



D3.3 Field Trial Dataset

Version 1

January 2023

FBK-IRVAPP



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Introduction

The data collected during the experimentation are organised in three archives:

1. School leaders' dataset (N = 208)
2. Teachers' dataset (N = 846)
3. Students' dataset (N = 2,517)

Each of them contains the original answers given to the two surveys (baseline and follow-up) and other information such as: identification codes, randomisation variables, a selection of variables derived from the platform and all indices that have been used to measure the impact of the toolkit.

The three files are provided in .CSV and STATA format.

The matching variable between the three file is the school code (`_orgid` or `Irvappcode`)

Below are the codebooks.

Codebook for School leaders' dataset

VARIABLE	LABEL
ID VARIABLES	
<code>_orgid</code>	School ID
<code>_userid</code>	User ID
<code>irvappcode</code>	Irvapp school id

1



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

country	Country
official_name	School name

RANDOMISATION VARIABLES

stratum_str	stratum
strata1	group(country block1)
strata2	group(country block1 block2)
treated	treatment group

ORIGINAL FOLLOW UP VARIABLES

Fus	School with follow-up survey (yes-no)
complete	School with complete/incomplete follow-up
fs_q1	1. How many teachers teach in the A@L project target class?
fs_q2	2. How many students are in the A@L project target class?
fs_q3_1	1. I feel I know quite well what formative assessment is
fs_q3_2	2. I would feel confident to explain to teachers in my school what formative ass. is
fs_q3_3	3. I feel I know quite well what digital formative assessment is
fs_q3_4	4. I would feel confident to explain to teachers in my school what digital for
fs_q4_1	1. Integrating digital learning in their instructional practice



fs_q4_2	2. Using digital tools for student assessment (both formative and summative)
fs_q4_3	3. Using digital tools for monitoring student progress over time
fs_q4_4	4. Integrating digital tools into teaching and learning
fs_q4_5	5. Using subject-specific digital learning resources (e.g., tutorials, simulation)
fs_q4_6	6. Using e-portfolios for assessment
fs_q4_7	7. Using digital tools to develop authentic (real-life) assignments for students
fs_q5_1	1. Online platforms and tools for students' autonomous and collaborative learning
fs_q5_2	2. Teacher professional development on how to use digital tools for formative as
fs_q5_3	3. Incentives or recognition (either monetary or non-monetary) to teachers
fs_q5_4	4. Tools to help teachers develop formative assessment (e.g. lesson planners...)
fs_q5_5	5. Formal or informal sessions to share best practices with other school teacher
fs_q5_6	6. Whole-school initiatives on adopting (digital) formative assessment?
fs_q6	6. Please estimate the broad proportion of teachers in your school who use forma
fs_q7_1	1. More/better digital devices connected to the Internet in the school
fs_q7_2	2. More/better digital devices connected to the Internet by students at home
fs_q7_3	3. Increased/improved access to learning management systems or learning platform
fs_q7_4	4. More ICT administrative support within the school
fs_q7_5	5. More ICT support for teachers to adapt the available platforms to students



fs_q7_6	6. More opportunities for professional development on digital learning environment
fs_q7_7	7. More opportunities for professional development on formative assessment
fs_q7_8	8. Higher levels of agreement by parents on the use of digital tools in school
fs_q7_9	9. Guidelines/protocols about how to include digital tools in formative assessment
fs_q8_1	1. Establishing personalised learning goals for students
fs_q8_2	2. Tracking individual students progress towards personalized learning goals
fs_q8_3	3. Providing students with feedback on their performance
fs_q8_4	4. Adapting instruction to students' needs
fs_q8_5	5. Actively involving students in the learning process
fs_q8_6	6. Establishing a classroom culture that encourages interaction between teachers
fs_q8_7	7. Systematic use of digital assessment tools in the classroom
fs_q8_8	8. Enhancing students™ capacity to be autonomous learners
fs_q9	9. Since December 2021, have you personally logged on to the A@L toolkit at least
fs_q10_1	1. Why (digital) formative assessment is important for my school
fs_q10_2	2. What (digital) formative assessment is about
fs_q10_3	3. How I can introduce and support DFA in my school
fs_q10_4	4. The infrastructure necessary for digital formative assessment
fs_q10_5	5. Concrete ideas how to support DFA in my school



fs_q10_6	6. Concrete ideas how teachers can implement DFA in their teaching
fs_q10_7	7. Concrete idea how I can foster change at my school
fs_q10_8	8. I didn't access the Toolkit
fs_q11_1	1. Registration and Login to the toolkit were easy to manage
fs_q11_2	2. The online toolkit was easy to navigate
fs_q11_3	3. I received adequate support when needed
fs_q11_4	4. The overall quality of the toolkit met my expectations
fs_q11_5	5. The contents of the toolkit were new to me
fs_q11_6	6. The content of the toolkit was easy to understand
fs_q11_7	7. The structure of the toolkit was clear and logical
fs_q11_8	8. The videos available in the toolkit provided relevant input
fs_q11_9	9. The case studies were very relevant
fs_q11_10	10. I will recommend this toolkit to a colleague
fs_q11_11	11. I have already used ideas from the toolkit in my everyday work
fs_q11_12	12. I will use the ideas and examples presented in the toolkit in my everyday wo
fs_q11_13	13. Overall, the content of the toolkit was useful to my learning needs
fs_q12	12. Overall, how would you rate the A@L toolkit?
fs_q13	13. Comments



ORIGINAL BASELINE SURVEY VARIABLES

scomplete	SCHOOL BS completed
sbug	schools with bugs in the BS
sq4	n students total
sq5	n students grade7
sq6	n pc for students
sq7	n laptops/notebooks for students
sq8	n tablet for students
sq9	n teachers total
sq10	n teachers grade 7
sq11	n pc for teachers
sq12	n laptops/notebooks for teachers
sq13	n tablet for teachers
sq14	n classes
sq15	n equipped classrooms
sq16_1	Internet in the school lab
sq16_1	Internet in the classroom
sq17	n labs



sq18_1	1. Teachers
sq18_2	2. Students
sq19	Does your school actively promote
sq20_1	1. Its own written statement promoting the use of digital devices
sq20_2	2. Its own policy and actions to use digital devices for teaching and learning
sq20_3	3. Formal discussions with and among teachers about the use of digital devices f
sq20_4	4. A specific policy or programme to prepare students for responsible internet b
sq20_5	5. Data-processing agreements (DPA) with software suppliers ...
sq20_6	6. Incentives or encouragement for teachers to integrate digital devices
sq20_7	7. A specific training programme for teachers to integrate the use of digital de
sq20_8	8. ICT technical staff providing technical support
sq20_9	9. ICT staff in charge of providing pedagogical advice on the use of digital tech
sq21	Does your school identify one or more online learning environments
sq22	How many [ISCED 2 - indicate the country-specific selected level] teachers
sq23_1	1. The number of digital devices connected to the Internet is sufficient
sq23_10	10. Teachers are provided with incentives to integrate digital devices in their
sq23_11	11. The school has sufficient qualified technical assistant staff
sq23_2	2. The school's Internet bandwidth or speed is sufficient



- sq23_3 3. The number of digital devices for instruction is sufficient
- sq23_4 4. Digital devices at the school are sufficiently powerful in terms of computing
- sq23_5 5. The availability of adequate software is sufficient
- sq23_6 6. Teachers have the necessary technical and pedagogical skills to integrate dig
- sq23_7 7. Teachers have sufficient time to prepare lessons that make use of digital dev
- sq23_8 8. Adequate professional development resources for teachers to learn how to use
- sq23_9 9. An effective online learning support platform is available
- sq24_1 1. 2019/2020
- sq24_2 2. 2020/2021 (until now)
- sq25_1 1. ICT hardware (number of digital devices, internet speed)
- sq25_2 2. Software (online platform, tools)
- sq25_3 3. ICT technical staff providing technical support
- sq25_4 4. ICT staff in charge of providing pedagogical advice on the use of digital tec.
- sq26_1 1. Remote or blended teaching has been obstructed by the limited ICT resources o
- sq26_2 2. Remote or blended teaching has been obstructed by the limited ICT equipment o
- sq26_3 3. Remote or blended teaching has not exploited the ICT resources available at s
- sq26_4 4. Teachers have participated in professional development on digital teaching
- sq26_5 5. Teachers in my school have cooperated with each other to adapt their teaching



sq26_6	6. Remote and blended learning during the COVID-19 crisis has acted as an acceler.
sq26_7	7. Remote or blended teaching has been obstructed by the limited ICT equipment o
sq27_1	1. School Head
sq27_2	2. Other members of the school management team
sq27_3	3. Teachers
sq27_4	4. School governing board
sq27_5	5. Local municipality/regional, state or national/ federal authority
sq28_1	1. School Head
sq28_2	2. Other members of the school management team
sq28_3	3. Teachers
sq28_4	4. School governing board
sq28_5	5. Local municipality/regional, state or national/ federal authority
sq29_1	1. School Head
sq29_2	2. Other members of the school management team
sq29_3	3. Teachers
sq29_4	4. School governing board
sq29_5	5. Local municipality/regional, state or national/ federal authority
sq30_1	1. School Head



sq30_2	2. Other members of the school management team
sq30_3	3. Teachers
sq30_4	4. School governing board
sq30_5	5. Local municipality/regional, state or national/ federal authority
sq31_1	1. Mandatory standardised tests
sq31_2	2. Non-mandatory standardised tests
sq31_3	3. Written and oral tests created and scored by teachers
sq31_4	4. Activities and tasks designed to elicit evidence of understanding (e.g. learn
sq31_5	5. Student performance-based assessments (e.g. portfolios)
sq31_6	6. Student self-assessment
sq31_7	7. Students' peer assessment
sq32_1	1. To guide students' learning
sq32_10	10. To award certificates to students
sq32_11	11. To encourage student interaction with other students
sq32_12	12. To encourage active student involvement in learning
sq32_13	13. To provide feedback to students
sq32_14	14. To encourage peer assessment
sq32_15	15. To encourage self-assessment



- sq32_16 16. To stimulate collaborative learning
- sq32_2 2. To inform parents about their child's progress
- sq32_3 3. To make decisions about students' retention or promotion
- sq32_4 4. To group students for instructional purposes
- sq32_5 5. To compare the school with other schools, or to district/national performance
- sq32_6 6. To monitor the school's progress from year to year
- sq32_7 7. To make judgements about teachers' effectiveness
- sq32_8 8. To identify aspects of instruction or the curriculum that could be improved
- sq32_9 9. To adapt teaching to the students' needs
- sq33_1 1. I feel I know quite well what formative assessment is
- sq33_2 2. I would feel confident to explain to teachers in my school what formative
- sq33_3 3. I feel I know quite well what digital formative assessment is
- sq33_4 4. I would feel confident to explain to teachers in my school what digital F
- sq34_1 1. Integrating digital learning in their instructional practice
- sq34_2 2. Using digital tools for student assessment (both formative and summative)
- sq34_3 3. Using digital tools for monitoring student progress over time
- sq34_4 4. Integrating digital tools into teaching and learning
- sq34_5 5. Using subject-specific digital learning resources



- sq34_6 6. Using e-portfolios for assessment
- sq34_7 7. Using digital tools to develop authentic (real-life) assignments for students
- sq35_1 1. Online platforms and tools for students' autonomous and collaborative learn
- sq35_2 2. Teacher professional development on how to use digital tools for formative as
- sq35_3 3. Incentives or recognition (either monetary or non-monetary) to teachers
- sq35_4 4. Tools to help teachers develop formative assessment
- sq35_5 5. Formal or informal sessions to share best practices with other school teacher
- sq35_6 6. Whole school initiatives on adopting (digital) formative assessment?
- sq36_1 1. Teacher appraisals in my school are conducted regularly (every year)
- sq36_2 2. Appraisals include a focus on teachers' competence to implement formative a
- sq36_3 3. Appraisals include a focus on teachers' competence to design and score summ
- sq36_4 4. Appraisals include a focus on teachers' digital competences for teaching
- sq36_5 5. Appraisals include students' feedback about teachers
- sq37 Please, estimate the broad proportion of teachers doing FA
- sq38 Do the majority (i.e., >50%) of teachers use digital devices to implement format
- sq39_1 1. Personalised learning platforms (e-portfolios/digital diaries)
- sq39_2 2. Social media (blogs, wikis, etc.)
- sq39_3 3. Digital storytelling



sq39_4	4. E-textbooks
sq39_5	5. Mobile learning
sq39_6	6. Classroom polling
sq39_7	7. Dashboards and monitoring tools
sq39_8	8. Digital games
sq40_1	1. More/better digital devices connected to the Internet in the school
sq40_2	2. More/better digital devices connected to the Internet by students at home
sq40_3	3. Increased/improved access to learning management systems or learning platform
sq40_4	4. More ICT administrative support within the school
sq40_5	5. More ICT support for teachers to adapt available platforms for learning
sq40_6	6. More opportunities for teacher professional development on digital learning e
sq40_7	7. More opportunities for professional development on formative assessment
sq40_8	8. Higher levels of agreement by parents to the use of digital tools in school
sq40_9	9. Guidelines/protocols about how to include digital tools in formative assessment
sq41_1	1. Establishing personalised learning goals for students
sq41_2	2. Tracking individual students' progress towards personalised learning goals
sq41_3	3. Providing students feedback on their performance
sq41_4	4. Adapting instruction to students' needs



- sq41_5 5. Actively involving students in the learning process
- sq41_6 6. Establishing a classroom culture that encourages interaction between teachers
- sq41_7 7. Systematic use of digital assessment tools in the classroom
- sq41_8 8. Enhancing students' capacity to be autonomous learners
- sq42 What is the average age of teachers in your school? Only one answer is pos
- sq43 What is the proportion of teachers in your school holding a Master
- sq44_1 1. Students whose first language is different from the language(s) of instruction
- sq44_2 2. Students with special needs
- sq44_3 3. Students from socio economically disadvantaged homes
- sq44_4 4. Students who are immigrants or with migrant background
- sq45_1 1. Student truancy
- sq45_10 10. Teachers being too strict with students
- sq45_11 11. Teachers not being well prepared for classes
- sq45_2 2. Students skipping classes
- sq45_3 3. Students lacking respect for teachers
- sq45_4 4. Student use of alcohol or illegal drugs
- sq45_5 5. Students intimidating or bullying other students
- sq45_6 6. Students not being attentive



sq45_7	7. Teachers not meeting individual students' needs
sq45_8	8. Teacher absenteeism
sq45_9	9. Staff resisting change
sq46	What is your main role in the school?
sq47	Are you currently teaching?
sq48	Gender
sq49	How old are you?
sq50	What is the highest level of formal education you have completed?
sq51	years in the current role in this school
sq52	years in the current role in total
sq53	years as a teacher in total
sq54	During the last 12 months, have you participated in any form of professional dev

EXTERNAL VARIABLES

n_extraphoneH	nr phone calls to school head
n_extramailH	nr extra mails to school head
n_extramailT	nr extra mails to teachers
n_encour	nr encouragement emails (max 3)



PLATFORM VARIABLES

ndays	access days
toolkit	used the toolkit at least once

RECODED VARIABLES

nteac	N teachers with BS-TEACH
nstud	N students with BS-STUD
n_students	BS_SCH: N students in the school
n_teachers	BS_SCH: N teachers in the school
n_classes	BS_SCH: N classes in the school
avg_class_size_stu	BS_SCH: students average class size
avg_class_size_tea	BS_SCH: teachers average class size
dev_s	BS_SCH: nr devices for students
dev_s_pc	BS_SCH: nr devices per student
dev_t	BS_SCH: nr devices for teachers
dev_t_pc	BS_SCH: nr devices per teacher
sdfa	BS_SCH: teachers who make use of FA>50%
dev	BS_SCH: nr devices (tea+stu)



dev_pc	BS_SCH: devices/(ntea+nstu)
outc_s_awarenorm	AWARENESS (outcome)
outc_s_potennorm	ATTITUDES (outcome)
outc_s_DFAplansnorm	
m	PLANS TO HAVE DFA STRATEGY (outcome)
outc_s_PDplansnorm	PLANS TO OFFER PD IN DFA (outcome)
nfus_stu	number of students with follow up
nfus_tea	number of teachers with follow up

Codebook for Teachers' dataset

VARIABLE	LABEL
ID VARIABLES	
_orgid	School ID
_userid	User ID
irvappcode	Irvapp school id
country	Country



RANDOMISATION
VARIABLES

stratum_str	stratum
strata1	group(country block1)
strata2	group(country block1 block2)
treated	treatment group

ORIGINAL FOLLOW UP SURVEY VARIABLES

fus	Teachers with follow-up survey (yes-no)
complete	Teachers with complete/incomplete follow-up
fs_q1_1	1. I feel I understand what formative assessment is
fs_q1_2	2. I would be able to provide my colleagues with concrete examples of formative
fs_q1_3	3. I feel I know quite well what the role of the teacher is in formative assessment
fs_q1_4	4. I would feel confident explaining to my colleagues how to use digital tools t
fs_q2_1	1. An integrated part of lesson planning
fs_q2_2	2. A way to adjust instruction on the basis of learning results
fs_q2_3	3. A way to give students frequent feedback on their learning process
fs_q2_4	4. An action that takes place at the end of a teaching cycle
fs_q2_5	5. A way to set personalised learning goals



fs_q2_6	6. An indicator of how effective a teacher is
fs_q2_7	7. A process aimed at eliciting students' self-assessment
fs_q2_8	8. A way to stimulate peer assessment
fs_q2_9	9. A way to stimulate effective classroom discussions
fs_q2_10	10. An activity primarily meant to assign grades
fs_q2_11	11. An activity that is entirely carried out by teachers
fs_q2_12	12. A way to sort students based on their ability
fs_q2_13	13. Something that reduces the time that could otherwise be spent on teaching
fs_q2_14	14. A way to build students' character
fs_q3_1	1. Establishing personalised learning goals for each student
fs_q3_2	2. Telling students what you hope they will learn
fs_q3_3	3. Adapting instruction to students™ needs
fs_q3_4	4. Giving encouraging but specific and focused comments to students
fs_q3_5	5. Indicating to students a better/different way of doing something
fs_q3_6	6. Establishing a classroom culture that encourages interaction among students
fs_q3_7	7. Providing opportunities for students to assess one another's work and give f
fs_q3_8	8. Getting students to suggest ways they can improve
fs_q3_9	9. Providing time for students to reflect and talk about their learning



fs_q3_10	10. Getting students to review their own work and record their progress
fs_q4_1	1. Delivering timely feedback to students
fs_q4_2	2. Diagnosing learning needs and providing personalised instruction
fs_q4_3	3. Monitoring learning over time
fs_q4_4	4. Facilitating students™ co-creation processes
fs_q4_5	5. Enhancing student self-reflection and self-assessment
fs_q4_6	6. Helping students develop planning and self-regulation competences
fs_q4_7	7. Providing opportunities for student peer-assessment
fs_q4_8	8. Enabling students to easily find past feedback
fs_q4_9	9. Enabling teachers and students to work asynchronously on a collaborative doc
fs_q4_10	10. Visualizing abstract concepts
fs_q4_11	11. Providing automated feedback so that students can complete exercises
fs_q4_12	12. Helping teachers make quicker decisions (e.g. online quizzes)
fs_q5_1	1. Using digital tools (e.g. dashboards, mobile learning tools) to set up tasks
fs_q5_2	2. Using digital tools for monitoring student progress over time?
fs_q5_3	3. Using digital resources (e.g., tutorials, simulation)
fs_q5_4	4. Using e-portfolios/digital diaries to support student self-assessment?
fs_q5_5	5. Using digital tools (e.g. Kahoot) to carry out classroom polling?



- fs_q5_6 6. Using digital resources to promote student collaboration?
- fs_q5_7 7. Using digital rubrics to define and share learning goals?
- fs_q5_8 8. Using concept maps to ask students to draw relations between concepts
- fs_q5_9 9. Using digital tools (e.g. communication software, dashboards)
- fs_q5_10 10. Integrating the use of different digital tools in lesson plans
- fs_q6_1 1. Provide written feedback on student work in addition to a grade?
- fs_q6_2 2. Let students evaluate their own progress?
- fs_q6_3 3. Observe students when working on particular tasks and provide feedback
- fs_q6_4 4. Involve students in actively giving comments, and even assigning grades, to t
- fs_q6_5 5. Use quick quizzes during class to ensure students keep up with the lessons?
- fs_q6_6 6. Have an exam review, or a Q&A session, with students after grading?
- fs_q6_7 7. Dedicate time to discussions, in which you ask open-ended questions
- fs_q6_8 8. Provide the opportunity to individual students to respond to your feedback or
- fs_q7_1 1. e-portfolios/digital diaries?
- fs_q7_2 2. Digital storytelling?
- fs_q7_3 3. Social media and communication platforms (blogs, wikis, Facebook groups)?
- fs_q7_4 4. e-textbooks?
- fs_q7_5 5. Mobile learning?



fs_q7_6	6. Classroom polling/interactive whiteboards?
fs_q7_7	7. Rubrics?
fs_q7_8	8. Dashboards and monitoring tools?
fs_q7_9	9. Concept/mind maps?
fs_q7_10	10. Collaborative software?
fs_q7_11	11. Digital games (individual or multiplayer educational games)?
fs_q8_1	1. Summative assessment is for grading and formative assessment is for feedback
fs_q8_2	2. No matter what form a test takes, it is how the results are used
fs_q8_3	3. Formative assessment is primarily aimed at assigning grades
fs_q8_4	4. Multiple-choice tests are always summative...
fs_q8_5	5. One purpose of formative assessment is to give regular feedback to students t
fs_q8_6	6. One purpose of formative assessment is to collect feedback from students in o
fs_q8_7	7. Summative assessment takes place at the end of the school year
fs_q8_8	8. Formative and summative assessments are two alternative ways
fs_q9	9. Have you attended training with a focus on digital formative assessment
fs_q10	10. How likely is it that you will participate in training focused on DFA
fs_q11	Since December 2021, have you personally logged on
fs_q12_1	1. Why (digital) formative assessment is important



fs_q12_2	2. What (digital) formative assessment is about
fs_q12_3	3. What formative and summative assessment are
fs_q12_4	4. Benefits of digital formative assessment
fs_q12_5	5. Tools for digital formative assessment
fs_q12_6	6. How to give and receive feedback
fs_q12_7	7. How to start with digital formative assessment practices
fs_q12_8	8. Concrete ideas how I can implement DFA in my teaching
fs_q12_9	9. I did not access the toolkit
fs_q13_1	1. Registration and Login to the toolkit were easy to manage
fs_q13_2	2. The online toolkit was easy to navigate
fs_q13_3	3. I received adequate support when needed
fs_q13_4	4. The overall quality of the toolkit met my expectations
fs_q13_5	5. The contents of the toolkit were new to me
fs_q13_6	6. The content of the toolkit was easy to understand
fs_q13_7	7. The structure of the toolkit was clear and logical
fs_q13_8	8. The videos available in the toolkit provided relevant input
fs_q13_9	9. The teaching scenarios were relevant
fs_q13_10	10. I will recommend this toolkit to a colleague



fs_q13_11	11. I have gained practical ideas of how I can improve my teaching practice
fs_q13_12	12. I have already used ideas from the toolkit in my everyday work
fs_q13_13	13. I will use the ideas and examples presented in the toolkit in my everyday wo
fs_q13_14	14. Overall, the content of the toolkit was useful to my learning needs
fs_q14	14. Overall, how would you rate the A@L toolkit?
fs_q15	15. Comments Please, leave your comments and suggestions for improving

ORIGINAL BASELINE SURVEY VARIABLES

tq1	Are you teaching in your school's A@L class?
tq2_1	Reading and writing
tq2_2	Mathematics
tq2_3	Science
tq2_4	Foreign languages
tq2_5	Other subjects
tq3_1	1. Students with low achievement
tq3_2	2. Students with low motivation
tq3_3	3. Students capable of being autonomous learners
tq4_1	1. I feel I know quite well what formative assessment is



- tq4_2 2. I would be able to provide concrete examples to my colleagues about what
- tq4_3 3. I feel I know quite well what the role of the teacher in formative assessment
- tq4_4 4. I would feel confident to explain to my colleagues how to use digital tools t
- tq5_1 1. an integrated part of lesson planning
- tq5_2 2. a way to adjust instruction on the basis of learning results
- tq5_3 3. a way to give students frequent feedback on their learning process
- tq5_4 4. an action that takes place at the end of a teaching cycle to verify if the le
- tq5_5 5. a way to set personalised learning goals
- tq5_6 6. an indicator of how effective a teacher is
- tq5_7 7. a process aimed at eliciting students' self-assessment
- tq5_8 8. a way to stimulate peer assessment
- tq5_9 9. a way to stimulate effective classroom discussions
- tq5_10 10. an activity primarily meant to assign grades
- tq5_11 11. an activity that is entirely carried out by teachers
- tq5_12 12. a way to sort students based on their ability
- tq5_13 13. something that reduces the time that could be otherwise spent on teaching
- tq5_14 14. a way to foster students' character
- tq6_1 1. Establishing personalised learning goals for each student



- | | |
|--------|--|
| tq6_2 | 2. Telling students what you hope they will learn |
| tq6_3 | 3. Adapting instruction to students' needs |
| tq6_4 | 4. Making encouraging but specific and focused comments to students |
| tq6_5 | 5. Specifying students a better/different way of doing something |
| tq6_6 | 6. Establishing a classroom culture that encourages interaction among students |
| tq6_7 | 7. Providing opportunities for students to assess one another's work |
| tq6_8 | 8. Getting students to suggest ways they can improve |
| tq6_9 | 9. Providing time for students to reflect and talk about their learning |
| tq6_10 | 10. Getting students to review their own work and record their progress |
| tq6_11 | 11. Using standardized criteria for assessment |
| tq7_1 | 1. delivering timely feedback to students |
| tq7_2 | 2. diagnosing learning needs and providing personalised instruction |
| tq7_3 | 3. monitoring learning over time |
| tq7_4 | 4. facilitating students' co-creation process |
| tq7_5 | 5. enhancing student self-reflection and self-assessment |
| tq7_6 | 6. helping students develop planning and self-regulation competences |
| tq7_7 | 7. providing opportunities for student peer-assessment |
| tq7_8 | 8. enabling students to easily find past feedback |



tq7_9	9. enabling teachers and students to work asynchronously
tq7_10	10. visualizing abstract concepts
tq7_11	11. providing automated feedback so that students can practice with exercises
tq7_12	12. helping teachers make quicker decisions (e.g. online quizzes)
tq8_1	1. using digital tools (e.g. dashboards, mobile learning tools) to send tasks an
tq8_2	2. using digital tools for monitoring student progress over time?
tq8_3	3. using digital resources (e.g., tutorials, simulation) to promote students'
tq8_4	4. using e-portfolios/digital diaries to support student self-assessment?
tq8_5	5. using digital tools (e.g. Kahoot) to carry out classroom polling?
tq8_6	6. using digital resources to promote student collaboration?
tq8_7	7. using digital rubrics to define and share learning goals?
tq8_8	8. using concept maps to ask students to draw relations between concepts
tq8_9	9. using digital tools (e.g. communication software, dashboards)
tq9_1	1. provide written feedback on student work in addition to a grade?
tq9_2	2. let students evaluate their own progress?
tq9_3	3. observe students when working on particular tasks and provide feedback
tq9_4	4. involve students in actively giving comments, and even assigning grades, to t
tq9_5	5. use quick quizzes during class to make sure that students keep up with the le



- tq9_6 6. have an exam review, or a Q&A session with students, after grading?
- tq9_7 7. dedicate time for discussions, in which you ask many open-ended questions
- tq9_8 8. provide the opportunity to individual students to respond to my feedback or d
- tq10_1 1. e-portfolios/digital diaries?
- tq10_2 2. Digital storytelling?
- tq10_3 3. Social media and communication platform (blogs, wikis, Facebook group)?
- tq10_4 4. e-textbooks?
- tq10_5 5. Mobile learning?
- tq10_6 6. Classroom polling?
- tq10_7 7. Rubrics?
- tq10_8 8. Dashboards and monitoring tools?
- tq10_9 9. Concept/mind maps?
- tq10_10 10. Collaborative software?
- tq10_11 11. Digital games (individual or multi-player educational games)?
- tq11_1 1. My class sizes allow me to individualize instruction for all students
- tq11_2 2. My class periods provide enough time to use formative assessment
- tq11_3 3. I have enough time to plan formative assessments
- tq11_4 4. I have administrator support to incorporate formative assessment



tq11_5	5. The curriculum I use includes support for formative assessment
tq11_6	6. My school provides me with material/tools to support formative assessment
tq11_7	7. My school provides me with technology to support formative assessment
tq11_8	8. My school provides me with adequate training on formative assessment practice
tq12	Gender
tq13	How old are you?
tq14	What is the highest level of formal education you have completed?
tq15	years of work experience do you have regardless of whether you worked full-time
tq16	Have you attended either pre-service or in-service training specifically focused

PLATFORM
VARIABLES

toolkit	used the toolkit at least once
ndays	access days

INDICES

t_dfa_awarenessnorm	AWARENESS (normalised index) pre-treatment
---------------------	--



t_formative_conc norm	FORMATIVE CONCEPTION (normalised index) pre-treatment
t_summative_conc orm	SUMMATIVE CONCEPTION (normalised index) pre-treatment
t_FA_attnorm	ATTITUTED TOWARDS FA (normalised index) pre-treatment
t_DFA_attnorm	ATTITUTED TOWARDS DFA (normalised index) pre-treatment
t_DFA_compnorm	SELF-REPORTED COMPETENCES (normalised index) pre-treatment
t_FA_usenorm	FA PRACTICES (normalised index) pre-treatment
t_DFA_usenorm	DFA PRACTICES (normalised index) pre-treatment
outc_t_dfa_awarenes snorm	AWARENESS (normalised index) outcome
outc_t_formative_co ncnorm	FORMATIVE CONCEPTION (normalised index) outcome
outc_t_summativ e_concnorm	SUMMATIVE CONCEPTION (normalised index) outcome
outc_t_FA_attnorm	ATTITUTED TOWARDS FA (normalised index) outcome
outc_t_DFA_attnor m	ATTITUTED TOWARDS DFA (normalised index) outcome



outc_t_DFA_compno rm	SELF-REPORTED COMPETENCES (normalised index) outcome
outc_dfa_quiznorm	OBJECTIVE KNOWLEDGE (normalised index) (outcome)
outc_t_FA_usenorm	FA PRACTICES (normalised index) outcome
outc_t_DFA_usenor m	DFA PRACTICES (normalised index) outcome
outc_intentions	INTENTIONS (outcome)
outc_intentions_l	INTENTIONS (outcome) dummy

Codebook for Students' dataset

VARIABLE	LABEL
ID VARIABLES	
_orgid	School ID
_userid	User ID
irvappcode	Irvapp school id
country	Country
RANDOMISATION VARIABLES	



stratum_str	Stratum
strata1	group(country block1)
strata2	group(country block1 block2)
treated	treatment group

ORIGINAL FOLLOW UP SURVEY VARIABLES

fus	Student with follow-up survey (yes-no)
complete	Student with complete/incomplete follow-up
fs_q1_1	1. A teacher discusses my work with me
fs_q1_2	2. A teacher asks me to comment on what went well and what didn't go well
fs_q1_3	3. When I do not understand something, a teacher tries to explain it in a differ
fs_q1_4	4. I give comments on my classmates' work
fs_q1_5	5. A teacher and I talk together about what I will learn
fs_q1_6	6. I score or evaluate my own work
fs_q1_7	7. My classmates give comments or scores on my work
fs_q1_8	8. The teacher gives me as much or as little information as I need to improve my
fs_q2_1	1. Having the opportunity to evaluate my own work



fs_q2_2	2. Receiving comments on my work from other students
fs_q2_3	3. Giving comments on other students' work
fs_q2_4	4. Receiving a grade for my work
fs_q2_5	5. Taking quizzes to test what I have learned
fs_q2_6	6. Having classroom discussions about what we are learning
fs_q2_7	7. Receiving specific comments and advice from teachers on how to improve my work
fs_q2_8	8. Making my own choices on how to organise my learning
fs_q2_9	9. Feeling comfortable to make mistakes
fs_q2_10	10. Working in groups on a task
fs_q3_1	1. Online quizzes (for example Kahoot or Mentimeter)
fs_q3_2	2. Digital concept/mind maps (for example Mindmup)
fs_q3_3	3. e-portfolios/digital diaries (for example OneNote, Mahara)
fs_q3_4	4. Communication platforms (for example Microsoft Teams) and social media
fs_q3_5	5. Digital educational games
fs_q3_6	6. Dashboards and monitoring tools (for example Edmodo, LAMS)
fs_q3_7	7. Scoring rubrics with performance levels



- fs_q3_8 8. Collaborative software (for example Google docs, Google Classroom, Padlet)
- fs_q3_9 9. Interactive whiteboards
- fs_q4_1 1. Digital tools allow students to find study material more easily
- fs_q4_2 2. Digital tools help students do assignments on their own
- fs_q4_3 3. Digital tools help students better understand what they know (e.g. through au
- fs_q4_4 4. Digital tools help students find past assessments from teachers more easily
- fs_q4_5 5. Digital tools help students work together
- fs_q4_6 6. Online quizzes help students quickly understand what they have learned
- fs_q4_7 7. Digital tools are useful for students to set and track their learning goals
- fs_q5_1 1. I like working as hard as I can
- fs_q5_2 2. Once I start a task, I do it until it is finished
- fs_q5_3 3. I enjoy improving on my past performance
- fs_q5_4 4. If I am not good at something, I try harder until I master it rather than mov
- fs_q5_5 5. Trying hard at school is important for me



fs_q6_1	1. I usually do well at school
fs_q6_2	2. School is easy for me
fs_q6_3	3. I have trouble at school
fs_q6_4	4. School is harder for me than for many of my classmates
fs_q6_5	5. I am just not good at school
fs_q7	7. Gender
fs_q8	8. Year of birth
fs_q9_0	Father
fs_q9_1	Mother
fs_q10	10. Since December 2021, have you visited the A@L toolkit at least once?
fs_q11_1	1. How I like to learn
fs_q11_2	2. How I know if I do well at school
fs_q11_3	3. Why feedback is useful for my learning
fs_q11_4	4. What good feedback is
fs_q11_5	5. That my feedback can help others
fs_q11_6	6. How to plan my own learning
fs_q11_7	7. I did not access the Toolkit
fs_q12	12. Overall, how would you rate the A@L toolkit?



ORIGINAL BASELINE SURVEY VARIABLES

stq1_1	1. A teacher discusses my work with me
stq1_2	2. A teacher asks me to comment on what went well and what didn't go well in m
stq1_3	3. When I do not understand something, a teacher tries to explain it in a differ
stq1_4	4. I give comments on my classmates' work
stq1_5	5. A teacher and I discuss together what I will have to learn
stq1_6	6. I score or evaluate my own work
stq1_7	7. My classmates give comments on my work
stq2_1	1. Having the opportunity to evaluate my own work
stq2_2	2. Receiving comments on my work from other students
stq2_3	3. Giving comments on other students' work
stq2_4	4. Receiving a grade for my work
stq2_5	5. Taking quizzes to test what I have learned
stq2_6	6. Having classroom discussions on what we are learning
stq2_7	7. Receiving specific comments and advice from teachers on how to improve my work



stq2_8	8. Making my own choices on how to organise my learning
stq2_9	9. Feeling comfortable to make mistakes
stq2_10	10. Working in groups on a task
stq3_1	1. Online quizzes (for example Kahoot or Mentimeter)
stq3_2	2. Digital concept/mind maps (for example Mindmup)
stq3_3	3. e-portfolios/digital diaries (for example OneNote, Mahara)
stq3_4	4. Communication platform (for example Microsoft Teams) and social media
stq3_5	5. Digital educational games
stq3_6	6. Dashboards and monitoring tools (for example Edmodo, LAMS)
stq3_7	7. Scoring rubrics with performance levels
stq3_8	8. Collaborative software (for example Google docs, Google Classroom, Padlet)
stq3_9	9. Interactive white boards
stq4_1	1. Digital tools allow students to find study material more easily
stq4_2	2. Digital tools help students do assignments on their own
stq4_3	3. Digital tools help students better understand what they know
stq4_4	4. Digital tools help students find past assessments from teachers more easily



stq4_5	5. Digital tools help students work together
stq4_6	6. Online quizzes help students quickly understand what they have learned
stq4_7	7. Digital tools are useful for students to set and track their learning goals
stq5_1	1. I like working as hard as I can
stq5_2	2. Once I start a task, I do it until it is finished
stq5_3	3. I enjoy improving on my past performance
stq5_4	4. If I am not good at something, I try harder until I master it rather than mov
stq5_5	5. Trying hard at school is important for me
stq6_1	1. I usually do well at school
stq6_2	2. School is easy for me
stq6_3	3. I have trouble at school
stq6_4	4. School is harder for me than for many of my classmates
stq6_5	5. I am just not good at school
stq7	Gender
stq8	Year of birth
stq9	What grade are you in?



stq10_1	Father
stq10_2	Mother
stq11	Is there a computer or tablet with internet connection at home?

PLATFORM VARIABLES

ndays	access days
toolkit	used the toolkit at least once

INDICES

st_fdk_pct	Scores for factor 1
outc_st_fd~t	Scores for factor 1
st_FA_att	Scores for factor 1
outc_st_FA~t	Scores for factor 1
st_dg_use	Scores for factor 1
outc_st_dg~e	Scores for factor 1
st_DFA_att	Scores for factor 1
outc_st_DF~t	Scores for factor 1
st_D_and_F~t	Scores for factor 1
outc_st_D_~t	Scores for factor 1



st_motivat~n	Scores for factor 1
outc_st_mo~n	Scores for factor 1
st_perform~e	Scores for factor 1
outc_st_pe~e	Scores for factor 1
st_fdk_pctnorm	FEEDBACK PRACTICES (normalised) pre-treatment
st_FA_attnorm	ATTITUDES TOWARD FA (normalised) pre-treatment
st_dg_usenorm	USE OF DIGITAL TOOLS (normalised) pre-treatment
st_DFA_attnorm	ATTITUDES TOWARD DFA (normalised) pre-treatment
st_motivationnorm	STUDY MOTIVATION (normalised) pre-treatment
st_performancenorm	SELF-PERCEIVED PERFORMANCE (normalised) pre-treatment
st_D_and_FA_attnorm	ATTITUDES FA/DFA (normalised) pre-treatment
outc_st_fdk_pctnorm	FEEDBACK PRACTICES (normalised) outcome
outc_st_FA_attnorm	ATTITUDES TOWARD FA (normalised) outcome
outc_st_dg_usenorm	USE OF DIGITAL TOOLS (normalised)outcome
outc_st_DFA_attnorm	ATTITUDES TOWARD DFA (normalised) outcome
outc_st_motivationnorm	STUDY MOTIVATION (normalised) outcome



outc_st_performancenorm	SELF-PERCEIVED PERFORMANCE (normalised) outcome
outc_st_D_and_FA_attnorm	ATTITUDES FA/DFA (normalised) outcome

