Final Remarks

Today, computer-generated images are acquiring a fundamental role among millions of new users who interact daily with intelligent and non-intelligent systems in the context of medicine, engineering and education, for example. In particular, the education has the mission of accurately and objectively "training and informing" future generations.

Many of the works presented throughout these pages demonstrate how they have not lost sight of the epistemology of science, especially when negative human factors are separated from the technical realm and the positive uses of cutting-edge technology geared towards computer graphics. Hence, it is the importance of understanding beforehand the elements that comprise the G-Factor. In other words, it is a set of those human and social aspects that the Omega generation relies on daily to undermine the objectives of progress in the use of pixels.

These pixels must have interfaces that guarantee communication among the greatest number of potential and/or actual users across the globe. A communicability that, thanks to new simulation technologies, allows for a high level of quality in the final rendering of synthetic images. These 3D digital images, in real time, guide the human eye, brain, and hands in cases where they are used in complex surgical procedures, such as tumor removal, to name one example.

While it is true that there are contexts of R&D, training, and technology transfer between industry and academia, these traditional and positive objectives of computer graphics and its derivatives are currently presented as marginal and obsolete due to the Omega Generation. This generation has not only interconnected its destructive networks within the old world and the new world, but is also rapidly expanding with the future misuse of artificial intelligence. These are individuals who have spent decades promoting the predominance of rampant commercialism in science and education since the rise of globalization, and who have found in artificial intelligence a new arena to be destroyed. A closer look at these bibliographic references [1-12] is sufficient.

It is no coincidence that today, illegal means are being used to promote censorship, silencing all those pioneering professionals who have spent decades honestly and modestly disseminating scientific knowledge to the grassroots of local, national, and international communities. This is the main reason why we express our gratitude to all the authors of this work and to the collaborators who participated in its compilation, editing, and printing. In this spirit, we extend our gratitude with the following memorable quotes, hoping they may serve as a compass for all those interested in the topics covered in this handbook: *"Knowledge is love and light and vision"* Helen Keller; *"Don't wait for inspiration. It comes while working"* Henri Matisse; *"Creativity is that marvelous capacity to grasp mutually distinct realities and draw a spark from their juxtaposition"* Max Ernst; *"Whenever you find yourself on the side of the majority, it is time to pause and reflect"* Mark Twain; *"Don't spend time beating on a wall, hoping to transform it into a door"* Coco Chanel; *"Children must be taught how to think, not what to think" Margaret Mead; "The highest result of education is tolerance"* Helen Keller, and *"Everything that civilization has to offer is a product of human intelligence; we cannot predict what we might achieve when this intelligence is magnified by the tools that AI may provide, but the eradication of war, disease, and poverty would be high on anyone's list. Success in creating AI would be the biggest event in human history. Unfortunately, it might also be the last"* Stephen Hawking.

References:

[1] Cipolla-Ficarra, F.: Video Games and Aesthetic Function of Computer Graphics in Multimedia Systems: Software and Communicability Strategies. Blue Herons Editions, Bergamo (2020).
[2] Cipolla-Ficarra, F. et al.: Handbook of Computational Informatics, Social Factors and New Information Technologies: Hypermedia Perspectives and Avant-Garde Experiences in the Era of Communicability Expansion. Blue Herons Editions, Bergamo (2011)

[3] Cipolla-Ficarra, F. et al.: Handbook of Advancing in Human-Computer Interaction, Creative Technologies and Innovative Content. Blue Herons Editions, Bergamo (2017)
[4] Cipolla-Ficarra, F.: Hanbook of Computer Engineering and Innovations in Education for Virtual Learning Environments, Intelligent Systems and Communicability: Multimedia Mobile Technologies, Experiences in Research and Quality Educational Trends. Blue Herons Editions, Bergamo (2012)
[5] Cipolla-Ficarra, F.: Handbook of Research on Software Quality Innovation in Interactive Systems. IGI Global, Hershey (2021)
[6] Cipolla-Ficarra, F. et al.: Communicability, Computer Graphics and Innovative Design for Interactive Systems. Springer, Heidelberg (2012)
[7] Cipolla-Ficarra, F. et al.: Technology-Enhanced Human Interaction in Modern Society. IGI Global, Hershey (2017)
[8] Cipolla-Ficarra, F.: Handbook of Research on Interactive Information Quality in Expanding Social Network Communications. IGI Global, Hershey (2014)
[9] Cipolla-Ficarra, F.: Optimizing Human-Computer Interaction With Emerging Technologies. IGI Global, Hershey (2017)
[10] Cipolla-Ficarra, F.: Cyber Destructors of the Sciences: Studies in Education, Culture, Employment and New Technologies (2nd Edition). Blue Herons Editions, Bergamo (2023)
[11] Cipolla-Ficarra, F.: Assessment Methods and Success Factors for Digital Education and New Media (2nd Edition). Blue Herons Editions, Bergamo (2023)
[12] Cipolla-Ficarra, F.: Persuasion on-line and communicability: The destruction of credibility in the virtual community and cognitive models. Nova Science Publishers, New York (2010)