TOWARDS TO ARHITECUTRE OF SHORT COURSES

PROFFORMANCE PLUS

Peer Learning Activity, 14 th November 2023.

Izv. prof. dr. sc. Daliborka Luketić

University of Zadar, Dept. of Pedagogy, Zadar, Croatia

Introduction

- **Idea of short courses**

- The connection between self-assessment of teachers' performance and professional development (Short courses provide sustainability and give meaningfulness to AT)

- Online delivery model - because it is widely available and easy to access and has no financing costs

- Instructional Design Models For Creating Online Course

- Different components of a well-structured course: but which best suits the competence profile, content and needs of higher education teachers

Introduction

4 horizontal aspects; parallel; stand-alone areas….

DIGITALIZATION	INTERNATIONALIZATION	INCLUSION	SUSTAINABILITY

TA1 – Student-centered Course Design

TA2 – Teaching Performance and Student Learning Support

TA3 – Student's Learning Assessment

TA4 – Impact and Mission with and for the Society

TA5 – Professional Development for the Quality of Teaching

TA6 – Organizational and Administrative related to Teaching

Introduction

Usage of AT to evaluate performance and the viewpoints of horizontal dimensions

| DIGITALIZATION | INTERNATIONALIZATION | INCLUSION | SUSTAINABILITY |

According to the result on AT and the professional educational need for further professional development of teaching competencies in all or specific areas

Profformance Plus Short Courses for Professional Developmet

| DIGITALIZATION | INTERNATIONALIZATION | INCLUSION | SUSTAINABILITY |

Digitalization

- Refers to the **comprehensive process of integrating digital technologies, tools, and practices** (e.g. computers, mobile devices, the Internet, software applications, and other types of digital technology) **into various aspects of the academic environment/ setting, administrative operations, learning and teaching experiences** within educational institutions.

Digital learning, digital tools, digital skills, engagement, learning analytics, digital resources.

Internationalization

- The HE Teacher implements the best European and other international practices **by creating an international environment for learning, teaching and assessment effectiveness** in a physical, online and/or blended format, **by participating** in research, innovation, societal projects, events, networks and mobility programs at an international level, **by following international standards** and ensuring international quality criteria in organization and administration of projects and events which in turn support an appropriate **international context for professional development**.

Global awareness, Multicultural and intercultural competences, Foreign language competences, International practices/activities and support, Global citizenship…

Inclusion

- **Inclusive learning and teaching** in higher education "refers to the ways in which pedagogy, curricula and assessment are designed to **engage students in learning that is meaningful, relevant, and accessible to all** (Hockings, 2010, p. 1). An inclusive approach is not meant to target particular groups, but instead "strives towards proactively making higher education accessible, relevant and engaging to all students" (Thomas & May, 2010, p. 5).

Inclusive learning and teaching, Students' needs and backgrounds, Inclusive learning and teaching methods, Inclusive practice, Inclusive assessment, Inclusive teaching competences…

Sustainability

- "With respect to higher education, there will be emphasis on the role of universities in refining the concept and messages of education for sustainable development, integrating environmental, demographic, economic, social and a range of other concerns inherent in the notion of sustainability..." (UNESCO, 2002)

Sustainability, Sustainable Development, Education for Sustainable Development, Competences for sustainability and sustainable development...

Starting points

- Our work with the mentioned topic/horizontal/EHEA priorities does not start with us…
- The mentioned topics have been present in educational policy, practice and theory of higher education for many years…
- Some of the topics are easier to structure and shape while some topics may still present a conceptual challenge…
- Without further ado, we are left with the challenge of thinking, conceptualizing and creating meaningful courses and models for self-development and teacher training.
- There are some challenges in conceptualizing and designing online courses as general task and some specific when addresing the specific tematic or competence area….

PLA's Task

(1) analyze examples of selected and available short courses that are currently widely offered...

(2) discuss the features and characteristics of useful and effective short courses...

(3) to reach a common consensus on the structure, characteristics and features of the short courses that will be part of the Proffromance plus project...

Architecture of Profformance Plus Short Courses

Architecture of Profformance Plus Short Courses

- **What kind of short course do we want to develop?**

  We certainly have a vision of quality professional development based on our own professional experience and as experts in the field of topics and development of teacher competencies….

- **What are the characteristics of useful and effective short courses?**

- **What are the latest trends in the design of professional development of teachers based on the online delivery model (course delivery)…**

- **The architecture of short courses as a starting point** and foundation for their better process and content design…

Food for thought

- Create an Outline of Online Course
- Define learning goals and objectives
- Plan online course content and segregate it into different sections
- Microlearning vs. Macrolerning
- Select Type of Content (presentations, lecutres, documents, examples…)
- Choosing a Format: step-by-step/week-by-week/reference course
- User-Friendly Navigation
- Synchronous and Asynchronous eLearning Styles
- *(…and many more course arhitecture challenges…)*

a combination of different and well-known elements of the short course to get to the questions of the **fundamental elements that make up the core/component of our short course**

to what extent are the mentioned elements acceptable for our thematic areas

one-size-fits-all or maybe not

key components and underlying dynamics of online short courses

design, development, and delivery of these courses.

(General) Architecture of the short courses

PROFFORMANCE + Short Courses Blueprint

Short courses blueprint

Daliborka Luketić and Vilmos Vass