

OVERALL ASSESSMENT TOOL REVIEW

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Coordinators:



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 SZÉCHENYI EGYETEM

Review process introduction

- Analysis was various elements for evaluating the effectiveness of the instrument, with emphasis on its validity and reliability.
- A review of an assessment tool typically involves a systematic evaluation of various elements to determine the tool's effectiveness.
- Establishing validity is a critical step in ensuring that the conclusions drawn from assessments or studies are accurate and meaningful...
- Given the nature of the review, which is based on the application of the desk method, **in this revision of the questionnaire, emphasis will be placed on content validity, construct validity and some structural and administration aspects.**



General overview and the main findings

- A total of six thematic areas have been recognized; The questionnaire versions are intended for teacher self-evaluation;
- **Four horizontal themes** (*Digitalization, Internationalization, Inclusion, Sustainability*) which can be more closely identified with competences of higher education teachers;
- **Digitalization** - consists of a total of 22 statements distributed in six thematic areas (four items each are in TA's: 1,2,3 and 6; while three items are listed in thematic areas 4 and 5.)
- **Internationalization** has a total of 21 statements: the number of statements is distributed differently (four in TA-1, TA-2 and TA-4, while in TA-3, TA-5 and TA-6 only three statements were listed).



General overview and the main findings

- Inclusion, contains a total of 17 statements differently distributed according to thematic areas (TA-1, TA-5 and TA-6 only two items; TA-3 contains three items, and TA- 2 and TA-4 have four items);
- In Sustainability, there are a total of 22 statements, numbered differently within thematic areas (TA-1, TA-2, TA-4, TA-5 and TA-6 containing the four statements and TA-3 with only two statements);
- Some items are too complex for fair and transparent evaluation and assessment. Often such items contain two or more aspects of content which is then difficult to evaluate unambiguously...
- It is difficult to assess on which scale respondents record their answer. In the version of the AT proposed for the review process, the type of scale assessment is not specified.



General overview and the main findings

- The instrument is conceptually and content-wise well designed for teachers' self-evaluation.
- Although there are certain content aspects as well as aspects in the construction of the instrument that can be improved, this does not affect the general impression of a good instrument for self-evaluation and teacher's own positioning in four extremely important priority areas of the EHEA.



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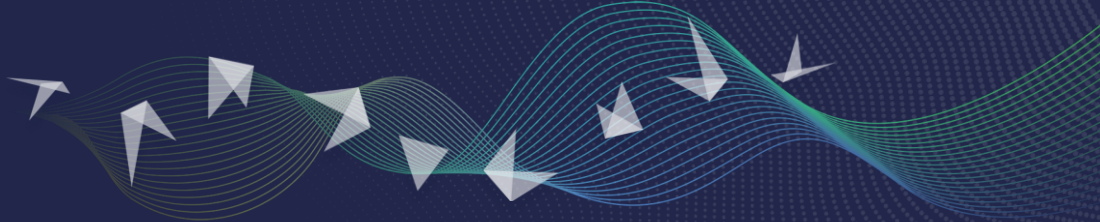
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Harmonization of assessment tool elements

- (1) The questionnaire certainly needs a complete and comprehensive instruction and introduction note (address) to the respondents;
- (2) It is necessary to have a uniform number of items in all thematic areas to an equal number. There is no reason why some have four items and others have three or less;
- (3) The level of the general definition of the basic construct is different in terms of scope and content: need to harmonize the definitions and descriptions of the horizontal topic;
- (4) It is necessary to simplify the content of the statements so that they are specific, measurable and comprehensive at the same time, but unambiguous and simple in their meaning and the basic information they provide to the respondent;
- (5) it is necessary to determine what type of coherent assessment the respondents use to evaluate themselves in the context of the statements:





Thank you for your attention!

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