



Definition of a Framework for Self-Evaluation Tool: Optimizing Evaluation Practices for Enhanced Performance in HEI

Maja Pušnik, Boštjan Šumak, Katja Kous, Florian Gallo, Enrico Dolza



Fakulteta za elektrotehniko,
računalništvo in informatiko



Motivation

- Designing a **framework** to address the disparities that became evident during the rapid digitalization of education, especially those affecting students with Special Educational Needs and Disabilities
- Approaching to the framework definition in a systematic way



Key tasks for defining the framework

- A literature review
 - 131 literature units focused on best practices, and challenges of implementing inclusive digital education
- Development of two surveys
 - first targeting **HEI staff** to gather their experience
 - second focused on **SEND students** focused on their needs
- The co-development workshops
 - collaboration with HEIs partners, researchers, and experts

Factor	A short description	Impact type	Source	Questions
Digital literacy	Digital literacy of students (it might not be a problem of inclusion but a problem of lack of knowledge)	positive	-	Do you feel you have an appropriate level of digital knowledge to properly use the digital tools within the education process?
Inclusive pedagogy	There is a lack of training and sensibilization towards disabilities in higher education institutions and staff	positive	-	Do you consider that you have the necessary knowledge to adapt digital learning tools to the needs of students with disabilities?
E-learning	E-learning does not fully perform an important social function making education accessible for different groups of people	positive	-	Do you use e-learning tools or resources with different types of students in your classroom?
Blended learning	Online learning can be rather efficient for inclusive education but mainly in combination with traditional learning mode	positive	-	Have you ever implemented blended training in your classroom?
Communication and Collaboration	Communication must be accessible to all through digital tools that are developed based on accessibility principles in order to ensure equal participation in higher education	positive	-	What types of digital tools do you use for ensuring communication and collaboration with your students?
Digital skills	A large use of people is not capable to deal with the technology for accessing the information. Even if they are aware of the way of accessing the information and huge knowledge sources but not using it. It still leads to skills divide	positive	-	Do you have key digital and computing skills to handle and deal with current educational technology?
Gamification	Gamification is becoming an educational strategy to enhance learners' motivation and engaging them in difficult activities and programs scenarios	positive	-	Have you ever introduced gamification in your lessons as an motivational, didactic or assessment tool?
Immersive learning tools	Robotization, automation, artificial intelligence and immersive learning tools will support inclusive as long as they are increasingly implemented and adopted by students	positive	-	Do you feel prepared to effectively implement new emerging tools in education?
Digital divide	Techniques related to ICT and technology for accessing digital information is scarce. Availability of internet facilities and networks at the campus of education is another issue that creates the digital divide	negative	-	Do you consider that there is enough ICT/technological infrastructure and services available to your institution?
Inclusive methodologies	There is a lack of contextualized didactic material and other educational material adapted to the needs of students with various types of disabilities	positive	-	Do you make use of digital learning materials adapted to the needs of your students (mainly those with some kind of disabilities)?
E-inclusion policy	An inclusion policy becomes one of the most efficient and most accessible approach for wider social inclusion of students with disabilities	positive	-	Does your institution have any policy that support e-inclusion?
ICT supported classroom learning	ICT supported classroom learning	positive	-	Does your institution have appropriate ICT support for learning in classrooms?
Distance e-learning	Distance e-learning	positive	-	Does your institution enable asynchronous learning (e-learning)?
Hybrid/blended learning	Hybrid/blended learning	positive	-	Does your institution provide on-site as well as online lectures?
Self-paced learning	Self-paced learning	positive	-	
Collab learning	Collab learning	positive	-	

Section 1 of 4

Survey - STUDENTS

Within the activities of the project SET4Inclusion, we wish to explore different factors impacting e-inclusion in higher education and learn more about them. To do so, we need your opinion knowledge and experience. Would you like to help us on the quest to create an inclusive environment for all students?

With funding from the European Commission, the SET4Inclusion project aims to create teaching materials about enabling and improving digital inclusion in HEI institutions. You can read more about the project at the [link](#).

Completing this questionnaire usually takes around 15 minutes.

You are welcome to be anonymous when filling in the survey. However, please provide your email address if you would like to be contacted about the project or invited to project-related events.

We will keep your responses confidential and encode them to keep you anonymous in future publications and presentations. Please read our short privacy policy at the bottom of the page for more information.

Thank you for being so helpful! Your time and contribution to our research are invaluable.

You are welcome to be anonymous. However, please, provide your Email if you would like to be contacted in relation to the project. If you provide it, you will also receive a summary of the survey results.

Short answer text

What country do you live in? *

Italy

Portugal

Slovenia

Spain

Turkey

Other...

Definition of factors, based on the literature review

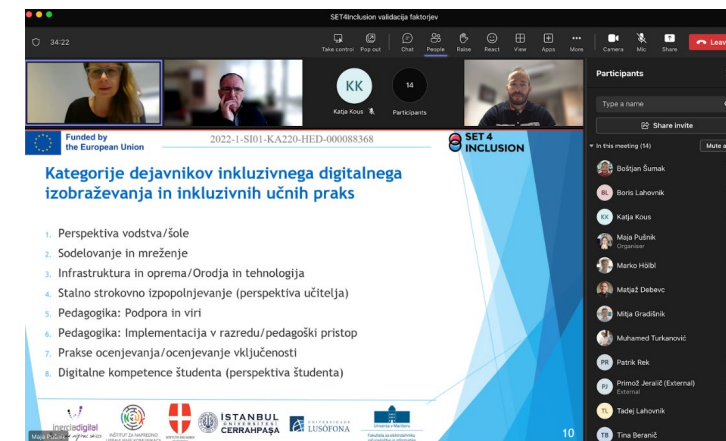
Category	Factors	Description (based on identified factors)	Count
Student's perspective	Digital literacy	Digital literacy	4
	Student's motivation	Mindset/Self-efficacy/Motivation	9
Teacher's perspective	Teacher's ethics	Ethics/Ethical compass/Non-stigmatization/Social justice/Accepting of differences/Respectful	14
	Teacher's motivation	Teacher self-efficacy/attitude/supportive behaviour/Empathetic/Motivating/Engaging/not indifferent	22
	Teacher's knowledge	Experience/personal development/Shared repertoire or practice	10
School's perspective	Collaboration encouragement	Communication and collaboration/Time and effort/Support/Mentorship/trust/Mutual engagement/Sh	16
	Curriculum flexibility	Appropriate curriculum planning/Multity value/flexibility	10
	Education on inclusiveness	Informed, trained, aware and educated staff/university	23
Pedagogic approach	Flexibility	E-learning/Blended/hybrid learning/Flexible grouping	7
	Personalisation	Appropriate/adjustable instructions/Valuing Learner Diversity/multi-modal/clear roles and values/Se	16
	Modern pedagogical approaches	Modern pedagogical practices/strategies and adaptations/visualization/inclusive pedagogy	17
	Feedback	Feedback/Ongoing assessment/Progress checkers/Self testing	6
External environment	Government	Government support	3
	Peers	Welcoming peers	1
	Caregivers	Caregivers education	1
Tools and technology	Assistive technology	Immersive/Participative learning tools/AT technology/ICT supported classroom learning	7
	Physical environment	Environmental factors (space, buildings, classrooms size)	7
Inclusion assessment	Evaluation metrics	Evaluation metrics, how inclusive we are	1
	Periodical assessment		0

Adaptation of factors, based on the survey results

Category 1: Leadership/ School's perspective

Factor	Item code	Item title	HEI Management	HEI Teachers
Inclusive Digital Strategy and Policy for Empowering Inclusive Digital Education	LSP 1.1	An inclusive digital education strategy	At our HEI, we have an inclusive digital education strategy.	At our HEI, we have an inclusive digital education strategy.
	LSP 1.2	Inclusive digital education strategy development with HEI staff	We develop inclusive digital education strategy for our HEI together with HEI staff.	Our HEI management involves us teachers in developing the HEI's inclusive digital education strategy.
	LSP 1.7	Established policies for enabling inclusive digital education	At our HEI, we have established policies for enabling inclusive digital education.	At our HEI, we have established policies for enabling inclusive digital education.
	LSP 1.#	Communication of the policies for enabling inclusive digital education	At our HEI, we have established At our HEI, we have news/information/announcements about the policies for enabling inclusive digital education to the HEI community.	At our HEI, we have established At our HEI, we have news/information/announcements about the policies for enabling inclusive digital education to the HEI community.

Co-creation of final set of factors, based on the 10 workshops





Main results based on the framework

- Two Self-evaluation tools to determine the inclusiveness of their digital education
 - for HE institutions and
 - For HE teachers,
- A set of micro-learning units
 - on Inclusive digital education for HE leaders and HE teachers,
- E-learning platform
 - central knowledge point for Inclusive digital education



The framework

1. Leadership/ School's perspective
2. Collaboration and Networking
3. Infrastructure and Equipment/ Tools and Technology
4. Continuous Professional Development
5. Pedagogy: Supports and Resources
6. Pedagogy: Implementation in the classroom
7. Assessment Practices/ Inclusion Assessment
8. Student Digital Competence/ Student's Perspective





Category 1: Leadership/ School's perspective

1. Inclusive digital education strategy
2. Collaborative digital strategy development
3. Contemporary pedagogical approaches
4. Scheduled time to explore digital teaching
5. Efforts to minimize discrimination,
6. Collaboration and communication encouragement between school and teacher
7. Inclusion policies,
8. Digital literacy



Category 2: Collaboration and Networking

1. Progress review
2. Discussion on the use of technology
3. Collaboration of HEI, local communities, caregivers and parents
4. Synergies for Blended Learning
5. Staff, governors, students and parents/careers share a philosophy of inclusion
6. Teachers plan, teach and review in partnership and
7. Encouraged collaboration and communication between students and teachers.



Category 3: Infrastructure and Equipment/ Tools and Technology

1. Accessible infrastructure and tools
2. Digital devices and assistive products for teaching
3. Internet Access
4. Technical Support
5. Available digital devices and assistive products for learning
6. Devices and assistive products for students
7. Measures to identify the digital divide
8. Support to address the digital divide
9. Bring your device and assistive products
10. Reduced physical barriers
11. Assistive products
12. Online libraries
13. Fairly distributed resources.



Category 4: Continuous Professional Development

1. Discussion of CPD needs
2. Participation in CPD activities
3. Face-to-face or online sharing experiences between staff.



Category 5: Pedagogy - Supports and Resources

1. Online educational resources
2. Creating digital resources
3. Using virtual learning environments
4. Communicating with the school community
5. Open educational resources
6. Staff development activities help to respond to student diversity
7. Student difference is used as a resource for teaching and learning and
8. Staff develop resources to support learning and participation.



Category 6: Pedagogy - Implementation in the classroom

1. Personalization according to students' needs
2. Fostering students' creativity
3. Engaging and motivating students
4. Student collaboration
5. Everyone is made to feel welcome and treated with respect
6. The partnership between staff and parents/careers
7. Students are equally value
8. Staff and students treat one another as human beings, and discipline is based on mutual respect
9. The school arranges teaching groups so that all students are valued, and differences are understood
10. Training and education on inclusiveness.



Category 7: Assessment Practices/ Inclusion Assessment

1. Assessing skills
2. Digital assessment
3. Timely feedback
4. Self-reflection on learning
5. Feedback to other students
6. Using data to improve learning
7. Evaluation metrics



Category 8: Student Digital Competence/ Student's Perspective

1. Learning to communicate
2. Digital skills across subjects.

The framework as basis for e-learning units

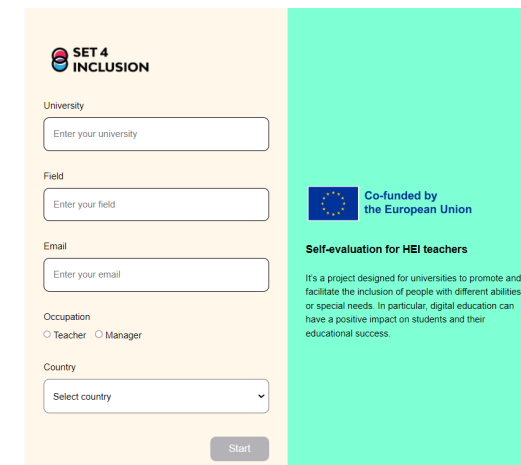
- Mapping for Self-Evaluation tool

Factor	Item code	Item title	Unit Name
1. Leadership/ School's perspective			
Inclusive Digital Strategy and Policy for Empowering Inclusive Digital Education	LSP 1.1	An inclusive digital education strategy	Inclusive digital education strategy
	LSP 1.2	Inclusive digital education strategy development with HEI staff	Inclusive digital education strategy
	LSP 1.3	Established policies for enabling inclusive digital education	Policies for inclusive digital education
	LSP 1.4	Communication of the policies for enabling inclusive digital education	Policies for inclusive digital education
Inclusive Digital Pedagogy & Supportive Culture	LSP 1.5	Support for contemporary pedagogical approaches to teaching with inclusive digital technologies	Support for inclusive pedagogical approaches to teaching with digital technologies
	LSP 1.6	Minimized digital (education) discrimination	Minimized digital (education) discrimination
	LSP 1.7	Collaboration and communication between the school and the teacher.	Collaboration and communication between the school and the teacher
	LSP 1.8	Raising awareness on disability	Raising Awareness on Disability
Professional Development for Inclusive Digital Education	LSP 1.9	Time to explore inclusive (and accessible) digital technologies	Inclusive by Design: Advancing Digital Literacy for All
	LSP 1.10	Acquiring knowledge and skills in digital literacy	
	LSP 1.11	New ways of inclusive digital teaching	
	LSP 1.12	Financial support for inclusive digital education	



An example of user scenario (case 1)

1. HEI teacher or management visits the platform at <https://set4inclusion.eu/>
2. HEI teacher or manager uses the self-evaluation tool at <https://set4inclusion.eu/self-evaluation-tools/>
3. The tool provides suggestions to read specific e-learning materials.



Leadership/ School's perspective	Not applicable	Strongly agree	Agree	Slightly agree	Disagree	Strongly disagree
At our HEI, we have an inclusive digital education strategy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We develop inclusive digital education strategy for our HEI together with HEI staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At our HEI, we have established policies for enabling inclusive digital education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At our HEI, we have established At our HEI, we have news/information/announcements about the policies for enabling inclusive digital education to the HEI community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At our HEI, we support teachers in using contemporary pedagogical approaches to teaching with inclusive digital technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our HEI has eliminated or minimized digital (education) discrimination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At our HEI, teachers are encouraged to communicate and cooperate with the management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At our HEI, the management inspires awareness about students' disabilities (e.g. physical, mental, etc.) among teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At our HEI, teachers have time to explore inclusive digital technologies (e.g. through individual learning, participation in trainings, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



An example of user scenario (case 2)

1. HEI teacher or management visits the platform and studies the e-learning materials at <https://set4inclusion.eu/e-learning-materials/>

E-learning materials



Leadership / School's perspective



Collaboration and Networking



Infrastructure and Equipment / Tools and Technology



Continuous Professional Development



Pedagogy: Supports and Resources



Pedagogy: Implementation in the classroom



Assessment Practices / Inclusion Assessment



Student Digital Competence / Student's Perspective

How does the Evaluation Practice Enhance Performance in HEI

- Feedback from the self-evaluation tool
- Identification of the critical fields
- Education based on the learning material
- Short quizzes to check knowledge progress on the learning material



Conclusion

- The activities established a comprehensive framework for a **self evaluation tool** to optimize evaluation practices within HEIs, promoting inclusive digital education.
- Equipping HEIs with the evaluative tool, to create a more **equitable and adaptive learning environments** that can better accommodate the diverse needs of all students.



Thank you
Questions?

bostjan.sumak@um.si, maja.pusnik@um.si, katja.kous@um.si

erasmus@istitutosorditorino.org, direzione@istitutosorditorino.org