

FT: Conversational Presence

PART I — FORESIGHT SNAPSHOT | FT: Conversational Presence | Fixed Time-Stamped Synthesis

2026 FT: Conversational Presence

| | |
|---------------|---|
| Card Type | Future Technology Possibility |
| Series | Immersive Futures Guild — Vision 2035 |
| Layer | 1 — Atomic Foresight Object |
| Status | Active |
| Confidence | Medium |
| Workshop | Circle of Scholars — January 2026 |
| Facilitator | Circle of Scholars Workshop Team |
| Tags | conversational-AI social-presence LLM layer1 ft |
| Tally.so Form | https://tally.so/r/ilrn-if-ft-convpres-2026 |

Large language model and multimodal AI systems are creating a new category of social presence in immersive environments — AI agents that sustain extended, contextually coherent, emotionally responsive conversation. In learning contexts this raises questions about the nature of teacher-learner relationships, parasocial dynamics, and the appropriate scope of AI as a social partner in education.

Key Drivers / Contributing Conditions:

- LLM capability scaling for contextual coherence
- Multimodal AI enabling voice, expression, and gesture integration
- Demand for 24/7 tutoring presence at scale

Tensions Carried Forward to Part II:

- When does a conversational AI agent constitute an adequate substitute for a human educator?
- How should parasocial attachment to AI tutors be understood and governed in educational contexts?

Linked Scenarios / Strands: STRAND: Social & Co-Regulated XR Learning | SCENARIO: Creative Immersion

Ways of Knowing: Tree · Garden · Lantern

PART II — COMMUNITY EVIDENCE & DIALOGUE TRACK | FT: Conversational Presence | H2 2026 — Living

| | |
|---|---|
| T | COMMUNITY CONTRIBUTION FORM — FT: Conversational Presence Submit case examples, methodological challenges, cultural perspectives, and proposed evidence criteria via: https://tally.so/r/ilrn-if-ft-convpres-2026 |
|---|---|

| |
|---|
| Part II — Scope and Instructions |
| This section collects community responses, case examples, and challenges to the Part I foresight snapshot above. |
| It opens July 1, 2026 and undergoes synthesis review in September 2026, November 2026, and January 2027. |
| Contributions are submitted via the Tally.so form above and appear in the registers below after editorial review. |
| The Part I text is not modified in response to Part II contributions; it is versioned at the Annual Handoff review. |
| Contribution categories: Case Example Methodological Challenge Cultural/Community Perspective Proposed Evidence Criterion |
| Ways of Knowing accepted: Tree (evidence) Garden (practice) Lantern (futures) |

Tensions Open for Community Response:

- When does a conversational AI agent constitute an adequate substitute for a human educator?
- How should parasocial attachment to AI tutors be understood and governed in educational contexts?

| Contributor / Date | Category | Way of Knowing | Contribution Summary |
|--|----------|----------------|----------------------|
| [Awaiting contributions — form opens July 1, 2026] | | | |

Revision #1

Created 25 May 2026 20:29:05 by Jonathon Richter

Updated 25 May 2026 20:30:14 by Jonathon Richter