

Using PROFFORMANCE+ tool to enhance internationalisation quality in learning and teaching in Higher Education

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Coordinators:



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the European Union

European Higher Education Area (EHEA) - initiative to support the implementation of reform ERASMUS-BDUI-2021-ERHEA-ISA Action Grant

Full Partners:

Bundesministerium
Bildung, Wissenschaft
und Forschung

Ministry of Science and Education

Ministry of Education
and Scientific Research



Ministry of Education
and Scientific Research

FOUNDATION
TEMPUS

Associated Partners:

ACA
ACADEMIC
COORDINATION
ASSOCIATION



HEA
HIGHER EDUCATION AREA
QUALITY



Ministry of Education
and Scientific Research

Universidade de Aveiro
Universidade de Aveiro



Outline

- 1) General overview of the project
- 2) Presentation of the tool
- 3) Exploring the tool and its features
- 4) Filling PROFFORMANCE assessment for internationalisation
EHEA horizontal dimension
- 5) Plenary/groups debate on the existing tools for quality in learning
and teaching internationalisation



1) General overview of the project

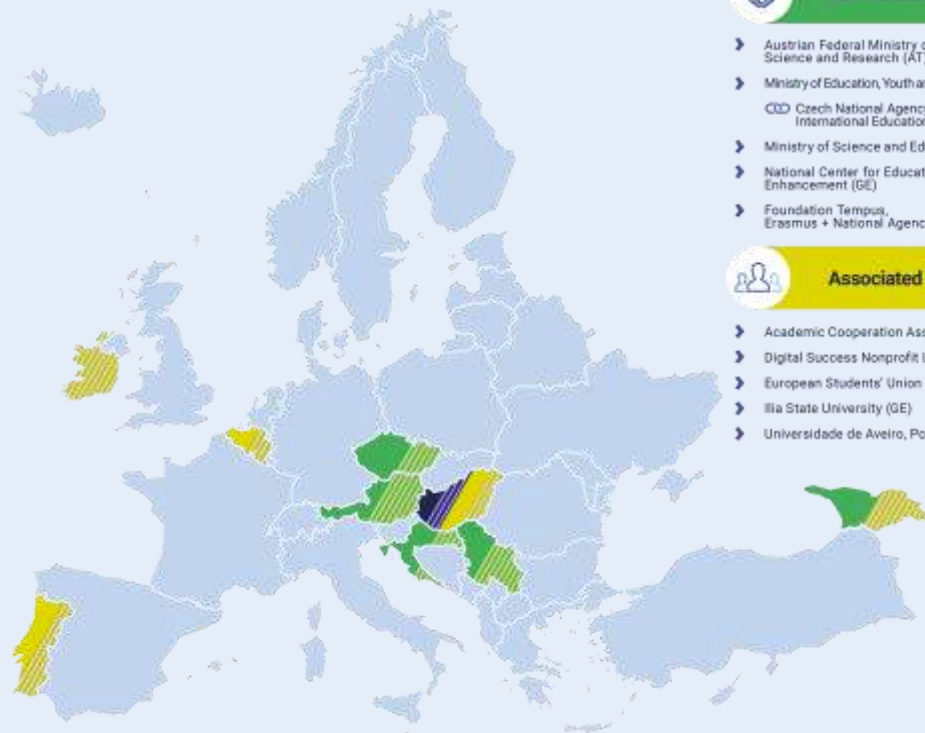


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Project participants ➤



PROFFORMANCE
(2020-2022)

PROFFORMNACE+
(2022-2025)



Coordinators

- Ministry for Innovation and Technology (HU)
- COO Tempus Public Foundation (HU)

- Ministry of Innovation and Culture (HU)
- COO Tempus Public Foundation (HU)



Full Partners

- Austrian Federal Ministry of Education, Science and Research (AT)
- Ministry of Education, Youth and Sports (CZ)
- COO Czech National Agency for International Education, DZS (CZ)
- Ministry of Science and Education (HR)
- National Center for Educational Quality Enhancement (GE)
- Foundation Tempus, Erasmus + National Agency (RS)

- Austrian Federal Ministry of Education, Science and Research (AT)
- Ministry of Education, Youth and Sports (CZ)
- COO Czech National Agency for International Education, DZS (CZ)
- Ministry of Science and Education (HR)
- Foundation Tempus, Erasmus + National Agency (RS)
- Ministry of Education (RS)



Associated Partners

- Academic Cooperation Association (BEL)
- Digital Success Nonprofit Ltd. (HU)
- European Students' Union (BEL)
- Ilia State University (GE)
- Universidade de Aveiro, Portugal (PT)

- National Center for Educational Quality Enhancement (GE)
- Academic Cooperation Association (BEL)
- Higher Education Authority, Ireland (IRL)
- European Students' Union (BEL)
- Universidade de Aveiro, Portugal (PT)
- Ministry of Education and Science of Georgia (Moesa) (GE)
- Széchenyi István University, Győr, Representing RUN-EU European University Alliance (HU)



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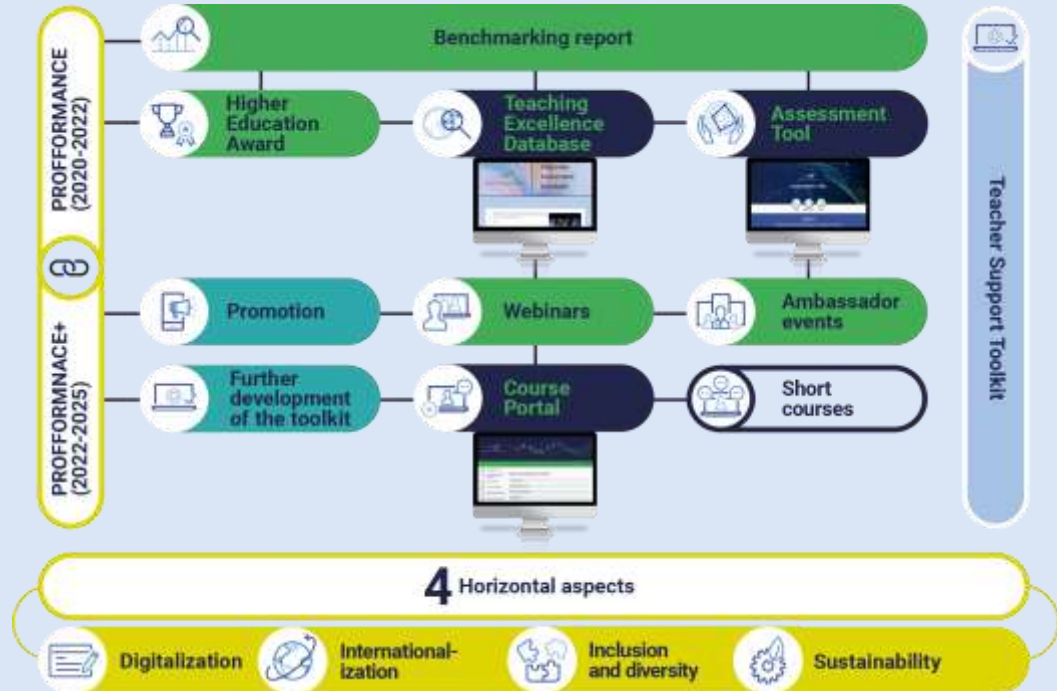


Experts



1. Objectives ▼

Main resources and activities ▼



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Teaching Excellence Database ▼



Higher
Education
Teacher Award



Teaching
Excellence
Database



126 international
good practices

Find good practices in **4** areas and **4** priorities



Student-
centred
course design



Innovative
teaching and
learning



Student's
learning
assessment



Impact and
mission with
and for society



Horizontal priorities in all **4** categories



Digitalization



Internation-
alization



Inclusion
and diversity



Sustainability



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How to use the toolkit?

Continuous development cycle ▼



How to use the toolkit?

Continuous development cycle

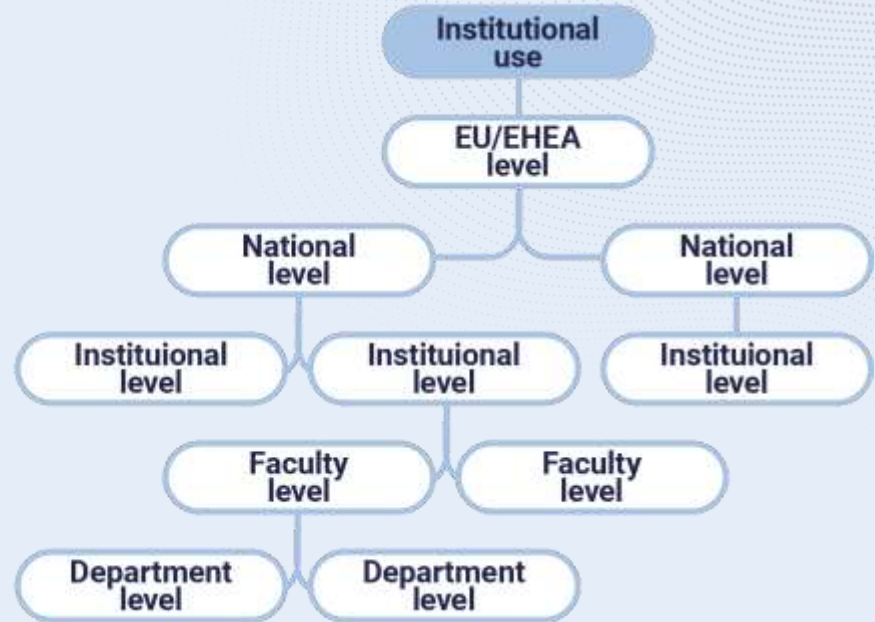
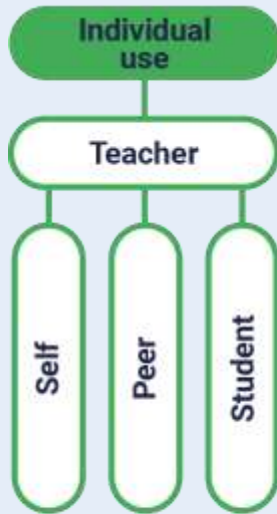


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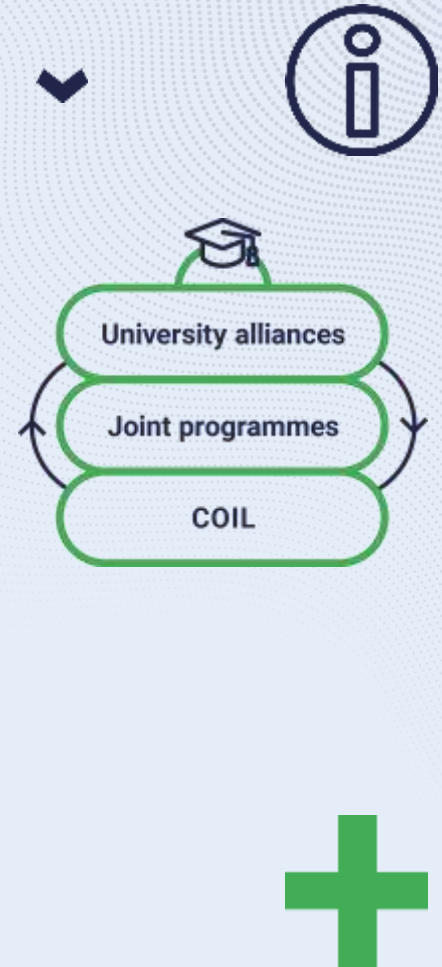
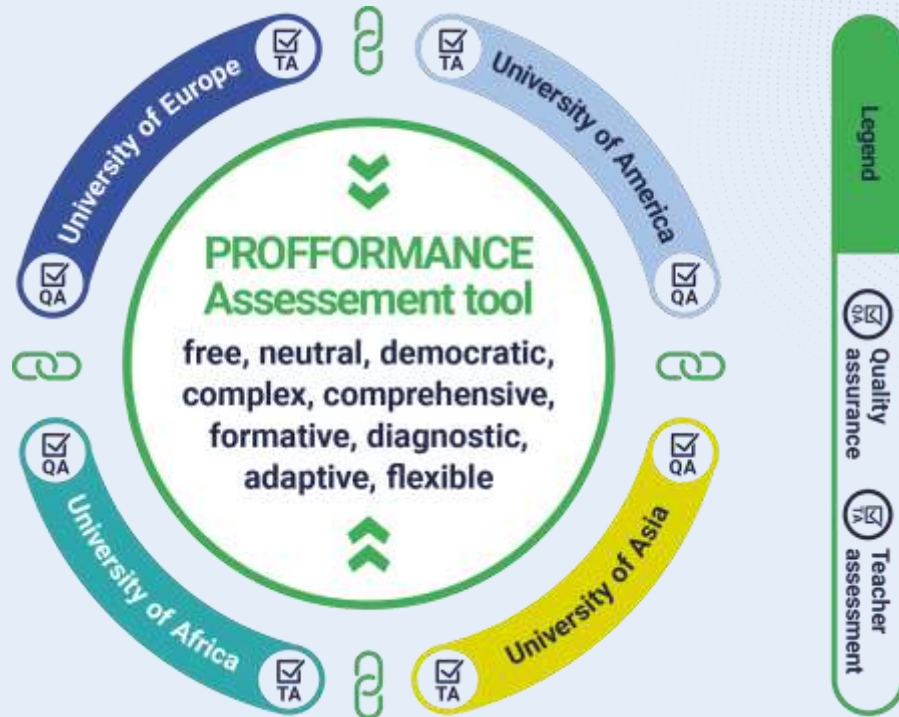
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Who can use the toolkit? ▼



Tool for international cooperation



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PROFFORMANCE community ▼



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2) Presentation of the tool



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The PROFFORMANCE Assessment Tool



Overall aim: quality enhancement of learning and teaching

- + Provide a navigator to Higher Education Institutions (HEIs) and Higher Education (HE) teachers on policy goals and requirements and translate them to everyday work
- + Give guidelines to the changing roles and new competences of educators
- + Provide feedback to individual teachers on their own performance
- + Provide data to HEIs for evidence-based decision making
- + Provide a neutral tool for teacher assessment in international cooperation
- + Provide a toolkit to teacher assessment-development-incentive systems
- + **Complement existing quality assurance systems**



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The uniqueness of the PROFFORMANCE Assessment tool

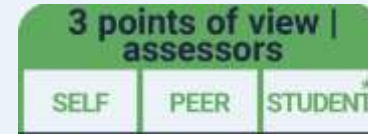


- + **Well-rounded** assessment tool for teachers' performance evaluation at higher education institutions.
- + It **covers a wide-range of HE teacher activities** related to teaching and learning,
- + Complex, comprehensive, formative tool
- + **Provides feedback** for teachers, HE institutions, policy decision makers.
- + SELF-PEER-STUDENT **scores are comparable** – with the possibility to further develop it for managers and even stakeholders' points of view
- + **Flexible and adaptive** - you can select TAs, assessors, questions
- + Offers the possibility to draw attention to the European Union's and European Higher Education Area's priorities: digitalization, **internationalization**, inclusion and sustainability.



PROFFORMANCE tool ▼

- . Six Thematic Areas
- . Four EHEA Priorities (Horizontal Dimensions)
- . Three assessors (SELF-, PEER-, Student-)



6 thematic areas	Teachers' roles and tasks	TA1 (Student-centred) course design
		TA2 Teaching Performance (and Student Learning Support)
		TA3 Student's learning assessment
		TA4 Impact and mission with and for the society
		TA5 Professional development (for the quality of teaching)
		TA6 Organization and administration (related to teaching)

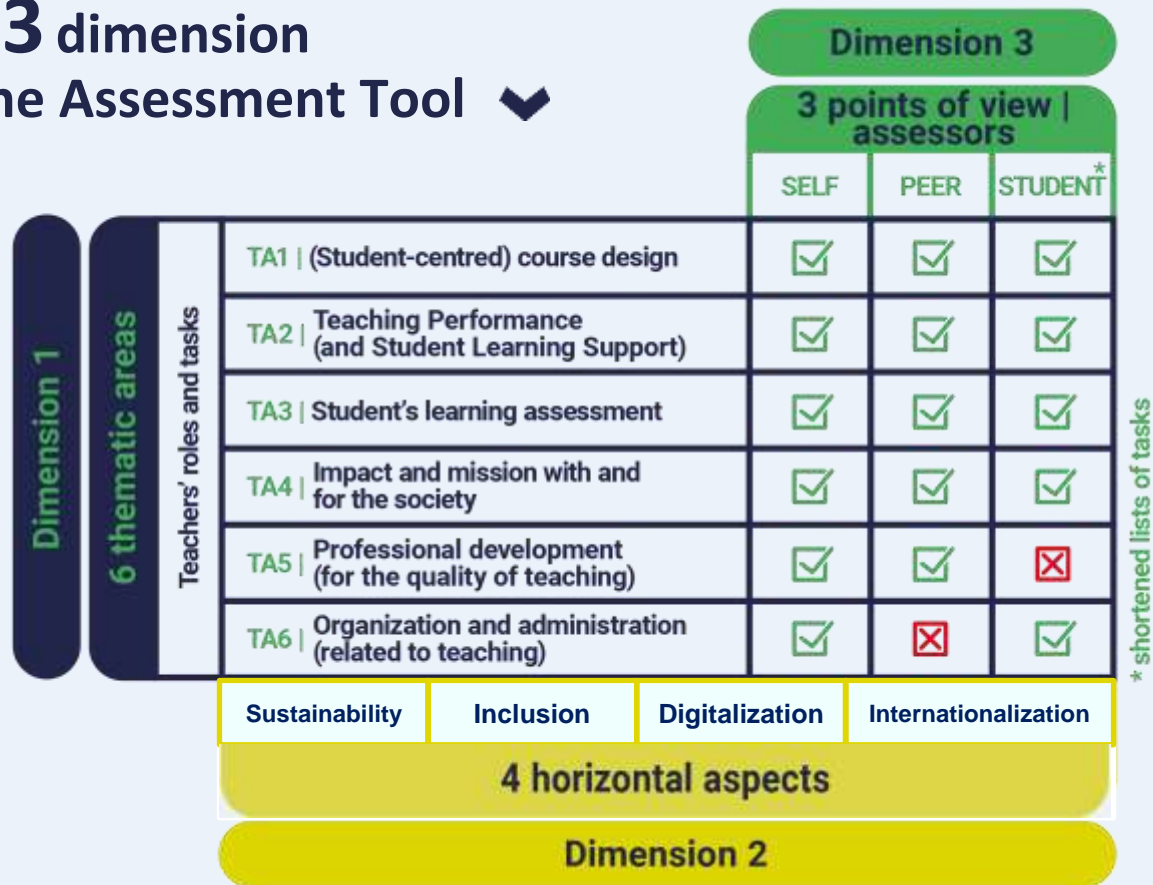


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The 3 dimension of the Assessment Tool ▼



Statements of the tool (October 2023) ▼

Total of 85 statements (and Hints) to score in a 7-point Likert scale

- 61 statements along Thematic Areas

3. I align the assessment methods and grading schemes with the intended and well-communicated learning outcomes.

N/A 7

1 2 3 4 5 6 7

Hint!

You are aware that student assessment is context dependent. You choose assessment methods and techniques that must be adapted to the nature of the examined learning outcome. Additionally, students are aware what they should achieve and how it will be assessed.

- 24 statements Horizontal Dimensions

Internationalisation

I engage in research, innovation and social projects, events, and networks at an international level.

N/A 7

1 2 3 4 5 6 7

Hint!

You communicate at an international level, you know international standards, you publish at an international level and participate in international networks as well.



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Ongoing process (PROFFORMANCE+)

Objectives

- *Further developing the framework of the PROFFORMANCE Assessment Tool and reinforcing horizontal aspects alongside of the main EHEA and new EU priorities: **digitalization, inclusion, sustainability and internationalization**, in international working groups and PLAs.*
- *Exchange of knowledge and best practices*
- *Involvement of PROFFORMANCE community.*

PLA 1
(June 2023)



PLA 2
(November
2023)



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Ongoing process (PROFFORMANCE+)

PLA 1
(June 2023)

- *Updated Horizontal Dimensions statements and hints*
- *Collection of material per dimension (literature, initiatives, courses, assessment tools)*



PLA 2
(November 2023)

- *Horizontal dimensions harmonisation*
- *Short courses*



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3) Exploring the tool and its features

4) Filling PROFFORMANCE assessment for internationalisation EHEA horizontal dimension



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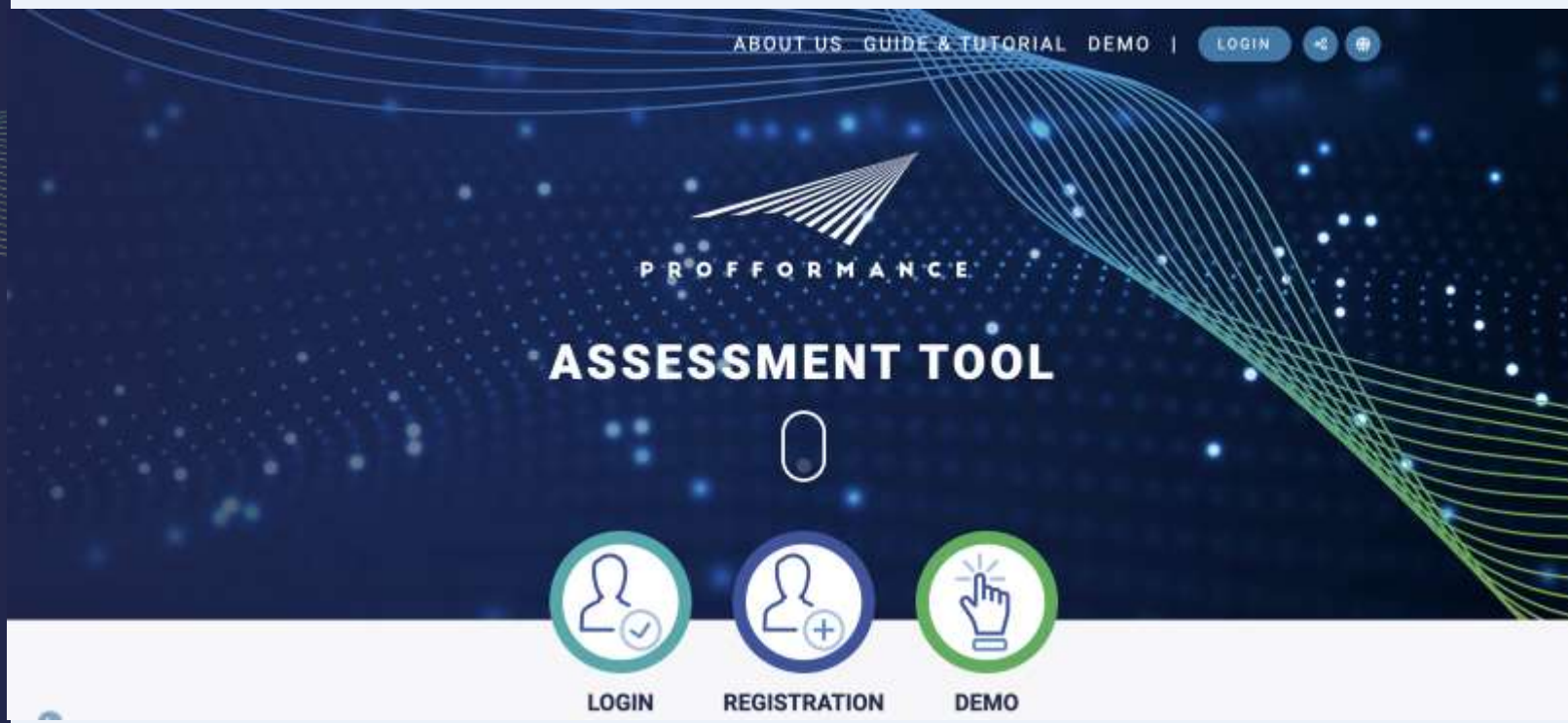
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Exploring the PROFFORMANCE tool



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Internationalisation

Working definition (with)in the project 

The Higher Education Teacher implements the best European and other international practices by creating an international environment for learning, teaching and assessment effectiveness in a physical, online and/or blended format, by participating in research, innovation, societal projects, events, networks and mobility programs at an international level, by following international standards and ensuring international quality criteria in organization and administration of projects and events which in turn support an appropriate international context for professional development



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Internationalisation horizontal dimension

. TA1 Student-centered course design

I embed international best practices relevant for the curriculum/course and develop courses in English (and/or in other foreign languages) if needed for international classes, I also plan an international learning environment.

Hint: While designing/developing curriculum/course, you consider the sectoral/subject benchmarks of other countries and international professional bodies, you consult your international peers, you consider the curricula, teaching and learning, assessment methodology of foreign universities. You prepare a course/courses in English and/or in other foreign language(s) relevant to the field/discipline you teach. While planning courses for international students, you consider intercultural aspects as well (e.g. sensitive topics from a national, ethnic or religious perspective).

. TA2 Teaching performance and Student Learning Support

I am engaged in providing and promoting an international environment for teaching and learning effectiveness (materials and contents; multicultural teams; international perspective of the discipline, etc.).

Hint: You possess all competences to teach in an international environment (proper language skills to present and facilitate learning, innovative teaching techniques for international and multicultural student groups, methodology of online and blended cooperation). You develop students' international and multicultural competences as well by providing diverse international material (literature, scientific papers, databases, websites, etc.), by encouraging students' interaction in foreign languages, with foreign students, stakeholders, etc.



Internationalisation horizontal dimension

. TA3 Student's learning assessment

I use assessment methodology that is appropriate for an international classroom and assess those student competences which are needed for working in an international environment.

Hint: I align my student assessment with international standards in my field and I consider students' international mind-set and intercultural competencies in my assessment.

. TA4 Impact and mission with and for the society

I engage in research, innovation and social projects, events, and networks at an international level.

Hint: You communicate at an international level, you know international standards, you publish at an international level and participate in international networks as well.



Internationalisation horizontal dimension

. TA5 Professional Development for the Quality of Teaching

I regularly participate in international events, courses (online or offline), and mobility in order to further develop my professional knowledge and pedagogical skills.

Hint: You apply internationalization to all aspects concerned, e.g., participating in international conferences, events,

- *following modern up-to-date literature,*
- *taking part in peer learning and peer review activities with international partners,*
- *realizing virtual or on-site mobilities,*
- *considering benchmarking internationally.*

. TA6 Organizational and Administrative related to teaching

I do organization and administration following international standards, meeting international quality criteria as well.

Hint: You tend to meet the key international requirements of organizational and administration tasks , especially in international cooperation. You use international standards of collaboration and communication.

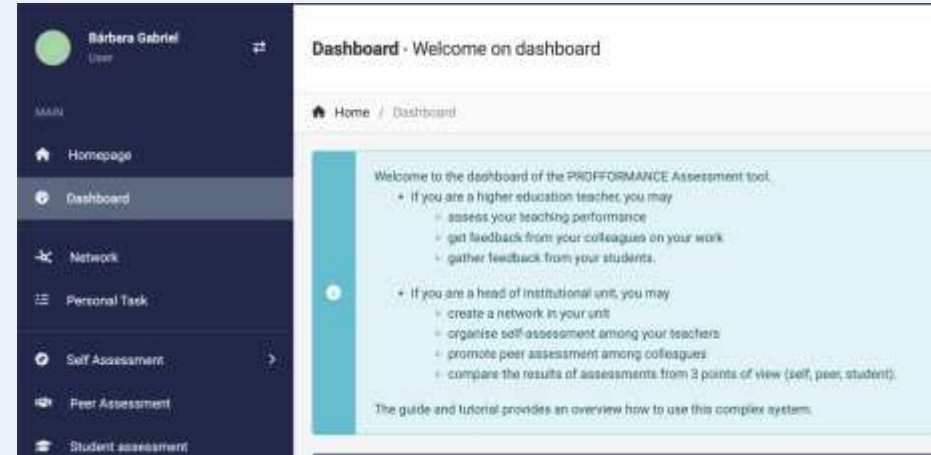


Exploring the PROFFORMANCE tool



1. (If not yet) Registration in the platform

2. Dashboard



3. Network -> *Add new network*



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4. Personal Task -> Add new Personal Task



Personal Task - List of Personal Tasks

Home / Personal Task

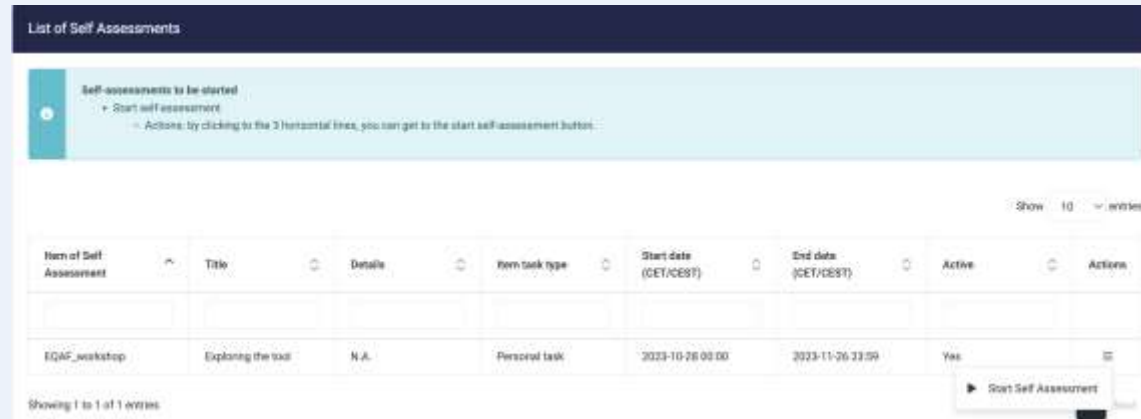
List of Personal Tasks

[Add New Personal Task](#)

In this menu you can manage Personal tasks.

- Create a personal task by clicking on the Add new Personal task button, if you are already a member of a Network (as an Item Teacher).
- If you are not invited by someone else, you can create a Network for yourself in the Network menu. In the created Network, add your email address (the same what you used for your registration) using the Add Item Teacher function. It is then possible to create a Personal task in the Personal task menu.
- Your existing Personal tasks are listed in the table below. Using the Action buttons in the list you can Edit, Activate / Deactivate, or Delete your Personal tasks.
- By clicking on the Show results link in the Actions column you can view the results after the End date.

5. Self assessment -> Action -> Start self assessment



List of Self Assessments

Self-assessments to be started

[Start self assessment](#)

Actions: by clicking to the 3 horizontal lines, you can get to the start self-assessment button.

Item of Self Assessment	Title	Details	Item task type	Start date (CET/CEST)	End date (CET/CEST)	Active	Actions
EQAF_workshop	Exploring the tool	N.A.	Personal task	2023-10-26 00:00	2023-11-26 23:59	Yes	Show results Start Self Assessment

Showing 1 to 1 of 1 entries



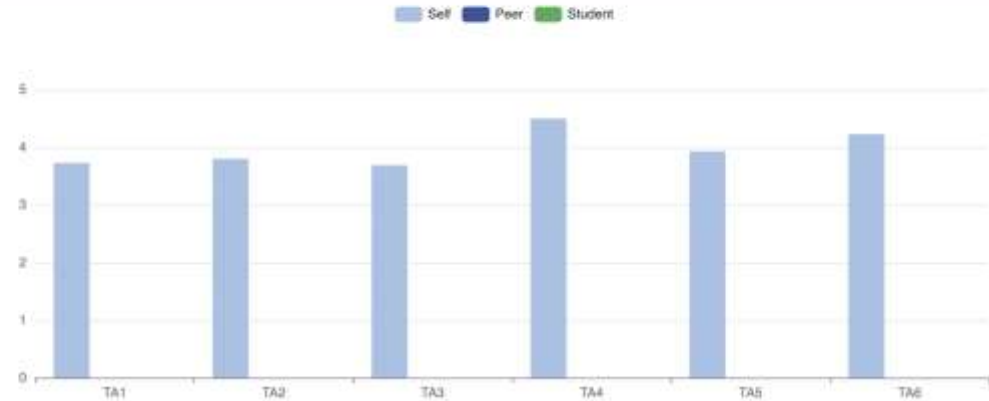
Results presentation



4 / 1
Self Average score / Fills

0 / 0
Peer Average score / Fills

Distribution of Points: Points by TAs and Assessment types



TA with the highest average score

Self

TA4 Impact and mission with and for the society

Avg.:
4.5

Number of answers:
1

TA with the lowest average score

Self

TA3 Student's learning assessment

Avg.:
3.69

Number of answers:
1

TA with the biggest difference of Self and Peer Avg.

N/A



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Digitalization
3.5
Average score

Internationalization
5
Average score

Inclusion and Diversity
3.67
Average score

Sustainability
3.5
Average score

5) Plenary/groups debate on the existing tools for quality in learning and teaching internationalisation



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Join at
slido.com
#1207 462



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Event code: # 1207462

Event link: <https://app.sli.do/event/8Tk9QgnEwZ8S5vQBb5jzMb>

- . What kind of quality assurance measures you use within the topic of internationalisation?
- . What kind of teacher assessment tools you use in your international programmes (University alliances, joint programmes, COILS, etc)
- . How PROFFORMANCE Assessment tool can complement your Quality Assurance practices ?



Thank you!



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25th of November 2023, Aveiro (Portugal)



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