



Applied Psychology of Communications: Understanding Cognitive, Affective, and Social Processes in Organizational, Media, and Digital Environments

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Abstract

Information and Communication Sciences analyze a wide range of applied communication domains, yet they often struggle to integrate them within a unified psychological framework. This article proposes an Applied Psychology of Communications approach that conceptualizes communication practices as situated configurations of cognitive, affective, and social processes. It demonstrates that organizational, educational, political, media, and digital communication systems actively shape attention, emotional engagement, and meaning construction. The article further introduces a transversal analytical framework designed to strengthen the articulation between theory and practice in Information and Communication Sciences and to support the development of analytical and intervention tools adapted to contemporary communication contexts.

Subject Areas

Psychology

Keywords

Applied Communication, Psychology of Communications, Organization, Media, Digital, Communication Practices

1. Introduction

Research in Information and Communication Sciences (ICS) places considerable emphasis on applied domains of communication, including organizational, edu-

cational, political, media, and digital communication. However, these analyses generally remain sector-specific, with each domain developing its own theoretical frameworks, operational concepts, and methodological approaches. While such specialization has generated significant empirical advances, it has also contributed to analytical fragmentation, making it difficult to identify the cross-cutting psychological principles that structure communication practices.

This theoretical dispersion tends to prioritize contextual specificities—devices, purposes, and uses—at the expense of an integrated understanding of the cognitive, affective, and social mechanisms through which actors interpret messages, engage in exchanges, and adjust their behaviors. As a result, applied communication is often described in terms of its forms or effects, without systematically articulating the psychological processes that underlie it.

Building on previous contributions within the Psychology of Communications research program, this article argues that applied communication practices can be understood through a common psychological core that dynamically integrates cognition, affectivity, and sociality, while accounting for the specificities of action contexts. This perspective makes it possible to analyze applied communication domains not as theoretically disconnected fields, but as situated configurations of the same fundamental psychological process, thereby opening the way to a transversal and cumulative understanding of contemporary communication practices.

The present contribution is primarily conceptual and theoretical in nature. Its objective is not to empirically test a specific hypothesis, but rather to propose an integrated interpretive framework capable of explaining the psychological mechanisms common to the principal domains of applied communication. By highlighting the convergences among organizational, educational, political, media, and digital communication, the article seeks to develop a unified analytical perspective grounded in the Psychology of Communications.

This article focuses on five major domains of applied communication: organizational communication, educational communication, political communication, media communication, and digital communication. These domains were selected because of their central importance within Information and Communication Sciences, the extensive body of research devoted to them, and their relevance for understanding contemporary transformations in communication practices. Taken together, they encompass a broad spectrum of situations, ranging from the coordination of actors within organizations to mediated communication and digital interactions.

The analysis is based on a critical and integrative synthesis of literature drawn from Information and Communication Sciences, cognitive psychology, affective psychology, social psychology, media studies, and research on digital environments. The references included were selected according to three main criteria: their theoretical significance, their contribution to understanding the cognitive, affective, and social processes involved in communication, and their relevance to the analysis of contemporary communication contexts. Their comparative exam-

ination seeks to identify common psychological mechanisms that may serve as the foundation for a unified framework for the analysis of applied communication.

Problem Statement: From Theoretical Frameworks to Situated Practices

Applied communication is most often analyzed through its operational purposes—informing, persuading, coordinating, or mobilizing—or through the institutional settings in which it is embedded, such as organizations, media systems, political institutions, or digital platforms. While these approaches provide valuable insights into the forms, functions, and effects of communication practices, they tend to place less emphasis on the psychological mechanisms through which actors interpret messages, become emotionally engaged, and adjust their behaviors in action.

This focus on communication objectives or channels frequently leads to a functionalist reading of communication practices, in which cognitive, affective, and social processes are implicitly assumed rather than explicitly examined. Yet, without a thorough understanding of these psychological mechanisms, it becomes difficult to explain the diversity of appropriations, resistances, and effects observed in applied contexts.

The central question addressed in this article is therefore the following: how are the fundamental psychological processes of communication—cognition, affectivity, and sociality—reconfigured within applied communication practices according to the organizational, educational, political, media, and digital contexts in which they occur?

2. Applied Communication Practices

Five contexts of psychological analysis of communication practices are examined in this article: organizational communication, educational communication, political communication, media communication, and digital communication.

2.1. Organizational Communication: Collective Cognition and Social Regulation

Within organizations, communication plays a central role in coordinating actions, constructing shared meaning, and regulating behavior. It is not limited to the transmission of functional information; rather, it constitutes a structuring process through which actors interpret goals, adjust their practices, and provide collective coherence to organized action. In this context, cognitive processes acquire a collective dimension through the circulation of information, the interpretation of instructions, and the construction of shared representations that guide decisions and behaviors (Weick, 1995 [1]; Cornelissen, 2020 [2]). Recent research in organizational communication also highlights the importance of collective sensemaking mechanisms in contexts of uncertainty, digital transformation, and organizational change (Maitlis & Christianson, 2022 [3]; Lewis, 2024 [4]).

The affective dimension plays a decisive role in these organizational dynamics.

Emotions related to motivation, recognition, trust, and a sense of belonging influence employee engagement, the quality of interactions, and adherence to managerial messages. The emotional climate of an organization, therefore, constitutes a key factor in communication performance by shaping how information is received and appropriated. Recent studies on organizational emotions demonstrate that trust, psychological safety, and workplace well-being foster cooperation, collective learning, and acceptance of change (Edmondson, 2019 [5]; Men & Yue, 2023 [6]; Verčič, 2024 [7]).

Furthermore, the social dimension of organizational communication is expressed through hierarchies, roles, and norms that structure exchanges. These social frameworks define legitimate forms of participation, influence, and cooperation while regulating power relations within organizations. Contemporary research emphasizes the importance of relational networks, communicative leadership, and collaborative dynamics in fostering organizational engagement and knowledge sharing (Castells, 2009 [8]; Men & Sung, 2022 [9]; Heide & Simonsson, 2023 [10]). Organizational communication thus appears as a space of psycho-communicational regulation in which cognition, affectivity, and sociality are closely intertwined and mutually reinforcing.

2.2. Educational Communication: Learning, Motivation, and Interaction

Educational communication is a fundamental process of transmitting, constructing, and appropriating knowledge. It cannot be reduced to the simple dissemination of knowledge from teacher to learner; rather, it relies on complex cognitive mechanisms involving attention, comprehension, memory, reasoning, and the transfer of learning. Research in cognitive psychology has shown that learning effectiveness largely depends on how information is organized, presented, and integrated into learners' pre-existing cognitive structures (Bruner, 1966 [11]; Mayer, 2021 [12]).

The affective dimension also occupies a central place in educational situations. Motivation, self-efficacy, interest in learning content, and the quality of the pedagogical relationship directly influence learners' cognitive engagement and perseverance in learning activities. The work of Bandura (1986) [13] and Deci and Ryan (2000) [14] demonstrates that motivational factors strongly condition educational investment and academic success.

Moreover, educational communication takes place within a social framework structured by continuous interactions among teachers, learners, and peer groups. Verbal exchanges, feedback mechanisms, cooperation, and group dynamics contribute to the co-construction of knowledge and the regulation of learning processes. Socioconstructivist approaches emphasize that knowledge acquisition results from a process of social interaction mediated by language and collective activities (Vygotsky, 1978 [15]; Doise & Mugny, 1981 [16]). Educational communication, therefore, constitutes a privileged arena for the articulation of cognition,

affectivity, and sociality, where knowledge construction depends simultaneously on intellectual capacities, motivational dispositions, and social interactions.

2.3. Political Communication: Persuasion, Emotions, and Legitimation

Political communication is a privileged field for observing the psychological mechanisms of communication. Its purpose is not merely to inform citizens but also to influence perceptions, shape attitudes, and foster support for projects, ideologies, or collective decisions. This influence first relies on cognitive processes of framing, interpretation, and information selection through which political actors construct representations of reality capable of shaping public judgments (Lasswell, 1948 [17]; Entman, 1993 [18]).

The affective dimension plays a particularly important role in contemporary political dynamics. Emotions such as hope, fear, anger, and trust strongly influence attention to messages, memory retention, and electoral and civic behaviors. Recent research shows that political campaigns increasingly mobilize emotional registers to strengthen public engagement and facilitate the diffusion of messages in media and digital spaces (Marcus, Neuman, & MacKuen, 2000 [19]; Papacharissi, 2015 [20]).

Finally, political communication is deeply embedded in social and symbolic frameworks that structure collective identities, partisan affiliations, and power relations. Processes of influence, persuasion, and legitimation rely on shared norms, representations, and cultural references that shape the reception of political discourse. From this perspective, political communication appears as a central mechanism for constructing civic bonds and regulating relationships between rulers and citizens (Habermas, 1989 [21]; Wolton, 1995 [22]).

The psychological analysis of political communication thus demonstrates that political behavior rarely results from purely rational information processing. Rather, it emerges from the continuous interaction among cognition, affectivity, and sociality, thereby confirming the relevance of the integrated framework proposed in this article.

2.4. Media Communication: Attention, Emotion, and Influence

In contemporary media environments, communication takes place within an intense competition for attention, characterized by information overload and the rapid circulation of content. Cognitive processes are therefore oriented toward the rapid selection of information, mobilizing mechanisms of selective attention and heuristic processing that enable individuals to cope with information saturation (Simon, 1971 [23]; Kahneman, 2011 [24]). These dynamic conditions affect the visibility of messages and their capacity to be perceived and remembered.

In this context, effects play a central role in the memorization, engagement, and dissemination of media content. Emotionally charged messages enjoy a cognitive advantage that encourages sharing and virality, while emotions contribute to atti-

tude formation and opinion polarization. Media systems thus exploit affective dynamics to capture attention and generate adherence.

Mechanisms of influence and persuasion rely precisely on this close articulation between cognition and emotion, embedded within specific social and cultural frameworks that shape message interpretation. Media formats, editorial choices, and narrative strategies structure audience reception by activating shared cognitive and emotional schemas. Media communication can therefore be analyzed as a psychological economy of attention and affect, shaped by technical, editorial, and algorithmic devices that condition both the circulation of information and influence dynamics.

2.5. Digital Communication: Mediated Interaction and Cognitive Delegation

Digital environments introduce technical and algorithmic mediation that profoundly transforms communication practices. Digital platforms do not merely facilitate exchange; they direct attention, prioritize content, and structure forms of interaction by intervening directly in users' cognitive and affective processes. Recommendation, ranking, and visibility algorithms contribute to a reconfiguration of the psychological conditions of communication (Van Dijck, Poell, & de Waal, 2018 [25]).

In these contexts, some functions traditionally performed by individuals—information selection, memory, preference anticipation, and emotional regulation—are increasingly delegated to technical systems. This cognitive and affective delegation modifies the modalities of communicative engagement by externalizing certain mental operations and automating interpretive choices. Digital communication thus becomes part of an extended mind dynamic, in which the boundaries between human cognition and technological cognition become increasingly porous (Clark, 2008 [26]).

Digital communication, therefore, appears as a hybrid system combining humans, technical devices, and algorithms, within which psychological processes are partially externalized, mediated, and automated. This hybridization raises major challenges for communication analysis, particularly regarding cognitive autonomy, meaning construction, and informational responsibility. It confirms the need for an integrated psychological framework capable of jointly addressing the human and technological dimensions of contemporary communication practices.

3. Toward a Psycho-Communicational Analytical Framework for Communication Practices

Based on an analysis of the principal applied domains of communication—organizational, educational, political, media, and digital—this article proposes a psycho-communicational analytical framework to identify, in a transversal manner, the psychological mechanisms that structure communication practices. The framework seeks to move beyond sector-specific approaches by identifying common

analytical dimensions while preserving the specificity of the action contexts in which communication practices are embedded.

3.1. Psycho-Communicational Analytical Framework

The framework is built upon three complementary and interdependent dimensions.

The first dimension, the cognitive dimension, refers to the information-processing mechanisms mobilized in communication situations, including attention, comprehension, memory, reasoning, and decision-making. It makes it possible to analyze how actors perceive messages, select relevant information, and construct interpretations that guide action (Neisser, 1967 [27]; Kahneman, 2011 [24]). Recent research on digital environments has also shown that these cognitive processes are increasingly influenced by algorithmic recommendation mechanisms, attention architectures, and content personalization systems, which contribute to shaping individuals' informational pathways (Couldry & Hepp, 2021 [28]; Bucher, 2024 [29]).

The second dimension, the affective dimension, concerns emotions, engagement dynamics, and motivation. It accounts for the role of affects in message acceptance, the persistence of interactions, and the mobilization of individuals and groups. Research in the psychology of emotions has demonstrated that emotions strongly influence attention, memory, information evaluation, and communication-related behaviors (Damasio, 1994 [30]; Lazarus, 1991 [31]). This dimension is particularly central in media and digital contexts, where emotions constitute a major lever of visibility, engagement, and influence. Recent studies have highlighted the role of digital effects in content virality, the polarization of public debates, and the formation of online communities (Papacharissi, 2015 [20]; Beer, 2023 [32]; Valkenburg et al., 2024 [33]).

The third dimension, the social dimension, refers to the interactional and normative frameworks that structure exchanges, including norms, roles, power relations, social influence, and interpersonal relationships. It allows communication to be analyzed as a relational process embedded within social, organizational, or cultural structures that shape communication behaviors (Mead, 1934 [34]; Moscovici, 2003 [35]). Contemporary research on digital networks shows that mechanisms of social validation, normative conformity, and group influence remain decisive in the formation of opinions, collective engagement, and the circulation of online content (Beyens et al., 2024 [36]; Valkenburg et al., 2024 [33]).

By articulating these three dimensions, the psycho-communicational analytical framework makes it possible to understand communication practices as situated psychological configurations in which cognition, affectivity, and sociality are simultaneously mobilized. This perspective aligns with recent studies emphasizing the need to integrate cognitive, emotional, and relational dimensions in order to understand the transformations brought about by contemporary digital environments (Couldry & Hepp, 2021 [27]; Van Dijck, Poell, & de Waal, 2018 [25]). It

therefore provides a transversal analytical tool applicable to diverse communication domains while respecting their contextual and institutional specificities. The framework also constitutes a methodological basis for the development of diagnostics, comparative studies, and interventions in applied Information and Communication Sciences.

3.2. Operationalization of the Model: From Analysis to Evaluation

Beyond its theoretical value, the psycho-communicational analytical framework can be used as a tool for the analysis, diagnosis, intervention, and evaluation of communication practices. Its application relies on four complementary stages that make it possible to identify the psychological factors that facilitate or hinder the effectiveness of communication actions. This approach is consistent with traditions emphasizing the evaluation of communication processes and the analysis of the cognitive, affective, and social mechanisms involved in human interactions (Anastasi & Urbina, 1997 [37]; Creswell & Plano Clark, 2018 [38]).

Analysis

The first stage consists of examining the cognitive, affective, and social dimensions of a communication situation. This involves identifying the level of message comprehension, the emotional reactions generated, and the social influence mechanisms involved. This phase makes it possible to identify the principal psychological factors affecting message reception and interpretation (Neisser, 1967 [27]; Kahneman, 2011 [24]; Valkenburg, Beyens, & Meier, 2024 [33]).

Diagnosis

The second stage aims to identify the strengths and weaknesses of the communication system. Diagnosis may rely on indicators such as message comprehension, emotional engagement, trust in the source, sense of group belonging, and the quality of interactions among actors. The objective is to determine the dimensions that facilitate or hinder the achievement of communication goals (Men & Sung, 2022 [9]).

Intervention

The third stage involves designing corrective actions or improvement strategies. Depending on diagnostic results, interventions may focus on clarifying informational content (cognitive dimension), strengthening emotional commitment (affective dimension), or improving participation and cooperation mechanisms (social dimension). This approach is consistent with contemporary work on strategic communication, organizational change, and stakeholder engagement (Lewis, 2024 [4]; Men & Yue, 2023 [6]).

Evaluation

The fourth stage consists of measuring the effects of the intervention using psycho-communicational indicators. These may include message comprehension rates, levels of adherence to communication objectives, emotional engagement intensity, trust in the organization, and observed participation levels. Such indicators make it possible to assess the overall effectiveness of communication actions

and guide future adjustments (Cornelissen, 2020 [2]; Maitlis & Christianson, 2022 [3]).

Table 1. Operational use of the psycho-communicational analytical framework.

Stage	Main Objective	Examples of Indicators
Analysis	Understand the psychological mechanisms involved	Comprehension, emotions, social influence
Diagnosis	Identify strengths and weaknesses of the communication system	Comprehension rate, trust, engagement
Intervention	Improve communication effectiveness	Message clarity, emotional mobilization, participation
Evaluation	Measure outcomes achieved	Adherence, satisfaction, participation, behavioral change

This operationalization demonstrates that the framework (See **Table 1**) is not merely a theoretical interpretive model but also a practical instrument for supporting the design, management, and evaluation of communication actions across organizational, educational, political, media, and digital domains. It also opens the way for the future development of communicometric indicators capable of measuring the cognitive, affective, and social dimensions of communication practices in a standardized manner.

3.3. Limitations of the Framework

Despite its heuristic value and integrative ambition, the proposed psycho-communicational analytical framework presents several limitations that should be acknowledged.

The first concerns its level of abstraction. In seeking to identify psychological mechanisms common to organizational, educational, political, media, and digital communication, the framework privileges psycho-communicational invariants at the risk of underestimating contextual specificities. Institutional constraints, professional logics, cultural frameworks, and historical conditions may significantly influence communication practices and are not always fully incorporated into the model. Recent research on deep mediatization has highlighted the growing importance of sociotechnical contexts in shaping contemporary communication practices (Couldry & Hepp, 2021 [27]; Hepp, 2023 [39]).

The second limitation relates to the relative simplification of psychological processes. The distinction between cognitive, affective, and social dimensions facilitates analysis, yet the boundaries between these categories often remain blurred in real communication situations. Emotions influence cognitive processes, social interactions modify affective states, and cognitive representations are themselves shaped by relational experiences. Recent research in media psychology confirms the existence of complex interactions among cognition, emotions, and social influences that are difficult to isolate empirically (Valkenburg, Beyens, & Meier, 2024 [33]).

A third limitation concerns the current lack of systematic empirical validation. The model is primarily based on a conceptual and theoretical synthesis of work from Information and Communication Sciences and psychology. Its analytical relevance will need to be confirmed through empirical research assessing the validity of the three proposed dimensions across different communication contexts (Maitlis & Christianson, 2022 [3]).

Moreover, certain factors influencing communication practices are not explicitly incorporated into the framework. These include cultural, identity-related, linguistic, technological, and economic dimensions. Research on platform governance has demonstrated that technical and algorithmic architectures strongly influence the circulation of meaning and communication behaviors (Van Dijck, Poell, & de Waal, 2018 [25]; Gillespie, 2022 [40]; Bucher, 2024 [29]).

Finally, the rapid evolution of digital environments and artificial intelligence systems constitutes an additional challenge to the stability of the proposed framework. Changes in information access, interaction patterns, and influence mechanisms may lead to the emergence of new psycho-communicational configurations requiring continual adaptation of the framework (Floridi, 2023 [41]; UNESCO, 2023 [42]).

These limitations do not invalidate the relevance of the model. On the contrary, they underscore its evolving nature and open new avenues of research aimed at enriching, refining, and empirically validating the psycho-communicational analytical framework across diverse contexts. This proposal should therefore be regarded as a conceptual foundation intended to structure a cumulative research program on the psychological foundations of communication practices.

4. Implications for Applied Information and Communication Sciences

The adoption of an applied Psychology of Communications approach, based on an analytical framework integrating cognition, affectivity, and sociality, carries significant implications for the theoretical and methodological development of Information and Communication Sciences (ICS) in their applied domains.

4.1. Theoretical Contributions

From a theoretical perspective, this framework contributes to the unification of applied communication domains around a common psychological foundation. By identifying transversal cognitive, affective, and social mechanisms, it makes it possible to move beyond the traditional segmentation between organizational, media, political, educational, and digital communication. Communication practices can thus be understood as situated configurations of the same fundamental psychological process, facilitating the comparison and integration of analyses across different fields.

This approach also promotes a stronger articulation between theory and practice. Connecting psychological models to concrete contexts of action and interac-

tion, it provides a better understanding of how theoretical principles are translated into communication practices, devices, and strategies. In doing so, it enhances both the explanatory power of applied Information and Communication Sciences and their relevance for the analysis of real-world situations.

Finally, this framework contributes to overcoming sectoral fragmentation within ICS. By proposing a transversal analytical framework, it offers a common conceptual language capable of bringing together research from distinct applied communication fields while respecting their institutional and cultural specificities.

4.2. Methodological Contributions

From a methodological perspective, Applied Psychology of Communications opens the way for the development of psycho-communicational analytical tools adapted to empirical settings. These tools make it possible to operationalize the cognitive, affective, and social dimensions of communication practices through indicators, observation grids, and measurement instruments combining qualitative and quantitative approaches.

The framework also supports a stronger use of mixed methods and field-based research by encouraging the integration of surveys, interviews, discourse analyses, and psychological measurements. Such methodological integration makes it possible to capture both the subjective depth of communication experiences and their embeddedness within organizational, media, educational, political, and digital dynamics.

Finally, this approach lays the groundwork for communication interventions based on psychological diagnoses of communication practices. By identifying the cognitive, affective, and social mechanisms involved, it provides decision-support tools for improving communication systems, preventing communication dysfunctions, and facilitating change management in applied contexts.

More broadly, this perspective encourages the development of evidence-based communication strategies grounded in a rigorous understanding of the psychological processes underlying human interaction. In this sense, Applied Psychology of Communications contributes not only to the advancement of scientific knowledge but also to the design of more effective, adaptive, and human-centered communication practices.

5. Illustration: Managing Organizational Change in a University

The practical relevance of the psycho-communicational analytical framework can be illustrated through the implementation of a digital transformation project at the University of Information and Communication Sciences (UNISIC) in the Democratic Republic of the Congo. As part of the Bachelor-Master-Doctorate (BMD/LMD) reform system, the university introduced a new digital platform designed to manage teaching activities, student registration, and assessment procedures. Conducted between April and June 2026, this reform involved the entire university community, including academic authorities, faculty members, admin-

istrative staff, and students.

5.1. Cognitive Dimension: Understanding Change

From the moment the project was announced, the various stakeholders sought to understand the objectives and functioning of the new platform. They analyzed the information provided, participated in training sessions, and compared the new system with the previous one.

Faculty members, in particular, assessed the advantages and constraints of the platform, including ease of use, time savings, technical risks, and the possibility of additional workload. Their level of understanding directly influenced their willingness and ability to adopt the change.

Communication, therefore, functioned as a process of cognitive sensemaking through which actors interpreted and gave meaning to the reform.

5.2. Affective Dimension: Emotional Acceptance or Resistance

The introduction of the new platform generated a variety of emotional responses.

Some faculty members expressed enthusiasm because of the opportunities offered by digital technologies. Others experienced anxiety, uncertainty, or even fear when confronted with the need to modify long-established professional routines.

These emotional reactions strongly influenced support for the project. Institutional communication emphasizing guidance, training, and support mechanisms helped reduce resistance and strengthen stakeholder commitment.

The success of organizational change, therefore, depended not only on the quality of the information provided but also on the emotions generated throughout the process.

5.3. Social Dimension: Interactions and Collective Influence

Within the university, interactions among colleagues played a decisive role.

Faculty members exchanged experiences, discussed implementation challenges, and observed the attitudes of academic leaders. Internal opinion leaders—department heads, deans, and influential faculty members—contributed significantly to shaping collective perceptions.

Over time, social norms emerged around the use of the platform. As the majority of members adopted the system, mechanisms of social influence and normative conformity encouraged acceptance among more reluctant individuals.

Communication thus appeared as a process of social regulation that facilitated behavioral coordination and collective adaptation.

5.4. Integrated Psycho-Communicational Interpretation

This situation demonstrates that the adoption of an organizational innovation does not depend solely on the technical quality of the tool.

Rather, it results from the continuous interaction among:

- **Cognitive processes** (understanding, interpretation, decision-making);

- **Affective processes** (motivation, trust, fear, enthusiasm);
- **Social processes** (influence, cooperation, collective norms).

The effectiveness of organizational communication, therefore, depends on the capacity to act simultaneously upon these three dimensions (See **Table 2**).

Table 2. Application of the proposed framework.

Analytical Dimension	Manifestation in the Case Studied
Cognitive	Understanding the objectives and functioning of the platform
Affective	Enthusiasm, anxiety, trust, or resistance toward change
Social	Influence of colleagues, leaders, and organizational norms
Outcome	Level of adoption and appropriation of the digital platform

This illustration highlights that applied communication practices can be analyzed as situated psychological configurations in which cognition, affectivity, and sociality continuously interact to shape individual and collective behavior. It therefore supports the central hypothesis of this article that organizational, educational, political, media, and digital communication domains share the same fundamental psycho-communicational core.

6. Discussion and Perspectives

Applied Psychology of Communications opens the way to a more refined and integrated analysis of contemporary transformations in communication practices. In an era characterized by complex organizations, digital media, and algorithmic platforms, communication can no longer be understood solely through its devices, formats, or functional objectives. It must be approached as a situated process in which actors' cognitive, affective, and social mechanisms continuously interact with organizational, institutional, and technological contexts that are constantly evolving.

From this perspective, understanding communication requires the joint analysis of psychological processes and action contexts, while taking into account the technical and algorithmic mediations that shape attention, modulate emotional engagement, and structure social interactions. Such an approach makes it possible to move beyond sector-specific or purely functionalist interpretations of communication practices and to establish an applied research program capable of capturing the complexity of contemporary communication environments.

Future research could focus on the development of psycho-communicational indicators, comparative studies across communication domains, and the empirical validation of the analytical framework proposed in this article. The growing influence of artificial intelligence, platform governance, and algorithmic personalization further underscores the need for integrated approaches capable of analyzing the interplay between psychological processes and sociotechnical environments.

7. Conclusions

This article has shown that applied communication practices are grounded in situated psychological configurations that inseparably combine cognition, affectivity, and sociality. By proposing a transversal analytical framework, it becomes possible to move beyond sector-specific approaches and strengthen the conceptual coherence of Applied Information and Communication Sciences.

This perspective paves the way for the development of analytical, diagnostic, and intervention tools grounded in an integrated understanding of the psychological mechanisms operating within contemporary organizational, educational, political, media, and digital environments. In doing so, it contributes to a more cumulative, operational, and scientifically grounded approach to communication practices.

While the analysis of applied communication practices makes it possible to understand how cognitive, affective, and social processes unfold within concrete organizational, educational, political, media, and digital contexts, it also calls for a more specific examination of digital environments themselves. Platforms, algorithms, and interactive systems no longer constitute mere contexts of action; they have become active structures that transform cognition, affectivity, and sociality. The next article is therefore devoted to exploring these psychological reconfigurations in digital environments and their implications for Information and Communication Sciences.

Conflicts of Interest

The author declares no conflicts of interest.

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