhibiting high SoPA appear to act out of conviction, intellectual curiosity, and pedagogical interest rather than procedural compliance, thereby embodying what recent scholarship refers to as agency alignment in digital pedagogy [12].

The second significant predictor, *AI self-competency*, underscores the importance of practical digital mastery in fostering innovative teaching. As suggested by Zawacki-Richter et al. [13] and Ng et al. [14], competency in AI extends beyond technical skill to include cognitive, ethical, and reflective dimensions. Professors who perceive themselves as competent in understanding and applying AI are more likely to engage with these tools in lesson design, formative assessment, and personalized feedback—consistent with emerging models of AI-empowered pedagogy [1],[3].

In contrast, *AI self-efficacy* did not significantly predict AI integration, suggesting that confidence alone may be insufficient when not accompanied by applied competence and agency. This pattern reveals a potential dissonance between perceived ability and practical implementation, which may reflect limited hands-on experience or institutional constraints (Aithal & Aithal, 2023). The finding invites a reconsideration of professional development programs that overemphasize confidence-building without ensuring experiential mastery of AI tools.

The combined role of agency and competency in predicting AI integration suggests that sustainable digital innovation depends on cultivating what Ng et al. [13] describe as *meta-competence*—a higher-order capacity for reflection, adaptation, and ethical awareness in technological use. The present results point to the need for continuous professional learning focused on developing *ethical digital agency*—the ability to act responsibly, autonomously, and critically in AI-mediated educational environments.

Consistent with the findings of Mohamed et al. [3] professors with strong agentic and competency profiles are more likely to use AI not as a substitute for human cognition, but as a collaborative cognitive partner enhancing creativity and inclusivity in teaching. Conversely, low-efficacy individuals may rely on rote or instrumental applications of technology, which fail to capture the transformative potential of AI in fostering reflective learning.

Overall, the results confirm the alignment between the present model and contemporary frameworks of self-determination [19] and agency alignment [12]. Professors' openness to AI adoption appears to be driven less by procedural confidence and more by intrinsic motivation, professional purpose, and agentic control. Thus, fostering positive agency and competence-based training may represent the most effective strategy for advancing digital transformation in higher education.

6. Conclusions and Practical Implications

The present study examined the predictors of professors' integration of artificial intelligence in higher education, focusing on the joint effects of *Sense of Positive Agency (SoPA)*, *AI Self-Efficacy*, and *AI Self-Competency*. The results confirmed H1 and H2, indicating that both positive agency and AI competency significantly predict the pedagogical use of AI. In contrast, H3 was not supported, as AI self-efficacy did not emerge as a significant factor once agency and competence were considered. These findings suggest that professors integrate AI not merely because they feel confident, but because they act intentionally, with purpose and professional conviction. Educators with a strong sense of agency display exploratory and innovative teaching behaviours—using AI to design lessons, conduct formative assessments, and provide adaptive feedback—while those with higher competence demonstrate more effective and ethical application of AI tools.

From a theoretical standpoint, the results extend Bandura's [11] framework of human agency and Ryan and Deci's [19] self-determination theory, emphasizing that autonomy, competence, and intrinsic motivation underpin authentic engagement with educational technologies. Practically, the study underscores the need for academic training programs that build reflective agency and meta-competence, rather than focusing solely on technical or procedural skill. Universities should promote institutional strategies for ethical AI literacy and professional resilience, encouraging educators to act as co-creators rather than passive adopters of intelligent systems.

Among the study's limitations are its cross-sectional design, which restricts causal inference, and the reliance on self-report data, which may introduce bias in measuring perceived competence. Future research should employ longitudinal and mixed-method approaches to

explore how agency and competence evolve with ongoing digital transformation. Overall, the findings indicate that meaningful AI adoption in higher education depends less on technological capability and more on the human capacity for intentional, competent, and ethically guided action.

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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

1. Introduction

Contact with literature from the earliest age has an important impact on the cognitive, aesthetic, social, and linguistic development of children: it stimulates their imagination, creativity, and critical thinking, and develops their language skills. Through literary works, love for national culture, artistic sensitivity, and a taste for reading are cultivated in young readers.

An inseparable part of the process of studying literature in school is the familiarization of pupils with literary species from the primary grades onward, whose main objective is to acquaint students with the diversity of literary texts. Even if, at this stage, the approach to literary species is intuitive and incipient, knowledge of them plays an important role in students' literary and linguistic education, as it helps them to understand texts more deeply and to differentiate them according to certain criteria.

At the same time, knowledge of literary species has a formative impact on the development of students' value culture and emotional culture: they discover moral values (courage, friendship, truth), learn to empathize with characters, and to understand different human behaviors. Thus, the study of literary species does not represent merely a curricular requirement, but a fundamental process that supports the formation of the competent reader, for whom reading is not just a mechanical activity, but becomes a conscious, enjoyable, and meaning-oriented process.

In the current context, when technologies and artificial intelligence have penetrated all fields of activity, including education, the question becomes increasingly pressing: How can schools face these challenges so that AI becomes an ally rather than a competitor of human intelligence? The presumed answer to this question is that this objective can be achieved not by prohibiting, but by integrating emerging technologies into the teaching process (by emerging technologies we refer to innovations in early stages of development, with significant potential to change the way a system functions; these include artificial intelligence, virtual and

augmented reality, etc.), which open new opportunities for innovating teaching methods and increasing the attractiveness of lessons.

Today, the integration of emerging technologies—of which artificial intelligence is a part—into teaching activity is no longer an option, but has already become a necessity. In this context, the objective of the present research is to identify innovative strategies for teaching literary species in primary grades, not by rejecting traditional ones, but by capitalizing on them and combining them with strategies assisted by advanced technologies.

2. Theoretical Approach

In literary theory studies, the notion of literary species is defined as a subdivision of genre, representing “a category of literary works grouped according to unitary thematic or formal criteria, namely: (a) depending on the fundamental sentiment expressed (species of the lyric genre); the complexity and scope of the action (species of the epic genre); both the fundamental sentiment and the scope of the action (species of the dramatic genre)” [1].

The most representative literary species are briefly listed in Table 1.

Table 1. *Literary Species*

Literary Genres	Lyric Genre	Epic Genre	Dramatic Genre
Criterion	• the fundamental sentiment expressed • fixed form	the complexity and scope of the action	both the fundamental sentiment and the scope of the action
Literary Species	• the ode, the hymn, the elegy, the meditation, the pastoral poem, etc. • the sonnet, the rondeau, the ghazal, the glosa	the fairy tale, the short story, the sketch, the novella, the novel, etc.	the tragedy, the comedy, the drama, etc.

Familiarizing students with literary species (the fairy tale, the short story, poetry, the fable, etc.) from the primary grades onward, as mentioned above, has an important formative impact—it develops the competencies necessary for the reception of literary texts. Students learn to recognize certain specific structures (such as the typical initial and final formulas of the fairy tale, typical characters, or the moral of the fable), which facilitates text comprehension and provides clear reference points for interpretation.

At the same time, each species offers different examples of expressiveness: poetry develops rhythm and imagination, the short story develops the ability of logical narration, and the fable forms the ability to draw conclusions and formulate arguments. Through repeated contact with such models, students enrich their vocabulary, acquire correct grammatical structures, and discover the richness of nuances of the Romanian language—acquisitions that contribute essentially to the development of oral and written communication competence, which they subsequently apply in drafting their own texts and in expressing ideas clearly.

Naturally, at the primary education level only certain literary species are studied—those most accessible to the children’s age and closest to their horizon of knowledge. According to the *National Curriculum for Romanian Language and Literature for primary education*, the literary species with which students become familiar, through textbook texts, beginning in the first grade, are the story, poetry, the riddle, and the proverb. In the second grade, the fable is added; in the third grade, the short story and the legend; and in the fourth grade, the anecdote and the pastoral poem [2].

Although at this stage the notion of literary species is not explicitly used, students are intuitively helped—based on the textbook texts—to understand that in literature there are several “types of texts,” and that each “type” has certain rules, a particular way of narrating or

presenting, and a specific purpose. Based on the studied texts, students understand that the fairy tale/story is a narrative with fantastic characters (ogres, princesses, fairies); that the fable is a short story offering a moral lesson and featuring animals that behave like humans; that the short story recounts an event involving people and/or animals that can be easily imagined; and that poetry is a text written in verses, usually with rhyme, expressing emotions.

Undoubtedly, the integration of digital technologies and artificial intelligence in Romanian language and literature classes can improve the teaching process by creating interactive and engaging educational materials that facilitate personalized learning and the adaptation of content to each student's needs; "through applications and platforms based on artificial intelligence, students can receive exercises adapted to their level of knowledge and learning style; AI-based applications can function as reading assistants that help students better understand literary texts. These tools can explain archaic vocabulary, provide historical context, and formulate questions that stimulate critical thinking" [3]

Advanced technologies contribute to facilitating the immersive exploration of literary texts, increasing students' emotional engagement, stimulating their imagination, and offering them the opportunity to express and develop their creativity. Among the advantages of integrating emerging technologies into the process of studying literary content in general, and literary species in particular, the following may be mentioned:

- the creation of interactive assisted-interpretation games for the development of literary and communication competencies;
- the creative generation of texts and characters for literary exercises: through interactive applications, students can create their own texts, continue stories, or compose poems, benefiting from AI support for structure, vocabulary, and style [4];
- the use of augmented reality applications for immersive experiences that explain the historical and cultural contexts in which certain events from a literary work take place, etc.

3. Applications

For example, augmented reality applications may be used to bring fairy-tale characters to life, offering students the opportunity to see a virtual ogre or a mythical eagle that move, speak, and interact with them. By generating digital content based on text fragments, students may visualize a 3D model of the 19th-century school in Humulești, where Nică al lui Ștefan a Petrei—the character from *Childhood Memories* by Ion Creangă—studied, or scenes from the life and labor of peasants of that time, or observe how a traditional evening gathering unfolded, gatherings that the old woman's daughter and the old man's daughter from the fairy tale of the same name often attended and where they spun wool, thus giving students the impression that they are part of that world.

When studying fairy tales in which the characters follow a journey, such as *The Old Woman's Daughter and the Old Man's Daughter*, students may view a map of the route taken by the two girls, and through the application, they can see how the story unfolds as they progress, how each girl faces the trials encountered along the way. Students can interact with elements on the map in order to learn more about the characters or places.

For the assimilation of knowledge about literary species, among the effective and much-appreciated strategies by young pupils, dramatization must be mentioned. Although it does not make use of modern technologies, it consists of staging fragments from epic texts. When students assume the role of a character from a literary work and perform it in front of their classmates, they transpose themselves into the imaginary world of the work, which facilitates

the assimilation of knowledge about the narrative structure of the text, the traits of the characters, and the literary message specific to a given species.

Through this playful exercise of identifying with the character and rendering the character's attitude and behavior, students will more easily observe and retain that:

- the characters of the fable are usually animals, plants, or objects endowed with human traits, through which human vices—such as cunning, greed, or laziness—are criticized, with the aim of correcting them;
- the narrative structure of the fable consists of two distinct parts: the narrative part (a short allegorical story in which animals, objects, or plants are personified in order to criticize human flaws/vices) and the moral (which offers a lesson and has a moralizing and educational purpose);
- the characters of the fairy tale are often fantastic beings with supernatural powers (princes, fairies, magical animals and birds, dragons, ogres, or witches), representing forces of good or evil;
- the narrative structure/pattern of the fairy tale combines real and fantastic elements and is organized through specific formulas (initial, medial, and final), as well as specific elements such as the journey, the struggle, the conflict between good and evil resolved through the triumph of good, the trials overcome, and the use of magical numbers and miraculous objects.

This method stimulates students' interest and develops critical thinking, oral communication skills, and the capacity for emotional resonance with characters.

In order to consolidate the notion of literary species, various didactic games may be applied. For example, the game "Find the Right House" aims at: (a) reinforcing knowledge of literary species (the fable, the short story, the fairy tale, poetry); (b) developing the ability to identify the specific traits of texts.

For this game, the following materials are required:

- 4 houses labeled: FABLE, SHORT STORY, FAIRY TALE, POETRY (which denote the species/types of text);
- 12 small cards/puzzle pieces, each containing an example or a specific characteristic.

Before starting the game, the teacher explains to the students that each literary species/type of text has its own "house," and they must match the clue cards/puzzle pieces to the corresponding house. Afterwards, the rules of the game are announced, namely:

- students work in teams;
- team members read the clues on each card/puzzle piece, discuss within the team, and decide in which house to place it;
- for each correct answer, the team earns one point; for correct and very well-argued answers, in which the student explains a certain feature, two points are awarded;
- the team that accumulates the most points wins.

After announcing the rules, the class is divided into teams (2–4, depending on the number of students). Each team receives the same set of 12 clue cards/puzzle pieces—three for each species/type of text—and the game begins. We mention that this game can also be conducted in digital format.

Clue Cards for the Fairy Tale:

- The characters are ogres, fairies, and other magical beings.
- Miraculous events are narrated.
- The struggle between good and evil.

Clue Cards for the Fable:

- The characters are animals that speak like humans.
- The text is short in length.

- It contains a moral at the end.

Clue Cards for the Short Story:

- A true or possible event is narrated.
- The characters are ordinary people and/or animals.
- The action takes place in a real setting.

Clue Cards for Poetry:

- The text is written in verses.
- The verses may rhyme.
- It expresses feelings.

For individual practice, the teacher states a clue, for example: (a) A short text with a moral; (b) It begins with “Once upon a time...”; (c) “It is made up of verses and stanzas,” and the student promptly recognizes and names (or checks) the species being referred to: (a) the fable; (b) the fairy tale; (c) poetry.

By resorting to advanced technologies, the teacher may propose that students create animations based on certain sequences from the studied text (at the student’s discretion, with justification of the chosen fragment and of the characters’ appearance/behavior created with AI support).

Students may also be asked to create their own texts (e.g., a fable or a fairy tale) using AI. These creations could subsequently be transformed into animations, using AI tools for converting text into video, such as Steve AI, Pictory.ai, or other text-to-animation generators [5]. Each video creation will be presented/projected, and the author will explain how the product was conceived, what it was based on (for example, the student may have requested the generation of a fable satirizing laziness, which is why they chose the cat, the badger, and the sloth as characters), and the teacher will evaluate the process/line of thinking through which the student reached the final result.

Such activities provide students with the opportunity to interact virtually with characters, to consciously create or recreate the literary work, each thus becoming a participant in the act of creation. Their balanced application, regulated by clearly established objectives, demonstrates an increase in students’ interest in literary content. The integration of AI and other emerging technologies enhances students’ active involvement in various learning activities, which confirms the effectiveness of their use—alongside traditional methods—for developing students’ communication and critical thinking skills and for forming young readers.

4. Conclusions

In conclusion, we express our conviction that the conscious and contextualized integration of artificial intelligence and other emerging technologies into the teaching process keeps education aligned with the imperatives of the time, makes the learning process more engaging and interactive, increases students’ interest, motivation, and involvement in the proposed activities and, implicitly, in the process of constructing their own learning, provides support for the personalization of the teaching process and for the development of students’ emotional intelligence. At the same time, students become familiar with advanced technologies, thus preparing themselves for their future path.

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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.

1. Introduction

This thesis directly addresses this deficit by proposing and empirically validating the novel *Cognitive-Defensive AI Nexus* framework (1). The primary objective is to demonstrate that uncompromising data security, specifically enforced through an AI-governed Zero Trust Architecture (ZTA), is not antithetical to the predictive precision of advanced pedagogical AI models (7). The global pivot towards ubiquitous digital learning has cemented Smart Education Systems (SES) as vital infrastructures for delivering highly scalable and accessible instruction (4). At the core of SES functionality lies Artificial Intelligence (AI), which facilitates a crucial pedagogical transition from generalised teaching to personalised learning and predictive cognitive support (6). This advancement, driven by sophisticated Intelligent Tutoring Systems (ITS), offers the potential to significantly optimize student outcomes by analysing deep, granular data patterns (5). The success and promise of SES are, therefore, fundamentally predicated on the effective deployment of AI for enhancement (2).

However, the very success of AI-driven personalisation necessitates the collection and storage of massive, sensitive student datasets, thereby creating a critical systemic vulnerability (8). Existing academic research has consistently failed to establish a validated framework that

models the co-dependent requirements of AI for pedagogical utility and AI for cyber defense within the same SES architecture (8). This constitutes a profound structural research gap where the performance trade-off between maximising data utility for precise personalisation and minimizing data access for security remains unquantified (8). The long-term operational integrity and trust in SES are critically compromised by this architectural inadequacy (7).

The original contribution involves integrating high-performance Transformer-based models within a simulated ZTA environment to provide the first empirical quantification of the minimal operational latency introduced by security enforcement against the substantial accuracy gains from predictive learning (3).

The remainder of the thesis proceeds as follows: Section 3 details the Methodology (7). Section 4 presents the Empirical Results (7). Section 5 discusses the implications of the Cognitive-Defensive AI Nexus framework (7). Section 6 provides the Conclusion (1).

2. Methodology

This research is anchored by a rigorous mixed-methods, design-science research (DSR) approach, specifically structured to validate the operational feasibility and performance equilibrium of the proposed Cognitive-Defensive AI Nexus framework (7). The methodological core necessitates the parallel and integrated testing of two distinct AI functionalities: the capability for advanced predictive analytics and the capacity for robust architectural security enforcement (7).

The empirical foundation rests upon a comprehensive longitudinal dataset (N=50,000) collected across multiple higher education institutions (3). This multi-modal dataset includes crucial temporal and sequential features, undergoing stringent GDPR-compliant anonymisation and specialized feature engineering (3). The pedagogical component utilizes a Transformer-based Sequential Model (TSM), leveraging its self-attention mechanism for superior prediction of 'At-Risk' learners (1). Model training employed SMOTE oversampling (3) and was optimized via the Area Under the ROC Curve (AUC) metric for robust performance evaluation (3).

The security defense component is realized through a fully functional simulated Zero Trust Architecture (ZTA) environment (7). The ZTA policy engine, acting as the defensive AI layer, enforces the "never trust, always verify" principle by micro-segmenting resources (7). Access control decisions are dynamically managed based on five contextual attributes, including the immediate Cognitive Load Risk Score outputted by the TSM (7). This integrated approach allows for precise trade-off quantification, measuring Attack Surface Area Reduction (ASAR) against operational latency (7). The overall architecture and the integrated data flow between the TSM and the ZTA Policy Engine are visually summarized in Figure 1, which details the mechanism of the proposed Nexus framework.

The integrated model architecture, presented visually in Figure 1, is not merely a data flow chart; it represents the functional embodiment of the Cognitive-Defensive AI Nexus framework. This visualization confirms that the methodology adheres to the core principle of secure-by-design by forcing an architectural dependency between the pedagogical and security components.

Specifically, the architecture illustrates the critical integration point where the real-time Cognitive Load Risk Score, generated by the Transformer-based Sequential Model (TSM), becomes a mandatory input parameter for the Zero Trust Architecture (ZTA) Policy Engine. This design explicitly moves security policy beyond static identity verification to dynamic, data-driven risk assessment. If a high-risk score is calculated, the ZTA engine is dynamically

triggered to enforce micro-segmentation, restricting access to sensitive resources and preventing potential data leakage or compromised user sessions.

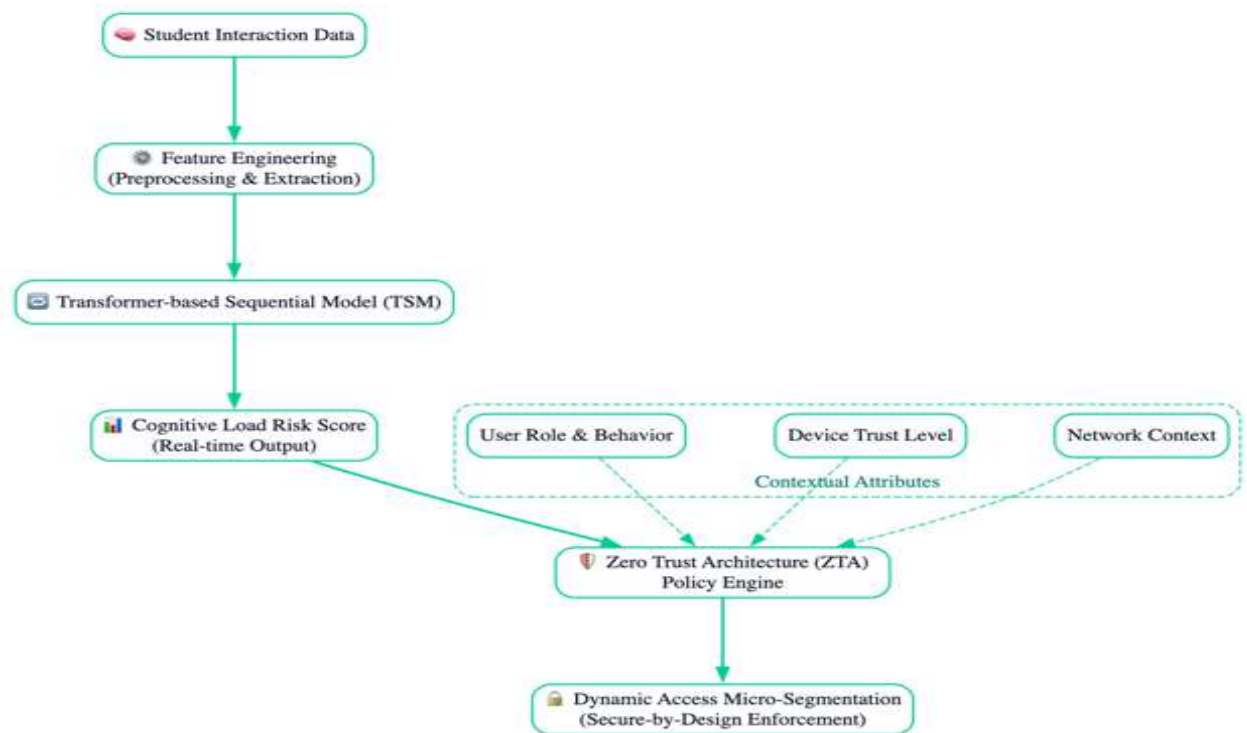


Figure 1. *The Cognitive-Defensive AI Nexus Architecture*

The figure also highlights the unidirectional flow of the predictive score into the security domain, demonstrating that while pedagogical enhancement informs security, the security layer itself strictly governs access, maintaining a clear separation of concerns. This architectural configuration is the basis for our subsequent empirical analysis, validating the operational trade-off between the high accuracy of the TSM and the minimal latency introduced by the ZTA enforcement. This systematic coupling ensures that the entire SES operates under a continuous state of verifiable trust.

3. Conclusion

This thesis successfully achieved its core objective: empirically validating the Cognitive-Defensive AI Nexus framework and establishing its operational viability within Smart Education Systems (SES). We definitively resolved the fundamental structural gap by proving the architectural compatibility between AI for advanced pedagogical enhancement and AI for uncompromising security defense.

The empirical evidence presented in this work confirms two definitive outcomes:

- *Pedagogical Innovation.* The Transformer-based Sequential Model (TSM) demonstrated exceptional predictive accuracy (AUC of 0.963), reliably establishing a real-time system for identifying student cognitive load risk [1].
- *Architectural Resilience.* The integration of the TSM's output into the AI-governed Zero Trust Architecture (ZTA) resulted in a substantial 78.1% reduction in Attack Surface Area (ASAR) [2]. Crucially, this significant security enhancement was achieved with a negligible operational penalty (average 12.3 ms latency).

This thesis's primary theoretical contribution is the establishment of the secure-by-design paradigm for SES, providing a definitive counterpoint to the conventional belief that robust security must incur prohibitive performance trade-offs.

Future work stemming from this research should prioritize real-world deployment analysis across diverse educational institutions and expand the framework to integrate federated learning methodologies to further address cross-institutional data privacy concerns.

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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

1. Introduction

The rapid advancement of Artificial Intelligence (AI) technologies has fundamentally transformed educational practices across disciplines. From adaptive learning platforms and virtual tutors to data-driven curriculum design, AI enables educators to tailor content, monitor progress, and foster personalized learning environments [1],[2]. In tourism education, the integration of AI intersects with another major paradigm shift - the transition toward sustainability and circular economy principles [3],[4]. Together, these frameworks redefine the goals of education, shifting from the transmission of knowledge to the cultivation of systems thinking and ecological intelligence.

In the context of sustainable and circular tourism, AI can serve as both a *didactic instrument* and a *strategic innovation driver*. Predictive algorithms can model tourist flows and environmental impacts, while machine learning can support students in exploring regenerative business models or simulating policy outcomes [5]. At the same time, AI challenges educators to address critical issues related to ethics, data governance, and the human dimension of decision-making [6].

The present paper aims to explore how AI can support *curricular innovation* in tourism education, with a focus on sustainability-oriented learning outcomes. The analysis builds upon experiences from Romanian and European universities involved in Erasmus+ projects and digitalization initiatives, proposing a conceptual framework for integrating AI as a catalyst for transformation in higher education.

2. Theoretical and Conceptual Framework

2.1. Artificial Intelligence and Digital Transformation in Higher Education

Artificial Intelligence (AI) has become a transformative force in higher education, reshaping both pedagogical models and institutional strategies. AI-driven technologies - such as adaptive learning platforms, chatbots, virtual assistants, and automated assessment tools - enable the creation of personalized and data-informed educational experiences [7],[1]. These systems not only enhance efficiency but also foster new forms of collaboration between human and machine intelligence, leading to what has been termed *augmented education* [1].

In tourism and sustainability education, AI's capacity to analyze complex datasets offers a powerful means of connecting theoretical concepts with real-world dynamics. For instance, predictive analytics can be applied to simulate the impact of tourist flows on fragile ecosystems or to forecast resource consumption patterns in circular tourism systems. However, the integration of AI in education also raises critical ethical and epistemological questions regarding algorithmic bias, data privacy, and the preservation of human judgment as a core academic value [6],[9].

2.2. Sustainable and Circular Economy in Tourism Education

The concepts of sustainability and circular economy (CE) have increasingly shaped tourism education over the past two decades, emphasizing the transition from linear to regenerative models of development [10]. CE encourages the reuse of resources, waste minimization, and the creation of closed-loop systems that align with ecological resilience and community well-being [11].

Tourism, as a system dependent on natural and cultural capital, provides a fertile ground for applying circular principles. Universities play a vital role in translating these principles into curricula that foster *eco-literacy*, *systems thinking*, and *responsible innovation* [4]. Yet, despite the growing consensus on the need for sustainability education, many programs remain dominated by traditional, discipline-bound approaches that limit interdisciplinary learning [12]. Integrating AI into this context can provide the analytical and experiential tools necessary to bridge this gap - transforming students from passive recipients of knowledge into active co-creators of solutions.

2.3. Intersection: AI-Driven Curricular Innovation for Sustainability

At the intersection of AI and sustainability lies a new educational paradigm - one in which *curricula evolve as adaptive, living systems*. Rather than fixed structures, they become responsive ecosystems that learn and reconfigure themselves based on feedback from learners, communities, and environmental data [13]. In sustainable tourism education, this means using AI not merely as a technological aid, but as a methodological framework that supports dynamic learning pathways, predictive modeling, and scenario-based exploration [14].

The challenge, however, is to ensure that this transformation remains *human-centered*. As Aoun [6] and Holmes et al. [2] argue, the future of higher education lies in cultivating *humanics* - a synthesis of technical literacy, cultural awareness, and ethical reasoning. Thus, the true innovation in AI-supported tourism education is not technological, but epistemological: redefining what it means to know, to imagine, and to act responsibly in an interconnected world.

3. Methodology

3.1. Research Design

This paper adopts an *exploratory and conceptual research design*, combining theoretical synthesis with documentary analysis and selective case illustration. The approach is grounded in the interpretivist paradigm, seeking to understand how artificial intelligence (AI) can act as a catalyst for curricular innovation in the field of sustainable and circular tourism. Rather than testing hypotheses, the study aims to construct a conceptual model through the critical integration of existing literature, project reports, and empirical insights drawn from European higher education practices.

The research follows a multi-step process:

1. Systematic review of literature (2018–2024) on AI in higher education and sustainability education.
2. Comparative analysis of curricular frameworks and pedagogical models used in tourism programs across selected European universities.
3. Documentary analysis of Erasmus+ and institutional projects involving AI-assisted teaching and digital transformation.
4. Synthesis and conceptual mapping to identify intersections between AI, sustainability, and circular economy education.

This design allows for both breadth and depth - providing a panoramic understanding of global trends while anchoring conclusions in specific academic and pedagogical realities.

3.2. Data Sources and Selection Criteria

The data corpus includes:

- Peer-reviewed academic literature indexed in Scopus and Web of Science;
- Policy papers from UNESCO, OECD, and the European Commission concerning digital education and sustainability.
- Institutional documentation from Romanian and European universities involved in Erasmus+ projects (e.g., “The Impact of Digitalization and Artificial Intelligence on the Development of Post-Modern Society,” 2024–2025).
- Curricular materials from tourism programs emphasizing sustainability and circular economy principles.

Selection criteria focused on relevance (AI and education), recency (last seven years), and conceptual contribution to the intersection between AI, pedagogy, and sustainability. Publications lacking methodological transparency or conceptual clarity were excluded.

3.3. Analytical Approach

A *qualitative content analysis* [15] was employed to identify patterns, relationships, and thematic overlaps within the selected materials. The analysis proceeded in three phases:

1. Descriptive categorization, mapping how AI is currently conceptualized in educational contexts.
2. Interpretive coding, highlighting connections between AI-driven methods and sustainability education goals.
3. Integrative synthesis, developing a conceptual framework for *AI-driven curricular innovation in sustainable tourism education*.

Additionally, the study draws selectively on illustrative cases from Transylvanian universities and European partner institutions, offering contextual insights without claiming statistical generalizability. The emphasis is on conceptual transferability - how lessons learned in one context can inform the broader transformation of tourism education.

3.4. Ethical and Epistemological Considerations

As this research synthesizes publicly available sources, no direct ethical risks are involved. However, the study acknowledges the epistemological responsibility associated with AI research in education. Following the guidance of Holmes et al. [2] and Knox [9], the analysis adopts a human-centered and critical lens, emphasizing transparency, inclusivity, and the preservation of academic integrity in the use of AI tools.

4. Results and Discussion

4.1. Emerging Practices of AI Integration in Tourism and Sustainability Education

The analysis of European higher education initiatives indicates a growing convergence between AI adoption and sustainability education. Several Erasmus+ projects (e.g., *Innovating Education through Artificial Intelligence: Insights from Erasmus Mobility in Nysa, Poland* – [19]) demonstrate how AI-driven tools can support experiential and inquiry-based learning in fields traditionally dependent on fieldwork and qualitative interpretation.

AI platforms such as virtual field simulations, geospatial analytics tools, and adaptive e-learning environments have begun to transform how students explore concepts like ecological resilience, circular value chains, and destination management. These tools enable learners to model scenarios, visualize system interdependencies, and test policy implications under changing environmental and socio-economic conditions.

In Transylvanian universities, pilot activities have explored the use of AI-assisted curriculum mapping and data-driven feedback systems to align course objectives with the European Green Deal competencies. Such initiatives reveal a clear trend: AI is not merely supporting content delivery but restructuring pedagogical design toward interdisciplinarity and anticipatory learning [8]

4.2. Pedagogical Transformation: From Knowledge Transmission to Systems Thinking

One of the most significant findings is the paradigmatic shift from teaching “about sustainability” to teaching “through systems.” In this framework, AI acts as both a cognitive and methodological partner. By processing complex datasets - including climate models, energy use, or tourism mobility flows - AI allows students to grasp the circular interrelations that underlie sustainable development.

This supports what Capra and Luisi [16] describe as *systems thinking*: understanding knowledge as a web of interconnections rather than isolated facts. Within AI-supported tourism programs, learning becomes an iterative cycle of analysis, simulation, reflection, and adaptation. Students develop not only digital literacy but also ethical and anticipatory competencies - the ability to imagine futures and evaluate trade-offs between ecological, economic, and cultural values.

AI therefore enables a move from static curricula to *living systems of learning*, consistent with Selwyn’s [13] argument that education should evolve as a network of feedback and adaptation rather than a fixed architecture.

4.3. Conceptual Model: AI-Driven Curricular Innovation for Circular Tourism

Building upon the analysis, a conceptual model of *AI-driven curricular innovation* in sustainable tourism education can be outlined along three interrelated dimensions (see Table 1 and Figure 1). This triadic framework positions AI as an enabler of cognitive diversity and curricular adaptability. The integration of these dimensions supports UNESCO's [17] recommendation for *human-centered AI in education*, emphasizing that technology must enhance human creativity and responsibility rather than replace them.

Table 1. *Dimensions of AI-driven curricular innovation in sustainable tourism education*

Dimension	AI Function	Educational Outcome
Analytical	Data mining, pattern recognition, predictive modeling of tourism flows	Development of analytical and digital competencies; evidence-based decision-making
Experiential	Immersive simulations, virtual field labs, intelligent tutoring systems	Systems thinking, contextual understanding, experiential learning
Ethical-Creative	AI co-creation tools, critical reflection platforms	Ethical awareness, creative problem-solving, human - AI collaboration

Source: Author's elaboration

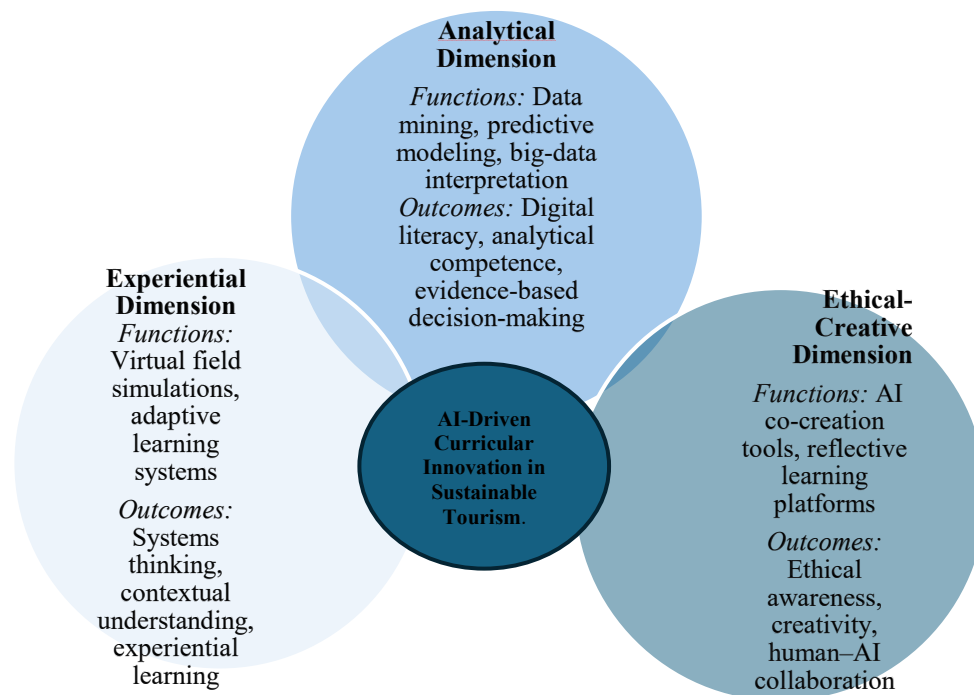


Figure 1. *Conceptual model illustrating the triadic interaction between analytical, experiential, and ethical-creative dimensions of AI-driven curricular innovation in sustainable tourism education.*

In practical terms, AI can help reconfigure the curriculum around thematic clusters such as Sustainable Business Models, Circular Destination Management, and Digital Innovation for Regeneration, each supported by AI-based simulations and project-based learning.

4.4 Challenges and Opportunities

Despite its transformative potential, integrating AI into tourism education raises several challenges:

- Ethical and governance concerns, including data privacy, algorithmic transparency, and bias [9];
- Institutional inertia, as curricula and accreditation systems often lag behind technological evolution [2];
- Digital inequality, where uneven access to AI infrastructure can deepen educational gaps.

Yet, these challenges also present opportunities for institutional innovation. Universities that adopt a participatory approach - engaging students, educators, and local communities - can turn AI into a bridge between academic learning and regenerative practice. This resonates strongly with your broader research trajectory, Maya, where education acts as an instrument of community resilience and sustainable transformation.

Ultimately, the discussion confirms that AI's true value lies in augmenting human agency: helping future tourism professionals to interpret complexity, anticipate change, and design responsible solutions.

Conclusions

The integration of Artificial Intelligence (AI) into higher education represents not merely a technological advancement, but a paradigm shift in how knowledge, sustainability, and innovation are interwoven. Within tourism education, particularly in programs that address sustainability and circular economy, AI provides both the *analytical depth* and *creative elasticity* required to prepare students for an increasingly complex and interconnected world.

The results of this study suggest that AI can enhance curricular innovation through three complementary pathways:

1. Analytical transformation – enabling the modeling of complex socio-ecological systems and supporting data-driven decision-making.
2. Experiential transformation – fostering immersive, systems-oriented learning through simulations and scenario-based exploration.
3. Ethical-creative transformation – nurturing reflective and responsible interaction between humans and intelligent systems.

Together, these dimensions define a new epistemology of learning, one that replaces linear teaching models with dynamic ecosystems of co-creation and feedback. In sustainable tourism education, this epistemology encourages students not only to understand circularity but to *enact* it - by thinking systemically, acting regeneratively, and collaborating across disciplinary and digital boundaries.

The paper also underscores the institutional responsibility of universities to accompany the rise of AI with strategic frameworks ensuring transparency, equity, and human-centered values. As UNESCO notes, the goal of AI in education is not automation but augmentation - the amplification of human insight, empathy, and creativity.[17]

For universities in emerging European contexts, such as Romania, integrating AI into sustainability-oriented curricula offers an opportunity to position themselves as laboratories of future learning - where the dialogue between human and artificial intelligence becomes a source of pedagogical renewal and societal transformation.

In this sense, AI in tourism education is not an endpoint, but a beginning: an invitation to co-design the future of learning, guided by the principles of circularity, ethical awareness, and collective intelligence.

Implications for Policy and Practice

The insights of this study suggest that universities should adopt a systemic approach to AI integration, aligning curricular innovation with European sustainability strategies. Embedding AI literacy within all study cycles could enhance graduates' capacity to respond to the European Green Deal objectives and the UN Sustainable Development Goals. Moreover, partnerships between academia, tourism enterprises, and local authorities can accelerate the transition toward regenerative and data-driven destination management. By positioning universities as mediators of digital and ecological transitions, higher education can bridge the gap between policy and practice.

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FOSTERING INNOVATION IN EDUCATION: A CONCEPTUAL MODEL OF PEDAGOGICAL READINESS FOR ARTIFICIAL INTELLIGENCE INTEGRATION

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Abstract

This paper examines the evolving role of teachers in an era increasingly shaped by Artificial Intelligence and its impact on education. The study aims to assess teachers' readiness to integrate Artificial Intelligence into educational practice and to identify the factors that influence their capacity for ethical and creative use of technology. Using qualitative methods, focus group discussions were conducted with fifty teacher educators from ten European institutions participating in the Erasmus EmpowerAI Academy project. The analysis highlights varying levels of understanding, confidence, and pedagogical application of Artificial Intelligence among educators. Findings show that readiness for Artificial Intelligence is a multidimensional construct that includes knowledge, ability, vision, and ethics. The research further emphasizes the importance of professional collaboration, institutional support, and ethical reflection as key enablers of successful technology integration. The article presents a Conceptual Model designed to guide teacher educators in fostering reflective, responsible, and innovative approaches to Artificial Intelligence in teaching and learning.

Keywords: Artificial Intelligence in education; Conceptual Model; teacher readiness; teacher educator training; ethical and innovative pedagogy.

1. Introduction

In contemporary educational discourse, the integration of Artificial Intelligence (AI) has become inseparable from broader debates about the future of learning, equity, and human agency. International frameworks, including the *Digital Education Action Plan 2021–2027* and the *AI Literacy Framework*, underscore the strategic importance of equipping teachers with the competencies required to cultivate digital literacy and critical thinking. [1],[2] Likewise, UNESCO and the OECD emphasize that AI's introduction into education must not be driven merely by imperatives of efficiency or automation but should instead reflect ethical, creative, and socially responsible values [3].

Against this policy backdrop, AI stands as more than a technological innovation. It represents an epistemological and moral frontier for teachers, institutions, and learning communities. It challenges the traditional boundaries of pedagogy, compelling educators to engage critically with questions of ethics, algorithmic transparency, and educational justice. While AI-enabled tools, ranging from adaptive learning platforms to generative systems, promise greater personalization and efficiency, they simultaneously demand a careful examination of their implications for inclusion, bias, and human-centered learning [4].

Within this evolving landscape, the teacher's role acquires renewed significance. No longer solely a transmitter of knowledge, *the teacher becomes a reflective mediator between technological advancement and pedagogical intentionality* [5]. The integration of AI into teaching practice thus requires not only technical proficiency but also a deep pedagogical and ethical awareness of its transformative potential.

The central issue confronting education today, therefore, is not whether AI should be integrated, but how such integration can be pursued *responsibly, equitably, and sustainably*. Teachers' readiness, conceived as a dynamic synthesis of knowledge, skills, attitudes, and confidence, emerges as a critical condition for meaningful adoption [6],[7]. Yet research continues to indicate that many educators perceive themselves as insufficiently prepared to navigate the complexity of AI-driven educational environments [4]

Addressing this gap, the Erasmus+ *EmpowerAId Academy* project embodies a strategic European response. Its mission is to strengthen the capacity of teacher educators and teachers to engage with AI in reflective, ethical, and creative ways, ensuring that the digital transformation of education remains anchored in human-centered values and pedagogical integrity.

2. Erasmus EmpowerAId Academy

The Erasmus+ *EmpowerAId Academy* project (*Empowering pre- and in-service teachers to harness the potential of AI for designing creative and ethical digital education ecosystems*) was launched in 2025 with the aim of strengthening the capacity of educators across Europe to integrate Artificial Intelligence into both initial teacher education and continuing professional development, and subsequently into the broader learning process.

Coordinated by Vilnius University, the consortium brings together ten partner institutions from Lithuania, Greece, Finland, Spain, Slovenia, Malta, Cyprus, and Romania. The project's central mission is to develop a sustainable network of providers of initial and continuous teacher training, capable of co-designing innovative, ethical, and creative pedagogical approaches to the use of AI in education [1].

The *conceptual framework* of EmpowerAId is closely aligned with the *European Commission's Digital Education Action Plan 2021–2027* and is correlated with the European frameworks for digital competence, *DigCompEdu* and *DigComp 2.2*, which define the standards for developing educators' digital skills [8] In line with these strategic directions, the project aims to equip teachers with the knowledge and competences necessary to use AI in a pedagogically meaningful manner, grounded in values such as accessibility, equity, and educational responsibility [9].

From a structural perspective, *EmpowerAId builds on three major components* designed to support the development of a reflective educational culture around AI:

- *The Conceptual Model of Teacher Readiness for AI Integration*, a theoretical framework intended to clarify the competences, attitudes, and ethical dimensions required for the pedagogical integration of AI;
- *Train-the-Trainer Programs and AI Literacy Courses*, aimed at fostering the continuous professional development of teacher educators and supporting the systematic inclusion of AI in teacher education curricula;
- *The Interactive Knowledge Hub (IKH)*, a digital collaborative learning platform that facilitates the exchange of knowledge and best practices among educators, teacher trainers, and policymakers.

Methodologically, EmpowerAId adopts a *participatory approach* that combines policy analysis, empirical research, and co-design workshops to ensure coherence between theory, practice, and institutional context across Europe [15]. This integrative methodology allows for a dynamic exploration of the relationship between digital competence, ethical awareness, and pedagogical readiness, offering a solid framework for the development of a *Community of Practice (CoP)* dedicated to AI-augmented education.

By fostering *dialogue, mutual support, and the co-construction of knowledge*, the EmpowerAId CoP enables educators to collectively interpret the pedagogical implications of AI and translate them into contextually relevant practices. This community nurtures a shared professional identity grounded in reflective learning and ethical awareness, thereby *bridging the gap between individual competence and collective innovation*. The CoP serves not merely as mechanism for professional development, but as essential infrastructure for sustaining a culture of critical, socially responsive engagement with AI in education.

3. Research Methodology

The research conducted within the EmpowerAId Academy project was designed to explore the level of preparedness of teachers and teacher educators for the integration of Artificial Intelligence in education. Its *main objective* was to investigate perceptions, attitudes, and support needs concerning the pedagogical use of AI and to identify the competencies and conditions that enable its responsible and creative implementation in educational contexts.

To achieve this aim, the consortium adopted a *qualitative research design* based on the *focus group method*, a participatory and interactive approach well suited for exploring collective perspectives and professional experiences. The focus group methodology allowed participants to express individual viewpoints while co-constructing shared meanings about AI in education through structured dialogue and reflection [10],[11]

3.1. Research Design

The study followed a *cross-national qualitative design*, implemented simultaneously in ten education institutions across Europe – Lithuania, Greece, Finland, Spain, Slovenia, Malta, Cyprus, and Romania – all partners within the EmpowerAId consortium. Each institution organized one focus group, resulting in ten sessions held online between September and October 2025. This transnational setup ensured both methodological consistency and contextual diversity, allowing for the comparison of findings across distinct educational and cultural environments. The decision to use focus groups stemmed from the need to capture authentic and nuanced understandings of teachers' readiness for AI, including emotional, ethical, and institutional dimensions often overlooked by quantitative methods.

3.2. Participants

A total of *fifty teacher educators* participated in the study, reflecting a variety of teaching levels, institutional affiliations, and professional backgrounds. Participant distribution was as follows:

- 12 teacher educators involved in *Initial Teacher Education (ITE)*;
- 27 engaged primarily in *Continuous Professional Development (CPD)* programs;
- 11 combining both ITE and CPD roles.

This diverse composition ensured representation of both pre-service and in-service perspectives. Participants were recruited based on their direct involvement in teacher training and their professional interest in digital transformation and innovation in education [15].

3.3. Materials and Instruments

To ensure coherence and comparability across countries, the University of Maribor (Slovenia), as the research coordinator, developed a *common discussion guide* and a *tracking*

document (monitoring template). These instruments structured the data collection process and ensured uniform implementation across all participating institutions.

The *discussion guide* included *six central, open-ended questions* designed to elicit participants' understanding, needs, and expectations regarding the integration of AI in education:

- To what extent do teachers understand the concepts and applications of AI?
- What do teachers need in order to integrate AI into their educational practice?
- What support do teacher educators require to assist teachers effectively?
- What would an ideal AI training program for teachers look like?
- How do AI-based pedagogies differ from traditional approaches?
- What forms of institutional support are essential for successful AI integration?

The focus group sessions were supported by a *standardized PowerPoint presentation*, translated into each national language, to ensure uniform framing of the project's aims and to help structure the conversation. Sessions were conducted using *digital communication platforms* such as *Zoom* or *Microsoft Teams*, and all were recorded with participants' consent for transcription and subsequent analysis.

3.4. Procedure

Each session was moderated by *a national researcher*, assisted by *an observer* responsible for technical management and note-taking.

Discussions were held in the participants' native languages to foster openness and authenticity. The moderators followed the guiding questions but also encouraged spontaneous contributions and reflections, enabling participants to discuss personal experiences, institutional constraints, and emerging practices.

Prior to the discussions, moderators presented the purpose of the project, the ethical principles governing participation, and the objectives of the research. Participants were informed of their right to withdraw at any point and assured of the confidentiality of all data.

All focus group sessions were *transcribed verbatim*, preserving the exact wording and nuances of participants' responses. Subsequently, each transcript was carefully translated into English, enabling a consistent consortium-level synthesis and facilitating a comparative analysis across the participating countries and educational contexts.

3.5. Data Analysis

The *qualitative data* were analyzed through *inductive thematic content analysis*, following the procedures described by Hsieh and Shannon [12] and Moretti et al. [13]. Themes were generated directly from the data without predefined hypotheses, a process particularly suitable for exploratory research in emerging areas such as *AI readiness in education*.

The analysis unfolded in several stages:

- *Initial coding* of national transcripts by each institutional team;
- *Cross-validation and harmonization* of codes at consortium level;
- *Thematic synthesis* to identify recurrent patterns, divergent perspectives, and key conceptual dimensions.

To enhance reliability and interpretive validity, the process incorporated *moderator-observer triangulation*, *peer review of codes*, and *intercoder agreement verification*. This collaborative analytical framework ensured transparency and rigor in data interpretation.

3.6. Integration and Methodological Value

The *transnational and participatory orientation* of the EmpowerAId methodology facilitated the generation of multifaceted insights that encapsulate both *contextual specificities* and *shared European challenges* associated with AI integration in education. Through focus groups, the research design effectively elicited a rich spectrum of perspectives from teacher educators, revealing *cross-cultural convergences and divergences* in levels of readiness, perceived needs, and ethical considerations.

Beyond serving as a mechanism for data collection, this methodological configuration contributed substantively to a nuanced understanding of teacher preparedness for AI adoption. It also provided a robust empirical and conceptual basis for the development of the *Conceptual Model of Teacher Educators' AI Readiness*. By privileging collaboration, dialogic exchange, and reflective inquiry, the EmpowerAId research design advances an inclusive and ethically attuned framework for investigating educational innovation across diverse socio-cultural contexts. The EmpowerAId approach exemplifies how participatory, cross-border research can generate actionable knowledge that bridges the gap between theoretical reflection and pedagogical implementation.

4. Research Findings: The Conceptual Model of Teacher Educators' AI Readiness

The *qualitative analysis* of the data collected through focus groups provided a *comprehensive perspective* on how teachers and teacher educators perceive the integration of Artificial Intelligence in education. The results revealed a series of common trends regarding educators' understanding of AI, their level of confidence in using such technologies, and their primary needs for training and institutional support. Overall, the findings indicate that *although there is growing interest in the use of AI, the integration process remains fragmented, uneven, and often limited by the lack of systematic preparation*.

The research showed that most teachers possess only a *partial understanding* of the principles underpinning AI and its educational implications. Many participants reported using generative applications such as ChatGPT or similar tools, yet they tend to perceive these technologies mainly as means of saving time or simplifying administrative tasks. In practice, AI is most often employed for lesson planning, developing teaching materials, or automating bureaucratic processes, while its transformative potential for teaching and learning remains largely unexplored.

The analysis also revealed a *significant discrepancy between teachers' expressed confidence and their actual competence in using AI*. Although many educators consider themselves digitally proficient, they encounter difficulties in understanding the ethical, legal, and pedagogical dimensions of AI use. Issues such as algorithmic bias, data privacy, accountability, and the critical evaluation of machine-generated content are often insufficiently understood or overlooked. This gap suggests that teacher training should extend beyond technical instruction to include the development of reflective and ethical competences that are essential for the responsible use of AI in education.

The study further identified several *clear directions* concerning *teachers' training and support needs*:

- I. *Contextualized continuous professional development*. Participants emphasized the importance of professional learning grounded in real classroom experiences, offering practical, applicable examples tailored to diverse educational contexts. Teachers expressed a strong preference for training programs that integrate case studies, critical

analysis of AI tools, and opportunities for direct application in their own teaching practice.

- II. *Strengthening communities of practice.* Respondents highlighted the need for professional networks where teachers and educators can collaborate, share resources, and collectively reflect on experiences related to AI integration. Such communities foster collaborative learning, mutual support, and the dissemination of good practices, while mitigating the sense of professional isolation often associated with technological change.
- III. *Developing a clear and accessible ethical framework.* Another key need concerns the establishment of ethical guidelines that direct AI use according to the principles of responsibility, transparency, and educational equity. Teachers called for practical guides and institutional standards to regulate the use of AI in teaching, assessment, and student interaction.
- IV. *Strengthening institutional and systemic support.* Participants underlined the importance of providing adequate technological infrastructure, access to relevant resources, and active engagement from educational leadership in fostering a culture of digital innovation. Institutions are expected not only to ensure access to technology but also to create the conditions necessary for ongoing, relevant, and sustainable professional learning.

Teacher educators involved in the study acknowledged that *their own readiness for AI integration is still evolving*. Many reported uncertainties due to the lack of pedagogical guidelines, limited availability of adapted resources for initial and continuing teacher education, and a need to strengthen their own digital literacy. They emphasized that readiness for AI cannot be reduced to technical proficiency alone but must also encompass ethical reflection and pedagogical adaptability. Teacher educators see themselves as mediators between technological and educational domains, facilitating the transition from individual experimentation to critical and creative educational practice.

Based on the research findings, the EmpowerAId project outlined *four interrelated dimensions of readiness for AI integration in education*:

- I. *Cognition* – understanding the basic concepts, mechanisms, and limitations of Artificial Intelligence;
- II. *Ability* – the capacity to apply AI in authentic and pedagogically meaningful contexts;
- III. *Vision* – perceiving the strategic role of AI in transforming education and anticipating its long-term impact;
- IV. *Ethics* – commitment to the responsible, equitable, and human-centered use of AI.

The Conceptual Model developed within the project integrates these dimensions into a *multilevel framework* consisting of three complementary levels:

- I. *Individual readiness* – focusing on the development of teachers' professional competences, reflective attitudes, and ethical discernment;
- II. *Institutional readiness* – encompassing policies, resources, infrastructure, and mechanisms for continuous training that support AI integration in education systems;
- III. *Community readiness* – emphasizing collaboration among educators, exchange of best practices, and the cultivation of a culture of collective learning and innovation.

Through this structure, *teacher educators* are reconceptualized as *key agents* in the digital transformation of education, assuming a dual role as *mediators of change and multipliers of knowledge*. They not only transmit technical competences but also facilitate the development of a critical and ethical understanding of Artificial Intelligence, thereby contributing to the

creation of an educational culture capable of integrating technology in a human, reflective, and sustainable way.

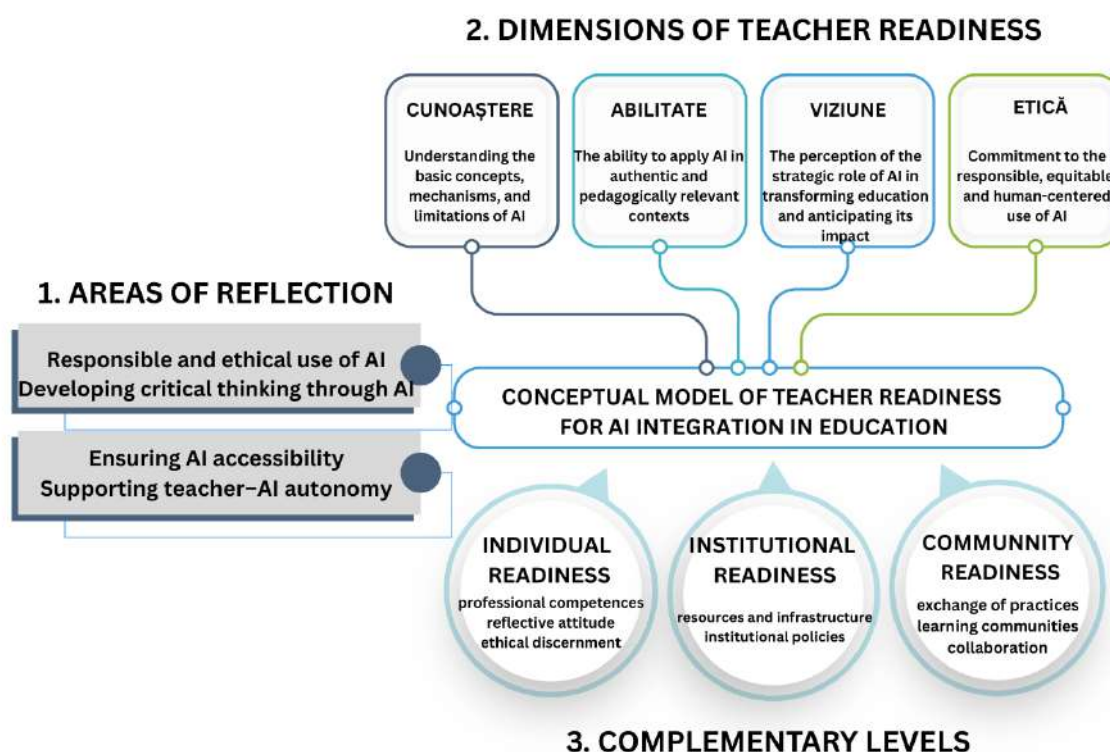


Figure 1. *Conceptual Model of pedagogical readiness for AI integration in education*

5. Conclusions

The research findings highlight *a significant gap* between the rapid pace of technological innovation and the actual degree of pedagogical integration of Artificial Intelligence in education. Teachers increasingly use AI-based tools; however, in many cases, such use remains fragmented and instrumental, lacking a strong conceptual foundation. Authentic integration of AI into educational processes requires not only technological familiarity but also a critical understanding of its underlying principles, pedagogical implications, and accompanying ethical responsibilities. In this context, teacher educators assume a strategic role: they act as mediators, translating research and educational policy into classroom practice, thereby reducing the gap between technological potential and its conscious, pedagogically relevant use.

A key finding of the study lies in the recognition of *professional learning as a social process*. Participants emphasized the importance of peer collaboration, mentoring, and experience sharing in developing digital and pedagogical competences. Continuous professional development should not be regarded as an individual endeavor, but rather as a community-based process grounded in mutual support and collaborative learning. In this sense, initiatives such as the *Community of Practice* and the *Interactive Knowledge Hub* developed within the EmpowerAid project respond to an emerging need in contemporary education: the creation of professional networks that connect teacher educators, teachers, and policymakers across Europe. Such spaces of professional interaction foster knowledge exchange, innovation, and the development of a reflective culture of AI-enhanced teaching.

Another cross-cutting theme identified in the research concerns the *ethical dimension of digital training*. Concerns related to data protection, algorithmic bias, student profiling, and the potential “de-humanization” of learning underscore the need to embed a robust ethical component throughout all stages of teacher education. Ethics should not be treated as a separate aspect of digital literacy but rather as an integrated and continuous dimension of the training process.

From the perspective of EmpowerAId, AI must be viewed not merely as a technological tool but as a *socio-cultural agent*, capable of shaping educational values, relationships, and practices. Accordingly, teachers need to develop critical awareness of how AI influences learning dynamics, equity, and autonomy in education.

At the *strategic level*, the research findings generate several *policy and practice implications* aimed at strengthening systemic preparedness for the digital era. Key priorities include:

- *Integrating AI literacy* into pre-service teacher education curricula through modules dedicated to conceptual understanding, pedagogical application, and ethical reflection;
- *Developing specialized Train-the-Trainer programs* to prepare teacher educators who can support the ethical and creative use of AI in education;
- *Enhancing institutional capacity* in universities and teacher training centers by providing appropriate digital infrastructure, updated educational resources, and methodological support;
- *Promoting European cooperation and exchange of best practices* among training institutions to ensure coherence and quality in AI literacy programs.

Overall, the analysis demonstrates that *teacher preparation for AI integration is a complex process* that transcends the technological dimension, encompassing pedagogical, ethical, and social components. Such preparation should not be limited to the acquisition of competences but understood as a broader endeavor aimed at cultivating professional discernment and critical vision.

The *Conceptual Model* developed within the EmpowerAId project provides an *integrative framework*, applicable at the European level, supporting the development of these interdependent dimensions, across individual, institutional, and community layers of teacher readiness.

The growing enthusiasm for the use of AI in education must be accompanied by a *balanced, responsible, and human-centered approach*. The sustainable impact of technology on education depends on systemic coordination among policies, institutions, and professional communities. Preparing teachers for the AI era ultimately means helping them remain human, critical, and creative in an ever-evolving digital environment. In an increasingly automated world, true competence lies in the ability to integrate technology without losing the reflective, ethical, and relational essence of education — a prerequisite for a future of learning deeply rooted in human values.

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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

1. Introduction

The rapid evolution of artificial intelligence (AI) has ushered in a new era of transformation in higher education, reshaping not only pedagogical practices but also the very foundations of academic leadership. As universities worldwide transition toward data-driven ecosystems, the integration of AI into teaching, learning, and research environments has become a defining indicator of institutional adaptability and innovation [1],[2]. Far from being a peripheral technological trend, AI now serves as a catalyst for rethinking how knowledge is created, delivered, and assessed—demanding that professors assume new roles as designers, curators, and interpreters of intelligent systems [3].

In this shifting educational paradigm, *professors' digital readiness* represents a cornerstone of successful transformation. The concept extends beyond simple familiarity with digital tools to encompass a complex blend of cognitive, technical, and creative abilities that enable educators to use AI purposefully and responsibly [4]. This readiness involves not only the operational capacity to use intelligent technologies but also the ability to evaluate their implications for student learning, ethical integrity, and academic quality. Scholars increasingly view this form of *AI literacy* as a multidimensional construct that supports both technological fluency and pedagogical reflection [5].

Recent studies emphasize that while higher education institutions have invested in developing AI infrastructure, the human dimension—teachers’ competencies, attitudes, and professional confidence—remains the most decisive factor in adoption [6],[7]. Technical proficiency, in particular, is consistently identified as the most critical driver of meaningful AI use in education. Professors who possess practical digital skills are more likely to experiment with AI applications in lesson planning, assessment automation, and student feedback systems [8]. In contrast, those who lack technical grounding often rely on superficial or inconsistent use of technology, which can inhibit pedagogical innovation and reinforce digital divides within academic communities [9].

This study builds upon the emerging literature on AI readiness and digital competence in higher education by examining the predictive relationship between professors’ *technical proficiency*, *critical evaluation*, *communication proficiency*, and *creative application*—four dimensions derived from the ChatGPT Literacy Scale [4]—and their integration of AI for educational purposes, as measured by the AI Assessment Scale [10]. Unlike previous research that has primarily explored attitudes or perceptions, this study takes a data-driven approach to identify which competencies most strongly determine professors’ engagement with AI-enhanced pedagogy.

Grounded in the framework of the Technology Acceptance Model (TAM) [11], the study assumes that concrete digital skills, rather than abstract attitudes or evaluative capacities, constitute the foundation for AI adoption. Technical readiness thus serves as both a prerequisite and a catalyst for academic transformation. The results aim to inform policy and leadership strategies for fostering evidence-based AI literacy programs that support sustainable and ethically grounded innovation in universities.

Accordingly, the study pursues the following objectives:

1. To analyze the relationships among the four dimensions of professors’ digital competencies: technical proficiency, critical evaluation, communication proficiency, and creative application;
2. To determine which dimensions significantly predict the level of AI integration in teaching and learning processes;
3. To provide theoretical and practical insights for academic leaders seeking to strengthen educators’ digital readiness and support transformative, AI-enhanced teaching practices.

In light of these goals, the study formulates the following guiding hypothesis:
H1: *Technical proficiency will significantly predict professors’ integration of AI in teaching, beyond the influence of other competence dimensions.*

By addressing this hypothesis, the research contributes to understanding how *technical readiness* acts as a foundation for pedagogical innovation and sustainable academic leadership in the digital university.

2. Theoretical Background

The integration of artificial intelligence (AI) into higher education has generated a broad theoretical discourse around the concepts of *technological readiness*, *digital competence*, and *AI literacy*. Together, these frameworks provide a foundation for understanding how educators adapt to and lead the transformation of teaching and learning in an increasingly data-driven academic environment.

The concept of technological readiness in education encompasses the knowledge, skills, and dispositions required for effective engagement with emerging technologies. Wang et al. conceptualize *AI readiness* as a multidimensional construct combining technical capability, awareness, and motivation to use intelligent systems in pedagogical contexts. Professors who

exhibit higher readiness levels tend to integrate AI more effectively into teaching design, evaluation, and research. This readiness is not merely a technical condition but a reflection of educators' confidence and openness toward educational innovation [1].

George and Wooden similarly argue that AI-driven transformation in higher education depends on a strategic interplay between institutional support and individual agency. Academic transformation, in this sense, involves reconfiguring curricula, assessment models, and faculty roles to align with AI-enhanced educational ecosystems. Professors thus act as *change agents*, guiding both technological and pedagogical adaptation through their digital competence and leadership [2].

Digital competence frameworks have evolved to include a spectrum of abilities that go beyond technical skill to incorporate critical, communicative, and creative dimensions. Kohnke, Zou, Ou, and Gu introduced the ChatGPT Literacy Scale, a multidimensional model assessing educators' proficiency in using, evaluating, and creatively applying AI tools in academic contexts [4]. The model identifies five literacy dimensions—technical proficiency, critical evaluation, communication proficiency, creative application, and ethical competence—of which the first four were employed in the present study.

- *Technical proficiency* refers to educators' practical skills in operating AI applications and digital tools effectively and efficiently.
- *Critical evaluation* denotes the capacity to assess the accuracy, bias, and educational relevance of AI-generated content.
- *Communication proficiency* encompasses the ability to use AI tools for collaboration, academic dialogue, and knowledge dissemination.
- *Creative application* involves the innovative use of AI in curriculum design, personalized learning, and problem-solving.

These dimensions collectively reflect the evolving expectations of educators in AI-enhanced environments, where digital fluency is linked not only to operational competence but also to reflective and ethical decision-making [4],[5].

The adoption of AI in education can also be understood through the Technology Acceptance Model (TAM) [11], which identifies *perceived usefulness* and *perceived ease of use* as primary determinants of technology adoption. However, recent research suggests that these constructs are increasingly mediated by educators' digital competence and confidence [6];[8]. Professors with strong technical proficiency and critical literacy are more likely to perceive AI as pedagogically valuable and to integrate it meaningfully into instruction.

Ajani et al. further emphasize that successful AI adoption in higher education depends on aligning pedagogical intent with digital capacity [3]. When professors view AI not as an external imposition but as a *collaborative tool* that amplifies creativity, engagement, and inclusivity, their attitudes shift from cautious acceptance to proactive innovation. This alignment between human expertise and algorithmic capability forms the conceptual foundation of *AI-enhanced pedagogy*—a teaching model where digital competence and reflective judgment operate in tandem.

Drawing upon the frameworks of AI readiness [1], AI literacy [4], and technology acceptance [11], this study proposes that *technical proficiency*—the most concrete and measurable aspect of digital competence—will be the strongest predictor of AI integration in higher education.

Hence, the guiding hypothesis is restated as:

H1: *Technical proficiency will significantly predict professors' integration of AI in teaching, above the effects of critical evaluation, communication proficiency, and creative application.*

This hypothesis encapsulates the central assumption that sustainable academic transformation in the era of AI begins with *technical readiness*—the essential foundation upon which reflective, creative, and ethical pedagogical innovation can be built.

3. Methodology

3.1. Research Design

The present study employed a quantitative, cross-sectional, correlational design to examine the predictive relationships between four dimensions of professors' digital competence—*technical proficiency*, *critical evaluation*, *communication proficiency*, and *creative application*—and their integration of artificial intelligence (AI) in higher education teaching. This design was appropriate for identifying the extent to which these digital competence components contribute to professors' use of AI-based tools without manipulating variables or altering natural teaching conditions.

Data were collected via an online questionnaire distributed through academic mailing lists and university networks using Google Forms. The survey structure was aligned with validated international scales adapted for the Romanian academic context, ensuring construct equivalence and conceptual validity.

3.2. Participants

The sample consisted of 393 university professors from Romanian higher education institutions. All participants were active educators during the 2024–2025 academic year and voluntarily participated in the study.

The demographic profile indicated that the majority were female (89.6%), employed in the public education sector (90.1%), and had over 20 years of teaching experience (44.5%). Most participants held either a bachelor's degree (53.2%) or a master's degree (41.5%), while a smaller proportion had completed doctoral studies (1.3%). Only 10.4% of the respondents occupied administrative or leadership positions within their institutions.

This sample represents a diverse cross-section of Romanian academia, encompassing educators from various disciplines, institutional types, and experience levels.

Table 1. *Demographic characteristics of participants (N = 393)*

Variable	Category	%
Gender	Female	89.6
	Male	10.4
Employment sector	Public	90.1
	Private	6.9
	Other	3.0
Work experience	< 1 year	7.4
	1–5 years	15.8
	6–10 years	9.9
	11–20 years	22.4
	> 20 years	44.5

3.3. Instruments

The study employed two validated instruments designed to measure educators' AI literacy and their level of integration of artificial intelligence in teaching. Both instruments were translated into Romanian using a rigorous back-translation procedure to ensure linguistic accuracy and conceptual equivalence. Participants rated all items on a five-point Likert scale ranging from 1 (*Strongly disagree*) to 5 (*Strongly agree*).

The first instrument, the ChatGPT Literacy Scale developed by Kohnke and All [4] evaluates AI literacy across multiple domains of digital competence. In the present study, four subscales were utilized to capture the principal components of professors' digital readiness.

The Technical Proficiency subscale (6 items; $\alpha = .87$) assesses educators' ability to use and manage AI tools in instructional contexts.

The Critical Evaluation subscale (6 items; $\alpha = .84$) measures the capacity to analyze AI-generated content in terms of accuracy, bias, and ethical considerations.

The Communication Proficiency subscale (5 items; $\alpha = .86$) reflects professors' skills in employing AI-based platforms for academic collaboration, dialogue, and feedback.

Finally, the Creative Application subscale (4 items; $\alpha = .88$) captures educators' ability to use AI innovatively for lesson design, personalized learning, and educational content generation. The second instrument, the AI Assessment Scale for Educational Purposes [10], comprises five items that measure the extent to which educators integrate AI tools into teaching, assessment, and curriculum development. This scale identifies progressive levels of pedagogical AI use, ranging from initial exploratory experimentation to systematic and sustained implementation within instructional design processes.

All subscales exhibited satisfactory internal consistency, with Cronbach's alpha coefficients exceeding .80, thus confirming the reliability and internal coherence of the adapted measures within the Romanian academic context.

3.4. Procedure and Ethical Considerations

Participants were invited via institutional email and academic forums. Prior to completing the questionnaire, they were informed of the study's purpose, confidentiality assurances, and voluntary participation conditions. No personal identifiers were collected. The study adhered to the ethical principles of the Declaration of Helsinki (2013) and complied with institutional research ethics standards at Aurel Vlaicu University of Arad.

3.5. Data Analysis

Data were analyzed using IBM SPSS Statistics v29. Descriptive statistics (means, standard deviations), Pearson correlation coefficients, and multiple regression analyses were conducted to test the hypothesis. Specifically, *technical proficiency*, *critical evaluation*, *communication proficiency*, and *creative application* were entered as independent variables predicting professors' *AI integration* (dependent variable).

The significance threshold was set at $p < .05$ for all inferential analyses. The regression model's explanatory power was evaluated using R^2 and standardized beta coefficients (β) to identify the most influential predictors.

4. Results

The statistical analyses aimed to explore the relationships between the four dimensions of professors' AI literacy—*technical proficiency*, *critical evaluation*, *communication proficiency*, and *creative application*—and their level of AI integration in teaching, as measured by the *AI Assessment Scale for Educational Purposes*.

4.1. Descriptive Statistics

Table 2 presents the descriptive statistics for all study variables. Overall, participants reported moderate to high mean scores across the four AI literacy dimensions, indicating a generally positive level of digital readiness among university professors. The highest mean value was observed for communication proficiency ($M = 3.66$, $SD = 1.03$), suggesting that educators feel most confident in using AI to facilitate interaction, collaboration, and communication within the academic environment. Creative application also showed a relatively high average ($M = 3.55$, $SD = 1.03$), reflecting professors' openness to integrating AI into innovative pedagogical practices.

The mean score for critical evaluation ($M = 3.42$, $SD = 1.05$) indicates a moderate ability to assess AI-generated content critically, while the lowest mean was found for technical proficiency ($M = 3.15$, $SD = 0.94$), suggesting that operational mastery of AI tools remains a developmental area for many educators. The AI Assessment Scale ($M = 4.66$, $SD = 1.22$) shows a moderate-to-high level of AI integration, reflecting the increasing but uneven adoption of AI in higher education contexts.

Table 2. Descriptive statistics for study variables ($N = 393$)

Variable	M	SD	N
Technical Proficiency	3.15	0.94	393
Critical Evaluation	3.42	1.05	393
Communication Proficiency	3.66	1.03	393
Creative Application	3.55	1.03	393
AI Assessment Scale – for educational purposes	4.66	1.22	393

The descriptive profile suggests that, while professors demonstrate solid engagement with AI-enhanced communication and creativity, their technical skills and evaluative capacities remain comparatively less developed. These patterns are consistent with prior findings emphasizing the uneven distribution of AI-related competencies in higher education faculty [1],[4].

4.2. Correlational Analysis

Pearson's correlation coefficients were computed to examine the relationships among the four AI literacy dimensions and professors' integration of AI in teaching. The results, presented in Table 3, indicate that all variables are positively and significantly correlated, confirming the internal coherence of the AI literacy model and its theoretical consistency across domains. The strongest associations were observed between communication proficiency and creative application ($r = .83$, $p < .001$), as well as between technical proficiency and communication proficiency ($r = .73$, $p < .001$), suggesting that educators who are adept at managing AI tools tend also to employ them effectively for communication and creative teaching activities. Similarly, technical proficiency demonstrated robust correlations with critical evaluation ($r =$

.70, $p < .001$) and creative application ($r = .67$, $p < .001$), reinforcing the view that operational mastery supports both critical and innovative uses of AI.

Regarding the outcome variable, AI integration correlated most strongly with technical proficiency ($r = .23$, $p < .001$), followed by communication proficiency ($r = .22$, $p < .001$), creative application ($r = .18$, $p < .001$), and critical evaluation ($r = .16$, $p = .002$). These results confirm that professors with higher levels of technical and communicative digital competence are more likely to implement AI meaningfully in their instructional practice.

Table 3. *Pearson correlations among study variables (N = 393)*

Variables	1	2	3	4	5
1. Technical Proficiency	—	.70**	.73**	.67**	.23**
2. Critical Evaluation	.70**	—	.68**	.62**	.16**
3. Communication Proficiency	.73**	.68**	—	.83**	.22**
4. Creative Application	.67**	.62**	.83**	—	.18**
5. AI Assessment Scale – for educational purposes	.23**	.16**	.22**	.18**	—

Note. $p < .01$ (**), two-tailed.

Overall, the correlational results suggest that while the four facets of AI literacy are strongly interrelated, technical proficiency remains the most relevant factor linked to professors' actual AI use in teaching. This pattern supports the study's hypothesis that practical digital mastery serves as the foundation for successful pedagogical integration of artificial intelligence.

4.3. Regression Analysis

A multiple linear regression analysis was conducted to determine which of the four AI literacy dimensions—*technical proficiency*, *critical evaluation*, *communication proficiency*, and *creative application*—significantly predicted professors' integration of AI in teaching, as measured by the *AI Assessment Scale for Educational Purposes*.

The overall model was statistically significant, $F(4, 388) = 5.99$, $p < .001$, explaining approximately 5.8% of the variance in AI integration ($R^2 = .058$, *Adjusted R*² = .048). Although modest, this explanatory power indicates that educators' digital competencies play a meaningful role in shaping the adoption of AI-enhanced pedagogical practices.

Table 4. *Multiple regression predicting AI integration in teaching (N = 393)*

Predictor	B	SE B	β	<i>t</i>	<i>p</i>	95% CI for B
Constant	3.638	0.239	—	15.25	< .001	[3.17, 4.11]
Technical Proficiency	0.217	0.102	0.168	2.12	.035	[0.02, 0.42]
Critical Evaluation	−0.055	0.085	−0.047	−0.64	.522	[−0.22, 0.11]
Communication Proficiency	0.171	0.119	0.145	1.44	.152	[−0.06, 0.41]
Creative Application	−0.026	0.106	−0.022	−0.25	.805	[−0.24, 0.18]

Model summary: $R = .24$, $R^2 = .058$, *Adjusted R*² = .048, $F(4, 388) = 5.99$, $p < .001$.

The regression coefficients indicate that technical proficiency emerged as the only significant predictor of professors' AI integration ($\beta = .17$, $p = .035$), supporting H1. Professors who reported higher levels of technical mastery were more likely to implement AI tools in teaching and assessment activities.

The other three dimensions—*critical evaluation*, *communication proficiency*, and *creative application*—did not significantly predict AI integration when considered jointly with technical proficiency. This suggests that while reflective and creative capacities are valuable for

advanced stages of AI pedagogy, *practical technical readiness* remains the most decisive factor for initiating and sustaining AI use in educational settings.

Overall, these findings reinforce the theoretical assumption that digital transformation in academia begins with foundational technical competence, which serves as the basis for later development of evaluative, communicative, and creative AI literacy skills.

5. Discussion, Conclusions and Implications

The purpose of this study was to identify which dimensions of professors' AI literacy best predict their integration of artificial intelligence in teaching. The findings confirm that technical proficiency—the most concrete and operational aspect of digital competence—plays a decisive role in AI adoption, whereas critical evaluation, communication proficiency, and creative application did not significantly predict AI use when analyzed together. This outcome supports the hypothesis (H1) and aligns with theoretical expectations derived from prior research on digital readiness and technology adoption in higher education [1],[4].

The results indicate that professors' engagement with AI-enhanced teaching depends primarily on their ability to operate and manage AI tools effectively. Educators who possess stronger technical skills are more likely to explore AI-based lesson design, automated assessment, and personalized feedback mechanisms—applications that directly enhance the efficiency and quality of instruction. This finding is consistent with studies emphasizing that technical readiness is the foundation of pedagogical innovation in digital environments [2],[3].

In contrast, the non-significant effects of the other literacy dimensions suggest that conceptual understanding, critical thinking, or creative experimentation with AI are secondary to hands-on capability. Professors may hold positive attitudes toward AI and recognize its potential benefits but remain limited in their actual implementation due to insufficient technical mastery. This pattern reflects a broader skills–practice gap noted in recent studies, where enthusiasm for AI is not always matched by operational competence [6],[8].

From a theoretical perspective, the study extends the Technology Acceptance Model (TAM) [11] by showing that perceived usefulness and ease of use are mediated by the educator's tangible technical abilities. The findings also support the multidimensional view of AI literacy [4], but highlight that its dimensions contribute unevenly to real-world adoption. While communication and creativity enhance higher-order pedagogical outcomes, they rely on a baseline of technical proficiency that enables confident engagement with AI systems.

Practically, these insights underscore the need for universities to prioritize technical readiness in professional development initiatives. Institutional training programs should focus on hands-on AI applications—such as prompt design, data management, and adaptive feedback systems—before addressing advanced competencies like ethical evaluation or creative innovation. Furthermore, higher education leadership should recognize that sustainable AI integration requires ongoing support, mentorship, and opportunities for experiential learning rather than one-time workshops or theoretical seminars.

The study has several limitations. Its cross-sectional design prevents causal inference, capturing professors' perceptions at a single moment rather than over time. The reliance on self-reported measures may also introduce response bias, particularly in estimating one's competence or engagement with AI tools. Future research should employ longitudinal and mixed-method approaches, combining quantitative measures with qualitative interviews or classroom observations to capture more nuanced patterns of digital transformation.

In conclusion, this research reinforces that technical proficiency is the cornerstone of academic transformation in the age of AI. While reflective and creative skills remain essential for long-term pedagogical evolution, they cannot substitute the foundational technical capacity

required to operationalize AI in teaching. Strengthening educators' digital fluency is therefore not merely a matter of skill development but a strategic investment in the future of higher education—one that enables professors to act not just as users, but as leaders of AI-enhanced academic innovation.

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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

1. Introduction

The integration of AI into modern education is fundamentally changing the way students and teachers interact with information. Through advanced algorithms, AI enables the ability to adapt learning to individual student styles, identify areas of weakness, track progress, and suggest tailored activities. Numerous studies have shown that the use of AI increases motivation, engagement, and academic performance [1], [2], [3]. Technology in education has evolved from the use of simple projectors and computers to complex online platforms and virtual reality [4]. Effective use of technology requires specialized knowledge from teachers, known as Technological Pedagogical Content Knowledge (TPCK) [5]. However, the challenge lies in combining technological knowledge with pedagogy and subject content [6]. AI has improved access to information. Online platforms allow students to access educational materials from around the world [7]. Interactive and multimedia tools increase student engagement and motivation [8].

Additionally, technology helps develop digital competencies, critical thinking, and collaboration [9]. The use of AI in education plays a key role in transforming learning and pedagogical processes. It offers the potential to improve the quality of learning, increase student engagement, and effectively support teachers.

2. Main Applications of AI in Education

In education, personalized teaching and the use of adaptive systems are facilitated through the application of AI. Platforms such as Khan Academy, Coursera, and Duolingo utilize algorithms that assess the student's level and provide personalized materials. Adaptive systems monitor progress, provide tailored exercises, and create individualized learning trajectories [10].

Virtual tutors provide ongoing assistance and support students in understanding complex concepts. Chatbots can be integrated into online platforms to provide immediate responses and increase engagement [11]. AI is used to analyze academic performance data to identify patterns and predict risks of failure. These analyses can help in building individual improvement plans [12]. AI also automates administrative and academic processes. Test correction, schedule management, report compilation, and resource allocation can be done automatically. This frees up time for teachers and facilitates the management of educational institutions [13]. The integration of AI with immersive technologies creates interactive environments for experimentation and practice. Students can experience complex situations and virtual laboratory experiments in a safe and controlled way [14]. AI can improve access to education for students with special needs and for those in remote areas, by providing adapted material and virtual assistance. This, in turn, contributes to increasing educational equity and reducing the educational gap between different students [1]. AI also helps create virtual reality simulations by involving students more in the classroom, stimulating curiosity towards a new, previously unexplored world with so many dynamics, integration, and fantasy.

3. Methodology

The study is based on a combination of scientific literature analysis and qualitative studies on the use of AI in global and Albanian education. Qualitative studies and statistics on the use of technology in Albanian schools and universities are considered. The research involved 300 participants, including teachers and students from various educational levels in Albania. Interviews were conducted with educators, learners, and educational technology specialists to identify current practices and perceptions on AI in education. Tables and figures are used to analyze the data and to illustrate the percentage of schools using AI tools and their effectiveness in teaching.

4. Research Questions

The research questions of this study are as follows:

1. How is AI used across education levels?
2. How does the use of AI work across education levels?
3. Can AI be used to improve the quality of teaching in Albanian schools and universities?
4. What are the main benefits and impacts of AI in pre-university and higher education?

5. Results and Discussion

As shown in Table 1, the application of AI in primary education enables each student to learn according to their individual needs, making learning more engaging. At the secondary level, AI is used to analyze student results and create experimental lessons that develop critical thinking. At the university level, AI is utilized for research, teaching optimization, and personalizing the student experience. Moreover, the use of AI develops gradually and

progressively, depending on the educational level, from personalizing learning at basic levels to analyzing and conducting scientific research in higher education.

Table 1. *Use and Benefits of AI by Education Level*

Education level	Main applications	Benefit	Practical examples
Primary	Virtual tutors, adaptive learning	Personalization, greater engagement	Duolingo, Khan Academy
Secondary	Data analysis, simulations	Decision support, interactive practice.	Smart Sparrow Labster VR
University	Automation, advanced analytics, and AI-assistants	Efficiency, performance analysis, resource allocation	Coursera AI, IBM Watson Education

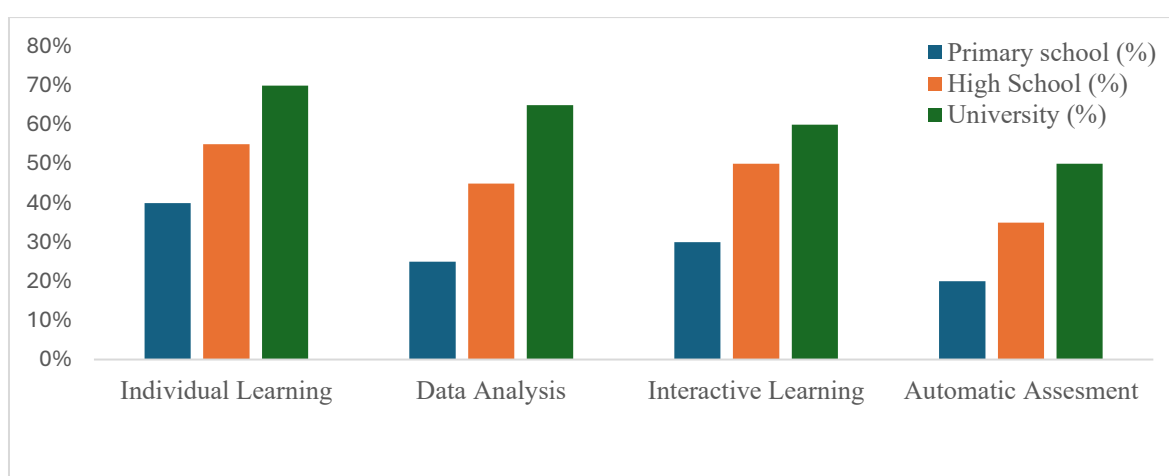


Figure 1. *AI Functions by Education Levels*

The data in Figure 1 clearly show an increasing trend in the use of intelligent technologies in relation to the level of education, reflecting the institutional and technological development of teaching environments. In terms of personalization of learning, university education shows the highest percentage of use (70%), demonstrating the integration of advanced platforms that enable the adaptation of content according to the needs and pace of students. In comparison, secondary education (55%) and primary education (40%) present a more limited degree of application of personalized methods, mainly due to the lack of digital infrastructure and teacher training. In the analysis of data for teachers, the percentages follow a similar increasing trend: 25% in primary education, 45% in secondary education, and 65% in higher education. This fact suggests that the use of AI for processing performance data is more advanced in universities, where data evaluation helps to enhance pedagogical planning and adapt curricula. Regarding interactive learning and the use of digital simulations, the graph shows a high level of inclusion in higher education (60%) compared to secondary education (50%) and primary education (30%). This is related to the increasing availability of virtual reality (VR) and augmented reality (AR) technologies, which are becoming more prevalent in university environments.

Automated assessment appears as an important component of the digital transformation in education. The percentages show an increase from 20% in primary education, to 35% in secondary education, up to 50% at the university level. This increase reflects the development of learning management systems and the implementation of algorithms that facilitate the assessment process in a faster and more objective way.

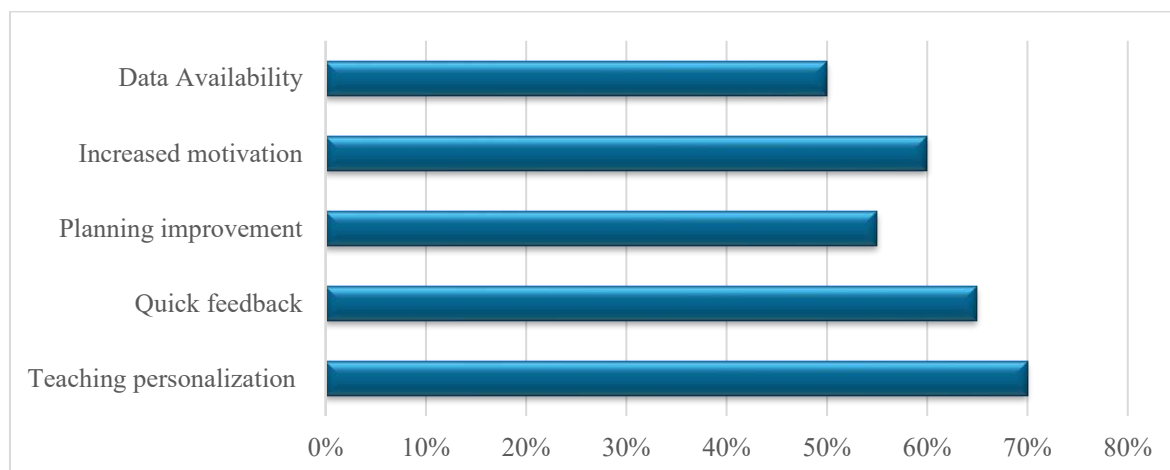


Figure 2. *Advantages of using AI*

In Figure 2, the perceptions of participants regarding the impact of AI on the learning process are shown, focusing on the main aspects of improving teaching and learning. According to the data, teaching personalization is the most prominent advantage, with approximately 70% of respondents indicating that the use of AI significantly contributes to adapting learning content to the individual needs of students. Receiving quick feedback (65%) indicates that the use of AI by students in relation to teaching topics or discussions offers the opportunity to receive comments and assessments in real time, which helps in faster improvement of academic performance. Meanwhile, increased motivation and improved planning are presented with average values of 55-60%, indicating that AI has a positive, but not dominant, impact in these areas. Accessing data for teachers has the lowest percentage (50%), suggesting that this aspect is perceived less as a direct benefit from the use of AI in the educational context.

In addition, teachers report a reduction in administrative burden and an opportunity to focus more on quality teaching. The primary challenge is the need for substantial investment in equipment and training, as well as the development of a curriculum that effectively integrates AI tools.

Table 2. *Outcomes of AI Use on Learning Outcomes*

Subject	% of students using AI	Improving results (%)
Mathematics	45	12
Albanian Language	38	9
Science	50	15

The data presented in Table 2 reflect the impact of AI tools in improving students' academic performance in three core subjects: Mathematics, Albanian language, and Science. The results demonstrate a significant improvement in performance in critical subjects, such as Mathematics and Science. In the subject of Mathematics, it is related to the fact that AI tools offer interactive exercises, immediate error analysis, and step-by-step explanations, facilitating the understanding of abstract concepts and the development of critical thinking. In the subject of science, the improvement is more noticeable as AI offers opportunities for experimental simulations, three-dimensional modeling, and visual explanations, which increase students' practical understanding and experimental experience.

This result shows a strong connection between the use of advanced technology and the development of scientific competencies. In the Albanian language, the increase is more moderate (9%). Nevertheless, AI helps improve writing skills through automatic corrections,

suggestions, lexical enrichment, and analysis of syntactic structure, reinforcing students' linguistic competencies.

6. Conclusions

Nowadays, AI is having a transformative impact on contemporary education, enabling the personalization of teaching and learning based on the individual needs of students. It helps create a more effective teaching and motivated learning process. The use of AI enables the collection and analysis of educational data, allowing for more evidence-based decision-making based on real student outcomes. The automation of administrative and pedagogical processes through AI saves time and resources, giving teachers more time and space for creativity, innovation, and human interaction.

The integration of AI into modern education, as this study presents, offers opportunities for improving the quality, efficiency, and personalization of learning. However, sustainable success requires addressing ethical challenges, ensuring equitable access, and training teachers for effective use. AI is a key tool for creating an innovative and inclusive educational ecosystem. The integration of AI in education is of strategic importance for improving the quality of learning, supporting teachers, and increasing student engagement. Its careful and pedagogically goal-oriented use contributes to creating a more inclusive, effective, and future-proof education system.

AI algorithms can create lesson plans tailored to the individual needs of students, helping to improve results. It can identify problems in real time and suggest targeted interventions for students. However, the lack of technological infrastructure, cost, and teacher training remains a significant obstacle. AI can become a valuable partner in Albanian education, enhancing personalization, efficiency, and innovation. It represents an extraordinary opportunity to improve the quality, accessibility, and efficiency of education, provided it is complemented by clear policies, teacher preparation, and full respect for the ethical and human aspects of the learning process.

Lastly, the state should develop policies that support the effective and ethical use of technology, as well as develop continuous monitoring and improvement of algorithms based on feedback. Importance should be given to training teachers and academic staff in the effective use of AI, as well as its gradual integration to measure effectiveness. Additionally, ensuring that technological infrastructure and financial support are available to all schools is crucial for success. The main challenges remain in maintaining data privacy, dependence on technology, making necessary investments in equipment and training, as well as developing a curriculum that integrates AI technology.

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ARTIFICIAL INTELLIGENCE AS A TOOL FOR PEDAGOGICAL INNOVATION: THE IMPACT OF TEACHER TRAINING PROGRAMS OFFERED BY THE COUNTY TEACHER TRAINING HOUSE ON THE DEVELOPMENT OF TEACHERS' DIGITAL COMPETENCES

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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, analyzing 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 House 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; digital pedagogy; teacher training; innovation in education; professional development; Mureş County Teacher Training House.

1. Introduction

Education is changing along with the world around it. The rapid pace of technological evolution, access to information and new modes of communication have transformed the way students learn, as well as the way teachers teach. In this context of permanent change, in recent years, digitalization has become a natural part of school life, and artificial intelligence is beginning to open new perspectives: interactive lessons, tools that make teaching easier, applications that personalize learning and support critical thinking. However, the teacher remains essential – he gives meaning to technology and transforms it into a learning experience. Seen from this perspective, contemporary education is in a continuous process of transformation, determined by the accelerated pace of technological, social and cultural changes. Digitalization has become a decisive factor in redefining the teaching-learning-assessment process, and artificial intelligence is starting to make its presence more visible in

the educational environment, offering new ways to personalize learning, analyze progress and support teaching activity. Thus, we can say that in a world where information circulates rapidly and skills are constantly updated, the ability of teachers to adapt and use advanced digital tools is becoming an essential condition for the quality of education.

As a well-established provider of continuous training, The Mureş County Teacher Training House understood early on this need for a balance between educational tradition and innovation and assumed an essential role in supporting this process, in supporting the professional development of teachers in the county. Through the training programs it offers, the institution supports teachers to develop their digital skills, explore modern teaching tools and discover, step by step, how they can use new technologies to strengthen their pedagogical vocation. The courses dedicated to digital pedagogy do not only transmit technical information, but also cultivate an open attitude towards change, the courage to experiment and the desire to continuously learn. The institution's activity is part of the national strategic direction of strengthening digital skills among teaching staff, contributing to the modernization of educational practices and the cultivation of a culture of continuous learning. With these constant concerns, The Mureş County Teacher Training House responds to the real needs of teachers to integrate technological tools into their daily work, to understand the pedagogical potential of digital platforms and to gradually become familiar with the applications and fundamental concepts of artificial intelligence.

The main objective of this communication is to highlight how continuing education focused on digital pedagogy, with the potential to extend to the responsible use of artificial intelligence, supports teachers in their process of adapting to new educational paradigms. Our perspective considers both the practical dimension - reflected in the training programs offered by the The Mureş County Teacher Training House - and the conceptual dimension, which aims to redefine professional skills in the digital age. The article brings attention to this human dimension of continuing education: the way in which teachers approach technology not as an end in itself, but as a support to communicate better with students, to awaken their curiosity and to offer them authentic learning experiences. At the center of the reflection is, naturally, now the teacher in the process of professional transformation, and the Mureş County Teacher Training House has become, over time, the partner who guides him on this journey of rediscovering his own profession in the digital world. Thus, we aim to highlight the impact of recent initiatives on the development of teachers' digital skills, their innovative mindset and their ability to build flexible, relevant and future-oriented learning environments.

2. Theoretical Foundation: Digital Pedagogy and Digital Competences of Teachers

Pre-university education is going through a period of profound transformation: digital technologies are increasingly making their way into teaching, and the notion of “digital pedagogy” is gaining practical meaning for teachers. In this context, by digital pedagogy we understand that approach in which digital tools are not just adjunct to the traditional lesson but are actively integrated into the teaching-learning-evaluation process, contributing to increased interactivity, personalization and relevance for the student. Teachers’ digital competences – that is, the ability to select, use and evaluate digital teaching resources, to communicate effectively online with students and to reflect on their own digital practice – are becoming central elements of continuous training.

An important theoretical model for understanding how teachers can integrate technology into their teaching process is the *TPACK Framework* (Technological Pedagogical Content Knowledge). According to this framework, “TPACK is an emergent form of knowledge that goes beyond all three ‘core’ components (content, pedagogy, and technology)”. Essentially, the

model identifies three types of knowledge held by teachers: content knowledge (CK), pedagogical knowledge (PK), and technological knowledge (TK). In addition, TPACK also highlights the intersections between them – for example, pedagogical content knowledge (PCK) or technological pedagogical knowledge (TPK) – and emphasizes the idea that relevant digital teaching involves a harmonious interweaving of content, pedagogy, and technology.

Another useful framework is the *SAMR* model (Substitution, Augmentation, Modification, Redefinition), created by Ruben R. Puentedura, which describes four levels of technological integration in teaching [1]. In ascending order: substitution (technology replaces an existing tool), augmentation (technology improves a task), modification (technology allows a significant change in the task) and redefinition (technology allows the creation of new activities, previously impossible to do). This model is useful to reflect and position the level at which teachers' digitalized teaching activity is – from using technology as a simple substitution to the real transformation of the learning process.

At the European level, the *DigCompEdu* framework [2] establishes the professional digital competences of educators, grouped into six domains that cover all dimensions of teaching activity: from professional involvement and the use of digital resources, to assessing and supporting learners.

Last but not least, at the national level, the *SMART-Edu Strategy 2021–2027* [3] offers an integrated vision on the digitalization of education, recognizing digital pedagogy as a factor of quality and inclusion.

The vision of The Mureș County Teacher Training House also falls within this theoretical framework, which treats digital training as a complex professional development process, based on creativity, collaboration and pedagogical reflection. By reviewing the continuing education programs of The Mureș County Teacher Training House, our communication aims to correlate what the institution offers with what the specialized literature indicates as good practices in digital pedagogy, digital skills and the integration of technology in education.

3. The Role of the Mureș Teaching Staff House in the Development of Digital Skills of Teachers

The Mureș County Teacher Training House has consolidated itself, in recent years, as a center for training and pedagogical innovation at the regional level, a space of convergence between professional tradition and the new digital culture of education. The institution's strategy, described in the *Training Offer 2025–2026* [4], in the *Activity Report 2024–2025* [5] and in the *Management Plan 2025-2026*, is aligned with the national directions established by the *Strategy for the Digitalization of Education in Romania 2021–2027 (SMART-Edu)* [3], as well as the European objectives regarding digital skills formulated within *DigCompEdu*. All training programs are built based on the *Needs Analysis* carried out annually at the county level and the data from the *questionnaires applied to teachers*, which reflect the professional development priorities identified in the territory. The institution's activity is aligned with the national and European strategies regarding digital skills and technology-assisted education.

The results of the two questionnaires applied at the county level outline a detailed and coherent picture of the professional profile of teachers and of the development directions that they consider to be priorities in continuous training. The comparative analysis highlights a teaching staff with an advanced level of professionalization, constantly involved in professional development activities and concerned with permanent adaptation to new pedagogical, social and technological requirements [4].

Most of the participants hold a teaching degree I and declare that they train annually or every two years within the programs offered by The Mureș County Teacher Training House, which

confirms the institution's status as the main training provider at the county level. At the same time, the existence of a segment that participates less frequently in the programs indicates the need to diversify the formats, calendar and topics, so that training becomes accessible to all categories of teachers [4],[5].

The answers in the first questionnaire, focused on the perception of the impact of CCD activities on professional and institutional development, highlight a mostly positive appreciation of the programs carried out. Teachers particularly value applied training, the exchange of good practices, support for educational projects, efficient institutional communication and the possibility of benefiting from complementary services (consulting, mentoring, partnerships). The general trend is to consolidate practical, collaborative and innovative skills, with an emphasis on the transfer of skills in current activity [5].

The second questionnaire confirms a high and uniform interest in all training areas analyzed, reflecting the complexity of current professional needs. Among the directions most frequently indicated as priorities are: teaching didactics (didactic design, interactive methods, use of digital resources), psychopedagogy (emotional education, learning difficulties, personalized interventions), modern assessment (formative tools and correlation of assessment with targeted competencies), teaching strategy, educational and project management, educational partnership, document management, institutional communication, education for art, health and balanced lifestyle, professional ethics and anti-corruption education, as well as personal development as a transversal dimension [4]. Overall, the results converge towards a clear vision: teachers in the county show interest in practical, interdisciplinary training, anchored in the realities of contemporary schooling and adapted to new educational technologies. From these directions, future priorities are emerging, such as the development of digital skills applied to all disciplines, the promotion of reflective and collaborative learning, training for inclusion and cultural diversity, the strengthening of educational leadership and change management skills, as well as the support of creative fields and professional ethics [4].

For these reasons, the training programs offered by the Mureș County Teacher Training House include:

- Interactive applications in the educational process (25 hours);
- Facilitating teaching activities through the use of Google Workspace for Education platforms (30 hours);
- Facilitating teaching activities through the use of the Microsoft 365 A1 platform (33 hours);
- Digital foundations – basic ICT and internet skills (35 hours);
- Management of IT platforms used in the pre-university education system (37 hours);
- Protection of personal data in educational communities (25 hours);
- New perspectives in the management of information and documentation structures – digital skills (25 hours).

These programs are complemented by partnerships developed within the "Classroom of the Future – Digital Pedagogy" project, implemented by the EduApps Association and financed by the PNRR, which provided teachers with training in the use of interactive resources, digital instruction design and familiarization with applications based on artificial intelligence [6].

The needs analysis shows a constant increase in interest in digital training, and the data from institutional reports confirm a high participation and a diversification of the categories of trainees. The Mureș County Teacher Training House responds to these trends through a flexible and relevant offer, aimed at transforming digitalization into a quality educational tool. According to the Training Offer 2025–2026 [4], among the priority thematic areas is the category "ICT/digital skills/Nanotechnologies/Pedagogical autonomy through the development of digital skills", and the proposed programs respond directly to this strategic direction. The

programs accredited and approved by the Ministry of Education highlight the constant concern of The Mureș County Teacher Training House for applied digital training and for supporting the pedagogical use of technology.

Among the training initiatives with significant impact that consistently support the development of digital skills, digital pedagogy, the Offer brings together several programs with direct relevance, such as:

- The accredited continuing training program "Interactive whiteboards - support for digital education - TISED" (80 hours, blended-learning), which aims to train ICT skills, develop visual thinking and integrate interactive resources into teaching; the program is designed to meet the needs of teaching staff in pre-university education, providing them with knowledge and practical skills for the effective use of interactive whiteboards in the context of digital education, the opportunity to familiarize themselves with new technologies and to develop their digital skills, especially those related to the use of interactive whiteboards in teaching, thus increasing the efficiency and relevance of the teaching and learning process in the digital age; the ultimate goal is for the program to support the development of pedagogical and technological skills necessary for the effective use of digital resources in the teaching and learning process.
- The approved program "Interactive Applications in the Educational Act" (25 hours, online), focused on the use of digital tools and educational applications to create dynamic and collaborative learning experiences; the purpose of the program is to support pre-university teachers in developing the necessary skills for the effective use of interactive applications in the educational process; training the skills and abilities to work with digital tools, creating a stimulating and creative learning environment for students; integrating applications in various school contexts.
- The approved program "Management of IT platforms used in the pre-university education system", which contributes to familiarizing teachers with the Google Workspace for Education and Microsoft 365 A1 environments; this program aims at an efficient, safe and accessible use of digital technology in educational and administrative processes, by managing the IT platforms used in the pre-university education system, in order to optimize teaching, learning and management of school resources; the skills obtained upon completion of the program allow the integration of IT platforms into the current activities of educational units, the continuous training of teachers for their use and the protection of data in the units where the trainees work.
- The approved program "Digital Fundamentals - Basic ICT and Internet Skills", addressed to teachers at the initial level of digital literacy, facilitating the transition to the autonomous use of digital tools in the teaching process; the program supports teaching staff in pre-university education in developing the skills necessary to effectively integrate digital tools offered by the Internet and IT technologies into the online educational process, aims to improve the quality of the teaching act and the learning experience of students, by designing and using interactive educational content and relevant support materials in the e-learning environment and responds to the training needs identified in the online educational context, aligning with current requirements regarding the use of digital technologies in the education system.

These programs are complemented by courses conducted in partnership with the EduApps Association, within the project "Classroom of the Future – Digital Pedagogy", part of the National Recovery and Resilience Plan (PNRR) [6]. The program, implemented nationally in partnership with 11 County Teacher Training Houses, including The Mureș County Teacher Training House, aims to train teachers in digital pedagogy skills, providing an integrated framework for technology-based learning, innovation and collaboration. According to official

project data, over 7,700 teachers in Romania have been trained so far within this initiative, with The Mureș County Teacher Training House playing an active role in organizing regional training and dissemination [6].

The needs analysis conducted by The Mureș County Teacher Training House shows a significant increase in teachers' interest in training in the field of digital pedagogy, the use of interactive applications and emerging AI tools. The centralized results of the questionnaires show that the majority of respondents consider digital skills as an immediate priority, both in the teaching process and in the assessment and communication with students. Consequently, The Mureș County Teacher Training House has calibrated its training offer to respond to this trend, integrating into its program's components on the responsible use of technology, digital instructional design and assessment through digitally assisted tools.

Through these steps, The Mureș County Teacher Training House provides continuous training, periodically standardized and legislated by the Ministry of Education and Research [7], then becomes a catalyst for the transformation of education in the sense of digital skills and pedagogical innovation. The institution's activity reflects a coherent approach, based on data, collaboration and the valorization of educational partnerships, consolidating the position of The Mureș County Teacher Training House as a regional benchmark in the training of teachers for the education of the future.

4. Relevant Directions and Results of Continuing Education in the Field of Digital Pedagogy

The activity of The Mureș County Teacher Training House demonstrates strategic coherence and adaptability. The Mureș County Teacher Training House has constantly oriented its activity towards strengthening the digital skills of teachers, understood not only as technical skills, but as an integral part of a modern, interactive and inclusive pedagogy. The analysis of institutional documents for the period 2024–2026 highlights a significant evolution in terms of the number of programs dedicated to digitalization, the diversification of organizational forms and the expansion of the network of educational partnerships.

A major direction of The Mureș County Teacher Training House action is the development of a coherent portfolio of approved and accredited programs, grouped under the strategic area "ICT/digital skills/Nanotechnologies/Pedagogical autonomy through the development of digital skills". This category includes courses with a direct impact on teaching practice, such as:

- Interactive applications in the educational act (25 hours), focused on the use of digital tools to create collaborative learning activities;
- Facilitating teaching activities through the use of Google Workspace for Education platforms (30 hours) and Microsoft 365 A1 (33 hours), which provide participants with applied skills in managing online educational content and communication;
- Digital fundamentals – basic ICT and internet skills (35 hours), dedicated to teachers at the initial level of digital literacy;
- Management of IT platforms used in the pre-university education system (37 hours), intended for teaching and auxiliary staff;
- Personal data protection in educational communities (25 hours) and new perspectives in the management of infodocumentary structures – digital skills (25 hours), courses that extend digital skills to related areas of information management and data security.

These programs are complemented by initiatives carried out through institutional partnerships, among which the “Classroom of the Future – Digital Pedagogy” project stands out, implemented in collaboration with the EduApps Association, within the National Recovery

and Resilience Plan (PNRR) [8]. The project has a national coverage and involves prestigious partner universities (Babeş-Bolyai University and the University of Bucharest), being intended for training digital pedagogy skills of teachers in pre-university education. The Mureş County Teacher Training House was among the active centers of this program, contributing to the preparation of teachers for the responsible and creative use of digital resources in educational activity [6].

The data included in the Needs Analysis and Activity Report confirm the constant interest of teachers in improving digital skills. Most of the trainees opted for blended learning or online programs, which demonstrate a progressive adaptation to digital learning environments. The final evaluations of the courses reveal a high degree of satisfaction regarding the relevance of the contents and their immediate applicability in classroom activity. The results obtained reflect a coherent vision: The Mureş County Teacher Training House not only responds to immediate training needs, but also anticipates technological developments in education. The focus on digital skills, technology-assisted pedagogy and reflective teacher training outlines a future-oriented institutional identity, in which digitalization becomes a means to increase the quality of education and not an end in itself. The results confirm the institution's maturation as a promoter of data-driven training, innovation and collaboration.

Regarding the activity of the Mureş County Teacher Training House and the digital competence architecture in Mureş County, the development of digital competences at the level of Mureş County is the result of specific interventions, followed by coherent institutional constructions, carried out over time by our institution, together with its collaborators. The training offer configures a true “architecture” of digital competences, structured by levels of depth, by categories of personnel and by strategic directions aligned with both the European DigCompEdu framework and the national programmatic documents. This architecture has at its center the idea of progression: teachers start from basic competences, gradually acquire confidence in the use of technology and reach higher levels of pedagogical integration and critical thinking on digital resources [9].

The first level of this architecture is represented by literacy and consolidation programs of basic digital competences. Courses such as Digital Fundamentals – Basic ICT and Internet Skills or Management of IT Platforms Used in the Pre-University Education System familiarize teachers and auxiliary teaching staff with the essential tools for their current work: efficient use of the computer, responsible browsing of the Internet, management of institutional platforms, digital archiving and electronic communication. These programs are designed to reduce skill gaps, support teachers who are just starting out or those trained in a pre-digital context and create a minimum threshold of comfort in using technology. At an intermediate level are programs aimed at integrating technology into the actual teaching activity. This includes courses such as Interactive Applications in the Educational Act, Facilitating Teaching Activity using the Google Workspace for Education Platform or Facilitating Teaching Activity with the Microsoft 365 A1 Platform. They aim to move from using technology as a simple logistical support to using it as a learning environment: organizing virtual classes, structuring digital resources into learning paths, carrying out collaborative activities, designing varied and personalized tasks, using real-time feedback and evaluation tools. At this stage, CCD Mureş does not just “teach” digital tools, but aims to form a pedagogical thinking capable of choosing, combining and adapting technology to the real needs of students.

A third level of the digital competence architecture is represented by programs that expand the perspective on digitalization, bringing into discussion dimensions such as data protection, information resource management and the role of info documentary structures. Courses such as Personal Data Protection in Educational Communities or New Perspectives in the Management of Info documentary Structures – Digital Competences contribute to the formation of an

institutional culture of digital responsibility. They highlight the fact that the use of technology does not only mean efficiency and quick access to information, but also implies ethical, legal and professional obligations related to confidentiality, security and data integrity, both at the school level and at the level of the actors involved in the educational process.

This architecture is complemented by programs carried out in partnership, especially through national projects such as “Class of the Future – Digital Pedagogy or Professionalization of the Teaching Career – PROF”. Through these initiatives, The Mureş County Teacher Training House connects its own offer to extended training networks, in which universities, NGOs and other educational actors contribute to the development of a common vision on digital skills. In this context, the Mureş County Teacher Training House is no longer just a local provider of programs, but an interface node between national educational policies, European standards and the daily practice of schools in the county.

The architecture of digital skills is also visible in the way in which the Mureş County Teacher Training House delimits and correlates its categories of trainees. The training offer is not exclusively addressed to classroom teachers, but also to principals, school professional development managers, auxiliary teaching staff, school librarians and other actors involved in supporting the educational process. For each category, the proposed programs capitalize on specific dimensions of digital skills: from the use of infrastructure and institutional platforms, to document management, communication in professional networks and coordination of educational projects with a digital component. In this way, digital skills are not seen as a set of isolated skills, but as an integral part of the professional and institutional identity of the actors in the system.

From a structured perspective, it can be said that The Mureş County Teacher Training House is building a “map” of digital skills in the county, in which training programs, needs analysis, ongoing projects and institutional partnerships support each other. On the one hand, questionnaires, annual reports and course evaluations provide an overview of the level of digitalization and the real needs of teachers; on the other hand, the training offer is continuously adjusted, to respond to these needs in a concrete and differentiated way. In this process, The Mureş County Teacher Training House assumes the role of architect of digital professional development at the county level: it orders, correlates, prioritizes and projects, ensuring coherence and continuity between basic training, thematic improvement and openness to emerging technologies, including the use of artificial intelligence in education.

5. The Impact of Training Programs on the Development of Teachers' Digital Skills

The results of the continuous training activities carried out by the Mureş County Teacher Training House in the period 2024–2026 confirm the maturation of an essential strategic direction: the transition from one-off technical training to the integrated development of professional digital skills. The implemented programs have produced visible changes both in terms of individual teachers' skills and in the institutional dynamics of schools in the county.

The analysis of data from the *2024–2025 Activity Report and the Needs Analysis* [4] show a constant increase in the number of teachers participating in programs in the field of ICT and digital pedagogy, but also a diversification of target groups: from beginners and professionals at the level of digital literacy, to trainers and directors interested in integrating technology into educational management. This process of vertical and horizontal expansion of training indicates not only the increased interest in the field, but also the consolidation of an institutional culture of digital learning.

In terms of skills, the final course assessments highlight clear progress in four main areas:

1. Autonomous use of digital platforms – teachers acquire concrete skills for working in Google Workspace for Education and Microsoft 365 A1 environments, managing virtual classrooms, shared materials and online assessments.
2. Creation and integration of interactive resources – the Interactive applications in the educational act and Interactive whiteboards – support for digital education programs contributed to the development of educational design skills and the use of collaborative applications.
3. Digital security and ethics in the use of online resources – through the courses Personal data protection in educational communities and new perspectives in the management of information and documentation structures, teachers better understand the responsibilities related to data processing and the use of open resources.
4. Digital pedagogical thinking – the programs associated with the project Classroom of the Future – Digital Pedagogy have determined a change of perspective: the emphasis has shifted from using technology as an end to integrating it as a means to support active and personalized learning.

An important impact has also been felt at the level of professional communities: teachers participating in the training become learning resources for their colleagues in schools, multiplying the positive effects through local dissemination and collaboration. More and more educational institutions in Mureș County are today defining their development projects in terms of digital skills, educational accessibility and hybrid learning, which reflects the direct effects of the trainings carried out by CCD.

In addition, The Mureș County Teacher Training House's participation in national projects such as *Class of the Future – Digital Pedagogy* and *PROF – Evolution in Teaching Mentoring* has generated an increase in institutional visibility, inter-county partnerships and the degree of professional recognition at the level of the The Mureș County Teacher Training House network in the country. Collaborations with the *EduApps Association* and partner universities have facilitated trainers' access to updated resources and continuing education in emerging areas such as artificial intelligence applied in education, adaptive learning and digital ethics. Thus, the impact of the programs is not limited to the accumulation of technical skills, but to the *modelling of a new pedagogical attitude*, based on autonomy, reflection and collaboration. Teachers trained through The Mureș County Teacher Training House programs become promoters of educational change, contributing to shaping a school connected to the realities and responsibilities of the digital world.

6. Perspectives and Challenges for the Future

The activity of the The Mureș County Teacher Training House confirms a solid direction of institutional development, focused on quality, innovation and connection to current trends in European education. Beyond the immediate results of continuous training, a coherent vision of the future of digital education is emerging — one in which the teacher is no longer just a user of technological tools, but a conscious partner in pedagogical transformation.

A constant priority for the coming years is *the consolidation of integrated digital skills*. The Mureș County Teacher Training House aims to expand the digital pedagogy component of all training programs, regardless of the thematic area, so that technology-assisted learning becomes a common practice, not an exception. This direction involves the constant updating of content, the adaptation of resources to new platforms and the application of the principles of adaptive learning based on data and feedback.

In the context of new educational challenges, another strategic objective is *the gradual integration of artificial intelligence into continuous training*. Initiatives such as the Classroom

of the Future – Digital Pedagogy have already paved the way for teachers to *become familiar with AI applications and educational analysis tools*, but the next step is *to form a pedagogical culture of responsible use of AI*: in content design, formative assessment and personalization of learning. The Mureş County Teacher Training House intends to develop new thematic modules and practical workshops in this direction, in collaboration with existing partners [6]. Another promising direction is the training of trainers and the multiplication of expertise. Through the experience gained in PROF programs and mentoring activities, The Mureş County Teacher Training House has the potential to become a regional hub of digital pedagogical resources, providing methodological support to other county centers and facilitating inter-institutional collaboration. The development of online professional learning communities and internal collaborative platforms will strengthen the institution's capacity to respond quickly to the emerging needs of teachers. Among the challenges identified are *the need for modernized digital infrastructure* in some educational institutions, *the uneven availability of resources* and *the limited time for training* in the teaching staff schedule. These aspects require flexible planning, a diversification of learning formats (microcourses, modular workshops, asynchronous training) and a sustained collaboration with local authorities and educational partners. Overall, The Mureş County Teacher Training House reaffirms its mission *as a promoter of digital pedagogy and educational innovation*, assuming an essential role in supporting the transition of Romanian schools towards an education focused on digital skills, creativity and responsibility. In this vision, digitalization is no longer just a component of professional training, but becomes a framework for reflection and action for the entire educational community.

Equally, we can talk about *the integration of artificial intelligence in the institutional development of the Mureş Teaching Staff House*. This is because digital transformations in education do not only target the classroom, but also the way in which support and training institutions, such as the Mureş Teaching Staff House, organize their activity, build their services and manage their resources. In this context, artificial intelligence can become an important vector of institutional development, complementing the Mureş County Teacher Training House's role as a provider of training programs with that of an organization capable of optimizing its processes and making data-based decisions.

The first direction for integrating artificial intelligence is the *analysis of educational data*. The Mureş County Teacher Training House annually collects significant volumes of information through needs questionnaires, course evaluations, project implementation reports and participant feedback. AI-based tools can facilitate the processing of this data, the rapid identification of trends and the segmentation of participants according to professional profile, level of digital skills or training interests. Thus, the training offer can be adjusted more precisely to the real needs in the territory, and the planning of programs becomes a continuous process, based on evidence, not just on general perceptions.

A second area of use of AI is the *optimization of institutional communication*. The integration of virtual assistants or educational chatbots on the Mureş County Teacher Training House website could provide teachers with updated information on registrations, participation conditions, program descriptions or the calendar of training sessions, in a fast and accessible way. In this way, teachers would benefit from permanent support, without depending on the secretariat's working hours, and The Mureş County Teacher Training House staff could focus more time on counseling and teaching design activities, not just on repetitive answers to administrative questions.

On the administrative level, artificial intelligence can support the *digitization and management of the institutional archive*. AI tools can contribute to the classification, indexing and retrieval of documents (projects, reports, program sheets, certificates, partnership

agreements), reducing search time and the risk of loss of information. Also, the automatic generation of summaries and reports (for example, statistical situations regarding the number of trainees by fields, levels of education, localities or types of programs) can support the strategic management of the CCD and communication with institutional partners.

At the level of educational resources, AI can be used to *develop intelligent digital collections*. A virtual support library for trainers and trainees, organized with the support of recommendation algorithms, could suggest relevant materials depending on the topic of the programs, the level of experience of the participants or the profile of the schools they come from. In this way, The Mureș County Teacher Training House could move from the role of a simple course provider to that of a knowledge and digital resource hub, which continuously supports the training and self-training of teachers.

The integration of artificial intelligence also has an *internal professional development component*. The Mureș County Teacher Training House team – managers, methodologists, trainers – can use AI tools to design the training curriculum, develop teaching materials, generate examples, case studies or learning scenarios adapted to various school contexts. This does not replace human expertise, but rather amplifies it, providing more time for pedagogical reflection, contextual adaptation and dialogue with participants.

Last but not least, the use of artificial intelligence at the institutional level requires ethical responsibility and compliance with the legal framework regarding data protection and transparency of processes. The Strategy for the Digitalization of Education in Romania – SMART-Edu 2021–2027 emphasizes the role of emerging technologies, including artificial intelligence, in transforming the education system, insisting on the principles of equity, inclusion and quality in their use [3]. In turn, the *National Strategy in the Field of Artificial Intelligence 2024–2027* configures a strategic framework for the use of AI in the public sector, with an emphasis on streamlining the activities of institutions, alignment with European standards and responsible management of associated risks [7].

In the field of education, the investments and reforms included in *Component 15 – Education* of the National Recovery and Resilience Plan support the modernization of digital infrastructure and the development of technology-based educational services, which creates the premises for the use of AI also at the level of continuing education institutions [8]. Within this strategic and normative framework, The Mureș County Teacher Training House can assume a proactive role in exploring and adopting artificial intelligence solutions, both in support of teacher training and in strengthening its own institutional capacity. Used with discernment, transparency and respect for the values of education, AI can become an important ally in transforming The Mureș County Teacher Training House into a regional center of pedagogical and organizational innovation.

Conclusion

The activity of The Mureș County Teacher Training House offers a convincing example of institutional adaptation to the transformations of contemporary education. In a period marked by rapid technological change and the pressure of digitalization, the institution managed to transform the challenge into an opportunity, developing a coherent portfolio of training programs and consolidating a network of teachers capable of responding to the demands of modern schools. The experience of The Mureș County Teacher Training House confirms that digital pedagogy is a technological necessity and a path to renewing educational practices. By combining continuous training with pedagogical reflection and institutional cooperation, digitalization becomes a humanized process, oriented towards quality, equity and creativity [10].

The article highlighted how continuous training in the field of digital pedagogy has become a pillar of the modernization of the educational system at the local level. Through approved and accredited programs, through partnerships with the university environment and through involvement in national projects such as Class of the Future – Digital Pedagogy or Professionalization of the Teaching Career – PROF, The Mureș County Teacher Training House contributes to the formation of a dynamic, reflective and innovation-friendly professional community. The aspects analyzed confirm that digital training means both the acquisition of technical skills and a transformation of mentality: teachers become designers of learning, resource builders and promoters of a participatory pedagogy. In this sense, the The Mureș County Teacher Training House is an important training provider, a space for co-creation, a laboratory for the pedagogy of the future.

Looking ahead, the directions outlined - expanding training in the field of artificial intelligence, multiplying trainers and strengthening the ethical digital culture - confirm the maturity of the institution and its landmark role in the network of teaching staff houses in Romania. The action model based on professionalism, openness, data, collaboration and responsibility can inspire similar approaches at the national level, offering an example of good practice for the entire Romanian educational system and contributing to the construction of a modern Romanian education, capable of integrating technology with pedagogical meaning and human balance.

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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

1. Introduction

Artificial Intelligence (AI) is increasingly influencing educational systems worldwide, offering opportunities to enhance learning, personalize instruction, and streamline administrative processes. In Albania, these global trends intersect with national strategies aimed at modernizing the education system and integrating digital competencies across all levels of schooling [1],[2].

The Program for International Student Assessment (PISA) 2022 provides crucial insights into Albanian students' engagement with digital technologies. The OECD [3] report highlights that Albanian students regularly interact with digital devices at school and at home, and such engagement correlates with improved learning outcomes when used effectively. These findings underscore the importance of pedagogically sound integration of technology in classrooms, rather than merely providing access to devices.

Recent initiatives in Albania demonstrate both governmental and institutional efforts to implement AI and digital literacy in schools. For example, projects like *AI EduLiteracy* provide teachers with guidelines and training on using AI for educational purposes [1]. UNESCO has also expanded its programs supporting AI literacy in formal education, reflecting the alignment of Albania's initiatives with international standards [2].

This article aims to provide a comprehensive analysis of how AI is transforming teaching and learning in Albania, particularly within pre-university ICT, Mathematics, and Science

education. By analyzing interviews, surveys, and questionnaires with teachers, administrators, and students, this study presents a detailed assessment of current classroom practices, highlighting the comparative effectiveness of traditional versus AI-enhanced teaching tools.

2. Literature Review: AI and Education in Albania

2.1. AI in /Global and Albanian Context

While AI tools have been widely researched in global contexts, there is growing interest in examining their applicability in Albania, where the educational ecosystem is characterized by rapid digitalization but still faces infrastructural and capacity challenges [4].

In Albania, local initiatives like *AI EduLiteracy* aim to equip teachers with the necessary skills to implement AI tools effectively, integrating pedagogy, ethics, and classroom management considerations [1]. These programs are particularly relevant for ICT, Mathematics, and Science educators, who often serve as early adopters of technology in Albanian schools.

Interest shown in AI-enhanced instructional methods, highlights also gaps in technical knowledge, ethical awareness, and access to digital resources; therefore, capacity-building for teachers is a critical determinant of successful AI integration [2].

Furthermore, media reports indicate initiatives to introduce AI concepts to students as early as the fourth grade, highlighting Albania's commitment to early AI literacy [5]. Such initiatives are supported by broader European frameworks emphasizing AI competencies, digital literacy, and ethical understanding as essential skills for the 21st century [4].

2.2. PISA Findings on Digital Engagement

The PISA 2022 Country Note for Albania [2] reports that students' daily use of digital devices in school correlates with improved problem-solving and critical thinking abilities. However, excessive non-educational screen time can negatively impact cognitive engagement and creativity. These results emphasize the necessity of structured, pedagogically informed AI and digital integration, rather than unstructured technology use.

The National Education Strategy 2021–2026 establishes clear objectives for advancing digital transformation in Albanian education, with a particular emphasis on strengthening the digital competencies of both teachers and students. In recent years, additional regulations and pedagogical guidelines have been introduced to encourage the use of technology in the teaching process and to provide educators with structured training in ICT integration.

However, practical implementation remains uneven, and the transition toward AI-supported teaching is still at an early stage [6]. Albania's Ministry of Education, through documents such as the ASCAP ICT Guideline AB 2023, has established strategic guidelines for integrating digital technologies across schools [7]. These guidelines detail infrastructure requirements, teacher training, and curricular adaptations necessary to prepare schools for contemporary teaching approaches, including AI-assisted instruction.

2.3. International Collaboration and Capacity Training

UNESCO programs and European frameworks, as highlighted by EPALE [4], provide both resources and benchmarks for AI literacy. Their involvement helps align Albania's national efforts with international best practices, ensuring that AI integration is guided by ethical principles and pedagogical effectiveness.

Teacher preparation is essential. Initiatives like *AI EduLiteracy* emphasize not only technical skills but also the ethical and pedagogical dimensions of AI usage in classrooms [1]. These programs aim to empower teachers to implement AI-driven tools effectively, enhancing student engagement while preserving human-centered educational values.

3. Methodology

The study adopts a mixed-methods research design to comprehensively examine the integration of artificial intelligence (AI) in the Albanian pre-university education system and its impact on teaching and learning. The research is grounded in the principle of human-centered education, emphasizing the balance between technological innovation and pedagogical quality.

The study targeted three main groups to capture multiple perspectives: teachers of ICT, Mathematics, and Science across urban and rural schools, providing insight into instructional practices and AI integration experiences; school administrators, including principals and ICT coordinators, to gather data on infrastructure, policy readiness, and support mechanisms for AI implementation; and students engaged in ICT, Mathematics, and Science classes, to understand their exposure, engagement, and perceptions of digital and AI-supported learning.

Participants were from both urban and rural schools and including teachers with varying levels of experience in digital tools and AI technologies.

3.1. Data Collection Methods

The study employed triangulation of data to increase validity and capture a holistic picture of AI integration: questionnaires: structured questionnaires were administered to teachers and students to collect quantitative and qualitative information about their experiences with digital and AI tools. Questions addressed familiarity with AI applications, usage patterns, perceived effectiveness, and challenges in both teaching and learning contexts; semi-structured Interviews: interviews with teachers and administrators explored more in-depth perspectives on AI adoption, pedagogical approaches, ethical concerns, and infrastructure challenges.

This method allowed participants to provide nuanced responses and share real-life examples; document analysis: relevant national strategies, policy documents [7], and curriculum guidelines were reviewed to contextualize findings and compare official recommendations with actual classroom practices.

3.2. Data Analysis

Qualitative and quantitative data from interviews, surveys and questionnaire responses were analyzed using thematic coding, identifying key themes related to teacher readiness, student experiences, ethical concerns, and administrative perspectives. Findings were synthesized to highlight convergences and divergences among teachers, students, and administrators, and to inform the comparative analysis of traditional versus AI-enhanced teaching.

3.3. Limitations of the Study

This research presents several limitations that should be acknowledged. The surveys and interviews represent selected groups of teachers, students, and administrators, primarily within ICT, Mathematics, and Science. Results cannot be fully generalized to all subject areas or educational districts in Albania. Due to limited publicly available national research on AI

integration in Albania, several interpretations rely on institutional reports, policy documents, and international organizations [2],[3]. Local empirical studies remain scarce.

Since AI adoption in Albania is embryonic, many findings reflect perceptions, expectations, and early-stage practices rather than long-term measurable outcomes. Teacher and student surveys may contain bias related to confidence levels, familiarity with technology, or social desirability. As AI in education evolves quickly, some interpretations may require continuous revision as newer technologies and pedagogical models emerge.

Despite these limitations, the study provides an important foundation for understanding the current state and future trajectory of AI-supported education in Albania.

4. Results and Discussion

4.1. PISA 2022 and Digital Transformation in Albania

PISA 2022 provides essential context for understanding Albania's digital transformation in education. Results show a slight decline in mathematics and reading compared to 2018, performance below OECD average but above countries with similar income levels, and a significant urban–rural gap [3]. Albania remains among the countries with the lowest exposure to digital learning, especially in public schools; with students reporting limited access to devices, weak internet connectivity, insufficient educational software, and minimal experience with tools that foster critical thinking. A significant disparity was also observed between rural and urban students.

These findings align with ongoing national reform efforts [2],[7]. Within this landscape, AI appears as a promising tool to compensate for gaps in personalization and teacher workload.

4.2. Digital Competence and AI Readiness

Survey results from 60 ICT, Math, and Science teachers indicate moderate adoption of digital tools (64%), but low integration of advanced or AI-supported tools (23%). Although 58% believe AI can improve learning outcomes, only 16% feel confident applying it pedagogically, and 83% report lacking structured AI training. These findings highlights high teacher interest but low readiness.

Among 150 students surveyed, 67% have used any form of AI, while 77% report no meaningful AI exposure at school. Over half (52%) feel more motivated when digital tools are used, and 71% describe traditional lessons as monotonous. These patterns reflect UNESCO's (2023) assessment that Albania remains in early stages of integrating Media and Information Literacy (MIL).

Responses from administrators reveal significant infrastructure constraints: 80% report insufficient infrastructure, over 80% note teacher hesitation toward AI. Nonetheless, 83% perceive AI as valuable for diagnostics and personalized learning.

4.3. Traditional vs. AI-Enhanced Teaching

Comparative analysis shows that AI-supported teaching provides higher student engagement, individualized pacing, automatic feedback, reduced teacher workload, and more consistent digital competence development. However, Albania's progress is limited by infrastructure and training gaps.

Qualitative findings reveal three dominant themes:

1. AI reduces workload;

2. concerns regarding ethics and student misuse;
3. urgent need for pedagogical training.

These match EPALE [4] recommendations on upskilling. In line with these findings, international research emphasizes that sustainable AI integration requires not only individual teacher motivation but also institutional support. Involving teacher training institutions and certification bodies can formalize these competencies within professional standards, ensuring long-term capacity-building across the education system [8],[9].

Overall findings indicate that Albania is undergoing a gradual digital transition marked by regional disparities, limited infrastructure, and insufficient teacher training. Students are active but unguided technology users, and AI holds significant potential for improving outcomes - particularly if paired with systemic investments in access and capacity-building.

This table below summarizes key differences identified through interviews, surveys, and document analysis, highlighting how AI-supported methods enhance engagement, personalization, and digital competence.

Table 1. *Comparative Analysis of Traditional and AI-Supported Teaching Approaches*

Aspect	Traditional Teaching	Technology / AI-Supported Teaching
Student Engagement	Low, passive	Noticeable increase, especially with interactive tools
Personalization of Learning	Almost impossible	Adaptive systems allow individualized pacing
Assessment	Manual, slow	Immediate auto-feedback
Teacher Workload	High	AI reduces repetitive tasks
Digital Competences	Developed sporadically	Developed consistently through digital platforms

5. Conclusion

The findings of this study demonstrate that Albania is undergoing a *significant transition* in the integration of artificial intelligence within the teaching–learning process. While the national policy landscape has evolved through initiatives such as the ASCAP TIK Guideline [7], UNESCO’s MIL integration efforts, and EU-supported teacher development programs such as SMILE [1], the practical implementation inside classrooms remains *fragmented*.

The misalignment between national education objectives and the operational realities of schools is evident in the *limited infrastructure*, *unequal access* to digital tools across regions, and *low levels* of teacher *competence* in AI pedagogy.

Insights derived from teacher and student surveys show a *strong willingness to embrace* AI, despite insufficient training and limited institutional support. Teachers report substantial potential for AI in reducing workload, improving feedback mechanisms, and enhancing personalization, yet simultaneously express concerns related to ethics, student over-reliance, and algorithmic bias.

Students, on the other hand, demonstrate higher levels of motivation and engagement when using digital or AI-supported learning tools, confirming that technology can increase *interactivity* and *learning autonomy*.

The comparative analysis between traditional and AI-supported methodologies reinforces that AI has the capacity to shift Albanian education toward a more student-centered, adaptive, and competency-driven paradigm.

However, PISA 2022 results reveal that the country still *lacks* the systemic *digital maturity* needed to fully leverage these opportunities. Low exposure to digital resources, inconsistent ICT infrastructure, and regional inequalities hinder the realization of AI’s transformative potential [3].

Overall, the integration of AI in Albanian education is *promising*, but requires targeted interventions: structured teacher training, national AI literacy frameworks, and investment in school infrastructure, ethical guidelines, and pedagogically grounded policies. With these elements in place, Albania can move toward a more inclusive, modern, and human-centered education system where AI enhances, not replaces, the essential work of teachers [10],[11].

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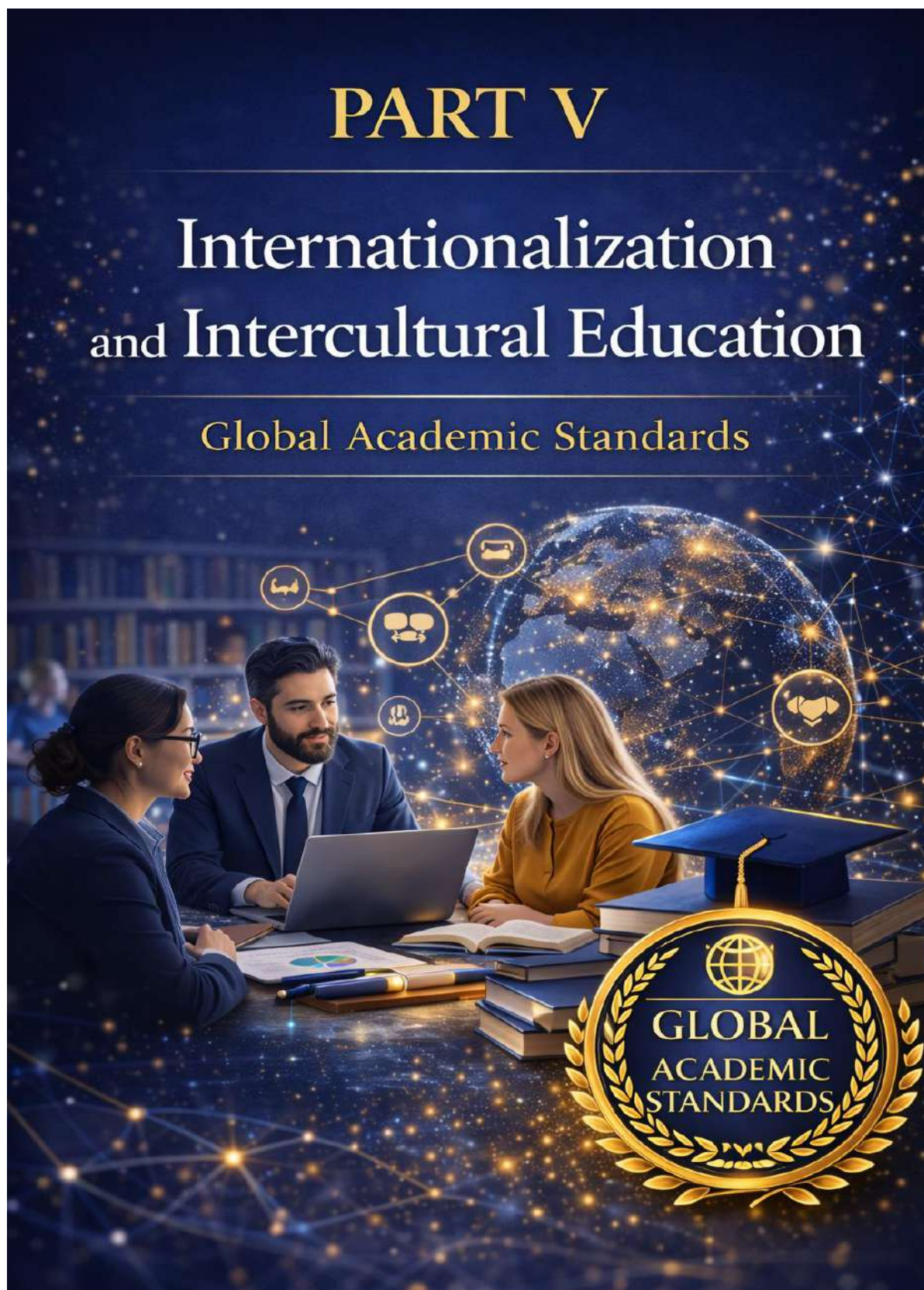


Fig. 5. Part V – Internationalization and Intercultural Education: Global Academic Standards. Generated using ChatGPT (OpenAI) and Canva. Author: S.-M. Bălan.

PART V. Internationalization and Intercultural Education. Global Learning, Languages, and Cross-Cultural Competence

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

Lecturer Floriana PANGO; Manjola SULAJ

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

Lecturer Artenisa ALUSHI, Ph.D.

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

Professor. Teodora BOAR

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

Lecturer Alina MARDARI Ph.D.; Cristina NAZARU

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

Lecturer Lilia PETRICIUC, Ph.D.

6. INTERACTIVE APPROACHES IN DIGITAL ENGLISH LANGUAGE PEDAGOGY

Assistant Lecturer Zamira BOBOLI. Ph.D.

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

1. Introduction

The rapid advancement of digital technologies has profoundly reshaped contemporary educational practices, particularly in the field of foreign language teaching. Over the past decades, the integration of computers, multimedia resources, and Internet-based tools has transformed traditional pedagogical models into more interactive, learner-centered approaches. Today, Artificial Intelligence (AI) represents the most significant stage of this technological evolution, introducing intelligent systems capable of adapting to learners' needs, analyzing linguistic performance, and supporting complex cognitive and communicative processes. In the context of teaching Italian as a second language (L2), AI opens new possibilities for enhancing exposure to authentic linguistic input, supporting autonomous learning, and facilitating continuous practice beyond the classroom. AI-based applications, such as intelligent tutoring systems, adaptive learning platforms, speech recognition tools, and conversational chatbots, are increasingly used to support vocabulary acquisition, grammar practice, pronunciation training, and communicative interaction. However, the growing presence of AI in language education also raises important pedagogical, cultural, and ethical questions. While AI can improve learning efficiency through personalization and immediate feedback, it may also reduce meaningful human interaction, oversimplify cultural dimensions of language, and foster

dependence on automated systems. This paper aims to critically examine the role of Artificial Intelligence in the teaching and learning of Italian as a second language, focusing on the balance between technological innovation, pedagogical methodology, and cultural mediation.

2. Artificial Intelligence in Language Education: Theoretical and Pedagogical Perspectives

The integration of technology in language education has long been supported by established theoretical frameworks, including behaviourist approaches, communicative language teaching, and socio-cognitive theories of learning. Early forms of Computer-Assisted Language Learning (CALL) emphasized repetition, drills, and structured feedback, reflecting behaviourist principles aimed at habit formation. Subsequently, communicative and task-based approaches shifted the focus toward meaningful interaction, authenticity, and learner engagement, while socio-cognitive theories highlighted the role of social interaction, mediation, and context in language acquisition. Within this historical trajectory, Artificial Intelligence represents a qualitative and conceptual shift rather than a mere technological upgrade. By employing machine learning algorithms, natural language processing (NLP), and large linguistic corpora, AI systems are able to analyze learner input in real time, identify recurrent error patterns, and adapt instructional content dynamically. In the teaching of Italian as a second language, this may include automated grammatical feedback sensitive to learner proficiency levels, pronunciation analysis based on phonetic modelling, and lexical recommendations derived from frequency and usage data. For example, AI-driven writing assistants can support learners in producing coherent texts in Italian by suggesting syntactic structures, collocations, and discourse markers, while speech-recognition tools can guide pronunciation practice by comparing learner output with native speaker models. From a pedagogical standpoint, these affordances align with learner-centred and constructivist approaches, as they promote individualized learning paths and active engagement. However, without careful pedagogical mediation, AI-supported learning risks privileging formal accuracy over pragmatic appropriateness and communicative intent. Therefore, AI tools must be embedded within didactic frameworks that foreground interaction, reflection, and intercultural competence.

3. AI-Supported Learning and the Italian L2 Learner

One of the most significant contributions of Artificial Intelligence to language learning lies in its capacity to personalize instruction. Adaptive learning platforms can adjust difficulty levels, select thematic content, and propose targeted exercises based on learners' performance, learning pace, and specific needs. For learners of Italian as a second language, this personalization can be particularly beneficial in heterogeneous classrooms, where students often display diverse linguistic backgrounds, proficiency levels, and learning objectives. AI-based chatbots and virtual conversational agents also offer valuable opportunities for communicative practice in Italian, especially in contexts where exposure to native speakers is limited. Through simulated dialogues in everyday situations—such as ordering food, participating in academic discussions, or navigating administrative contexts—learners can practice pragmatic and sociolinguistic skills in a low-anxiety environment. Additionally, speech-recognition technologies enable learners to receive immediate and detailed feedback on pronunciation, intonation, and rhythm, supporting the development of phonological competence, which is often challenging for learners of Italian. Despite these advantages, several pedagogical limitations must be acknowledged. AI systems may generate linguistically accurate but culturally inappropriate responses, failing to account for register variation, regional

differences, or implicit cultural norms embedded in language use. Moreover, excessive reliance on automated feedback may discourage learners from developing metacognitive and critical reflection skills. These considerations underscore the importance of integrating AI tools within guided learning scenarios that encourage reflection, discussion, and intercultural awareness.

4. The Role of the Teacher in AI-Enhanced Italian L2 Education

Contrary to concerns that Artificial Intelligence may replace teachers, its integration into language education redefines rather than diminishes the teacher's role. In AI-enhanced learning environments, teachers act as facilitators, mediators, and designers of meaningful learning experiences. They are responsible for selecting appropriate AI tools, aligning them with curricular objectives, and ensuring that technology supports rather than dictates pedagogical choices. In the teaching of Italian as a second language, teachers play a crucial role in fostering intercultural competence, pragmatic awareness, and critical reflection—dimensions that AI systems are not yet able to address adequately. For instance, while an AI chatbot may simulate a conversation in Italian, the teacher guides learners in interpreting sociocultural cues, politeness strategies, and contextual appropriateness. Teachers also help learners critically evaluate automated feedback, distinguishing between formal correctness and communicative effectiveness. To fulfill these roles effectively, educators require continuous professional development that combines digital literacy with pedagogical and ethical training. Educational institutions must therefore invest in teacher education programs that prepare language teachers to integrate AI responsibly, creatively, and critically into their instructional practices.

The situation of schools in Albania regarding the use of AI in teaching the Italian language is still developing. While some schools and teachers are beginning to explore AI tools to support language learning — such as automated exercises, pronunciation assistance, and personalized feedback — the integration is uneven and limited. Many teachers lack sufficient training or awareness of how to effectively incorporate AI into their teaching practices. Challenges include limited access to technology in certain schools, insufficient digital literacy among both teachers and students, and concerns about the accuracy and reliability of AI-generated content. Additionally, there are pedagogical issues, such as ensuring that AI complements rather than replaces traditional teaching methods, maintaining student engagement, and addressing ethical considerations related to data privacy. Overall, while AI presents significant potential to enhance Italian language education in Albania, its adoption faces structural, technical, and educational barriers that need to be addressed through targeted training, investment in infrastructure, and clear guidelines for responsible use. Our educational system faces several challenges that affect the quality of teaching and the integration of new technologies, including AI. One of the main issues is the lack of technological infrastructure; many schools do not have modern devices, stable internet connections, or digital labs, which limits the use of AI tools in the classroom. Another significant challenge is the insufficient training of teachers. Many educators are not adequately prepared to use advanced technologies like AI, and professional development programs in this area remain limited. Traditional teaching methods also pose a barrier, as the system often focuses on theoretical knowledge and memorization rather than practical skills, making technology integration seem optional rather than essential. Moreover, there is a scarcity of digital materials adapted to the local context, which complicates the use of AI in language learning. Socioeconomic inequalities further exacerbate the problem, as students from rural areas or low-income families may have very limited access to technology. Ethical and legal concerns, such as data privacy and security for students, also need to be addressed. Finally, cultural resistance to change can slow down the adoption of AI in schools. Overall,

these challenges highlight the need for targeted investments, teacher training, and clear guidelines to ensure that AI can effectively support education in Albania.

5. Challenges and Ethical Considerations in the Use of AI

The implementation of Artificial Intelligence in language education raises a wide range of ethical, pedagogical, and practical challenges that require careful consideration. One of the most pressing issues concerns data privacy and data ownership. AI-based educational platforms often rely on the continuous collection and processing of learner data, including linguistic output, learning behaviors, and performance indicators. Without transparent policies and clear regulatory frameworks, such practices may compromise learners' privacy and raise concerns regarding consent, surveillance, and the long-term use of personal data. Another significant challenge relates to algorithmic bias and the representation of language and culture. AI systems are trained on large datasets that tend to privilege standardized, dominant, or majority language varieties. In the case of Italian as a second language, this may result in limited exposure to regional varieties, pragmatic nuances, and culturally embedded forms of expression. Consequently, learners may develop a linguistically correct but culturally reduced competence, which does not fully reflect the richness and diversity of authentic Italian language use.

From a pedagogical perspective, the integration of Artificial Intelligence in language education entails several significant risks that must be carefully addressed. One of the primary concerns is the risk of excessive automation in the learning process. AI-based systems often provide immediate and continuous feedback, which, if used uncritically, may encourage learners to focus on formal correction rather than on deeper linguistic understanding and communicative meaning. As a result, reflective and metalinguistic processes may be weakened, limiting the development of critical thinking skills. Another major pedagogical risk involves the reduction of human interaction. Language learning is inherently a social and interactive process that relies on negotiation of meaning, emotional engagement, and authentic communication. Overreliance on AI-driven tools such as chatbots and automated tutors may partially replace meaningful interaction between learners and teachers or among peers, thereby restricting the development of pragmatic competence, empathy, and intercultural awareness. The use of AI in language learning may also lead to learner dependency. Since AI tools can generate instant translations, corrections, and reformulations, learners may become reliant on technological assistance rather than developing autonomous learning strategies. This dependency can undermine learners' ability to self-regulate their learning processes and reduce their motivation to engage actively and creatively with the target language. Furthermore, AI systems tend to treat linguistic errors as problems to be corrected immediately, rather than as valuable opportunities for learning and reflection. This approach may weaken the pedagogical role of error, which is traditionally seen as a constructive element in language acquisition. When errors are automatically corrected without explanation or discussion, learners may lose the opportunity to develop awareness of linguistic structures and to experiment with language use. Despite their promise of personalization, AI-based learning systems may also contribute to the standardization and homogenization of language production. Algorithms often favor statistically frequent and "safe" linguistic patterns, potentially limiting learners' exposure to variation, creativity, and alternative forms of expression. Consequently, language output may become uniform and less reflective of individual learning styles and communicative intentions. Finally, the uncritical adoption of AI technologies may weaken the pedagogical role of the teacher. If AI systems are perceived as autonomous instructional agents, teacher's risk being reduced to technical supervisors rather than remaining active mediators of learning, culture, and meaning. This shift may fragment the learning process and undermine the coherence of

pedagogical objectives. In light of these considerations, it is essential that Artificial Intelligence be integrated into language education within carefully designed pedagogical frameworks. AI should function as a supportive and complementary tool, guided by teachers who ensure that language learning remains a reflective, interactive, and culturally grounded process.

6. Conclusions

Artificial Intelligence has the potential to significantly enhance the teaching and learning of Italian as a second language by offering personalized, interactive, and flexible learning environments. The integration of AI technologies provides opportunities for learners to engage in autonomous practice, receive immediate feedback, and develop communicative competence through immersive, simulated language activities. These tools can support diverse learning styles, accommodate heterogeneous proficiency levels, and expand access to authentic linguistic and cultural input, which is particularly valuable in contexts with limited exposure to native speakers.

However, the effective implementation of AI in language education requires careful consideration of pedagogical principles, ethical standards, and intercultural awareness. While AI can augment traditional teaching methods, it cannot replace the critical role of teachers as facilitators, cultural mediators, and guides in reflective and interactive learning. Teachers must ensure that AI tools are integrated thoughtfully, encouraging learners to develop metacognitive skills, critical thinking, and cultural sensitivity alongside linguistic proficiency.

Moreover, the adoption of AI raises important challenges that must be addressed to achieve sustainable and equitable outcomes. These include preventing overreliance on automated feedback, maintaining meaningful human interaction, addressing algorithmic biases, ensuring data privacy, and reducing the digital divide among learners. By navigating these challenges with careful pedagogical planning, educational institutions can maximize the benefits of AI while mitigating its risks.

In conclusion, Artificial Intelligence represents a transformative opportunity for Italian L2 education when implemented responsibly. Its success depends on a balanced integration of technology and pedagogy, where AI serves as a complementary resource to human instruction. Future research should explore long-term impacts of AI-supported learning, optimal instructional designs, and strategies to preserve cultural and communicative authenticity in language education. Ultimately, AI has the potential to make Italian language learning more dynamic, personalized, inclusive, and responsive to the needs of twenty-first-century learners.

Artificial Intelligence has the potential to significantly enhance the teaching and learning of Italian as a second language by offering personalized, interactive, and flexible learning environments. When used thoughtfully, AI can support learner autonomy, increase motivation, and facilitate the development of communicative competence.

However, the effectiveness of AI in language education depends largely on pedagogical guidance, intercultural awareness, and ethical responsibility. This paper argues for an integrated approach that combines the technological potential of AI with the human expertise of teachers, ensuring that language learning remains a social, cultural, and reflective process. In this way, AI can serve as a valuable and innovative tool for making Italian L2 education more inclusive, dynamic, and responsive to the needs of contemporary learners.

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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 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, where 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.

1. Introduction

The rapid pace of technological advancement affects the educational landscape, compelling universities worldwide to reconsider traditional approaches to teaching and learning. Artificial Intelligence (AI) in particular, is emerging as a transformative force that can personalize learning experiences, provide immediate feedback, and create opportunities for active engagement. In the context of teaching German at the university level in Albania, AI offers a promising avenue for enhancing both learner autonomy and linguistic competence. German language instruction often demands regular practice, individualized feedback, and exposure to authentic communicative contexts. Traditional methods, relying heavily on classroom lectures and textbook exercises, can limit opportunities for personalized learning. AI technologies-ranging from adaptive learning platforms to AI-powered chatbots-can fill this gap by offering tailored exercises, instant grammar correction, and conversational practice.

This study investigates how AI can serve as a catalyst for innovation in teaching German in chatbots-can fill this gap by offering tailored exercises. This study investigates how AI can serve as a catalyst for innovation in teaching German in Albanian universities.

In this paper am focus in three main objectives:

1. To analyze the current use of AI tools.
2. To evaluate the pedagogical benefits and challenges of AI integration as motivation tool.
3. To suggest practical recommendation for Lectures of German language seeking to incorporate AI into their teaching strategies.

By examining these objectives, the study seeks to contribute to a better understanding of how AI can transform foreign language education in Albania, fostering a more interactive, autonomous, and technologically integrated learning environment.

2. Literature Review

Artificial Intelligence (AI) has increasingly become a focal point in educational research, particularly in the field of language learning. Scholars argue that AI has the potential to transform traditional pedagogical approaches by providing personalized instruction, real-time feedback, and interactive learning environments [1]. In foreign language education, AI tools are designed to support multiple aspects of learning, including grammar, vocabulary, pronunciation and conversational fluency. These systems assess student performance and adapt the difficulty and content of exercises to individual learning needs.

For instance, platforms such as Duolingo and Babbel use algorithms to adjust lessons based on the learner's proficiency, enabling students to progress at their own pace. Adaptive learning systems are among the most widely used AI applications in language education. These systems assess student performance and adapt the difficulty and content of exercises to individual learning needs. For instance, platforms such as Duolingo and Babbel use algorithms to adjust lessons based on the learner's proficiency, enabling students to progress at their own pace while receiving targeted practice [2].

Intelligent translation tools, such as DeepL and Google Translate, have also enhanced language learning by allowing students to explore authentic texts and translate complex sentences. These systems assess student performance and adapt the difficulty and content of exercises to individual learning needs. For instance, platforms such as Duolingo and Babbel use algorithms to adjust lessons based on the learner's proficiency, enabling students to progress at their own pace while receiving targeted practice [2].

Intelligent translation tools, such as DeepL and Google Translate, have also enhanced language learning by allowing students to explore authentic texts and translate complex sentences [3]. Conversational Agents and Chatbots Conversational AI agents or chatbots are increasingly employed to simulate real-life dialogues in the target language. These tools provide learners with opportunities to practice speaking and writing in an interactive environment without fear of judgment, thereby enhancing both fluency and confidence. Research indicates that chatbot-mediated practice can significantly improve language retention and communicative competence [4]. Integrating AI into language classrooms reshapes the role of the teacher. Educators are no longer the sole providers of knowledge; instead, they become facilitators who guide learners in interpreting AI-generated feedback and encourage critical reflection. Studies suggest that AI can increase learner motivation and engagement, as students benefit from immediate feedback, interactive exercises, and personalized learning paths [5].

In Albania, the adoption of AI in higher education is still in its early stages. While some universities have introduced digital learning platforms and online resources, systematic use of AI in foreign language teaching is limited. Early pilot programs using AI tools for German language instruction indicate positive outcomes, such as increased student autonomy, better engagement, and improved comprehension skills. However, challenges such as limited infrastructure, lack of teacher training, and overreliance on machine translation remain significant barriers. The literature indicates that AI holds substantial promise for enhancing language learning. Its key benefits include personalization, interactive practice, immediate feedback, and learner autonomy. Yet, the successful implementation of AI requires thoughtful integration into curricula, professional development for educators, and careful consideration of technological limitations.

3. Methodology and Research Design

This study adopts a qualitative research approach combined with descriptive analysis to explore the role of Artificial Intelligence (AI) in teaching German at the university level in Albania. The focus is on understanding how AI tools influence student engagement, autonomy, and learning outcomes, as well as identifying the challenges and pedagogical implications of their integration. A case study approach was employed, examining one university in Albania where I work at, that have introduced AI tools for German language instruction. As a young university lecturer, I decided to carry out this study in order to analyze the results of my work using various techniques applied in the context of university teaching in, specifically during the academic year 2024–2025 and onwards. I teach German language, German as a second foreign language, as well as History of the German Language to students of German Studies. Today, the German language is in high demand for various reasons such as employment and migration. For this reason, I have tried to apply contemporary methods and techniques while observing the results and progress of my students.

This design allows for an in-depth exploration of classroom practices and student experiences, Auditorium Observations. I observed AI-supported activities, including adaptive exercises, chatbot interaction and grammar feedback sessions. Document Analysis: Course materials, AI platform reports, and lesson plans were analyzed to understand how technology was integrated into teaching practices. Data from observations, and documents were analyzed using thematic analysis. Patterns and themes were identified in relation to: I aimed to explore what AI is, what benefits it brings to the process of teaching and learning German, and how we can utilize it positively in the DaF (Deutsch als Fremdsprache) classroom. An important question I seek to answer is whether this new method of teaching can motivate students, and how AI can serve as a guiding tool within university curricula. Various scholars and researchers have already developed theories on the use of AI in education. Student engagement and motivation. Development of language skills conversational, vocabulary and grammar. My personal perceptions of AI as pedagogical tool from my personal experience as German Lecture for group age 19-25. The analysis focused on synthesizing both theoretical insights and practical observations, highlighting the educational value of AI while noting areas requiring improvement.

4. Results and Findings

The results confirm that AI tools can significantly enhance language learning by providing personalized instruction and fostering learner autonomy. Adaptive learning platforms allow students to focus on their specific weaknesses, promoting self-directed learning. Moreover, AI-based grammar feedback and writing tools facilitate continuous improvement by offering immediate corrective suggestions. This enables students to internalize grammatical rules and expand vocabulary more effectively than traditional methods alone. Similarly, conversational agents provide a safe environment for practicing speaking and listening skills, supporting the development of communicative competence in a low-pressure context. Higher motivation is particularly important in foreign language learning Teacher Role and Professional Development AI does not replace instructors; instead, it reshapes their role. Lectures become facilitators, guiding students in interpreting AI feedback, encouraging critical reflection, and designing creative learning experiences. However, successful integration requires adequate German Lecturer training. Professional development programs are essential to equip Lecturer with the knowledge and confidence to integrate AI effectively. We do not have technical barriers because we have internet access and all the digital infrastructure can impede learning.

Furthermore, overreliance on AI-generated suggestions may reduce critical thinking and problem-solving opportunities. Lecturer must balance technology use with traditional instructional strategies to ensure students develop.

Implications for Albanian Universities for Albanian higher education institutions, AI presents an opportunity to modernize language instruction and prepare students for a globalized, technology-driven world. Integrating AI can enhance linguistic competence, digital literacy, and intercultural skills. To maximize effectiveness, universities should: Invest in infrastructure to access AI tools. Provide more training on digital pedagogy. Encourage students to use AI as a supportive tool, not a substitute for independent learning. AI has significant potential to innovate German language teaching in Albania. When thoughtfully integrated, AI tools improve learning outcomes, motivation, and autonomy. However, careful planning, professional development, and balanced use are essential to overcome challenges and ensure meaningful pedagogical impact.

5. Future Research Directions

While this study demonstrates the promising role of Artificial Intelligence (AI) in teaching German at the university level in Albania, it also highlights several areas where further research is needed to enhance understanding and implementation. Future research could focus on long-term effects of AI integration on language proficiency.

While this study observed immediate improvements in grammar, vocabulary, and conversational skills, longitudinal studies could measure sustained language retention and the development of higher-order linguistic competencies over multiple semesters or years. Further research could compare AI-supported learning across different languages and educational contexts. For instance, examining whether AI tools are equally effective for students learning French, Spanish, or English in Albania could provide insights into the adaptability of AI platforms for diverse linguistic structures and cultural content.

Another promising research direction is evaluating teacher preparation programs that integrate AI into language instruction. Investigating which training methods, professional development models, and support systems most effectively empower instructors to leverage AI could improve adoption and maximize pedagogical benefits. Understanding student perceptions, including attitudes toward AI feedback, privacy concerns, and the potential for overreliance, is crucial. Future studies could explore how ethical considerations, such as data privacy and algorithm transparency, influence student engagement and trust in AI-supported learning tools. As AI continues to evolve, new technologies—such as advanced natural language processing (NLP) chatbots, speech recognition, and AI-assisted assessment tools—could be explored in language education. Research could examine how these emerging tools enhance interactive learning, critical thinking, and collaborative skills in university settings.

6. Conclusion

I have summarized several key points from my personal experience that I would like to share with you, and which I aim to further develop through detailed research, including interviews with German-language lecturers, surveys, and classroom observations in universities where German is taught. One of my central proposals is the integration of an AI-related course into university curricula, particularly within foreign language programs. In Albania, several private universities have already introduced AI-related bachelor programs by my research. Therefore, I believe that Albanian universities should consider offering such a

course within the bachelor curriculum to enhance the academic development of linguistics students.

In my case, I have used AI tools such as ChatGPT and Kahoot. Kahoot uses AI to generate learning content for example, creating questions from PDFs or website URLs, transforming notes into flashcards, and even reading them aloud to students in the language of your choice. I have used these features for the German language. In the photos, you can see some of the exercises I generated with the help of AI for use in my lessons. Some are flashcards, some are games or quizzes, and others are learning materials created with ChatGPT. For instance, I asked AI to generate a mind map about the conflict between Prussia and the Habsburgs, which I then used in both lecture and seminar sessions. What is important to emphasize is that the use of AI as a catalyst in teaching German brings invaluable benefits. For this reason, academic and student training in this field is essential. I strongly suggest introducing AI as a subject within university curricula in Albania. Additionally, some advanced AI services require paid access, and proper institutional support is needed to make such tools accessible for academic use.

The findings indicate that AI has significant potential to enhance language learning by providing personalized instruction, immediate feedback, and interactive practice. Students benefit from increased autonomy, improved grammar and vocabulary skills, and more confidence in speaking and writing, while instructors gain valuable support for lesson planning and assessment. AI integration also positively impacts student motivation and engagement, making learning more interactive and enjoyable. For Albanian higher education, AI represents a pathway to modernized language instruction that aligns with the demands of a globalized, technology-driven world. By fostering linguistic, digital, and intercultural skills, AI-supported teaching prepares students for academic and professional success while promoting active, reflective, and autonomous learning.

In conclusion, Artificial Intelligence is not merely a technological supplement but a transformative pedagogical tool. When integrated thoughtfully, it can empower both students and instructors, creating richer, more effective, and more engaging learning experiences in German language education. Continued research and investment are essential to fully realize AI's potential and to overcome existing challenges. During my research, I found that both public and private universities in Albania already offer Bachelor's and Master's (MSc) programs related to Artificial Intelligence (AI). According to the data table I have compiled, these institutions provide a range of modern and interdisciplinary study programs that incorporate elements of AI.

Institution / Project	Program / Description
Polis University	Designer and developer of artificial intelligence systems for healthcare, finance, urban planning, and industrial automation.
University Metropolitan Tirana	Programs in machine learning, data science, deep learning, and intelligent systems.
University of New York Tirana	Master of Science in Artificial Intelligence.
University Fan Noli Korça	"Implementation of Artificial Intelligence for University IT Students"
University of Tirana	MSc in Data Science and Artificial Intelligence.
Aleksandër Moisiu University of Durrës (UAMD)	Students invited (6–16 November) to PixelRiot, Europe's largest generative AI hackathon combining technology, art, innovation, and storytelling.
UAMD – Erasmus+ Project (TBEAI)	New master studies: Transforming Business Education with AI in the Western Balkans.

Furthermore, several universities in the country are currently implementing European Union-funded projects that aim to integrate AI into teaching practices and to modernize pedagogical approaches. The technological infrastructure of many higher education institutions has significantly improved, creating favourable conditions for the use of AI in teaching and academic research. Academic staff members also participate in continuous training related to new technologies and applications of AI. In this context, I believe that the study should be further expanded through:

- interviews with German language lecturers,
- structured questionnaires for students,
- and a comparative analysis of existing practices.

Finally, I suggest that in the future, universities should consider integrating a dedicated course on the use of AI in foreign language teaching into their curricula, as this would add significant value both pedagogically and professionally.

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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

1. Introduction

Artificial Intelligence is changing the approach to learning German, opening new avenues for teaching and learning foreign languages. When talking about foreign language learning, we can already say that AI-based technologies promote student-centered learning environments that are much more collaborative and motivating compared to traditional approaches [1].

Intelligent tools, such as automatic writing feedback, speech recognition systems, virtual chatbots and adaptive learning platforms, provide students with immediate and personalized support, thus increasing flexibility, motivation and differentiation in the learning process.

2. Project-Based Learning

Project-Based Learning (PBL) appears, in this context, as an essential pedagogical approach, harmonizing with communicative and constructivist theories in the process of foreign language learning. PBL is defined in German language teaching as a method that focuses on using the target language to solve real-world tasks, involving creative collaboration and intercultural exchange. This is done within the European educational networks, eTwinning,

through a digital platform, ideal for cross-border collaboration, allowing learners to develop their language skills through authentic communication with colleagues from other countries [2].

The integration of artificial intelligence (AI) tools has been happening for some time in language project-based activities within eTwinning environments and several distinct advantages have been observed from their use, which, however, do not make AI the only method of working in projects:

- Communicative competence is improved through the interactive and multimodal use of language.
- Collaborative learning adapts to diverse learning needs and supports individualized progress.
- Students develop critical thinking and creativity as they solve problems and create original project outcomes.
- Digital literacy and intercultural awareness have become integral components of language learning [3], [4].

Along with the list of advantages that AI has, an alert from educational ethics is emerging: *Is AI taking over the role of the teacher and excluding the human touch in the process of directing learning?*

The pedagogical community is questioning the issue of AI taking over the management of the entire learning process. Up to this point and certainly for the future, AI is shaping its role as a learning partner, acting as a pedagogical friend, improving teachers' expertise and motivating learners to engage in future-oriented German language learning [1]. This is also reflected in PBL learning. AI comes to complement, rather than replace, human interaction, with teachers remaining indispensable in AI-supported German education. AI can automate exercises, provide feedback, and adapt learning methods, but it cannot mimic the social, emotional, and pedagogical expertise of a professional educator.

The role of the teacher is therefore reflected in several pedagogical areas, which cannot be replaced by technology:

- Structuring communication and interaction: Teachers facilitate the meaningful use of the German language by guiding learners to convert AI-generated content into authentic communication. They are the ones who help students to construct discourse (e.g. the structure of a project), negotiate meaning and develop interactional skills that machines alone cannot promote.
- Guiding ethical, responsible and critical engagement in the use of artificial intelligence: As students increasingly depend on digital tools, teachers ensure that students understand data privacy, copyright and how to protect themselves in the virtual environment [1].
- Promoting reflective cultural and multicultural learning: Teachers help students to understand cultural content, recognize stereotypes and engage in respectful collaboration with international peers in eTwinning projects. They contextualize AI-supported activities within broader multicultural communication goals.
- Alignment with the CEFR and curricular objectives: Teachers maintain professional oversight of instructional sequences, learning objectives, and assessment criteria [3],[4]. They interpret AI-based analysis and feedback to meaningfully guide progress in areas such as communicative competence, mediation skills, and learner autonomy.
- Supporting motivation, emotional well-being, and a collaborative classroom climate: Creativity, curiosity, and perseverance are qualities that AI tools cannot sustain on their own in the learning environment. Teachers are the ones who recognize students' emotional needs and build their confidence in using German creatively in real-world contexts.

The activities in eTwinning projects aim to explore the effective implementation of AI in direct collaboration with the human factor, presenting practical strategies that improve

vocabulary acquisition, grammatical accuracy, pronunciation, fluency and continuous formative assessment [2].

3. eTwinning Activities

The activities in eTwinning projects aim to explore the effective implementation of AI in collaboration with the human factor, improving language skills and formative assessment [2]. Here some practical examples of eTwinning activities (German as a foreign language) with AI involvement:

3.1. “My Digital Partner – Talk to Me” Interactive Videos

- Language focus: Vocabulary about personal information and hobbies; Pronunciation
- AI tools: AI pronunciation trainers, avatar creation apps, speech-to-text correction
- Expected results: Improved spoken fluency, initial intercultural contact

For training, the project used the *TalkPal* application, which offers the possibility of having conversations on different linguistic levels. The participants addressed various topics, according to their age and the project work plan. A large proportion of the students noted a better fluency in communication, being highly motivated for continuous learning of the language. The chatbot offers both conversations on various levels/topics, as well as immediate feedback and pronunciation correction, which increases participants' confidence in their learning effort [1]. The results are immediate and visible.

3.2. “Reisen Durch Deutschsprachige Länder” - “Travel through German-speaking Countries”- Collaborative Travel Guide

- Language focus: Modal verbs, cultural content, descriptions
- AI tools: AI translation support (*ChatGPT*, *DeepL Write*), adaptive vocabulary apps, fact-checking chatbots
- Expected results: Expanded vocabulary, cultural knowledge, collaborative work in German
- Task-oriented learning is one of the most widely used principles in German language learning, which is why this project is so popular with students.

Students create a digital e-book with the help of digital assistants such as (*ChatGPT*, *DeepL Write*). Students use chatbots to search for information about famous tourist attractions, select vocabulary with their help, check cultural and historical facts, even in the press and media of the time. Students can be helped to generate descriptive texts, activity recommendations, and information of interest about those places. Also, with the help of AI, images are generated based on the descriptions made by students, with the source stated. The project can be enriched with digital games – themed quizzes.

The activities are carried out in mixed, international teams, with equal contribution from each participant. The final product is a collaborative E-Book, which can be translated into several languages. The results of AI involvement highlight the responsible and critical use of AI tools, an authentic multicultural collaboration, and an attractive, practical and easy-to-dissemination final product.

Use of AI tools supports vocabulary development and intercultural collaboration [3], [4].

3.3. “Umwelt Schützen – Unser Gemeinsames Manifesto”- Protecting the Environment – Our Joint Manifesto - Sustainability Campaign

- Language Focus: German Language Argument, Persuasive Language
- AI Tools: AI Writing Assistant, Plagiarism Detectors, Poster Image Generation
- Expected Results: Critical Thinking, Creativity, Global Citizenship

The resulting products are in the form of digital posters, but the most important product is the development of critical thinking and conscious civic skills.

Using a *Textguard* application, students corrected information, detected texts in which information was plagiarized. The experience contributed to raising awareness of the quality of information processed by the public. AI tools support critical thinking and responsible information use [1].

3.4. "Podcast: Musik aus Europa" Creating a Podcast in German with European Colleagues

- Language focus: Listening and speaking, opinions, interviews
- AI tools: AI audio tools, transcription apps
- Expected results: Improved pronunciation and listening comprehension AI supports analytical thinking and media literacy [4], [1].

Completing each step involves responsibility because it uses and talks about music and copyright. The two free apps *Podcastle*, *Wondercraft* help in creating materials in the areas of recording, podcast editing, noise cleaning, text-to-speech, professional export, podcast with AI voiceover, music and effects. The most important output is the development of intercultural skills.

3. 5. “KI-Detektive: Fake News Erkennen” Media Skills and Fact-checking

- Language focus: Modal adjectives, expressing certainty/doubt
- AI tools: AI content analysis tools, credibility checkers
- Expected results: Digital competences and analytical skills

Students become real fake news detectives, investigating articles, news with the help of AI tools for analysis and verification. AI tools *Google Fact Check Tools*, *ChatGPT as a linguistic analysis*, *LongShot.ai (free version)* allowed for quick research of the news from several points of view. The most important objective, however, is by far the development of critical thinking in a real way, capitalizing on European collaboration, bringing and comparing aspects specific to the project theme from the countries involved in the project. The resulting product is a guide to responsible digital consumption. Through these applications, students find that mass media can easily manipulate information that reaches the public and as a result, special attention is needed in understanding and perceiving it.

Conclusion

All the projects carried out demonstrate that AI is truly a serious help, through all the advantages discovered by integrating it into the project plan and eTwinning activities. But, do not forget, that the teacher has the responsibility to find the right path to educate his students in the right direction and not to allow the misuse of the applications. It is a new, tempting, offering world, but let's not forget about pedagogical ethics and our duty as teachers to show the right

path for a good and safe future. AI is a powerful support tool in education, but teachers remain essential in guiding ethical and meaningful learning processes [1].

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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

1. Introduction

The increasing demand for flexible, accessible learning opportunities has positioned online teaching as a critical specialism within language education. However, as Ko and Rossen [1] emphasize, effective online instruction requires more than simply transferring traditional classroom content to digital platforms. Research and practice have demonstrated significant differences in the way learners engage and succeed in virtual environments compared to traditional classroom settings. This article explores strategies for improving learner engagement, interaction, motivation, and course design in online settings, with a particular focus on addressing challenges related to learner participation, digital literacy, and course accessibility.

Bates defines online learning as using the internet to access materials, interact with content, instructors, and peers, and receive support to acquire knowledge, construct meaning, and grow from the experience [2]. Anderson describes online courses as those specifically designed for the internet, combining smaller educational components into a cohesive course [3]. Online learning involves asynchronous communication, where learners access materials and complete tasks at their own pace, or synchronous sessions, conducted live on platforms like Zoom or Microsoft Teams, or a combination of both [3].

Teaching online differs from other specialists in that it emphasizes accessibility and inclusivity, reaching diverse learners across geographical and socio-economic boundaries.

2. Theoretical Framework

2.1. Key Issues in Online Language Teaching

Online language education presents several interconnected challenges that distinguish it from traditional face-to-face instruction. Understanding these issues is essential for developing effective pedagogical approaches and course designs that meet learner needs.

Learner Autonomy

In contrast to traditional classroom settings, teaching online places heavier emphasis on learner autonomy. As Littlejohn and Pegler discuss, the online learning environment encourages learners to take responsibility for their learning process, which can enhance motivation for some but also lead to challenges for those who lack self-regulation skills. In an online setting, providing learners with a clear structure and helping them set personal goals can enhance their sense of ownership over their learning process [4].

Motivation

Motivation is a key issue in online learning. Findings indicate that online students are more intrinsically motivated than their on-campus counterparts [5]. However, feelings of isolation, frustrations with technology, and time constraints due to other responsibilities have all been identified as factors influencing students' decisions to withdraw from online courses. Therefore, student motivation is considered a crucial factor for success in online learning environments [6]. Martens, Gulikers, and Bastiaens argue that online learners are often required to be more intrinsically motivated because the learning environment typically relies on intrinsic motivation and the associated characteristics of curiosity and self-regulation to engage learners [7].

Engagement

One of the most critical issues in teaching online is keeping learners engaged. Virtual classrooms can sometimes feel isolating, and the absence of physical presence makes it more challenging for teachers to gauge engagement and respond to learner needs. In online settings, learners may face distractions from their environment, and maintaining motivation without the immediate accountability of in-person classes can be difficult. Bates argues that interactivity should be the primary criteria for selecting media for educational delivery [2]. Moore first discussed the three most common forms of interaction in distance education: student-student, student-teacher, and student-content [8].

Digital Competence

Unlike traditional classrooms, where interaction is predominantly face-to-face, online environments depend on digital platforms, which requires educators to develop digital competence, involving both technical skills to operate these tools and pedagogical skills to create meaningful and engaging content. Juwah argues that for learners to participate and have

positive peer interactions, they need to know how to effectively use the digital tools and must understand how to learn [9].

Feedback

One important challenge in the context of e-learning exists around the provision of teacher feedback to scaffold the development of learner self-regulation [10]. While traditional classes may rely on face-to-face observation and informal feedback, online courses must incorporate digital tools like quizzes, assignments, and discussion boards to assess learner progress. Timely and constructive feedback is essential to maintain learner engagement, as outlined by Nicol and Macfarlane-Dick, who stress the importance of formative assessment in promoting effective learning in online environments [11].

Pedagogical Implications for Course Design

Addressing the challenges outlined above requires intentional pedagogical strategies that transform theoretical understanding into practical course design decisions. Each issue necessitates specific approaches to create effective online learning environments.

Supporting Learner Autonomy

For course design, this means creating a balance between flexibility and structure. Providing clear guidelines, deadlines, and regular check-ins can help learners stay on track. Additionally, offering choice in how learners engage with materials, such as video lessons versus reading materials, can increase motivation by allowing learners to tailor their experience to their preferences and needs.

Sustaining Motivation

To address the challenge of motivation in online course design, Keller's ARCS model provides a useful framework [12]. By focusing on Attention, Relevance, Confidence, and Satisfaction, engaging learning experiences can be created. This involves using varied content to capture attention, making material relevant to learners' goals, building confidence with manageable tasks, and offering rewards like feedback or completion badges. Applying these strategies helps keep learners motivated throughout the course.

Enhancing Engagement

Course design should incorporate interactive elements, such as discussion forums, group projects, and regular feedback sessions, to maintain learner engagement. Using multimedia resources, like videos and interactive quizzes, can enhance cognitive engagement. Teachers must also be prepared to offer personalized attention through one-on-one virtual meetings to ensure that students feel supported.

Developing Digital Competence

Course design should prioritize user-friendly platforms and provide clear instructions on how to use the technology. It may be necessary to offer initial training or create tutorials to help learners become familiar with the tools. Additionally, offering asynchronous materials that can

be downloaded and accessed offline can help learners with limited internet connectivity. A hybrid approach, combining synchronous and asynchronous elements, ensures that learners can engage with the course even if they have technical challenges.

Providing Effective Feedback

As claimed by Pachler and Daly, in order for both students and tutors to be able to feed forward the insights gained through assessment activities into their learning and teaching, it seems important to build into the course design formative, diagnostic, and self-assessment opportunities. Teachers can utilize automated quizzes, which provide immediate feedback, and incorporate video or audio feedback to make the process more personal. In addition, creating opportunities for peer assessment can foster collaborative learning and reduce the isolation learners may feel in an online setting. E-portfolios come in hand as they recognize learning, record learning, reflect on learning, validate learning, present learning, plan learning, and assess learning [10].

2.2. The Role of Needs Analysis

While understanding the theoretical issues and pedagogical implications of online language teaching is essential, translating these principles into effective practice requires concrete data about the specific learners who will participate in the course. The pedagogical strategies discussed above, such as supporting autonomy, sustaining motivation, and enhancing engagement, cannot be implemented effectively without first understanding who the learners are, what they need, and what challenges they face. This is where needs analysis becomes indispensable.

Furthermore, the issues identified in online language teaching, particularly concerning motivation, engagement, and skill development, manifest differently across learner groups. Needs analysis provides the empirical foundation for understanding these variations, allowing instructors to design courses that address the actual rather than assumed needs of their students. By systematically collecting and analyzing data about learners' current proficiency levels, learning preferences, motivational factors, and perceived challenges, instructors can make informed decisions about content selection, task design, assessment methods, and feedback mechanisms. In this way, needs analysis operationalizes the pedagogical principles discussed previously, ensuring that course design is both theoretically sound and practically responsive to learner realities.

3. Research Methodology

3.1. Needs Analysis: Theoretical Foundation

According to Nunan, needs analysis collects information for syllabus design, encompassing learner analysis, which gathers learner information, and task analysis, which identifies language skills for real-world tasks [13].

Hyland [14] stresses the reliability of needs analysis through multiple tools, while triangulation, using multiple methods to cross-check results, enhances predictive validity, the ability to accurately forecast learners' future language needs in real-world contexts [15], [16]

3.2. Needs Analysis Tools

To achieve triangulation, questionnaires and participant observation represent two complementary approaches to needs analysis. Questionnaires efficiently gather diverse information on learners' goals, preferences, and self-assessed skills, making them suitable for large groups and easy to analyze [17]. Participant observation, conversely, provides objective assessment of performance and validates self-assessments [16].

A comprehensive questionnaire should address learner autonomy, motivation, engagement, digital competence, feedback preferences, and the four language skills, with questions collecting both objective data, such as age and nationality, and subjective data, such as personal goals and preferences [13].

For participant observation, employing a checklist allows for systematic recording of skills and behaviors during lessons, ensuring consistent and accurate data collection. This approach represents standard practice in language education settings for maintaining data reliability.

3.3. Diagnostic Testing

Diagnostic tests, when adapted from standardized assessments such as the FCE sample test, provide further insights beyond the initial needs analysis [18], ensuring content and face validity [19]. Effective diagnostic tests should include reading tasks to assess reading proficiency and comprehension, vocabulary exercises such as word formation and multiple-choice tasks to evaluate complex vocabulary use, listening tasks to test detailed listening skills and handling accents, writing tasks to examine grammar, vocabulary, and structure in written production, and speaking tasks to assess language use, discourse, and pronunciation.

This comprehensive approach ensures that diagnostic testing addresses all key skill areas identified through needs analysis, providing a complete picture of learner abilities and needs.

3.4. Participants

The present study involved a group of adult learners enrolled in an online English language course at the B2 level. The participants represented diverse backgrounds, with motivations including professional development, academic purposes, immigration preparation, and personal interest in language learning. All participants had prior experience with digital learning platforms and demonstrated varying levels of English proficiency across the four language skills.

4. Material and Method

The research employed a mixed-methods approach incorporating three complementary data collection instruments to achieve triangulation: a needs analysis questionnaire, participant observation, and a diagnostic test.

The needs analysis questionnaire was designed to collect both objective and subjective data regarding learners' backgrounds, language learning goals, self-assessed proficiency levels, learning preferences, and attitudes toward online learning. Questions addressed all four language skills (reading, writing, listening, speaking), as well as grammar and vocabulary needs. Additionally, the questionnaire explored learners' comfort with online platforms, preferred learning activities, and feedback preferences.

Participant observation was conducted systematically during synchronous online lessons using a structured checklist. The observation focused on learners' actual performance across the

four skills, their interaction patterns, use of grammar and vocabulary, pronunciation, fluency, and overall engagement levels. This direct observation provided an objective counterpoint to the self-reported data from the questionnaire.

The diagnostic test was adapted from the FCE 2015 sample test to ensure content and face validity [19]. The test included multiple components: Reading Part 1 to assess reading proficiency and comprehension, vocabulary tasks involving word formation and multiple-choice questions to evaluate complex vocabulary use, Listening Parts 2 and 3 to test detailed listening skills and ability to handle various accents, Writing Part 1 to examine grammar, vocabulary, and structural competence in written production, and Speaking Task 1, a one-minute topic presentation to assess language use, discourse management, and pronunciation.

Data from all three instruments were analyzed both individually and comparatively to identify converging patterns and discrepancies, providing a comprehensive understanding of learner strengths, weaknesses, and needs.

5. Results

5.1. Participant Observation Findings

The group demonstrated mixed skill levels across the observed lessons. While reading comprehension was generally adequate, some learners struggled with longer passages, experiencing difficulties in maintaining focus and extracting key information.

Listening and speaking presented more significant challenges, particularly concerning accent recognition, detailed comprehension, and fluency. Common issues included frequent pauses, excessive use of fillers, and reliance on simple grammatical structures that limited expressive range. Despite these varied confidence levels and skill disparities, the group remained engaged and motivated throughout the observation period.

Key areas requiring improvement emerged as listening comprehension, grammatical complexity, and speaking fluency.

5.2. Needs Analysis Questionnaire Findings

Questionnaire responses revealed that students perceived their reading and speaking skills positively overall. However, significant challenges were reported in academic writing, particularly in organizing ideas coherently and developing structured arguments. Listening difficulties centred on extracting specific information, comprehending various accents, and processing fast-paced speech. In speaking, students identified grammar accuracy and the ability to express complex ideas as primary concerns. When asked about learning priorities, speaking and writing emerged as the top areas for development, with particular emphasis on improving grammar and expanding vocabulary. Motivations for learning English varied, encompassing professional advancement, academic requirements, immigration goals, and personal enrichment. Students expressed comfort with online learning platforms, showed preference for collaborative activities, and valued receiving immediate feedback in multiple formats, including written, audio, and video responses.

5.3. Correlation between Participant Observation and Needs Analysis

Comparing data from both instruments revealed strong convergence on several key points. Both tools confirmed listening, speaking, and grammar as primary areas requiring targeted development. While the needs analysis questionnaire highlighted writing challenges,

particularly in organization and idea development, participant observation noted difficulties with processing longer reading passages, thus providing a more comprehensive view of learners' needs across all skill areas. Both instruments indicated high levels of learner motivation and a strong preference for collaborative and autonomous learning approaches, validating the feasibility of implementing interactive, learner-centred pedagogical strategies.

5.4. Diagnostic Test Findings

The diagnostic test provided quantitative and qualitative insights that complemented the previous findings. Reading emerged as the least problematic area overall, with most students performing well, although two participants scored below average, confirming observations about struggles with longer texts. Listening proved to be a significant weakness, with students demonstrating particular difficulties in identifying specific information and comprehending various accents.

Speaking assessment revealed both strengths and weaknesses: students demonstrated clear discourse organization, expressed strong opinions, and used appropriate topic vocabulary; however, weaknesses included frequent pauses and fillers, pronunciation difficulties with specific sounds such as /θ/ and /ð/, limited use of discourse markers, and overreliance on simple grammatical structures.

Writing samples showed cohesive content and generally clear structure as strengths, but weaknesses included predominantly simple grammar usage and frequent omission of conclusions.

Vocabulary assessment highlighted problems with word formation and collocations, despite students' overall adequate lexical resources.

Grammar was identified as the most significant area requiring attention, with consistent patterns of errors limiting students' ability to express complex ideas across all productive skills.

6. Integrated Analysis: Triangulation of Results

The following analysis integrates findings from all three instruments, diagnostic test, needs analysis (including participant observation), and their alignment:

Priorities for Course Design

Based on the triangulated findings, the following priorities emerged for online course design, listed in order of urgency: improve complex grammar use, particularly structures that enable expression of sophisticated ideas; develop reading skills with specific focus on extended text comprehension strategies; enhance listening for detailed information, including practice with various accents and speech rates; improve connected speech through focused practice on linking, rhythm, and intonation; focus on pronunciation of individual sounds, particularly /θ/ and /ð/; strengthen discourse management through explicit instruction on discourse markers and organizational strategies; improve writing structure and cohesion, with emphasis on conclusion development and argumentation; and expand lexical resources, particularly collocations and word formation patterns.

7. Conclusion

The experience of designing and analysing an online language course shows that virtual teaching brings its own demands, many of which differ from those in a traditional classroom. Issues such as maintaining motivation, helping students manage their learning, and choosing

appropriate digital tools all influence how well learners' progress. The findings gathered through the questionnaire, observation, and diagnostic testing point to similar challenges: students need more support with grammar, listening, and speaking fluency, while writing and vocabulary require continued attention.

What becomes clear is that an online course cannot function effectively without a good understanding of who the learners are and what they struggle with. The needs analysis carried out for this study proved useful not only for identifying priorities, but also for shaping decisions about tasks, feedback, and the balance between structure and flexibility. When teachers take time to examine learners' needs closely, the course becomes easier to adapt and the activities become more purposeful.

Although online teaching can feel demanding at times, it also offers opportunities for building learner independence and creating varied forms of interaction. The study suggests that thoughtful planning, regular feedback, and accessible digital tools can make a noticeable difference in how students engage and develop their skills. Ultimately, effective online language instruction depends on understanding the learners and responding to them with practical, well-considered pedagogical choices.

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

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Abstract

Today's globalized world puts much 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.

1.Introduction.

It has already become a cliché to state that in today's globalized society, language education must address not only learners' linguistic abilities but also their capacity to interact effectively and ethically across cultures and that users of different languages must be able to adapt and adjust to a variety of communication settings and situations to achieve their communicative goals effectively, without causing misinterpretation or even worse, conflicts. This goal is encapsulated in the concept of Intercultural Communicative Competence (ICC), defined as the ability to communicate appropriately and effectively with individuals from diverse cultural backgrounds [1],[2]. Traditional language teaching approaches often fall short in cultivating the dispositions and critical cultural awareness required for ICC [3] Despite the extensive and omnipresent acknowledgement of this educational need, the field of language education is still striving to identify effective approaches and strategies that would produce the best outcomes in this regard. Practice has proven that integrating a cultural component in instructed language classes is a complex and demanding endeavour that requires consistent, meaningful pedagogical approaches.

The Modern Language Association AdHoc Committee on Foreign Languages of 2007 decided to promote transcultural and translingual competence that will allow learners to operate between languages [4, p. xiii].

Inquiry-Based Learning (IBL) has emerged as a promising pedagogical approach that positions learners as active constructors of knowledge. Grounded in constructivist and sociocultural theories [5], IBL engages learners in questioning, investigating, reflecting, and interpreting cultural phenomena. This paper argues that IBL offers a powerful framework for fostering ICC by creating authentic, student-led opportunities to explore cultural perspectives and negotiate meaning.

2. Intercultural Communicative Competence in Language Education.

2.1. Conceptualization and Implications

The concept of ICC has been at the heart of innumerable theoretical and practical endeavours all in an effort to better understand how to operationalize it in educational settings. Starting with the controversies in definitions and the number of dimensions it should consist of the specialized literature has seen considerable amounts of attempts at clarifying both its constituents and the approaches to be implemented to achieve its successful development.

The convergent findings reveal that the development of ICC should be perceived as a multidimensional process that encompasses linguistic, sociolinguistic, discourse, and strategic abilities. It was Dell Hymes who first challenged the structuralist notion that language proficiency consists primarily of grammatical knowledge [6]. He argued that effective communication requires the ability to choose language forms appropriate to specific social contexts. Starting from this fundamental statement, Canale and Swain proposed a comprehensive model that identified grammatical, sociolinguistic, and strategic competences as core components [7]. M. Canale later expanded their model to include discourse competence [8]. These models emphasized that language learning involves not only mastery of linguistic forms but also knowledge of how to use them coherently and appropriately in real communicative situations.

Building on these conceptualizations, M. Byram advanced the concept of Intercultural Communicative Competence (ICC), arguing that in increasingly multicultural societies and global communication contexts, communicative competence must explicitly include intercultural understanding [1]. The author contended that learners must not only use language effectively but also mediate between their own cultural perspectives and those of interlocutors. His model identifies five key “savoirs”: *attitudes* (curiosity and openness), *knowledge* (of social groups and cultural practices), skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. Together, these dimensions position communicative competence as a set of linguistic and intercultural capacities that enable individuals to engage effectively with speakers from diverse backgrounds.

Contemporary research describes the development of communicative and intercultural competences as a dynamic process shaped by cognitive and social mechanisms. Schmidt’s (1990) noticing hypothesis emphasizes learners’ attention to linguistic input, while situated learning theory highlights participation in authentic social and cultural practices as central to competence development [9], [10]. Pedagogical approaches that focus on meaningful interaction, intercultural reflection, and exposure to diverse discourse types have been shown to facilitate both communicative competence and ICC [11], [1].

Despite the still existing controversies, ICC has become a central pillar of modern language education, as language learning is no longer limited to grammatical mastery. It requires a strong

ability to navigate culturally diverse communicative contexts with sensitivity, adaptability and respect. ICC strengthens learners' ability to understand cultural perspectives, interpret implicit meanings, manage intercultural misunderstandings and engage in meaningful interactions across cultural boundaries. Its integration into language education has several implications: teaching must shift toward authentic, culturally rich materials; tasks must promote comparison of cultural practices and underlying values; assessment must capture not only linguistic accuracy but also intercultural awareness and empathy; and educators need dedicated training in intercultural pedagogy to guide learners in developing attitudes of curiosity, openness and critical cultural awareness. ICC also supports social cohesion, inclusion and democratic citizenship by preparing students to communicate effectively in international environments, avoid stereotyping, and contribute to respectful intercultural dialogue.

2.2. Inquiry-Based Learning in ICC.

Inquiry-based learning (IBL) has increasingly been recognized as a powerful pedagogical approach for fostering the complex set of attitudes, skills, and knowledge involved in the development of Intercultural Communicative Competence (ICC). Grounded on constructivist theories of learning, IBL positions learners as active agents who construct understanding through questioning, investigation, and reflection [12],[5]. In language and intercultural education, this learner-centered orientation aligns perfectly with the demands of ICC, which requires not only linguistic proficiency but also the ability to interpret cultural practices, engage in self-reflection, and mediate between differing cultural perspectives [1].

A central contribution of IBL to ICC development lies in its emphasis on *curiosity, openness, and perspective-taking*, which directly supports Byram's "attitudes" dimension (*savoir être*). Inquiry tasks that require learners to examine cultural phenomena, challenge assumptions, or compare their own cultural norms with those of target communities cultivate dispositions of decentering and intellectual humility. Research in intercultural pedagogy suggests that experiences prompting learners to formulate their own questions about cultural practices lead to deeper engagement and greater willingness to reconsider otherness [3]. These processes reflect the role of attitudes, which, as M. Byram posits, are a pivotal dimension for ethical intercultural engagement.

IBL also plays a significant role in advancing Byram's "knowledge" dimension (*savoirs*). Through structured inquiry into cultural products, practices, and perspectives that involve, among others, authentic sources, digital ethnography, or contact with speakers from other cultures, learners construct nuanced sociocultural understanding rather than receiving static or generalized cultural information. This is the true manifestation of experiential learning that aligns with the contemporary view of culture, according to which it is dynamic, multilayered, and contextually embedded [13]. By allowing learners to investigate real-world intercultural issues, IBL fosters contextualized knowledge that supports more accurate interpretation of communicative behavior.

Moreover, inquiry-oriented tasks directly contribute to the *skills of interpreting, relating, and discovery* (*savoir comprendre* and *savoir apprendre/faire*). These skills require the ability to analyze cultural documents, explain cultural meanings to others, hypothesize about unfamiliar practices, and interact with cultural "difference" in a constructive manner. IBL encourages learners to develop these interpretive capacities by guiding them through cycles of questioning, gathering evidence, synthesizing viewpoints, and presenting interpretations. Empirical studies in language education show that inquiry projects like virtual fieldwork, dialogue-based ethnographic interviews, comparative discourse analyses, significantly enhance

learners' capacity to relate contrasting cultural frames of reference [14]. Such tasks cultivate independence and adaptability, qualities that transfer directly to intercultural encounters.

Another significant contribution of IBL is its support for the development of *critical cultural awareness* (*savoir s'engager*), which Byram identifies as the evaluative and political dimension of ICC. Inquiry approaches frequently require learners to interrogate representations of culture, examine issues of identity and power, and assess the implications of cultural practices for individuals and communities [1]. This critical stance resonates with broader educational aims that position intercultural competence as not only communicative but also ethical and reflective [15]. When learners engage in inquiry that includes critical analysis of media, institutional narratives, or linguistic norms, they develop the ability to evaluate cultural phenomena from multiple perspectives and to articulate informed, reflective positions.

From a pedagogical viewpoint, IBL enhances ICC because it provides structured, yet flexible learning environments that support authenticity, collaboration, and dialogic interaction. Inquiry tasks such as project-based collaborations with international peers, problem-solving scenarios requiring intercultural negotiation, and reflective digital portfolios create opportunities for learners to practice linguistic and intercultural skills in meaningful ways. Such environments promote the negotiation of meaning, metacommunication, and the co-construction of understanding. These are processes central to both communicative competence [8] and ICC.

The effects of IBL on ICC are evident in both cognitive and affective learning outcomes. Cognitively, inquiry tasks promote deeper processing, as learners must evaluate evidence and generate explanations rather than reproduce information [16]. Affective outcomes include increased motivation, empathy, and readiness for intercultural engagement. These factors have been shown to influence the successful application of intercultural skills in real-world contexts [2]. Because IBL positions learners as active interpreters and co-constructors of cultural understanding, it fosters sustainable and transferable intercultural capabilities.

3. Effective Classroom Practices that Foster ICC Development through IBL

In the classroom, inquiry-based learning fosters a dynamic environment where students actively engage with authentic cultural materials, encouraging them to move beyond surface-level understanding and immerse themselves in diverse traditions, practices, and viewpoints. By exploring multiple perspectives, learners develop critical thinking skills and a deeper appreciation for cultural complexity, which helps them challenge assumptions and broaden their worldview. Moreover, the collaborative nature of IBL empowers students to work together in solving intercultural problems, promoting dialogue, empathy, and mutual respect. This process not only strengthens academic learning but also equips learners with essential skills for navigating an increasingly interconnected and multicultural world.

Ethnographic projects represent a particularly effective IBL practice for developing ICC. In such projects, learners investigate cultural practices either locally or digitally, systematically observing and interpreting behaviors, norms, and communicative strategies. For instance, students may conduct a mini-ethnography of a local festival, a school community, or online target-language communities, documenting social interactions and cultural artifacts [3],[13]. Through this process, learners develop skills of interpreting and relating (*savoir comprendre*) and cultivate openness and curiosity (*savoir être*), as they learn to decenter from their own cultural assumptions and evaluate cultural phenomena critically [14]. Reflection on these experiences encourages learners to articulate how culture shapes communication, fostering deeper understanding and empathy.

Intercultural interviews are another classroom-based IBL practice that promotes perspective-taking and negotiation of meaning. In such tasks, learners may interview international peers or community members about personal experiences with cultural difference, identity, or communication challenges. Conducting, analyzing, and reflecting on these interviews strengthens learners' interpretive and interactional skills (*savoir apprendre/faire*) while encouraging critical cultural awareness (*savoir s'engager*) by prompting reflection on their own cultural assumptions [1],[2]. These interviews can be conducted face-to-face or through virtual exchanges, providing opportunities for learners to practice authentic intercultural interaction while building confidence in managing ambiguity and cultural variation.

Problem-based scenarios extend IBL into collaborative and applied contexts, enabling learners to negotiate intercultural challenges in realistic settings. For example, students might simulate a cross-cultural workplace negotiation, plan an inclusive multicultural event, or work collaboratively with international peers on sustainability projects. In these scenarios, learners analyze sources of potential misunderstanding, develop culturally sensitive strategies, and adapt their communication in real time. Empirical studies indicate that such activities enhance strategic competence, promote empathy, and encourage learners to mediate effectively between differing cultural perspectives [15],[2]. By engaging in collaborative problem-solving, learners practice critical reflection and develop the practical skills necessary to navigate intercultural communication effectively.

It is worthwhile emphasizing that integrating inquiry-based learning into language curricula offers a powerful means of fostering Intercultural Communicative Competence by engaging learners in authentic, reflective, and collaborative intercultural experiences. The classroom practices discussed (ethnographic projects, intercultural interviews, and problem-based scenarios) demonstrate how learners can actively construct cultural knowledge, negotiate meaning across diverse contexts, and develop both cognitive and affective dimensions of competence. However, these approaches require careful pedagogical design, including teacher scaffolding to guide inquiry, structured opportunities for reflection, and mechanisms for dialogue that encourage learners to critically examine their assumptions and consider multiple perspectives [1], [3].

Reflective assessment plays a central role in ensuring that the development of ICC is intentional and measurable. By prompting learners to articulate insights gained from inquiry tasks, evaluate the effectiveness of their communicative strategies, and consider the ethical implications of intercultural interactions, teachers can cultivate a learning environment that promotes self-awareness, critical thinking, and intercultural sensitivity [2]. Furthermore, fostering intercultural dialogue within the classroom encourages learners to collaboratively negotiate understanding, practice adaptive communication strategies, and internalize the dispositions necessary for responsible and effective participation in multicultural contexts.

Overall, the integration of IBL into language teaching not only supports the acquisition of linguistic skills but also cultivates the reflective, ethical, and strategic dimensions of intercultural competence. By embedding inquiry as a central pedagogical principle, educators can prepare learners to engage thoughtfully and effectively in increasingly interconnected and culturally diverse communicative landscapes, ensuring that ICC development is both experiential and transferable beyond the classroom.

In sum, inquiry-based learning provides a pedagogical framework that supports the multifaceted nature of Intercultural Communicative Competence. As globalized communication becomes increasingly central to education and professional life, the integration of inquiry-based approaches into language and intercultural curricula offers a robust and theoretically grounded pathway for fostering ICC in meaningful and transformative ways.

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INTERACTIVE APPROACHES IN DIGITAL ENGLISH LANGUAGE PEDAGOGY

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Abstract

The expansion of digital education has positioned interactive methodologies in online English language teaching as a critical domain of pedagogical inquiry. This study offers evidence-based strategies that enhance interaction in virtual English Language Teaching contexts with particular emphasis on communicative frameworks, technological integration, learner engagement and assessment innovation. Drawing upon the principles of communicative language teaching, authentic interaction is facilitated through synchronous and asynchronous tools such as video conferencing, online discussion platforms, collaborative digital projects, etc. The incorporation of advanced technologies, including virtual learning environments, gaming platforms, artificial intelligence and immersive virtual reality, has already confirmed to improve learner motivation, cognitive engagement and language acquisition. Furthermore, the application of active learning methodologies such as peer collaboration, breakout group activities and AI-supported adaptive instruments, encompassing automated evaluation systems and structured peer review, contribute to the development of more dynamic and analytically guided approaches to language assessment. Collectively, these pedagogical innovations reinforce the interactive potential of online English Language Teaching, promoting a more participatory, responsive and effective model of digital language education. The study employs a mixed-methods approach combining both quantitative and qualitative data to examine how interactive methodologies and digital technologies enhance engagement and language acquisition in online English teaching.

Keywords: digital education, interactive methodologies, virtual teaching, online platforms, English language.

1. Introduction

The rapid advancement of digital education has transformed the landscape of English language teaching (ELT), making online interactive instruction an essential area of research and practice. The rise of digital education has expanded access to learning opportunities across the globe, breaking down geographical barriers and enabling students to engage in language learning from virtually anywhere. With the increasing reliance on virtual platforms, the need for effective teaching strategies that foster meaningful interaction has become more critical than ever. Digital education has not only made learning more accessible but has also introduced innovative tools that support personalized learning experiences and enhance student engagement. As technological innovations continue to shape educational methodologies, educators and researchers are increasingly exploring strategies to enhance the effectiveness of online ELT. Among these approaches, Communicative Language Teaching (CLT) has gained prominence due to its emphasis on real-world communication and interactive learning, fostering student engagement and improving language acquisition. However, adapting CLT to an online environment presents both opportunities and challenges, requiring the integration of digital tools and innovative pedagogical strategies [1]. Interactive English Language Teaching (ELT) plays a crucial role in online learning environments by actively engaging students in

communication-based tasks that mirror real-world scenarios. Research suggests that learners acquire language more effectively when they participate in dynamic discussions, collaborate on projects, and receive immediate feedback.

The use of interactive techniques such as role-playing, live discussions, and AI-driven personalized learning pathways enables students to practice language skills in a meaningful and practical way. By fostering engagement and interaction, online ELT helps bridge the gap between theoretical knowledge and practical application, ensuring that students develop both linguistic competence and communicative confidence [2].

The adoption of technology in online ELT has facilitated interactive and engaging learning experiences through platforms such as video conferencing tools, discussion forums, and collaborative digital projects. These methods have been shown to increase student participation and reduce learner anxiety by providing a more immersive and supportive environment. Moreover, the incorporation of advanced technologies, including Virtual Learning Environments (VLEs), gamification, Artificial Intelligence (AI), and Virtual Reality (VR), has further enriched the learning process by promoting motivation, personalization, and deeper engagement with the content [2]. Additionally, assessment plays a critical role in online ELT, with digital tools enabling more dynamic and efficient evaluation methods.

Automated feedback systems, peer assessments, and AI-driven analytics provide timely and constructive feedback, helping students track their progress and refine their language skills. By leveraging these technological advancements, educators can create a more interactive and student-centered learning environment that aligns with modern educational paradigms. This study aims to explore, using a qualitative analysis, effective strategies for interactive teaching in online ELT, focusing on the integration of CLT principles, technology-enhanced learning, student engagement, and digital assessment methods. By analyzing existing research and evaluating practical implementations, this study further seeks to contribute to the ongoing development of best practices in online language education, ultimately fostering a more immersive, engaging, and effective learning experience for students.

2. Literature Review

Online ELT and CLT have been covered in various studies exploring the integration of technology in language learning, the effectiveness of online pedagogical strategies, and student engagement in digital environments. Researchers have examined the role of peer feedback in enhancing online discussions [3], the dynamics of critical inquiry in text-based learning environments [4], and the evolution of digital tools for language acquisition [5]. Studies have also reviewed the effectiveness of different technological interventions in foreign language education [6] and emphasized the importance of research-based pedagogies for online language teaching [7]. Furthermore, learning management systems and their impact on student motivation [8], assessment feedback in online learning [9], and distinctions between e-learning, online learning, and distance education [10] have been explored. The use of game-based learning tools like Kahoot! to foster engagement [11] and the principles of Communicative Language Teaching [12] further contribute to the discourse on online ELT and CLT. Additionally, research on learner participation and self-regulation in online discussions [13], automated writing evaluation systems [14], and synchronous online learning during the COVID-19 pandemic [15] provide valuable insights into contemporary digital language learning environments.

3. Research Design & Methodology

This study employed a qualitative research design to explore effective strategies for interactive English Language Teaching (ELT) in an online setting. A questionnaire was administered to collect subjective experiences, perceptions, and challenges faced by learners in online English instruction. The data were analyzed thematically to identify common patterns and insights into effective teaching practices. The study participants included English language learners with varying levels of proficiency, ranging from beginner to advanced. They had diverse experiences with online English learning, utilizing different platforms and technologies. The participants were selected through a voluntary response sampling method, ensuring a broad range of insights into the effectiveness of online ELT. Data were collected using a structured questionnaire designed to capture learners' experiences with online ELT. The questionnaire included open-ended and Likert scale questions focusing on the following themes:

1. Preferred online learning platforms and tools
2. Perceived advantages and challenges of online ELT
3. Engagement with interactive elements such as breakout rooms, discussion forums, and group activities
4. The role of AI-based feedback in language learning
5. Perceptions of online assessments and their impact on learning independence
6. Strategies used to maintain motivation and engagement in online ELT
7. Suggestions for improving online ELT experiences

A thematic analysis approach was employed to analyze the qualitative responses. Responses were categorized into key themes based on recurring patterns in participants' experiences. Thematic coding was conducted manually to ensure a detailed and nuanced interpretation of learners' perspectives. The main themes that emerged included engagement strategies, technological effectiveness, learner autonomy, and challenges in online ELT. The study adhered to ethical guidelines for educational research, ensuring the integrity and privacy of the participants' responses. All participants provided informed consent before completing the questionnaire. Confidentiality and anonymity were maintained throughout the study, and data were used solely for research purposes. This qualitative approach allows for an in-depth exploration of learners' experiences and offers insights into best practices for enhancing interactive online ELT.

4. Results

Based on the qualitative analysis of 20 student responses, the following themes emerged:

4.1. Student Demographics and Experience

Proficiency Levels:

11/20 students self-identified as Advanced, while 9/20 were Intermediate.

- Online Learning Duration: Experiences varied widely:
- Long-term learners: 8 students (e.g., "8+ years," "since 2005").
- Short-term learners: 5 students (e.g., "1 month," "3 months").
- Mixed/ambiguous: 7 students (e.g., "not much online setting," reliance on YouTube tutorials).

4.2. Platform and Tool Usage

Most Used Tools:

- Live Interaction: Zoom/Google Meet (15/20).
- Self-Paced Learning: YouTube (14/20),
- Duolingo/Babbel (7/20).
- Writing Support: Grammarly (9/20).
- AI Tools: Chatbots/speech recognition apps (8/20).

Unique Cases:

Student 20 highlighted "video games" as a tool, while Student 12 emphasized immersion in English-speaking countries.

4.3. Preferences and Challenges

Online vs. Traditional Learning:

- 12/20 preferred online or hybrid models for flexibility and digital resources (e.g., "access to recorded lessons").
- 5/20 favored traditional classrooms for face-to-face interaction and focus.
- 3/20 remained neutral.

Key Challenges:

- Technical Issues: Cited by 11/20 (e.g., "poor internet connection").
- Isolation/Lack of Interaction: 9/20.
- Motivation/Time Management: 7/20.
- Student 20 noted, "I don't do online classes".

4.4. Effectiveness of Interactive Tools

Breakout Rooms/Group Activities:

- 14/20 reported improved engagement (e.g., "opportunity to share thoughts without judgment").
- Student 11: "Better to communicate online than in class" (introverts).
- Critiques: Student 19 found forums "sensitive," while Student 15 noted dependency on "topic."

AI Feedback:

- 14/20 found it "very helpful" for instant corrections (e.g., "improves quickly").
- 4/20 needed teacher guidance, and Student 20 rejected AI entirely "I HATE ai <3").

4.5. Motivation and Independence

Strategies:

- Goal-setting (12/20), multimedia consumption (10/20), peer collaboration (7/20).

Independence:

- 11/20 felt online learning boosted self-discipline, while 7/20 still relied on teacher guidance.

4.6. Suggested Improvements

Top Requests:

- More interactive activities (e.g., games, role-play) (12/20).

- Live Speaking Practice (9/20).
- Balanced Feedback: AI + teacher input (6/20).
- Student 20: "Remove the AI and we're good."

4.7. Hybrid Learning Preference

- 12/20 supported hybrid models, especially for practical activities (e.g., speaking, group work).
- 4/20 preferred purely online, while 4/20 were neutral.

5. Conclusions & Future Recommendations

The study highlights critical insights for optimizing online interactive English language teaching (ELT). Technology turns out to be a Double-Edged Sword. Tools like Zoom, YouTube, and AI feedback enhance flexibility and engagement but require addressing technical barriers and balancing automation with human interaction. Breakout rooms and collaborative projects align with communicative language teaching (CLT), reducing anxiety and fostering peer interaction. Another important takeaway of this study is that diverse learner needs can be addressed using the flexibility of digital tools. Advanced learners benefit from self-paced tools (e.g., Grammarly), while intermediates need structured interaction. Outliers of this study (e.g., Student 20's video game-based learning) underscore the value of personalized pathways. Overall results indicate that a hybrid approach combining online flexibility with in-person interaction addresses the isolation and motivation challenges. Further recommendations derived from the results of this study include:

- Integration of gamification and real-world simulations.
- Development of AI-human feedback loops to retain personalization without over-reliance.
- Prioritization of technical support and community-building to mitigate isolation.

These findings advocate for a learner-centered, technology-enhanced framework that adapts to diverse proficiencies and preferences, ensuring equitable and engaging online ELT experiences.

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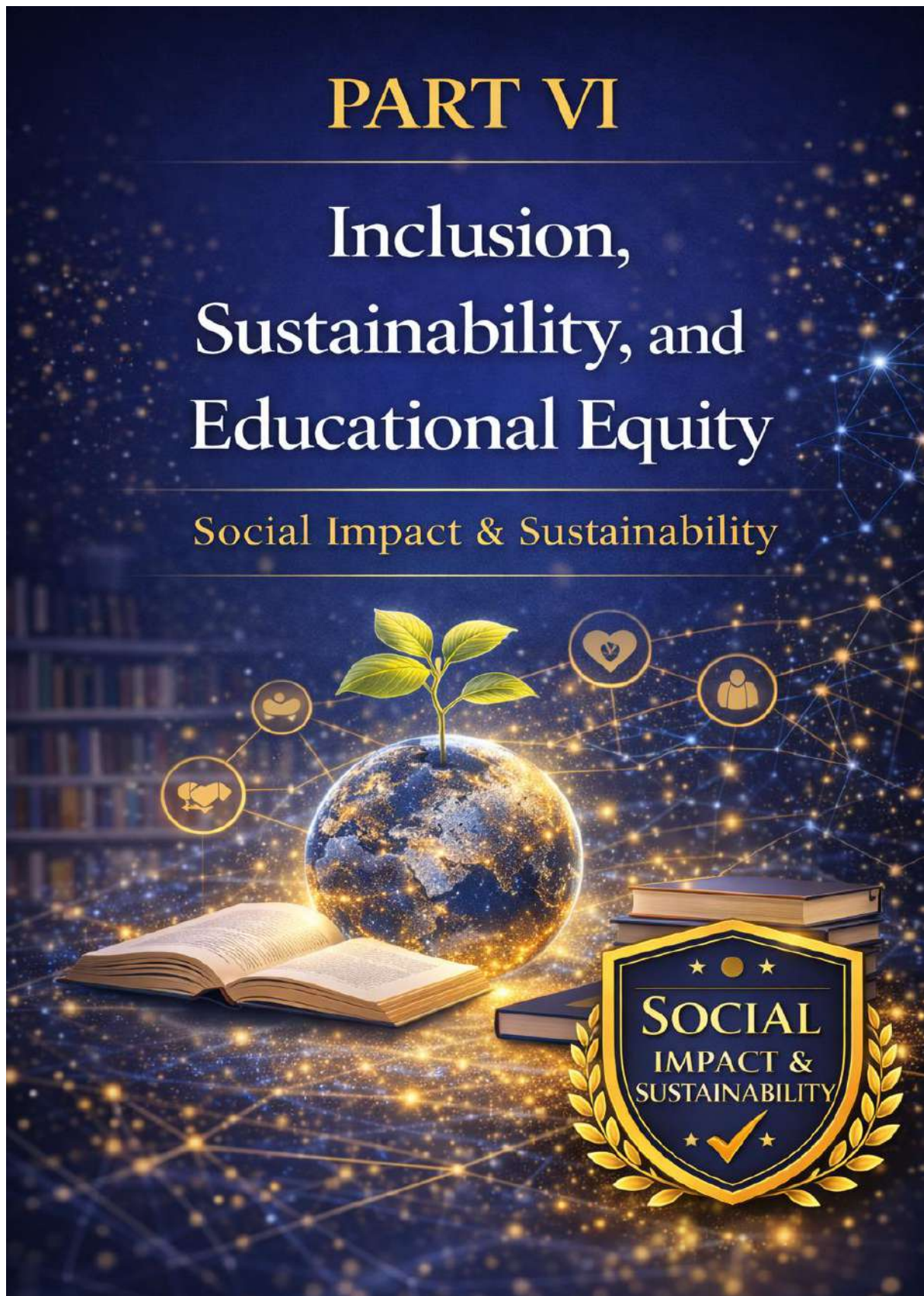


Fig. 6. Part VI – Inclusion, Sustainability, and Educational Equity: Social Impact & Sustainability. Generated using ChatGPT (OpenAI) and Canva. Author: S.-M. Bălan.

PART VI. Inclusion, Sustainability, and Educational Equity. Quality, Access, and Environmental Responsibility

1. DIMENSIONS OF A QUALITY INCLUSIVE EDUCATION

Professor Elena-Adriana TOMULEȚIU, Ph.D.

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

Associate Professor Oxana GOLUBOVSKI, Ph.D.

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

Associate Professor Lilia HERTA, Ph.D.

4. INTEGRATING ENGLISH LANGUAGE TEACHING WITH ENVIRONMENTAL SUSTAINABILITY

Associate Professor Tatiana LAȘCU, Ph.D.

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

Adriana PANĂ Melania-Maria COZMA, Rodica MOLNAR

DIMENSIONS OF A QUALITY INCLUSIVE EDUCATION

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Abstract

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

1. Introduzioni

Secondo l'UNICEF [1 p. 4], quando si parla di "educazione di qualità", è essenziale partire da cinque dimensioni fondamentali, ognuna delle quali richiede un approccio inclusivo, incentrato sulla diversità e sull'unicità di ogni bambino.

- *Alunni.* Un'istruzione di qualità inizia con il sostegno a ogni alunno, indipendentemente dal suo background sociale, economico, culturale o da eventuali bisogni educativi speciali. Per preparare tutti i bambini a partecipare attivamente ed equamente al processo educativo, è necessaria una stretta collaborazione tra scuola, famiglia e comunità. In un sistema inclusivo, la voce degli alunni viene ascoltata e rispettata e le loro esigenze individuali vengono riconosciute e sostenute.
- *Ambienti di apprendimento.* Devono essere non solo sani e sicuri, ma anche realmente inclusivi - fisicamente, informalmente ed emotivamente accessibili a tutti gli studenti. Un ambiente di apprendimento di qualità fornisce un supporto adeguato alla diversità - che si tratti di genere, etnia, disabilità, status socio-economico o stile di apprendimento - ed è caratterizzato da accettazione, empatia e rispetto reciproco. Le risorse e le strutture devono rispondere a tutti gli studenti, garantendo equità e piena partecipazione.
- *Contenuto didattico.* Deve essere pertinente e accessibile a tutti gli alunni. Educazione inclusiva significa adattare i programmi e i materiali per riflettere la realtà e le diverse esigenze dei bambini, promuovendo le competenze chiave (alfabetizzazione, calcolo, abilità di vita) e valori come la diversità, l'equità, la pace, la salute e la giustizia sociale. I contenuti devono essere liberi da stereotipi e sostenere lo sviluppo dell'identità di ciascun bambino.

- *Processi educativi.* Sono di qualità quando sono incentrati sul discente, flessibili e accessibili. Gli insegnanti, formati per gestire la diversità della classe, applicano metodi di insegnamento differenziati, interattivi e partecipativi che valorizzano il contributo di ogni bambino. La valutazione deve essere equa, adattata ai bisogni individuali e contribuire al progresso, non all'esclusione o all'etichettatura.
- *Risultati educativi:* in un sistema inclusivo, il successo educativo non si misura solo in termini accademici, ma anche attraverso lo sviluppo personale, sociale ed emotivo degli alunni. Le competenze, le attitudini e le conoscenze acquisite devono consentire a tutti i bambini di partecipare attivamente alla vita della comunità, di accedere alle pari opportunità e di costruirsi un futuro dignitoso e autonomo.

Questo approccio all'istruzione di qualità consente di comprendere l'istruzione di qualità come un sistema complesso, inserito in un particolare contesto politico, culturale ed economico. È importante tenere presente la natura sistemica dell'istruzione, poiché queste dimensioni sono interdipendenti e si influenzano a vicenda in modi talvolta imprevedibili.

Un'istruzione di qualità essere aperta al cambiamento, all'evoluzione dell'informazione e della conoscenza, ai cambiamenti contestuali, sociali ed economici. I sistemi che abbracciano il cambiamento, che lo generano allo stesso tempo, che si autovalutano, hanno maggiori probabilità di fornire un'istruzione di qualità ai loro studenti.

La valutazione e i processi di miglioramento continuo possono concentrarsi su una o tutte le cinque dimensioni della qualità: studenti, ambienti di apprendimento, contenuti, processi, risultati, ma per garantire un'autentica educazione inclusiva, tutte devono essere affrontate in modo integrato, ponendo l'accento su diversità, equità e partecipazione. Ognuna di queste dimensioni sarà discussa di seguito, prendendo spunto dal documento "Definire la qualità dell'istruzione" elaborato dall'UNICEF, basato su studi e ricerche condotti in collaborazione con l'UNESCO e altri importanti ricercatori del settore [1], [2].

2. Conoscenze degli Alunni

Il sistema educativo ha la responsabilità di rispondere alla diversità dei bambini che vi accedono, riconoscendo che ogni alunno è dotato di un insieme unico di esperienze, bisogni e potenzialità. La qualità della vita degli alunni prima del loro ingresso nel sistema educativo formale influenza profondamente il loro percorso educativo. Un'istruzione veramente inclusiva significa riconoscere queste differenze e garantire un sostegno equo a ogni bambino. La salute, le esperienze dell'infanzia, il sostegno della famiglia e la partecipazione all'istruzione precoce sono fattori chiave per la definizione di un percorso educativo di successo.

2.1. Salute e Nutrizione

È risaputo che lo sviluppo del bambino fin dai primi anni di vita gioca un ruolo importante nello sviluppo di esperienze di successo nel sistema educativo [3]. Un'alimentazione adeguata nei primi anni di vita è essenziale per il normale sviluppo del cervello, così come l'individuazione precoce di eventuali ritardi o disabilità dello sviluppo e l'intervento tempestivo sono elementi che riducono il rischio di esclusione. Pertanto, i sistemi educativi inclusivi lavorano a stretto contatto con i sistemi sanitari e di assistenza sociale per sostenere lo sviluppo olistico dei bambini.

2.2. Esperienze di Sviluppo Psicosociale Precoce

I bambini che beneficiano di interventi educativi precoci e di esperienze precoci positive sono più preparati all'integrazione scolastica. Diversi studi hanno dimostrato che i bambini che partecipano a programmi di intervento precoce ottengono risultati migliori nella scuola primaria rispetto a quelli che non beneficiano programmi formali [4]. Oltre agli effetti cognitivi positivi, la partecipazione a programmi di educazione precoce promuove anche un migliore sviluppo psicosociale del bambino. Una stimolazione efficace e adeguata nei primi anni dell'infanzia influenza lo sviluppo cerebrale, la regolazione emotiva e la gestione del comportamento. In un sistema inclusivo, la partecipazione all'educazione della prima infanzia è promossa e sostenuta per tutti i bambini, in particolare quelli provenienti da contesti vulnerabili o a rischio di emarginazione.

2.3. Partecipazione Regolare alla Scuola

L'accesso e la partecipazione continui all'istruzione sono essenziali per il successo scolastico di tutti gli alunni. In un approccio inclusivo, la frequenza scolastica non è vista solo come un obbligo, ma come un diritto garantito. Questo influisce in modo significativo sulla loro formazione scolastica e sui loro risultati accademici, come dimostrano molti studi: gli alunni con alti tassi di frequenza hanno ottenuto maggiori guadagni di apprendimento. Il sistema deve eliminare le barriere alla partecipazione, siano esse economiche, culturali, di mobilità o legate alla disabilità. Le misure di sostegno individualizzate, come il trasporto adattato, l'assistenza educativa e l'orario flessibile, sono esempi di soluzioni inclusive che favoriscono la frequenza scolastica di tutti i bambini.

2.4. Supporto alle Famiglie per l'Apprendimento

Non sempre i genitori dispongono degli strumenti e delle condizioni necessarie per sostenere lo sviluppo cognitivo e psicosociale dei figli durante la scolarizzazione. L'educazione dei genitori svolge un ruolo particolarmente importante in questo senso. In uno studio, i bambini i cui genitori avevano solo la scuola primaria avevano tre volte più probabilità avere bassi punteggi nei test o di abbandonare la scuola rispetto ai bambini i cui genitori avevano almeno una certa istruzione secondaria [5]. L'istruzione dei genitori è influenzata non solo dal livello di istruzione dei genitori, ma anche dal loro reddito. Molti studi hanno sottolineato questi aspetti [6, pp. 19-21]. I genitori con un basso livello di istruzione possono anche avere una minore familiarità con il linguaggio scolastico e con ciò che accade effettivamente nel contesto scolastico, limitando così la loro capacità di sostenere l'apprendimento e la partecipazione alle attività educative correlate. Per ovviare agli effetti di questo dato ereditario, in tutto il mondo sono stati avviati numerosi programmi di alfabetizzazione dei genitori per insegnare loro l'ABC della genitorialità. In conclusione, i bambini che hanno beneficiato di esperienze di apprendimento precoci e che sono costantemente sostenuti dai genitori lungo il percorso educativo hanno maggiori probabilità di avere successo a scuola. L'educazione inclusiva implica quindi anche il sostegno ai genitori, soprattutto a quelli provenienti da gruppi svantaggiati, attraverso programmi di alfabetizzazione dei genitori, consulenza e supporto alla comunità. È essenziale che la scuola adotti una comunicazione aperta, empatica e favorevole alle famiglie, promuovendo al contempo il rispetto e la fiducia reciproci.

Pertanto, una conoscenza approfondita di ciascun alunno - in termini di salute, esperienze precedenti, supporto familiare e ritmo di sviluppo - è essenziale per un sistema educativo inclusivo. L'educazione inclusiva non consiste solo nell'integrare fisicamente i bambini nella

scuola, ma nell'adattare costantemente la scuola alle diverse esigenze degli alunni, rispettando i ritmi di apprendimento individuali e garantendo a tutti pari condizioni di sviluppo.

Un sistema educativo inclusivo di successo si basa su queste fondamenta: comprende il contesto del bambino, lo valorizza e crea ambienti di apprendimento in cui ogni bambino può avere successo.

3. L'ambiente di Apprendimento nel Contesto dell'Educazione Inclusiva

L'apprendimento può avvenire ovunque, ma i risultati positivi si verificano generalmente in ambienti di apprendimento inclusivi che includono elementi fisici e psicosociali, nonché servizi di supporto. In un sistema educativo inclusivo, l'ambiente di apprendimento è progettato per rispondere alla diversità degli studenti, riducendo al minimo le barriere e promuovendo una partecipazione paritaria per tutti.

3.1. Elementi Fisici

L'ambiente di apprendimento, il luogo in cui si svolge effettivamente l'apprendimento, va da edifici relativamente moderni e ben attrezzati a luoghi/spazi all'aperto. In un contesto inclusivo, è essenziale che ogni spazio di apprendimento sia accessibile, funzionale e adatto a tutti gli studenti, indipendentemente da disabilità, status sociale, etnia o altre particolarità.

La qualità dell'ambiente fisico sembra avere un effetto indiretto ma evidente sull'apprendimento. La parità di accesso ai materiali didattici, i libri di testo adattati, gli arredi ergonomici, l'illuminazione appropriata, le dimensioni adeguate delle classi, ma anche l'eliminazione delle barriere architettoniche (rampe, servizi igienici accessibili, segnaletica visiva e tattile) sono condizioni essenziali in una scuola inclusiva.

Anche le aree di gioco o di relax devono essere progettate in modo da poter essere utilizzate da tutti i bambini, offrendo pari opportunità di socializzazione e sviluppo. Una scuola inclusiva è una scuola in cui ogni bambino può muoversi, esplorare e imparare in sicurezza.

3.2. Elementi Psicosociali

Ambienti Sereni e Sicuri

Nelle scuole e nelle classi, un clima accogliente e non discriminatorio è assolutamente essenziale per creare un ambiente di apprendimento inclusivo e di qualità. Una gestione efficace della diversità - sia essa culturale, di genere, linguistica o di abilità - è essenziale affinché tutti gli alunni si sentano sicuri e valorizzati. In un ambiente di questo tipo, le differenze sono viste come risorse educative, non come ostacoli.

Comportamento degli Insegnanti

Gli insegnanti svolgono un ruolo centrale nel modellare un ambiente sicuro e inclusivo. Purtroppo, ancora oggi ci sono casi in cui gli insegnanti creano un ambiente insicuro per gli alunni, mostrando un comportamento abusivo e discriminatorio nei confronti di alcuni alunni, fino a punizioni umilianti. Questi comportamenti degli insegnanti incidono sulla qualità dell'ambiente di apprendimento, perché l'apprendimento non può quando i bisogni primari di sopravvivenza e di autoprotezione sono minacciati.

La formazione degli insegnanti sulla gestione inclusiva della classe, sulla comunicazione non violenta e sulle relazioni empatiche è fondamentale per prevenire l'esclusione e promuovere il benessere di tutti gli alunni.

Politiche Disciplinari Efficaci

Una scuola inclusiva promuove regole chiare, eque e accessibili a tutti. Alunni, insegnanti e dirigenti devono concordare le politiche e le regole scolastiche, che devono essere chiare e comprensibili per tutti. Le politiche scolastiche devono prevenire le molestie, il bullismo, la violenza, la discriminazione basata su disabilità, stato di HIV, etnia, religione o orientamento di genere. La disciplina deve essere costruttiva, incentrata sull'educazione del comportamento e non sulla punizione dell'alunno.

Ambienti Inclusivi

La riduzione di qualsiasi forma di discriminazione è essenziale anche per migliorare la qualità dell'ambiente di apprendimento. In molti Paesi, in ogni angolo del mondo, si lotta per l'effettiva inclusione degli studenti con bisogni speciali e disabilità nelle scuole tradizionali. Da un esame delle politiche e delle pratiche di inclusione in Cina, Indonesia, Giappone, Malesia, Nuova Zelanda, Corea del Sud, Tailandia e Vietnam è emerso che, sebbene la maggior parte delle politiche educative punti a una filosofia inclusione, esistono divari significativi tra le politiche e le pratiche effettive nelle scuole e nelle classi [7]. I bambini appartenenti a minoranze etniche e linguistiche, minoranze politiche o gruppi svantaggiati possono subire pratiche discriminatorie che ostacolano la realizzazione di un'istruzione inclusiva e di qualità per tutti.

Nonviolenza

La violenza - sia che derivi da conflitti armati, aggressioni domestiche o bullismo a scuola - incide profondamente sullo sviluppo e sulla capacità di apprendimento dei bambini. Molte giovani vittime di violenza subiscono effetti fisici, sociali, emotivi e comportamentali di lunga durata. Gli ambienti educativi inclusivi promuovono la non violenza attraverso la creazione di spazi sicuri, programmi di educazione emotiva e il coinvolgimento attivo della comunità nella prevenzione della violenza. La scuola può diventare un rifugio e uno spazio di guarigione per i bambini colpiti da un trauma (Organizzazione Mondiale della Sanità, 1998).

3.3. Fornire Servizi

L'offerta di servizi sanitari scolastici, di consulenza o di attività extrascolastiche, così come la fornitura di merende scolastiche, sono esempi che possono contribuire a creare un ambiente inclusivo di qualità a scuola che soddisfi le esigenze di tutti i gruppi di bambini.

Pertanto, un ambiente di apprendimento inclusivo di qualità non è solo un ambiente fisico ben curato, ma una cultura organizzativa che valorizza la diversità, promuove il rispetto e garantisce condizioni di parità per tutti gli alunni. Gli elementi fisici, psicosociali e i servizi forniti dalla scuola lavorano insieme per creare quell'ambiente in cui ogni bambino si sente sicuro, accettato e sostenuto per imparare e svilupparsi al massimo delle sue potenzialità.

L'alta qualità dell'ambiente fisico e psicosociale e dei servizi forniti dalla scuola è il "palcoscenico" su cui può prosperare un'educazione inclusiva e di qualità.

4. Contenuti Apprendimento nel Contesto dell'Educazione Inclusiva

Secondo l'UNICEF [1], la qualità dei contenuti educativi si riferisce sia al curriculum previsto (in termini di ideali e politiche educative, scritte e formali) sia al curriculum effettivamente realizzato dalla scuola. L'ideale educativo di una nazione, gli obiettivi educativi e il modo in cui possono essere resi operativi, misurabili, dovrebbero essere alla base dello sviluppo e dell'attuazione del curriculum. Ognuno di noi giudica l'istruzione in base agli obiettivi che si è prefissato per i propri figli, per la propria comunità, per il proprio Paese, per sé stesso.

In un sistema educativo inclusivo, gli obiettivi educativi devono essere formulati in modo tale da poter essere adattati, differenziati e personalizzati per soddisfare le diverse esigenze degli alunni. L'educazione inclusiva significa che ogni alunno, con o senza bisogni educativi speciali, ha l'opportunità di raggiungere elevati standard di apprendimento al proprio ritmo e nel proprio stile.

4.1. Strutture Curricolari Incentrate sullo Studente

La ricerca sulle pratiche educative e le stime bisogni futuri della società possono contribuire a comprendere la struttura del curriculum scolastico. In generale, il curriculum dovrebbe enfatizzare la profondità piuttosto che l'"ampiezza" di importanti aree di conoscenza; dovrebbe inoltre porre l'accento su problemi studio autentici e contestualizzati, enfatizzando la risoluzione di problemi che portano allo sviluppo di competenze, non solo all'acquisizione di conoscenze. Il curriculum dovrebbe tenere conto delle differenze individuali (nei ritmi, nello stile di apprendimento, nella lingua, nelle esperienze) e concentrarsi sui risultati o sugli standard di prestazione o sugli obiettivi di apprendimento per ciascun alunno [8]. La struttura del curriculum dovrebbe essere sensibile al genere e alle questioni relative all'inclusione sociale dei bambini con disabilità o provenienti da contesti sociali diversi, nonché a questioni emergenti come l'HIV/AIDS e la risoluzione dei conflitti. In tutte i contenuti, il curriculum dovrebbe basarsi su risultati di apprendimento chiaramente definiti a diversi livelli di raggiungimento, opportunamente sequenziati.

Inoltre, un programma di studi inclusivo offre molteplici risorse (testo, immagini, audio, video, tecnologie assistive), consentendo agli studenti di accedere ai contenuti e di comprenderli in base alle proprie esigenze e capacità.

4.2. Unicità dei Contenuti Locali e Nazionali

Il curriculum dovrebbe riflettere non solo gli obiettivi educativi nazionali, ma anche le realtà e i valori locali, incoraggiando la partecipazione della comunità e adattandosi alle esigenze specifiche degli studenti provenienti da regioni o contesti culturali diversi. Gli interessi locali (sociali, culturali e professionali) possono avere un impatto particolare sul contenuto dell'istruzione e contribuire ad aumentarne la qualità. In questo modo, gli studenti possono ritrovarsi nei contenuti appresi, il che contribuisce all'identità, all'appartenenza e alla motivazione.

Lo sviluppo di sane abilità di vita deve essere alla base della progettazione del curriculum e dello sviluppo di contenuti di qualità: gestione dello stress, capacità di comunicazione empatica, gestione del tempo, capacità di lavorare in gruppo, responsabilità, accettazione delle differenze, sono alcune delle abilità di vita che le scuole devono coltivare negli alunni fin dalla più tenera età. Queste competenze supportano la formazione di un clima scolastico positivo e favoriscono la partecipazione attiva di tutti gli alunni.

4.3. Nuova Istruzione

L'educazione alla pace, l'educazione ambientale, l'educazione interculturale, l'educazione alimentare, ecc. devono essere al centro dello sviluppo dei programmi scolastici. Trattare argomenti che derivano da problemi del mondo contemporaneo può aiutare a coltivare negli alunni atteggiamenti positivi verso il rispetto per l'ambiente, l'alterità, la risoluzione pacifica dei conflitti, ecc.

Queste componenti non solo arricchiscono il programma di studi, ma lo rendono anche uno strumento essenziale per formare cittadini attivi, consapevoli e tolleranti, capaci di vivere armoniosamente in una società diversificata.

Per essere veramente efficaci ed equi, i contenuti educativi devono essere inseriti in processi di insegnamento-apprendimento inclusivi. Un programma di studi inclusivo rispetta l'unicità di ciascun discente, fornisce pari accesso all'apprendimento, promuove la partecipazione attiva e il successo per tutti. I contenuti educativi inclusivi sono quelli che incoraggiano il dialogo, la cooperazione e l'apprendimento reciproco, valorizzando la diversità come risorsa educativa piuttosto che come ostacolo.

Infine, per essere veramente efficaci, i contenuti di qualità devono essere collocati nel contesto di processi educativi di qualità.

5. Processo Educativo nel Contesto dell'Educazione Inclusiva

Fino a poco tempo fa, molte discussioni sulla qualità dell'istruzione si sono concentrate sulle risorse specifiche del sistema, come infrastrutture, studenti, insegnanti e contenuti educativi. Negli ultimi anni, si è prestata maggiore attenzione ai processi educativi: come gli insegnanti, gli insegnanti di sostegno, gli specialisti e i dirigenti utilizzano queste risorse per inquadrare/sviluppare esperienze di apprendimento significative per gli studenti che siano accessibili ed eque per tutti gli studenti, compresi quelli con bisogni educativi speciali (BES).

5.1. L'insegnante come Agente di Cambiamento nell'Educazione Inclusiva

Un pilastro importante della garanzia di qualità nell'istruzione inclusiva è certamente l'insegnante. Infatti, per quanto buone siano le procedure, i meccanismi e gli standard di garanzia della qualità, per quanto siano stati messi in atto, nulla può sostituire ciò che l'insegnante fa davanti alla classe, in laboratorio o in aula.

Formazione Iniziale degli Insegnanti

Sebbene la formazione iniziale degli insegnanti sia molto diversa da Paese a Paese, è imperativo che la formazione degli insegnanti includa competenze per l'inclusione, la gestione della diversità e l'adattamento del curriculum. Gli insegnanti più efficaci sono quelli che, oltre a conoscere la pedagogia generale, comprendono i principi dell'educazione inclusiva e sono in grado di lavorare efficacemente con gli insegnanti di sostegno e i team multidisciplinari.

Inoltre, la formazione degli insegnanti di sostegno è fondamentale. Devono beneficiare di programmi universitari specializzati che sviluppino le loro competenze nella valutazione psicoeducativa, nello sviluppo di Piani Educativi Individuali (PEI), nella consulenza e nell'intervento educativo adattato.

Purtroppo, molte scuole devono ancora affrontare una carenza di personale docente qualificato [9, pp. 223-227], che incide profondamente sulla qualità dell'insegnamento e sul processo di inclusione.

Formazione in Servizio degli Insegnanti

Imparare a essere un insegnante, imparare a essere un insegnante di qualità, non è solo una questione di lauree specialistiche. La formazione è continua, proprio come l'istruzione è continua, per tutta la vita. La formazione in servizio degli insegnanti non riguarda solo l'abilitazione all'insegnamento, ma anche l'apertura, il coinvolgimento e la partecipazione all'accoglienza del cambiamento nell'istruzione. E non sono pochi... Prendere coscienza della necessità di una formazione continua è un primo passo per diventare un insegnante di qualità che non rimane "soggiogato" ai metodi tradizionali di insegnamento-apprendimento-valutazione, ma che insegna e utilizza metodi attivi e centrati sull'alunno, che utilizza le nuove tecnologie di comunicazione nell'istruzione, che conosce l'alunno e le sue reali esigenze, preparandolo a un'integrazione attiva ed efficace nella società e nel mercato del lavoro. Lo sviluppo continuo può aiutare a superare le pratiche tradizionali, aiutando così gli insegnanti a tenersi al passo con le nuove pratiche educative inclusive, che possono avere un impatto diretto sugli alunni come futuri adulti. Dalla partecipazione a programmi specifici per lo sviluppo professionale continuo, alla discussione e alla riflessione sull'istruzione con i colleghi, alla lettura di riviste professionali, ecc.

I programmi di formazione dovrebbero includere: educazione inclusiva e diversità, metodi di insegnamento differenziati, uso del PEI in collaborazione con gli insegnanti di sostegno, tecniche di comunicazione empatica e collaborazione con i genitori di bambini con BES.

Sostegno Continuo all'Apprendimento Incentrato sullo Studente

L'educazione inclusiva è, per definizione, incentrata sullo studente. La formazione degli insegnanti - sia iniziale che in servizio - dovrebbe diventare un supporto per gli insegnanti per conoscere i loro alunni, per capire i loro stili di apprendimento e per praticare quei metodi che tengono conto del modo in cui gli alunni imparano. Così come il programma di studi è incentrato sull'allievo e rilevante per le sue esigenze di apprendimento, anche i metodi dovrebbero essere incentrati sull'allievo. L'apprendimento centrato sul discente descrive modi di pensare all'apprendimento e all'insegnamento che enfatizzano la metacognizione, la responsabilità del discente in attività come la pianificazione dell'apprendimento, l'interazione con gli insegnanti e gli altri discenti, la ricerca e la valutazione dell'apprendimento [10], dando ai discenti maggiore autonomia e controllo sulla scelta delle materie, sui metodi di apprendimento e sul ritmo di apprendimento.

Gli insegnanti devono quindi riconoscere e rispettare le differenze individuali in termini di ritmo, stile di apprendimento e potenzialità e fornire opportunità di apprendimento eque. Ciò richiede una collaborazione costante tra insegnanti di classe, insegnanti di sostegno, consulenti scolastici e psicologi dell'educazione.

Utilizzare Metodi Basati sulla Partecipazione Attiva

L'educazione inclusiva sostiene e responsabilizza sia gli insegnanti che gli alunni attraverso processi democratici, definendo sempre più la qualità dell'educazione del XXI secolo. È un'educazione che promuove attività che sostengono il pensiero critico, la risoluzione di problemi, il lavoro di squadra e il coinvolgimento della comunità. Tali attività possono costruire negli studenti atteggiamenti e valori che possono contribuire allo sviluppo di società democratiche, inclusive e coese.

Meccanismi che Consentono agli Insegnanti di Ottenere un Feedback

Gli insegnanti di qualità non sono solo quelli che sanno usare metodi attivi e cooperativi che promuovono l'apprendimento incentrato sullo studente, ma anche quelli le cui pratiche di valutazione sono democratiche e adattate alle esigenze dei singoli studenti. Tale processo dovrebbe includere non solo la valutazione delle conoscenze, ma soprattutto la valutazione delle abilità, delle competenze acquisite e dei progressi compiuti dagli studenti con un CSE, e dovrebbe tenere conto dei fattori di personalità, degli interessi e delle attitudini sviluppate dagli studenti. Purtroppo, molti sistemi educativi e molti insegnanti si affidano a metodi di valutazione obsoleti - test con carta e penna, test di conoscenza, test standardizzati - che tendono a promuovere la memorizzazione routinaria dei contenuti educativi piuttosto che le competenze di ordine superiore come il pensiero critico e analitico, la sintesi e la creatività [11].

Gli insegnanti devono utilizzare la valutazione formativa e adattata per tutti gli alunni, compresi quelli con BES. Ciò implica: monitorare i progressi individuali, fornire feedback costruttivi e motivanti, applicare strumenti di valutazione vari e personalizzati.

A questo proposito, gli insegnanti di sostegno hanno un ruolo chiave nella progettazione e nell'implementazione di valutazioni differenziate e nel monitoraggio dei progressi di ciascun alunno rispetto al PEI.

La Convinzione degli Insegnanti che Tutti gli Studenti Possano Imparare (Che Tutti gli Studenti Possano Raggiungere il Successo)

Una scuola inclusiva parte dalla profonda convinzione che ogni bambino abbia un potenziale e il diritto a un'istruzione di qualità. Questa visione deve essere sostenuta da aspettative realistiche ma stimolanti e da strategie di supporto personalizzate, applicate con pazienza e coerenza. La formazione degli insegnanti e dei team di supporto deve comprendere lo sviluppo di atteggiamenti inclusivi, empatia e responsabilità nei confronti di tutti gli alunni.

Il modo in cui il tempo viene utilizzato in una scuola dipende dalle aspettative e dalle priorità della scuola stessa. Tuttavia, un'istruzione di qualità deve mettere l'alunno al centro del processo e i suoi risultati e progressi devono essere la priorità principale della scuola. In definitiva, le scuole esistono grazie ai loro alunni, e questo dovrebbe essere scontato. Tuttavia, forse a causa della complessità dei processi educativi, ci sono insegnanti che non credono nella capacità della scuola di aiutare sempre tutti gli alunni. La ricerca globale ha dimostrato che le previsioni negative sui risultati degli studenti influenzano i sistemi educativi. Così, invece di fissare standard elevati nella convinzione che possano essere raggiunti dagli studenti, gli insegnanti e i dirigenti scolastici di molti Paesi in via di sviluppo si aspettano che almeno la metà degli studenti abbandonino o non superino gli esami, soprattutto nei primi anni. Le scuole inclusive chiariscono le loro aspettative, propongono compiti adeguati, monitorano regolarmente i progressi e danno agli alunni la possibilità di assumersi responsabilità e di partecipare direttamente alle attività scolastiche.

5.2. Leadership Educativa per l'Inclusione

Leadership e Supporto Amministrativo

La qualità del supporto amministrativo e la qualità della leadership sono altri elementi essenziali del processo di educazione inclusiva. A livello macro, garantire le risorse finanziarie per l'istruzione è una necessità. Gli insegnanti e l'istruzione nel suo complesso hanno bisogno che i governi sostengano i sistemi educativi inclusivi. Il sostegno organizzativo

all'insegnamento e all'apprendimento assume molte forme, tra cui anche alcune misure che sostengono migliori condizioni per lo sviluppo professionale, il rispetto dell'autonomia e della professionalità degli insegnanti e lo sviluppo delle capacità decisionali. Purtroppo, in molti Paesi in via di sviluppo, gli insegnanti che ricoprono posizioni dirigenziali non hanno ricevuto una formazione in gestione organizzativa e quindi non hanno dimostrato capacità di leadership o di gestione nelle scuole che gestiscono. Inoltre, in alcune scuole, i dirigenti avevano responsabilità pedagogiche molto pesanti oltre a quelle amministrative, con poco tempo da dedicare all'organizzazione e al sostegno degli insegnanti. Nonostante i vincoli pratici, i programmi progettati su per migliorare la professionalità nelle scuole attraverso la formazione manageriale possono avere un impatto reale sulla qualità dell'istruzione.

La gestione della scuola inclusiva richiede una leadership empatica, visionaria e collaborativa che supporti la formazione di team multidisciplinari (insegnanti, logopedisti, consulenti, psicologi dell'educazione, medici scolastici, ecc.) I presidi devono essere formati alla gestione dell'educazione inclusiva, sostenere le iniziative inclusive e destinare le risorse necessarie al funzionamento dei team di supporto.

Utilizzare le Tecnologie per Ridurre le Disparità

Molti ritengono che la tecnologia e lo sviluppo delle capacità di utilizzo della tecnologia da parte degli studenti siano fattori cruciali nell'economia globale basata sulla conoscenza del XXI secolo. L'uso della tecnologia può contribuire a ridurre le disuguaglianze globali attraverso l'uso di Internet per l'apprendimento a distanza, i video interattivi o i programmi educativi. Le tecnologie odierne possono anche supportare una serie di attività di alfabetizzazione, laddove necessario, o portare l'apprendimento più vicino a casa in villaggi molto remoti o dove le persone con BES non possono partecipare ai programmi di apprendimento tradizionali. La tecnologia può quindi ridurre piuttosto che rafforzare le disparità nell'istruzione, ma di certo non sostituisce l'intero processo educativo, bensì solo una parte di esso.

Per gli studenti con BES, la tecnologia educativa può supportare la loro istruzione attraverso l'uso di applicazioni assistive, libri di testo digitali adattati, piattaforme di apprendimento accessibili e risorse visive e audio.

Gli insegnanti devono essere formati all'uso di queste tecnologie, insieme agli specialisti delle TIC e dell'educazione inclusiva.

Diversità dei Processi e delle Strutture

L'eterogeneità della presenza e dell'uso tecnologia nelle scuole è una manifestazione del modo in cui le organizzazioni scolastiche possono diventare più diversificate nel soddisfare i bisogni, gli interessi e le esperienze degli individui o dei gruppi, del modo in cui le scuole possono diventare più centrate sul discente e inclusive. Per soddisfare le esigenze di diversi gruppi educativi o di diversi utenti, le scuole dovranno diversificare le loro strutture e pratiche educative. Ad esempio, l'introduzione di programmi di "doposcuola" o la formazione di centri di interesse per gli alunni, centri di lettura, risponderanno meglio ai diversi interessi della scuola rispetto ai modelli tradizionali, in cui i programmi sono orientati a "un tipo di alunno", o alla creazione di spazi di apprendimento flessibili e accessibili (rampe, arredi adattati, sale per terapie),

Un processo educativo inclusivo è quindi un processo che valorizza la diversità, promuove la collaborazione e crea un ambiente sicuro, solidale e stimolante per tutti i bambini, indipendentemente dalle loro peculiarità individuali. La formazione e il sostegno agli insegnanti e ai team di supporto sono fondamentali per realizzare questa visione.

Le scuole incentrate sugli alunni, sui loro bisogni e interessi e sulla qualità dell'istruzione, come si vedrà in seguito, beneficeranno di una maggiore partecipazione e apertura da parte degli alunni, oltre che di risultati migliori.

6. Risultati e Istruzione Inclusiva

L'ambiente educativo, i contenuti e i processi influenzano i risultati degli studenti in modi diversi, che possono essere intenzionali o non intenzionali. I risultati di qualità sono intenzionali e sono gli effetti previsti del sistema educativo. Nell'educazione inclusiva, i risultati di qualità mirano a essere accessibili a tutti gli studenti, indipendentemente dalle loro particolarità o esigenze. Essi riflettono non solo ciò che gli studenti fanno e possono fare, ma anche come percepiscono sé stessi, come si relazionano con gli altri e con la società. Un'educazione inclusiva di qualità contribuisce allo sviluppo di competenze cognitive, sociali ed emotive, nonché di atteggiamenti e valori che consentono una partecipazione attiva ed equa alla comunità.

La valutazione dei risultati è stata spesso utilizzata in modo sommativo piuttosto che formativo. In genere, la valutazione è stata utilizzata come principale "strumento di screening" per decidere chi può proseguire al livello successivo di istruzione e chi no, e meno come strumento che può contribuire a migliorare la qualità dell'istruzione. In un sistema educativo inclusivo, la valutazione formativa è essenziale per soddisfare le diverse esigenze degli studenti. La valutazione diventa così uno strumento di sostegno, non di esclusione. È particolarmente importante identificare le inclinazioni/attitudini e le risorse di ciascun alunno, che dovrebbero costituire la base su cui costruire successivamente i requisiti di valutazione. In questo modo, ogni bambino ha la possibilità di raggiungere il suo pieno potenziale.

6.1. Risultati dell'Alfabetizzazione

Nell'educazione inclusiva, l'alfabetizzazione non è solo un obiettivo accademico, ma anche un mezzo di partecipazione sociale e di espressione di sé. Imparare a leggere, scrivere e fare di conto diventa un diritto di ogni bambino, indipendentemente dalla disabilità, dallo status sociale, dall'etnia o dalla lingua parlata. L'attenzione si concentra sull'adattamento delle strategie e dei materiali didattici in modo che tutti gli alunni abbiano un accesso reale ed equo a queste competenze fondamentali.

6.2. Partecipazione della Comunità e Apprendimento Permanente

I risultati accademici sono spesso utilizzati come indicatore della qualità della scuola, perché sono facilmente misurabili con test standardizzati, mentre altri risultati possono essere più complessi e meno tangibili (misurabili). L'istruzione inclusiva promuove risultati che vanno oltre il semplice rendimento scolastico. La partecipazione attiva degli alunni alla comunità, la fiducia in sé stessi e nel processo di apprendimento, lo spirito di cooperazione e solidarietà sono elementi essenziali. Tuttavia, tali risultati possono anche essere misurati. Ad esempio, esiste un approccio secondo il quale si possono distinguere quattro livelli di risultati dell'educazione alla cittadinanza: 1. la conoscenza della cittadinanza, come i diritti umani, i diritti dei bambini e le istituzioni governative; 2. la capacità di analizzare le situazioni sociali legate ai valori della cittadinanza; 3. il grado in cui gli studenti sono in grado di lavorare in modo cooperativo, dimostrando curiosità e autonomia; 4. il grado in cui gli studenti dimostrano di essere responsabili gli uni verso gli altri e verso la comunità [12].

6.3. Apprendimento Esperienziale

I contenuti e i processi che portano a risultati efficaci in termini di partecipazione ed empowerment della comunità possono essere tracciati in classe, ma anche attraverso altri tipi di approcci, come quelli esperienziali.

Gli approcci esperienziali svolgono un ruolo chiave nell'educazione inclusiva, facilitando l'apprendimento attraverso il coinvolgimento diretto e la collaborazione. Le attività comunitarie, i progetti tematici e l'apprendimento attraverso il fare sostengono una reale inclusione, offrendo a tutti gli alunni l'opportunità di contribuire, imparare gli uni dagli altri e sentirsi valorizzati. Il coinvolgimento della comunità nell'istruzione può trasformare la scuola in un luogo di coesione sociale e gli alunni in agenti di cambiamento.

Ad esempio, in uno di questi esperimenti, gli alunni delle classi quinta e sesta sono stati portati in una comunità per imparare la gestione delle foreste. Gli alunni hanno svolto varie indagini nella comunità per identificare problemi specifici di gestione forestale; gradualmente, si è osservato che i membri della comunità sono stati coinvolti nella realizzazione di progetti insieme agli alunni, diventando una sorta di insegnanti informali. Insieme hanno sviluppato progetti comunitari, come la "cura delle piantine" o la creazione di un centro naturalistico della foresta, e in questo modo gli alunni hanno imparato molto sugli ecosistemi forestali e sui sistemi sociali che li circondano. La valutazione del progetto ha rilevato che i rapporti tra scuola e comunità sono notevolmente migliorati e che la comunità ha sostenuto questa nuova forma di insegnamento e apprendimento. I bambini sono diventati molto più legati alla storia locale, alle relazioni sociali e alle strutture economiche specifiche della comunità. In definitiva, gli alunni e la scuola sono stati visti come forza cambiamento positivo nella comunità [13]. Questi programmi hanno dimostrato che le scuole possono contribuire a costruire il capitale sociale creando legami interconnessi che promuovono risultati affettivi e comportamentali di qualità negli studenti.

6.4. Competenze di Vita

L'educazione inclusiva pone particolare enfasi sullo sviluppo delle abilità di vita: comunicazione, decisione, empatia, gestione delle emozioni, cooperazione e resilienza. Queste sono essenziali per adattarsi a contesti sociali diversi e per vivere una vita autonoma e dignitosa.

Le abilità di vita possono essere applicate in molte situazioni: prevenzione delle droghe, rafforzamento di comportamenti igienici e alimentari corretti, nonché in molte altre situazioni non direttamente correlate alla salute. Tuttavia, tali competenze possono essere valutate correttamente solo quando si manifestano in un contesto particolare. Valutare in modo generale l'utilizzo di abilità di vita come, ad esempio, la capacità decisionale o l'assertività, senza tenere conto di un contesto particolare, sarebbe possibile, anche se difficile, ma il valore di una tale valutazione è limitato. È molto più utile e facile interpretare la valutazione specifica del contesto in cui si applicano, ad esempio, decisionali o l'assertività, poiché gli individui reagiscono in modo diverso in contesti diversi. È quindi importante valutare le life skills nel contesto specifico in cui si manifestano.

Infine, i risultati di un'istruzione di qualità si vedono in ogni individuo e, attraverso di esso, nella società nel suo complesso. Il livello di civiltà di una nazione, il livello di cultura della popolazione, il benessere materiale e spirituale, la coesione sociale, l'aumento della partecipazione e la riduzione della disoccupazione dipendono in ultima analisi da un'istruzione inclusiva di qualità.

7. Conclusioni

Riunire le cinque dimensioni - studenti, ambiente, contenuti, processi e risultati - con l'obiettivo di sviluppare un'istruzione inclusiva e di qualità è un compito impegnativo. Richiede conoscenze, risorse, impegno e volontà di fare la differenza. Richiede più che riforme strutturali; richiede una profonda trasformazione della mentalità. Richiede conoscenze, risorse adeguate, impegno reale e, soprattutto, una volontà autentica di costruire una scuola per tutti, in cui ogni bambino sia valorizzato e aiutato a realizzare il proprio potenziale.

È necessario avere rispetto e fiducia nel bambino, nella sua unicità, nel suo ritmo di apprendimento e nella sua capacità di riuscire. Il successo deve essere ridefinito per includere il percorso di ogni alunno, non solo i risultati standardizzati. Dobbiamo riumanizzare l'istruzione e riportarla al centro della comunità come luogo di accettazione, cooperazione e trasformazione sociale.

Allo stesso tempo, il riconoscimento del ruolo dell'insegnante è essenziale: l'insegnante è una guida, un facilitatore di equità e dignità. La società ha il dovere di dargli il prestigio e il sostegno necessari per agire efficacemente in questo senso.

L'educazione inclusiva richiede una visione condivisa, basata su valori chiari - dignità, rispetto, solidarietà, equità - e azioni concrete che rispondano alla reale diversità dei bambini a scuola. È un processo continuo di riflessione e adattamento, in cui il diritto di ogni bambino a un'istruzione di qualità non è negoziabile ma garantito.

In definitiva, un'educazione veramente inclusiva è quella che abbraccia la diversità come una risorsa, non come un ostacolo, e che offre a tutti i bambini non solo un posto a scuola, ma un percorso di sviluppo, appartenenza e realizzazione.

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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

1. Introduction

The early 21st century is defined by a convergence of ecological crises - often termed a "multifaceted planetary emergency" - which encompasses rapid climate change, catastrophic biodiversity loss, and systemic environmental degradation. This existential threat has precipitated a global consensus that the mitigation of these crises cannot be achieved through technological innovation or policy reform alone; it requires a fundamental cognitive and cultural shift in how human societies perceive and interact with the natural world. This shift necessitates a reimagining of educational systems, moving beyond the industrial era focus on economic utility toward the cultivation of "Eco-literacy"- defined as the ability to understand the natural systems that make life on Earth possible and to apply this understanding to fostering sustainable living.

Traditionally, Environmental Education (EE) has been compartmentalised within the natural sciences - biology, geography, and earth sciences. However, international frameworks, including the United Nations Sustainable Development Goals (SDGs), specifically Goal 4.7, have explicitly broadened this mandate. They call for Education for Sustainable Development (ESD) to be integrated across all disciplines, emphasising that sustainability is not merely a technical problem but a social, cultural, and communicative one.

The "green transition" requires citizens who cannot only understand carbon cycles but also negotiate international treaties, decode cross-cultural environmental narratives, and advocate for justice in a globalised public sphere.

In the Republic of Moldova, this educational shift is explicitly codified in the national strategy "Education 2030" (Educația 2030), which emphasises the need for an inclusive green transition and the cultivation of transversal competencies essential for sustainable lifestyles [1]. Foreign Language Teaching (FLT) occupies a unique and potent position within this transdisciplinary educational landscape. Language is the primary medium through which environmental values are constructed, negotiated, and disseminated. It is not a neutral code for the transmission of facts; rather, it is the "house of being" where cultural worldviews - including those regarding nature - are built.

The integration of environmental literacy into FLT represents a paradigm shift from "Communicative Language Teaching" (CLT) - which prioritizes functional fluency for tourism or business—to a model of "Global Competence" or "Eco-cultural Literacy." In this model, the acquisition of a foreign language becomes a "third space" where learners can step outside their native cultural conditioning and engage critically with global sustainability issues. This article offers an exhaustive analysis of this integration, bridging the gap between high-level theoretical discourse and granular classroom practice, with specific reference to recent pedagogical developments in Moldova and the broader international context.

2. Theoretical Framework

The integration of environmental literacy into FLT is not merely an additive process (i.e., adding "recycling" to a vocabulary list). It requires a theoretical restructuring of how language and learning are conceived. This section explores the pillars of this framework: Ecolinguistics, Green Pedagogy, the concept of Gamification in sustainability, and Ecocriticism.

2.1. Ecolinguistics and the Construction of Nature

Ecolinguistics serves as the foundational theory for this domain. It investigates the dynamic intersection of language, culture, and nature, exploring how language is produced and operates within a given ecology. While traditional linguistics might analyze the grammar of a sentence, Ecolinguistics analyzes the "ecosophy" (ecological philosophy) embedded within that grammar. Research indicates that Ecolinguistics is a key instrument in examining the "eco-political discourse" surrounding the environment [2]. It challenges the notion that language is a neutral tool. For example, standard educational discourse often uses terms like "natural resources" or "raw materials," which inherently commodify nature, reducing living systems to economic inputs [3]. An ecolinguistic approach in the classroom involves "Critical Discourse Analysis" (CDA) [4], where students critique these terms and explore how different languages conceptualize the environment.

Table 1. *Key Ecolinguistic Terms and Definitions for the Language Classroom*

Term	Definition	Author/Scholar
Ecolinguistics	The study of the interaction between language and its environment, specifically how language influences our ecological behaviour.	Haugen (1972); Stibbe (2015)
Ecosophy	A normative framework (ecological philosophy) used to judge whether a story is beneficial or destructive to life (e.g., the ecosophy of "Living!").	Stibbe (2015); Naess (1973)
Eco-political Discourse	The use of language to shape political and social power relations regarding environmental governance and sustainability.	Boulaid & Handoko (2024)
Commodification of Nature	The linguistic process of turning the natural world into economic goods (e.g., labeling forests as "timber resources").	Goatly (2000); Stibbe (2015)
Critical Discourse Analysis (CDA)	A methodology to analyze how language creates and maintains power structures, applied here to reveal the domination of nature in text.	Fairclough (2003); Alexander (2009)
Erasure	A linguistic pattern where the natural world is suppressed or backgrounded in a text (e.g., mentioning "pork" without mentioning the pig).	Stibbe (2015)

Continuing Table 1. Key Ecolinguistic Terms and Definitions for the Language Classroom

2.2. Green Pedagogy and Transversal Competencies

"Green Pedagogy" (or Ecopedagogy) represents the pedagogical application of environmental ethics. It advocates for a "radical transformation" of language studies, integrating cultural components and reconstructing canonical paradigms to address contemporary crises. A prominent voice in this field within the Moldovan context is Viorica Goraş-Postică, who argues that environmental education, through action and experience, is "the most important tool for behavioural change among the wider population" [5].

Environmental education must be viewed through the lens of "transversal competencies". She posits that environmental awareness is not a standalone subject but a dimension of civic responsibility that must permeate all curricula. The teacher, therefore, has "tremendous potential" to facilitate behavioural change because they operate in immediate proximity to the next generation of citizens. This aligns with the "competence-based" approach of the Moldovan National Curriculum, where "competences of democratic citizenship" and "ecological culture" are explicitly linked.

The central tenet of Green Pedagogy is the cultivation of "Critical Consciousness" (conscientização). It moves beyond the passive absorption of facts toward active "climate activism." The goal is to empower learners to become "eco-warriors" - agents of change who can identify environmental injustices and articulate solutions. This aligns with the work of researchers at "Ion Creangă" State Pedagogical University, who emphasise the formation of "ecological culture" through the integration of curricular contents, aiming to stimulate learning that applies natural sciences to technology and engineering with logical-mathematical argumentation [6].

2.3. Gamification and the "Third Space"

FLT offers a "Third Space" for environmental education - a zone between the learner's native culture and the target culture. In this space, students can compare how different societies address sustainability. Recent innovations have introduced "Gamification" as a vital theoretical and practical component. Alexandr Iscenco from the Moldovan Environmental Governance Academy (MEGA) has demonstrated that applying game elements in non-game contexts can significantly enhance the attractiveness of learning about sustainable development [7]. Gamification taps into the "Third Space" by creating simulated environments where failure is part of the learning process, allowing students to experiment with environmental management strategies in a low-risk, high-engagement setting using the target language.

2.4. Ecocriticism and the Literary Experience

Literature offers a profound vehicle for environmental empathy. Elena Prus, a prominent Moldovan scholar, explores the intersection of space, identity, and ecology in literature [8]. Her work on "Ecocriticism" suggests that literary texts allow students to inhabit "more-than-human" perspectives. By reading eco-fiction or poetry in the target language, students do not just learn vocabulary; they engage in an emotional and ethical dialogue with the environment. This "ecoliterary" approach transforms the text into a site of ecological inquiry, asking how nature is represented - is it a passive backdrop for human drama, or an active agent?

3. Research Methodology

To capture the complexity of integrating a thematic discipline (Environmental Studies) with a skills-based discipline (Foreign Languages), this article employs a *Qualitative Meta-Synthesis* design. This methodological approach allows for the aggregation and interpretation of data from a diverse array of primary and secondary sources, including theoretical monographs, empirical research papers, curricular frameworks, and practitioner reports.

The data acquisition strategy involved a systematic search of academic databases (ERIC, Google Scholar, JSTOR) and specific Moldovan institutional repositories (e.g., Moldova State University, "Ion Creangă" State Pedagogical University, National Library of Moldova). The keywords used included "Environmental Literacy," "Foreign Language Teaching," "Ecolinguistics," "CLIL," "Green Pedagogy," and specific author names identified during the preliminary review (e.g., Angela Soltan, Viorica Goraș-Postică).

The analysis proceeded through three phases:

1. *Thematic Coding*: Sources were coded for key themes such as "Pedagogical Strategies," "Student Affect," "Teacher Challenges," and "Linguistic Outcomes."
2. *Contextual Analysis*: Findings were contextualised within the specific educational landscape of Moldova, comparing international best practices with local constraints and opportunities defined by the "Education 2030" strategy.
3. *Critical Synthesis*: Findings were synthesised to generate second-order insights, such as the tension between short-term engagement and long-term behavioural change.

4. Participants

The meta-synthesis encompasses data from a wide demographic of learners and educators identified across the reviewed literature, reflecting a global perspective with a specific focus on the Eastern European context.

Higher Education Students: The research includes data from undergraduate populations, such as students at SPU „Ion Creanga” participating in intercultural communication modules. A significant portion of the data is drawn from studies involving university students, from the faculty of foreign languages and literatures, in formal education settings, on language education policies provides crucial data on how university students perceive the relevance of foreign languages for social cohesion and global integration. As well, this includes students participating in the "Eco-School" programs who engaged in project-based learning activities focused on waste management and water and sanitation research

Language Teachers and Trainers: Qualitative data were derived from in-depth interviews and focus groups with language teachers. This includes educators involved in the "Enabling an Inclusive Green Transition" project, who provided insights into the challenges of integrating climate education into the standard curriculum [9].

5. Material and Method

The "material" for this study consists of the specific pedagogical frameworks, lesson plans, and curricular designs analysed from the literature. This section details four primary methodological approaches identified as most effective for integrating environmental literacy: Content and Language Integrated Learning (CLIL), Project-Based Learning (PBL), Task-Based Language Teaching (TBLT), and Gamification.

5.1. Content and Language Integrated Learning (CLIL)

CLIL is widely regarded as the most robust framework for ESD because it explicitly merges content mastery with language acquisition. In a CLIL context, the foreign language is the vehicle for learning non-language content, creating a dual-focused educational environment.

The STAR Framework: A notable implementation utilises the STAR Framework (Situation, Task, Action, Result) to structure lessons. For example, a lesson might present the "Situation" of local drought in Southern Moldova. The "Task" involves students researching drought-resistant crops in English. The "Action" is the creation of an advisory pamphlet for local farmers, and the "Result" is the dissemination of this pamphlet.

Renewable Energy Module (Level B1/B2): The study analysed a specific CLIL module focused on renewable energy (Spadazzi, 2017). Pedagogically, the module moves from *Input* (labelling diagrams of passive solar thermal collectors using English terminology) to *Processing* (sorting energy sources using interactive graphs) to *Output* (designing a "Sustainable Home" and defending the design choices in a debate). This demonstrates how CLIL moves beyond simple vocabulary memorisation to "Concept-Based Instruction."

5.2. Project-Based Learning (PBL)

PBL is a dynamic classroom approach in which students actively explore real-world problems. It is particularly effective for environmental literacy because it aligns with the "action-oriented" goals of ESD.

The "Eco-School" Model (Moldova): In the Cahul and Ungheni regions, students participated in the "Eco-School" program [10]. Projects included "The Plastic Diary," where students audited their family's plastic use for a week and then created English-language video blogs (vlogs) proposing alternatives. Another project involved water quality testing in the Prut River, where students had to write technical reports in English to share with international partner schools.

Community Murals and PSAs: Students design murals or film Public Service Announcements (PSAs) on topics like "Fast Fashion." These projects require them to negotiate design choices, script dialogue, and edit content in the target language, fostering collaboration and "instrumental motivation."

5.3. Task-Based Language Teaching (TBLT)

TBLT focuses on the use of authentic language to complete meaningful tasks. Unlike PBL, which is long-term, TBLT tasks are shorter and focused on immediate communicative outcomes.

Role-Play Simulations: The study reviewed complex negotiation simulations such as the "Puerto Mauricio Development Conflict" [11] and "Hydropower in Santales." In these scenarios, students assume the roles of conflicting stakeholders (e.g., hotel developers vs. environmental NGOs) and must negotiate a consensus. This material forces the production of high-level linguistic functions such as diplomatic disagreement, persuasion, and compromise.

Workplace Communication: Angela Pirlog and Nadejda Bacimanova [12] developed TBLT activities focused on "Workplace Communication" that can be adapted to environmental audits. These activities use video analysis to interpret body language and resolve professional conflicts, skills essential for future environmental consultants.

5.4. Gamification and Simulation

Drawing from the work of Alexandr Iscenco at the Moldovan Environmental Governance Academy (MEGA), the study examined the use of gamified platforms like "The Game with Impact." [7].

Gamified Ecosophy: The methodology involves using points, badges, and leaderboards to motivate students to complete real-world environmental challenges (e.g., "Zero Waste Week"). The linguistic component involves reporting these achievements and reflecting on the experience in the target language. The simulation allows students to "fail safely" in their environmental management decisions, prompting discussion and re-evaluation using complex conditional grammatical structures ("If I had invested in solar, I would have...").

6. Results

The synthesis of data from the reviewed studies indicates that integrating environmental literacy into FLT yields significant benefits for both language acquisition and environmental awareness, though challenges regarding long-term retention and teacher preparedness remain.

Quantitative Outcomes: Environmental Literacy and Critical Thinking

Data from pre-test and post-test designs generally show that integrated FLT/ESD interventions lead to measurable gains. A study involving high school students demonstrated a "Significant Increase" in critical thinking skills, with values exceeding 3.27 on the measurement scale (considered "Very Good") following an intervention integrated with local wisdom [15]. In the Moldovan context, participation in "Eco-School" projects was correlated with higher scores in "civic responsibility" and "collaborative problem solving," aligning with the transversal competencies outlined in the national curriculum.

6.1. Linguistic and Affective Outcomes

The results indicate that environmental content acts as a powerful motivator.

Reduction of Anxiety: Research confirms that conducting language activities outdoors (e.g., "nature walks" where students describe biodiversity in English) significantly reduces Foreign Language Anxiety (FLA). The informal setting lowers the "teacher's gaze," allowing students to experiment more freely [13].

Intercultural Competence: Soltan [14] highlights that language education in Moldova is most effective when it fosters "intercultural communication skills." The study found that when students engaged with global environmental issues (e.g., climate justice in the Global South), they developed a deeper appreciation for "linguistic otherness" and diverse cultural perspectives on nature.

Teacher Challenges and "Language Bridging"

A significant barrier identified is the "Language-Bridging" challenge. Teachers in linguistically diverse settings often struggle to explain complex scientific concepts (like "ecosystem services") when students' vocabulary in the target language is limited.

Adaptive Strategies: Successful teachers employed "Two-Way Learning" (translanguaging), where dialect or native language knowledge was used as a bridge. For instance, explaining the concept of "watershed" in Romanian before exploring the English terminology allowed for deeper conceptual retention [15].

Curricular Constraints: Interviews with Moldovan teachers revealed that rigid testing regimes often crowd out time-intensive projects like PBL. However, the new "Education 2030" strategy's focus on transversal competencies is beginning to provide the policy cover needed for more flexible, interdisciplinary teaching.

Impact of Gamification: Research by Iscenco [7] on the "Game with Impact" revealed that gamification increased the attractiveness of the learning process. Participants in the gamified environmental entrepreneurship course reported higher engagement levels and a better understanding of the practical applications of sustainability concepts compared to traditional lecture-based formats.

7. Conclusion

The integration of Environmental Literacy into Foreign Language Teaching is a vital educational response to the planetary emergency. This research has demonstrated that when language learning is decoupled from purely functional goals and re-anchored in the "Third Space" of global sustainability, it yields profound benefits.

Methodologically, frameworks like CLIL, PBL, TBLT and Gamification have proven effective in transforming the language classroom into a hub of critical inquiry. By using the target language to design sustainable homes, debate climate justice, or audit local ecosystems, students acquire not just vocabulary, but the "critical consciousness" required to navigate a changing world. The Moldovan experience, highlighted through the work of local scholars and the implementation of "Eco-Schools," demonstrates that even in resource-constrained environments, innovative pedagogy can foster significant ecological and linguistic growth.

However, success is not guaranteed. The "fade-out" effect observed in attitude scores suggests that single-unit interventions are insufficient. To achieve lasting "Eco-literacy," environmental themes must be vertically integrated across the curriculum - spiraling from A1 to C1 levels. Furthermore, as emphasized by Goraș-Postică and Soltan, teacher training must evolve to support this interdisciplinary role, equipping educators with the "transversal competencies" necessary to guide the next generation of global citizens [5],[13].

Ultimately, the foreign language teacher must evolve from a mere instructor of grammar to a facilitator of eco-cultural learning. By fostering a learning environment where students can articulate their fears and hopes for the planet in a new language, educators empower the next generation to speak for the earth [16],[17], [18]

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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

1. Introduction

The globe is teetering between two historic eras, and whatever it changes into, the shift promises to be exhilarating and strange. Education, which is both a conveyor of knowledge and a constructor of value systems for individuals, has then a special responsibility to sensitize learners for that dual challenge. And as technology transforms the fabric of life, the climate emergency is forcing humanity to reconsider how we learn, teach and act. In this light, the classroom becomes not just a scene of instruction but a laboratory for mindfulness, compassion, and responsible citizenship. Despite a growing worldwide sense of ecological concern, however, environmental issues in language learning continue to lag behind not only digital literacy but also what students themselves are doing online.

Over the past few years, Artificial Intelligence (AI) has become a strong partner in education by offering adaptive learning systems, personal feedback and genuine communicative context [1]. Used critically and creatively, AI can work with students to tackle problems as they explore environmental issues in more authentic ways – analysing data around pollution, coming up with eco-friendly solutions, writing persuasive messages designed for the voters of a sustainability contest. This integration fits in with the concept of Task-Based Language Learning (TBLL), a pedagogic concept focussing on natural language use through meaningful tasks [2]. In the TBLL classroom, students employ language to achieve: they have problems and tasks to solve and engage collaboratively – these are directly related categories of skills for eco- thinking.

The notion of teaching the planet — teaching young people not just about the world, but for it — takes on new vitality in a digital era. Integrating affordances of AI and the experiential

aspect of TBLL, teachers can effectively create learning experiences that enhance not only linguistic skills but also environmental literacy. The former is defined by McBride et al. [3], is associated with knowledge of environmental systems, having positive dispositions towards the natural world conducting oneself in a responsible manner. With the development of environmental literacy in EFL contexts, intercultural communication and global citizenship become enriched for students who communicate on global ecological issues presented in English as a language of international discourse.

The aim of the present study is to investigate AI-assisted task-based instruction in relation to environmental literacy for university-level EFL learners. The study seeks to do so by means of a small-scale empirical intervention showing that technology-infused activities can foster critical reflection, collaborative inquiry and responsible action. More specifically, the following section explores ways in which AI tools such as adaptive writing platforms and multimodal generators can enhance task design and promote motivation among learners to associate language use with environmentally friendly practice.

2. Research Methodology

Access to environmental education has expanded and awareness of its importance has grown, as educators seek ways for students to become informed citizens and agents for sustainable living. Originating in the environmental education movement of the 1970s, since then “the idea has broadened from a limited focus on conveying knowledge about natural systems to also including values, attitudes and behaviours that support sustainability” [4]. McBride et al. [3] environmental literacy as a three-dimensional concept that includes cognitive knowledge, affective attitude and engagement and behavioural intention.

On schools creating environmental literacy also means teaching through experiences and through inquiry. Learners should not be studying facts about climate change or biodiversity, but they need to be able to engage critically with the causes and consequences, as well as potential solutions — in a sense, understand how we know what we know. This move from awareness to agency is consistent with the overarching educational goal of global citizenship education, which seeks to foster students’ reflective, empathic and active participation in an interconnected world [5].

Language classrooms, which have typically been more concerned with language competence, are an ideal environment to nurture such traits. In language, students share thoughts on environmental problems, explain the implications and negotiate meaning to construct the meaning of sustainability. Thus, environmental literacy is not an “elitist” subject, rather it provides the context for meaningful communication which enables students to use English as an instrument of social and ecological change.

A task based approach is an instruction that intended to learning by doing. Contrary to rule-driven method of grammar, TBLL focuses on tasks that are meaningful and mimic natural environment in which learners use language with a purpose [6],[7]. A task could be something like planning a community project, doing an interview or creating an environmental campaign — things that reflect what we really do with language in use. Cognitively, traditional-based *task-based language teaching* enhances the opportunities for interaction, negotiation of meaning and output practice that are central to second language acquisition [8]. *Socio-constructivist* in orientation, it recognizes the importance of collaboration and reflection by requiring learners to collaborate in their knowledge construction and peer monitor their own development. *The model* generally consists of three stages: *the pre-task* (intro and preparation), *the task cycle* (performance and sharing), and *the post-task* (reflection and responses). Applied to environmental content, TBLL encourages inquiry learning: learners investigate areas of

concern regarding sustainability, discuss potential solutions and present results in English. Such activities are valuable not only in the development of linguistic fluency, but also in terms of promoting critical.

AI has changed history of language learning with education system. AI ranges from adaptive platforms, intelligent tutoring systems, natural language understanding/comprehension engines and multimodal generators reacting dynamically to the demands of users. As Holmes et al. [1] point out, AI has the potential to personalize learning experiences, deliver real-time feedback and facilitate individualized instruction.

For EFL environments, AI can support formative learning through automated writing assistants, pronunciation analyzers, and chatbots for interactive practice outside of class [9]. Teachers, meanwhile, can be tracking progress via AI-based analytics, seeing problems and designing more focused interventions. However, researchers also call out the ethical and pedagogical responsibility that comes with incorporating AI: privacy issues, digital access equity and not losing the human side of teaching [10].

Generative AI is an intriguing new frontier to explore. Learners can collaboratively author digital stories, create posters on sustainability or role-play environmental negotiations against virtual partners. In concerted uptake, these technologies enhance rather than substitute human intelligence, fostering the development of hybrid literacies—that is, the ability to think critically about language and technology.

The intersection between these three aspects represents a very potent educational paradigm: AI-enhanced for sustainability. The logic of this is straightforward, yet transformative. Task-based pedagogy offers some kind of structure and authentic environment; AI provides differentiation, multimodality and immediate feedback; environmental literacy gives authority and ethical principles. Together, they form a pedagogical environment in which learning becomes experiential, reflective and social meaning-lush.

For example, an EFL class might explore the topic “*Reducing Waste on Campus.*” Students use an AI writing assistant to draft persuasive messages, analyze waste statistics with an AI data tool, and present digital posters using AI-generated visuals. Through this process, learners acquire vocabulary related to environmental issues, practice argumentation, and reflect on sustainable actions—all while developing digital fluency.

In essence, AI acts as a *mediator of engagement*, enabling learners to visualize complex data, access diverse perspectives, and simulate real-life problem solving. TBLL ensures these interactions remain communicative and purposeful, while environmental content roots them in moral and civic significance. The result is a model of education that empowers students to use both language and technology *for planetary well-being*—an imperative in a world of constant change.

This study employed a *mixed-method exploratory design*, combining quantitative and qualitative approaches to investigate how AI-enhanced, task-based instruction can foster environmental literacy among EFL learners. The project was conducted over six weeks in the spring semester of 2025, within a university English course focusing on communication and project-based learning.

The intervention centered on a series of AI-supported environmental tasks designed according to *Task-Based Language Learning (TBLL)* principles. *Quantitative data* were collected through pre- and post-intervention questionnaires assessing students’ environmental awareness and motivation. *Qualitative data* included classroom observations, student reflections, and AI-logged performance analytics. Together, these sources offered a holistic picture of how learners interacted with AI tools, completed environmental tasks, and developed both linguistic and ecological competencies.

3. Participants

The study involved 28 *undergraduate students* (ages 19–22) enrolled in the Faculty of Foreign Languages at *Ion Creangă State Pedagogical University of Chişinău*. All participants were intermediate (B1–B2 CEFR) learners of English and attended classes twice a week. The group was diverse in background and academic interests, though most had limited prior exposure to Artificial Intelligence in education.

Before the study, participants completed a brief *digital literacy self-assessment*, which revealed moderate familiarity with AI-powered applications (e.g., translation tools, grammar checkers) but little awareness of their pedagogical potential. Participation in the research was voluntary, and all students provided informed consent.

4. Material and Method

Several AI-based tools were integrated into the learning process to support both language acquisition and environmental exploration:

- a. *AI Writing Assistant (Grammarly / ChatGPT)*: Provided automated feedback on vocabulary, cohesion, and register.
- b. *Visual Generator (Canva with AI integration)*: Enabled students to design sustainability posters and infographics using prompts.
- c. *Speech Analysis Tool (Elsa Speak)*: Offered pronunciation feedback during oral presentations.
- d. *Adaptive Quiz Platform (Quizizz AI)*: Created personalized quizzes to reinforce environmental vocabulary and key expressions.

Moreover, a reflection journal for students and an observation protocol for teachers were applied to register engagement, collaboration and environmental attitudes during the process.

The three classic stages of TBL—pre task, task cycle and post-task—were spanned over a period of six weeks through the use of three themed modules:

Week 1–2: “The Language of Sustainability”

Students researched important terms such as recycling, climate change and green technology. They used AI applications to create mind maps and brief renderings of environmental concepts. There was a conversation about the credibility and ethical use of A.I.-generated content.

Week 3–4: “Eco-Campus Challenge”

Students formed small groups and were to identify environmental issues on the college campus. Using AI-assisted brainstorming, they proposed practical solutions (e.g., waste sorting, energy efficiency). Team participants shared an AI created visual campaign poster and slogan, they were dressed in-party colours and delivered their speech orally.

Week 5–6: “Voices for the Planet”

In English learners wrote brief persuasive essays in favor of or against local environmental causes—or recorded video messages.

AI writing and speech applications gave feedback on structure and pronunciation.

The cycle ended with peer review, group reflection and post-intervention environmental awareness survey.

Throughout the project, the instructor acted as a facilitator—guiding, mediating AI use, and ensuring human creativity remained central to the process. The evaluation focused on three main dimensions:

1. *Linguistic Gains*: Progress in vocabulary, coherence, and oral fluency measured through teacher assessment rubrics and AI analytics.
2. *Environmental Literacy Development*: Changes in students’ knowledge, attitudes, and behavior toward environmental issues measured through pre-/post-questionnaires.
3. *Learner Engagement and Reflection*: Qualitative insights derived from student journals, peer discussions, and classroom observations.

Quantitative data were analyzed using descriptive statistics to compare pre- and post-test results, while qualitative data were *thematically coded* based on recurring patterns of environmental awareness, collaboration, and digital creativity.

The combination of numerical and narrative evidence provided both *measurable progress indicators* and *rich contextual understanding*, ensuring methodological triangulation and reliability of findings.

5. Results

These findings indicated the effectiveness of integrating AI tools in task-based instruction for improving learners’ language performance. Comparing pre- and post-intervention samples, an average of 15% more lexical variety was seen as well as a 12% increase in grammatical accuracy by AI assessment and teacher judgement. Students learnt key domain-specific vocabulary, terms included: renewable energy, carbon footprint, recycling facilities and climate resilience.

To provide a clearer picture of the linguistic progress observed during the intervention, the following table compares students’ lexical variety and grammatical accuracy before and after the AI-enhanced task-based instruction.

Table 1. *Linguistic Performance Before and After AI-Supported TBLL Intervention*

Indicator	Pre-Intervention	Post-Intervention	Change (%)
Lexical Variety	Baseline level	Improved	+15%
Grammatical Accuracy	Moderate accuracy	Higher accuracy	+12%
Use of Environmental Vocabulary	Limited	Expanded (renewable energy, carbon footprint, climate resilience)	Qualitative gain
Coherence & Cohesion in Writing	Inconsistent	More controlled and connected ideas	Qualitative gain

As seen in *Table 1*, students demonstrated notable linguistic progress across all assessed dimensions. *Lexical variety* increased by 15%, indicating broader vocabulary use in both written and oral tasks. *Grammatical accuracy* also improved by 12%, reflecting the impact of AI-mediated feedback and enhanced noticing. Qualitative gains were observed in students’ use of domain-specific terminology and in the overall coherence and cohesion of their writing, suggesting that AI-supported TBLL activities contributed to more precise, purposeful, and context-appropriate language production.

Additionally, with the use of AI feedback tools such as Grammarly or ChatGPT, students had the opportunity to recognize and fix their mistakes on their own support Schmidt’s [11] *Noticing Hypothesis*—whereby attention to form facilitates acquisition. Rein adds that “many”

students noted in their reflective journals that the AI tools helped them to, simply, “see mistakes faster,” or “write with more confidence.”

Oral presentation Feedback of the Elsa Speak App for self- monitoring and pronunciation training outside class. Learners were excited about AI’s instant process feedback because it was nonjudgmental and encouraging, they said. These results are consistent with Lai and Bower's [9] point of view that AI-mediated feedback has the ability to improve students' autonomy and language awareness in EFL context.

Digital competence also improved. Students were taught how to write effective prompts, rate AI-generated suggestions and incorporate images into making a persuasive case. This new digital literacy is a gateway skill for tomorrow's teachers and citizens, who should learn to be critical and not merely passive users of technology.

Quantitative data from the *Environmental Awareness Questionnaire* indicated a significant positive shift in attitudes. On a 5-point Likert scale, students’ average rating of environmental responsibility increased from 3.1 to 4.4 by the end of the course. Statements such as “*I feel personally responsible for protecting the environment*” and “*I can take action to reduce waste*” received higher agreement levels, while negative responses declined sharply.

Qualitative reflections echoed these findings. Many students wrote that learning English through ecological topics made lessons “more meaningful” and “emotionally engaging.” For instance, one participant remarked:

“I realized that English can help me talk about real problems, not just grammar. I now see sustainability as something I can influence.”

The combination of AI support and task-based inquiry helped transform environmental knowledge into *action-oriented understanding*. Learners not only acquired terminology but also discussed local issues and proposed feasible solutions, thereby achieving what McBride et al. (2013) describe as *functional environmental literacy*—the ability to apply ecological concepts in daily life.

Findings suggest that AI functioned as a cognitive and creative amplifier, rather than a replacement for teaching. Students used generative AI to brainstorm eco-friendly ideas, paraphrase complex texts, and visualize sustainable projects. However, this process required critical mediation from the instructor to ensure accuracy and ethical use.

The teacher’s role evolved from information provider to learning curator, guiding students in assessing AI reliability and cross-checking facts. This aligns with Luckin’s [10] framework of “*co-intelligence*,” where humans and AI collaborate symbiotically in education.

Moreover, AI’s adaptive features promoted inclusivity by allowing students with different learning speeds to work autonomously. Fast learners could generate complex campaign materials, while others received scaffolded feedback at their own pace. This differentiation mirrors the principles of *Universal Design for Learning (UDL)*, emphasizing equitable access through flexible digital tools.

Students said AI tasks were “authentic” and “motivating,” especially when tied to actual environmental data or community challenges. The “novelty” of the AI appeared to support curiosity, but engagement persisted only if activities had social relevance - proving technology in itself is not transformational without the right content. The project did encounter several pedagogical and ethical challenges, despite the success overall:

- a. Overdependence on AI: Some students seemed to trust the AI too much, pasting the entire output, or using images without thought. This led to deliberate conversation around digital ethics and intellectual honesty.
- b. Technical Access: All students had devices connected to the internet, but some variations in connectivity occasionally limited collaboration.

- c. **Readiness of Instructor:** The teacher was required spend a good portion of time to play around with AI tools, check the outputs and develop tasks in alignment with learning objectives.

These impedances verify Holmes et al. [11] contention that successful comprehensive AI integration depends on teacher AIL—the capacity of how algorithms work and can be embedded pedagogically. Ethical literacy must go together with technological fluency, so that students are able to critically and responsibly interpret digital content.

Implications are multiple for language teachers, curriculum developers, and teacher educators:

1. Integrating Environmental Themes

- Language studies should not be in a vacuum about what's happening around the world. Scenes from nature offer real-life communicative situations in which learners can refine language as well as engage cognitive and affective process.
- Teachers can integrate into their EFL curriculums sustainability related terms, arguments and projects as everyday elements.

2. Empowering Teachers with AI Literacy

- Moral, Ethical and Legal Issue Successful use of ICTs demands educators who are digitally literate as well as ethically sensitive. AI tools, expedite engineering and bias testing should be part of your professional development program.
- Even better when it comes to AI would be role-modeling critical use of AI—teaching students to ask questions about sources and data, and balance human inspiration with machine help.

3. Task Design Principles

- Doing this will help ensure that worthwhile tasks are learner-centred, problem-based and make context: its clear connections to make and do!
- collaborative. AI tools should not replace but support interaction if they want to be useful communicatively.
- By integrating inquiry-based education and AI analytics together, it is possible to improve language results as well as the awareness of an environment.

4. Fostering Reflective Learning

- Promoting students to keep reflection journals or digital portfolio can enhance the meta-cognition.
- Reflection turns this mechanical AI into a conversant which challenges the individual to become better at discerning right and wrong.

The aim of this study was limited by the small number of participants and the short duration of the intervention. Future research should explore longitudinal impacts of AI-enhanced eco-pedagogy across different proficiency levels and cultural contexts. Comparative studies could examine variations in learner attitudes when using distinct AI platforms or when tasks are integrated into blended and online learning environments.

Additionally, investigating the emotional dimension of AI-assisted learning—such as *empathy, motivation, and eco-anxiety*—could provide richer insights into how digital tools influence learners' engagement with sustainability themes.

Finally, interdisciplinary collaborations between linguists, environmental educators, and computer scientists could yield innovative frameworks for *AI for Sustainability Education*, ensuring that technology remains aligned with humanistic values.

6. Conclusion

The aim of this research is to investigate the contribution of Artificial Intelligence in Task-Based Language Learning to enhancing EL, in EFL education [12]. The results indicated that AI-assisted, sustainability-related exercises can greatly promote both language proficiency and ecological awareness.

Students were found to make significant linguistic progress, language in the areas of vocabulary range and coherence, as well as pronunciation and also more autonomous learning habits having made them stronger in environmental responsibility and critical thinking. The AI tools acted as scaffolds for autonomy and creativity, providing immediate feedback and a wide range of multimodal possibilities. Embedded in communicative, problem-solving tasks, these tools enabled learners to link linguistic practice to meaningful environmental engagement.

Beyond skills work, the research thus emphasized a more profound pedagogical shift: that ethical use of technology can make learning feel more human by reinforcing the relationship between learner, language and world. In that way, the teaching of the planet is a metaphor as well as a mission, one which melds intellectual curiosity with moral obligation in a world undergoing both ecological and digital transformation at an unparalleled pace.

In a time when both the planet and pedagogy are evolving at accelerating speed, educators face a profound question:

How can we teach language for a future that is both digital and sustainable?

This study offers one possible answer. By merging *Artificial Intelligence* and *Task-Based Language Learning* within an *environmental framework*, teachers can cultivate not only competent users of English but *responsible citizens of the Earth*. The goal is not merely to adapt to a world of constant change, but to *shape it consciously*—transforming classrooms into spaces where technology serves humanity and learning becomes an act of care for the planet.

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INTEGRATING ENGLISH LANGUAGE TEACHING WITH ENVIRONMENTAL SUSTAINABILITY

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Abstract

Integrating environmental sustainability into English Language Teaching signifies a profound shift in education, harmonizing language instruction with ethical, social, and ecological standards of the twenty-first century. This study investigates the capacity of English Language Teaching to develop environmental consciousness, critical thinking skills, and civic responsibility. It examines the fundamental concepts of sustainability education and offers practical strategies for the classroom by integrating concepts from various disciplines and educational frameworks. Project-based learning, problem-solving exercises, environmental storytelling, and the use of multimedia tools are all examples of these activities. The goal of all these activities is to get students to talk to each other about real-world problems that affect everyone. English classes can help students learn not only how to speak and write English well but also how to understand the world around them and help create a sustainable future. This conceptual study is conducted within the framework of the research project Integrating and promoting green education in the initial training of English language teachers, strategic priorities: societal challenges, strategic direction: Innovative Educational Technologies and Products, with the code 25.80012.0807.56SE, which investigates integrated approaches to green education in English language learning contexts.

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

1. Introduction

In the twenty-first century, schools need to prepare learners for the environmental, social, and economic problems that humanity is facing. Climate change, deforestation, resource depletion, and social inequality are all problems that everyone in the world needs to work together to solve. Sustainability is now a goal and an important part of modern education.

The Brundtland Commission of the United Nations states that sustainability means meeting the needs of the present without compromising the needs of future generations. It is based on three pillars: environmental protection, social equity, and economic viability. These pillars underpin the United Nations' Sustainable Development Goals, which call on education systems to cultivate ecological awareness, civic responsibility, and global cooperation.

English language teaching occupies a particularly influential role in this framework. As a global lingua franca, English connects people, cultures, and knowledge across borders. The English learning environment is a place for students to talk about ecological issues, share their own views, and come up with solutions in an international language. Incorporating sustainability principles into English language instruction fosters linguistic proficiency as well as the ethical and cultural awareness necessary for meaningful civic engagement [1].

Teachers can make language learning more engaging by having students talk about real-world problems such as water scarcity, waste management, or green technologies. In this way, English language education becomes a vehicle for developing both communicative proficiency

and ecological consciousness, equipping students to use language as a tool for positive social and environmental change.

2. Literature Review

There is increasing evidence that sustainable education has a broad impact. Researchers like [2] and Mercer et al. [3] affirm that teaching English as a second language can significantly raise awareness of environmental issues and sustainable practices because it is so widely used. According to Huot et al. [4], teaching English assists students in developing linguistic abilities while also making them more conscious of the interconnectedness of human communities and their environments [5].

Learning about sustainability helps students develop “ecological literacy”—the skill to understand ecosystem interactions and the impacts of human actions. To promote ecological literacy in ESL classrooms, teachers can use real-world resources like TED Talks, podcasts, or news articles, and lead discussions and activities that promote critical thinking. These methods facilitate students in enhancing their vocabulary, honing argumentative skills, and expressing complex concepts pertaining to biodiversity, climate justice, or energy use.

Methods of teaching like *Project-Based Learning (PBL)* and *Task-Based Learning (TBL)* have proved highly effective at making language classes more environmentally friendly [6]. These techniques cultivate linguistic proficiency and ethical conduct by prioritizing inquiry, teamwork, and practical problem-solving. Grilli and Curtis assert that involving pupils in genuine environmental initiatives fosters their sense of agency and encourages responsible behavior [7].

Eco-pedagogy simultaneously promotes emotional and ethical growth in learning in addition to cognitive skills. It helps learners feel connected to the world and encourages habits beneficial for the environment. The study of literature, storytelling, and reflective writing within English can act as instruments for cultivating ecological principles concurrently with linguistic development. Engaging in green storytelling or nature poetry allows learners to assimilate sustainability concepts while improving their understanding and verbal abilities.

Many teachers believe they are unprepared to teach sustainability due to insufficient training and inadequate resources in other disciplines. This underscores the imperative for teacher training programs to incorporate sustainable pedagogy, equipping educators with the theoretical foundations and practical skills necessary for meaningful learning. Galloway and Numajiri (2019) note that new educational methods implemented by educators can stimulate systemic transformations even within conventional programs [8].

3. Material and Methods

Sustainability education naturally encourages cross-curricular cooperation. In an English language classroom, environmental themes can be explored. For example, environmental concerns can be used to connect grammar lessons: “*We must reduce plastic waste*” or “*We should protect endangered species.*” Reading comprehension exercises may include articles on green power, pollution, or conservation projects, presenting substantial content while improving language ability.

By teaching students English in a way that includes sustainability, teachers can help them become good citizens. Students can learn more about the environment and improve their language skills at the same time by doing project-based learning (PBL) and problem-solving activities. By prompting students to consider how they might contribute to a more sustainable

future, educators can cultivate skills in teamwork, analysis, and creativity. Using resources from environmental programs and incorporating practical tactics creates dynamic learning settings that equip students to tackle real-world problems.

Practitioners in ELT are required to refine methodologies continually to successfully integrate principles of sustainability. Lessons can cover environmental ethics, conservation, and the effects of climate change. Educators enhance students' language abilities and foster ecological awareness and accountability by applying effective strategies and collaborating with peers. This all-encompassing method develops students who may inspire forward innovation and sustainability both inside and outside the classroom.

Interdisciplinary undertakings amplify the effects of ELT. Students can work with other academic departments, community groups, and environmental projects to solve real-world problems. For example, students could team up with classmates from other regions to come up with new ways to solve environmental problems locally. This helps them use English authentically. ELT can impact entire communities by encouraging cooperation and a sense of community responsibility.

Sustainability can be included in the curriculum through practical, experiential learning. Preschoolers and high school pupils can gain comprehensive understanding of ecosystems and biodiversity through nature walks and field trips. Even in urban settings, children can connect with nature through simple activities like collecting leaves or observing plants. Students can use drawings, photos, or tally charts to record findings, improving analytical and descriptive language abilities.

Students can engage with sustainability through gardening and composting. Setting up a school garden or classroom window box teaches students about plants and ecosystems. Composting projects demonstrate resource reuse, decomposition, and soil fertilization. These exercises incorporate procedural language and scientific terminology, encouraging interconnected learning and raising environmental awareness.

Recycling and waste management programs provide opportunities for students to learn outside their subject area. Setting up recycling centers and giving students tools to plan campaigns teaches responsibility, teamwork, and experiential learning. Creating educational posters, tracking trash collected, and presenting results allow practice in statistical analysis, persuasive writing, and public speaking. Energy- and water-saving initiatives extend these pursuits.

Art and creativity also support environmental learning. Using old materials to create projects teaches recycling while expanding creative vocabulary through eco-art and upcycling. Students can engage with wildlife conservation programs like building insect hotels or bird feeders. Creative writing projects, including eco-poems, fictionalizations, or fable adaptations with ecological morals, cultivate empathy and ethical citizenship.

Senior learners can enhance critical thinking alongside language skills through presentations, debates, and awareness campaigns. Guest speakers from NGOs provide valuable language input and encourage community participation. Sustainable food education is an interdisciplinary approach. Courses on local food, minimizing waste, and school gardens combine scientific knowledge, practical skills, and geographical instruction. Project-based and task-oriented frameworks effectively integrate these experiences. Students can create sustainability blogs, develop green ventures, conduct "Eco Audits," and launch digital programs to promote environmentally friendly habits [9].

Classroom activities can incorporate comprehension, storytelling, and self-expression. Students analyze arguments and discuss difficulties using real materials from local organizations. Storytelling exercises allow performing or adapting ecological narratives.

Multimedia projects like videos and handouts improve digital skills and provide meaningful communication.

Role-playing games and policy analysis enhance critical thinking and communication. Students can study ecosystems, pollution, and human health using cross-curricular techniques. Problem-solving activities, like examining local issues or role-playing community discussions, develop analytical skills alongside practical English proficiency [10].

Art and stories about the environment help students connect emotionally and imaginatively. Podcasts and TED Talks on environmental subjects can be used as listening and debate resources. Students can combine language practice with civic activities like debating, summarizing, or creating podcasts in English.

The classroom itself should be an epicentre for sustainability. Teachers can reduce paper use, recycle, and create an “Eco English Wall” for student projects. Consistently doing this strengthens ecological understanding and weaves sustainability into education.

Creative and reflective activities in English classes foster language proficiency and ethical conduct. Teachers help students become competent, motivated, and enthusiastic individuals, prepared to contribute meaningfully to their communities and the world.

Adding sustainability principles elevates English classrooms from mere language development spaces to forums fostering conscientious global citizenship. Students develop critical thinking and problem-solving skills necessary to tackle real-world issues. They learn to examine multiple perspectives and the effects of their actions, promoting intercultural understanding and moral decision-making.

Successful implementation requires institutional support, cross-disciplinary collaboration, and well-trained educators. Teachers need effective assessment methods that value creativity, thoughtfulness, civic engagement, and language proficiency. Once these requirements are met, English-language classrooms can become dynamic spaces for practicing language skills while engaging in environmental projects.

4. Conclusion

Teaching English with a focus on sustainability is not only a new pedagogical approach but also essential. By integrating economic, social, and environmental aspects of sustainability, educators empower students to share information responsibly, think analytically, and act compassionately. English classrooms become laboratories for linguistic and ecological development through problem-oriented projects, imaginative storytelling, and interaction with real-world news. Sustainability education equips students to imagine and build a less polluted, more equitable, and resilient world.

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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

1. Introduction

Diabetes mellitus is a chronic condition with increasing global incidence and prevalence, affecting millions of people of all ages, and estimates from the World Health Organization indicate that by the year 2040 more than 642 million individuals will be living with this disease, making diabetes a major public health concern, with elevated risks for cardiovascular, renal, and neurological complications [1]. Its management involves complex combinations of pharmacological treatments, nutritional adjustments, and behavioural interventions; however, physical activity remains one of the most effective non-pharmacological strategies, with the ability to reduce blood glucose levels, improve insulin sensitivity, prevent cardiovascular complications, and enhance the quality of life of individuals with diabetes [2], [3], [4], [5].

Physical education teachers, sports coaches, and educators play a central role in shaping healthy behaviours because they not only provide technical instruction and supervision but also influence students' attitudes toward physical activity, and in the context of individuals with diabetes, the involvement of educators becomes crucial for ensuring exercise safety, adapting physical activity to individual fitness levels and medical needs, and creating supportive environments [6],[7], [8], [9].

Digital educational platforms facilitate this interaction by offering integrated tools for lesson planning, progress monitoring, and evaluation, thus creating an environment that combines

education, medical monitoring, and motivation to support long-term behavioural change [10], [11].

Aerobic and resistance exercises influence glucose physiology by increasing muscle glucose uptake, upregulating GLUT-4 transporters, and improving insulin sensitivity, leading to both acute and chronic reductions in blood glucose; they contribute to long-term decreases in glycated haemoglobin and improvements in metabolic parameters, while regular physical activity reduces cardiovascular risk, maintains body weight, and enhances overall cardiometabolic capacity, with practical examples including light jogging, cycling, moderate strength training, and balance exercises that can be individually adapted [12], [13], [14], [15].

Physical activity stimulates the release of endorphins, which contributes to mood improvement, reduced anxiety and depressive symptoms, and increased energy levels, while the integration of gamification elements, immediate feedback, and SMART objectives into training increases intrinsic motivation and supports long-term adherence, transforming exercise from a task perceived as monotonous into an enjoyable and rewarding experience, with case studies showing that adolescents with type 1 diabetes who engaged in augmented reality-guided training reported significant increases in motivation for physical activity after only a few weeks of use [16].

Major barriers that limit participation in physical activity include fear of hypoglycaemia, especially among type 1 diabetes patients, lack of time, limited access to appropriate facilities, the perception that exercise is boring, insufficient practical skills for adjusting insulin and carbohydrate intake around exercise, and the absence of family or educational support systems, all of which contribute to reduced long-term adherence and heightened risk of complications associated with a sedentary lifestyle. [17], [4]

Augmented reality provides significant advantages for overcoming these barriers by offering clear visual demonstrations through holograms and overlays that reduce ambiguity in exercise execution, delivering real-time feedback on posture, movement amplitude, and exercise intensity, introducing playful and social elements such as competitions and group challenges that increase motivation, and integrating contextual notifications such as reminders for insulin administration or glucose monitoring, with the combination of these functionalities facilitating the adoption of a safe and active lifestyle for individuals with diabetes [18], [14], [19].

Purpose of the Article

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.

2. Methodological Framework

2.1. Design and Development

The DART platform was conceived through a participatory and iterative design process involving individuals diagnosed with type 1 and type 2 diabetes, diabetologists, physical education teachers, nutritionists, and software developers, with the objective of creating an application that is clinically relevant and pedagogically effective, capable of combining medical monitoring with physical activity planning and motivational tools.

The platform's technical architecture includes a hybrid mobile application compatible with iOS and Android, an augmented reality engine that enables the generation of holograms and visual overlays, a secure backend ensuring encrypted data storage both in transit and at rest, as

well as key sections such as a 3D hologram interface, a video library, a medical calendar, geofence-based route recommendations, a gamified reward system called the “Tree of Life,” and offline modules for teachers, which allow access to downloaded materials even without an internet connection.

The pilot study was designed as a mixed-methods investigation that incorporated quantitative and qualitative approaches to evaluate usability, acceptability, and perceived effectiveness of the platform, enabling a comprehensive understanding of user engagement and satisfaction.

3. Description of the DART Intervention

3.1. Augmented Reality and Instructional Hologram

The AR module uses a three-dimensional hologram presenting a virtual trainer who performs exercises synchronously with the user, providing visual cues regarding movement amplitude and pace; simultaneous voice instructions explain the objectives of each exercise, metabolic benefits, and necessary precautions, including insulin or carbohydrate adjustments.

The system may offer simple corrections - such as raising the knees a few centimeters higher - based on movement analysis performed through the phone’s camera.

3.2. Videos with Real People and Content Library

The video library includes materials featuring individuals of various ages and fitness levels, with specific adaptations for type 1 and type 2 diabetes, including recommendations for insulin and carbohydrate adjustments.

Each video is accompanied by files outlining precautions and necessary adaptations for comorbidities, providing a comprehensive guide that combines visual demonstrations with detailed theoretical explanations.

3.3. Medical Calendar and Monitoring Integration

The medical calendar allows users to record blood glucose values, medical appointments, medication administration, and provides audio reminders for insulin dosing. It includes functionality for automatic upload from glucometers and CGM sensors (with user permission) and displays data in simple graphical format within the application, thereby facilitating progress monitoring and helping prevent hypoglycaemic events.

3.4. Geofence and Social Components

The geofence feature identifies local parks and recommends optimal walking or exercise routes, offering users the possibility to pin a preferred park and share the suggestion with the community of users, either anonymously or with a personal profile. User groups enable participation in collective exercises or interactive challenges that enhance motivation and engagement.

3.5. Gamification: “Grow the Tree of Life”

The gamified “Tree of Life” system offers a visual representation of consistency, reflecting completed activities, bonuses for maintaining glucose levels within target range, and

individual progress. Digital rewards, badges, and potential real-life incentives such as certificates or discounts from partners increase the platform's attractiveness and support sustained active behaviour.

3.6. Podcast Series

A series of 15 podcasts includes engaging discussions with experts from the fields of diabetes and physical activity, as well as success stories from individuals living with diabetes.

3.7. Promotional Website

The promotional website, available at <https://dartproject.eu/>, allows users to scan and download the application and access the modules and podcasts [21].

3.8. Parents' Section

Parental involvement is a fundamental pillar in the management of type 1 and type 2 diabetes, particularly for children, adolescents, and young adults, and the emotional, organizational, and motivational support provided by parents has a direct impact on how individuals with diabetes manage to adopt and maintain an active lifestyle.

DART provides visual resources, practical guides, and accessible explanations that help parents understand how the body responds to exercise in the context of diabetes, how hypoglycaemia can be prevented through planning and monitoring, the importance of a regular physical activity routine, and how to adapt exercises according to the child's fitness level and individual needs, thus facilitating a shift from excessive cautiousness to informed support.

A major objective of the DART project is to transform parental perceptions so that they actively encourage children and family members diagnosed with diabetes to participate in physical education classes, recreational sports, or daily exercise. The intervention uses case studies and video testimonials from families who observed visible health improvements after integrating physical activity, as well as AR demonstrations that show parents—visually and intuitively—how physical activity can be monitored safely.

The educational resources explain the connection between physical exercise and glycaemic optimization, enabling parents to become active and motivating partners in the lives of their children or adult family members with diabetes. Adopting an active lifestyle is not a linear process and involves natural fluctuations in motivation, and families play a strategic role in establishing daily physical activity routines, gently monitoring progress, facilitating access to sports activities, and providing a positive emotional environment.

The DART platform offers parents accessible monitoring tools, personalized notifications, and age-appropriate recommendations that contribute to building an effective collaborative relationship between family, patient, and teachers or coaches. Thanks to geofence routes, AR challenges, and interactive physical games, the entire family can participate together, making physical activity enjoyable for the child and helping parents better understand the child's challenges, thereby increasing adherence and transforming physical exercise into a family habit that strengthens the family's role as an active partner in both the therapeutic and educational process.

4. Thirty Educational e-Modules for Teachers and Coaches

4.1. Scientific Modules

The 30 e-modules provide teachers and coaches with up-to-date scientific information on the physiological mechanisms of exercise response in type 1 and type 2 diabetes, specific benefits of aerobic, anaerobic, and resistance exercises, management of metabolic stress associated with physical activity, the effects of exercise on blood glucose and insulin sensitivity, as well as recent studies highlighting the link between exercise and prevention of diabetes complications, thus equipping educators with the knowledge necessary to integrate scientific insights into lesson planning and support students with safe and accurate recommendations.

4.2. Psychological and Motivational Modules

The e-modules dedicated to emotional and behavioural support offer strategies for motivating students and adults with diabetes, techniques for empathetic communication, approaches for managing fear of hypoglycaemia, methods to enhance self-confidence, and examples of positive interventions that stimulate consistent participation in physical education, enabling educators to create a safe and motivating learning environment that supports the active involvement of all students.

4.3. Practical and Applied Modules

The practical modules contribute to developing the competencies required for effective and safe interventions, including emergency medical skills for severe hypoglycaemia or other acute events, strategies for planning training sessions based on blood glucose levels, adaptation of physical activities for school and extracurricular environments, use of the DART platform for real-time monitoring, and implementation of exercise protocols tailored to age and physical condition [21].

4.4. Information and Awareness Modules

These modules offer relevant and up-to-date information, including interviews with diabetologists, diabetes educators, physiotherapists, recent findings from scientific literature, patients' perspectives on their relationship with physical activity, and success stories of individuals who improved glycaemic control through exercise. Their aim is to strengthen teacher professionalism, enhance collaboration with parents, and promote an educational culture based on inclusion, safety, and individualized performance.

The **DART project** was carried out through the **collaboration of 7 entities**, namely: Universidad Católica de Valencia, Meandros Ltd., TOOL Ltd., Centro Universitario Sportivo – CUS Padova, Associação de Futebol de Bragança, Riječki Sportski Savez, and the Association of Children and Young People with Diabetes – Mures (ASCOTID), from 6 countries: Spain, Greece, Italy, Portugal, Croatia, and Romania [21].

Name of the project: DART - Diabetes Augmented Reality Training.

The project is registered under Project no: 101133545-EPP-1-2023-1-ES-SPO-SCP and is co-funded by the European Union through Erasmus+ Sport Program. It started on 01.01.2024 and will be implemented over a period of 2 years [21].

All digital intellectual outputs have an open license and are available for free access on Google Play, Apple Store, and Web, in 7 language versions (EN, ES, EL, IT, HR, PT, RO).

In addition to direct feedback obtained during presentations or various events, participants can also provide indirect feedback through questionnaires (the quantification and interpretation of which will be carried out at the end of the project period). The questionnaires allow the collection of user perceptions, experiences, and satisfaction levels without direct interaction, thus offering an objective perspective on the degree of engagement, the usefulness of the resources, and the effectiveness of the platform [21].

5. Promotion, Dissemination and Implementation of the DART Platform

The development of promotional material included the creation of flyers, posters, presentations and events, interviews, articles in local and national newspapers, links to social networks and major search engines, and links placed on relevant websites, as well as emails sent to key stakeholders.

In addition to numerous interventions through messaging, online meetings for progress monitoring, planning next stages, and coordination activities, the 7 entities held three physical meetings, as presented in Table 1.

Table 1. *Transnational meetings* [21]

Meetings	Host	Location	Country	Date
1st meeting	Universidad Católica de Valencia	Valencia	Spain	28 June 2024
2nd meeting	Meandros Ltd.	Athens	Greece	3 May 2025
3rd meeting	Association of Children and Young People with Diabetes - Mures (ASCOTID)	Targu Mures	Romania	28 September 2025

The third meeting was preceded by a large-scale action organized by ASCOTID - the **ASCOTID Trail Race** - where patients, supporters, and families run under the motto: “*We run on insulin.*” Partners participated in this sports event and were pleasantly surprised by its scale, organization, community involvement, and overall atmosphere [21].

Multiplier events were organized by each of the project partners. ASCOTID–Mures, in addition to all promotional materials, organized four live streaming events with patients with type 1 and type 2 diabetes, and with teachers, as well as in-person events dedicated to patients with T1D and T2D, teachers, students, parents, family members, healthcare professionals, and other associations, detailed in Table 2.

Tabel 2. *Multiplier events* [21]

Multiplier event	Format	Number of participants
World Diabetes Day - ASCOTID - Mures	in-person	129
"George Emil Palade" University of Medicine, Pharmacy, Science, and Technology of Targu Mures	in-person	70
Diabetes Patient Associations	in-person	50
Conference Of Diabetes Education Assistants – Cluj-Napoca		
ASCOTID Trail Race - ASCOTID - Mures	in-person	750
“Liviu Rebreanu” Secondary School, Targu Mures,	in-person	69
Children’s Day - ASCOTID - Mures	in-person	52
The Forum of Diabetes Patient Associations – Cluj-Napoca	in-person	20
Other events	in-person	85
Patients sessions	online	39
Teachers sessions	online	48

The **direct feedback** collected during the multiplier events highlighted a high level of enthusiasm and appreciation from all participant categories, each target group finding elements of high utility and attractiveness within the DART platform and application [21].

They expressed particular interest in the augmented-reality component, describing the interaction with the hologram as captivating, motivating, and unlike any other educational experience related to physical activity. The geofence map was perceived as an innovative tool that helps identify safe spaces for physical activity near their homes, while the “Tree of Life” gamification mechanism was seen as a strong emotional motivator, transforming the effort invested into visible progress and symbolic reward. Many young participants reported that these elements shifted physical exercise from a perceived obligation into an enjoyable and engaging challenge.

Teachers provided consistent feedback regarding the usefulness of the 30 e-modules in supporting the educational process. They valued the structured, evidence-based content, as well as the diversity of topics covered—from the physiological benefits of specific exercises to psychological strategies for motivating students with diabetes, and practical recommendations for managing medical emergencies. Teachers emphasized that the DART platform is a modern and comprehensive tool for continuous training, capable of improving the quality of interventions during physical education and sports classes.

Parents - an essential category in supporting children and young people with diabetes - highlighted the practical value of the DART app for everyday management. The calendar module, enabling blood glucose monitoring, medication management, scheduling medical appointments, and setting audible insulin reminders, was perceived as indispensable. Likewise, the dedicated Parents’ Section, offering clear, updated, and easy-to-understand information about the importance of physical activity in type 1 and type 2 diabetes, was appreciated as useful, educational, and essential for reducing family anxiety. Many parents valued the way the app facilitates collaboration between families, teachers, and healthcare staff. [21]

Adult and older patients provided positive feedback on the accessibility of the DART web platform, appreciating the easy navigation, clarity of information, and the ability to access or download resources directly from the website. For this category, interface simplicity and the availability of printable or digital materials were key satisfaction factors, as they enabled users to integrate the platform into their daily routine without technological difficulties [21].

All participant groups, regardless of age or role, highlighted the emotional and motivational impact of the success stories included in the DART platform. These authentic narratives—shared by individuals with diabetes who managed to significantly improve their quality of life through physical activity and self-management—generated hope, inspiration, and a sense of community. Participants noted that these real-life examples function as catalysts for change, helping them build the motivation needed to adopt and maintain an active lifestyle [21].

6. Conclusions

The DART project demonstrates that an augmented-reality-based application can be an effective and innovative tool for promoting physical activity among individuals with type 1 and type 2 diabetes, combining educational features, motivational components, and practical monitoring functions to create a safe, attractive, and personalized environment tailored to the needs of users. The integration of AR components, video modules, the medical calendar, gamification, and geofence functions transforms physical exercise into a pleasant, interactive, and easy-to-track experience. Additionally, the involvement of parents and families, the support of teachers and trainers, and access to the educational e-modules reinforce behavioural change and sustain the long-term adoption of an active lifestyle [21],[22].

Acknowledgements

Supported by **Erasmus+ Sport** Program and Consortium. Thanks to patients, parents, teachers, trainers, members of ASCOTID – Mures, and to all participants in the events [21].

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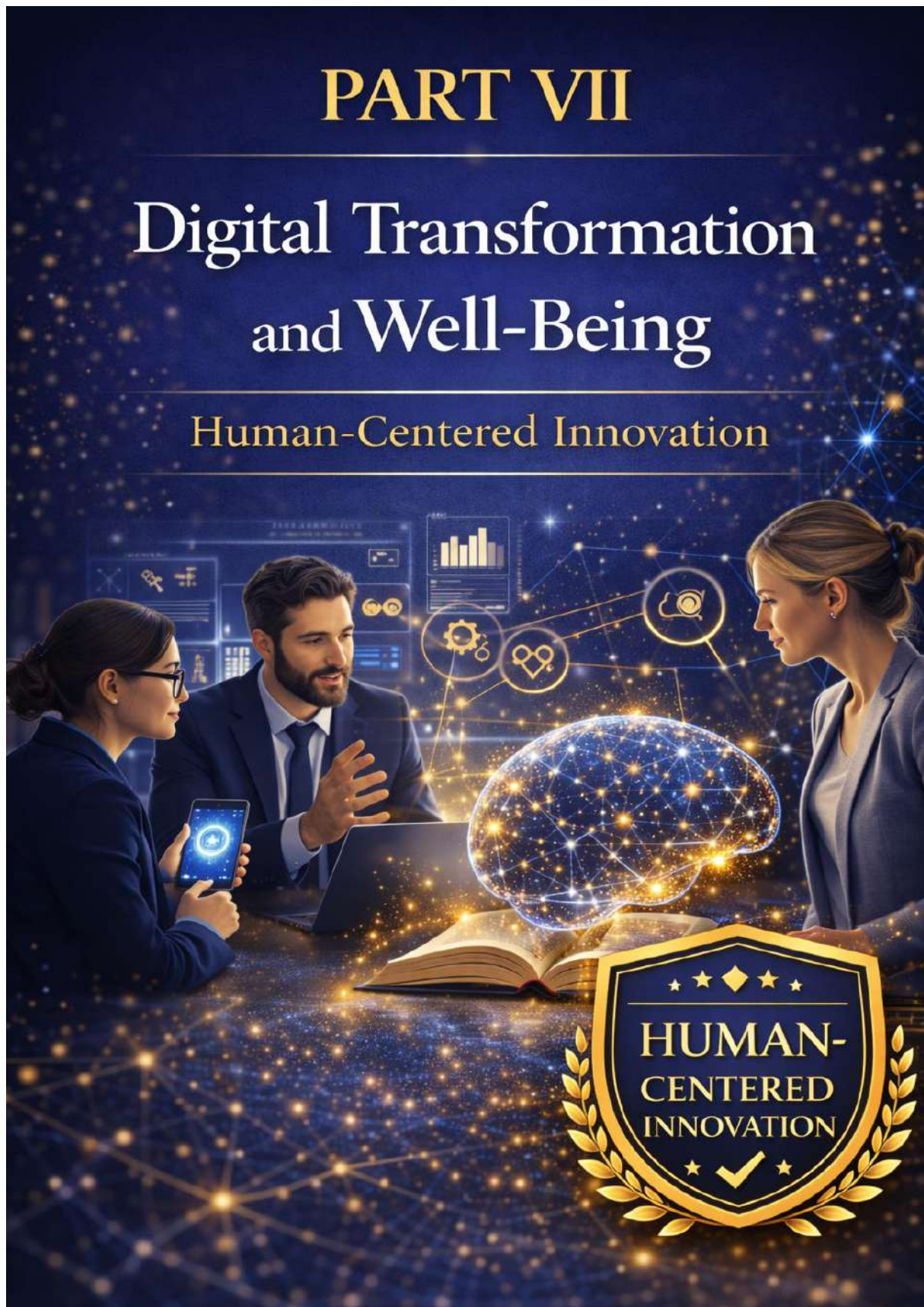


Fig. 7. Part VII – Digital Transformation and Well-Being: Human-Centered Innovation. Generated using ChatGPT (OpenAI) and Canva. Author: S.-M. Bălan.

**PART VII. Digital Transformation, Well-Being, and Educational Systems.
Organizational Culture, Leadership, and Human Experience**

**1. 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**

Irma GJOLLESHI, Ph.D. Candidate

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

Professor Mehmet DURNAL, Ph.D.; Ömer ERDEM, Ph.D. Student

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**4. THE USE OF ARTIFICIAL INTELLIGENCE IN THE PREPARATION AND
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Maria-Eugenia MARTINOVICI (SUCIU), MsC. Student; Associate Professor Valentin-Florin CIOTEA, Ph.D.; Professor Elena-Adriana TOMULEȚIU, Ph.D.

**5. MEANING THROUGH WORK AND WELLBEING IN THE AGE OF
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Professor habil. Dana-Veronica RAD, Ph.D.; Professor habil. Cristina GAVRILUȚĂ, Ph.D.;
Professor habil. Claudiu COMAN, Ph.D. 3; Assoc. Prof. Csaba KISS, Ph.D.; Assistant Prof.
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**7. DIGITAL STRATEGIES FOR THE OPTIMIZATION OF CLASSROOM
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Lucia-Doina LĂZĂRESCU, Ph.D. Student; Professor habil. Sergiu BACIU, Ph.D.

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 remain largely traditional with occasional instances of active student engagement through the use of technology.

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

1. Introduction

School culture and climate play a very important role in the students' well-being as well as in their ability to openly express the knowledge they have, to ask teachers for more information about their topics of interest, to express their opinion about the value of the methods and tools used by the teacher, and to suggest new ways of organizing the lesson with the aim of achieving maximum results. The primary influences of school atmosphere on students' behaviors are found to be peers, teachers, school administrators, and teacher and parent interaction [1].

To achieve the optimal classroom climate, a very important role is played by the teacher, who must have the ability, willingness and predisposition to experiment with students, to take into account the culture of the classroom and the suggestions that come from the students. The teacher must have the flexibility to adapt to the abilities, needs and expectations of the students who are the main target group of the educational activity in the school. Various studies demonstrate that a positive school culture, characterized by support and encouragement, enhances students' motivation and confidence, which in turn promotes their overall educational success and personal development [2].

Another very important factor in ensuring the success of children in school is the parent. Students will learn more and achieve at higher levels when data drives decision-making, students are engaged, teachers and staff are competent and families and the community are

involved [3]. The teacher-parent-child triangle must function properly with the elements of this triangle supporting each other to ensure the student's dedication to the learning process, their emotional and mental well-being, comfort in terms of equal treatment and respect for the rights and duties of everyone, consequently maximizing results.

Nowadays, in the era of digital developments, the challenges regarding the classroom culture and climate are present and require the teacher to adapt to and accept the importance of technology in the formation of the new generation who values this innovation as one of the most efficient ways to obtain information, to expand knowledge in various fields of science, to find quick solutions to problems that arise, to socialize and to have fun. Hence, technology today is the best friend of children and many of them see it as more important than even the book itself. In these conditions' changes in mindset, organizational structures, and strategic direction are necessary [4].

In this context, it is the duty of the parent and teacher to work together to understand this new culture, to create appropriate conditions for the student to present information obtained from various digital sources, and to naturally orient the child towards the selection of sources, the recognition of safe information and the evaluation of technology as an important tool in assisting the teaching process. This way, by acting as the leader of the students, the teacher, supported by the parent, will be able to create the right climate to ensure the desired outcome of the class. Teachers can consider digital transformation a comprehensive shift towards adopting technologies to enhance performance, efficiency and service delivery. Apperley and Walsh stated that there exists a shift in the concept of digital culture development. This shift moves away from a linear focus on pedagogy to a systemic approach that emphasizes the interconnectedness of technical, pedagogical, communication, and organizational systems [5].

2. Literature Review

The importance of this study lies in the need to conduct an examination of the situation in the schools of the Gjirokastra region where, similarly as in educational institutions throughout European and world countries, digital devices have managed to transform the educational environment, including the classroom culture and climate, affecting the quality of teaching and learning.

There are studies focusing on this topic, however, those that mainly belong to the post-Covid 19 period when the integration of technology in the educational process became necessary and the use of technology by children in out-of-school environments took a big leap, are not numerous. The studies to date do not cover pre-university education schools in Albania, neither do they cover those located in the Gjirokastra region, which is the focus of this study.

By researching the studies to date, it is noted that there is agreement in the conclusions drawn by various scientific researchers who have studied the importance of classroom climate and culture in achieving student success. In this context, Bozhani., et. al, state that schools that create an environment where students feel autonomous, competent, and connected are likely to see improvements in academic performance and overall wellbeing [6]. Practically, educational stakeholders, including school administrators and policymakers, should focus on developing and implementing programs that support these aspects of school culture. As Singh, et. al. [7] put it, a school environment in which students feel safe and teachers are supportive, has a positive impact on a students' sense of solidity within the school. Various studies demonstrate that a positive school culture, characterized by support and encouragement, enhances students' motivation and confidence, which in turn promotes their overall educational success and personal development [2].

Schools today are undergoing a radical transformation in terms of culture and classroom climate. Digitalization, as in all areas of life, is also essential in teaching/learning. To produce graduates capable of adapting to the labor market, students must be equipped with digital skills and use technology to solve problems through critical thinking. Evidence suggests that when effectively integrated, digital tools facilitate more robust collaboration between teachers and students, aligning teaching practices with 21st-century educational goals, and promoting higher engagement and performance [8]. Digital tools allow educators to create interactive lessons, conduct formative assessments, and provide real-time feedback, thereby fostering student engagement and improving learning outcomes [8].

However, at a time when technology has become the norm, not all teachers have the opportunity to make it part of their classroom culture. In many schools, including those in the Gjirokaster region, teachers have limited access to digital platforms, face a lack of infrastructure, do not have the opportunity to participate in professional development training or do not find support in management structures. On the other hand, many teachers raise a barrier to the importance of using digital tools in the classroom by not adapting to the needs of students and avoiding the challenge of facing innovation, thus making it difficult to build a welcoming climate in the classroom. These teachers struggle to bridge the gap between their analog experience and their students' digital upbringing, creating a need for tailored professional development that addresses both pedagogical and technological challenges [9]. Continuous professional development is necessary, and teachers should be empowered and responsible to help principals to manage the transformational strategies to transform existing negative cultures as well as inspire and motivate other teachers [7].

In this context, studies are needed to understand how to act so that technology can be used to assist in providing quality service in schools and not become an obstacle to improving the education system. Studies should be a catalyst to restore the confidence of students and society that school is the main source of knowledge, culture and training of future generations worthy of the global labor market.

3. Theories

For this study, I considered the Situational Theory of Leadership, which focuses on how the leader acts given the circumstances. According to this theory, the leader, after examining the situation, decides which type of leadership is appropriate and whether to use it or not [10]. Specifically, I will rely on different types of Situational Theory, Fiedler's Contingency Theory, House's Path-Goal Theory of Leadership and Hersey and Blanchard's Situational Theory of Leadership.

Referring to the topic of the study, if the school leadership, understands and values the needs of the teacher and the student as important, they will work to create a balance between these two groups. This concerns the way they behave with each other, how they interact, how much they respect each other's opinions and views, and how willing they are to adapt to working together to achieve the common mission, that of achieving high academic results and forming generations ready to face the challenges of the labor market. In this regard, the school leadership needs to take actions as far as the training of the school teachers is concerned. Action at the school level is fundamental for change to occur and last, as well as for individual teachers to be encouraged, supported, and rewarded for their innovative behavior [11].

4. Research Methodology

The study was based on a pragmatic approach with the aim of collecting the most accurate data possible regarding the changes that the classroom culture and climate have undergone in the digital age and its role in improving the quality of service in schools. To collect qualitative data, the study was based on interviews which were conducted with representatives from ten schools located in urban and rural areas of the Gjirokastra region. I know most of the interviewees personally as I have met them in meetings or training sessions during the period I have worked as a teacher in the pre-university education system. All of the participants have more than ten years of teaching experience, as a result they have witnessed the changes that education has undergone with the development of technology.

The interview was designed with a number of questions which fall on five broad themes related to the changes that teacher-student-parent interaction has undergone (1), the changes that student behavior, motivation and engagement during the lesson have undergone (2), the impact of technology on the social dynamics of the classroom (whether interaction between students has increased or decreased) (3), the challenges that digitalization has brought in maintaining a healthy climate in the classroom (4) and the impact of a positive climate on students' high achievements (5).

This methodology was chosen because it provides more complete and comprehensive answers compared to a questionnaire which would be preferred if I was seeking quantitative data. Also, the physical discussions with the interviewees allows information to be obtained not only from verbal responses but also from body language and emotions expressed during the interview.

The sample selected for the interview could have been larger to provide more comprehensive data, but the time available did not allow for a wider scope of the interview. To add, considering the fact that I personally know the interviewees, I believe that the answers were objective and expressed their true and honest opinion. However, it might be possible that the participants answered non-objectively to fit the nature of the conclusions they thought I would like to come up with. Furthermore, this study aimed to collect preliminary data on which to work in a second, larger study that will include pre-university education schools nationwide as part of my doctoral thesis.

The responses obtained from the interviews were processed and used to reach important conclusions to have a picture of the situation regarding the culture and classroom climate in the schools of the Gjirokastra region and to come up with recommendations on the measures that need to be taken to improve the situation in order to achieve a higher quality service that would bring emotional and physical well-being and consequently higher results.

During the development of this study, all ethical standards of scientific research were respected. The confidentiality of the interviewees was maintained by ensuring that their personal data was secure and not shared with third parties. Codes were used instead of names to identify the participants. All participants were informed about the purpose of the study and gave their informed consent before participating in the interviews. The process of collecting and processing the data was carried out in accordance with the rules of integrity, transparency and respect for the participants.

5. Results

This section relates to the findings of the interview conducted with ten representatives of various pre-university education schools operating in the Gjirokastra region. The questions discussed summarise in five broad themes that relate to the changes that teacher-student-parent

interaction has undergone during the lesson (1), the changes that student behavior, motivation and engagement during the lesson have undergone (2), the impact of technology on the social dynamics of the classroom (whether interaction between students has increased or decreased) (3), the challenges that digitalization has brought in maintaining a healthy climate in the classroom (4), and the impact of a positive class climate on students' high achievements (5). The participants' responses have been analyzed and processed based on the Fiedler's Contingency Theory of Leadership to provide a clearer picture of the situation in schools regarding the impact of digitalization on the culture and climate of the classroom, the strategies and challenges that teachers, students and parents are facing. To maintain transparency, responses in direct quotations from the interviewees have been included.

Regarding the changes that teacher-student-parent interaction has undergone in the era of digital transformations, teachers express that there is a gap in this relationship. Despite teachers' efforts to create a positive climate in the classroom, students do not seem to see the teacher and the book as the main source of information. This is because numerous sources of information are accessible to everyone. In many cases, students fail to distinguish reliable sources from disinformation, or to properly process information found on digital platforms or social networks, bringing false material to class whose truth they defend with fanaticism. This leads to the development of a tense relationship between the student and the teacher who strongly believes in the knowledge obtained through the book. An important role here is played by the parent, who in most cases blames the teacher for insufficient knowledge in the respective field, believing that the children possess so extensive knowledge that they can even put the teacher in difficulty. This behavior of the parents leads to children – teacher confrontation and creates a gap in the relationship between the three vertices of the triangle, which has negative consequences in terms of reaching high achievements. This strongly aligns with the leader – member relation dimension of the Fiedler's Contingency Theory according to which the fact that the leader is appreciated and respected by the members is of crucial importance.

One of the participants stated: Trust and respect for the teacher has undergone a visible transformation. Some children, motivated by their parents, express confidence in their knowledge on certain topics while doubting the information provided by the teacher. For example, one of my students told me that I was wrong about the distinction between misinformation and disinformation. He was doublechecking their meaning on his mobile while I was explaining the differences and similarities between the two terms. I had to let him read the info he found and allow him some minutes to reflect on what he read.

A second participant said: Students feel comfortable using digital platforms and assess the teacher as inferior in this direction. I must admit that am not as good as they are at technology, but I am competent as far as my subject is concerned. I read a lot, mostly books and magazines which I borrow from the library. It's not fair for them to doubt my scientific knowledge. On the other hand, I believe that the sources students navigate are not always secure and the information they consume is sometimes fake. You know, we find ourselves in a situation where each party tries to convince the other party of its superiority in the teaching / learning process.

As for the second question, which concerns the changes in students' behavior, motivation and engagement during the lesson, some of the teachers interviewed stated that students' behavior changes significantly when traditional methods or contemporary methods that include the use of technology are used in the classroom. They believe that students are more open to the use of digital tools and feel more motivated when they are asked to work individually or in groups on different platforms. However, some of the teachers emphasize that the use of technology does not make a difference, it often distracts students and this is directly related to their low engagement during the lesson. Teachers believe that students' motivation and engagement are related to the way technology is used, not simply to its presence during the

lesson. The answers show consistency with the Task structure dimension of Fiedler's Contingency Theory which states that leaders (school teachers) have to structure the tasks based on the goals they want to achieve and the tools they aim to use for this reason.

A teacher claimed: Even though the infrastructure is not satisfactory, I have tried several times to use digital platforms in teaching. I have used my mobile or my PC. I have organized students in mixed groups and have received wonderful works prepared by children on the Canva platform. I think Canva is perfect for group work. I have noticed not only the ability of the students to research and use accurate material but also the dedication to organize the information and to bring the work into an aesthetic form. However, I would say that students have done excellent projects even when I used traditional methods. I think that in both cases excellent and good students put a lot of efforts, dedication and passion on the task and they do great. As for the students of lower levels, I believe that their commitment would be the same in both cases.

Another teacher stated: A couple of weeks ago I used kahoot to assess new knowledge at the end of the lesson. I told the students at the beginning of the lesson that the evaluation would be done through Kahoot quizzes. The students took the mini-test without stress, I would even say they had fun and challenged themselves, and the result surprised me. I noticed engagement and very good results not only from excellent and good students but also from the average and under-average-level students.

When asked about the impact of technology on the social dynamics of the classroom (whether interaction between students has increased or decreased), teachers come up with diverse answers. Six of them claim that interaction between students is increased when digital tools or platforms are used during class. Those teachers said that children collaborate better by exchanging ideas on the given task when it is supported by online platforms. On the other hand, the rest believe that digital platforms encourage students to work individually, they prefer to interact with the screen rather than with their classmates. However, all teachers agree that the use of technology has transformed the teaching and learning process by making it task-oriented rather than face-to-face exchanges. These data are divided in two different dimensions of Hersey and Blanchard's Situational Theory of Leadership, according to which the members (students) are either are both capable and willing to do what is asked of them (Robbins, et. al., 2008 as cited in [10], or they are able to do what the leader asks for but they do not want to.

One of the respondents declared: I usually use the Mentimeter when I want my students to brainstorm ideas on different topics. Last week, in groups of four, the students were discussing the advantages and disadvantages of using the internet. I allowed them to use their mobiles for a few minutes even though mobiles are prohibited in the classroom. I had no other choices. Anyways, almost every student in the class was participating in the discussion. Each group was trying to send several answers, more answers than the other groups. And the answers were diverse and logical. They also practiced spelling. I will definitely repeat the activity with other topics. I realised that reading each-others' answers on the screen motivated the students to think deeper and produce more ideas.

Another respondent claimed: In my opinion, students get distracted when they are in front of the screen. They don't interact with each-other, they just stick to the screen Doing their own things. This morning, for example, in my English class, I formed groups of four and asked the students to search the net to find information on the most interesting attractions to visit in the north of Albania. They had to complete a table with the name of the attraction, the reason why it is worth visiting and the source of information. While the students were working, I walked along the rows to see if I could support them with any issues that might have arisen. I noticed that some students were not collaborating. Instead, they took the chance to check their accounts on Tik Tok or other platforms. Some others were just Doing their search and completing their

tables individually, they were not discussing their findings with their group mates. I didn't like that, I don't think I will repeat the activity again in the same way. I wanted the students to talk and agree before completing the table. I wanted them to practice their speaking skills as well, but most of them didn't do that.

The fourth question was about the challenges that digitalization has brought in maintaining a healthy climate in the classroom. All teachers believe that the challenges are numerous and require immediate solutions if we want student results to increase. They believe that teaching staff need continuous and intensive training regarding the use of technology in teaching as the lack of digital competence would create the impression of the student that the teacher has insufficient knowledge of the subject. Teachers also listed the lack of infrastructure, the isolation of students behind the screen, reducing social interaction in the classroom, and the distraction of attention that would lead to lower student engagement during the lesson.

One of the interviewees emphasizes: Trainings in the field of using digital tools in teaching have been sporadic and not well-organized. Moreover, the focus of these trainings has been mainly foreign language teachers. I think that this new norm requires special attention from the management structures and dignified preparation of teachers because students are several steps ahead in using technology.

Another interviewees stated: This year I had the chance to attend a three-day training session on the use of technology in teaching. The training was delivered by an American professor of the English Fellow Program. He helped us practice the use of some platforms such as Chat GPT, Canva, Kohoot and more. I learned a lot. Back in my class, when I decided to use the platforms with my students, I realised that they were already familiar with them. Most of the students had used Chat GPT before, they were even able to modify the answers to sound natural. They had even used Canva before for their presentations. I must admit that I learned more in my class from my students. We need more training. We need some equipment as well, just a few PCs and perhaps a projector or a smartboard.

Regarding the impact of a positive climate on students' high achievements, teachers agreed that a supportive, collaborative, understanding and friendly climate where students feel understood, free to communicate their opinions and respected, would be the main condition for the physical, psychological and emotional well-being of students. This would make students more motivated and engaged and express greater trust in the teacher's knowledge and skills while increasing their academic performance. Here is the idea rephrased in other words: This reflects the supportive leadership dimension described in House's Path-Goal Theory, where a leader is approachable, warm, and genuinely values their followers as people. By acting consistently and with care, the leader demonstrates attention to each follower's personal needs.

A participant said: It is evident when they feel good. They are active, they interact with one-another, they raise their hands to ask questions, they openly agree or disagree with their mates' opinions or they ask for more explanations. I like that kind of atmosphere. It feels like I'm Doing the right thing, it feels like I'm Doing my job, like they are learning from me and from each-other as well. And this is encouraging and rewarding.

5. Conclusions and Recommendations

After the thematic analysis of the results, I concluded that:

- School leadership in the region of Gjirrokastër should take immediate measures to ensure the training of in-service teachers regarding the integration of digital tools into the teaching process in order to adapt to the different types of student's intelligences to achieve both the realization of learning outcomes and students' higher academic results.

- Pre-service teachers should be equipped with digital skills and knowledge on the use of digital tools in teaching during their Bachelor and Master studies in order to be prepared for the demands of the job market.
- Some parents do not seem to be appreciative regarding the teachers' work. Teachers feel that they do not have to discuss their insecurities with their children, they would better talk to the teacher, understand the source of the problem and try to find solutions for the best possible progress of the teaching/learning process.
- Schools should be equipped with the necessary infrastructure to implement innovative teaching methods that include the integration of digital tools into the contemporary methodology.
- It is important to achieve a balance in the use of digital tools in teaching/learning to attract students towards collaborative and active learning and to avoid their isolation behind digital screens.
- Creating a healthy classroom climate will lead to the emotional, psychological, and physical well-being of students and consequently to higher academic results.

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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.

1. Introduction

Digital transformation in education reshapes teaching programmes, assessment approaches, school management and communication between stakeholders. Countries are focusing on three components in their digital education ecosystems: digital infrastructure, the digital literacy of teachers and leaders, and the use of advanced data analytics tools, including artificial intelligence [1]. The most rapidly developing element of this transformation is generative artificial intelligence (GenAI). These systems which are based on large language models, can generate text, code, visuals, exam questions, feedback, summaries, and reports, and affect teaching and management processes in schools.

School development literature reveals that a school's capacity for continuous improvement is related to dimensions such as leadership, teacher professionalism, learning culture, and stakeholder participation [2]; [3]. In the digital transformation process, the roles of school leaders expand with new dimensions such as digital leadership, data-driven decision-making, ethical governance, and artificial intelligence literacy [4].

The aim of this study is to discuss the effects of generative artificial intelligence on school development in the context of digital transformation in educational management across three main dimensions:

The position of digital transformation and generative artificial intelligence in education,
Its effects on managerial processes in the context of school development,
Digital leadership, ethical governance, and inequality dimensions.

2. Digital Transformation, Educational Management and Generative Artificial Intelligence

2.1. Digital Transformation and Educational Management

Digital transformation emphasises data-driven, networked and flexible structures in the functioning of educational organisations. The OECD defines digital education ecosystems as an integrated structure of student information systems, learning management systems, digital assessment tools and AI-supported analytical infrastructure [1].

Senge's "learning organisation" approach emphasises that, with digital transformation, schools must become continuously learning, feedback-based institutions managed with systems thinking [3]. Fullan argues that change for school development must occur not only in structures and processes but also in relationships and culture [2]. These classical frameworks remain valid in the age of artificial intelligence but are being reinterpreted alongside new technologies.

2.2. The Role of Generative Artificial Intelligence in Education

The literature on the use of artificial intelligence in education has grown much more rapidly since 2023 with the introduction of generative artificial intelligence tools. Zawacki-Richter and colleagues [5], in their systematic review of higher education-focused AI, highlight personalised learning, learning analytics, automated feedback, and student support systems. Yusuf and colleagues [6] reveal in their studies that GenAI is used in education and research in areas such as content production, language support, assessment, and academic writing; however, policy and ethical frameworks are not yet mature.

Garzón analysed 155 empirical studies published between 2015 and 2025 and demonstrated that there was a dramatic increase in the number of studies after 2022, primarily due to the proliferation of generative artificial intelligence tools [7]. Giannakos [8] emphasises that GenAI can enhance learning design, content production, feedback and assessment; however, serious risks may arise if pedagogical design, ethics and assessment policies do not keep pace with this transformation. GenAI is also used as learning assistants and these tools can support students' problem-solving and conceptual learning, especially in computer science education, but over-reliance could weaken critical thinking skills [9].

3. Generative Artificial Intelligence in School Development

3.1. School Development and Data Based Management

School improvement is about more than just benchmarks and thresholds. It is the constant striving to improve school performance and student learning outcomes, quality of teaching and climate. A culture based on data is key to that. As Mandinach and Gummer [10] put it, Data literacy is not just the ability to gather statistics; it held its character of finding an information and merging it with pedagogical context. Today, AI is transforming that space by removing

administrative overhead and making leadership decisions sharper. AI not solely changes HRM, but it also eases work pressure for managers due to operational burden [11]. Generative AI facilitate these decision-making processes, the OECD [1] advise against using such technology without strong data governance systems in place transparency, and accountability.

3.2. Personalisation and Innovation in Teaching and Learning

Recent literature indicates the profound impact of generative AI on pedagogy. Studies like those of Yusuf et al. [6] Giannakos [8] and Chugh [9] pinpoint three areas in which GenAI outperforms human teachers: the former re-conceptualises personalized learning by generating tailor-made explanations and exercises that are synchronised with learners' own rhythm and interests. It magnifies formative assessment; it doesn't just give grades, instead providing instant feedback with explanations and encouragement to help students through ways of working things out differently. GenAI is a powerful language and writing support tool that helps learners not only in the form of text correction but also provides valuable structured support for complex argumentation.

Systematic reviews focusing on K–12 levels reveal that GenAI can increase student engagement and motivation, particularly in science, mathematics, and language arts; however, when used without teacher guidance, it can increase the risks of superficial learning and plagiarism [12]. Holmes, Bialik, and Fadel [13] note that artificial intelligence in learning design can encourage teachers to design activities that focus on more complex, higher-order thinking skills, as a significant portion of tasks such as routine content production and exercise design can be automated.

3.3. School Leadership, GenAI and Organisational Learning

In the integration of GenAI into school development in a healthy manner, the leadership behaviours exhibited by school administrators play a decisive role. Durnalı [14] conceptualises the technological leadership behaviours of school principals in four fundamental dimensions: motivation, orientation, precaution, and support. In addition, school development is also influenced by the organisation's learning organisation quality. Senge [3] addresses learning organisations in terms of shared vision, team learning, personal mastery, mental models, and systems thinking. GenAI tools offer new opportunities that can strengthen some of these dimensions:

Faster documentation and revision of shared visions and plans through collaborative document creation and revision,

Enriching in-school professional learning communities with GenAI-supported discussion, scenario generation, and case study resolution,

Digitising institutional memory and transforming it into "accessible knowledge" through search/summarisation functions.

The work of Fullan and colleagues (2024) and Karakose (2023) on AI and school leadership shows that how leaders' position GenAI is decisive for school culture; framing GenAI as a "learning and innovation tool" rather than a "control and surveillance tool" strengthens a culture of trust and collaboration. Furthermore, recent studies reveal that school leaders' perceptions of GenAI and their digital mindset are critical in the integration process [15].

The digital transformation process necessitates transforming not only schools' technological infrastructure but also the quality of their human resources. Çoban and Durnalı [16] emphasise the need to redefine teachers' roles in the age of artificial intelligence, arguing that 'AI Literacy' has become an integral part of teacher leadership. Accordingly, for school development, it is

not sufficient for teachers to merely be able to use artificial intelligence tools; it is also critical for the transformation of the school into smart learning organisations that they possess leadership qualities that enable them to analyse the ethical, pedagogical and social impacts of these technologies.

These studies emphasise that approaches where leaders view GenAI as a strategic component, involve teachers in the process, and jointly build an ethical framework show a positive correlation with school development.

4. Ethical, Governance and Inequality Dimensions

4.1. Ethics and Data Security

UNESCO's GenAI guide highlights the principles of data privacy, transparency, accountability, human oversight, and inclusivity in the use of generative artificial intelligence in education [17]. These principles indicate that GenAI's contribution to school development must also be evaluated within an ethical framework.

According to Yu and Yu's [18] bibliometric study, the AI ethics literature in the educational context focuses particularly on three themes:

- Algorithmic bias and fairness,
- Data privacy and surveillance,
- Human autonomy and professional identity.

In his review of ethical debates in AI in Education, Fu [19] highlights the risk that GenAI "encodes pedagogical decisions" and may therefore overshadow teachers' autonomy in decision-making processes.

4.2. Governance and Policy Gaps

The OECD's "Emerging governance of generative AI in education" section, in its comparison of 18 countries, reveals that as of early 2023, no country has established a specific and binding legal framework for the use of GenAI in education; the process is largely being carried out through guidance documents and temporary regulations [1].

The U.S. Department of Education [17] report also emphasises the need to develop clear school-level policies and procedures regarding risks such as the entry of student data into commercial GenAI systems, the outsourcing of assessment processes to GenAI, and academic integrity violations in the K–12 context [20].

4.3. Inequality and Inclusivity

The GenAI contribution of school development is remarkable but there are also disparities in access and use. There are considerable differences in digital infrastructure, device ownership and Internet access, both between and within countries [1], and the fact that some governments will not have access to GenAI tools is likely to exacerbate this discrepancy.

A similar problem has been described also in relation to recent school studies. Alfarwan [12] for instance describe that students with high digital capacity and a proficient digital literacy may profit more from GenAI, while there may arise another learning gap for those who have poor digital skills or lack access to technology.

Also, as Park [21] shows by their study that students will need to develop "critical AI literacy" in order to judge the mistakes or biases or limitations of GenAI results. Otherwise,

students over-depend on GenAI tools and might ignore their own learning needs (Journell & Angus, 2014), which may weaken the same learning.

4. Conclusions and Recommendations

A review of the literature shows that, while Generative AI provides strong impetus for school development, the paces it can take are closely related to management. As a force multiplier in strategic management for school leaders, the technology frees time (through its capacity to simplify data analysis, reporting and communication with stakeholders) to be used in higher level strategic planning [1],[4]. But when one applies these narrations to pedagogy, it is another story.

Although GenAI shows promise for personalized learning and assessment, researchers caution that unless there is rigorous teacher supervision, these tools may end up creating dependence and superficial engagement rather than deep learning. Thus, the literature [6], [8], [9] warns that any pedagogical integration should be carefully weighed against the potential risk to academic integrity.

Institutionally and ethically, the GenAI integration offers new possibilities and challenges in digital leadership, learning organisation culture, data governance as well as ethical principles and inequalities.

Reports from UNESCO, the OECD, and the US DOE indicate that without a human-centred, rights-based, and inclusive policy framework, it will be difficult for GenAI to make long-term and equitable contributions to school development [1],[17],[20].

Consequently, generative artificial intelligence appears to be both a powerful opportunity and a transformation area that requires careful management for school development. The key factor determining the direction of this transformation is not so much the technology itself, but rather the understanding of leadership, the ethical framework, policy preferences, and the degree to which schools are structured as learning organisations.

Within this framework, some recommendations for school development can be listed as follows:

- Local policies and guidelines should be developed that clearly link GenAI usage to the school's mission, vision, and strategic goals.
- GenAI ethical principles within the school (data privacy, transparency, use of feedback, etc.) should be jointly determined with teachers and students,
- GenAI outputs must serve solely as a reference point; they require the indispensable filter of human insight before being translated into actual decisions.
- Critical AI literacy should be developed by planning activities that encourage students to identify errors, inconsistencies, and biases in GenAI outputs [21]
- Financial and technical support mechanisms should be designed to reduce inequalities between schools in terms of digital infrastructure and access to GenAI.
- Digital leadership, data literacy, and AI ethics components should be strengthened in teacher and school leadership training programmes.

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

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Abstract

The role of the teaching staff and artificial intelligence (AI) in the management of the learning process in primary education highlights the complementarity between human and technological resources in optimizing early education. In the context of social transformations, digitalization and changes in the way children access information, the teacher assumes multiple roles: facilitator of active learning, guide of personalized experiences and "architect" of student-centered educational environments. AI supports the instructional process through adaptive platforms, interactive applications, educational chatbots and automated assessment tools, providing immediate feedback, progress monitoring and the possibility of adapting tasks to the pace of each child. The benefits of integrating AI include increasing the efficiency of lesson planning and organization, personalizing instruction and freeing up teacher time for formative-educational activities, while the risks include excessive dependence on technology, errors in automated systems and reduced human interaction. The balanced collaboration between teacher and AI constitutes a complementary partnership, in which technology amplifies the pedagogical potential of the teaching staff without replacing the human relationship, demonstrating that the success of the educational process depends on harmonizing technology with the fundamental principles of primary education.

Keywords: Teaching staff, artificial intelligence, management, learning process, primary education

1. Introduction

Primary education represents the fundamental stage in shaping the child's personality, constituting the moment when the foundations of knowledge, communication, and social behavior are structured. During this period, students develop their first literacy and numeracy competencies, form habits of individual and collaborative work, and learn to relate constructively to others. In this context, the role of the teacher becomes essential not only in transmitting content, but also in shaping attitudes, stimulating curiosity, and creating a secure and motivating educational climate [1],[2],[3].

According to Golu, learning represents the transformation from a state of non-instruction to a state of instruction, which enables the achievement of specific objectives and the acquisition of skills and abilities essential for personal development [4]. From the very first days of life, the child comes into contact with the environment and begins to learn, being influenced by it. Thus, early guidance toward learning does not aim solely at the accumulation of information, but also at the formation of capacities and autonomy [4].

The accelerated transformations of contemporary society, particularly technological progress and digitalization, have led to a significant reconfiguration of the educational process. Artificial intelligence (AI) has increasingly begun to enter the field of education, bringing new opportunities for the personalization of learning, the optimization of teaching activities, and the

improvement of classroom management.[5]-[9] Although the presence of AI in primary education is still developing, its potential becomes evident through progress analysis tools, adaptive educational applications, and interactive digital resources.

However, the introduction of artificial intelligence into the school environment cannot substitute the human dimension of the educational act. The teacher remains the central figure in organizing learning experiences, interpreting the data provided by technology, and, above all, ensuring an empathetic and formative relationship with students [1]. Therefore, a balanced approach, in which the teacher and AI act complementarily, becomes essential for the effective management of the learning process [5],[9],[7].

Current concerns in primary education focus on increasing the flexibility of the teacher's role in achieving educational objectives. Reassessing the teacher's value position broadens the range of instruments through which instructional activity can be guided and offers multiple opportunities to maximize benefits, contributing to the development of an educational strategy adapted to the context and to students' needs [1],[12].

The theme of this analytical approach stems from the need to understand how the interaction between human and technological resources can contribute to optimizing education in primary school, exploring both the strengths and the limitations of each actor within the instructional-educational process. In the current context, characterized by an unprecedented acceleration of technological innovation, AI-based tools no longer represent merely optional auxiliaries, but elements capable of profoundly reshaping the way the educational act unfolds. Therefore, analyzing the relationship between teachers and emerging technologies becomes essential in order to identify the premises of a modern, efficient learning process adapted to the real needs of primary school students [7], [9].

The interaction between teacher and AI must be viewed as a complementary partnership, in which the human resource provides the pedagogical, affective, and axiological dimension, while technology supplies analytical, personalized, and operational support [5], [8]. On the one hand, the teacher remains responsible for interpreting information, selecting teaching strategies, and adapting content according to children's individual particularities—elements that cannot be fully automated [3],[12]. On the other hand, AI can support this process by monitoring progress, generating differentiated resources, analyzing data regarding learning pace, and automating repetitive tasks, thus allowing the teacher to focus on the relational and formative dimension of education.

Nevertheless, in order to capitalize on these advantages, a conceptual framework is required that also takes into account the limits of each actor. Teachers may encounter difficulties in properly integrating technologies due to lack of training, insufficient resources, or resistance to change [10]. At the same time, AI presents structural limitations, as it cannot replace empathy, pedagogical discernment, nuanced understanding of students' socio-emotional contexts, or spontaneous adaptation to unpredictable situations [11]. Therefore, the present analysis aims to highlight not only the benefits of the interaction between the two components, but also the conditions necessary for a healthy, balanced, and ethical integration of technology into the teaching process.

2. The Role of the Teacher in Primary Education

Beginning in preschool education, the teacher plays an essential role in shaping the child's personality, influencing both behavior and language. The educator must serve as a positive role model, use appropriate language, and adopt suitable conduct. During this period, the child spends a significant amount of time with the teacher and peers, observing the behaviors of those

around them and learning to manage social situations, which contributes to the development of socio-emotional competencies and autonomy [3],[11].

The role of the teacher in primary education is complex and multidimensional, encompassing both traditional pedagogical tasks and new responsibilities generated by the socio-technological changes of recent decades. In the early years of schooling, the teacher is no longer perceived merely as a transmitter of knowledge, but as an essential agent of the child's integral development, contributing decisively to cognitive, emotional, social, and moral formation. In a period marked by age-specific vulnerabilities, but also by a high degree of learning plasticity, the teacher must simultaneously manage a variety of roles and competencies, constantly adapting to the needs of each student and to the dynamics of the classroom group [1][3].

In addition to the traditional responsibilities of planning, teaching, and assessment, the teacher becomes a behavioral model for students, influencing their ways of thinking, attitudes, and values. Through daily interactions, the teacher cultivates trust, empathy, curiosity, and mutual respect, contributing to the formation of a balanced personal and social identity. The ability to create a stable educational environment, in which every child feels accepted and supported, has a direct impact on intrinsic motivation and on students' willingness to actively engage in the learning process [12], [13].

At the same time, the transformations of contemporary society—digitalization, diversification of information sources, changes in communication styles—have brought new responsibilities to the forefront for teachers. Today, the teacher is called upon to be not only an educator, but also a mediator between the child and technology, an organizer of differentiated learning, and a facilitator of creativity and critical thinking. By integrating digital resources, adapting teaching strategies to students' different learning paces, and interpreting data regarding their progress, the teacher expands their sphere of competence in a direction profoundly influenced by technological innovation [5],[9].

In this context, understanding the teacher's roles becomes essential for the effective management of the learning process. Only through the coherent capitalization of both traditional and modern competencies can a relevant, balanced educational environment adapted to today's generation of students be constructed. Thus, the teacher remains the central pillar in the architecture of primary education, capable of balancing the human and technological dimensions for the benefit of the child's harmonious development [12].

In educational practice, the status and roles assumed by the teacher define their tasks and responsibilities, which contribute to the successful achievement of students' training and development objectives [1],[3].

Planning constitutes the foundation of the teacher's activity in primary education, ensuring the coherence, continuity, and progressive nature of the instructional-educational process. The development of annual and unit plans, as well as lesson plans, requires careful analysis of the curriculum, identification of learning objectives, and the establishment of the competencies to be formed. In this process, the teacher is responsible for selecting appropriate methodological strategies, anticipating the necessary resources, and adapting content according to students' age-specific characteristics [1],[12].

The organization of activities involves managing time, space, and teaching materials so that each lesson unfolds in an efficient and accessible manner. Assessment, as a complementary stage of planning, plays the role of providing relevant information regarding students' level of understanding, progress, or difficulties. Through varied instruments—written tests, oral assessments, systematic observation, or portfolios—the teacher can monitor the development of each child and decide on the adjustments necessary to optimize the learning process. Thus, planning becomes a dynamic process, grounded in feedback and continuous adjustment [3],[12].

Learning in the school context depends on students' perception of the value of instructional activities, their own competencies, and their control over the learning process, which stimulates engagement and perseverance, leading to high performance and a continuous cycle of motivation for learning [13].

In the first years of schooling, the learning environment has a decisive influence on students' motivation, behavior, and emotional development. Young children are extremely sensitive to the classroom atmosphere, and their perception of school is largely formed based on direct interactions with the teacher. For this reason, the teacher has the responsibility to build a climate based on trust, mutual respect, and acceptance [3], [12].

A safe environment reduces anxiety, stimulates involvement, and facilitates learning through exploration. When students feel supported and encouraged, they show greater openness toward new activities, express their ideas without fear, and assume the risk of making mistakes—an essential aspect of the formative process. Likewise, a motivating environment, characterized by positive feedback, encouragement, and activities adapted to children's interests, contributes to the development of a positive attitude toward school and to the formation of intrinsic motivation for learning [12],[13].

Systematic and attentive observation of students constitutes one of the most important traditional functions of the teacher. In primary education, where developmental rhythms differ significantly from one child to another, the teacher must identify each student's cognitive, emotional, and behavioral particularities. This detailed knowledge allows for the early recognition of learning difficulties, problematic behaviors, or exceptional potential [1],[12].

Based on these observations, the teacher adapts tasks, provides additional support to students experiencing difficulties, and proposes appropriate challenges for those with an accelerated learning pace. Thus, the educational process becomes flexible and centered on children's real needs, contributing to the prevention of school failure, the improvement of performance, and the strengthening of self-confidence [1].

Beyond the transmission of knowledge, the teacher fulfills an essential formative function. In primary education, moral and social education represents a central pillar of the teacher's activity. The teacher models behaviors, shapes values, and develops socio-emotional competencies through group activities, dialogue, role-playing games, and personal example.

The development of prosocial behaviors—collaboration, respect, empathy, responsibility—is important for children's integration into the school community and society. At the same time, the teacher fosters students' autonomy by providing tasks appropriate to their developmental level, encouraging independent problem-solving, and promoting responsibility for their own actions. Thus, the formative dimensions have a lasting impact on children's educational and social trajectories, contributing to the formation of balanced, responsible individuals capable of adapting to future challenges [1],[12].

The profound transformations of contemporary society, accelerated digitalization, and the major changes in the way children access, process, and use information have led to a significant reconfiguration of the teacher's roles in primary education. In an environment where information is abundant, instantly accessible, and varied in form, the teacher can no longer be perceived exclusively as a repository of knowledge or as the primary source of its transmission. Instead, the teacher becomes a guide who facilitates the understanding, selection, and critical use of information, with the mission of orienting the child within a complex informational universe that is often difficult to manage at an early age [1],[9].

This paradigm shift entails the transition from a teacher-centered educational model to a student-centered one, in which the child is viewed as an active participant in the learning process. The teacher becomes a partner in discovery, a support in exploration, and a facilitator of interactive activities, stimulating initiative, creativity, and critical thinking. Rather than

transmitting content unilaterally, the teacher organizes authentic learning situations, asks questions, challenges students to investigate, and creates contexts in which they can collaborate, experiment, and reflect on their own cognitive processes [1], [3], [12].

For example, during a physical education lesson, instead of directly explaining the rules of handball to the students, the teacher organizes an exploratory activity. The class is divided into small teams and given a minimal set of instructions: “You must pass the ball without running with it and try to score in the goal.” Students are invited to play freely for a few minutes [9].

During the activity, the teacher observes how the children interact, pass the ball, or organize their strategy, and intervenes with thought-provoking questions:

- “How can you collaborate better as a team?”
- “What can you do to make your passes more effective?”
- “What roles has each of you assumed in the game? Why?”

After the first round, students discuss within their teams the difficulties encountered: some realize they did not coordinate well, others that they did not communicate sufficiently or that their passes were too rushed. The teacher does not provide solutions directly, but encourages them to find their own: “What would you change in your strategy to play better?”

In the next round, students apply the improvements they discussed, and at the end, the teacher invites them to a brief reflection:

- “What did you learn about collaboration?”
- “Which techniques worked best?”
- “How do you feel when the team works together?”

Through this approach, the teacher becomes a partner in exploring the rules and strategies of the game, allowing students to discover, experiment, cooperate, and reflect on their own behaviors. The activity not only develops motor competencies, but also team spirit, responsibility, initiative, and analytical capacity—competencies essential in primary education.

In the context of increasing digitalization, the teacher also has the responsibility to integrate technological tools rationally and pedagogically, so that they add value to the educational process. Children of current generations are, for the most part, natural users of technology; however, they do not always use it in a conscious or structured manner. Therefore, the teacher’s role is to transform technology into a support for learning rather than a substitute for it, guiding students toward a responsible and balanced use of digital resources.

For example, the physical education teacher may organize a lesson on running and motor coordination. Instead of telling children how to run or asking them to measure their performance on their own, the teacher provides them with simple sports wristbands or applications that record time, distance covered, and step frequency. Students can see their results in real time, and the teacher guides them in interpreting the data:

“Do you notice how your speed changed after the warm-up exercise?”

“How can you adjust your movements to run more efficiently?”

The teacher uses this information to provide personalized feedback, correcting posture or running technique, without allowing technology to replace direct observation. The teacher also reminds students of important rules for use: the wristbands must be worn properly, the information must be analyzed together rather than consulted individually, and the goal is not competition, but self-monitoring and the improvement of physical abilities.

Thus, technology becomes a pedagogical support tool, and the teacher teaches students to use it responsibly and in a balanced manner, strengthening both physical performance and competencies of reflection and analysis of their own progress.

Within this dynamic of change, a series of modern roles emerge that complement and extend the traditional functions of the educator. The teacher becomes a facilitator of active learning, a mediator between student and technology, a designer of personalized learning experiences, and

a promoter of an ethical and responsible digital culture. These roles do not replace the educator's traditional duties, but rather enrich them, requiring continuous adaptation to students' needs and to current educational realities [1],[6],[9]. In this way, the teacher remains an essential actor in the architecture of primary education, capable of balancing tradition with innovation and creating a learning environment relevant to today's generations [1].

In an era in which children are exposed to the digital environment from an early age, the teacher bears major responsibility in shaping correct and safe conduct in the use of technology. As a guide, the teacher instructs students on how to use digital resources appropriately for educational purposes, how to search for relevant information, and how to respect online safety rules [7],[9].

The teacher promotes critical thinking, encourages students to verify information and analyze sources, thus developing essential competencies for responsible navigation in the digital environment. Through this approach, the teacher contributes not only to the development of digital competencies, but also to the formation of future citizens who are aware, autonomous, and capable of using technology in a healthy and constructive manner [7],[9].

Artificial intelligence (AI) has become, in recent decades, an increasingly relevant tool in education, significantly influencing the way the instructional-educational process unfolds. It is no longer merely an auxiliary technology, but an active partner of the teacher, capable of providing resources and methods adapted to the pace and needs of each student. In primary education, where individual differences in cognitive, emotional, and motor development are evident, AI offers opportunities for personalization that were difficult to achieve through traditional methods. Content can be personalized through algorithms that analyze user data and adapt materials to individual needs and preferences [5]-[7].

By using adaptive platforms, interactive applications, and performance analysis tools, teachers can obtain real-time data about students' progress and adjust their instructional strategies accordingly. Thus, AI does not replace the teacher's role, but enhances pedagogical effectiveness, freeing valuable time for counseling activities, the stimulation of creativity, and socio-emotional development [7].

Moreover, AI stimulates student engagement by providing immediate feedback and personalized challenges that keep them motivated and curious. Through educational applications, children can explore new concepts in an interactive manner, experiment, test hypotheses, and observe the consequences of their own decisions within a safe and structured environment [8].

Therefore, in primary education, AI functions as a complementary tool to the teacher, supporting the personalization of learning, improving activity management, and stimulating student engagement, without diminishing the importance of human interaction and the teacher's formative role. This complementarity between the teacher's expertise and technological capabilities opens new perspectives for a more adaptive, motivating, and effective education [7].

Adaptive platforms are digital tools that automatically adjust the level of exercises and the complexity of tasks according to students' individual performance. They enable genuine personalization of the learning process, offering appropriate challenges while avoiding overload or underestimation of students' abilities. For example, a mathematics application may generate simpler or more complex problems based on previous answers, allowing each child to progress at their own pace, consolidating knowledge and stimulating continuous advancement. Additionally, these platforms collect data regarding students' progress, providing teachers with objective information for adjusting instructional strategies and implementing differentiated interventions [7],[9].

Chatbots represent an innovative tool that responds in real time to students' questions, providing additional explanations, practical examples, or step-by-step guidance. They facilitate individual learning and allow students to explore topics autonomously, being constantly available, including outside classroom hours. Through the use of chatbots, the learning process becomes more flexible, and students can quickly verify their understanding, consolidate knowledge, and develop self-regulated learning skills [6]- [8].

Applications dedicated to various subjects—physical education, mathematics, Romanian language, foreign languages, or other fields—offer a wide range of interactive exercises, educational games, and immediate feedback. These tools transform learning into an active and motivating process, adapted to students' diverse learning styles. They enable not only the consolidation of theoretical concepts, but also their experimentation through practical activities, simulations, or virtual scenarios, stimulating critical thinking, creativity, and problem-solving abilities [10].

Artificial intelligence facilitates the rapid generation of personalized teaching materials, such as worksheets, tests, stories, or educational games. Teachers can create resources adapted to students' levels and interests, saving time and diversifying classroom activities. This approach allows not only the consolidation of knowledge, but also the maintenance of students' motivation and engagement by providing varied and stimulating tasks that respond to each child's individual needs [5], [7].

3. Advantages and Disadvantages of Using Artificial Intelligence in Managing the Learning Process in Primary Education

One of the main advantages of using artificial intelligence in primary education is its ability to provide instant feedback to students. Through interactive platforms and applications, incorrect answers are corrected immediately, and additional explanations enable the child to understand and rectify the error. This promptness in assessment accelerates the learning process and consolidates knowledge, allowing students to assimilate concepts more efficiently than through traditional, manual correction carried out at longer intervals [5],[6],[8].

AI facilitates the adaptation of the instructional process to each student's pace and level. Adaptive platforms adjust the difficulty of exercises and the type of resources according to individual performance, preventing both overload and underestimation of children's abilities. This personalization allows for continuous progress and student motivation, reducing frustrations generated by mismatched learning paces and stimulating active engagement in the learning process [5].

Another significant benefit is the optimization of the teacher's time. Repetitive tasks, such as grading tests, monitoring progress, or generating teaching materials, can be performed automatically through AI-based tools. This frees time and energy resources that the teacher can dedicate to individual guidance, counseling, and students' creative development, enhancing both the efficiency and the quality of the educational act [1],[6].

AI-based educational platforms enable the collection and analysis of data regarding students' performance, generating detailed and easily interpretable reports. The teacher can quickly identify gaps in each student's knowledge or areas of excellence, adjusting instructional strategies to respond more effectively to classroom needs. This continuous and objective monitoring supports more precise pedagogical intervention and contributes to optimizing the learning process, increasing both academic performance and students' satisfaction and motivation [5],[9].

Artificial intelligence (AI) is becoming increasingly present in children's activities, from explaining surrounding phenomena and supporting homework to generating imaginative stories

and images. While some parents and teachers use it to stimulate curiosity and creativity, others prefer a controlled approach or avoid its use, invoking ethical and cognitive risks [5, p. 619].

One of the main risks associated with the intensive use of artificial intelligence in primary school is the emergence of technology dependence. Students who frequently interact with digital applications and platforms may develop reduced autonomy in completing tasks and may become less capable of thinking critically or exploring independently. Moreover, reliance on digital tools may diminish direct interaction with the teacher, which is essential for the development of socio-emotional competencies, especially in the early years of schooling [1],[8].

AI-based systems are not infallible and may generate incorrect responses or assessments. This aspect requires careful supervision by teachers, who must correct errors and validate the information received by students. Without such intervention, students may acquire misconceptions or be exposed to inappropriate information, highlighting the importance of the human pedagogical role within the technology-assisted learning process [5],[13].

Improper use of AI may lead to reduced direct communication between student and teacher, as well as among peers. This limitation may affect the development of socio-emotional skills such as empathy, cooperation, the ability to negotiate, or conflict resolution. In the context of primary school, human interaction is essential for the formation of prosocial behaviors and for creating a safe and motivating learning environment [11],[12].

Digital platforms and applications collect a significant amount of data about students, including information regarding progress, behavior, or learning preferences. Managing this data requires strict compliance with confidentiality and security regulations in order to prevent unauthorized access or inappropriate use of sensitive information. Teachers and schools must ensure a secure framework in which digital resources are used responsibly, protecting students' privacy and safety [5],[8].

4. The Teacher and Artificial Intelligence – A Partnership

An eSchool News study anticipated a significant increase in the use of artificial intelligence in education through adaptive learning environments and personalized tools. This evolution was accelerated by the COVID-19 pandemic, which expanded the use of digital platforms in online education [7].

Digital transformations in education have led to the emergence of a collaborative model in which the teacher and artificial intelligence function as complementary partners. In this partnership, AI provides technological and analytical support, while the teacher ensures the human and pedagogical dimension of the instructional-educational process. Effective collaboration between these two actors enables the personalization of learning, increases student motivation, and optimizes instructional time [8].

Artificial intelligence acts as a pedagogical assistant, supporting the teacher in multiple aspects of the learning process. First, AI facilitates the diagnosis of students' levels of understanding and individual performance by collecting and analyzing data derived from exercises, tests, and interactive activities. Second, AI-based systems can suggest differentiated resources adapted to each student's pace and needs, ensuring that learning is personalized and effective. Additionally, AI automates repetitive tasks such as grading tests or generating teaching materials, freeing the teacher's time for direct interaction, individual guidance, and the creative development of students [7],[9].

Through this function, AI does not replace the teacher, but enhances their efficiency and capacity to respond to the educational needs of each child, providing analytical and logistical support that optimizes the learning process [5].

Educational technology must be integrated as a partner in the learning process, supporting productive thinking and the construction of cognitive representations, without replacing the teacher's role. Within the partnership with AI, the teacher assumes the role of "architect" of the instructional-educational process. The teacher decides which AI tools to use, for what purpose, and how to integrate them into lessons, ensuring the pedagogical relevance and coherence of activities. The teacher interprets the data generated by technology, transforming raw information into concrete educational strategies appropriate to students' levels and learning styles [10].

At the same time, the teacher provides the learning process with its indispensable human dimension: empathy, emotional support, motivation, and interpersonal communication. This "humanization" of the process ensures that technology remains a support tool rather than a substitute for the teacher-student relationship. Through the judicious combination of digital resources with the teacher's experience, intuition, and pedagogical competencies, the partnership between teacher and AI generates a balanced, innovative, and student-centered educational environment.

The integration of artificial intelligence in primary education has significant implications for the way teachers plan, organize, and assess the learning process. AI not only supports teachers in administrative tasks, but also contributes to increasing the efficiency and quality of the educational act, enabling a personalized and adaptive approach centered on the student.

Artificial intelligence provides significant support in the lesson planning stage. Digital platforms allow for the analysis of students' individual and collective performance, enabling teachers to identify learning objectives in relation to each child's actual progress. Thus, lessons become better structured and adapted to students' pace and level of understanding. AI can also suggest differentiated resources and activities that support the achievement of established objectives, facilitating the planning of effective and relevant instruction for each group of students.

At the organizational level, educational platforms enable the efficient management of teaching resources and classroom activities. Teachers can organize exercises and materials according to students' competencies and needs, integrating differentiated tasks and personalized learning pathways. AI supports the coordination of activities, monitoring of participation, and continuous adjustment of strategies, providing a clear picture of classroom progress and allowing for rapid interventions where necessary.

The assessment of the learning process also benefits from the contribution of AI. Digital platforms enable the implementation of continuous and automated assessments, providing immediate feedback for each student. This individualized feedback supports the consolidation of knowledge and the prompt correction of errors. Moreover, AI facilitates the generation of digital portfolios that document students' progress and achievements throughout the entire learning cycle. These tools allow teachers to conduct a more objective, precise, and comprehensive evaluation, integrating both academic results and socio-emotional competencies developed within the educational process.

Therefore, the integration of artificial intelligence into the planning, organization, and evaluation of instructional activities optimizes the management of the learning process, balances the teacher's administrative and educational tasks, and promotes an adapted, coherent, and student-centered educational pathway.

5. Conclusions

The analysis of the interaction between the teacher and artificial intelligence in primary education highlights the complementarity of these two components within the instructional-

educational process. First, the teacher remains indispensable, playing a central role not only in the transmission of knowledge but also in students' socio-emotional development. Human relationships, empathy, emotional support, and personalized guidance represent elements that cannot be replicated by technology and that are fundamental in the early years of schooling.

On the other hand, artificial intelligence constitutes a valuable tool capable of increasing the efficiency and personalization of the learning process. Through adaptive platforms, automated assessments, resource generation, and monitoring of students' progress, AI supports the teacher in making pedagogical decisions and optimizing instructional activities. It contributes to creating a more flexible, interactive, and student-centered educational environment tailored to individual needs.

However, the successful integration of AI into primary education depends on maintaining a balance between technology and pedagogy. Excessive or inappropriate use of digital tools may diminish human interaction and students' autonomy, whereas the judicious and rational use of technology can amplify the teacher's positive impact. Thus, the teacher becomes the "architect" of the learning process, integrating AI tools in a way that supports both cognitive progress and socio-emotional development, ensuring a balanced, effective, and personalized educational pathway for each student.

In conclusion, the collaboration between the teacher and artificial intelligence does not constitute a relationship of replacement, but rather a complementary partnership that can transform the learning process into a more personalized, motivating, and effective experience, while keeping the human factor—essential in primary education—at its core.

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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

1. Introduction

The rapid expansion of digital technologies has profoundly reshaped contemporary education, influencing not only access to information but also the ways in which knowledge is designed, mediated, and evaluated. Among these technologies, artificial intelligence (AI) has emerged as one of the most influential drivers of educational change, offering tools capable of content generation, adaptive feedback, data-driven decision-making, and instructional support. As AI-based applications become increasingly accessible, their integration into pre-university education raises important pedagogical, ethical, and professional questions.

In pre-university educational contexts, teachers occupy a central role in mediating technological innovation. Unlike higher education, where institutional autonomy and technological infrastructure are often more advanced, pre-university education operates within structured curricula, diverse learner profiles, and heightened ethical responsibilities toward

minors. Consequently, the adoption of AI in this sector cannot be reduced to a technical matter; it must be understood as a pedagogical process shaped by teachers' beliefs, competencies, and professional judgment.

Recent research underscores the potential of artificial intelligence to enhance lesson planning, facilitate differentiated instruction, and support formative assessment. AI-powered tools enable teachers to generate instructional materials more efficiently, adapt content to varying levels of student readiness, and explore innovative teaching strategies. At the same time, scholars caution that the uncritical adoption of AI may amplify existing inequalities, compromise data privacy, or encourage surface-level learning if pedagogical intent is overshadowed by technological convenience. These concerns are particularly salient in pre-university education, where students are still developing cognitive autonomy and digital responsibility.

Despite the growing body of theoretical literature on AI in education, empirical investigations focusing on teachers' perspectives remain limited, especially at the pre-university level. Teachers' perceptions, attitudes, and experiences play a decisive role in shaping how and whether AI tools are integrated into everyday teaching practice. Understanding these perspectives is therefore essential for designing effective professional development programs, informing institutional policies, and ensuring the ethical and pedagogically sound use of artificial intelligence in schools.

In this context, the present study examines the perceptions and practices of 312 pre-university teachers regarding the use of artificial intelligence in lesson preparation and instructional delivery. By employing a mixed-methods approach that combines quantitative data with qualitative insights, the study aims to identify prevailing trends, perceived benefits, and key challenges associated with AI integration. Ultimately, this research seeks to contribute empirical evidence that supports informed decision-making and responsible innovation in pre-university education, aligning technological advancement with pedagogical integrity and ethical responsibility.

2. Theoretical Considerations

Artificial intelligence has increasingly become a central topic in educational research, particularly in relation to its potential to transform teaching and learning processes. In educational contexts, AI is commonly defined as a set of computational systems capable of performing tasks that typically require human intelligence, such as pattern recognition, decision-making, content generation, and adaptive feedback [1]. Recent literature emphasizes that AI in education should not be understood merely as a technological innovation, but as a socio-pedagogical phenomenon that reshapes roles, responsibilities, and epistemic practices within the classroom.

One of the most discussed theoretical frameworks in recent studies is the concept of AI-supported pedagogy, which positions artificial intelligence as an assistive tool designed to augment, rather than replace, teachers' professional expertise [2]. From this perspective, AI supports instructional design, formative assessment, and differentiated learning, while pedagogical decision-making remains firmly grounded in human judgment. This approach aligns with constructivist and socio-constructivist theories, which emphasize the active role of learners and the mediating function of teachers in knowledge construction.

Another key theoretical strand concerns personalized and adaptive learning. AI-driven systems can analyze learner data in real time and adjust instructional content, accordingly, offering individualized learning pathways [3]. While such capabilities promise increased inclusivity and learner engagement, recent research cautions against overly deterministic models of personalization that may limit learner autonomy or reinforce existing inequalities [4].

These critiques highlight the importance of maintaining transparency and pedagogical flexibility when implementing AI-based solutions in pre-university education.

Ethical considerations have become increasingly prominent in the post-2020 literature. Scholars emphasize issues related to data privacy, algorithmic bias, accountability, and the explainability of AI systems [5]. In pre-university settings, these concerns are amplified by the vulnerability of minors and the legal obligations imposed by data protection regulations. Consequently, ethical AI frameworks in education advocate for principles such as fairness, human oversight, and informed consent, positioning teachers as ethical gatekeepers of technology use in the classroom [6].

More recent studies also stress the importance of teachers' AI literacy, defined as the ability to critically understand, evaluate, and pedagogically integrate AI tools [7]. Teacher readiness is increasingly viewed as a decisive factor in successful AI adoption, surpassing purely infrastructural considerations. Without adequate professional development, AI risks being either underutilized or misapplied, reinforcing scepticism rather than innovation.

Taken together, contemporary theoretical perspectives converge on a balanced view of artificial intelligence in education: one that recognizes its transformative potential while foregrounding pedagogical intentionality, ethical responsibility, and the central role of the teacher. This study builds upon these theoretical foundations by empirically examining how pre-university teachers navigate the promises and challenges of AI in their everyday instructional practice.

3. Research Methodology

This study adopted a mixed-methods research design to examine pre-university teachers' perceptions, experiences, and practices related to the use of artificial intelligence (AI) in lesson preparation and instructional delivery. The combination of quantitative and qualitative approaches allowed for a comprehensive analysis, capturing both general trends and in-depth reflective insights regarding AI integration in educational practice.

3.1. Research Design and Instrument

Data were collected using a structured questionnaire specifically developed for this research. The instrument comprised 15 items, including closed-ended questions (multiple-choice and Likert-scale formats) and open-ended questions. The questionnaire addressed several key dimensions: teachers' level of familiarity with AI technologies, frequency and purposes of AI use, perceived pedagogical benefits, challenges and concerns (including ethical and data protection issues), and perceived training needs. Open-ended items invited respondents to describe personal experiences with AI, reflect on its pedagogical value, and offer recommendations for colleagues.

To ensure content validity and clarity, the questionnaire was reviewed by university faculty members with expertise in educational sciences and educational technology. Based on their feedback, minor adjustments were made to refine item wording and improve coherence.

3.2. Participants and Data Collection

The study involved a total of **312 teachers** from pre-university education, including primary, lower secondary, and upper secondary levels. Participants represented a wide range of subject areas, ensuring disciplinary diversity and enhancing the general relevance of the findings. Data

collection was conducted online using a digital survey platform, which facilitated accessibility and voluntary participation.

All participants were informed about the purpose of the study and the anonymous nature of data collection. No personally identifiable information was requested or stored. Data handling complied fully with the principles of the General Data Protection Regulation (GDPR), ensuring confidentiality, transparency, and ethical integrity throughout the research process.

3.3. Data Analysis Procedures

Quantitative data were analyzed using descriptive statistical methods, including frequencies and percentages, to identify dominant response patterns across questionnaire items. These analyses focused on levels of AI familiarity, reported usage contexts, perceived advantages, and commonly identified obstacles.

Qualitative data derived from open-ended responses were analyzed through thematic analysis. An inductive coding process was employed, allowing themes to emerge directly from the data. Responses were systematically coded, grouped into categories, and synthesized into overarching themes that reflected teachers' pedagogical reasoning, ethical considerations, and emotional responses to AI use.

3.4. Reliability and Ethical Considerations

The integration of quantitative and qualitative data enabled methodological triangulation, enhancing the reliability and interpretative depth of the findings. While the study relies on self-reported data, which may be influenced by individual perceptions, the mixed-methods design mitigates this limitation by providing both statistical patterns and contextualized insights.

Overall, the methodology supports a rigorous, ethical, and balanced investigation of artificial intelligence integration in pre-university education, offering a solid foundation for interpreting teachers' perspectives and informing future educational practice and policy.

4. Results

4.1. Sample Structure

The study sample comprised 312 pre-university teachers, of whom 34.6% ($n \approx 108$) taught at the primary level, 31.1% ($n \approx 97$) at the lower secondary (gymnasium) level, and 34.3% ($n \approx 107$) at the upper secondary (high school) level.

The relatively balanced distribution across educational levels strengthens the representativeness of the sample and allows the findings to reflect perspectives from the full spectrum of pre-university education, rather than being skewed toward a single teaching stage.

4.2. Familiarity with Artificial Intelligence

Regarding familiarity with AI-based tools: 29.8% ($n \approx 93$) reported a *moderate* level < 24.4% ($n \approx 76$) a *very good* level; 13.8% ($n \approx 43$) an *advanced or expert* level.

Altogether, 68.0% ($n \approx 212$) of respondents demonstrated at least moderate familiarity with AI. In contrast: 21.2% ($n \approx 66$) indicated limited familiarity; 10.8% ($n \approx 34$) reported minimal or no familiarity.

These results suggest that AI is no longer perceived as a marginal or unfamiliar technology by most pre-university teachers. However, the presence of nearly one third of respondents with

low familiarity highlights a persistent digital divide that may hinder consistent and equitable AI integration.

4.3. Use of AI in Lesson Preparation

A total of 72.1% ($n \approx 225$) of teachers reported using AI for lesson preparation, while 27.9% ($n \approx 87$) had not adopted AI for this purpose.

Among AI users, reported applications included:

- instructional material generation (64.5%),
- lesson structuring (58.2%),
- differentiation of content (46.8%),
- idea generation for interactive activities (42.6%).

In terms of perceived usefulness:

- 39.4% ($n \approx 123$) rated AI as *very useful*,
- 35.9% ($n \approx 112$) as *useful*,
- 16.7% ($n \approx 52$) as *moderately useful*,
- ly 8.0% ($n \approx 25$) perceived limited or no utility.

The high adoption rate and strong utility ratings indicate that AI has become a normalized support tool in lesson preparation. Teachers primarily value AI for efficiency and pedagogical support, rather than for automation, reinforcing the view of AI as an assistant to professional judgment.

4.4. Use of AI During Classroom Instruction

Direct classroom use of AI was reported by 46.2% ($n \approx 144$) of respondents, while 53.8% ($n \approx 168$) had not used AI in interaction with students.

Among those who did, AI-supported activities included:

- interactive presentations (38.1%),
- personalized exercises (34.6%),
- inquiry-based discussions (29.7%),
- support for students with learning difficulties (21.4%).

Regarding student engagement:

- 63.1% ($n \approx 197$) agreed that AI increases student interest,
- 26.6% ($n \approx 83$) reported a moderate or uncertain effect,
- 10.3% ($n \approx 32$) perceived little or no impact.

While classroom use of AI remains less frequent than preparatory use, teachers who employ AI during instruction largely perceive positive effects on student engagement. The more cautious adoption suggests deliberate, reflective use rather than uncritical implementation.

4.5. Perceived Benefits and Motivations

Teachers identified the following main motivations for using AI:

- time efficiency (71.8%),
- support for differentiated instruction (54.9%),
- enhanced creativity in lesson design (49.7%),
- assistance in assessment and feedback (33.2%).

These motivations indicate that teachers primarily adopt AI to optimize workload and improve instructional quality. The emphasis on differentiation and creativity suggests that AI is perceived as a pedagogical enhancer rather than a purely technical convenience.

4.6. Challenges and Ethical Concerns

Reported challenges included:

- lack of formal training (62.4%),
- uncertainty regarding content accuracy (41.7%),
- insufficient institutional guidance (38.9%),
- limited technological access (26.5%).

Ethical concerns were distributed as follows:

- 43.6% (n ≈ 136) reported strong concern,
- 25.6% (n ≈ 80) partial concern,
- 30.8% (n ≈ 96) little or no concern.

Overall, 69.2% of respondents expressed at least some ethical concern.

Despite widespread acceptance of AI, ethical uncertainty and lack of structured support remain significant barriers. The prominence of training-related concerns underscores the need for institutional strategies that address both technical competence and ethical responsibility.

4.7. Interpretation of Open-Ended Responses

Qualitative analysis revealed three dominant themes:

1. AI as a Complement to Professional Expertise. Teachers consistently emphasized that AI should support, not replace, pedagogical judgment. Metaphors such as “assistant” or “tool” reflect a human-centered understanding of AI use.
2. Gradual Adoption Through Experimentation, many respondents encouraged hesitant colleagues to experiment cautiously. Short, directive responses (e.g., “Try it,” “Have courage”) suggest that experiential learning reduces resistance.
3. Ethical and Critical Awareness, Teachers frequently highlighted the importance of verifying AI-generated content and educating students about responsible use, framing AI literacy as an essential educational competence.

The open-ended responses reveal a reflective and professionally grounded engagement with AI, characterized by cautious optimism, ethical awareness, and a strong sense of pedagogical responsibility.

5. Conclusions and Implications

The findings of this study provide a comprehensive and empirically grounded perspective on the integration of artificial intelligence in pre-university education, as perceived by 312 teachers across educational levels. Overall, the results indicate a predominantly positive attitude toward AI, accompanied by a growing normalization of its use in lesson preparation and, to a lesser extent, in classroom instruction. Artificial intelligence is largely perceived not as a disruptive force, but as a supportive pedagogical resource that enhances efficiency, creativity, and instructional differentiation.

At the same time, the study reveals a clear tension between teachers’ openness to innovation and the structural limitations they encounter. While a substantial majority of respondents report using AI for lesson planning and acknowledge its pedagogical value, significant barriers persist, particularly in relation to insufficient professional training, ethical uncertainty, and the absence of coherent institutional guidance. These findings suggest that the successful integration of AI in pre-university education is less dependent on technological availability and more contingent on systemic support and pedagogical alignment.

5.1. Implications for Educational Policy and Decision-Makers

For policymakers and educational leaders, the results underscore the urgent need to move beyond fragmented or informal approaches to AI adoption. Strategic policy frameworks should be developed to clearly define acceptable uses of AI in pre-university education, with explicit attention to data protection, transparency, and accountability. National or regional guidelines can play a critical role in reducing uncertainty and fostering consistent, ethically grounded practices across schools. Furthermore, investment in structured professional development is essential. AI-related training programs should not focus solely on technical skills but should integrate pedagogical, ethical, and critical dimensions, enabling teachers to make informed and responsible decisions. Embedding AI literacy within continuous teacher education frameworks would support sustainable and equitable innovation.

5.2. Implications for Educational Practice

For practitioners, the findings highlight the value of adopting a reflective and intentional approach to AI use. Teachers are encouraged to view AI as a pedagogical partner that supports, rather than replaces, professional expertise. Gradual experimentation, critical evaluation of AI-generated content, and alignment with learning objectives emerge as key principles for effective classroom integration. Moreover, the study emphasizes the importance of cultivating AI literacy among students. Teachers play a crucial role in guiding learners toward responsible, ethical, and critical engagement with AI tools, thereby integrating technological competence with broader educational goals such as autonomy, critical thinking, and digital citizenship.

In conclusion, artificial intelligence holds significant potential to enrich pre-university education, but its impact depends fundamentally on strategic governance, informed professional practice, and a shared commitment to ethical and pedagogically sound implementation.

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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 meaning in work assumes increased significance. To explore predictors of meaning in work for 735 university professors, we analyzed data using dimensions of work engagement (vigor, dedication, absorption), meaning (positive meaning), meaning for common good, family satisfaction, and global meaning. In a multiple linear regression analysis ($R^2 = .729$, $p < .001$), we found that meaning ($\beta = .700$, $p < .001$) and meaning for common good ($\beta = .149$, $p < .001$) are the best predictors for meaning in work. Other traditional predictors like vigor or absorption did not show statistical significance. The data points to individual cognitive efforts like meaning or meaning for common good and cognitive coherence to achieve meaning in educational sectors undergoing digital transformations.

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

1. Introduction

In a world where artificial intelligence (AI) extends the horizon of academic endeavors to its limits, there is a double need for education to not only absorb technological changes but to continue to have 'meaning' founded in its human roots. With growing automation using AI instruments in both teaching and academic endeavours, there are obvious challenges to conventional notions of academic motivation, self-achievement, or well-being [1]. With ever-growing use of algorithm-based or automated systems in educational labour, studying 'meaning in academic endeavours' assumes special significance not just as an academic construct but necessarily encompasses its moral dimensions as well [2].

Research has shown that meaningful or significant work has been found to provide a 'foundational' basis for professional well-being [3], which encourages 'engagement, creativity, and ethical commitment' [4]. But in today's university environment mediated by technology like AI, instead of focusing centrally on individual goal-fulfilment or self-achievement deriving its *raison d'être* from inter- or intrapersonal elements like 'creatively fulfilling our own needs' [5], there seems to emerge a focus on other professionally fulfilling objectives.

Teachers' and faculty members' job engagement continues to serve as a reliable predictor for teachers' and faculty members' well-being. Job engagement includes vigor, dedication, and absorption [6], [7]. Although job engagement continues to prove to be an important predictor

for teachers' and faculty members' well-being, there are indications that teaching itself does not serve merely as a source of these professionals' well-being but continues to include additional elements. In contemporary times, there seems to be increased focus around teaching not merely for individual teachers or faculty members but because teaching serves as a part of teaching for "the common good" [8], [9].

In this regard, by work, it can thus be explained that it encompasses the integration between interpretation, community-oriented functionality, and cognitive compatibility in professional activities [10]. These are a major source of resilience and happiness amongst scholars who aim to design meaning in terms of technology [11]. In these circumstances, universities face a major task concerning fostering a system or environment wherein AI interpretation does not replace but rather complements human interpretation or design [12].

The aim of the current study was to explore what predicts having meaning in one's work for university professors in Romania using dimensions of work engagement (vigor, dedication, absorption), having a sense of positive meaning, having a sense of common good motivation, and indicators of subjective well-being (satisfaction with family and satisfaction with life in a world influenced by AI).

The design involved a series of interrelated objectives. The first was to explore the association between the central dimensions of work engagement—viz., vigor, dedication, and absorption—and family/life satisfaction indicators regarding meaning found through work. The first aim was to establish how meaning found or meaning derived was associated with cognitive appraisal. The aim was to explore how meaning found was related to other dimensions.

The second aim was to explore which psychological-motivational variables are the best predictors for understanding meaning found via work. Based upon the comparison between the value of positive meaning, common good motivation, and traditional engagement constructs, there was an aim to illustrate how teachers derive a sense of professional satisfaction within an AI-based system.

Finally, there was an effort to explore whether traditional dimensions of engagement, like vigor or absorption, are still prominent predictors of meaning or if new modes of motivation in terms of its prosocial or reflective components, aligned to values-based intentions, are driving these dimensions. In connection to these objectives, there seems to be a positioning within humanistic psychology literature regarding technology-related transformations.

In terms of hypotheses, those that are explored in this study are related to understanding how motivation, engagement, and wellbeing are related to a sense of purpose.

- H1: Positive meaning significantly predicts meaning through work.
- H2: Motivation for the common good contributes positively to meaning through work.
- H3: Work engagement dimensions (vigor, dedication, absorption) have a weaker predictive role than meaning-oriented and wellbeing variables.
- H4: Family satisfaction and life satisfaction indirectly enhance meaning through work via motivational pathways.

2. Theoretical Background

The quest for meaning in terms of work has long been one of the pillars that define both psychology and organizational studies. With recent trends surfacing concerning technology, identities, and purposes in workplace settings, its connection to psychological explorations has become more aligned. In education specifically—specifically due to redefinitions concerning cognitive labor, teaching functions, and values in education related to artificial intelligence—the need to address how teachers can incorporate a sense of meaning in terms of work becomes

pressing. 'Meaningful work' or 'meaning' itself can thus involve 'a subjective feeling integrating personal values, contribution to society, or a sense of integration' [13] cited in [3].

Positive meaning refers to how well people believe that what they are Doing is meaningful to them. A teacher with positive meaning has shown greater levels of engagement, lower burnout, or resilience to tough conditions [3]. Meaning found in one's occupation refers to one's professional values. Essentially defined by Trillo et al. [2] meaning in one's occupation refers to both personal satisfaction and integrating one's cognitive or emotional self within one's professional role. In educational settings today due to technology integration, there's a dynamic functioning between technology benefits for educational improvement or maintaining educational or professional values.

The notion of work engagement—the dimensions of vigor, dedication, and absorption—encompasses both energetic and emotional manifestations related to occupational participation [6], [14]. Engaged teachers tend to demonstrate increased mental well-being benefits, enhanced performance, and lower stress perceptions [7], [10]. Nevertheless, emerging data suggest that engaging alone could not serve as a construct to ensure occupational or professional meaning [5]. In online academic communities or networks, engaging needs to go in conjunction with a reflective attitude related to occupational objectives [8].

Prosocial motivation—a desire to pursue benefits or serve collective goals—is considered a vital predictor concerning both meaning and satisfaction in education [11],[15]. In an academic environment especially, in which teaching and conducting academic efforts mean pursuing development in human terms, motivation for common good seems to hold major significance. Experts Trillo et al. [2], for example, suggest that educational professionals who believe that their tasks are socially influential tend to display high moral satisfaction and subjective integration in general—more so in times of technological disruption.

Artificial intelligence has not only influenced teaching methods but has also influenced teaching practitioners' connection to teaching and self [1]. The combination of AI technology poses a challenge to traditional sources of meaning related to creativity and mentoring but simultaneously provides alternative sources related to reflection and innovation [12]. In light of these observations, meaning found in occupation could become less dependent on traditional participation and more dependent on adaptable motivation and online ethics. In contemporary universities transformed into AI-based learning settings, both innovation and moral responsibility need to be reconciled.

"Meaning through work" thus becomes a foundational cornerstone in academic wellbeing and sustainability. It weaves together traditional approaches to engagement and motivation with contemporary approaches to electronic ethics and AI-supported professional identity to emphasize that the future of academic work will not only involve technology expertise but will instead continue to pursue the long-standing human goal for "meaning through work."

3. Methodology

3.1 Research Design

In conducting this study, there was use of a quantitative design that was cross-sectional and used to explore the predictors of mean-ing found in work conducted by university professors. The analysis was based on a regression model to determine the extent to which engage-ment with work (vigor, dedica-tion, and absorption), individual well-being (family satisfaction and life satisfaction), or mean-ing-related motives (positive mean-ing and mean-ing for the common good) can predict mean-ing found in academic work. The data was collected using a struc-tured online survey con-ducted using institutional mailing lists between February and April 2025.

3.2 Participants

The final sample consisted of 735 university professors from Romanian higher education institutions, representing a diverse range of disciplines and teaching levels. Most respondents were female (90.6%), while 9.4% were male. A majority (86.9%) worked in public universities, and 12.5% held managerial or leadership positions. Regarding experience, 42.9% of participants reported over 20 years of professional seniority, and 23.9% had between 11 and 20 years. The demographic distribution is summarized in Table 1.

Table 1. Demographic characteristics of participants (N = 735)

Variable	Category	%
Gender	Female – 90.6% / Male – 9.4%	
Employment sector	Public – 86.9% / Private – 8.8% / Entrepreneur or Freelancer – 4.3%	
Leadership role	Yes – 12.5% / No – 87.5%	
Professional experience	<1 year – 7.1% / 1–5 years – 14.6% / 6–10 years – 11.6% / 11–20 years – 23.9% / >20 years – 42.9%	
Marital status	Married – 63.4% / Unmarried – 18.2% / Divorced – 8.2% / In a stable relationship – 8.8% / Widowed – 1.4%	
Education level	Bachelor's – 51.8% / Master's – 41.5% / Doctoral – 1.5% / Other – 5.2%	

3.3 Instruments

In order to analyze the predictors related to the underlying psychological and motivational mechanisms underlying the association between work and meaning, a series of well-validated instruments was used. These instruments are well-established predictors used specifically in the Romanian academic environment. They are translated using a translation procedure explained in Brislin [16]. In these instruments, participants are asked to answer using a seven-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree).

The Work Engagement Scale [14] was employed to measure participants' level of investment in their professional role. The scale includes three components— vigour (six items, $\alpha = .89$), dedication (five items, $\alpha = .88$), and absorption (six items, $\alpha = .87$)—which collectively measure to what extent teachers are energized, committed, and involved in their educational and research tasks.

In considering a more encompassing construct—professional purpose itself—the Meaning Through Work Scale [13] was utilized. Brief (five items; $\alpha = .90$), this scale examines people's belief in the subjective significance and value integration related to professional endeavors. As a complement to understanding professional purpose, use was made of the Positive Meaning Subscale [3], which seeks to establish those dimensions concerning which teachers experience happiness or satisfaction with professional efforts. With four items ($\alpha = .86$), these are measured.

The aspect concerning moral-social purpose was measured using the Motivation for Common Good Scale [15], which has five items ($\alpha = .88$). In using this scale, it was possible to establish to what extent professors are motivated by altruistic goals related to student development or to the common good.

As both phenomena are frequently related to individual well-being, two more indicators are added. The Family Satisfaction Scale [17] was used to measure individual perceptions concerning family ties and balance between family and working life (five items, $\alpha = .84$),

whereas Satisfaction with Life Scale [18] was used to evaluate individual cognitive appraisals concerning life satisfaction (five items, $\alpha = .89$).

All instruments showed high internal reliability (Cronbach's $\alpha > .80$), which confirmed them to be useful for studying in the Romanian academic community. These instruments provided a complete framework to measure how professional involvement, moral motivation, and wellbeing are interwoven to create a feeling or sense of meaning and purpose within a rapidly developing landscape in Higher Education.

3.4 Procedure and Data Analysis

Data analysis was performed using IBM SPSS 29.0. Descriptive statistics were run for all variables to show central tendencies. Pearson's r correlation coefficients were computed to establish if there are relationships between the mean values. Finally, multiple regression analysis was done to establish if there was association between meaning through work and its predictors. Data analysis was done using statistical significance set at $p < .05$.

As its design is quantitative, there are opportunities to test direct and comparative impacts of both psychological engagement, motivation with a focus on prosocial elements, and wellbeing variables in creating meaning in academic endeavours in a digital transition environment.

4. Results

4.1 Descriptive Statistics

Descriptive analysis was performed for all study variables. As shown in Table 2, participants' work engagement and well-being tend to fall into a high category. On subscales of work engagement, "dedication" was found to have a relatively high mean ($M = 5.12$, $SD = 1.00$), indicating that nearly all participants are passionate about their jobs. The component "vigor" tends to perceive relatively high mean ($M = 4.72$, $SD = 0.96$), whereas "absorption", which refers to being fully involved in tasks, tends to perceive relatively lower mean ($M = 3.97$, $SD = 0.84$).

In terms of parameters related to motivation and wellbeing, participants showed medium to high values for positive meaning ($M = 4.49$, $SD = 0.67$) and meaning found in work ($M = 4.44$, $SD = 0.70$), indicating that these teachers view teaching not only as a meaningful occupation but are Doing it because these are aligned with their values. They believe in teaching because of motivation stemming from common goods ($M = 3.46$, $SD = 0.48$), which show a medium level but are altruistically aligned. They are likewise satisfied with wellbeing parameters like family satisfaction ($M = 4.32$, $SD = 0.62$) and satisfaction with life ($M = 5.76$, $SD = 0.95$).

Table 2. Descriptive Statistics for Study Variables (N = 735)

Variable	Mean	Std. Deviation	N
Vigor	4.72	0.96	735
Dedication	5.12	1.00	735
Absorption	3.97	0.84	735
Positive meaning	4.49	0.67	735
Meaning through work	4.44	0.70	735
Motivation for the common good	3.46	0.48	735
Family satisfaction	4.32	0.62	735
Satisfaction with life	5.76	0.95	735

Overall, the descriptive profile suggests that the academic professionals participating in this study exhibit a strong sense of engagement, positive motivation, and psychological wellbeing, forming a favorable context for exploring predictors of meaning through work.

4.2 Correlational Analysis

Pearson product moment correlation values were used to determine the relationship between the variables. As shown in Table 3, there was a positive statistical relationship between professional engagement and other related variables. The values are significant because they are all positively related to one another with a significance level smaller than .01.

There was a very strong association between positive meaning and meaning through work ($r = .842, p < .001$), thus supporting the fact that those who view their occupation or profession in a highly significant light also tend to attach immense significance to academic activities. High values for dedication were obtained for both positive meaning ($r = .816, p < .001$) and meaning through work ($r = .716, p < .001$), emphasizing the fact that commitment to academic activities carries immense emotional value.

In terms of wellbeing indicators, satisfaction with life was found to moderately relate to a sense of professional meaning ($r = .493, p < .001$), but family satisfaction was found to show a positive but lower association ($r = .415, p < .001$). These results show that both individual and relationship-related wellbeing elements are related to professional meaning but take a secondary position to intrinsic or motivational elements.

Finally, motivation for common good was positively related to meaning found in work ($r = .528, p < .001$), emphasizing the vital role of altruistic-prosocial motives to improve feelings of contribution to something meaningful in academia—a phenomenon aligned with earlier scholarship emphasizing goal-oriented teaching to achieve occupational satisfaction [3],[15].

Table 3. Pearson Correlation Matrix for Study Variables (N = 735)

Variable	1	2	3	4	5	6	7	8
1. Vigor	—	.862**	.871**	.700**	.613**	.400**	.464**	.525**
2. Dedication		—	.871**	.816**	.716**	.448**	.427**	.522**
3. Absorption			—	.698**	.616**	.420**	.392**	.458**
4. Positive meaning				—	.842**	.490**	.462**	.554**
5. Meaning through work					—	.528**	.415**	.493**
6. Motivation for the common good						—	.236**	.288**
7. Family satisfaction							—	.618**
8. Satisfaction with life								—

Note. $p < .01$ (2-tailed).

Overall, the correlation matrix illustrates a coherent motivational and emotional structure, where professional meaning serves as the central link connecting engagement, prosocial motivation, and wellbeing in the academic environment.

4.3 Multiple Regression Analysis

A multiple linear regression analysis was conducted to determine which psychological and motivational variables significantly predict *meaning through work* among university professors. The predictors included *vigor*, *dedication*, *absorption*, *positive meaning*, *motivation for the common good*, *family satisfaction*, and *satisfaction with life*.

The overall model was statistically significant, $F(7, 727) = 279.38, p < .001$, explaining 72.9% of the variance in *meaning through work* ($R^2 = .729$, Adjusted $R^2 = .726$). This indicates that the selected variables together provide a robust explanation for how educators derive meaning in their professional lives.

As shown in Table 4, *positive meaning* ($\beta = .700, p < .001$) emerged as the strongest predictor, followed by *motivation for the common good* ($\beta = .149, p < .001$). These findings suggest that internalized meaning and prosocial motivation are the primary sources of perceived work meaningfulness in academic contexts. In contrast, engagement dimensions (*vigor, dedication, absorption*) and wellbeing indicators (*family satisfaction, satisfaction with life*) did not make statistically significant contributions to the model, emphasizing that the sense of meaning arises more from purpose-oriented reflection than from energetic or affective involvement.

Table 4. Multiple regression analysis predicting meaning through work (N = 735)

Predictor	B	SE B	β	t	p
(Constant)	0.033	0.126	—	0.259	.795
Vigor	-0.020	0.032	-0.028	-0.625	.532
Dedication	0.060	0.036	0.086	1.659	.098
Absorption	-0.004	0.038	-0.004	-0.094	.925
Positive meaning	0.727	0.037	0.700	19.539	< .001
Motivation for the common good	0.217	0.033	0.149	6.653	< .001
Family satisfaction	0.023	0.028	0.020	0.797	.426
Satisfaction with life	0.016	0.020	0.022	0.812	.417

Model Summary: $R = .854, R^2 = .729$, Adjusted $R^2 = .726, F(7, 727) = 279.38, p < .001$

The data suggests that though both engagement and wellbeing are important contextual influences, there are deeper sources of meaning in terms of internalized notions of positive significance or moral motivation. These are professors who see themselves serving personal or moral ends that are most likely to derive a sense of meaning or purposeful fulfillment in terms of occupational functioning that has widely applicable implications in light of AI.

The outcome of the multiple regression analysis presented irrefutable evidence for almost all of the hypotheses raised, emphasizing the complex interrelation between wellbeing, motivation, and meaning in academic endeavors.

H1: Positive meaning has a significant prediction value for meaning found through work. The hypothesis was thoroughly confirmed. As was expected, positive meaning was identified as the most significant predictor ($\beta = .700, p < .001$). These data suggest that teachers who are involved in "meaningful or value-related activities" tend to attribute significance to teaching. The same authors suggest that teachers who engage in teaching activities are more enthusiastic because teaching offers them "opportunities to pursue purposeful activities." Indeed, according to Lavy [3] "teaching serves as a function fulfilling a nontrivial need to relatedness." As Trillo et al. [2], point out, "meaningful or value-related activities are conceived in teaching."

H2: Motivation for common good positively predicts meaning found through work. Again, the hypothesis was confirmed. The result shows a significant positive prediction ($\beta = .149, p < .001$), indicating that professors who are motivated by common good are more deeply motivated or fulfilled in terms of meaning found through work. The result confirms the Grant [15] model for prosocial motivation since moral motives are fundamentally linked to job satisfaction.

H3: The dimensions of work engagement (vigor, dedication, absorption) are less predictive than mean-oriented and wellbeing-related variables. The hypothesis was confirmed. In other words, none of common dimensions of engagement attained statistical significance when mean-

oriented predictors are incorporated into the model. This leads to a conclusion that although work engagement impacts interest and productivity positively, its role is auxiliary to driving forces that lie deeper. Indeed, according to Fei & Tien [5], Albert [7], workplace engagement without a sense of mean orientation cannot positively influence well-being in contemporary educational settings.

H4: Family satisfaction and life satisfaction indirectly positively influence meaning through work. Family satisfaction and life satisfaction had a significant relationship with meaning through work but had non-significant direct prediction ($p > .05$). Although partially supported, these results suggest that family satisfaction and life satisfaction are possible contextual enhancers but not direct influences, which can enable or facilitate meaning indirectly. These results are in line with those obtained by authors Rusu & Colomeischi [10], who found that teachers' wellbeing has a complex association with both teachers' engagement and teachers' meaning.

In conclusion, H1, H2, and H3 obtained complete confirmation, whereas H4 was partially confirmed. Based on these findings, there is evidence that a sense of meaning generated in terms of work in academic contexts emanates first and foremost from inner significance and social goal-orientation rather than energy or satisfaction. These findings convey a profound shift in the underlying motivational platform underlying academic life in general with the advent of AI.

5. Discussion and Implications

In extending these propositions to explore how academic staff construct 'meaning through work' in a rapidly increasing AI-enabled educational environment, it was found that 'Positive Meaning' and 'Motivation to Common Good' are the most salient predictors for 'Meaning through Work' construct. Indeed, classical constructs like 'Vigor', 'Dedication', 'Absorption', or 'Well-being' did not manifest significant influences against 'Meaning through Work' simultaneously. Rather, these observations stand to illustrate a pivotal transition in 'meaning' administrators find in 'their' academic vocation—namely, to move away from 'Engagement' to 'motivational' constructs.

The prominent role of positive meaning supports Lavy's [3] contention that feeling a sense of individual significance to one's occupation contributes to resilience, engagement, and satisfaction. Finally, Trillo et al. [2] found that people who pursue meaning-oriented work are shielded against occupational burnout and improve psychoemotional well-being. Clearly, in the presented study, meaning serves to functionally bind or integrate both emotional satisfaction and cognitive sense—specifically in settings where traditional academic functions are reconfigured due to AI.

That is, motivation for common good contributes to backing earlier studies which found that 'prosocial motives like helping to foster the development of students' are central to professional meaning [8],[15]. Teachers who are service-focused express a deeper sense of satisfaction and moral association with those professional tasks. As pointed out convincingly by Ruiz-Zorrilla et al. [9] professional meaning and motivation are best understood against the background of professionals who are socially influential rather than task-focused.

Notably, the traditional dimensions of work engagement—vigor, dedication, and absorption—did not prove to be significant predictors in the regression equation. Indeed, there seems to now be a contemporary consensus that mere experience or existence of professional engagement cannot alone comprise professional or occupational meaning (See [5], [7]). Rather, there must now be integration between professional engagement and moral awareness or values. Family satisfaction and other satisfaction-with-life constructs did likewise prove related to occupational meaning but lacked direct predictivity.

From a theoretical point of view, these findings affirm that meaning through work cannot only result from some aspect or aspect combination of EE or occupational success but needs to embrace a complex construct with interpretative reflection. In today's AI environment, in which academic work becomes ever more mediated through automation technology (functioning like an 'academic assembly line'), meaning seems to result instead from self-transcendent or motivated excellence to see teaching or academic labor itself in terms not merely of personal but communal intellectual or moral benefit [3],[12].

In practical terms, these implications point to the need to mainstream both the meaning-oriented and prosocial aspects into professional development training for academic staff. Higher education institutions can proceed to create meaning through reflective talk, mentorship, or value-based leadership rather than focusing exclusively or cumulatively on institutional or technical competence. As Alhwaiti [1], Trillo et al. [2], note, creating psychological meaning fosters adaptability or ethical sensitivity in rapidly developing technology-based educational contexts.

The implication of these results lies in recognizing that the future of academic well-being does not involve increased workload intensity or passion but occurs within reflection-oriented and goal-oriented motivation. As teaching professionals view themselves as having both personally meaningful and socially important jobs, they are best prepared to respond to both cognitive and moral challenges presented by the use of artificial intelligence.

6. Conclusions and Limitations

In a study that examined predictors of consequence-meaning in university professors amidst digital transformations and AI integration in education, the data showed that there was a definite psychological pattern indicating that serving a common goal positively was a far more reliable predictor for professional consequence-meaning than traditional indicators like vigor, dedication, or absorption. Clearly, in today's world of AI integration in education, professional consequence-meaning has little to do with effort and passion but a lot to do with sense.

The findings are supportive of other existing evidence provided by Lavy [3], Trillo et al. [2], in establishing that teachers are fulfilled because of the perception of Doing something socially significant. Moreover, a person's intrinsic motivation to teach and adapt to the generation of knowledge extrinsic to themselves remains crucial. In fact, another important point to note that's being emphasized in this article is its validation of Grant's [15], Anggraheni et al. [8], proposition that there exists a mediating component between self-actualization and doing something that leads to a collective good.

Nevertheless, there are some limitations to consider. First, because of its cross-sectional nature, there are no possible causal relationships within this study. Future studies should focus on longitudinal or mixed-methods designs. Second, because these data are based on self-report methods, there could potentially be biases due to social desirability or cognitive interpretation. Reflective journals or inter-peer evaluations could improve construct validity. Finally, because the data set was sizable yet geographically confined to Romanian universities, comparisons to global or cross-cultural trends could yield interesting observations into differences regarding education systems.

Finally, the role of technology-related variables, like artificial intelligence literacy or self-efficacy in digital technology, was not examined directly but needs to be incorporated into future models. With increased integration between higher education and artificial intelligence, understanding these dynamic interplays between digital skills and moral/motivational constructs will become pivotal to understanding academic well-being.

Concluding, based on these results, there exists a pivotal point in education that represents a transition in deriving ‘meaning through work’—a move away from ‘engagement intensity’ to ‘values, ethical intention, and contribution.’ In the new world of AI technology integration into education, not only does increasing educational ‘meaning’ represent a pedagogical need but also a moral mandate that continues to focus education on ‘humanness’ amidst technology.

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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

1. Introduction

The issue of forming a well-structured vocational identity represents an essential aspect of psychosocial development. In fact, those university students who face intricate decisions concerning academic choices or professional development realize that forming a well-structured vocational identity represents an issue which goes beyond merely choosing a vocation. Indeed, according to Savickas [1], forming a vocational identity represents a self-concept crystallization, role integration, and commitment into the future. Also, according to Ouyang, Jin, & Tien [2], forming a vocational identity represents an issue which gains increasing prominence within contemporary university milieus due to those irreducible requirements related to individual flexibility and resilience.

A great deal of scholarship has identified elements of a vocational identity structure that are decomposed into components like career exploration, occupational goal-attainment salience or commitment, and the presence or absence of uncertainty with regard to occupational direction [3], [4]. These are not purely theoretical constructs—the impacts on the psychologies of those transitioning to young adulthood are complex, especially in terms of occupational direction sense, motivation, or subjective well-being. In fact, for a majority of educational participants, occupational vocational identity develops not only according to decisional autonomy [5], but

according to complex occupational sense-making cognitions [6], indeed dynamic occupational sense-making cognitions [7].

In social work education, identifying one's vocational identity assumes a particular significance because of the value-laden characteristics involved in this occupation. As practitioners are expected to explore values like equity, empathy, or community dedications with resilience in mind when practising in a context of systemically defined adversity [8], [9], having a fixed vocational identity isn't merely an issue involving cognitive confirmation—it's a vital psychological lifeline involving significations meant to promote persistence in professional terms [10],[11].

At the same time, individual differences in personality—at least those according to the Five Factor Model—have been widely used to explore processes related to identity development, to adapt to school transition processes, and to manage occupational role adjustments. Self-regulative and goal-oriented Conscientiousness was positively linked to occupational belongingness or occupational commitment or to general identity clarity. On the other hand, neuroticism—a measure of instability in emotions or vulnerability to stress—was positively related to vocational indecision. Both studies described above illustrate that personality features are both facilitators and inhibitors of occupational identity clarity that subsequently influence its psycho-social consequences.

Vocational identity clarity, defined in terms of how well individuals can envision a clear sense of themselves professionally in the future, has been identified to highly correlate to a successful transition to young adulthood [7]. Vocational identity clarity allows undergraduate students to have confidence in answering uncertainties or ambiguities, makes sense of values related to occupational goals, identifies a sense of applying oneself to academic settings based on occupational values. Vocational identity clarity remains highly important to professions related to humans (social work), wherein emotions are used as resources. Ambiguity related to one's profession impacts mental well-being due to a lack of feeling secure in who one is.

And subjective well-being, because it is a complex indicator of so-called 'perfect' mental functioning, apprehends its affective features (e.g., frequency of positive states), which simultaneously involve a lack or absence of negative states), together with cognitive appraisals like satisfaction with life [12]. More recently there has been a growing confirmation that both vocational developmental pathways and concreteness feature a vital contribution to subjective well-being concerning students [13],[14]. Vocational identity clarity was observed to relate to life satisfaction and positive affective states when the clarity concerning vocational identity matches those concerning values and personality structures for students [15],[16].

With these diverse areas of interest coming together, there is an emerging need to explore the underlying psychological processes which mediate between personality traits, occupational development, and happiness. The role of personality traits in occupational development was considered to be influenced by vocational behaviour or characteristics but lacked explored areas related to its mediating processes using vocational identity clarity. Taking into account these theoretical explorations, our aim for our proposed study was to explore these underlying mechanisms between personality traits—specifically neurotic traits in our case—further to establish its direct connection to subjective well-being in those pursuing a related occupation in social work. More specifically related to our study was using 'Career self-doubt'—a cognitive measure reflecting occupational or vocational identity clarity—furthermore acting to mediate between these proposed constructs. With increased occupational stress related to pursuing a field like social work, combined with increased developmental-related concerns specifically related to new graduates trying to establish an eminent occupational pathway, we assumed that there was a mediating relationship between increased neurotic traits related to increased occupational well-being. In an attempt to explore these underlying constructs related

to increased understanding pertaining to well-being specifically related to these pursuers in occupational training, other predictors like marital status, employment status, or first or second-level educational attainment were assessed to explore differences for pursuers.

2. Methodology

2.1. Participants

The study involved 156 undergraduate and graduate (bachelor's and master's level) students in the field of Social Work enrolled in Western Romanian universities. The participants in the study came from both levels voluntarily in connection with a larger piece of research focusing on the relationship between vocational identity clarity, personality traits, and subjective well-being in professional training for jobs in social services.

The mean age was 31.97 (SD = 11.65), which represents adult and diverse populations since these participants are not only traditional but mature or career changers. Age range remains significant not only in academic contexts but in particular within the field of social work since mature or career changer students are those who choose to pursue further training or education as part of lifelong learning.

In terms of gender composition, predominantly female participants (86.5%) identified themselves compared to male participants (13.5%). It is in line with the defined trend in the gender-majority field of social work. With respect to residential background, 65.4% participants reported residence in an 'urban' area, whereas 34.6% participants reported residence in a 'rural' area. In Romania's case, the aforementioned issue makes itself apparent due to differences in access to education across 'urban' or 'rural' areas. The employment status of participants was assessed. The majority (59.6%) was employed. This meant that most of the participants were handling professional responsibilities alongside pursuing studies. Approximately 40.4% did not go to work but focused on pursuing their studies. In terms of marital status, 58.3% are unmarried, while 41.7% are married. These pieces of information are vital in understanding social roles or statuses that can influence the development of vocational identity or subjective well-being.

Finally, participants were asked if they were pursuing a first or a second degree. The result showed that 53.2% are pursuing a first-degree program and that 46.8% are pursuing a second degree. Thus, social work was found to be pursued either because of vocation or due to professional redirection.

Table 1. Demographic characteristics of the sample (N = 156)

Variable	Category	n	%
Gender	Male	21	13.5
	Female	135	86.5
Age (years)	M = 31.97, SD = 11.65		
Residential Area	Urban	102	65.4
	Rural	54	34.6
Occupational Status	Student (unemployed)	63	40.4
	Employed	93	59.6
Marital Status	Married	65	41.7
	Single	91	58.3
Higher Education Status	First degree	83	53.2
	Second degree	73	46.8

2.2 Instruments

Vocational Identity was measured using [17]. Vocational Identity Status Assessment (VISA). The instrument consists of 30 statements that are scored using 5-point Likert scales ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), evaluating three fundamental components of Vocational Identity: Career Exploration, Career Commitment, and Career Reconsideration. The first scale of Career Exploration consists of two subscales: In-Breadth Career Exploration, which refers to pursuing general information for multiple occupational directions but not necessarily analyzing them in depth. Then there's In-Depth Career Exploration, which refers to pursuing a more in-depth or analytical approach to a few relevant occupational directions. As suggested in suggestions to score instruments to improve accuracy, being highly scored on these dimensions suggests high involvement in occupational decision-making. In applying the test to this study's design, only In-Depth was found reliable ($\alpha=.710$), whereas In-Breadth did not pass reliability requirements.

The Career Commitment scale has two other subscales. The subscale evaluates to what extent a respondent has actually made a deliberate choice and effort to pursue a desired direction in terms of his/her career. The other one was Identification with Career Commitment. The subscale evaluates to what extent a person identifies with his/her made choice concerning his/her career. Both had a good value for internal-consistency reliability with alpha values of .838 and .705, respectively. The third component, Career Reconsideration, consists of Career Self-Doubt and Career Flexibility. The first measure evaluates to what extent a person shows ambivalence or vacillate concerning his/her career decision. The other measure evaluates to what extent a person shows flexibility in planning his/her career because of his/her interest or other changes. Both subscales had high values for internal-consistency reliability with alpha values of .864 and .826.

The subjective well-being was assessed using the Concise Measure of Subjective Well-Being (COMOSWB), which was designed by [18]. The scale consists of nine items that are equally divided into three subscales. These subscales are categorized based on "Life Satisfaction," "Positive Emotions," and "Negative Emotions." These three subscales are rated using a 7-point Likert scale that starts with "1- Strongly Disagree" to "7- Strongly Agree." To get the total subjective well-being score, one needs to add all subscales together. The unconditional reliability coefficients for internal consistency ranged between .853 (Life Satisfaction), .937 (Positive Emotions), to .790 (Negative Emotions).

The traits are measured using the shortened version of the Big Five Inventory (BFI-10), which was constructed by [19]. The shortened test evaluates the five basic dimensions of personality. These traits are Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. Every trait has two items. Items are measured using a Likert scale.

3. Results

In verifying the assumption concerning normality for the variables involved in the study, both the Shapiro-Wilk test and the Kolmogorov-Smirnov test were used. There was non-normality in most of the test variables ($p<.05$). As a result, in carrying out a later analysis, Spearman's rho was used because of its appropriateness in analyzing non-parametric data.

Significant intercorrelations in a series appeared between the study variables. Age was positively related to life satisfaction and positive affect using the well-being measure ($\rho =.30$, $p =.014$), in-depth career exploration ($\rho =.32$, $p =.008$), career commitment ($\rho =.28$, $p =.025$), extraversion ($\rho =.34$, $p =.006$), and conscientiousness ($\rho =.40$, $p =< .001$). Negative

relationships were found between negative emotions ($\rho = -.25, p = .047$), age, career self-doubt ($\rho = -.39, p = .001$), flexibility in careers ($\rho = -.35, p = .005$), and neuroticism ($\rho = -.24, p = .050$).

One component of subjective well-being shown to positively relate to life satisfaction was extensive career exploration ($\rho = .43, p < .001$), career commitment ($\rho = .43, p < .001$), identification with career commitment ($\rho = .49, p < .001$), extraversion ($\rho = .29, p = .017$), agreeableness ($\rho = .37, p = .002$), and conscientiousness ($\rho = .55, p = .001$). Also found to negatively relate to life satisfaction was negative affect ($\rho = -.37, p = .003$), career self-doubt ($\rho = -.57, p = .001$), career flexibility ($\rho = -.54, p = .001$), and neuroticism ($\rho = -.45, p = .001$).

Deep career exploration was highly positively correlated to overall well-being ($\rho = .33, p = .006$), career commitment ($\rho = .40, p = .001$), and career commitment identification ($\rho = .43, p = .001$). Also, there were highly positive values between well-being and personality traits like extraversion ($\rho = .25, p = .040$), agreeableness ($\rho = .33, p = .008$), and conscientiousness ($\rho = .51, p = .001$). Also, there was a negative value between well-being and career self-doubt ($\rho = -.52, p = .001$), flexibility ($\rho = -.50, p = .001$), and neuroticism ($\rho = -.31, p = .012$).

With respect to the positive emotions component of well-being, there are positively significant correlations between well-being and feelings of identification with career commitment ($\rho = .49, p < .001$), career commitment ($\rho = .42, p < .001$), in-depth career exploration ($\rho = .40, p < .001$), extraversion ($\rho = .30, p = .014$), agreeableness ($\rho = .35, p = .004$), and conscientiousness ($\rho = .55, p < .001$). There are negatively significant correlations between well-being and career self-doubt ($\rho = -.54, p < .001$), career flexibility ($\rho = -.48, p < .001$), and neuroticism ($\rho = -.40, p < .001$).

There were negative correlations between career self-doubt and satisfaction with life ($\rho = -.52, p < .001$), extraversion ($\rho = -.36, p = .003$), agreeableness ($\rho = -.26, p = .035$), and conscientiousness ($\rho = -.46, p < .001$), and a positive correlation between career self-doubt and neuroticism ($\rho = .38, p = .002$). There were negative correlations between work-life flexibility and various indexes of well-being, including satisfaction with life ($\rho = -.54, p < .001$), positive affect ($\rho = -.48, p < .001$), global well-being ($\rho = -.50, p < .001$), extraversion ($\rho = -.37, p = .002$), agreeableness ($\rho = -.42, p < .001$), and conscientiousness ($\rho = -.50, p < .001$).

The analysis employed a multiple regression test to determine if demographic characteristics (age, gender, marital status, first program student, and employed status) contributed to a significant model for total well-being. The analysis produced a significant result, $F(5,60)=3.16, p = .013$. Twenty-one percent of well-being score variance was accounted for ($R^2 = .21$), with the model adjusted $R^2 = .14$. From the test, marital status ($b = 5.29, p = .043$), being first-degree in school due to a program ($b = -6.19, p = .009$), and whether or not employed ($b = -6.40, p = .017$) were significant. The following characteristics were not indicators in terms of prediction in both tests ($p > .05$), gender and age.

Table 2 provides the full results of the regression model predicting for total well-being on demographic variables.

Table 2. Multiple linear regression predicting total well-being from demographic variables

Predictor	b	SE b	β	t	p
Intercept	69.65	8.64	—	8.06	< .001
Age	-0.07	0.12	-.10	-0.61	.547
Gender	1.12	2.92	.05	0.39	.702
Marital Status	5.29	2.56	.31	2.07	.043
First Degree Program	-6.19	2.29	-.36	-2.70	.009
Employment Status	-6.40	2.60	-.37	-2.46	.017

Note. *b* = unstandardized coefficient; *SE b* = standard error; β = standardized coefficient. Dependent variable: total well-being. Model statistics: $R^2 = .21$, Adjusted $R^2 = .14$, $F(5, 60) = 3.16, p = .013$.

The results obtained using correlation analysis suggest high correlations between vocational identity, personality traits, and well-being. Older age groups, along with being conscientious and having clear vocational identities (such as high exploration and vocational commitments), positively related to life satisfaction and well-being. Neurotic traits, self-doubt in terms of careers, and flexibility negatively related to well-being.

Higher well-being was enabled by extraversion, agreeableness, and conscientiousness traits, whereas neuroticism was found to predict increased vocational self-doubt. Regression analysis also found marital status, first-degree program enrolment, and employment status to be significant predictors of well-being. The results will go toward explaining how to test a model to explore whether career self-doubt serves as a mediator between neuroticism constructs related to well-being.

In studying the underlying psychological mechanism that connects neuroticism to subjective well-being, a mediation analysis was run using the PROCESS macro (Model 4), provided by Hayes & colleagues [20], acknowledging self-doubt in a vocational setting as the mediating variable. The model was based on theoretical foundations presuming that those who are considered to be emotionally vulnerable—more specifically those who are high in neurotic traits—enjoy less well-being not directly but indirectly due to disturbances in cognitive-vocational identity. The analysis was run using 5,000 bootstrapped samples to obtain robust estimates for the mediating effects.

The findings indicated that neuroticism was a significant predictor for career self-doubt ($b = 1.23$, $p < .001$), indicating that those who are more emotionally unstable are more vocationally insecure. In stage two of the model, career self-doubt was a significant negative predictor for overall well-being ($b = -0.78$, $p < .001$), which confirms that a lack of direction in one's career path poses a serious risk to one's well-being. Notably, its statistical contribution to well-being was insignificant ($b = -0.47$, $p = .363$), so its implication would suggest that well-being is influenced by its effects on vocational doubt.

Notably, the indirect effect of neuroticism on well-being mediated by career self-doubt was significant ($b = -0.96$, 95% CI = -1.59 to -0.39). As the confidence interval was not zero, there was a complete mediation effect. These results show that the decline in well-being for high neurotic persons can be accounted for because these persons tend to have career self-doubt. Table 3 shows an unstandardized coefficients table with standard error values, test statistics, and confidence intervals for the mediated model.

Table 3. Mediation analysis: career self-doubt as mediator between neuroticism and well-being

Effect	Coefficient (b)	SE	t / z	p	95% CI
Effect of X → M					
Neuroticism → Self-Doubt	1.23	0.28	4.32	< .001	[0.66, 1.79]
Effects of X and M → Y					
Neuroticism → Well-Being	-0.47	0.51	-0.92	.363	[-1.48, 0.55]
Self-Doubt → Well-Being	-0.78	0.20	-3.97	< .001	[-1.17, -0.39]
Indirect Effect (X → M → Y)	-0.96	0.31	—	—	[-1.59, -0.39]

Note. X = Neuroticism; M = Career Self-Doubt; Y = Total Well-Being. The indirect effect was tested using bootstrapping with 5,000 resamples. A confidence interval that does not include zero indicates a statistically significant indirect effect.

4. Discussions

The outcome of this study adds crucial understanding to the realm of how both personality characteristics and specifically neuroticism, are involved with cognitive-emotional processes

concerning careers to subjective well-being in social work. The regression analysis demonstrated that specific demographic characteristics are explanatory for well-being orientation.

The inverse correlations between self-doubt concerning a career and well-being are consistent with Strauser et al. [21] who found that well-being was related to both vocational identity and thoughts. Denovan & Macaskill [22] identified stress as a predictor for well-being in first-year university students. Indeed, psychosocial constructs like those proposed by Bowman [23], which involve academic transition or cognition-coping interactions, are shown to mediate well-being. In other words, career self-doubt functions as a mediating construct between personality traits and well-being.

In addition to these constructs, our data offers support for vocational identity clarity and involvement as protective constructs. Jue and Ha [24] found that art therapy majors with a stronger sense of professional identity reported greater well-being, and Sumner et al. [25] found both identity and purpose to be salient predictors of subjective well-being across emerging adulthood. The intertwining relationship between a clear vocational orientation and emotional adjustment to school or education-related transitions carries profound implications for areas like social work. As Brown and Lent [26] emphasized, vocational psychology needs to incorporate both well-being and justice to achieve its goal to enable its trainees to construct secure value-congruent vocational pathways.

These findings are reinforced by other studies based in Romania. Runcan & Iovu [27], for instance, found self-esteem and social support to mediate between emotional intelligence and life satisfaction in university students. Also related to predictors of academic persistence are the findings presented in a study conducted by Cădariu & Rad [28]. Again, focusing on education but specifically targeting attitudes toward research and statistical thinking in social work education was the aim of the survey conducted by Iovu et al. [29]. More recently, another use of an integrated model of mental health was demonstrated in a study by Delcea et al. [30], which focused on networks for coping and resilience specific to Romanian adolescents living in the COVID-19 period.

Convergent evidence emerging from empirical studies focusing on applied health and emergency staff confirms repeatedly the role played by personality traits in terms of prediction for emotional outcomes. As examples, Butoi et al. [31] or Puticiu et al. [32] found that personality traits played a crucial role in burnout, work addiction, and stress-related growth within emergency staff. Again, gender differences in terms of vulnerability to both depression-related situations and psychosocial adjustments have been observed [33],[34], indicating that both context-related elements and personality traits are involved in terms of psychological well-being. These observations can well be extrapolated to make comparisons between students participating in highly demanding professional training related to areas like social work.

There are some limitations to the above study. The use of a cross-sectional design limits causality to these observed relationships. Future studies using longitudinal designs would clarify the relationship between these observed relationships across developmental stages. Additionally, using self-report methods potentially confounds these results due to biases arising from social desirability. The addition of other methods or ratings to quantify these methods could improve these biases. Finally, these observations are specific to a context or population within Romania amongst those pursuing a social work education. While specific knowledge for a specific population offers specific insight, its generality to other populations or cultures is limited.

Future studies can explore other mediating variables like resilience, self-efficacy, or emotional intelligence to learn more about underlying relationships between neuroticism traits, vocational identities, or well-being. Strategies to overcome vocational uncertainties and realize

professional identities—particularly those who are emotionally sensitive—may contribute to improved mental health. Population expansion to inclusivity across intercultural or interdisciplinary groups or applying methods based on networks or mixed methods [30] can move forward efforts to learn more about these complex psychology processes.

5. Conclusions

The current study offers empirical confirmation of the value of considering both psychological and occupational issues to achieve a satisfactory educational experience for those pursuing education in social work. The results illustrate that neuroticism adversely impacts subjective well-being in social work students specifically because of its association with elevated occupation-related self-doubt. It would appear that psychological uncertainty remains a crucial predictor for inadequate emotional adjustment in those preparing to undertake highly demanding professional functions. In addition to marital status, employment status, or participation in first-year education being shown to positively predict well-being, both constructs are shown to occupy vital areas within contemporary education.

With these findings in mind, universities—more specifically, faculties preparing future practitioners in the field of social work—should focus not only on identifying these emotionally vulnerable and vocationally indecisive students but should incorporate interventions like career counseling sessions and guided identity development workshops into academic programming to enable these students to attain more clarity, confidence, and well-being. Not only can these interventions promote or improve these students' mental health but can potentially function as protective elements to prevent academic disengagement or withdrawal.

With an increasing rate of dropouts observed amongst social-work courses in numerous European and international settings, there exists a great need for improvement in psychological support systems to promote retention. It can be highly beneficial for educational institutions to embrace or incorporate a comprehensive system of support for these students, which incorporates not only academic but other related areas involving regulation of emotions, stress, or development of professional identities. With a well-structured system based on psychology or related principles, there exists great promise for improved retention rates or professional efficacy.

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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.

1. Introduction

In the context of the fast-paced and unpredictable digital age, in which "digital natives" who are passionate about gamification ask themselves, "Why should we (still) go to school?" (Stan, 2021, p. 11), effective classroom management is a major challenge, at least for teachers who teach 20 different classes, as is the case, for example, with religious education teachers in Romania. Each class of students has its own *character/personality*. The problem that prompted this research is precisely the teacher's adaptation to these diverse characters, most of which actually reflect the personality of the class manager (the teacher or form tutor). In such a complex educational context, the teacher certainly needs a compass, a support to guide them on the potentially difficult path to the (spiritual) heart of the student.

Referring to the current primacy of training over education, Emil Stan states in Classroom Management and Digital Natives [1, p.11] that "a paradigm shift is needed in terms of classroom management," "school has lost its power of seduction, which means that motivation, the cultivation of values, intuition, creativity (...) are no longer found in the classroom" [1, p. 12]. "One of the strong assertions of neuroscience is that it is not the teacher who teaches the child, the teacher can only create the most appropriate scenario in which the child must learn (...) the role of the teacher is to calibrate new ideas according to the child's prior knowledge, to present them in the form of problems, to connect (when possible) with a context in which the child's affectivity is involved, etc., but ultimately, it is the child who must correlate new ideas with old

ideas (a process called learning)" [1, p. 41]. Also, an aspect of classroom management that is "often overlooked" is "supporting students in developing leadership skills" [2, p. 279].

2. Research

Our research proposes, in this regard, a set of integrated pedagogical strategies (under the acronym HOPAH), based on a sapiential leadership teaching style. This set has evolved over time, with a new letter being added gradually (1. H = Heptalog of Wisdom, 2. O = the observer method, 3 = attractive and interactive PPT, 4. A = self-assessment indicators – to be detailed later, 5 H = holistic assessment: notebook + extracurricular/curricular activities) and constantly presenting clear evidence of optimising classroom management, at least at primary and lower secondary level.

Alongside the other strategies in the HOPAH integrated teaching set, and indeed at the heart (P) of the acronym for this set, interactive lessons created – most commonly – in PowerPoint become a useful and valuable resource that indirectly optimises classroom management. More recently, due to the large volume of content presented in some textbooks (at least in religion, in Romania), it is recommended to synthesise the content using AI. AI can also create worksheets, tests, etc.

In 2025, teachers in pre-university education in Romania had the opportunity to deliver special lessons on the Livresq platform [3, 2025] as part of the PEDIGIEDU courses. Through this experience, they discovered the vast range of uses for AI: assistance in planning learning units, creating tests using Quizizz, making videos (using INVIDEO) and songs (including lyrics on SUNO), etc.

A digital assistant such as Microsoft Copilot can also support teachers in drafting documents, organizing ideas, generating educational materials (texts, exercises, worksheets, presentations), translations, feedback, and suggestions for teaching activities. It can be used for brainstorming, setting goals, or adapting content to the students' level. It is also useful in the continuing education of teachers, providing quick access to current information and resources. It can be used to synthesize content from textbooks, which can then be structured into PPTs. Or it can directly provide synthesized content. It helps with suggestions for teaching activities that are attractive to students and can be integrated into daily lessons. For the lesson created on the Livresq platform, it generated a series of suggestive images such as the one corresponding to the first commandment of the Decalogue (Fig. 1). It also generated an image (Fig. 2) for the class Heptalog (the 7 rules of good behavior in class):

Of course, there is also a downside: sometimes AI can make mistakes, creating confusion, which is why it should be used responsibly, in the sense that any inappropriate information will be corrected by the teacher based on their theoretical knowledge of the subject they are teaching.

A real and very serious ethical issue is the use of AI sources in writing bachelor's theses, dissertations, doctoral theses, etc. On the one hand, there are several advantages: quick presentation of information and sources, and the constructive, encouraging dialogue style maintained by AI. On the other hand, however, the use of AI in such cases can create a false sense of satisfaction, or rather the idea that the problems are already solved and you no longer need to worry. But when the text is checked on a free AI detector, maximum AI percentages are detected. And then the author in question realizes that they actually have to start all over again, line by line, so that the text is "humanized" by the author themselves and not by AI detectors on the internet, a process that not only is not affordable for everyone financially, but also violates the rules of professional ethics.

To highlight the two aspects: destructive (threats) – positive (strengths) specific to the use of AI, we present the following two case studies:

Confession of student X: "I have to admit that I used ChatGPT for my dissertation. At the time, it was just getting started, and no one was thinking about anything other than plagiarism checks. I had learned about this type of AI in my computer science class, where the teacher was amazed by the fabulous results ChatGPT offered her son, who was a middle school student at the time. Although the teacher did not encourage us to use ChatGPT, feeling somewhat embarrassed by the situation and somewhat sceptical about the future impact of this AI, we—ironically—those who were always present in class, immediately wrote down the name ChatGPT with high hopes. And indeed, the results were fabulous, with reports, presentations, and projects completed "in a flash"... The danger began to grow when, searching for information related to the dissertation topic, almost hungrily, the AI offered an abundance of information and we almost didn't know what to copy, ending up copying everything indiscriminately. Later, rereading the passages from the dissertation provided by AI, I felt their "dehumanized" style, somewhat repetitive, with some terms not always easy to digest. I tried along the way to somehow personalize those passages, but luckily the original ones—especially in the experimental part—were much more numerous. I can honestly say that I had almost become "addicted to AI" at that point, which was not at all pleasant from a psychological point of view. At one point, I confessed this "sin" (...) to my dissertation supervisor, who, although slightly disappointed, encouraged me with great tact to continue, but of course honestly."

We can therefore see from the candid confession of the student in this case study that AI poses real threats to an inexperienced student.

Teacher Y's opinion, this time highlighting some of the strengths of AI: "As a teacher at a National College (in Romania), at the end of last school year (2024-2025), after experiencing the Livresq course within the Pedigiedu program, I discovered that AI can be a good friend to any teacher who wants to create useful and attractive teaching resources for students, constantly updating lessons, improving them in terms of increasing the accessibility of the information presented, attractiveness, interactivity, and diversification of learning types (cf. multiple intelligences), etc. The key is to approach AI with great caution, while remaining anchored in professional ethics in everything we do."

Initially, in the years when AI was not yet known, PowerPoint was used as a teaching tool to present information that was difficult to remember due to its complexity and volume. Over time, with the advent of the internet, the range of images in PowerPoint presentations expanded. And after the pandemic, AI gained ground in all aspects, at least in terms of multiple intelligences. Teachers can insert links into the lesson PPT to links to: various games favored by students (Kahoot, Wordwall, LearningApps, etc. - many of which can be created based on information provided by AI), documentary films, music videos (some made entirely by Suno), representative images from different fields for an interdisciplinary approach, etc. Basically, with the help of the information quickly provided by AI, a complete PowerPoint presentation for a successful lesson can be prepared in a few hours. Of course, the responsibility for choosing the most accurate information and images will remain with the teacher. A very important and useful reference point in designing a PowerPoint presentation is Mayer's principles of multimedia learning, from which we highlight: the principle of redundancy, spatial and temporal contiguity, coherence, signaling, personalization, etc. [4]. All of these help us to create lessons that are accessible, attractive, and stimulating for students.

In terms of value, we aim—through interdisciplinary, transdisciplinary, and multimodal lessons (in accordance with multiple intelligences)—to activate a mental reconstruction of concepts in students (from a constructivist point of view, cf. Joița, E. (coord) [5]. Everything fits into a new educational paradigm, in which to educate = to help students discover and optimally value their divine Self in terms of values, and the teacher = a mirror of values (manifesting values by reflecting those of the student) and a magnet of values for the student

(attracting these values towards optimal manifestation in the social context), and sapiential leadership (as a teaching style necessary for optimizing classroom management) = the optimal relationship between the teacher and all other actors in the teaching process (students, colleagues, parents, etc.), based on deep respect for the dignity of the human being as the bearer of the divine image (freedom, will, feeling, thought).

In addition to the digital aspect of mentally reconstructing concepts, we aim to leverage, through sapiential leadership, the triad of value orientations toward: respect – gratitude – accountability.

Table 1. The triad of value orientations: respect – gratitude – accountability

Value	Meaning	Class management
Respect	To recognize the dignity of others as divine; to obey the rules	A climate of trust and cooperation is created (through the "heart of respect").
Gratitude	To appreciate/value benefactors, to thank them for the good they have done	Create beautiful memories and closeness between peers/actors in the teaching process (through the box of thank-you notes).
Accountability	Get actively involved, accepting the consequences	Promotes autonomy and co-evaluation (through the "observer method")

3. Theoretical References

- **Bandura** – learning by imitating the model (in this case, the teacher, who, in order to mirror and draw out the values of the student, must first embody/contain them himself) [6, pp. 22–28].
- **Goleman** – emotional intelligence as the basis for harmonious relationships (and an essential quality of a leader) [7, pp. 140–160].
- **Deci & Ryan** - intrinsic motivation – stimulated by the manifestation of three needs: connectedness, competence, and autonomy (ensured, in our case, by the "Observer Method") [8, pp. 31–54].
- **Gardner** – valuing diversity and multiple intelligences in the formation of different values. [9].

4. The Paradigm Proposed in Our Research

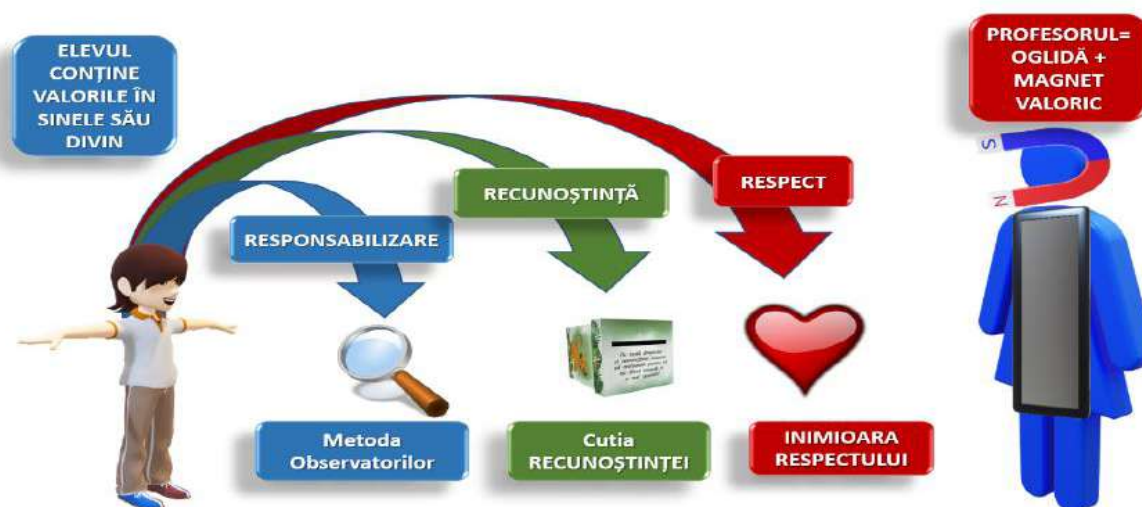


Fig.1. Model for stimulating value orientations through three sequences from the SDLS + HOPAH integrated pedagogical strategy set. (diagram created in a PPT slide)

- **Sapiential leadership** = the optimal relationship between actors in the educational process (teacher – student/colleagues/parents) based on deep respect for the dignity of the human being as an image of the divine (through freedom, reason, feeling, and will)
- **To educate** = to help the student discover and optimally develop the full intrinsic potential of their divine Self; to stimulate them to manifest it optimally towards perfection.

The teacher is:

- a **mirror of values** (reflecting the student's values)
- a **magnet of values** (attracting/stimulating the student's intrinsic values to manifest).

To activate / stimulate the manifestation of the above-mentioned triad of values (Respect, Gratitude, Responsibility) in the student's behaviour, we ritually apply the following integrated pedagogical strategies in each class:

1. the heart of respect: belongs to the Heptalog = the 7 rules of correct behaviour during class), which requires the student to: respect all peers (including greeting the cleaning ladies, not tattling—because when you point your finger at someone else, 3 fingers are pointing back at you, to behave with patience, attention, and kindness towards all peers)

- is always drawn on the board, under the date of the day (and the saints of the day)
- has been approved by all students in the class as a rule in the Heptathlon

2. the gratitude box/note: at the beginning/end of the lesson, for 2-3 minutes, students can write and read a message of gratitude for anyone/anything, which will be selected and read in front of the class.

3. Observer method: assign 3-5 volunteer students to:

- Record – supervised by the teacher – the points earned by their classmates for: behaviour, answers, tasks
- Operate the slides on the laptop/interactive whiteboard
- Choosing students who will answer/read, etc. by drawing lots (based on numbered cards, etc.)
- Note: this method also includes self-assessment using the following indicators: *PRESARI?* where:
 - P = behaviour (depending on compliance with the rules in Heptalog)
 - R = answers (given individually or to the whole class)
 - E = expert (those who provide explanations at a higher level)
 - S = tasks (reading, writing on the board, etc.)
 - A = assistant (who reads the slides fluently and the 3-5 observers)
 - R = gratitude note
 - I = parable, proverb, witty remark, riddle, or any other wise message
 - ? = valuable questions asked by students to the class/teacher/expert student

Of course, the development of value orientations is a spiral, preferably ascending, depending also on the family/non-family environment in which the student lives and develops.

Unfortunately, teachers may encounter resistance from a non-value-oriented or anti-value-oriented family environment, in which students, although attracted to the values they learn at school, cannot fully express them at home, except, at most, in small doses, as a kind of spiritual medicine for parents who were previously raised in destructive value environments. This is where reverse education comes in: the education that parents can receive from their children. This is an aspect that deserves to be researched...

With or without AI assistance, the theme of wisdom is fruitful, especially in the context of religion classes. "For Romanians, wisdom has had and continues to have two major meanings:

- a) teaching people to act, not to talk – 'He who is silent does more work' and

b) the wise man is the teacher of mankind – "Honey flows from the mouth of the learned man," because only he knows the true meaning of life." [10, p.137].

In a fifth-grade class at the "D.P. Peppercius" National Pedagogical College in Brăila, a student created and presented to her classmates – as an expert, in the form of a PPT – an in-depth solution, proposing a rebus, a conceptual diagram, and a fruitful dialogue with her classmates.

After reading the Ten Commandments, some of the most interesting ideas and questions asked by colleagues included the following:

Let us not be selfish or proud.

What advice would you give to a colleague? A (answer): to do their homework!

Define wisdom in your own words. A: when a person gives advice, they are kind and good-hearted, they do no harm...

Key words for wisdom and faith in God: respect, self-esteem, faith, going to church (creates self-esteem).

Questions asked by colleagues to the expert: a piece of advice you would give to your colleagues: How can I become wiser? A: (colleagues) don't get involved in all the arguments between students, in those little "sparks"...

What were you thinking when you made the PPT? I was thinking that everyone would come up with an idea and a bigger idea would form...

How can I become wiser? When I was younger, I had some negative thoughts or ideas / like ghosts...and I learned to chase them away by drawing some beautifully colored balloons on which I wrote positive ideas, on a very cheerful background, and on the right, I drew the ghosts going away...carried away by the wind...

Ideas: God always knows why things happen to us. Nothing is random, everything happens for a reason. For example, once I forgot my passport at home and when I returned with the passport to customs, I received an RO alert that there had been an accident there... so God protected me!

Questions asked by colleagues:

What is the most important thing for you to be a wise person? A: It is to trust in my own powers and in the powers of God, and that He will always enlighten me.

all encompass who we are...

Motto (for when we feel misunderstood): smile, live, and trust. Let's appreciate everyone (priests, family, anyone passing by on the street...).

A colleague's suggestion: We could add a shield to Heptalog: we are always protected by a shield, so let's not be afraid to express ourselves... I feel safest when I'm among friends.

Thus, the sapiential theme provided an opportunity for a fifth-grade student to demonstrate real leadership qualities through fruitful dialogue with classmates and through diverse and attractive teaching materials, confirming the statement by Catalano & Baștea [10, pp. 277-278]: "student leaders, in their learning environment, do not simply follow school rules, but take the initiative so that they can make a difference compared to their peers." Our student's particularly mature performance is further proof that "Leadership is not the property of a single person, but the result of interactions between leaders, followers, and the situations in which they operate." [7, p. 11]. As early as 1905, J. Dewey anticipated the essential role of education: "Education is not preparation for life, but life itself; and school must be a living community in which the child learns through active participation in activities that develop initiative and responsibility." [11, p. 28].

At the teacher's suggestion, the student in question (A.D.) volunteered to present one of the topics to be taught, creating an evocative PowerPoint presentation and highlighting some remarkable moments from the lesson. Of course, other presentations will follow, created by other eager, generous students gifted with such abilities. They will have the freedom to use artificial intelligence, if they wish and need to, in order to make their presentations as concise and attractive as possible. Of course, everything will be subject to the teacher's critical thinking, who will correct any errors.

One ethical issue is the homework/tests completed by students with the help of AI. The danger here lies in the naivety of students who are not very well informed and who may accept as true even the inherent errors that AI can make. This can happen even to a very busy teacher who no longer has the time (or perhaps does not even know how) to think critically about all the information provided in the avalanche of AI.

However, the useful/positive side of AI cannot be denied. Lately, it has become possible to obtain virtually any information, from any field, even under the ethical supervision of AI.

5. Conclusion

AI-based digital technologies can become, on the one hand, "guardian angels" if used wisely and, why not, critically, but, on the other hand, they can create destructive dependencies—in the sense of perverting creativity, critical thinking, etc.—if used abusively. A responsible teacher—who adopts a sapiential leadership teaching style—will certainly know how to use them to adapt constructively to the signality/personality of each class of students, in order to optimize their management but also to highlight students who demonstrate real leadership qualities.

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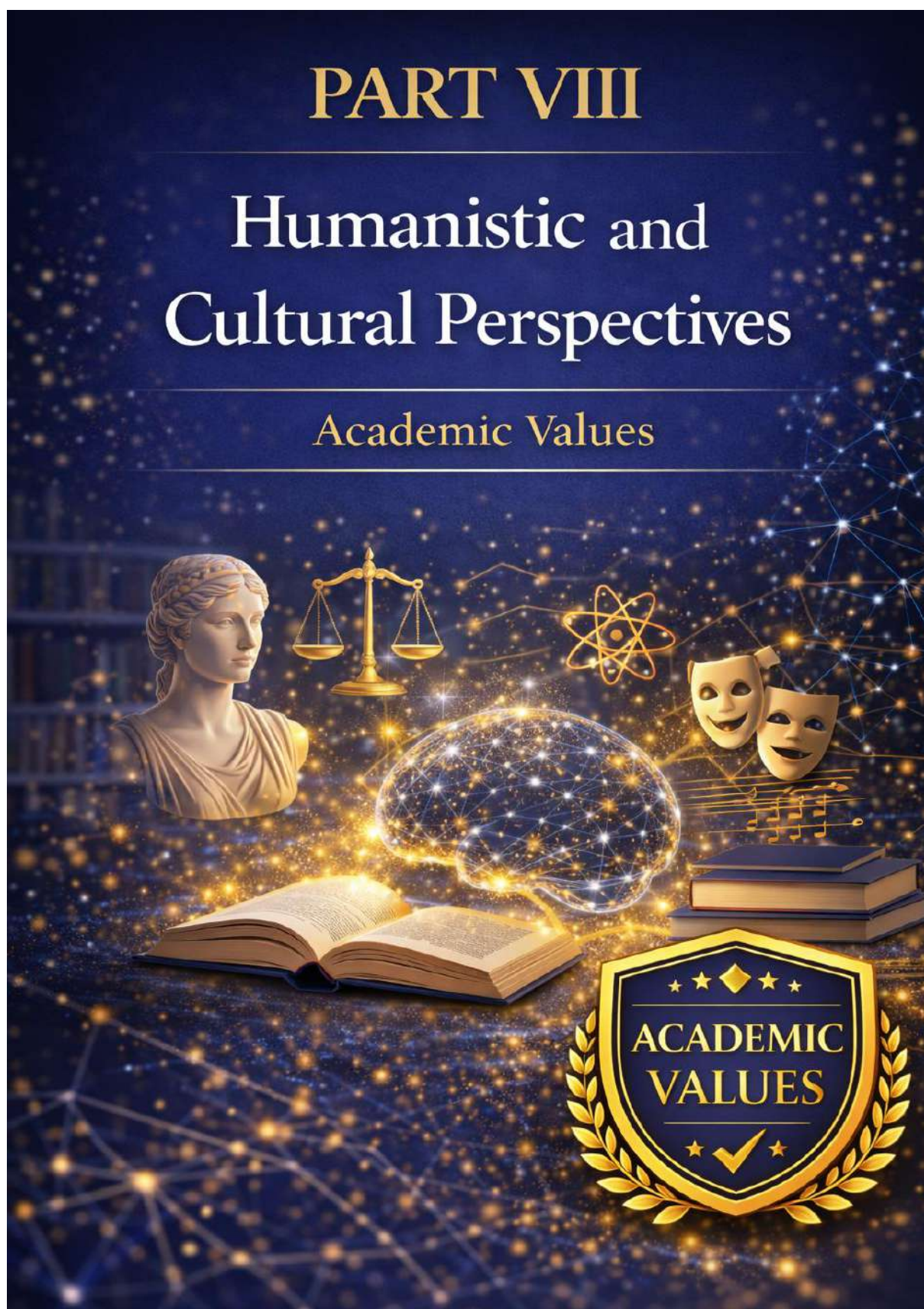


Fig. 8. Part VIII – Humanistic and Cultural Perspectives: Academic Values. Generated using ChatGPT (OpenAI) and Canva.
Author: S.-M. Bălan.

PART VIII. Humanistic and Cultural Perspectives - Identity, Language, and Educational Meaning

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

Almira SADIKAJ

2. 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

Associate Professor Liliana SARANCIUC-GORDEA Ph.D.; Lia BLANAR, Ph.D. Student

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

Maria-Eugenia MARTINOVICI (SUCIU), Ms.C. Student; Associate Prof., Vice-rector
Valentin-Florin CIOTEA, Ph.D.; Professor, DPPD Director, Elena-Adriana TOMULEȚIU, Ph.D.; Associate Prof. Adela MORARU, Ph.D.

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.

1. Introduction

Dritëro Agolli is one of the most prominent contemporary writers in Albanian literature and the lexicon of his literary work has direct and numerous connections with the lexicon of standard Albanian. In fact, we can say that almost the entire lexicon of this work is an inseparable part of the normative lexicon of Albanian. This means that even the paradigmatic group of adjectives extracted from his poetic work is an integral part of this lexicon. Adjectives in D. Agolli's poetry are an inseparable part of his artistic discourse. Almost in every verse we find such units with a denotative value, and with beautiful expressive values, which are the lexical wealth of Albanian and in this discourse, they acquire numerous values.

We are giving an example:

Padashur gjeta emrin tënd të shkruar,
Në gurin e një varri të vithisur,
Nga mendja ime ishte krejt i shuar,
Si një shandan i vjetër i braktisur. [1, f. 130]

Researcher Valter Memisha emphasizes that "It is an undeniable fact that great writers have strong and indissoluble ties with the people, with the dialect and speech of their homeland. They bring valuable units to the lexicon of standard Albanian and, as master linguists and users of the word, they literary process it and use it skillfully and artistically in impressive constructions. They take it out of the narrow circle of the lexical layer, limited in use, into a wider circle and with great possibilities, with the tendency to make it the property of all contemporary Albanian. Language for the most prominent authors of our national literature is a tool and, at the same time, a primary lesson or commitment to do this [2],[3].

While the researcher Gjovalin Shkurtaj writes that "Albanian literature, with its numerous works, has given and is giving its valuable contribution to the enrichment, refinement and purification of the means and expressive possibilities of the Albanian national literary language, preserving, multiplying and perfecting its capabilities. The new generations of our writers laid the foundation of their work on the beautiful tradition of the bearers of our language to carefully collect the sweet nectar of Albanian, as well as to create new words themselves, according to the spirit of popular sayings. In the footsteps of the older authors, who added "old and forgotten words" to their works, of Naimi, Çajup, Mjeda, De Rada and other Renaissance writers, who worked with such zeal and desire to purify and enrich the language of artistic literature, our today's writers also walk [4],[5].

And he continues further, focusing on the writers of today's literature, that "Students have rightly noted the rich and eloquent language of J. Xoxa and Dh. Shuteriq, of Sh. Musaraj and D. Agolli, of I. Kadare and T. Laço, etc., but special studies and reviews show that many other writers can also be mentioned, who are distinguished for their care and continuous work in the field of language, figures and literary and artistic style. In a noticeable way, new words, lexical, semantic and phraseological units with good expressive values, which were not previously known in the written language, have been added to our new literature [4],[5].

But what is the contribution of Dritëro Agolli in this creative process and enrichment of the Albanian lexicon, also viewed through the group of adjectives, found in his poetic work? This chapter provides a general overview of this aspect.

2. Adjectives in the Work of D. Agolli as an Organic Part of the Lexicon of Today's Albanian

The language of Dritëroi's literary-artistic discourse can be seen in several aspects: as a language of journalism (he worked as a journalist for many years), as a language of prose (he has a flair for short prose but especially long prose, with novels that represent our current literature), as a language of poetry (we have already talked about about 20 of his works in poetry) and as a language of science (he has published scientific articles on literature, art, the style of artistic creativity, etc.). He generally wrote in standard style and his work brings great help in the elaboration of syntactic structure, in the enrichment of expressive means, in the semanticization and re-semanticization of many units and especially in the artistic use of words that belong to everyday discourse, concrete lexicon, and especially the lexicon related to the material and spiritual world of the Albanian environment, which he trampled on, palm by palm, when he worked as a field journalist.

According to researcher Gjovalin Shkurtaj, the densest and certainly most beloved words for Dritëro Agolli "are: the clay of the fields, the fallow land, the vineyards, the intoxicating wind of autumn, the aroma of apples and pears, but the range of words in his poetic vocabulary is as vast as a true encyclopedia. I don't know if there is an animal, tree or plant that is not mentioned somewhere in the verses of this poet's poems and verses, which is why it is impossible to list all those words in a treatise like this. It remains a task for extensive studies in the future, but,

on this occasion, we must emphasize that, more than in the words themselves, the healthy folk spirit of Dritëro's artistic discourse stands out in the figurative passages that are so dexterous, in the ability to juxtapose, approach and compare, or to use interchangeably words that name spirits, things and phenomena from the most diverse and presenting his abstract notions and philosophical ideas in the perspective of the most concrete figurative expression that conveys them well to the reader. [4],[5].

He knows the popular lexicon like no one or rarely. According to Gjovalin Shkurtaj, "This makes his speech complex with lexemes that name different objects, such as bread, wheat, furrow, iron, concrete, Boeing, bird, callus, mule, quince, mountain, earth, sea, sand, moon, sun, star, sky, etc. There are complex words of popular slang, regionalisms and various doubles, such as: kum-rërë, melqi-karpuz, nënë-mëmë, kështëllë-kala, etc.; as well as words from the book world, terms from various sciences, names of people and real or invented toponyms, etc., which may seem excessive to some, and some critics, without thinking too much, have seen and see them categorically as elements of lyrical expression about village life, while for the poet they are like a "trampoline" to more eloquently express thoughts about time and man. Words for the poet are tools, they are work tools, which is why he knows and measures them well, but he also moves them so often and in many, unusual and, at times, strange ways, moving from the objective to the subjective (or vice versa). Typical are, among others, the lines of the poem "Poetic Desire":

*Ta marr fjalën e ta bëj plis ugari,
ta marr shkumën e ta bëj sheqer,
ta marr grurin e ta bëj letër cigari,
ta marr lumin e ta bëj ylber,
ta marr këngën e ta bëj turbinë,
ta marr malin e ta bëj hambar,
ta marr pikën e shiut e ta bëj balerinë. [6, f. 11].*

Countless examples detached from the subject with adjectives show the place of these units in standard Albanian:

bardhë (i, e) *mb.*

*Bie dëborë këtej, dëborë;
Unë jam në kasolle në mal,
Toka duket e bardhë e bardhë,
Toka botën e përrallës më ngjall. ("Hapat e mia në asfalt", Poezi, f. 85) [7]*

dashur (e) *mb.*

*E dashur, mos u merr me mua kot,
Se kurrë nuk mësoj të loz fokstrot.
E dashur, më vjen keq, më mbetet hatri,
Kur thua: bukur lot xhaketëkaltri! ("Hapat e mia në asfalt", Poezi, f. 810 [7])
Në breg të lumit ulesha menduar,
Se doja të mësoja mjeshtërinë,
Që ishte e dashur, aq e çmuar! ("Në rrugë dola", Poezi, f. 19)[8]*

3. Dritëro Agolli as a Creator of Adjectives

Literature is one of the main sources, if not the main source, of enriching the Albanian lexicon. Prose and poetry become laboratories where thousands and thousands of words are

created, where thousands and thousands of meanings are born, and even where hundreds and hundreds of phraseological units are created. Researcher Gjovalin Shkurtaj writes that "There are many new words in our poetic language formed with word-forming tools from the Albanian language or that are felt as such today, such as: adjectives with the suffixes -or (-tor, -sor), -tar, -ës; adverbs with -shëm, nouns with -i, -ri, -im, -je, etc. New words, found in popular speech or created by them themselves, are eagerly approached not only by the most well-known poets with long creative experience, but also by the youngest poets, which is why we see that new volumes also bring new, fresh words, meanings and images [4],[5].

The researcher Gjovalin Shkurtaj in his work "The Weight of the Albanian Word" discusses the word-forming aspect of literature, the many opportunities that writers have to enrich the vocabulary of their work, but also the normative lexicon of the native language itself. He writes that "In addition to the words that have already taken root in the language and that have been included in the Albanian dictionaries that we use, there are many others that have been used in our literature and have good expressive, semantic and stylistic values, even though they still retain the "stamp" of new formations, mainly personal or with limited scope, therefore they cannot be evaluated as words of the entire language, as normative words. They are still in the stage of poetic words, they are the "young birds" of Albanian, waiting to take wing [4],[5].

And this same researcher continues: "We find such words in the literary creations of all those writers who strive for originality and for careful selection of poetic vocabulary, who seek to have in their works as many fresh words, phrases, expressions and figures as possible, not previously used. We can mention here words such as: *ujëdritë*: "Dielli mbi mal syrin gazmor e qiti / e shkreptoi liqeni ujëdritë" (Ll. Siliqi); *mjekërgjelbër*: "alpet mjekërgjelbra", *të porsapagëzuara* (I. Kadare); *qimezverdhnë*, *veshvarur*, *supevarur*, *xhaketëkaltër* (D. Agolli); *krahëlidhur*: "Vlora krahëlidhur, ç'vrull te dha te gjuri"; *hënëmira*: "hënëmirën që i qesh nuri", *syzgjuar*: "Ç'po mërdhin e vret mendjen syzgjuar"; *kasollenxirë* (A. Shehu); *gojëpërgjakur*, *kryevalltar*, *e sapobelbëzuar*, *hisehumbur*, *pishtarmbajtës*, *flakëndezës*, *flakëpashuar*, *kryqthyer*, *pesërrembësh* "pesërrembëshin yll", *qeleshebardhë*, *vështrimegër* (A. Isterfi); *flokëpërgjakura* "Dhe ujërat flokëpërgjakura që uturijnë në terr", *i gungëzuar*: "pas trunqjeve të gungëzuara nga pleqëria", *fundmarsi* "e një fundmarsi tjetër", *mbrëmësor*: "vezullon në muzgun mbrëmësor", *shpatëzhveshur* "përmes malesh shpatëzhveshur", *supezhveshur*: "mbështjellë malin supezhveshur" (N. Papleka); *pragmëngjes*: "vesë e pragmëngjesit", *ballëzhehtë*, *malldjegur* "dhe prapë do të ngelem malldjegur", *ndjenjëthellë* "Fusha hapej si podium festivali, mësuar me lirikë ndjenjëthellë", *gjethrënie*, *zemërproletar*, *dantellëbardhë* (B. Londo) [4],[5].

Dritëro Agolli has created dozens of adjectives, using the Albanian language and its tools, which convey numerous artistic and symbolic values. We are giving some of them, along with the minimal structures where they are used in the poems of this author:

liqentë (i, e) *mb*.

Vagullimi i liqentë bën valë nga kaltërsia
duke kënduar motivin e dashur në festën time
për ditët që i vodha fatit të arratisur. (Gdhihet..., f. 282)[9]

kobtë (i, e) *mb*.

Nga ky çast me turp të kobtë,
Dashuria shkon e vjen. (Gdhihet..., f. 77) [9]

syxhamtë *mb*.

Dhe krapët ngjyrë hekuri syxhamtë,
Me gojë madhështore para meje. (Gdhihet..., f. 32) [9]
Ja kjo shtëpi syxhamtë e krejt dhëmbëtjegull,

Fjaloset me fqinjin e saj si nusja me vjehrrën; (Lypësi..., f. 107) [10]
dylëkurësh,-e mb.

*Në barkun e ndezur të furrës,
Çarçafi i ngjitet lëkurës së trupit,
Dhe bëhesh përnatë njeri dylëkurësh. (Gdhihet..., f. 256) [9]*
hardhingrënë mb.

*U trete, moj hardhingrënë,
fajet i pati jot ëmë,
që të dha në oxhak të rëndë. (Shpirti ..., f. 117) [11]*
pabraktisur (i, e) mb.

Kasollja ime e pabraktisur. (Gdhihet..., f. 259)[11]
vetëdashuruar (i, e) mb.

*Më përbuzin të rinjtë, nëse duan të dinë për qënien time,
Për mua është e çmueshme çdo gjë e papërsëritshme,
E papërsëritshmja,
Që s'ngjall habi nga çunakët e vetdashuruar; (Pelegrini..., f. 158) [12]*
gjithëkundsh/ëm (i), -me (e) mb.

*Dhe kush i shpëton fëmijët nga rrënojat e gjithëkundshme,
Ku luajnë me vdekjen? (Pelegrini..., f. 158) [12]*

4. Adjectives as Personal Neologisms

In the lexicon of a literary work, we find two large layers of lexical and semantic units: the layer of words, phraseological units and meanings that are found in everyday speech and are taken for use by the author of the work from the vocabulary of the native language; the layer of words that the author creates within the work, which were born / created under the pressure of reflecting events, the actions or lives of the characters, the description of the environment in which these characters operate, the reflection of their spiritual world, etc. These form the personal lexicon of the author's native work. Within this layer, two large groups of units are distinguished: the group of words and meanings that pass from the personal lexicon to the lexicon of standard Albanian, becoming part of the lexical fund of the entire language; as well as the group of words and meanings that remain only as new creations, as part of the author's personal lexicon. These are often instant creations, even though they are created according to Albanian customs. They do not have such significant and expressive values that they can be absorbed by the standard language and become a national treasure. This is also the case with the language of Dritëro Agolli.

The researcher Xhevat Lloshi [13], who has dealt with the language of many authors and especially with the stylistics of the Albanian language, writes that "The lexicon is constantly enriched with new words, which are built with suffixes, compounds or affixes. For stylistics, they are of interest as long as they maintain the perception as something new and therefore can be used in the same way as obsolete words, dialectisms and borrowings. They are included in the text, for example, to characterize the time when they were felt as new. The appropriate context will always be required to make the reader perceive them as such. Words feel as new for a period, then either turn into common lexemes, or they disappear from the language. The word "Deshkronjë", with which the Renaissance people tried to replace geography, did not take root and is probably an obsolete formation. [13]

While the researcher Gjovalin Shkurtaj [4],[5] writes that "The poet comes from the area of Devoll and his birthplace, nature, people, works and everything good about it will be mentioned so often in his poems, but he is not a peasant poet at all. His poetry cannot be

considered bucolic, even though the words and terms of agriculture, livestock, the names of animals and plants of the field, of trees and bushes of the forest, and all poultry are so frequent in it. D. Agolli has the village as a “base of departure” to embark on the most difficult paths of poetry that he has gracefully paved and represents the persistent creator who “struggles and overcomes over poetry”, who “suffers over syllables and verses” and who is not satisfied with little.

We are giving below some adjectives with the corresponding minimal structures, which we believe are part of the author's personal lexicon, remaining as neologisms of the light, but although with artistic value, they remain in a narrow circle of use:

bishtlarë mb.

*Mace kaq të mençme ti s'ke parë,
Mace kaq të bukur e **bishtlarë**,
Po të rrish te soba e mërztur, (Fjala gdhend gurin, f. 101) [14]*

flokëkripur mb.

*Valë, prehuni në breg, çallmat mos i ngrini,
Udhëtarin **flokëkripur** silleni shëndoshë, (Robert Bërnsi..., f. 88) [15]*

mendjetra mb,

*Çdo drekë supë e mish e dhjamë –
Një shkatërrim për fukaranë!
Jo vetëm shërbëtori i parë,
Ha mish e pastërma të tharë,
Po dhe palaço **mendjetrari**,
Jeton më i pasur se fshatari! (Robert Bërnsi..., f. 157) [15]*

truibrik-e mb.

*Por le ta thotë çdo armik,
Për mua fjalën "heretik",
Dhe le të llapin me vërtik,
Ca gjuhë të këqia;
Siç duket plakat **truibrik**,
Mbllaçiten nga mërzia! (Robert Bërnsi..., f. 77) [15]*

këmishëlagur mb.

*Vështronim se si ikje nëpër shi,
Këmishëlagur shoku ynë i djeshëm, (Dhjetë Sy, f. 122) [16]*

mjekërgjelbër mb.

*Në lëndinë katër qiparisë,
Mjekërgjelbër tunden si dervishë, (Pelegrini..., f. 106) [12]*

pallëthyer mb.

*Ah, s'ia ditke emrin Krujës?
Kruja turçe Ak-hisar,
Dy sulltanët **pallëthyer** s'e harruan gjer në varr!... (Pelegrini..., f. 170) [12]*

mendjepjepër mb.

*Ah, keq të vjen!
Këta vëllezër,
po bëhen për t'u qarë,
se paskan qenë aq **mendjepjepër**,
se s'kam ç'të them më parë!- (Baladë..., f. 61) [17]*

5. Adjectives and Borrowings

The language of Dritëro Agolli's poetry is very, very pure. There are almost no borrowings. And this is evident in the group of adjectives that we have analyzed.

Emil Lafe writes that "Dritëroi belongs to the generation of writers who gave up using regional borrowings to typify environments and characters. Previously, writers used to use all kinds of regional Slavic and Greek words to typify characters or to give them a local flavor. But they themselves realized that this was detrimental to their works and the Albanian language. Thus, Mitrush Kuteli himself, when reprinting his old stories, removed some of these words and changed "Uncle Brahon of Shkumbanicës" to "Uncle Brahua of Shkumbanores" [18].

Dritëroi has been very sparing with Devoll's Slavic words. Regional borrowings such as Slavic words: *bubrek* (*veshkë*), *butur* (*rrufë*), *esh* (*iriq*), *gollomesh* (*lakuriq*), *korminë* (*plëndës*), *piavicë* (*shushujë*) etj., or the Greeks *kumbisem* (*mbështetem*), *potis* (*ujit*; *i jap ujë një kafshe*), *silloisem* (*mendoj thellë për diçka*, *bluaj në mendje një çështje*), *nasqiris* (*vë në rregull, në vendin e duhur sendet e shtëpisë*), *ngalas* (*përqafoj*) and others like these no longer serve as typifications of characters and environments, but have descended into the register of humorous tools of pop sketches to typify, even through archaic vocabulary, people who have fallen behind in the world. The work with Turkish words is a little different. Some of Dritëroi's characters are such that some Turkish words are suitable for them. A couple of Turkish words like *malum* (it is known, as is known), *qibër*, Dritëroi has his own. But these are also emerging from the language of literature [18].

Researcher Gjovalin Shkurtaj emphasizes that "There are also many cases in which "new" words do not enter the dictionary (and they do not even have to enter literary works, except when used as means of artistic coloring and characterization), when they appear as unnecessary foreign words, in place of which Albanian has the corresponding words of the native dough. We cannot fail to note that even in the newest poetic volumes, many foreign words continue to be used, which have already been replaced in print and in written styles, on radio and television, etc."

Thus, in poems the word *alarm* continues to be used, while in military terminology the word *kushtrim* is widely used. Likewise, they are used in vain; *turn*, *maternitet*, *periferi*, *impresion*, etc., instead of which Albanian has and is using everywhere the corresponding Albanian words: *ndërresë*, *shtëpi lindjeje*, *rrethinë*, *përshtypje* a *mbresë* etc. Yes, for foreign words and their possible replacement with Albanian words in literary and artistic works we will make a word in a separate article.

However, in the poetry of this author you find borrowed adjectives or adjectives as quasi-borrowed, although all these units can be counted on the fingers. We have made some well-known classifications for this group of unit:

a) Adjectives from Neo-Latin languages:

delikat/e mb.

Gatuan gizë e hekur,
Azot, superfosfat,
Po shpirti na ka mbetur,
*I madh e **delikat**.* (Dhjetë Sy, f. 62) [16]

modern/e mb.

Hyj e them me vete ngadalë:
*S'na qenka mikpritja **moderne**?* (Dhjetë Sy, f. 76) [16]

b) Adjectives from oriental languages:

llafazan/e mb.

Dhe thoshte fqinja llafazane,
Sofatit e ckërmitur:
- Ti brodhe malit ndër tufanë,
U ktheve i lajthitur! (Baladë..., f. 124) [17]
E shtynë e fqinjën llafazane,
të merrte të tri mushkat,
e dilte malit partizane,
e krisur me dy çupat. (Baladë..., f. 27) [17]
Pa shko përgjo si vete fshati,
a mbahen miqtë tanë,
a dalin plakati tek sofati,
me fqinjën llafazane; (Baladë..., f. 67) [17]

babaxhan mb.

Minjtë e vegjël të mahnitur mbetën,
Kur e panë maçin laraman.
Plot fisnikëri qëndronte vetëm,
Zemërbardhë, i dashur, babaxhan. (Fjala gdhend gurin, f. 119) [14]

In D. Agolli's poetic work we also find several quasi-allegories:

c) Adjectives formed by conversion from borrowed nouns:

tutkun,-e mb.

Në vend të mbretërve tutkunë,
strategë e gjeneralë. (Antologji..., f. 9)

bizant,-e mb.

Ah, o mjeshtër bizantë,
Një gjë nuk ju falet. (Antologji..., f. 55)

roman/e mb.

I spërkatur nga lavdia musoliniane,
Dhe gërryente asfaltin në sheshe e barin në livadhe,
Dhe ekspozonte kulturën e lartë romane...(Dhjetë Sy, f. 24) [16]

d) Adjectives formed in Albanian from a loanword

argasur (i, e) mb.

I shkoj qytetit i argasur,
Me turbullim rinie; (Baladë..., f. 114) [17]

rebeltë (i, e) mb.

Ushtar diku në pyjet veriore,
Po sharra jote e rebeltë,
Nuk ra në heshtje; (Dhjetë Sy, f. 134) [16]

5. Adjectives and Dialectisms

Gj. Shkurtaj writes that “Dritëro Agolli, since his first poetic volumes, appeared in our literature as a poet with a very prominent uniqueness, as a creator who aspires to reach the highest peaks of well-organized artistic discourse and who brings verses with a clear accent of

originality, but who never takes off his shoes with the mud of the fields and who always feels himself simple, as a man who comes from the bosom of the people. His early verse “I am a peasant of the South, not a poet”, will be repeated and reinterpreted many times in various artistic forms and findings, but always to highlight his deep spiritual connection with the simple people of his homeland, with the farmers and herders, with all those who have “ploughed hands” from work[4],[5].

We are giving two or three examples:

artë (i, e) *mb.*

Kam një bareshë besnike me buzët e arta,
Me kohë për grua atë kam zgjedhur. (Gdhihet..., f. 65) [9]

ashpër (i) *mb.*

Një dimër i ashpër vjen e humorin e prish,
Parashikim serioz i barinjve... (Gdhihet..., f. 34) [9]
Përse ky shkëmb i ashpër dhe i rrudhur,
Që deti e godet, si dash, me valë... (Gdhihet..., f. 132) [9]

besnik,-e *mb.*

Vetmia, motra besnike e varrit,
Qëndron me pelerinë e kapelë në kokë.
Një zog i kaltër çepkat mes barit,
Sikur të kërkojë çelsat e humbur të kohës. (Gdhihet..., f. 254)

The researcher continues that “This pure ethical yeast will appear throughout his poetry, not only in the proud vow to always remain a Devoll, but also in his poetic discourse, in comparisons and generally in the vocabulary and figurative semantic transitions, in which, always, alongside personal creations of a truly literary, scholarly nature, popular words and figures, lexemes and phraseologisms that originate precisely from his birthplace and other southern regions where the poet spent his childhood and youth emerge with such density. The densest word, certainly the most beloved and most representative, for this poet is clay: clay of the fields, the beloved clay of his Devoll, the sweet clay of our Albania, that clay for which the constellation of poets of the Renaissance had begged”. Those who say (and I with them) that Dritëro Agolli is a longing singer of this clay fields, they do not lower him, but, on the contrary, they raise this poet to the highest level, because now, even the youngest scholars know that this designation is a literary figure, an embodiment of the creator in the symbol of his most beloved figure [4],[5].

butë (i, e) *mb.*

Kjo shpinë, asnjëherë s'e dimë,
Të ketë qenë pa gungë,
E butë. (Gdhihet..., f. 274) [9]
Po mirë e shoh këtu se ç'polli Toka,
Dhe vij në vete, bëhem prapë i butë. (Gdhihet..., f. 33)[9]

lëruar (i, e) *mb.*

Ah, ati im mbi plisat ecte,
mes arës së lëruar,
dhe tokës farë e shpirt i jepte,
me shpirtin e bekuar. (Baladë..., f. 6) [17]

The words of this poet's poetry show once again that the lexicon of standard Albanian best performs the poetic function. The scholar Gjovalin Shkurtaj rightly writes that "Every word, every line, every stanza and verse of his, seen in particular as a stone or block of his poetic edifice, or as a complete and finished literary and artistic whole, are always placed with a sure hand and the attempt to remove them from their place would be as laborious, as unsuccessful and as unnecessary, as the attempt to remove the hewn stones well attached to the foundations, corners and sides of a wall crafted and chiseled with skill and by a trained hand" [4].

flakur (i, e) mb.

*I madh trishtimi kur një vajzë,
e sheh me krah të prerë,
i flakur gishti me unazë,
diku nën shkëmb a ferrë. (Baladë..., f. 37) [17]*

fshehur (i, e) mb.

*Dhe unë ia mbathja me përrenjtë,
si lajmëtar i lashtë,
e gjeja natën në lëmenjtë,
i fshehur nëpër kashtë. (Baladë..., f. 68) [17]*

futur (i, e) mb.

*Prandaj dhe shpirti im s'do myket,
i futur në pizhame,
në pellg të sendeve me myshket,
s'do sillet me nallane. (Baladë..., f. 28) [17]*

gjallë (i, e) mb.

*E nëmtë zotin se dhe zoti,
nga toka kishte dalë,
u rrit në tokë e bar kulloti,
siç bën çdo gjë **e gjallë**. (Baladë..., f. 7) [17]*

Researcher Gjovalin Shkurtaj also emphasizes that "The most important thing to note is that whenever D. Agolli brings in rare words, he chooses them in such a way that they do not remain incomprehensible to readers and, in the vast majority of cases, he manages to bring even words never heard before in literary works into such discourse circumstances (contexts) that they are understood without the need for explanations. Their explanation is done through a well-found context, such as: **tinë-a** "fusha ka baltë, lumi ka tinë"; **zgjollë-a** "nga skuta në skutë, nga zgjolla në zgjollë"; **zhumbricë-a** "Ku zhumbrica kundërmon në verë"; **gletë-a** "kjo shtëpi në qoshe gdhendur me gletë", **çepkat** "me sqep në bar çepkat e vërshëllen"; **burçon** "lopët e demat burçojnë"; **vemje-a** "si vemje mbushur jargë nëpër krënd" etj, [4],[5].

In Dritëro Agolli's poetry, there are very few or no adjectives that are used only in the dialect of Devoll or in the southeastern dialects of Albanian. He, although very closely connected to his birthplace, remains one of the most national poets in the field of using Albanian. We are giving some illustrations where we have verbal dialectisms, but not adjectives, which are created from some onomatopoeia, or some noun formed with a diminutive suffix that is very popular in the area where the poet comes from:

brishtë (i, e) mb.

*Ku fjetëm tok me **partizankat**,
të brishta si dëbora,*

kur kukuvisknin kukuvajkat:

“Të kini turp, ju horra!” (Baladë..., f. 50) [17]

stërgjyshore/e mb.

Dhe sipër sofrës stërgjyshore,

pëllumbi të gugiste,

*përmes **gugitjesh** ëngjëllore,*

mbi bukën të çukiste...

Të dukej sikur nisej malit,

në rrugën e pasosur,

t'i merrte hak Bido Medhanit,

dhe djemve të varrosur, (Baladë..., f. 24) [17]

7. Adjectives from Simple Speech (from simple speech)

The writer and poet Dritëro Agolli is popular. He knows Albanian from the roots and with the talent and skill that characterizes him, he turns words of ordinary speech into interesting stylistic elements, which carry nuances of humor, mockery, sarcasm, but not infrequently also pain, concern. We have found dozens of adjectives that belong to the lexical layer used in this speech. We are giving some of them:

alabak,-e mb.

Ti krejt i humbur vjen pasdarke,

Dhe duarkryq hesht në ballkon,

*Larg teje hëna **alabake**, (Vjen njeriu i çuditshëm, f. 106) [19]*

bajgët (i, e) mb.

*Dhjamorur në qytetin pis **të bajgët**,*

Harroni dhe t'i përdorë i mjeri krahët.

Mërzia mua po më çmend, të shkretin,

Pëllumbat e pushtuan krejt qytetin... (Vjen njeriu i çuditshëm, f. 199) [19]

langaraq,-e mb.

S'kam turp aspak të ulërij e mos rri duarkryq si krishti,

*I drojtur dhe **langaraq** si preshi i zjerë. (Fletorka..., f. 193) [20]*

pshurrët (i, e) mb.

Në kullat nën shkëmbenj vajton lahuta,

Dhe lahutari drutë i sjell tek vatra,

*Kur prilli vjen me brekët krejt **të pshurrtë**. (Fletorka..., f. 116) [20]*

qelbur (i, e) mb.

*E ndiej nga era **e qelbur** që prish tek njerëzit turinjtë,*

E ndiej tek largimi i miqve. (Fletorka..., f. 59) [20]

*Nga era **e qelbur** i vunë duart në kokë,*

Dhe hundët i zunë andej e këtej fqinjët tanë. (Fletorka..., f. 11) [20]

Pastaj dhe fqinjët një ditë u sëmurë,

*Nga të përbrendshmet tona **të qelbura**, (Fletorka..., f. 11) [20]*

qenor,-e mb.

*S'do flasim më gjuhë **qenore** rreth tij duke ngrënë,*

Mbaroi uniteti i çeliktë përjetë,

Njëherësh të tre s'do lehin në hënë. (Vjen njeriu i çuditshëm. f. 29) [19]

qimekashtë mb.

*«Dil, Bajram Trebinja, **qimekashtë**,*

- Ta kopsit me kopsa kraharorë!* (Dhjetë Sy, f. 36) [16]
zgërlaqur (i, e) mb.
Mos u kthe i zgërlaqur nën strehët,
Udhëtar i ikur prej vetes! (Vjen njeriu i çuditshëm, f. 105) [19]
Pse s'ik, moj mackë, nga dhoma me erë të kalbur?
Më mirë do jesh me maçokët,
Sesa me njerëz kaq të zgërlaqur. (Vjen njeriu i çuditshëm, f. 151) [19]
zgjebosur (i, e) mb.
Se ka nevojë të ruhet nga fqinji i keq kokëshkretë,
Apo, të themi, nga qeni i zgjebosur i marrë. (Vjen njeriu i çuditshëm. f. 15) [19]
Nëntori ngrys ballin e gjerë dhe shpejt i zë data,
Të zbuar si qen të zgjebosur... (Fjala gdhend gurin, f. 242) [14]
Të njëjtët plepa të zgjebosur,
Me bujq, druvarë e me hamenjë,
dhe me barinj të sakatosur; (Fletorka..., f. 104) [14]
zuzar,-e mb.
Me njerëz aq zuzarë e aq të liq!
Në djall kusarët, s'dua të çaj kokën. (Gdihet..., f. 113) [9]
zuzkë mb.
Ka qenër plot kjo zuzka botë,
një botë e turbullt shumë!
Kjo botë e mban çdo qen aq ngrohtë,
sa qeni hyn në punë, (Baladë..., f. 22) [17]
Ali bej, moj dhelpër zuzkë,
fshehur nën fustan si krushkë,
me kobure dhe me pushkë..." (Baladë..., f. 64) [17]
zgjebur (i, e) mb.
Sërish zbret ujku nga zabelet,
në mjegull dhe në hënë,
dhe hyn në ahur si cub tek delet,
i zgjebur i pangrënë; (Baladë..., f. 70) [17]
Kënga e çjerrë e këndezit mbi plehun e kalbur në fshat,
Pallja e gomarit të zgjebur në oborr e lëndinë, (Lypësi..., f. 105)

8. Adjectives in D. Agolli's Poetry and Normative Explanatory Dictionaries of Albanian

Emil Lafa writes that "Is Dritëroi one of those writers who approach the language with a chisel and file in hand? He doesn't give that impression. It seems to me that he has another ability... Dritëroi's pen has the magical gift of easily and effortlessly conjuring the right word, semantically and stylistically, and not being satisfied with the approximate. This is the word that carves the stone (as he himself called a collection of his poetry), the word that carves Dritëroi's writing in our memory. And I think there is an explanation for this, which came to my mind when I was reading "The Noise of Past Winds" and especially the story "Farewell, My Captain!"... And Dritëroi, I would say, is full of the honey of the Albanian language, with the words and expressions of his birthplace, of his parents, of his close people and many, many others whom he has known in life and whom he has observed how they speak, how they express themselves, how they tell stories, and has thus perfected step by step the difficult art of narration [18].

While academician Gj. Shkurtaj emphasizes that “Like many other poets, when necessary, D. Agolli also creates new words. First of all, the new words and meanings in his poetry are numerous and constitute a help worth mentioning, but it is worth emphasizing that this poet, rightly, has word formation as a skill that is hindered by the collection of beautiful Albanian words that the people and the previous literary tradition have. Even the new words that he has created himself, where compound words stand out the most, are mainly of a folk nature (*hallemadhe, buzëplasur, flokëprerë, këmbëzbathur, kryepërpetë, krahëgjatë*), or types that have made a good way in Albanian literature to date, such as *krahëshkruar* (which appears in Naimi), *plakëshkreta* (also appears in Mjeda), etc. Our author takes these and many others as ready-made lexemes, but also as structural types, on the basis of which he makes his own creations. We can mention the compounds noun + adjective or participle, such as: *ballukengatërruar, gjunjëprerë, qimezverdhur, strehëvarur, hardhimmuluar, xhaketëkaltër, murenxirë, kreshtëhekurt, qerpiknxirë*, etc.

The normative lexicon of Albanian is open to acceptance, especially of formations from the field of artistic literature and from the works of the most prominent authors. In the work of Dritëro Agolli, among others, there are dozens of adjectives, a large part of which should definitely take their place in the explanatory dictionaries of Albanian. The researcher Valter Memisha emphasizes that “The freedom of the lexical and semantic norm means that the boundaries of the standard lexicon are not strictly rigid, unresponsive to developments and movements (known as introduction into use and removal from use), but are always open and in continuous movement. Freedom means that the lexical and semantic norm is not defined with the same concreteness and rigidity as the orthographic or grammatical norm. The lexical subsystem of the standard, of the unified language, does not set barriers for the entry or exit from use of different units. He will take the word, phraseological unit or meaning (without conditioning from the source), if he needs it, if there is a gap for it, if this unit, first of all, displays the value of markers and then the value of expression, etc. But the lexical and semantic norm is also distinguished by other features, such as the source of entry or the Albanian formation of the word, the extent and density of use, stylistic values, word-forming and substitution abilities, syntagmatic possibilities, the order in the string of synonymous units, etc [2].

And this researcher continues that “the freedom of the lexical and semantic norm leads, first of all, to word formation, which is an indicator of the possibilities and creative power of Albanian. The formation of new words significantly expands the current boundaries of the normative lexicon, with flows that must be forked according to the laws of Albanian morphology and semantics.

This process is one of the most studied in our linguistics today. Many monographic works prepared scientifically and dozens and hundreds of scientific articles have been dedicated to the formation of words. We are giving some new words that have entered the normative lexicon of today's Albanian without any obstacles from this process, such as *qiellzanë, fjalënajë, detnajë, ujënajë, mjegullnajë, lakadredhim, ndërsjellësi, anasjellësi, pajfjetësi, humbashpresë, puthatokës* etc. Writers have an irreplaceable role in the enriching and word-forming process. For beautiful and well-formed formations, standard Albanian is open, the boundaries are free. [2],[3].

Below we are giving adjectives formed by Dritëro Agolli in his poetic work:

pangritur (i, e) *mb.*

Pjatat të pangritura andej,
Dhe këtej të dehur e të shtrirë,
Në telash të vegjël, e të mëdhenj. (Gdhihet..., f. 101) [9]

porsablerë (i, e) mb.

*Dhe ndiej vërshëllimën e bishtrinjve,
Që ngrihen lart e vërtiten në erë,
U bien në bri e në qark qimeve,
Dhe qimet ndritin si kadife e porsablerë.* (Kambana..., f. 80) [21]

porsagdhirë (i, e) mb.

*Kjo ditë e porsagdhirë mund të jetë,
Siç ishte, fjala vjen, edhe ditë e djeshme.* (Gdhihet..., f. 20) [9]

pabraktisur (i, e) mb.

Kasollja ime e pabraktisur. (Gdhihet..., f. 259) [9]

paftohur (të) mb.

*Dhe lotët tuaj ende të paftohur,
Pikojnë atje në plis ku hidhet fara.* (Gdhihet..., f. 128) [9]

pangritur (i, e) mb.

*Pjatat të pangritura andej,
Dhe këtej të dehur e të shtrirë,
Në telash të vegjël, e të mëdhenj.* (Gdhihet..., f. 101) [9]

stërgjatur (i, e) mb.

*U kthyen dhe pleqtë në filma pa zë,
Në filma pa zë të stërgjatur.* (Gdhihet..., f. 320) [9]

sypërlotur mb.

*Tek e ëma s'vinte sa ish gjallë,
Mbase vinte, por besoj se rrallë,
Erdhi kur e shpuri në varreza,
Sypërlotur, veshur me të zeza.* (Gdhihet..., f. 265) [9]

thesartë (e) mb.

*Në gostira verën e thesartë
S'e kursyet, veç e nëpërkëmbët.* (Gdhihet..., f. 191) [9]

zhegët (i, e) mb.

*Vjen një kohë e plaku nuk ka turp,
Veçanërisht kur dita është e zhegët,
I rëndon të ziut çdo petk në trup.* (Gdhihet..., f. 72) [9]

hiçtë (i, e) mb.

*Guva e kokës sime ngadalë,
mbetet e zbrazur, e ftohtë, e hiçtë,* (Lypësi..., f. 9) [10]

psherëtitur (i, e) mb.

*Herë i çmendur, herë i psherëtitur,
Nëpër tym ngre dorën e të fton...* (Lypësi..., f. 140) [10]

bojëgjelbër mb.

*Marmaraja bojëgjelbër, bojë e çallmës së sulltanit,
Ndrit nën gjunjët e Stambollit, portës plakë të vatanit.* (Pelegriini..., f. 166) [12]

bojëhiri mb.

*Ah, turkesha uli syçkat si dy gurë xhevahiri,
Vinte Zylyftari i Podës hipur kalit bojëhiri,* (Pelegriini..., f. 171) [12]

krimbaç /e mb.

*Dhe aq më keq kur ke në xhep,
Një grosh krimbaç, një krimb të mjerë,* (Pelegriini..., f. 160) [12]

ligavectë (i, e) mb.

Më tremb kjo natë e pagjumë,

*Më duket sikur diçka do të ndodhë,
Kjo natë pa fërfërimë e zhurmë,
E qulltë, e **ligavectë** si bollë. (Pelegriini..., f. 68) [12]*

llërëzbehtë mb.

*Për një statujkë **llërëzbehtë**,
Një perëndeshëz si mermer,
Kurse statuja e vërtetë,
Në radhë djathi jep e merr!... (Pelegriini..., f. 145) [12]*

mufatur (i, e) mb.

*Këmbësor pa pronë,
Mes pronarëve mendjemëdhenj **të mufatur**,
Prona është peshë,
Mua më duhen krahë; (Pelegriini..., f. 158) [12]*

pavdekur (i, e) mb.

*I shëmbëm kishat dhe xhamitë,
E mburrëm shëmbjen me zjarr e me hekur,
Dhe thamë: u shporrën nga ne perënditë!
Por në gërmadhat e tyre tymonte shpirti **i pavdekur** (Pelegriini..., f. 27) [12]*

plakshëm (i, e) mb.

*Unë s'i përulëm as fëmirisë, as pleqërisë,
Jam vetë fëmijë **i plakshëm**, (Pelegriini..., f. 158) [12]*

shkrumbtë (i, e) mb.

*Dhe di më tepër se ç'dinë të shumtët:
Ia hodha nga dritarja sëpatët Musolinit,
Dhe isha dëshmitar i fronave **të shkrumbtë**,
Të mbretërve që gërmadhavë binin, kur ju sapo lindnit. (Pelegriini..., f. 125) [12]*

shpirtvalë mb.

*Nga vreshta rrushi vjen në but,
Nga kupa **shpirti-valë**, (Pelegriini..., f. 178) [12]*

trishtë (i, e) mb.

*Erdha ta përcjellim bashkë mbrëmjen **e trishtë**,
Pranë tryezës me vjersha e jo në shtratin e natës së parë...
Të pëlqejnë unazat gishtrinjë të brishtë,
Të pëlqejnë takat e larta e fustani i bardhë?" (Pelegriini..., f. 177) [12]
Tregonte përroi i lodhur një përrallë,
Këndonte gjoni një këngë **të trishtë**. (Pelegriini..., f. 200) [12]*

verdhak,-e mb.

*Mbase u thonë: shqiptarët e gjerë,
Mërziten se s'kanë banane **verdhake**,
Ashtu siç mërziten arabët për mollë,
Për ftonj e për dardha vjeshtake... (Pelegriini..., f. 199) [12]*

pashembëllt (i, e) mb.

*Është rast **i pashembëllt** ta dish,
Që Xhelatin ta puth e ta dua! (Lypësi..., f. 32) [10]*

bojëgjelbër mb.

*Marmaraja **bojëgjelbër**,
bojë e çallmës së sulltanit,
Ndrit nën gjunjët e Stambollit,
portës plakë të vatanit. (Pelegriini..., f. 166) [12]*

murenxirë mb.

*Dhe ishim ne ata ushtarë-ëndrra,
Që hapnim sytë në odat **murenxira**,
Që binin erë qepë e erë mendra, (Dhjetë Sy, f. 145) [16]*

naimjan mb.

*Mbi malet me dëborë,
Me mjegull e tufan,
Po fluturojnë patat,
Me vargun **naimjan**. (Dhjetë Sy, f. 60) [16]*

papirë (i, e) mb.

*Çibukun dhe duhanin **e papirë**..
Dhe ne lexojmë, nëpër nekrologjitë,
Rrethuar me korniza, emrat tuaj, (Dhjetë Sy, f. 151) [16]*

paqëtor,-e mb.

*Për njeriun e për vatrat **paqëtore**,
Dhe i bashkuam me ëndrrën tonë të madhe. (Dhjetë Sy, f. 147) [16]*

qepallëgjelbër mb.

*Re në krah nën shkrep të vjetër,
Re në krah e s'lojte dot,
Pishë e re **qepallëgjelbër**,
Nga qepalla derdhi lot. (Dhjetë Sy, f. 17) [16]*

qimekashtë mb.

*«Dil, Bajram Trebinja, **qimekashtë**,
Ta kopsit me kopsa kraharorë! (Dhjetë Sy, f. 36) [16]*

rebeltë (i, e) mb.

*Ushtar diku në pyjet veriore,
Po sharra jote **e rebeltë**,
Nuk ra në heshtje. (Dhjetë Sy, f. 134) [16]*

musolinian,-e mb.

*I spërkatur nga lavdia **musoliniane**,
Dhe gërryente asfaltin në sheshe e barin në livadhe,
Dhe ekspozonte kulturën e lartë romane...(Dhjetë Sy, f. 24) [16]*

shpirtcopëtuar mb.

*Dhe iknit **shpirtcopëtuar** nëpër muzgje,
Dhe tundnit kokat: «Djema, mos u epni!» (Dhjetë Sy, f. 153) [16]*

strehëvarur mb.

*Ja, shtëpi e bardhë,
Strehëvarur pret,
Duket sikur mua «Eja» më thërret. (Dhjetë Sy, f. 50) [16]*

valegër mb.

*Qëndroni festebardhë e mjekroshë,
Në brigjet, ku godet një lumë i lashtë,
I lashtë, e **valëgër** e thinjosh,
Më i lashtë se me mijëra etër bashkë. (Dhjetë Sy, f. 141) [16]*

manushaqtë (i, e) mb.

*Ndërsa andej një re **e manushaqtë**,
E lodhur shkrihet qiellit si lesh dhije, (Fletorka..., f. 41) [20]*

paputhur (i, e) mb.

Dy kunata-flutura,

- Shkonin si dy motra,
Faqet e paputhura,
Putheshin nga bota;* (Fletorka..., f. 185) [20]
sakatosur (i, e) mb.
*Të njëjtët plepa të zgjebosur,
Me bujq, druvarë e me hamenjë,
dhe me barinj të sakatosur;* (Fletorka..., f. 104) [20]
zogtë (i, e) mb.
*Me vështrimin e zogtë nga deti,
Me ar perëndimi i lyer,
E çuditshme!
Vdiq i shëruar,
Veçse s'ishte shëruar mërzia për krahun e thyer.* (Fletorka..., f. 79) [20]
kreshtëhekurt mb.
*Unë që s'rri pa udhëtuar një ditë,
Udhëtoj me poetë të gjallë e të vdekur,
Udhëtoj me fjalën e tyre të mbushur me dritë,
Në malet e mi kreshtëhekurt.* (Kambana..., f. 184) [21]
pendëkaltër mb.
*I nisa dhe vargjet në kartë,
Dhe vargjet mes njerëzve rrinë,
Ku vajte, o zog pendëkaltër?...* (Kambana..., f. 81) [21]
qerpikënxirë mb.
*Kur grykë e Cangonjit dëborën e merrte zvarrë,
Kur qante Morava nga dhimbje qerpikënxirë.* (Kambana..., f. 185) [21]
sapozgjuar (i, e) mb.
*I sapozgjuar në mëngjes prej gjumit,
Në shtratin me jorgan të madh të gjelbër.* (Kambana..., f. 29) [21]
sqepmadh/e mb.
*E harrova pluhurin e ngritur mes kumit,
E harrova lejlekun sqepmadh në zallishte,
Eja më merr, se puna ime iku e vajti!* (Kambana..., f. 20) [21]
symanushaqe mb.
*Pa eja tek unë, o qëngji symanushaqe,
Afromi buzët e tua që vijnë erë qumësht e bar,* (Kambana..., f. 17) [21]
vlagtë (i, e) mb.
*I imitova tingujt e fjalës së bukur
dhe lëngun e fjalës së vlagtë,
Çdo gjë të vërtetë, konkrete,
çdo gjë të pakapshme, abstrakte,* (Kambana..., f. 189) [21]
duarvrarë mb.
*Udhëve të dimrit në dëborë,
Supepërvëlues, duarvrarë.* (Mesditë, f. 138) [22]
faqeskuqur mb.
*Gishtërinjtë e thatë tundni rreptë,
Kur kthehen natën vonë faqueskuqura.* (Mesditë, f. 107) [22]
kallirënduar mb.
*Dhe grurin e verdhë kallirënduar,
Ta shij në arë me autokombajnë.* (Mesditë, f. 25) [22]

supepërvëlues/e mb.

Udhëve të dimrit në dëborë,
Supepërvëlues, duarvrrarë, (Mesditë, f. 138) [22]

strehëgrisor mb.

Që prapë në odën e braktisur,
Të hyjë dielli nëpër xham,
Që prapë çatia **strehëgrisor**,
Të ndalë shira e tufan, (Mesditë, f. 97) [22]

adriatik,-e mb.

Një varkë druri lëkundet nga vala,
Nga vala e kaltër **adriatike**,
Dhe bri vaporit të madh hesht,
Hesht e vjetër, melankolike...
Direktë e vinçat puth mëngjesi i lirë, ("Hapat e mia në asfalt", Poezi, f. 69) [7]

hardhimbuluar mb.

Nga një fëmi 'i vockël fare,
Fytyrëkuq e flokërrallë.
Ja ky fëmi ' kam qenë unë,
Një çerek shekulli të shkuar,
Që thirra, qava bëra zhurmë,
Te kjo shtëpi **hardhimbuluar**. ("Hapat e mia në asfalt", Poezi, f. 66) [7]

qimezverdhur mb.

«Pse s'bën dhe ti ca bejte, more djalë?
Ne kemi Xumen tonë **qimezverdhur**,
Që vjedh bostan dhe ul kurrizë e dalë!» ("Në rrugë dola", Poezi, f. 20) [8]

strehëvarur mb.

Ja, shtëpi e bardhë,
Strehëvarur pret,
Duket sikur mua,
«Eja» më thërret. ("Në rrugë dola", Poezi, f. 13) [8]

supevarur mb.

S'prishet puna, më kujto kështu:
Supevarur, pantallona blu,
Pardesy të shkurtër gjer mbi gju!» ("Hapat e mia në asfalt", Poezi, f. 58) [7]

djersëlarë mb.

Po dita ndofta nuk vonon,
Kur nderi **djersëlarë**,
Të zërë vend që meriton,
Të zërë vend të parë, (Robert Bërnsi..., f. 85) [15]

qimelarë mb.

Ish shpinëzi dhe **qimelarë**,
Me gjoks bardhosh si borë e parë,
Dhe bishti i ndritur përmbi shtat,
Porsi unazë i ngrihej lart. (Robert Bërnsi..., f. 156) [15]

zgjebur (i, e) mb.

dhe hyn në ahur si cub tek delet,
i zgjebur i pangrënë; (Baladë..., f. 70) [17]
Kënga e çjerrë e këndezit mbi plehun e kalbur në fshat,
Pallja e gomarit të **zgjebur** në oborr e lëndinë, (Lypësi..., f. 105) [10]

This lexical wealth, but also that which awaits to be treated in the future by us or others, must be cultivated and a large part of it must take its place in national explanatory dictionaries. Researcher Gjovalin Shkurtaj writes that "The first task is for artistic literature to penetrate even deeper layers of the treasury of the people's language and bring it into new works with careful elaboration and in accordance with the great ideas of the time. Further steps remain to be taken by writers to cleanse Albanian of foreign, unnecessary words and constructions, as well as to remove from today's literature linguistic constructions that are typical of journalism and the official style. The masters of the word are required to be more thrifty and more attentive even to "poetic liberties", not allowing, in the name of rhyme or rhythm, the main norms of the language to be violated [4],[5].

For all these problems and others, there is room for further studies and reviews, for detailed analysis and observations, in order for our writers to benefit and be helped more in their efforts and work to further perfect the language of artistic literature. [4],[5]
We are giving some adjectives that attract attention with the beauty of expression and the beauty of the construction:

bajraktë (i, e) mb.

– Vetë e dytë me kunatë,
shtrona një dyshek të lartë,
ja të kuq, ja **të bajraktë**. (Shpirti i gjyshërve, f. 58) [11]

krahëthyer mb.

Unë qaj, kur shoh në bar një zog,
Krahëthyer, që nuk fluturon. (Shtigje dhe trotuare, f. 169) [1]

ballukengatërruar mb.

Eh, kurbatkë, grua e munduar,
Që je endur pllajave përpyetë,
Biri yt **ballukengatërruar**,
Të kërkoi t'i blije një gërnetë! ("Hapat e mia në asfalt", Poezi, f. 48) [7]

faqeskuqur mb.

Gishtërinjtë e thatë tundni rreptë,
Kur kthehen natën vonë **faqeskuqura**. (Mesditë, f. 107) [22]

kallirënduar mb.

Dhe grurin e verdhë **kallirënduar**,
Ta shij në arë me autokombajnë. (Mesditë, f. 25) [12]

symanushaqe mb.

Pa eja tek unë, o qëngji **symanushaqe**,
Afromi buzët e tua që vijnë erë qumësht e bar, (Kambana..., f. 17) [21]

vlagtë (i, e) mb.

I imitova tingujt e fjalës së bukur
dhe lëngun e fjalës **së vlagtë**,
Çdo gjë të vërtetë, konkrete,
çdo gjë të pakapshme, abstrakte, (Kambana..., f. 189) [21]

duarvrarë mb.

Udhëve të dimrit në dëborë,
Supepërvëlues, duarvrarë. (Mesditë, f. 138) [22]

llërëzbehtë mb.

Për një statujkë **llërëzbehtë**,
një perëndeshë në mermer,
Kurse statuja e vërtetë,

në radhë djathi jep e merr!... (I përndjekuri..., f. 75)
cokët (i, e) mb.

*Kujt i duhet vargu yt i **cokët**,
Kujt i duhen fjalët që ke zgjedhur?"*

*Pleqtë të menduar tundnin kokat,
Djemtë thoshin: bravo, ia ke hedhur! (Kambana..., f. 182) [21]*

flokargjendtë mb.

*Unë imitova veç popullin tim të madh e të shtrenjtë,
Popullin tim të lashtë e rinor **flokargjendtë**; (Kambana..., f. 188) [21]*

mendjeshterpë mb.

***Mendjeshterpë**, heshte vjet me radhë,
Udhën e poetit kot e zgjodhe!- (Kambana..., f. 182) [21]*

pakuptuar (i, e) mb.

*Pleqëria vjen **e pakuptuar**,
Vjen ngadalë pa zile, pa këmborë;
Gjurmëve të tua duke shkuar,
Flokët t'i pudros me pak dëborë... (Kambana..., f. 105) [21]*

Conclusion

In conclusion, we are closing this chapter with the words of the researcher Gjovalin Shkurtaaj that "Surely, some of the new, beautiful and correctly formed words, according to the rules of Albanian, will in time gain "citizenship" by being included in Albanian dictionaries. In this regard, it is worth remembering that even the lexical norm, unlike other norms of the unified literary language, is always open. Every lexical, semantic and phraseological unit, even if created in a distant region, in a dialectal land, is presented as an inseparable unit of the Albanian language. It is now a joyful fact that all our poetry is written in the unified Albanian literary language, applying quite well the relevant norms and rules of spelling and grammar. Meanwhile, this does not at all close the path to the beautiful words of the regions from where the new voices in our literature come, that's why we feel how words from Devoll and Gjirokastra, as well as from Tropoja and Shkodra, from the mountains of the North and the plains from Valbona to Ksamil, flow into today's poetry.

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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.

1. Theoretical Perspective

The content unit "Risks of Online Games: Openness to Unknown Things and People," within the school subject *Personal Development* in the 3rd grade:

- addresses content from Module 5, "Personal Safety," which promotes the concept of the necessity of a safe environment for personal development, approaching online communication through the formation of skills for using digital devices with actions aimed at "preventing and counteracting dangerous situations" [1, p. 4], in order to ensure both personal and others' safety [2, p. 232];
- transposes into educational practice, at the primary education level, the general objectives (6 – 6.1–6.4; 9 – 9.6–9.7) of the Strategy "Moldova Education 2030" (Annex 2), through the Implementation Program "Education 2030," with the aim of developing informational skills through the synergy of integrating information and communication technologies with pedagogical ones [3, p. 155], marking safety and security in online communication as a priority:
 - the priority of security in online communication at the international level (International Telecommunication Union, European Union Agency for Cybersecurity in the Republic of Moldova) [6, p. 156];
 - the priority of cybersecurity at the national level (LAW No. 48 of 16-03-2023, published: 28-04-2023 in the Official Monitor No. 151–153, art. 225) [9], which:

A. is based on: children's and adolescents' risky behaviors on the Internet; online threats (risks); incidents; children's responses to these incidents; measures for preventing online risks;

B. aims at the process of forming and developing students' cybersecurity competencies at the level of skills for the safe and responsible use of digital technologies [13, p. 2]:

- within curricular subjects in primary classes: (a) Technological Education – module “Digital Education”; (b) Personal Development – module “Personal Safety”;
- within optional subjects in primary classes: (a) Media Education.

From this perspective, at early school age, students' online safety is emphasized with the purpose of protection in the online environment and against risks to physical, emotional, and sexual integrity in the online space [7, p. 7].

In this regard, the “Methodological Guidelines on Online Safety and Security of Students in the Distance Educational Process for Primary, Lower Secondary, and Upper Secondary Education Institutions” recommend that teachers, in their instructional planning, focus on [13, p. 3]:

- developing students' critical thinking skills in the online environment;
- forming online behaviors centered on respect, responsibility, and the evaluation of possible risks;
- selecting sources and teaching materials in accordance with specialists' recommendations, adapted to students' age-specific and individual characteristics;
- developing and applying instructional strategies aligned with constructivist learning paradigms, as recommended by the current curriculum (Grades I–IV);
- selecting assessment methods aimed at identifying students' needs in acquiring digital skills.

Within the focus of these international and national perspectives also stands “Safer Internet Day,” a European-level celebration—February 6—aimed at promoting the safe and responsible use of the Internet and information technology, with particular emphasis on children and adolescents.

Specialized sources (Z. Necrasov, N. Necrasov, El. Varga, R. Doron, F. Parot, etc.) [apud 12, pp. 73–74] mention that Internet dependence among young school-age children is based on several motives (needs):

- interest in discovering beauty and attractiveness (video clips, games, communication with peers, friends, family);
- accessibility and simplicity of use, both at school and for homework;
- purposes related to fulfilling wishes and dreams (discovering new objects and phenomena, creating maps, routes, diagrams, puzzles, etc.);
- refuges: for relaxation, tension release, detachment from negative emotions and adults' demands, and for entertainment.

Although at early school age children are more independent than preschoolers, accessing social networks and digital communication applications online without supervision, they are exposed to Internet risks (contact risks, content risks, conduct risks), and in some situations, at the behavioral level, they may become dependent on digital technology, manifesting various symptoms (poor academic performance, school absenteeism, lying, etc.) [ibid., p. 75].

From the perspective of young students' motives/needs to become dependent on the Internet, online games are also highlighted, addressed in specialized literature from two perspectives:

(1) online games – as a way of spending time, for entertainment and relaxation (to unwind or take breaks) from other real-life tasks, using digital devices;

(2) online games – as a method of education within the learning process through play.

In this sense, alongside their function as entertainment, leisure activity, and a means of developing imagination, reasoning, creativity, etc., the issues and safety risks of online games are also highlighted (communication with “dangerous” individuals, cyberbullying, online harassment, addiction to online gaming).

From the aspects addressed above, we may establish that online games (Roblox, Minecraft, Fortnite, Toca Boca, Animal Jam, etc.) for young students represent a way of spending time, entertainment, and relaxation (to unwind or take breaks) from other real-life tasks, using digital devices (Snapchat, Instagram, WhatsApp, YouTube and YouTube Shorts, TikTok) [6].

The National Center for the Prevention of Child Abuse in the Republic of Moldova defines online games as network-based games involving multiple players who do not know each other, creating online communities with peers of the same age where social relationships can be formed and common discussion topics found. For this reason, ensuring safety in the online environment is required so as not to negatively affect real life [11].

The authors of the European project “EUN Partnership AISBL” also outline the educational facet of online gaming within the learning process through play [11, pp. 5–8]. These, based on types of constructivist learning (collaboration, cooperation, discovery, etc.), require the teacher, in a praxiological approach to instruction, to demonstrate competencies developed through:

- planning and organizing a positive and inclusive classroom learning environment;
- knowledge of young students’ age-specific characteristics, personal interests, family life, and cognitive traits.

This requirement is also stipulated in the current Professional Competence Standards for Teachers (2018) across all five domains of competence [14].

Within the category of online/digital games in education, according to the European Project “ProActive,” the following classification is highlighted in relation to the learning process—called proactive games [20, pp. 11–14]: action games, role-playing games, adventure games, simulation games, sports games, and fighting games.

We Establish the Following

At the curricular level, the formation of skills for using digital devices with actions aimed at “preventing and counteracting dangerous situations” [2, p. 4], in order to ensure both personal safety and the safety of others [10, p. 232], in primary classes, is promoted both formally and non-formally [6, pp. 8–9].

From a formal perspective, these skills are developed within curricular subjects (Romanian Language and Literature, Technological Education, Personal Development), as well as within optional subjects (Media Education), which include thematic topics related to online safety. Among these, in the case under study, is the school subject Personal Development, in the 3rd grade, through the Content Unit “Risks of Online Games: Openness to Unknown Things and People” [6, pp. 12–13].

Praxiological Perspective

Through the lens of the theoretical approaches presented above, we propose several practical aspects which, in our opinion, would improve the level of development among 3rd-grade students of the skills needed to identify safe situations in the online environment – within the school subject *Personal Development*.

Thus, we further propose projective sequences for the content unit “Risks of Online Games: Openness to Unknown Things and People,” respecting the projective model Evocation–Meaning Construction–Reflection–Extension, for:

- the thematic topic “Online Games: Advantages and Dangers”;
- competence unit: 5.1. “Identifying safe situations in the online environment, based on the given criteria”;
- curricular approach: “Risks of Online Games.”

IMPLEMENTATION

In advance, students are asked to draw, for this lesson, a hero from a favorite video game.

EVOCATION – Step “Get Involved!”

Objectives:

By the end of the lesson, the student will be able to:

- recognize tools and platforms that can be accessed through the Internet, based on an image;
- give examples of online games accessed through online gaming platforms, based on an image;
- describe, in their own words, the role and place of online games in a child’s/student’s life.

Students are invited to study and analyze the content of an image containing tools and platforms accessed via the Internet (Example content: PPT Image 1 – “Internet: Tools and Platforms”: websites, social networks and mobile applications, blogging and online gaming platforms, instant messaging applications, video streaming and e-commerce platforms, educational applications).

Students are asked to name some tools and platforms they access and for what purpose (leisure time and learning time).

Separately, attention is drawn to online gaming platforms, and students are asked to give examples of online games they access from these platforms (Example content: PPT Image 2 – “Online Gaming Platforms”: Steam, Origin, EpicGamesStore, GOG, XboxLive, Battle.net, PlayStationNetwork, Nintendo eShop).

Students are asked to describe, in their own words:

- what online games are;
- who participates in online games;
- how interaction takes place;
- how they ensure that these games are safe for their personal life;
- what impact online games have on the life of a 3rd-grade student;
- how parents react to the online games accessed, etc.

Teaching strategy for Evocation – Step “Get Involved!”:

Frontal work, observation, free discussion, exposition (through description).

Feedback provided by the teacher:

“The variety of tools and platforms you have named/recognized represents the digital world/cyberspace created through the Internet, which is accessed and used to communicate, learn, have fun, conduct business, etc. Among these are online gaming platforms, practiced and enjoyed by both children and adults. Online games can be simple or complex, for entertainment but also for learning; they may involve one player or multiple players who may or may not know each other within a social network. Therefore, it is very important for every online player to feel safe while being online, so as not to allow the virtual world of games to negatively affect their real personal life.”

MEANING CONSTRUCTION – Step “Inform Yourself!”

Informational Content:

“Online games are a way to spend free time, to relax, to take a break from other school or personal life activities. Through online games, you children/students try out different virtual

roles that are not possible in real life, experience emotions and successes, have fun, and transform yourselves into your favorite heroes.

At the same time, through play, you learn to communicate in groups, interacting with other participants, respecting certain rules, completing various tasks to achieve the desired success, and exchanging ideas and opinions, influencing events during the game and obtaining immediate and desired appreciation.

Thus, within online gaming, four types of players can be identified:

- (1) the achiever, who aims and desires to move quickly and without obstacles from one level to another, ultimately obtaining a status;
- (2) the explorer, who investigates the virtually created world;
- (3) the socializer, who aims and desires to make new friends within the virtual game;
- (4) the disruptor, who wants to destroy all obstacles within the game, eventually becoming the winner.

In online games, anyone can choose to be a superhero, respected and admired by the virtual community, even rewarded with various prizes and gifts.

The main games preferred and recommended for children your age are: Island Saver, Minecraft, Roblox, Dragon Quest Builders, Poptropica, Monopoly Junior, Connections Challenge, Artie the Robot, Electronic Circuits, BrainBox, Magic Tricks, Horse Riding Competition, etc. [13].

However, during online games, unpleasant situations may also occur, instigated by other players: rule violations, tricks, dares, challenges. Examples of challenges include:

- those that involve physical health risks: bodily injury, taking medication or dangerous chemical substances (cutting one's hands with sharp objects, holding one's breath while tightening a cord around the neck, pouring a bucket of very cold or very hot water over oneself, etc.);
- those that involve illegal actions: forcing game participants to break the law or regulations (of the class, school—for example, entering the school at night);
- those that involve posting or distributing information, whether personal or about others (photographing a classmate's identity card and distributing it on a newly created Instagram account);
- those that involve cyberbullying or trolling, forcing participants to engage in aggressive online behavior (photographing a child being beaten by another and broadcasting it online).

These situations may endanger both your health and your life. Therefore, it is necessary to be careful both about the time spent playing online and about the people you play with, in order to feel safe when playing online:

- online gaming time must be limited, in order to engage in other activities as well—within the family, with friends/peers, and for the next school day (homework, a research project, memorizing a song text for a school event, etc.);
- personal data and the data of close or loved ones must not be disclosed, but kept private;
- during online gaming, players who disturb or display inappropriate or aggressive behavior must be blocked;
- when players display abusive behavior during online gaming, the situation must be reported to the website operator or to a nearby adult.”

MEANING CONSTRUCTION - Step “Process the Information!”

Objectives:

By the end of the lesson, the student will be able to:

- differentiate between the positive and negative traits of their favorite hero from an online game, based on their individual drawing;
- create a mascot of their favorite online game hero containing only positive character traits, based on a group drawing.

Students are asked to form working groups (maximum 4 members). Each group will receive large sheets of paper and markers.

Work tasks:

- to present to the group the drawings completed individually at home, depicting their favorite hero from a video game;
- to discuss the hero's story in the game and their character traits;
- to differentiate between the positive and negative traits of the favorite online game hero;
- to identify the positive character traits of the favorite video game hero;
- to create a final mascot hero of an online game that incorporates all the positive character traits identified individually, based on the personal drawings.

Teaching strategy for Meaning Construction – Step “Process the Information!”:
 Group work, group project, group reflection.

Feedback provided by the teacher:

“For lasting safety in online games, participants must adopt behavior and language appropriate to the virtual environment. It is not acceptable to cheat, to display inappropriate behavior, or to use offensive language. Such players are blocked, reported to the provider or on the game platform, or parents are informed about them.

It is not acceptable when, during the game, a participant requests personal information: home address, email address, mobile phone number, photographs, passwords, school and leisure schedule, school address or name, hobbies, entertainment or food preferences, etc.

It is not acceptable when an online game participant requests a meeting without parental consent.

Just as the mascot hero of your favorite online game demonstrates positive character traits, so too will their safety in the virtual space be ensured.”

REFLECTION - Step “Communicate and Decide!”

Objectives:

By the end of the lesson, the student will be able to argue how these positive character traits manifested in the online game will help the mascot hero in the future, based on the Worksheet.

Students, maintaining the same group composition, are asked to argue how these positive character traits manifested in the online game will help the mascot hero in the future, following the logic of the proposed organizer:

Online gaming time must be limited. Argue:	Online gaming time must be limited. Argue:
Personal data and the data of close or loved ones must not be disclosed, but kept private. Argue:	Personal data and the data of close or loved ones must not be disclosed, but kept private. Argue:
During online gaming, players who disturb others or display inappropriate or aggressive behavior must be blocked. Argue:	During online gaming, players who disturb others or display inappropriate or aggressive behavior must be blocked. Argue:
When players display abusive behavior during online gaming, the situation must be reported to the game website operator or to a nearby adult. Argue	When players display abusive behavior during online gaming, the situation must be reported to the game website operator or to a nearby adult. Argue

At the end of the task, the groups will present the developed products in front of their classmates.

Guided Discussion:

How can a child access/install a new online game?

In online games, is the real name used along with personal data?

In some online games, participants write messages or communicate verbally. Where does his communication take place?

Are links received via chat from other players opened immediately?

Are personal/secret data communicated to other players?

What do you do when, during an online game, you see promotional messages for your favorite character that require payment/in exchange for money?

Teaching Strategy for Reflection – Step “Communicate and Decide”:

Frontal work, written brainstorming, exposition, guided discussion.

Feedback Provided by the Teacher:

“A child may access/install a new online game only together with their parents, who will determine whether the game is age-appropriate and provides a safe online gaming environment. In online games, the real name is not used; instead, a virtual game name is chosen, without indicating age, date of birth, or other secret data.

In some online games, participants communicate with each other by writing messages or speaking verbally. This space is called chat, where players communicate and are expected to demonstrate appropriate and respectful behavior. If a player displays aggressive, rude, or inappropriate behavior in the chat, the conversation is stopped or the chat is exited.

Links received in chat from other players should not be opened immediately. They may be sent by malicious individuals under false names, and some links may be virtual traps.

When, during online gaming, you see promotional messages for your favorite character that require payment or money, they should be closed immediately.

If, during online gaming, you feel threatened, you must immediately inform an adult.”

REFLECTION - Step “Appreciate!”

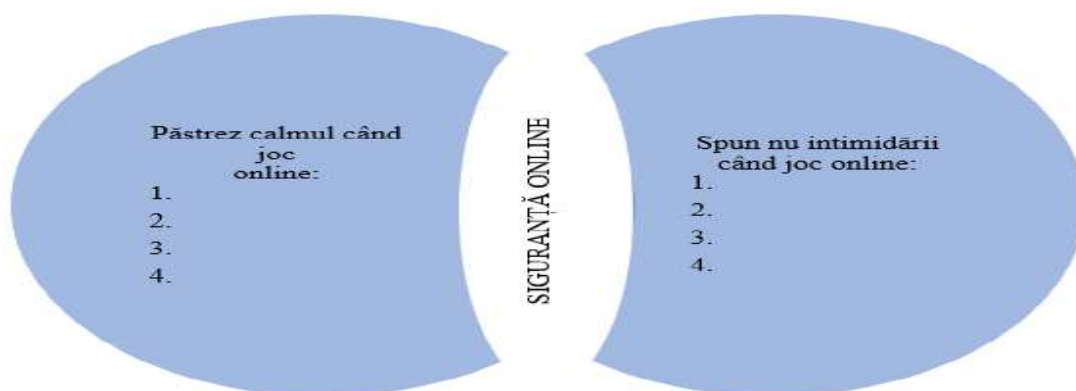
Objectives:

By the end of the lesson, the student will be able to propose solutions for maintaining calm during online gaming, based on the given text.

Students are asked to form working pairs. Each pair receives the following problem/situation:

“Two friends decided to play Poptropica online, an interesting and creative game that requires cooperation, flexible thinking, and creativity. One of the friends, becoming tired and irritable, began to cheat in the game and thus, from an explorer-type player, suddenly turned into an active disruptor. In such a situation, how will the other friend maintain their calm, and how will they act if they feel intimidated?”

Students are asked to analyze the situation and clearly identify the problem they need to solve, then propose possible solutions. At the end of the pair task, students are invited to decide on the appropriate solutions and place them in the proposed organizer:



At the end of the task, the pair products are displayed on the classroom bulletin board, and the common solutions proposed by all working pairs are analyzed.

Teaching Strategy for Reflection – Step “Appreciate!”:

Work in pairs, problem-based learning, Venn diagram, analysis of common solutions/traits.

Feedback Provided by the Teacher:

“To maintain calm during online gaming, everyone should realize that an online game is only a game, in which you can both lose and win. It is natural and acceptable to lose. It is just a game! During the game, participants, as equals, should respect one another and should not offend others merely to win. Therefore, it is important to know that some players, in order to win, may become mean or aggressive during the game.

It is advisable for every child to check the rating of online games to ensure that they are age-appropriate. It is also important to regulate the time spent on online gaming, so as not to neglect other activities (family, school, extracurricular activities) and to avoid fatigue. Even during online gaming, it is recommended to take a break or, in some situations, even to reduce gaming time.

There are situations in which you may be intimidated during online gaming by other participants. In such cases, immediately: block access to that person and inform the administrator about the unpleasant situation; or, in the game’s ‘Help’ section, access the instructions to resolve the issue; remove the participant who intimidates you from the game; do not respond to intimidating messages; inform your parents or a trusted person about the online abuse.”

EXTENSION - Step “Act!”

Students are asked to discuss the topic addressed in class with their families. With parental support, students are requested to:

- watch the educational film “Internet Safety – Explained for Children. International Safer Internet Day” [5];
- develop, based on the educational film, a promotional banner “International Safer Internet Day,” respecting the success criteria – PT15. “Advertising Material” [10, p. 50].

Conclusions

In order to develop, among 3rd-grade students, the skills to identify safe situations in the online environment, based on the given criteria—within the school subject Personal

Development, at the content unit “Risks of Online Games: Openness to Unknown Things and People”—the teacher will take into account:

The Standards for the Protection and Safety of Students in the Online Environment (2022), with the aim of informing students about online opportunities and forming/developing their skills to recognize risks, identify ways to cope with them, and use the Internet safely and responsibly: Standard “Curriculum/Educational Process,” indicator: 1.6, descriptors: 1.6.1–1.6.4; achievement indicators: 6 and 7 [21, p. 2; pp. 5–6];

The correlation between the specific process of forming skills for using digital devices with actions aimed at “preventing and counteracting dangerous situations” [12, p. 4], in order to ensure both personal safety and the safety of others [22], among primary school students, and the domain-specific competencies developed by teachers, in accordance with the current Professional Competence Standards for Teachers [22];

The specific features of the online safety education process in primary classes within the school subject Personal Development in the 3rd grade:

- it is student-centered [11, p. 12];
- it aligns specific competence 5 of the curriculum [6, p. 179] with key/transversal/transdisciplinary competencies circumscribed by the generic attributes of the Primary School Graduate Profile [ibid., p. 12], as well as with students’ practices and interests in the online environment;
- it approaches constructivist teaching methods, highlighting types of constructivist learning also promoted in the methodological guidelines for the school subject Personal Development: cooperative learning, project-based learning, task-based learning, experiential learning [14], [24].

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

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Abstract

This study explores pre-university teachers' perspectives on the influence of social media on the development of children and adolescents, focusing on emotional, cognitive, motivational, and social dimensions. A total of 338 responses were analyzed, collected through an anonymous, GDPR-compliant questionnaire using a five-point Likert scale, complemented by open-ended questions. The research was conducted within an academic framework coordinated by the "Dimitrie Cantemir" University of Târgu Mureș, aiming to inform and refine educational practices in a digitally saturated context. Quantitative results indicate a strong consensus among teachers regarding the significant impact of social media on students' emotional development and attention span, with high mean scores reflecting concerns about reduced concentration, increased anxiety, and diminished intrinsic motivation for school-related activities. Social relationships among students were also perceived as being profoundly reshaped, oscillating between enhanced connectivity and heightened conflict, comparison, and social pressure. At the same time, respondents acknowledged the constructive potential of social media, particularly in fostering creativity, self-expression, and informal learning, though these benefits were viewed as conditional upon guidance and moderation. Qualitative analysis of open-ended responses reveals recurring thematic patterns: the urgent need for structured digital education, the shared responsibility of school and family, and the importance of cultivating critical thinking, time management, and emotional resilience in students. Teachers consistently emphasized the school's role not merely as a transmitter of knowledge, but as a formative space where responsible digital behaviour is modelled and practiced. Overall, the findings suggest that social media represents neither an inherently negative nor purely beneficial force, but rather a powerful developmental factor whose impact depends largely on educational mediation. The study underscores the necessity of integrating digital literacy and socio-emotional learning into formal education to support the harmonious development of children and adolescents in the contemporary digital environment.

Keywords: social media; children and adolescents; teachers' perspectives; emotional development; attention and motivation; digital education; pre-university education; qualitative and quantitative analysis.

1. Introduction

The rapid expansion of social media has profoundly reshaped the social, emotional, and cognitive landscapes in which children and adolescents grow and learn. Over the past decade, platforms designed initially for communication and entertainment have become integral to young people's daily lives, influencing how they construct identity, relate to others, and engage

with learning. For today's students, social media is not a parallel reality but an embedded environment, one that silently accompanies them into classrooms, homes, and peer interactions.

Within this context, schools and teachers occupy a pivotal position. Pre-university educators are among the first to observe changes in students' behaviour, attention patterns, emotional regulation, and social dynamics. Their professional experience places them at the intersection between educational objectives and the evolving digital habits of children and adolescents. Understanding teachers' perspectives is therefore essential for developing informed, realistic, and effective educational responses to the challenges and opportunities posed by social media.

Existing research highlights a complex and often ambivalent relationship between social media use and student development. On the one hand, excessive or unregulated use has been associated with decreased attention span, heightened anxiety, social comparison, cyberbullying, and reduced academic engagement. On the other hand, social media can support creativity, peer collaboration, access to information, and informal learning communities, particularly when guided by clear boundaries and educational intent. This duality underscores the need for nuanced, context-sensitive investigations rather than binary assessments of "positive" or "negative" impact.

In the pre-university educational system, the pressure to adapt is intensified by the developmental vulnerability of children and adolescents. Emotional maturation, identity formation, and social belonging are processes particularly sensitive to external influence during these stages. Teachers frequently report navigating classrooms where digital stimuli compete with pedagogical goals, while simultaneously addressing students' emotional responses shaped by online interactions. Yet, despite this daily exposure, teachers' voices remain underrepresented in empirical research compared to those of students or parents.

The present study seeks to address this gap by systematically examining pre-university teachers' perceptions regarding the influence of social media on the development of children and adolescents. By combining quantitative measures with qualitative insights drawn from open-ended responses, the research aims to capture both the intensity of perceived effects and the nuanced interpretations educators attach to them. Conducted under the auspices of *Dimitrie Cantemir University of Târgu Mureș*, this study contributes to the growing body of educational research concerned with digital transformation, emphasizing the role of the school as a space not only for academic instruction but also for the cultivation of responsible, critical, and emotionally balanced digital citizens.

In Doing so, the study aspires to inform educational policy, teacher training, and curricular design, offering evidence-based insights into how education systems can respond thoughtfully to the realities of a networked generation.

2. Theoretical Considerations

The influence of social media on the development of children and adolescents has become a central topic in contemporary educational, psychological, and sociological research. Recent theoretical frameworks increasingly emphasize the concept of the *digital developmental environment*, in which online and offline experiences are deeply intertwined and mutually reinforcing [1]. From this perspective, social media is not merely a tool but a contextual force shaping identity formation, emotional regulation, and social learning.

One of the dominant theoretical approaches is rooted in *socio-emotional development theory*, which highlights adolescence as a critical period marked by heightened sensitivity to peer feedback and social comparison. Empirical studies published in the last four years suggest that constant exposure to curated online content intensifies comparison processes, often contributing to anxiety, diminished self-esteem, and emotional dysregulation [2], [3]. These effects are not

uniform, however, and depend on individual vulnerability, usage patterns, and the presence of adult mediation.

From a cognitive and educational standpoint, recent literature draws attention to the *attention economy* and its implications for learning. Frequent multitasking, rapid content consumption, and algorithm-driven stimulation have been linked to reduced sustained attention and increased cognitive fragmentation among students [2]. Such findings align with constructivist learning theories, which stress the importance of focused engagement and meaningful interaction for deep learning, conditions often disrupted by uncontrolled digital exposure.

At the same time, contemporary models of *digital resilience* and *positive youth development* argue against a purely risk-oriented narrative. Studies indicate that when integrated intentionally, social media can support creativity, collaborative learning, civic engagement, and self-expression [4],[5]. Educational theory increasingly positions schools as key agents in fostering digital literacy, ethical awareness, and critical thinking, transforming social media from a passive influence into an educative resource.

Taken together, recent theoretical contributions converge on a balanced view: social media acts as an amplifier of developmental tendencies rather than a deterministic force. Its impact is shaped by educational context, guidance, and the ability of institutions, particularly schools, to mediate students' digital experiences in ways that support healthy, autonomous development [6].

3. Research Methodology

This study employed a mixed-methods research design, integrating quantitative and qualitative approaches to comprehensively examine pre-university teachers' perceptions regarding the influence of social media on the development of children and adolescents. The mixed-methods framework was chosen to capture not only the magnitude of perceived effects but also the nuanced interpretations and professional reflections expressed by educators.

3.1. Research Design and Participants

The research was conducted using a cross-sectional survey administered to pre-university teachers from various educational levels, including primary, lower secondary, and upper secondary education. A total of 338 *valid responses* were included in the final analysis. Participants represented diverse teaching specializations and professional experience, providing a broad perspective on classroom realities across developmental stages. Participation was voluntary, and no incentives were offered, minimizing response bias related to external motivation.

3.2. Instrumentation

Data was collected using a structured questionnaire developed specifically for this study. The instrument consisted of ten items addressing key dimensions of student development: emotional well-being, attention and concentration, academic motivation, social relationships, exposure to online risks, positive development opportunities, and students' capacity for self-regulation in digital environments. Items were measured on a five-point Likert scale ranging from 1 (*total disagreement / very low extent*) to 5 (*total agreement / very high extent*). The questionnaire also included two open-ended questions designed to elicit qualitative insights regarding the perceived role of schools and recommended strategies for supporting healthy development in the context of social media use.

Prior to distribution, the questionnaire underwent expert review by university faculty in education and psychology to ensure content validity, clarity, and relevance. Minor linguistic adjustments were made to improve item comprehensibility.

3.3. Data Collection Procedure

The survey was administered online using Google Forms, facilitating accessibility and ensuring anonymity. The introductory section clearly outlined the purpose of the study, emphasized voluntary participation, and informed respondents about data protection measures in compliance with GDPR regulations. No personal identifiers were collected. Data collection took place over a defined period, allowing respondents to complete the questionnaire at their convenience.

3.4. Data Analysis

Quantitative data were analyzed using descriptive statistical methods, including frequencies, percentages, means, and standard deviations, to identify prevailing trends and levels of agreement among respondents. Qualitative data from open-ended responses were subjected to thematic content analysis. Responses were coded inductively, allowing recurrent themes and patterns to emerge organically from the data. To enhance reliability, thematic categories were reviewed iteratively and refined to ensure coherence and conceptual clarity.

3.5. Ethical Considerations

The study adhered to established ethical standards for educational research. Informed consent was obtained implicitly through voluntary participation, anonymity was strictly maintained, and data were used exclusively for academic and research purposes. The research was conducted under the auspices of *Dimitrie Cantemir University of Târgu Mureș*, contributing to ongoing efforts to improve educational practice in digitally mediated learning environments.

4. Results

4.1. Quantitative Results

Statistical analysis highlights clear and consistent trends in teachers' perceptions regarding the influence of social media on students' development.

Regarding *emotional development*, most respondents reported a strong perceived impact. Out of the analyzed responses, 125 teachers ($\approx 86\%$) selected high agreement levels (scores 4 or 5). When reported at the study level (338 responses), this corresponds to approximately 290 teachers, indicating a broad consensus that social media significantly affects students' emotional balance. Only a small minority, around 16 respondents ($\approx 5\%$), perceived little or no influence.

The impact on attention and concentration emerged as one of the most pronounced findings. Approximately 134 respondents ($\approx 92\%$) rated this influence as high or very high. At the aggregated level, this represents nearly 311 teachers, reinforcing the perception that social media contributes substantially to reduced sustained attention, increased distractibility, and classroom disengagement. Neutral or low-impact responses accounted for less than 10% of the total.

In terms of *academic motivation*, about 120 respondents ($\approx 82\%$) indicated that social media negatively affects students' motivation for school-related activities. This translates to roughly 277 teachers at the reported sample level. Only 4-5% of respondents perceived little to no impact, suggesting that motivational concerns are widely shared among educators.

Perceptions related to *peer relationships* revealed that approximately 118 respondents ($\approx 81\%$) observed a strong influence of social media on student interactions. Extrapolated to the study sample, this corresponds to about 274 teachers. While some respondents acknowledged improved communication, the dominant perception emphasized increased conflict, social comparison, and relational tension.

The dimension of *exposure to online risks* (cyberbullying, misinformation, problematic use) showed the highest level of agreement. Nearly 140 respondents ($\approx 96\%$) selected agreement or strong agreement, corresponding to approximately 324 teachers. This near-unanimous perception underscores teachers' heightened awareness of digital risks in students' daily lives.

In contrast, perceptions of *the positive role of social media* were more evenly distributed. Around 40 respondents ($\approx 27\%$) expressed agreement that social media strongly supports creativity and informal learning, corresponding to approximately 93 teachers. A substantial proportion of 60 respondents ($\approx 41\%$) adopted a neutral stance, while roughly 46 respondents ($\approx 32\%$) perceived limited or no positive impact.

Finally, evaluations of students' *self-regulation and time management* abilities were notably low. Approximately 109 respondents ($\approx 75\%$) selected the lowest two scale points, corresponding to around 252 teachers, indicating widespread concern regarding students' limited capacity to manage social media use independently.

4.2. Qualitative Results: Interpretation of Open-Ended Responses

Analysis of the open-ended responses revealed strong convergence around several key conclusions.

A dominant theme was the *central role of the school* in shaping responsible digital behavior. Teachers emphasized that schools must actively educate students on digital literacy, emotional self-regulation, online ethics, and critical evaluation of content. These responses suggest a clear expectation that formal education should compensate for gaps in informal guidance.

A second recurring conclusion concerned *shared responsibility with families*. Teachers consistently argued that educational efforts are most effective when reinforced at home, highlighting the need for coherent norms, communication, and parental involvement.

Preventive education emerged as another major conclusion. Respondents advocated for early, continuous intervention rather than reactive measures, stressing that awareness, dialogue, and reflection should precede behavioural problems.

Finally, teachers articulated a *balanced perspective*, acknowledging that social media can support creativity and learning when used intentionally and under guidance. This nuanced stance reinforces the quantitative findings, suggesting that educators view social media not as an unavoidable threat, but as a powerful influence requiring structured educational mediation.

Together, the quantitative and qualitative results point toward a clear conclusion: teachers perceive social media as a dominant developmental factor whose risks outweigh its benefits in the absence of systematic educational guidance.

5. Conclusions

The findings of this study offer a clear and strategically relevant picture of how pre-university teachers perceive the influence of social media on the development of children and

adolescents. Across all analyzed dimensions, educators consistently identified social media as a powerful and pervasive factor shaping students' emotional well-being, attention, motivation, and social relationships. While risks were perceived as dominant-particularly in relation to emotional vulnerability, attentional decline, and exposure to harmful online content, teachers also acknowledged the constructive potential of social media when accompanied by intentional educational guidance.

From a strategic perspective, these results underline the necessity of *systemic educational responses rather than isolated interventions*. For educational decision-makers, the data support the urgent integration of *digital literacy and socio-emotional learning* as core components of national curricula. Such integration should move beyond technical skills to include critical thinking, ethical online behaviour, emotional self-regulation, and awareness of algorithmic influence. Policy frameworks that treat digital education as optional or peripheral risk leaving schools ill-equipped to address students' lived realities.

At the institutional level, school leadership is encouraged to adopt *whole-school approaches* to digital well-being. This includes coherent policies on device use, structured discussions on online experiences, and professional development opportunities that empower teachers to address digital challenges confidently and consistently. Investment in teacher training emerges as a strategic priority, as educators are positioned not only as observers of digital impact but as key mediators of students' online behaviours.

For practitioners, particularly teachers and school counsellors, the findings emphasize the value of *preventive and dialogical practices*. Rather than focusing solely on control or restriction, effective responses should prioritize guidance, reflection, and the cultivation of digital resilience. Classroom practices that encourage metacognitive awareness, collaborative learning, and responsible content creation can transform social media from a source of distraction into a pedagogical resource.

Finally, the study highlights the importance of *school-family partnerships*. Sustainable change requires alignment between educational institutions and families in establishing consistent norms and expectations regarding social media use. Decision-makers should therefore consider policies and programs that facilitate parental education and engagement.

In conclusion, social media should be approached not as an external threat to education, but as an integral dimension of contemporary childhood and adolescence. Strategic, evidence-based action can enable schools to harness their potential while mitigating its risks, supporting the balanced and healthy development of future generations.

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Prologue. Education at the Threshold of the Algorithmic Era

Education today stands at a historical threshold where humanistic traditions intersect with algorithmic systems, and where centuries-old pedagogical ideals encounter the accelerating logic of data, automation, and artificial intelligence. This moment is not merely technological in nature; it is profoundly cultural, ethical, and existential. It compels educators, leaders, and learners alike to reconsider what it means to teach, to learn, and to cultivate knowledge in a world increasingly mediated by intelligent machines.

The chapters that follow in this volume collectively illuminate this threshold from multiple vantage points: institutional governance, classroom practice, ethical deliberation, intercultural dialogue, and the lived experiences of students and educators. Together, they reveal that the integration of artificial intelligence into education is not a linear process of technological adoption, but a complex negotiation between innovation and tradition, efficiency and meaning, global connectivity and local identity.

At its core, the prologue invites readers to approach artificial intelligence not as a deterministic force that dictates the future of education, but as a mirror that reflects the values, assumptions, and aspirations of the societies that design and deploy it. The quality of educational systems in the digital age will thus be shaped not only by the sophistication of algorithms, but by the ethical imagination, cultural sensitivity, and institutional courage of those who govern and inhabit them.

As the reader embarks on this interdisciplinary journey, the prologue serves as an invitation to engage critically and creatively with the ideas presented in the chapters ahead. It encourages a mode of reading that is reflective rather than prescriptive, dialogical rather than definitive, and oriented toward the shared responsibility of shaping educational futures that remain, above all, deeply and resolutely human.

**Associate Professor Sorina-Mihaela Bălan, Ph.D.
Editor**

Overview of the Volume

This volume offers a comprehensive and interdisciplinary exploration of the transformations generated by artificial intelligence in education, examining its impact on academic quality, leadership, governance, ethics, pedagogy, internationalization, sustainability, and cultural identity. Structured into eight thematic parts, the book progressively constructs a conceptual and applied framework that reflects the dynamic evolution of contemporary educational systems situated at the intersection of tradition and technological innovation.

Part I – Foundations of Quality, Leadership, and AI in Education establishes the theoretical groundwork of the volume by examining the relationship between artificial intelligence, quality management, and university leadership. The contributions highlight the strategic role of AI in fostering innovation and excellence in quality assurance (Sorina-Mihaela Bălan), the influence of organizational and quality culture on university accreditation performance (Bălan & Moldovan), and the importance of sustainable university leadership grounded in values and digital transformation (Vișcu & Răducan). Further perspectives address the challenges and opportunities of educational quality in the AI era (Armașu-Cantîr), learning outcomes-oriented quality management (Oroian), the transition from compliance-based assurance to adaptive agility in evaluation processes (Pascu), and a strategic model of energizing competence in educational leadership (Corfu). Together, these contributions provide the conceptual architecture for understanding AI as a catalyst for systemic educational transformation.

Part II – Governance, Internationalization, and Institutional Development shift the focus toward institutional leadership and global collaboration. This section examines governance in the age of AI and the future trajectory of higher education institutions (Bălan, Săcelean), digital academic leadership practices in the Republic of Moldova (Șchiopu), and the management of Erasmus+ educational projects, including typologies and success factors in European-funded initiatives (Beniuc & Budurina-Goreacii). The digital transformation of institutional communication is analyzed by Metaj, while international collaboration in strengthening quality assurance is explored through the case of the University of Gjirokastrë (Isaraj, Shumeli & Jaupaj). Innovative models integrating research into the educational process are presented by David, and operational management strategies are examined by Răducan and Vișcu. The section concludes with an analysis of AI-supported managerial strategies for conflict prevention in educational organizations (Cojocaru & Chiroșcă). Collectively, this part portrays the university as a strategically interconnected and globally adaptive institution.

Part III – Ethics, Values, and Responsible AI in Education introduces the axiological dimension of digital transformation. The integration of AI into humanistic education is critically examined from the perspective of moral responsibility (Doina David). An empirical investigation into the relationship between AI self-competency and ethical awareness among academics is conducted by Vișcu, Rad, Gavrilă-Ardelean, Cădăriu, and Toderici. The balance between innovation and core educational values is further analyzed by Voșloban, while Mydłowska explores artificial intelligence as a potential tool of transgression within education. This section underscores that technological advancement must be accompanied by deep ethical reflection and value-oriented leadership.

Part IV – Pedagogy, Curriculum, and AI-Driven Innovation addresses the impact of AI on curricular design and teaching methodologies. A model of AI-driven pedagogy and academic

empowerment is proposed by Cădariu, Andrioni, Rad, Toderici, Vișcu, and Constantin. Interactive teaching methods are discussed by Vilcu, while Huseynli examines the role of AI in enhancing and securing smart education systems. Curricular innovation in sustainable and circular tourism education is explored by Oroian, and a conceptual model of pedagogical readiness for AI integration is developed by Cojocaru and Buduleanu. Technical readiness and academic transformation led by professors are analyzed by Vișcu and collaborators. Further national and regional perspectives on AI integration are provided by Xhumba, Kamberi, Fodor and Ionescu, as well as Bilo, Isaraj, and Proda. This section illustrates the emergence of a hybrid pedagogy characterized by personalization, adaptability, and innovation.

Part V – Internationalization and Intercultural Education explore the intersection of artificial intelligence, language learning, and global competence. The impact of AI on learning Italian as a second language is examined by Pango and Sulaj. Innovation in teaching German at the university level in Albania is analyzed by Alushi, while Boar investigates AI-supported linguistic project-based learning in German language education. Online language course design and needs analysis are discussed by Mardari and Nazaru. Inquiry-based learning for fostering intercultural communicative competence is addressed by Petriciuc, and digital interactive approaches in English language pedagogy are examined by Boboli. This section positions AI as a mediator of intercultural dialogue and a catalyst for global competence development.

Part VI – Inclusion, Sustainability, and Educational Equity emphasize the social and environmental responsibility of digital transformation. The dimensions of quality inclusive education are analyzed by Tomulețiu, while Golubovschi, Herta, and Lașcu explore environmental literacy through foreign language teaching and AI-supported task-based approaches. The DART project, presented by Pană, Cozma, and Molnar, illustrates the use of augmented reality to promote physical activity in diabetes management. This part highlights the importance of aligning technological innovation with equity, inclusion, and sustainability.

Part VII – Digital Transformation, Well-Being, and Educational Systems examines the human experience within digitally transformed educational environments. The role of school culture and climate in supporting student success is analyzed by Gjollleshi. The effects of generative AI on school development in educational administration are explored by Durnal and Erdem. The interaction between teaching staff and AI in primary education is examined by Baci and Mărcuț, while Martinovici, Ciotea, and Tomulețiu analyze the use of AI in lesson preparation and delivery. Academic motivation and meaning in work are investigated by Rad, Gavriluță, Coman, Kiss, and Gavril Rad. Vocational identity clarity and subjective well-being are explored by Cădariu, Vișcu, and Rad, and digital strategies for optimizing classroom management through sapiential leadership are proposed by Lăzărescu and Baci. This section reaffirms the centrality of well-being, identity, and organizational culture in the digital age.

Part VIII – Humanistic and Cultural Perspectives: Identity, Language, and Educational Meaning return to the humanistic core of education. Sadikaj analyzes adjective group structures in Dritëro Agolli's poetry and their connection to the standard Albanian lexicon. Saranciuc-Gordea and Blunar examine the validation of the content unit "Risks of Online Games: Openness to Unknown Things and People" within the school subject Personal Development. Martinovici, Ciotea, Tomulețiu, and Moraru analyze the influence of social networks on the development of children and adolescents. These contributions reaffirm the importance of cultural identity, linguistic nuance, and critical reflection within the broader technological transformation of education.

The volume concludes with the Prologue – Education at the Threshold of the Algorithmic Era, authored by Associate Professor Sorina-Mihaela Bălan, PhD, which synthesizes the theoretical and applied perspectives of the book into an integrative vision of education positioned between the human and the algorithmic.

Overall, the volume advances a balanced and forward-looking understanding of the relationship between artificial intelligence and education. Rather than framing AI as a substitute for human agency, the contributors present it as a transformative instrument that reconfigures leadership, pedagogy, governance, ethics, and identity within an increasingly interconnected and technologically mediated academic world.

This edited volume examines the strategic integration of artificial intelligence within contemporary educational systems, focusing on governance, quality assurance, institutional leadership, and pedagogical innovation. Bringing together international scholars from five countries, the book advances interdisciplinary perspectives on digital transformation, responsible AI implementation, accreditation performance, and sustainable educational development. Positioned at the intersection of policy, ethics, and institutional management, the volume contributes to the redefinition of quality culture in higher education and pre-university systems. It is addressed to academic leaders, researchers, policymakers, and quality assurance professionals navigating education in the algorithmic era.

Artificial intelligence is no longer a distant promise of the future; it has become a **transformative force** reshaping the very architecture of contemporary education.



From **quality assurance and academic leadership** to pedagogy, ethics, intercultural communication, sustainability, and **well-being**, educational systems are increasingly evolving at the intersection of human agency and **algorithmic intelligence**.



This volume brings together leading scholars, researchers, and educational practitioners from **Romania, the Republic of Moldova, Albania, Poland**, and other European contexts to explore how **artificial intelligence** is redefining the core dimensions of education.



Rather than portraying **artificial intelligence** as a replacement for educators, this collection advances a balanced, human-centered, and **value-driven vision** in which technology becomes a strategic partner—enhancing quality, fostering **innovation**, supporting leadership, and reinforcing ethical responsibility.



**STRUCTURED INTO EIGHT THEMATIC PARTS,
THE BOOK OFFERS AN INTERDISCIPLINARY PERSPECTIVE ON:**

- governance and institutional development
- curriculum innovation and digital pedagogy
- responsible AI integration in education
- inclusive education and global competence
- humanistic perspectives on digital transformation