DOI https://doi.org/10.30525/978-9934-26-575-4-14

DIGITAL UNIVERSITY AS A SPACE FOR RETHINKING THE VALUES OF HIGHER EDUCATION IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT

Natalia Bobro

INTRODUCTION

The digital transformation of higher education is not a purely instrumental process, but a profound axiological shift that transcends traditional epistemological frameworks, the institutional function of the university, and the ontology of educational interaction. In the context of globalization and the formation of a digital society, there is a radical transformation of not only the mechanisms of knowledge transmission, but also the paradigmatic foundations of education, the socio-cultural requirements for it, and the models of the subjectivity of its participants. This process is a natural stage in the evolution of knowledge that requires a comprehensive rethinking.

In this context, the concept of a digital university as a new type of educational space that combines the functions of generating, preserving, and transmitting knowledge with the mission of forming a critically thinking, value-oriented, and socially responsible personality is of particular importance. Such a university not only adapts to the digital logic of culture, but also plays an active role in its humanitarian transformation, creating conditions for intellectual dialogue, ethical interaction, and sustainable development. In this case, digital transformation appears not as a technological replacement for traditional forms, but as a potential for restoring the meaning-making function of education in the face of uncertainty and global challenges.

1. Digitalization in the context of a new educational paradigm

Digitalization of education appears as an inevitable stage in the evolution of knowledge and a component of a new educational reality formed under the influence of global transformations. This is not just a technical upgrade, but a fundamentally new type of educational environment based on large-scale accumulation of information and radical expansion of access to it. In the modern digital society, there is a situation where the amount of available information is so large that it is sometimes easier to rediscover knowledge than to find it among existing sources: “Digitalization is a natural stage

in the development of knowledge. There is so much information that it is easier to rediscover it than to find it"[1].

Modern digital technologies, artificial intelligence, big data, automated translators, and search engines not only exceed the amount of knowledge that humans can master but also gradually change the idea of the very essence of knowledge. Obviously, no human being can retain all the necessary information in their memory. This is also affecting academic culture, where, instead of traditional erudition, the role of skills in critical selection, verification, and comprehension of information is growing. Automated systems are emerging that not only search or translate but also participate in the creation of new knowledge.

These transformations necessitate rethinking the essence of digitalization as a socio-cultural phenomenon. Digital technologies are not only a tool for modernizing the educational process, but also a factor in expanding access to knowledge, education, and cultural heritage for the general population.

The inevitability of the digital transformation of higher education is due to a number of factors. First, the evolution of knowledge has reached a point where the traditional educational model based on the acquisition of knowledge, skills, and abilities has exhausted its resources[2]. Society has entered the era of the Fourth Industrial Revolution, which is radically changing not only economic structures but also social, cultural, and educational models. Higher education is affected in the first place, as it must provide training for constantly changing conditions and professions that do not yet exist.

In this regard, a new paradigm of education is emerging that can be called non-classical. It replaced the classical model focused on the accumulation and reproduction of knowledge. While the main function of education used to be the formation of knowledge and control over its assimilation, the new paradigm emphasizes tutoring, advisory support, and accompanying students in the individualized process of seeking knowledge. The educational process ceases to be hierarchical, the teacher is transformed from a single source of knowledge into a facilitator, mentor, and curator of the educational trajectory.

The new paradigm changes the content of the basic concepts of pedagogy. If traditional education was based on such principles as a learning activity,

[1] Kortemeyer, G., Dittmann-Domenichini, N. Merki, C., Attending lectures in person, hybrid or online at a technical university: how do students choose after the pandemic, and what about the outcome?. *Discover Education*, 2025, 4(1), p. 94. DOI: https://doi.org/10.1007/s44217-025-00500-y

[2] Колодінська Я. О., Скляренко О. В., Ніколаєвський О. Ю. Практичні аспекти розробки інноваційних бізнес ідей з використанням цифрових сервісів. *Економіка і управління.* 2022. № 4. С. 53–60. DOI: https://doi.org/10.36919/2312-7812.4.2022.53

assimilation of knowledge, and control of results[3], the newest approach involves creating a cultural and semiotic environment, recognizing the multiplicity of ways of personal development, stimulating interest in problem-solving, searching for alternatives, and co-creating knowledge.

This challenge is most acute in higher education, which has always been focused on the development of professional autonomy, the formation of scientific thinking, and the independent choice of methods of knowledge implementation[4]. Today, a higher education institution must transform into a digital university - an open, flexible, inclusive space that provides not only the transfer of knowledge but also the conditions for rethinking educational values in the context of sustainable development.

The formation of a new educational reality is not an accidental but a historically determined process. Sociologists, educators, and historians identify several key factors that have influenced the transformation of the educational environment:

– The emergence of book printing made knowledge more accessible, destroying the sacredness of the handwritten book. Mass production of books ensured the spread of educational ideas.

– Mass education. For a long time, education was elitist, knowledge belonged to the prerogatives of the highest social classes, and the teacher played the role of a mentor and social authority. It was only in the nineteenth century that the idea of universal education began to be put into practice, and in the twentieth century, it reached a mass level[5].

– Political transformations in different countries also had a significant impact on the educational paradigm, as changes in ideology led to new goals and objectives of education, and changed the social roles of teachers and the importance of educational institutions.

– The humanization of education in the late nineteenth and early twentieth centuries led to the emergence of new pedagogical theories: humanistic pedagogy, pedology, and project-based learning - all of these areas

[3] Kozhyna, A. Reducing Poverty, Inequality and Social Exclusiom in European Countries. Based on Inclusive Approaches to Economic Development. Economics and Management of the National Economy, *The Crisis of National Models of Economic System*, 2022. Pp. 29–32. DOI: https://doi.org/10.30525/978-9934-26-269-2-7

[4] Kubiv S. I., Bobro N. S., Lopushnyak G. S., Lenher Y. I., Kozhyna A. Innovative potential in European countries: analytical and legal aspects. *International Journal of Economics and Business Administration*, 8(2), pp. 250–264. DOI: https://doi.org/10.35808/ijeba/457

[5] Lopuschnyak, H. N. Chala, O. Poplavska. Socio-economic determinants of the ecosystem of sustainable development of Ukraine. *IOP Conf. Series: Earth and Environmental Science*, 2021. 1. P. 1–9. DOI: https://doi.org/10.1088/1755-1315/915/1/012019

viewed learning as a means of personal development, not just the acquisition of knowledge[6].

– The implementation of standardized testing as a form of knowledge assessment has changed not only the format of results verification but also the approaches to learning. This factor has particularly affected higher education, particularly at the master's and postgraduate levels[7].

– New pedagogical theories, in particular the theory of developmental learning, have formed a different view of the task of education - not only to transmit knowledge, but also to develop thinking, learning autonomy, and the ability to research independently.

– The computerization of education has become a transitional stage to digitalization: the emergence of the personal computer and "computer science" subject in schools and universities prepared the pedagogical system to accept digital tools as a daily practice.

Today, digitalization is not just the next step after computerization, but a qualitatively new stage that encompasses not only technology but also the transformation of values, functions, and roles in the higher education system. In this sense, the digital university becomes the center of a new axiology of knowledge, a space where the meaning of education, its humanistic mission, and the guidelines for sustainable development are rethought.

The question arises: can the digital transformation of education be considered no less significant a stage in the history of its development than previous key turning points? Some experts have come to the conclusion that digitalization, in terms of its impact and significance, can be viewed as the eighth historical milestone in the development of education, which consistently continues the previous transformations[8]. The transition to distance learning during the COVID-19 pandemic has been a catalyst for radical changes in the structure of the educational environment. Traditional learning spaces, such as classrooms at schools and universities, have been replaced by virtual environments, which has led not only to technical adaptation but also to the transformation of pedagogical practices[9].

---

[6] Kortemeyer, G., Nöhl, J. Assessing confidence in AI-assisted grading of physics exams through psychometrics: An exploratory study. *Physical Review Physics Education Research*, 2025. 21(1), p. 010136. DOI: https://doi.org/10.1103/PhysRevPhysEducRes.21.010136

[7] Козинець А. Мотиваційне середовище закладів вищої освіти в системі міжнародних порівнянь. *Věda a perspektivy*. 2024. № 12(43). С. 206–2014. DOI: https://doi.org/10.52058/2695-1592-2024-12(43)-206-214

[8] Krap, A., Bataiev, S., Bobro, N., Kozub, V., Hlevatska, N. Examination of digital advancements: Their influence on contemporary corporate management methods and approaches. *Multidisciplinary Reviews*. 2024. № 7(26). DOI: https://doi.org/10.31893/multirev.2024spe026

[9] Скляренко О. В., Ягодзінський С. М., Ніколаєвський О. Ю., Невзоров А. В. Цифрові інтерактивні технології навчання як невід'ємна складова сучасного освітнього процесу. *Інноваційна педагогіка*. 2024. № 68 (2). С. 51–55. DOI: https://doi.org/10.32782/2663-6085/2024/68.2.51

A significant achievement is the massive mastery of digital tools by teachers, who previously often perceived digital technologies as an addition rather than the basis of the educational process. Some experts emphasize the change in the teaching methodology itself: flipped classroom models and flexible blended learning have been implemented, and the role of students' independent work has increased, confirming the transition to a new educational logic[10].

At the same time, some researchers, such as A. Kozhyna, express the opposite view: in her opinion, the digitalization of education is limited to changing the educational environment from physical to digital without a significant change in methods and pedagogical paradigm. The researcher points out that teachers often continue to use traditional methods, only adapting them to the digital format[11] (for example, using slides in Zoom instead of projectors in classrooms). From this perspective, digitalization does not create a new educational reality but rather is a tool for modernizing the existing system.

However, such a view, which reduces digital transformation to a technological aspect, does not take into account the deep socio-cultural, economic, and philosophical changes. The digitalization of higher education is not just a forced response to external circumstances – it is a strategic response to a new paradigm of knowledge and development of society. From the point of view of social philosophy, the transition to a digital society is accompanied by the need to form new types of professional competencies, and thus the education model itself is being transformed. It ceases to be a mechanism of knowledge transfer and acquires a broader meaning – as a socio-cultural environment that includes universities, digital communication platforms, mass media, non-formal learning networks, and special interest groups.

In this context, the digital university acts as a center for the integration of such environments, providing not only academic training, but also the formation of critical thinking, creativity, intercultural communication, and ethical responsibility. The purpose of education is no longer to prepare a “knowledgeable” individual who can join a ready-made system; modern

[10] Хоменко О. О., Паустовська М. В., Онищук І.А. Вплив інтерактивних технологій на процес навчання і розвиток здобувачів вищої освіти. *Наукові інновації та передові технології*. 2024. № 5(33). С. 1222–1231. DOI: https://doi.org/10.52058/2786-5274-2024-5(33)-1222-1231

[11] Kozhyna, A. Reducing Poverty, Inequality and Social Exclusion in European Countries. *Based* on Inclusive Approaches to Economic Development. Economics and Management of The National Economy, *The Crisis of National Models of Economic System*, 2022. Pp. 29–32. DOI: https://doi.org/10.30525/978-9934-26-269-2-7

education forms a person who independently constructs their own educational trajectory and can act in conditions of uncertainty, social change, and environmental challenges.

Thus, the digital transformation of higher education has three interrelated aspects. First, it is to ensure the multiplicity of educational routes and support the individual development of personality. Second, it is the formation of modern competencies - the ability to learn throughout life, work in a team, make responsible decisions, and solve interdisciplinary problems. Third, it is the involvement of young people in addressing global civilizational challenges, in particular those related to the crisis of modernity, environmental hazards, and cultural fragmentation.

Considering this, *digital transformation appears not only as a stage of pedagogical evolution or as a response to digital trends, but as a response to the crisis of cultural content, which requires a new type of educational subjectivity – a personality capable of thinking critically, acting autonomously and responsibly, forming new humanitarian meanings, and participating in the transformation of the culture of the future.*

The economic aspect of digital transformation requires special attention. Digitalization is believed to optimize the costs of higher education by reducing the burden on the material base of universities, reducing the number of staff, and creating conditions for broad access to educational resources[12]. Online education makes it possible to reach wider social groups, including those previously excluded from the traditional educational model due to financial or geographical constraints.

At the same time, digital transformation has a number of objective limitations. In particular, the practice of massive distance learning, which has become widespread during the quarantine restrictions, has revealed both the positive potential of digital educational technologies and their functional limits. In most cases, digital formats could not fully reproduce the qualitative characteristics of traditional full-time education, especially in terms of interpersonal interaction, formation of academic culture, and development of communication competencies. At the same time, these formats have demonstrated high efficiency in the field of non-formal and postgraduate education, where individualization, flexibility, and mobility are key criteria. That is why digital platforms, mostly created by non-governmental initiatives, have become an important component of the modern educational space in the lifelong learning segment.

[12] Стрижак О.Ю. Digital university. Concept of creation. *Scientific Notes of Junior Academy of Sciences of Ukraine*. 2024. № 2(27). P. 70–79. DOI: https://doi.org/10.51707/2618-0529-2023-27-08

A significant argument in favor of digital transformation is the need to align the costs of education with its efficiency, particularly at the stage of training specialists who do not always realize themselves in their chosen field. The problem of the mismatch between educational costs and results causes the need for systemic changes – legislative, managerial, and organizational. Compromise models are proposed with the participation of all stakeholders: students, educators, the state, employers, and civil society.

Thus, the digital transformation of higher education is caused by a number of fundamental factors:

– digitalization appears as the next stage in the development of educational systems in the context of changes in forms of access to knowledge;

– socio-philosophical: the transformation of education corresponds to the change of the social order and the transition to a digital society, where roles, institutions, and expectations are being changed;

– cultural and philosophical: digitalization is part of broader cultural transformations that require new competencies and forms of educational activities;

– economic: digital transformation is considered as a response to the need to optimize costs, expand access to education, and increase its flexibility while maintaining strategic educational functions.

2. The concept of risks in the context of current values of modern society

The modern information society is increasingly being understood through the prism of the "risk society" concept. Within this paradigm, risk is viewed as a key category that demonstrates a transformation in relation to the values of security, stability, and predictability of the future. In the theoretical and sociological discourse, risk appears as a kind of antithesis to security, which, despite being proclaimed a central value of modern civilization, is constantly violated by the very technological and economic development designed to ensure it[13].

The paradox of modern society is that the growth of security is accompanied by the growth of unreliability, and efforts to reduce risks often lead to the emergence of new risks that are no longer a consequence of external circumstances but are the result of decisions made or not made. Therefore, risk is interpreted as the ratio between possible gain and potential loss in the process of making decisions designed to make the uncertain future

[13] Bobro N., Hyshchuk R., Strunhar A., Bukovskyi O., Alekseiko V. Exploring the role of AI in shaping future marketing strategies: evaluations and outlooks. *Amazonia Investiga*. 2024. Vol. 13(80). P. 43–53. DOI: https://doi.org/10.34069/AI/2024.80.08.4

predictable. It is this rationalization of uncertainty that gives risk a key role in modern societies, which, unlike traditional ones, tend not to avoid uncertainty, but to use it in management, political, cultural, and educational practices.

It can be stated that risks in the modern context should be considered not as fatal threats, but as a systemic component of the decision-making process. The peculiarity of the modern understanding of risk lies in the fact that most dangers are no longer attributed to the forces of nature or fate, but are perceived as the result of human activity, including the activities of educational institutions. Even phenomena that were traditionally interpreted as random or uncontrollable are now increasingly assessed through the prism of management decisions and technological responsibility.

Although modern science has not formulated a single definition of risk, several leading analytical approaches to its interpretation have been outlined: formal normative (focused on standardization and management), psychologically cognitive (aimed at studying the perception of risk by individuals), and cultural-sociological (which considers risks as part of the value and symbolic structure of society).

Despite differences in approach, a common characteristic is the link between risk and the concept of uncertainty. In this context, risk in education arises not so much as a technical challenge as a socio-value phenomenon that raises questions about the limits of knowledge, trust, ethics, and responsibility.

The problem of risk becomes particularly relevant in the process of digital transformation of higher education. One of the main features of this process is a sense of uncertainty about the results of the transformation, its impact on academic autonomy, the value of knowledge, the role of the teacher, the subjectivity of the student, and, in general, the humanitarian meaning of education[14]. In this regard, digital transformation is accompanied by axiological risks – that is, threats to the established values of higher education, which serve as criteria in conditions of socio-ethical dilemmas.

In this context, the concept of a socio-ethical dilemma refers to a situation in which participants in the educational process are forced to choose between conflicting options, none of which are completely ethically neutral or socially safe. The choice in such situations is based on a certain hierarchy of values, which, in turn, are under pressure from new technological opportunities and social expectations.

[14] Lysenko S., Bobro N., Korsunova K., Vasylchyshyn O., Tatarchenko Y. The Role of Artificial Intelligence in Cybersecurity: Automation of Protection and Detection of Threats. *Economic Affairs*. 2024. Vol. 69(Special Issue). P. 43–51. DOI: https://doi.org/10.46852/0424-2513.1.2024.6

It is precisely the uncertainty of the possible consequences of the digital transformation of higher education that poses numerous axiological risks – threats to the key values that have historically defined the functioning of the university as a social institution. This primarily concerns the changing role of knowledge, the transformation of pedagogical interaction, ethical dilemmas of digital privacy, the standardization of intellectual activity, and the individualization of educational trajectories. The risk arises precisely because these transformations are taking place in a state of value uncertainty: there is a lack of established standards that would regulate the ethical, social, and cultural admissibility of innovations.

In this context, socio-ethical dilemmas act as points of tension where a choice must be made between alternative solutions, each of which has potential consequences for the value structure of the educational environment. Values such as academic freedom, accessibility, quality, autonomy, critical thinking, and humanistic mission become criteria that determine the direction of change in such situations. Depending on which of these values are chosen as priorities, the scenario for the further development of the digital university will be determined.

So, risk in the digital age is not an exception or a flaw of the system – it is its essential characteristic. As a sociocultural institution, the university cannot completely avoid the risks of digitalization, but it can learn to operate in risky conditions by strengthening value sensitivity, increasing ethical responsibility, and developing reflective thinking and institutional self-control. It is this approach that allows us to consider the digital university not only as a technological entity but as a space for value-based choices, focused on the formation of conscious, autonomous, socially responsible individuals.

3. Institutional and axiological risk management strategies for digitalization in higher education institutions

In the context of the fourth industrial revolution, the strategic goals of digital transformation in higher education are related to its individualization, focus on specific results, and integration of technologies to improve learning efficiency. Education is increasingly seen as a dynamic system that must respond to the needs of the digital society and the labor market, in conditions of unprecedented speed of technological change[15].

[15] Bobro N. Use of digital avatars in the learning process as a factor of economic efficiency. *International Scientific Conference "Economic Transformation in the Context of Global Challenges: Current Issues" : Conference Proceedings (February 7–8, 2025, Klaipeda, Lithuania)*. P. 7–10. DOI: https://doi.org/10.30525/978-9934-26-529-7-3

The essence of digital transformation lies in creating a flexible, personalized, and technologically supported educational process. This approach involves not only changing the content and forms of education but also a profound restructuring of the institutional architecture of the educational environment. The importance of educational outcomes is growing, and these must be clearly defined, measurable, and relevant to the demands of the digital economy. In this context, the digitization of education emerges as a response to the challenges of Industry 4.0, where innovation technologies are the driving force behind changes that encompass both the content of educational programs and the organization of academic activities.

Among the expected directions for the development of higher education in the context of digitalization, the following institutional prospects can be identified:

– Expansion of digital infrastructure – includes the creation of data centers, high-speed communication channels, and provision of access to digital teaching materials, platforms, and "on-demand" services.

– Integration of artificial intelligence – application of adaptive algorithms for the formation of educational content, automated testing, analytics of educational results, and personalization of learning paths.

– Development of learning management systems (LMS) – digital platforms that ensure flexibility, openness, and adaptability of the educational environment, and promote continuous learning and accessibility of education.

– Formation of digital identity for students – the creation of a unified authentication and identification system that serves as the basis for the digital educational space.

– Introduction of digital models of higher education institutions – development of universal concepts of a digital university, including updates to management practices, educational interaction, internal communication, and organizational culture.

Along with the technological dimension of digital transformation, there is a growing need for its socio-ethical assessment. The current discourse on the digital university emphasizes the need for a philosophical and anthropological understanding of the profound changes in the academic environment. There are concerns about the possibility of dehumanization of education, which manifests itself in the loss of interpersonal interaction, the reduction of the educational process to technological service, and the decline of the emotional, value, and meaningful components of learning.

In this context, researchers emphasize the need for:

– reflective analysis of crisis phenomena in higher education and the search for updated content foundations for pedagogical interaction focused on trust, mutual understanding, and empathy;

– overcoming the subject-object dichotomy in teaching and transitioning to education as dialogue, cooperation, and partnership;

– anthropological analysis of the emotional background of the educational environment – friendship, care, trust, and love as factors that form a stable pedagogical environment;

– understanding electronic media not only as a means of learning but also as a tool of disciplinary control that can provoke resistance from educational subjects;

– understanding new requirements for participants in the educational process, which arise under the influence of digital technologies and can lead to a loss of depth of thinking, superficial perception, and the formation of "clip" thinking;

– compensating for technocentrism through hermeneutic and interpretive practices that promote a return to understanding the meanings of education;

– the development of a communicative culture capable of reducing social tension, conflict, and alienation, which are sometimes provoked by digital formats of interaction[16].

It is evident that institutional risk management strategies for digitalization should be based not only on infrastructure modernization or technology implementation but also on value reflection. A balance is needed between technological efficiency and preserving the humanistic dimension of higher education, between managerial expediency and the ethical limits of educational reforms.

To minimize the axiological risks accompanying the digital transformation of higher education, its prospects should be considered primarily in the context of humanization. Digitalization should not become a self-sufficient goal of education – it should be considered solely as a tool designed to support and strengthen its humanitarian and cultural mission. This understanding involves shifting the focus from technological efficiency to preserving the anthropocentric nature of the educational process.

One of the key provisions of contemporary educational philosophy is the rejection of the idea of absolutizing digitalization. The integration of classical and digital forms of education within a blended learning format allows for combining the flexibility and scalability of digital platforms with interpersonal interaction, critical reflection on knowledge, and the formation of ethical sensitivity. Retaining elements of classical learning, even within the limits of 30–50% of the educational load, allows for the compensation of

[16] Kortemeyer, G., Nöhl, J. Assessing confidence in AI-assisted grading of physics exams through psychometrics: An exploratory study. *Physical Review Physics Education Research*, 2025. 21(1), p. 010136. DOI: https://doi.org/10.1103/PhysRevPhysEducRes.21.010136

cognitive, social, and psycho-emotional risks that may potentially arise as a result of the complete digitization of the educational environment.

The institutional strategy for digital transformation should be based on a moral and anthropological approach that takes into account both the effects and the possible destructive consequences of immersing individuals in digital reality. The educational environment should be considered not only as a space for knowledge transfer, but also as an integral psychosocial system that is sensitive to cognitive overload, fragmentation of thinking, impaired deep concentration, alienation, and reduced communication skills.

In this context, the cognitive risks of digital transformation are a particular cause for concern. Despite the active implementation of digital platforms, many education systems still lack large-scale interdisciplinary research aimed at studying the psychological, psychophysiological, and neuropedagogical consequences of the digitization of the educational process. This reinforces the need for forecasting and timely identification of risks associated with a decline in reflexivity, the formation of superficial knowledge, loss of motivation to learn, and the blurring of boundaries between scientific knowledge and information noise.

One of the central axiological challenges of the digital age is the threat of dehumanization in education. Understanding digital technologies exclusively in a positive and instrumental way, without taking into account the socio-ethical consequences, can lead to a devaluation of the role of the teacher as an active subject of education. The teacher should not become a technical operator of the digital environment or a statistician in the system of collecting and processing educational data. On the contrary, it is the teacher who should have the priority right to determine the structure and content of educational interaction, deciding which elements can be transferred to digital format and which require direct interpersonal interaction.

Thus, an integrative model of education that combines digital tools with classical forms of education is considered the most promising. It allows not only for situational balancing of pedagogical dilemmas related to digitalization, but also ensures flexibility in decision-making based on ethical, cognitive, and sociocultural assessment.

A key prerequisite for reducing the risks of digital transformation is also a review of the information and technology approach to creating digital resources. This means that the digital environment should be designed based on the principle of “human-centeredness,” i.e., adaptability to the user's personal characteristics, cognitive rhythms, and value orientations. Only under such conditions will the digital educational infrastructure be supportive rather than intrusive, adaptive to the needs of participants in the educational process rather than repressive.

Scientific discourse outlines two main approaches to assessing the prospects for digital transformation in higher education: optimistic and pessimistic. The optimistic approach assumes that digitalization is an inevitable and necessary component of social transformations driven by technological progress. According to this approach, digital transformation allows for:

– reducing education costs and increasing its effectiveness;

– the creation of a new model for training specialists, focused on the needs of an innovative economy;

– providing access to information resources and expanding opportunities for professional development;

– the promotion of globalization of the university environment, knowledge exchange, and mobility of academic communities[17].

On the other hand, the pessimistic approach inherent in philosophical and anthropological analysis draws attention to the risks of losing the social and cultural status of the university. From this perspective, higher education risks losing its value as a space for the search for truth, freedom of thinking, and autonomous knowledge. Digital replication of educational content without rethinking it can lead to a decline in the quality of training, a leveling of academic culture, and a blurring of the values of education as a self-sufficient intellectual activity[18].

In the least favorable scenarios, the digital transformation of education may be limited to the mechanical migration of outdated didactic models into virtual space, which not only fails to eliminate but also exacerbates the dissonance between institutional education and current social challenges. This situation determines the need to develop an anthropocentric paradigm of a digital university that integrates digital technology tools with value-humanistic imperatives and ethical-pedagogical principles of educational communication.

CONCLUSIONS

The digital transformation of higher education, as analyzed in our research, appears to be a complex multidimensional process that encompasses not only the technological modernization of the educational environment, but also a profound restructuring of the axiological, methodological, and institutional

[17] Krap, A., Bataiev, S., Bobro, N., Kozub, V., Hlevatska, N. Examination of digital advancements: Their influence on contemporary corporate management methods and approaches. *Multidisciplinary Reviews*, 2024. 7(26). DOI: https://doi.org/10.31893/multirev.2024spe026

[18] Kozhyna, A. Reducing Poverty, Inequality and Social Exclusiom in European Countries. *Based* on Inclusive Approaches to Economic Development. Economics and Management of The National Economy, The Crisis of National Models of Economic System, 2022. Pp. 29–32. DOI: https://doi.org/10.30525/978-9934-26-269-2-7

foundations of university functioning. At the present stage, digitalization is not limited to the implementation of innovative tools or digital forms of education. It involves a structural change in the understanding of the essence of knowledge, the logic of its transmission, the structure of educational interaction, the role of the teacher, and the characteristics of the student's subjectivity.

In this context, the university is being transformed into a new form of educational organization, within which the emphasis is shifting from the reproduction of ready-made knowledge to the formation of the ability to think critically, analyze, communicate across disciplines, and independently construct an educational trajectory. The digital university is emerging as an integrative model in which technological infrastructure is combined with the humanitarian mission of education, providing flexibility, inclusiveness, and openness, but without leveling academic autonomy, intellectual depth, and ethical principles of pedagogical activity.

At the same time, digital transformation is accompanied by a number of risks that affect both the quality of educational outcomes and the content of socio-cultural interaction. These risks are not side effects of digitalization, but acquire the status of its systemic characteristics that require philosophical and pedagogical understanding and institutional regulation. Among them are the threat of reducing the teacher to the role of a technical intermediary, standardization of cognitive processes, fragmentation of learning experience, reduction of reflexivity, and weakening of the interpersonal dimension of the educational environment.

Given the above, a digital university should be not only a technically efficient structure but above all a value-oriented space where technology serves the realization of the humanitarian function of education. Accordingly, digital transformation should be carried out on the basis of ethical sensitivity, conceptual balance, and institutional responsibility. Only under such conditions is it possible to combine the innovation potential of digitalization with the tradition of university culture focused on the development of autonomous thinking, civic maturity, and the ability to critically participate in public life.

SUMMARY

The article provides a comprehensive philosophical and methodological understanding of the digital transformation of higher education in the context of sustainable development. Digitalization is considered not only as a technological process but also as a profound socio-cultural change that transforms the axiological foundations of the university as an institution. The starting position of the research is the thesis that digital transformation is

not only a response to global challenges and technological progress but also a form of conceptual rethinking of the educational paradigm. In this context, the digital university is analyzed as a space within which the content of knowledge, the role of the teacher, the subjectivity of the student, and the humanitarian mission of the academic environment are rethought. The paper emphasizes that the digital transformation of higher education is a response not only to technological challenges but also to the crisis of cultural content, which actualizes the need for a new type of educational subjectivity. The article highlights that the digital environment gives rise to both new opportunities (individualization, flexibility, expanded access) and risks, including axiological ones, which threaten the humanistic potential of education. Risk is seen as an integral feature of modern educational reality – not as an external threat, but as an indicator of the transformation of basic educational values. In this context, digitalization is a challenge for the university as a space of value choices, where the balance between technocratic efficiency and the ethical dimension of pedagogical interaction must be maintained. The article argues that overcoming the risks of digital transformation requires the development of an integrative strategy that combines infrastructure renewal with the value-based modernization of the educational environment. A vision of a digital university as a new type of institution focused on sustainable development, interdisciplinary cooperation, and support for autonomous educational activities is proposed. Special attention is paid to the humanization of digital processes, in which technical innovations should serve not as a self-sufficient goal, but as a means of realizing the cultural and educational mission of the university. It is concluded that it is necessary to shift the emphasis in the policy of digitalization from a technological to a humanitarian paradigm that ensures sustainability, ethical responsibility, and meaningful integrity of educational interaction in the digital age.

References

1. Kortemeyer, G., Dittmann-Domenichini, N. Merki, C., Attending lectures in person, hybrid or online at a technical university: how do students choose after the pandemic, and what about the outcome?. *Discover Education*, 2025, 4(1), p. 94. DOI: https://doi.org/10.1007/s44217-025-00500-y

2. Колодінська Я. О., Скляренко О. В., Ніколаєвський О. Ю. Практичні аспекти розробки інноваційних бізнес ідей з використанням цифрових сервісів. *Економіка і управління.* 2022. №4. С. 53–60. DOI: https://doi.org/10.36919/2312-7812.4.2022.53.

3. Kozhyna, A. Reducing Poverty, Inequality and Social Exclusiom in European Countries. *Based* on Inclusive Approaches to Economic Development. Economics and Management of The National Economy, The Crisis of National Models of Economic System, 2022. Pp. 29–32. DOI: https://doi.org/10.30525/978-9934-26-269-2-7.

4. Kubiv S. I., Bobro N. S., Lopushnyak G. S., Lenher Y. I., Kozhyna A. Innovative potential in European countries: analytical and legal aspects. *International Journal of Economics and Business Administration*, 8(2), pp. 250–264. DOI: https://doi.org/10.35808/ijeba/457

5. Lopuschnyak H., Chala N., Poplavska O. Socio-economic determinants of the ecosystem of sustainable development of Ukraine. *IOP Conf. Series: Earth and Environmental Science*, 2021. No 1. P. 1–9. DOI: https://doi.org/10.1088/1755-1315/915/1/012019

6. Kortemeyer, G., Nöhl, J. Assessing confidence in AI-assisted grading of physics exams through psychometrics: An exploratory study. *Physical Review Physics Education Research*, 2025. 21(1), p. 010136. DOI: https://doi.org/10.1103/PhysRevPhysEducRes.21.010136

7. Козинець, А. Мотиваційне середовище закладів вищої освіти в системі міжнародних порівнянь. *Věda a perspektivy*, 2024. № 12(43). С. 206–2014. DOI: https://doi.org/10.52058/2695-1592-2024-12(43)-206-214

8. Krap, A., Bataiev, S., Bobro, N., Kozub, V., Hlevatska, N. Examination of digital advancements: Their influence on contemporary corporate management methods and approaches. *Multidisciplinary Reviews*, 2024. 7(26). DOI: https://doi.org/10.31893/multirev.2024spe026

9. Скляренко О. В., Ягодзінський С. М., Ніколаєвський О. Ю., Невзоров А.В. Цифрові інтерактивні технології навчання як невід'ємна складова сучасного освітнього процесу. *Інноваційна педагогіка*. 2024. № 68 (2). С. 51–55. DOI: https://doi.org/10.32782/2663-6085/2024/68.2.51

10. Хоменко О. О., Паустовська М. В., Онищук І.А. Вплив інтерактивних технологій на процес навчання і розвиток здобувачів вищої освіти. *Наукові інновації та передові технології*. 2024. № 5(33). С. 1222–1231. DOI: https://doi.org/10.52058/2786-5274-2024-5(33)-1222-1231

11. Стрижак О.Ю. Digital university. Concept of creation. *Scientific Notes of Junior Academy of Sciences of Ukraine*. 2024. № 2(27). С. 70–79. DOI: https://doi.org/10.51707/2618-0529-2023-27-08

12. Bobro N., Hyshchuk R., Strunhar A., Bukovskyi O., Alekseiko V. Exploring the role of AI in shaping future marketing strategies: evaluations and outlooks. *Amazonia Investiga*. 2024. Vol. 13(80). P. 43–53. DOI: https://doi.org/10.34069/AI/2024.80.08.4

13. Lysenko S., Bobro N., Korsunova K., Vasylchyshyn O., Tatarchenko Y. The Role of Artificial Intelligence in Cybersecurity: Automation of Protection and Detection of Threats. *Economic Affairs*. 2024. Vol. 69(Special Issue). P. 43–51. DOI: https://doi.org/10.46852/0424-2513.1.2024.6

14. Bobro N. Use of digital avatars in the learning process as a factor of economic efficiency. *International Scientific Conference "Economic Transformation in the Context of Global Challenges: Current Issues" : Conference Proceedings (February 7–8, 2025, Klaipeda, Lithuania)*. P. 7–10. DOI: https://doi.org/10.30525/978-9934-26-529-7-3

Information about the author:
Natalia Bobro
Ph.D, Doctor of Philosophy,
Director of the Digital Department of the European University,
director of the "NooLab & AI"
Scientific Laboratory of the European University
16V, Akademika Vernadskoho Blvd, Kyiv, 03115, Ukraine