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DIGITAL EUROPEAN STUDIES IN HIGHER EDUCATION: HUMANISTIC DIMENSIONS OF EU ECONOMIC, SOCIAL, AND TERRITORIAL SYNERGY

In the contemporary European context, higher education is increasingly shaped by the intersection of digital transformation, social inclusion, territorial cohesion, and long-term sustainability. For this reason, Digital European Studies should be understood not as a narrowly technological field but as an interdisciplinary educational space in which digital tools are considered alongside values, citizenship, critical reflection, and the social consequences of change. UNESCO’s roadmap on the future

of higher education frames higher education as strategically important for building sustainable, resilient, and peaceful societies and emphasises that it should educate well-rounded professionals who are also citizens, acting with social responsibility at local and global levels (UNESCO, 2022). This perspective allows the humanistic dimension of digitalisation to be treated not as an optional supplement but as one of its conceptual foundations.

Within this framework, the university is not only a site for delivering skills and technologies. It is also an institution that shapes democratic participation, responsible knowledge, and civic orientation. The Council of Europe scholarship on higher education and democratic innovation links higher education to democratic culture, understood as the attitudes and behaviours needed for democratic institutions and laws to function in practice, as well as to citizens' willingness to look beyond individual interests towards the common good (Bergan et al., 2016). Consequently, the humanistic dimension of Digital European Studies includes academic freedom, dignity, solidarity, critical thinking, and the capacity to interpret digital change in relation to social responsibility and public life.

From this perspective, the digital transformation of higher education cannot be reduced to moving existing courses online. Research on digital transformation in higher education institutions shows that it entails broader organisational and strategic changes, including information systems, processes, human aspects, and institutional planning (Fernández et al., 2023). This interpretation is also supported by recent European evidence. According to Trends 2024, based on responses from 489 higher education institutions across 46 European higher education systems, more than 90% of institutions report policies related to ethics, integrity, data protection, and access for disabled students, while digital resources and infrastructure still require stronger investment (Gaebel et al., 2024). In other words, the digital dimension of the contemporary university has already become structural, but its humanistic meaning still needs clearer conceptual articulation within teaching and research.

The economic and social dimensions of synergy in higher education also require a humanistic interpretation. OECD work on the regional role of higher education

institutions notes that knowledge institutions are increasingly expected not only to deliver education and research but also to contribute actively to the economic, social, and cultural development of their regions (Arbo & Benneworth, 2007). A related OECD report further frames regional engagement by examining the role of teaching and learning in developing human capital and higher education's contribution to social, cultural, and environmental development (OECD, 2007). This suggests that economic synergy in higher education should not be understood solely through productivity or innovation metrics. It should also be viewed in terms of human development, social cohesion, sustainable regional participation, and graduates' ability to operate in complex civic and professional environments.

The territorial dimension is equally important because the European higher education space remains deeply heterogeneous. Universities do not operate in an abstract digital environment; they are embedded in regions that differ in development trajectories, peripherality, access to resources, and educational infrastructure. For this reason, territorial synergy requires a place-sensitive perspective. Rodríguez-Pose argues that persistent decline and a lack of opportunity in lagging territories generate discontent and political backlash, and he therefore calls for better place-sensitive territorial development policies (Rodríguez-Pose, 2018). In this context, Digital European Studies can serve as a field where technological solutions are linked to human-centred responsibility and European policy is interpreted through the lived realities of regions and communities.

Acknowledgement

This abstract was prepared within the framework of the Jean Monnet Module *Roadmap for Integrating EU Policies and Strategies on Economic, Social, and Territorial Synergy in Polish Higher Education through Digital European Studies* (Grant Agreement No. 101235886 — ROAD2EU — ERASMUS-JMO-2025-HEI-TCH-RSCH).

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THE ROLE OF WORKING MEMORY IN SIMULTANEOUS TRANSLATION

The study of translation has increasingly focused on the cognitive aspects of interpreting, particularly the role of working memory in oral translation. Interpreters operate under conditions of high cognitive load, where attention, monitoring, and memory resources must be coordinated in real time.

Several scholars have proposed cognitive models to explain the mental operations underlying interpreting. D. Gile's "Effort Model" highlights the distribution of attentional resources, suggesting that listening, production, and memory compete for limited cognitive capacity. K. Seeber's model of cognitive load emphasizes parallel