3. Conduct discussions and debates on digital educational technologies and its quality using the framework.
4. Conduct reflective discussions about the experience of working with resources in which students exchange views, links, experiences, analyze the advantages and limitations.

This algorithm facilitates a critical analysis of the digital tool, generates considerations about its advantages and disadvantages in terms of needs. Students with a high degree of autonomy can find digital tools without the support of a teacher. The teacher makes several suggestions, and students explore how to use them. They then critically analyze the tool and decide if it was useful.

Conclusions

The most obvious finding to emerge from this study is that the digital educational environment is a set of conditions and opportunities for autonomous personalized learning. The key idea of supplementing the educational space with technologies is to implement innovative pedagogical strategies and improve educational pathways to foster the perception and awareness of educational information, as well as the development of metacognitive abilities such as reflection and critical thinking. Thus, learning and technology must complement each other. The framework for digital resources assessment expands students' opportunities to continue their study at any time matching their needs with high-quality resources despite the limitations of the university. It also influences students' motivation by creating a situation of success in learning and personalization of the educational process. The motivating factor is also the quality and timely feedback that digital learning technologies provide to each student directly in the process of performing educational tasks. Further research should focus on determining the beneficial ways of connection the pedagogy with digital instruction design to equip teachers with skills of digital educational competence.

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