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

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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
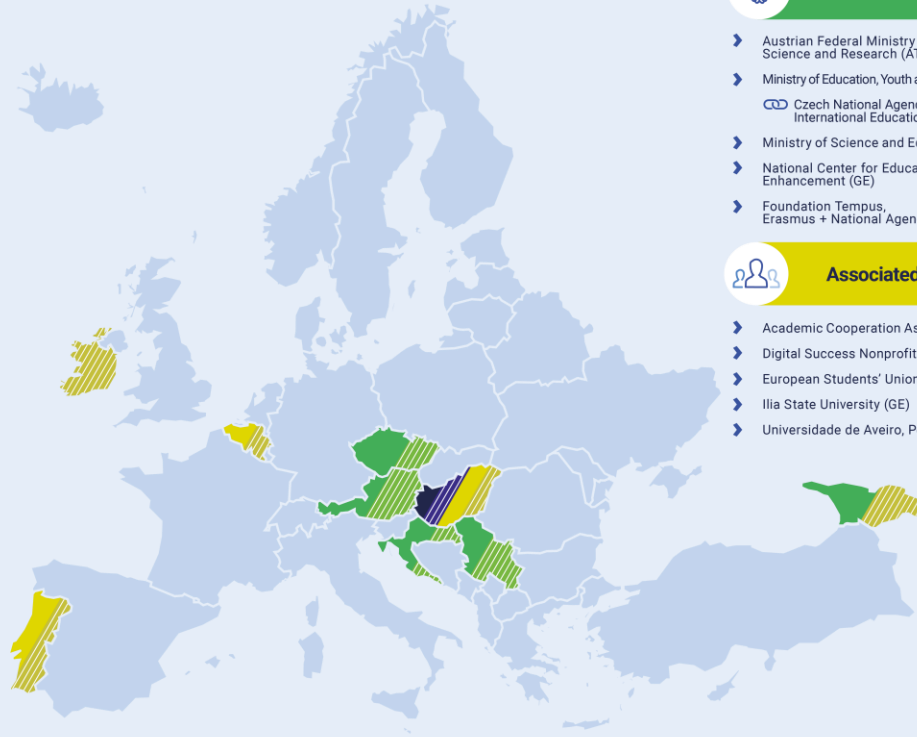
1) General overview of the project

Project participants ❯

Coordinators

❯ Ministry for Innovation and Technology (HU)	❯ Ministry of Innovation and Culture (HU)
⛓ Tempus Public Foundation (HU)	⛓ Tempus Public Foundation (HU)

Full Partners

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

Associated Partners

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

Experts

1. Objectives

Main resources and activities

PROFFORMANCE
PROFFORMANCE (2020-2022)

PROFFORMNACE+
PROFFORMNACE+ (2022-2025)

Developing teachers' performance

Quality enhancement of teaching and learning

Forming and adjusting students' competences

Solving societal and economic challenges

Benchmarking report

Higher Education Award

Teaching Excellence Database

Assessment Tool

Promotion

Webinars

Ambassador events

Further development of the toolkit

Course Portal

Short courses

Teacher Support Toolkit

4 Horizontal aspects

Digitalization

International-ization

Inclusion and diversity

Sustainability

Teaching Excellence Database

PROFFORMANCE+

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
- Internationalization
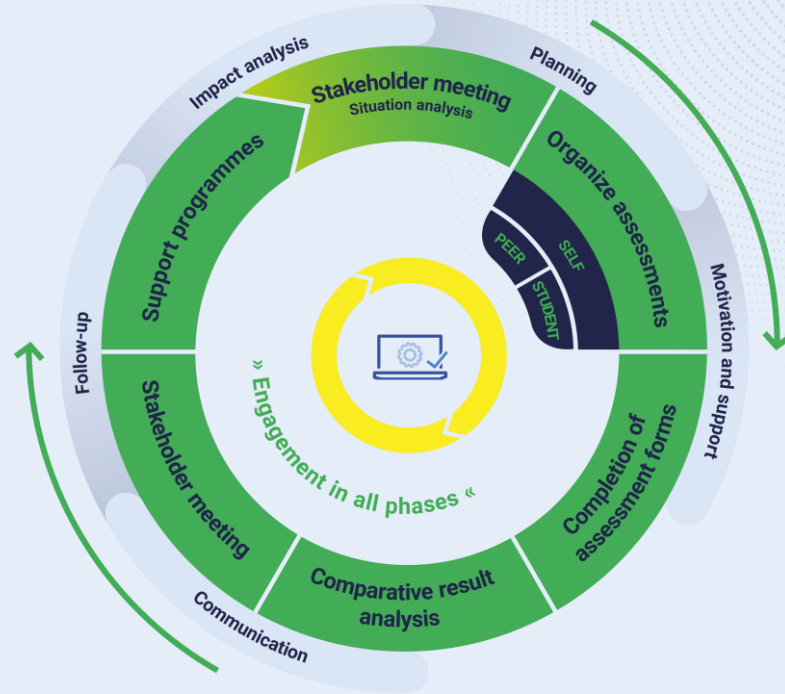- Inclusion and diversity
- Sustainability

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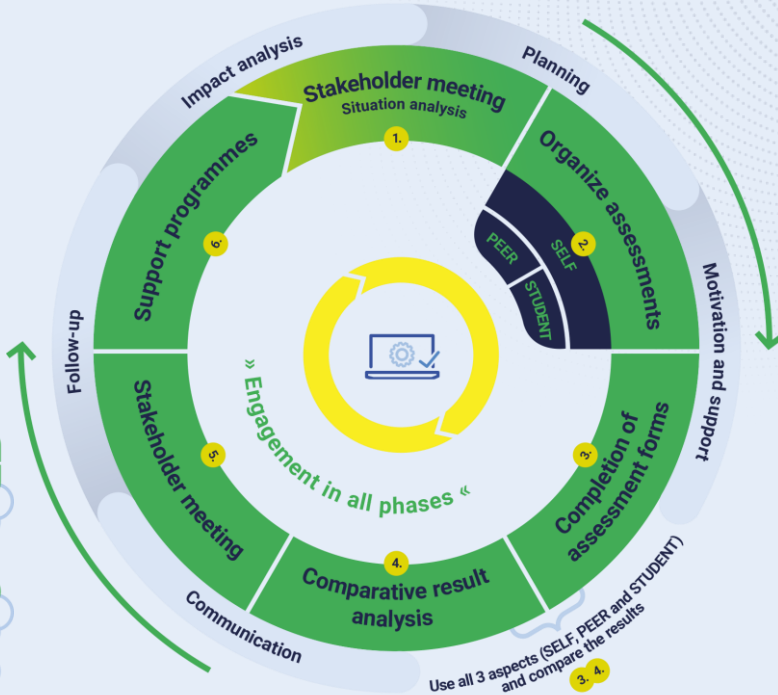
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How to use the toolkit?
Continuous development cycle ❯

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How to use the toolkit?
Continuous development cycle ⌄

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PROFFORMANCE Toolkit

- Completion of assessment forms
- Comparative result analysis
- Assessment Tool
  +
- Support programmes
- Teaching Excellence Database
- Course Portal

Impact analysis
Planning
Motivation and support
Communication
Follow-up

Stakeholder meeting
Situation analysis
1.

Organize assessments

PEER SELF STUDENT
2.

Completion of assessment forms
3.

» Engagement in all phases «

Comparative result analysis
4.

Use all 3 aspects (SELF, PEER and STUDENT) and compare the results
3. 4.

Stakeholder meeting
5.

Support programmes
6.

1. Stakeholder meeting
Meeting with all stakeholders

leaders, teachers, T&L centres, QA offices, administrative staff, external partners

2. Organize assessments
Give information and support to both peers and students

How to engage peer teachers ⌄	How to engage students ⌄
Encouraging discussions	Involving students organistaion/ representatives in all phases
Portfolio assessment	
Job shadowing	Administrative benefits
Peer pairs	During student week – with a contest
Peer groups	Fundraising for an organisation – for a certain number of filling out – a fund will be sent by the HEI.

5. Stakeholder meeting follow-up

Recognition/awards	Development plans

6. Support programmes

- Peer mentor programmes
- Peer learning workshops
- Online courses
- Job shadowing
- Student involvement

Who can use the toolkit? ❯

Individual use

- Teacher
  - Self
  - Peer
  - Student

Institutional use

- EU/EHEA level
  - National level
    - Instituional level
    - Instituional level
      - Faculty level
        - Department level
        - Department level
      - Faculty level
  - National level
    - Instituional level

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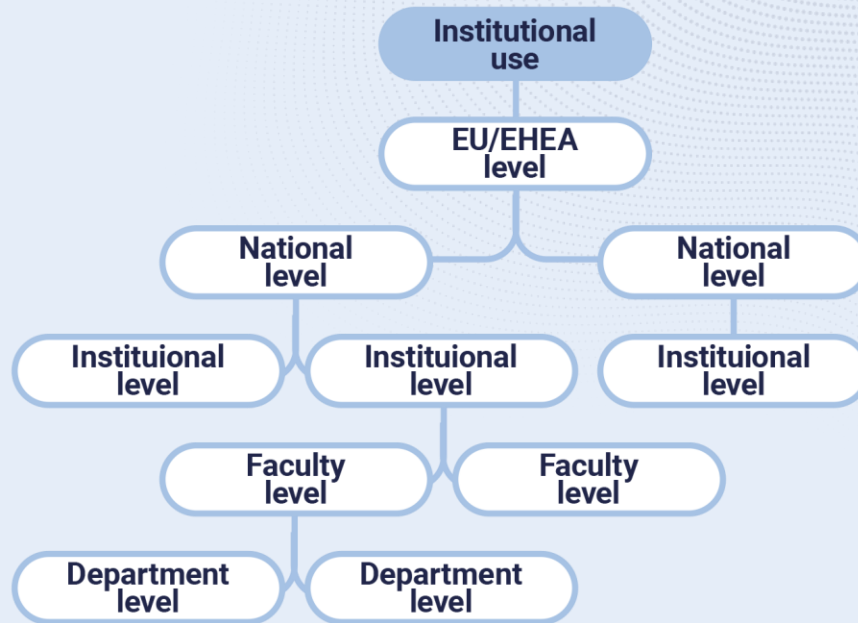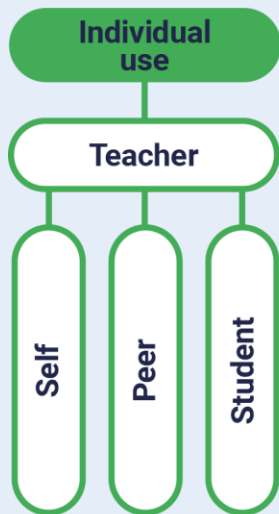
Tool for international cooperation

PROFFORMANCE+

University of Europe

University of America

University of Africa

University of Asia

PROFFORMANCE Assessement tool

free, neutral, democratic, complex, comprehensive, formative, diagnostic, adaptive, flexible

TA
QA

Legend

QA — Quality assurance

TA — Teacher assessment

University alliances

Joint programmes

COIL
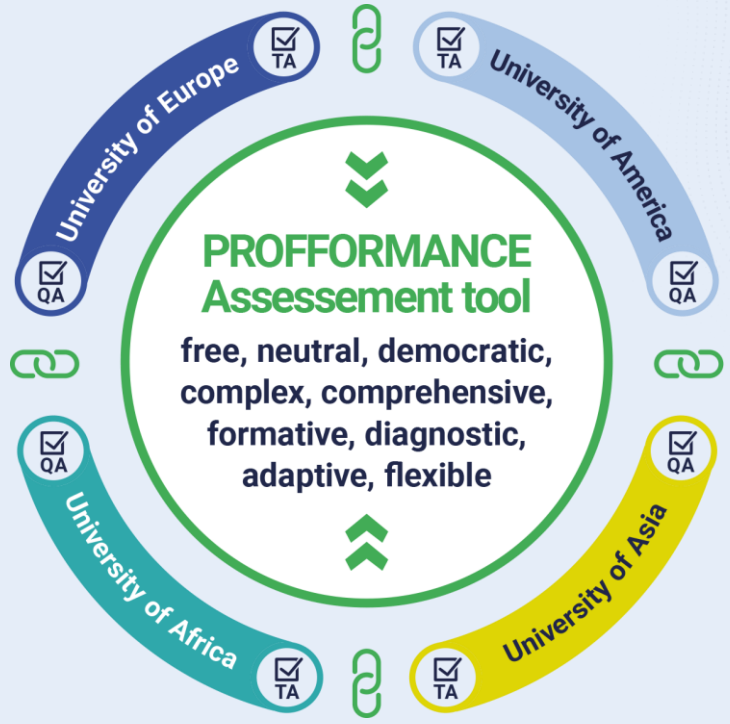
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2) Presentation of the tool

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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**
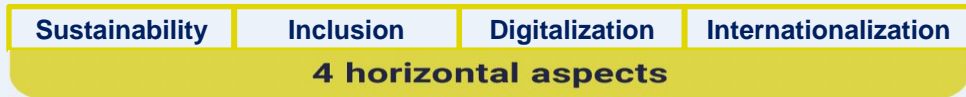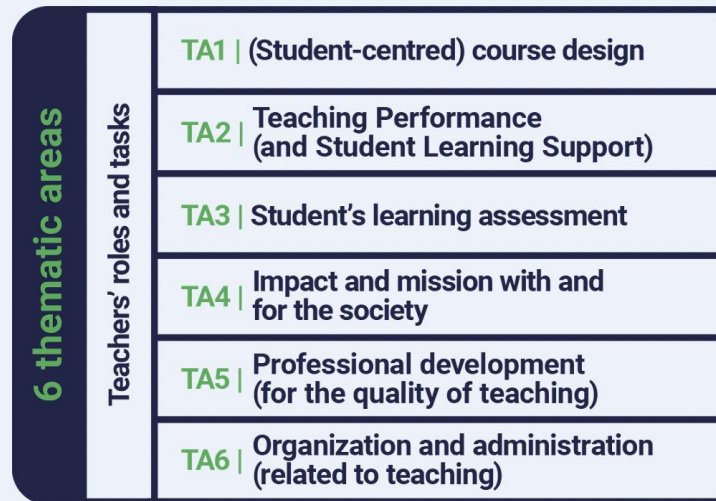
The uniqueness of the PROFFORMANCE Assessment tool

+ **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.
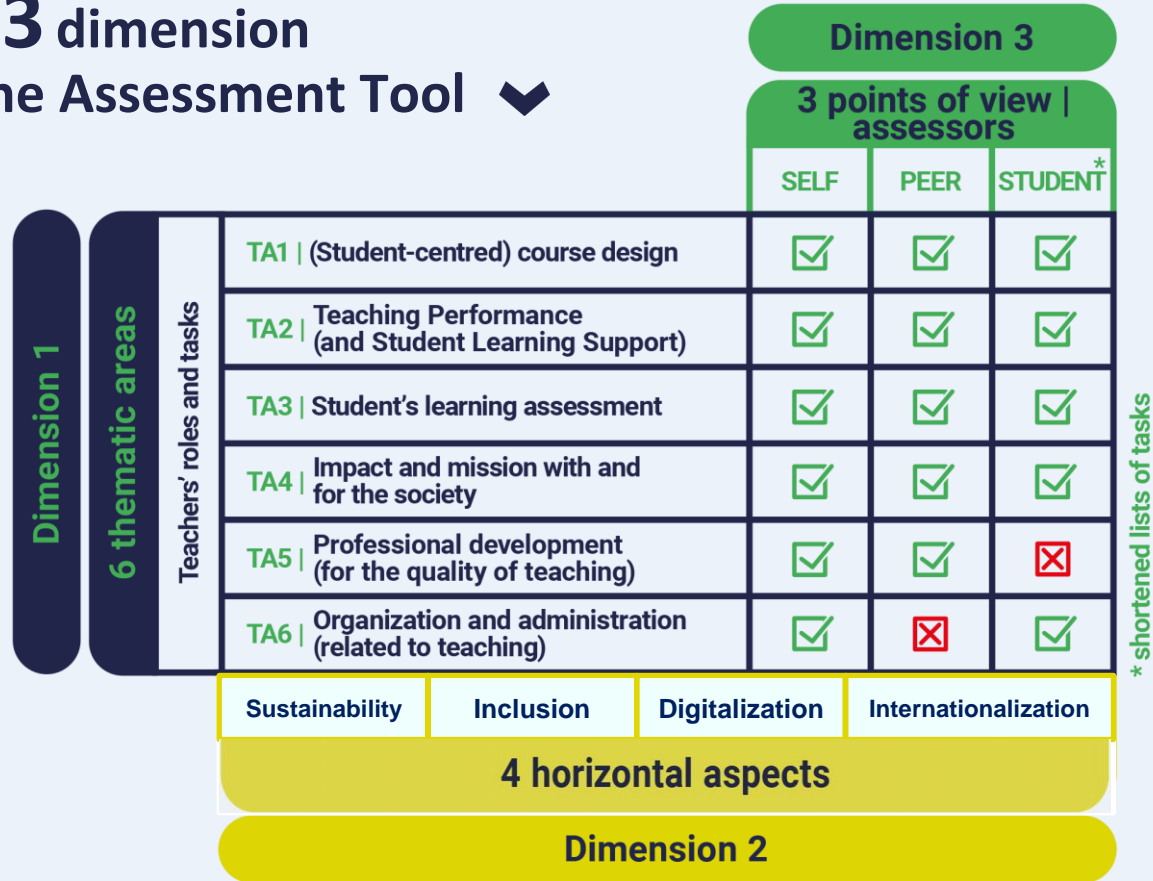
PROFFORMANCE tool ⌄

. Six Thematic Areas

. Four EHEA Priorities (Horizontal Dimensions)

. Three assessors (SELF-, PEER-, Student-)

3 points of view | 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)

| Sustainability | Inclusion | Digitalization | Internationalization |

4 horizontal aspects

The **3** dimension of the Assessment Tool ⌄

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			Dimension 3		
			3 points of view | assessors		
			SELF	PEER	STUDENT*
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)		☑	☒	☑

Dimension 1

6 thematic areas

Teachers' roles and tasks

* shortened lists of tasks

Sustainability	Inclusion	Digitalization	Internationalization

4 horizontal aspects

Dimension 2

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.

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.

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

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)

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*

3) Exploring the tool and its features

4) Filling PROFFORMANCE assessment for internationalisation EHEA horizontal dimension

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

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 posses 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 divers 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*
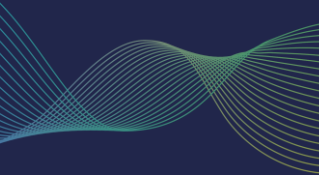
4. Personal Task -> *Add new Personal Task*

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

Results presentation

Distribution of Points: Points by TAs and Assessment types

Self   Peer   Student

4 / 1
Self Average score / Fills

0 / 0
Peer Average score / Fills
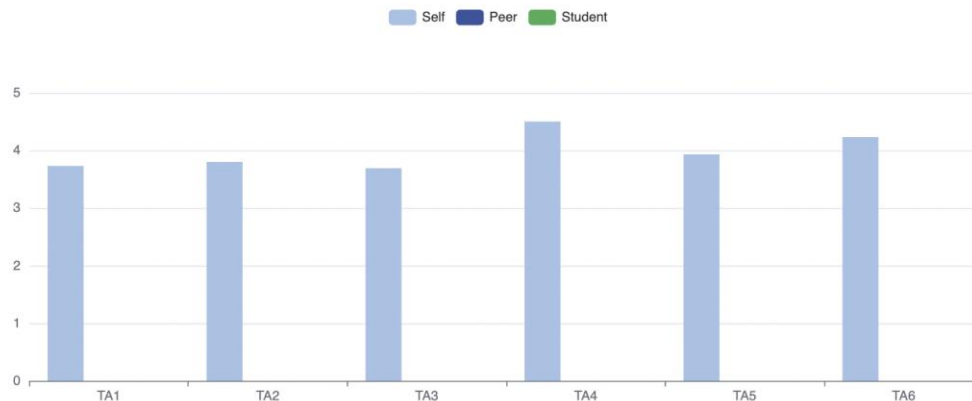
TA with the highest average score

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

Difference: **0**

Digitalization
3.5
Average score

Internationalization
5
Average score

Inclusion and Diversity
3.67
Average score

Sustainability
3.5
Average score

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

slido

Join at
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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!

Bárbara Coelho Gabriel (barbara.gabriel@ua.pt)
25th of November 2023, Aveiro (Portugal)

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