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INTEC International Engineering Competence Centres to push sustainable mobility development in Albania and Montenegro
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GENAI LITERACY AS A TRANSVERSAL SKILL FOR EMERGING PROFESSIONALS: IMPLICATIONS FOR SUSTAINABILITY-CRITICAL KNOWLEDGE WORK

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Adrian MILLWARD-SADLER
FH JOANNEUM, University of Applied Sciences, AUSTRIA

adrian.millward-sadler@fh-joanneum.at

Abstract

The transition to sustainable mobility depends not only on technological innovation, but also on the production of credible analyses, reports, assessments and documentation. Since the public release of generative artificial intelligence (GenAI) chatbots such as ChatGPT in November 2022, these forms of work have become increasingly AI-mediated and sustainability-facing sectors such as automotive engineering are no exception. While GenAI capabilities have advanced quickly since then, little attention has been paid to the literacy required to use these new tools critically and responsibly. This paper argues that GenAI literacy has already emerged as a transversal professional skill and is likely to become a baseline expectation for entry-level engineering roles in the immediate future. Drawing on recent studies, this paper examines how GenAI literacy can be operationalised through improved prompting and evaluation practices and considers the implications of current GenAI competence gaps for sustainability work.

This paper draws on mixed-methods data generated in two previously conducted studies with postgraduate students preparing for professional practice in automotive engineering fields. The original data were collected as part of exploratory studies into student use of GenAI tools in academic contexts. For the purposes of the present paper, these data are re-examined to explore what they reveal about emerging GenAI literacy as a professional competence. Data were examined analytically for recurring patterns indicative of GenAI literacy (or rather its absence), including uncritical prompting, limited evaluation of GenAI chatbot responses and narrow conceptions of appropriate AI tools and use.

Prompting behaviour emerged as an observable indicator of GenAI literacy, revealing competence gaps that were not always apparent in students' self-reported accounts. However, when prompting is treated as an explicit practice rather than an implicit skill, more structured, reflective and integrity-oriented interactions with GenAI chatbots become visible.

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GenAI literacy should be understood as a transversal professional skill that is increasingly central to knowledge work in automotive engineering. As the transition to sustainable mobility relies on such work, which is likely to be GenAI-mediated, deficits in GenAI literacy risk undermining professional integrity and responsible authorship. The evidence presented here suggests that GenAI literacy does not emerge spontaneously but requires explicit development and therefore to advance the automotive industry in general and sustainable mobility in particular, this skill must be deliberately cultivated in the emerging workforce.

Keywords: GenAI literacy, transversal skills, sustainable mobility, emerging professionals

I. INTRODUCTION

The transition to sustainable mobility depends not only on advances in technology, materials and energy infrastructure but also on the integrity and credibility of the knowledge work that underpins such developments. As generative AI (GenAI) systems such as Copilot, Gemini and domain-specific assistants become embedded in the everyday workflows of professional engineers, the quality and trustworthiness of sustainability-critical documentation will increasingly depend on how effectively those professionals can use GenAI tools as part of their epistemic and communicative practice.

Following the public release of OpenAI's ChatGPT in November 2022, interest in GenAI has exploded, with higher education no exception. Just over three years later, and in addition to developing disciplinary expertise, students are increasingly expected to demonstrate GenAI literacy as they enter the workforce. However, while the European Commission has acknowledged the need to create an AI literacy framework in primary and secondary education (OECD, 2025), it has become evident that there is a deficiency in emerging professional AI literacy, as 49% of late high-school and university age students have been shown to be unable to critically evaluate LLM output, such as whether facts are real or have been fabricated (Merriman & Sáiz, 2024). More recent research conducted by (Dang & Nguyen, 2025) confirms this finding, as in their study only 20% of university students at a UK business school managed to identify GenAI hallucinations. This raises immediate concern for the quality and academic integrity of high-stakes academic outputs, such as final theses, as well as longer-term concerns regarding graduates' ability to employ generative AI tools effectively in professional automotive contexts.

Before discussing the perceived gaps in AI literacy, it is first necessary to clarify what is meant by AI literacy and, more specifically, GenAI literacy. While the American Library Association (2011) defines digital literacy as 'the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills', AI

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literacy may be seen as 'a set of competencies that enables individuals to critically evaluate AI technologies; communicate and collaborate effectively with AI; and use AI as a tool online, at home, and in the workplace' (Long & Magerko, 2020). AI literacy may be seen therefore as an extension of digital literacy (and not vice versa), insofar as it presupposes foundational digital competencies that would be required to be AI literate. A further key difference, as the focus narrows to GenAI literacy, is the requirement for critical evaluation of the LLM's output: unlike earlier digital systems, LLM-based chatbots do not merely support information retrieval or automate discrete tasks but actively generate plausible claims in natural language. As a result, they can be seen as epistemic collaborators whose outputs must be interpreted, evaluated and situated within existing disciplinary knowledge. This shift places new demands on emerging professionals and underscores the urgency of ensuring that they are able, for example, to recognise fabricated or unreliable content within a rapidly evolving GenAI landscape.

This paper advances the claim that GenAI literacy has already emerged as a transversal professional skill and is likely to become a baseline expectation for entry-level engineering roles in the immediate future, including in sustainability-facing sectors. GenAI literacy is conceptualised here not as a tacit facility for eliciting useful outputs from AI systems but as an observable competence that integrates structured prompting, systematic evaluation of AI outputs, tool selection and attribution and integrity-oriented decision making (Rapanta et al., 2025). In sustainability-critical contexts, where flawed documentation can propagate through design decisions, regulatory submissions, and public communication, the absence of such literacy constitutes a professional risk.

II. METHODS

This paper draws on mixed-methods data from two previously conducted studies involving postgraduate students enrolled in automotive engineering programmes at FH JOANNEUM (Millward-Sadler, 2024, 2025). The original studies investigated students' use of GenAI tools in academic contexts—particularly in academic writing and thesis preparation—as well as their attitudes towards and acceptance of such tools. Research was developed iteratively through an action research approach (Kemmis & McTaggart, 1988; Burns, 2010) in which a preliminary analysis of student vlogs revealed indicators of low GenAI literacy in tool selection practices. This observation prompted the collection of additional data on prompting strategies, which constitute the primary analytical focus of the present paper, complemented by thesis attribution practices (n=17) collected during the most recent academic year.

1. GenAI Literacy as an Observable Competence

This paper conceptualises GenAI literacy as a set of observable practices through which users structure, evaluate and integrate GenAI responses into their work in ways that are compatible with

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professional and academic standards of responsibility and integrity. Schön's (1983) theory of the reflective practitioner informs this conceptualisation, in which Schön highlights the importance of 'reflection-in-action' where professionals interrogate the adequacy of their tools and outputs while engaged in practice. However, if the central action of the work is fully outsourced to an GenAI tool – for instance an LLM generating a text – then the conditions that normally enable reflection-in-action would be substantially weakened. Moreover, the distinction Schön draws between reflection-in-action and reflection-on-action suggests a compounding effect: if students outsource the primary cognitive work, they not only miss opportunities for real-time adjustment and learning, but also lack substantive material for subsequent critical reflection. In other words, if a student consistently uses GenAI to generate text, diagnose problems or draft solutions without actively engaging themselves, they may never develop the tacit knowledge and intuitive understanding that comes from reflective practice.

Recent empirical work lends support to this concern: Anna Kosmyna et al. (2025) employed electroencephalography to examine neural connectivity patterns in participants composing texts either with or without the assistance of GenAI tools. Their findings indicate that while GenAI use reduces immediate cognitive effort, it is associated with weaker neural connectivity and reduced memory encoding compared to unassisted writing. In post-task interviews, participants who had used GenAI performed significantly worse in recalling content from their own texts than those who had not, suggesting that cognitive offloading may undermine critical engagement and agency. Taken together, these findings point to a potential long-term risk of skill atrophy if GenAI use is not accompanied by deliberate practices of reflection, evaluation and integration.

These empirical and theoretical concerns underscore the need for a conception of GenAI literacy that foregrounds active cognitive engagement rather than passive consumption of AI outputs. As proposed by Rapanta et al. (2025), GenAI literacy should be viewed not as a universal framework or abstract cognitive skill, but as a constellation of situated, interactional practices. This approach locates literacy in concrete behaviours within human-GenAI interaction:

1. *Adaptive prompting*: moving beyond functional skill, this dimension involves metacognitive awareness and the use of adaptive prompting to probe the underlying patterns and assumptions of AI systems. Users articulate tasks and context to transition from passive consumption to active, iterative interrogation of the technology.

2. *Post-response evaluation*: rather than simple source-checking, this framework mandates the 'critical digestion' of outputs. Users evaluate AI-generated content against criteria such as relevance, sufficiency and acceptability, while applying critical judgment to identify biases, hallucinations or statistical patterns that lack genuine meaning.

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3. *Tool selection and attribution*: users must navigate technological affordances and understand the 'material and epistemological conditions' of knowledge production. This includes addressing the 'authorship paradox' where users take responsibility for AI-generated claims through transparent documentation of both AI contributions and human refinement.

4. *Integrity-oriented decision making*: this dimension recognises the boundaries of GenAI, identifies when iteration reaches 'diminishing returns' and determines when the system's outputs are no longer useful. It asserts that human agency must remain superior regarding the ethical acceptability of the final product, ensuring professional accountability for the downstream consequences of AI use.

While this framework encompasses four dimensions, this paper focuses specifically on adaptive prompting as an entry point for developing GenAI literacy in emerging professionals. Prompting represents the most observable and pedagogically accessible dimension, serving as the primary interface for students to engage with GenAI systems. Addressing tool selection and attribution practices, though equally significant, are being examined in ongoing research and will be addressed in subsequent publications, but are beyond the scope of this paper.

2. Evidence of Low GenAI Literacy in Emerging Professionals

This section presents evidence of low GenAI literacy in prompting practices among postgraduate engineering students at FH JOANNEUM.

2.1 Prompting

During a lecture series on structuring and composing a master's thesis, students were tasked with independently creating prompts for a GenAI tool of their choice. These prompts were intended to aid them in the planning, composing, and/or revising, editing and proofreading phases of the thesis writing process (Tribble, 1996; Irish & Weiss, 2009). This exercise, conducted without prior guidance on how to create a prompt, aimed to assess their baseline prompting abilities. A selection of the prompts submitted by students as examples is presented in Table 1 below, categorised by the composition phases of planning, composing, and revising, editing and proofreading.

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Table 1: raw student prompts (selected)

Planning	***Writing***	***Revising***
Please give me a structure for a scientific paper about…	Please give me sensible paraphrasing based on the text provided	Please review and correct the punctuation marks while maintaining formality levels
I study Automotive Engineering at the UAS Graz and write my thesis on […]. Could you give me a literature review of trusted scientific sources on …	How would (word or expression) be written in English so that it had the same meaning?	Please review the formed paragraphs and suggest changes based on context
I'm writing a paper on […] that should be 3 pages long. write me please the structure of the paper following the IMRC structure	How can I explain…	Please check if the IMRC method is correctly used in this text.
Please give me an overview of latest developments in _____ field/domain	How would you combine this information in one short sentence? 1. ... 2. ... 3.	Look for contradictions and inconsistencies in the following text and point them out: "..."

First, the pre-drafting prompts of the planning stage show considerable variation in sophistication but a consistent structural limitation: not one prompt incorporated evaluation criteria or verification steps. Students requested outputs with varying levels of specification: structures were requested as well as overviews, while others requested literature reviews or specified output formats such as the IMRC (aka IMRaD) structure. However, no one articulated how they would assess the trustworthiness, accuracy, or appropriateness of the response before integration into their work. The second example is analytically significant, '[…] give me a literature review of trusted scientific sources […]' - the request nominally indicates concern for source trustworthiness, yet the prompt itself contains no criteria for verification. Here, the student outsources judgement of trustworthiness to the GenAI system rather than maintaining epistemic responsibility.

Second, the prompts submitted for the writing stage demonstrate a similar level of conceptual vacuum regarding the probabilistic nature of LLMs. For example, there is no contextualisation of what constitutes *sensible* paraphrasing and the subsequent three prompts all abdicate any kind of acceptance criteria.

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Third, the revision, editing and proofreading submissions continue to underscore the GenAI literacy gap demonstrated by students when prompting. In only one case was an academic framework (IMRC) mentioned, which one might consider a surprise given the rigours of composing an academic text, let alone a master's thesis. Furthermore, even this attempt at structured prompting is logically incomplete: the student asks the system to 'check if the IMRC method is correctly used' without providing the specific institutional rubrics or disciplinary norms against which the text should be measured. This suggests that even when students are aware of academic rigours, they tend to treat GenAI as an academic omniscience rather than a tool that requires specific, human-defined parameters to function effectively.

Finally, as a brief addendum—and to contextualise the findings presented above—it should be noted that the activity also included a fourth section entitled *'When Not to Use AI'*. In this section, the dominant themes identified by students related to inappropriate reliance on AI for text generation (accounting for 45% of responses) and the risks associated with uploading confidential information (36%). These responses suggest that, despite observable gaps in GenAI literacy, students possess at least some basic awareness of potential risks and limitations associated with GenAI use.

2.2 Tool selection

Additional data collected from automotive engineering students (n=50 survey responses; n=9 vlogs) revealed similarly concerning patterns in tool selection practices. Students demonstrated limited awareness of domain-specific GenAI tools (Millward-Sadler, 2025) and relied predominantly on general-purpose chatbots regardless of task requirements. These findings warrant detailed further analysis but fall outside the scope of the present paper.

2.3 Attribution

In another instance illustrating low GenAI literacy, this time connected with attribution, students in the Institute of Automotive Engineering submitted master's theses with standard declarations of academic integrity intended to disclose the use of GenAI tools. These declarations provided template placeholders (e.g., bracketed examples of tools) that students were expected to replace with the actual tools they had used. However, prior to the introduction of a new mandatory information sheet, all seventeen theses in the most recent submission cycle reproduced the template verbatim, without specifying any actual GenAI usage. This pattern reveals a superficial engagement with AI literacy, indicating that students did not critically evaluate or accurately disclose their AI tool use, thus indicating a deeper gap in their understanding of GenAI integration and accountability.

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3. Developing GenAI Literacy: Towards a Culture of Prompting Practice

The deficits in prompting competence identified in Section 4 point to a fundamental pedagogical challenge: students engage with GenAI tools without understanding the principles that shape AI-mediated knowledge work. In response to these findings, a teaching intervention was designed to address the gap between students' intuitive prompting behaviours and the structured, reflective practices required for professional GenAI literacy.

3.1 Pedagogical Rationale

The intervention is grounded in three key premises drawn from the evidence presented earlier. First, the finding that students consistently fail to include evaluation criteria or verification steps in their prompts (Section 4.1) reflects a broader pattern of treating GenAI systems as all-knowing rather than epistemic collaborators requiring human oversight. Second, research on sycophancy in LLMs (Sharma et al., 2023; Fanous et al., 2025) demonstrates that AI systems tend to mirror user expectations rather than provide objective outputs, underscoring the need for students to maintain critical distance and act as high-contributing humans-in-the-loop (Liu & Bridgeman, 2023). Third, the neuroscientific evidence from Kosmyna et al. (2025) indicates that uncritical reliance on GenAI for cognitive tasks may weaken memory encoding and thereby reduce learning; this in turn raises the possibility of deskilling (Reimann, 2023), as students fail to develop the tacit knowledge required for any kind of critical analysis of their inputs or GenAI responses.

When these three points are considered together, it becomes clear that GenAI literacy is unlikely to emerge spontaneously through exposure alone (although it would be foolish to assume that every student is deficient). On the contrary, it would be sensible to deliberately cultivate GenAI literacy through explicit instruction and in the following section, a framework for the instruction of prompting to students is presented which foregrounds human agency, critical evaluation and contextual awareness.

3.2 Structured Prompt Frameworks

Structured prompting frameworks are meta-data structures which provide a schema for human-AI interaction. They generally come in multiple parts (a minimum of three) with each part acting as a template for the human user to populate when constructing prompts. By employing such schemas, input parameters can be standardized across varying levels of task complexity, potentially yielding more reliable LLM outputs.

An overview of the commonly used prompting frameworks at the end of 2025 can be seen in Table 2 below. Despite their widespread availability online, an informal survey of more than 120 engineering students over seven lectures between November and December 2025 revealed that

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very few, if any at all, had encountered structured prompting frameworks. A more comprehensive treatment of these prompting frameworks, including their authorial origins and comparative strengths, can be found in the Appendix.

Table 2: Overview of prompting frameworks

Framework	***Components***	***Type***
RTF	Role, Task, Format	Persona & task-oriented
APE	Action, Purpose, Expectation	Persona & task-oriented
RACE	Role, Action, Context, Expectation	Persona & task-oriented
CO-STAR (A)	Context, Objective, Style, Tone, Audience, Response, (Answer)	Contextual & stylistic
CIDI	Context, Instructions, Details, Input	Contextual & stylistic
CRAFT	Context, Role, Action, Format, Tone	Contextual & stylistic
TCREI	Task, Context, References, Evaluate, Iterate	Procedural & iterative
CLEAR	Concise, Logical, Explicit, Adaptive, Reflective	Procedural & iterative
RISEN	Role, Instructions, Steps, End goal, Narrowing	Procedural & iterative

These frameworks can be broadly categorized into three types: persona and task-oriented, which emphasize role definition and task specification; contextual and stylistic, which foreground situational parameters and audience considerations; and procedural and iterative, which emphasise multi-step processes and refinement cycles. While each framework offers distinct affordances, analysis of their components reveals significant overlap and complementarity. More critically, none of the existing frameworks directly addresses the central literacy deficit identified in Section 4: the absence of post-response evaluation and verification practices embedded within the prompting structure itself.

3.3 A Synthesized Bifurcated Prompting Framework

In response to the literacy gaps identified in Section 4, a synthesized prompting framework was developed that explicitly scaffolds both the construction of prompts and the critical assessment of AI-generated outputs. Unlike existing frameworks that focus exclusively on input optimization, this framework adopts a bifurcated structure that distinguishes between pre-response and post-response practices, thereby embedding reflective evaluation directly into the prompting process.

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The framework is presented in Table 3. The pre-response components synthesize elements from the frameworks shown in Table 2, providing students with a comprehensive yet manageable template for prompt construction. These six components guide users to specify role and context, articulate tasks clearly, provide relevant examples or references, define stylistic parameters, and establish explicit output expectations. This synthesis draws on the complementary strengths of persona-oriented (e.g., RACE), contextual (e.g., CIDI), and procedural (e.g., TCREI) frameworks, while maintaining accessibility for novice users.

Table 3: A novel bifurcated pre- and post-response prompting framework

	Pre-response		***Post-response***
1	**Role** / persona	1	**Evaluate** / check
2	**Task** / action / instructions	2	**Iterate**
3	**Context**		
4	**Examples** / references / input		
5	**Tone** / style		
6	**Expectations** / output		

Critically, the framework's *post-response* components address the central deficit observed in student prompting practices: the failure to maintain epistemic responsibility after receiving AI outputs. By requiring users to *evaluate/check* the response against disciplinary standards, institutional requirements, or task-specific criteria, and then to *iterate* based on that evaluation, the framework operationalizes the human-in-the-loop principle essential to responsible GenAI use. This structure directly counters the pattern identified in Section 4.1, where students requested outputs without articulating any mechanism for quality assurance.

The bifurcated design also addresses the risks highlighted in Section 5.1. First, by mandating explicit evaluation, it mitigates the sycophancy problem (Sharma et al., 2023): students cannot simply accept GenAI outputs that mirror their expectations but must instead apply independent verification criteria. Second, by requiring iteration, the framework counteracts potential cognitive offloading and deskilling (Reimann, 2023; Kosmyna et al., 2025), as students remain cognitively engaged throughout the process rather than treating the initial AI response as a final product.

Importantly, this framework does not prescribe a single mode of interaction. Instead, it provides a flexible structure that can support both *collaborative scaffolding*—where GenAI assists with

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brainstorming, planning or revision while the student retains primary authorship—and more *generative uses*—where GenAI produces substantive content that the student must then rigorously evaluate and adapt. In both cases, the post-response components ensure that human agency and professional accountability remain central to the work being produced.

3.4 Towards a Culture of Prompting Practice

The new prompting framework was introduced through a scaffolded progression across lecture sessions in November and December 2025. In this progression, students were first introduced to the RACE framework (shown in Figure 1) as an accessible entry point, establishing the principle of structured prompting.

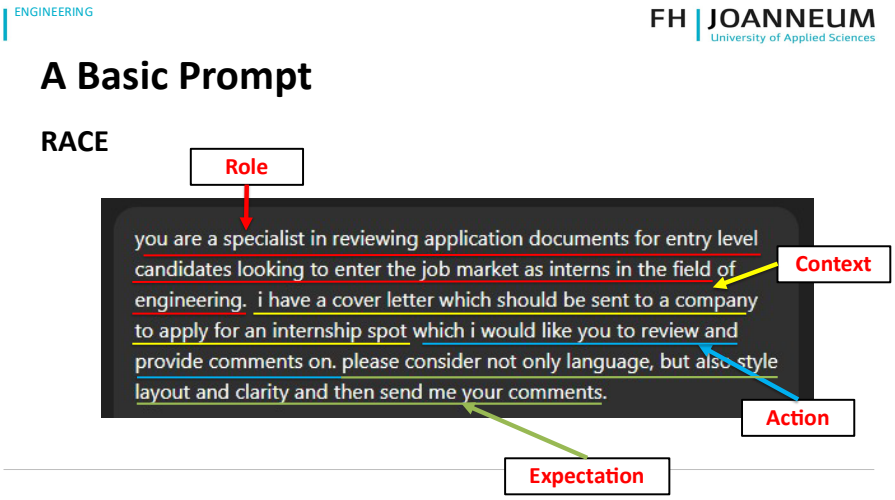

Figure 1: example of a RACE prompt

This was followed by CIDI, which foregrounded context and then TCREI, which introduced evaluation and iteration as explicit practices. This progression built toward the synthesized framework presented in Table 3, demonstrating how pre-response structuring and post-response evaluation can be combined to maintain epistemic responsibility. The intervention positions prompting as an explicit competence rather than an invisible functional skill, directly addressing the literacy gap identified in Section 4. In the upcoming summer semester, students will be required to maintain a prompt journal documenting their GenAI interactions and reflecting on their practices thereby enabling empirical evaluation of the framework's effectiveness in fostering responsible AI-mediated knowledge work.

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III. CONCLUSION

This paper has argued that GenAI literacy constitutes a transversal professional skill that is increasingly central to knowledge work in sustainability-facing sectors. The evidence presented here, drawn primarily from postgraduate students' prompting behaviours, indicates that such literacy does not emerge spontaneously through exposure to GenAI tools. Instead, students demonstrated consistent gaps in their ability to structure prompts effectively and therefore maintain epistemic responsibility when eliciting GenAI outputs.

These findings carry implications that extend beyond the classroom. The transition to sustainable mobility depends on the integrity of the documentation, analyses and assessments that inform design decisions, regulatory submissions and public communication. As this knowledge work becomes increasingly GenAI-mediated, deficits in GenAI literacy risk propagating errors, fabrications or poorly substantiated claims through consequential professional outputs. In a domain where flawed documentation can influence vehicle safety standards, environmental impact assessments or infrastructure planning, the stakes of such deficits are not merely academic.

The bifurcated prompting framework proposed here represents one response to this challenge, embedding post-response evaluation directly into the structure of human-AI interaction enabling students to 'critically evaluate Ai technologies' (Long & Magerko, 2020) through the uptake of post-response evaluation (Rapanta et al., 2025). Very broadly, the findings suggest that engineering curricula must treat GenAI literacy as an explicit learning outcome rather than an assumed byproduct of digital nativity. If the automotive industry is to advance sustainable mobility through credible, trustworthy knowledge work, this competence must be deliberately cultivated in the emerging workforce.

ACKNOWLEDGEMENT

GenAI tools were used in the creation of this paper. Perplexity supplemented academic database searches and assisted with structural planning. Claude 4.5 Opus was used to improve the written text by reducing repetition, improving readability and ensuring cohesion. Gemini 3 was used to generate the appendix based on disparate classroom materials. The original text was written in its entirety by the author, who bears full responsibility for its contents.

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APPENDIX

Framework	*Components*	*Main Focus*	*Key Attribution*
RTF	Role, Task, Format	Extremely compact; strong for quick, templated outputs (e.g., "act as X; do Y; in format Z").	Community heuristic
APE	Action, Purpose, Expectation	Very lightweight; ideal for introductory tasks like summaries or citation cleanup.	Community heuristic
RACE	Role, Action, Context, Expectation	Effective for scenario-based reasoning and case studies (e.g., "you are X; do Y; in situation Z").	Community heuristic
CO-STAR	Context, Objective, Style, Tone, Audience, Response	Rich control over audience and tone; the standard for technical and research communication.	Sheila Teo (2023)
CO-STAR-A	CO-STAR + Answer	Extends CO-STAR to help smaller/local LLMs focus on the final "point-of-view" answer.	Ohalete, Gittner & Matheny (2025)
CIDI	Context, Instructions, Details, Input	Highly structured; excellent for breaking complex goals into information-rich prompts.	AI Academy (2023)
CRAFT	Context, Role, Action, Format, Tone	Flexible and balanced; allows for "dialing in" the situation and output structure for nuanced writing.	Community heuristic
Creative CRAFT	CRAFT + Creative Direction	Specialized for creativity-plus-rigour; emphasizes depth, novelty, and intertextuality in humanities.	Allen Paul Esteban (2025)
TCREI	Task, Context, References, Evaluate, Iterate	Emphasizes the feedback loop; excellent for "prompt → check → refine" research workflows.	Google (Prompting Essentials, 2024)
CLEAR	Concise, Logical, Explicit, Adaptive, Reflective	Designed for information literacy; strong on transparency and critical evaluation of AI output.	Leo Lo (2023)

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RISEN	Role, Instructions, Steps, End goal, Narrowing	Best for method-heavy academic tasks (research design, multi-step analysis) and technical SOPs.	Community heuristic (see Kyle Balmer, 2023)

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INTEC

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International conference on sustainable mobility

Agenda

Project title: International Engineering Competence Centres to push Sustainable Mobility Development in Albania and Montenegro
Acronym: INTEC

Work package	
WP11	**International conference**
TASK	
11.4	Coummunity Building Events

Dates	05.03.-06.03.2026
City	Tirana
Meeting venue	POLIS University Entrance Hall
Address	Rr. Bylis 12, Kodi Postar 1051, Kutia Postare 2995, Tirana, Albania

05.03.2026	
Entrance Hall, POLIS University	
8:30 – 9:00	**Registration**
9:00 – 9:30	**Opening Performance**
Welcome session – Auditorium A5 (Ground floor)	
9:30 – 10:00	**Opening Remarks** **Dr. Elona Karafili** (Vice Rector, POLIS University) **Dr. Flora Krasniqi** (Head of Office of Projects and Internationalization, POLIS University) **DI Daniela Wenzl** (INTEC Project Coordinator)
Auditorium A5 (Ground floor)	
10:00 –11:00	**Keynote speakers** **DI Horst Pflügl AVL** Collaborative Research for sustainable Mobility **DPSHTRR Representative** – (General Directorate of Road Transport Services in Albania)
11:15 – 11:30	**Coffee break (Moving into parallel sessions)**

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11:30	SESSION 1: POLITICAL AND REGULATORY FRAMEWORK AULA B1	SESSION 2: TECHNOLOGICAL INNOVATION AULA B4
11:30 – 11:45	**Opening Session:** Prof. Emeritus dr Nataša Gospić (FSKL)	**Opening Session:** Associate Prof. Ivan Tolj (US)
11:45 – 12:00	**Integrating Event Data Recorder (EDR) Technology into Sustainable Road Safety Frameworks within the European Green Deal** Eriselda Alimeti, Parid Milo, Mentor Çejku, Anis Sulejmani, Odhisea Koça	**Empirical Comparative Study of Structural CFRP Sandwich Structure Inserts for Out-of-Plane loads** Imre Kovács
12:00 – 12:15	**Infrastructure Readiness for Sustainable Mobility: EU Frameworks and the Case of Albania** Ervin Kalemaj, Parid Milo, Mentor Çejku, Anis Sulejmani, Odhisea Koça	**The Role of Intermodal Transportation for the Sustainable Mobility** Márton Kovács
12:15 – 12:30	**Review of the Evolution of International Ship Energy Efficiency Regulations and the Albanian context** Dr. Blenard Xhaferaj, Doklejda Hodaj	**Impact of Heat Pump Systems on Winter Energy Use and Driving Range in Battery Electric Vehicles** Luis Henrique Pereira Martins
12:30 – 12:45	**Renewable Energy Procurement (CPPA) and Transport Electrification: European Perspectives and Albanian Challenge** Antonio Ndoci, Anis Sulejmani, Odhisea Koça, Mentor Çejku, Parid Milo	**Liquid Cooling Systems for Electric Vehicle Batteries: Improving Safety, Performance and Sustainability** João Miguel de Almeida Ribeiro Silva
12:45 – 13:00	**The Current Status of Autonomous Vehicle**	**Analysis of Battery Charging and Discharging Behavior for Electric Vehicle Applications** Leona Markic, Luka Filipović

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	Technology Adoption in the Balkan Region Darjana Lopičić, Oliver Popović, Miloš Ilić, Bojan Kocić	
13:00 – 14:00	**Lunch**	
14:00 – 14:15	**Reviewing the European Green Deal in Energy, Mobility and Industry** Veselinka Calasan, Ivana Ognjanovic	**Automotive Cooling Systems Sustainability: A Focus on the Expansion Tank** Ana Inês Barbeiro Casimiro
14:15 – 14:30	**The European Green Deal and its National Implementation: From Strategy to Practice** Blerina Bektashi, Andi Bektashi	**Design and Development of a Constant-Volume Combustion Chamber for Optical Investigation of Hydrogen and Water Injection Under Engine-like Conditions** Julius Hollerith, Prof. Dr. Bhavin Kapadia
14:30 – 14:45	**From Prediction to Regulation: Evidence Production Approaches in Autonomous Mobility Research and Their Policy Implications** Sadmira Malaj	**Emission Reduction of Marine Propulsion Systems in SECA Zones Through the Integration of Hydrogen Technologies** Motalleb Miri, Ivan Radaš, Marija Mandić, Ivan Tolj
14:45 – 15:00	**Questions and Discussion**	**A Comprehensive Analysis of Ventilation System for Enhanced Energy Efficiency in Marine Propulsion Applications** Sara Blašković, Gojmir Radica, Jakov Šimunović

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15:00 – 15:15		**Design and Topology Optimization of a Lightweight Chain Sprocket for Electric Motorcycle Applications** Teo Čolović, Ivo Marinić-Kragić
15:15 – 15:30	**SESSION 3: ECONOMIC AND BUSINESS PRESPECTIVES + CASE STUDIES AND GOOD PRACTICES** Aula B1	**Questions and Discussion**
	Opening Session: Dr. Anis Sulejmani (PUT)	
15:30 – 15:45	**Managing Renewable Energy Resources as a Foundation for Sustainable Mobility Transitions** Deivi Sinanaliaj, Martin Bektashi	
15:45 – 16:00	**Feasibility of Electric Bus deployment in Montenegro: A Case Study of Budva (Erasmus+ INTEC / IECC Context)** Anastasija Mrkajic, Vinko Nikic.	
16:00 -16:15	**Children Paths as an Urban Regeneration Strategy: Naim Frasheri Study Case** Dejvi Dauti	
16:15 – 16:45	**Questions and Discussion**	

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International conference on sustainable mobility

Agenda

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WP11	International conference
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Dates	05.03.-06.03.2026
City	Tirana
Meeting venue	POLIS University Entrance Hall
Address	Rr. Bylis 12, Kodi Postar 1051, Kutia Postare 2995, Tirana, Albania

06.03.2026		
First Floor Hall, POLIS University		
8:30 – 9:00	Registration	
9:00– 9:15	**SESSION 4: SOCIAL AND ENVIRONMENTAL IMPACT** AULA B1	**SESSION 5: FUTURE SCENARIOS** AULA B4
9:00 – 9:15	**Opening Session:** Prof. Dr. Bhavin Kapadia (FHF)	**Opening Session:** MA Adrian Millward-Sadler (FHJ)
9:15 – 9:30	**Comparison of Lifecycle Emissions of a SUV with Fuel Cell and Battery Electric Powertrains** - Bhavin Kapadia, Alper Sayin, Sandra Eisenträger	**GENAI Literacy as a Transversal Skill for Emerging Professionals: Implications for Sustainability-Critical Knowledge Work** – Adrian Millward-Sadler
9:30 – 9:45	**Smart Mobility Technologies and their Impact on Urban Sustainability: Insights from**	**Effects of Technical Traffic Calming Measures** – Filip Perović

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	European and Western Balkan Cities – Alma Gjonaj, Vjola Ziu	
9:45 – 10:00	**The Disappearing Squares: Social and Environmental Impacts of Urban Mobility Planning in Durres –** Arjola Sava	**Cybersecurity Vulnerabilities in Electric Vehicle Operating Systems: A Global Awareness Analysis -** Aleksa Radević
10:00 – 10:15	**The City that Demands Continuous Movement: The Disappearance of the Right not to Move within the Framework of Sustainable Mobility –** Avrili Meshi	**Development of a risk assessment model for the transport of hazardous materials using ALOHA and GIS software tools –** Marko Radetić
10:15 – 10:30	**Between Rhetoric and Reality: Discursive Framings, Greenwashing and Outcomes in Sustainable Mobility –** Kejsi Veselagu	**Mapping Distance and Time Leveraging Isochrone Intelligence in Emerging Cities** - Andia Vllamasi, Erjon Cobani
10:30 – 10:45	**Reimagining the City Through Green Mobility Strategies: The Case of Tirana** - Vjola Ziu, Alma Gjonaj	**Can AI develop its Own "Taste" Automotive Design?** - Gregor Andoni, Kristjana Meço
	Coffee Break	
11:00 – 11:15	**Linking Morphology, Perceived Safety, and Sustainable Mobility in Post-Socialist Urban Contexts-** Sindi Doce	**Optimizing Public Transport Corridors Using AI-Based Scenario Modelling: A case Study on Tirana's Ring Road** - Erjon Çobani, Julian Beqiri, Merita Guri
11:15 – 11:30	**Towards Sustainable Transport: A Comparative Analysis of Electric Vehicle Adoption in Montenegro and Albania -** Radmila Milić	**Threat Landscape and Multi-Layered Protection Mechanisms for Autonomous and Electric Vehicle Systems** - Marko Asanovic, Oliver Popović, Zoran Avramović, Nataša Gospić

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11:30 – 11:45	Questions and Discussion	**Cybersecurity Challenges in Modern Vehicular Communication Networks** - Aleksandar Grgurević, Nataša Gospić, Oliver Popović
11:45 – 12:00		**Green Transition in Albania: Challenges and Future Actions** - Erik Kushta, Andi Hyka, Enea Nasto
12:00 – 12:15	**SESSION 6: CONTROVERSIES AND CHALLENGES** Aula B1 **Opening Session:** Prof. Kristofor Lapa (UV)	**Use of AI in the Process of Green Transformation and Impact on Public Health** - Esmeralda Hamiti, Federika Alliaj, Kristi Metushi
12:15-12:30	**The Adoption of Electric Vehicles in Albania: A Comparative Study with Other Western Balkan Countries** - Doklejda Hodaj, Andrea Lapa	**Development of an Automatic Traffic Sign Detection System Using YOLOv8** - Valentina Vojinović, Luka Filipović
12:30-12:45	**Application of Quality Tools in the Analysis of Factors Influencing the Development of Electromobility in Montenegro** - Jelena Šaković Jovanović, Draško Jovanović, Mirjana Grdinić Rakonjac, Marko Lučić, Miloš Perović, Aleksandar Vujović, Gordana Radulović	**The Historical Development of Artificial Intelligence and Its Influence on the job market in Automotive Engineering** - David Josef Pilgram
12:45 – 13:45	**Questions and Discussion**	**Questions and Discussion**
13:45	**Lunch**	

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