VOLUME 2

BOOK OF ABSTRACTS

Multilingual Dialogues 2026

Human–AI Communication Across Generations

International Scientific and Practical Conference

SATURDAY, 13 JUNE 2026

ONLINE | VIZJA UNIVERSITY, WARSAW, POLAND

103 programme contributions • 5 thematic sections

Digital editions: DOCX • PDF • HTML

Warsaw 2026

Multilingual Dialogues

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Biocultural Heritage and Digital Environmental Communication

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Keywords: biocultural heritage, digital communication, multilingualism, environmental education, citizen science, intercultural communication, digital knowledge mediation

Abstract

In the context of the European green and digital transitions, the role of environmental education is being redefined; it is increasingly viewed as an integrated system of knowledge communication that combines scientific research, digital technologies, and public participation. In this process, the concept of biocultural heritage takes on the significance of an interdisciplinary framework that integrates natural ecosystems, historical landscapes, local identity, and cultural memory into a unified system of environmental and social interaction. Our work proposes a conceptual and applied model for the digital expansion of environmental communication based on biocultural heritage, developed using the example of the initiative "Ancient Oaks of Chubynske: Living Biocultural Heritage of the Middle Dnipro Forest-Steppe." The study conceptualizes the transition from local forms of environmental education to a scalable digital communication ecosystem capable of ensuring expanded access to environmental knowledge. The conceptual model is grounded in local educational activities aimed at fostering environmental awareness and a value-based attitude toward the natural heritage of the "Chubinsky Farmstead" Landscape Reserve. These activities were implemented with the support of the AgriSciences Platform at the Czech University of Life Sciences in Prague as part of a grant program for small community initiatives. The experience gained served as the basis for a conceptual transition to a digital model of environmental communication, in which local educational practices are transformed into a multi-level digital system for disseminating knowledge. A central element of this transformation is the development of a digital environmental exhibition that presents ancient oaks as elements of the biocultural landscape and as living carriers of the region's ecological and cultural memory In this context, given the current societal challenges in Ukraine, digital formats further ensure the continuity and expanded accessibility of environmental education initiatives, thereby increasing their resilience and audience reach environmental communication. The digital platform is implemented in multiple languages (Ukrainian, English, and Czech), serving as a tool for intercultural knowledge mediation and expanding access to scientific and educational content. Methodologically, the model is based on a combination of place-based learning, citizen science, and digital knowledge mediation approaches, within which local natural areas are viewed as open educational environments and spaces for fostering intergenerational and social communication. In this context, digital technologies serve as a mechanism for scaling local initiatives up to the level of globally accessible educational and communication platforms. The study contributes an integrated conceptual model for the transition from local environmental education to multilingual digital environmental communication, which combines biocultural heritage, public participation, and digital technologies into a unified knowledge system. The results demonstrate that digital environmental communication based on biocultural heritage can serve as an effective tool for integrating science, education, and public engagement, contributing to the development of environmental culture, supporting sustainable development, and shaping new models of international and intercultural communication in the context of society's digital transformation.

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