
LECTORI SALUTEM

This issue is once again centred on artificial intelligence (AI), approaching the topic from a range of philosophical, social, educational, and psychological perspectives.

Denysenko et al. examine the possibilities and risks of philosophical counselling in relation to AI. More specifically, they ask whether AI systems are ready to assume such a role. Their conclusion is cautious: while AI is not yet suitable for proper philosophical counselling, it may serve as a useful tool in the training of practitioners.

Tartaro and Héder question whether transparency is indeed as central to trust in AI as is often assumed. After reviewing relevant evidence, they conclude that the relationship between transparency and trust is complex. Accordingly, they suggest that alternative ways of establishing trust in AI—ways that do not rely exclusively on transparency—should also be explored.

Horváth and Molnár report the findings of a cross-sectional survey of 438 university students on the acceptance of AI. Drawing on the UTAUT framework, they find that performance expectancy and effort expectancy play a crucial role, while social influence and infrastructural factors appear to be of secondary importance.

Korpics and Herendi argue that digital competence is likely to become one of the most important elements of future skill sets. Their study reports that targeted, practice-oriented digital competence development, conducted within the DigComp 2.1 framework, can lead to measurable progress within a short period of time.

Finally, Lülök and Sebestyén examine technological anxiety in the context of AI. Addressing this timely issue through a literature review, they find that AI may help alleviate labour shortages in areas such as healthcare and education, but that it may also contribute to a crisis of cognitive replacement and to AI-FoMO, or fear of missing out.

The Editorial Board wishes readers an engaging and rewarding experience with this issue.