CUTE

Competencies for Universities - using Technology in Education

With the support of the Erasmus+ Programme of the European Union

CUTE roadmap CANVAS

1-ACTION NAME OR IDENTIFIER

2-PRIORITIES OF THIS ACTION

Choose all that apply and provide a description.

3-PEOLPLE

Answer the following questions: ● Who is going to lead this action? ● Who will participate in this action? ● Who is going to be directly affected (target group)? ● Who will benefit from this?

4-TIME SCALE

Choose one. Provide any additional details if necessary:
S - Short Term: 1-6 months.
M - Medium Term: 6 months to 1 year.
L - Long Term: Loger than 1 year.

5-IMPACT

Small scale: individual practice, small group, single discipline, etc. **Large scale:** at a College or institutional level. **Transformative:** significant, permanent change that alters practice and perspective, perhaps also at a sectoral rather than single institutional level.

6-GOALS

Strategic Level: related to the institutional mission, vision, and high-level goals, often long-term, less tangible, but very important. **Operational Level:** practice-focused, related to small groups or changes, short term, often easy to measure and quantify.
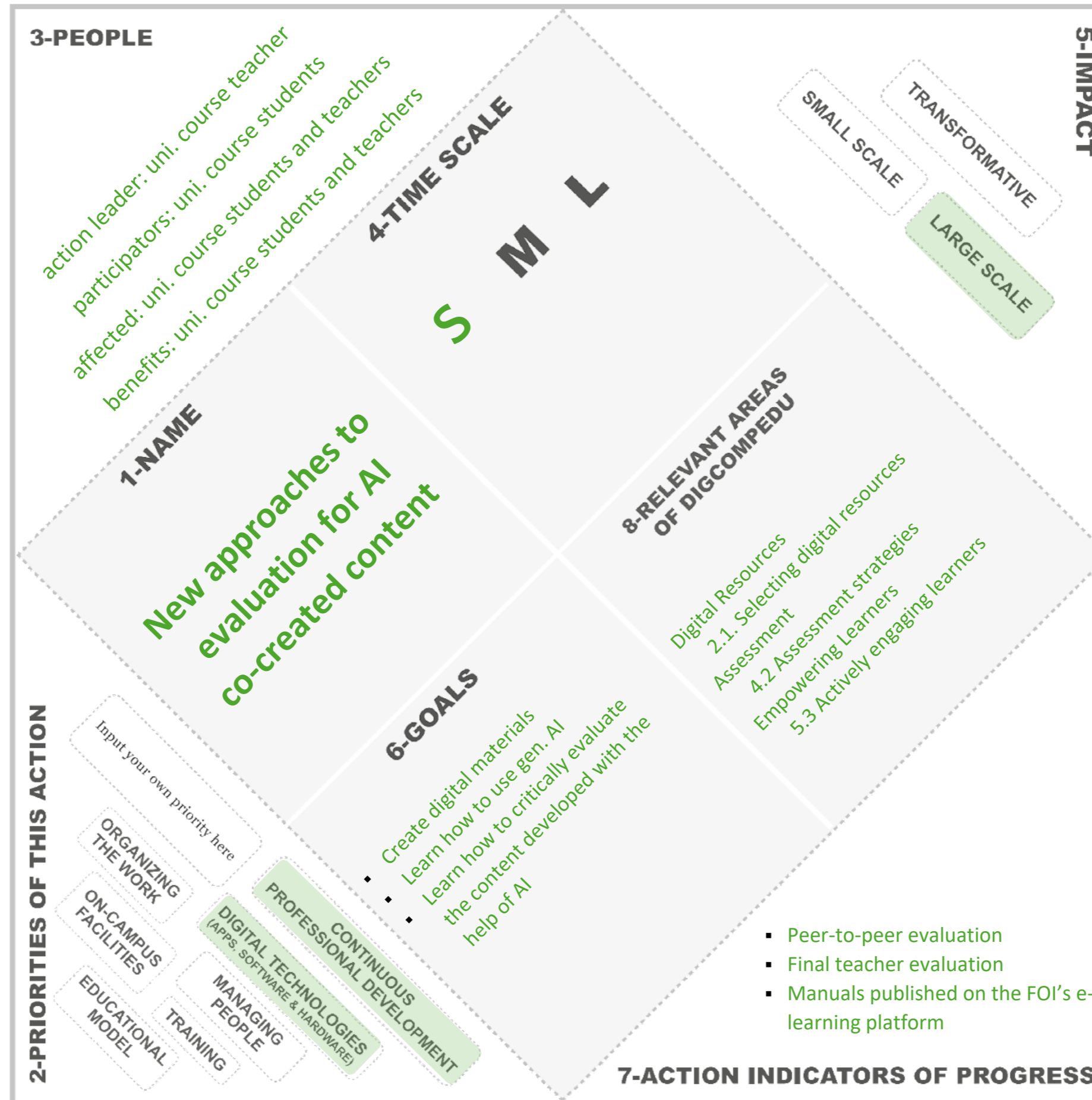
7-ACTION INDICATORS OF PROGRESS

Please list/describe some tangible/ measurable indicators that will help you to monitor progress on the tasks/action.

8-RELEVANT AREAS OF DIGCOMPEDU

Choose all that apply from the DIGCOMPEDU Framework:

1 - Professional Engagement
2 - Digital Resource
3 - Teaching and Learning
4 - Assessment
5 - Empowering Learners
6 - Facilitating Learner's Digital Competence

3-PEOPLE

action leader: uni. course teacher
participators: uni. course students
affected: uni. course students and teachers
benefits: uni. course students and teachers

4-TIME SCALE

S M **L**

5-IMPACT

SMALL SCALE   TRANSFORMATIVE   **LARGE SCALE**

1-NAME

New approaches to evaluation for AI co-created content

8-RELEVANT AREAS OF DIGCOMPEDU

Digital Resources
2.1. Selecting digital resources
Assessment
4.2 Assessment strategies
Empowering Learners
5.3 Actively engaging learners

6-GOALS

Create digital materials
Learn how to use gen. AI
Learn how to critically evaluate the content developed with the help of AI

2-PRIORITIES OF THIS ACTION

Input your own priority here

ORGANIZING THE WORK
ON-CAMPUS FACILITIES
DIGITAL TECHNOLOGIES (APPS, SOFTWARE & HARDWARE)
CONTINUOUS PROFESSIONAL DEVELOPMENT
EDUCATIONAL MODEL
TRAINING
MANAGING PEOPLE

7-ACTION INDICATORS OF PROGRESS

- Peer-to-peer evaluation
- Final teacher evaluation
- Manuals published on the FOI's e-learning platform

Introduction
Students explore different opportunities to evaluate content development done with the help of AI.

Content creation
Students use gen. AI as a tool that will help them to update and/or develop a new content related to specific topics.
The work is then shared with 1-2 peers who critically evaluate the content and check for plagiarism and accuracy of information.
In the end, students need to reflect on how gen. AI helped them in content development. Also, students need to reflect and propose evaluation mechanisms for teachers.

Discussion
Each group of students provides detailed reflection on their way of evaluation of other's work and develop instructions for teachers on how to use tools for p2p evaluation and how to approach the evaluation of work done with the help of gen. AI.

Dissemination
Results will be presented on the joint workshop to teachers at the faculty level.