
LECTORI SALUTEM

The editorial board welcomes the readers of the No. 2 issue of 2025.

In the first paper, Veronica Campian, Dan-Cristian Dabija, Elena-Mădălina Vătămănescu, and Gandolfo Dominici examine the role of teaching staff in enhancing students' future intended use of e-learning management systems. Following an online survey of 250 students and the use of structural equation modeling, the findings confirm the critical role of teaching staff's involvement in fostering knowledge exchange and shaping students' long-term intentions to use e-learning platforms.

Next, Máté Julesz discusses digital society and AI, with a special focus on healthcare. The article highlights the ethical and regulatory implications arising from this progress, particularly regarding the right to healthcare as a social human right. It notes that while legal norms are necessary, humanity's future will be marked by regulatory minimalism, and that codes of conduct for AI use in healthcare should be strengthened.

Primož Krašovec analyzes the AI effect, which is the denial of AI's intelligence. The article explains that because the human mind experiences its own intelligence as self-awareness, it cannot help but tie any intelligence to self-awareness. The paper presents the AI effect as an ethical issue and analyzes a characteristic case: the retroactive denigration of AlphaGo.

Following this, Gergely Ferenc Lendvai, János Tamás Papp, and Gergely Gosztonyi address the mitigation of harmful content on social media through platform regulation, focusing on the Digital Services Act (DSA). The DSA (mostly) holds online platforms liable for content they publish and imposes requirements that they mitigate and remove harmful content. The authors critically question how such a legal document can mitigate the severe societal and psychological dangers of social media abuse or combat local disinformation campaigns.

Finally, Gábor Andrási and Éva Réka Keresztes present a case study on integrating online simulations in business education. The article focuses on developing decision-making skills at the master's level at the Budapest University of Business and Economics. It argues that computer-based simulations bridge the gap between theory and practice, enhancing employable skills such as teamwork, problem-solving, and communication. The findings show that well-designed simulations support the development of decision-making skills and critical thinking.

We wish you a pleasant reading.

