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Assessment Tool and Incentive Systems
for Developing Higher Education Teachers' Performance
Review - focus e-learning aspect
Ida Dringó-Horváth, University KRE

Coordinators:



Initiatives to support
the implementation of
European Higher Education Area
(EHEA) reforms.

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E-LEARNING ASPECTS TO LOOK AT

- ▶ Follows the agreed micro-learning concept?
- ▶ Course content and exercises are suited to an online, self-paced course for higher education teachers?
- ▶ Is the format suited to the content and style? Is this course format professional enough for HE teachers?
- ▶ Is it engaging, interactive enough within the given framework?
- ▶ Are there a variety of exercise, giving enough flexibility, various learning paths?
- ▶ Does it support active learning? – are eg. the higher level Bloom taxonomy exercises really practical?
- ▶ Is it user-friendly – navigation, overview, parts-whole can be seen?
- ▶ Does it provide a great user experience? (Layouts, colours, balance in variety and similar forms and structure within and across the modules).
- ▶ Does it lead you to make your course more relevant to a topic – do different parts are built on each other or is there a transparable structure?
- ▶ What is the main message of the course for HE teachers – how to engage them, based on the module you see – why to make this course?

Slides 1-2. + all information-chunks

Microlearning is a format of training that delivers content in the form of information nuggets, divided into several bite-sized chunks. + **interactivity** for expand the information

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DESIGNING A DIGITALIZED COURSE

Ultimate aim: To support teachers to develop a digitally supported course.

In this module you will get guidance and support how to integrate different e-tools and methods for course design and development in alignment with students' needs by

- Identifying, adapting and organizing appropriate digital learning sources for the course, which supports students' active learning.
- Preparing course content which support development of students' digital skills.

This module addresses teachers working within any field of study and proposes general tips how to design course content and activities related to digitalization. The module also provides practical exercises, wide range of resources and checklists for self-assessments.

Keywords: students' active learning, digital skills development



In this module you acquire knowledge and techniques related to student-centred course design and student learning support in relation to sustainable development. Integrating sustainable development into education prepares students to navigate change, make informed decisions, and contribute to a sustainable society as professionals and citizens.

Key points of the module

- Emphasise transformative learning to provide new perspectives on sustainable development. • Recognise the urgent need for lifestyle shifts and transformative thinking to address global issues like climate change.
- Advocate for educational systems to integrate sustainability principles into learning objectives, content, and institutional management.
- Highlight the relevance of integrating sustainable development principles into education for preparing higher education students to navigate a changing world and promote responsible actions.

Expected learning outcomes

- Participant designs the course incorporating sustainable development content into it.
- Participant applies ESD principles and pedagogical strategies in Learning & Teaching.
- Participant utilises methodologies for transformative learning providing students with new perspectives on sustainable development.



DESIGNING AN INCLUSIVE COURSE

In this module you will learn why and how you should apply inclusive practices in your course.

It provides input

- on the basics of diversity, equality and inclusion in Higher Education
- on the needs of students and how you can deal with them
- on the most important policy frameworks on the European level.



DESIGNING AN INTERNATIONALIZED

The course "Internationalisation of Student-Centred Course Design" is developed to enhance your awareness about various aspects essential for Higher Education Teachers/educators to effectively internationalise their teaching practices and to respond to the needs of students in today's globalised world. The module will equip you with the knowledge, skills, and resources needed to create inclusive, culturally responsive, and globally connected learning environments and will empower you to enhance student learning experiences. By engaging with the course material, completing the exercises, and consulting the provided sources

- you will be aware of internationally recognised principles and guidelines of course/curriculum development;
- you will be aware of different terms and concepts related to internationalization of learning and teaching;
- you will understand the significance and benefits of integrating global perspectives into the course/curriculum;
- you will identify the main features of different academic cultures and distinguish different dimensions of English as a global language;
- you will be able to compare the national educational context with international practices.





PROFFORMANCE Short courses Inclusion and Diversity Student-centred course design

OVERVIEW

- Concept map - Terminology – Glossary on EDI
- Excercises
- Mind map – content elements
- Dimensions of diversity in HE
- Excercises
- EU policy frameworks focusing on EDI in HE
- Excercises
- Course design
- Checklist
- Reflective excercises
- Case studies (award.profformance.eu)
- Excercise
- Further Resources
- Summary

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-
14

PROFFORMANCE Short courses Digitalization Student-centred course design

OVERVIEW

- Educational goals and learning outcomes
- Mind map
- Self-reflection
- Learners' needs
- Checklist
- Selecting Digital Resources
- Practical example
- Types or sources
- Development of digital skill
- Matching excercise
- Explanation
- Practical excercise



PROFFORMANCE Short courses Internationalization Student-centred course design

OVERVIEW

- Introduction
- Mindmap
- Concept Map
- Preliminary assessment
- Statements for assessment
- Definition of Internationalisation
- Internationally recognised principles and guidelines of course/curriculum development
- International Sectoral/ Subject Benchmarks
- Case study 1
- Case study 2
- Exercise 1 – Comparative Exercise
- Exercise 2 – Multiple Choice Test
- Good International Practices
- Different Academic Cultures
- Course Development in English/Other Foreign Languages
- English as a Global Language
- Exercise 3 – Cloze exercise
- Case study 3
- Definitions and Concepts
- Exercise 4 – Matching Exercise
- Exercise 5 – Cloze exercise
- Exercise 6 – Analyze and Apply Exercise
- Final Quiz

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-
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PROFFORMANCE Short courses Sustainability Student-centred course design

OVERVIEW

- Mindmap
- Key concepts about Sustainable Development
- Initial Reflection
- PROFFORMANCE tool
- Reflection quiz
- Approaches to Sustainable Development
- Reflection quiz
- Pedagogical approaches to develop Sustainable Development competences
- Relating competences and pedagogical approaches
- Reflection quiz
- Worldwide organisations tackling Sustainable Development
- Sustainable Development topics in different scientific fields
- Reflection exercise 1
- Reflection exercise 2
- Step-by-step guidance
- Reflection final quiz

Recommendations

Introduction:

- ▶ max. 2 short sentences + 3-5 bullet-points (short!)

Overview:

- ▶ Maximum 14 elements (merge alike: exercise 1, exercise 2: exercises)
- ▶ Maximum 1 or 2 lines of text
- ▶ Use colours to separate and highlight information

+ hide and provide additional information needed **using interactivity**

- available on demand!!



INTERNATIONALIZATION Student-centred course design

INTERNATIONAL SECTORAL / SUBJECT BENCHMARKS

the key organizations

- Tuning Project
- QA Agencies
- ABET
- AACSB
- AMBA
- ACCA

Several organizations provide subject or sectoral benchmarks for higher education. These organizations often set standards to ensure quality and consistency in education across various fields.



INTERNATIONALIZATION Student-centred course design

INTERNATIONALLY RECOGNISED PRINCIPLES AND GUIDELINES OF COURSE/CURRICULUM DEVELOPMENT

While **designing the student-centred course/curriculum** aiming at **internationalization of learning and teaching** it is important to **follow the HE policy trends and developments internationally**. If you teach in the country – Member of Bologna Process/EHEA, you should consider the guidelines and recommendations developed in the framework of **Bologna Process/EHEA**, otherwise you consult other **internationally recognised policy documents** relevant to your country/region.

If you design the course/curriculum for EHEA's context, it is recommended to consider the following documents:

- Writing and Using Learning Outcomes: a Practical Guide
- ECTS User's Guide
- European Principles for the Enhancement of Learning and Teaching
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015)
- European Approach for Quality Assurance of Joint Programmes (EA)



Sustainability Student-centred course design

Examples of topics in different scientific fields are presented for inspiration

<p>Literature</p> <p>Literature and the Environment</p> <p>University of Leeds, UK</p>	<p>Engineering</p> <p>Innovations In Sustainable Design and Manufacturing</p> <p>University of Cambridge, UK</p>	<p>Economics</p> <p>Sustainable Resource Economics and Policy</p> <p>University of Bologna, Italy</p>
<p>Physics</p> <p>Physics for Sustainable Development</p> <p>University of Paris Saclay, France</p>	<p>Medicine</p> <p>Global Toxicology in a Sustainable Society</p> <p>Karolinska Institutet, Sweden</p>	<p>Natural Sciences</p> <p>Sustainable Development: Big issues, new answers</p> <p>University of Leeds, The Netherlands</p>

INCLUSION AND DIVERSITY Student-centred course design

EDUCATIONAL POLICIES

European Pillar of Social Rights

European Education Area

Inclusive and connected higher education

Towards inclusive and connected higher education

INCLUSION AND DIVERSITY Student-centred course design

NIOMI'S STORY

A student with care obligations

Explore **asynchronous learning options** whenever possible. This could involve providing online modules, pre-recorded lectures, or discussion forums that students can participate in on their own schedule.

- Open communication
- Record lectures
- Communication and flexibility
- Asynchronous learning
- Flexible disciplines
- Additional support

Sustainability Student-centred course design

Reflection and Development

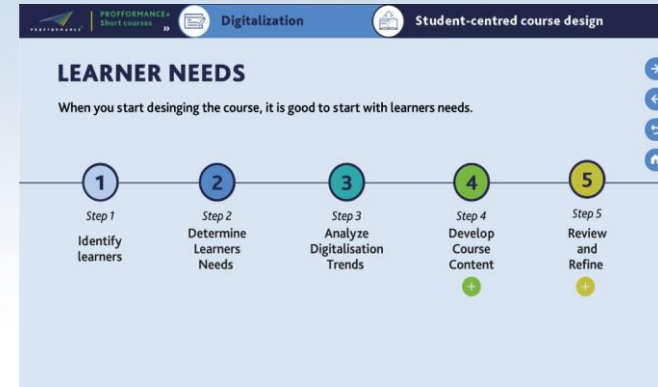
Here are some ways to achieve this:

- **Encourage Open Dialogue** - create a safe and inclusive space where students feel comfortable expressing their thoughts and opinions on sustainable development issues. Encourage open dialogue and respectful exchange of ideas, allowing students to explore diverse perspectives and challenge their own assumptions.
- **Facilitate Experiential Learning** - Provide opportunities for hands-on, experiential learning activities that immerse students in real-world sustainability challenges. This could include field trips, service-learning projects, or simulations that encourage active engagement and critical reflection.
- **Promote Interdisciplinary Approaches** - emphasize the interconnectedness of environmental, social, and economic systems by incorporating interdisciplinary perspectives into your teaching. Encourage students to explore the complex interactions between different aspects of sustainable development and consider how their own discipline contributes to broader sustainability goals.
- **Encourage Self-reflection** - incorporate reflective practices into your teaching to encourage students to critically reflect on their own values, beliefs, and behaviors in relation to sustainable development. Provide opportunities for journaling, self-assessment, or group discussions where students can examine their personal attitudes and motivations for sustainability action.
- **Emphasize Systems Thinking** - teach students to think systemically by examining the interconnectedness and interdependence of environmental, social, and economic systems. Help them understand how changes in one area can have ripple effects across multiple dimensions of sustainability, fostering a holistic perspective on complex issues.
- **Challenge Assumptions and Paradigms** - encourage students to question conventional wisdom and challenge dominant paradigms related to sustainable development. Explore alternative viewpoints, indigenous knowledge systems, and grassroots movements that offer fresh perspectives on sustainability issues.
- **Promote Active Citizenship** - empower students to become active agents of change by engaging them in projects and initiatives that promote sustainability in their communities. Encourage them to identify opportunities for positive action and develop the skills and confidence to advocate for sustainable solutions.
- **Provide Mentorship and Support** - offer mentorship and support to students as they navigate their transformative learning journey in sustainable development. Serve as a guide and facilitator, providing feedback, encouragement, and resources to help them develop their understanding and capabilities in this area.

Information-chunks:

+ hide and provide additional information needed **using interactivity**, **BUT: this should not be too long either!**

- ▶ the learner should always be able to go back to the information given.
- ▶ Indicate whenever there is additional information behind a text, image, symbol etc.
- ▶ It raises attention if the elements are not displayed at the same time, but one after the other, but pay attention to didactic considerations: what is the purpose of it?



PROFFORMANCE Short Courses Digitalization Student-centred course design

LEARNER NEEDS

When you start desining the course, it is good to start with learners needs.

- 1** Step 1 Identify learners
- 2** Step 2 Determine Learners Needs
- 3** Step 3 Analyze Digitalisation Trends
- 4** Step 4 Develop Course Content
- 5** Step 5 Review and Refine



PROFFORMANCE Short Courses Sustainability Student-centred course design

What key concepts should be considered when addressing Sustainable Development ?

- Sustainable Development
- Education for Sustainable Development (EDS)
- Sustainable Development Goals (SDGs)
- Sustainable Development Competences
- Sustainability

Slides 3-4.

Mindmaps should make a topic accessible at a glance, increasing memory retention and recall, giving a holistic view of the topic, reducing information overload and keeping things organized.

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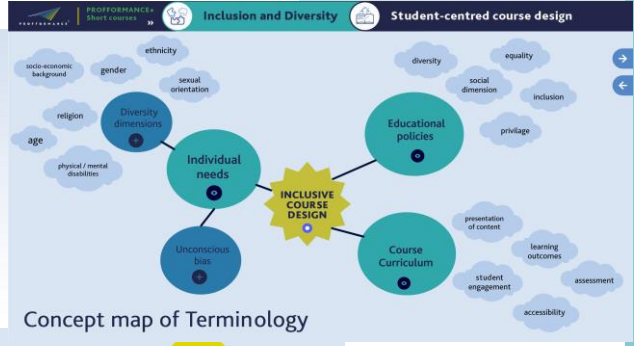
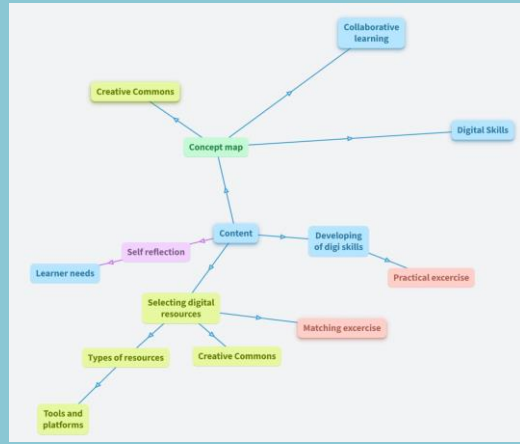
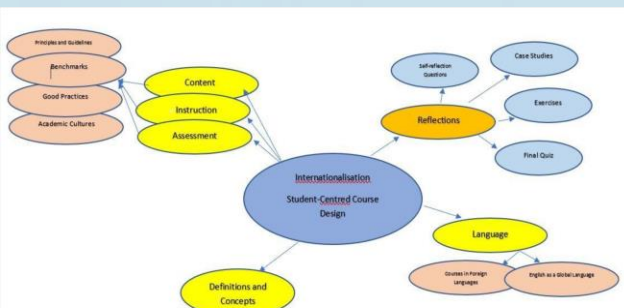
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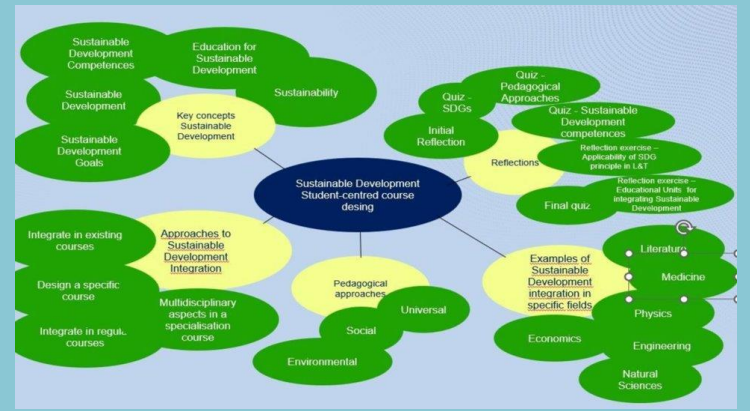
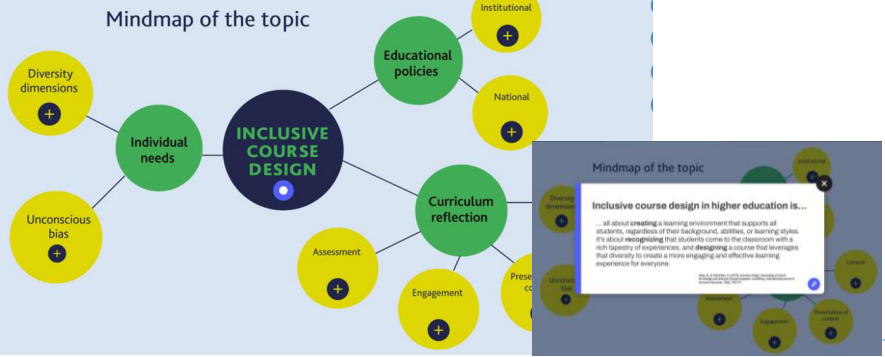
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Concept map of Terminology



Recommendations

- ▶ Keep a transparent amount of sub-items
 - ▶ Avoid too much text
 - ▶ Avoid repetition
 - ▶ colours should be used consistently
- + hide and provide additional information needed **using interactivity** - available on demand!!

- This could not be assessed:
- not ready (Digi)/very different concepts
- It will be complemented by the TPF.

Slides 5-6.

Slide 6: The task needs to be clarified.

The screenshot shows a digital assessment interface. At the top, there are two tabs: 'Digitalization' and 'Student-centred course design'. Below the tabs, there are four numbered items:

- 1 I craft digital learning student-centred learning educational objectives
- 2 I design digital learning student responsibility in the workplace).
- 3 I search, evaluate, manage teaching and learning context and pedagogy
- 4 I create courses which support the development of students' digital skills.

A modal window is open over item 2, titled 'Write a question and collect the answers'. It contains a list of response options: 'N/A Not Applicable', '7 - Strongly Agree', '6 - Agree', and '5 - Slightly Agree'. There are 'Send' and 'Assess yourself' buttons at the bottom of the modal. The background interface also has 'Assess yourself' buttons next to each item.

Slides 7-... - Interactive tasks

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Choose the three correct SDGs

You can select more than one answer

- Zero Hunger
- Economy
- Quality Education
- No poverty
- Nanotechnology



Internationalization Student-centred course design

Self-reflect

To what extent am I utilizing effective communication strategies to bridge language barriers and facilitate understanding in a multilingual setting?

Write your answer here.

0/1000

[Send](#)

Are there specific practices or tools I can adopt to improve my ability to communicate clearly and empathetically with individuals from different linguistic backgrounds?

Write your answer here.

0/1000

[Send](#)

Inclusion and Diversity Student-centred course design

Reflect on in

Provide exp

Do you have s

one or more of

1. Are there studen

2. Do you have st

exam?

Enter your reflection here.

3. Are there studen

4. Do you have st

disabilities?

5. Are there studen

6. Do you have students who belong to marginalized groups or who come from socio-economically disadvantaged backgrounds?

5. Students with Exceptional Abilities

Write your answer here.

0/1000

[Send](#)

Digitalization Student-centred course design

EXERCISE

[Google Scholar](#)

[YouTube Educational Channels](#)

- Creating flashcards for self-study
- Collaborating on a virtual bulletin board
- Collaborating on a shared document
- Conducting research for a project
- Enrolling in an online course related to the subject
- Participating in a live quiz game
- Brainstorming ideas on a virtual whiteboard

Watching educational videos and summarizing key points

Watching educational videos and summarizing key points

Watching educational videos and summarizing key points

Recommendations I.

- ▶ **Avoid "fake" tasks:** the wording of the task should not suggest the correct solution.
- ▶ It is important that there is always a **precise description** of the task (what exactly needs to be done) and that the **control is adequate:**
 - good and bad solutions should be visible after the task is completed
 - sound or visual effects help to provide immediate feedback and thus to ensure memorisation - these elements have only been used in a few cases
- ▶ **Most common: multiple-choice, true or false, matching**
 - any other possibilities? (eg. Flashcards...)
 - Are they relying on the most basic, most important information in the course? (2-3 videos, without any related exercises 😞)

Recommendations II.

- ▶ In a self-paced course, it is recommended that **mostly closed-ended exercises** are given
- ▶ If we incorporate **open-ended questions**, we have to make sure that they actually make sense and are worth completing:
 - Provide **example solutions** to check, compare with your own solution
 - Provide a way for **community checking**, comparison by sharing (e.g. using a forum, message board)
 - Use these exercises as bases of **learning diary or digital portfolio**
 - a template can be downloaded in advance and they can continuously fill it in, adding their own content
 - the content entered can be downloaded in an organised format and taken away at the end of the course

Downloadable template - simpler and easier (data-management!)
At the end: ask the participants to upload and share it!

Slides 7-... - Multimedia, Learning path

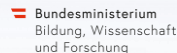
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Multimedia, medial settings



- ▶ Media elements must be of appropriate quality, especially if they include text.
- ▶ Make sure that even embedded media objects are technically fully manageable (e.g. volume).



Learning path

- ▶ These aspects **cannot be properly assessed in the current state** of Genially courses. Several interactive tasks are not yet ready, moreover, the learning pathway cannot be fully assessed before the material is finalised.
- ▶ **BUT: the concept of the template provided, in which objectives and related content elements are defined, is excellent.**
 - greatly standardise the courses and
 - make the ideas comparable: teams can learn from each other, and this is definitely worth encouraging by reviewing each other's material in detail.

All hyperlinks should be checked carefully: at the moment, there are links which, when clicked on, completely lose the participant in the material and make it very difficult to return to the home page.

Slides 7-... - Format Genially

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▶ Using Genially is a good format

- many features that can be exploited to make the course material more enjoyable and effective.
- Many good ideas can already be seen in the course materials, but in some places both interactivity and multimedia elements could be strengthened.

▶ I would suggest that a Genially expert look at all the material:

- as he or she will be able to make many useful suggestions for improving the multimedia and interaction possibilities.
- An additional advantage would be that in many cases an external, expert eye could further professionalise and at the same time standardise the course interfaces.

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