# A LEARNING DESIGN TO PROMOTE CHANGES IN TEACHER´S DIGITAL ASSESSMENT PRACTICES

INTRODUCTION

The integration of technology in education demands a transformation in assessment practices. This study presents a teacher training course focused on implementing digital competence assessment through a sustainable and peer-reflective approach. The goal is to Identify challenges and key design elements to support this shift.
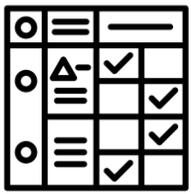
METHODS

Qualitative study (6-month course)
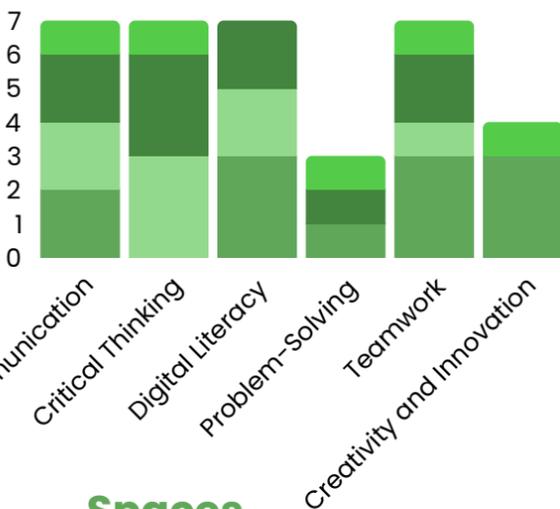- 12 teachers from various subjects (Grades 7–12).

Activities included:
- Design and implementation of tech-supported assessment strategies.
- Forum discussions, videoconference sessions, final reports.
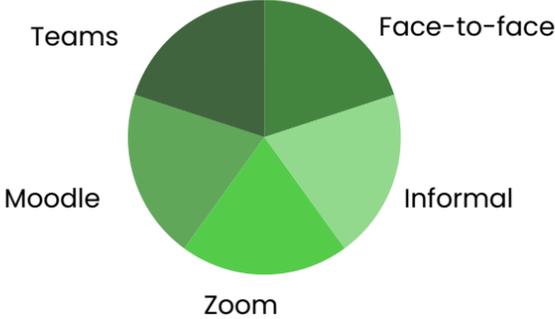- Analysis of forum posts and documents using thematic coding.

RESULTS

Competences

Legend: 7th, 9th, 10th, 12th

Categories: Communication, Critical Thinking, Digital Literacy, Problem-Solving, Teamwork, Creativity and Innovation

Spaces

Teams, Face-to-face, Moodle, Informal, Zoom

Feedback

- Designed strategy
- Student guide (instructions + criteria)
- Activity completion
- Teacher feedback
- Peer comments
- Self-assessment
- Learnng regulation

Collaboration

Theme 1 – Assessment culture
Theme 2 – Key competences
Theme 3 – Forum Innovative Practices
Theme 3 – Forum about rubrics
Theme 4 – Reflection on Practice

Rubrics

Challenges
- Criteria and performance difficult to defin
- Holistic vs analytic rubric

Discussion among teachers
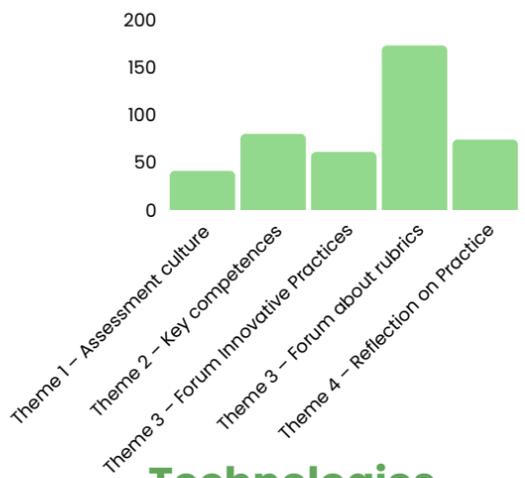29 trainers questions

Development of rubrics

Specific competences
- Critical thinking
- Problem solving

Technologies

Before
- Only Google Forms and video conferencing
- Concerns about realiability
- Only oral responses in video accepted

During
- More tools: Genially, Canva, Wakelet...
- Naturally integrated in digital strategy (Teams)

After
- Students use video editing apps
- Adapt according to their hardware

DISCUSSION AND CONCLUSION

- Teachers faced key challenges: understanding and assessing competences, building clear rubrics, and integrating technology meaningfully.
- Peer collaboration, flexible use of digital tools, and the creation of teacher-designed strategies were essential to support change.
- Shared reflection and guided training helped shift beliefs and practices, promoting formative, sustainable, and learner-centered assessment.
- The course design showed promising outcomes, but further implementation with more teachers and contexts is needed to confirm its long-term impact.