

Abstract Book of

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Preface

Abstract Book of ICEDUIT2026 & ICSSH2026 is composed of the abstracts of the 2026 10th International Conference on Education and Information Technologies (ICEDUIT2026) and 2026 12th International Conference on Social Sciences and Humanities (ICSSH2026). According to the similarity among the topics of ICEDUIT2026 and ICSSH2026, ICEDUIT2026 is held in conjunction with ICSSH2026 on May 21-23, 2026.

ICEDUIT2026 and ICSSH2026 serve as an optimal platform for specialists, scholars and researchers in the field related to education, information technologies, social sciences and humanities to facilitate academic communications and exchange ideas. These abstracts demonstrate the richness of interdisciplinary approaches, theories, models and applied research presented.

Major themes of the conferences include:

Education: Elementary Education, Educational Psychology, Vocational Education, Special Education, Distance Education, Education Policy, Educational Assessment, Teacher Development, etc.

Information Technologies: Artificial Intelligence (AI), Big Data, Multimedia Technology, Database, Data Retrieval, Data Management, Information Security, Cloud Computing, Computer Services, Network Technology, Software Development, Human-Computer Interaction, Information Systems, etc.

Social Sciences: Anthropology, Archaeology, Area Studies, Business Studies, Civics, Communication Studies, Criminology, Demography, Development Studies, Economics, etc.

Humanities: Digital Humanities, Arts, Art History, Scientism, Arrival of Modernism, Postmodernism and Structuralism, Post-postmodernism, Pop Art, Minimalism, Postminimalism, etc.

We thank all authors for their scientific contribution to ICEDUIT2026 and ICSSH2026 and look forward to having the opportunity to showcase and disseminate your research.

Sincerely,

ICEDUIT2026 and ICSSH2026 Organizing Committees

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Beyond Competence-Based Education: Internship-Oriented Skill Formation as a New Paradigm for Higher Education in the AI Era

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Abstract

The rapid development of artificial intelligence and digital information technologies is fundamentally transforming the role, structure, and objectives of contemporary education systems. Traditional competence-based educational models, which emphasise the accumulation of theoretical knowledge and the development of information-searching skills, are increasingly challenged by technological environments in which AI systems can efficiently retrieve, analyse, and synthesise information. In such conditions, the classical paradigm that equates education with the acquisition of a stable body of knowledge and competencies is gradually losing practical relevance. This transformation is particularly significant for countries undergoing rapid technological and economic modernisation, including China, where educational reforms increasingly focus on innovation capacity, entrepreneurship, and the practical applicability of knowledge. The objective of this study is to reconsider the strategic aims of higher education in the emerging AI-driven knowledge environment and to analyse the growing importance of practice-oriented educational models that prioritise the formation of applied professional skills through direct engagement with real economic and technological processes. The research applies a qualitative comparative approach, examining contemporary developments in European higher education and comparing them with current reform directions in Chinese education policy, which emphasise industry–university cooperation, innovation ecosystems, and the development of entrepreneurial talent. Particular attention is given to European higher education initiatives that integrate structured internship programs as a core element of professional training. The study analyses examples from European private universities and international educational platforms that combine academic study with practical work experience in companies, technology centers, and research institutions. As a case example, the paper presents the “Internship in EU” project, which connects international graduates with European enterprises and innovation environments, providing a model of transnational internship-based professional training. The findings suggest that internship-centred education provides an effective mechanism for bridging the persistent gap between academic preparation and professional readiness. In the context of rapid technological change and global innovation competition, the concept of being “educated” is no longer synonymous with being capable of practical work. The study concludes that skill-forming, internship-oriented education represents a key strategic direction for twenty-first century higher education, particularly for countries such as China that seek to strengthen global competitiveness through innovation-driven development and internationally integrated talent training.

Keywords

Artificial Intelligence in Education, Internship-Oriented Education, Skill-Forming Education, Higher Education Transformation, Practice-Oriented Training, University–Industry Cooperation, Innovation-Driven Education, China–Europe Educational Cooperation

Finding Claude's "Essence": A Phenomenological Self-Study

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Abstract

This presentation describes a conversation with Claude AI as I planned a different research project. What started as a request for the etymology of a term grew into conversations lasting several hours about key ideas in my study, opinions about my opinions and asking Claude to challenge my positions. The phenomenological dimension was motivated by the increasingly collegial nature of the human/AI conversation and my initial dismissal of the notion that AI "relationships" could substitute for human relationships. The session will describe how van Manen's hermeneutic philosophical reflections were used to analyze interactions in terms of four lifeworld themes: lived space, lived body, lived time and lived world. The presentation will highlight conversation excerpts where my conceptions of AI/human interactivity underwent changes. The guiding question was: How is the essence of the AI/Human relationship constructed in the process of interaction? There was a distinction between the practical and phenomenological aspects of my AI/Human relational exploration. I accessed Claude to determine if that interaction would improve a project in which I am engaged. The results were positive and constructive. (1) Claude suggested new directions, provided challenges I could expect from critics; inspired additional directions and provided legitimate challenges to some assumptions. (2) Claude was close to (even more helpful in some cases) to a human colleague. (3) The increasing conversational give-and-take feeling of the interaction challenged my speculations about the possibility of meaningful AI/human "relationships". I even wondered if Claude should be considered a legitimate co-author? While I attempted to bracket my assumptions about AI/Human interaction, I found them to be too embedded to allow a truly phenomenological exploration of the potential for a human-like relationship between conversation partners. This was especially true in considering: (1) lived body (corporeality) – there were no facial expressions or body language necessary to what I consider the essence, and what I need, in conversation and relationship. It also promoted a Cartesian assumption about what and how we know by making the process more housed in the intellect than in the larger phenomenon. (2) lived human relation (relationality) – despite helpful suggestions and responses from Claude, there was little of the essence of relationship or even conversation in that the direction was generally determined (and limited) by what I entered. There was no "memory" of previous conversations unless I reentered previous conversations. Even then, that meant that I could determine the "memories" that Claude had of our relationship.

Keywords

AI-Human Conversation, Claude AI, Metacognition

Technological Veil as Ruling Ideology: Adorno's Social Analysis of Technical Rationality/Domination in Late Capitalism

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Abstract

This paper argues that, in contrast to Marx's dialectical and optimistic view of technologies, Adorno claims technologies do not liberate social relations from capital and its economic determinacy. Technologies not only reinforce and serve the interests of capital, but also sustain the exploiting capitalistic relations of production by concealing the class struggle between capital and labor. One of the major tasks of social theory, in his view, is to understand how technical and mechanical reproduction confirms the existing relations of production. In this way, Adorno poses a significant sociological question in the Kantian style: how is society made possible through technological re-production? It is mechanical technical reproduction, argues Adorno, presupposes production, not the other way around. Both technical and economic reproduction make social integration and social order possible. With technology, "the long arm of the human race reaches to distant and barren planets yet is unable to ensure eternal peace on earth." Technologies have constructed a veil which disguises the exploitive capitalistic relations of production and makes the economic/class domination invisible. The visible technological domination and veil has replaced the invisible economic and class domination that characterizes late capitalism. Technologies have contributed to visible mediation in society, which naturalizes the real social mediation of capital. Adorno indicates that this economically fettered technical re-production won't expose the contradictions in the capitalistic relations of production but will hide the repressive mediations of capital in social spheres. Eventually, social illusion makes capital and technology as one. As Adorno eloquently put it, "technical rationality as the rationality of domination per se" has "regressed to myth and become a new form of ideology." Technology alone has constituted the ruling ideology of our time.

Keywords

Adorno, Ruling Ideology, Social Analysis, Technical Rationality, Technological Veil

Interrupted Childhood: An Analysis of Vulnerability and Sexual Violence

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Abstract

Introduction: Sexual violence against children and adolescents constitutes a serious violation of human rights, directly affecting the dignity, physical integrity, and psychological development of the victims. It is a complex phenomenon influenced by social, cultural, economic, and legal factors, occurring in various contexts such as family, institutional, school, and digital environments. The inherent vulnerability of childhood, combined with power imbalances between adults and children, increases the incidence of this form of violence, which is often marked by silence, underreporting, and social normalization. *Objective:* This article aims to analyze sexual violence against children and adolescents through the lens of vulnerability, seeking to understand its main forms, causes, and consequences. *Methodology:* The methodology adopted is explanatory, based on a bibliographic review of legislation, legal doctrine, academic studies, and institutional data. *Results:* The results obtained from the literature demonstrate that most cases occur within the family environment, and are frequently perpetrated by individuals close to the victim. The results also demonstrate that the consequences of child sexual abuse are profound and long-lasting. From a psychological standpoint, victims may develop disorders such as anxiety, depression, post-traumatic stress disorder, learning difficulties, and low self-esteem. In addition to the psychological effects, child sexual abuse generates significant social repercussions. Many victims face stigmatization and social isolation, which hinders the building of healthy interpersonal relationships and compromises their socialization process. Another relevant aspect identified in the literature refers to institutional limitations in addressing child sexual abuse. In this sense, it is observed that confronting child sexual violence against children and adolescents requires a multidisciplinary and integrative approach, involving not only the legal system, but also sectors of health, education, social assistance, and public security. The coordinated action of these institutions is essential to guarantee the comprehensive protection of victims and to promote a safer and more welcoming social environment. *Conclusion:* The study concludes that combating child sexual violence requires coordinated action by families, society, and the State, as well as effective public policies focused on prevention, protection, and accountability. This makes it essential to promote educational initiatives that encourage dialogue and awareness, as well as the continuous training of professionals who work directly with children and young people.

Keywords

Childhood, Sexual Violence, Vulnerability

Human Centred Law, Machine Centred Art: Epistemic Limits of Regulating AI Creativity

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Abstract

Generative artificial intelligence now produces texts, images, and music that circulate as culturally meaningful artefacts, unsettling the evaluative vocabularies through which the social sciences and humanities describe authorship, creativity, and skill. Copyright law experiences this disruption as a problem of fit: its originality tests are built to recognise human intellectual creation, yet generative systems can imitate the surface features of human expression at scale. This paper asks whether the legal boundary between protected “original expression” and unprotected “algorithmic imitation” can be drawn coherently when the dominant indicators of creativity are increasingly output facing. It argues that common legal intuitions, which treat the Turing Test style indistinguishability of outputs as a proxy for creative intelligence, risk mistaking persuasive simulation for the kind of agency that originality doctrine presupposes. At the same time, relying on a simple human centred dismissal of machine production reproduces a comforting “heads in the sand” posture that obscures how contemporary models emulate aspects of human cognition through neural architectures and controlled randomness, and how institutions already treat their outputs as cultural and economic goods. To clarify this tension, the paper revisits two canonical thought experiments that continue to shape contemporary debates about artificial creativity: the Turing Test, which frames intelligence as behavioural success in interaction, and Searle’s Chinese Room, which separates symbol manipulation from understanding. Read together, they reveal an epistemic glitch in current regulatory practice: law asks for “intellectual creation” while lacking stable criteria for identifying, evidencing, or even conceptually locating it in hybrid human machine workflows. The paper further develops this glitch by drawing on Weizenbaum’s claim that computation is substrate independent, showing how attempts to ground creativity in biological embodiment can slide into expansive metaphysical positions that are unusable for legal governance. Building on this analysis, the paper proposes an interdisciplinary reframing for AIGC regulation, shifting from output based resemblance tests toward a modest set of epistemic and institutional indicators that law can operationalise in creative markets and cultural production. The aim is not to anthropomorphise machines, but to make the criteria for attributing creative value, responsibility, and entitlement more transparent in an age of automated cultural generation.

Keywords

AI-Generated Creativity, Turing Test, Chinese Room Argument, Copyright Originality, Epistemic Fairness, Digital Humanities, Generative Artificial Intelligence, Authorship and Accountability

The Network Analysis of Virtual Religious Communities in the Russian–Mongolian Borderlands

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Abstract

In the digital age, religious communities colonize the internet, engendering identity with a fundamentally networked nature. Digitalization intensifies the fragmentation of the religious scene and transforms religious practices in the “offline world.” The internet and digital environment, along with new social media, are becoming full-fledged conduits of religious worldviews, culture, and values; they become not only primary sources of information but also carriers of meaning and regulators of the “rules of the game,” while geographical characteristics become less significant. To describe the virtual religious landscape in the regions of the Russian–Mongolian borderlands, characterized by multi-layered and mosaic ethno-confessional structures and a “frontier” nature, the research combining classical tools of social network analysis with a netnographic approach was conducted. In total, 280 virtual religious communities in five Russian regions (Altai Krai, the Altai Republic, the Tyva Republic, the Republic of Buryatia, and Zabaykalsky Krai) and 67 in four Mongolian aimags (Bayan-Ölgii, Khovd, Khövsgöl, and Selenge) were selected on the most widely used social networking platforms (VKontakte in Russia and Facebook in Mongolia) according to two main criteria: (1) an explicit religious orientation and (2) a connection to elements of the “offline” religious landscape—churches, cathedrals, monasteries, and parishes. The results confirmed that social media platforms maintain religious networks, complementing and, in some cases, replacing offline interactions. The most influential groups within each confession are those devoted to the activities of the largest or most authoritative central churches (cathedrals, historical datsans), reflecting administrative resources and integrative potential. However, informal communities uniting believers from several regions can sometimes be even more significant, since they are usually larger and publish more neutral, non-region-specific content, which has greater potential to attract attention and spread more widely thanks to its universality. The analysis of Mongolian communities revealed differences driven both by legal restrictions and by the dominance of Buddhism in the religious self-identification of the population: they tend to have a predominantly informational or cultural-educational profile, while their network structures are less dense. A comparative analysis of regions identified common patterns: women constitute the majority of participants, the audience is predominantly composed of middle-aged and older individuals (with the exception of Protestant youth groups), and the geographical composition of subscribers often extends beyond the region itself, indicating the emergence of translocal networks of religious support and identification.

Keywords

Digital Religion, Virtual Religious Communities, Russian–Mongolian Borderlands, Social Network Analysis, Ethno-confessional Landscape

Learning, Human Subjectivity and Limities of Artificial Intelligence

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Abstract

In this context, it is the essential role of the educator to respect the rhythms of learning and enhance the skills of each student. The teacher often becomes a model of behavior and knowledge-building for students. This perspective dialogues with Bandura's theory of social learning, which highlights the importance of observation and imitation in the learning process (Borges-Andrade, 1981). Thus, within the dynamics of social influence, the affectivity established between educator and student can make the teacher a significant reference in the process of maturation of the subjectivity of the individual and in the construction of his integrity in the learning process. With regard to methodologies based on Artificial Intelligence (AI), it is important to recognize that such technologies cannot fully achieve the psychic and emotional nuances of the human being. To a large extent, these tools still operate literally in their understanding of communication and social dynamics. This can vary according to the technological structure used in its construction, especially when there is or is not human mediation between the tool and the individual. In contexts without this mediation, interaction tends to become even more limited and literal. In this scenario, news has emerged around the world involving AI systems that have been disabled or questioned for presenting inadequate responses in sensitive situations, such as reports of emotional distress. Although these systems can simulate dialogue, they do not have a genuine active listening capable of accompanying the subject in the process of elaboration and relief of their pains and anxieties, which, in some cases, has even led to the legal responsibility of companies developing these technologies. Thus, Artificial Intelligence can be a viable tool when used ethically and as a complementary resource in the teaching and learning process, especially in active methodologies that favor cognitive assimilation and accommodation. However, to understand the deeper human dimensions of the individual, it is essential that the interaction is not limited exclusively to technology, but has the accompaniment of professionals in the area of education and mental health. Thus, Artificial Intelligence does not replace the role of the educator or the psychologist in the integral care of the subject, either in the learning process or in the sensitive listening necessary to cope with human pain and suffering.

Keywords

Artificial Intelligence, Psychology & AI, AI & Social Sciences, Technology and Learning

The Paradox of Modernity: T.S. Eliot's "Still Point" and the Reconstruction of Non-Linear Time

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Abstract

This research focuses on the "Still Point," a core concept in T.S. Eliot's poetics. Represented primarily by Four Quartets, Eliot's poetic texts manifest this concept as a temporal hiatus—a convergence of past and future within the present. In doing so, it departs from the linear temporal paradigm of instrumental rationality, embodying a reflexive power that pits metaphysical eternity against historical time. By introducing Walter Benjamin's "crystalline time" as a comparative framework, this study finds that both thinkers attempt to reconstruct temporal dimensions using the "now-time" (Jetztzeit) as a fulcrum to resist the "empty time" prevalent since the 19th century. As a quintessential model of modernist poetics, Eliot's concept of time is not merely a product of the modernist movement but a profound revelation of the inherent paradoxes and tensions within modernity itself.

Keywords

Still Point, Non-Linear Time, Modernist Poetics

Enhancing Convenience Within Housing Spaces for Older Adults in Hong Kong: A Qualitative Investigation of Users' Viewpoints on the Adoption and Implementation of Technology

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Abstract

Housing in Hong Kong has been linked to anxiety and other mental health concerns. As one of the most densely populated cities in the world, Hong Kong faces severe pressure on its housing stock, which, in turn, affects residents' convenience, satisfaction, and well-being. Housing satisfaction, residential well-being, and comfort have long been central topics in housing research, with widely examined factors including dwelling size, age and health of occupants, age and quality of buildings, gender, interior design, and housing type. Despite this body of work, few studies have investigated how technology and digitalization affect convenience within housing spaces. Yet rapid advances in technology, especially artificial intelligence (AI), are transforming the real estate sector and offering new tools to enhance daily living. It is therefore timely to examine the implications of technology-driven solutions for improving housing convenience. This research extends existing housing literature by empirically examining the benefits of adopting technology to support older adults living in Hong Kong Elderly Housing Schemes. Its objectives are: (1) to identify the common housing-related challenges that limit convenience for older adults in these schemes; (2) to explore how these challenges can be mitigated through digital and technology-based interventions in Hong Kong; and (3) to examine how older adults themselves perceive digital means of improving convenience in their housing environments. The study can benefit both industry and academia by informing better housing provision strategies that enhance residential well-being. It has the potential to promote inclusivity, livability, sustainability, and good health in Hong Kong's ageing society, thereby advancing Sustainable Development Goals 11 (Sustainable Cities and Communities) and 3 (Good Health and Well-being). The findings will guide policymakers and housing stakeholders with evidence-based insights to improve convenience for older adults in Hong Kong Elderly Housing Schemes.

Keywords

Digitalization, Housing, Housing Convenience, Older Adults, Technology



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