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METHODOLOGICAL AND TECHNOLOGICAL FOUNDATIONS FOR INTEGRATING DIGITAL AND INFOTAINMENT TECHNOLOGIES IN THE DEVELOPMENT OF TUTORS' MANAGEMENT ACTIVITY

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Abstract
This article examines the mechanisms for integrating digital and infotainment technologies into the development of tutors' management activity in higher education. Contemporary universities increasingly rely on digital systems, analytics, AI-supported tools, and interactive media to strengthen student support, personalize learning pathways, and improve institutional responsiveness. At the same time, infotainment-oriented approaches—such as gamification, multimedia visualization, interactive storytelling, and engaging communication formats—are gaining attention because they can increase learner engagement and improve the accessibility of academic support. The study argues that the integration of these two technological directions is not merely a technical matter, but a pedagogical-management process requiring conceptual coherence, methodological grounding, organizational readiness, and ethical regulation.

Keywords: Tutors' management activity, digital technologies, infotainment technologies, higher education, student engagement, educational management, learning analytics, gamification, digital transformation, tutor support, interactive communication, data-driven decision-making, learner-centered education, adaptive support.

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Introduction

Higher education is currently experiencing a deep transformation shaped by digitalization, artificial intelligence, interactive media, and the growing expectation that institutions should offer more personalized and responsive forms of student support. In this context, tutoring can no longer be understood only as academic guidance, periodic consultation, or administrative supervision. Tutor activity increasingly includes monitoring learner progress, identifying risks early, coordinating communication across institutional units, supporting individual educational trajectories, and maintaining student engagement. Recent higher-education research and policy discussion indicate that digital transformation strengthens access, flexibility, personalization, and data-informed decision-making, but its effectiveness depends on institutional readiness, technological infrastructure, and staff competencies. These developments make it necessary to rethink tutor activity as a management process that should be supported both by digital systems and by pedagogically engaging communication formats.

The central problem addressed in this article is that the integration of digital and infotainment technologies into tutors' management activity remains under-theorized and unevenly implemented. In many institutions, digital tools are introduced mainly for reporting, attendance tracking, or communication logistics, while infotainment tools are used sporadically for engagement without being connected to tutor management processes. As a result, digital systems often increase formalization but not necessarily responsiveness, and infotainment elements increase attractiveness but not always structural effectiveness. The methodological gap lies in the absence of a coherent framework explaining how data systems, digital platforms, engagement-oriented media, and tutor decision-making can function together as a unified management mechanism. This gap is especially important because current research shows strong interest in educational technology for engagement, while also reporting conceptual ambiguity about how technology actually supports meaningful student-centered processes.

The purpose of this article is to identify and substantiate the mechanisms through which digital and infotainment technologies can be integrated into the development of tutors' management activity in higher education. To achieve this aim, the study addresses several objectives: first, to clarify the expanded meaning of tutor management in digitally transforming institutions; second, to identify the methodological principles that should guide integration; third, to analyze the

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technological functions of digital and infotainment tools in tutoring; fourth, to compare relevant international and regional scholarly perspectives; and fifth, to propose an integrative conceptual framework for practice. This objective is timely because recent scholarship on AI in higher education emphasizes that technological innovation can improve learning support and institutional efficiency, but only when it is guided by ethical, pedagogical, and managerial considerations rather than by technical enthusiasm alone.

The topic is globally relevant because universities across regions are facing common pressures: diverse student populations, growing demand for personalized support, the expansion of hybrid learning, and the need to identify at-risk students before failure becomes visible. UNESCO-IESALC's recent discussion of higher-education digital transformation notes that regulatory frameworks, AI guidance, and institutional preparedness remain uneven, even as digital tools become more central to educational management. At the same time, large-scale reviews of educational technology in higher education show that technology can support student engagement when it is intentionally designed and pedagogically aligned. This means that tutor activity—positioned at the intersection of student support and institutional management—is one of the most strategic areas for integrated technological development.

The relevance of the topic is also visible in the post-Soviet and broader regional context, where tutoring is often associated with individualized educational trajectories, pedagogical accompaniment, and structured student support. Although regional scholarship tends to describe tutor roles, competencies, and support functions in depth, the digital and infotainment integration dimension remains less systematically developed. At the national level, the modernization of higher education, the shift toward student-centered educational models, and the strengthening of tutor institutions create a strong practical need for frameworks that can combine digital efficiency with motivational and communicative quality. Thus, the issue is not whether tutors should use technology, but how digital and infotainment tools can be meaningfully integrated into tutor management as a coherent developmental mechanism. This is the main question to which the article responds.

The scientific significance of the study lies in conceptualizing the integration of digital and infotainment technologies not as separate innovations, but as mutually reinforcing dimensions of tutor management development. The practical

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significance lies in offering a framework that can support universities in designing tutor dashboards, communication routines, engagement-oriented content, early-warning systems, and interactive student-support processes. Therefore, the article is situated at the intersection of educational management, digital pedagogy, student support, and institutional innovation.

The study is based on a complex theoretical-analytical methodology designed to explain how digital and infotainment technologies can be integrated into tutors' management activity in higher education. The research philosophy is pragmatic. This choice is justified by the fact that the object of inquiry is not purely theoretical: it concerns a practical educational problem that requires conceptually sound but operationally relevant conclusions. A pragmatic stance allows the study to combine conceptual clarification, literature synthesis, functional interpretation, and model construction in a way that remains attentive to real institutional needs.

In logical terms, the study is primarily deductive, though it also includes inductive elements. The deductive dimension appears in the movement from broader theoretical categories—digital transformation, educational management, tutoring, learner engagement, and infotainment—to the specific problem of integrating technologies into tutor management. The inductive dimension emerges through the identification of recurring themes across recent literature, such as analytics, personalization, adaptive support, multimedia engagement, and AI-enhanced responsiveness. These recurring patterns were generalized into broader integration mechanisms.

The study relies predominantly on secondary data. The source base includes peer-reviewed journal articles, systematic reviews, conceptual studies, and authoritative institutional publications relevant to higher education, digital transformation, AI in education, educational technology, student engagement, and tutoring. Secondary data was chosen deliberately because the goal of the article is to establish theoretical and methodological foundations rather than to test a single intervention empirically. Recent literature provides sufficient conceptual density to support such a synthesis, especially in areas where both technological and pedagogical shifts are evolving rapidly.

A purposive sampling strategy was applied. Only sources meeting the following criteria were included: first, they had to address higher education specifically; second, they had to engage with at least one of the following categories—tutoring, mentoring, student support, digital transformation, learning analytics,

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educational technology, AI in education, edutainment, or infotainment-related engagement design; third, preference was given to recent studies from 2024–2026 in order to capture the current stage of digital and AI-related educational change. This purposive logic made it possible to exclude irrelevant general-education materials and to focus on sources with high conceptual relevance to tutor management.

The principal research strategy combines conceptual analysis, comparative analysis, content analysis, and framework construction. Conceptual analysis was used to define core categories such as "tutors' management activity," "digital integration," and "infotainment technologies." Comparative analysis was used to contrast digital-management perspectives with engagement-oriented infotainment perspectives, and to identify their possible points of convergence. Content analysis focused on recurring categories in the selected literature, including monitoring, communication, personalization, engagement, adaptability, analytics, ethical governance, and interactive support. Framework construction was then used to synthesize these elements into a coherent model of integration mechanisms.

The study did not employ experimental, survey, ethnographic, or case-study methods as primary instruments. This was a deliberate methodological decision. Since the current stage of inquiry aims to clarify foundations and mechanisms, the most appropriate approach is conceptual synthesis rather than immediate empirical testing. However, the framework developed in this article is intended to support future empirical work, including institutional case studies, tutor surveys, intervention-based pilots, or mixed-method evaluations of digitally and infotainment-enhanced tutor systems.

The study also recognizes the importance of research ethics in discussions of educational digitalization. First, the use of digital systems in tutor activity raises questions of student privacy, data interpretation, and responsible intervention. Second, AI-enhanced tools may reproduce bias or produce overconfident recommendations if not critically supervised. Third, infotainment tools can become manipulative or superficial if used merely to stimulate attention without educational purpose. Therefore, integration must be guided by ethical principles such as transparency, proportionality, student agency, and pedagogical relevance. UNESCO's current digital education work strongly emphasizes human agency,

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critical thinking, and ethics in digital and AI-supported education, which reinforces the importance of an ethics-sensitive methodology.

The path from research problem to solution in this article follows a clear sequence. First, tutor management is reconceptualized as a developmental, data-informed, and communicative process. Second, the methodological foundations for integrating digital and infotainment technologies are established. Third, the technological functions relevant to tutor work are categorized. Fourth, these methodological and technological dimensions are brought together into a unified set of mechanisms. In this sense, the methodology does not merely describe tools; it explains how and why they should be connected within tutor management practice.

The strength of this methodology lies in its integrative character. It does not isolate digital tools from pedagogy, nor infotainment from management. Instead, it treats tutor activity as a composite educational function that requires coordination between systems, communication, motivation, analytics, and learner support. This makes the methodology well suited for constructing a conceptually grounded yet practically meaningful article on the integration of digital and infotainment technologies in tutor management development.

Recent international literature demonstrates a strong and expanding interest in digital transformation in higher education. Studies published in 2025 and 2026 emphasize that digitalization is not simply about providing new tools; it reshapes institutional structures, teaching practices, decision-making patterns, and student support models. Research on higher-education digital transformation shows that digital environments can expand flexibility, support personalized trajectories, and strengthen data-driven management, while also requiring professional competencies and institutional readiness. This body of work is highly relevant for tutor management because tutors occupy a crucial middle position between institutional systems and individual learners.

A second major strand of literature concerns student engagement and educational technology. Godsk and Møller's large-scale review argues that educational technologies can support engagement in higher education when applied intentionally, and it identifies multiple research-based recommendations for doing so. Balalle and colleagues' systematic review similarly shows that technology-based education can enhance student engagement, especially in relation to online learning, gamification, and interactive formats. These studies

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are important because they provide evidence for the engagement dimension of infotainment-oriented tutoring. However, they focus primarily on general instructional settings and do not specifically theorize tutor management as the site where such technologies are coordinated, personalized, and operationalized.

Research on AI in higher education adds a further layer. Reviews and empirical studies from 2025 suggest that AI can support assessment, content adaptation, communication, and personalized assistance, but they also warn that institutional governance, ethics, and psychological consequences must be considered. GPTutor-type systems and studies on adaptive intelligent tutoring show that AI can enhance engagement and personalized feedback in formal learning settings. Yet much of this work focuses on AI as a teaching or tutoring system in itself, rather than on how human tutors can integrate AI and digital analytics into their management activity. Thus, the literature on AI is highly relevant, but it still leaves a conceptual gap regarding the tutor as a human managerial actor within a technology-rich environment.

A related body of literature examines mentorship and digitally enabled support design. For example, scholarship on chatbot-driven mentorship and augmented intelligence suggests that digital systems can support mentorship structures, improve access, and facilitate scalable learner support. These works help illuminate how communication automation and intelligent systems may complement tutor activity. Nevertheless, the management dimension—how tutors plan, monitor, prioritize, intervene, and evaluate through such tools—remains only partially described. The tutor often appears as a user or participant, not as the central unit of management transformation.

Infotainment and edutainment literature provides another important contribution. Although the term “infotainment” is not always dominant in formal higher-education journals, adjacent scholarship on gamification, interactive media, storytelling, short-form video, and immersive environments reveals that entertaining and engaging design can increase motivation, retention, and accessibility. Reviews on TikTok in higher education and VR-based learning environments show that interactive, visual, and media-rich formats may produce multiple educational benefits when aligned with learning goals. This literature is especially significant for tutor management because it suggests that communication and support need not be merely administrative; they can be

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designed to be engaging, memorable, and student-friendly. At the same time, this research often centers on teaching practice rather than tutor support systems.

In the broader regional and post-Soviet context, literature on tutoring tends to focus more explicitly on individualized educational support, tutor competencies, and pedagogical accompaniment. These studies are valuable because they clarify the humanistic and learner-centered basis of tutor work. However, they are generally less developed in terms of technological integration and infotainment-oriented communication. Thus, one may say that international literature is stronger in digital and engagement technologies, while regional tutoring literature is stronger in role definition and pedagogical accompaniment. The present study is positioned precisely at the intersection of these two traditions.

Critically evaluated, the literature reveals three main limitations. First, studies on digital transformation often understate the communicative and motivational dimension of student support. Second, studies on engagement technologies and infotainment often understate management coordination and institutional embedding. Third, studies on tutoring often understate technological design and data architecture. The current article addresses these limitations by proposing integration mechanisms that treat digitalization and infotainment not as separate options, but as interdependent resources for tutor management development.

The analysis made it possible to identify six main mechanisms through which digital and infotainment technologies can be integrated into the development of tutors' management activity.

The first mechanism is data-informed monitoring and early response. Digital technologies enable tutors to track attendance, assignment completion, platform activity, communication patterns, and progression indicators in more systematic ways. Learning analytics and dashboard-type tools make it possible to identify students whose engagement is declining or whose academic activity signals emerging risk. When combined with tutor judgment, these tools support earlier and more targeted interventions. OECD-related discussions of digital impacts on student learning emphasize that digital tools can support the detection of struggling learners and improve the timing of interventions. For tutor management, this means that routine observation is transformed into evidence-informed monitoring.

The second mechanism is adaptive communication through engaging formats. Digital systems facilitate communication, but infotainment technologies improve

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its quality and impact. Tutors often need to explain deadlines, motivate students, clarify options, and sustain attention. If these actions occur only through formal text messages or administrative notices, their effect may be limited. Infotainment-enhanced communication—using short video explainers, visual prompts, gamified reminders, interactive micro-content, or story-based guidance—can make tutor communication more understandable, persuasive, and student-centered. Evidence from engagement-oriented technology studies suggests that the mode of presentation matters greatly for participation and retention.

The third mechanism is interactive support design. In a digitally integrated tutor system, support can be structured not only around meetings and messages, but also around interactive pathways. For example, students may complete short self-checks, choose support pathways through guided menus, access personalized resources, or engage with scenario-based orientation modules. Infotainment tools help make such processes less intimidating and more accessible. Instead of perceiving tutor support as a corrective or formal intervention, students experience it as a guided, interactive, and useful component of their academic journey. This mechanism strengthens the continuity of support and reduces barriers to participation.

The fourth mechanism is digital coordination across institutional actors. Tutors rarely work alone. Their effectiveness depends on coordination with academic departments, instructors, administrators, and support services. Digital platforms can centralize relevant student information and improve the speed and traceability of communication. When infotainment design is added—for example, through visually clear progress maps, simple status indicators, or user-friendly communication interfaces—the coordination process becomes not only faster but also more intelligible. This reduces fragmentation and helps position tutors as active coordinators within a wider support ecosystem.

The fifth mechanism is engagement-oriented content curation for tutoring purposes. Tutors increasingly need to recommend resources rather than simply deliver instructions. Here, the integration of digital and infotainment technologies allows tutors to curate student-facing content that is pedagogically relevant and engaging at the same time. This may include multimedia guides, onboarding videos, interactive FAQ resources, visual study planners, short-form digital reflections, or gamified orientation modules. The point is not to entertain for its own sake, but to reduce cognitive resistance, improve clarity, and increase the

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likelihood that students will actually use the support resources provided. Research on educational technology and student engagement strongly supports this mechanism.

The sixth mechanism is feedback analytics and developmental evaluation. Tutor management must include not only support actions but also evaluation of their effectiveness. Digital systems allow the recording of interventions, communication frequency, response times, follow-up completion, and engagement changes. Infotainment elements can make feedback loops more meaningful by presenting progress visually, interactively, and in learner-friendly formats. Instead of receiving static judgments, students can see trajectories, milestones, and self-improvement signals. For tutors, this means that evaluation becomes both more analytical and more development-oriented.

The analysis further shows that these mechanisms depend on three enabling conditions. The first is methodological coherence: institutions must define the educational purpose of tutor digitalization clearly. The second is technological adequacy: digital and infotainment tools must be chosen according to tutor functions rather than trend value. The third is professional capacity: tutors need digital, communicative, and interpretive competencies in order to use these mechanisms effectively.

An important result of the study is that digital and infotainment technologies play complementary rather than competing roles. Digital technologies provide structure, data, scalability, and traceability. Infotainment technologies provide motivation, accessibility, and communicative resonance. If only digital systems are implemented, tutor management may become efficient but impersonal. If only infotainment methods are used, support may become attractive but inconsistent or difficult to evaluate. Their integration, therefore, is what enables a more complete developmental model.

At the same time, the study identifies several risks. One is over-automation, where tutors become passive executors of system prompts rather than pedagogically reflective professionals. Another is superficial engagement design, where infotainment devolves into distraction rather than meaningful support. A third is ethical risk related to student data, profiling, and over-monitoring. These risks confirm that technological integration must remain subordinate to educational values, student dignity, and institutional responsibility.

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Taken together, the findings support an integrated model in which the development of tutors' management activity depends on the coordinated use of: structured digital information, adaptive communication, interactive support formats, analytical monitoring, engagement-oriented resource design, and development-focused feedback. This model redefines tutor activity as a technologically enriched but pedagogically grounded management system.

This article has shown that the development of tutors' management activity in higher education can be significantly strengthened through the integration of digital and infotainment technologies. The key contribution of the study is the identification of six interrelated integration mechanisms: data-informed monitoring, adaptive communication, interactive support design, digital coordination, engagement-oriented content curation, and feedback analytics. These mechanisms demonstrate that tutor development is not improved by technology alone, but by the meaningful combination of data systems and engaging pedagogical communication.

The study also established that digital and infotainment technologies fulfill different but complementary roles. Digital technologies support structure, analytics, continuity, and managerial transparency. Infotainment technologies support student attention, accessibility, motivation, and the quality of interaction. When integrated systematically, they make tutor activity more proactive, personalized, responsive, and educationally effective.

The theoretical value of the article lies in framing this integration as a distinct conceptual problem within educational management. The practical value lies in offering a model that universities can adapt when designing tutor systems, digital support architecture, communication routines, and developmental evaluation methods. Future research may test this framework empirically through institutional case studies, pilot implementations, tutor training evaluation, or student-response analysis.

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