

The PROFFORMANCE Assessment tool

PROFFORMANCE
Experts

Coordinators:



Co-funded by the Erasmus+ Programme of the European Union.
Initiatives to support the implementation of
European Higher Education Area (EHEA). *EPLUS2020 Action Grant*

Full Partners:



Associated Partners:



HE Teachers' Task and Competencies

Daliborka Luketić, PhD.
University of Zadar, Croatia

Coordinators:



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Full Partners:

 **Bundesministerium
Bildung, Wissenschaft
und Forschung**




Ministry of Science and Education



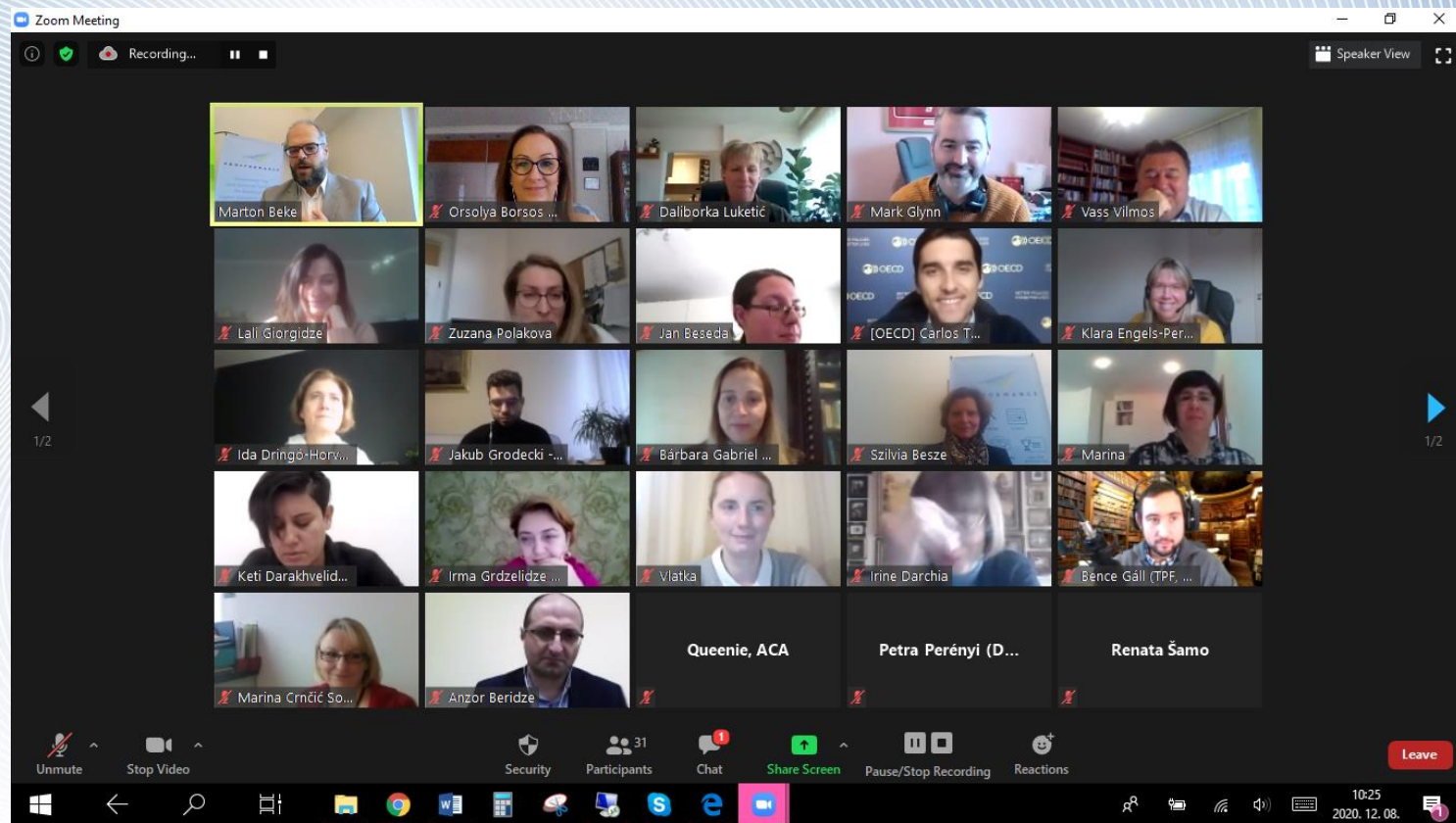
Associated Partners:



PROFFORMANCE – PLA1

- »Hosted by University of Zadar, Croatia
- »Focus: Teachers' tasks and competences – planning the assessment tool
- »Introduction activity: Mapping teachers' tasks and activities
- »Day 1 – 8th December 2020 (zoom webinar; online synchronously)
- »Between peer learning activities and working group meetings we did our work asynchronously on online co-working platforms with the involvement of external experts and stakeholders as well.
- »Day 2 - 13th January 2021 (zoom webinar; online synchronously)
- »Follow-up activities
 - Benchmarking survey results, Introduction to the way of structuring teachers' competence, Examples of EDUCA-T and other relevant projects...*

PROFFORMANCE – PLA1



Zoom Meeting

Recording...

Speaker View

1/2

1/2

Unmute Stop Video Security Participants Chat Share Screen Pause/Stop Recording Reactions

10:25
2020.12.08

Leave

Participants:

- Marton Beke
- Orsolya Borsos ...
- Dalborka Luketic
- Mark Glynn
- Vass Vilmos
- Lali Giorgidze
- Zuzana Polakova
- Jan Beseda
- [OECD] Carlos T...
- Klara Engels-Per...
- Ida Dringó-Horv...
- Jakub Grolecki -...
- Bárbara Gabriel ...
- Szilvia Besze
- Marina
- Keti Darakhvelid...
- Irma Grdzeldze ...
- Vlatka
- Irine Darchia
- Bence Gáll (TPF, ...
- Marina Crncić So...
- Anzor Beridze
- Queenie, ACA
- Petra Perényi (D...
- Renata Šamo

PROFFORMANCE

- This PLA has a twofold task:
 - (1) to establish the concept of criteria of teachers roles and competencies with the aim of creating a list and standards of teaching competencies, and
 - (2) based on the first determinant to create a framework and basic concept for Assessment Tool as a starting point for its further development.

Recording

LUKEIĆ Definition of competencies PROFFORMANCE v2 - PowerPoint

Prijava Zajedničko korišćenje

Datoteka Polazno Umetanje Dizajn Prijelazi Animacije Dijaprojekcija Pregled Prikaz Pomoć ACROBAT Pretraži

Lišćenje Kopiraj Prenositej oblikovanje Novi slajd Stajdovi

Međuspremnik Stajdovi

Font Odlomak

Smjer teksta Poravnanje teksta Pretvori u SmartArt Razmještaj Stroj stilovi Efekti oblika Traženje Zamjena Odabir Uređivanje

11 Defining and Selecting key Competencies

12 ECQ definition

13 The tuning initiative

14 Components of "competence"

15 Distinguishing between teaching competencies and teacher competencies (OECD, 2009)

16 In search for "good" definition...

Kliknite da biste dodali bilješke

Distinguishing between teaching competences and teacher competences (OECD, 2009)

Teaching competences

- are focused on the role of the teacher in the classroom, directly linked with the 'craft' of teaching - with professional knowledge and skills mobilised for action (Hagger & McIntyre, 2006).

Teacher competences

- imply a wider, systemic view of teacher professionalism, on multiple levels –the individual, the HE level, the local community, professional networks.

Moving to notion of teacher competences as professional specific competences

Slajd 15 od 21 engleski (SAD)

Bilješke Komentari

100%

Dora Csicsmann

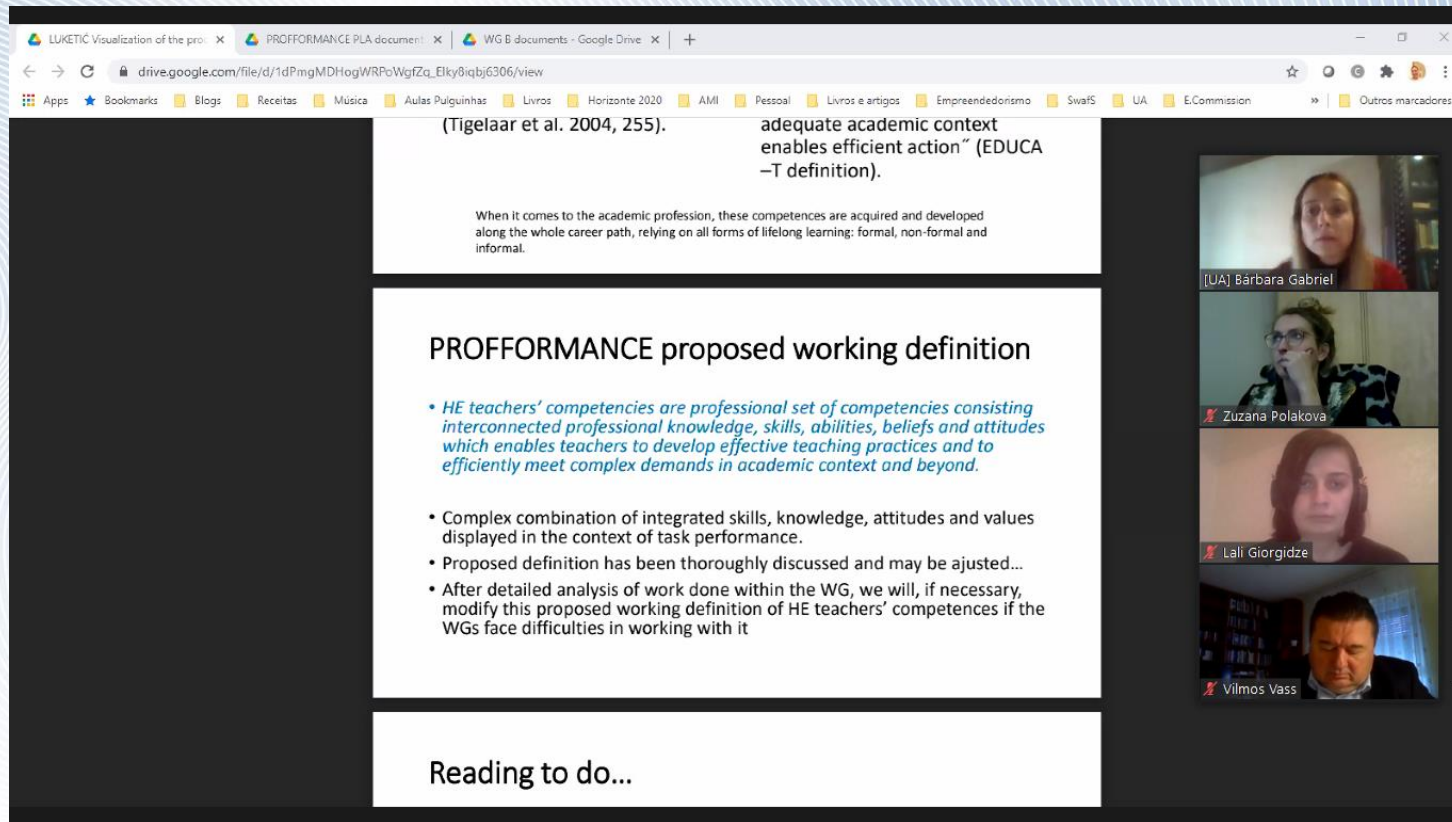
Bence Gal (TPE-HU)

Daliborka

Martón Beke

Vilmos Vass

darkomilgong



LUKETIC Visualization of the pro... x PROFFORMANCE PLA document... x WG B documents - Google Drive... x

drive.google.com/file/d/1dPmgMDHogWRPoWgFzQ_Elky8iqbj6306/view

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(Tigelaar et al. 2004, 255). adequate academic context enables efficient action" (EDUCA –T definition).

When it comes to the academic profession, these competences are acquired and developed along the whole career path, relying on all forms of lifelong learning: formal, non-formal and informal.

PROFFORMANCE proposed working definition

- *HE teachers' competencies are professional set of competencies consisting interconnected professional knowledge, skills, abilities, beliefs and attitudes which enables teachers to develop effective teaching practices and to efficiently meet complex demands in academic context and beyond.*
- Complex combination of integrated skills, knowledge, attitudes and values displayed in the context of task performance.
- Proposed definition has been thoroughly discussed and may be adjusted...
- After detailed analysis of work done within the WG, we will, if necessary, modify this proposed working definition of HE teachers' competences if the WGs face difficulties in working with it

Reading to do...

[UA] Barbara Gabriel

Zuzana Polakova

Lali Giorgidze

Vilmos Vass

Overview



propose the structure of teachers' jobs, tasks and responsibilities within the thematic domain in which the group work is organized and list the competencies that are necessary for the successful performance of these jobs and work obligations. **With this task we establish a basic concept for the criteria of teachers' roles and competencies.**

based on the structured teachers' jobs and tasks and related competencies in the next step, the aim is to provide a framework for how these competencies can be evaluated through AT. **With this task we try to establish the framework and basic concept of Assessment Tool as a base for its further development.**

Results of PLA 1 Activity

- » Intensive work during and after the PLA, quality discussions and contributions of our experts,
- » The foundations of our work and development are offered,
- » Conceptual and operational frameworks for further development of the assesment tool have been set,
- » The PROFFORMANCE teacher competency definition which guided us in the continuation of the work,
- » Output of PLA 1 - Competency Framework Matrix
- » The initial vertical dimensions of AT have been identified - which form the essence of the teacher's activities and actions within T&L
- » The beginning of identifying the horizontal aspect of AT and prioritizing the challenges of how to evaluate this important segment...

Final version AT Thematic Areas

	SELF	PEER	STUDENT
TA1 (Student-centered) course design	TA1	TA1	TA1 - shortened
TA2 Teaching Performance (and Student Learning Support)	TA2	TA2	TA2- shortened
TA3 Student's learning assessment	TA3	TA3	TA3- shortened
TA4 Impact and mission with and for the society	TA4	TA4	TA4- shortened
TA5 Professional development (for the quality of teaching)	TA5	TA5	
TA6 Organization and administration (related to teaching)	TA6		TA6- shortened
	HORIZONTAL ASPECTS		

Internationalisation

Digitalisation

Inclusion and diversity

Sustainability

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EHEA priority in teaching and learning

(Digitalisation, Internationalisation, Inclusion and diversity, Sustainability)

Jan Beseda, Centre for Higher Education Studies, Czechia

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Day 1 4.3.21

Input: Competency Framework Matrix

Goals: To understand role of horizontal categories in the Competency Framework/Assessment Tools

To Connecting Vertical and Horizontal Aspects of Competency Framework

Output: 2D structure of Assessment Tool

Day 2 18.3.21

Input: Competency Framework Matrix – Matched Horizontal and Vertical Dimension

Goals: To understand role of different actors (assessors) in Assessment Tool

Output: 3D structure of Assessment Tool

3D model

3 D Matrix Version with (rows as representation of actors who should assess)

	Digitalisation	Universal Design	Internatization	Teaching quality, standards and enhancement
1 Teacher- self	Maybe	No	Yes	
2 Teacher peer	No	No		
3 Student	Yes			
4 External stakeholder	No	No	NGO	
HEI Management	Maybe			The knowledge of standard/traditional and recent QA approach

From 3 to 4 horizontal dimension

Digitalization

Inclusion and Diversity

Internationalization

Sustainability

1 Question to each Competence Area
TA4 Impact and mission with and for the society

» **Competencies**

1. The capacity to participate in and contribute to research, innovation and social projects, events, and networks.
2. The capacity to publish articles, register patents and manage intellectual property; the willingness to follow ethical values in these fields.
3. The capacity to use results of research, innovation, business and social partnership activities in the teaching and learning process.

From 3 to 4 horizontal dimension

Digitalization

I use digital technologies in support of my research, innovation and social projects, events, and networks.

Inclusion and Diversity

I respect the diversity of all stakeholders and their needs in the pursuit of inclusive research, innovation and social projects, events and networks.

Internationalization

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

Sustainability

I respect the environment and sustainability when implementing research and innovation projects, I consider environmental impact when

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Associated Partners:

ACA
ACADEMIC
COOPERATION
ASSOCIATION



 digital success
programme



 universidade
de aveiro

Aspects of Assessment (self-, peer, student)

Dr. Irine Darchia, Ivane Javakhishvili
Tbilisi State University, Georgia

Coordinators:



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Goals of PLA3 (the Initial Concept Changed):

- 1) External Evaluation of 3D Matrix, competence statements, assessment perspectives/evaluator groups, draft assessment methodology;
- 2) Updating of 3D Matrix and refining assessment perspectives/evaluator groups;
- 3) Preparing grounds for finding solutions to the existing „dilemmas” and making decisions.

Methodology:

- ❖ Individual and group work; Synchronous and asynchronous work; WG and meetings;
- ❖ Three Interactive Plenary Workshops to ensure common understanding of different issues and coherence in revising the 3D Matrix and refining the assessment perspectives/assessor groups;
- ❖ Using online interaction APPs Padlet and Mentimeter for plenary workshops and Q/A sessions;
- ❖ Involvement of different stakeholders from different National and Educational Backgrounds.

Difficulties and Challenges:

- ❖ I. Thematic Areas – and Competence Statements – as indicators?
- ❖ II. Assessment Tool Form and Methodology;
- ❖ III. Horizontal aspects;
- ❖ IV. Working Methodology of WGs;
- ❖ V. Assessor Groups.

Main outputs of PLA3:

- ❖ Identified shortcomings of the 3D Matrix, Thematic Areas, Competence Statements, Assessment Perspectives/Assessor Groups and Draft Assessment Methodology in terms of usability and functionality;
- ❖ Methodological Guidance on teachers performance evaluation in terms of assessment scale, statements/indicators' style and wording, etc.;
- ❖ Revised competence areas to be assessed by students, external stakeholders, peers, management;
- ❖ Decision on using the Results of Benchmarking Report and Best Practices in the Assessment Tool;
- ❖ Identified challenges to be addressed after the PLA3;
- ❖ Preparing the grounds for making decisions on existing challenges and dilemmas.

Next Steps and PLA3 Follow-up Activities:

- ❖ Merging Thematic Areas;
- ❖ Renaming Thematic Areas;
- ❖ Deciding on the number and names of Horizontal Aspects;
- ❖ Agreement on Teachers' Competence Formulation;
- ❖ Revising Competence Fields and Statements;
- ❖ Revising the Assessment Perspectives/Assessor Groups for merged and renamed Thematic Areas;
- ❖ Updating 3D Matrix;
- ❖ Agreement on Assessment Methodology;
- ❖ Deciding on Assessment Scale;
- ❖ Deciding on Assessment Tool Statements style and wording;
- ❖ Development of assessment indicators/survey questions from different assessment perspectives and for all Thematic Areas.