

Qualitative Summary of Lecturers' feedback on their pilots using the different Assessment Tools

Introduction

The academic lecturers who piloted the different tools developed or refined by ASSET were asked to answer three open questions in order to receive a better qualitative understanding on how they felt the different assessment tools that they piloted contributed to their course, their teaching and their students' learning. Totally 94 lecturers filled in the survey and provided qualitative answers to all or some of the questions below. While some of the tools that were implemented only had a few lecturers providing responses (e.g. four lecturers who piloted the Concept Map in their courses), other tools had a larger response (over twenty). Thus, the description and analysis below are only based on those answers and may not be indicative on how all of the lecturers felt towards using a specific tool when piloting their courses.

The open questions were:

1. How do you feel the tools contributed to the course?
2. What did you like most about the tool?
3. Any recommendations or comments relating to using the tool?

This report presents a summary and brief analysis on the different statements which were provided by the lecturers. The statements were organized according to their themes. Several statements which reflected the theme were selected and presented below in order to provide an example of the different themes that were expressed by the lecturers who answered the survey.

Summary Analysis of the Survey results of Lecturers who piloted OPEN BADGES

Twenty-four faculty who taught the pilots provided answers to the open questions.

Relating to the question how you felt the tool contributed to the course the responses were:

Lecturers felt that this tool of open badges contributed to the course through providing their students with important skills (e.g. analytical and critical thinking and various other soft skills) which they can use in their profession, raised motivation in learning and made the course more interesting. The statements which best reflected this are:

Contributed to the students as future teachers

The course is for future teachers, so it had double impact: first, they were assessed with an alternative FA e-tool, which they enjoyed a lot, and second, they also learned how to design and use Open Badges in future in their own teaching practices.

Five lecturers felt that this course raised motivation in the student with such comments as:

*I think it raised the motivation to gain more badges in order to have more achievements in different aspects of the course.
the students became aware of the importance of digital assessment which is the easiest way for students to be involved in the Global world of success.*

Another lecturer wrote.

The tool raised the students' motivation to study well and gain skills to earn the badge.

Course helps the student learn better and gave them new skills.

Course became more attractive to the student:

My training course has made it more interesting, attractive

Another lecturer explained:

In my opinion this piloting brought a great contribution to the whole group. Both in terms of developing skills as well as presenting them and sharing them in the social space.

Some lecturers combined two methods in one course:

Given that it was a case of combining the two tools together, the process was quite complex and interesting. We used Open Digital Badges tool to assess our students Soft Skills. Both approaches were ground-breaking for the students, and the first reaction to the information about their possible piloting was both surprise, interest, joy and a little fear. As mentioned in the report, we conducted a survey of students expectations prior to piloting. Of course, we took into account their expectations and desires regarding the use of the instruments and as a result of working with them we detailed in detail all the criteria and specifications of the open badges. We also conducted a survey at the end of the course to see if their expectations were justified, received practical knowledge, and improved their learning skills. However, the results were not a surprise to us as we were already observing their involvement in the piloting process and their perception of new skills throughout the semester. As a result of piloting the tool, the student satisfaction index reached its maximum. Each of them is happy with the result and hopes that in the future they will be able to collect open badges in other subjects.

One lecture mentioned the benefits this tool provides when teaching in a diverse classroom:

We were fortunate that the course was about multicultural education and the target audience was multiethnic and multicultural, so it was more interesting and effective for students to evaluate their soft skills with open badges. Based on the student expectations and satisfaction survey, we can safely say that this developmental assessment tool increased student engagement and motivation for learning. They developed soft skills of effective communication, critical thinking and mutual tolerance.

One felt it made the course more interesting for the students:

I think the feedback which I gave to my students using of the tool, increased their interests about the course

The feeling that the method was “modern” increased interest and greater engagement:

the novelty and modernity of the instrument had an impact on the expectations of the students, which led to even their full involvement in the process.

Relating to the question What did you like most about the tool

The responses of the lecturers were varied from what they like most about the tool, ranging from the flexibility of using the tool, the rise in motivation of the students to participate and be active learners, and that it developed analytical thinking in their students.

Several lecturers expressed that they liked most was the innovative and Flexibility character of the tool which allows a teacher to assess formatively any aspect of the course and learning outcomes.

It allows you to assess formatively any aspect of any course, linking the criteria and assessment rubrics depending on the aims of the course and the learning outcomes the teacher would like to achieve.

very innovative and smart tool. very flexible.

It is innovative, progressive and effective.

the assessment allows to assess other aspects of the course.

Many lecturers expressed that liked the most the students' motivation and DESIRE to learn and desire to be involved in the criteria:

..to see the students' great desire to learn and to be involved into more activities in order to gain more badges and share them on their social networks.

What I liked most was the unprecedented involvement of students in the whole process. As we know, this period coincided with the pandemic period and we switched to the distance learning model, which was really a novelty for the Georgian reality, and despite the difficulties that accompanied this process, my students insisted on spending more time piloting.

What I liked most was that, despite the novelty, all the students were so involved in the piloting process that they often had to wait for extra lectures as a result of their wishes and requests to find out more about the tool. Each of them was also eager to collect as many open badges as possible

The most enjoyable part of the pilot was the students' initiative, agility and motivation.

Increase student motivation, process transparency, and student involvement in the creation of open badges. At the end of the lectures, they did not feel tired and were eager to continue working on the instrument.

Using this tool increased my students motivation in their learning. They were involved in the assessment process and active learners

Some lectures expressed the actual creation of the badge is what they liked the most—most physically and conceptually

Designing the badge

The process of giving criteria to the badge

Creating the digital badge together with students. canalizing the criteria for the students have more awareness and desire what kind of badges they will get after completing all the requirements of the course

Relating to the question Recommendations or comments relating to using the tool

Many Lecturers expressed the need to gain more skills in using this method.
As it is an e-tool, teachers need to have more practice in designing it.

More practical workshops and exchange of ideas

More practical work should be done to make the creating of the badge easier in order to save the time save the time

Other lecturers expressed the need to have more collaboration with other lecturers who are using this tool:

More contacts with the universities which also use open badges and exchanging ideas with them

More meetings on international level

Other lectures expressed the positive aspects of the tool in helping their assessment of students and of their desire to continue to use the tool:

A good motivation for learning is having such a grading system for students I would consider using this tool in my future courses, It helps me.

I would like that this tool is actively used for teaching other courses too.

Several teachers expressed the challenges in regards to the time it takes to create the badges BUT even so some of these teachers expressed that now that the badges are created—her motivation to continue to use the tool.

It is a little bit time-consuming, but as far as you have several ready badges it is easier.

to make it more practical

One lecturer expressed the importance of involving the students in the process of writing the criteria for the badges:

In my subjective opinion and experience, the best way to pilot is to involve students as much as possible at all levels, be it the selection of open badge themes, design preparation or writing specific criteria. It is also important to study student expectations before piloting. Upon completion, a study of the real benefits that students received as a result of the pilot. I think the best way to get students interested is to involve them in the process of creating an open badge.

Summary Analysis of the Survey results of Lecturers who piloted Critical Friend

Twenty three lecturers who piloted the tool of “critical friends” answered the survey.

Relating to the question how you felt the tool contributed to the course

The lecturers who implemented the critical friends method in teaching, many expressed that they felt that the tool contributed to their course in that it provided students with the opportunity to take responsibility, develop their reflective and critical analytical thinking skills. Some of the responses according to this theme were:

the student had the opportunity to deal with their authentic dilemma and listen to their friend in professional way.

The students realized the significance of sharing the experience with the colleagues. It raised students' motivation and responsibility

Critical Friend Approach helped students develop reflective, analytical, critical, metacognitive and collaborative skills. Students learnt to respect different opinions, they got useful advice from their "critical" (professional) friends in their fields and it promoted their professional growth.

Using the tool has increased students self- and peer assessment skills

Students learned how to assess themselves and peers.

This tool increase students' collaborative skills, as well as self-discipline.

In addition, several lecturers expressed their believe that a major contribution of this tool is that it raised their students motivation to be more involved in the course. Several statements that reflect this idea are:

The motivation of the students increased , the lecture became more interested and some of my students became self-confident.

This course rise students motivation to involve more actively in the instructional process.

I really think that this instrument rises student motivation to be better

The tool really contributed to the course , students became more motivated, almost all students were involved in it.

Other statements emphasized that this tool contributed to students becoming more engaged and involved in the courses, especially in the learning and teaching processes:

It helped students become more involved in the learning process and improve their academic achievements.

The tool enhanced students' involvement in the teaching process

Implementing Critical Friend Approach in the course boosted students' involvement in the teaching process, increased their attendance frequency at the lectures

The tool enhanced the engagement of all students in the teaching and learning process

One lecturer felt that her course was more active due to this tool:

My lectures became more active and more productive

What did you like most about the tool?

Lecturers who used the critical friend method in the teaching of their course expressed that they liked several aspects of the tool in the teaching of their course—first and foremost many expressed how the tool contributed to class discussions and the collaboration and cooperation among the students,

The construction of the discourse and the insights that follow from the documentation it promote fruitful discourse

It made the teaching and learning process fun for the students

Cooperation between students and students and lecturers was especially valuable

The instrument encourage collaboration among students. Therefore they learn to learn together, to learn from each other, they find out each other's strong sides better. Also, it's was useful for reflection-students learn to analyze theirs study process using "critical friend" approach.

Students worked in close collaboration with each other and mutual respect and understanding occurred while working in groups.

Cooperation between students and the lecturer has increased, which contributes to the formation of a positive learning environment

This approach encourage students to collaborate. This process truly rise students results.

The tool facilitated the development of each student through collaboration

Critical friend approach established student-friendly environment in the class

Several other lecturers also mentioned that they like the most about the tool is that it empowers students to take responsibility and be more involved in the learning and teaching processes:

Students take responsibility to their instructional process more.

It gave me an opportunity to involve all students in the lecture

Students are actively involved in the learning and teaching process.

Any recommendations or comments to using the tool?

Several lecturers commented on the fact that this tool should be used from the very first years of the students' studies:

It's good idea to work with this instrument from the very beginning of students university life.

It will be great if the instrument will be used from the very beginning of students' university study, from the first year.

Several lecturers who piloted the tools were so enthusiastic that they are now sharing their knowledge with other colleagues or recommending this tool to be used by other colleagues:

The tool is so innovative that I decided to share it to my colleagues to use it in their courses too.

I recommend other lecturers to use this assessment tool

I advise other lecturers to use it in their lectures.

One lecturer did express the fact that in order to use this method, it requires a lot of time, effort and planning:

It requires a lot of efforts from the part of the lecturer and the students as well. The teacher should plan to devote a lot of time for careful planning.

Finally some lecturers commented how this tool can be used in other contexts such as meetings:

the tool can be used in different needs not just classes and education but also in meetings at school or office.

I also use it at round table in conferences

Summary Analysis of the Survey results of Lecturers who piloted SOFT SKILLS:

18 lecturers provided feedback on their pilots that implemented soft skills into the teaching of the courses.

How did you feel the tool contributed to the course?

Relating to the How they felt the tool contributed to the course the responses were very positive and many repeated similar themes. Many felt that using this tool enabled the students to have a deeper understanding and also involvement of the course material:

Students became more motivated and interested in studying.

Students gained a deeper and more sensitive understanding of the course content and higher involvement in the course

Tool contributed to the students' self-development of self awareness

In my opinion this piloting brought a great contribution to the whole group. Both in terms of developing skills as well as presenting them and sharing them in the social space.

Other lecturers expressed their own personal professional “growth” in applying the tool to their course.

I gained experience in developing a variety of formative assessment tools and a more in-depth knowledge of Soft Skill assessment tool.

I think this tool was innovative and new. I really liked it, because this tool gave me a chance to prepare my subject from another point of view. It was not only a subject teaching, but subject through (some skills and steps), which develops not only students knowledge, but they see the subject from another perspective.

This tool was a challenge for me. While piloting in the first semester, I had a bit of a fear of how much I would deprive myself of this tool and how much would my students like it. I was more confident this semester. I felt like I had grown up too. I have updated the evaluation system in the syllabus, increased my access to innovative technologies. As a teacher, I have mastered a new, innovative methodology and I am proud to help other teachers.

What did you like most about the tool?

In response to the question of what they liked most about applying the tool to their courses the responses referred to a range of attributes that included:

Facilitated giving feedback to the students:

The tool helps me to provide a feedback on the development process and the final evaluation.

The final assessment tool categories are relevant to the development evaluation and are clear.

The impact that the tool had on the students:

The most enjoyable part of the pilot was the students' initiative, agility and motivation. What I liked most was the unprecedented involvement of students in the whole process

Life-long learning skills students receive and relevant to 21st century skills needed for a successful career

the fact that it deals with developing and assessing important life skills.

Students' self-development the soft skill and transferring it to many areas of life beyond lesson learning .

The tool was directly tailored for students in the 21st century to develop skills for a successful career and increase the quality of learning.

It has increased the motivation of both students and me as a teacher to master innovative technologies and methodologies.

Generated Values—self-reflection and expression

Generating values is very important for student employment and career success.

Using the tool helps students honestly talk about values, relate to their own experiences.

Student centered learning

These assessment tool has increased student motivation, increased the quality of learning and teaching, and most importantly, the learning outcomes.

What I like most is that, this tool is student-centered.

Contributed to the Lecturers ability to provide feedback on the student's work:

Assessment tools integrated in the soft skill development tool help the lecturer in providing feedback on the development process and final work assessment.

Contributed to virtual teaching due to the Covid-19—

With COVID-19, this tool turned out to be very flexible

In the context of COVID-19, this method has helped me a lot in perfect methodology when working with students online.

Any Recommendations or comments about using the tool

Regarding recommendations or comments to using the tool: The lecturers who used this tool felt it should be promoted in more courses:

I think formative assessment tool should be introduces in various curricula, which means more opportunities for students.

This tool should be widely used in many subjects.

Several lecturers commented on the challenges that they encountered. For example, one of the Georgian lecturers stated that

Everything was perfect, the only wish was for the students to access the materials in Georgian. In my opinion, there were no shortcomings during the piloting.

Another stated that

Students had difficulty understanding the materials in English, for which we translated in advance and so on. Next, we think to prepare students for the assignments in a language they can understand.

One lecturer commented on the challenge related to evaluating the assignments but also the benefits:

Assessing assignments takes a lot of time, but student activism and interest have shown that it is really worth the time.

Summary Analysis of the Survey results of Lecturers who piloted PEER ASSESSMENT

13 faculty who piloted the course provided qualitative answers to the survey.

How do you feel the tool contributed to your course?

Similar to other tools, faculty members expressed that the tool increased the students motivation and involvement in their course:

I think my students were more involved in activites than before

The use of a group peer assessment tool increased student engagement in learning and assessment.

*Their motivation increased, which positively impacted their quality of learning.
Increase student motivation*

One faculty member felt that the tool contributed to their students' ability to analyze.
Students learned to express their ideas in a written form, to analyse

What did you like most about the tool

Several faculty members expressed the fact that they felt that this tool "empowered" their students to be more independent, analytical and to be able to assess others:

*Students became free, more independent and self-confident.
Students' taking responsibility*

All students are involved in the process of seminar and assessment

Students learn how to see and evaluate reality from different angles. They listen to each other and share their thoughts, which expands their perspective.

Peer assessment involves students taking responsibility for assessing the work of their peers against set assessment criteria. They can therefore be engaged in providing feedback to their peers, summative grades, or a combination of the two. It's a powerful way for students to act as the 'assessor' and to gain an opportunity to better understand assessment criteria. It can also transfer some ownership of the assessment process to them, thereby potentially increasing their motivation and engagement.

Students became aware of assessing process. They became more independent and developed writing skills, which is one of the essential in this course.

To give students possibility to share their opinions and check knowledge themselves

Other faculty members mentioned that this tool increased not only the students' motivation, but their own!

*The Peer Assessments tool has increased my students and my motivation,
My motivation as a teacher has also increased
Students' motivation increased,*

Any suggestions or comments relating to using the tool.

There were varied comments relating to using this team ranging from the challenges involved in preparations and working in large group, to the importance of preparing students for this kind of learning.

*A little bit time-consuming in large groups.
A training course would be good, especially for students*

On faculty member commented that her lectures improved through using this method:

Using this tool made my lectures more productive

One faculty member commented that this student contributed to their students learning that they other students can be a source for support and development:

It is important to show students that each other is a source of support and development

Summary Analysis of the Survey results of Lecturers who piloted REFLECTIVE DIARY:

How do you feel the tool contributed to your course?

Thirteen faculty who piloted this tool provided qualitative replies to the survey.

As in other tools, many of these faculty felt that their students were more engaged and motivated in their course because of the tool.

The students became more motivated, and they were more open and interested to participate in active discussions

It contributed greatly to the course. The training course made it more interesting and engaging. It aroused more interest from students and increased the rate of attendance at lectures.

Students were more motivated and they did the task from the another perspective

Other faculty members felt that this tool contributed to their students' creative, analytical and critical thinking abilities:

This tool was really amazing for my subject. During years it was common to ask students to retell the new materiel and now it gave me chance to analyze their knowledge in a different way.

The use of group reflexive diaries within the curriculum increased student engagement in observation of seminar work and learning. The analysis of problematic situations identified through the observation of pedagogical practice has contributed to the development of their meta cognitive and critical thinking skills.

the tool helped developing creative thinking, communication skills and teamwork / collaborative skills of the students.

Students learned to express their ideas in a written form , to analyse

The tool helped the students become more aware of their learning and teaching strategies. Their reflective skills developed which helped them identify weak and strong points. The analysis of their work encouraged the students to improve their weak areas by finding solutions to the challenges.

One faculty member expressed her feelings that the tool enabled her to better assess the students and their needs:

*The use of the tool gave me possibilities better to identify students needs and interests
It was really perfect tool for this course, especially in the situation of on-line teaching (because of virus)*

What did you like most about the tool?

Several faculty members expressed what they liked most about the tool is that it contributed to their own teaching and a better understanding of their students.:

The opportunity to be involved in their work

The personal connection that have been created with each and every one

Perhaps surprisingly, for me, the diary also worked as a motivator to teach better. I plan to keep reflective diary a compulsory part of teaching in the future. Moreover, I will strengthen guided reflection and experience sharing during the sessions to enhance the connection between teacher education and practice. I gathered rich insight on what worked well and what could be improved. Most of all I like to use audio reflection as well.

I can know how the students feel and if they need help to learn something better.

It was the easiest way to understand students' feelings and attitude toward the new material

As in other tools discussed, many faculty members expressed what they liked most was how they felt the tool contributed to their students' analytical thinking, ability to be more active in the learning process and developing soft skills such as team-work and reflective thinking.

The use of the tool increases the development of meta cognitive skills in students, which is important for success

The three reflection levels provided a deep understanding

the students activity and analysing the material thoroughly, as well as involvement of passive students into the activity,

I liked the fact that the diary not only supported but often initiated the process of reflection. Now students know that, reflective writing is used for the continuous education of primary and secondary school teachers.

All students are involved in the process of seminar and assessment

This tool helps the learners to take responsibility for their own learning. There is a dialogue between the students and the lecturer which is essential for developing professional dialogue skills.

what I like most about the tool? For the majority of students participating in piloting this instrument using reflective diary, has allowed them to develop essential and crucial skills, such

as critical and creative thinking.

Mostly I liked the thing, that through this tool you measure not only academic knowledge, what students gained, but also other skills, such as presenting, debating, sharing

This tool was perfect for my subject. After presentation of Mini-Thesis students have possibility to analyze what they did.

students work collectively working on a problem-solving group diary tasked with recording how their knowledge, behaviours, emotions, academic, personal, and professional development varied as a result of teamwork.

Any Recommendations or comments about using the tool?

Similar to the comments on using ASSET's tools above, several faculty mentioned that using the tool is time-consuming:

The tool is time-consuming still, it is rewarding.

A little bit time-consuming for both students and teachers

Other faculty provided some comments and recommendations on who the digital tools can be used:

In the future, it is better for blogs to be produced using digital tools. For example, using the „One note” program to save both student and teacher time and record forms more flexibly, for example, audio reflections.

There are many ways of using reflective diaries. One of them is using interactive mode.

Collaboration with the colleague is better than just keeping private journal entries.

I recommend to use this tool twice a month and use audio and video reflection.

To use this tool in every subject.

One faculty member provided a comment which summaries the overall use of the tool and its overall contribution to students.

Reflective diaries allowed students to develop writing skills; It has also helped to develop critical thinking skills; Diary also helped them to express

Summary Analysis of the Survey results of Lecturers who piloted CONCEPT MAP:

Four lecturers provided qualitative answers to the questions above. All felt that the tool contributed to the quality of the students learning:



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*Students were more effective and improved learners...
The tool contributed to the meaningful learning and increases motivation among students to learn*

What the lecturers liked most about the tool is that they felt students became more active and involved learners and developed the students' thinking ability:

*The tool helps students become active and effective in the learning process, so that they are partners in building the acquired knowledge
Improved thinking and developed new learning*

One Lecturer felt that that the tool contributed pedagogically to her teaching: *The ability to link concepts in useful way*

The recommendation of all lecturers was that they intend to continue to use the tool in their teaching. One lecturer even recommended to her students to use this approach when they become teachers (and in their practice teaching experience).

Overall Summary of the Results

The faculty members who piloted the different tools and provided qualitative answers to the open questions in the survey echoed similar themes:

Overwhelmingly all felt that the tool was extremely useful in contributing to the motivation and engagement of the student in the courses that they piloted the tools. Moreover, all believed that the tools contributed to their students analytical and critical thinking abilities as well as to developing important skills necessary for the 21st century (e.g. flexible thinking, team-work, etc.). Most felt that the quality of their course and teaching improved with using these tools.

The repeating comment was that most of the tools described above are "time-consuming", requires a lot of preparation for the lecturer as well as work for the students. HOWEVER, most of the faculty who mentioned this comment also added a positive statement such as "it is still rewarding"; "it is worth the effort", etc.

In summary we can conclude by these results, that the faculty who use these complementary tools for teaching, learning and assessment believe that these tools contribute greatly to their course, their students motivation and cognitive skills and thus provide the life-long-learning skills that are necessary in a variety of occupations and skills necessary for the 21st centuries.