



**HAL**  
open science

## A self-assessment tool as a trigger to engage in a reflective process of competencies development to enhance the experience of distance/hybrid teaching

Samantha El Hamaoui, Maria-Antonietta Impedovo, Valerie Campillo-Paquet

### ► To cite this version:

Samantha El Hamaoui, Maria-Antonietta Impedovo, Valerie Campillo-Paquet. A self-assessment tool as a trigger to engage in a reflective process of competencies development to enhance the experience of distance/hybrid teaching. TEPE 2024, Mar 2024, Aix (Aix-Marseille Université), France. hal-04566040

**HAL Id: hal-04566040**

**<https://hal.science/hal-04566040>**

Submitted on 2 May 2024

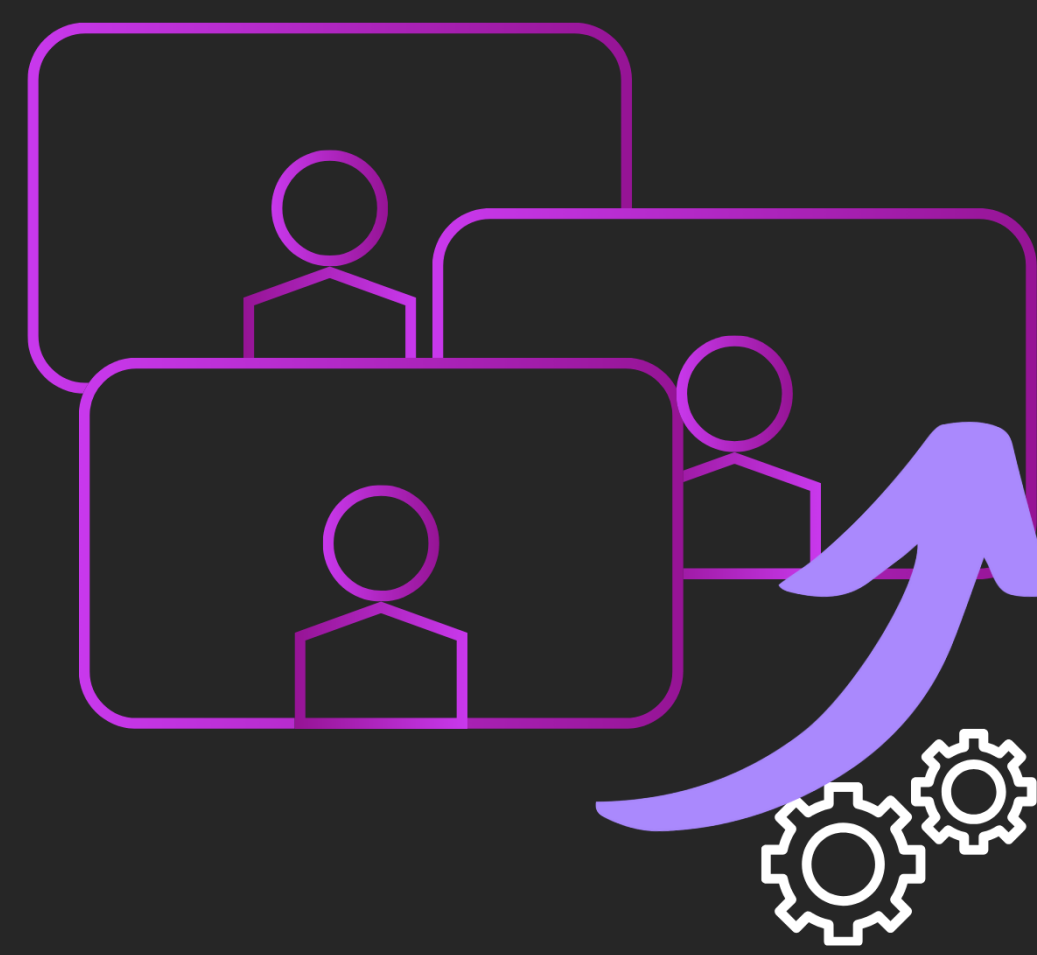
**HAL** is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.



Distributed under a Creative Commons Attribution - NonCommercial - NoDerivatives 4.0 International License

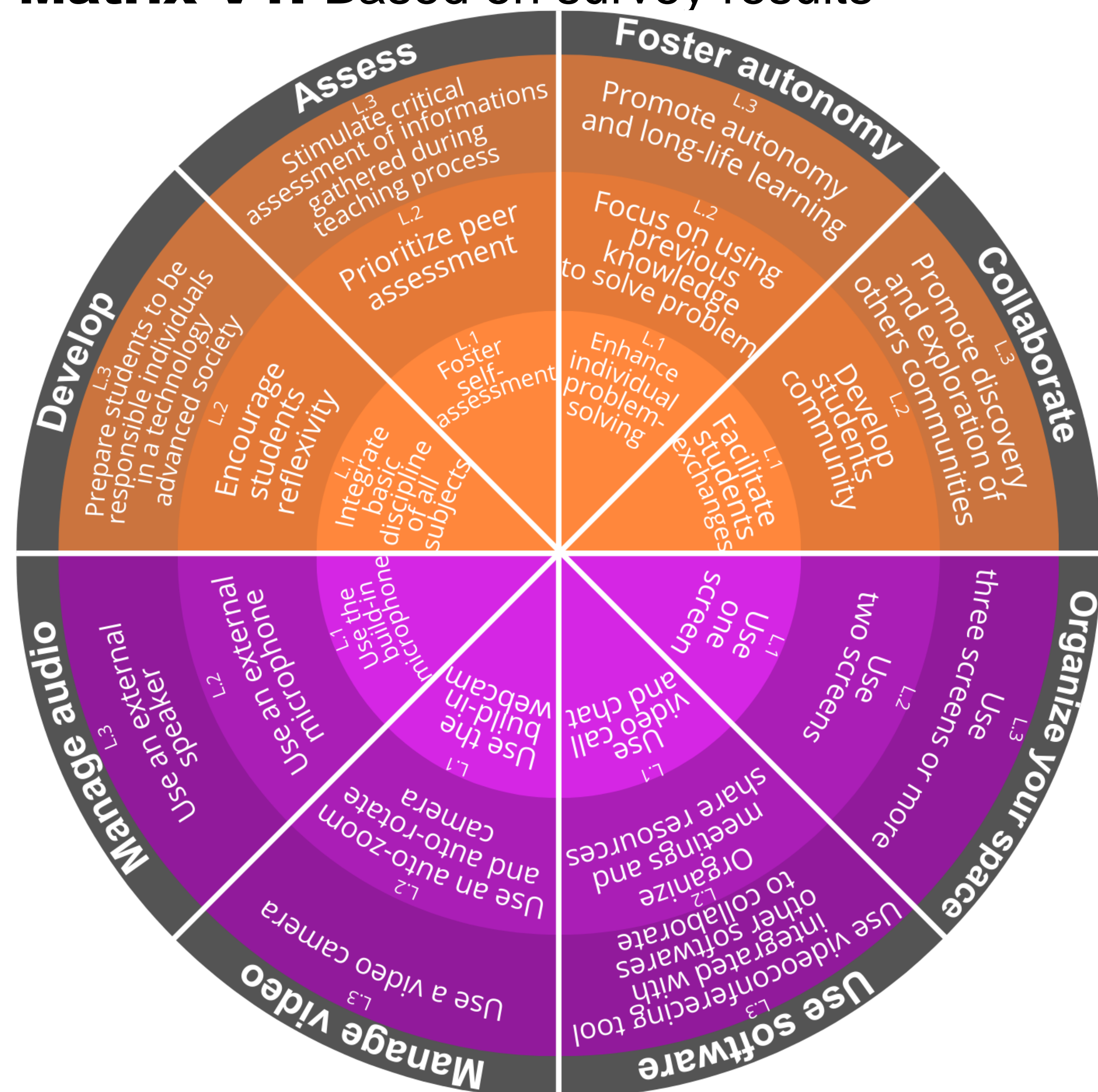
# A self-assessment tool as a trigger to engage in a reflective process of competencies development to enhance the experience of distance/hybrid teaching.



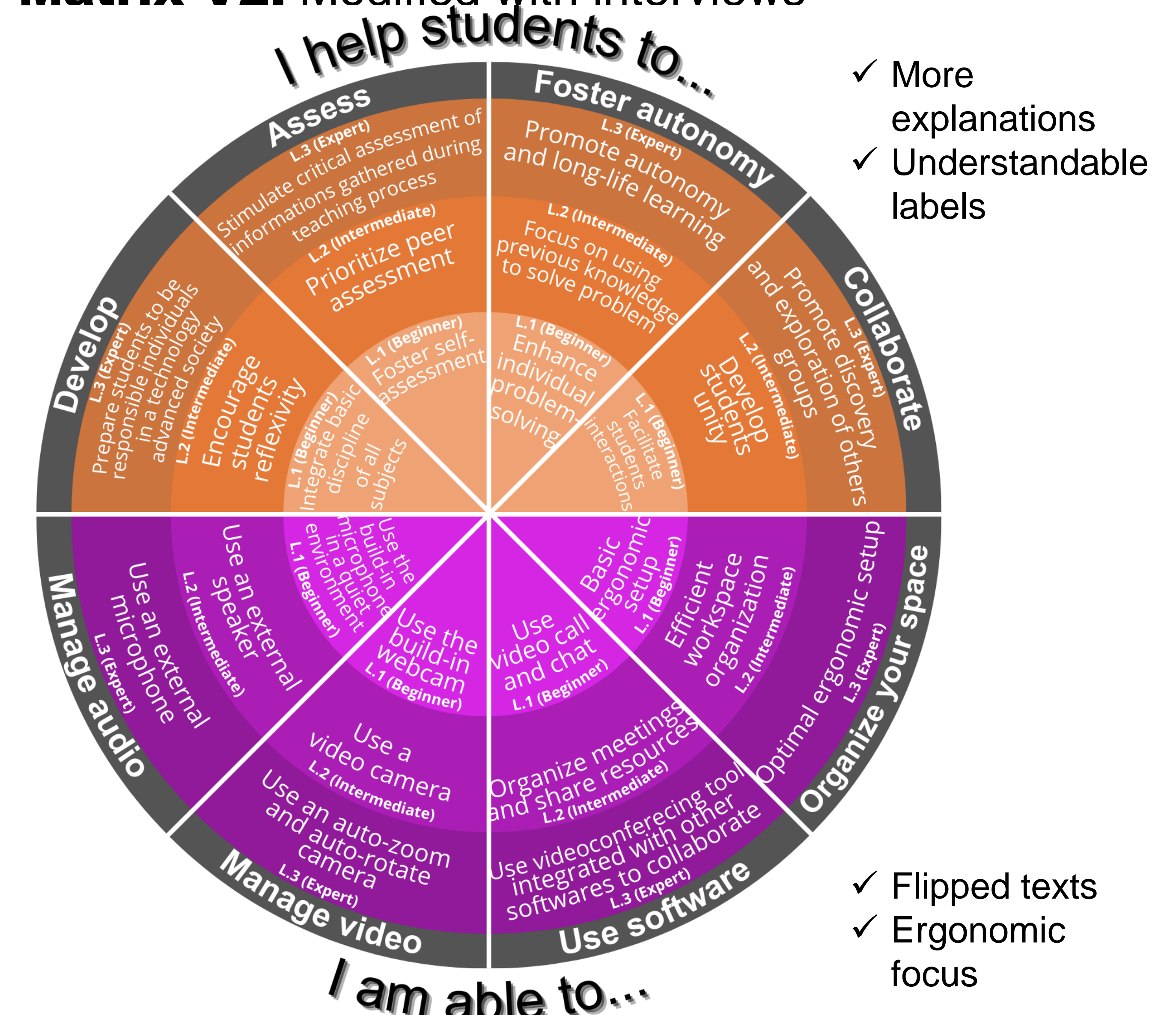
## EdViCon project: creating a competence matrix for videoconferencing

**Background:** The fast adoption of ICTs, specifically video conferencing during the pandemic, has highlighted that digital literacy alone is insufficient for mastering these tools. The literature underscores the need for teachers to be supported in a specific training process in this field.

**Matrix V1:** Based on survey results



**Matrix V2:** Modified with interviews



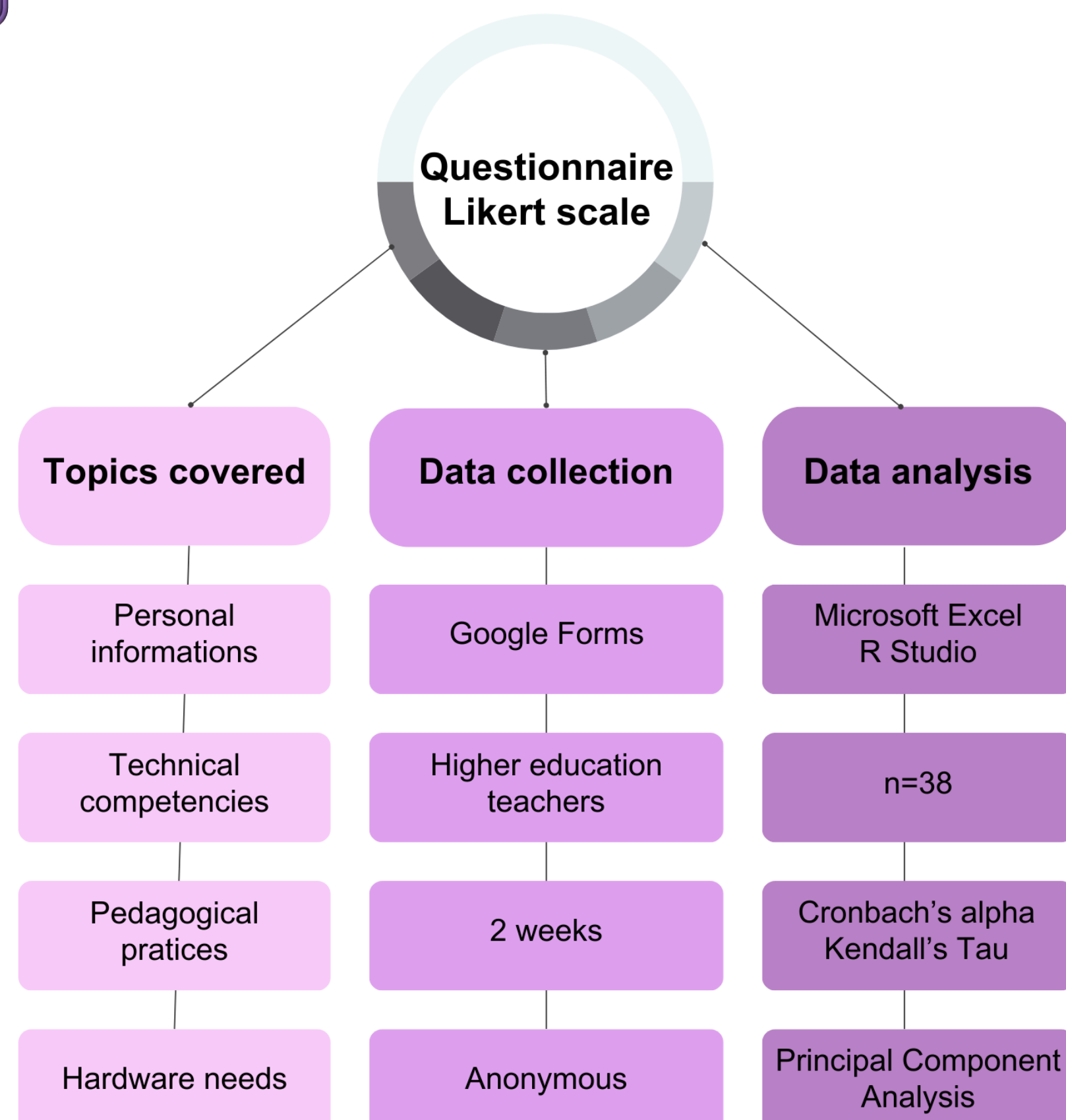
## Methods

Questionnaire survey

Competence-based approach

Semi-structured interviews

### 1 Teachers' competencies analysis

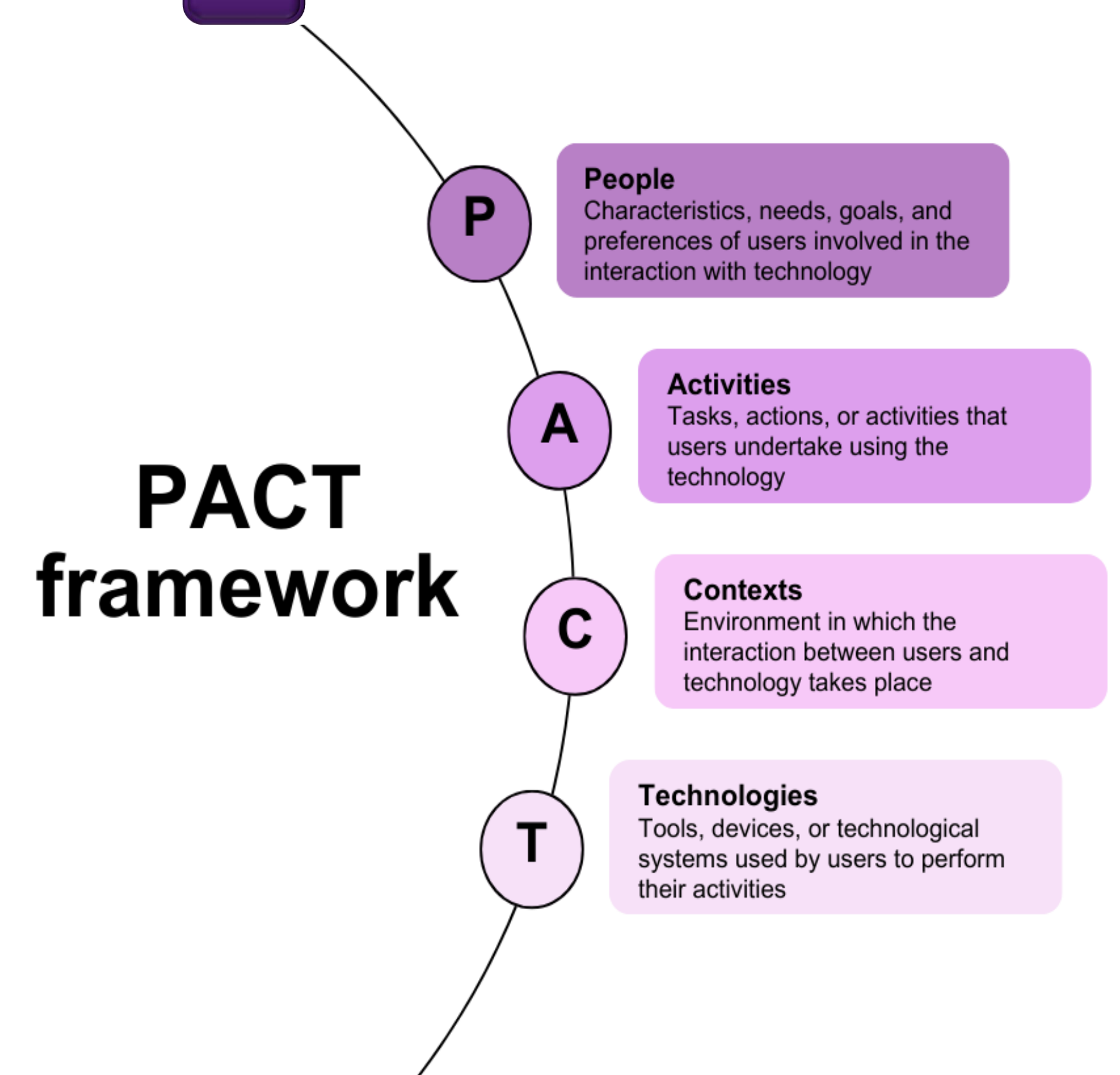


### 2 Competence matrix development

Example for one domain :

	Competence 1 (Questionnaire)	Competence 2 (Questionnaire)
Level 1 Master's degree	<ul style="list-style-type: none"> <li>Expected outcome 1</li> <li>Expected outcome 2</li> <li>...</li> </ul>	<ul style="list-style-type: none"> <li>Expected outcome 1</li> <li>Expected outcome 2</li> <li>...</li> </ul>
Level 2 Junior teacher	<ul style="list-style-type: none"> <li>Expected outcome 1</li> <li>Expected outcome 2</li> <li>...</li> </ul>	<ul style="list-style-type: none"> <li>Expected outcome 1</li> <li>Expected outcome 2</li> <li>...</li> </ul>
Level 3 Senior teacher	<ul style="list-style-type: none"> <li>Expected outcome 1</li> <li>Expected outcome 2</li> <li>...</li> </ul>	<ul style="list-style-type: none"> <li>Expected outcome 1</li> <li>Expected outcome 2</li> <li>...</li> </ul>

### 3 Matrix validation



**Discussion:** This study should be redone with a larger sample size and in French to maintain accuracy in translation. The matrix will be operationalized in a self-assessment tool based on interview feedback.

Scan me



**MERCIER Samantha**  
samantha.mercier@etu.univ-amu.fr

**IMPEDOVO Maria-Antonietta**  
maria-antonietta.impedovo@univ-amu.fr

**CAMPILLO-PAQUET Valérie**  
valerie.campillo@univ-amu.fr

EdViCon



Aix-Marseille université  
Sociétément engagée