

# Introducing a Solution: The Self-Evaluation Tool in Practice\*

Isabel Leandro García<sup>†</sup>  
Project Department  
INERCIA DIGITAL  
Huelva, Spain  
isabelleandro@inerciadigital.com

Marta Mármol Muñoz  
Innovation Department  
INERCIA DIGITAL  
Huelva, Spain  
martamarmol@inerciadigital.com

## Abstract / Povzetek

Permission to make digital or hard copies of part or all of this work for personal or classroom use is granted without fee provided that copies are not made or distributed for profit or commercial advantage and that copies bear this notice and the full citation on the first page. Copyrights for third-party components of this work must be honored. For all other uses, contact the owner/author(s).

*Information Society 2024, 7–11 October 2024, Ljubljana, Slovenia*

© 2024 Copyright held by the owner/author(s).

[http://doi.org/DOI\\_RECEIVED\\_AFTER\\_REVIEW](http://doi.org/DOI_RECEIVED_AFTER_REVIEW)

Digitalization of education in Higher Education Institutions can have many positive impacts on students and their learning success still, at the same time, it can also pose a significant barrier for some students, especially students with different disabilities or special needs. Digital inclusion is crucial in providing equitable and just access to educational materials for every student, irrespective of their origins, capacities, or impairments. The structured pedagogical content is supplied to the user through a recommendation model that constitutes an online Self-Evaluation Tool to determine the inclusiveness of their digital education. [1].

## Keywords / Ključne besede

Digital Education ,Inclusiveness, equality, disabilities.

## 1 Introduction

**In modern education, continuous improvement is key to both student and organizational success.** One effective method to foster this growth is through self-evaluation. The Self-Evaluation Tool is a practical solution designed to empower institutions to assess digital inclusion, set goals, and track progress over time.

**Based on that, the theoretical framework of inclusive digital education** including all 3 elements, technology, pedagogy, content, and management aspects, considering different e-learning settings and modes is the base foundation to develop a Self-Evaluation Tool for HEI on inclusive digital education in HEI. [2].

**Self-Evaluation Tool has to be used as a practical guide** for the management to define the good and not-so-good things about digital education and communication about inclusion. On the

other hand, a Self-Evaluation Tool for HEI teachers on inclusive digital teaching practice is used as a practical guide for the teachers to define the good and not-so-good things about their digital teaching practice concerning inclusion. (Bennett, 2021)

The article focuses on the introduction of the Self-evaluation Tool **developed under the Erasmus+ project “SET4Inclusion”**. The SET4Inclusion project is a European collaborative initiative designed to tackle these challenges by developing and implementing a Self-evaluation Tool tailored for HEIs. [3].

1

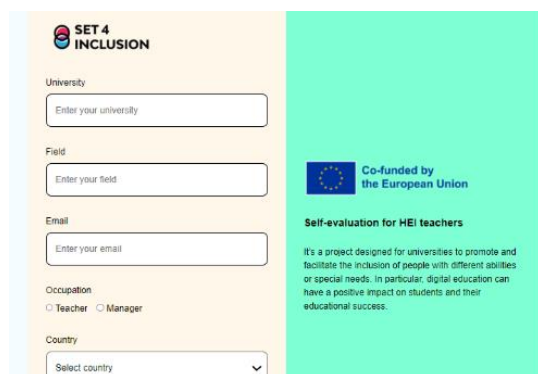


Figure 1: The tool on the website set4inclusion.eu

perspective	strongly disagree	disagree	neutral	agree	strongly agree
At our HEI, we have an inclusive digital education strategy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We develop inclusive digital education strategy for our HEI together with HEI staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At our HEI, we have established policies for enabling inclusive digital education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At our HEI, we have established At our HEI, we have news/information/announcements about the policies for enabling inclusive digital education to the HEI community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At our HEI, we support teachers in using contemporary pedagogical approaches to teaching with inclusive digital technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our HEI has eliminated or minimized digital (education) discrimination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At our HEI, teachers are encouraged to communicate and cooperate with the management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Figure 2 :**Self evaluation tool questions with multiple choice answers.

## 2 How does it works

The self-evaluation tool serves as a practical guide for the management and teachers to define the good and not-so-good things about their digital education and communication concerning inclusion.

Our Self-Evaluation Tool is a practical guide for HEI management to help them assess the capabilities of the HEI regarding inclusive digital education. It consists of many questions, representing influence factors, described through specific indicators. This self-evaluation tool is also a practical guide for HEI teachers to help them assess the capabilities of their teaching practice about inclusive digital education. It consists of many questions, representing influence factors, described through specific indicators.

Structured Reflection for users are prompted to review their access to the digital inclusion practices, focusing on relevant performance indicators:

Twelve questions regarding Leadership/ School's perspective. These questions are designed to evaluate the support provided to teachers in digital literacy for inclusive digital education. The responses and subsequent questions are categorized into different variables, which will be used to determine the final results of the report. The categories for responses are: Not applicable, Totally agree, Agree, Somewhat agree, Disagree, and Totally disagree.

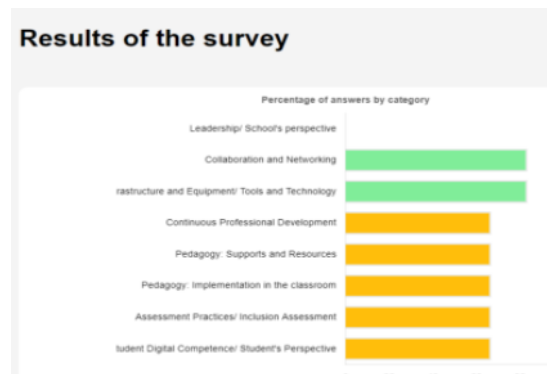
The following section is Collaboration and Networking. It consists of eight questions that support the progress in inclusive teaching and learning with digital technologies.

The third section involved Infrastructure and Equipment. It is developed with twelve questions that cover the digital infrastructure that supports inclusive and accessible education with digital technologies.

Next, a section called Tools and Technology, and aims to investigate technology itself. Continuing Professional Development section contains five management-related questions that support us in acquiring the knowledge and pedagogical skills necessary for inclusive education.

From the Teacher's perspective, the Pedagogy, Supports, and Resources section contains 7 questions about how it is developed to provide inclusive digital resources to support their inclusive teaching.;

Pedagogy, Implementation in the classroom, consists of seven questions that cover Digital technologies in the classroom to facilitate the organization of teaching groups in which students can collaborate by valuing the diversity of each one. The student's perspective covers thirteen questions that are related to the proper use of the technology as an inclusion tool.



**Figure 3:** Percentage of answers by categories.

Finally, the tool offers the results with a percentage of answers by categories. Once you have done the self evaluation, the E-platform where the tool is located, automatically creates a smart report for the users of Self-Evaluation Tools with links to recommended e-learning content according to the result of the self-evaluation. You can find the tool in multiple languages.

## 3 Conclusion

In conclusion, the Self-Evaluation Tool is a powerful solution for those seeking to improve their performance and grow in their careers. By providing a structured way to reflect, set goals, and track progress, this tool empowers individuals to take charge of their development and contributes to the overall success of the organization. The pilot study of the Self-Evaluation Tool developed under the SET4Inclusion project has yielded significant insights into the tool itself, and its effectiveness for the development of Digital Inclusion in HEIs.

## 4. References / Literatura

- [1] UNESCO, Global Education Monitoring Report 2020: Inclusion and education: All means all. Paris: UNESCO, 2020. [Online]. Available: <https://unesdoc.unesco.org/ark:/48223/pf0000373718>
- [2] P. R. dos Santos, D. N. Barbosa, E. G. A. Neto, J. L. Barbosa, S. D. Correia, and V. R. Leithardt, "Learning and well-being in educational practices with children and adolescents undergoing cancer treatment," *Education Sciences*, vol. 11, no. 8, p. 442, 2021.
- [3] Bennett, S. (2021). Self-Evaluation Tools in higher education: Bridging the gap between assessment and improvement. *Assessment & Evaluation in Higher Education*, 46(5), 723-738. <https://doi.org/10.1080/02602938.2020.1853698>