

REVIEW for HARMONIZATION PURPOSES and DIGITALIZATION

Anca Greere
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Coordinators:



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FOR HARMONIZATION

APPLICABILITY AND USABILITY OF STATEMENTS

- Some of the TAs are less applicable to some teachers, like design, assessment and admin – will there be an N/A option to choose?

Aims for statements:

- mainly for self-evaluation determining a drive to improve/develop,
- by peers to establish team performance and team competence;
- evaluation by students to develop expectations of their teachers;
- evaluation by management to derive institutional policy/actions.

Do the statements represent a baseline which everyone should meet and below the baseline it gets problematic ?

OR Do they represent a target for everyone to aspire to and there is a kind of continuum/journey to be made?

HOW MEASURABLE?



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SPELLING

American English spelling is used, but we are in the EU where British English will prevail in documents.

DEFINITIONS AND DESCRIPTIONS

- mix
- **definitions**
- description
- reference statements with links to initiatives or documents
- **mini-glossary** (beginning or end)
- some bibliography



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FORMULATION OF STATEMENTS

- cover what is within the control of the teacher him/herself, not aspects which are dependant on university policies, structures, or support.

SUGGESTION: Maybe double-check with this filter.

SUGGESTION: Maybe use „I am involved in...”, „I am open to...” or „I aim to” showing willingness and intention... [some areas at the beginning]

- if used by different stakeholders, including students, some language used may be less comprehensible to students and should be toned down in specialisation –less familiar with pedagogical speak.

- sometimes statements are difficult to dicipher without the hint.

SUGGESTION : Maybe bring elements from the hint into the main statement.



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FORMULATION OF STATEMENTS (cont.)

- some statements are non-specific to their areas and could easily be seen to apply to all areas or simply to what is good practice in education

SUGGESTION: either take out or make more area-focused

- strong statements about being receptive to students' needs, individually and collectively. Responsiveness and adaptation maybe within reasonable boundaries, as a teacher cannot tailor their course to every single student at every single delivery instance, as there is still a collective unit to be watched out for and unified/universally applicable to all students learning outcomes which must be met.

SUGGESTION: maybe use “I am flexible in my teaching” “I consider students' needs and act accordingly” instead of requesting “I make adaptations...”



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FORMULATION OF HINTS

- some addressed with „you”
- some maintained neutral (do not take a personal approach)
- some bring in explanations for theoretical concepts
- some talk about the university support which should be given

PREFERENCE: „you” [or even „I” approach]

=> teacher should feel they can be in control of these actions and that they are within their grasp to implement.



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FORMAT OF HINTS

- text
- bullet points

SUGGESTION: if more like a checklist, then bullet points, if we want to retain the idea that some, not all, aspects in the hints may be applicable, then text

- some of the hints are really long - can double or triple the time spent

SUGGESTION: consider if some limitations could be helpful or where it may be absolutely necessary to maintain length

Of course, if kept longer they also serve a training/development purpose.



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CONTENT OF HINTS

- the hint should not duplicate the statement but rather add to it, give details or examples, making it easier to grasp the essence of the statement.
- the hint will be more difficult to use if references are included within
- important to decide how the hint should be used – must all elements be met before I can feel satisfied or they are more along the lines of suggestive actions

SUGGESTION: some variation in the way the verbs are used, with modality possibly inserted. „I may contact...” „I can contact...” „You could approach this by ...” Doesn’t mean I do and it may leave room for those instances where institutional policies may not be supportive of particular actions.



FOR DIGITALIZATION

- some use of pedagogical speak could be less understandable to students, for example “digital learning”; “student ownership”

SUGGESTION: maybe avoid such terms

- some hints are really clear

SUGGESTION: maybe worth swapping over with elements in the statements

- sometimes across TAs there seems to be repetition, but in fact one is about design, one is about delivery or assessment

SUGGESTION: maybe worth using repetition, in the actual statement

- some hints seem to go beyond what the statement may represent

Overall, the length is good and they are truly helpful to guide assessment!!!

