engineering proceedings

MDPI

Proceeding Paper

AI and Digital Tools: Transforming Mediation and Leadership in Higher Education (HEIs) †

Margarita Aimilia Gkanatsiou [1,*], Sotiria Triantari [2], Georgios Tzartzas [1], Stavros Gkanatsios [3] and George F. Fragulis [4]

[1] Department of Early Childhood Education, School of Humanities and Social Sciences, University of Western Macedonia, 3rd km. Florina—NikiPostal 21, 53100 Florina, Greece; gtzartzas@uowm.gr
[2] Department of International and European Studies Egnatia 156, University of Macedonia, 54636 Thessaloniki, Greece; striantari@uom.edu.gr
[3] Faculty of Mechanical Engineering and Mechatronics, National University of Science and Technology Politehnica Bucharest, Splaiul Independentei, Sector 6, Corp CG 008, 060042 Bucuresti, Romania; stavros.gkan@gmail.com
[4] Electrical and Computer Engineering Department (ECE), School of Engineering, University of Western Macedonia, 50100 ZEP Kozanis, Greece; gfragulis@uowm.gr
* Correspondence: aff00176@uowm.gr
† Presented at the 7th International Global Conference Series on ICT Integration in Technical Education & Smart Society, Aizuwakamatsu City, Japan, 20–26 January 2025.

Abstract

As HEIs face increasing hybrid environment and communication demands, digital tools and AI can offer timely solutions (for more inclusive and more effective mediation. By applying Media Richness and Social Presence theories, we study how platforms like Zoom and AI-powered chatbots can replicate attributes similar to trust and empathy in virtual contexts. Case studies from pioneering institutions show that hybrid mediation models that blend traditional and digital approaches can enhance engagement as well as fairness. Despite possible disadvantages such as fatigue and ethics, emotionally intelligent AI and immersive technology are pointing toward a more adaptable, empathetic leadership paradigm.

Keywords: leadership communication; conflict resolution; digital tools; higher education; AI

Academic Editors: Debopriyo Roy and Peter Ilic

Published: 24 September 2025

Citation: Gkanatsiou, M.A.; Triantari, S.; Tzartzas, G.; Gkanatsios, S.; Fragulis, G.F. AI and Digital Tools: Transforming Mediation and Leadership in Higher Education (HEIs). *Eng. Proc.* **2025**, *107*, 104. https://doi.org/10.3390/engproc2025107104

1. Introduction

Higher education institutions are using digital tools more and more to handle tasks effectively and improve communication. Leadership communication and conflict resolution in higher education are also changing by gradually incorporating mediation for better resolution within academic communities. While traditional face-to-face methods build trust through non-verbal cues, they struggle to adapt to hybrid and remote teams. Digital tools like Zoom, collaborative software, and AI systems are transforming mediation processes by making them more accessible, and fair. Drawing on theories like Media Richness ([1–3] and Social Presence [4,5], these technologies combine effective communication cues to build trust in mediated environments. AI tools seem to have great potential to improve resolution rates across various fields, though research in this area is still relatively new. Findings indicate that AI-driven systems can boost efficiency and productivity by automating routine tasks and supporting human decision-making. However, various challenges need to be addressed, such as digital fatigue, ethical concerns, and cultural differences. Progressing in immersive technologies and emotionally intelligent AI's that are capable of emotion detection, empathy simulation, and adaptation to behavior, we have great

opportunities lying ahead. Overcoming these challenges, HEIs can remodel leadership communication and build a more cohesive and inclusive environment for academic teams Leadership communication and conflict resolution in higher education are starting to change. New technologies generate advancements that could bring leaders to approach team dynamics, organizational challenges, and cultural diversities with more effective conflict resolution which is the key for efficient leadership in academic environments and essential for institutional success.

HEIs conflict resolution strategies were based on interpersonal mediation, which was effective in building trust and understanding based on the use of non-verbal cues—body language and tone [6,7] in order to resolve conflicts successfully [8]. Traditional approaches today generate challenges in leadership that are created due to lack of accessibility and neutrality, thus also failing to address specific needs, including those of distributed teams, hybrid work environments, and diverse cultural contexts.

2. Literature Review

This paper analyzes digital mediation tools by studying how HEI leaders can enhance conflict management through their use—synthesizing two theoretical frameworks, Media Richness Theory (MRT) and Social Presence Theory (SPT), evaluating the potential effectiveness while also addressing the limitations of traditional approaches. The shift to hybrid models and digital tools highlights the need for tech-integrated conflict resolution [9].While modern tools such as AI chatbots and Slack are promising, issues like fatigue, ethics, and cultural fit still remain. Addressing these issues can help build fairer and more inclusive mediation practices.

2.1. Theoretical Framework

As previously mentioned, the paper is anchored in two principal theories. Media Richness Theory (MRT) [10], classifies communication channels based on their ability to convey cues, provide immediate feedback, and express emotions. Face-to-face interactions, similar to rich media, work well with sensitive or unclear situations by allowing real-time feedback and using non-verbal signals. On the other hand, lean media, such as emails or text messages are better for simple, straightforward exchanges. They are not, however, effective for emotionally charged or complex situations. Digital tools such as Zoom and Microsoft Teams combine elements of both rich and lean media, enabling real-time communication while adding visual and verbal cues [11].

Recent advancements in AI, including the adaptive tone, emotion detection, and responsive dialog systems, enhance lean media's potential to handle complex and interpersonal dynamics [12,13]. This evolution is transforming digital mediation into a more nuanced and context-aware form of mediation.

Social Presence Theory (SPT), highlights the necessity of emotional resonance and presence in digital interaction. Tools that enhance a sense of 'co-presence' through facial expression, tone, or even simulated empathy—are increasingly viewed as critical in remote mediation settings.

While video conferencing tools still remain the most reliable for emotional expression. AI-driven features help text-based platforms improve interpersonal depth [14,15]. The right tool choice in order to maintain social presence is essential in hybrid communication and not only impacts technical performance but also institutional trust and emotional connection [16].

Based on these theories, the following sections explore how MRT and SPT provide a foundation for evaluating digital mediation tools in academic settings in HEIs.

2.2. Comparative Strengths and Limitations of Mediation Tools

Both digital and traditional mediation tools in HEIs reveal not only strengths but also limitations.

Digital Tools: Slack (Version 4.42.115 for desktop, released 21 January 2025; Version 25.01.30 for Android, released 16 January 2025) and Zoom Workplace (Version 6.3.6, released 15 January 2025), and similar platforms are suitable for large, remote teams. Documentation and asynchronous communication are features that add to transparency and accountability [11]. These tools, however, do not fully replicate the trust gained through actual in-person interaction [17]. Furthermore, the most common challenges such as user fatigue, data privacy, and platform neutrality can complicate their adoption in high-stakes academic disputes.

Traditional Tools: Direct communication methods are effective for complex conflicts establishing emotional connections useful for sensitive issues. However, higher education institutions face difficulties such as scheduling in-person meetings or the need for a dedicated physical space [18], making traditional methods less practical.

Integrating mediation tools into HEIs requires a structured approach:

- Assessment: Understanding team needs and the possible types of conflicts likely to arise.
- Tool Selection: Matching tools to their specific requirements (e.g., Slack for documentation, Zoom for real-time discussions).
- Training: Providing workshops in order to ensure that users are comfortable with these tools and they understand best practices.
- Pilot Testing: Running controlled tests, assessing tool effectiveness in real-world scenarios.
- Monitoring and Feedback: Using analytics and feedback in order to refine processes and address various gaps.
- Inclusion of Evidence-Based Case Studies: This includes case studies on academic integrity, inclusion, and accountability that would align with policies and procedures.

3. Methodology

A qualitative, theory-based approach supported by case studies was used for this study exploring AI and digital communication tools' potential in enhancing mediation and leadership in Higher Education Institutions (HEIs). Assessing the tools' effectiveness in delivering information and fostering emotional connection, based on the concepts of Media Richness Theory (MRT) and Social Presence Theory (SPT), is essential for resolving conflicts and leading academic settings.

Media Richness Theory categorizes communication channels based on their ability to convey the nuanced messages that offer immediate feedback and express emotional cues. Rich media (e.g., face-to-face) are ideal for complex or sensitive interactions. Digital tools such as Zoom, Microsoft Teams, and Slack are increasingly incorporating these elements by enabling real-time interaction with visual, auditory, and contextual support, making them viable alternatives to in-person mediation [11].

Social Presence Theory evaluates how well a medium creates interpersonal senses. Trust and emotional resonance are critical for conflict resolution. AI chatbots, facial recognition, and sentiment analysis technologies are being developed to simulate empathy and responsiveness, closing the emotional gap in virtual mediation [19].

By applying MRT and SPT, this methodology identifies the types of tools that best align with different conflict scenarios, particularly in hybrid or remote academic settings where traditional face-to-face options may not be feasible.

3.1. Case Studies: Practical Implementations

To ensure empirical grounding, the study draws from verified and impactful implementations across diverse HEIs:

- The Georgia State University deployed an AI chatbot called Pounce to manage enrollment queries and reminders. With over 185,000 interactions during its initial phase, it demonstrated AI's ability to handle high-stakes student communication, freeing up human resources for more sensitive mediation tasks.
- The University of Wisconsin–Madison implemented Ask Bucky, an AI-powered chatbot providing real-time referral services. It is a model for integrating asynchronous communication into mediation-like interactions requiring accuracy and responsiveness.
- The Leeds Beckett University introduced Becky, a chatbot used during the student Clearing process via Facebook Messenger. Becky facilitated 65 Clearing queries on launch day alone, showcasing the viability of digital tools in time-sensitive academic decision-making contexts.
- The Hung Yen University of Technology and Education (Vietnam) developed an AI chatbot using the Rasa platform and PhoBERT language models. It achieved an F1-score of 87.9% for intent recognition and 93.3% for named entity recognition, proving the potential for culturally adaptive digital tools in high-pressure communication environments.
- The California State University System (CSU) has implemented OpenAI's ChatGPT Edu, a version of ChatGPT customized for educational institutions. It is the largest implementation of ChatGPT by any single organization or company anywhere in the world across 23 campuses, supporting over 460,000 students. This represents the largest known deployment of generative AI in higher education, and it is helping to reshape leadership strategies, student support systems, and faculty–student engagement.
- The Scottish University Slack Study: A multi-institutional study involving 243 students across two Scottish universities showed that Slack improved team communication and engagement in hybrid modules, offering transparent, inclusive, and structured exchanges essential in mediation.

3.2. Analytical Implementation Framework

The methodology recommends a five-phase implementation model to integrate digital tools in HEIs:

- Analyzing Needs: Identifying the common conflict scenarios and communication challenges.
- Selecting tools: Choosing platforms aligning with MRT/SPT requirements (e.g., Zoom—synchronous empathy; Slack—transparency).
- Cultural Readiness: Using localized NLP tools which ensure linguistic and cultural adaptability.
- Pilot Testing: Implementing tools in controlled environments, monitoring resolution rates, emotional tone, user satisfaction, etc.
- Feedback Loop: Using data analytics and qualitative feedback, refining approaches and adjusting configuration tools accordingly.

3.3. AI Innovations in Practice

AI tools are emerging as effective solutions for proactive conflict resolution in HEIs, offering functions like sentiment analysis and emotion detection, identifying tensions early. Despite ongoing development, they show strong potential for fostering early interventions and a more harmonious academic environment.

Such an example is the Center for AI in Society at USC, developing systems that analyze team communication, detecting conflict risks, and proposing interventions. Addressing both informational depth and emotional connection crucial when bridging gaps in hybrid and remote settings, these tools align with the Media Richness Theory (MRT) and Social Presence Theory (SPT).

These innovations align with MRT because they enrich digital communication with informational cues and with SPT because they enhance emotional presence, bridging gaps in digital mediation.

Moreover, if sentiment analysis tools could be integrated into email and chat platforms used in HEIs, such as Microsoft Teams or Slack, they would perform analysis in language patterns in order to assess emotional states, providing administrators or mediators practical strategies to defuse potential conflict. For instance, mediators could enable prompt actions in order to address issues, preventing further escalation. This methodology provides evidence-backed strategy for HEIs, modernizing conflict resolution and leadership through both digital tools and/or AI [20].

Identifying a negative sentiment within group discussions, AI systems are being programmed to simulate empathy in digital environments. Combining natural language processing (NLP) with behavioral adaptation techniques, they will be able to deliver responses that feel more natural and human. Mimicking empathetic communication, AI tools can improve the quality of virtual interactions, making them seem more engaging and authentic emotionally [21]. These capacities are particularly useful in hybrid teams where non-verbal cues are often missing.

Advanced AI algorithms are also being incorporated into augmented reality (AR) and virtual reality (VR) platforms, where creating environments that simulate face-to-face interactions is essential. These technologies can be used for practicing mediation through role-playing in realistic yet controlled settings. For instance, AI-powered VR can mimic tough mediation sessions and offer feedback to help mediators improve based on the tone, language, and strategy applied [22]. By aligning implementation with MRT and SPT and using real-world examples, while also assuring that both ethics and inclusivity are protected, institutions can create strong, effective, and compassionate mediation systems aligning with the requirements digital age.

3.4. Challenges and Opportunities

3.4.1. Challenges

- Digital Fatigue: Spending too much time on virtual interactions can cause mental fatigue and make it harder to stay emotionally connected, affecting mediation effectiveness [23]. Prolonged virtual engagement reduces attention spans which further diminishes emotional resonance in mediation.
- Ethical Concerns: Solid ethical guidelines, regular audits, and clear ethical standards to maintain trust in AI-driven mediation systems are mandatory, especially when considering issues such as data privacy, biased algorithms, and lack of transparency.
- Cultural Sensitivity: Digital tools staying inclusive and fair need to fit different languages and cultures [24].
- Most tools are developed in Western-centric contexts, so culturally adaptive models—like PhoBERT are essential [25].
- Resource Disparities: Many institutions, especially in lower-income regions, may lack infrastructure or trained personnel to effectively implement advanced AI and immersive tools at scale.

3.4.2. Opportunities for Innovation

- Immersive Environments: AR and VR can copy in-person interactions, closing the gap caused by the lack of non-verbal cues in online mediation [26]. They also offer role-playing modules with real-time feedback, thus training mediators in realistic conflict scenarios [27].
- Emotionally Intelligent AI: Advanced emotion-detection algorithms could simulate empathy and improve conflict resolution outcomes. When integrated into chat or video platforms, these tools can detect emotional distress early and enable prompt interventions.
- Cultural Adaptations: NLP tools designed for cultural norms can make mediation more inclusive and fairer. Institutions can reduce misinterpretation and improve the accuracy of AI mediation responses by using language-specific training datasets.

4. Discussion

The research shows how these various new digital tools can be used to enable crisis management, through mediation and communication, by those in charge of running the universities. It also explores whether it is possible to solve important problems of various hybrid and remote groups through these tools. Bringing to the surface new possibilities, which are also challenges for those at the helm of higher education institutions.

AI and digital communication tools hold potential to transform leadership and mediation practices within HEIs. As leadership in academia evolves—facing hybrid work, cross-cultural collaboration, and rising mental health concerns—traditional methods often fall short, especially when tied to physical presence or time constraints [28]. By applying Media Richness Theory (MRT) and Social Presence Theory (SPT), these tools are positioned not as replacements but as complementary strategies.

4.1. Addressing the Shortcomings of Traditional Methods

As previously mentioned, digital tools like Zoom and Slack can overcome geographical and logistical barriers by providing scalable and accessible solutions. AI systems could improve mediation processes by neutrality and by minimizing human biases. Mediation could be more neutral through the use of technology by reducing human biases. Although capturing the emotional depth and non-verbal cues of in-person interactions will not be fully achieved, innovations like AR and VR can help close this gap, offering the ease of digital tools while keeping the personal touch of face-to-face mediation.

Georgia State University's chatbot "Pounce" and Hung Yen University's Rasa-PhoBERT system show how AI can ease administrative burdens and act as early-warning systems for emotional disengagement or conflict. Similarly, Slack's success in Scottish universities highlights how asynchronous platforms can foster transparency and collaboration, particularly in hybrid learning environments.

These tools, however, must be part of deliberate leadership strategies. More empirical research and shared frameworks are needed in order to refine AI-supported mediation because beyond basic satisfaction metrics, there is still lack of long-term data and structured assessments.

Ultimately, institutions must balance technological investments with ethics and leadership training for a sustainable hybrid mediation model—which strategically combines digital innovation with human-centered approaches.

4.2. Implications for Leadership Strategies

Leadership strategies need to adapt their digital mediation tools and may require the following:

- Training Programs: Equipping leaders with skills to mediate effectively using digital tools while considering cultural and ethical nuances.
- Policy Development: Establishing ethical guidelines for AI and digital platforms to ensure privacy and transparency.
- Technology Integration: Leveraging AR and VR to foster emotional engagement and build trust in virtual settings. Tools like ChatGPT Edu at CSU or CS50 Duck at Harvard highlight the way that digital assistants can provide scalable support when guided by clear objectives and continual evaluation.
- Stakeholder Involvement: Students, faculty, and administrators should co-design digital mediation strategies, ensuring inclusivity, relevance, and practical adoption across the different academic environments.

5. Conclusions and Future Directions

Traditional methods no longer meet HEI's evolving needs. Digital tools like AR and VR offer the needed alternatives; however, there are persisting issues such as digital fatigue, ethics, and cultural differences. Overcoming these barriers by refining technology use and prioritizing mediator training to preserve empathy in the process should be what future efforts focus on. Cross-institutional collaboration can support further modern conflict resolution strategies.

This study offers a theory-based, case-supported framework to guide HEIs in adapting leadership and mediation to digital environments. Future priorities should include longitudinal studies on AI's impact [24], training programs that combine empathy with technology literacy, and shared platforms for institutions to exchange best practices. A hybrid model—balancing digital innovation with human-centered leadership—can promote more resilient, inclusive, and ethically grounded academic communities [29]. Ultimately, the fusion of technological precision with human empathy has the potential not only to redefine mediation in HEIs but also to transform leadership communication in a way that fosters connection, compassion, and collective growth. The integration of such tools into the mediation process can assist institutions to close accessibility gaps, while at the same time promoting a more fair and inclusive participation in the hybrid academic environment [30].

Author Contributions: Conceptualization, M.A.G. and S.T.; methodology, M.A.G., S.T. and G.T.; software, M.A.G. and S.G.; validation, M.A.G., S.G., S.T. and G.F.F.; formal analysis, M.A.G., S.T., G.T., G.F.F. and S.T.; investigation,. M.A.G., S.T., G.T., G.F.F. and S.T.; resources,. M.A.G., S.T., G.T., G.F.F. and S.T.; data curation, M.A.G., S.T., G.T., G.F.F. and S.T.; writing—original draft preparation, M.A.G.; writing—review and editing, M.A.G., S.T., G.T., G.F.F. and S.T.; visualization,. M.A.G., S.T., G.T., G.F.F. and S.T.; supervision, S.T., G.T. and G.F.F.; project administration, S.T., G.T. and G.F.F.; funding acquisition, M.A.G. All authors have read and agreed to the published version of the manuscript.

Funding: This research received no external funding.

Institutional Review Board Statement: Not applicable.

Informed Consent Statement: Not applicable.

Data Availability Statement: No new data were created or analyzed in this study. All data supporting the findings of this study are contained within the cited case studies and referenced literature.

Conflicts of Interest: The authors declare no conflict of interest.

Abbreviations

The following abbreviations are used in this manuscript:

SPT	Social Presence Theory
MRT	Media Richness Theory
HEIs	Higher Education Institutions
AI	Artificial Intelligence

References

1. Daft, R.L.; Lengel, R.H. Information richness: A new approach to managerial behavior and organizational design. *Res. Organ. Behav.* **1984**, *6*, 191–233.
2. Frasca, K.J.; Edwards, M. Web-based corporate, social and video recruitment media: Effects of media richness and source credibility on organizational attraction. *Int. J. Sel. Assess.* **2017**, *25*, 125–137. [CrossRef]
3. Wang, Z. Media richness and continuance intention to online learning platforms: The mediating role of social presence and the moderating role of need for cognition. *Front. Psychol.* **2022**, *13*, 950501. [CrossRef]
4. Short, J.A.; Williams, E.; Christie, B. *The Social Psychology of Telecommunications*; Wiley: London, UK, 1976.
5. Kreijns, K.; Xu, K.; Weidlich, J. Social presence: Conceptualization and measurement. *Educ. Psychol. Rev.* **2021**, *34*, 96. [CrossRef]
6. Mehrabian, A. *Nonverbal Communication*, 1st ed.; Routledge: London, UK, 1972. [CrossRef]
7. Gozalova, M.; Gazilov, M.; Kobeleva, O.; Seredina, M.; Loseva, E. Non-verbal communication in the modern world. *Mediterr. J. Soc. Sci.* **2016**, *7*, 553–558. [CrossRef]
8. Clayton, G.; Dorussen, H. The effectiveness of mediation and peacekeeping for ending conflict. *J. Peace Res.* **2021**, *59*, 150–165. [CrossRef]
9. Hasler, B.; Landau, D.; Hasson, Y.; Schori Eyal, N.; Giron, J.; Levy, J.-Y.; Halperin, E.; Friedman, D. Virtual reality-based conflict resolution: The impact of immersive 360° video on changing viewpoints and moral judgment in the context of violent intergroup conflict. *New Media Soc.* **2021**, *23*, 2255–2278. [CrossRef]
10. Lengel, R.H.; Daft, R.L. The selection of communication media as an executive skill. *Acad. Manag. Exec.* **1988**, *2*, 225–232. [CrossRef]
11. Leonardi, P.M.; Treem, J.W. Behavioral Visibility: A new paradigm for organization studies in the age of digitization, digitalization, and datafication. *Organ. Stud.* **2020**, *41*, 1601–1625. [CrossRef]
12. Hancock, P.A.; Kessler, T.T.; Kaplan, A.D.; Stowers, K. How and why humans trust: A meta-analysis and elaborated model. *Front. Psychol.* **2023**, *14*, 1081086. [CrossRef]
13. Vicci, H. Emotional intelligence in artificial intelligence: A review and evaluation study. *SSRN* **2024**. [CrossRef]
14. Lowenthal, P.R. The evolution and influence of social presence theory on online learning. In *Social Computing: Concepts, Methodologies, Tools, and Applications*; Dasgupta, S., Ed.; IGI Global Scientific Publishing: Hershey, PA, USA, 2010; pp. 124–139. [CrossRef]
15. Saxena, A.; Khanna, A.; Gupta, D. Emotion recognition and detection methods: A comprehensive survey. *J. Artif. Intell. Syst.* **2020**, *2*, 53–79. [CrossRef]
16. Spadaro, G.; Gangl, K.; Van Prooijen, J.W.; Van Lange, P.A.M.; Mosso, C.O. Enhancing feelings of security: How institutional trust promotes interpersonal trust. *PLoS ONE* **2020**, *15*, e0237934. [CrossRef]
17. Kydd, A. When can mediators build trust? *Am. Political Sci. Rev.* **2006**, *100*, 449–462. [CrossRef]
18. Abbu, H.; Mugge, P.; Gudergan, G. Successful digital leadership requires building trust. *RTM* **2022**, *65*, 29. [CrossRef]
19. Ngcobo, M.T. Navigating the emotional landscape of mediation: An exploration of the role of emotions in conflict resolution and the strategies for effective management. *Confl. Resolut. Q.* **2023**, *41*, 327–335. [CrossRef]
20. Niță, V.; Guțu, I. The Role of Leadership and Digital Transformation in Higher Education Students' Work Engagement. *Int. J. Environ. Res. Public Health* **2023**, *20*, 5124. [CrossRef] [PubMed]
21. Grimalt-Álvaro, C.; Usart, M. Sentiment analysis for formative assessment in higher education: A systematic literature review. *J. Comput. High. Educ.* **2024**, *36*, 647–682. [CrossRef]
22. Taguchi, N. Using immersive virtual reality for the assessment of intercultural conflict mediation. *Lang. Learn. Technol.* **2023**, *27*, 108–128. [CrossRef]
23. Bueno-Vesga, J.A.; Xu, X.; He, H. The effects of cognitive load on engagement in a virtual reality learning environment. In Proceedings of the 2021 IEEE Conference on Virtual Reality and 3D User Interfaces (VR), Lisboa, Portugal, 27 March–1 April 2021; IEEE: Piscataway, NJ, USA, 2021; pp. 645–652. [CrossRef]
24. Eden, C.; Chisom, O.; Adeniyi, I. Cultural competence in education: Strategies for fostering inclusivity and diversity awareness. *Int. J. Appl. Res. Soc. Sci.* **2024**, *6*, 383–392. [CrossRef]

25. Noor, E.; Kanitroj, B. *Speaking in Code: Contextualizing Large Language Models in Southeast Asia*; Carnegie Endowment for International Peace: Washington, DC, USA, 2025.
26. Childs, E.; Mohammad, F.; Stevens, L.; Burbelo, H.; Awoke, A.; Rewkowski, N.; Manocha, D. An overview of enhancing distance learning through emerging augmented and technologies. *IEEE Trans. Vis. Comput. Graph.* **2024**, *30*, 4480–4496. [CrossRef]
27. Partarakis, N.; Zabulis, X. A review of immersive technologies, knowledge representation, and AI for human-centered digital experiences. *Electronics* **2024**, *13*, 269. [CrossRef]
28. Khalilia, W.M.; Abuowda, A.; Mystakidis, S.; Fragkaki, M. A mediation model of the usability and intergroup relation for online project management community effectiveness with Microsoft Teams. *Societies* **2023**, *13*, 255. [CrossRef]
29. Zafar, A. Balancing the scale: Navigating ethical and practical challenges of artificial intelligence (AI) integration in legal practices. *Discov. Artif. Intell.* **2024**, *4*, 27. [CrossRef]
30. Saúde, S.; Barros, J.P.; Almeida, I. Impacts of generative artificial intelligence in higher education: Research trends and students' perceptions. *Soc. Sci.* **2024**, *13*, 410. [CrossRef]