



RELEVANT ASSESSMENT AND PEDAGOGIES FOR INCLUSIVE DIGITAL EDUCATION



REPORT - PROJECT IMPACT FRAMEWORK

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Abstract:	This document is based on the RAPIDE IMPACT FRAMEWORK developed at the beginning of the project in order to enable partners to plan the monitoring and measuring the impact of their activities and results.
Key words	impact, results, theory of change, indicators

EXECUTIVE SUMMARY

This document is based on the RAPIDE IMPACT FRAMEWORK developed at the beginning of the project in order to enable partners to plan the monitoring and measuring the impact of their activities and results.

Based on the theory of change, it defined the main dimensions and moments of RAPIDE project potential to reach the highest impact and based on that in this document partners report the achieved project impact.

CONTENTS

Executive Summary	2
1. INTRODUCTION	3
2. PROJECT IMPACT ANALYSIS	3
3. CONCLUSION	8
4. APPENDIX - RAPIDE impact framework rubric	9

1. INTRODUCTION

The RAPIDE project started with its activities on March 1, 2021. The activities include management, dissemination and work on four main intellectual outputs: IO1. Open educational resources and e-course for flipped classroom (FC) and work based learning (WBL); IO2. Toolkit for assessment of students in FC and WBL; IO3. Learning analytics for flipped classroom and work based learning; IO4. Code of practice on impact analysis of innovative pedagogies.

Motivated by the theory of change and in order to enable simple and efficient measuring project impact at different levels during the project lifecycle, the Coordinator prepared a project impact analysis framework in a form of a simplified maturity model (rubric with domains and levels of achievements) accompanied with measures of verification for different achievement levels. The framework was applied throughout the project and resulted in the report.

2. PROJECT IMPACT ANALYSIS

Performed project impact analysis showed that the overall objective to co-create, implement and share innovative pedagogies and aligned assessment for relevant and inclusive digital education in order to deal with the COVID-19 induced and similar crises and to support meaningful digital transformation of HEIs, as well as the specific objectives:

- SO1: to implement and evaluate innovative and inclusive pedagogies that support student engagement, practical skills development and deep approach to learning in an online environment by digitally and pedagogically competent and confident teachers
- SO2: to support teachers to use relevant and inclusive assessment methods related to innovative pedagogies
- SO3: to support students and teachers in the meaningful implementation of innovative pedagogies in an online environment by means of ethical use of learning analytics with special attention given to students at risk
- SO4: to boost capacity of HEIs for monitoring and evaluating the implementation of innovative pedagogies in online, blended and distant learning and to perform impact analysis of innovative pedagogies on their digital transformation goals

were achieved through the indicators as presented at Figure 1.

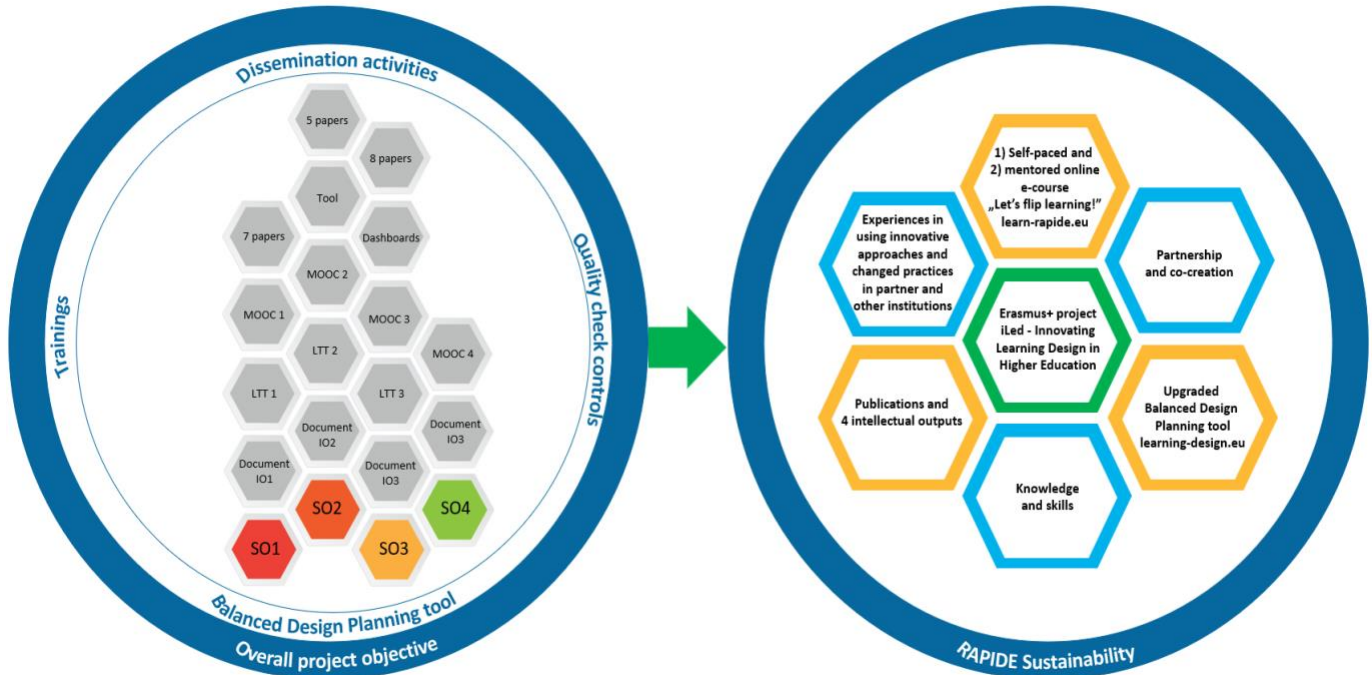


Figure 1. RAPIDE planned results and sustainability

The SO1: to implement and evaluate innovative and inclusive pedagogies that support student engagement, practical skills development and deep approach to learning in an online environment by digitally and pedagogically competent and confident teachers” is mostly achieved through the indicators achieved within IO1. Open educational resources and e-course for flipped classroom (FC) and work based learning (WBL):

- 2 systematic literature reviews (FC and WBL) including best practice examples
- 5 papers prepared, submitted and accepted for publication and 2 papers in review
- 11 teaching scenarios available in the e-course
- 9 full showcases prepared and presented to the LTT1 participants
- 1 self-paced e-course “Let’s flip learning!” free available at project learning platform learn.rapide-project.eu
- 1 mentored online version of e-course “Let’s flip learning!” available for download on request
- 1 MOOC “Let’s innovate teaching”
- 1 comprehensive document “IO1. Open educational resources and e-course for FC and WBL”

Overall performance of the activities related to the achievement of the SO1: overperforming.

- Impact at institutional level for most of the indicators: high.
- Impact on the HE sector for most of the indicators: high.
- Impact on the society as a whole: medium.
- Geographical impact for most of the indicators: international.
- Overall impact of the SO1 on different stakeholders: high international.

The SO2: to support teachers to use relevant and inclusive assessment methods related to innovative pedagogies is mostly achieved through the indicators achieved within IO2. Toolkit for assessment of students in FC and WBL:

- 3 systematic literature reviews on assessment
- 2 reports and

- 4 paper on assessment prepared, submitted and accepted for publication and 1 paper in review
- 10 showcases from many different subject areas and educational systems
- 1 functional specification for the tool for peer assessment and project assessment
- 1 tool for peer assessment and project assessment available as a Moodle plugin
- 1 MOOC “Let's innovate assessment”
- 1 comprehensive document "IO2: Toolkit for assessment of students in FC and WBL”

Overall performance of the activities related to the achievement of the SO2: over performing.

- Impact at institutional level for most of the indicators: high.
- Impact on the HE sector for most of the indicators: high.
- Impact on the society as a whole: medium.
- Geographical impact for most of the indicators: international.
- Overall impact of the SO2 on different stakeholders: high.

The SO3: to support students and teachers in the meaningful implementation of innovative pedagogies in an online environment by means of ethical use of learning analytics with special attention given to students at risk is mostly achieved through the indicators achieved within IO3: Learning analytics for flipped classroom and work based learning:

- 1 overview of key definitions and developments in LA
- 2 researches on student and teacher perspective
- 8 papers on learning analytics prepared, submitted and accepted for publication
- 2 LA models including data sets and methods for reporting and prediction
- 1 functional specification on dashboards for students and teachers
- 2 prototypes of dashboards (1 students’ and 1 teachers’) implemented in demo courses on Moodle LMS (Demo course - student and Demo course - teacher; available at <https://learn.rapide-project.eu/>)
- 1 LA Tips and tricks for teachers and institutions
- 1 Guidelines on ethical use of data in education
- 1 MOOC “Let’s innovate support”
- 1 comprehensive document "IO3: Learning analytics for flipped classroom and work based learning"

Overall performance of the activities related to the achievement of the SO3:

- Impact at institutional level for most of the indicators: high.
- Impact on the HE sector for most of the indicators: high.
- Impact on the society as a whole: medium.
- Geographical impact for most of the indicators: international.
- Overall impact of the SO3 on different stakeholders: high.

The SO4: to boost capacity of HEIs for monitoring and evaluating the implementation of innovative pedagogies in online, blended and distant learning and to perform impact analysis of innovative pedagogies on their digital transformation goals is mostly achieved through the indicators achieved within IO4: Code of practice on impact analysis of innovative pedagogies:

- 1 literature review performed (analysis of studies dealing with methods of impact analysis of innovative teaching formats)
- 1 semi-structured interview design (5 partner institutions participated)
- 1 methodology for measuring impact of implementation of FC and WBL in an online environment on strategic goals
- 2 showcases based on the performed impact analysis on two partner institutions
- 1 focus group design for impact of innovative pedagogies on HEIs strategic goals (33 participants)

- 1 MOOC "Impact analysis"
- 1 comprehensive document "Code of practice for HEIs on impact analysis of innovative pedagogies"

Overall performance of the activities related to the achievement of the SO4:

- Impact at institutional level for most of the indicators: expected.
- Impact on the HE sector for most of the indicators: medium.
- Impact on the society as a whole: medium.
- Geographical impact for most of the indicators: international.
- Overall impact of the SO4 on different stakeholders: high.

To ensure high quality of project results, high visibility of the project results, transfer knowledge and consequently high project impact continuous training, quality checks and dissemination activities were performed.

Trainings

- more than 10 learning designs of courses including innovative teaching and learning approaches available in BDP tool
- 3 LTTs held (LTT1 in Croatia, LTT2 in the Netherlands, LTT3 in Germany); 76 participants
- 4 hybrid MOOCs prepared in line with IOs and LTTs and performed (MOOC - Let's innovate teaching; MOOC - Let's innovate assessment; MOOC - Let's innovate support; MOOC - Impact analysis; Participants: 393, Active learners: 221)
- 3 workshops at FOI: 1. Learning outcomes and learning design, 2. Problem and Project Based Learning, 3. Flipped Classroom on Inquiry Based Learning (40 participants in total)
- 2 podcasts on LA, 1 talk show on assessment, 1 workshop/serious game on how to design Peer & Self Assessment in a course
- 4 online training sessions related to MOOC 1 and MOOC 2 for participants from SOM

Quality assurance

- 3 reports on LTTs participants' feedback on IO1, IO2 and IO3 (including results on design, content, transferability and technical implementation of IO1, IO2 and IO3)
- 45 participants' feedback on design, content and content of LTT1, LTT2 and LTT3; most of LTT participants are satisfied with the learning design of the LTT concept, satisfied with the LTT content, enjoy learning within this LTT concept and would recommend the LTT concept and content to their colleagues.
- 29 participants' feedback on satisfaction on LTT1, LTT2 and LTT3 performance - Level of satisfaction with the training was very high or high.
- 55 participants' feedback on performed project meetings; Most of participants rated the meetings at the level of high or very high;
- 105 participants at final conference: 59 participants' feedback; positive feedback from most of the participants with excellent comments on content and organisation
- 100 onsite and 100 online participants at 3 multiplier events (UK, Netherlands, Germany), positive feedback from most of the participants.

Dissemination

- 15 papers published or in press; 4 papers in review
- project brochure, project poster, e-course brochure, brochure on multiplier events, 2 posters on intellectual outputs
- 1 final booklet on project results
- 6 newsletters published and disseminated

- 3 multiplier events (UK, Netherlands, Germany); 100 onsite and 100 online participants
- 1 final conference held; participants: 111 in total; 42 outside the partner institutions
- 1 project website done and regularly updated: rapide-project.eu
- 3 social accounts open and regularly administered: Facebook (110 posts), Twitter (61 posts) and LinkedIn (61 posts)
- 21 project presentations on relevant events
- 100 press releases

Outreach to research community

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3. CONCLUSION

To conclude, the impact achieved within the RAPIDE project is internationally high. The achievement of the overall objective and specific objectives of the RAPIDE project are evident through the following impacts presented in Figure 2.

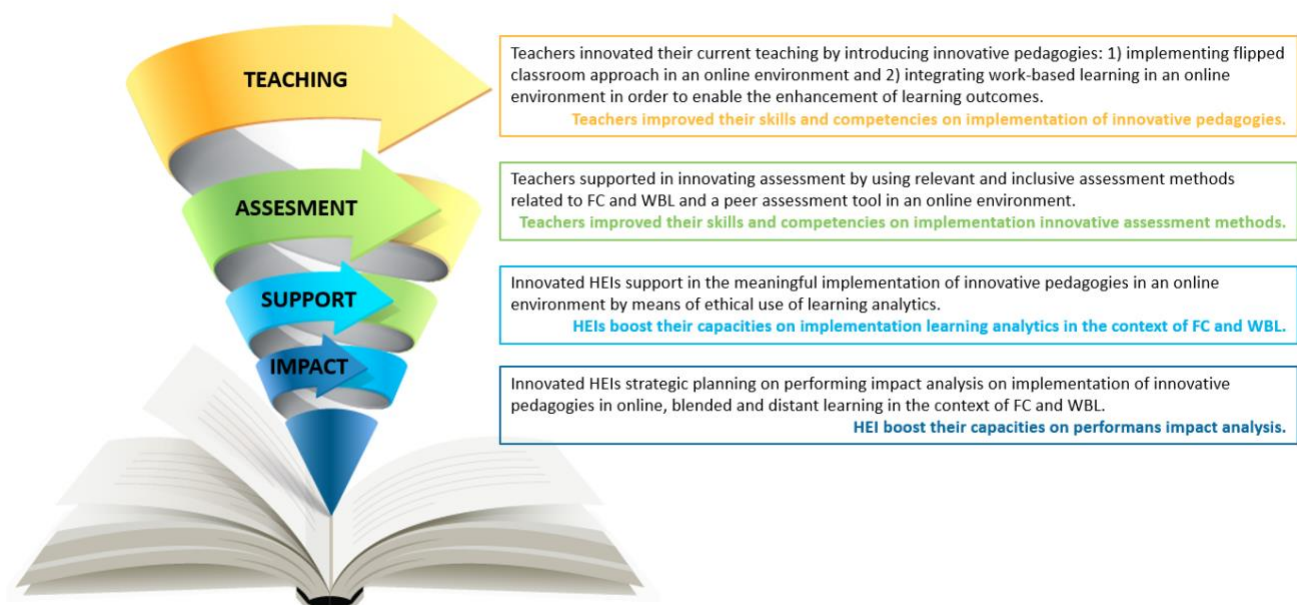


Figure 2: Four main areas of achieved impact

4. APPENDIX - RAPIDE IMPACT FRAMEWORK RUBRIC