

Profformance+ PLA

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Assessment methodology

Aim: Review of Internationalisation & Digitalisation Aspects and all aspects as a unit:

- Overall consistency in structure & content
- Alignment between 4 horizontal aspects
- Alignment between 6 thematic areas
- Feedback on internationalisation aspect



Consistent structure & content (1)

Definitions: varied focus and presentation

- Digitalisation: emphasis on the area
- Internationalisation: emphasis on the action
- Inclusion: emphasis on the area with multiple references
- Sustainability: emphasis on the area with lots of background information

=> Limit definitions to ca. 2-3 sentences concisely describing the area itself and move background information to “Glossary” or resources



Consistent structure & content (2)

Keywords:

- Digitalisation: specific keywords
- Internationalisation: general & more specific keywords
- Inclusion: specific keywords
- Sustainability: specific keywords

=> Limit the list to max 5-6 specific qualifiers



Consistent structure & content (3)

Competence fields:

- Digitalisation: action-oriented
- Internationalisation: missing
- Inclusion: action-oriented
- Sustainability: missing

=> Focus on areas per se or types of abilities required to deal with them rather than actions



Consistent structure & content (4)

Glossary:

- Digitalisation: 8 key terms explained + reference examples
- Internationalisation: missing
- Inclusion: key terms explained, and references provided in the definition
- Sustainability: key terms explained, and references provided in the definition

=> Move all background info, incl. additional definitions, policy frameworks, and references to “Glossary”. Possibly, rename it into “Resources”



Consistent structure & content (5)

Statements & hints:

- Overall, good level of consistency for statements
- More diversity across the hints: e.g., longer hints used for inclusion, using questions and imperatives; references to the Proformance tool used for sustainability only

=> Further align **style & structure** regarding:

- Common length & focus on “what I do” to excel in a particular horizontal field rather than “what needs to be done” or “what HEIs should do”);
- Remove generic statements regarding the field or rather include them in the definition or glossary



Alignment b/n 4 horizontal aspects (1)

- Identify and **further highlight linkages between aspects** within each thematic area.
- For example, show how digitalization efforts can support sustainability goals, or how inclusion strategies enhance internationalisation.
 - E.g., digital tools can be used to enhance accessibility and inclusivity, the use of digital tools in teaching, and reducing paper can support sustainability, blended/online formats can support internationalisation at home [see all TAs connections + particularly **enhance it in inclusion aspect, which is missing**]



Alignment b/n 4 horizontal aspects (2)

- **Digitalisation vs internationalisation:**
 - Importance of digital strategies that enable international collaboration and exchange between educators and administrators
- **Digitalisation vs sustainability vs internationalisation:**
 - prioritised use of low-carbon digital resources (e.g. blended mobility);
 - use of energy efficient measures and global data protection standards in data protection



Alignment between 6 thematic areas (1)

- TA1 Standardize approach to course design across all aspects
 - Connection of TA1 in internationalisation weaker to other aspects
 - Similar assessment rubric that can be applied across aspects / focus on content, relevance, practices etc.
- TA2: Ensure terminology is consistent across all aspects for each thematic area
 - Internationalisation - TA2 is missing the student focus
- TA3: Ensure terminology is consistent across all aspects for each thematic area
 - Student learning assessment vs student assessment
 - Universality of criteria that are adaptable



Alignment between 6 thematic areas (2)

- TA4: Impact and mission with & for the society
 - Ensure consistent terminology (internationalisation: “impact & research”; use of specific terms: *societal issues*; *challenge-based approach*)
 - Align rubrics/topics addressed (e.g. “I am involved myself” - “I involve students” - “I work with other stakeholders”)
- TA5: Professional development
 - Align rubrics/topics addressed (e.g. “Self-assessment / needs assessment” - “Peer learning/peer assessment” – “Training” (via events, etc.))
- TA6: Organisation and administration
 - Align rubrics/topics addressed (e.g. “Institutional strategy & process awareness” - “Implementation throughout various tasks” – “Support to institutional culture”)



Feedback on internationalisation

- Realign the definition by using one of the common ones
- Revise / reduce keywords
- Add missing elements (competence fields and glossary)
- Align style (refer to “international” rather than “foreign”)

