



PROFFORMANCE+

Expert Feedback on TAs

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Coordinators:



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Full Partners:



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Methodology

Goal of this analytical comparison: uncover horizontal and vertical inconsistencies and provide suggestions for improvement.

The following procedure was chosen:

- Creation of a table that presents the individual statements for all Teaching Areas (TAs) in an overview
- Horizontal comparison of all headings and statements of the four aspects digitization, internationalization, inclusion, and sustainability
- Vertical review of the individual aspects over all Teaching Areas with a special focus on inclusion
- Development of recommendations for the improvement of the overall consistency considering formal differences and differences in content



Review of Statements

Suggestions in green

Structure of all statements should be uniform

	Digitalization	Internationalization	Inclusion	Sustainability
Horizontal Aspect	None DIGI	INTL	INCL	SUSTAINABILITY SUST
Definition/ Description	Definition of Internationalization [sic] in Learning and Teaching	Definition of Internationalization in Learning and Teaching	Description of INCL competence in Learning & Teaching	Description of Sustainability competence in L&T Is much longer than in the other statements
Glossary	At the end	None	None	At the beginning
Competence fields	Overall competence fields	None	Competence fields	Competence fields
Keywords	Keywords	Key words	Key words	Key words
Summary of competence fields in TAs <i>To be discussed</i>	<i>Listed by numbers</i>	<i>Formulated as learning outcome</i>	None	None
TA1	Student-centered Course Design	Course Design description	<u>Student-centred</u> course design	<u>Student-centred</u> course design
Addressed are	1. institutional framework 2. students' needs and expecta-	1. no reference to inst. Framework; <i>instead</i> int. standards	1. institutional and national frameworks	1. no reference to institutional or global frameworks



Summary

- TA1: In general, individual learning requirements should be considered and competency goals should be addressed referring to Learning Outcomes
- TA2: DIGI and INCL should broaden the view and take into account OER/OEP as well as ethical matters (DIGI) and teaching and learning methods that support diversity competences as well as future developments and students' careers (INCL)
- TA3: All horizontal aspects should refer to formative and summative as well as self- and peer-assessment. All subjects being assessed must be part of the Learning Outcomes
- TA4: In general, student perspective should be strengthened
- TA5: Participation in Events, peer-activities and peer-assessment should be part of all horizontal aspects
- TA6: Participation in (local) communities, organization of events, and advancing strategic developments should be part of all horizontal aspects

