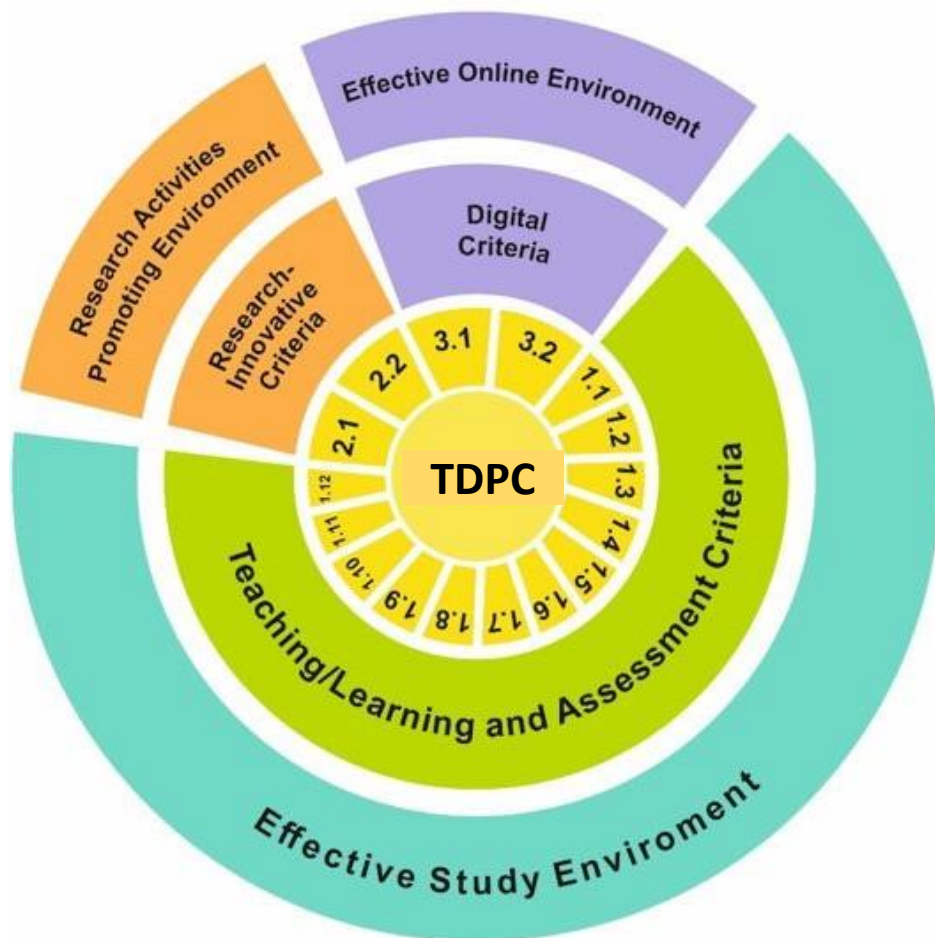


ERASMUS+ project **“Transformative Digital Pedagogies for Higher Education”** contract Nr.
2022-1-LV01-KA220-HED-000085277 (TDP4HE)

TDP4HE Self-assessment Framework

Transfromative Digital Pedagogical Competence Framework (concept of O. Vindača)



OFFERED CRITERIA for Transformative Digital Pedagogical Competence Teaching/Learning and Assessment

Criteria	Indicators
1. Teaching/ Learning and Assessment	1.1. Individual differences of students, personalization (student-centered approach)
	1.2. Appropriate goals and learning outcomes (understanding, setting, explaining, reaching, assessing)
	1.3. Appropriate study course content, materials (interdisciplinarity)
	1.4. Effective teaching methods, models, strategies, learning dynamics
	1.5. Effective study environment (including online/in-person)
	1.6. Appropriate assessment (types, frequency) and feedback
	1.7. Reflection (self-assessment, students' assessment, peer observation)
	1.8. Effective communication/collaboration (team/individual/pair work)
	1.9. Facilitating students' learning (to facilitate this one, not digital competence)
	1.10. Continuous teaching/learning development
	1.11. Implementation of innovative teaching/learning
	1.12. Support in teaching/learning

OFFERED CRITERIA for Transformative Digital Pedagogical Competence Research-innovative

Criteria	Indicators
2. Research -innovative	2.1. Continuous self/professional development in research/innovations
	2.2. Effective professional practice (collaboration/ communication/ networking/ exchange of ideas/ good practices/ engagement/creativity/ reflection/ commercialization)

OFFERED CRITERIA for Transformative Digital Pedagogical Competence Digital

Criteria	Indicators
3. Digital	3.1. Appropriate and effective management of digital resources (selection, use, modification)
	3.2. Facilitating effective use of digital resources

Level of Progression	Descriptor
Indicator 1.1. Individual differences of students, personalization (speed, complexity, preferences, etc.)	
Level 1 (Basic)	Individual differences of students are considered (speed, special needs, cultural differences); clear understanding of different pedagogical strategies that can support personalization, by applying activities at different levels and speeds;
Level 2 (Intermediate)	Individual differences of learners are considered (speed, special needs, cultural differences) and the study process is accordingly adopted by applying corresponding learning activities (brainstorming, concepts mapping, pair-work; group-work, quizzes, games, etc.) that allow learners to proceed at different speeds, select different levels of difficulty and/or repeat activities previously not solved adequately; flexibly adapt strategies to changing circumstances or needs; the analyses are organized afterwards for evaluation of teaching/learning process.
Level 3 (Expert)	Individual differences of learners are considered (speed, special needs, cultural differences) and the effective interaction and positive study environment are provided by applying a huge variety of pedagogical strategies; in case of necessity the individual learning plans are designed, based on detailed analyses and evaluation of teaching/learning process, which allow all students to follow their individual learning needs and preferences; to reflect on, discuss, re-design and innovate pedagogic strategies for personalizing education.

Level of Progression	Descriptor
Indicator 1.2. Appropriate goals and learning outcomes (understanding, setting, explaining, reaching, assessing) for units, lecturers, etc. within the study course	
Level 1 (Basic)	Goals and learning outcomes are clearly considered , defined, directed and guided; all parties involved clearly understand them as they are accordingly explained
Level 2 (Intermediate)	Goals and learning outcomes are justified and grounded to enhance pedagogic strategies, basing on analyses , trying to apply effectively
Level 3 (Expert)	Goals and learning outcomes are strategically evaluated , fitted, linked together, regularly innovated and renewed according to the higher education trends; to experiment with and develop/create new goals and learning outcomes.

Level of Progression	Descriptor
Indicator 1.3. Appropriate study course content, materials (interdisciplinarity)	
Level 1 (Basic)	Study course content corresponds to the defined goals and learners' needs (different level content) and is accordance to the specified topics/theme of the individual discourse, considering interdisciplinarity.
Level 2 (Intermediate)	Study course content is regularly analysed to promote the development of research-innovative competence of learners and secure research supportive environment, interdisciplinarity aspect is followed .
Level 3 (Expert)	Study course content is systematically innovated and renewed ; to experiment/evaluate with and develop/create new formats for creation of study course content, new material is developed, following interdisciplinarity principle.

Level of Progression	Descriptor
Indicator 1.4. Effective teaching methods, models, strategies, learning dynamics	
Level 1 (Basic)	The use/apply of corresponding methods, models and strategies according to the defined learning goals and outcomes; to use available classroom technologies.
Level 2 (Intermediate)	The use/apply of big variety of methods, models and strategies for providing effective study environment; to use different approaches to increase methodological variation, by conducting regular analyses .
Level 3 (Expert)	The purposeful use of methods , models and strategies; teaching methods, models and strategies are systematically innovated, renewed and accordingly updated ; to provide a full course of learning modules; <i>to experiment/evaluate and develop/create</i> new formats and pedagogical methods for instruction; to continuously evaluate the effectiveness of different teaching strategies and revise them accordingly.

Level of Progression	Descriptor
Indicator 1.5. Effective study environment (including online/in-person)	
Level 1 (Basic)	The features of online/offline study environment are considered and used/applied accordingly.
Level 2 (Intermediate)	<i>The use/apply of big range of options offered by online/offline study environment for effective study process, analyzing features.</i>
Level 3 (Expert)	The purposeful use/apply of big range of options offered by online/offline study environment, <i>to experiment and develop/create</i> new formats; to continuously evaluate the effectiveness and revise accordingly.

Level of Progression	Descriptor
Indicator 1.6. Appropriate assessment (types, frequency) and feedback	
Level 1 (Basic)	The use/apply of clear and appropriate assessment and regular feedback (one in semester; once in a study year).
Level 2 (Intermediate)	The use/apply of big variety of assessment and regular feedback (one in semester; once in a study year); the <i>use</i> of formative and summative assessment; <i>to adapt</i> assessment tools to support the specific assessment goals; to design assessment tools which are valid and reliable.
Level 3 (Expert)	<i>The use/apply of innovative</i> assessment regularly and critically reflected feedback; to use a variety of assessment formats, aligned with content and technology standards, and to be aware of their benefits and drawbacks; <i>to develop/create new formats</i> for assessment, which reflect innovative pedagogic approaches and allow for the assessment of corresponding competence.

Level of Progression	Descriptor
Indicator 1.7. Reflection (self-assessment, students' assessment, peer observation)	
Level 1 (Basic)	The awareness and <i>use/apply of traditional</i> reflection; to compile an overview on learners' progress for the further reflection provision.
Level 2 (Intermediate)	The awareness and <i>use/apply of regular</i> reflection and its integration to the study process; to remain update on progress and make informed choices on future learning priorities, optional subjects or future studies.
Level 3 (Expert)	The <i>use/apply of critically reflective and innovative</i> reflection with further actions planning for the effective study process; to assist learners in identifying areas for improvement and jointly <i>develop/create</i> learning plans to address these areas, based on the evidence available; to reflect on, discuss, re-design and innovate teaching strategies in response to the found evidence, as concerns learners' preferences and needs as well as the effectiveness of different teaching interventions and learning formats.

Level of Progression	Descriptor
Indicator 1.8. Effective communication/collaboration (team/individual/pair work)	
Level 1 (Basic)	To consider different ways of effective communication and collaboration (team/individual/pair work), to understand the value of communicating and working collaboratively on learning and teaching practice.
Level 2 (Intermediate)	To consider various ways of effective communication and collaboration (team/individual/pair work), to understand the value of it, to implement detailed analyses , to apply different methods of collaboration on learning and teaching practices (e.g. face-to-face meetings, online communities of practices, groups on social media, sharing and exchanging documents and other material, etc.).
Level 3 (Expert)	To consider the variety of ways of effective communication and collaboration (team/individual/pair work), to implement detailed analyses , to apply different methods of collaboration on learning and teaching practices, additionally to create opportunities for effective communication/ collaboration on issues of learning and teaching and analyse and evaluate the results of these opportunities.

Level of Progression	Descriptor
Indicator 1.9. Facilitating students' learning	
Level 1 (Basic)	To encourage learners to use digital technologies for information retrieval (on assignments).
Level 2 (Intermediate)	To implement learning activities in which learners use ICT for information retrieval; to teach learners how to find information, how to access its reliability, how to compare and combine information from different sources; to use a range of different pedagogic strategies to enable learners to critically compare and meaningfully combine information from different sources; to teach learners how to quote sources appropriately.
Level 3 (Expert)	To reflect critically on how suitable pedagogic strategies are in fostering learners' information and media literacy and adapt the strategies accordingly; to reflect on, discuss, re-design and innovate pedagogic strategies for fostering learners' information and media literacy.

Level of Progression	Descriptor
Indicator 1.10. Continuous teaching/learning development	
Level 1 (Basic)	To consider opportunities for continuous teaching and learning development, to plan continuous teaching and learning development by primarily getting information and familiarising themselves with the basic principles of the teaching and learning practices and how to develop them.
Level 2 (Intermediate)	To and plan opportunities for continuous teaching and learning development, to analyse these opportunities and apply different activities for continuous teaching/ learning development (e.g. attending courses/ Conferences/ lectures/ seminars/ webinars, taking part in fora to develop their understanding of current trends in teaching and learning, etc.).
Level 3 (Expert)	To consider and plan opportunities for continuous teaching and learning development, to analyse these opportunities and apply different activities for continuous teaching/ learning development (e.g. attending courses/ Conferences/ lectures/ seminars/ webinars, taking part in fora to develop their understanding of current trends in teaching and learning, etc.), to create opportunities for continuous teaching/ learning development (e.g. create groups/ fora, establish networks, etc.) and to evaluate the results of these opportunities (e.g. through self-reflection, evaluation of their students' results, etc.)

Level of Progression	Descriptor
Indicator 1.11. Implementation of innovative teaching/learning	
Level 1 (Basic)	Innovative teaching/ learning practices are considered and understood by academic staff at this level (e.g. latest teaching methods, the use of emerging technologies in teaching and learning, etc..)
Level 2 (Intermediate)	Innovative teaching/ learning practices are considered and understood by academic staff (e.g. latest teaching methods, the use of emerging technologies in teaching and learning, etc.. At this level academic staff are also able to analyse and apply innovative teaching and learning practices.
Level 3 (Expert)	Innovative teaching/ learning practices are considered and understood by academic staff (e.g. latest teaching methods, the use of emerging technologies in teaching and learning, etc.). Academic staff are also able to analyse and apply innovative teaching and learning practices. Finally, at this level they are also able to evaluate the results of these innovative teaching and learning practices (e.g. through self-reflection, evaluation of their students' results, etc.).

Level of Progression	Descriptor
Indicator 1.12. Support in teaching/learning	
Level 1 (Basic)	To consider the support aspect in teaching and learning, by taking into account the individualization of the study process try to apply different support activities accordingly
Level 2 (Intermediate)	To consider the support aspect in different dimensions of teaching and learning, by analysing the individualization of the study process different support activities are applied accordingly
Level 3 (Expert)	To consider the support aspect in various dimensions of teaching and learning, by analysing and evaluating the individualization of the study process different support activities are created and applied accordingly.

Level of Progression	Descriptor
Indicator 2.1. Continuous self/professional development in research/innovations	
Level 1 (Basic)	to understand opportunities for CPD, to plan for CPD by primarily getting information and familiarising themselves with the basic principles of research /innovation in pedagogy.
Level 2 (Intermediate)	to pursue opportunities for CPD. At this level they select, analyse and organise their CPD activities by attending Conferences/ lectures/ seminars/ webinars and taking part in fora to develop their understanding of current trends in research and practice in pedagogy.
Level 3 (Expert)	to take full advantage of opportunities for CPD, to evaluate and reflect on CPD and use gained experience to maximise opportunities for networking and collaboration in research and practice.

Level of Progression	Descriptor
Indicator 2.2. Effective professional practice (collaboration/ communication/ networking/ exchange of ideas/ good practices/ engagement/creativity/ reflection/ commercialization)	
Level 1 (Basic)	to understand different professional practices related to research and innovation, to get informed about opportunities for conducting and disseminating research and practice in various teaching contexts through collaboration and mobility, to consider different reflection tools and methods.
Level 2 (Intermediate)	to plan opportunities for professional engagements and sharing of good practices, by identifying gaps in research and practice, making plans for addressing these gaps through research and establishing collaborations towards that direction, to create opportunities for collecting and analysing data for reflection.
Level 3 (Expert)	to recognize and exploit opportunities for professional engagement by evaluating research conducted in professional engagements and applying findings and results in other contexts through the creation of opportunities for dissemination and mobility, through these actions to encourage and support networking and exchange of ideas, to evaluate reflection strategies employed in various contexts as well as advise less experienced professionals on how to establish reflection processes and use the findings to improve both theory and practice.

Level of Progression	Descriptor
Indicator 3.1. Appropriate and effective management of digital resources (sharing, creation, protection)	
Level 1 (Basic)	Managing digital resources using basic strategies ; to store and organize digital resources for own future use; to share educational content; to be aware that some resources distributed on the internet are copyrighted.
Level 2 (Intermediate)	To share educational content on virtual learning environments or by uploading, linking or embedding it; <i>to effectively</i> protect personal and sensitive content and restrict access; to understand the copyright rules that apply to the digital resources that are used for special purposes.
Level 3 (Expert)	<i>To compile comprehensive digital content repositories</i> and make them available to learners or other educators; <i>to apply licenses</i> to the resources published online; professionally publishing self-created content, annotating the resources digitally shared and enabled others to comment, rate, modify, re-arrange or add.

Level of Progression	Descriptor
Indicator 3.2. Facilitating effective use of digital resources	
Level 1 (Basic)	To use/apply ICT to visualize and explain new concepts in a motivating and engaging way (by animation or video); to employ digital learning activities which are motivating and engaging (games, quizzes).
Level 2 (Intermediate)	To put learners' <i>active use</i> of ICT at the center of the instructional process; to choose the most appropriate tool for fostering learner active engagement in a given learning context or for a specific learning goals and outcome; to use a range of digital technologies to create a relevant, rich and effective digital learning environment; <i>to reflect on</i> how effective the teaching strategies employed are in increasing learner engagement and active learning.
Level 3 (Expert)	<i>To select, design, employ and orchestrate the use</i> of ICT within the learning process according to their potential for fostering learners' active, creative and critical engagement with the subject matter; to reflect on how suitable the different digital technologies are in increasing learners' active learning and adapt the strategies and choices accordingly; <i>to reflect on, discuss, re-design and innovate</i> pedagogic strategies for actively engaging learners.

CONTENT FOR E-TOOL

Mastery Level Evaluation of Transformative Digital Pedagogical Competence

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					
<i>1.1. Individual differences of students, personalization (speed, complexity, preferences, etc.):</i>					
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
<i>1.2. Appropriate goals and learning outcomes (for units, lecturers, etc. within the study course):</i>					
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
<i>1.3. Appropriate study course content, materials (interdisciplinarity):</i>					
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

CONTENT FOR E-TOOL

Mastery Level Evaluation of Transformative Digital Pedagogical Competence

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)).

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

CONTENT FOR E-TOOL

Mastery Level Evaluation of Transformative Digital Pedagogical Competence

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)).

<i>1.6. Appropriate assessment of students' achievements (types, frequency) and feedback:</i>					
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
<i>1.7. Reflection (self-assessment, students' assessment, peer observation):</i>					
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
<i>1.8. Effective communication/collaboration (team/individual/pair work) for improving teaching/learning:</i>					
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

Mastery Level Evaluation of Transformative Digital Pedagogical Competence

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)).

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

CONTENT FOR E-TOOL

Mastery Level Evaluation of Transformative Digital Pedagogical Competence

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)).

II. Research – Innovative Criteria					
<i>2.1. Continuous self/professional development in educational research/innovations:</i>					
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
<i>2.2. Effective professional practice (collaboration/communication/networking/exchange of ideas/good practices/ engagement/ creativity/ reflection/commercialization):</i>					
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

CONTENT FOR E-TOOL

Mastery Level Evaluation of Transformative Digital Pedagogical Competence

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)).

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

CONTENT FOR E-TOOL

General Information about Respondent

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

GLOSSARY

Goals (objectives) - goals or aims of learning activity, lesson, study unit, etc. within study course

Learning outcomes (results) – are specific, measurable, and observable statements that what learners are expected to know, understand, or be able to do at the end of a learning experience.

Learning environment – the place and setting where learning occurs; it is not limited to a physical classroom and includes characteristics of the setting.

Personalization – personalization of the study process refers to tailoring educational experiences to individual learners' needs, preferences and learning style, involving the adaptation of teaching methods, content, and pace to better match the unique characteristics of each student, fostering a more effective and engaging learning experience.

Interdisciplinarity refers to the integration and collaboration of different academic disciplines or fields of study to address complex issues or problems, involving combining insights and perspectives for gaining more comprehensive understanding of a particular subject or to solve real-world problems.

<https://www.merriam-webster.com/dictionary/>

<https://www.teach-nology.com/>

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