Project result 4.2

Report on Life Skills in a Digital Context

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1. About the report

The report has been developed in the framework of the Erasmus+ project **Inclusive Digital Learning (Dig-2-Inc)**, an Erasmus+ project that offers training and design principles to staff members to facilitate the inclusion of low-SES students.

In an era where higher education is increasingly mediated through digital technologies, it is essential to reframe the concept of life skills within the context of digital environments. This report describes life skills in a digital context—translating core competencies for operating effectively in university settings that deploy virtual learning platforms, digital communication and media-sharing channels (including social media), open educational resources (OER), electronic libraries and databases, as well as online tools for plagiarism detection and authenticity in authorship.

Universities play a pivotal role in equipping students with these competencies to navigate complex academic, social, and ethical challenges online. In response to the European Union's Life Skills Agenda, the report offers a practical framework to guide institutions in adapting and embedding life skills into their digital infrastructure. Through a benchmarking review of current practices, it identifies descriptors for digital life skills and showcases how to foster inclusion, ensure academic integrity, and promote authentic authorship.

Published electronically, this concise document supports institutional planning, curriculum development, and learner engagement, ensuring that graduates are prepared to thrive both academically and professionally in a rapidly evolving digital landscape.

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2. Report with benchmarking: Life skills in a digital context

Introduction

The following section presents the results derived from research conducted within the Dig-2-Inc project, involving representatives from key target groups in Bulgaria, Finland, France, Italy, and Romania.

The focus was placed on the following key aspects:

- academic life of students and the impact and relevance of LifeComp skills;
- students' employability and their ability to secure a job after graduation, as well as the importance of LifeComp skills;
- recognition at the university level of LifeComp students' skills;
- university digital learning context and the significance of LifeComp.

The results and findings from the survey conducted improve our understanding of the interdependence among the elements of the framework, which operates as a complex ecosystem. Furthermore, they demonstrate how the framework can be adapted to university learning settings and target groups, thereby promoting the development and sustainability of an inclusive digital learning environment and education.

To keep the text compact and clear further in the document for the LifeComp competencies are used in their short designations according to the Framework as follows:

P1 is used for **Self-regulation:** Awareness and management of emotions, thoughts and behaviour;

P2 – **Flexibility:** Ability to manage transitions and uncertainty, and to face challenges

P3 – **Wellbeing:** Pursuit of life satisfaction, care of physical, mental and social health; and adoption of a sustainable lifestyle

S1 – **Empathy:** The understanding of another person's emotions, experiences and values, and the provision of appropriate responses

S2 – **Communication:** Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content

S3 – **Collaboration:** Engagement in group activity and teamwork acknowledging and respecting others

L1 - **Growth mindset:** Belief in one's and others' potential to continuously learn and progress

L2 - **Critical thinking:** Assessment of information and arguments to support reasoned conclusions and develop innovative solutions

L3 - **Managing learning:** The planning, organising, monitoring and reviewing of one's own learning

Research in the Field - Survey results

An online form was developed and mutually approved by the consortium for this research. The form includes one multiple-choice question with a single answer, six multiple-choice questions allowing multiple answers, and two open-ended questions aimed at collecting data, information, and feedback from respondents regarding the relevance and importance of the personal, social, and learning-to-learn competencies outlined in the European Framework LifeComp, particularly in the context of digital learning at their universities.

Twenty-eight representatives of university staff (lecturers, administration, academic counsellors, etc.) from the partner universities involved in the project participated in the survey. The following Figure 1 presents the distribution of the respondents by country.

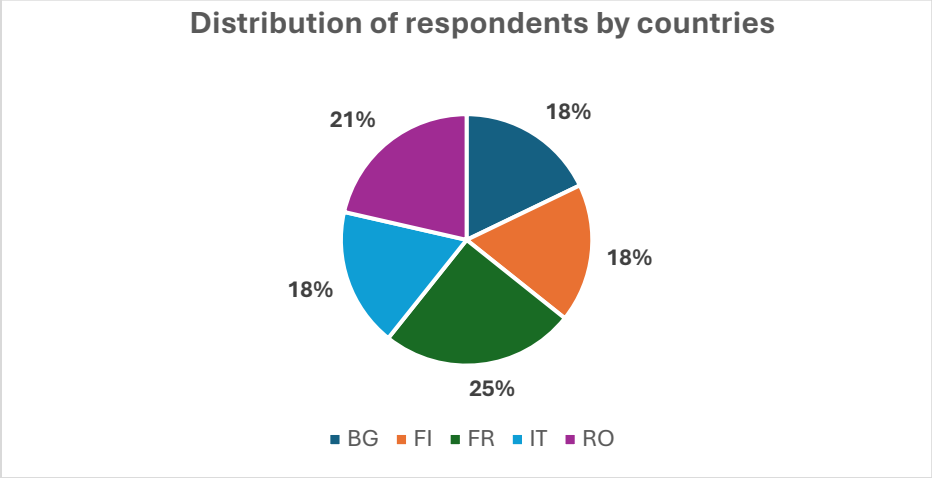

Figure 1 Distribution of respondents by country

Given that certain countries, such as France (25% of the sample) and Romania (21% of the sample), are represented by a larger proportion of respondents, the analysis results are systematically presented both by individual country and in summarized form. This approach ensures that the audience gains a clear and comprehensive understanding of the research findings.

Relevance of the LifeComp skills to students' academic life

The respondents were asked to select the LifeComp skills they believe are most relevant for students in their academic lives. The following figure (Figure 2) presents country-specific results obtained through analysis of the feedback received. As shown in the diagram, the results vary slightly from country to country. Apart from critical thinking and students' ability to plan, organise, monitor and review their own learning outlined by all respondents, Bulgarian and Romanian respondents appear to prioritize adapting to uncertainty and demonstrating flexibility. Finnish and French respondents emphasize the importance of working with others. Italian respondents emphasize using relevant communication strategies, domain-specific codes and tools, depending on the context and content. (See Figure 2.)

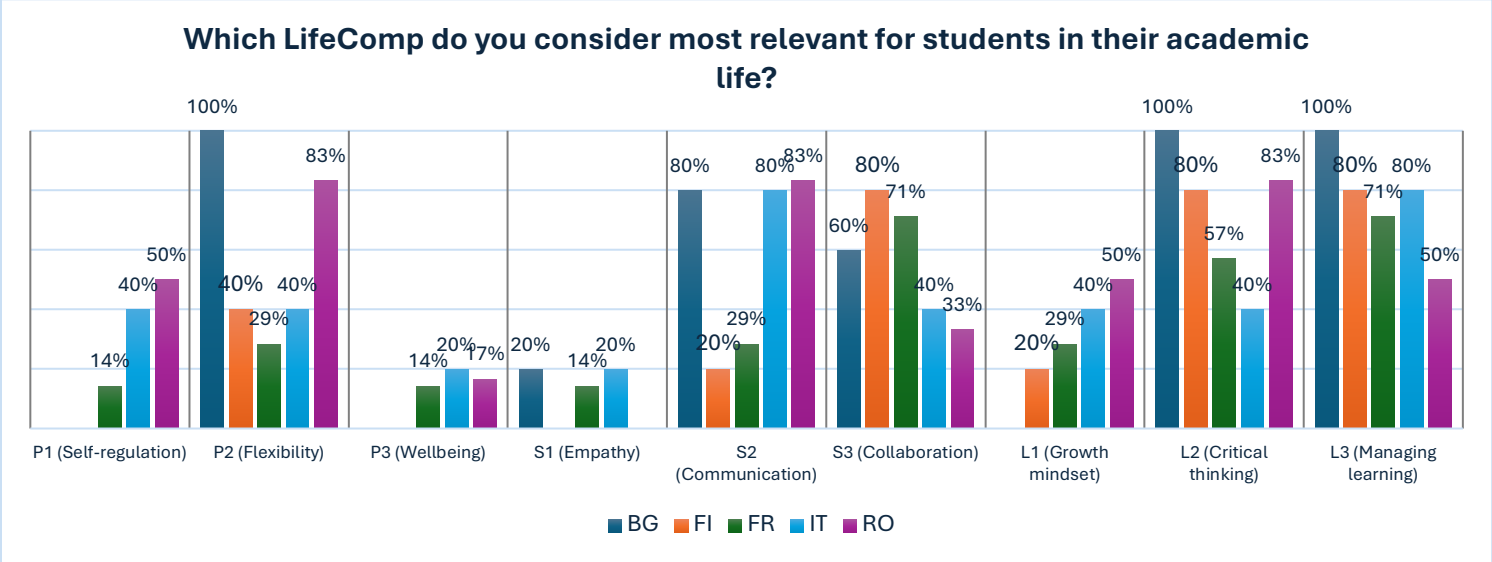

Figure 2 LifeComp skills relevance to students' academic life by country

All countries recognize that students' awareness of their individual learning preferences, their ability to set goals, utilize strategies and resources, and reflect on their learning (L3 – Managing learning) as well as the ability to assess information and arguments to support reasoned conclusions and develop innovative solutions (L2 Critical thinking) are crucial for achieving academic success. Additionally, the ability to manage transitions and uncertainty, and to face challenges (P2 Flexibility) together with the capability to respond to another person's feelings, perspectives, and beliefs thoughtfully and respectfully (S2

Communication) while collaborating in group activities acknowledging others equally important and fairly share tasks, resources and responsibility (S3 Collaboration) are considered equally important and fundamental. These points are summarised in Figure 3.

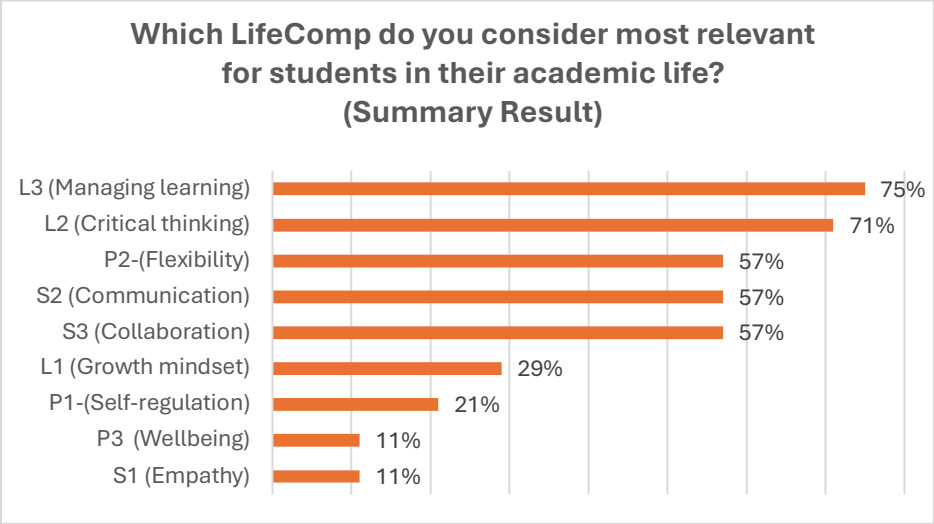

Figure 3 LifeComp skills relevance to students' academic life – summarized results

Significance of LifeComp skills for students' employability and their ability to secure a job after graduation

Respondents in the field research provided feedback on the most crucial LifeComp skills for students' employability and job security post-graduation.

Survey results across participating countries show consistent trends (Figure 4). All respondents agree that the most important skill is effectively using communication strategies, tools, and domain-specific codes in practical contexts (S2 Communication). The second key skill is the ability to reassess perspectives as contexts evolve, embracing new ideas and tools to navigate personal, social, professional, and learning transitions while making informed decisions and setting goals (P2 Flexibility).

Equally important, according to all respondents, are the ability to collaborate respectfully in group activities for problem-solving and goal achievement (S3 Collaboration) and the

capacity to critically evaluate information and arguments to support well-reasoned conclusions and innovative solutions (L2 Critical thinking).

Additionally, respondents from Italy and Romania emphasize the importance of adopting a sustainable lifestyle and prioritizing physical, mental, and social well-being (P3 Wellbeing). Meanwhile, those from France and Italy highlight the significance of self-awareness in learning—recognizing one's and others' abilities, embracing lifelong learning with curiosity and determination, and reflecting on feedback and past experiences (L1 Growth mindset).

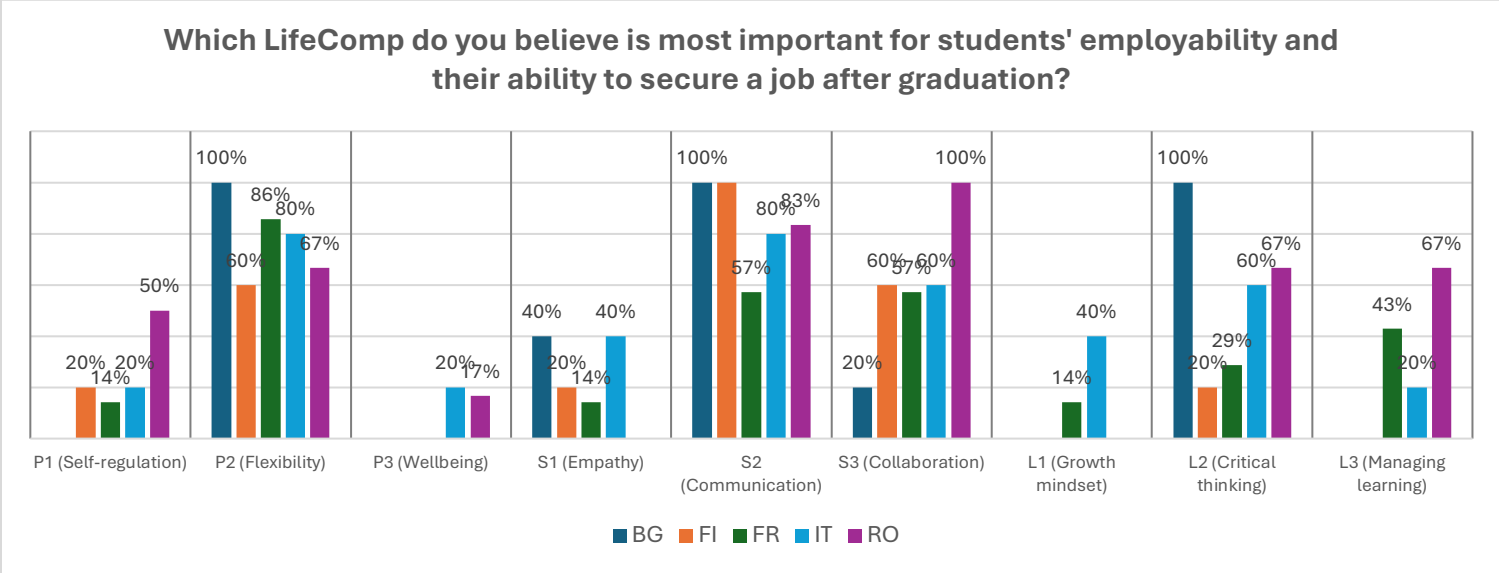

Figure 4 LifeComp skills considered important for students' employability and ability to secure a job after graduation by country

Figure 5 summarizes key findings from field research on essential LifeComp skills for students' employability and their ability to secure post-graduation jobs, as identified by Dig-2-Inc target group representatives. The top skill, selected by 82% of respondents, is S2, focusing on teamwork and respecting others. The second key skill is P2, related to managing transitions and uncertainty, as noted by 79% of respondents. Additionally, S3 (Collaboration) and L2 (Critical thinking), which emphasize teamwork and evaluating information and arguments to draw conclusions and create innovative solutions respectively, were deemed important by 61% and 54% of respondents.

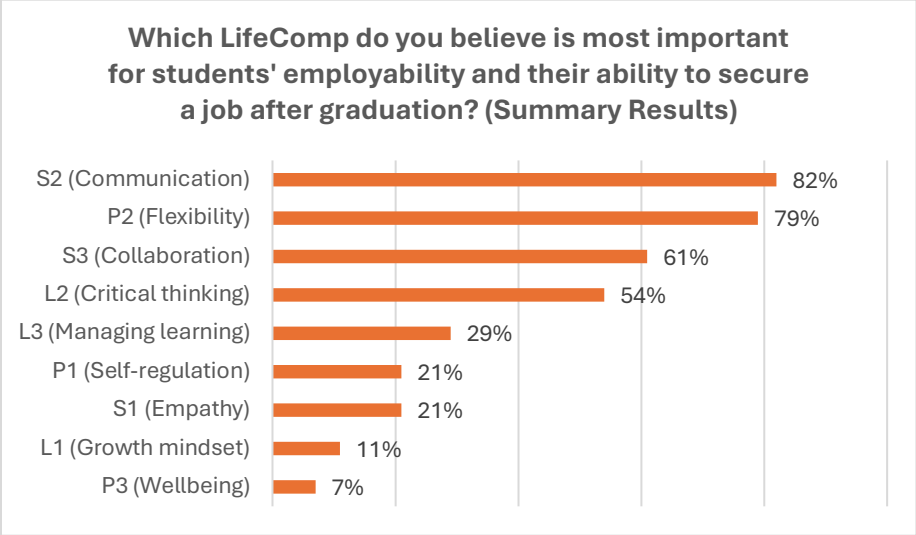

Figure 5 LifeComp skills considered important for students' employability and ability to secure a job after graduation – summarized results

Recognition of LifeComp skills at the university level

The next part of the survey aimed to collect information about the respondents' opinions regarding the recognition and credentialing of LifeComp skills in their universities. The asked question was "Which LifeComp skills would you like to be credentialed or recognized at your university for students?".

The next figure (Figure 6) presents the analysis results based on information collected from respondents according to their country of residence. These results clearly indicate that most respondents from all participating countries have chosen competencies from two LifeComp areas: Social and Learning to Learn. Within the "Social" competency area, the highest selection was for S2 (Communication). In the "Learning to Learn" area, the most commonly chosen competencies were L2 (Critical Thinking) and L3 (Managing Learning), which were selected by the largest number of respondents across all countries.

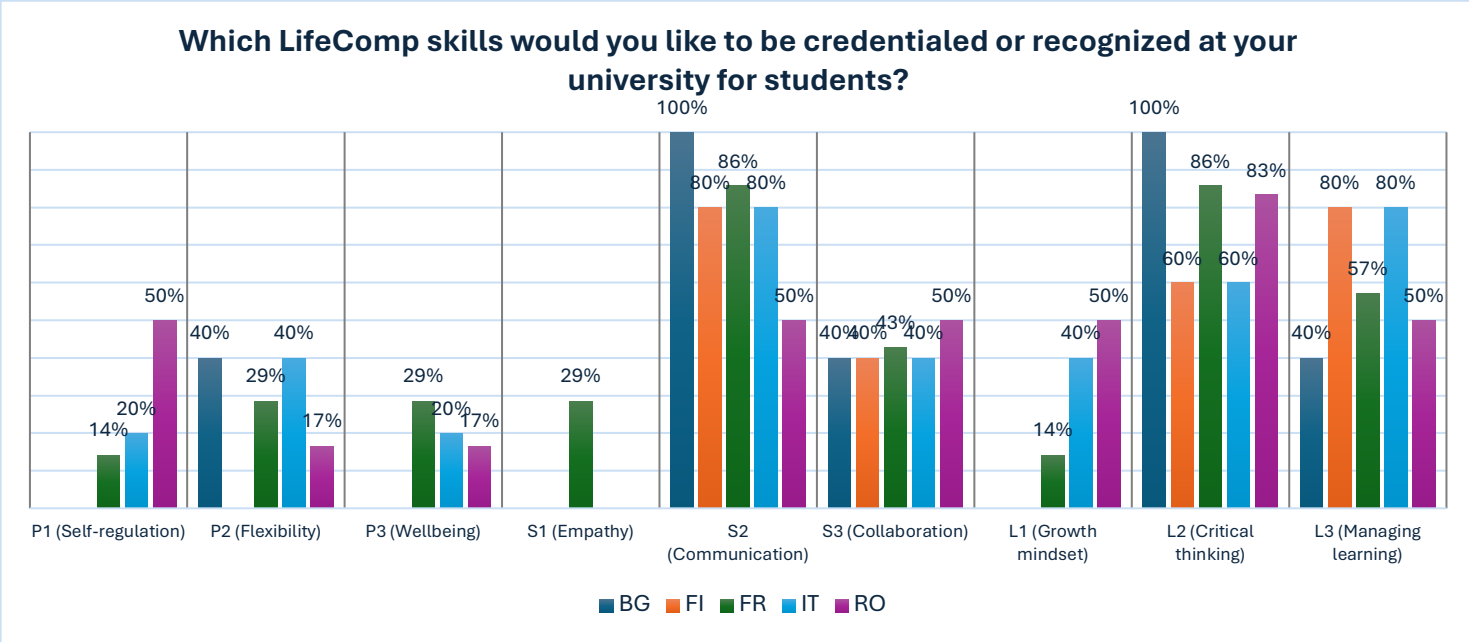

Figure 6 LifeComp skills to be recognized at the university level by country

The summary of the country-specific data (Figure 7) indicates that the majority of respondents from Bulgaria, Finland, France, Italy, and Romania believe that students' competencies in using relevant communication strategies, domain-specific codes, and tools—depending on context and content (S2 Communication) — should be recognized at the institutional level. This view is shared by 79% of respondents. Additionally, the same percentage (79%) agrees that students' skills in thinking critically, assessing information and arguments, drawing reasoned conclusions, and developing innovative solutions (L2 Critical thinking) should also be acknowledged by their universities. Finally, 61% of survey participants believe that universities should recognize students' abilities to plan, organize, monitor, and review their learning (L3 Managing learning).

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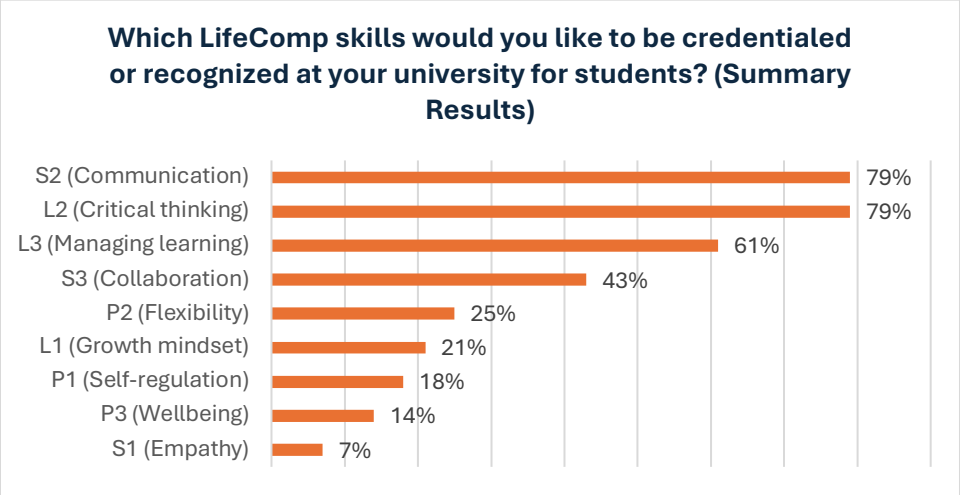

Figure 7 LifeComp skills to be recognized at the university level – summarized results

Importance of LifeComp skills in a digital learning context

Respondents provided insights on the relevance of LifeComp skills in digital learning environments at their universities. Figure 8 presents the results by country.

Findings indicate that across all participating universities, key competencies were consistently identified as essential within established digital learning ecosystems. The most emphasized skill is the ability to develop effective communication systems and channels tailored to specific contexts and domains (LifeComp S2). Additionally, respondents highlighted the importance of student self-awareness in learning—understanding their learning needs, required support, and the processes involved. This includes planning, executing, and reflecting on learning goals, strategies, and resources, as well as critically assessing learning processes and outcomes to facilitate interdisciplinary connections (LifeComp L3). The ability to navigate change and uncertainty while addressing challenges (LifeComp P2) was recognized as crucial in all surveyed institutions, except those in Italy. Moreover, collaboration skills—such as fostering trust, dignity, and equality, managing conflicts, and maintaining respectful relationships—were widely acknowledged. A slightly smaller proportion of respondents across all countries also emphasized the importance of

equitable task distribution, embracing diverse perspectives, and adopting a systemic approach in group settings (LifeComp S3).

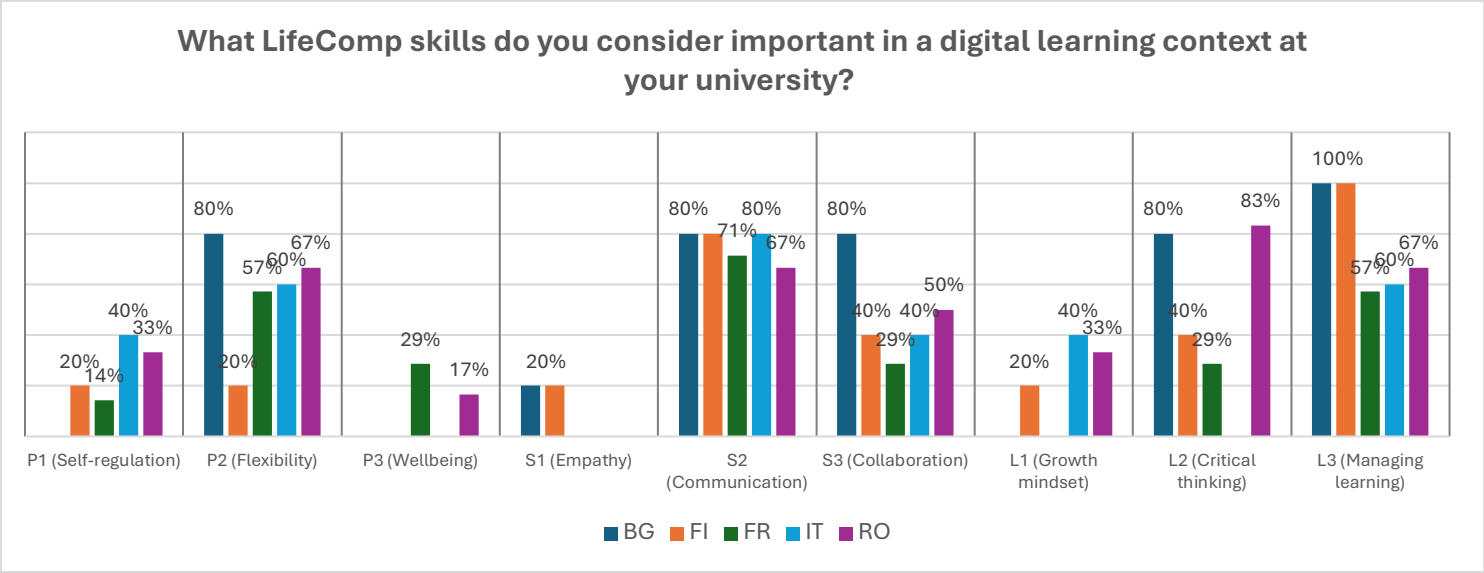

Figure 8 LifeComp skills considered important in a university digital learning context by country

The summarized findings in Figure 9 reveal that the most critical competencies identified by respondents in established university digital learning environments are LifeComp S2 (Communication) and L3 (Managing Learning), each selected by 75% of the sample. LifeComp P2 – Flexibility was recognized by 57% of respondents, while LifeComp S3 – Collaboration and LifeComp L2 – Critical Thinking were deemed essential by 46% each.

A more detailed analysis of these findings follows, based on content analysis of respondents' qualitative feedback from the open-ended questions related to the topics covered in the questionnaire.

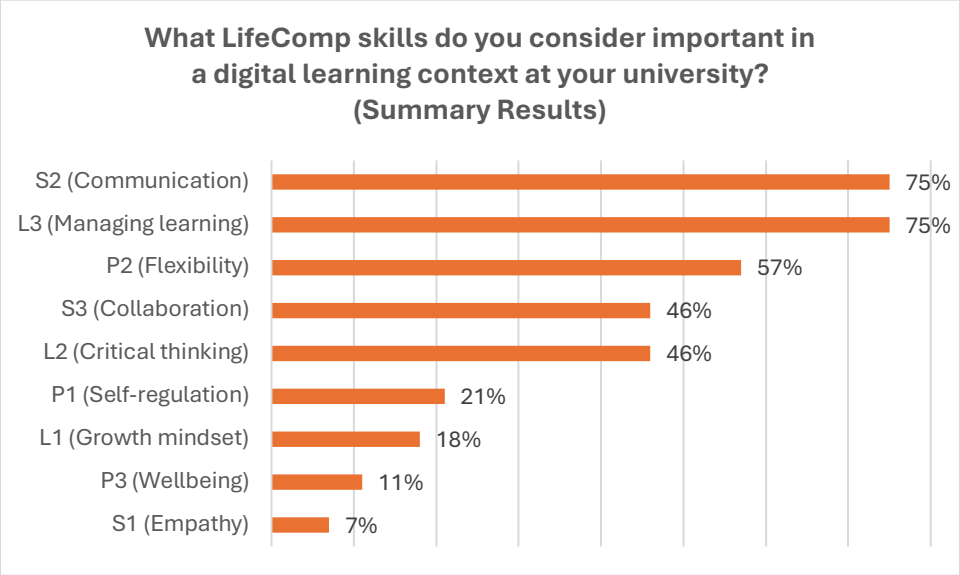

Figure 9 LifeComp skills considered important in a university digital learning context – summarized results

The respondents involved in the survey were asked to provide more detailed explanations of their points of view regarding the importance of LifeComp skills in the digital learning context from the perspective of their university. The analysis of the received feedback shows that in all countries, the following LifeComp skills are seen as indispensable:

- All countries emphasize the importance of effective communication, especially in digital settings where misunderstandings are common without face-to-face contact (S2 Communication).
- Working together virtually, sharing ideas, and respecting diverse perspectives are repeatedly mentioned as crucial (S3 Collaboration).
- Being able to assess, select, and evaluate the vast amount of information available online is considered vital by all countries (L2 Critical thinking).
- Self-discipline, time management, emotional control, and autonomous learning are considered essential to cope with self-directed and flexible digital learning formats (P1 Self-regulation and L3 Managing learning).
- Adaptability to new tools, methods, and environments is seen as indispensable, given the constant evolution of digital learning platforms and methods (P2 Flexibility).

- Coping with stress, avoiding isolation, and managing emotions are recognized as key factors for sustaining motivation and mental health in digital learning (P3 Wellbeing).

However, each country also highlights specifics based on its educational culture and recent experiences (e.g., COVID-19 impact in France, independent learning in Finland, mental health in Romania). The following table (Table 1) represents the systematized results from the analysis of the collected data where for each country are outlined common LifeComp skills recognized as skills of key importance considering the university digital context determinants (second column of the table). The third column synthesizes some country-specific priorities and nuances revealed while the last fourth column describes some notable remarks formulated based on the detailed comparative analysis of the collected responses.

Country	Common Skills Recognized	Specific Priorities & Nuances	Notable Remarks
Bulgaria	Communication, Collaboration, Critical Thinking, Flexibility, Self-Regulation, Emotional Management	• Coping with stress and emotions • Goal-setting and risk awareness • Reflection on failures as learning opportunities • Lifelong learning attitude • Multicultural and interdisciplinary collaboration	Highlights emotional resilience and reflective learning as central. Sees LifeComp as adaptable to diverse learning contexts.
Finland	Communication, Collaboration, Critical Thinking, Flexibility, Self-Regulation	• Strong emphasis on self-discipline and autonomous learning • Clear and effective digital communication • Critical evaluation of online information • Effective planning and monitoring of personal learning	Reflects Finland's traditionally autonomous and self-guided learning culture. Stresses independent work and high personal responsibility.
France	Communication, Collaboration, Critical Thinking, Flexibility, Self-Regulation, Well-being	• Well-being and emotional regulation • Balancing digital exposure ("smart digital") • Managing learning through organization • Social connection to counteract isolation • Collaborative workshops recommended	COVID-19 influenced concern for student mental health and social disconnect. Focus on creating social spaces even in digital learning.

Italy	Communication, Collaboration, Critical Thinking, Flexibility, Self-Regulation, Growth Mindset	• Self-awareness and self-organization • Growth mindset as a key skill • Flexible adaptation to recorded lessons and asynchronous learning • Awareness of emotional aspects in digital interaction	Strong focus on managing self-paced learning, adapting to limited direct teacher guidance, and nurturing motivation and mindset.
Romania	Communication, Collaboration, Critical Thinking, Flexibility, Self-Regulation, Mental Health	• Managing emotions and mental well-being • Coping with loneliness and digital alienation • Employability skills: communication, creativity, teamwork • Learning management (time, tasks, goals) • Reflection on personal values and growth	Points out challenges of digital learning on students' social and emotional skills. Connects digital learning preparation with future employability.

Table 1 LifeComp Skills in Digital Learning (Bulgaria, Finland, France, Italy, Romania) - comparative analysis results

When examining the challenges students face while navigating a digital environment at university, the results indicate some interesting trends across different countries. In Bulgaria, Finland, France, and Italy, respondents prioritize the use of evolving artificial intelligence (AI). In contrast, in Romania, the use of open educational resources (OERs) is rated as the most important issue. Notably, Bulgaria is the only country where the use of OERs is regarded as less important than other challenges. Similarly, in Italy, concerns related to plagiarism and the authenticity of authorship are also considered less critical. (See Figure 10.).

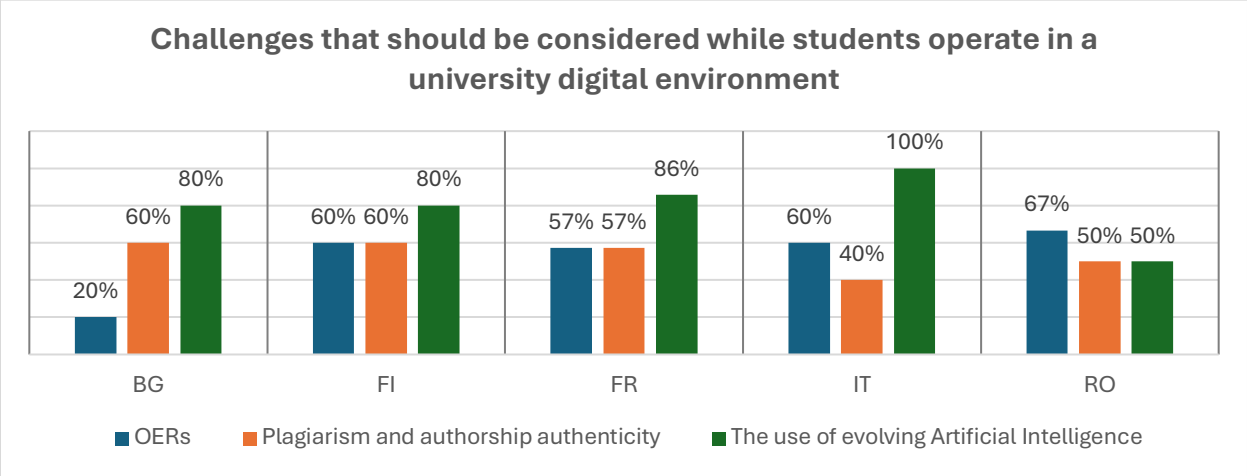

Figure 10 Challenges that should be considered while students operate in a university digital environment by country

After analysing and synthesizing country-specific data, the summarized results presented in Figure 11 indicate that the most significant challenge students face in a university digital environment is the use of evolving artificial intelligence (79%). Challenges related to plagiarism, authorship authenticity, and open educational resources (OERs) are considered equally critical, each receiving a rating of 54%.

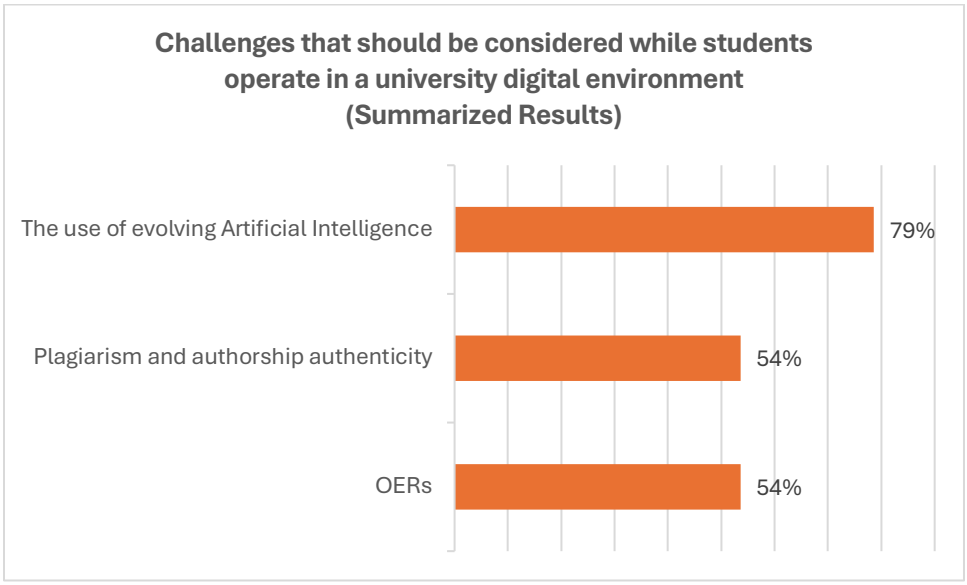

Figure 11 Challenges that should be considered while students operate in a university digital environment – summarized results

The respondents were asked to explain the answers provided to the previous question with a more detailed explanation. The original responses are provided in Annex 2 of this document.

The table below (Table 2) presents country-specific results from a thorough analysis of the feedback received. For each country involved in the survey, the challenges are ranked based on the responses received (second column of the table). The third column of the table describes the particular focus areas identified based on the provided responses.

Country	Highlighted Challenges	Particular Focus
Bulgaria	• Plagiarism (worsened by AI and paraphrasing tools) • Ethical dilemmas with AI • Authorship authenticity	Strong focus on AI's potential to confuse students about authorship and ethical use. Encourages balancing AI integration with academic honesty and originality.
Finland	• Technical quality of learning resources • Plagiarism and authorship concerns • AI integration and ethical use	Less worries about AI itself, and more about how students learn to use it properly. Focus on critical thinking, communication, and collaboration as key to managing AI-enhanced learning.
France	• Equitable access to OERs • Plagiarism worsened by AI • Training students and teachers on AI and OER	Emphasis on social equity, responsible AI use, and innovative assessment methods to counterbalance AI-related challenges. Highlighted the need for university-wide AI policies.
Italy	• Evaluating OER quality • Plagiarism detection and prevention • AI misuse and lack of critical evaluation	Emphasis on student self-awareness, encouraging responsible AI usage, and fostering critical evaluation skills. Need to address ethical concerns and provide practical training for both students and educators.
Romania	Weak academic integrity culture Overuse of AI without critical evaluation Lack of creativity and research skills Authorship authenticity	Students often accept AI-generated content without questioning its validity. There is a growing need for creativity, critical thinking, and structured guidelines for AI use. We must address the risk of students becoming overly dependent on AI.

Table 2 Country-Specific Challenges and Nuances

The results of the analysis of the received feedback show that all countries identify plagiarism, ethical AI use, and information evaluation as top challenges.

Participants from Bulgaria and Romania express significant concern regarding the erosion of originality caused by AI, as well as the lack of a strong critical-thinking culture.

In contrast, respondents from Finland and France highlight the importance of training and support systems to enhance the use of Open Educational Resources (OER) and AI.

Meanwhile, those involved in the survey from Italy emphasize the need to foster student responsibility and promote ethical AI literacy, particularly for younger or less experienced students.

3. Conclusions

The insights gained from this research can be encapsulated in five compelling points:

Reframing Life Skills for the Digital Era

The integration of life skills into digital contexts is no longer optional but essential for contemporary higher education. By translating traditional competencies—such as critical thinking, collaboration, self-management, and ethical awareness—into skills for navigating virtual learning environments, social media communication, and OER platforms, universities can ensure that students remain adaptable and resilient in a digitally saturated world.

Enhancing Inclusion and Accessibility

Digital platforms offer unprecedented opportunities for inclusive learning, but also pose risks of marginalization for students with limited access or digital literacy. Embedding universal design principles, providing scaffolded tutorials, and promoting peer-support networks are critical strategies to bridge digital divides and foster an environment where all learners can develop and exercise their life skills equitably.

Promoting Authenticity and Integrity

The proliferation of online resources and automated tools demands a renewed focus on academic integrity. Encouraging authentic authorship through transparent assessment design, educating students on plagiarism detection systems, and leveraging digital badges or e-portfolios to document genuine skill acquisition will strengthen trust in academic credentials and support lifelong learning trajectories.

Leveraging Open Educational Resources and Digital Libraries

OER, electronic libraries, and digital databases are catalysts for self-directed learning and knowledge-sharing. Universities should actively curate, adapt, and create high-quality open resources while training students to critically evaluate sources and engage in ethical reuse. This approach not only reduces costs but also cultivates a culture of collaboration and continuous professional development.

Ongoing Benchmarking and Continuous Improvement

The digital landscape evolves rapidly, making periodic benchmarking and review indispensable. Establishing institutional metrics—such as student engagement rates on learning platforms, digital literacy assessments, and feedback on online collaboration tools—will enable universities to refine their life-skills frameworks, adopt emerging best practices, and respond agilely to new technologies and pedagogical insights.

By embracing these conclusions and translating them into concrete policies, curricula, and support structures, universities can empower their graduates with the digital life skills necessary to excel academically, ethically, and professionally in the twenty-first century.

Annex 1. What LifeComp skills do you consider important in a digital learning context at your university?

Responses - Bulgaria

In a digital educational environment, communication between students and teachers is mediated by the use of technical tools and channels. For communication and learning to be effective, participants need both digital skills and skills for communication and collaboration in the digital space. Knowledge of netiquette, adaptation to the environment

To effectively cope with the academic and personal challenges of university life, students must be able to cope with stress and control emotions, set goals and understand potential risks, be flexible and open to new concepts and tools, but evaluate them critically and be creative in proposing solutions and ideas - the ability to learn effectively with the understanding that this is a life-long process. Interaction and collaboration with others in multicultural and interdisciplinary academic environments is crucial. Ability to reflect on failures and learn from them as successful experiences, as well as plan and implement strategies to achieve set goals.

The LifeComp framework is a flexible tool that can be adapted to different learning environments, educational levels and audiences. It helps to develop personal, social and learning skills for learning in a socio-cultural context. These skills can be acquired through formal, non-formal and informal learning within HE.

To navigate the academic and personal challenges of university life effectively the students have to be able to cope with stress and control emotions, set goals and understand potential risks, be flexible and open-minded to new concepts, and tools but evaluate them critically and be creatively proposing solutions and ideas—the ability to learn effectively with the understanding that this is a long-life process. To interact and collaborate with others in multicultural and interdisciplinary academic settings is crucial. Ability to reflect on failures and learn from them as from successful experiences, as well as plan and realize strategies for achieving set goals.

Responses - Finland

Digital learning context requires self-discipline and high motivation to get the courses completed, simply because studying is so self-guided.

Students are even more responsible for managing learning than conventual learning. They also need better communication skills to demonstrate their learning in the digital learning context.

In a digital learning environment, students and teachers often interact through online platforms, which require clear and effective communication. The ability to communicate clearly and use tools tailored to the context ensures that information is shared efficiently and accurately. This is especially important in remote or hybrid settings, where misunderstandings can easily arise without face-to-face interactions. Mastering digital communication tools helps students navigate online learning and collaborate with others effectively. Collaboration is very important in a digital university environment, as many courses involve group projects, discussions, and teamwork conducted online. Engaging in group activities while respecting others' perspectives and contributions supports a collaborative learning culture. Digital tools like shared documents and virtual meeting applications enable students to work together efficiently remotely. Collaboration also prepares students for professional environments. In today's digital world with vast amount of information, students must be able to assess the quality and relevance of information they search and find online. Critical thinking enables students to evaluate different sources, arguments, and perspectives, which is an essential skill in digital learning contexts. The ability to manage one's learning is important in a digital learning context. Effective planning, organizing, and monitoring of one's learning progress are crucial for success in online courses, which often require considerable self-motivation and discipline.

Responses - France

I associate digital work with the COVID crisis so in my opinion, for digital learning and follow-up, I prioritize the aspect of well-being and self-regulation because too much digital can be harmful, so a good balance is needed with "smart digital" and "common sense". Finally, the learning of digital tools does not ignore an approach and organizational methodology hence this last competence management of learning.

Maintain social connection and physical activity

Collaboration is essential at every stage of life and in all spheres. Communication is an integral part of it. For learning and working life uses, critical thinking and planning are essential.

The digital dimension implies in my opinion an increased importance of communication skills, organisation (learning management) autonomy and flexibility on different technologies and learning methods

In digital learning so alone in front of his screen, I recommend a good organization , communication (do not leave the person alone, because we already feel "alone" in classical alternance, so in digital... Be careful) In fact, create collaborative workshops to bring students together, so that they can exchange experiences, make feedback, build cohesion, so that they all grow stronger, and be flexible.

Flexibility is an important LifeComp skill because you must be able to adapt quickly to technological and educational developments.

Responses - Italy

Flexibility, communication, and collaboration are crucial in a digital learning context at the university as they enable adaptation to evolving technologies and learning environments

Because it's important to be able to face challenges and to use specific codes and tools

Improving self-regulation, flexibility, and a growth mindset is important in digital learning at the university level because these skills help students learn better and deal with challenges. Self-regulation helps them stay organized, manage their time, and focus, which is important when studying independently online. Flexibility allows them to adapt to new tools, unexpected problems, and working with others in different situations. A growth mindset helps them stay motivated, keep trying when things are hard, and enjoy learning new things. These skills make it easier to succeed in online classes and prepare for future jobs.

it is important to be self-aware and to be focused on the awareness, when interacting in a digital environment

Study at our university a student need to be able to organize their own work and studies as the lessons are recorded and only the students decides how and when to follow them. Growth mindset also stimulates the discipline.

Responses - Romania

1. Having a good mental health, students can understand and communicate with their colleagues and trainers, being capable to ask the right questions and select the proper answer or information for choosing their professional path. 2. In case of students' employability and their ability to secure a job after graduation, is important to manage the behaviour, to communicate relevant information and collaborate efficient, to accept other ideas and arguments to develop innovative methods to solve and finish the work project by achieving the expected results respecting the schedule. 3. The university should provide students to become more confident knowing their personal emotions and values, being capable to understand new opinions and approaches taking into account different challenges. Students' ability to communicate effectively in both academic and personal life leads to the growth of creativity and the ability to build strong relationships for their further development and finally to find their right professional path. 4. Important skills in a digital learning context at our university are based on the ability to study and connect to current technologies and innovations to face the challenges, to be able to communicate and collaborate using specific norms and tools, to be interested in learning and developing continuously, to analyse and conclude in an appropriate manner for the completion of work project.

LifeComp provides students with the skills needed to navigate and thrive in a complex and evolving environment. Students have to be flexible and able to manage the pressure associated with the digital learning context (P2, P3). Also, they should be able to work effectively in virtual teams, give and receive feedback, and clearly communicate their ideas (S2, S3). Critical thinking is essential in evaluating information sources, detecting fake news, and making informed decisions (L2). Also, the ability to plan, organize and evaluate their learning process, including time management and avoiding procrastination, prepares students for success, not only academically but also in their future careers (L3).

Self-regulation: very important competence because emotions can affect both professional and personal life. Communications: without this competence, nothing can be made

efficiently (all aspects of professional and personal life involve communications with others). Growth mindset: professional development is not possible without this competence. Critical thinking: this is a critical competence for all engineers. Collaboration: this competence is very important in professional life because problems are solved by teams. In academic life this is less relevant because one student performance/grades cannot be affected by others actions (usually each student has its own part in the project). Managing learning: is very important in professional career and not so relevant in academic life because academic staff usually guide students to manage their learning process.

It seems that today everything changes at a rapid pace and Flexibility is essential in order to acquire as much as possible. At the same time, we are exposed to a huge quantity of information and the critical thinking competence should help in making a selection regarding the connection between need and offer.

P2. Flexibility - adapt to different learning methods, S2. Communication - to be able to find ways to interact, to form relations even if you connect only in online, L3-Managing Learning - because you have to organize your own work, you don't have other colleagues help as in a campus.

In the context of using digital tools, students have to overcome a series of negative emotions resulting from alienation. The loneliness that results from working in front of a computer makes these students lose their social skills, their ability to work in teams, to express and manage their emotions. Critical thinking becomes necessary when dealing with a large amount of information from many directions. Human creativity also becomes a necessary quality in a world in a continuous and rapid transformation. Learning management becomes important precisely because of the perceived lack of need for learning, in a world where information is abundant and at hand. Today's students must become aware of the need to organize this process

Annex 2. While students operate in a digital environment at the university, what challenges should we focus on....

Responses - Bulgaria

Without adequate support from faculty, students may misuse or misunderstand OER content. The open nature of these resources can lead to misuse, such as copying without attribution, which further complicates plagiarism issues. The Internet provides vast amounts of easily accessible content, making it easy for students to copy and paste without proper citation. Verifying the originality of students' work is more difficult. Plagiarism in a digital university environment poses several challenges that can undermine the integrity of academic institutions and hinder the learning process. Plagiarism compromises the core values of honesty, trust, and fairness in academia. Students who plagiarize fail in processes that require the application of critical thinking, research, and problem-solving skills. Plagiarism detection software often fails due to the use of paraphrasing tools and AI-generated content. The culture of plagiarism discourages originality and innovation, harming the overall progress of the academic community. Awareness of plagiarism in digital environments and how to deal with it is crucial.

In the digital university environment, issues such as plagiarism and authenticity of authorship require universities to emphasize proper referencing, original thinking and ethical use of sources, supported by tools to detect plagiarism. The development and integration of artificial intelligence (AI) complicates the situation: AI assists and facilitates learners, but this is accompanied by the risk that students will over-trust the information provided. This raises ethical concerns and issues related to the protection of intellectual property and personal data. Universities need to balance the integration of AI with the promotion of independent work and address ethical implications.

The use of AI can introduce ethical dilemmas, such as the use of tools for task generation or problem-solving. The integration of such tools into learning makes it difficult to distinguish between legitimate assistance and academic dishonesty.

In the digital university environment issues like plagiarism and authorship authenticity demand universities emphasize proper referencing, original thinking, and ethical use of

sources, supported by plagiarism detection tools. The rise of artificial intelligence (AI) adds complexities: while AI enhances learning, it risks over-reliance and raises ethical concerns such as algorithm bias and data protection. Universities must balance AI integration with promoting independent work and addressing ethical implications.

Responses - Finland

1) the educational resources need to be on good technical level, so that they function fluently and students can do their work easily. 2) Then it is a common challenge that when using text and other materials produced by other authors, it needs to be referenced properly. This needs to be well emphasized to students. 3) AI is coming strongly into student's life and also for others - it needs common rules for all how to implement AI.

I consider the points 2 and 3 to revolve around the same problem. It's difficult to assess to what extent the written work of a student has been created with the help of an AI service.

I don't see AI a challenge. The most important thing is that students learn how to use available tools and recognize right ways to use them in right time.

The use of AI affects greatly on the teaching and learning. Now students´ essential skill are critical thinking, communication and collaboration which enables to use the data in an innovative way.

In the digital university environment, one of the challenges of Open Educational Resources (OER) is to ensure that students can use them effectively. While OER provide cost-effective material, students may have difficulty in assessing their quality or relevance with them. Teachers therefore need to guide students in identifying reliable resources. Plagiarism and authenticity of authorship are also concerns, as the digital environment makes it easier to access and copy information. Universities need to emphasise appropriate referencing practices and the importance of original thinking. They also need to use plagiarism detection tools and promote the ethical use of sources to maintain academic integrity. The development of the use of artificial intelligence (AI) will be a challenge as various AI tools are increasingly integrated into learning and assessment. While AI can enhance individual learning, it also raises concerns about over-reliance. Universities need to strike a balance and ensure that AI is used as a learning tool without compromising independent academic

work. At the same time, they must also address ethical issues such as algorithm bias and data protection.

Responses – France

Open educational resources have potential but are not yet sufficiently integrated into education. Plagiarism is one of the current issues in a digital age where tools like AI generate increasingly qualitative work. Finally, the evolution of AI requires policy ownership to balance innovation and ethical use.

Plagiarism is easy with AI tools now, and it makes it harder to know what's real. If we don't learn how to use it properly, it could ruin the way we study and think.

In a digital university environment, key challenges include ensuring equitable access and reliability of Open Educational Resources (OER), training both teachers and students in their effective use, and fostering research on OER. Plagiarism requires advanced detection tools, student education on ethics, and innovative evaluations to ensure authenticity. Regarding artificial intelligence, students and teachers must be trained in its use and ethical considerations, while universities should invest in AI infrastructure, research, and tools to adapt to evolving practices and future job transformations.

I think open educational resources are really important because not all families can afford expensive textbooks or online subscriptions. Providing students with free access to quality resources makes education more equitable for all.

It's great that the educational material is becoming more accessible, but it's important to ensure its reliability. As for AI, it's amazing what it can do now, but young people need to be guided to understand its limitations and avoid being too dependent on it.

AI is really exciting, and I think it can facilitate studies, such as better explaining things or giving new ideas. But I would like to learn how to use it in the right way.

The line between authentic work and AI-generated content is blurring. Universities should teach students how to use AI in a responsible and ethical way.

Responses – Italy

Students should be taught how to evaluate Open Educational Resources effectively, enabling them to distinguish between high-quality content and irrelevant materials. To combat plagiarism, it's essential to implement tools that detect and prevent such practices. AI should be used responsibly. It's crucial to emphasize critical thinking and the risks of over-relying on AI, which may hinder independent problem-solving.

as AI tools can facilitate plagiarism or unauthorized assistance. Moreover, students should be able to critically evaluate AI-generated content and distinguish reliable outputs from inaccuracies.

It is important students can effectively access and utilize free and openly available educational materials. Managing the ethical and academic implications of AI tools is pivotal too, including their potential misuse for completing assignments, as well as teaching students how to use these tools responsibly and fighting the plagiarism.

On the use of AI because it might not be used in a proper way, especially by the youngest students.

Open Educational Resources: Universities should establish support systems, such as training for faculty on how to create or integrate OERs, and prioritize investments in platforms that facilitate discovery and sharing of these resources. Plagiarism and Authorship Authenticity: Universities should combine advanced plagiarism detection software with proactive education. Workshops, clear policies, and tailored guidance on proper citation practices and ethical writing can mitigate this issue. The Use of Evolving Artificial Intelligence: Universities need to develop clear guidelines for the acceptable use of AI in academics. Training programs should also help students and faculty harness AI as a learning tool rather than a shortcut, emphasizing ethical and informed use.

Responses – Romania

Open Resources and free access to information will facilitate a rapid development.

OER – Faculties must ensure access to high-quality OER, from trusted sources, and teach students how to use and cite them. OER can be directly integrated into course materials. Plagiarism – we must teach students about ethics, academic integrity, and proper citation

practices. Faculties should use advanced plagiarism detection tools and implement strategies to verify authorship, ensuring that students submit original work. AI – we must teach students how to use AI tools correctly and ethically, and also encourage them to verify and critically evaluate AI outputs against credible sources. Faculties must define clear guidelines on acceptable AI use in academic work and be equipped with tools to identify AI-generated content.

Open educational resources is the most important aspect in the society development. Plagiarism is not accepted in academic life but also copyright restrictions will limit further development. AI is not the answer at this moment (some chatbots show signs of dementia).

Plagiarism and authorship authenticity - our students are used to use materials they find on the internet, without giving credit to the authors. Our teaching environment do not encourage/ develop creativity which results in no - originality when it comes to their projects. The use of evolving Artificial Intelligence - many students use AI in solving their assignments and due to the fact that they are missing critical thinking, and basic research skills they take all the information as they are correct and sometimes because the input question is very wide, the answer is wrong. Using AI increase student's laziness.

Open Educational resources - to deliver relevant materials to students, and even if they use Artificial intelligence to be able to make the difference between true and false.

The large amount of information available to students, especially from artificial intelligence programs, makes it difficult for teachers to identify their source. Thus, the temptation to use non-original results is very high and can become a problem when students are not aware of the effects and consequences of their use.

References:

Project result 4.2

Report on Life Skills in a Digital Context

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