



Digitalisation for sustainable development of SMEs

2021-2-PL01-KA220-VET-000049458

Project Result No 3 Self-Assessment tool



Co-funded by
the European Union

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Introduction

Project Result 3 (PR3) focused on developing and completing a Self-Assessment Tool, which is an important component of the overall project. This tool is a major breakthrough in how learners may actively participate in and contemplate their learning process, particularly designed for the topics of sustainable digital transformation.

Drafting the Methodological Scheme

Developing the Methodological Framework

The introduction of the Self-Assessment Tool in Project Result 3 (PR3) was initiated by the vital task of formulating its methodological framework. Led by Spółka Celowa UEP, in strong partnership with EFMD, this phase played a crucial role in developing the fundamental structure of the tool. The goal was to develop a systematic plan that would not only determine the structural layout but also establish the operational capabilities of the Self-Assessment Tool.

This phase included thorough study, integrating knowledge from educational theory, digital learning techniques, and exemplary approaches in self-assessment design. The team prioritised the development of a framework that was all-encompassing and adaptable, capable of supporting a wide range of learning styles and changing educational requirements. The methodological scheme was designed to be flexible, enabling future improvements and updates in accordance with technology progress and pedagogical innovations.

Extensive deliberations and collaborative idea generation were conducted to guarantee that the framework was in accordance with the precise goals of the project. The discussions played a crucial role in establishing the fundamental characteristics of the tool, including its interactive nature, methods to engage users, and the specific sorts of evaluations to include. The team prioritised making the tool user-friendly and accessible to learners of all technical competency levels and backgrounds.

The partnership between Spółka Celowa UEP and EFMD during this period played a vital role in building a well-defined and organised approach. This phase established a strong and comprehensive methodological framework, which ensured that the tool would meet high criteria in terms of its overall efficacy, usability, and usefulness. It facilitated the progression of successive developmental phases, guaranteeing that the Self-Assessment Tool would not only fulfil the immediate educational requirements but also had the ability to adapt and remain relevant in the ever-changing realm of digital learning.

Establishing Quality Standards

EFMD had a leading role in the important task of setting quality criteria for the Self-Assessment Tool, which was a significant milestone in Project Result 3 (PR3). In this step, a

detailed procedure was undertaken to establish and establish standards that would assess the effectiveness, dependability, and overall user satisfaction of the tool. The quality standards were not only a collection of criteria, but rather a complete framework that would govern the functional and pedagogical integrity of the Self-Assessment Tool.

EFMD, known for its proficiency in educational quality and standards, undertook this assignment with a concentration on establishing benchmarks that conformed to the most elevated global standards in educational technology and digital learning. This included evaluations of the content's correctness and relevancy, the efficacy of the self-assessment methods, and the general design of the user interface. The tool was meticulously designed to be both technically robust and pedagogically impactful, providing users with a smooth and captivating learning experience.

The EFMD guidelines also considered the tool's versatility in adapting to various learning situations and circumstances. This was essential to ensure that the Self-Assessment Tool could be efficiently used by a wide variety of learners, who had different degrees of digital literacy and educational backgrounds. In addition, the criteria included elements of inclusiveness and accessibility, guaranteeing that the tool was fair and capable of meeting the requirements of all learners.

The establishment of these quality standards included collaborative deliberations, meetings with experts, and a comprehensive evaluation of pre-existing educational instruments and approaches. EFMD established stringent criteria to guarantee that the creation of the Self-Assessment Tool followed a well-defined and consistent structure. The goal was to surpass the expectations of learners and educators in terms of quality, performance, and user-friendliness.

This phase was crucial in establishing the quality of the Self-Assessment Tool and setting it as a standard for future teaching tools in the field of sustainable digital transformation. The defined criteria guaranteed that the tool would function as a useful and dependable resource for learners, boosting their educational experience and permitting successful self-evaluation and learning advancement.

Content Development

The content development stage for the Self-Assessment Tool in Project Result 3 (PR3) was marked by a rigorous and cooperative endeavour that included all project partners. This step was essential in formulating the instructional core of the tool, since each partner contributed their unique knowledge and viewpoint. The goal was to create a varied and thorough collection of self-assessment questions that would cover the wide range of sustainable digital transformation.

An important result of this collaborative effort was the consensus reached over the format and number of questions in the Self-Assessment Tool. It was determined that each Unit of the tool would consist of 10 questions, resulting in a total of 30 questions per Module. The purpose of this framework is to provide comprehensive covering of each subject, so guaranteeing a well-rounded and thorough assessment of the learner's comprehension.

The allocation of questions in each Unit was meticulously deliberated to accommodate varying levels of proficiency:

- **Basic Level:** Consisting of 5 inquiries, they are closely linked to the audio-visual materials furnished in the course. The purpose of these tests is to assess the basic comprehension and memory of the subject.
- **Intermediate Level:** Comprising of three inquiries, they pertain to Further Investigation Materials (FIMs). Their objective is to evaluate a more profound degree of understanding and the capacity to use information.
- **Advanced Level:** This section consists of 2 questions that are derived from the literature that is suggested for study. They encourage learners to actively participate in grappling with intricate ideas and critically examine sophisticated subjects.

In addition, in order to guarantee precision and efficiency in evaluation, the questions were standardised in a multiple-choice style, where each question presents four potential solutions, of which only one is accurate. The selection of this format was based on its simplicity and effectiveness in assessing knowledge and comprehension.

The collaborative aspect of this phase allowed a diverse and comprehensive viewpoint on the material, including input from academic experts, industry professionals, and practitioners in sustainable development and digital technology. The inclusion of a wide range of input facilitated the exploration of a diverse range of issues, guaranteeing that the self-assessment questions were thorough and pertinent to the several facets of sustainable digital transformation.

Every question was carefully designed to assess not just knowledge but also promote critical thinking and self-reflection. The primary objective was to develop inquiries that would empower learners to proficiently assess their comprehension of the course content and pinpoint areas necessitating more study and improvement. This method guaranteed that the Self-Assessment Tool would function as a dynamic educational tool, promoting more profound involvement with the course material.

To summarise, the content creation phase of PR3 exemplified the efficacy of collective effort in producing instructional materials. The outcome is an extensive and varied collection of self-assessment inquiries that function not only as a means of assessing knowledge, but also as a catalyst for fostering deeper comprehension and involvement with the fundamental concepts of sustainable digital transformation.

Initial Launch and Testing

The commencement and evaluation stage of the Self-Assessment Tool, led by CONFORM, was an important stage in Project Result 3 (PR3). This phase focused on transitioning the tool from the development stage to a functioning prototype, which is now prepared for preliminary review. CONFORM played a vital role in coordinating this transfer, ensuring that the technology was smoothly included into an educational platform for its first testing.

The testing process was carefully organised to provide thorough insights into the tool's performance in real-world scenarios. The process included a sequence of methodical

examinations aimed at thoroughly evaluating every component of the instrument, ranging from its technical functioning to its pedagogical effectiveness. The main objective was to detect any technological malfunctions, user interface problems, or content errors that may impede the tool's efficiency or user satisfaction.

An important aspect of this stage was engaging a specific cohort of learners and educators who were specifically asked to use the tool and provide their input. Their observations were very important in comprehending the tool's performance in terms of user engagement, navigational simplicity, material clarity, and overall learning experience. The input was collected using methodical questionnaires, interviews, and observation sessions.

Every comment received was meticulously analysed and used to implement essential modifications to the product. The iterative process of testing, collecting feedback, and refining played a crucial role in improving the tool's functionality, usability, and instructional value. The revisions implemented during this phase varied from modest adjustments in the user interface to more substantial alterations in the content and evaluation algorithms.

The first launch and testing phase, overseen by CONFORM, was crucial for both confirming the operation of the Self-Assessment Tool and assuring its compliance with the project's rigorous requirements for quality and effectiveness. The knowledge acquired from this phase was crucial in optimising the instrument, guaranteeing its refinement, user-friendliness, and preparedness for wider implementation.

Ultimately, the commencement and evaluation stage of the Self-Assessment Tool represented a noteworthy achievement in PR3. During this period, there was a convergence of theoretical design and development with actual application, resulting in significant discoveries and improvements. This phase prepared the tool for its final release, ensuring that it was fully equipped to effectively perform its intended function as a teaching resource in sustainable digital transformation.

Releasing the Final Version

The culmination of Project Result 3 (PR3) was marked by the release of the final version of the Self-Assessment Tool, a milestone achievement that made the tool accessible to all learners. This final version represents the collective efforts and commitment of the consortium to provide a high-quality, innovative educational resource.

A significant aspect of this final release was the integration of the Self-Assessment Tool with the Erudire platform. This strategic decision ensured that the tool was not only embedded in a user-friendly and accessible online learning environment but also directly linked with the Open Educational Resources developed earlier in the project. This integration facilitated a seamless learning experience, allowing users to effortlessly transition between engaging with the OERs and applying their knowledge through the Self-Assessment Tool.

The tool was meticulously designed to encourage a deeper level of self-evaluation among learners. It allows users to comprehensively assess their knowledge and skills, identify their strengths, pinpoint areas that need improvement, and effectively monitor their progress in learning. The questions in the tool, categorized into basic, intermediate, and advanced levels,

are directly related to the content and materials provided in the OERs, ensuring a coherent and aligned educational journey.

The Self-Assessment Tool on the Erudire platform, in its ultimate iteration, is a refined fusion of instructional material and technology. The direct interaction between the tool and the OERs improves the significance and practicality of the self-assessment process, making it an essential element in the learners' educational experience. The tool underwent iterative improvements in its design and functioning, including comments from the first testing phase to ensure its efficacy in a practical educational setting.

In conclusion, the release of the Self-Assessment Tool in its final version is not just the completion of a project phase but a significant step forward in digital learning for sustainable development. The integration with the Erudire platform and the linkage with the OERs exemplify the project's commitment to creating an immersive, interactive, and impactful learning experience. This final version stands as a testament to the successful collaboration among the partners and their dedication to advancing educational resources in the realm of sustainable digital transformation.

Conclusion and Impact

Summary and Influence

The timely and successful completion of the Self-Assessment Tool for Project Result 3 (PR3) is a noteworthy accomplishment that demonstrates the efficient teamwork, commitment, and coordinated endeavours of all participating parties. This achievement signifies a significant milestone in PR3 and also signifies a big improvement in the educational experience offered by this project.

The Self-Assessment Tool, integrated within the Erudire platform and directly connected to the Open Educational Resources, provides a dynamic and interactive method for learning. This integration enables learners to actively interact with the knowledge in a more significant and unified way, thereby closing the gap between theoretical learning and practical implementation. The tool empowers learners to customise their educational journeys based on their unique requirements, fostering a more profound comprehension of the course material and augmenting their capacity to apply this information in practical situations.

This tool has a broader influence that goes beyond simple self-assessment. It promotes a culture of ongoing learning and self-improvement, motivating learners to critically evaluate their strengths and opportunities for growth. The importance of self-directed learning is essential in the context of sustainable digital transformation, where the constant presence of rapid change and the need for adaptation are significant.

Furthermore, the introduction of the Self-Assessment Tool demonstrates the project's dedication to new instructional methods. The tool demonstrates a contemporary approach to education by using digital platforms and including a variety of learning materials, which caters to the requirements and expectations of present-day learners. This is a notable advancement in our objective to promote lasting and environmentally friendly changes in the digital realm, by providing learners with the essential abilities and understanding required to navigate and actively participate in this ever-changing environment.

Ultimately, the creation and implementation of the Self-Assessment Tool in PR3 not only mark the end of a project stage, but also represent a significant and influential contribution to the realm of digital education. The project's success confirms its goal of developing influential, easily available, and captivating teaching tools that deeply connect with learners and enable them to bring about lasting improvements in their professional development.