https://doi.org/10.53656/str2025-4-4-par

Education in the Information Society
Образованието в информационното общество

PARADIGMAL FOUNDATIONS OF ACADEMIC INTERACTION BETWEEN SCIENTIFIC INNOVATIONS AND THE PRESERVATION OF CULTURAL IDENTITY

Dr. Steliana Yordanova, Assoc. Prof.,
Stoyan Garov, PhD student
University of Library Studies and Information Technologies

Abstract. This paper focuses on the possibilities for developing a model of academic interaction that combines the pursuit of scientific innovation with the need to preserve and enhance cultural identity. In the context of global transformations in research and development systems, and in response to the pressing need for sustainability in the cultural sphere, the study proposes a new strategic approach to academic cooperation. Key principles are outlined for sustainable collaboration among academic institutions, cultural organizations, and innovation structures, through the application of qualitative methods and comparative system analysis of international academic practices. The report defines the central focus of the research as the interaction between scientific innovation and cultural identity.

Keywords: academic interaction; interaction; cultural identity; scientific innovations; strategic planning; integrated model; paradigmatic foundations

Introduction

"It is not enough to have knowledge – one must also possess wisdom."
Francesco Petrarca (1304 – 1374)

Since the late 20th and early 21st centuries, the world has been undergoing profound transformations in the fields of science and culture.

The globalization of scientific exchange and the processes of accelerated technological development have placed academic institutions before new challenges, requiring adaptation to forms of collaboration that transcend traditional disciplinary boundaries and cultural limitations. At the same time, this dynamic

also creates a risk of cultural homogenization, the loss of local identity, and the long-term marginalization of sustainable cultural traditions.

This study aims to analyse existing forms of integrated academic interaction, to assess their effectiveness, and to propose a generative conceptual model grounded in strategic thinking, interdisciplinarity, and cultural awareness. This research consistently and systematically follows an interdisciplinary framework that combines systems analysis, comparative investigation of best practices, and critical reflection on innovation policies in the domains of science, education, and culture.

In this context, the report approaches academic integration not only as a means of enhancing scientific capacity but also as a platform for a sustainable and coherent cultural identity. The proposed approach may serve as a strategic framework for the development of multiple innovative scientific ecosystems that are distinctly local while simultaneously possessing significant global potential.

Theoretical Foundations and Research Frameworks

Academic interactions are viewed as a key mechanism for the joint generation of knowledge, sharing of resources, and the development of sustainable scientific capacities. Among the established forms of such collaboration are bilateral and multilateral partnerships, academic consortia, joint educational and research programs, mobility of faculty and researchers, as well as the functioning of virtual scholarly communities, all based on the definitive modelling of scientific interaction processes (Altbach & Knight 2007). In their contemporary scholarly interpretation, these classical models have evolved and expanded, reflecting a shift in the understanding of collaboration as a dynamic, multidimensional, and value-driven process. In recent years, a transition has been observed from collaborative to integrative models, where the emphasis lies not only on the outcomes of joint activities but also on the process of co-creation, the inclusion of diverse forms of knowledge, and a shared vision for integrated sustainable development.

Concepts of Cultural Identity in Academic Discourse: Approaches

Increasingly regarded as a general principle, cultural identity – although historically rooted in disciplines such as cultural studies, philosophy, and anthropology – is progressively entering the scholarly discourse of science, education, and research ethics. Identity is no longer seen as an indeterminate, static condition, but rather as a formally determined, dynamic process of reflection, construction, and consensus-building in the context of intercultural interaction (Hall 1996; Bauman 2000).

In today's globalized academic space, characterized by the high mobility of ideas, students, doctoral candidates, and faculty, identity is less frequently treated as a fixed essence—something stably inherited or permanently established. Instead, it is discussed as a dynamic phenomenon—one resulting from ongoing reflection, construction, and adaptation to diverse cultural, social, and institutional contexts and conditions.

Cultural identity emerges not merely as a "background," but as an active component that can both facilitate and complicate processes of collaboration in the context of intercultural interaction – whether in international academic partnerships, student mobility, or joint international research projects. In this regard, the integration of cultural sensitivity into scientific and educational processes is not only a moral imperative but also a strategic prerequisite for sustainable academic interaction and cooperation.

Within this modern interpretation of "cultural identity," the concepts of "integration" and "interaction" in the scientific context go beyond the conventional understanding of inter-institutional collaboration or joint efforts among specialists. Rather, they imply the creation of new, unified paradigms and determinants in which scientific fields, social practices, and cultural perspectives are interconnected and mutually reinforcing. This type of integration requires scholars not only to demonstrate methodological flexibility but also to remain open to the diverse value systems inherent to different disciplines.

Conceptual and practical integrated models in scientific, educational, and spiritual practice extend beyond interdisciplinary collaboration. They encompass coordination among various types of institutions – academic, cultural, educational, business, and innovation structures. Such an approach creates the conditions for an environment in which scientific knowledge is not merely applied to society "from the outside in," but actively interacts with its cultural and social essence. It becomes increasingly evident that when addressing socially significant and sensitive issues – those requiring long-term engagement and sustainability – such interaction is essential for generating solutions of genuine social value and enduring impact, both on individuals and on broader social groups.

Scientific and Cultural Partnership and Interaction: Development Trends

Globally, academic collaboration is undergoing significant transformation driven by several distinct trends that shape both the strategic priorities of educational and research institutions and how scientific knowledge is generated and applied. At the forefront are the internationalisation of research activities, an increased emphasis on the social impact of scientific output, and the necessity for cultural relevance in global academic endeavours. These processes reflect both the pressure to enhance scientific efficiency and innovation, as well as the recognition that sustainable scientific development cannot be achieved without an adequate understanding of the cultural realities within which it takes place.

A particularly illustrative example in this regard is provided by European research programs, among which Horizon Europe plays a leading role. Within this program, there is a growing insistence on the inclusion of Social Sciences and Humanities (SSH) components in interdisciplinary and technologically oriented projects. This requirement is neither formal nor peripheral; rather, it implies

a conceptual opening towards issues of cultural identity, social justice, ethics, and community participation, especially when scientific activity is directed at innovations with substantial societal impact. Various analyses indicate that while this development is positive, it remains insufficient. An overview and evaluation of one of the key indicators of successful social development – namely, the number of filed and granted utility models and patents – clearly shows that China leads by a significant margin, followed by the United States, Japan, South Korea, and only thereafter the European Union.

At the local and regional levels, including those in Central and Eastern Europe, efforts are underway to adapt applicable global models to specific national contexts. This often takes the form of building academic clusters, establishing science-education regions, or forging innovative partnerships among universities, cultural institutions, and local communities. In countries with deeply rooted cultural traditions and rich heritage, these processes acquire particular significance. Culture should be understood not only as an object of preservation and safeguarding, but also as a resource with high added value for scientific development – a factor capable of fostering unique and sensitive forms of academic interaction and collaboration.

Such strategic positioning of spirituality, and culture in particular, as an active participant in the scientific process enables both the affirmation of national identity and openness to global academic networks. In the long term, it also supports the creation of sustainable research ecosystems in which knowledge is not reproduced for its own sake but is linked to social benefit, cultural awareness, and inter-institutional responsibility. In this context, we would like to cite a thought supporting this study from President Xi Jinping of China (2020), who stated, "Science has no borders, but scientists have a homeland."

Some Representative European Models of Academic Interaction and Collaboration Networks, Clusters, and Research Consortia

Models of academic interaction and collaboration are characterized by approaches that unite scientific and educational organizations, cultural institutions, and industrial partners within joint initiatives. These models emphasize the mutual enrichment of knowledge and cultural values, aiming not only to achieve scientific outcomes but also to foster innovations aligned with social, spiritual, and cultural integrity. The examples presented illustrate some of the leading European practices that successfully demonstrate the application of integrated models, namely:

– European University Alliances (e.g., ARQUS European University Alliance). These alliances bring together leading academic institutions to conduct multidisciplinary and transnational research. ARQUS serves as an example of such an initiative, encompassing universities from various European countries and providing platforms for academic exchange, scientific collaboration, and educational programs. Crucially, these alliances integrate cultural identity as

a foundation for building sustainable innovations and scientific outcomes. For instance, they include educational initiatives that not only enrich academic and scientific work but also strengthen cultural ties among participating countries, while simultaneously promoting interdisciplinarity in science and innovation. Cultural exchange, enriched by diverse perspectives and experiences, also plays a key role in creating new scientific paradigms and sustainable social innovations.

– The European Commission's "Science meets Regions" program, which aims to stimulate collaboration between scientific communities and regional and local authorities. This program emphasizes how scientific research can be transformed into sustainable solutions for local and regional social challenges, while integrating cultural and historical aspects into the innovation process.[1]

– The "Humanities in the European Research Area" (HERA) project, which brings together universities and cultural organizations from various European countries to create culturally enriched research and innovation. This project exemplifies the integration of humanities with industrial and technological research, with a focus on sustainable development and cultural preservation.[2]

Academic cooperation through networks, clusters, and research consortia constitutes a key element in the creation of dynamic and sustainable research ecosystems. These forms of collaboration are increasingly preferred due to their flexibility and capacity to bring together diverse participants from a wide range of institutions, scientific disciplines, and cultural domains. They offer innovative opportunities for joint work while simultaneously fostering the exchange of knowledge that varies in nature and content.

Typically, such initiatives are based on multidisciplinary approaches that encompass not only different academic fields but also involve industrial partners, cultural institutions, as well as social and political structures. An example of this type of collaboration is a research consortium that unites universities, research institutes, and business organizations to address complex social problems. When considering networks and clusters, it is important to note that they not only expand the scope of scientific research but also create conditions for deeper integration of specific cultural and social perspectives. Their advantage lies in their ability to establish sustainable scientific ecosystems that not only generate innovations but also shape new scientific and social paradigms, reflecting both local and global needs. They play a significant role in building new forms of academic collaboration that respond to the contemporary challenges of a globalized and technologically advanced scientific environment.

Examples of such initiatives include:

– Research consortia, such as those under the "Horizon Europe"[3] framework, offer unique opportunities to connect scientific and industrial partners for conducting applied research that generates innovations with tangible social value.

These consortia typically include cultural institutions as active participants in the research processes, leading to the creation of multidisciplinary solutions;

– Clusters (for example, the Cultural and Creative Sectors Clusters in the EU)[4] represent forms of collaboration between academic institutions, small and medium-sized enterprises (SMEs), and local authorities. These clusters integrate cultural and innovation potentials to foster the development of creative industries and sustainable regional economies;

– Cooperation networks (such as Erasmus+ Partnerships) hold significant potential for integrating scientific and cultural research within educational and scientific initiatives. These networks facilitate the exchange of student and academic experiences, enabling the integration of diverse cultural perspectives and innovative approaches.

Mechanisms for Integration between Science, Innovation, and Culture

The integration of science and culture through innovation is realized through various mechanisms and practices that not only enhance interaction and collaboration among diverse institutions but also create new opportunities for joint research and development. These mechanisms include collaborative scientific projects, knowledge and resource exchange, as well as the joint development of new technologies and approaches that reflect both the scientific and cultural demands of contemporary society.

There are numerous examples of successful initiatives that integrate scientific and cultural perspectives, such as collaborative research projects between educational, scientific, and cultural institutions focusing on cultural heritage, social innovation, and sustainable development. These partnerships offer novel approaches to the challenges of globalization, cultural homogenization, and social inequality by employing scientific methods to address real cultural and social issues.

Technology also plays a significant role in this process by providing new opportunities for the digitization of cultural heritage, which enables the creation of new forms of interaction between science and culture.

These mechanisms not only support scientific research and innovation but also contribute to the development of culturally aware scientific solutions that may have long-term social impact, including:

– Public-private partnerships for cultural and scientific innovations, involving joint efforts among universities, innovation hubs, cultural institutions, and local authorities. These partnerships focus on leveraging cultural resources as a driving force for innovations that are not only economically productive but also socially sustainable;

– European cultural innovation projects, such as those supported by the Creative Europe Programme, which combine scientific research and cultural practices to create new expressive forms integrating traditions and innovations within a unified framework;

– Projects for the digitization of cultural heritage (e.g., Europeana), which connect scientific research with innovations in the cultural sector while ensuring accessibility and interpretation of cultural heritage through digital channels.

Cultural Identity: Local, Regional, and Global Cultural Codes

In the context of globalization and increasing scientific cooperation and integration among diverse social structures, there exists a significant risk of homogenization of cultural differences, which may lead to cultural loss and weakening of the uniqueness of local and regional identities. When different scientific cultures and practices converge within international projects, there is a danger of erasing the specific characteristics and traditions inherent to each culture. This process can be especially pronounced in partnerships between developing and industrialized regions, where local traditions and knowledge are often overshadowed or displaced by established, standardized scientific methods frequently associated with or guided by dominant international institutions.

The problem of homogenization is not limited to the unification of scientific approaches but also involves the construction of global research frameworks that sometimes fail to account for the diversity of cultural particularities. Local knowledge and practices, often deeply rooted in social and cultural contexts, may be perceived as "inferior" or "insufficient," thus risking marginalization within scientific and innovation processes. Under these conditions, local innovations and traditions might be overlooked, even if they contribute significantly to solving global challenges such as sustainable development, social justice, and cultural diversity.

One of the fundamental challenges we face is how to integrate cultural differences into scientific research without sacrificing local specificity or suppressing the identities of different cultures. It is essential to find a balance between global scientific trends and the need to recognize the uniqueness of local cultures and traditions.

Homogenization – and globalization in the cultural domain in particular – can be detrimental when universal frameworks and standards are imposed on all cultures without consideration of their specificities and historical value. Research that ignores local traditions and knowledge risks not only failing to address the problems it aims to solve but also weakening the potential to create innovations that truly reflect the global context and cultural multilayering. Therefore, establishing the concept of "cultural inclusiveness" in academic research and innovation is of paramount importance to ensure the sustainable development of the global scientific community while protecting the cultural heritage of various regions and countries.

Every international scientific partnership involves the interaction of different cultural codes. These codes encompass specific values, traditions, beliefs, and social practices that influence work methods, communication, and decision-making

within a given project. Understanding these cultural differences is not only useful but necessary for the successful conduct of collaborative scientific initiatives.

For example, in research consortia within the European Union and throughout Europe, differences in leadership styles and organizational models often emerge. In some cultures – such as Germany, Turkey, or France – a hierarchical management model predominates, where authority and decision-making are concentrated in the hands of leaders or principal investigators. In contrast, other cultures, such as those in Scandinavian countries, North and South America, and Australia, prefer a horizontal organizational model that emphasizes collectivity and consensus-based decision-making.

If these differences are not acknowledged at the early stages of collaboration, serious misunderstandings can arise that hinder project effectiveness. For instance, situations where some partners expect rapid, centralized decisions while others prefer prolonged discussion and consensus-building can lead to delays and conflicts, ultimately causing inefficiency and frustration among participants.

Of course, cultural differences extend beyond leadership approaches. They also include variations in communication styles, attitudes towards time and deadlines, perceptions of success and failure, as well as differences in scientific practices and methodologies. For example, some cultures place great emphasis on detailed documentation and formal procedures, whereas others favor a more informal approach to communication and work organization.

Therefore, successful international scientific cooperation requires sensitivity to cultural differences and the active implementation of strategies for cultural adaptation. This may include cultural training for teams, establishing clear communication and project management protocols, and ensuring transparency and mutual respect for differences. When these aspects are addressed within the broader context of collaboration, they can enrich scientific research and lead to more successful and sustainable outcomes.

In cultural projects that combine science with artistic research, differences in the interpretation of concepts such as beauty, ethics, and identity often arise. If these differences are not properly considered, they may cause conflicts or misunderstandings among project participants. For example, a joint project between artists and scientists from diverse cultural backgrounds might face significantly varying perceptions of aesthetics and artistic expression. In some cultures, beauty might be associated with harmony and balance, while in others, the focus might be on individualism and expressiveness.

Such differences in interpretation can become barriers to cooperation if the local cultural perspectives of participants are not acknowledged. In international cultural projects, it is crucial to approach these differences with openness and respect, providing space for the presentation and discussion of diverse cultural perspectives.

Projects aimed at global collaboration must emphasize respect for and integration of local cultural codes while avoiding templates and universal approaches that lead to cultural homogenization. Cultural diversity should not only be recognized but actively incorporated within scientific and artistic research. This not only enriches the project but also yields deeper, more authentic outcomes that reflect the uniqueness of each culture, while fostering genuine cultural exchange and broadening the scope of research.

In this context, integrating local cultural perspectives can be achieved through active collaboration with local artists, musicians, cultural practitioners, educators, and scholars who understand the specificities of their cultures and can offer valuable guidance on interpreting and representing differences in ways that are respectful and meaningful to all participants. Thus, global cultural projects can be realized in a manner that not only respects but highlights the richness of cultural diversity.

Models of Collaborative Scientific Activity that Preserve Cultural Specificities

The possibility of collaborative scientific activity integrating cultural elements constitutes a fundamental prerequisite for successful and sustainable cooperation among diverse scientific and cultural communities. Such interactions not only broaden the scope of scientific research but also enrich the innovation process by creating synergy between traditional and contemporary scientific approaches. To preserve cultural markers, it is crucial to employ models that not only recognize but actively emphasize the role of cultural heritage in scientific inquiry, enabling the restoration, preservation, and application of specific cultural knowledge.

These models incorporate working methods that are sensitive to the differences among participants, respecting and integrating diverse cultural contexts and social realities within the collaborative process. An essential component is the inclusive approach, which ensures that different cultural perspectives are expressed and influence scientific outcomes while avoiding risks of cultural homogenization and standardization.

Culturally enriched research networks that actively incorporate local cultural studies as part of their core research efforts – such as the Humanities in the European Research Area (HERA) – link scientific inquiry in the humanities with cultural and historical dimensions. These networks propose collaborative frameworks that preserve significant cultural markers, including literature, the arts, and historical archives.

International clusters for cultural innovation provide platforms for knowledge exchange between academia and cultural institutions, combining research in scientific fields with the preservation of cultural traditions. For instance, the Erasmus+ program cooperates with educational, scientific, and cultural organizations worldwide to promote knowledge exchange and foster cross-sectoral collaboration.

Seeking and Establishing the Connection Between Academic Knowledge and Cultural Heritage

Essentially, information about cultural heritage in its synthesised form constitutes specific academic knowledge. Scientific research can play a crucial role in preserving and interpreting cultural heritage, not only safeguarding it but also offering new perspectives on its significance and applications in the contemporary world. Through technological innovations, scientific studies have the potential to enhance the understanding and conservation of cultural values while making them more accessible to the global community.

These studies may include:

– Digitisation of Cultural Objects – Scientific projects employing new technologies such as 3D scanning and digitalisation of historical artefacts play a crucial role in preserving cultural heritage for future generations. These initiatives not only provide physical protection of objects but also create opportunities for global access, thereby making cultural heritage more accessible and meaningful to a broader audience. Moreover, they foster new research and innovation in various fields related to digital humanities.

– Research in Cultural Anthropology – Academic inquiries in this domain help uncover the historical roots of cultural practices, beliefs, and social structures that shape the cultural identities of peoples and ethnic groups. Such research offers in-depth analyses and interpretations that broaden the understanding of cultural processes and their relevance to contemporary society.

Integrating cultural heritage into the scientific process not only provides a unique opportunity for its preservation but also creates new pathways for incorporating traditional knowledge into the modern scientific and innovation context. This is particularly significant in the era of globalization, as it supports the development of a broader global understanding of cultural diversity and its importance for contemporary humanity.

Integrated Model for Cultural Interaction in the Context of the Research Thesis

Based on research and analysis of existing practices in academic collaboration, cultural identity, and innovation, a new integrated model for scientific cooperation is proposed. This model combines various elements aimed at stimulating collaboration, preserving cultural identities, and fostering innovation potential.

Key components of the conceptual model include:

– Network of Multidisciplinary Partnerships – This component emphasizes the importance of integrating diverse scientific disciplines, including the humanities, social sciences, arts, and natural sciences. Such an approach brings together diverse perspectives and methodologies, stimulating innovation and fostering a deeper understanding of complex social and cultural issues.

– Mechanisms for Cultural Adaptation – This involves the development of strategies to integrate local cultural practices and traditions within international scientific projects. This approach ensures the production of scientific outcomes that reflect global trends while being tailored to local cultural contexts, making the research more relevant and sustainable in the long term.

– Impact Assessment – The development of methodologies to measure the impact of scientific collaboration on the preservation of cultural heritage and the advancement of innovation is vital. Impact assessment enables tracking the effects of cooperation at both local and global levels, providing a basis for future improvements and adaptations of collaborative models.

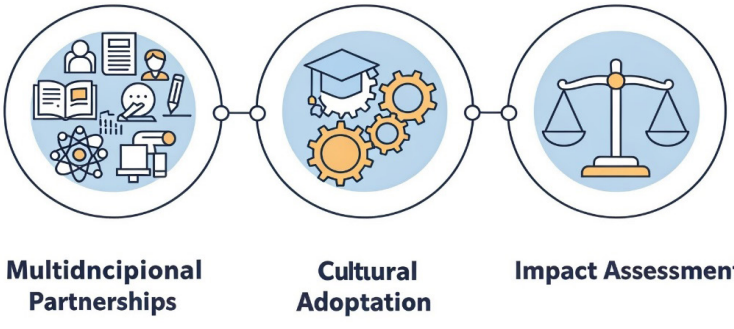

Figure 1. Model for scientific and cultural collaboration and integration

The Proposed Conceptual Integrated Generative Model

The proposed conceptual integrated generative model aims not only to enhance the efficiency of scientific collaboration at local, regional, and global levels but also to establish sustainable mechanisms that combine cultural identity and innovation, ensuring lasting benefits within the context of current social practices.

Successful implementation of this model requires it to be founded on three fundamental principles:

– Sustainability – The model should be oriented towards sustainable development, encompassing scientific, cultural, and social dimensions. Projects must provide long-term benefits to local communities, be financially and institutionally stable, and address the needs of future generations. In building scientific networks for cultural innovations, it is essential to create enduring structures for cultural exchange. Such networks should not be limited to generating scientific outcomes, but should also continue to operate beyond the lifespan of individual projects.

– Cultural Sensitivity – Cultural sensitivity must be manifested in all aspects of scientific collaboration. Projects should be based on equality, mutual respect, and the acceptance of cultural differences and traditions among participants. Employing research methods aligned with the local cultural context and integrating traditional

knowledge into contemporary scientific research, for example, incorporating local sustainable agricultural practices in agronomic projects, is crucial for successful interaction and for creating innovations that respond to the real needs of communities.

– Innovation Potential – The model should place innovation at the core of scientific development. This includes not only technological solutions but also new conceptual approaches that combine cultural and scientific perspectives. Innovations should facilitate integrated collaboration by opening pathways to new forms of knowledge and interaction. The development of joint platforms for research and cultural exchange utilizing modern technologies for digitizing cultural heritage, as well as the creation of innovation hubs fostering partnerships between academic institutions and industry, are key elements in building sustainable and productive scientific communities.

Conclusion

The research thesis presented in this report on academic interaction between scientific innovation and the preservation of cultural identity demonstrates that successful engagement across diverse cultural and scientific domains requires focused attention on several key elements of the proposed new conceptual generative model:

– Integrating cultural sensitivity into the core of scientific research is essential for preserving the uniqueness of local cultures and preventing cultural homogenization.

– Sustainable models of interaction and collaboration can combine innovation with long-term benefits both globally and for local communities, fostering scientific and social change that, within shared principles of engagement, respects the specificities of local and regional cultures and traditions.

– The role of academic institutions is central to the formation of scientific networks and cultural partnerships, which should be founded on principles of mutual support, equality, mutual respect, and cultural diversity.

Moving beyond the confines of systemic analysis, the findings and conclusions presented here can be summarized through the application of even a fragmented strategic approach based on the proposed conceptual generative model for academic interaction between scientific innovation and cultural identity. On this basis, we can synthesize the following conclusion: guarantees for the sustainability of the applicable integrated conceptual model can and should only be sought within those educational, scientific, and cultural institutions that consciously, purposefully, and actively promote mutual collaboration – combining academic research efforts with cultural domains—while supporting and fostering the integration of cultural markers into scientific processes.

NOTES

1. https://joint-research-centre.ec.europa.eu/science-meets-regions_en
2. https://heranet.info/
3. https://research-and-innovation.ec.europa.eu/funding/funding-opportunities/funding-programmes-and-open-calls/horizon-europe_en
4. https://culture.ec.europa.eu/cultural-and-creative-sectors/cultural-and-creative-sectors

REFERENCES

HALL, S., 1996. Questions of cultural identity. In: S. HALL & P. DU GAY (Eds.). *Questions of cultural identity*, pp. 1 – 36. Sage Publications.

BAUMAN, Z., 2000. *Liquid modernity*. Polity Press.

DENCHEV, S., 2019. *Informatsia i sigurnost*. Sofia: Za bukvite – O'pismenehy. ISBN:978-619-185-369-4-pdf. [In Bulgarian].

IVANOV, M.; YOTOVA, R.; STOYANOVA, D. 2022.. Nyakoi razsuzhdeniya varhu krizite prez poslednite desetiletiya i posleditsite za obrazovatelnata sistema i natsionalnata identichnost. In: *Natsionalna sigurnost, identichnost i medii v usloviyata na globalna politicheska i ikonomicheska kriza – Sbornik s nauchni dokladi ot Regionalna kragla masa s mezhdunarodno uchastie, provedena na 9 septemvri 2022, Odrin, Republika Turtsiya,* pp. 143 – 147. Sofia: Za bukvite – O pismeneh. ISBN 978-619-185-567-4. [In Bulgarian].

PAVLOVA, M. & STOYANOVA, D., 2022. Obuchenieto v UniBIT v oblastta na kulturnoto nasledstvo – modeli za nadgradzhane na universitiskiya imidzh. In: *Model za izgrajdane i utvardzhavane na balgarski institutsionalen imidzh na territoriyata na R Turtsiya.* Sofia: Za bukvite – O pismeneh, pp. 43 – 50. ISBN 978-619-185-552-0. [In Bulgarian].

PETEVA, I., 2008. Informiraniyat grazhdanin. Prozirachnost i sigurnost na informatsiyata. Sofia: Za bukvite – O pismeneh. ISBN 978-954-8887-38-0. [In Bulgarian].

YORDANOVA, S.; DENCHEV, S.; STOYANOVA, D. 2021. Redefining the future of learning through cooperation between universities and the industry. *EDULEARN21 Proceedings*, pp. 3430 – 3435, DOI:10.21125/edulearn.2021.0726.

✉ **Dr. Steliana Yordanova, Assoc. Prof.**
✉ **Stoyan Garov, PhD student**
University of Library Studies and Information Technologies
Sofia, Bulgaria
E-mail: s.yordanova@unibit.bg
garovstoyan@gmail.com