

2 - 4 July 2026

Zurich , Switzerland

Transforming Digital Humanities through E-learning in UK–Ukraine Collaborative and AI-Enhanced Contexts

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Abstract

This research explores how a UK–Ukraine COIL project integrating digital tools and E-learning principles transforms contemporary educational practices by blurring the boundaries between formal and informal learning. The author investigates the educational opportunities created by digital technologies, as well as the challenges related to their technical, pedagogical and ethical use. The study argues that educational technologies transforms digital humanities learning by enabling innovative forms of cross-cultural creativity and collaborative knowledge production. The research was conducted among 25 undergraduate students from the University of Leeds (UK), the National Transport University (Ukraine), and the National University of Kyiv-Mohyla Academy (Ukraine). The main methods of data collection included students survey of undergraduate learners by using the structured questionnaires (structured, unstructured (open-ended), AI-supported student rewritings of selected scenes from *Pride and Prejudice*, and educators reflective responses on effectiveness of the collaborative online learning. The data was collected and analysed to determine both the advantages and the tensions arising from the integration of collaborative E-learning practices into transnational digital pedagogy. The findings demonstrate benefits such as the implementation of flexible pedagogies, the integration of digital collaborative practices, the development of intercultural competence, the enhancement of group-working competencies and access to diverse learning resources. However, potential tensions were also identified, including digital access issues, cultural and linguistic differences, pedagogical alignment and ethical concerns of using AI. The study highlights how digital technologies support student learning through portable knowledge, collaborative digital structures, and human–AI co-creation, while maintaining interpretative autonomy and reflective practice. The study demonstrates that human–AI co-creation in transnational COIL settings enhances intercultural competence, collaborative digital learning and reflective digital literacy while also requiring ethical guidance and pedagogical alignment to support meaningful and responsible participation.

Keywords: Ethical Concern; Intercultural Learning; Portable Knowledge; Reflective Practice;
Transnational Pedagogy