

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

REPORT

**WP2: Theoretical and empirical framework of
transformative digital pedagogical competences**

**WP2.8. Analyzing and reporting participants' feedback
and recommendations to the TDP4HE self-assessment
framework**

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INTRODUCTION

The purpose of this report is to analyse the feedback from the participants of testing of TDP4HE self-assessment framework e-tools, covering both quantitative and qualitative data.

The e-tool was based on the final framework for the assessment of transformative digital pedagogical competence of academic staff (see Appendix 1), based on the results gained within the already conducted activities:

- activity WP2 - A2.1 Overview of assessment frameworks;
- activity WP2 -A2.2 Creating data collection instruments for the co-creation of the self-assessment framework and its evaluation;
- activity WP2 – A2.3 Creating a focus group for the co-construction of the new self-assessment framework on transformative digital pedagogies;
- activity WP2 – A2.4 Developing the TDP4HE self- assessment framework
- activity WP2 – A2.5 Producing the TDP4HE self-assessment framework e-Tool.

QUANTITATIVE DATA ANALYSES

This section presents the quantitative data analysis of self-assessment e-tool responses collected to evaluate transformative digital pedagogical competence of academic staff in three perspectives:

1. Teaching/Learning and Assessment;
2. Research-Innovative;
3. Digital.

The questions of the e-tool were formed in accordance to the self-assessment framework for the assessment of transformative pedagogical competence of academic staff.

The total number of participants in the Excel report was 93, while only 54 fully completed the e-tool, 3 – partly, and others only initiated. Therefore, the number 54 was considered for further report data analysis. The reasons are explained further (see Appendix 2).

Participants: 54 participants from Latvia, Spain, Ireland, Cyprus and France
(Distribution by country is shown in Figure 1.)

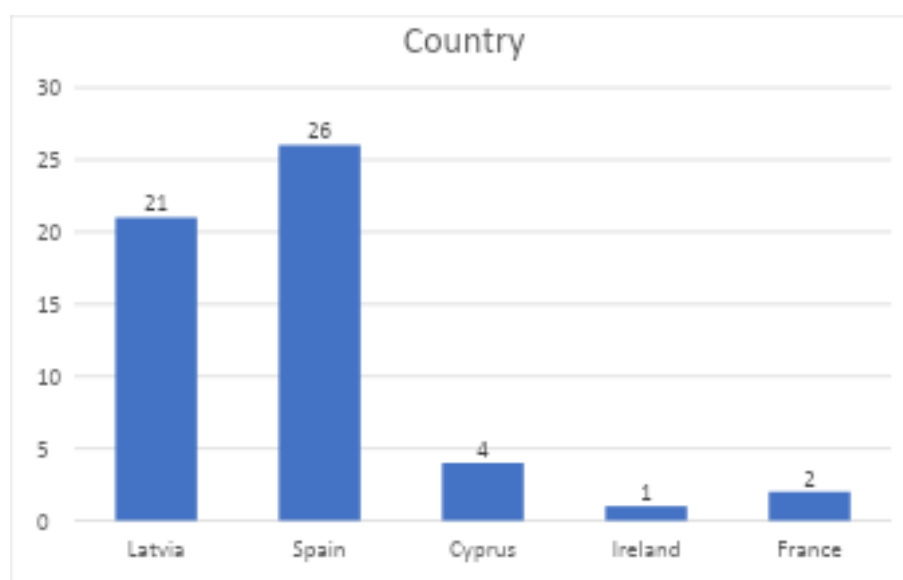


Figure 1 **Distribution by Country**

In accordance to Figure 1 the majority were from Spain (48%) and Latvia (39%).

Of the respondents, 52% identified as female, 28% as male, others- not mentioned; and the majority were aged between 45-54. Distribution by age is presented in Figure 2.

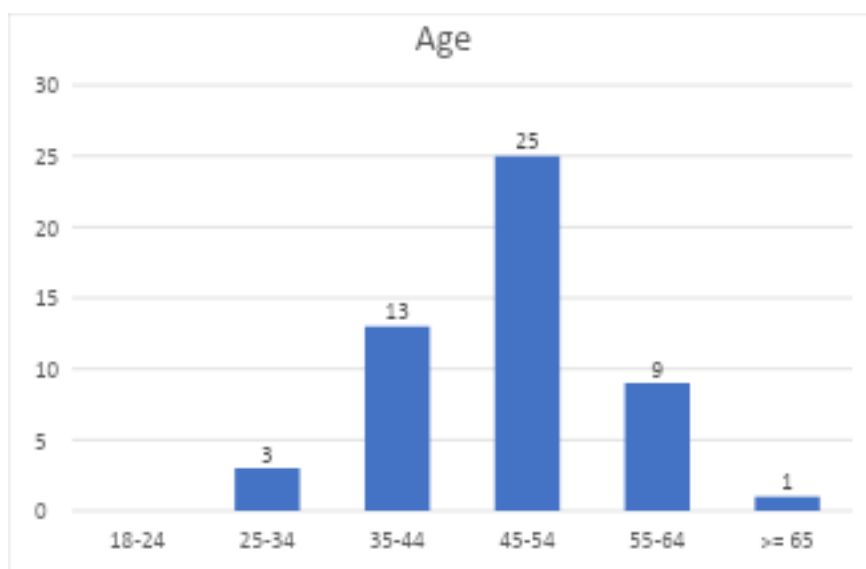


Figure 2 **Distribution by Age**

One of the important indicators was the occupation of respondents (see Figure 3).

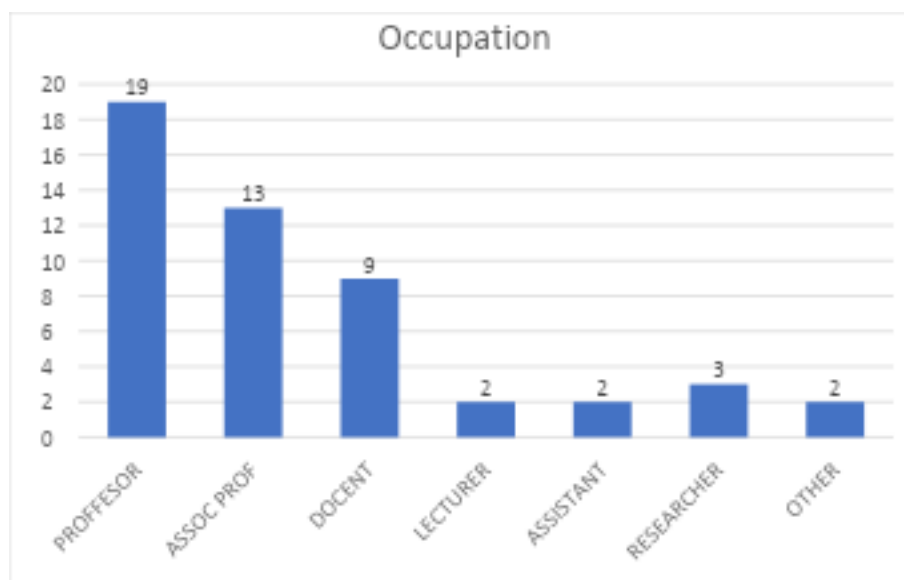


Figure 3 **Distribution by Occupation**

In accordance to Figure 3 the majority were professors (35%) and associated professors (24%), 7% didn't indicated.

As the main goal of the described self-assessment e-tool was to test the e-tool itself and assess the readiness of the academic staff on certain three criteria, covering 16 indicators. The data were analysed in the context of three levels: beginner, intermediate and master. The score corresponding to each level was arithmetically specified (see Appendix 3).

The data were categorized based on the identified three levels: first, level of readiness was specified in accordance to gender (see Figure 4), followed by occupation (Figure 5) and country (Figure 6).

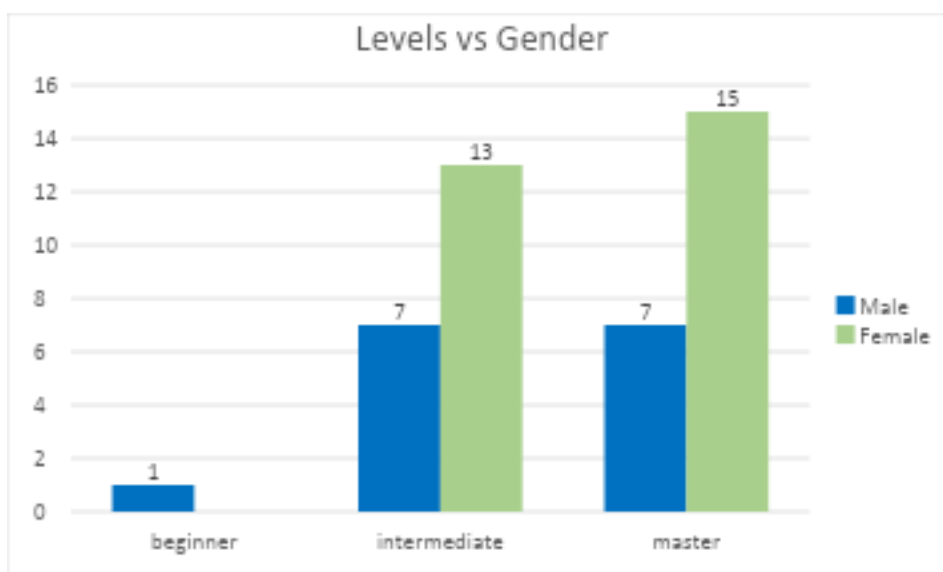


Figure 4 Level of Readiness vs Gender

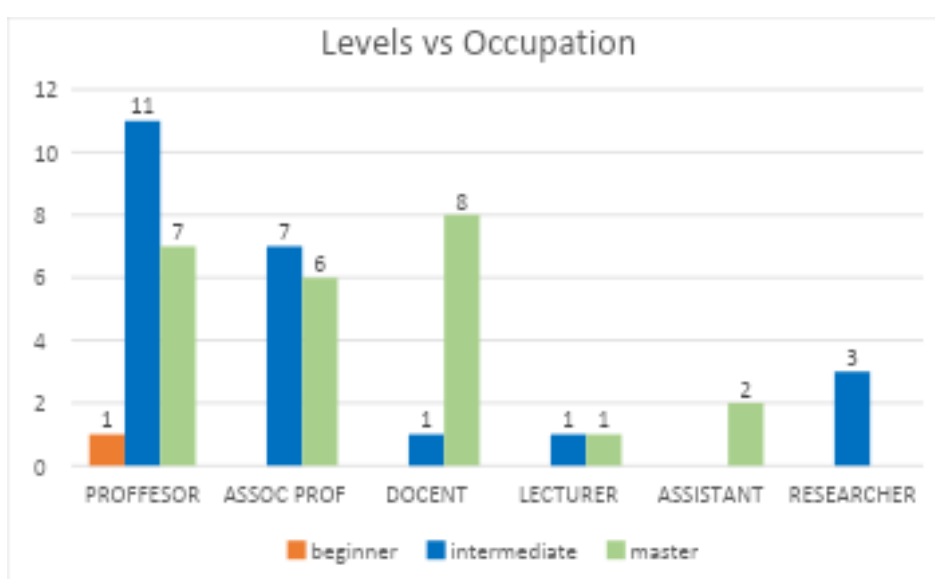


Figure 5 Level of Readiness vs Occupation

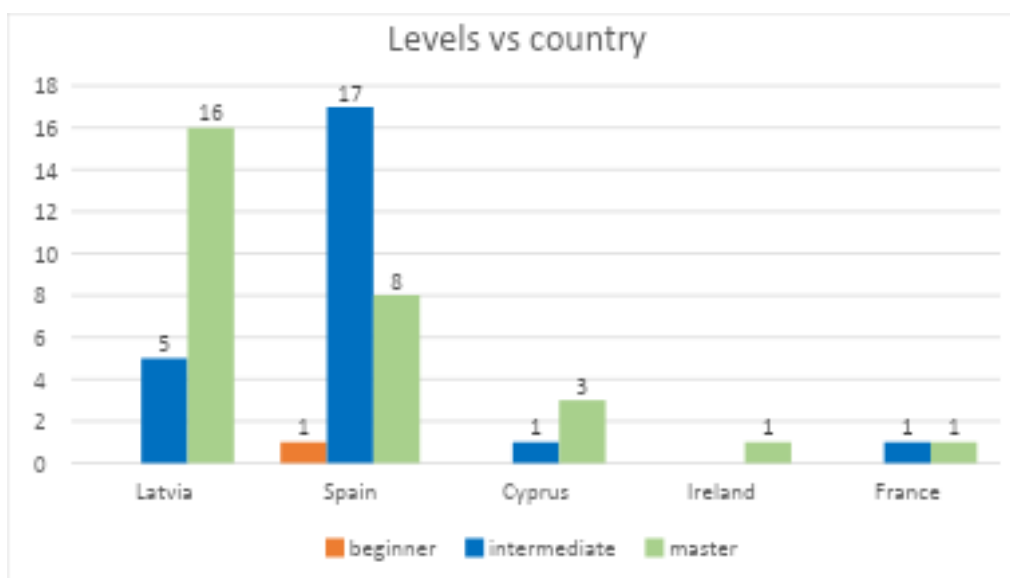


Figure 6 Level of Readiness vs Country

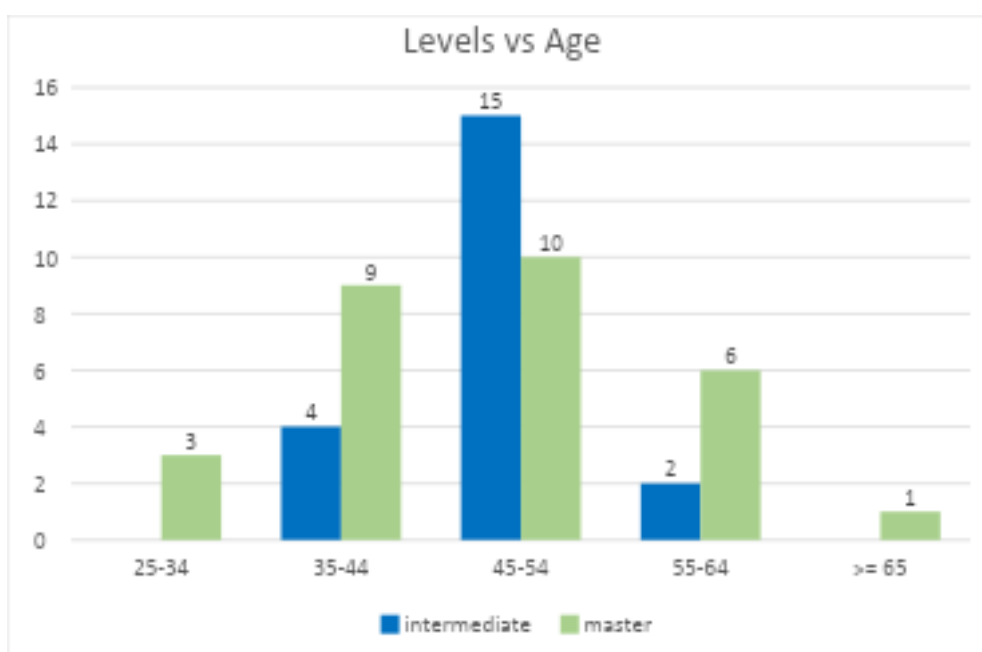


Figure 7 Level of Readiness vs Age

It is important to note that age was not a determining factor (see Figure 7). Moreover, the Mean was specified for all parameters of the e-tool (see Figure 8).

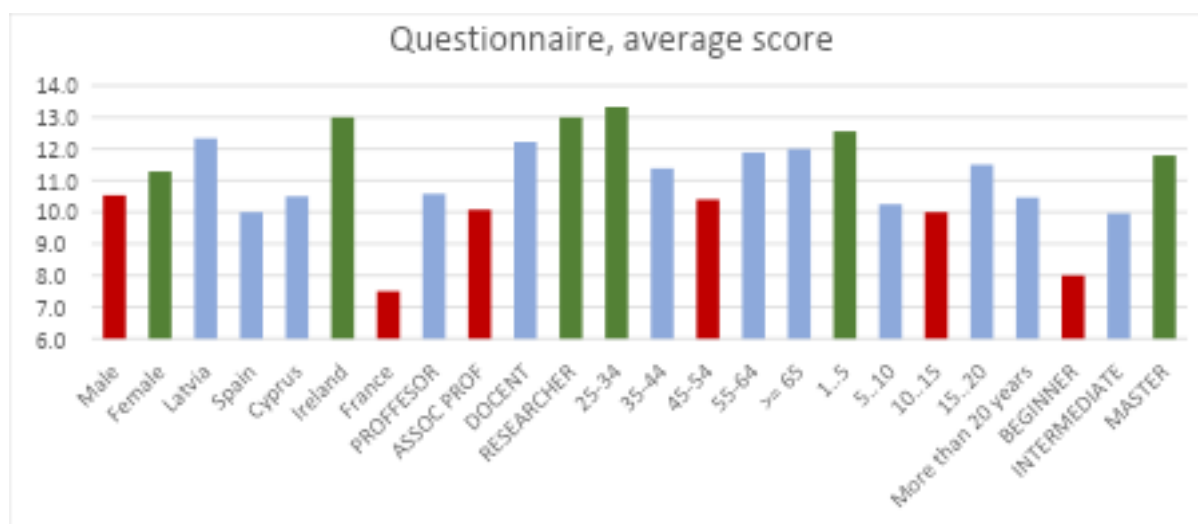


Figure 8 **Mean for All Parameters**

The aggregated data of the e-tool are shown in Appendix 4. Only 29 participants provided an e-mail for data sending.

As the focus of the e-tool was on testing as well as three levels specifications, therefore the master level score was in the centre of data analyses. As there were three criteria of the self-assessment, the master level wasn't achieved in parallel way on all of them. That means 18 participants (33%) gained the score of master level on three criteria: teaching/learning and assessment, research-innovative and digital, but without maximal score. So, there is an opportunity for improvement in the future.

In summary, the data analysis shows that the testing of an e-tool was successful. The e-tool works smoothly, while some improvements are needed in the data calculation and further reply sending, as without providing an e-mail, the summary can't be sent to the respondent. There is a need to indicate an e-mail as an obligation in order to complete the self-assessment e-tool.

The content analyses of self-assessment e-tool are described in the qualitative data analyses (see next Sub-section).

QUALITATIVE DATA ANALYSES

The self-assessment e-tool was designed using Liker scale (1 to 5) for the assessment of readiness of academic staff on transformative digital pedagogical competence. While four more questions were added for the assessment of the e-tool itself, including one open-ended question.

The questions for the e-tools assessment included the following:

- Were the individual questions in this survey clear and easy to understand? (MEAN 3,55)
- Did you find the introduction to this survey clear and informative? (MEAN 3,61)
- How would you rate the overall length of this survey? (MEAN 3,71).

These questions were specified using Likert scale (1 to 5).

In summary, the MEAN score is above 3,5, it indicates that respondents were generally satisfied with the survey in the aspect of clearness, understanding, informativeness and overall length.

While, the open-ended question was as following:

- Are there any changes or improvements you would suggest for this survey?

TOTAL – 18 comments and suggestions were specified. The analyses of them are presented in Table 1.

TABLE 1

Question “Are there any changes or improvements you would suggest for this survey?”

Analyses

Gratitude	Thank you! Thanks! Thank you for the effort to improve and promote reflections...
Testing	Not a real test, just to see if the e-tool is working. Discard it.
Introduction	In the Introduction section, it would have been useful if the purpose of this survey was explained and the fact that it was developed in the context of the project TDP4HE.



Understanding	Clarify the questions and eliminate some questions that in my opinion are redundant. Some questions may need an explanation or a picture that could make it clearer to understand. Some questions may provide an example or a situation, like teaching methods - not all methods are known and sometimes they are not suitable for some course change this section as last one I find the questionnaire rather too long. Sometimes the difference between questions in a certain section are so nuanced that it is hard to understand what is being asked. It feels a little repetitive and too long to complete. There are questions that I was not clear about, at least I, about what type of innovations or teaching materials it was referring to (maybe because I have not used them...). Concepts and terminology should be explained. Some questions are difficult to understand. The subjective factor could be very significant. More skilled professors can rate themselves with lower grades just because they better know the assessed items and therefore they are more conscious of their limitations.
Length	I think the survey is very good and the questions are well considered. I think the survey could be a little shorter. It would also be important to let people know approximately how long the survey will take and also let people know how many sections and questions there are at the beginning. Small typo: 3.1 first question spelling- 'simple' In my opinion, the survey is too long. The survey does not take 10 minutes. We need to reduce the number of items/scales if we want many participants to take it.
Technical Issue	Introduce the "Previous" button to be able to go back. I think a "back" button would be useful
Terminology	If this is a self-assessment tool, shouldn't the statements be in the first person "I can, I believe, etc." Phrases that are not clear: • Study course content is regularly analyzed by offering the variety of discipline-related content. • Corresponding learning activities are implemented in which the use of different technologies is retrieval. • 2.2. Effective professional practice (collaboration/communication/networking/exchange of ideas/good practices/engagement/ creativity/ reflection/commercialization) Why "commercialization" here? This term, in my opinion, is related to university strategies not directly related to "teaching practices". Definitions of statements: • Teaching methods, models and strategies are regularly analyzed by offering the variety of them for better achievements. For academic teaching staff not familiar with teaching methods, models and strategies, this phrase might lack of meaning. When we had the focus groups discussing the instrument created by Olga, we provide feedback in relation to this, saying that a definition should be provided. For an e-tool this can be achieved as prompts. • Communication/collaboration is organized in effective and responsible way. Same as previous comment, definition of what is understood for "effective" and "responsible" is necessary here.

Structure	There was no introduction to the questionnaire itself (therefore it is not informative). 2) Questions "Goals and learning outcomes are sometimes evaluated and adjusted." and "Goals and learning outcomes are systematically evaluated and adjusted for better achievements" are too similar. At least it requires an explanation in the intro of the questionnaire or particular question. 3) "Appropriate assessment and regular feedback are used" – I might consider it appropriate, but without intro/explanation of what is considered as appropriate, I can not benchmark myself 4) "Simple communication/collaboration approaches are used to exchange content, knowledge, etc." – not clear from the context – with whom! 5) "Knowledge and skills are regularly updated." - of whom? 6) "Support activities on teaching/learning and assessment are provided on request." – to whom? 7) Varbūt jautājumus (tostarp iepriekšējos) var padarīt sparatamākus, iekļaujot pirmās personas formu, piemēram "Knowledge and skills in educational research/innovations are regularly updated" – My knowledge and skills.. 8) Atbilžu skalas skaidrojumi nav īsti atbilstoši – drīzāk cik lielā mērā piekrītat apgalvojumam.. nevis Often/Always. tas varētu mainīt izvēlētas atbildes, jo bieži vien konkrētais vārds vienkārši neder apgalvojumam 9) "Digital resources are managed using a variety of strategies." – nav jūtams, ka ES esmu atbildīgs par digitālo resursu (kas tie būtu?) pārvaldību. Sk, par, pirmās personas formu. 10) Katra jautājuma sākumā prasītos kādu rindkopu ar teorētisko background, lai 'iebrauktu' jautājumus un to interpretācijā, varētu benchmarkot. Vai arī links uz aprakstu uzziņotajā logā/citā lapā.
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CONCLUSIONS:

1. To reinforce the importance of personal engagement in the self-assessment process, as it is self-assessment e-tool, it is crucial that statements are framed in the first person (e.g., "I use," "I manage"). This approach encourages deeper self-reflection, covering one's abilities, knowledge, skills, attitudes and beliefs.
2. Certain phrases within the e-tool lack sufficient clarity, need careful paraphrasing to enhance comprehension and effectiveness. Clarity in any self-assessment tool is critical for ensuring that users can accurately interpret and engage with the statements and content. There is a recommendation to look through all statements once more from the perspective of clear understanding and paraphrase where needed, considering that respondents can have no understanding in the required aspect.
3. There is a need to provide clear definitions for several statements to ensure that respondents fully comprehend the intended meaning of the content. Definitions serve to eliminate ambiguity, reduce the risk of misinterpretation, and support respondents in making more accurate self-assessments. However, while offering detailed explanations enhances understanding, it inevitably increases the length and complexity of the self-assessment e-tool. This can lead to a longer completion time, potentially exceeding 10 minutes, which may

impact respondent engagement and reduce the practicality of the tool in time-sensitive environments. Therefore, it is recommended to use simple wording instead.

4. Given the extended length of the self-assessment e-tool, it is essential to formulate statements in a concise and straightforward manner. Reducing the wordiness of individual statements is crucial for maintaining respondent engagement and ensuring that the e-tool remains accessible and efficient. It is recommended to analyze the length of each statement in order to make them simpler and more precise.

5. In summary, the updated list of statement is offered in Table 2, in accordance to primary indicated criteria: Teaching/Learning and Assessment; Research-Innovative and Digital, following the principle of clear understanding and total length.

TABLE 2

Updated Statements of E-Tool

PREVIOUS	UPDATED
I. Teaching/Learning and Assessment	
1.1. Individual differences of students (speed, complexity, etc.):	
1.1.1. All students are required to do the same activities	1.1.1. I offer same activities to all students
1.1.2. Optional activities for those advanced or lagging behind are provided.	1.1.2. I offer optional activities based on students' different abilities.
1.1.3. Information and communication technologies are used to offer different learning opportunities	1.1.3. I use IT to provide students with different learning opportunities.
1.2. Clear goals and learning outcomes for course units and lectures:	
1.2.1. Goals and learning outcomes are set in accordance with the study course (clear, understandable, well explained).	1.2.1. I set clear, understandable goals and learning outcomes aligned with the study course.
1.2.2. Goals and learning outcomes are sometimes evaluated and adjusted.	1.2.2. I occasionally review and adjust goals and learning outcomes.
1.2.3. Goals and learning outcomes are systematically evaluated and adjusted for better achievements.	1.2.3. I regularly review and adjust goals and learning outcomes for improvement
1.3. Appropriate study course content, materials (interdisciplinarity):	
1.3.1. Study course content corresponds to the defined goals and learning outcomes	1.3.1. I align the course content with the defined goals and learning outcomes.
1.3.2. Study course content is regularly analyzed by offering the variety of discipline-related content.	1.3.2. I regularly analyze course content to provide a variety of discipline-related material.
1.3.3. Study course content is systematically innovated and renewed (new materials (guides, notes, resources) offered).	1.3.3. I systematically renew course content with new materials.
1.4. Effective teaching methods, models, strategies, learning dynamics:	
1.4.1. Different teaching methods, models and strategies are widely used.	1.4.1. I use a variety of teaching methods.
1.4.2. Teaching methods, models and strategies are regularly analyzed by offering the variety of them for better achievements.	1.4.2. I regularly analyze teaching methods and offer a variety of them for better outcomes.
1.4.3. Teaching methods, models and strategies are systematically innovated and renewed for better achievements.	1.4.3. I systematically renew teaching methods for better outcomes.

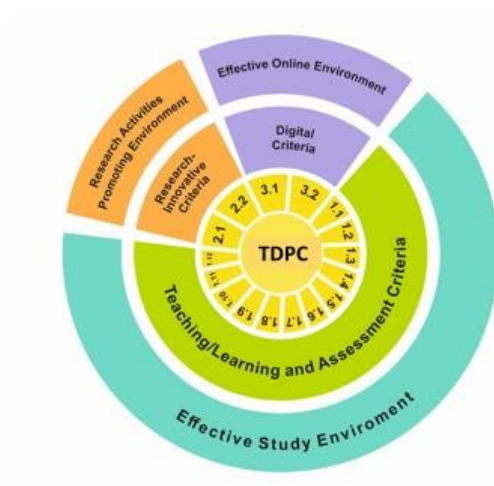
1.5. Supportive study environment (including online and in-person settings):	
1.5.1. The features of online/offline study environment are considered and applied accordingly.	1.5.1. I consider and apply offline and online options accordingly.
1.5.2. A big range of option offered by online/offline study environment are used (virtual classrooms, apps, networking, forums, discussion boards, etc.) for effective study process.	1.5.2. I use a wide range of online and offline options for an effective study process.
1.5.3. New formats of online/offline study environment are continuously evaluated, developed and applied.	1.5.3. I continuously evaluate and apply new formats for online and offline study environments.
1.6. Appropriate assessment of students' achievements (types, frequency) and feedback:	
1.6.1. Appropriate assessment and regular feedback are used.	1.6.1. I use suitable assessment and regular feedback.
1.6.2. A big variety of assessment and feedback are used, by adopting different assessment tools, including digital option.	1.6.2. I use a wide variety of assessments and feedback, including digital options.
1.6.3. Innovative assessment (apps, e-assessment, etc.) and critically reflective feedback are used.	1.6.3. I use up-to-date assessment tools and critically reflective feedback.
1.7. Reflection (self-assessment, students' assessment, peer observation):	
1.7.1. Reflection is used when possible.	1.7.1. I use reflection when possible.
1.7.2. Regular reflection is used and integrated to the study process.	1.7.2. I regularly use reflection in the study process.
1.7.3. Critically reflective and innovative reflection (apps, e-reflection) is used to identify areas for improvement.	1.7.3. I use up-to-date reflection tools to identify areas for improvement.
1.8. Effective communication and collaboration (teamwork, individual, pair work) to enhance teaching and learning.	
1.8.1. Simple communication/collaboration approaches are used to exchange content, knowledge, etc.	1.8.1. I use simple communication methods to exchange content and knowledge.
1.8.2. Communication/collaboration is organized in effective and responsible way.	1.8.2. I organize communication in an effective and responsible way.
1.8.3. Innovative communication/collaboration strategies (apps, networking, forums, discussion boards, etc.) are evaluated, reflected and a variety of them is effectively used.	1.8.3. I use a variety of up-to-date communication strategies.
1.9. Facilitating students' learning (instructing, guiding, and motivating):	
1.9.1. Learners are encouraged to use different technologies in learning for better achievements.	1.9.1. I encourage students to use different technologies for better outcomes.

1.9.2. Corresponding learning activities are implemented in which the use of different technologies is retrieval.	1.9.2. I implement corresponding learning activities that incorporate the use of different technologies.
1.9.3. Suitable pedagogical strategies are critically reflected and adapted to facilitate the students' learning.	1.9.3. I critically adapt suitable strategies to facilitate the students' learning.
1.10. Continuous teaching/learning development:	
1.10.1. Knowledge and skills are regularly updated.	1.10.1. I regularly update my knowledge and skills.
1.10.2. Different opportunities for teaching/learning development are regularly searched and training conducted.	1.10.2. I regularly seek and conduct training for teaching and learning development.
1.10.3. A range of possible training opportunities is evaluated and those which best fit to the teaching/learning development are selected and taken.	1.10.3. I systematically evaluate, select and conduct the best training opportunities.
1.11. Implementation of innovative teaching methods (e.g., flipped classroom, project-based learning, gamification):	
1.11.1. Innovative teaching/learning is used when possible	1.11.1. I use up-to-date teaching/learning methods when possible.
1.11.2. Innovative teaching/learning practices are used on regular basis.	1.11.2. I use up-to-date teaching/learning methods on regular basis.
1.11.3. A range of innovative teaching/learning opportunities is regularly evaluated and those which best fit are selected and implemented -	1.11.3. I regularly evaluate and implement up-to-date teaching/learning methods.
1.12. Support for teaching, learning, and assessment when needed:	
1.12.1. Support activities on teaching/learning and assessment are provided on request.	1.12.1. I provide support for teaching, learning, and assessment upon request.
1.12.2. Support activities on teaching/learning and assessment are provided in different dimensions on a regular basis.	1.12.2. I provide support for teaching, learning, and assessment on a regular basis.
1.12.3. Different support activities on teaching/learning and assessment are created and applied.	1.12.3. I systematically create and apply various support activities.
II. Research-Innovative	
2.1. Continuous self/professional development in educational research/innovations:	
1.2.1. Knowledge and skills in educational research/innovations are regularly updated.	1.2.1. I regularly update my knowledge and skills in educational research/innovations.

1.2.2. Different opportunities for professional development in educational research/innovations are regularly searched and training conducted.	1.2.2. I regularly seek opportunities for professional development in educational research and conduct training.
1.2.3. 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. I systematically evaluate and select the best training opportunities for my development needs in educational research.
2.2. Effective professional practice (collaboration, communication, networking, and creativity).	
2.2.1. The development needs are understood through effective professional practice.	2.2.1. I understand my development needs through professional practice.
2.2.2. Corresponding competences are improved and updated through experimentation, reflective and professional practice.	2.2.2. I improve my professional skills through experimentation and reflective practice.
2.2.3. Current research on innovative teaching is effectively followed and integrated into practice.	2.2.3. I follow and integrate up-to-date teaching research into practice.
III. Digital	
3.1. Appropriate and effective management of digital resources (sharing, creation, protection):	
3.1.1. Digital resources are managed using simple strategies.	3.1.1. I manage digital resources using simple strategies.
3.1.2. Digital resources are managed using a variety of strategies.	3.1.2. I manage digital resources using a variety of strategies.
3.1.3. Digital resources are managed according to the teaching/learning needs, using a range of advanced strategies.	3.1.3. I manage digital resources based on teaching needs using advanced strategies.
3.2. Effective use of digital resources:	
3.2.1. Information and communication technologies are used to visualize and explain new concepts.	3.2.1. I use ICT to visualize and explain new concepts.
3.2.2. Different opportunities of ICT are regularly searched and implemented.	3.2.2. I regularly implement different opportunities of ICT.
3.2.3. Suitable ICT are critically reflected and adapted to facilitate the active and effective use of them.	3.2.3. I critically reflect on and adapt ICT options for effective use.

Appendix 1

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



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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)

4



OFFERED CRITERIA for Transformative Digital Pedagogical Competence Digital



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

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Appendix 2

ERASMUS+ project “Transformative Digital Pedagogies for Higher Education”
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WP2: Theoretical and empirical framework of transformative digital pedagogical competences

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Appendix

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

RESULTS CALCULATION TABLE

[illegible][illegible]

Description of the score:

The score falls within the range of scores, from 0 to 192, considered the category: Beginner Level. The self/professional development is highly recommended.

The score falls within the range of scores, from 193 to 330, considered the category: Intermediate Level. The self/professional development should be regularly planned and implemented.

The score falls within the range of scores, from 331 to 480, considered the category: Master Level. The self/professional development should be systematically planned and implemented.

Appendix

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

E-TOOL DATA

Participant ID	Criteria 1		Criteria 2		Criteria 3		Global		Feedback		Higher Education Institution	Occupation (Other 1)	Indicate that other options	Occupation	Field	You experience in teaching/learning	Email		
	SCORE	LEVEL	SCORE	LEVEL	SCORE	LEVEL	TOTAL SCORE	TOTAL LEVEL	QUEST SCORE (OUT OF 10)	Your gender								Your age	Country
8	0	BEGINNER	0	beginner	0	beginner	0	BEGINNER	0	N/A			N/A	N/A					
9	0	BEGINNER	0	beginner	0	beginner	0	BEGINNER	0	N/A			N/A	N/A					
10	222	intermediate	38	intermediate	38	intermediate	280	INTERMEDIATE	14	Female	35-44	Latvia	RTU	Yes	researcher	RESEARCHER	Educational Studies	1.5	Y
11	0	BEGINNER	0	beginner	0	beginner	0	BEGINNER	0	N/A				N/A					
12	191	intermediate	30	intermediate	34	intermediate	207	INTERMEDIATE	10	Female	35-44	Latvia	RTU	Yes	researcher	RESEARCHER	Educational Studies	1.5	Y
13	242	intermediate	38	intermediate	43	master	323	INTERMEDIATE	0	N/A				N/A					
14	0	BEGINNER	0	beginner	0	beginner	0	BEGINNER	0	N/A				N/A					
15	208	intermediate	29	intermediate	29	intermediate	200	INTERMEDIATE	10	Male	35-64	Spain	UPCT	No		PROFESSOR	Computer Science	More than 10 years	Y
16	202	intermediate	0	beginner	0	beginner	202	INTERMEDIATE	0	N/A				N/A					
17	302	master	0	beginner	0	beginner	302	INTERMEDIATE	0	N/A				N/A					
18	348	master	00	master	0	beginner	408	MASTER	0	N/A				N/A					
19	190	intermediate	21	beginner	33	intermediate	230	INTERMEDIATE	7	Male	45-54	Spain	UPCT	No		ASSOC PROF	Mathematics	More than 10 years	Y
20	320	master	00	master	25	master	447	MASTER	12	Female	35-34	Spain	UPCT	No		LECTURER	Food Science and Tech	1.5	
21	248	intermediate	40	master	43	master	342	MASTER	14	Female	45-54	Spain	UPCT	No		PROFESSOR	Management	15-20	
22	0	BEGINNER	0	beginner	0	beginner	0	BEGINNER	0	N/A				N/A					
23	202	intermediate	30	intermediate	27	intermediate	202	INTERMEDIATE	8	Female	45-54	Spain	UPCT	No		PROFESSOR	Food Safety	More than 10 years	
24	180	intermediate	33	intermediate	29	intermediate	242	INTERMEDIATE	8	Female	45-54	Spain	University	No		ASSOC PROF	Engineering	1.5	
25	121	BEGINNER	19	beginner	19	beginner	109	BEGINNER	0	Male	35-44	Spain	UPCT	No		PROFESSOR	Sciences	More than 10 years	
26	232	intermediate	30	intermediate	42	master	310	INTERMEDIATE	12	Male	45-54	Spain	UPCT	No		PROFESSOR	Thermal Engineering	15-20	Y
27	200	intermediate	41	master	43	master	280	INTERMEDIATE	8	Male	45-54	Spain	UPCT	No		PROFESSOR	Physics	10-15	
28	0	BEGINNER	0	beginner	0	beginner	0	BEGINNER	0	N/A				N/A					
29	261	intermediate	40	master	48	master	311	INTERMEDIATE	8	Female	45-54	Spain	University	No		ASSOC PROF	Economics	More than 10 years	Y
30	24	BEGINNER	0	beginner	0	beginner	24	BEGINNER	0	N/A				N/A					
31	175	intermediate	38	intermediate	35	intermediate	248	INTERMEDIATE	8	N/A	45-54	Spain	UPCT	No		ASSOC PROF	Economics	More than 10 years	
32	121	intermediate	27	intermediate	28	intermediate	200	INTERMEDIATE	10	Female	35-44	Spain	UPCT	No		PROFESSOR	Chemical engineering	More than 10 years	Y
33	0	BEGINNER	0	beginner	0	beginner	0	BEGINNER	0	N/A				N/A					
34	202	master	38	intermediate	38	intermediate	344	MASTER	10	Male	35-64	Spain	UPCT	No		PROFESSOR	Engineering	More than 10 years	Y
35	203	master	30	intermediate	34	intermediate	317	INTERMEDIATE	8	Female	45-54	Spain	UPCT	No		ASSOC PROF	Applied Economics	More than 10 years	Y
36	203	master	27	master	48	master	300	MASTER	10	Female	45-54	Spain	UPCT	No		PROFESSOR	Metodose Cuantitativo	More than 10 years	Y
37	0	BEGINNER	0	beginner	0	beginner	0	BEGINNER	0	N/A				N/A					
38	202	master	30	master	44	master	330	MASTER	10	Female	45-54	Spain	UPCT	No		ASSOC PROF	Marketing	More than 10 years	Y
39	0	BEGINNER	0	beginner	0	beginner	0	BEGINNER	0	N/A				N/A					
40	208	intermediate	0	beginner	0	beginner	208	INTERMEDIATE	0	N/A				N/A					
41	202	master	34	master	33	master	302	MASTER	14	N/A	35-44	Spain	UPCT	No		ASSOC PROF	Science	1.5	
42	202	master	38	intermediate	40	intermediate	370	MASTER	10	Male	3 and 40	Spain	UPCT	No		PROFESSOR	Economics	More than 10 years	Y
43	0	BEGINNER	0	beginner	0	beginner	0	BEGINNER	0	N/A				N/A					
44	0	BEGINNER	0	beginner	0	beginner	0	BEGINNER	0	N/A				N/A					
45	0	BEGINNER	0	beginner	0	beginner	0	BEGINNER	0	N/A				N/A					
46	210	intermediate	29	intermediate	34	intermediate	273	INTERMEDIATE	10	Female	45-54	Spain	UPCT	No		ASSOC PROF	Computer Science	More than 10 years	Y
47	0	BEGINNER	0	beginner	0	beginner	0	BEGINNER	0	N/A				N/A					
48	303	master	34	master	37	master	424	MASTER	15	Male	45-54	Latvia	RTU	No		PROFESSOR	Business Economics	More than 10 years	
49	209	master	41	master	53	master	303	MASTER	10	Male	45-54	Spain	UPCT	No		ASSISTANT	TELECOMMUNICATIONS	More than 10 years	Y
50	0	BEGINNER	0	beginner	0	beginner	0	BEGINNER	0	N/A				N/A					
51	0	BEGINNER	0	beginner	0	beginner	0	BEGINNER	0	N/A				N/A					
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

50	180	intermediate	20	intermediate	29	intermediate	240	intermediate	9	N/A	35-44	Ireland	TUD	Yes	Faculty Head of	OTHER	Faculty Head of Learning	More than 20 years	Y
51	308	master	30	master	30	master	408	master	13	Male	35-44	Ireland	TUD	Yes	Faculty Head of	OTHER	Faculty Head of Learning	More than 20 years	Y
54	0	BBGCHNBA	0	beginner	0	beginner	0	BBGCHNBA	0	N/A									
55	204	intermediate	20	intermediate	42	master	200	intermediate	11	Female	45-54	Cyprus	CUT	No		LANGUAGES	Languages	More than 20 years	Y
56	287	master	48	master	48	master	381	master	12	N/A	45-54	Latvia	RTU	No		DOCBT	Economics	15. 20.	Y
57	253	master	48	master	37	intermediate	330	master	11	Female	35 - 44	Latvia	RTU	No		A	CIVIL ENGINEERING	5. 10	
58	200	master	42	master	43	master	342	master	12	Female	35 - 44	Latvia	RTU	Yes	Head of the cen	ASSISTANT	...	1. 2	Y
59	272	master	42	master	42	master	300	master	7	Female	35 - 44	Latvia	RTU	No		DOCBT	Computer Science	10. 15	Y
60	385	intermediate	12	intermediate	16	intermediate	120	intermediate	10	Male	45-54	Latvia	RTU	No		ASBOC PROP	Computer Science	15. 20.	Y
61	0	BBGCHNBA	0	beginner	0	beginner	0	BBGCHNBA	0	N/A									
62	284	master	30	master	32	master	380	master	12	Female	55-64	Latvia	RAT	No		ASBOC PROP	Design/ Education	More than 20 years	
63	252	master	37	intermediate	26	intermediate	320	intermediate	7	Female	45-54	France	UTT	Yes	Contract teacher	CONTRACT TEACHER	Entrepreneurship	5. 10	
64	294	master	33	master	49	master	386	master	12	Male	45-54	Latvia	RAT	No		PROFESSOR	Education Sciences	More than 20 years	
65	242	intermediate	38	intermediate	43	master	313	intermediate	12	Female	35 - 44	Latvia	RTU	Yes	researcher	RESEARCHER	Pedagogy	1. 2	Y
66	289	master	34	master	40	intermediate	393	master	13	Female	55-64	Latvia	RTU	No		PROFESSOR	Social sciences	More than 20 years	
67	218	intermediate	42	master	24	master	317	intermediate	13	Female	45-54	Latvia	RAT	No		DOCBT	Entrepreneurship	More than 20 years	Y
68	225	master	36	intermediate	48	master	329	master	16	Female	35 - 44	Latvia	RAT	No		DOCBT	Accounting	5. 10	Y
69	234	intermediate	43	master	49	master	318	intermediate	13	Male	45-54	Spain	UPCT	No		PROFESSOR	Physics	10. 15	
70	335	master	31	master	46	master	432	master	12	N/A	55-64	Latvia	RTA	No		ASBOC PROP	Education	More than 20 years	
71	284	master	30	master	32	master	380	master	12	N/A	35 - 44	Latvia	RTU	No		ASBOC PROP	No	10. 15	Y
72	287	master	42	master	38	intermediate	388	master	14	Female	45-54	Latvia	RAT	No		DOCBT	Education	More than 20 years	
73	239	intermediate	42	master	42	master	324	intermediate	12	Male	45-54	Spain	UPCT	No		PROFESSOR	Thermal and energy	15. 20	Y
74	281	master	32	master	41	master	374	master	12	Female	35 - 34	Latvia	RAT	No		DOCBT	IT and Education sci	1. 2	Y
75	279	master	48	master	38	intermediate	383	master	12	Female	55-64	Latvia	RAT	No		DOCBT	Design education	15. 20	Y
76	269	master	48	master	38	intermediate	370	master	13	Female	35 - 34	Latvia	RAT	No		DOCBT	Software engineering	5. 9	Y
77	308	master	48	master	36	master	412	master	8	Male	45-54	France	UTT	No		ASBOC PROP	Software engineering	More than 20 years	
78	0	BBGCHNBA	0	beginner	0	beginner	0	BBGCHNBA	0	N/A									
79	273	master	48	master	33	intermediate	334	master	12	N/A	35 - 44	Latvia	RTU	No		DOCBT	Computer science	10. 15	Y
80	0	BBGCHNBA	0	beginner	0	beginner	0	BBGCHNBA	0	N/A									
81	0	BBGCHNBA	0	beginner	0	beginner	0	BBGCHNBA	0	N/A									
82	0	BBGCHNBA	0	beginner	0	beginner	0	BBGCHNBA	0	N/A									
83	0	BBGCHNBA	0	beginner	0	beginner	0	BBGCHNBA	0	N/A									
84	0	BBGCHNBA	0	beginner	0	beginner	0	BBGCHNBA	0	N/A									
85	0	BBGCHNBA	0	beginner	0	beginner	0	BBGCHNBA	0	N/A									
86	0	BBGCHNBA	0	beginner	0	beginner	0	BBGCHNBA	0	N/A									
87	0	BBGCHNBA	0	beginner	0	beginner	0	BBGCHNBA	0	N/A									
88	210	intermediate	30	intermediate	36	intermediate	288	intermediate	12	N/A									
89	0	BBGCHNBA	0	beginner	0	beginner	0	BBGCHNBA	0	N/A									
90	297	master	42	master	51	master	383	master	7	N/A	35 - 44	Cyprus	CUT	No		N/A	Languages and Pedagogy	15. 20	
91	0	BBGCHNBA	0	beginner	0	beginner	0	BBGCHNBA	0	N/A									
92	296	master	33	master	33	master	400	master	12	Female	35 - 44	Cyprus	CUT	Yes	Special Teachin	OTHER	Languages	More than 20 years	Y
93	0	BBGCHNBA	0	beginner	0	beginner	0	BBGCHNBA	0	N/A									
94	301	master	30	master	40	master	411	master	13	N/A	45-54	Cyprus	CUT	Yes	Special Teachin	OTHER	Education	15. 20	
95	0	BBGCHNBA	0	beginner	0	beginner	0	BBGCHNBA	0	N/A									
96	193	intermediate	36	intermediate	36	intermediate	283	intermediate	9	N/A	35 - 54	Spain	UPCT	No		PROFESSOR	Computer Science	More than 20 years	Y
97	212	intermediate	37	intermediate	48	master	297	intermediate	9	N/A	35 - 54	Spain	UPCT	No		PROFESSOR	Computer Science	More than 20 years	Y
98	0	BBGCHNBA	0	beginner	0	beginner	0	BBGCHNBA	0	N/A									
99	242	intermediate	38	intermediate	47	master	317	intermediate	9	Female	35 - 54	Spain	UPCT	No		PROFESSOR	ICT	More than 20 years	Y
100	215	intermediate	42	master	48	master	308	intermediate	16	N/A	35 - 44	Spain	UPCT	No		PROFESSOR	Software	10. 15	Y

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