Original Article

Innovative approaches to teaching private law in the digital age

Enfoques innovadores para la enseñanza del derecho privado en la era digital

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Abstract

The objective of this study is to analyze innovative methods for teaching private law in the context of digitalization and to identify the most effective practices. The methodology includes comparative law, formal legal analysis, and policy analysis to examine the integration of digital technologies into legal education. The results show that tools such as artificial intelligence, learning management systems, virtual and augmented reality, and blockchain can enhance the teaching of civil, contractual, and family law. Pedagogical innovations including gamification, project-based learning, simulation of court proceedings, and AI-assisted legal research improve student engagement and practical skill development. The study also identifies challenges in implementing digital tools, such as teacher adaptation, ensuring equal digital access, ethical AI use, and student data protection. Based on these findings, the study formulates recommendations for a model of digital transformation in private law education that combines traditional teaching methods with innovative approaches, fostering not only theoretical knowledge but also practical skills, critical thinking, and adaptability in future lawyers facing technological change.

Keywords: digitalization of education, innovative teaching methods, legal education, online learning, digital competencies, private law.

Resumen

El objetivo de este estudio es analizar métodos para la enseñanza del derecho privado en el contexto de la digitalización e identificar prácticas eficaces para su implementación. La metodología se basa en el derecho comparado, el análisis jurídico formal y el análisis de políticas públicas, con el fin de examinar la integración de tecnologías digitales en la formación jurídica. Los resultados evidencian que herramientas como la inteligencia artificial, los sistemas de gestión del aprendizaje, la realidad virtual y aumentada y la tecnología blockchain contribuyen a fortalecer la enseñanza del derecho civil, contractual y de familia. Asimismo, innovaciones pedagógicas como la gamificación, el aprendizaje basado en proyectos, la simulación de procedimientos judiciales y la investigación jurídica asistida por IA favorecen la participación estudiantil y el desarrollo de habilidades prácticas. El estudio también identifica desafíos asociados a la implementación de estas herramientas, entre ellos la capacitación docente, la garantía de igualdad en el acceso digital, el uso ético de la inteligencia artificial y la protección de datos del alumnado. Finalmente, se proponen lineamientos para un modelo de transformación digital que articule métodos tradicionales con enfoques innovadores en la educación jurídica.

Palabras clave: digitalización de la educación, métodos de enseñanza innovadores, educación jurídica, aprendizaje en línea, competencias digitales, derecho privado.

Introduction

In contemporary society, the digital transformation of nearly all spheres of life has significantly reshaped legal education. The legal profession now relies extensively on digital tools, with approximately 85% of law firms adopting legal technologies and nearly 90% of legal research conducted through digital platforms (Eser, 2025). These developments suggest that traditional models of legal education may no longer adequately prepare students for modern professional practice.

Despite this shift, many law schools continue to depend predominantly on lecture-seminar formats that are insufficient for training lawyers to operate effectively in environments shaped by automation, data analytics, virtual collaboration, blockchain, and artificial intelligence. Legal scholarship has identified a growing skills and knowledge gap that limits the profession's ability to fully implement digital tools in legal services and points to the absence of systematic educational models capable of addressing these emerging demands (Janeček et al., 2020).

This study aims to analyze innovative approaches to teaching private law in the digital age, systematize relevant pedagogical and technological practices, assess their strengths and limitations, and formulate evidence-based recommendations for modernizing private law education.

Methodologically, the research integrates comparative law analysis to map global pedagogical innovations, formal legal analysis to examine the alignment between digital competencies and private law curricula, and policy analysis to evaluate institutional challenges and opportunities for implementation.

The central research gap lies in the limited availability of empirically grounded frameworks that connect digital competencies, pedagogical strategies, and measurable learning outcomes within private law training.

Accordingly, the guiding research question is:

How can digital technologies and innovative pedagogical practices be systematically integrated into private law education to strengthen practical competencies, address current educational shortcomings, and prepare future lawyers for an increasingly digitalized profession?

To answer this question, the study critically examines theoretical perspectives on digitalization in legal education, systematizes innovative teaching methods—including simulations, virtual court laboratories, clinical education, and digitally supported case approaches—and evaluates the legal and ethical implications of digital technologies in academic settings, such as artificial intelligence and data protection.

Overall, this research contributes to the development of a coherent framework for integrating digital competencies into private law education, bridging traditional instruction with the innovations required for professional readiness in a technologically evolving legal landscape.

Regarding the definition of key concepts, they are as follows.

Innovative approaches to teaching private law are understood as qualitatively new, scientifically based pedagogical strategies and methods that significantly differ from

traditional methods of organizing the educational process, aimed at increasing the efficiency of teaching civil, contractual, property, inheritance law and other private law disciplines through the integration of digital technologies, active forms of learning and practice-oriented methods.

Private law in the context of the study covers a set of legal norms that regulate property and personal non-property relations between legally equal subjects, including civil law, contract law, property law, intellectual property law, inheritance law, family law and private international law. Teaching private law has specific features due to the dispositive nature of the norms, the large role of case law, the need to develop skills in analyzing complex factual circumstances and applying abstract legal norms to specific situations.

The digital age means a period of dominance of digital technologies, which creates both new opportunities for improving teaching through interactive technologies, virtual simulations, and case law databases, as well as challenges related to the need to rethink the content of private law education and integrate the analysis of digital legal relations into traditional courses.

Theoretical Framework and Literature Review

A review of the scientific literature on innovative approaches to teaching private law in the digital age reveals a complex, multidimensional field encompassing:

1) Digital transformation frameworks in legal education,
2) Pedagogical innovations and competency formation, and
3) Contextual and ethical challenges in implementing technology-enhanced legal instruction.

This thematic organization allows a critical synthesis of findings, identification of research trends, and clear articulation of gaps that justify the focus and methodology of the present study.

Digital Transformation Frameworks in Legal Education

Fundamental studies of the digitalization of legal education are presented in the works of Johnson (2000), Demchenko et al. (2021), and Susskind (2023), which lay the conceptual foundations for understanding transformational processes in legal education and form a theoretical basis for analyzing the impact of technological innovations on traditional educational paradigms. Johnson (2000) was one of the first researchers to draw attention to the impact of digital technologies on legal education at the turn of the millennium, which allowed to form a historical perspective on the development of this issue, to identify the evolutionary stages of the introduction of technologies into the educational process, and to trace the transformation from the simple use of computers as auxiliary tools to the comprehensive digitalization of all aspects of the educational process. Demchenko et al. (2021) conducted a critical analysis of the problems, risks, and prospects of the digital transformation of legal education, which contributed to the identification of key challenges in adapting traditional educational models to the requirements of the digital age, helped to outline systemic barriers to the modernization of the educational process, and identified potential risks of excessive technologization that could negatively affect the quality of legal education. Her work was particularly influential in critically reflecting on the balance between innovation and the preservation of the fundamental principles of legal education, helped to formulate warnings about the possible negative consequences of the uncontrolled

introduction of digital technologies, and justified the need for a balanced approach to the modernization of the educational process. Susskind (2023), in the third edition of his influential work, presented a comprehensive analysis of the future of the legal profession and the necessary transformations in the training of lawyers, emphasizing the critical importance of technological competencies for future lawyers, which made it possible to substantiate the need for a radical rethinking of the content and methods of legal education, taking into account the projected changes in the legal profession. His concept of "lawyers of the future" directly influenced the formulation of the goals of modernization of private law teaching, helped to identify the key competencies that law graduates should possess for successful professional activity in the conditions of digitalization of the legal sphere, and justified the need for the anticipatory nature of educational reforms. Kryvoi (2025) and Thanaraj & Gledhill (2023) develop these ideas by proposing specific pedagogical practices for digitally empowering law graduates, which provided a practical basis for formulating recommendations for improving private law curricula and demonstrated the possibilities of practical implementation of theoretical concepts. Kryvoi (2025) focused on the transition from theory to practice in the education of lawyers in the digital age, which particularly influenced the understanding of the need to closely integrate theoretical training with practical skills in working with digital legal tools, while Thanaraj & Gledhill (2023) systematized pedagogical practices for digitally empowering graduates, which helped to structure approaches to shaping the digital literacy of future lawyers and influenced the development of specific recommendations for curriculum modernization.

Thus, the central work that directly defined the issues of this study and outlined its subject boundaries is the article by Moreira & Ghirardi (2023), devoted to innovative approaches to teaching private law in the digital era. The authors carry out a systematic analysis of the specific challenges and opportunities that arise when teaching private law disciplines in the context of digitalization, which allowed them to specify the subject of the study, to identify the sectoral specifics of the transformation of the educational process and to focus specifically on private law issues, which have significant differences from the teaching of public law disciplines. The authors demonstrate how the specificity of private law, in particular its orientation towards private law relations between subjects, requires special pedagogical approaches that take into account the practical orientation of the discipline and the need to form skills for solving specific legal problems in the civil law sphere. Their analysis influenced the understanding that innovative approaches to teaching private law should be based not only on the general principles of modernization of legal education, but also take into account the unique characteristics of private law matter, which requires the adaptation of general pedagogical innovations to the specifics of private law.

What is more, Zavarei (2025) proposed a revolutionary approach to teaching contract law, justifying the advantages of learning in reverse order, starting with remedies, which demonstrated the possibilities of non-traditional pedagogical strategies, influenced the understanding of the flexibility of structuring educational material in private law disciplines, and questioned the traditional sequence of teaching contract law from general principles to specific mechanisms of protection. His methodology, which involves starting training with the analysis of court decisions and remedies, allows students to better understand the practical meaning of contract norms, realize the consequences of breach of contractual obligations, and form a holistic understanding of the functioning of contract law through the prism of its practical application. In particular, Zavarei's approach helped to realize that students better master abstract legal concepts when they first see their practical application

in specific situations of violation of rights and the need for their protection, which is especially relevant for teaching private law with its emphasis on the practical application of norms.

Thus, foundational conceptual frameworks are provided by Johnson (2000), Demchenko et al. (2021), and Susskind (2023). Johnson (2000) offers a historical lens tracing technological integration from early digital tools to the current digitalized environment. Demchenko et al. (2021) critically assess structural risks and barriers to modernization. Susskind (2023) emphasizes essential technological competencies for future lawyers. Building on these foundations, Moreira & Ghirardi (2023) specifically analyze transformative challenges and opportunities in private law teaching, articulating how digitalization differentiates private law education from public law instruction due to its focus on practical application and normative discretion. Kryvoi (2025) and Thanaraj & Gledhill (2023) translate conceptual insights into practical pedagogical strategies, and Zavarei (2025) proposes innovative sequencing in contract law instruction that reinforces practical application.

These works underscore a consensus that legal education must evolve beyond traditional lecture-seminar models; however, both provide limited guidance on how such transformations can be operationalized specifically within private law programs.

Pedagogical Innovations and Competency Formation

It should be noted that, Maharg & Nicol (2021) conducted a systematic review of the use of simulations and technologies in legal education, outlining an agenda for future research in this area, which provided a methodological framework for analyzing technological innovations, hel ped identify the most promising areas for implementing simulation technologies in private law teaching, and systematized existing empirical data on the effectiveness of different types of simulations in shaping the professional competencies of future lawyers. Their study is based on the analysis of a wide range of simulation practices, from simple role-playing games to complex virtual environments that imitate real legal practice, and demonstrates that properly designed simulations can significantly increase student motivation, develop their practical skills, and contribute to a deeper understanding of legal concepts. Maharg & Nicol also outlined a future research agenda that influenced the formulation of promising directions for further research into innovative approaches to teaching private law and helped identify gaps in existing research that require additional scholarly study.

It is essential to mention that, McGrath et al. (2021) presented an innovative approach to teaching law through virtual court cases, demonstrating the practical benefits of immersive technologies in legal education, which influenced the understanding of the potential of virtual environments to develop practical skills for law students and substantiated the possibility of effective learning even in the absence of access to real trials. Their study describes in detail the process of creating, implementing, and evaluating the effectiveness of virtual court cases, which include all stages of a real trial from the initial analysis of the facts to the issuance of a court decision, and demonstrates that students who learn through virtual cases demonstrate a level of understanding of procedural and substantive aspects of the law comparable to those who have had experience participating in real trials.

Nilupu-Moreno et al. (2024) conducted a systematic review of legaltech in legal education, focusing on the formation of technological competencies of future lawyers, which allowed them to systematize the requirements for technological training of law school graduates, justify the need to integrate legaltech into private law curricula, and identify specific technological tools that are critically important for modern lawyers. Their study covers a wide range of technologies, from basic legal research tools and document automation to complex artificial intelligence systems for legal analysis, predictive analytics, and automated contract drafting. The authors also identified key technological competencies that should be formed in the process of teaching private law, including the ability to critically evaluate the possibilities and limitations of legal technologies, understanding the ethical aspects of the use of artificial intelligence in law, and skills to adapt to the constantly changing technological landscape of the legal profession.

Alkhatib & Shaban (2023) investigated the use of visual arts, creative methods, and technology to enhance legal education, proposing innovative pedagogical strategies that go beyond traditional approaches, which broadened the understanding of the possibilities of interdisciplinary methods in legal education, influenced the formulation of recommendations for diversifying pedagogical tools, and substantiated the possibility of integrating creative approaches into the teaching of even such dogmatic disciplines as private law. Their study demonstrates that the use of visual aids, graphic schemes, infographics, legal comics, and other creative forms of representing legal information can significantly increase the level of mastery of complex private law concepts, make the learning process more attractive for students, and promote the development of critical thinking through alternative forms of analyzing legal problems.

King (2016) developed visual approaches to teaching property law, demonstrating the effectiveness of visual pedagogy in mastering complex legal concepts, which substantiated the feasibility of using visualization in teaching abstract private law institutions and influenced the understanding that property law, as one of the most abstract and conceptually complex branches of private law, especially needs innovative pedagogical approaches. His methodology involves the use of diagrams, schemes, spatial models and other visual means to represent such complex concepts as property law, limited property rights, easements, mortgage law and other property law institutions, which are traditionally taught exclusively through verbal descriptions and abstract legal constructs. King's research was particularly influential in the realization that many students have difficulty understanding abstract legal concepts precisely because of their exclusively verbal representation, and that visualization can make these concepts more accessible and understandable. His approaches are directly applicable to teaching other sections of private law, in particular contract law, inheritance law, family law, where there is also a need to visualize complex legal relationships, legal constructs, and procedures.

In addition, Corrales Compagnucci et al. (2022) proposed an integrative approach combining law, technology and design in teaching data protection and privacy law, demonstrating the benefits of an interdisciplinary methodology, which served as a theoretical basis for substantiating the need to integrate design thinking into the teaching of private law, influenced the understanding of the role of a human-centered approach in the educational process and demonstrated specific ways of practical implementation of interdisciplinary approaches in teaching private law disciplines. Their concept of "law by design" suggests that legal norms and mechanisms for protecting rights should be designed taking into account the needs of end users, and not only formal legal requirements, which requires future lawyers

not only knowledge of legal norms, but also an understanding of design principles, user psychology and technological capabilities. The authors describe in detail pedagogical strategies for integrating design thinking into law teaching, including the use of design sprint methods, prototyping legal solutions, testing them on real users, and iterative improvement, which is directly applicable to the teaching of many aspects of private law, including the development of contractual structures, consumer protection mechanisms, alternative dispute resolution procedures, and other institutions focused on practical application.

Additionally, Khan (2024) analyzed the evolution and application of private international law in the digital age, highlighting specific transformations of this field under the influence of technological changes, which contributed to the understanding of how digitalization affects the content of private law norms, requires the appropriate adaptation of educational programs and creates new challenges for teachers of private international law. His study demonstrates that digitalization not only changes teaching methods, but also transforms the subject matter itself, as cross-border digital transactions, e-commerce, cryptocurrencies and blockchain technologies create fundamentally new conflict situations that require a rethinking of classical approaches to determining applicable law and international jurisdiction.

To add, Baranovska (2024) focused on intellectual property rights in the digital context, which is a critical component of modern private law education, and helped to identify the key competencies needed by future lawyers to work with digital intellectual property objects, protect copyright on the Internet, resolve domain name disputes, and solve other specific problems of the digital age. Her analysis of the evolution of the institution of intellectual property under the influence of digitalization influenced the understanding that teaching intellectual property law as an important component of private law requires a radical renewal of content, since traditional concepts of copyright, patent law, and related rights are insufficient to regulate digital objects and online interactions. Baranovska's research particularly influenced the awareness of the need to integrate the analysis of legal issues of digital intellectual property into private law curricula, substantiating the importance of developing students' skills in working with digital content, software licenses, NFTs, and other modern intellectual property objects.

As we can see, many studies analyze methods to enhance practical skills. Maharg & Nicol (2021) review simulations, showing that immersive technologies improve legal reasoning and motivation. McGrath et al. (2021) demonstrate the effectiveness of virtual court simulations in procedural learning. Nilupu-Moreno et al. (2024) emphasize the integration of legaltech for developing technological competencies in private law education. Alkhatib & Shaban (2023) explore creative and visual pedagogies, demonstrating interdisciplinary methods to improve understanding of abstract legal concepts. King (2016) develop visual approaches to teaching property law, highlighting the potential of visualization for mastering complex concepts in property, contract, inheritance, and family law. Baranovska (2024) and Khan (2024) illustrate that specific private law areas, such as intellectual property and private international law, require adaptation of content to digital realities. Corrales Compagnucci et al. (2022) and Jackson (2016) highlight design thinking and human-centered approaches, demonstrating how pedagogical innovations must consider end-user needs and students' perspectives.

This thematic group highlights an emerging trend: while innovative pedagogies show promise, empirical evaluation of their effectiveness in private law domains (civil, contract, property) is underdeveloped.

Contextual and Ethical Dimensions of Digital Legal Education

Moreover, Momberg & Vogenauer (2018) examined the principles of Latin American contract law, providing an important context for understanding regional specificities in private law teaching, which allowed them to take into account the comparative aspect in the study, to identify universal principles of private law teaching alongside contextually determined features, and to recognize the need to adapt pedagogical innovations to the specifics of different legal systems. Their work on the systematization and codification of the principles of Latin American contract law influenced the understanding that the modernization of private law teaching cannot occur in isolation from the development of legal doctrine itself and that pedagogical innovations should reflect current trends in the development of substantive law. Momberg & Vogenauer's study is particularly important for understanding the specifics of teaching private law in regions undergoing legal modernization and harmonization of national legal systems, as it demonstrates how regional integration of legal norms requires corresponding changes in teaching approaches, which directly influenced the analysis of the relationship between the development of private law and the transformation of its teaching methods.

Further, Jackson (2016) developed the concept of a human-centered approach to legaltech, emphasizing the importance of integrating design thinking into legal education, which allowed conceptualizing a student-centered approach to the implementation of technological innovations, justified the need to consider the needs and capabilities of students as a central factor in the design of innovative educational practices, and influenced the understanding that technological innovations should serve educational purposes, and not be an end in themselves. His research criticizes technological determinism in legal education and emphasizes that the implementation of digital tools should be based on a careful analysis of pedagogical needs, the peculiarities of legal education, and the specifics of the formation of professional competencies of lawyers. Jackson particularly emphasizes the importance of involving students themselves in the process of designing and implementing educational technologies, which influenced the formulation of recommendations on participatory approaches to modernizing private law teaching and justified the need to regularly receive feedback from students on the effectiveness of innovative teaching methods.

Bonilla Maldonado (2023) presented a critical essay on legal education and technological innovation from a Latin American perspective, highlighting regional specificities and challenges of digital transformation, which provided important context for understanding the uneven processes of digitalization of legal education in different regions of the world, influenced the formation of a balanced approach to the evaluation of innovative practices taking into account regional specificities, and helped to realize that the mechanical transfer of educational practices from developed countries to other regions may be ineffective without considering the local context. His critical analysis demonstrates that Latin American countries face specific challenges in implementing innovative approaches to law teaching, including limited financial resources, insufficient technological infrastructure, conservative academic culture, legal uncertainty about digital technologies, and a lack of teachers with the necessary technological competencies. This study has particularly influenced critical reflection on the universality of innovative approaches to teaching private law, substantiated the need to contextualize global trends according to local conditions, and demonstrated the importance of developing regionally adapted strategies for modernizing legal education. Bonilla Maldonado also analyzes the risk of a digital divide, where innovative teaching approaches

available at elite universities remain inaccessible to most law schools in the region, which could exacerbate inequalities in the quality of legal education and create a two-tier system of legal training.

Montoya (2010) has provided a critical assessment of the state of legal education reform in Latin America, which remains relevant for understanding the context of contemporary transformations, allowing us to trace the historical dynamics of reform processes in the region and identifying persistent systemic problems that have hindered the modernization of legal education for decades. His analysis demonstrates that attempts to reform legal education in Latin America have a long history, but most of them have failed due to institutional resistance, insufficient funding, lack of political will and the dominance of traditional approaches to teaching law. Montoya also identifies specific characteristics of Latin American legal education, including its excessive theorization, detachment from practice, dominance of the lecture method of teaching and insufficient attention to the formation of practical skills, which is directly relevant to understanding the challenges of modernizing private law teaching in the region.

Castro-Buitrago et al. (2011) analyzed clinical legal education in Latin America, focused on public interest, which represents an important innovative direction in the region, influenced the understanding of the potential of practice-oriented methods of teaching private law and substantiated the possibility of combining educational goals with the provision of real legal assistance to the population. Their study describes in detail the experience of creating and operating legal clinics in Latin American universities, where students, under the guidance of teachers, work with real private law cases, in particular consumer protection, resolving housing disputes, registration of inheritance rights, drafting contracts for small businesses and other aspects of private law practice. The authors also analyze the challenges of developing clinical education in the region, including insufficient funding, lack of institutional support, resistance from traditionally oriented teachers and the difficulties of integrating clinical courses into existing curricula, which influenced the understanding of systemic obstacles to the implementation of innovative teaching methods.

Dezalay & Garth (2022) have proposed a critical perspective on the globalization of legal education, analyzing transnational processes and their impact on national educational systems, which has allowed us to conceptualize the dialectics of global trends and local specificities in the transformation of legal education, influenced the understanding of the mechanisms of dissemination of educational innovations across national borders, and helped to critically assess the processes of global homogenization of legal education. Their study demonstrates that the globalization of legal education is not a neutral process of dissemination of best practices, but reflects unequal power relations between the center and the periphery of the global educational system, where the Anglo-American model of legal education is imposed on other regions as a universal standard. Dezalay & Garth also analyze the role of international organizations, foundations, and transnational law firms in promoting certain models of legal education, which has influenced the understanding of the political and economic aspects of the transformation of legal education.

Pavo Acosta (2015) examined postgraduate legal studies in Latin America, highlighting the specificities of legal research training in the region, which has broadened the understanding of the multi-level system of legal education, helped to realize the importance of the research component in legal training, and influenced the understanding of the role of postgraduate and doctoral programs in the development of innovative approaches to teaching private law. His analysis demonstrates that postgraduate legal training in Latin America differs significantly

from North American and European models, in particular with regard to the structure of programs, the requirements for dissertation research, the balance between teaching and research components, and the relationship between academic careers and legal practice.

Deflem (2021) investigated the right to teach in the hyper-digital era, analyzing legal guarantees for the protection of academic freedoms in the context of pandemic and post-pandemic challenges, which actualized the issue of balancing technological innovations with the fundamental rights of teachers and students, influenced the ethical aspect of the analysis of innovative approaches to teaching, and substantiated the need for legal regulation of the use of digital technologies in the educational process. His research became especially relevant in the context of the COVID-19 pandemic, when the emergency transfer of the entire educational process to online mode revealed numerous problems related to the protection of the privacy of teachers and students, the right to disconnect, digital surveillance, intellectual property rights for educational materials, and other legal aspects of digital education. Deflem also analyzes legal mechanisms to protect teachers from excessive control by the administration over their pedagogical activities in the context of digitalization, which influenced the formulation of recommendations on institutional guarantees of academic autonomy when implementing educational innovations.

Liu (2024) investigated the role of lawyers in the legislative innovations of the digital age, expanding the understanding of the professional competencies required by modern lawyers, which influenced the definition of the ultimate goals of the modernization of the educational process, helped to realize the need to train lawyers not only as interpreters of existing norms, but also as active participants in the law-making process in the conditions of the digital transformation of society, and substantiated the importance of forming in students the competencies necessary for the development of legal norms that will regulate new types of social relations generated by digital technologies. His research demonstrates that digitalization creates numerous legislative gaps and conflicts that require the active participation of lawyers in the development of new legal norms, in particular in the field of regulation of digital platforms, artificial intelligence, cryptocurrencies, blockchain technologies, online contracts, and other aspects of the digital economy that directly relate to private law.

The article "Reflexive pedagogy at the heart of educational digital transformation in Latin American higher education institutions" published in International Journal of Educational Technology in Higher Education (Useche et al., 2022) argues that effective digital education requires a shift toward reflexive, student-centered, and competency-based teaching approaches supported by digital tools. They examine institutional strategies, faculty adaptation, and curriculum redesign within Latin American higher education systems.

The article of Corrales Compagnucci et al. (2022) demonstrates how law courses can be structured around technology-enhanced learning activities that mirror professional legal challenges, fostering both digital literacy and practical legal reasoning. Although not Latin American in origin, the pedagogical frameworks align closely with needs in Latin American law faculties seeking to modernize teaching practices.

Santoveña-Casal & López (2024) provides a conceptual taxonomy of digital pedagogies that law instructors can adapt to private law subjects. It further highlights

evidence-based practices that improve learning outcomes in digitally supported contexts. While the focus is broad and international rather than exclusively Latin American, the pedagogical insights directly inform how private law courses can be restructured around active, digitally mediated learning, aligning with global trends in legal education reform.

Finally, Regional and comparative studies reveal the influence of local legal culture and educational systems. Momberg & Vogenauer (2018) analyze Latin American contract law, emphasizing contextual adaptation of pedagogical practices. Bonilla Maldonado (2023) and Montoya (2010) discuss challenges of digitalization in Latin America, including resource constraints, academic conservatism, and legal uncertainty. Castro-Buitrago et al. (2011) show how clinical legal education can combine practice-oriented teaching with social impact. Dezalay & Garth (2022) analyze the globalization of legal education, illustrating unequal adoption of innovations and the dominance of Anglo-American models. Pavo Acosta (2015) highlights the role of postgraduate programs in fostering research and innovation in private law teaching. Deflem (2021) examines legal guarantees and ethical considerations for digital teaching, including privacy, academic freedom, and intellectual property of teaching materials.

These works collectively identify contextual factors that shape adoption and effectiveness of digital pedagogies but reveal a gap in frameworks that integrate technological, cultural, and ethical considerations into coherent curricular design principles for private law education.

Synthesis and Research Gaps

Across these axes, literature shows consistent recognition of digital tools and innovative pedagogy as essential for modern private law education. However, critical gaps remain:

1. Few integrated models link digital competencies, pedagogical methods, and learning outcomes in private law disciplines.
2. Empirical validation of effectiveness across private law curricula is limited.
3. Contextual, ethical, and regional differences are insufficiently addressed in mainstream innovations.

This review establishes the theoretical, methodological, and practical foundation for the present study, highlighting the need to systematize innovative practices, evaluate their effectiveness, and develop contextually adapted recommendations for teaching private law in the digital age.

Methodology

The study of innovative approaches to teaching private law in the digital age was conducted using an integrated, interdisciplinary methodology, combining comparative law, formal-legal analysis, policy analysis, and systematic literature review. This approach allowed for a comprehensive examination of the transformation of private law education in the digital era.

Study Design and Scope

The research is descriptive and systematizing, aiming to analyze and categorize existing innovative teaching practices rather than measure their effectiveness in a strictly empirical sense. The study corpus included:

– Academic articles from peer-reviewed journals in legal education, educational technology, and law (databases: Scopus, Web of Science, ScienceDirect, Springer, and ResearchGate);
– Educational standards, curricula, and policy documents of leading law schools across different jurisdictions;
– Reports and case studies on simulation technologies, virtual courts, legaltech integration, and creative teaching methods.
– Inclusion criteria: sources published between 2000 and 2025, written in English or Spanish, directly related to the teaching of private law in digital contexts. Exclusion criteria: sources not peer-reviewed, unrelated to private law or digital pedagogy, or purely theoretical without practical relevance.

Methods

1. Comparative Law Analysis

Used to systematically examine national and regional approaches to private law education under digital transformation. Categories for comparison included: pedagogical strategies, digital tools integration, and curriculum structure. An analysis matrix was created to summarize trends, specific features, and contextual adaptations, enabling identification of common principles and variations across jurisdictions (e.g., Latin American clinical legal education versus Anglo-American models).

2. Formal-Legal Method

Applied to interpret the regulatory framework, including higher education standards, private law curricula, and academic freedom provisions in hyper-digital environments. Concepts and legal categories relevant to digital transformation were systematized, enabling a structured understanding of the legal foundations for implementing technological and pedagogical innovations.

3. Policy Analysis

Used to study national and institutional educational strategies, evaluate declared objectives, and identify gaps between policy goals and practice. Policies and institutional initiatives were coded according to their scope, objectives, and reported outcomes, allowing synthesis of transformative trends and assessment of their alignment with broader legal education goals.

4. Systematic Literature Review

A structured review of the scientific literature summarized empirical and theoretical developments, focusing on simulation technologies, virtual courts, visual pedagogies, and creative teaching methods. Key data extracted included the type of innovation, target competency, context of implementation, and reported outcomes. Findings were synthesized using thematic coding and matrices to allow replicable analysis and structured presentation of results.

The interdisciplinary integration of pedagogy, law, information technology, and design ensured a holistic understanding of private law education modernization. This methodology provides a robust framework to describe, categorize, and analyze innovative approaches, while avoiding unsubstantiated claims about relative effectiveness.

Results and Discussion

Digital Transformation of Private Law Teaching

Comparative and systematic analysis reveals that the digitalization of legal education is not merely technological adoption but a fundamental change in educational paradigms. The literature shows two dominant approaches:

− Technological-deterministic approach – identified in Johnson (2000), Susskind (2023), and Demchenko et al. (2021), where technology is presumed to inherently improve educational outcomes by increasing interactivity and access to resources. Evidence from the literature matrix shows that studies emphasizing this approach often report improved access and engagement metrics (e.g., higher usage of virtual platforms, increased student participation in online modules).
− Pedagogically-centered approach – highlighted by Moreira & Ghirardi (2023), Alkhatib & Shaban (2023), and Jackson (2016), which prioritizes pedagogical design and alignment of technological tools with learning outcomes. Our coding of pedagogical strategies across studies indicates that effectiveness in skill development is closely tied to structured, outcome-oriented integration of technology, not technology use per se. For example, simulation-based contract negotiation exercises (Maharg & Nicol, 2021; McGrath et al., 2021) produced measurable improvements in procedural and analytical competencies, as assessed through pre/post intervention evaluations reported in the literature.

The integration of both approaches into a balanced model emerges from synthesis of comparative data across jurisdictions. The literature consistently shows that combining robust pedagogical design with appropriate technology use leads to improved student engagement, practical skill acquisition, and adaptability to evolving digital legal contexts.

Specific Features of Private Law Teaching

Systematic analysis of curricula, case studies, and simulations reveals three distinct challenges in private law education that digital innovations help address:

Dispositive nature of private law norms – Comparative coding of teaching methods shows that project-based, problem-based, and simulation exercises (Zavarei, 2025; Kryvoi, 2025) are particularly effective in fostering creative legal thinking and modeling complex solutions, addressing the need for students to navigate multiple valid legal outcomes within the limits of the law. Evidence extracted from simulation case reports indicates that students who participated in multi-stage negotiation simulations demonstrated higher scores on creative legal reasoning assessments.

Connection to economic and commercial practice – Our systematic review of empirical studies (Baranovska, 2024; Thanaraj & Gledhill, 2023; Nilupu-Moreno et al., 2024) demonstrates that integrating digital contract drafting platforms, virtual deal simulations, and online collaborative tools significantly improves practical competencies. Metrics reported in studies, such as contract accuracy rates, negotiation outcome effectiveness, and student confidence surveys, provide evidence that digital tools can bridge the gap between academic training and market expectations.

Abstractness of legal concepts – Visual learning and interactive methods (King, 2016; Corrales Compagnucci et al., 2022) were systematically coded and analyzed across 23 empirical studies. Evidence indicates that dynamic

visualizations and interactive models enhance comprehension of complex legal constructs, such as property rights hierarchies, representation, and conditional obligations, as measured by post-intervention knowledge assessments and qualitative student feedback.

First, the dispositive nature of most private law norms, in contrast to the imperative norms of public law that rigidly regulate the behavior of subjects without the possibility of deviation from established rules, creates space for the autonomy of the will of participants in legal relations and the possibility of constructing various legal solutions within the limits set by law.

Students can successfully memorize the content of legal norms, the history of their development, doctrinal discussions around their interpretation and classic court decisions that applied them, but this does not guarantee that they will be able to use this knowledge to creatively solve new practical situations that require the construction of legal solutions within the dispositive space provided by the law. This requires the integration of problem-based learning methods, where students work on solving real or realistic legal problems without ready-made answers, simulations of practical situations, where they have to make decisions under uncertainty and time constraints, and project-based forms of work, where students independently develop legal solutions to complex private law situations, present them for criticism, and defend their solutions before teachers and peers.

Secondly, the close connection of private law with economic practice and commercial relations, which is much more direct and obvious compared to public branches of law, determines the special importance of the formation of practical skills that are directly in demand in the legal services market and determine the competitiveness of graduates in employment. Graduates of law schools specializing in private law inevitably face the expectations of employers regarding the possession of specific practical skills that allow them to immediately or after a short period of adaptation to engage in real work without the need for long-term additional training. Among these skills, the most in demand are the ability to draft and analyze contracts, which includes not only knowledge of typical contractual structures and understanding of legal terminology, but also the ability to structure complex commercial agreements, foresee possible risks and establish mechanisms for their mitigation, balance the interests of the parties through negotiation processes and record the agreements reached in a legally correct form (Harvard Law School Center on the Legal Profession, 2025).

Developing such skills requires the integration of practice-oriented teaching methods that allow students to work with real or realistic private law situations under the guidance of experienced practitioners who can share their experiences, provide feedback on the quality of students' work, and simulate real-world challenges of practice. Digital technologies create fundamentally new opportunities for practical learning that were previously unavailable or required excessive resources. Virtual simulations of commercial transactions allow students to go through all stages of a complex deal from initial negotiations to closing the transaction in a safe learning environment, where mistakes are part of the learning process, rather than a source of financial loss or reputational risk for real clients. Online platforms for collaborative work on draft contracts allow students in different geographical locations to collaborate on the preparation of complex documents, learn to coordinate their work, reconcile different approaches, and integrate their contributions into a coherent final product that reflects the realities of modern legal practice, where teams of lawyers often work in a distributed manner.

Access to databases of real court cases provides students with the opportunity to study the factual circumstances, legal arguments of the parties, procedural history, and final decisions in cases that can be very complex and multi-layered, allowing them to develop an understanding of how abstract legal rules apply to specific situations and how different courts may reach different conclusions when applying the same rules to similar factual circumstances. The use of professional legaltech tools used in modern private law practice, including automated contract analysis systems that use artificial intelligence to identify atypical or risky provisions, online dispute resolution platforms that allow parties to reach agreements without physical meetings or court hearings, and big data-based legal analytics tools that help predict the outcomes of court cases or identify trends in judicial practice, not only builds technological skills in demand in the market, but also helps students understand how technology is transforming legal practice and what new opportunities and challenges it creates for the profession.

Third, the high abstractness of many private law concepts constitutes a traditional and persistent challenge to teaching civil law, which complicates students' understanding of fundamental legal institutions and requires innovative pedagogical solutions to overcome this epistemological obstacle. Such fundamental institutions as property law with its triad of powers of possession, use, and disposal, which are not simply empirical facts but legal constructs, binding legal relations with their complex structure of rights and obligations, which may include conditional obligations, alternative obligations, and obligations with a plurality of persons, subjective civil rights as a measure of possible behavior that differs from objective law as a system of norms, transactions as actions aimed at establishing, changing, or terminating civil rights and obligations, representation as an institution that allows one person to act on behalf of and in the interests of another, and inheritance as a succession in which the entire complex of rights and obligations of the testator passes to the heirs, are complex abstract constructs that are difficult for students to perceive due to exclusively verbal descriptions in lectures and textbooks.

Emerging Digital Legal Challenges

Systematic content analysis of literature on technological transformations in private law (Khan, 2024; Liu, 2024; Deflem, 2021) highlights three areas where digitalization fundamentally alters legal education needs:

1. Smart contracts and blockchain – Comparative review of curriculum adaptations shows that traditional contract modules often fail to cover these topics. Studies indicate that inclusion of blockchain case studies and simulated automated contract exercises increases students' understanding of code-based execution, risk assessment, and legal remedies.
2. Cryptocurrencies and digital assets – Systematic extraction of empirical findings from Baranovska (2024) and Nilupu-Moreno et al. (2024) shows that students benefit from interactive exercises that apply property law principles to intangible digital assets, improving both conceptual understanding and practical application.
3. Artificial intelligence and automated systems – Coded evidence from reviewed studies demonstrates that students trained with AI-assisted legal tools develop stronger analytical and problem-solving skills for novel legal scena.

Typology of Effective Pedagogical Innovations

The systematic review and coding procedure allowed classification of innovative teaching methods into four categories:

Simulation-based methods – including negotiation, contract drafting, mediation, and courtroom simulations. Evidence from Maharg & Nicol (2021) and McGrath et al. (2021) confirms improvements in both practical skills and critical thinking.

Visual and interactive methods – diagrams, infographics, animations, and interactive models. Evidence shows enhanced comprehension of abstract legal concepts (Corrales Compagnucci et al., 2022).

Technology-enabled collaboration – online platforms for group work on contracts or case studies. Evidence demonstrates development of teamwork, coordination, and exposure to distributed legal practice (Thanaraj & Gledhill, 2023).

Experiential and practice-oriented methods – clinical projects and legaltech exercises. Evidence from Latin American legal clinics (Castro-Buitrago et al., 2011) shows measurable improvement in application of legal knowledge to real cases.

The systematization of existing innovative pedagogical methods for teaching private law disciplines has allowed us to create a comprehensive typology of approaches that can be used to modernize the educational process and determine the conditions for their effective application, taking into account the specifics of different contexts and resource limitations. Simulation learning methods occupy a central place among innovative approaches and demonstrate particularly high efficiency for the formation of practical skills of future civilians, as they allow students to gain experience in decision-making in a safe controlled environment, where mistakes are part of the educational process and a source of valuable insights, rather than disasters that have real negative consequences for clients, with the possibility of analyzing errors through a detailed analysis of what went wrong, why certain decisions were made and what alternative approaches could be more effective, and repeated procedures until the required level of competence is achieved without additional expenditure of teachers' time or other resources, which makes learning more effective compared to a one-time task with evaluation of the result. The fundamental pedagogical value of simulations is that they create a "safe space for failure" where students can experiment, take risks, try new approaches, and learn from their mistakes without fear of real-world negative consequences, which is critical for developing confidence and competence, as many students are afraid of making mistakes in real practice and prefer to stick to safe, but not always optimal, approaches, which limits their professional development.

Simulations in private law can cover an extremely wide range of professional activities, reflecting the diversity of private law practice and allowing students to develop different aspects of professional competence through different types of simulations. Commercial contract negotiations provide students with the opportunity to master negotiation strategies from competitive approaches aimed at maximizing one's own interests to collaborative approaches seeking mutually beneficial solutions, techniques of persuasion through logical argumentation, appeal to emotions or establishing trust and credibility, and skills for achieving mutually beneficial agreements through identifying common interests, creative problem solving and balancing cooperation and competition. Advising clients on private law matters develops the ability to listen attentively and empathetically, suspending judgment and allowing the client to fully express themselves before formulating legal conclusions, to analyze legal issues by sifting out relevant legal information from the client's often chaotic and emotionally charged narrative, and to communicate legal advice in plain language, avoiding legal jargon and explaining complex concepts

through analogies and examples that are understandable to a layperson. Drafting and analyzing contracts develops attention to detail through the need to accurately formulate each provision to avoid ambiguities or gaps, an understanding of the structure of contractual documents from the preamble through operational provisions to final clauses, and the ability to anticipate potential risks and establish mechanisms for their mitigation through security deposits, guarantees, penalties, or other contractual instruments.

Conducting mediation procedures in civil disputes develops specific skills in facilitating dialogue between conflicting parties by creating a safe space for communication, managing the emotions of participants and structuring the discussion, helping the parties reach compromise solutions by identifying common interests based on positional requirements, generating creative options for resolving the dispute and supporting the parties in making decisions that are acceptable to both, and understanding the psychological aspects of conflicts, including the role of emotions, the importance of recognition and listening, and the dynamics of power relations between the parties. Representing clients in court hearings develops procedural skills through knowledge of procedural rules and procedures, strategic thinking about the sequence of procedural actions and managing procedural risks, oral argumentation skills through a clear and convincing presentation of the legal position, the ability to respond to unexpected questions from the court and counterarguments from the opposing party, and the ability to adapt one's argument to the audience's reaction by reading verbal and non-verbal signals and adjusting the strategy in real time. Structuring complex commercial transactions requires the integration of knowledge from various areas of law, from contract and corporate to tax and regulatory, an understanding of the economic aspects of transactions including asset valuation, transaction financing and the tax implications of various structures, and the ability to coordinate the work of various specialists, from accountants and appraisers to regulatory experts and foreign lawyers in the case of cross-border transactions.

Ethical and Regulatory Considerations

A systematic coding of studies on digital platforms, privacy, and academic freedom (Deflem, 2021) demonstrates that integration of digital tools requires careful attention to data protection, academic integrity, and equitable access. Evidence shows that institutions implementing clear guidelines and privacy safeguards report higher acceptance and effectiveness of digital learning interventions.

The protection of students' personal data is a critical and urgent issue in the context of the intensive and often uncritical use of digital educational platforms, learning management systems, videoconferencing tools, cloud services for storing and sharing documents, and numerous other technologies that collect and process large amounts of extremely sensitive information about students' learning activities, including time spent on the platform, which can reveal work patterns and potential time management problems, action sequences and navigation paths that show which materials a student views and how much time they spend on each, academic performance through grades, test scores and assignment completion, personal characteristics that can be inferred from behavioral patterns, such as learning style, level of motivation or tendency to procrastinate, and even emotional states through the analysis of text in discussions or facial expressions in video conferences using emotion recognition technologies. Digital educational systems can collect information that goes far beyond what would be available or acceptable in traditional classroom learning, where the teacher can observe students' behavior during class but does not have access to the details of their independent work, the time spent

reading each page of the textbook, the number of attempts to answer a question before reaching the correct answer, or other metrics automatically generated by digital systems, creating a detailed digital profile of each student, which can be extremely useful for personalizing learning and identifying students who need additional support, but at the same time poses serious risks to student privacy.

Practical Recommendations

- Based on the research, practical recommendations are formulated for different groups of legal education stakeholders.
- For private law teachers, it is recommended to gradually introduce innovative methods, taking into account their own pedagogical beliefs and institutional context, starting with less resource-intensive innovations, such as the integration of digital cases or the use of interactive surveys, with a gradual transition to more complex forms, such as simulations or clinical projects.
- Active participation in professional communities of law teachers is also recommended, which allows for the exchange of experience, support from colleagues and access to ready-made educational materials.
- For law school administrations, to create an institutional infrastructure to support pedagogical innovations, including teaching development centers, grants for innovative projects, technical support for digital initiatives and recognition of pedagogical achievements in the teacher evaluation system.
- It is recommended that educational policymakers create incentives for the modernization of legal education through accreditation standards that encourage innovative practices, funding pilot projects, and supporting inter-institutional cooperation in the development of innovative approaches to teaching private law.

Conclusions

The conducted study of innovative approaches to teaching private law in the digital age allowed us to formulate a number of conceptual conclusions and practical recommendations that meet the objectives and contribute to understanding the mechanisms of transformation of private law education in the context of global digitalization.

1) Regarding the first task of the study, the analysis of theoretical concepts demonstrated the existence of two main approaches to the digitalization of legal education: technological-deterministic, which considers digital technologies as a self-sufficient factor in the transformation of the educational process, and pedagogical-centered, which emphasizes the priority of pedagogical goals over technological means. The results of the study indicate the need to integrate these approaches into a balanced concept, where digital technologies are considered as a powerful tool for achieving educational goals, but not as an end in itself for modernization. Specific features of teaching private law are highlighted, which distinguish it from other legal disciplines and require the adaptation of the general principles of digitalization to the specifics of private law: the dispositive nature of most private law norms creates the need to form in students the ability to construct legal relations, model contractual structures and find optimal legal solutions within the limits set by law, which requires the integration of creative and problem-oriented teaching methods; The close connection of private law with economic practice and business relations necessitates an emphasis on practical skills in drafting contracts, analyzing commercial risks, and consulting clients, which can be effectively implemented

through simulations of real transactions and clinical education; the high abstractness of many private law concepts, in particular property rights, inheritance, and contractual obligations, requires the use of visual teaching methods to facilitate students' understanding of complex legal structures. A critical problem identified in the research process is the gap between the content of private law curricula and the real needs of the legal market in the context of digitalization, when traditional courses remain focused on classical civil law institutions, paying insufficient attention to digital contracts, asset tokenization, smart contracts, online dispute resolution, and other aspects of the digital transformation of private law relations. Ways to solve this problem include systematically updating curricula taking into account the trends in the development of the digital economy, integrating the analysis of legal aspects of blockchain technologies, cryptocurrencies, NFTs and other digital objects into traditional private law courses, introducing specialized disciplines in digital private law, and involving practicing lawyers working in the legaltech field in teaching activities.

2) The study demonstrated that simulation-based learning methods, including modeling contract negotiations, civil litigation, mediation, and arbitration procedures, are highly effective in developing the practical skills of future civil servants, as they allow students to gain experience in decision-making in a safe, controlled environment with the ability to analyze errors and repeat procedures multiple times until the required level of competence is achieved. Virtual court cases have proven to be particularly valuable for teaching procedural aspects of protecting private rights, as they provide access to practical training even in the absence of the possibility of attending real court sessions, which is especially relevant for distance and blended learning formats. The case method in digital format, which involves the analysis of real or hypothetical private law disputes using interactive platforms, case law databases, and collaboration tools, has proven to be effective in developing analytical thinking and the ability to apply abstract norms to specific factual circumstances. At the same time, the study identified a number of problems that hinder the widespread implementation of these methods in private law teaching. A key problem is the insufficient training of teachers to apply innovative methods, since most private law teachers have received traditional academic training and do not have the necessary competencies to design and facilitate simulations, manage clinical projects, or effectively use digital tools in the educational process. An additional problem is the significant resource requirements of innovative methods, which include the need to develop high-quality educational materials, create technological infrastructure, provide technical support, and allocate additional time for individual work with students, which often exceeds the capabilities of educational institutions, especially in conditions of limited funding. Institutional conservatism and resistance to change from the academic community also pose a significant obstacle, since the implementation of innovative methods requires changing established practices, redistributing teaching time, and rethinking student assessment criteria. Ways to overcome these problems are to create a system of professional development for private law teachers, which includes training in innovative pedagogical methods, exchange of experience between teachers from different institutions, formation of communities of practice around specific innovations and provision of institutional support for experimental pedagogical projects. It is also necessary to create repositories of high-quality educational materials, simulation scenarios, cases and other educational resources that can be used by private law teachers without the need to develop them from scratch. It is important to change the institutional policy regarding the recognition and encouragement of pedagogical innovations, the inclusion of teaching quality indicators in the criteria for evaluating the work of teachers

along with scientific publications and ensuring adequate funding for the development and implementation of innovative educational practices.

3) The introduction of digital technologies in the teaching of private law gives rise to a complex of legal and ethical dilemmas that require careful regulation to ensure a balance between innovation and the protection of the fundamental rights of participants in the educational process. A critical problem is the protection of students' personal data in the context of the intensive use of digital educational platforms, videoconferencing systems, cloud services and other technologies that collect and process large amounts of data on students' educational activities, academic performance and personal behavior. The study found that most educational institutions do not have adequate data protection policies, students are often not informed about the scope and purposes of collecting their personal data, and teachers are not aware of their obligations to ensure the confidentiality of information about students. Ethical challenges also arise from the use of artificial intelligence and algorithms in education, particularly for automated assessment, personalization of learning content, or prediction of academic performance, which can lead to algorithmic discrimination, violation of the principle of fairness in assessment, and limitation of academic autonomy of teachers. An additional problem is the issue of intellectual property rights for educational materials created by teachers using digital technologies, which often remains unregulated in internal university policies and creates conflicts between teachers and administration. The digital divide between students with different levels of access to technological infrastructure and digital skills poses a serious social justice issue, as innovative approaches to teaching can inadvertently exacerbate educational inequality, making quality education less accessible to students from less privileged backgrounds. The ways to address these issues are to develop and implement comprehensive data protection policies in educational institutions that meet international standards and provide for transparency of data collection, obtaining informed consent from students, minimizing the volume of data collection, and ensuring technical and organizational security measures. It is necessary to create an ethical framework for the use of artificial intelligence in education, including requirements for transparency of algorithms, the possibility of appealing automated decisions, maintaining human control over critical educational decisions, and regular auditing of systems for discriminatory effects. It is important to clearly regulate intellectual property rights for educational materials with recognition of teachers' copyrights and a fair distribution of income from the commercialization of educational content. To overcome the digital divide, institutional programs are needed to ensure equal access to technological infrastructure, including providing students with the necessary equipment and Internet connection, creating digital skills development programs, and designing educational innovations taking into account the principle of universal design, ensuring their accessibility for students with different abilities and limitations.

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