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INTELLECTUAL OUTPUT 3 (IO3)

ERASMUS SKILLS SELF-REFLECTION TOOL

LEADING ORGANISATION: European University Foundation

PARTICIPATING ORGANISATIONS: Universidad Autónoma de Madrid (Spain), Erasmus Student Network, Expertise In Labour Mobility, Ghent University (Belgium), Aristotle University of Thessaloniki (Greece)

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1. General Information

1.1. Description and objectives

Erasmus Skills has been conceptualised in a period of time where European member states reached general consensus on the importance of learning mobility in their education systems. The project made possible for students to self-assess their learning mobility outcomes and for academics to understand the added value of mobility in the context of their study programmes.

The core of the Erasmus Skills project is to ensure that students are more aware of the process they go through while going on exchange and the impact this has on their skills, their personal development and their place in society as active citizens. The project aims to enhance the reflection of students about these aspects by deploying innovative tools on the impact of an exchange experience, which will be used both by students and university staff members.

This document will present the objectives and the results of the third intellectual output (IO3), the Erasmus Skills self-reflection tool, which goals are twofold: 1) to revise the checklist of the first version of the Erasmus+ App and 2) develop and test the Erasmus Skills self-reflection tool for students, to explore their knowledge, skills and attitudes before and after starting their Erasmus exchange program for studies.

Based on the results of IO1 and IO2, we revised the checklist of the Erasmus+ App released in 2017 and adapted the language to render it more student-centred. We also added additional items and reordered the whole checklist, to reflect the whole Erasmus+ mobility journey in detail.

As described in the IO2 report – Development of self-assessment questionnaires, the Erasmus Skills questionnaire aims to help students assess their learning curve resulting from their mobility. Therefore, the main objective of IO3 was to provide students with an innovative tool with two (before and after mobility) questionnaires and to allow them to visualise the evolution of their skills during the mobility period abroad. The Erasmus Skills tool allows them to put concrete words on their experience and to create an attractive profile for their future employers. Another objective of IO3 was to integrate the before and after questionnaires in

the Erasmus+ App and largely increase the outreach of the questionnaires and the qualitative approach towards mobility and the evaluation of skills.

1.2. Responsible partner's contact details

Main author's Name and Surname: Viktoriya Terzieva

Organisation full name: European University Foundation

Organisation address: Rue de Canach, 16a, 5353 Oetrange, Luxembourg

Phone: Main author's number: +352 661 199029

Email: main author's electronic address : viktoriya.terzieva@uni-foundation.eu

Working Group on IO3:

Joachim Wyssling, Senior Project Manager at EUF

Jeroen Van Lent, IT Project Officer at EUF

2. Methodology / Elaboration process

2.1. Methodology of IO3

As discussed in the previous section, IO3 had the objectives of updating the Erasmus+ App checklist and to create the Erasmus Skills self-reflection tool. The methodology of realising these deliverables consisted of the following steps:

1. Finalising the cluster of questions for the two questionnaires (before & after)
2. Defining the possible changes of the current Erasmus+ App checklist in order to optimise the users' experience in the Erasmus+ App
3. Gathering feedback from the consortium partners
4. Discussing the input for the checklist with the Erasmus+ mobile App team

5. Creating a development plan of a web service with the questionnaires (the Erasmus Skills tool)
6. Running the technical developing the web service
7. Deploying the web service as a stand-alone microservice to the new Erasmus + App
8. Preparation of the user interface of the web service, notably with the

   - Design of a flowchart

   - Creation of a visual representation of the final self-assessment certificate

   - Development of the online visualisation

   - Testing with 50 students to gather feedback on the visualisation

   - Improving and finalising the Erasmus skills certificate
9. Launch the Erasmus Skills tool and dissemination by the project partners.

2.2. Elaboration of clusters

After the feedback from the pilot testing of the questionnaires, the consortium decided to cluster the 49 questions in specific categories, to help students understand better the knowledge, skills and attitudes (KSAs) they acquired. As explained in IO1, those KSAs focus on the learning mobility outcomes understood as KSAs, not on the process through which those KSAs merge and are combined to yield specific competences. Therefore, the consortium concluded that the questionnaires represent the 10 following clusters (more details in Annex 1):

- European identity and global citizenship;
- cultural knowledge;
- interaction / social skills;
- curiosity and open attitude;
- discipline awareness;

- communication in different languages;
- adaptability to change;
- teamwork in diverse environments;
- planning and organising.

2.2. Development of the Erasmus Skills self-reflection tool

The main goal of the project was to develop a tool for students that will allow them to evaluate and compare a set of skills before and after going on a mobility and see the evolution of those skills through the mobility period. This tool is accessible via a website, but also integrated to the Erasmus+ App platform as a microservice.

In order to support the technical development, the project team focused on setting up a MoSCoW - prioritisation list for the development of the platform, with a clear focus on the features to create a minimal viable product.

Timeline

An important factor for the correct functioning of the tool is the timeline - the periods in which the student can submit the questionnaires through the platform, according to the dates of their mobility period. To maximise the flexibility of the platform, some of the values used in the timeline were parameterised, so they can be adjusted in the future if the values need to be changed.

Users

Any user can find this when they are creating an account on the platform. For that, they have to fill a series of fields before submitting the form and creating the account. Each field requests a specific data type, depending on the data that needs to be collected. All of the fields in this form are mandatory.

Questionnaire

This form allows students to evaluate the mobility-related learning outcomes before and after the mobility period. As explained in the previous sections, the questions proposed in this form have already been agreed by the members of the consortium and then grouped by clusters for a better understanding and later calculation of the results. All of the questions are rated from 1-to-10. Results are then calculated according to a formula explained later in this document.

Each question consists of the same dataset, accepting only one single value from the scale options (1 to 10). All of the questions in this form are mandatory.

Calculation of results

The questions for the questionnaire are grouped in clusters of about 5 questions. The results of each question belonging to the same cluster will be used for the calculation of that cluster result. As each individual question is mandatory and has the same weight, the proposed formula is quite simple:

$$Cluster\ result = \frac{\sum (submitted\ value)}{num\ questions} \times 10$$

being:

- *submitted value, the value of each question, from 1 to 10.*
- *num questions, the total amount of questions of that cluster.*

Example:

Using the cluster 'Social Skills', with some fictional data as example, we apply the mentioned formula to get the final value we will use for the results of this cluster.

Social Skills	Submitted Value
I enjoy meeting and cooperating with people from different cultural backgrounds.	8
I see the value of interacting with different cultures.	8
I am able to (effectively) communicate my ideas in intercultural social environments.	7
I can understand well nonverbal communication and gestures across cultures.	8
I put effort in meeting new people.	9

By following the formula, the total sum of the questions gives us a value of 40, that we have to divide by 5, as this is the number of questions in the cluster, to get a value of 8. After multiplying by 10, the final score we will display as a result to the user in the 'Social Skills' cluster will be 80.

The next section explains how the result are displayed.

2.3. Visualisation of the results.

A series of mock-ups have been designed to inform the developers during the process of creating the micro-service user interface. Three versions have been designed: desktop, tablet and mobile. The main goal of the visualisation of the results is to make them clean and easily understandable emphasising on the evolution during the mobility period, which was represented with horizontal bar charts, with two indicators, representing the before and after

mobility level of skills. The results page and the exportable PDF file with the results contain a link on the bottom of the file, which leads to a page with the definition of the different learning outcomes.

3. Results – the launch of the Erasmus Skills self-reflection tool

With small changes in the user interface and the final visualisation of the certificate, compared to the mock-ups, the technical team developed all features described in the development plan, and tested them accordingly.

The number of students who have completed the questionnaires since September 2020 is 203 (as of 09.02.2021) and is constantly increasing. We believe that the user base will grow in a much higher pace in the following semesters, when Covid-19 will not hamper student mobility anymore. The two questionnaires will remain part of the student journey in the updated version of the Erasmus App and thus, will ensure the sustainability of project outcomes.