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**SET 4  
INCLUSION**



**İSTANBUL  
ÜNİVERSİTESİ  
CERRAHPAŞA**

# ANALYSIS OF THE SELF EVALUATION TOOL: A PILOT STUDY

**DIGITAL INCLUSION IN INFORMATION SOCIETY 2024**

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# Introduction

- This article focuses on the analysis of the self-evaluation tool developed under the SET4Inclusion project, with a particular emphasis on its application within the context of a pilot study. Pilot studies are crucial for testing the validity and reliability of new tools or methods. They serve as a foundational step before wider implementation and can provide valuable insights into the practical challenges and opportunities associated with new initiatives (Van der Kleij, Adie, & Cumming, 2019).

The screenshot shows the SET 4 INCLUSION self-evaluation tool interface. It features a light orange background for the form and a teal background for the sidebar. The form includes the following fields:

- University:** A text input field with the placeholder "Enter your university".
- Field:** A text input field with the placeholder "Enter your field".
- Email:** A text input field with the placeholder "Enter your email".
- Occupation:** Radio button options for "Teacher" and "Manager".
- Country:** A dropdown menu with the placeholder "Select country".

A "Start" button is located at the bottom right of the form. The sidebar on the right contains the European Union flag and the text "Co-funded by the European Union". Below this, the title "Self-evaluation for HEI teachers" is displayed, followed by a short description: "It's a project designed for universities to facilitate the inclusion of people with different or special needs. In particular, digital education have a positive impact on students and their educational success."

## 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



# Methodology

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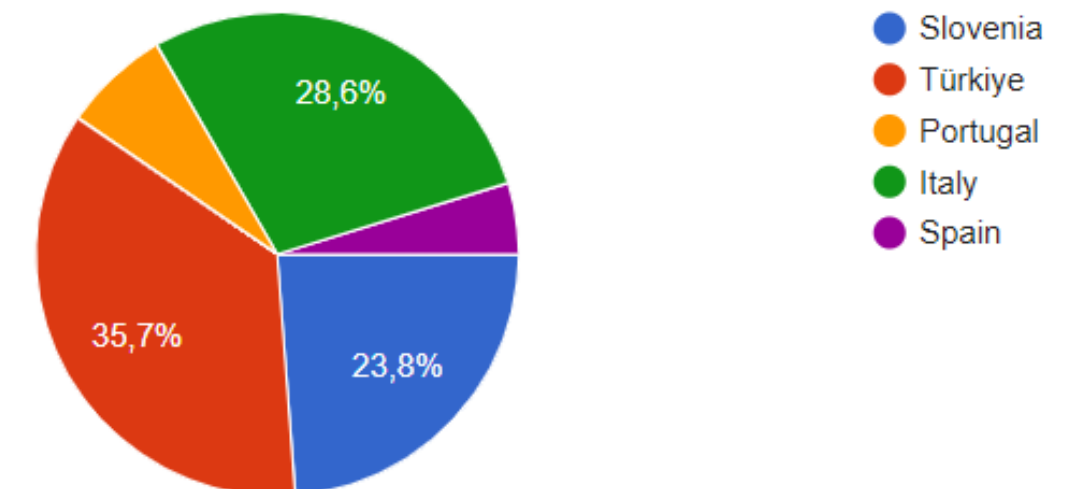
- The pilot study began with the preparation of an invitation letter, which was sent to potential participants. This letter provided detailed information about the project, the scope of the pilot study, and the tools that participants would be evaluating. Links to the tools and a survey were included in the invitation, allowing participants to engage directly with the materials.

- The tools developed for the project, including the Self-Evaluation Tool and the associated micro-learning units, were distributed to participants via email. Participants were given a two-week period to complete their evaluations. At the end of this period, they were asked to complete a survey that provided feedback on their experiences with the micro-learning units and the self-evaluation process.

# Participants

**Table 1: Number of participants**

No	Participants	f(x)
1	HEI participating	5
2	HEI teachers	50



# Implementation

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## Phase 1

- Sent invitation

## Phase 2

- Self Evaluation tools
- Check micro learning units.

## Phase 3

- Give Feedback about system

## System usability scale

With funding from the European Commission, the SET4Inclusion project aims to create teaching materials that enable and improve digital inclusion in Higher Education Institutions (HEIs). You can read more about the project at the [link](#).

Within the activities of the SET4Inclusion project, we wish to explore different factors impacting e-inclusion in higher education and learn more about them. To do so, we need your knowledge and experience.

As part of the SET4Inclusion Erasmus project, we are initiating a piloting activity to evaluate the effectiveness of the educational materials and self-evaluation tool we have developed. We kindly ask for your participation in reviewing the micro-units published on our website. Your insights will be invaluable in refining these resources to better support inclusive digital pedagogy in HEIs.

[huseyin.goksu@iuc.edu.tr](mailto:huseyin.goksu@iuc.edu.tr) [Hesap deęiřtir](#)

 Paylařılmıyor

\* Zorunlu soruyu belirtir

### Country

- Slovenia
- Trkiye
- Portugal
- Italy
- Spain

### Age

- 20-29
- 30-39
- 40-49
- 50-59
- 60 and Above

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# Data Collection

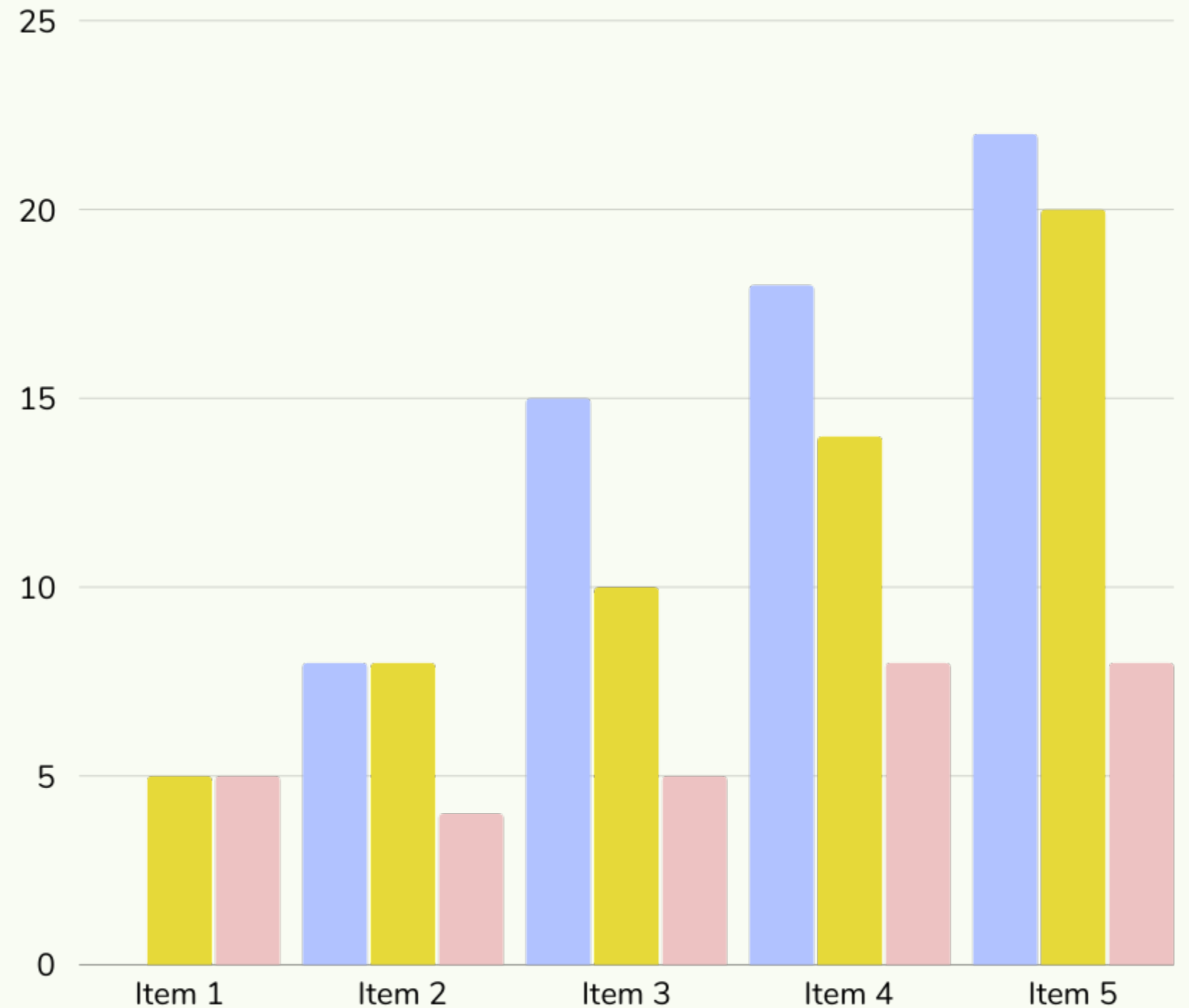
- The data collection process was conducted online, utilizing digital platforms to ensure accessibility and convenience for participants.



# Data Analysis

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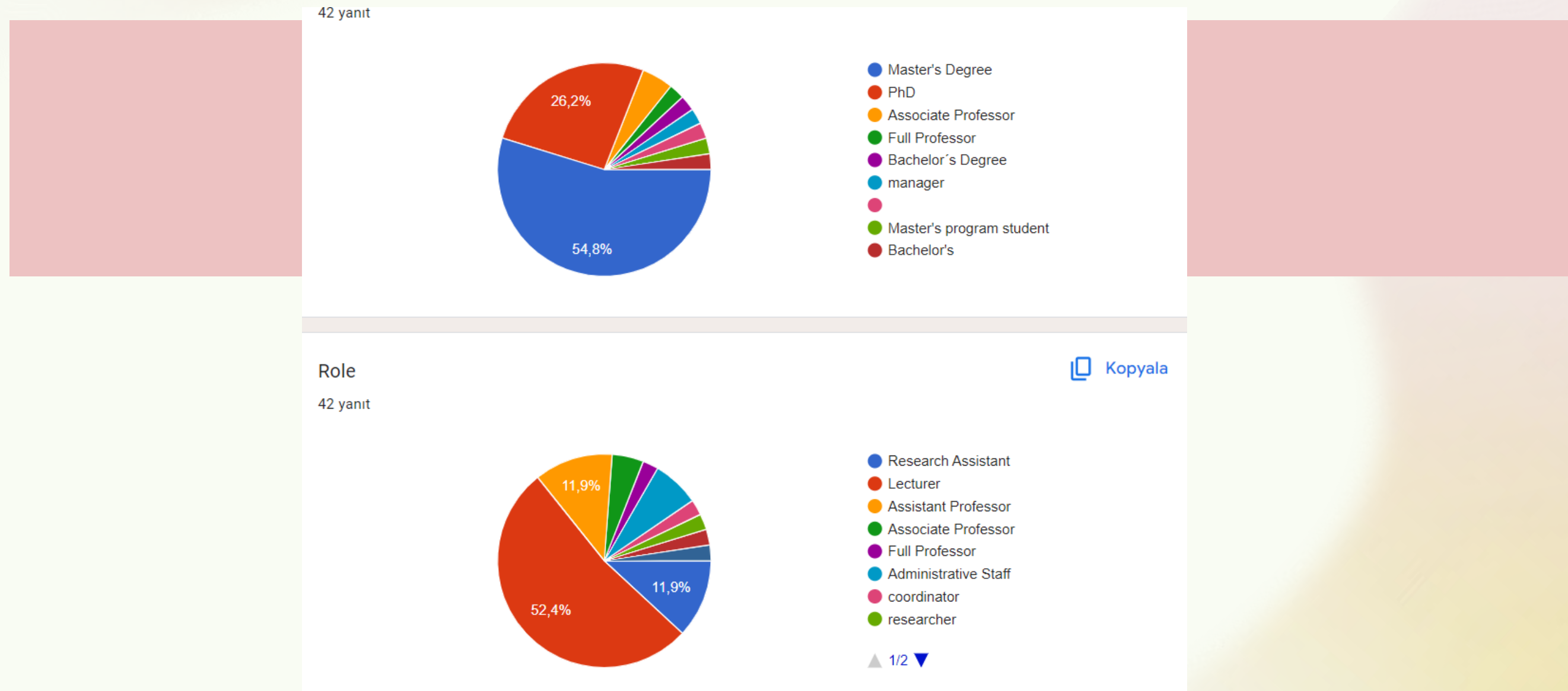
The data collected from the surveys were systematically analyzed using graphical representation methods to visualize the feedback and results. These graphs provided clear insights into the effectiveness of the Self-Evaluation Tool and the micro-learning units.



# Results

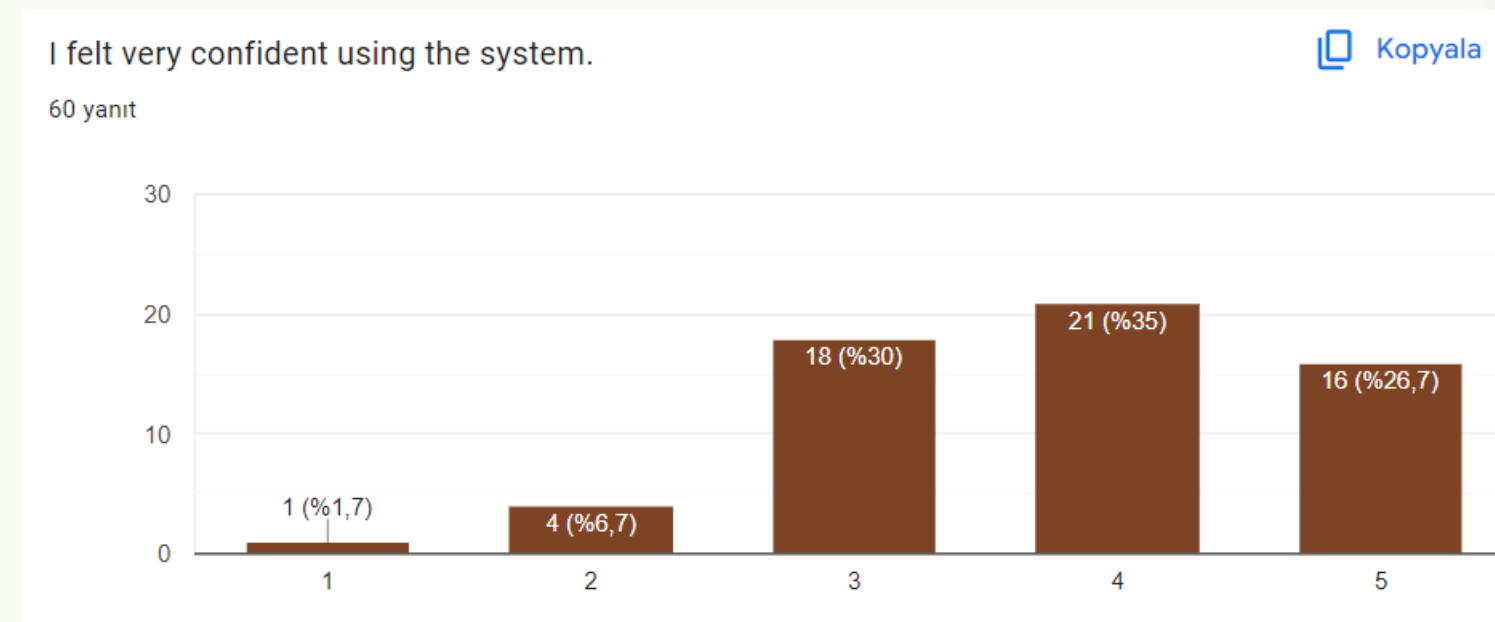
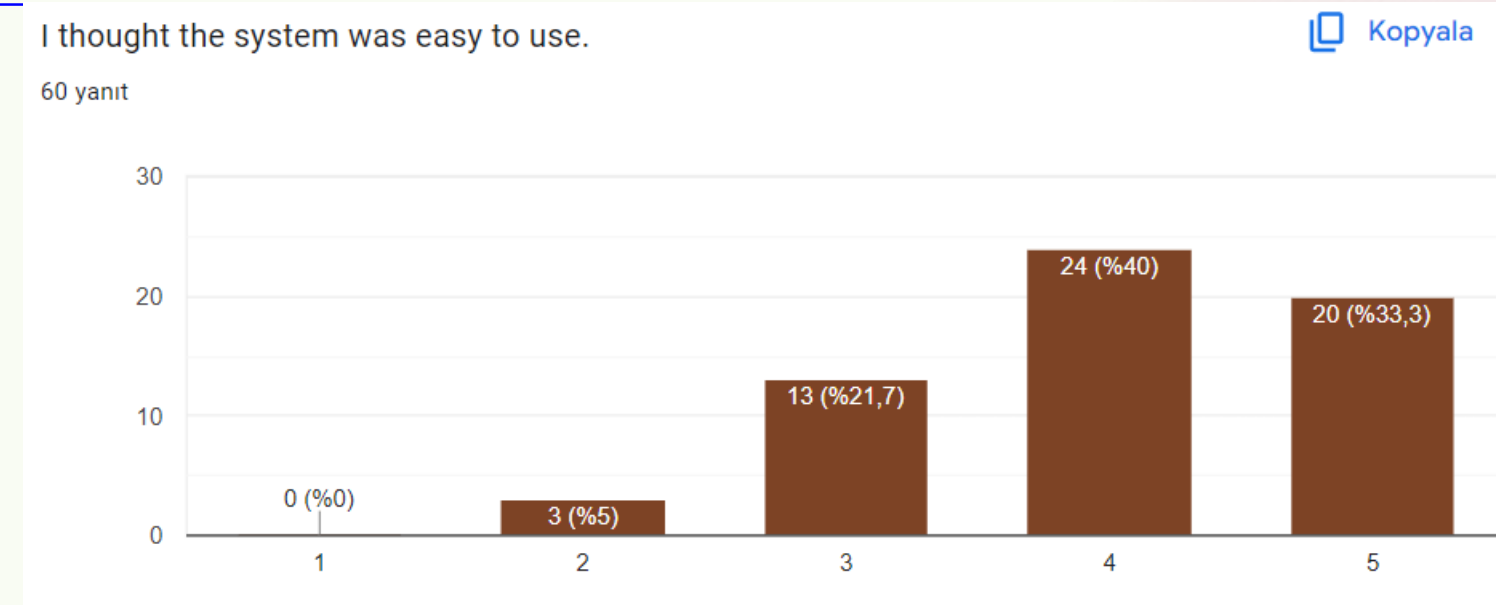
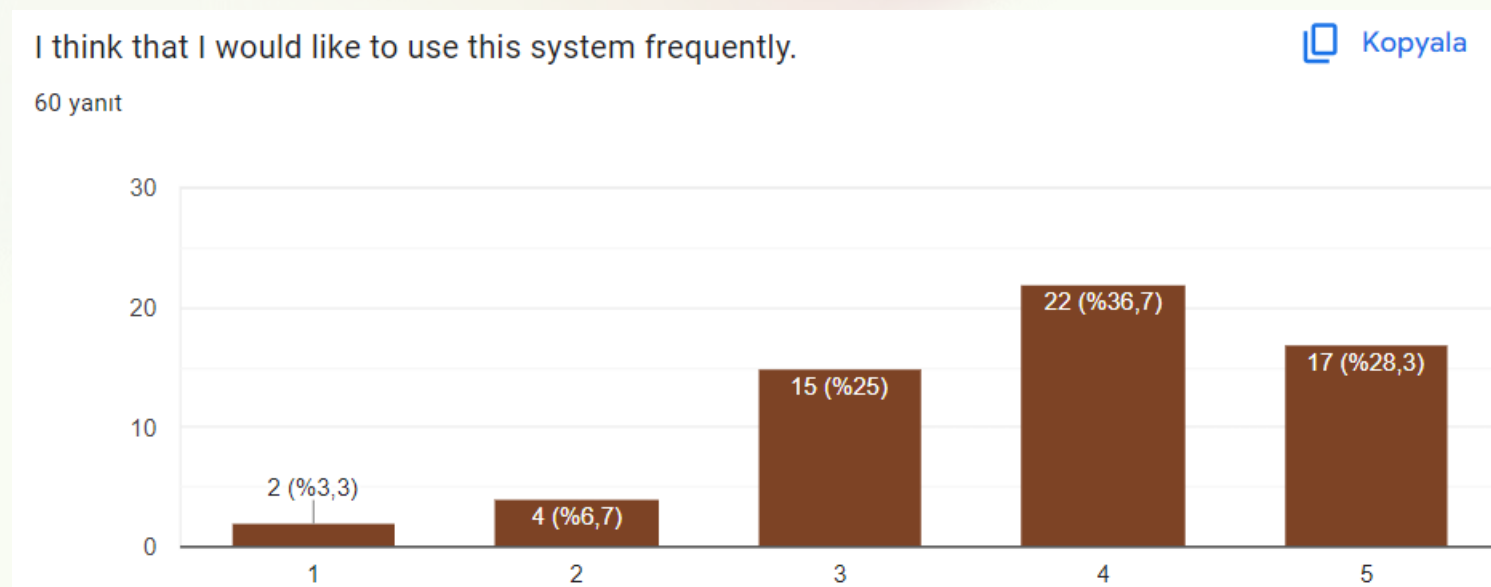
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- <https://forms.gle/NKRdJo9bpqyJKMuE9>



# Results

- <https://forms.gle/NKRdJo9bpqyJKMuE9>





# References

- Bennett, S. (2021). Self-evaluation tools in higher education: Bridging the gap between assessment and improvement. *Assessment & Evaluation in Higher Education*, 46(5), 723-738. <https://doi.org/10.1080/02602938.2020.1853698>
- Ehlers, U. D. (2020). Quality in e-learning from a learner's perspective. *European Journal of Open, Distance and E-Learning*, 23(1), 10-28. <https://doi.org/10.2478/eurodl-2020-0002>
- Van der Kleij, F. M., Adie, L., & Cumming, J. J. (2019). The role of feedback in self-assessment: A systematic review of educational research. *Review of Educational Research*, 89(4), 635-676. <https://doi.org/10.3102/0034654>

# Thank you!

Do you have any questions?