ERASMUS+ project **"Transformative Digital Pedagogies for Higher Education"**

contract Nr. **2022-1-LV01-KA220-HED-000085277**

WP2: Theoretical and empirical framework of transformative digital pedagogical

competences

Activity 2.3: Creating a focus group for the co-construction of the new self-assessment

framework on transformative digital pedagogies

SUMMARY

PARTICIPANTS: all partners took part in focus groups discussion: Riga Technical University (Latvia), Technological University Dublin (Ireland), University of Technology og Troyes (France), Cyprus University of Technology (Cyprus) and Polytechnic University of Cartagena (Spain)

The aim of the activity 2.3. - to entail reuniting teaching academic staff who will participate in the co-construction of the new self-assessment framework. This group will provide examples of 'real world' tasks from meaningful contexts, as well as direct, practical evidence of their knowledge, competence, and skill.

	Latvia	**Ireland**	**France**	**Cyprus**	**Spain**
Name of University	Riga Technical University	Technological University Dublin	University of Technology of Troyes	Cyprus University of Technology	Polytechnic University of Cartagena
Number of meetings	3	1	2	3	3
Type of meeting	online	online	online	online	online
Date	11.03.2023 23.03.2023 29.03.2023	30.05.2023	23.06.2023 9.00-10.30 14.00-15.30	8.05.2023 10.00-11.00 12.00-13.00 10.05.2023	23.06.2023 03.07.2023 04.07.2023
Total number of participants	27	10	10	11	27

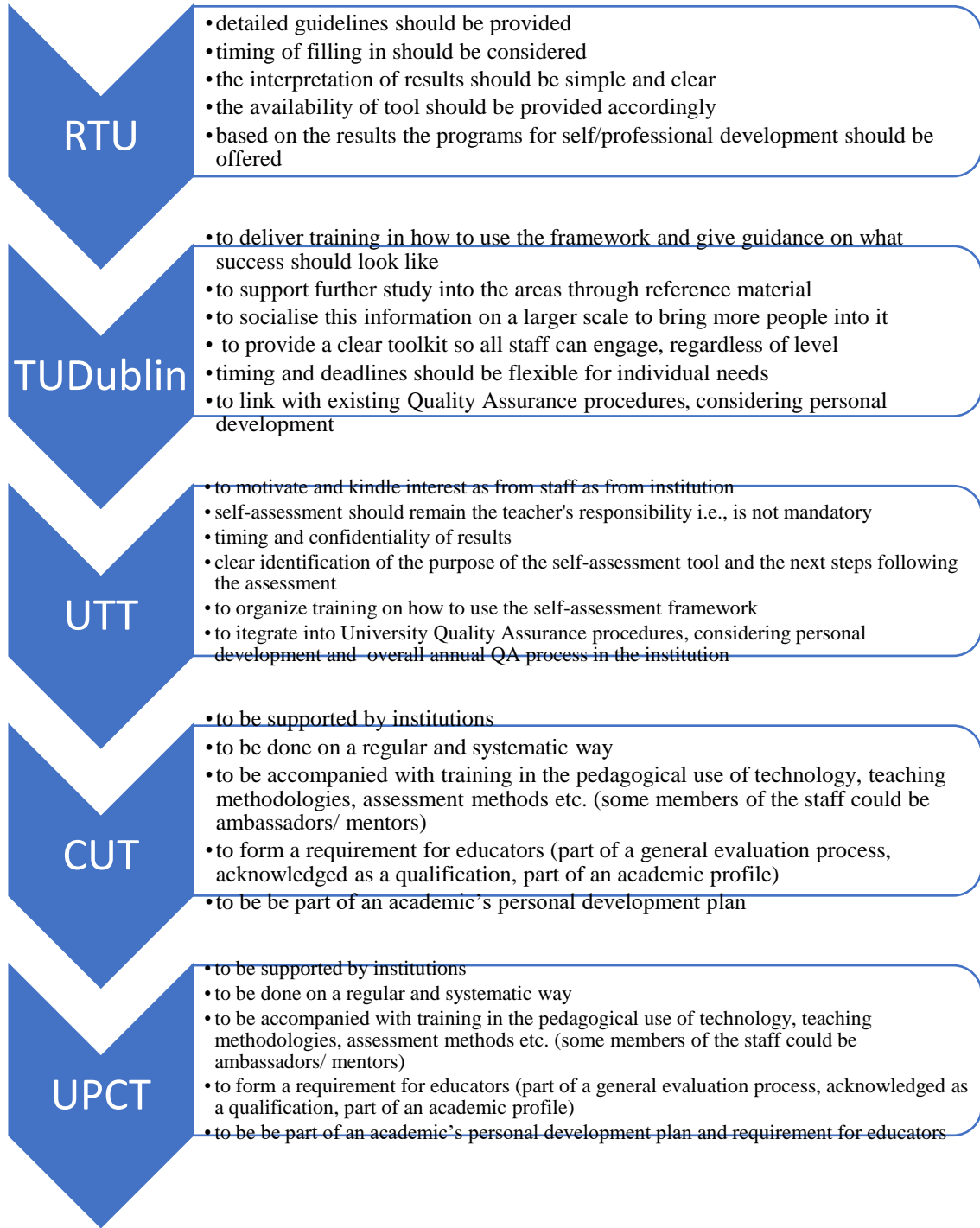|	Latvia	Ireland	France	Cyprus	Spain
Presented fields	Construction, management, mechanical engineering, transportation, architecture, economics, IT, electrical and environmental engineering, materials sciences and applied chemistry, maritime engineering	Mechanical Engineering, Construction Management, Electrical Engineering, Mechanical Engineering & Quantity Surveying	Computer Science, Machine Learning Nanotechnology, nano materials Industrial Engineering Humanities Languages Department IT and IT systems	Languages, Engineering, Architecture/ Graphic Arts/ Interaction Design and Nursing	Engineering, architecture, business
Procedure of 4 steps: 1.Introduction 2.Presentation of Theory 3.Presentation of TDP4HE Framework 4.Discussion	Followed	Followed	Followed	Followed	Followed

KEY FINDINGS of FRAMEWORK

	Latvia	Ireland	France	Cyprus	Spain
Bloom's Taxonomy	-fits quite well	- sufficient for those who are familiar with it	- For those who are acquainted too simple - appropriate more for assessment of students	-for familiar users fits well -used wording is clear	-consider it as useful
Three-level model	-is appropriate for mastery level evaluation	- six-level approach was proposed	-don't like naming of levels - consider teacher-profile (teacher-	-appropriate and sufficient - suggest to acknowledge some more levels for clear	-sufficient for majority - suggest to add more levels similar

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			researcher, teacher-trainer, etc). -to create sublevels similar to languages evaluation	transition from level to level	to language evaluation
Criteria of TDP4HE Framework	-more explanations needed	- more explanations needed -research – related to teaching or in general - same with digital	-three criteria acceptable; - more indicators for digital - to split first criterion into two: 1.teaching/learning and 2. assessment	-research related to teaching -digital enriched by more indicators -1.add word practices	-research-innovative and digital should be unpacked
Indicators/ Wording	-terminology explanation needed - to provide clear and simple explanations	-terminology explanation needed - flexible hierarchy - to provide more examples related to the fields	-to be associated with the discipline - individualization of the process (study environment) - to think carefully about the wording of each indicator for each level	-use of adverbs instead of verbs - detailed explanations needed -examples -to consider specific of fields	-statements appropriate, while some detailed explanations needed -examples should be provided -more statements for research-innovative and digital
Others	-cyclicity nature	- the need to understand the audience	- confidentiality of results - evaluation of the results	- progress prove - reference to transformation needed	-to be grouped more effectively

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RECOMMENDATIONS FOR EFFECTIVE IMPLEMENTATION of FRAMEWORK

RTU
- detailed guidelines should be provided
- timing of filling in should be considered
- the interpretation of results should be simple and clear
- the availability of tool should be provided accordingly
- based on the results the programs for self/professional development should be offered

TUDublin
- to deliver training in how to use the framework and give guidance on what success should look like
- to support further study into the areas through reference material
- to socialise this information on a larger scale to bring more people into it
- to provide a clear toolkit so all staff can engage, regardless of level
- timing and deadlines should be flexible for individual needs
- to link with existing Quality Assurance procedures, considering personal development

UTT
- to motivate and kindle interest as from staff as from institution
- self-assessment should remain the teacher's responsibility i.e., is not mandatory
- timing and confidentiality of results
- clear identification of the purpose of the self-assessment tool and the next steps following the assessment
- to organize training on how to use the self-assessment framework
- to itegrate into University Quality Assurance procedures, considering personal development and overall annual QA process in the institution

CUT
- to be supported by institutions
- to be done on a regular and systematic way
- to be accompanied with training in the pedagogical use of technology, teaching methodologies, assessment methods etc. (some members of the staff could be ambassadors/ mentors)
- to form a requirement for educators (part of a general evaluation process, acknowledged as a qualification, part of an academic profile)
- to be be part of an academic's personal development plan

UPCT
- to be supported by institutions
- to be done on a regular and systematic way
- to be accompanied with training in the pedagogical use of technology, teaching methodologies, assessment methods etc. (some members of the staff could be ambassadors/ mentors)
- to form a requirement for educators (part of a general evaluation process, acknowledged as a qualification, part of an academic profile)
- to be be part of an academic's personal development plan and requirement for educators

CONCLUSIONS

1. Based on the results of focus group discussions there is a need to decide concerning the following points:

- number and names of criteria (or keep as it is teaching/learning and assessment; research-innovative and digital);

- number of indicators and the content (or keep as it is 12 indicators for the first criterion; and two for second and third);

- wording (follow Bloom's taxonomy);

- number of levels (keep three or more);

- to use verbs or adjectives;

2. Based on the finalization of the points to make the necessary amendments in the developed self-assessment tool.

3. To add necessary explanations and examples for each offered statement to make them clear and understandable.

4. To provide additional information about purpose of the tool, confidentiality of the results and further steps.

5. To follow cyclicity nature and suggest to organize the assessment of regular bases.

6. To consider the specific of the fields, to make the self-assessment tool appropriate.