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Editorial

Featured articles from James Huston et al.

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In this issue, we are honored to feature a collection of articles from Professor James Hutson and his co-authors.

Prof. Jame Hutson is an esteemed art history expert at Lindenwood University's College of Arts and Humanities, whose recent interest is in AI generated art and the future potential for visual communication. He has provided us with a relatively comprehensive exploration of the Metaverse's impact on education. In addition, he and his colleague also explored the ethical issues of the use of AI technologies, specifically the ethical considerations of digital necromancy. The decision to include four articles by the same author is a deliberate choice, reflecting the depth and breadth of Hutson's research and the multifaceted nature of both the Metaverse in education and the possible ethical concerns of the use of AI technologies.

The first article, "Content creation or interpolation: AI generative digital art in the classroom", co-authored with Martin Lang, delves into the integration of generative AI tools in art and design education[1]. It discusses the impact of these tools on the creative landscape, the ongoing debates around copyright, and the necessity of human intervention in the creative process[1]. The study's findings underscore the importance of AI as a tool rather than a replacement for human creativity, highlighting the need for further research in prompt engineering strategies[1].

The second article, "Generative AI tools in art education: Exploring prompt engineering and iterative processes for enhanced creativity", co-authored with Peter Cotroneo, delves deeper into the ethical implications and the role of prompt engineering in art education[2]. It demonstrates how AI tools can enhance the ideation process and contribute to a more detail-oriented approach to creative work[2]. This study emphasizes the potential benefits and challenges of integrating AI into the classroom, urging careful consideration of ethical concerns and the evolving nature of these technologies[2].

The third article, "Virtual learning environments and digital twins: Enhancing accessibility, diversity, and flexibility in training secondary educational administrators", co-authored with Robert Steffes and Joe Weber, shifts the focus from students to educational administrators[3]. It investigates the potential of Virtual Learning Environments (VLEs) and digital twins to overcome barriers in training secondary educational administrators[3]. The study's findings highlight the trans-

formative potential of these technologies in democratizing access, fostering diversity, and promoting flexibility in educational leadership training[3].

The fourth article, co-authored with Jeremiah Ratican, delves into the ethical and technological aspects of digital necromancy, using AI to reanimate the deceased[4]. It discusses the practice's historical context, ethical dilemmas around privacy and consent, and the challenges of accurately capturing personal identities[4]. The article also considers the emotional and psychological effects on the bereaved and the moral questions raised by AI-generated interactions with the deceased[4].

By accepting these four articles, we aim to provide a comprehensive view of the transformative impact of AI and virtual learning technologies on education and the ethical considerations surrounding digital necromancy. Each article provides distinct perspectives, illustrating the rapid evolution of education and culture that requires careful consideration and creative solutions.

Conflict of interest

The author declares no conflict of interest.

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