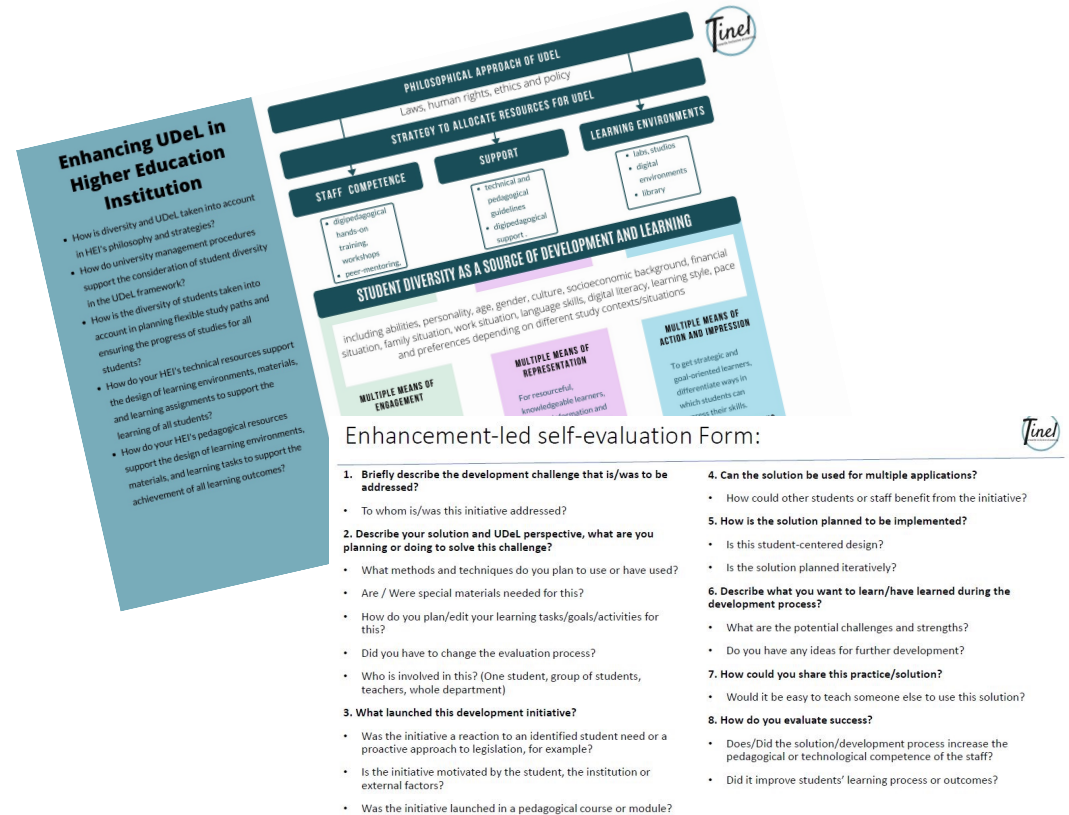


Enhancement-led evaluation

Merja Saarela, TINEL project leader

Multisensory and assistive technology (MATEC), HAMK Smart

www.hamk.fi/tinel



Enhancing UDeL in HEI with the enhancement-led evaluation



- Enhancement-led evaluation aims to support HEI to develop practices by self-evaluation and by peer-reviewing
- **The goal of the enhancement-led evaluation** is to make current state of HEI's activities visible and to define future developmental goals.
- **Joint learning process supports the change.** The Enhancement-led evaluation is strongly based on participation and interaction, and thus the evaluation process becomes a joint learning process, in which the interaction between the evaluation participants and their learning from each other supports the change. With the help of self-evaluation questions, the staff, students and other stakeholders are involved in recognising strengths, good practices and define enhancement areas in the HEI's activities.
- **Peer-reviewing.** As a part of self-evaluation, practices with evidence of positive effects are described and presented for peer-reviewing.
- **The defined good or best practice supports the change.** Sometimes, a practice possesses qualities worth for spreading and applying as a good or even best practice for a wider audience inside the HEI. The best practice supports the change in HEI.

Enhancement-Led Evaluation Tool (ELET) for enhancing UDeL



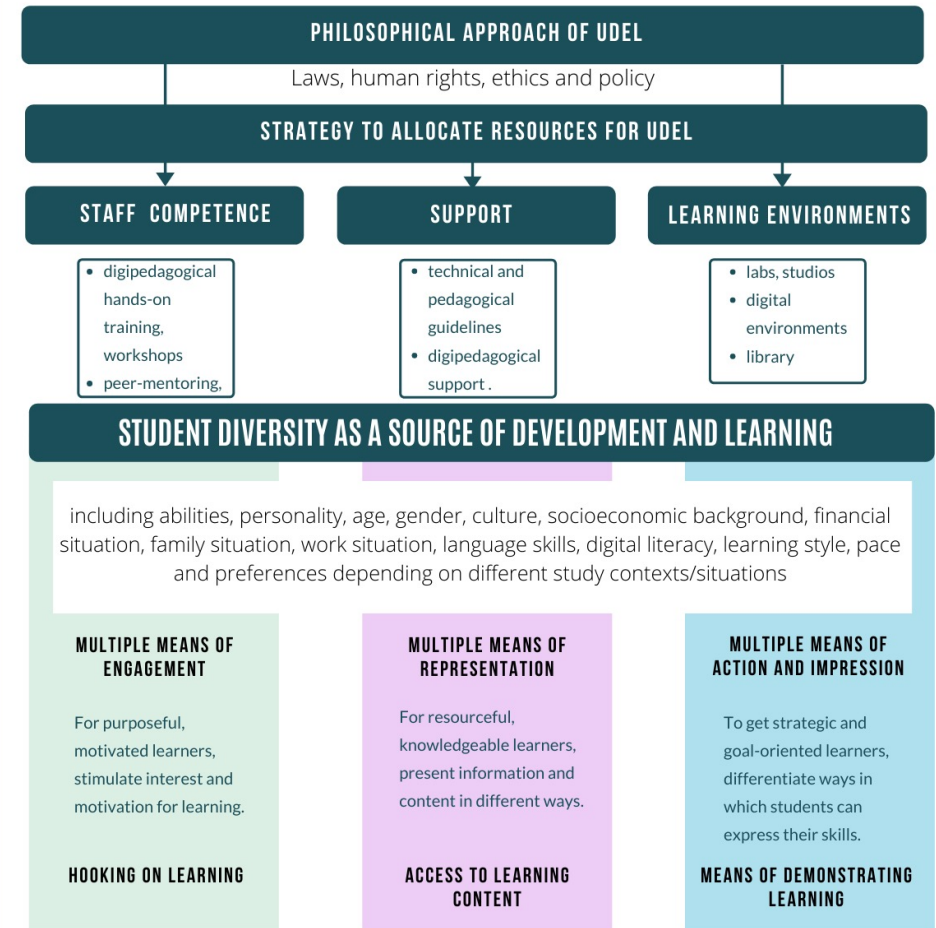
- The ELET is a supportive resource for implementing and sustaining UDeL practices. The purpose is to support HEI to develop activities by providing self-evaluation questions to structure everyday practices and to reflect on their effectiveness with peers. A goal-oriented atmosphere of positive change is created by exchanging and disseminating practices with peers.
- The ELET is used in the UDeL training process with the redesign task. The participant of the training will apply learned UDL theory into practice with own UDeL case. Enhancement-led self-evaluation form can be used at the beginning of the training process and after the redesign case is finished.
- The ELET consists of two self-assessment questionnaires:
 - 1) [status of HEI's current UDeL activities](#)
 - 2) [the enhancement-led self-evaluation form](#)

Status of HEI's current UDeL activities

- This is useful at the beginning of the UDeL training process.
- Before deciding and defining the case for learning and applying UDL principles, it is useful to clarify for oneself a bit of the current state of HEI's strategic, management and pedagogical views for tackling student diversity issues, flexible study paths for ensuring the progress of studies for all students.
- In defining the UDeL case for learning, it is also useful to map HEI's technological and pedagogical resources that are available for supporting design of learning environments, accessible materials and learning assignments.

Enhancing UDeL in Higher Education Institution

- How is diversity and UDeL taken into account in HEI's philosophy and strategies?
- How do university management procedures support the consideration of student diversity in the UDeL framework?
- How is the diversity of students taken into account in planning flexible study paths and ensuring the progress of studies for all students?
- How do your HEI's technical resources support the design of learning environments, materials, and learning assignments to support the learning of all students?
- How do your HEI's pedagogical resources support the design of learning environments, materials, and learning tasks to support the achievement of all learning outcomes?



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Enhancement-led self-evaluation form

- When using the self-evaluation form from the start of the UDeL training, self-evaluation questions give ideas to focus on certain aspects of your case. As the UDeL training continues forward, and you share your case with other participants and get feedback from others, you can come back to your case and continue deepening your understanding and practical matters of implementing it. Also, self-evaluation questions provide you useful structure to present your case for others and to give feedback for others as well.
- When using the self-evaluation form at the end of the training process, it can be used for purposes of structuring and packing the practice into a good or a best practice. Eventually, you can collect all your HEI's UDeL cases into one place to create a source of UDeL good or best practice cases. A goal-oriented atmosphere of positive change is created by exchanging and disseminating good practices with peers.

Enhancement-led self-evaluation Form:



1. Briefly describe the development challenge that is/was to be addressed?

- To whom is/was this initiative addressed?

2. Describe your solution and UDeL perspective, what are you planning or doing to solve this challenge?

- What methods and techniques do you plan to use or have used?
- Are / Were special materials needed for this?
- How do you plan/edit your learning tasks/goals/activities for this?
- Did you have to change the evaluation process?
- Who is involved in this? (One student, group of students, teachers, whole department)

3. What launched this development initiative?

- Was the initiative a reaction to an identified student need or a proactive approach to legislation, for example?
- Is the initiative motivated by the student, the institution or external factors?
- Was the initiative launched in a pedagogical course or module?

4. Can the solution be used for multiple applications?

- How could other students or staff benefit from the initiative?

5. How is the solution planned to be implemented?

- Is this student-centered design?
- Is the solution planned iteratively?

6. Describe what you want to learn/have learned during the development process?

- What are the potential challenges and strengths?
- Do you have any ideas for further development?

7. How could you share this practice/solution?

- Would it be easy to teach someone else to use this solution?

8. How do you evaluate success?

- Does/Did the solution/development process increase the pedagogical or technological competence of the staff?
- Did it improve students' learning process or outcomes?



Thank you!



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