



# Theoretical and Conceptual Background Review on Short Courses Module 1

**Daliborka Luketić, Phd**  
**University of Zadar, Department of Pedagogy**

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# Review task

This review has two objectives:

- (1) to review the theoretical basis of the whole PROFFORMANCE + toolkit (The Assessment Tool - AT, The Teaching Excellence Database - TED and The Short Courses - SC) and,
- (2) to evaluate the results of the course design for TA1 through all four topics in terms of content, structure, delivery process and other aspects.



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## Conceptual, consistency, overall theoretical background and consistency between the 4 modules and the toolkit elements

- + PROFFORMANCE+ toolkit, is an extremely well-rounded unit that has the potential to develop the teaching skills of higher education teachers;
- + **PROFFORMANCE+ toolkit (especially, link between AT and SC) has its own theoretical coherence, and it is positively evaluated.**
- + It is important that the short courses are not a direct copy of the AT, but a logical continuation and supplement that may include other terms, definitions, content, examples, exercises.
- + There is a slightly weaker link between the short courses and the teaching excellence database.
- + It was recommended that authors (working groups) include more examples from TED that are relevant to their subject area and horizontal theme when developing future courses.



## How could it support teaching and learning at individual-institutional-national policy level?

The entire PROFFORMANCE + toolkit has extraordinary potential to improve the quality of higher education teaching.

At this stage, the greatest potential in individual use at the level of higher education teachers and at the level of institutions (universities and faculties).

In order to increase the visibility and uptake of the PROFFORMANCE + toolkit, it is necessary to promote the toolkit at large expert and professional gatherings that bring together higher education teachers and other HE stakeholders, as well as to develop a strategy and e.g. set up a marketing or promotion plan by increasing the role of Profformance ambassadors.



## What is the concept behind the courses – self-paced, flexible, open-level short course for HE teachers

- + **The model will work as asynchronous learning mediated by ICT, which in its procedural and structural application is based on the concept of micro-learning.**
- + What needs to be strengthened at this moment is the process of microlearning.
- + Considering the relatively static nature of the text and material that is the subject of the review, it is difficult to assess the application of the concept of micro learning.
- + In any case, I recommend putting the preliminary developed course into a pilot implementation and evaluating the user experience when interacting with the content to determine from the beginning to what extent microlearning works.



## Why should the different higher education actors use them?

- The tools are still primarily intended for higher education teachers to develop their competences and strengthen their teaching skills. In addition, they can be used by all those directly or indirectly involved in higher education teaching.
- They are tools that are precisely tailored for evaluation and assessment of teaching competences and excellence (AT), providing support through the model of professional development (SC) offered by short courses and the review of examples of good practice in the database (TED), also selected based on the application of the established evaluation criteria.
- The additional values and features of this course, the use of artificial intelligence tools for the development of individual components (e.g. the generation of specific content and exercises) and the achievement of a certain level of interactivity and presentation of the content (through the Genially tool used) should be particularly emphasized.



## Are the modules consistent, following more or less similar structure, still providing variety and flexibility?

It should be noted that all four courses follow a similar and prepared structure.

If the aim in developing the courses is to achieve as much structural harmonisation and similarity as possible, then I estimate that it will be difficult to achieve this at this stage and perhaps unrealistic to expect it.

**I suggest retaining the fixed structure that the course must have, but accepting the fact that the topics themselves and the thematic content will to some extent dictate the placement of the content, which will be reflected in the consistency of the course structure.**



## Is the theory/content gives enough support for the exercises? Are the exercises built on the theory/content?

- It is not possible to give a clear answer to this question, as these are subject-specific courses and modules.
- In any case, the concept of microlearning should create a balance between the theoretical and the practical part of the course.
- Also, more content and theoretical material does not necessarily mean that the course content or the course itself is poorly designed.
- It is extremely important to assess whether the course leads to the potential development of certain competencies that are shaped by learning outcomes.





## Are the different elements are connected to each other? Goals-introduction-mind map-concept map- content-exercises-resources?

The various components of the course are interconnected.

What is perhaps confusing is the distinction between a concept map and a mind map.

- It is clear what such a form of visualization is intended to achieve, but the same principle of visual mapping cannot sufficiently distinguish between these two segments in the structure of the course.
- It is recommended to use different visualization methods and navigation methods (check the most recommended navigation tools and methods for e-courses) for structuring and viewing concepts and for reviewing the structure of the course itself.

