



CONTENT FOR E-TOOL

Mastery Level Evaluation of Pedagogical Competence of Academic Staff

The data obtained is confidential and will be used in an aggregate manner. Please read the proposed statements and rate them according to practical use (Please circle the appropriate number (from 1- never to 5-always)).

	Never	Rarely	Sometimes	Often	Always
I. Teaching/Learning and Assessment Criteria					
1.1. Individual differences of students, personalization (speed, complexity, preferences, etc.):					
a) All students are required to do the same activities.	1	2	3	4	5
b) Optional activities for those advanced or lagging behind are provided.	1	2	3	4	5
c) Information and communication technologies are used to offer different learning opportunities.	1	2	3	4	5
1.2. Appropriate goals and learning outcomes (for units, lecturers, etc. within the study course):					
a) Goals and learning outcomes are set in accordance with the study course (clear, understandable, well explained).	1	2	3	4	5
b) Goals and learning outcomes are sometimes evaluated and adjusted.	1	2	3	4	5
c) Goals and learning outcomes are systematically evaluated and adjusted for better achievements.	1	2	3	4	5
1.3. Appropriate study course content, materials (interdisciplinarity):					
a) Study course content corresponds to the defined goals and learning outcomes.	1	2	3	4	5
b) Study course content is regularly analysed by offering a variety of discipline-related content.	1	2	3	4	5
c) Study course content is systematically innovated and renewed (new materials (guides, notes, resources) offered).	1	2	3	4	5
1.4. Effective teaching methods, models, strategies, learning dynamics:					
a) Different teaching methods, models and strategies are widely used.	1	2	3	4	5
b) Teaching methods, models and strategies are regularly analysed by offering the variety of them for better achievements.	1	2	3	4	5
c) Teaching methods, models and strategies are systematically innovated and renewed for better achievements.	1	2	3	4	5

1.5. Effective study environment (surroundings in which the study process is organized, including online/in-person):					
a) The features of the online/offline study environment are considered and applied accordingly.	1	2	3	4	5
b) A big range of options offered by online/offline study environment are used (virtual classrooms, apps, networking, forums, discussion boards, etc.) for effective study process.	1	2	3	4	5
c) New formats of online/offline study environment are continuously evaluated, developed and applied.	1	2	3	4	5
1.6. Appropriate assessment of students' achievements (types, frequency) and feedback:					
a) Appropriate assessment and regular feedback are used.	1	2	3	4	5
b) A big variety of assessment and feedback are used, by adopting different assessment tools, including digital option.	1	2	3	4	5
c) Innovative assessment (apps, e-assessment, etc.) and critically reflective feedback are used.	1	2	3	4	5
1.7. Reflection (self-assessment, students' assessment, peer observation):					
a) Reflection is used when possible.	1	2	3	4	5
b) Regular reflection is used and integrated into the study process.	1	2	3	4	5
c) Critically reflective and innovative reflection (apps, e-reflection) is used to identify areas for improvement.	1	2	3	4	5
1.8. Effective communication/collaboration (team/individual/pair work) for improving teaching/learning:					
a) Simple communication/collaboration approaches are used to exchange content, knowledge, etc.	1	2	3	4	5
b) Communication/collaboration is organized in an effective and responsible way.	1	2	3	4	5
c) Innovative communication/collaboration strategies (apps, networking, forums, discussion boards, etc.) are evaluated, reflected and a variety of them are effectively used.	1	2	3	4	5
1.9. Facilitating students' learning (instructing, guiding, and motivating):					
a) Learners are encouraged to use different technologies in learning for better achievements.	1	2	3	4	5
b) Corresponding learning activities are implemented in which the use of different technologies is retrieved.	1	2	3	4	5
c) Suitable pedagogical strategies are critically reflected and adapted to facilitate the students' learning.	1	2	3	4	5
1.10. Continuous teaching/learning development:					
a) Knowledge and skills are regularly updated.	1	2	3	4	5
b) Different opportunities for teaching/learning development are regularly searched and training conducted.	1	2	3	4	5
c) A range of possible training opportunities is evaluated and those which best fit to the teaching/learning development are selected and taken.	1	2	3	4	5
1.11. Implementation of innovative teaching/learning (flipped-classroom, project-based learning, gamification, blended learning, virtual reality, AI, etc.):					
a) Innovative teaching/learning is used when possible.	1	2	3	4	5
b) Innovative teaching/learning practices are used on a regular basis.	1	2	3	4	5
c) A range of innovative teaching/learning opportunities is regularly evaluated and those which best fit are selected and implemented.	1	2	3	4	5

1.12. Support on teaching/learning and assessment (to provide assistance when necessary):					
a) Support activities on teaching/learning and assessment are provided on request.	1	2	3	4	5
b) Support activities on teaching/learning and assessment are provided in different dimensions on a regular basis.	1	2	3	4	5
c) Different support activities on teaching/learning and assessment are created and applied.	1	2	3	4	5
II. Research – Innovative Criteria					
2.1. Continuous self/professional development in educational research/innovations:					
a) Knowledge and skills in educational research/innovations are regularly updated.	1	2	3	4	5
b) Different opportunities for professional development in educational research/innovations are regularly searched and training conducted.	1	2	3	4	5
c) A range of possible training opportunities is evaluated and those which best fit to the development needs in educational research/innovations are selected and taken.	1	2	3	4	5
2.2. Effective professional practice (collaboration/communication/networking/exchange of ideas/good practices/ engagement/ creativity/ reflection/commercialization):					
a) The development needs are understood through effective professional practice.	1	2	3	4	5
b) Corresponding competences are improved and updated through experimentation, reflective and professional practice.	1	2	3	4	5
c) Current research on innovative teaching is effectively followed and integrated into practice.	1	2	3	4	5
III. Digital Criteria					
3.1. Appropriate and effective management of digital resources (sharing, creation, protection):					
a) Digital resources are managed using simple strategies.	1	2	3	4	5
b) Digital resources are managed using a variety of strategies.	1	2	3	4	5
c) Digital resources are managed according to the teaching/learning needs, using a range of advanced strategies.	1	2	3	4	5
3.2. Effective use of digital resources:					
a) Information and communication technologies are used to visualize and explain new concepts.	1	2	3	4	5
b) Different opportunities of ICT are regularly searched and implemented.	1	2	3	4	5
c) Suitable ICT are critically reflected and adapted to facilitate the active and effective use of them.	1	2	3	4	5

Your gender ☐ Male ☐ Female ☐ Don't want to specify

Your age ☐ 18-24 ☐ 25–34 ☐ 35–44 ☐ 45-54 ☐ 55 -64 ☐ 65 and over

Country _____

Higher Education Institution _____

Occupation ☐ professor ☐ associated professor ☐ Docent ☐ Lecturer ☐ Assistant ☐ Other _____

Field _____

You experience in teaching/learning ☐ 1-5 ☐ 5-10 ☐ 10-15 ☐ 15-20 ☐ more than 20 years

Thank you for your time!

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