

DIGITAL MODEL OF APPLICANT SUPPORT AS A TOOL FOR DEVELOPING AN EDUCATIONAL TRAJECTORY

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Modern universities operate in conditions of accelerated digital transformation, which changes not only the technological infrastructure but also the logic of interaction with applicants as future participants in the educational process [1, p. 131]. The digitalization of higher education is gradually shifting the focus from fragmented support services to platform solutions capable of providing continuous support for individuals at points of educational choice, document submission, data verification, contract conclusion, payment, and integration into the academic environment. In this context, admission is seen as an institutionally significant initial module of the educational trajectory, rather than a separate administrative procedure; at the same time, the level of digital organization of support determines the speed of adaptation processes, long-term motivational stability, and reduction of transaction costs in the “applicant-university” system [2, p. 108].

Today, the market for digital solutions for recruitment and admission to higher education institutions is characterized by the dominance of platform logic, in which the “applicant’s account” functions as a process interface with transparent statuses, checklists, self-service, and built-in communication scenarios. It is worth noting that there are three functional-architectural approaches in the digital solutions market:

1. Centralized model of admission campaign management. Within this approach, digital solutions are organized as a unified environment for administering admission procedures, in which the applicant’s personal interface accumulates admission materials, review results, a list of necessary actions, and regulatory requirements. This architecture ensures process integrity, consistency of stages, and continuity of digital support within an integrated portal, minimizing data fragmentation and duplication of operations [3;4]. The applicant’s procedural actions are structured in the form of sequential statuses and control points, which enable centralized monitoring of compliance with requirements and increase the manageability of the admission cycle.

An example of the implementation of such a model is the Slate (Technolutions) solution, within which the applicant’s digital account functions as a status-oriented interface with integrated checklists, automated workflows, and centralized case management. The system architecture is based on the principle of data consolidation within a single portal, which ensures transparency of procedures, prompt processing of applications, and a reduction in the administrative burden on admissions departments (see Figure 1).

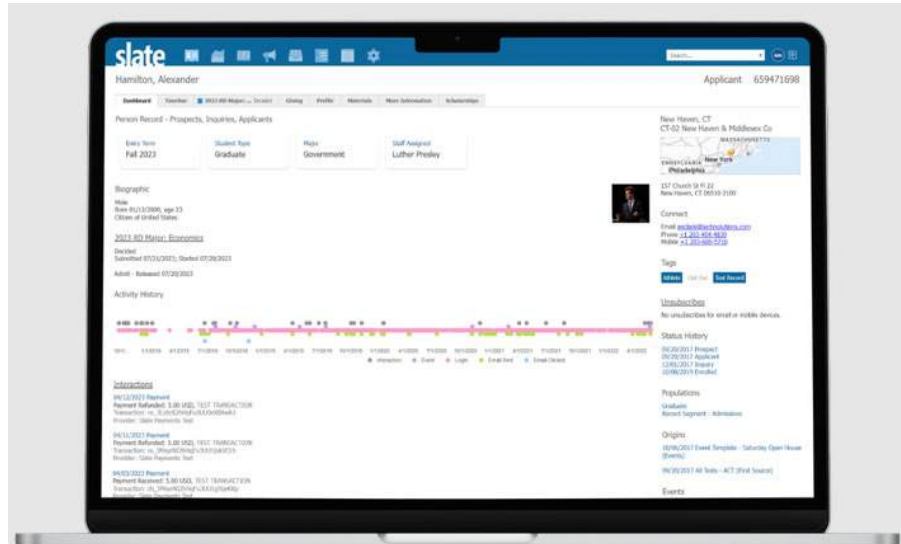


Figure 1. Interface of the centralized digital environment for managing the admission campaign in Slate (Technolutions)

Compiled based on data [5].

2. AI-driven proactive support approach. Under these conditions, the architecture of digital support for applicants involves the use of integrated intelligent algorithms designed to ensure continuous communication and real-time support. The personal user interface is supplemented with automated consulting tools, adaptive prompts, and scenario-based interaction routes, which are formed taking into account the status of the application, the selected educational program, and the current stage of the admission cycle. This architecture is focused not only on recording actions, but also on predicting them, preventing potential errors, and minimizing delays in the execution of procedures [6]. As a result, support becomes proactive: the system initiates information messages, reminders, and recommendations that facilitate the timely completion of the necessary steps and increase the effectiveness of communication between the applicant and the university.

The procedural logic within the AI-driven model involves automatic processing of requests, structured formation of answers to typical questions, routing of inquiries, and support for various categories of applicants. Interaction is organized according to the principle of an “intelligent assistant” that accumulates information about the admission process and provides contextualized recommendations. This approach increases the personalization of the digital experience, reduces the operational load on admissions departments, and ensures continuity of communication.

An example of the implementation of an AI-driven model is the EUni digital ecosystem, in which the AI chat functionality is integrated into the applicant’s account structure (see Figure 2).

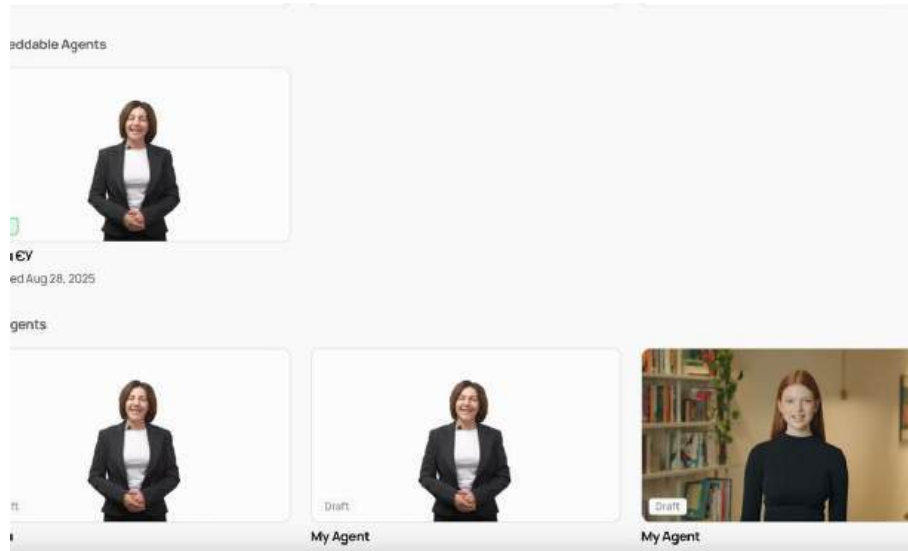


Figure 2. An example of a student interacting with a digital avatar of a teacher on the EUni platform
Source: compiled on the platform [7].

The intelligent assistant provides navigation support, answers questions about educational programs, deadlines for submitting documents, admission requirements, verification statuses, and financial procedures. The system generates automated notifications about the need to take the next step, informs about changes in the status of the application, and provides reference materials in accordance with the current stage of the process. The EUni architecture combines an AI module with basic applicant profile services, enabling the implementation of an adaptive digital support model aimed at reducing information uncertainty and speeding up the admission process.

3. CRM-driven approach to managing the applicant lifecycle. Within this approach, admission is interpreted as a managed lifecycle of interaction between the university and the applicant, covering the stages of initial interest, application submission, evaluation, decision-making, and enrollment. The digital architecture is based on a centralized CRM system that accumulates data on the applicant's profile, communication history, and process statuses, providing segmentation, analytical assessment, and workflow automation. This approach makes it possible to manage the admission "funnel" through measurable transitions between stages and increases the transparency of conversion rates.

An example of a CRM-driven model is the Ellucian Recruiting & Admissions solution, which organizes admissions as an integrated process with centralized interaction tracking, multi-channel communication, and automated application routing.

The system provides analytical monitoring of the dynamics of transitions between statuses, support for management decision-making, and optimization of the effectiveness of the admission campaign (see Figure 3).

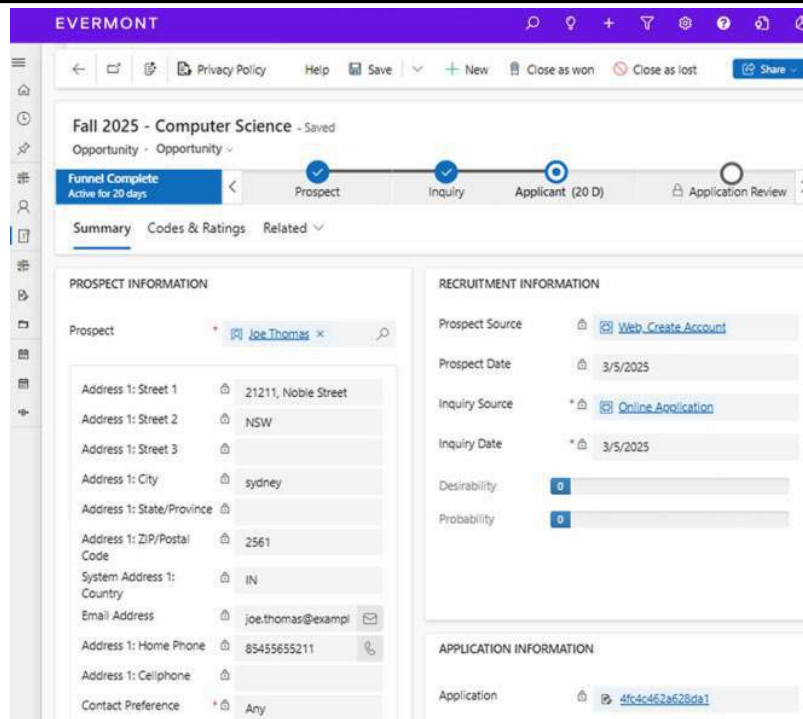


Figure 3. CRM system interface for managing the admission “funnel” and applicant lifecycle statuses in Ellucian Recruiting & Admissions
Compiled based on data [8].

It can be stated that modern digital models of organizing admission campaigns have transformed into comprehensive platforms for managing educational interaction, combining process integration, analytical controllability, and personalized communication scenarios. Admissions have become a part of the university’s strategic architecture as a managed cycle with clearly structured statuses, measurable performance indicators, and adaptive decision-making support mechanisms. Under these conditions, the digital support model becomes a tool for developing a sustainable educational trajectory and strengthening the university’s competitive position in an environment of intense digital transformation.

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ІННОВАЦІЙНІ ТЕХНОЛОГІЇ У ВИВЧЕННІ ІНОЗЕМНИХ МОВ ЯК ІНСТРУМЕНТ ФОРМУВАННЯ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ, ЗОКРЕМА В КОНТЕКСТІ МЕТОДИКИ TRACK

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Стрімка цифровізація сучасної освіти зумовлює переосмислення методичних підходів до навчання іноземних мов, особливо для студентів немовних спеціальностей, для яких володіння іноземною мовою є важливим чинником професійної мобільності та конкурентоспроможності. Інтеграція цифрових технологій поступово перетворюється з допоміжного елемента на ключовий чинник формування іншомовної компетентності, що охоплює лінгвістичний, соціокультурний і комунікативний компоненти.

Метою дослідження є аналіз ефективності використання цифрових інструментів у процесі іншомовної підготовки студентів немовних спеціальностей та обґрунтування структурованої моделі їх інтеграції в освітній процес.

Наукова новизна дослідження полягає в обґрунтуванні структурованої моделі інтеграції цифрових ресурсів у професійно орієнтоване навчання іноземної мови студентів немовних спеціальностей.

У межах дослідження проведено перехресне опитування 120 респондентів (студентів і викладачів трьох провідних університетів України – Українського державного університету імені Михайла Драгоманова, Глухівського національного педагогічного університету імені Олександра Довженка та