

Digital evaluator micro-profile

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Persona definition

Name: Jonas

Age: approximately 35 years old

Highest level of education: Jonas teaches Bachelor-level (EQF 6) students at a university, Department of Education.

Job responsibilities: One of Jonas' responsibilities is the assessments of his students. Before 2020, almost all the assessments were face-to-face exams, but due to the Corona virus situation, he and his department had to rethink this. He was assigned the task to support other teachers with the digital assessment strategies, since he already before 2020 was teaching an online course in one of the online programmes. Jonas thus has some experience with this, but he is certainly not yet a "pioneer" on the topic.

Goals: (1) Jonas feels that he is something of an expert in digital assessment strategies, thanks to his experience so far. He can analyze data, he is comfortable with feedback and planning, but he aims at better learning how digital technologies can provide personalized feedback and how to analyse digital data on learners.

(2) Some of Jonas' students have some previous knowledge, and Jonas needs to work on the recognition of their skills and knowledge. Jonas knows and applies the institutional guidelines and tools for recognition of formal and non-formal learning, provides information to learners on open learning and how it can be recognised; but he also needs to learn more about this.

(3) Jonas is vaguely aware of the process of designing micro-credentials and his institution has taken up an interest in this. He has therefore started working on the existing systems to issue digital credentials,

Frustration: (1) Jonas knows how to choose strategies and tools for his courses, what's good for them, etc., but it is difficult for him to explain this to others, and to find the best way for making sure that colleagues understand and agree with him. He knows what he wants to achieve, but doesn't have idea of how to use digital tools to know what his colleagues want to achieve.

Furthermore, Jonas knows about the regular online assessments, but he has not yet reached any "innovative" stage. There might be new tools, new research "out there" which would benefit Jonas in order to take the next step.

(2) Jonas feels that he does not have enough knowledge to improve the *institutional* guidelines, which would improve the situation for the whole institution. There may be other colleagues with different views and understanding of this topic and ideally these guidelines should ensure that the same level of criteria for recognition is applied across the whole institution.

(3) Jonas' colleagues are real beginners and need more guidance and explanations in designing micro-credentials, therefore Jonas realizes that this requires more competences from his side than he had expected (as it is different things to try and do yourself and to teach others to do something you're not expert in).

Finally, regarding the above-mentioned process of designing micro-credentials: Jonas also finds it difficult to explain to the education department how the IT systems work. This is another area where he needs to learn more and make sure that his institution is well-prepared.

Competences addressed by this micro-profile

A Digital evaluator can be any educator who masters any or all of the digital competences next described.

Digital evaluator | 5 ...

4.1 Assessment strategies link to 3.1
link to 5.1

4.2 Analysing evidence Link to 5.2

4.3 Feedback and planning link to
3.2 link to 5.2

4.4 (Micro-) Credentialisation link to
5.2 Link to 5.4

4.5 Recognition

4.1 Assessment strategies: Is defined as competences to use digital technologies for formative and summative assessment. To enhance the diversity and suitability of assessment formats and approaches. (DigCompEdu)). Its definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) on page 20. Moreover, these competences contribute to developing the 3.1 Teaching competences which definition is available on page 18 of the previously mentioned report. And also contributes to 5.1 Accessibility and inclusion defined on page 23 of the previously mentioned report.

4.2 Analysing evidence: Is defined as competences to generate, select, critically analyse and interpret digital evidence on learner activity, performance and progress, in order to inform teaching and learning (from DigCompEdu). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) Page 21. These competences contribute to developing 5.2 Differentiation and personalisation competences, which definition is available in pages 23 and 24 of the previously mentioned report.

4.3 Feedback and planning: Is defined as competences to use digital technologies to provide targeted and timely feedback to learners. To adapt teaching strategies accordingly and to provide targeted support, based on the evidence generated by the digital technologies used. To enable learners and parents to understand the evidence provided by digital technologies and use it for decision-making (from DigCompEdu). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) Page 21. These competences contribute to developing 3.2 Guidance competences, which definition is available on page 18 of the previously mentioned report. In addition, they contribute to developing 5.2 Differentiation and personalisation, which definition is available on pages 23 and 24 of the previously mentioned report.

4.4 (Micro)-Credentialisation: Is defined as competences to design badges/credentials that contain all the available information to facilitate recognition (of intermediate achievements). (EdDiCo suggestion). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) Page 22. These competences require that educators have developed 5.2 Differentiation and personalisation competences, which definition is available on page 23 of the previously mentioned report. And Micro-Credentialisation competences contribute to developing 5.4 Agile working competences defined on page 24 of the mentioned report.

4.5 Recognition is defined as competences to judge information provided in a learning credential and additional information to recognize skills and competences towards a larger credential. (EdDiCo suggestion). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) on Pages 22 and 23.