



**International Conference Communication and Education in
Knowledge Society**

Media and Information Literacy for a Resilient Digital Society

6th edition

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BOOK OF ABSTRACTS

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CONFERENCE PRESENTATION

The 6th International Conference CESC (2026) aims to continue the tradition of previous editions and launch discussions on topics in the communication and education sciences that concern the international scientific and cultural communities, with the aim of identifying new directions for action. This year's edition focuses on media and information literacy for a resilient digital society, with expected topics such as: Media and Information Literacy [MIL] as an emerging theoretical and practical framework for combatting disinformation or understanding corporate communication in AI-mediated digital environments; AI Skills and Education as part of Media Education to build a sustainable information ecosystem in the society; Collaborative Partnerships for Sustainable Universities & GLAM Institutions; Navigating Legal, Ethical, and Copyright Challenges in Academic Practices; Digital Repositories for preserving the Memory of Human Knowledge; Activism and Citizen Engagement in Digital Space.

KEYNOTE SPEAKERS

Bruno FERREIRA COSTA

Associate Professor, University of Beira Interior, Jean Monnet Chair in Political Systems, Political Participation and Media in the EU, Portugal

Bruno Ferreira Costa is Associate Professor at the Faculty of Arts and Letters, University of Beira Interior, since 2016. He is currently Vice-rector for Internationalization and Institutional Communication and Global Manager of the Europe Direct Beira Interior. He holds a PhD in Political Science from the University of Lisbon and he is Researcher at Praxis – Centre of Philosophy, Politics and Culture (UBI) and Labcom. He holds a Jean Monnet Chair with the project “POLMEDIA_EU – Political systems, political participation and media in the EU). His research addresses political systems, political participation, political communication and social media. He is the author and editor of several books and author of several articles and book chapters related to these topics, with special emphasis on the impact of social media use on the spread of misinformation and the reshaping of election campaigns with the advent of new media.

Keynote presentation: *The Impact and Relevance of Social Media in the Reconfiguration of Democracy*

The growing use and presence of social media in everyday life have transformed not only political communication but also the ways in which citizens understand and participate in democracy. This presentation examines the role of social media in the reconfiguration of democracy, focusing on the challenging relationship between citizens, political institutions, information, and power. Drawing on perspectives from digital democracy, it explores how social media has created new opportunities for political expression, participation, mobilization, and direct interaction, in a way that reshapes the conditions under which citizens encounter and interpret political information. The presentation also considers the human consequences of this transformation, including the experience of political polarization, exposure to disinformation, the fragmentation of shared public spaces, and the increasing influence of algorithms over visibility and attention. The analysis approaches this new environment as an inevitable social and political environment that is increasingly embedded in everyday democratic experience. Ultimately, it asks how these transformations are changing democratic institutions and the ways in which citizens understand their own role within democracy.

Keywords: *social media, democracy, political communication, populism, disinformation, fake news*

Antonio MOMOC

Associate Professor Habil., University of Bucharest, Romania

Antonio Momoc is Associate Professor Habil. at the Faculty of Journalism and Communication Sciences, University of Bucharest, where he served as Dean from 2020 to 2024. He holds a PhD in Sociology from the University of Bucharest and completed post-doctoral research at LUISS Guido Carli in Rome. In 2022 he was a Fulbright Visiting Professor and Researcher at the E. W. Scripps College of Communication, Ohio University. His research addresses political communication, digital populism, disinformation, media education and the social implications of Artificial Intelligence. He is the author of *Political Communication and the Internet. Populism and the Crisis of Liberal Democracy* (Tritonic, 2023) and of *Digital Communication. New Media, Participation and Populism* (Ed. Revistei Timpul, 2024), and co-editor of *Media and Artificial Intelligence* (Tritonic, 2024). His work has been published in *Communication Today*, *Media and Communication and Representation*, as well as in edited volumes issued by Routledge (*Digital Communication and Social Media Strategies of Political Actors in Romania*) and Peter Lang (*Populist Candidates and Social Media Marketing during the 2009 Romanian Presidential Campaign*). He is a member of ECREA, ESA, EMMA, EUPRERA and STS Italia.

Keynote presentation: *From Prohibition to Critical Use: Romanian Teachers on Media Literacy and Artificial Intelligence in Schools*

The debate on digital technology in schools and universities is still framed as a choice between permitting and banning devices and generative AI tools. Following David Buckingham, this keynote treats media literacy less as a protective fix for information disorder — a myth that individualises what are political and economic problems — and more as media education: the formative work of building a critical understanding of how media, and now AI systems, produce and circulate knowledge. Critical thinking, on this account, is not a reflex against fake news but a capacity that has to be taught, and therefore a curricular question. Original survey research conducted with Anamaria Croitoru among Romanian pre-university teachers (N=101, February–May 2026) shows what that question meets in practice. Respondents broadly support media literacy in schools, yet prefer cross-curricular integration (49.5%) to an optional (22.8%) or a mandatory subject (14.9%); 76.3% expect a positive impact on students' relationship with online political information, and 68.3% read its absence as high vulnerability to disinformation. Attitudes towards AI are pragmatic: 61.4% expect efficiency gains, yet 72.2% demand training in the critical evaluation of AI-generated content.

Keywords: *media education, information literacy, Artificial Intelligence, teachers' perceptions, disinformation, democratic resilience*

Angela REPANOVICI

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Angela Repanovici is a Professor at Transilvania University of Braşov, PhD supervisor in the field of Engineering and Management. She has combined engineering expertise with that of information science, contributing to the development of education, research and management of academic information. She has coordinated numerous international Erasmus+ and academic cooperation projects, such as DECIDE, DIGITOOLS, INRS and NSIS, contributing to the development of information and digital skills in Europe and Asia. She is editor-in-chief of the *Romanian Journal of Library and Information Science*, ARACIS evaluator and member of the CNADTCU Expert Group. Author and co-author of numerous internationally indexed books and scientific articles. Research Area: her scientific activity is focused on information culture, scientometrics, visibility of scientific production, digital repositories and evaluation of information resources.

Keynote presentation: *Beyond AI Adoption: Rethinking Information Literacy, Trust, and Critical Thinking in Higher Education*

Generative artificial intelligence is no longer an emerging technology in higher education; it is becoming part of the everyday infrastructure through which students search, learn, write, solve problems, and engage with knowledge. This rapid normalization, however, exposes a critical tension: the ability to use AI does not necessarily imply the ability to critically evaluate, verify, or responsibly act upon the information it generates. The challenge for higher education is therefore shifting from enabling AI adoption to developing meaningful AI literacy. This keynote explores this transition through empirical evidence from a cross-disciplinary study of approximately 370 university students enrolled in Law and Engineering programs. Using a cross-sectional mixed-methods survey design, the research investigates patterns of generative AI use, perceived educational benefits and risks, information-verification confidence, perceptions of critical thinking and academic integrity, and expectations regarding institutional approaches to AI. The comparison between Law and Engineering provides an opportunity to examine how different disciplinary and epistemic contexts shape students' relationships with AI-mediated information. Moving beyond the descriptive findings, the keynote proposes AI literacy as a critical information competence, articulated through a four-dimensional framework: Use–Understand–Verify–Act Responsibly. This perspective challenges approaches that equate AI literacy with technical proficiency or effective prompting and instead places critical judgement, verification, source awareness, and ethical responsibility at its core. The keynote ultimately asks a broader question: What competencies do students need when access to information is abundant, but its reliability can no longer be taken for granted? It argues that universities, educators, and academic libraries must move from facilitating access to AI towards cultivating information resilience, enabling students not merely to use AI, but to question it, verify it, and exercise informed human judgement in increasingly AI-mediated knowledge environments.

Keywords: *Generative Artificial Intelligence, AI literacy, Media and Information Literacy, information verification, critical thinking, higher education, information resilience*

Chen SCHECHTER

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Chen Schechter, Full Professor, Leadership, Organizational Development and Policy in Education. Aiming to integrate theory with empirical evidence and practice, his research areas include educational leadership, reform implementation, educational change, organizational learning, collaborative learning, leadership development, crisis leadership, systems thinking for school leaders, and school leadership for social integration and mobility. He currently serves as the President of the *MOFET National Institute for Research and Development in Education*, a globally unique research and development academic institution with the goal of leading change and improving education systems. He is currently the Editor-in-Chief of the *Journal of Educational Administration (JEA)*, the oldest and most respected leading international journal in the field of educational leadership and management. Several of his books: *Human Capital Leadership: Putting Educators First in School Systems* (Cambridge University Press, 2026); *Leadership for Society: Leading Education for Social Mobility and Integration* (Bloomsbury, 2025); *Resilient Leadership: School Leaders Thriving in Adversity and Crisis* (Emerald, 2023); *The Collective Wisdom of Practice* (Corwin, 2019). *Leading Holistically: How Schools, Districts, and States Improve Systemically* (Routledge, 2018).

Keynote presentation title: *Developing Organizational Learning and System Thinking in a Complex Education Reality*

Can the long linear and top-down tradition of schoolwork and policy designs transform into a more systemic and holistic one in order to address the acute problems of educational systems, especially in times of technological innovations and global crises? Can we infuse listening, collective learning and action that can ripple outward to reshape schools and communities? In this presentation we will reflect on the traditional top—down linear school leadership and change that still encompasses many education systems in an age of accountability. As the world has encountered unprecedented crises, we will envision system thinking, professional learning communities, collective learning from success, networks and simulations as possible avenues for learning and flourishing schools.

Keywords: *system thinking, complexity, organizational learning, professional communities*

Abstracts

Societal Resilience, “The Third Sector” and Technological Change: The Case of Preventive Health Care

Dragoş Paul Aligică, University Professor PhD, and Andreea-Mihaela Carţiş, Teaching Assistant PhD candidate

University of Bucharest

Abstract: Societal resilience has become a central concern amid accelerating crises, systemic uncertainty, and rapid technological change. This paper examines how the third sector—situated between state and market—contributes to societal resilience through the coproduction of preventive health care. The analysis is grounded in the institutional theory developed by Nobel Prize–winning economist Elinor Ostrom, drawing explicitly on three core analytical instruments of the Bloomington School of institutionalism she has created: the typology of goods based on rivalry and excludability, the concept of coproduction, and the “neither markets nor states” framework of polycentric governance. Through this lens, preventive health care is conceptualized as a coproductive public good whose effectiveness depends on citizen participation, trust, and locally embedded coordination—capacities in which third-sector actors play a pivotal role. The paper develops a mechanism-based approach linking Preventive Health Care – Third Sector – Societal Resilience, illustrated and supported by comparative case studies. It then examines how digital technologies and artificial intelligence reshape the roles, capacities, and interdependencies of public, private, and third sector actors in preventive health. The analysis shows that while AI enhances the scale and anticipatory potential of prevention, it also amplifies the importance of the third sector while reinforcing its central role in sustaining resilient and socially grounded systems of preventive governance.

Keywords: societal resilience, third sector, coproduction, preventive health care, public goods, artificial intelligence, governance

De la personnalisation à l'autorité: l'ethos algorithmique et littératie critique dans la communication des marques de luxe / From Personalization to Communicative Authority: Algorithmic Ethos and Critical Algorithmic Literacy in Luxury Brand Communication

Brînduşa-Mariana Amălnăcei, Associate Professor PhD, and Cristina Cîrţiţă-Buzoianu

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Abstract: The growing integration of artificial intelligence into customer relationship strategies is reshaping the communication practices of luxury brands. In an industry where expertise, exclusivity, and personalized guidance are key contributors to the symbolic value of products, conversational, predictive, and generative AI systems are increasingly presented as intermediaries capable of understanding consumer expectations, anticipating needs, and guiding decision-making.

This study explores the discursive mechanisms through which these technologies gain legitimacy and authority in luxury brand communication. The study is based on a corpus of institutional documents published between 2025 and 2026 by Sephora, Dior, Louis Vuitton, and the LVMH Group. The corpus includes presentations of AI-driven services, corporate communications, and content dedicated to digital innovation initiatives. The selected discursive extracts were chosen according to three criteria: the explicit presence of an AI-based system, an emphasis on personalized customer experiences, and the public accessibility of the documents.

Drawing on the framework of digital discourse analysis, the research adopts a qualitative approach combining enunciative analysis, pragmatic analysis, and critical discourse analysis. The objective is to identify forms of address, personalization strategies, recommendation mechanisms, and legitimization processes associated with expertise, relational proximity, and trust.

The findings indicate that personalization functions not only as a technical feature designed to enhance the customer experience but also as a discursive resource that contributes to the construction of an image of competence, availability, and reliability. By staging an individualized understanding of users' needs and simulating advisory relationships, the systems under study are increasingly positioned in a role traditionally associated with human consultants. To account for this dynamic, the presentation draws on the concept of algorithmic ethos, defined as the image of credibility constructed around a digital system through discursive and interactional mechanisms aimed at fostering user trust. The analysis highlights three main dimensions of this ethos: personalized expertise, relational proximity, and the integration of commercial persuasion into practices of assistance and recommendation. More broadly, the findings invite reflection on emerging forms of communicative authority associated with artificial intelligence and on the need to develop a critical algorithmic literacy suited to the challenges of contemporary digital environments.

Keywords: algorithmic ethos, artificial intelligence, luxury brand communication, personalization, communicative authority, critical algorithmic literacy

Intention as a Criterion for Identifying Fake News and Credibility

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Abstract: The starting point of this presentation is the question of what we actually understand when we understand a news report or a piece of fake news. Contemporary research on fake news has focused primarily on the truth value of content, fact-checking, and the social consequences of disinformation. This paper argues that the philosophical distinctiveness of fake news lies not primarily in its truth value but in the intentional structure of communication. Consequently, understanding fake news cannot be reduced to examining the reference or truth conditions of statements; it necessarily involves reconstructing the speaker's intention. This claim is grounded in an account of understanding based on Donald Davidson's theory of communication, according to which understanding is always achieved within a communicative situation through the mutual attribution of intentions.

The second thesis of the presentation is that the concept of credibility follows the same structure. Credibility is not an intrinsic property of a message itself but emerges within the relationship between three inseparable participants: the interpreter, the interpreted agent, and the communicated content. The central issue in determining credibility is therefore not truth alone but the attribution of meaning: on what grounds do we place trust in a source, and under what conditions do we regard the speaker as someone who does not intend to deceive? Within this framework, intention is not an additional psychological factor but an indispensable component of the normative structure of communication.

The presentation further argues that the relationship between truth and credibility can only be partially explained by classical correspondence theories of truth. The conceptions of truth developed by Frege, Tarski, and Davidson provide an essential framework for understanding communication; however, in the case of media credibility, it is insufficient merely to determine whether a statement corresponds to reality. The recipient always extends trust toward the future by granting confidence to the source. Consequently, credibility necessarily extends beyond what can presently be verified as true. While the primitive concept of truth is a precondition for successful communication, the criterion of credibility must be complemented by an interpretation of the communicator's intention.

The presentation concludes that the philosophical definition of fake news cannot be reduced simply to false statements. False statements may result from error, whereas fake news is essentially characterized by an intention to mislead. Deceptive intention is therefore not merely a moral or legal category but also a logical condition of understanding. Accordingly, the central question in the study of media credibility is not only whether a message is true, but also what intention gave rise to it and what meaning the communicator seeks to have accepted by the recipient. Interpreted in this way, intention provides a unified philosophical framework for understanding truth, interpretation, credibility, and fake news, while offering a new perspective on the ethical challenges of communication in the digital age.

Keywords: fake news, intention, Davidson, credibility

Decentralisation and Social Control: The Artificial Intelligence Paradox in Newsroom Management

Loreta Axhami, Associate Professor, PhD

University of Tirana

Abstract: This study examines the impact of digital technology and Artificial Intelligence (AI) on newsroom management within Albanian media organisations. It addresses the following research questions: How has digital technology influenced the reorganisation of newsrooms and workflow processes in media organisations? Has AI affected the traditional hierarchical structure of the newsroom, and if so, in what ways? To what extent have decentralisation processes contributed to the functional restructuring of media organisations? The study is based on a quantitative survey of 236 journalists working across all news and informational formats and distribution platforms in five private media companies and the Albanian Public Broadcaster (RTSH). The survey was conducted between May and June 2025 by the Department of Journalism and Communication at the University of Tirana. The findings suggest that although digital technology has been widely integrated into newsrooms, transforming them, a managerial paradox persists. On the one hand, technological innovation creates opportunities for greater decentralisation; on the other hand, social factors, primarily economic, financial, and political control, continue to impede or constrain decentralisation processes within media newsrooms. The study highlights the need to reform the managerial framework of media organisations, including newsrooms, decision-making, workflow coordination, and funding models, to maximise the benefits of digital technologies and Artificial Intelligence.

Keywords: Generative Artificial Intelligence, newsroom, network journalism, gatewatcher, decentralisation, social control.

L'illusion de fluidité face à l'éthique des données : protocole d'évaluation critique de l'IA générative dans la traduction spécialisée

Georgiana Badea, Professor, PhD, and Ioana Cheroiu-Cozma, PhD Student

West University of Timisoara

Abstract: L'intégration des grands modèles de langage (LLM) dans la traduction spécialisée est fréquemment réduite à une problématique d'efficacité temporelle (Loock, 2019). La présente étude s'écarter de cette approche quantitative pour exposer les données issues d'une expérimentation ciblée, menée à l'Université de l'Ouest de Timișoara, visant à mesurer la capacité d'évaluation éthique, textuelle et critique d'apprenants confrontés aux extraits de l'IA générative.

L'étude s'articule autour de la confrontation de deux séries de données qualitatives et factuelles : les données textuelles de l'« illusion de fluidité » (Larsonneur, 2021) et les données de la vulnérabilité éthico-juridique. La première série modélise la typologie des erreurs non détectées par les étudiants lors de la post-édition de corpus médicaux et juridiques. Les résultats mettent en évidence la manière dont la perfection morphosyntaxique de surface des LLM inhibe la vigilance cognitive humaine par rapport aux outils de traduction automatique neuronale (TAN) traditionnels, laissant subsister des altérations sémantiques majeures, ou « hallucinations fluides ». En résonance avec l'entrée en vigueur de l'EU AI Act, la seconde série de données analyse les comportements d'apprenants face à la confidentialité. L'expérimentation démontre que l'usage empirique d'interfaces publiques induit l'introduction non sécurisée de données protégées et confidentielles, compromet le secret professionnel et s'effectue au mépris des réglementations sur le droit d'auteur et la protection des données.

Nous présentons également la structure et la validation d'un module d'évaluation conçu pour contrecarrer ce double risque technologique et nous détaillons le fonctionnement d'une grille de notation de la réflexivité (fondée sur la traçabilité des sources et l'ingénierie des requêtes), pensée pour être transférable à d'autres disciplines des sciences humaines. En articulant ces données textuelles et juridiques, cette contribution formalise les paramètres opérationnels d'une gouvernance critique face aux technologies linguistiques émergentes.

Keywords: IA générative, traduction automatique neuronale (TAN), AI Act, illusion de fluidité, post-édition critique, évaluation de la réflexivité.

Can AI Tell Authentic Heritage Stories? Transparency, Cultural Memory and Ethical AI-Mediated Digital Storytelling

Simona Bader-Jurj, Associate Professor, PhD

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Abstract: Generative artificial intelligence is increasingly used to create personalized narratives, virtual guides, historical reconstructions, and other forms of digital content for cultural heritage tourism. While these technologies can make heritage more accessible, interactive, and engaging, their use raises significant questions regarding historical accuracy, cultural authenticity, transparency, and institutional responsibility. A fluent and emotionally compelling AI-generated story may appear authentic even when it simplifies historical contexts, reproduces cultural stereotypes, excludes community perspectives, or introduces undocumented details. Against this background, the proposed study examines the conditions under which generative AI can be used responsibly in digital heritage storytelling.

The research focuses on the relationship between AI-mediated storytelling, cultural memory, and the communication of heritage as a tourist experience. It distinguishes between factual authenticity, understood as correspondence with documented historical evidence; cultural authenticity, referring to the responsible representation of community identities, values, and memories; and perceived authenticity, defined as the audience's assessment of a story's credibility, sincerity, and connection to place. The study asks how generative AI selects and reorganizes elements of cultural memory, what narrative distortions, omissions, or stereotypes may emerge, and how disclosure of AI involvement affects public trust and engagement.

In this context, AI literacy involves not only the ability to recognize AI-generated content, but also the capacity to evaluate its sources, factual accuracy, cultural biases, editorial accountability, and effects on the representation of collective memory. A qualitative case-study design is proposed, focusing on the multilingual theatrical heritage of Timișoara, Romania. A corpus of AI-generated heritage stories will be produced using a standardized prompting protocol and compared with verified historical and archival sources. The texts will be examined through narrative analysis and a qualitative authenticity audit addressing historical accuracy, cultural specificity, narrative perspective, emotionalization, stereotyping, omissions, fictionalization, and source transparency.

Expert interviews with cultural journalists, theatre researchers, heritage professionals, archivists, and tourism communication specialists will provide additional perspectives on acceptable uses of AI and the role of human editorial oversight. Focus-group discussions with potential cultural tourists will explore how participants negotiate authenticity, trust, emotional engagement, and interest in visiting after learning that a heritage story was generated or assisted by AI.

The study aims to develop an ethical framework for AI-mediated heritage storytelling organized around five principles: transparency, references, accountability, cultural representation, and ethical engagement. It argues that AI cannot independently guarantee authentic heritage communication; authenticity results from documented sources, human validation, community-sensitive representation, and transparent editorial practices. By connecting AI literacy with cultural memory and tourism communication, the research provides practical guidance for cultural institutions and tourism organizations adopting generative AI. Ultimately, the study positions cultural AI literacy as an essential condition for building a sustainable and trustworthy information ecosystem around digital heritage.

Keywords: digital storytelling, cultural heritage tourism, cultural memory, AI literacy

Headline Types and Headline–Metadata Congruence in Clickbait Classification: Evidence from Romanian Online News

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Abstract: Clickbait headlines have become a familiar part of today's online journalism, particularly as news outlets compete for visibility and audience attention. They are usually recognized through curiosity gaps, ambiguity, emotionalization,

hyperbole or information withholding. Yet these are different rhetorical strategies, and their presence does not necessarily tell us the same thing about a headline. Starting from this distinction, our research introduces a new focus on the intersection of rhetorical language and SEO strategies. In other words, we examine how clickbait is constructed in Romanian online news, by looking at headline type as well as the congruence between a headline and the metadata accompanying the article and analysing the relationship between these two components.

The research uses quantitative content analysis on a sample of 500 news articles from Romanian online media. We coded headline type, clickbait intensity on a 0–3 scale, and headline–metadata congruence as separate variables. This was a deliberate methodological choice: the rhetorical form of a headline and the extent to which it can be considered clickbait are related questions, but they are not identical. The headline categories were defined around linguistic and rhetorical features already discussed in clickbait and online journalism research.

Our analysis focuses on two relationships. The first is between headline type and clickbait classification; the second concerns headline–metadata congruence and the level of clickbait. In the latter case, we examine whether lower congruence is associated with higher clickbait scores. Keeping these dimensions separate allows us to examine the rhetorical construction of the headline alongside its informational correspondence with the metadata.

Rather than assuming that clickbait follows one recognizable formula, the research examines the different forms it can take in Romanian online journalism and the congruence between visible rhetorical figures and unseen linguistic metadata. This also gives us a basis for discussing a more general tension in online news headlines: how much they are expected to tell the reader and how much they are designed to make the reader click.

Keywords: clickbait, headline types, headline–metadata congruence, online news

Bridging the legends of the past in today's culture using transmedia and transfictional storytelling practices in video game characters

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Abstract: For as long as humanity has existed, stories have accompanied us, each of them passed on long after their initial inception. For the longest time, this transmission happened orally, eventually taking written and illustrated form. Today's multimedia landscape offers unprecedented avenues of telling and sharing a story. This plethora of choice threatens to bury historic works such as the legends of old, folklore or even actual history if measures aren't taken to make these crucial pieces of cultural heritage relevant and interesting in the digital age. Video games are one of the most popular, accessible and powerful forms of multimedia storytelling, capable of not only delivering compelling stories but making the player feel like they have a stake in said story in a way other media can't. Thus, it stands to reason that if combined, the writings of old can tell their stories in such a way where generations whose modern ways of life prevent them from developing an interest in them can rediscover the best human creation has to offer. Looking at franchises that managed to put themselves on the map using such works in video games, we intend to identify the link allowing it to happen. This link comes in the form of transmedia and transfictional storytelling, two practices that allow the creator to expand, modify or even reimagine already existing media into other media, thus putting it on the crosshairs of interest of a whole new audience, an audience that eventually can go to discover the original work, the new media serving as a bridge to the original. Video games accomplish this by integrating a compelling gameplay loop with strong narratives at whose centre stand characters that are reimaginings and retellings of the aforementioned old stories. Across the medium franchises such as FATE, whose retelling of the Legend of King Arthur became a cultural icon sparking renewed interest in the original and Azur Lane, a game that reimagines historic warships as anime characters, leading to the organized visitations of naval museums across the world stand as some of the most successful examples when it comes to creating a bridge of interest from media such as video games to older narratives.

Keywords: video games, transmedia, transfictionality, digital culture

Media and Information Literacy as a Component of Intercultural Tolerance Formation in Future Translators' Training

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Abstract: The purpose of this article is to highlight the main features of fostering intercultural tolerance in the training of future translators. The proposed approach to enhancing intercultural tolerance among future translators is based on organizing activities that develop students' media and information literacy. The article examines the key concepts, principles, and competencies of media and information literacy. It explores the relationship between translators' ability to locate, critically evaluate, and use information from media and online sources when translating foreign-language texts. The study demonstrates that developing media and information literacy as a component of intercultural tolerance education requires targeted educational measures. These measures should strengthen students' ability to critically evaluate and analyse information from various sources while producing high-quality translations that take cultural aspects into account. These measures should include fact-checking procedures to verify the authenticity of information obtained from media sources, as well as developing the translator's ability to critically analyse translations of media texts. The article also emphasizes the importance of including educational components that develop translators' skills in using information technologies and computer-assisted translation (CAT) tools in the curricula for translation students. The article conceptualizes translators' media and information literacy as an axiological tool that enables the future translator to serve as a cultural and ethical filter for information conveyed through the translation of media texts with manipulative content. The study demonstrates the necessity of applying an intercultural approach in training future translators to ensure effective professional activity in the socio-economic sphere. The paper also underscores the value of promoting such methods to develop media and information literacy among translation students through self-paced online courses. The study concludes that media education approaches foster intercultural tolerance among future translators by deepening students' knowledge and enhancing their ability to independently analyze foreign-language texts using modern translation technologies. It further concludes that fostering intercultural tolerance among future translators requires a systematic approach that involves not only developing students' media and information literacy but also strengthening technical support, enhancing teachers' digital competence, and improving methodological approaches to implementing educational programs.

Keywords: intercultural tolerance, foreign language, foreign-language texts, future translators, media literacy, information literacy

AI Literacy, Social Media Use, and Environmental Attitudes Among Romanian Generation Z

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Abstract: The increasing reliance on GenAI tools for gathering and critically assessing information, coupled with a preexisting tendency in Romania towards the widespread use of social media for practical, learning, and social connection purposes (Initiative Media, 2025), highlights the need to better understand how people use, evaluate and trust data within the current media ecosystem. Our study focuses on the particular connection between Romanian Gen Z's digital media consumption habits and their attitudes toward the environment and sustainability. Using a focus group discussion and a questionnaire, we examine how participants recognize and evaluate AI-generated content on social media platforms or news feeds, how they believe it affects the content's credibility, and whether this exposure leads to stronger, weaker or more ambivalent attitudes toward the environment and a sustainable lifestyle. Particular attention is given to the case of "green influencers" – content creators specializing in promoting environmental topics on social media – and the extent to which their use of AI at certain stages of the content production process affects credibility, including perceived content authenticity (Brüns & Meißner, 2024) and expertise (Wan et al. 2026). Our analysis also draws on recent studies showing the importance of developing AI literacy and attention to ethical considerations when using AI technology in education focusing on sustainable development (Granco

et. al, 2026; Atkins et. al, 2024; Bago et. al, 2025) and extends a previous study linking environmental education through social media with green citizenship (Turşie & Baya, 2025). By exploring Romanian Gen Z's consumption habits across social media and other digital platforms, together with their engagement with AI-generated content, which shapes their attitude toward the environment and sustainability, our study is meant to inform educational practice and highlight the role of libraries, universities, and other knowledge institutions in fostering AI literacy and a sustainable media ecosystem. Moreover, this study examines Gen Z's perceptions of the enforcement of AI-use disclosure on social media, offering insights for policy debates on implementation and utility.

Keywords: AI literacy, AI-generated content, environmental attitude, environmental education, sustainability education, Romanian Gen Z

Bypassing the Gatekeepers: Leadership and Digital Populism in the Social Media Era

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Abstract: The purpose of this research is to explore the phenomenon of 'digital populism' by analyzing how political leaders use social media platforms to communicate directly with the public, deliberately bypassing the filters and mediation of traditional media. We started from the need to understand how this type of unmediated communication influences electoral behavior and shapes citizens' democratic trust. To investigate these dynamics, we administered an online questionnaire to a representative sample of eligible voters. The research pursued four main directions: the impact of media diet on populist attitudes, the effect of online parasocial relationships on political support, the trust fluctuations between the media and leaders, and the relationship between institutional trust and the preference for direct political discourse. Methodologically, we integrated into the questionnaire psychometric scales, and institutional trust evaluation scales using Likert measurement. The collected data were interpreted using graphs and tables.

The results of our analysis clearly show that political information sourced exclusively from social media is associated with higher levels of populist attitudes. A central finding is that the sense of a 'direct connection' with the leader (the parasocial relationship) has become a stronger predictor of political support than the rational evaluation of the governing program. Furthermore, unmediated media consumption visibly decreases public trust in journalists, transferring this trust capital to the figure of the leader. Finally, the preference for direct and simplified discourse is much more pronounced among citizens who already exhibit low institutional trust, a phenomenon that occurs independently of the classic left-right ideological cleavage.

Keywords: digital populism, unmediated political communication, institutional trust

Information Literacy – The Digital Society's Opportunity for Resilience Grounded in Truth

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Abstract: More than a century ago, W. Lippmann placed reason—both public and private—under the aegis of the power of truth within communication (political, media-related, etc.): "It is not what someone says, nor what someone wishes to be true, but rather what is true—independent of our own opinions—that constitutes the standard of mental health." In the history of communication media, radio had not yet emerged, television was not even on the horizon, and the Web was not even a concept... Mass communication research had not yet begun in a sustained manner that would allow us to speak of a genuine scientific field of communication. Information circulated "under the sign" of truthful, verifiable facts, with the implicit requirement of accountability on the part of the journalists who authored the content.

Postmodernity would bring about many changes—including, or perhaps especially, regarding individual identity, 20th-century consumption practices, public tastes, and the hierarchy of values. The replacement of the “modern” citizen with the “digital citizen” effectively negates both the past and the present—in terms of informational interest—as it has been observed that, in the age of the Internet, users “want to know about tomorrow” (A. Briggs, P. Burke, 2005). In **Communication and Control** (1991), G. Mulgan refers to a “web of global networks”—“infrastructures of control”—that operate within an equation of mediated communication. This equation encompasses content and context, “information-bombardment techniques,” falsehoods, and unauthorized disclosures—all in alignment with the technologies used to produce and transmit information. What does multimedia bring to the dawn of the current millennium? As D. Halberstam (1999) suggests, it introduces a “culture of unverified assumptions and assertions, replacing an older culture of verification.” This shift is characterized by a reliance on anonymous sources in journalistic research, a disregard for the veracity of facts, the rise of “infotainment,” and a diminishing commitment to the press’s role in educating the public. The excessive trust placed in the online environment—compounded by an “infodemic”—compels information consumers to guard against intentionally false news by employing traditional verification methods. The key difference, however, is that this responsibility no longer rests solely with the journalistic profession; it has become the “mission” of each individual. Avoiding the trap of disinformation through **ex-ante** and **ex-post** verification—a process known as fact-checking (B. Oprea, 2021)—is a core component of media literacy. This is an essential skill for the contemporary public, who act as active participants in a digital society that aspires to be resilient.

Keywords: *digital citizens, disinformation, resilience, veracity, infodemic*

When AI Becomes a Co-Author: Rethinking Digital Storytelling as AI Literacy in Higher Education

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Abstract: Generative artificial intelligence is changing digital storytelling in higher education by making it possible to generate, transform, and combine text, images, audio, video, and data-driven narratives within increasingly accessible workflows. This expansion also raises a more fundamental educational question: what does it mean to tell a story when a generative system participates in selecting, structuring, visualising, and articulating that story?

This conceptual and practice-oriented paper examines AI-enhanced digital storytelling through the lens of AI and media literacy. It draws on a hands-on academic development workshop delivered in December 2025 within the UNITA European University alliance, which brought together teaching staff from several partner universities and disciplinary fields. On this basis we examine how generative AI supports distinct stages and forms of storytelling: data storytelling, where narrative and visualisation are used to explain rather than merely display evidence; visual synthesis through AI-assisted sketchnotes; narrative development; and multimodal production. Particular attention is given to the shift from AI as a content-generation tool towards AI as a form of narrative mediation, a repositioning that extends the mediation tradition in media literacy. Human contributions remain essential in framing context, selecting evidence, and interpreting meaning.

The paper argues that the educational value of AI-enhanced storytelling depends less on the sophistication of the generated artefact than on the forms of judgement made visible during its production. Six areas are discussed: authorship and the delegation of narrative agency; bias and cultural representation; synthetic identities and deepfakes; fabricated evidence and epistemic reliability; copyright and attribution; and emotional manipulation through AI-optimised engagement design. These risks matter because fluent and visually persuasive AI-generated narratives can create an appearance of credibility that exceeds their epistemic grounding.

We therefore propose that AI-enhanced storytelling be approached as a critical literacy practice in higher education. The paper presents pedagogical principles and classroom activities - prompt auditing, comparative representation exercises, documented process logs, and criteria for environmentally proportionate generation, that position the educator as a mediator between disciplinary knowledge, learner agency, and generative technologies, while keeping human interpretation and responsibility at the centre of AI-enhanced storytelling.

Keywords: AI literacy, digital storytelling, narrative judgement, generative AI, higher education

Visionary Leadership and AI Governance in Higher Education: Building Resilient Universities in the Digital Age

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Abstract: The rapid integration of artificial intelligence (AI) into higher education is transforming various aspects of the academic landscape, including teaching, learning, research, administration, and decision-making. While AI presents significant opportunities for innovation, efficiency, personalization, and academic advancement, it also poses serious governance challenges related to academic integrity, data protection, algorithmic bias, digital inequality, transparency, and the preservation of a human-centred education. In this context, universities need not only to adapt technologically but also to exhibit visionary leadership capable of guiding responsible and sustainable AI governance. This paper explores the role of visionary leadership in developing effective AI governance frameworks within higher education institutions. It argues that resilient universities in the digital age must move beyond fragmented or reactive responses to AI and instead adopt strategic, ethical, and comprehensive governance approaches. The study focuses on how university leaders can balance innovation with accountability, promote AI literacy among faculty and students, protect institutional values, and integrate AI governance into quality assurance, academic policy, and digital transformation strategies. By connecting AI governance with university resilience, the study emphasizes the need for leaders who can anticipate technological changes, manage risks, support academic staff, and ensure that AI enhances educational quality rather than undermines it. The paper contributes to ongoing discussions about future-oriented governance by highlighting that resilient universities are built not just through technology, but through responsible leadership, clear policies, ethical awareness, and inclusive institutional cultures.

Keywords: visionary leadership, AI governance, higher education, university resilience, digital transformation, academic integrity, ethical leadership

The Relationship between Education and the Employer in the Media Field: From Training to Professional Integration

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Abstract: The research analyses the communication methods between specialized educational institutions and the labour market in the media sector, following the transition from university education to the professional integration of graduates, as well as the feedback of media institutions for the implementation and development of a new form of education in higher education institutions – dual studies. The article highlights also the main skills required by employers, the mechanisms of institutional and professional communication, as well as the role of partnerships between academia and the media industry. The study discusses the existing gaps between training and employment and proposes directions for optimizing communication for a better adaptation of study programs to the dynamics of the labour market. The research results emphasize the importance of a constant and structured dialogue between the actors involved, in order to increase employability and professional relevance in the media sector. It is known that training activities for the future media specialists today cannot be called very easy, because the main challenges today refer to the necessity of integration of technologies and digital transformations into the curriculum, to the care for maintaining students' interest in the chosen professional field, to the transformation of educational institutions into spaces of balance between studies and the desire to remain in the profession, to inclusion and accessibility of studies. This is why, the labour market, together with the educational institution - Moldova State University, Faculty of Journalism and Communication Sciences, has invested interest and openness over the years to host students in internships, has unconditionally accepted invitations to conduct professionalization lessons at the faculty for students, has been actively involved in the implementation of various extracurricular training projects, has provided with the equipment the educational spaces when the faculty needed it most to modernize the study programs.

Keywords: mass-media, labour market, professional skills, professional ethics, dual studies

The Impact of Digitalisation on Reading and Academic Research Practices among Students

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Abstract: In the contemporary landscape of higher education, digital transformation represents one of the most complex and far-reaching socio-cognitive, epistemological and educational phenomena. Digitalisation and innovation are closely interlinked concepts, shaping the architecture of new learning environments; however, the implementation of digital infrastructure and technologies within the education system does not inherently guarantee a qualitative leap in the process of knowledge acquisition. The complexity of this phenomenon goes far beyond a simple transition from printed (analogue) to electronic (digital) media, involving structural reconfigurations of the way in which the human brain processes information, stores data, evaluates sources and navigates vast information ecosystems. However, the integration of these tools has brought to light a fundamental paradox: although access to information has been made easier and more efficient on an unprecedented scale, students' performance, their level of concentration and the depth of their textual understanding have, in many cases, deteriorated significantly.

This paper provides an exhaustive and nuanced analysis of how digitisation influences two fundamental aspects of academic life: the reading process (focusing on comprehension and memorisation) and research practices (focusing on information-seeking behaviour, the evaluation of information and the citation of sources, the use of databases, and the integration of generative artificial intelligence algorithms)

Keywords: digitisation, reading, AI (artificial intelligence), academic research, e-books

Identity politics, illiberal democracy and the temptation of techno-populism

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Abstract: This paper examines the intricate relationship between techno-populism, identity politics and illiberal democracy. The relative consensus from the beginning of 2000s related to the virtues of liberal democracy is under constant threat. There is no single explanation to this, but several that we address in this paper.

First, there is a growing credit to any form of direct democracy, accelerated by the citizens participation to social networks and the illusion that you can be in a non-interrupted contact with politicians - what Kornbluh called „immediacy” or „disintermediation”. Brubaker called this „hyperconnectivity”, Han is writing about „infocracy” but we still don't have a comprehensive model to understand these transformations. The impact of Artificial Intelligence remains to be seen. Democracy is increasingly dependent on algorithms and micro-targeting. Moreover, democracy is seen as connected merely with technology, with no mention about representation - an idea put forward by Dark Enlightenment supporters. All these are captured by the notion of techno-populism and the recent discussions related to biopolitics or techno-politics raised the importance of this concept.

Techno-populism is from our perspective another „fantasy of salvation” (ideologies that promise salvation by renouncing democracy) belonging to the categories described by Tismăneanu and it is also a superior form of populism that combines disinformation with what is called astroturfing in order to create „the perfect storm”.

Techno-populism is strongly related from our perspective with what Fukuyama called identity politics that has been further revealed by Mounk when examining the features of „identity trap”.

Another key concept for understanding nowadays techno-populism is illiberal democracy, a form of democracy that neglects the virtues of fundamental rights but keeps the mechanisms of representative democracy, in a perverted form. The discussion about illiberal democracy strongly contributed to the rise of techno-populism.

Keywords: techno-populism, illiberal democracy, identity politics

Rethinking Media and Information Literacy in the Age of Artificial Intelligence: An Integrative MILE Framework for Education

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Abstract: The rapid emergence of artificial intelligence (AI) is transforming the information ecosystem and challenging traditional conceptualizations of Media and Information Literacy (MIL). In response to these developments, recent scholarship has introduced concepts such as AI Literacy, Algorithmic Literacy, Critical Digital Literacy, and Digital Citizenship. Although these perspectives have significantly enriched the field, they have also contributed to a more fragmented conceptual landscape, leaving unanswered the broader question of how Media and Information Literacy itself is evolving in the age of artificial intelligence.

This paper proposes the Integrative MILE (Media and Information Literacy Integration and Evolution) framework as a new conceptual perspective for understanding the evolution of Media and Information Literacy in the age of artificial intelligence. The framework brings together two complementary sources of knowledge: a critical synthesis of contemporary scholarship on Media and Information Literacy and related fields, and empirical evidence from five years of MIL implementation in Albanian pre-university education.

The empirical evidence is drawn from a nationwide study involving 623 teachers and professional network leaders, complemented by qualitative findings from focus group discussions documenting changes in classroom practice, interdisciplinary curriculum integration, student engagement, and teachers' perceptions of artificial intelligence in education.

By combining these theoretical and empirical perspectives, the study presents MIL as an adaptive educational paradigm. It argues that MIL evolves through the integration of new technological, pedagogical, and civic dimensions while remaining grounded in its core principles of critical inquiry, ethical engagement, and informed participation.

The paper uses evidence from the Albanian experience to develop a conceptual framework that extends beyond the national context, rather than treating it as a standalone case study. The proposed Integrative MILE Framework offers a new perspective on the evolution of Media and Information Literacy while providing a transferable model for teacher professional development, curriculum innovation, and educational policy in the age of artificial intelligence.

Keywords: Media and Information Literacy; Artificial Intelligence in Education; Teacher Professional Development; MILE Framework

Hybrid warfare through Othering

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Abstract: This research paper seeks to explore the different ways that hybrid warfare is used to weaken the opponent before military campaigns even start. Contemporary technology plays a pivotal role in promoting disinformation and propaganda behind enemy lines, seeking to disrupt social cohesion and cooperation.

There are already plenty of case studies that describe the use of social media platforms to create friction or exploit already-existing social vulnerabilities by actors such as Russia or China. This paper takes such studies and combines them to create a more general perspective of how foreign actors seek to dismantle Western societies through a process called Othering.

This process, intrinsic to all human societies consists in creating a narrative that promotes differences between two groups of people (Our group vs. the enemy's). Historically, this social phenomenon has been quintessential when rallying people under a banner in case of an enemy attack. However, recent technological advancements have made it possible to radically twist and warp said narrative to easily suit the interests of ideological opponents. Through modern Information technology, the unity of a group can be weakened by exposing vulnerable individuals or smaller groups of people to alternative viewpoints that will lead them to adopting a hostile attitude towards the government and society in general.

The functionality of democracies rests upon our ability to tolerate a certain degree of political opposition. The politically moderate individual doesn't completely accept or tolerate ideas coming from the opposition, but rather is open to the possibility of learning new things from others, be they politically on the left or the right, thus increasing the likelihood of producing effective policies. The phenomenon of Othering can promote social division within a group through disinformation and manipulation, thus increasing hostility and hatred between the groups. This can ultimately impact our economies, technological innovation, military cooperation, scientific research etc.

It has become more than ever important to learn how to defend ourselves from manufactured hatred in order to protect the stability of our societies. Although this issue is vastly complicated and cannot be trivialized, we must develop solid strategies for dealing not only with enemy propaganda, but also helping radicalized individuals overcome their hatred for other members of our societies.

Keywords: hybrid warfare, propaganda, othering, extremism

Becoming a Tool for the Study of History: The Banat Memory Archive – a Decades-long Project from Field Interviews to a Digital Space

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Abstract: The website of the “Eugen Todoran” Central University Library in Timisoara hosts The Banat Memory Archive (memoriabanatului.ro), Timisoara as Remembered (memoriatimisoarei.ro), and the Archive of the Deportees to Baragan (deportatiinbaragan.ro), all three being instruments for the study of recent history of the Banat.

In order to understand the becoming of the Banat Memory Archive we have to go back to the late 1990s when a team of young researchers coordinated by anthropologist Smaranda Vultur conducted oral history interviews with members of various communities in the historical region of the Banat, in the western part of Romania.

Over the years, several books have been published that draw on this treasure trove of interviews and photographs gathered from the interviewees. These books shed light on the lives of the communities in the Banat at different points in time or focus on life in the capital of the Banat, Timisoara.

This research paper briefly presents the making of the archive and its digitising for the purpose of preserving the documents, interviews, and photographs, focusing then on its use. It is the lived history of the Banat in the 20th century that is preserved in this archive, the history as remembered by the residents.

The study focuses on the role of the archive – both the physical as well as the digital one – as an instrument of research and is doing this by employing qualitative methods, interviews with members of the initial researchers' team, as well as with representatives of the Central University Library of Timisoara, which houses the archive. In addition, the functionality of the digital archive is presented and tested, and possibilities for its expansion are explored as the archive is an important tool to study the recent history of the Banat region.

Keywords: digital archive, Banat Memory Archive, Central University Library of Timisoara, history

Beyond Creativity: Cultivating Social Innovation through Media

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Abstract: The future is unpredictable, but change is guaranteed. Change is a necessity of social innovation. Embracing change requires a complex interplay of societal needs, market dynamics, and technological advancements. The first step in embracing change is acknowledging the paradox of crisis situation decision-making. We are inundated with information, opinions, and data that increases the risk to become overwhelmed.

Recognizing this overload is crucial, where decision-making is streamlined and action is prioritized. Creative vision plays a pivotal role in driving change. Moving from a traditional, risk-averse approach to a more dynamic, change-oriented perspective is crucial. We think that in the future without demonstrate openness to new ideas, and actively engage in learning and development, governance will be impossible.

Embracing change goes beyond reacting to external forces to proactively seeking opportunities to innovate and improve. For governing boards of social enterprises, adaptability is the path to sustained social impact and financial viability in a rapidly changing world. By embracing these principles, visionary leaders can ensure their organizations remain relevant, resilient, and impactful.

Innovation is the lifeblood that drives impact. For social enterprise, fostering a culture of innovation is necessary. Innovation in a social enterprise goes beyond creativity or novel ideas; it is about finding new and effective ways to achieve social impact and sustainability. For visionary leaders, this means creating an environment where new ideas are not only welcomed but are also rigorously tested and implemented.

We think that collaboration with other organizations, startups, academic institutions, or think tanks to bring fresh ideas and innovative practices it is a solution for the future. Partnerships can provide new resources, insights, and opportunities for joint ventures. Clearly defined objectives are crucial as they guide how we engage with each group. The ability to anticipate and strategically prepare for future trends and challenges is critical to governance. This practice, strategic planning, enables an organization to navigate uncertainty and capitalize on emerging opportunities. This foresight is not about predicting the future but about preparing for it.

Keywords: the foresight, strategic planning, visionary leaders, partnerships

Synthetic Selves and AI-Mediated Brand Identity: Media Literacy, Authenticity and Trust in Persuasive Communication

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Abstract: The growing use of generative artificial intelligence in advertising and brand communication is transforming established notions of authorship, authenticity, identity, and trust. Texts, images, voices, avatars, and personalized messages can now be generated or substantially shaped by artificial intelligence, making the boundaries between human, organizational, and synthetic agency increasingly difficult to distinguish. In this context, audiences are no longer required only to evaluate the credibility of a persuasive message; they must also interpret the status and identity of the communicative entity behind it. This paper examines how AI-mediated communication reshapes brand identity and proposes the notion of synthetic selves to describe digitally constructed communicative personas that simulate identity, voice, personality, and relational presence within persuasive environments.

The theoretical framework brings together perspectives on brand identity and personality, persuasive communication, digitally mediated identity, and media literacy. David Aaker's work on brand identity and brand personality provides a framework for understanding brands as coherent systems of attributes, values, and symbolic associations. Friestad and Wright's Persuasion Knowledge Model offers a complementary perspective on how audiences identify and interpret

persuasive intent. Sherry Turkle's work on identity and technologically mediated interaction helps contextualize the emergence of synthetic communicative personas, while Sonia Livingstone's approach to media literacy provides the basis for examining the critical competencies required to interpret increasingly complex digital environments.

Methodologically, the paper develops a qualitative comparative analysis of selected AI-assisted advertising and branding practices. The analysis considers the visibility of AI intervention, verbal and visual brand identity, anthropomorphization, the construction of synthetic personas, disclosure and transparency, persuasive intent, and the mechanisms through which authenticity and trust are produced. Particular attention is paid to the relationship between technological mediation and perceived authenticity: rather than assuming that the use of generative AI necessarily diminishes trust, the study asks whether trust depends on how clearly AI involvement is communicated and on audiences' ability to understand the processes through which persuasive identities and messages are constructed.

The paper argues that the expansion of synthetic media requires a corresponding expansion of media literacy. Critical competence can no longer be limited to identifying misinformation, evaluating sources, or distinguishing reliable from unreliable content. Audiences increasingly need to assess not only what is being communicated, but also who—or what—is communicating, how that communicative identity has been constructed, and what persuasive interests it serves. To address this shift, the paper introduces the concept of authenticity literacy as a complementary dimension of media literacy: the capacity to critically evaluate the construction, mediation, disclosure, and strategic performance of communicative identities in synthetic media environments.

By connecting brand identity, synthetic selves, persuasion, and media literacy, the paper aims to contribute to current debates on responsible AI use in advertising and to the broader discussion of trust and critical agency in increasingly artificial communicative environments.

Keywords: artificial intelligence; synthetic selves; media literacy; brand identity

Beyond Frequency: Measuring the Prominence of Online Misinformation Narratives over Time

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Abstract: Measuring the prominence of online misinformation and disinformation is an important challenge for academic research and for the organisations and public institutions responsible for monitoring information environments. Identifying which narratives are prominent at a particular moment is not sufficient: monitoring must also capture how narratives emerge, persist, decline, or periodically regain attention. Yet “prominence” has no single observable measure. Previous research has variously examined diffusion patterns (Vosoughi, Roy, and Aral, 2018), estimated exposure and sharing on social media (Grinberg et al., 2019), or compared misinformation exposure with engagement-based indicators (Holt et al., 2025).

Operational monitoring nevertheless often relies on accessible proxies such as post frequency, reactions, shares, views, or composite engagement scores. These indicators capture different phenomena and may produce different conclusions about the relative importance and evolution of narratives.

This paper addresses the problem of measuring narrative prominence while recognising that exhaustive collection, multimedia processing, and human coding are rarely feasible at operational scale. It asks: (RQ1) How do the relative prominence and temporal trajectories of misinformation narratives change when they are measured through posting frequency, engagement-weighted visibility, and available exposure proxies? (RQ2) To what extent can resource-efficient strategies, including engagement thresholds and curated selection, reproduce the narrative rankings and temporal patterns obtained from a more comprehensive corpus, and which narratives do they systematically underrepresent?

The study uses a corpus of public Facebook posts collected through an ongoing Romanian misinformation-monitoring project as a methodological test case. Rather than treating the project's existing curated monitoring sample as the complete information environment, the analysis begins from the broader output of a documented set of monitored accounts. Posts are deduplicated, screened for relevance, and coded using an established multi-label narrative taxonomy.

Narrative prominence is operationalised in several parallel ways: prevalence within the relevant corpus, reactions and total engagement, weighted engagement, and reported views where available. An amplification ratio distinguishes narratives whose visibility is primarily driven by repeated posting from those whose prominence depends on a smaller number of exceptionally successful posts. Rankings and trajectories produced by these measures are compared over time. Reduced, thresholded, and curated samples are subsequently evaluated against the broader coded corpus to estimate losses in narrative coverage and the stability of the resulting conclusions.

The paper contributes a comparative framework for evaluating narrative frequency, amplification, and potential exposure without treating them as interchangeable. It also clarifies the trade-off between measurement validity and processing efficiency, offering practical guidance for researchers, civil-society monitors, and public institutions designing longitudinal misinformation-monitoring systems.

Keywords: misinformation, disinformation, narrative prominence, social media

Artificial Intelligence and Journalism Students: Use, Perceptions, and Early Professional Socialization

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Abstract: The growing integration of artificial intelligence (AI) in journalism is reshaping professional practices and raising new questions about how future journalists are being trained. This study explores how journalism students use AI, how they make sense of AI's role, and how these dimensions relate to its use in early professional settings.

The research draws on a survey of 160 journalism and communication students from three universities in Albania. It examines patterns of AI use, perceptions of usefulness, risk, and transformation, as well as engagement with AI in early professional settings. The data are analysed using descriptive statistics, correlation analysis, and linear regression.

The findings indicate that students use AI at a moderate level, mainly as a support tool in their academic work. Their perceptions are ambivalent, combining recognition of its usefulness with concerns about its impact on creativity, independence, and professional standards. Although AI is widely seen as a transformative force, these perceptions do not directly translate into practical use.

Regression results show that early professional use of AI is shaped primarily by prior experience and perceived usefulness, while risk and transformational perceptions show no statistically significant effect. These findings highlight the importance of a structured and critical integration of AI in journalism education.

Keywords: Artificial Intelligence, journalism education, journalism students, professional socialization, journalism profession

From Public Communication to Information Resilience: How Romanian Public Institutions Navigate Disinformation in the Digital Age

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Abstract: The contemporary information environment is transforming the role of public-sector communication. Public institutions are no longer expected only to disseminate accurate and timely information but increasingly operate in an environment characterized by misinformation and disinformation, declining institutional trust, rapidly evolving digital platforms, and the growing influence of generative artificial intelligence. These developments raise important questions about the competencies, practices, and institutional capacities required of public communication professionals.

This study explores how communication professionals working in Romanian public institutions understand and respond to these transformations. In particular, it examines how they perceive their role in addressing disinformation, maintaining public

trust, and contributing to a more resilient information environment. The study also considers how media and information literacy, digital competencies, and emerging AI literacy are understood as components of contemporary public-sector communication.

Methodologically, the research adopts an exploratory qualitative approach based on semi-structured interviews with communication professionals from selected Romanian public institutions. By examining perspectives across different institutional contexts, the study seeks to identify common patterns as well as differences in how public institutions understand and respond to contemporary information challenges.

The research is guided by three questions: How do public communication professionals understand the impact of disinformation on their institutional role? What practices and constraints shape institutional responses to information disorder? What competencies do practitioners consider necessary for strengthening information resilience and maintaining public trust?

By examining public-sector communicators as potential actors of information resilience, the study aims to extend discussions of media and information literacy beyond the level of individual citizens. It seeks to contribute to a better understanding of the institutional and professional dimensions of information literacy and of the evolving role of public communication in supporting resilient democratic information environments.

Keywords: information resilience; public communication; disinformation; media and information literacy (MIL); public institutions.

The Stereotype Arrives Before the Message: Imagology as an Instrument of Media and Information Literacy

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Abstract: Media literacy programs treat disinformation, for the most part, as a problem of verification: check the source, check the date, check the image. A considerable share of what circulates about nations, minorities and neighbours, however, never fails such a test, because it advances no falsifiable claim at all. What it transports is an image: an inherited, datable, culturally stabilised representation of the other, which the reader recognises before reading and accepts without examining. Verification has no purchase on a message that asserts nothing.

Imagology, the study of national and cultural images in literature, has described representations of this kind for some sixty years, and it offers precisely the instrument that fact-checking lacks. It can date an image, name the channel that carried it, and describe the operations by which the image is reshaped in the course of transmission. The paper proposes that imagological analysis be treated as a component of media and information literacy, and demonstrates the method on a documented case: successive translations of a single literary text into Romanian, where each version can be compared, term by term, with its predecessor and with the source. The comparison shows the translator acting as an autonomous image-generating instance, adding, softening or "correcting" the traits of the foreign figure in accordance with what the receiving public of that date was prepared to accept. The mechanism is the one at work in digital redistribution: a message is not merely passed on, it is adjusted at every passage to the expectations of the group that receives it.

From the case the paper derives a small set of teachable questions, whose image, from when, carried by which channel, altered in which direction, which can be added to existing verification checklists. The argument is that a media literacy without a historical dimension remains defenceless before exactly those messages that contain no verifiable statement.

Keywords: imagology, national images, media and information literacy, disinformation, translation, stereotype

Translation and Multilingual Educational Transfer: AI-Assisted Multilingual Resources as a Bridge between Digital and Green Competences

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Abstract: The increasing use of artificial intelligence and digital technologies in education has created new opportunities for developing innovative learning resources, while also raising questions concerning accessibility, linguistic diversity and the transfer of educational content across cultural contexts. This paper examines the role of translation as a form of educational mediation within the Erasmus+ EcoAI EduNetwork Initiative (EAIEN), a transnational project supporting the development of artificial intelligence literacy, digital competences and green skills among students and teachers. The focus lies on the translation and adaptation of the EAIEN resources into Romanian. Rather than treating translation as a purely linguistic operation, the study approaches it as a process of educational and intercultural transfer. Drawing on the experience of the Politehnica University Timișoara team within the EAIEN consortium, the paper considers the interaction between human translation expertise and AI-supported translation tools, including the importance of revision, contextual adaptation and pedagogical validation. It also addresses the experience-sharing dimension of the project as a means of transferring educational practices across linguistic and national contexts. The paper argues that multilingual educational resources can contribute not only to wider access to innovative educational content, but also to the development of digital and green competences. In this context, AI-assisted translation can support the efficient production and dissemination of multilingual resources, while human linguistic, pedagogical and intercultural expertise remains essential for ensuring accuracy, relevance and educational usability. The EAIEN experience thus illustrates how translation can become an active component of international educational cooperation and of the digital and green transformation of institutions.

Keywords: education; translation; AI-assisted multilingual resources, green skills, sustainability, intercultural communication

Media and Information Literacy in Algerian Communication Faculties: Bridging the Gap Through Self-Directed Learning

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Abstract: Purpose: Media and Information Literacy (MIL) has become a fundamental competency for responsible media production and democratic participation. Despite its growing international recognition, its institutional integration into communication education remains uneven across many developing contexts. This study examines the extent to which MIL is embedded in the official communication curriculum adopted by Algerian universities and tests the hypothesis that it is absent from formal academic provision. It further investigates how communication students compensate for this curricular gap through self-directed learning beyond the university and explores the professional implications of this deficiency by analysing documented cases of journalistic malpractice in Algeria.

Methodology: The study adopts a mixed descriptive–analytical design that combines quantitative and qualitative methods. First, a documentary analysis was conducted on the nationally standardized LMD curriculum governing communication education in Algeria, covering four academic levels from the second year of the Bachelor's programme to the second year of the Master's programme. Second, a questionnaire survey was administered to 120 communication students to identify their principal sources of MIL learning, learning practices, and perceptions of their own competencies. Third, three documented cases of journalistic malpractice were qualitatively analysed to examine the relationship between inadequate MIL competencies and professional performance. The analytical framework is informed by Potter's cognitive theory of media literacy (2004), Kellner and Share's critical media literacy framework (2007), and Knowles' theory of self-directed learning (1975).

Findings: Documentary analysis revealed the absence of dedicated Media and Information Literacy courses within the official communication curriculum, although some related dimensions are addressed indirectly through courses such as media ethics.

This institutional gap encourages students to seek alternative learning pathways. Survey findings indicate that 65% of participants rely on free digital learning platforms, including UNESCO MOOCs and Edraak, while 80% use social media as an informal learning environment. Although these resources expand access to MIL-related knowledge, students' learning experiences remain largely fragmented and dependent on individual initiative. The analysis of journalistic malpractice cases further demonstrates the professional consequences of insufficient MIL competencies, particularly in relation to source verification, misinformation, and ethical decision-making. This challenge is also reflected in the finding that 39% of Algerian social media users share false information despite expressing confidence in their ability to identify misleading content, revealing a phenomenon of misplaced confidence in media judgment.

Originality/Value: This study offers one of the first integrated assessments of the MIL gap within Algerian communication education by combining curriculum analysis, empirical evidence from students, and professional case studies within a single analytical framework. By interpreting students' adaptive learning practices through the lens of self-directed learning theory, it extends current discussions on MIL beyond curriculum evaluation toward learner agency and professional competence. The study concludes by proposing a hybrid educational model that integrates formal university instruction with open-access digital learning resources, fact-checking laboratories, and practice-oriented MIL modules. The proposed framework provides practical recommendations for curriculum reform and offers a transferable model for strengthening communication education across Algeria and the wider Arab region.

Keywords: Media and Information Literacy, self-directed learning, informal learning, journalism education

AI-Generated Brand Content on Social Media: Investigating Young Adults Emotional Responses and Engagement Intentions

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Abstract: Generative artificial intelligence (GenAI) is reshaping brand communication on social media by enabling the production of visual and textual materials with limited or no direct human creative involvement. As AI-created content becomes increasingly integrated into brands' digital communication practices, questions arise regarding how young consumers experience these messages and whether their affective reactions translate into a willingness to interact with them. While emotions are recognized as an important dimension of consumer responses to GenAI-based advertising, less is known about how affective experiences associated with entirely AI-generated brand posts relate to subsequent engagement intentions. This study examines how young adults emotionally experience AI-generated brand content on social media and explores the ways in which these experiences relate to their desire to interact with it. A qualitative research design will be employed, comprising four focus groups with 40 active social media users aged 18–29 (N = 40). Participants will be presented with a standardized set of brand posts created through generative AI, followed by semi-structured focus group discussions. The inquiry will address the emotions elicited by the stimuli, participants' availability to react, comment, share, or repost, as well as the motivations and barriers informing these prospective behaviours. Data will be examined through qualitative content analysis to identify recurrent patterns across participants' accounts and group interactions. By integrating affective experiences with motivations and barriers to interaction, the study proposes to develop a more nuanced account of young consumers' responses to AI-mediated brand messages. The findings are expected to extend current research on GenAI in digital brand communication by clarifying how affective responses intersect with intended consumer engagement and contribute to emerging patterns of interaction with algorithmically produced brand content. More broadly, the study provides a consumer-centered perspective on the implications of generative AI for emerging forms of brand–consumer interaction within increasingly AI-mediated social media environments.

Keywords: AI-generated brand content, emotional responses, consumer engagement, social media engagement

Political Information in the Digital Age: Generational Differences in Social Media Use and the Albanian Case

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Abstract: This study examines how people in Albania from four birth cohorts follow political content, which traditional and digital sources they use for political information, and how they perceive social media in political life. A cross-sectional online survey (Google Forms) with a voluntary, anonymous convenience sample of 214 respondents born in 1997–2012 (n = 130), 1981–1996 (n = 37), 1965–1980 (n = 32) and 1928–1964 (n = 15) was analysed descriptively. It covered political-content following, general platform use, information sources and 15 seven-point attitude statements. Overall, 86.4% followed political content regularly or occasionally. Television (66.8%) and Instagram (40.7%) were the most frequently reported political-information sources, and 55.1% used both traditional and digital sources. Among the youngest cohort, 95.4% used social media daily but only 32.3% regularly followed political content. Respondents saw political actors as influential (M = 5.53) but reported low trust in political information on social media (M = 3.52). The voluntary, self-selected online sample, unequal cohort sizes and cross-sectional design limit generalisation and causal claims. Results describe the coexistence of channels, not replacement over time. The study adds descriptive Albanian evidence comparing four birth cohorts on political-information sources and attitudes, treating traditional and digital media as coexisting rather than exclusive.

Keywords political communication, social media, political information, birth cohorts, Albania, media consumption

Coordinating the Whole: Developing a Strategic Infrastructure for Romanian and European Resilience

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Abstract: With respect to crisis coordination, whole-of-government and whole-of-society preparedness is now doctrine, from the EU Preparedness Union Strategy and NATO's resilience baseline requirements to the Sendai Framework. In practice however, coordination between emergency authorities and society remains improvised: it runs on personal ties and parallel channels and is rarely learned from. Romania, on NATO's eastern flank and facing seismic, climate, technological and hybrid risks, has strong command structures and proven civic mobilisation but no shared infrastructure connecting them at speed and scale.

In this working paper we ask two questions: on the one hand, how can a state couple hierarchical command-and-control with society's networked capacities at national scale, across different territories and risk preparedness, with speed, accountability, while building trust? On the other hand, what semantic, organisational, legal and digital architecture are required for the doctrine to be functional in practice?

We seek to answer these questions through an end-to-end, design-based action research programme with the Department for Emergency Situations (DSU), joining state-of-the-art baseline research, design thinking and co-creation. To answer these questions, we employed multiple research instruments throughout the past 12 months: (1) a quadruple-helix needs assessment process that exposed unclear roles, fragile trust between local authorities and civil society, unstandardised support requests, and missing shared vocabulary and post-intervention learning; (2) a comparative analysis of over 350 crisis-coordination platforms worldwide compared on 13 cross-cutting coordination, (3) UI/UX research on how could a multi-stakeholder complex platform implement access and data management, information sharing, mobilization of capabilities, and real time situation monitoring and reporting; and (4) ecosystem mappings of (a) existing primary, secondary legislation

and international frameworks on emergency management; (b) Romania's existing digital solutions, and (c) Romanian civil society.

Three foundational outputs followed. (A) An integrated ontology and taxonomy give the system a common language, linking an expanded list of 28 risk types, and an extended 730+ capability types across actor types, emergency situation management stages, vulnerabilities, services and governance mechanisms. On this semantic backbone, (B) a data architecture and use protocol governs information flows across government and society, as well as within each layer. Together they underpin (C) the conceptual framework and architecture of CIVITAS, the national emergency coordination platform, which gives six user groups personalised coordination, mobilisation, monitoring and learning workflows. Its logic is simple: validated actors declare capabilities in advance, requests reach matching partners in widening geographic circles, and every mobilisation is monitored and reviewed. An early prototype has been validated with several ministries, authorities, NGOs, businesses and the Presidential Administration.

Today, the first prototype module, connecting emergency authorities and NGOs, is planned for development by the Ministry of Internal Affairs, with testing in tabletop exercises and then under real conditions. A multi-year roadmap extends CIVITAS through relational streams linking emergency authorities with critical-infrastructure operators, public institutions at local, national and international levels, journalists and communicators, and citizens and researchers. A national network of resilience living labs is currently under development, co-governed with DSU, the Presidential Administration and the National Working Group on Data, Research and Knowledge, that will facilitate the conditions for local stakeholders to build inter-organizational trust before crises strike and co-create coordination solutions for their communities and their most pressing risks.

The intended outcomes of these complex efforts include faster, better-targeted mobilisation of societal capabilities, a shared operating picture, clear roles and accountability, verified information that blunts crisis disinformation, and institutional memory that carries lessons from one crisis to the next, with constructive spillovers in other areas of coordination that communities can steer towards – innovation, entrepreneurship, education, etc. For research, the programme offers a design model of hierarchy-network coupling in crisis governance and a replicable method joining ontology engineering, participatory design and action research. CIVITAS is thus public infrastructure for democratic resilience: a strategic asset for Romania and a transferable model for the EU and NATO allies.

Keywords: Network Resilience, Whole-of-Society Crisis Coordination, Living Labs, digital infrastructure, Participatory Action Research

One model, twenty Library Living Labs: how public libraries in four European countries design and plan the living lab concept for digital competencies for adults

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Abstract: In 2026, twenty public libraries in Belgium, Italy, Poland and Romania set out to open something new: a Library Living Lab, where adults who feel left behind by digital technology can learn digital competencies following the EU DigComp framework, experiment with different digital technologies to solve real world problems, and help shape what the libraries offer to their communities. All are part of the Erasmus+ project DigLib and work from the same blueprint. Each library assesses what its community needs, sends librarians to shared trainings, and writes a plan that must meet the same minimum: at least six months, five activities and 25 adult learners, preferably from digitally excluded communities or vulnerable groups.

That blueprint raises a simple question with no simple answer: can a living lab be prescribed? Living labs thrive when the people who participate in them help shape them, when experiments are allowed to change the original plan, and when the organisations facilitating them keep learning.

This talk presents the work in progress for the first of three studies that follow the labs from design to delivery to impact and learning, and it looks at the moment before the doors open. We start from libraries' needs assessment, the planning work, and the finished plans, and ask what each library decided: who it wants to reach, what it will offer, which partners it will work with, how much say it plans to give the people who come, and how they plan to learn from the process. Because all twenty plans grew from one blueprint, comparing them shows where the template pulls libraries toward the same choices and where they make it their own. It also shows whether those choices follow the library, the country or the way each country trained its librarians. What we learn in this study becomes the starting point for following the labs through their first six months, and for building a framework that other libraries can adapt.

Keywords: Library Living Labs, public libraries, digital inclusion, co-creation, Design-based research, cross-national comparison

The event as content: Jacquemus and the making of the Fashion Show as digital content

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Abstract: This paper examines a shift in fashion and luxury PR in which the physical event is no longer the primary communication goal but raw material for digital content. Jacquemus, the French fashion house led by Simon Porte Jacquemus, offers a paradigmatic case: runway shows staged in a lavender field, on a beach, or around oversized set pieces are conceived from the outset as "hero images" optimized for Instagram and TikTok, rather than as experiences addressed primarily to seated press and buyers. Traditional fashion PR relied on specialized press as the obligatory intermediary between brand and public; Jacquemus instead directs the event as a film set, with composition, colour, and framing built for the mobile screen, while press coverage becomes optional rather than central to the distribution strategy. The study asks: what narrative, visual, and logistical mechanisms transform a physical brand event into a viral digital phenomenon, and how does this "event-as-content" model differ from the traditional media-coverage-driven model of fashion PR? Sub-questions address which visual and compositional elements (colour, scale, set design, location) are engineered for social media performance rather than for the in-person audience; and the extent to which the model is replicable by smaller brands or remains contingent on luxury-level resources. The proposed methodology combines an in-depth case study of three to four landmark Jacquemus events, tracing the relationship between set design and the brand's digital visual identity and comparing organic social media volume to traditional fashion-press coverage; Expected outcomes include a conceptual model of the "event designed for digital distribution," as distinct from the event subsequently documented by the press; a set of replicable criteria that brands or cultural institutions with more limited budgets might adapt; and a critical discussion of the model's limits, including the risk of communicative superficiality and dependence on virality.

Keywords: digital PR, brand storytelling, viral events, earned media, Jacquemus

The Evolution of the profile of female parliamentarians in Romania (1990–2024): individual, political, and contextual Determinants of representation

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Abstract: The political representation of women serves as a relevant indicator of the degree of democratic inclusion; it is also a phenomenon shaped by the interplay between political institutions, party recruitment mechanisms, and the individual and territorial resources of female candidates. Adopting this multidimensional perspective, this paper analyses the evolution of the profile of female parliamentarians in Romania between 1990 and 2024. It examines not only the dynamics of their share within the legislature but also shifts in their individual characteristics, the affiliations and structures of the parties that promote them, and their territorial distribution.

The research is grounded in an explanatory model that integrates three interdependent dimensions: individual, political, and contextual. The individual dimension focuses on the demographic, educational, and professional profiles of elected women, as well as their experience in public administration and party structures. The political dimension captures the role of the electoral system, ideological alignment, and the age and size of political parties in facilitating access to a parliamentary seat. The contextual dimension explores territorial variations in representation, providing a framework to investigate the relationship between such representation and the socioeconomic characteristics of the regions from which these women originate.

The findings reveal an increase in female representation from 5.3% in 1990 to a historic high of 21.6% in the 2024–2028 legislative term—a trajectory that has not, however, been linear. The data indicate that female representation is sensitive to the configuration of the electoral system; proportional representation is associated with higher proportions of women compared to the period characterised by a mixed-member electoral system. Concurrently, the profile of female parliamentarians has become more professionalized: educational attainment remains high—with a recent prevalence of master's degrees—while law and economics have emerged as increasingly common fields of study. Experience in local party leadership has also gained significance, suggesting that organizational structures play an increasingly consolidated role in the recruitment and advancement of female candidates.

A notable shift is also evident in the political composition of this representation. In the 2024–2028 legislative term, new political parties and nationalist groups have become key avenues for women to enter Parliament, altering the traditional political distribution of female representatives. Furthermore, the territorial distribution reveals persistent regional disparities, with representation concentrated in the Bucharest–Ilfov, North-East, and South-Muntenia regions, while lower proportions are observed in the West and Centre.

Overall, this analysis suggests that the evolution of the profile of female parliamentarians in Romania cannot be explained solely by an increase in the number of women in office; rather, it must be understood as the outcome of shifting political selection mechanisms, the professionalization of individual career paths, and contextual variations. By integrating these dimensions into a unified analytical framework, this study contributes to an understanding of the transformations in female political representation in post-communist Romania and lays the groundwork for the next phase of research: a multivariate analysis of the relationships between institutional, individual, and territorial factors.

Keywords: *political communication; female political representation; female members of parliament; political recruitment; electoral system; post-communist Romania*

The digital environment as a collaborative space: leveraging eTwinning Projects to Develop entrepreneurial competence

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Abstract: The article highlights the relationship between the digital environment and the development of entrepreneurial competence by analysing the specific features of eTwinning projects as a means of communication, collaboration, positive interaction, information exchange, and intercultural dialogue, as well as a factor that supports the development of key competences, particularly entrepreneurial competence. Participation in such projects stimulates initiative, responsibility, critical thinking, autonomy, and cooperation skills—dimensions that are reflected in the attitudinal component of this competence. The article also explores the broad range of formative influences exerted by the digital environment on the educational process, emphasising its role in promoting innovation and shaping flexible and resilient individuals capable of responding to the challenges of twenty-first-century society. The benefits of eTwinning projects are analysed both from the perspective of teachers' professional development and that of competence development among preschool children.

Furthermore, although eTwinning projects are frequently associated with the development of digital competence, the article argues that this competence does not operate in isolation. Through the themes addressed, the collaborative tasks, and the learning experiences they provide, this category of activities also contributes to the development of entrepreneurial

competence, with the digital environment serving as a favourable context for demonstrating initiative and creativity, assuming responsibility, and making decisions.

Keywords: digital environment, eTwinning projects, entrepreneurial competence, preschool children

Integrating Generative AI Post-Editing into Academic Curricula: From Passive Editing to Algorithmic Supervision

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Abstract: The rapid advancement of generative artificial intelligence (GenAI) and large language models (LLMs) has transformed foreign language education and the translation industry, making a paradigm shift from statistical and neural machine translation toward contextually adaptive generative text. However, this shift creates a critical paradox: the high surface fluency of LLM outputs often conceals subtle hallucinations, terminological errors, and register drifts, inducing a phenomenon of "cognitive offloading" or "critical anaesthesia" among university students.

To align academic curricula with these evolving professional realities, this research proposal introduces a pedagogical framework designed to institutionalize GenAI post-editing as an autonomous discipline in higher education. Methodologically, the project employs a mixed-methods approach by combining Multidimensional Quality Metrics (MQM) error taxonomies, prompt log analysis, and process-oriented protocolling across specialized domains (technical, legal, medical, and culturally nuanced texts).

The study evaluates both traditional target-text post-editing and interactive LLM refinement via iterative prompting. We aim to redefine translator competence by training students to transition from a "human-in-the-loop" role to a "human-in-command" position (algorithmic supervisor and ethical linguistic expert).

The proposal culminates in a structured curriculum that embeds AI literacy and ethical oversight into academic practices, equipping future linguists to navigate automated workflows with critical authority.

Keywords: generative AI, post-editing, AI literacy, translation pedagogy, MQM taxonomy, prompt log analysis, human-in-command

How Green Is Your AI? Rethinking AI Literacy for a Sustainable Information Ecosystem

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Abstract: Generative AI has rapidly become part of everyday information practices. We ask, generate, regenerate, summarise, translate, create images, and increasingly delegate small cognitive and communicative tasks to AI systems. Yet the apparent simplicity of these interactions conceals a complex material infrastructure of data centres, computational resources, energy, water, hardware, and global supply chains. If AI literacy is becoming a prerequisite for participation in contemporary digital society, should understanding these less visible costs also be part of being AI literate?

This paper addresses this question through the lens of Green AI and argues for extending current understandings of AI literacy towards the sustainability of the information ecosystem. Building on the educational question "How green is your AI?", it examines the disconnect between the frictionless experience of generative AI at the interface level and the material resources required to sustain AI infrastructures at scale. The discussion situates individual practices such as prompting, repeated generation, image creation, and routine automation within the broader environmental implications of rapidly expanding AI use.

Rather than treating sustainability as an additional ethical concern attached to AI, the paper considers it a dimension of critical AI literacy. This requires users to understand that digital information practices have material consequences, critically interpret

environmental claims made about AI systems, recognize the limitations and uncertainties of available footprint estimates, and question whether every information task requires a generative AI solution.

From an educational perspective, this raises an important challenge. Current AI literacy initiatives tend to focus on effective prompting, information verification, bias, privacy, copyright, and responsible use. Environmental impact remains considerably less visible to learners because it is largely hidden behind the interface. Making this infrastructure visible can create opportunities for educators to connect AI literacy with sustainability literacy, critical information literacy, and responsible digital citizenship.

The paper proposes that a sustainable information ecosystem requires more than efficient AI technologies. It also requires informed users capable of making deliberate choices about their digital practices. “How green is your AI?” therefore becomes an educational question about visibility, responsibility, and agency: what users know about the infrastructures behind AI, how they evaluate the value and consequences of their use, and how these considerations can become part of AI literacy education in universities and beyond.

Keywords: AI literacy, Green AI, sustainable information ecosystem

From black box to critical practice: Teaching AI literacy in literature reviewing

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Abstract: The rapid uptake of generative AI and AI-enabled discovery tools, such as Scopus AI, Connected Papers and Research Rabbit, is reshaping how students conduct literature reviews in higher education. While these tools enhance access to scholarly information and support exploratory search, their use also introduces pedagogical challenges when employed uncritically as substitutes for core scholarly practices. This paper examines how AI literacy can be operationalised within literature review instruction and investigates how targeted pedagogical design can support students in developing critical, reflexive and methodologically grounded engagement with AI-mediated search environments.

The study adopts a design-based research approach, involving the development, implementation and iterative refinement of a teaching module for AI-supported literature reviewing within an undergraduate course in theory of science and research methods. The module integrates guided use of AI-based discovery tools with structured activities focused on documenting search strategies, comparing AI-generated and database-derived results, and critically evaluating the provenance and relevance of retrieved sources. Empirical data were generated through student assignments, reflective learning logs and focus group discussions, and analysed qualitatively with attention to students’ evolving understandings of search processes, source evaluation and research problem formulation.

The findings indicate that students initially approach AI-based tools as authoritative and largely opaque systems, frequently relying on them to delimit research topics and identify relevant literature. Following the pedagogical intervention, students demonstrate a more differentiated and critical orientation towards AI-mediated discovery.

This paper provides an empirically grounded contribution to ongoing discussions in digital library and information science on AI literacy, AI-enabled discovery and the evolving role of academic instruction in mediated information environments. It introduces a transferable pedagogical model that repositions generative AI from an instrumental shortcut to a site of critical inquiry within literature review practices. By framing AI literacy as an integral dimension of contemporary information literacy, the study offers actionable insights for educators and academic libraries seeking to foster transparent, responsible and critically informed use of AI in scholarly knowledge production.

Keywords: media and information literacy, digital literacy, AI literacy

Cross-Curricular Literacy: Decoding Images in History Class

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Abstract: This paper explores the integration of cross-curricular literacies into pre-university education, focusing on the teaching of history and the use of visual sources as cognitive and critical tools. In today's knowledge-based society, dominated by a dense flow of information and a massive presence of visual culture, traditional (textual) literacy is no longer sufficient. The shift toward "new literacies" requires developing students' ability to analyse, deconstruct, and interpret visual language—ranging from historical paintings, maps, and vintage photographs to political cartoons and digital representations.

This study examines how the interpretation of images in history class goes beyond simply illustrating the textbook text, becoming an applied practice of critical thinking. Through interdisciplinary methodological frameworks, the study proposes teaching strategies centred on the analysis of visual sources: identifying the context of production, detecting ideological perspectives, recognizing manipulation techniques, and assessing the emotional impact on the audience. The image is thus granted the status of an autonomous historical document, requiring an analytical effort comparable to that required for written sources.

The results of the analysis highlight that visual literacy, when integrated as a cross-curricular skill, fosters students' cognitive autonomy and develops their ability to select and filter information in the digital environment. Furthermore, the proposed approach facilitates the connection of historical content to current media realities, preparing young people to become active and resilient citizens in the face of misinformation. In conclusion, reconfiguring history pedagogy through the lens of new literacies is an essential requirement for adapting the educational process to the demands of a knowledge-based society.

Keywords: Visual literacy, history pedagogy, decoding, critical thinking, cross-curricular literacies

Current Approaches of the Protocol in Public Administration, from the perspective of the New Diplomacies

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Abstract: This paper aims to explore the relationships established between the field of public administration and institutional protocol, from a highly dynamic and contextual perspective, that of new diplomacy. From a methodological standpoint, the relationship identified in this context is between public administration and its advanced forms of governance, where institutional protocol and the values shared through new diplomacy can provide a better adaptation to the demands and social needs intensively requested by the general public, whether informed or less informed, but ultimately the primary beneficiary of these services. Nonetheless, these institutions are interconnected with each other and with higher decision-making levels (both local and central governmental institutions), and can offer an advanced level of services in terms of transparency and functionality. We could also add a few elements of interoperability at the European level, a necessary condition for the successful operation of integration and connection processes within the deeply internationalized environments of present-day society, but especially of Europe's future. For all these purposes, the level of institutional protocol and the associated diplomatic elements can represent added values or premises for institutional performance and optimization. All of them will be approached inside this complex study.

Keywords: public administration, new diplomacy, institutional protocol, advanced governance, transparency and functionality

Leading for Informed Consent: Visionary Leadership and Democratic Resilience in the Age of Political Manipulation

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Abstract: Visionary leadership requires institutions capable of preserving informed political choice amid increasingly sophisticated manipulation. Digital communication and AI-generated content intensify a longstanding governance dilemma: how can democratic leaders counter deliberate deception while protecting freedom of expression, political pluralism, and legitimate dissent? This paper approaches that dilemma at the intersection of political institutional analysis, public international law, and research on manipulation techniques.

The central working hypothesis is that democratic institutions combining transparent public communication, preventive education about manipulation techniques, and independent oversight will demonstrate greater resilience to political disinformation than institutions relying primarily on reactive rebuttals. The proposed mechanism is complementary: transparency makes official claims open to scrutiny; preventive education strengthens citizens' recognition of deceptive persuasion; and oversight limits the partisan appropriation of counter-disinformation measures.

The paper will develop a structured analytical framework through an interdisciplinary literature review and doctrinal analysis of Articles 19 and 25 of the International Covenant on Civil and Political Rights. The United Nations Global Principles for Information Integrity and the OECD's information-integrity framework will provide complementary policy reference points, distinguished from binding treaty obligations. Resilience will be assessed through citizens' ability to distinguish reliable from deceptive political content, the accountability of institutional responses, and safeguards for lawful expression. The analysis will distinguish manipulation from legitimate persuasion by examining deception, concealed sponsorship, and interference with autonomous judgment.

The anticipated contribution is a model of anticipatory democratic leadership that connects individual resistance to manipulation with institutional accountability and international human rights standards. It proposes that leadership for the future should be evaluated partly by its capacity to sustain the conditions under which citizens can question authority, assess competing claims, and participate meaningfully in public affairs.

Keywords: visionary leadership, democratic governance, political manipulation, information integrity, international human rights law

Children's Social Competence in the Digital Age: Expert Insights

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Abstract: Background and Purpose: The rapid transformation of children's social lives through digital media is reshaping the contexts in which social competence develops and challenging schools to reconsider how they prepare children to navigate social environments. This qualitative study explores how multidisciplinary experts conceptualize children's social competence in the digital age and examines the implications of their perspectives for elementary education, teacher preparation, and social resilience in an era of intensified digital mediation.

Methodology: A qualitative content analysis was conducted of a focus group with five senior experts holding key leadership, academic, and policy-making positions across digital pedagogy, psychology, sociology, school counseling and teacher education. The panel was intentionally composed of high-level figures, including senior academic faculty and educational leaders, to bring together diverse disciplinary, professional, and cultural perspectives, while reflecting Israel's Jewish and Arab

communities.

The focus group was co-facilitated by two researchers, one of whom was a psychologist with extensive training in focus-group methodology. Following a structured format designed to promote interaction and critical reflection, the experts were presented with findings from two of the authors' previous studies on children's social competence in the digital age. Questions posed before and after the presentation enabled the study to examine both initial perceptions and subsequent interpretive reflection. Crucially, the unique value of this group lay in the rich discourse and open debate it fostered, leveraging peer dynamics to elicit deeper insights and shared meanings.

Key Findings: Three interconnected themes emerged: First, the findings underscored the urgency of social competence as an educational challenge. Across the experts' perspectives, there was a strong consensus regarding the pressing need to address children's social competence within contemporary digital environments. Social competence can no longer be conceptualized solely through the lens of face-to-face interaction, as children increasingly move between physical and virtual social spaces.

Second, the experts described a weakening of some traditional interpersonal skills, alongside a notable distinction between relatively low emotional empathy and comparatively high cognitive acceptance of diversity. This tension raises important questions regarding how empathy, perspective-taking, tolerance, and interpersonal responsibility can be cultivated across digitally mediated interactions.

Third, a theoretical tension emerged regarding the educational response. Two complementary approaches were identified: a Continuity Approach, emphasizing the continued importance of foundational social skills traditionally cultivated through education, and a Transformative Approach, viewing digital environments as new social spaces that require a broader reconceptualization of social competence. Rather than privileging one approach, the experts pointed toward an informed integration of both: preserving core interpersonal capacities while adapting their development to the realities of digitally mediated social life. To operationalize this integration, the experts proposed concrete directions, such as positioning the school as a mediator between children's physical and virtual social worlds and providing teachers with timely support as they encounter emerging social challenges.

Conclusions and Implications: The findings call for a broader conceptualization of children's social competence, one that recognizes digital media not merely as a source of risk, but as a constitutive environment of children's social lives. More broadly, the findings position schools as critical mediating spaces between children, technology, and society. By bringing together multidisciplinary expertise, culturally diverse perspectives, and research- and practice-based knowledge, the study offers a conceptual framework for rethinking how social competence and resilience can be cultivated in an increasingly digitally mediated society. This framework has implications for teacher preparation, school-based practice, and the design of age-appropriate educational interventions.

Keywords: digital media, social-emotional learning (SEL), empathy, digital citizenship, social resilience, elementary education

Late Adolescents' Perspectives on Social Competence and Educational Mediation in the Digital Era

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Abstract: While social competence is a cornerstone of Social-Emotional Learning (SEL) and a critical milestone during adolescence, its acquisition is heavily transformed by today's rapidly shifting digital communication landscape. Although educators actively seek strategies to guide youth through these digital environments, adolescents' firsthand perspectives regarding their own interpersonal needs remain insufficiently studied.

Addressing this gap, this qualitative inquiry analysed online questionnaire responses from 52 diverse Israeli late adolescents (aged 18-20). Serving as "expert-insiders", participants were uniquely positioned to critically evaluate their recent teenage experiences and propose actionable educational insights. The online instrument specifically anchored responses in physical, face-to-face settings, prompting participants to adopt the role of a school principal in one of the tasks to propose practical implementation strategies across key educational contexts.

Qualitative thematic analysis revealed five distinct domains: (1) cultivating mutual respect, (2) decoding social cues, (3) promoting emotional openness, (4) rehearsing real-world interpersonal skills, and (5) structuring face-to-face social encounters. Throughout these areas, respondents stressed the essential role of educators functioning as social mediators. Remarkably, advanced social competencies usually expected in adolescence, such as deep perspective-taking and teamwork, were largely missing from their reflections. Instead, participants identified basic social abilities, typical of middle childhood, as unexpectedly vulnerable.

These insights highlight the urgent demand for deliberate, teacher-led didactics for new literacies aimed at reinforcing basic interpersonal capabilities among digital natives, providing clear guidance for future research and educational interventions in a resilient digital society.

Keywords: social competence, Social-Emotional Learning (SEL), educational mediation, digital natives, qualitative research, media literacy.

Leadership, Trust, and GenAI Adoption in Higher Education: Evidence from Romania and Singapore

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Abstract: Generative AI (GenAI) has entered everyday academic work, yet among university educators, a familiar pattern persists. Adoption is high, whereas integration remains shallow and non-routine (Lelescu et al., 2026). Trust is how people manage the uncertainty of human–AI interaction (Lukyanenko et al., 2022). At the institutional level, it rests on the policies and support structures that make responsible use likely. Our recent systematic literature review (SLR) modelled educators' trust across three dimensions (individual, socio-ethical, and institutional) and found that leadership support was the weakest and least-addressed lever (Lelescu et al., 2025). Which concrete forms of leadership and governance actually earn educators' trust remains unclear, and the ambivalent experience behind their caution has rarely been examined directly. Additionally, cross-national evidence on how institutional strategies actually shape educators' trust is scarce.

This study integrates the SLR with the survey data from the 2024 International AI Survey led by the Institute for Adult Learning, Singapore University of Social Sciences. We analyse 163 responses from Romania and 254 from Singapore, examining how leadership support, policies, and professional development interact with educators' trust and adoption.

Adoption differed sharply across the two settings: 35% reported active GenAI use in Romania against 60% in Singapore. The institutional contrast was just as stark, with 45% of Romanian respondents reporting no AI initiatives at their institution compared with 10% in Singapore. Even where formal support was minimal, 70% of educators had taken up GenAI, driven by personal motivation and curiosity rather than institutional direction. Across both the review and the survey, leadership support was the least-addressed institutional strategy, while professional development was the most requested; 84.7% of Romanian educators asked for training.

Institutional support seems to influence how far adoption deepens into trusted, routine, and pedagogically integrated use, rather than adoption itself, which proceeds regardless. These findings give empirical weight to institutional strategies as a central lever for that deeper integration. This cross-national comparison provides actionable insights for policymakers and institutional leaders. Institutions pursuing trustworthy GenAI adoption need to shift from declarative strategy to participatory governance and hands-on support for classroom practice, co-defined with their educators. They need to embed AI literacy training, transforming GenAI adoption from a technological race into a deliberate process of institutional trust-building.

Keywords: trust, Generative AI, educators, leadership

The Role of Communication Practices in Supporting Workplace Learning in Hybrid Organisations

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Abstract: The shift to hybrid work has profoundly changed how employees interact, collaborate, and participate in workplace learning. As organisations increasingly combine remote and on-site working arrangements, effective communication has become essential for facilitating knowledge sharing, employee development, and continuous learning at work. Despite the growing importance of communication in hybrid workplaces, limited research has examined how communication practices support workplace learning from the perspective of learning and development professionals.

The study contributes to understanding how communication practices, grounded in media and information literacy principles, can enhance organizational resilience and equip employees with critical digital skills in hybrid work environments. It adopts a qualitative approach based on five exploratory semi-structured interviews with HR professionals from the IT sector. The interview data were analysed thematically to identify recurring patterns and key themes related to communication and employee learning.

The findings indicate that effective workplace learning depends on open and continuous communication among managers, trainers, and employees. Digital communication platforms, regular feedback, collaborative knowledge sharing, and informal peer interactions were identified as key elements supporting employee development in hybrid environments. Participants also highlighted several challenges, including reduced face-to-face interaction, difficulties in sustaining employee engagement, and ensuring equitable access to learning opportunities for remote and on-site employees.

The study also offers practical recommendations for organisations seeking to improve communication strategies that foster employee engagement, knowledge sharing, and inclusive learning cultures, contributing to more effective workplace learning in increasingly digital and hybrid organizational environments.

The study demonstrates that communication functions not only as a means of information exchange but also as a strategic enabler of workplace learning and organisational development. The findings contribute to a better understanding of how organisations can strengthen communication practices to support continuous workplace learning and employee development in increasingly hybrid work environments, thereby fostering a more resilient and digitally literate workplace.

Keywords: workplace learning, digital communication, hybrid organisations, Hungary

Protest Disinformation in Albania, Coordinated Review Bombing and the Limits of Digital Resilience

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Abstract: Resilience in a digital society is typically assessed through the citizen's capacity to recognise false claims. This paper contends that such an individualising framework, while analytically productive, obscures a distinct category of harm and a correspondingly neglected category of victim, the small and medium-sized enterprise that is absorbed into a protest narrative which it neither authored nor anticipated, and which enjoys neither the discursive visibility afforded to political actors nor the institutional protection extended to public bodies.

The argument proceeds from the premise that disinformation circulating during episodes of contentious mobilisation performs an attributive rather than merely a distortive function. Beyond misrepresenting the events themselves, such content assigns roles to identifiable third parties, so that a hospitality venue, a construction firm, or a media outlet may be characterised, whether falsely or on the basis of decontextualised evidence, as a financier of a political party, a beneficiary of a contested public procurement, or a collaborator in coercive state action. These attributions subsequently migrate across communicative registers, travelling from semi-closed messaging environments into open platform discourse and, critically, from the domain of political contestation into the commercial infrastructure of reputation constituted by ratings, map listings, and consumer review systems.

It is at this juncture that the phenomenon of review bombing acquires its analytical significance, since it effects the transubstantiation of a contested political allegation into a durable, machine-readable, and economically consequential signal. Media and information literacy pedagogies prove least equipped precisely here, having cultivated scepticism towards textual and headline-level assertions while leaving the epistemic authority of quantified aggregates largely uninterrogated.

The paper pursues four questions. The mechanisms through which protest-related narratives migrate into review infrastructures; the indicators that permit differentiation between coordinated manipulation and authentic surges of consumer or civic criticism; the extent to which platform design features, including aggregation logics, recency weighting, verification thresholds, and appeal procedures, amplify or attenuate the resulting harm; and the literacy competences requisite to critical engagement with aggregated reputational data.

The methodology combines three strands. Narrative tracing reconstructs how claims about named businesses emerged and circulated during a selected protest episode, mapping the transition from political allegation to commercial targeting. Review-corpus analysis examines ratings and comments on targeted businesses, attending to temporal clustering, lexical repetition, absence of transaction-specific detail, reviewer account histories, and geographic implausibility, yielding a replicable indicator matrix. Normative analysis situates the findings within the European framework on platform accountability, moderation transparency, and coordinated inauthentic behaviour, while weighing the competing rights at stake: freedom of expression, peaceful assembly, and the protection of reputation and economic activity. Semi-structured interviews with affected business operators, journalists, fact-checkers, and regulators ground the recommendations operationally.

The paper thereby advances the concept of collateral targeting, supplies a transferable indicator matrix for documenting suspected manipulation, and argues for the incorporation of aggregated-metric criticality into media and information literacy curricula alongside proportionate, appealable platform remedies.

Keywords: #disinformation, #review bombing, #media and information literacy, #foreign interference

Romanian Primary School Teachers' Perceptions on the Integration of Digital Literacy in Elementary School

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Abstract: Digital literacy refers to the development of the fundamental skills needed for the conscious, responsible and creative use of digital technologies by pupils from the earliest school years. It involves introducing children to understanding and using digital media in an appropriate way to support learning, communication and problem solving.

Believing that the teacher has a primary role in leveraging AI in the classroom and towards the development of literacy competence in the youngest school children, in our study we leveraged Ajzen's Theory of Planned Behaviour (TPB) to explore the behavioural, normative and control beliefs of Romanian primary school teachers related to the integration of digital literacy into classroom activities. We conducted a qualitative study, based on semi-structured interviews and questionnaires administered to primary school teachers, with the aim of identifying the opinions, experiences, and educational strategies used in integrating digital competencies into the teaching-learning process.

Results of previous research in the sphere of children's digital literacy development have shown that teachers' integration of digital literacy is directly correlated with their behavioural beliefs about the value of digital literacy for the development of 21st century learners' competencies. Another focus of the research investigated how these beliefs influence teachers' intentions to integrate digital literacy in their classrooms. In Romania, digital literacy is not structurally part of the primary school curriculum. Several programs are starting to develop timidly in this direction recently.

We consider it important to teach children how to use modern digital technologies to access information, how to orient, manage and process the complex web of information made available by digital technologies, how to "read" and understand the messages conveyed in digital environments, behaviours that describe a person considered digitally literate. In our study we started from the premise that AI can positively influence the learning process of primary school students by creating

inclusive learning environments, improving digital competences, personalizing teaching methods and strengthening teacher-student relationships.

Keywords: primary school, digital literacy, teachers' perceptions

From Information Literacy to Health Literacy: Exploring the Role of Public Libraries in Building a Resilient Digital Society in Romania

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Abstract: Purpose: The digital environment provides access to vast amounts of information through search engines, websites, social media, and other digital platforms. Health information is now more accessible than ever, but easy and rapid access does not necessarily mean that individuals are able to understand, evaluate, and effectively use the information they encounter. Nor does it protect them from the risks associated with misinformation and disinformation. In the healthcare sector, access to and effective use of reliable, evidence-based information are essential for positive health outcomes. Health literacy has therefore become increasingly important for navigating and managing the digital health information available from diverse sources.

Although health literacy is often discussed in relation to healthcare systems and individual competencies, libraries can also contribute to the development of health-literate communities by providing access to information, supporting information-seeking practices, organising educational activities, and connecting communities with qualified professionals and health organisations. This study analyses the potential role of public libraries in supporting health literacy in Romania in the context of the connections between information literacy, digital and media literacy, health information literacy, and societal resilience.

Design/methodology/approach: As institutions embedded within their communities, public libraries are well positioned to contribute to improving population health literacy. This study presents a review of relevant international and Romanian literature, together with findings from an exploratory analysis conducted among librarians working in Romanian public libraries. The study addressed existing health education activities, health information requests received from users, and librarians' perceptions of whether public libraries should and could become more actively involved in health education. The responses were analysed descriptively and thematically.

Findings: The findings indicate that health-related activities are already being implemented in some Romanian public libraries, although their provision is uneven and frequently dependent on projects, partnerships, external specialists, or occasional initiatives. These activities include healthy-lifestyle programmes, prevention campaigns, screening-related activities, projects developed generally in collaboration with health and community organisations. Librarians also report receiving a range of health information requests from users, including requests related to nutrition, stress management, as well as requests for books, journals, bibliographies, and Internet-based information. Importantly, all respondents expressed support for public library involvement in health education.

Originality: The findings suggest a gap between the recognized potential of public libraries and the extent to which health literacy activities are systematically organized and implemented. Public libraries could contribute to a more resilient digital society by building on their established role in information literacy and combining it with trustworthy health information provision, digital and media literacy support, community education, and partnerships with qualified health professionals and organisations. Public libraries may therefore represent an underused community resource for strengthening health literacy in Romania.

Keywords: health literacy, information literacy, public libraries, Romania

Combatting Disinformation with philosophical perspectives and thinking tools from Philosophy for Children and Logic-based Therapy

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Abstract: Media and Information Literacy (MIL) modules focus on teaching functional skills related to recognizing misinformation, manipulated content, fact checking, creating and sharing content ethically and responsibly. Philosophical tools, especially thinking tools from the practices of Philosophy for Children (P4C) and Logic-Based Therapy (LBT) can pair well with MIL. This paper will propose how the specific tools from both these philosophical practices can be adapted and used in the MIL context to combat disinformation. From P4C, Lipman's Critical Thinking which promotes sensitivity to context, criteria and self-corrective thinking and Caring Thinking as Valuational Thinking. From LBT, the cardinal fallacies of Bandwagon thinking and Damnation (of self, others and the world), along with their particular corresponding guiding virtues of Authenticity and Respect (for self, others and the world). These above-mentioned tools from the two philosophical approaches will be discussed as a functional philosophical perspective or framework to promote - Recognizing disinformation, misinformation, biases, sources, evidence; Reflective Thinking on the consumption and creation of content; Responsible Thinking as critical thinking, in the context of Media and Information Literacy. This framework or perspective can be adjusted and utilized to cultivate practical skills as well as tools in teenagers and adults. It can assist them in navigating through social media, other medias, news and the endless information that they are exposed to, not just critically and ethically but more responsibly and reflectively.

Keywords: Media & Information literacy, critical thinking, philosophy for children, Logic-Based Therapy.

Transversality in Didactic Innovation: Connecting New Literacies and Sustainability Education

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Abstract: Educational activities increasingly address learning goals associated with more than one competence domain. However, bringing different goals into the same activity does not in itself constitute meaningful integration. This paper examines transversality in didactic innovation as the deliberate construction of relationships between learning goals from different domains. It focuses on the intersection of New Literacies and environmental sustainability education. The analysis draws on two cases developed within CREA+BIRD – Creative Methodologies for Sustainability Education Inspired by Birds, an Erasmus+ project that uses birds as a thematic focus for creative approaches to environmental sustainability education. The two cases examine how literacy practices and sustainability-related learning goals intersect within the design of educational activities. New Literacies practices—such as working critically with information, interpreting and producing multimodal representations, and communicating knowledge—support learners' engagement with environmental questions. In turn, environmental topics provide a context and purpose for these literacy practices. The paper uses the two cases to examine how these intersections are constructed through the relationship between learning goals, activities, forms of representation and communication, and expected learning outcomes. The analysis distinguishes transversal integration from the simple inclusion of several educational objectives within the same activity. The central question is not whether multiple goals are present, but whether work towards one set of goals contributes to work towards another.

On this basis, the paper considers whether transversality can contribute to pedagogical efficiency. Efficiency is not understood here as a demonstrated improvement in learning outcomes or a reduction in the time and resources required for teaching. Rather, it refers to the extent to which a single educational design can support related learning goals across competence domains without treating them as separate instructional tasks. The two cases are therefore used to examine the pedagogical possibilities of this approach, rather than to establish its effectiveness.

Keywords: didactic innovation, transversality, new literacies, sustainability education

Institutional Digital Repository – School Library

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Abstract: Currently, libraries increasingly opt for developing digital repositories and ensuring remote access for users, driven by technological evolution and the growing habit of individuals to access information exclusively via the internet, most frequently through smartphones. Optimizing a PDF document and providing tangential resources on a website or a digital repository/library can make a significant difference; it can persuade users to access the provided resources and return for further information instead of searching for it directly online. Today, the process of scanning (digitizing) a book is no longer complicated; a mobile phone can be used to obtain an e-book of satisfactory quality, and additional in-document features can be added using freely available online tools. Proper book preparation, such as stabilizing the spine and ensuring uniform lighting, is crucial before scanning. Utilizing specialized mobile applications like vFlat Scan streamlines this process through AI-driven curve correction, automatic finger removal, and intelligent two-page splitting. Once digitized, the raw files require enhancement to ensure full accessibility. Free online platforms such as PDF24 Tools allow institutions to perform Optical Character Recognition (OCR), converting flat images into searchable, editable text, while also compressing files for faster web loading. Furthermore, maximizing the educational utility of a PDF involves integrating modern multimedia elements. In the following sections, we will discuss in more detail the benefits of using a digital repository in small libraries, specifically school libraries, explore which adjacent tools can be useful to users when accessing digitized materials —such as embedding active iframe links to educational YouTube (or other platforms) content directly within the document. Following these technical steps, we will demonstrate how to build and configure a functional digital repository using the Omeka content management system. We will focus on item metadata organization and collection management and finally, present a sample of such a digital repository.

Keywords: digital repository, library, online resources, Omeka

Opening the Archive. Case study: The Oral History Archive of the Central University Library “Eugen Todoran”

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Abstract: During several decades spanning the 90s and the 2000s, the Third Europe Foundation (Timișoara) collected over 400 life-story interviews. The research team was coordinated by an anthropologist and consisted of specialists in oral history, journalism, sociology, and literary studies, ensuring an interdisciplinary approach. After the Foundation ceased its activity, the archive was transferred to the Central University Library “Eugen Todoran”. The physical archive includes recordings, interview recording sheets, and photo albums documenting ethnic communities, everyday life, or traumatic events (the two World Wars, deportation to Donbas, and deportation to Bărağan). Together, these interviews encompass life in the Banat region throughout the 20th and early 21st centuries. Researchers, historians, and anthropologists could investigate different themes only in situ.

In 2024, a project implemented by a Bucharest-based NGO in collaboration with specialists from the Faculty of Letters, History and Theology, and the Central Library aimed at selecting 50 interviews which were representative of the Banat way of life. The project title, *Lumi la intersecții/ Worlds at Crossroads*, played upon the idea of readjusting the views on the past to meet contemporary expectations. The purpose was to make the archive digitally accessible, ensuring wider audience reach. The

core questions of our endeavour were which interviews were emblematic of the archive, how to present them, and how to ensure equity in representing the interviewees (in terms of age, gender, level of education).

The present paper aims to reflect upon and analyse the selection process, the themes of the interviews, and the way the project team processed the materials. Negotiations, different dynamics and different ways of engaging with the past made the venture a challenging one.

Opening an archive is a process of democratising documents and allowing unmediated access to the voices of the past. Material selection ensures the public's reach to the past and offers them the possibility of engaging with it. This is more than necessary in an era when the past becomes unreliable and is subjected to multiple discourses and ideologies.

Keywords: digital archive, Banat, oral history, democratisation

Digital Journalism in the Hybrid Media Environment of Albania: Trends and Opportunities

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Abstract: This study explores the transformation of journalistic practice in Albania within the framework of hybrid journalism, drawing on empirical data collected through a structured survey of 236 Albanian professional journalists working in the Albanian media industry. The survey focused on those directly involved in creating mass information content. The sample included journalists from audiovisual media organizations, including field reporters, web journalists, and social media journalists at these outlets. It also covered news editors, news program presenters, and newsroom managers. Some participants moderated prime-time programs featuring political or social debates, while others produced content for morning shows. Participants came from the five main private audiovisual broadcasters and the public service broadcaster, RTSH. Instead of using set sampling quotas, the study aimed to reach all journalists involved in news production through direct, personalized communication. Its aim is to analyse journalists' perceptions, self-assessments, and current practices regarding the use of digital technologies, audience interaction, professional ethics, and the adoption of new formats in media communication.

Findings indicate that Albanian journalism remains predominantly single platform, with only partial integration of multimedia strategies and mobile reporting. Audience engagement is limited and unsystematic, while digital behaviour analysis is largely absent in most media outlets. The use of visual formats and infographics reflects a slow transition, and data-driven journalism is notably lacking. Experiences of censorship, low awareness of the social consequences of information, and fragmented discourse around artificial intelligence reveal tensions between traditional professionalism and the demands of hybrid journalism.

The study highlights the need for a reconfiguration of professional training, institutionalization of audience analytics, and development of ethical standards as prerequisites for a sustainable, interconnected, and audience-oriented journalism in the digital age.

Keywords: hybrid media system, hybrid journalism, networked journalism, digital journalism, audience participation, innovative technologies

From Compliance to Trust — Institutional Communication Strategies for Resilient Digital Governance in the European Union

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Abstract: The accelerating digitalization of public administration has repositioned institutional communication as a strategic pillar of e-governance, not merely a channel for disseminating information but a mechanism through which public institutions

build, sustain, or lose citizen trust. As governments across the European Union expand digital public services, they simultaneously operate in an information environment increasingly shaped by disinformation, algorithmic mediation, and declining institutional credibility. This paper argues that Media and Information Literacy (MIL), typically framed as a citizen-facing competence, should also be understood as an institutional capacity: the ability of public bodies to communicate transparently, verify and correct information rapidly, and design digital services that are simultaneously usable, secure, and trustworthy.

Drawing on institutional and organizational communication theory, the paper proposes a comparative analytical framework for assessing "institutional MIL maturity" across EU public administrations, applied through a comparative case study of Estonia and Romania, selected as, respectively, a high-maturity and a transitional national context, alongside EU-level e-governance communication practices (e.g., digital public service portals, policy communication, or institutional social media presence). The methodology combines qualitative content analysis of institutional communication artifacts with a comparative case-study design, examining how leadership communication styles and digital literacy investments correlate with indicators of public trust and service adoption. Preliminary findings suggest that institutions moving from a compliance-driven communication model (information disclosure as a legal obligation) toward a trust-driven model (proactive, dialogic, literacy-building communication) demonstrate greater resilience to disinformation and higher perceived legitimacy. The paper concludes by identifying some elements of Estonia's institutional communication approach, particularly its leadership communication style and sustained investment in digital literacy, for more resilient digital institutions, and discusses which similar practices could strengthen citizens' trust in, and resilience within, digital public institutions.

Keywords: institutional communication, e-governance, media and information literacy, digital resilience

The Autonomy Paradox: Artificial Intelligence is Assisting and Manipulating Consumer Behaviour

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Abstract: Customer behaviour is shaped by the impact of artificial intelligence in digital marketing. In addition to the perceived help from the customer, forms of manipulation through the architecture of choice are observed. This paper aims to create a conceptual framework where the paradox of autonomy explains in more depth the mechanism behind the paradox. To achieve this, the analysis of structural conditions such as opacity, preference mirroring, and intent asymmetry is used. This paper contributes to the deepening of knowledge of the impact of intelligence on consumer behaviour by highlighting the duality of "assistance" and "manipulation".

Keywords: artificial intelligence, autonomy paradox, consumer behaviour, ethical AI

Bridging the generational gap in digital repositories: a UX and visual content analysis of GLAM platforms

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Abstract: As GLAM (Galleries, Libraries, Archives, Museums) institutions increasingly digitize vast amounts of data records, they have a crucial role as structural pillars that support a resilient digital society. However, there appears to be a significant generational gap in digital information-seeking behaviour. While younger digital natives are highly experienced information curators who expect intuitive navigation and immediate visual hierarchy, many GLAM digital repositories still rely on rigid, text-dominant database structures. Recent practice highlights that if academic and institutional interfaces fail to provide a fluid User Experience (UX), digital native users often replace these reliable sources in favour of commercial search engines or AI assistants.

In this context, our paper explores how interface design should adapt to adequately promote information literacy for post-millennial users. The study employs a qualitative UX and visual content analysis framework, with an evaluation grid that encompasses three critical dimensions, namely: information architecture (navigability and search interface), data visualization (the ability to present complex archival records through accessible visual hierarchies), and digital interface aesthetics (design style and aesthetic components). To illustrate these concepts, the research uses a comparative corpus consisting of major GLAM informational aggregators (e.g., Europeana.eu, WorldCat.org) alongside national digital repositories, such as Culturalia.ro, cIMeC.ro.

The expected outcomes should highlight the UX specificities of institutional repositories. Ultimately, the paper provides actionable design recommendations for GLAM institutions, arguing that integrating user-centred digital aesthetics is essential for transforming rigid databases into resilient, accessible knowledge environments adapted to post-millennial users.

Keywords: GLAM platforms, younger digital natives, digital interface aesthetics, UX design

Pink Football Boots – From Stereotype in Communication to Exposure in the Media

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Abstract: Colours play a very important role in communication between people. They can cause positive and negative emotions both in the one who sends and in the one who receives the visual message. They may have a decisive influence in attracting public attention. We can use colours to express emotions, to influence the creation of an image and, in general, to arouse certain feelings and to redirect attention.

The aim of this paper is to show to what extent the stereotypical, in the European tradition, understanding of "masculine" and "feminine" colours (primarily blue and pink) is retained or rejected among young people in Serbia. The fact is that, thanks to exposure in the media, certain meanings of certain colours have been lost in the last few years. The most recent example is the expansion of pink football boots at the 2026 FIFA World Cup.

In order to understand the meaning of colours, the results of the "Research on colours in communication" were used for this paper, which was conducted on a sample of more than 100 interviewees of journalism students from three universities in Serbia (Belgrade, Novi Sad and Niš) during the year 2022. This is how the students answered the question of which colour is typical for men and which for women, which colour they associate with peace and which with war, which colour attracts the most attention, and which colour has the strongest negative connotation.

Keywords: non-verbal communication, colours, journalism students, stereotypes, connotation

Thirty years of counting scientific articles: how database indexing shaped Romanian higher education

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Abstract: This paper examines how the journal article indexed in Clarivate's Web of Science became the dominant reference point for research evaluation across Romanian higher education. It treats a proprietary bibliographic database not merely as a measurement tool but as a boundary object that coordinates action among otherwise loosely connected academic, managerial, and policy communities. The study primarily uses explaining-outcome process tracing over the period 1990 to the present, drawing on a variety of primary sources ranging from academic newsletters to ministerial orders to national standards. It combines this approach with a content analysis of national promotion regulations, including a cross-commission simulation of the "value", expressed in indexed articles, of a full professorship across the disciplinary commissions where the journal impact factor is used as the main currency of evaluation. The WoS-indexed article travelled in Romania from an early-1990s attempt to define the "unit of output" in theoretical physics, through translation by diaspora-led advocacy groups, to

formalisation as a key performance indicator of reforms in higher education and research. This has been a process of contested standardization and negotiation within disciplinary communities, which we interpret as the cumulative work of institutional entrepreneurs translating the object across communities. The article argues that negotiation and resemanticisation are most visible in the social sciences, whose liminal position relative to the indexed-article norm makes them an illustrative analytical site. The indexed-article “value” of a professorship varies widely across the disciplinary commissions that use the journal impact factor (or, alternatively, the article influence score). The dispersion and the choice of metric are, it is argued, evidence of disciplinary negotiation and resemanticisation. Anchoring policy to a single proprietary database has thus turned indexing – a contestable, market-embedded decision rather than a neutral technical act – into a public policy reference. This has enabled, among others, an atypical, much-debated publisher to thrive in the resulting zone of ambiguity. The article argues that the gold open-access model, which funds itself through article processing charges, has further enabled the WoS-indexed article to function at once as a public good, a market commodity, and an evaluative token. At this point, universities and, through promotion incentives, the state are effectively paying to be indexed. The ensuing difficulty of a neat separation between “legitimate” growth in open access and a gaming-the-system cottage industry is one of the signatures of a boundary object.

Keywords: Web of Science, boundary objects, research evaluation, journal indexing, gold open access, article processing charges, predatory journals, Romanian higher education

From totalitarian political culture to democratic leadership: The evolution of political leadership in Albania after the fall of communist regime

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Abstract: The fall of the communist regime in Albania in the early '90s was accompanied by a profound process of political, institutional and social transformation, that also affected the way political leadership was exercised. Although the totalitarian communist system was replaced by democratic institutions, new political parties and a pluralistic order, features of political culture inherited from the communist period continued to influence the behaviour of political elites, leaders and citizens' perception of authority and power.

In this context, this paper aims to analyse the evolution of political leadership in Albania after the fall of the communist regime by identifying elements of continuity or change between the old totalitarian governance and the leadership models developed in the democratic period. Special attention will be paid to the elements of totalitarian political culture that have survived in democracy.

The paper will also argue that although Albania embarked on a path of democratic institutions and established new political institutions, the model of political leadership continued to be characterized by a number of features such as: personalization, centralization and the dominance of the leader over institutional structures. These characteristics are related not only to the transition challenges that Albania faced but also to the legacy of the communist political culture shaped during the communist regime.

The paper will rely on a qualitative approach by combining historical-comparative analysis with the analysis of the literature on transition. The theoretical framework will be built on the contributions of a number of analysts and researchers of transition and democratic consolidation, as well as other researchers who have analysed the impact of communist political culture on transition countries in Central and Eastern Europe, with a special focus on Albania.

Finally, the study's findings aim to enrich discussions on political leadership in post-communist societies and the importance of political culture in building sustainable democratic institutions.

Keywords: political leadership, democratic transition, communism

Digital Grassroots: Analysing Citizen Engagement and Digital Activism Across the Danube Region

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Abstract: This study explores the dynamics of digital activism and citizen engagement across the diverse socio-political landscape of the Danube Region. Spanning both EU member states and non-EU accession countries, the macro-region presents unique challenges to democratic participation, including regional disparities in digital infrastructure, varying levels of press freedom, and dynamic civil society environments. This paper investigates how grassroots movements, civil society organizations (CSOs), and individual citizens leverage digital tools—such as social media, civic tech platforms, and open-data initiatives—to foster civic participation, demand government accountability, and address shared regional concerns including environmental protection, anti-corruption, and social inclusion. Utilizing a mixed-methods approach combining qualitative case studies and digital network analysis, the research evaluates the effectiveness of digital campaigns in overcoming geographical and political barriers within the Danube basin. The findings highlight both the transformative potential of digital spaces in democratic mobilization and the critical vulnerabilities civil actors face, such as digital divide constraints, algorithmic suppression, and state-sponsored disinformation. Ultimately, the study offers strategic recommendations for policy-makers and civil society stakeholders to strengthen digital civic infrastructure, promote digital literacy, and support sustainable cross-border citizen engagement in Central and Southeastern Europe.

Keywords: digital activism, citizen engagement, Danube Region, civic tech, civil society, cross-border mobilization, E-democracy.

Building Transversal Competences through a Digital Ecosystem for Service Learning

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Abstract: Across Europe, higher education institutions are increasingly called to prepare students not only for their careers but for active, responsible participation in a digitally mediated society. Service learning (SL) – a pedagogical approach that connects academic learning outcomes with meaningful community engagement – has emerged as a powerful vehicle for building the transversal competences students need to navigate this reality: collaboration, communication, critical thinking, problem-solving, civic responsibility, intercultural understanding, empathy, adaptability and self-awareness. Unlike discipline-specific knowledge, these competences are rarely developed through classroom instruction alone; they are learned by acting on real problems, with and for others, and increasingly through digital tools that mediate how universities, students and communities collaborate.

Yet the competence-building potential of SL often remains implicit and under-exploited. Across European universities, SL initiatives are frequently fragmented, short-lived and dependent on individual champions; the digital infrastructure that could sustain collaboration between universities and civil society organisations (CSOs) is largely absent; and the competences gained are rarely made explicit, scaffolded or assessed. This paper argues that closing this gap requires more than pedagogical redesign – it requires a shared digital ecosystem that makes SL collaboration visible, coordinated and sustainable, with transversal competence development as an explicit design objective rather than a hoped-for by-product.

We present insights from the Erasmus+ Cooperation Partnership Service Learning 2.0:Collab, which brings together six European universities and three CSOs to co-create such an ecosystem: a shared digital environment for coordinating, implementing and documenting SL partnerships. The project follows a participatory design methodology in four stages – an exploratory stage; participatory workshops with academic staff, students and CSO representatives; synthesis of pedagogical, organisational and technological requirements; and ecosystem development – with a longitudinal survey tracking how participants' expectations and experiences evolve throughout.

This contribution focuses on the project's first work package, currently underway, and on how a digital ecosystem can deliberately embed transversal competence development into SL practice. Early findings point to four conditions: aligning

learning outcomes with genuine community needs, so competences are practised on authentic tasks; structured mentorship and guided reflection, turning lived experience into transferable competence; a user-centred digital environment offering learning pathways, feedback and progress-tracking that make competence development visible; and a shared competence framework giving educators, students and CSOs a common language for naming and assessing what SL is meant to foster.

Rather than proposing a single technological fix, the project advances a transferable methodology for using digital collaboration to turn service learning into an intentional engine for transversal competence development across diverse higher education systems – a concrete case of sustainable university-community partnership building in a digital society.

Keywords: transversal competences, service learning, digital ecosystem, university–community partnerships, civic engagement, higher education innovation.

Conversational AI and Critical Information Literacy: Questioning Credibility in Human-AI Interactions

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Abstract: The development of generative and conversational artificial intelligence is transforming the ways in which information is accessed by providing interfaces that draw on many of the conventions of interpersonal communication. Conversational fluency, response personalisation, continuity across exchanges, and apparent displays of empathy can generate an impression of credibility, although this does not guarantee the reliability or informational validity of the content produced. In this context, AI literacy cannot be limited to technical proficiency with tools or to verifying the information they generate; it must also involve understanding the communication mechanisms likely to shape the trust placed in AI systems.

This paper examines how students perceive and then progressively question the credibility of a conversational AI system. The study is based on a three-month learning activity involving 40 third-year undergraduate students in Information and Communication Sciences at a French public university. The students interacted with the conversational AI Nomi and documented their observations using a shared framework comprising twelve analytical dimensions. The corpus consists of conversation excerpts selected by the students, their analytical comments, and their reflective syntheses.

The analysis reveals a tension between interactional credibility and the critical evaluation of information. Initially, conversational fluency, personalised responses, continuity across exchanges, and certain relational cues may be interpreted as signs of understanding and reliability. However, contradictions, generic responses, breaks in coherence, and difficulties of interpretation gradually make the constructed nature of the interaction perceptible. Observing these discrepancies leads students to question their initial impressions and to distinguish more clearly between the plausibility of AI-generated discourse and its informational validity.

These findings suggest that critical AI literacy should be viewed as a component of media and information literacy that extends beyond the evaluation of content alone. It also entails the ability to identify the interactional mechanisms through which conversational interfaces produce effects of presence, trust, and credibility. Developing this critical distance can support more reflective uses of artificial intelligence and, more broadly, contribute to building a more resilient digital information environment.

Keywords: conversational artificial intelligence, critical information literacy, interactional credibility, human-AI interactions.

Normalizing Digital Racism? Roma Youth Experiences and Coping Mechanisms with Online Antigypsyism

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Abstract: Recent literature underscores a critical surge in cyberhate and problematic online behaviours affecting youth across digital environments. While the proliferation of social media offers significant connectivity, it simultaneously exposes young individuals—as witnesses, perpetrators, or targets—to pervasive online hate speech, ranging from overt xenophobia to

covert, coded platform ideologies. Despite growing awareness of digital hostility, empirical investigation remains limited regarding how young Roma perceive, navigate, and potentially normalize antigypsyist hate speech in their daily digital interactions.

This study addresses this empirical gap by examining the live experiences of young Roma navigating digital spaces through their personal social media profiles and online footprints. Utilizing a qualitative exploratory design, the research analyzes narratives and testimonials from Roma youth serving as peer-educators within a European-level initiative. By placing the subjective voices of digital natives from one of Europe's most marginalized ethnic groups at the center of inquiry, this paper illuminates the mechanisms of online racialization and explores how Roma youth conceptualize, cope with, and counter digital antigypsyism.

Keywords: online hate speech, antigypsism, digital natives

Media Literacy as a Means of Navigating Urban Complexity: Understanding the Layering of the City through Visual Media

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Abstract: Nowadays, media literacy has become an essential competence for navigating social, political, and cultural complexity. In the context of this paper, media literacy is regarded not merely as the ability to access and evaluate information, but as a critical capacity to interpret diverse perspectives, recognize bias and misinformation, understand media influence, and make informed decisions.

Cities are information-rich environments where people constantly encounter news, social media, advertising, public information, political messages, digital platforms, and AI-generated content. The public space, besides its function as a space of circulation, where the individuals become aware of their belonging to a community and their sociability is also a canvas for the symbolic construction through the political, social and cultural processes. Institutional procedures and rituals are performed in the public space.

The city belongs to all its citizens equally, yet it is seen and experienced in countless ways. Each person forms a unique relationship with the urban environment, shaped by their own perspective, experience, and understanding.

In support of this position, we aim in the present paper to analyse how media literacy helps individuals to navigate this complexity and discover the layering of the urban landscape. The research employs a qualitative visual analysis of the media (posters, photos, short movies) produced under the framework of “Verde-n Față” (Telling the Truth), a participatory cultural project, implemented by West University of Timisoara. The aim of the project was to empower young people from Timișoara (European Capital of Culture 2023), Romania, and equip them with the new media competences to explore and reinterpret their urban environment through artistic expression. Through a combination of interdisciplinary workshops, field explorations, and creative interventions, participants engaged in a transformative process, from critical observation to visual expression. Participants immersed themselves in the city’s landscape, discovering its layers and complexities. Their resulting artworks serve as a dialogue between personal perception and public space, revealing the city as a shared, yet deeply individual experience. Media literacy helps young people to view the city critically, to understand urban space as a living reality, and to express oneself artistically about their discoveries.

Keywords: MIL, urban complexity, layering, visual media

Rethinking Corporate Communication: Media and Information Literacy as a Source of Competitive Advantage

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Abstract: In an increasingly complex and digitally mediated business environment, corporate communication is evolving beyond the traditional transmission of information toward a strategic process of creating, interpreting, and managing meaning. This paper examines media and information literacy (MIL) as a potential source of competitive advantage in corporate communication. Organizations operate within rapidly changing information ecosystems characterized by misinformation, fragmented audiences, algorithmic communication, reputational risks, and growing demands for transparency. In this context, the ability of employees and managers to critically access, evaluate, interpret, produce, and strategically communicate information can significantly influence organizational resilience and performance. The present paper argues that MIL should be regarded not only as an individual competency but also as an organizational capability that supports more effective decision-making, stakeholder engagement, reputation management, and crisis communication. The research methodology employs a combination of focus groups and structured interviews applied on some local representatives of multinational companies, where we encounter a complex communicational ecosystem. Embedding media and information literacy into corporate communication practices can strengthen organizations' capacity to identify emerging risks, distinguish credible information from misleading content, adapt messages to diverse audiences, and foster trust. Consequently, MIL can contribute to competitive advantage by enhancing organizational agility, credibility, and responsiveness in volatile information environments. Rethinking corporate communication through the lens of media and information literacy thus highlights the strategic value of critical information competencies for sustainable organizational success.

Keywords: corporate communication, MIL, competitive advantage, communicational ecosystem

Materiality of Text: The Importance of Typography for Media Literacy

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Abstract: Media and information literacy (MIL) is commonly understood as the ability to access, evaluate, create, and communicate information critically. While existing research and educational initiatives often focus on content, sources, and digital platforms, the visual form through which information is presented receives comparatively less attention, despite the fundamental role of typography in reading and meaning-making. This paper explores how typography, and particularly typographic hierarchies, influence the communication, interpretation, and evaluation of information. It argues that understanding the materiality of text – that is, the physical and visual characteristics of written communication, including typeface design, type size, positioning, and other typographic cues – constitutes an important yet underdeveloped dimension of media and information literacy.

This design-based research study develops and evaluates a part in a teaching module on typography as a component of media and information literacy. Drawing on typography studies, visual communication, media literacy research and semiotics, students analyse how typographic hierarchies shape interpretation, credibility and authority in print and digital media. Through comparative analyses, reflective exercises and discussions, students examine how visual cues direct attention and frame meaning. Empirical data from assignments, learning logs and focus groups are analysed qualitatively to investigate how typographic literacy can strengthen critical evaluation of information in contemporary media environments.

The analysis demonstrates that typography functions not merely as a neutral carrier of verbal content but as an active participant in meaning-making. Typographic hierarchies influence how readers prioritise information, distinguish between primary and secondary messages, assess authority, and navigate complex texts. In digital environments characterised by

information overload, algorithmically curated content, and increasing concerns about misinformation, the ability to recognise and interpret typographic structures becomes particularly significant. Consequently, a critical understanding of typography can enhance readers' capacity to evaluate information and identify attempts to direct attention, frame narratives, or shape perceptions.

The paper contributes to media and information literacy research by foregrounding typography as a neglected yet essential component of critical communication competence. While visual literacy has gained increasing attention, typography is often treated as a technical or aesthetic concern rather than a literacy issue. By positioning typographic awareness within the broader framework of media and information literacy, the study proposes a more comprehensive understanding of how information is communicated and interpreted. It further argues that developing sensitivity to typographic hierarchies can support educational efforts aimed at fostering critical thinking, informed citizenship, and resilience in contemporary digital societies.

Keywords: media and information literacy, digital literacy, typography

Discourse, Identity and Far-Right Populism: A Comparative Analysis of Romania and France

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Abstract: This article examines the manifestations of far-right populism in the contemporary European political arena through a comparative analysis of political discourse in Romania and France. The study focuses on two representative actors of this political trend: the Alliance for the Union of Romanians (AUR) and its leader, George Simion, on the one hand, and the Rassemblement National and its leader, Marine Le Pen, on the other.

The research employs a qualitative methodology based on political discourse analysis, with the aim of identifying the convergences and divergences between far-right populism in Eastern and Western Europe. The analytical framework is preceded by an examination of the principal theoretical approaches to populism, with particular emphasis on the specific dimensions of radical right-wing populism.

The corpus of analysis includes the electoral programmes of the two political parties, public speeches delivered by their leaders, as well as statements and interventions made in the media sphere. The study investigates how themes such as national identity, attitudes toward political elites, sovereignty, European integration, and relations with various groups perceived as "the others" are discursively constructed.

The findings reveal that, despite significant ideological and contextual differences, the discourses of both political actors are structured around core elements of far-right populism, including anti-elitism, nativism, authoritarianism, sovereigntism, and Euroscepticism. At the same time, the study demonstrates that the concrete expressions of these themes are adapted to the historical, cultural, and political specificities of each national context. The research thus contributes to a better understanding of how far-right populism adjusts its discursive strategies across different European political settings.

Keywords: far-right populism, political discourse, national identity, Romania, France, AUR, Rassemblement National, comparative analysis, sovereigntism, Euroscepticism

The Digital Age and the Challenges to Democracy: Social Media, Digital Populism, and Political Polarization

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Abstract: The proliferation of digital platforms has profoundly transformed the relationships among citizens, institutions, and technology actors, generating new challenges for the functioning of democratic processes. Beyond the evident benefits of

the democratization of communication and expanded access to information, social media networks have become major channels for the expression of digital populism, disinformation, electoral manipulation, and the polarization of public opinion. In the digital age, the fairness and integrity of political competition are often affected by the influence of algorithms, the circulation of false information, and the strategic use of online platforms, all of which may undermine the foundations of representative democracy.

This article aims to examine how these phenomena influence contemporary democracy, with particular emphasis on the 2024 Romanian presidential elections. The study employs a qualitative and comparative methodology that combines political discourse analysis with an examination of content published on Facebook and TikTok during the electoral campaign. The findings highlight the dual nature of digital platforms: on the one hand, they have facilitated direct access between candidates and voters and encouraged civic participation; on the other hand, they have enabled the spread of information manipulation campaigns through paid influencers and artificially amplified content. The research concludes that the impact of social media on the democratic process is inherently ambivalent, as these platforms serve both as instruments of political participation and mobilization and as factors that may compromise the transparency, fairness, and integrity of electoral competition.

Keywords: far-right populism, political discourse, national identity, Romania, France, AUR, Rassemblement National, comparative analysis, sovereigntism, Euroscepticism

Adaptive Path to Periods of Change and Vulnerability of Romanian Serial Publications in the Field of Library and Information Science [LIS]

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Abstract: Serial publications (journals) represent, together with monographic publications (books), the core of bibliographic resources always used in documentary research and dissemination of results, as a specific part of scientific research in all fields. (1) Therefore, in this paper, we propose to focus attention, in particular, on a diachronic analysis of the course of this type of publication in / related to the field of Library and Information Science [LIS] in Romania, from the first identified journals, before 1900 to 2024. (2) The research methodology of this longitudinal study is based on mixed content analysis (collected from sources such as electronic library catalogues, web pages, printed collections, yearbooks, etc.), resulting in over 350 journal titles published in the last approximately 150 years. The data analysis criteria considered: duration of publication of journals, periodicity, geographical distribution, transition to electronic format. (3) The results indicate the contribution of the scientific press to the evolution of the LIS field in Romania, from the perspectives of supporting professional training and research, and promoting cultural heritage. Likewise, the constant efforts to adapt to the periods of vulnerability experienced by this type of publication are also highlighted. (4) We consider that the most complex and radical transformation, among those suffered in the periods experienced over time by this type of publication, is the one generated by the emergence and transition to the digital environment, which further requires efforts to adapt to technology and the requirements of the current audience, shaped in turn by the digital society.

Keywords: LIS serial publications (Romania), longitudinal approach (19th-21st centuries), digital environment, LIS electronic journals, vulnerabilities of the info-documentary system, documentary research

The Aesthetic Metamorphosis of Film Editing from Analogue Cutting to Digital Editing

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Abstract: The study analyses how technological change has transformed the aesthetics of film editing, reconceptualizing its modes of expression and the relationship between the editor and the filmed material. This dynamic can be traced from analogue editing, in which the physical cutting and splicing of film stock shaped the rhythm, continuity and expressive construction of the image, to non-linear editing, which expanded the possibilities of image manipulation and of organizing narrative discourse. At the same time, the article aims to highlight the role of digitization in preserving and promoting the cinematic heritage of the Republic of Moldova. The methodology is based on an analytical, historical-comparative approach and on film analysis of three research directions: the technical and expressive features of analogue editing, the aesthetic and methodological changes brought by non-linear editing, and the transfer of photochemical materials to digital formats as a way of protecting archival holdings and ensuring access to national cinematic works.

Keywords: editing aesthetics, analogue editing, non-linear editing, digitization

Perception and Performance in Recognizing Predatory Publishing: A Disciplinary Analysis

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Abstract: Predatory publishing, manifested through pseudo-scientific journals and conferences, continues to threaten research integrity, particularly within academic communities where publication pressure is intense and institutional safeguards are insufficiently developed. Existing research generally measures awareness of this phenomenon through self-reported assessments, paying less attention to whether such declared confidence genuinely corresponds to the ability to recognise specific warning signs – an issue directly related to information literacy in the digital academic environment. This study addresses this gap among researchers in the Republic of Moldova, with a focus on variations across scientific disciplines.

Drawing on a survey of 539 researchers, this study compares two indicators for each respondent. The first is a perception index, based on self-reported confidence in one's knowledge of predatory publishing. The second is a composite index of declared performance, combining the number of characteristics of a predatory outlet recognised by the respondent, the level of agreement with a set of 15 common warning signs, and the degree of endorsement of a set of recommended verification strategies. The difference between the two indices is treated as a measure of calibration – that is, the extent to which perception aligns with declared performance – and is compared across seven scientific fields: humanities, social sciences, natural sciences, medical sciences, economic sciences, engineering, and agricultural sciences.

The findings reveal an unexpected pattern. Rather than overestimating their knowledge, researchers across all fields tend to underestimate it, recognising warning signs and verification strategies reasonably well, yet not describing themselves as sufficiently informed. However, the size of this gap varies significantly between fields. The natural sciences demonstrate the best calibration, with a gap of only one point on a 100-point scale, while the humanities exhibit the widest gap among fields with a substantial sample, at 18 points. A further paradox emerges in the medical sciences, a field that records the highest declared performance index among those with a substantial sample, yet also the highest rate of unintentional publication in predatory journals (29% of respondents), indicating a discrepancy between declared identification capacity and actual publishing behaviour under real research pressure.

These findings demonstrate that information literacy interventions cannot be uniform. Enhancing resilience requires a greater emphasis on procedural skills, not merely declarative knowledge, alongside discipline-specific differentiation of training programmes and the explicit inclusion of publishing economics within academic curricula. Simultaneously, the results

highlight the need for a coordinated institutional response that combines individual training with policies and support mechanisms tailored to the particularities of each field.

Keywords: predatory publishing, information literacy, disciplinary differences, academic integrity

The Role of Christian Education Offering by the Christian Family in Preventing Technological Addictions among Adolescents

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Abstract: In this paper, I researched, on the one hand, the role of the Christian family and religious education transmitted in the family environment as a way to prevent addictive behaviors among adolescents, and on the other hand, the opportunities, difficulties and risks that Christian families involved in the education and training of their children may encounter, in particular, the use and understanding of digital tools and materials, as well as the way in which adolescents have managed to acquire a set of values, attitudes and practices learned within the Christian family that can contribute to a balanced digital life.

The Christian family is and becomes a model for their children, and the way to manage the relationship with technology can become a risk or a way of prevention, because the parental example has a formative and shaping character of the adolescent's behavior. An important role for young people in preventing addiction to technology is to identify and value passions, but also to spend free time with the family in social, spiritual, sports and recreational activities.

The results of the research will be used as recommendations to improve the interpersonal communication relationship between adolescents and their families. Also, solutions will be offered for the prevention of technological addictions

Keywords: technology addiction, adolescence, Christian education, Christian family

Design and Development of a Foreign Policy Television Program Format to Counter Misinformation **Vlad Ungar, University Assistant PhD**

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Abstract: Romania has been increasingly exposed to hybrid warfare conducted by foreign state actors and to coordinated information attacks since 2024. These activities intensified following the annulment of the presidential elections by the Romanian Constitutional Court, contributing to a more complex and polarized information environment. In this context, online platforms and social media have become important channels for the dissemination of messages that challenge and strongly criticize Romania's membership in the European Union and NATO, as well as its broader alignment with the Western political and security framework.

The growing volume of misleading, manipulative, and false information represents a significant challenge for public communication and democratic resilience. In an environment characterized by rapid information flows, fragmented audiences, and declining trust in traditional media, public service broadcasting can play an important role in providing citizens with accessible, accurate, and contextualized information on issues of national and international relevance.

In April 2025, Romania's public television broadcaster launched a television program dedicated to diplomacy and foreign policy. The program addresses key issues in international relations and seeks to explain complex geopolitical developments to a broad audience in an accessible and understandable manner. Among its objectives is to provide viewers with a clearer understanding of Romania's position in the international system, its relations with its allies and partners, and the practical implications and benefits associated with the country's membership in the European Union and NATO.

The study explores how the television program format was designed to respond effectively to and counter messages disseminated by hostile state actors with the aim of destabilizing Romania. At the same time, it assesses the capacity of a public service broadcaster to transform complex foreign policy issues into accessible and relevant topics for a broad audience, while maintaining the balance, impartiality, and editorial independence that are fundamental to public service broadcasting. The research explores the potential of public service television to strengthen societal resilience by providing citizens with accurate, balanced, and accessible information on international affairs and Romania's role in the international system.

Keywords: foreign affairs, diplomacy, journalism, disinformation

Emotional Mobilisation and Political Disinformation in Romania's 2024 and 2025 Presidential Campaigns: Fear, Anger and Manipulative Narratives

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Abstract: This paper examines emotional mobilisation and political disinformation during Romania's 2024 and 2025 presidential campaigns. It focuses on the ways in which fear, anger, distrust, and resentment were incorporated into campaign narratives and used to mobilise voters, reinforce political identities, and challenge trust in democratic institutions and established media. The study compares the public communication associated with Călin Georgescu and George Simion, two prominent figures whose discourses gained significant visibility in Romania's changing political and digital environment.

The research draws on scholarship concerning political communication, populism, disinformation, and the strategic use of emotions. It employs qualitative discourse analysis to examine selected campaign speeches, public statements, and social media communication. The analysis identifies recurring narratives, emotional appeals, representations of political opponents, and strategies through which political actors construct themselves as authentic defenders of "the people." Particular attention is given to narratives of national decline, external threat, betrayal by political elites, loss of sovereignty, and conflict between ordinary citizens and allegedly corrupt institutions.

The findings indicate that misleading or insufficiently substantiated claims become more persuasive when they are embedded in emotionally charged narratives and repeatedly circulated through digital platforms. Fear is used to construct urgent threats to national identity, security, and social stability, while anger directs dissatisfaction toward political elites, institutions, journalists, and perceived external actors. These emotional frames simplify complex political problems, encourage polarisation, and create favourable conditions for the acceptance and dissemination of disinformation.

By comparing two consecutive presidential campaigns, the paper contributes to understanding the relationship between emotional communication, populist mobilisation, and political disinformation in a volatile electoral context. It also highlights the importance of media and information literacy for building a resilient digital society. Effective responses should not be limited to correcting false statements after they have circulated. Fact-checkers, journalists, educators, and public institutions must also address the emotional and narrative structures that make misleading claims credible, memorable, and shareable. The study therefore proposes a broader approach to media literacy that combines factual verification with critical awareness of emotional manipulation and persuasive political storytelling.

Keywords: disinformation, political communication, emotions, presidential election

From gatekeeping to metric-gatekeeping: how views, shares and engagement reshape journalistic decisions in Romanian television newsrooms

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Abstract: Views, watch time, likes, shares, saves and comments - they matter for television and the selection of news topic on social media? This study asks whether these figures have become a second gatekeeping system, working alongside professional judgement, editorial policy and the classic news values that have long explained how stories are selected and ranked. This paper is a qualitative multiple case study in Romanian television newsrooms. It's core is thirty semi-structured interviews with reporters, web editors, producers and social media staff, focused on which indicators they actually consult, how often, who is entitled to interpret them, and what happens when a number contradicts a professional assessment of public relevance. Interviews use metric elicitation: each participant discusses three of their own recent posts: the strongest,

the weakest and one average performer, identified beforehand from publicly visible figures and reconstructs the decisions behind them and what the newsroom published next. They discuss topic, format, duration, opening hook, presence of the journalist on camera, sourcing, emotional register and publicly available engagement indicators on social media news. The analysis draws on gatekeeping theory, on datafication and platformization and on the notion of the imagined audience, to describe a circular process in which publication generates data and data shapes the next publication. Three contributions are expected: a map of who holds interpretive authority over metrics inside a newsroom, a distinction between the indicators an organisation tracks officially and those journalists check informally and evidence on whether platform feedback remains a distribution tactic or migrates into agenda setting.

Keywords: audience metrics, gatekeeping, datafication, platformization, news production, engagement, television journalism

Advertising and PR strategies in public cultural institutions. A case study of the National Museum of Art Timișoara

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Abstract: This paper examines the advertising and public relations strategies used by public cultural institutions, focusing on the theoretical foundations of persuasive communication and on how these strategies are adapted to the current digital context. The theoretical framework is structured around three complementary directions: the role of advertising and public relations in modern organizational communication; techniques and models of persuasive communication, with particular emphasis on the Elaboration Likelihood Model and on Integrated Marketing Communication; and the evolving patterns of media content consumption in a cultural context. The empirical research relies on a qualitative content analysis of the institution's public presence and promotional strategy, examining the communication channels, message types, and promotional mix used by the National Museum of Art Timișoara (MNART) across its digital and traditional platforms. The findings indicate that MNART operates with a diversified promotional mix and shows patterns of audience segmentation consistent with the predictions of the ELM, reflecting a broader process of modernization in the institution's communication approach, driven by the need to adapt to new forms of media consumption and to increase public visibility. At the same time, the research identifies limitations in the current strategy, such as the insufficient use of TikTok as a promotional channel and the absence of systematic qualitative tools for evaluating campaign impact.

Keywords: public relations, persuasive communication, cultural institutions, content analysis

Assessing News Media Literacy Skills among High-School Students in Kosovo

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Abstract: Proficiency in navigating media and processing information has become a crucial skill in today's complex information ecosystem. Media literacy equips citizens with the foundational knowledge and critical competencies necessary for effective participation in an interconnected global society (Chen et al., 2011). On the other hand, news media plays a unique and indispensable role in democratic societies by providing reliable information that enables citizens to make informed decisions and actively engage in civic life (Vraga et al., 2015). In an era marked by rapid digital transformation, misinformation, and algorithmic influence, news media literacy is essential for fostering informed, resilient, and responsible citizenship.

This study investigates the current state of news media literacy among high school students in Kosovo, a non-Western, post-conflict, and transitioning society. The research examines how young people critically consume, evaluate, and interpret news content across various media platforms. By focusing on Kosovo, the study addresses the relatively limited empirical research

on media literacy in Southeast Europe and contributes to understanding the effectiveness of media education in non-Western contexts.

News media literacy is measured using the established multidimensional model developed by MaksI, Ashley, and Craft (2015), which encompasses knowledge, motivation, and skills dimensions. Data were collected through a comprehensive online survey involving 1,308 high school students from seven main regions of Kosovo, ensuring broad geographical representation. The survey instrument assessed students' ability to recognize reliable sources, identify bias, understand news production processes, and evaluate the credibility of information.

The findings of this research are expected to provide valuable insights into the existing levels of news media literacy among Kosovar youth and to evaluate the effectiveness of current media education efforts in schools. Ultimately, the study aims to highlight the critical role of structured media literacy education in strengthening democratic values, promoting informed citizenship, and building societal resilience against disinformation in dynamic and digitally transforming environments.

Keywords: Media literacy, news literacy, high school students, information consumption