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NEWSLETTER 3

Validation of a Digital Educational Model for Sustainability within the Erasmus Project type HED Cooperation Partnership “Gender, Digitalisation, Green: Ensuring a Sustainable Future for All in Europe”, Acronym GEEA.

The GEEA project presents the results of the piloting phase of the new educational platform dedicated to the European Green Deal, implemented within an international consortium comprising universities from Romania, Spain, Portugal, and Ukraine.

Pilot sessions were organised in different academic environments under a blended learning framework, which have taken place at the University Autònoma Barcelona (Spain), the University of Porto (Portugal), the University of Agronomic Sciences and Veterinary Medicine of Bucharest (Romania), and the National University of Science and Technology POLITEHNICA Bucharest (Romania). In the case of the University of Uzhhorod (Ukraine), student participation was made exclusively online due to the ongoing war situation*, which made both the mobility of the project team in Ukraine and, respectively, the physical mobility of students to partner institutions impossible.

The evaluations conducted via Survey Questionnaires demonstrated a high degree of adoption of digital tools and an increased capacity for interaction with structured scientific content delivered through course materials, gamification, chatbot support, e-seminars, and project-based learning activities. A central outcome of the results is the effectiveness of the gamification mechanisms, validated particularly through the contribution of experts and students from the Faculty of Computer Sciences in Uzhhorod. These mechanisms generated a high level of engagement, which was associated with increased active participation and enhanced collaboration in educational activities, and demonstrate the efficiency of the e-learning system in crises (war situation in this case).

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The analysis of students' behavior from UPorto Portugal, USAMV B Romania, UNSTPB Romania, and Uzhhorod University, Ukraine, during the pilot sessions indicated again a significant preference for collaborative activities, particularly for the completion of coursework through team-based projects aligned with thematic challenges proposed by the project management team. This finding confirms the pedagogical relevance of the implemented model, especially in relation to the development of transversal competencies and interdisciplinary working capacity. The integration of environmental data and interactive digital tools (gamification, educational chatbot, and e-seminars) contributed to strengthening students' analytical capacity from the four European universities involved in the project (Spain, Portugal, Romania) and for the students of Ukraine regarding sustainability indicators, and to a deeper understanding of the relationship between anthropogenic activities and environmental impact.

The pilot results validate the GEEA project as a robust digital educational model with strong potential for scaling at the European level, supporting the strategic objectives of the green transition and the modernisation of higher education.

**Due to the ongoing war situation, most Computer Science students at the University of Uzhhorod are male and are not permitted to leave the country.*

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