ACADEMY
OF APPLIED STUDIES
SIRMIUM

TPCE 2026

INTERNATIONAL SCIENTIFIC AND PROFESSIONAL CONFERENCE

THEORY AND PRACTICE IN THE CONTEMPORARY EDUCATIONAL CONTEXT

CHALLENGES AND PERSPECTIVES

BOOK OF ABSTRACTS

15–16 OCTOBER 2026
SREMSKA MITROVICA

ACADEMY OF APPLIED STUDIES SIRMIUM

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International Scientific and Professional Conference

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01

IMPRINT

Publisher	Academy of Applied Studies Sirmium, Zmaj Jovina 29, Sremska Mitrovica, Serbia
Co-organisers	Institute for Political Studies, Belgrade; Electrical Engineering Institute 'Nikola Tesla', Belgrade; Faculty of Pharmacy, Novi Sad
For the publisher	Prof. Dejan Savičević, PhD, President of the Academy of Applied Studies Sirmium
Editors	Prof. Dejan Savičević, PhD; Prof. Maja Grabić, PhD
Technical editor	Dejan Krsmanović
Proofreading	Prof. Maja Grabić, PhD

ISBN 978-86-80697-93-2

The conference was organised with the support of the Provincial Secretariat for Higher Education and Scientific Research of the Autonomous Province of Vojvodina.

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ORGANISERS AND SUPPORT

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Provincial Secretariat for Higher Education and Scientific Research of the Autonomous Province of Vojvodina

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Generative Artificial Intelligence and University Social Responsibility in Higher Education

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Generative artificial intelligence (AI) is rapidly entering higher education and raises questions about learning quality, institutional support, ethical use, and university social responsibility (USR). This study examines how higher education stakeholders perceive the adoption of generative AI and how these perceptions relate to responsible institutional support and the learning experience. The study is based on an ongoing quantitative survey (n = 60; 37 academic/administrative staff and 23 students). Preliminary results show that 90.0% agree gene99rative AI is becoming widely used, 81.7% agree AI-related skills are important for graduates, and 78.3% agree that generative AI may create risks for academic ethics and integrity. Institutional readiness appears less consolidated: 53.3% agree their institution is prepared for AI integration. The findings imply the need for clear institutional guidelines, AI literacy training, and assessment practices that support responsible, student-centred use of generative AI.

Keywords: *generative artificial intelligence, university social responsibility, higher education, student perceptions, responsible AI adoption*

Digital Tools in Energy Planning and Simulator-Based Training: Potential AI Applications

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Contemporary education in the energy field requires the integration of theoretical knowledge with the analysis of complex systems and the consequences of different technical and strategic decisions. This paper examines the educational application of digital tools at two complementary levels. The first concerns long-term energy planning and is based on experience with the IAEA’s MAED, ESST and FINPLAN tools, which support the development of energy demand scenarios, the initial assessment of energy supply options and the analysis of investment requirements and financial sustainability. The second concerns simulator-based education in nuclear energy and draws on experience with educational demonstrations using the IAEA iPWR simulator. Such demonstrations enable participants to observe plant behaviour during normal operation, transients and selected safety related scenarios, while linking theoretical concepts with the dynamic response of reactor systems. The paper compares the educational potential and limitations of these approaches, with particular emphasis on scenario-based learning, visualisation, active problem solving and systems thinking. It also considers the potential use of artificial intelligence as an external analytical layer for processing simulator generated training data, assessing acquired competencies, identifying areas requiring further improvement and providing personalised feedback. The integration of digital tools, simulator-based learning and responsibly applied artificial intelligence can support the development of professional competencies in the energy field, while complementing rather than replacing the role of teachers and expert instructors.

Keywords: *digital tools, energy education, simulator-based training, nuclear energy, artificial intelligence*

Digital Competences and Educational Limitations in the Context of Smart Tourism

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The rapid development of digitalisation, artificial intelligence, and advanced technologies has significantly transformed professions and created a growing demand for the development of new competencies. In this context, smart tourism represents an example of a digitally driven sector that increasingly relies on information and communication technologies, digital platforms, and technology-mediated communication. These developments raise the question of whether existing educational models are adequately aligned with current technological trends. The paper is based on the

assumption that a certain mismatch exists between the pace of digital technological development and the capacity of educational systems to adequately respond to the demands of the contemporary professional environment. It aims to examine the importance of developing digital and communication competencies within the context of smart tourism, with particular emphasis on educational limitations and the need for innovative learning approaches and continuous professional development. The study adopts an interdisciplinary approach and is based on a qualitative analysis of relevant scholarly literature in the fields of digitalisation, advanced technologies, education, and tourism. It is grounded in the premise that the contemporary digital environment requires the development of competencies that extend beyond traditional educational frameworks, including digital literacy, a critical approach to the use of technology, and advanced communication skills. The findings highlight the need for more flexible and comprehensive educational models that are better aligned with ongoing technological advancements and emerging development opportunities.

Keywords: *digital competencies, digitalisation, advanced technologies, smart tourism, education*

The Impact of Digitalisation on the Efficiency of the Controlling System

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The controlling system is established to support management in achieving set objectives by providing relevant, timely and reliable information for business decision-making. Today, management faces accelerated market changes that require faster and better decision-making. The digitalisation of business processes brings additional challenges: it enables the analysis of ever-larger volumes of data in real time using modern information technologies, but at the same time requires continuous improvement of employees' knowledge and skills. Under such conditions, controlling plays an increasingly important role in supporting management in managing business performance and achieving competitive advantage. The aim of this paper is to analyse the impact of digitalisation on the efficiency of the controlling system and to examine the changes that digital transformation brings to the work of controllers and to corporate management processes. The paper starts from the assumption that digitalisation improves the quality of information, increases the speed of data processing and enables a more efficient response to changes in a dynamic business environment. The use of digital technologies enables the automation of routine controlling activities. This frees controllers' time to master new analytical tools for planning, controlling and forecasting business results, while achieving greater integration of information flows within the company. Particular attention is paid to the importance of human resources and management's readiness to carry out digital transformation. The success of implementing digital technologies in controlling depends on organisational support, the continuous development of employees' digital competencies and adequate financial resources. Professional knowledge of accounting and finance remains necessary but is no longer sufficient. Digitalisation transforms the traditional role of the controller, expanding their skills and redefining the way they contribute to the company's business. Controlling thus becomes a key factor in improving the efficiency, transparency and quality of management, contributing to the long-term sustainability and competitiveness of the company.

Keywords: *digitalisation, controlling, controller, planning, data processing*

Irredentism and Digital Modernism: Great-State Projects in Virtual Space

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Contemporary technologies have fundamentally transformed the ways in which individuals, social groups, and society as a whole exchange, receive, and interpret information. Digital platforms and the digitalisation of the communication sphere exert significant influence on the construction of collective identities, historical interpretations, and political attitudes, while simultaneously providing space for the promotion of irredentist and extremist narratives. This paper examines how great-state projects are promoted and disseminated through virtual space.

Keywords: *irredentism, symbolic contestation, digital media, extremism, digital literacy*