The Industry-Based Talent Development System (IB-TDS) *Issue 7/2026*

The IB-TDS Journal

Published by the Engineering Association *Yerevan, September 3, 2026*

The Purpose of the Journal is to investigate and practice Modern Industry-Based Talent Development Systems.

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One of the main problems in modern education is that students often receive technical knowledge without developing the habits required to use that knowledge effectively in a professional environment. A student may understand programming, electronics, artificial intelligence, robotics, or engineering concepts, but technical knowledge alone is not enough to become a successful engineer. Responsibility, discipline, concentration, consistency, communication, the ability to meet deadlines, and the ability to work independently are equally important.

This becomes especially important when students eventually enter engineering industries and technology companies. Engineering projects are usually team-based, interconnected, and deadline-driven. One person's unfinished task, missed deadline, lack of preparation, or irresponsible approach can delay the work of an entire team. A student who does not learn to take responsibility for assigned work, respect deadlines, communicate properly, and remain focused will find it very difficult to work effectively in a professional engineering company, regardless of how much theoretical knowledge they have.

At the same time, the environment in which today's students are growing up creates additional challenges. Smartphones, constant notifications, social media, short-form content, and rapidly developing artificial intelligence tools are changing the way younger generations concentrate, study, and solve problems. AI can dramatically increase productivity, but it can also allow students to avoid thinking independently if it is used incorrectly.

For educational institutions, the challenge is therefore no longer only what students should learn. We also need to think about what kind of working habits, behavior, communication skills, and problem-solving approach students should develop before they enter universities, laboratories, engineering teams, and companies.

This is the problem we are trying to address through DigiCore's new educational system and digital platform.

The platform has been integrated into our educational website and brings the main elements of the learning process into one structured environment. Students receive tasks and homework, upload their work before established deadlines, complete quizzes and tests, and receive grades and feedback from their trainers. Instead of evaluating students only at the end of a course, their progress can now be followed continuously throughout the entire learning process.

Responsibility is one of the central principles of the system. Every assignment has a deadline, and students are expected to respect it. We believe that a certain level of strictness is necessary in education, especially when our objective is to prepare students for future involvement in engineering teams, research laboratories, technology companies, and industry.

Being strict does not mean creating unnecessary pressure. It means creating clear expectations and teaching students that their work has consequences. In a professional environment, deadlines matter. Quality matters. Preparation matters. If one engineer does not complete a task on time, another engineer may not be able to continue their own work.

For that reason, responsibility should not be introduced only when a student gets their first job. It should be developed during the educational process.

This is also why grading and regular assessment are important parts of the DigiCore system.

After every lesson, students complete a short quiz related to the material they have just studied. In addition, a larger test is conducted every month. The lesson quizzes help us understand whether the key concepts were understood immediately, while monthly tests allow us to measure how well students retain and connect the material over a longer period.

Regular assessment encourages continuous learning. Instead of studying only before a final examination, students know that their understanding is checked regularly and that every lesson contributes to their overall progress.

At the same time, the purpose of grading is not simply to produce a number. Grades, quiz results, homework completion, test results, and trainer feedback allow us to see how each student is developing and where additional support may be required.

Artificial intelligence has created another important challenge for education. AI tools can significantly improve productivity and help students solve problems, but they can also make it difficult to understand whether a student has truly understood the material or simply generated an answer.

Our approach is therefore not to prohibit AI, but to teach students how and when to use it.

Students are allowed to use artificial intelligence during lessons, homework assignments, and project development. During projects, they can combine AI tools with technical documentation, internet research, experimentation, and support from trainers.

We want this process to resemble the way engineering projects are implemented inside real companies.

Professional engineers do not work only from memory. They read documentation, search for technical information, use software tools, communicate with colleagues, test different approaches, ask for advice, and increasingly use AI assistants. The important skill is not memorizing every possible solution. It is knowing how to find information, evaluate it, understand it, and apply it correctly.

Students should therefore learn how to work with these resources effectively.

However, AI is not allowed during quizzes and monthly tests. These assessments have a different purpose. Their goal is to measure the student’s individual knowledge level and determine whether the fundamental concepts have actually been understood.

This separation allows us to achieve two goals simultaneously. Students learn how to use AI as a professional productivity tool during practical work, while trainers can still measure their independent knowledge through controlled assessments.

Another important part of our educational system is continuous communication between students and trainers.

Students can stay in contact with their trainers even outside scheduled lessons. If they encounter a technical problem while working on homework or a project, need clarification about documentation, or are unsure how to continue their work, they can communicate with the trainer and ask for guidance.

We believe this is important for several reasons.

First, learning does not stop when a two-hour lesson ends. Many of the most valuable technical questions appear later, when students begin working independently and encounter a problem they have not seen before.

Second, this develops an important professional communication skill.

In engineering companies, employees constantly communicate with team leaders, colleagues, specialists, and other departments. Engineers need to know how to explain a problem clearly, describe what they have already tried, ask the right technical question, receive feedback, and continue working independently.

A student who simply waits until the next lesson whenever a problem appears is not developing the same working habits as someone who learns how to communicate effectively and move a project forward.

At the same time, trainers are not expected to simply provide finished solutions. Their role is to guide students, help them identify the right direction, suggest documentation or resources, and support them in understanding why something does or does not work.

This creates a relationship that is closer to mentorship inside an engineering team than to the traditional model where communication exists only during the lesson.

Another important component of the system is the weekly learning report.

At the end of every week, each student writes a short reflection about their learning process. Students explain what they learned, which topics or activities were interesting, what they found difficult, how they overcame those difficulties, and how much artificial intelligence they used while completing their work.

These reports encourage students to think not only about what they completed, but also about how they learned.

When a student identifies what was difficult, explains how a problem was solved, or reflects on how much AI assistance was used, the student becomes more conscious of their own learning process. This develops self-analysis and helps students gradually become more independent learners.

The reports are also extremely valuable for the DigiCore team.

Together with quiz results, monthly tests, grades, homework submissions, task completion, and trainer feedback, the weekly reports provide us with information about how students actually experience our educational programs.

We can identify which topics students find most interesting, which concepts are easy to understand, where difficulties repeatedly appear, which assignments may require improvement, and whether certain subjects need to be explained using a different approach.

For example, if several students from the same group repeatedly report difficulty with one concept and their quiz results show the same pattern, this gives us an important signal. The problem may not simply be individual student performance. The topic itself, the learning material, the sequence of the curriculum, or the teaching method may need to be reconsidered.

In this way, student feedback becomes measurable information that can influence future educational decisions.

Our objective is to gradually build a system in which the curriculum is not static.

Instead of designing a course once and using exactly the same structure for every future group, we want to continuously analyze learning outcomes and improve the educational process.

Over time, the combination of student reports, assessment results, grading information, trainer feedback, and task statistics can help us understand how different parts of a course perform.

Topics that are unnecessarily difficult can be restructured. Explanations can be improved. Additional practical exercises can be introduced. Successful teaching approaches can be expanded. Parts of the curriculum that students understand quickly can be made more advanced.

This creates a continuous feedback loop between students, trainers, and the educational program itself.

Another problem we have had to address is concentration.

We have observed that smartphones can create significant distraction during lessons. Constant access to messages, social media, notifications, and short-form content makes it increasingly difficult for students to maintain attention for extended periods.

Engineering and technology education requires a different type of concentration.

Students may need to spend considerable time understanding a problem, debugging a program, analyzing an electronic circuit, reading technical documentation, testing a robot, or solving a system that may not work correctly on the first attempt.

For this reason, students leave their phones during DigiCore lessons.

The purpose is not to remove technology from the classroom. In fact, our students work continuously with computers, programming environments, electronics, robotics, engineering software, documentation, and artificial intelligence.

The objective is to distinguish between technology that supports learning and technology that interrupts it.

By reducing unnecessary smartphone distraction, we want students to remain involved in the lesson, communicate with their teammates, ask questions, experiment, and develop the ability to stay focused on complex problems.

The same philosophy influences the way we organize projects.

Projects are not intended to be simple assignments where students reproduce something demonstrated by a trainer. We want students to experience a development process that is closer to the way real engineering teams work.

They receive a problem, analyze requirements, research possible solutions, read documentation, use AI where appropriate, test ideas, make mistakes, communicate with trainers, and gradually develop the final result.

The trainer’s role in this process is not simply to give the correct answer.

Trainers guide students through the development process, help them understand technical decisions, identify mistakes, recommend resources, and encourage them to find solutions independently.

Our goal is to make students comfortable with a reality that every engineer eventually encounters: real projects do not always have a clearly defined sequence of steps, and the first solution often does not work.

Learning how to research, experiment, communicate, fail, correct mistakes, and continue working is therefore an essential part of the educational process.

The new DigiCore platform connects all of these elements into one system: assignments, deadlines, homework submissions, lesson quizzes, monthly tests, grading, student reflections, AI usage, trainer feedback, continuous communication, and project work.

For students, the system creates structure and encourages responsibility, discipline, concentration, communication, self-analysis, and independent problem solving.

For trainers, it provides a clearer picture of student progress and allows difficulties to be identified much earlier.

For DigiCore, it provides something especially important: continuous information about the effectiveness of our own educational system.

We do not want to assume that a course is effective simply because it has been designed according to a curriculum. We want to observe how students actually learn, understand where difficulties occur, measure outcomes, collect feedback, and use this information to continuously improve the system.

The long-term objective is to build an educational model that becomes more efficient with every new group of students.

Our students should leave DigiCore not only knowing how to program, build electronic systems, work with robotics, or use artificial intelligence. They should also understand deadlines, responsibility, communication, teamwork, concentration, independent research, documentation, testing, feedback, and professional project development.

These are the habits they will eventually need when they enter universities, research laboratories, startups, engineering teams, and technology companies.

For us, this is the direction in which technical education needs to evolve: combining knowledge with responsibility, modern tools with independent thinking, communication with teamwork, and continuous assessment with continuous improvement.

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