Profformance Short Courses

Zoltan Loboda

Structure of the presentation

AIMS
- give an overview of the courses collected and the preferences of collection
- contribute to the discussion of design and structure of Profformance short courses

Topics
- Overview of the courses collected
- Insight of the Mastering online assessment course
- Lessons learnt from the collection and suggestions for structure of Proff. short courses
- Prospects of micro-credentials (MCs)

Collection of courses in digitalisation field

Objective
- contribute to the overall development of digital competences in the Profformance Higher Education teachers' competence framework
- specifically develop competences defined under the thematic areas of the digitalisation field.

ASSESSMENT FOR LEARNING

INTRODUCTION TO EDTECH

LEARNING TO TEACH ONLINE

MASTERING ONLINE ASSESSMENT

THE DIGITAL TEACHER
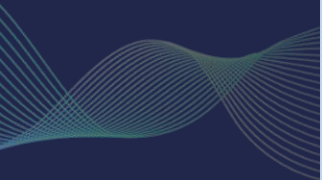
Introduction to Edtech **Learning to Teach Online** **Digital Teacher (UNESCO)** **Mastering Online Assessment**	**TA1 – Student-centered course design**
Introduction to Edtech **Learning to Teach Online** **Digital Teacher (UNESCO)** **Mastering Online Assessment** **Assessment for Learning**	**TA2 – Teaching performance and Student Learning Support**
Learning to Teach Online **Digital Teacher (UNESCO)** **Mastering Online Assessment** **Assessment for Learning**	**TA3 – Student's learning assessment**
Learning to Teach Online	**TA4–Impact and mission with and for the society**
Introduction to Edtech **Digital Teacher (UNESCO)** **Mastering Online Assessmen** **Learning to Teach Online** **Assessment for Learning**	**TA5 – Professional Development for the Quality of Teaching**
Learning to Teach Online **Introduction to Edtech** **Assessment for Learning**	**TA6 – Organizational and Administrative related to Teaching**

Overview of collected courses

- from foundational theoretical knowledge to concrete practical applications
- reasonable modular structure
- topics are relevant to develop digitalisation competences (statements)
- variety of learning activities properly fits to the topics or objectives of the modules
- teaching activities: takes into account the activity limits of the MOOC delivery and try to be diverse in light of that
- Logical structure: concepts-problems-challenges-practical solutions-case studies-tools/apps-tips for use
- formative and self-assessment approaches are dominant

Insight of the Mastering online assessment course

Theoretical, empirical and practical knowledge -- from beginners to those with prior experience

Topics and competences:
+ Assessment culture: operation and strategic dimensions
+ Practical guide: course design, delivery, teaching and learning process, measure succes: misconceptions, factors affecting assessment,
+ Implementation: assessment practices, choosing methods and tools, designing and assessing learning skills

Modules: introduction + 4 modules + assessment
+ Online assessment and Design Choices modul: 5 sub-moduls: 1. Specifics of online assessment: relation between analogue and online assessment, workflow differences, self-check, 2. Benefits of online assessment, 3. Influencing factors, 4. Online assessment methods, 5. Self-guidance tool.

Teaching activities:
+ readings, interviews with expert and grass-roots people, concrete practice examples, videos, interactive tasks, quizzes,

Assessment: final assessment test for credential

Lessons learnt and suggestions

Course goals/objectives
+ Profformance coverage: measurement tool in practice and/or courses develop competences of HEI teachers' framework
+ take into account the market niche where demand can be assumed when determining course topics and objectives
+ Course Goals and Objectives: rather general introductory: context: setting the scene: WHY and WHAT to know and How to achieve

Identify the Target Audience:
+ depend on sector (ALE, HE)
+ provider has to be licensed (which sector QA system applied)
+ clear indication – effective course selection function

Consider Learner Needs
+ input-side: courses offer range of learning activities tied to module topics and practical applications
+ output-side: types of assessment at the end of modules, sub-modules

Lessons learnt and suggestions

Learning Outcomes
+ uneven, not enough attention paid to them, general, not course specific, does not follow the standard format of writing learning outcomes
+ important: basis for assessment and justification of workload, recognition and stackability (credit recognition based on LO's analysis)

Course Duration:
+ 15-30/40 hours
+ depending on learning outcomes and credit transfer expectations (30 hour is 1 ECTS credit)

Determine Course Format
+ online MOOC, hybrid, blended
+ possibility to create learning community

Segment the Course into Modules:
+ content modularised: 3-6 modules, modules sometimes organised in sub-modules
+ planning modules: depend on topics, objectives
+ 2 approaches: knowledge/thematics/topics-based, practice-based: real life examples - case studies, tools/apps

Plan Learning Activities
+ courses are based on a variety of learning activities
+ learning activities are linked to the module topics: videos, readings, interviews, discussions, case studies: usage of tools/apps, etc.
+ real-life situation based activities: case studies, tools/apps

Lessons learnt and suggestions

Assessment and Evaluation Strategies
+ depends on the certification concept of the course: MCs mandatory element of describing assessment form and type
+ summative assessment rarely: final test,
+ formative assessment more frequent: self-assessment, quizzes, level of engagement (discussion prompts, etc.)

Choose Technological Requirements:
+ Which platforms might be used?
+ portability requirement of MCs: in technical terms (wallets) interoperability – data model, open stadards (ex.: Europass portal, EDC)

Promote Interaction and Collaboration:
+ challenging aspect of MOOC
+ mostly related to the practical parts of the modules and assignments, it is worth thinking about

Ensure Flexibility
+ Flexibility: accessibility and learning pace
+ benefits of flexibility and choice: own pace, own expectations, optionality always increases ownership,
+ tailor-made feeling and commitment is usually higher when there is choice
+ completion: optional and compulsory elements at modules and sub-modules level and related assignments

Prospects of microcredentials

Council recommendation on microcredentials

     reflection on demand towards learning

     technology enables portability

     stackability, validation, recognition

     quality aspects

     principles for design and issuance of MCs

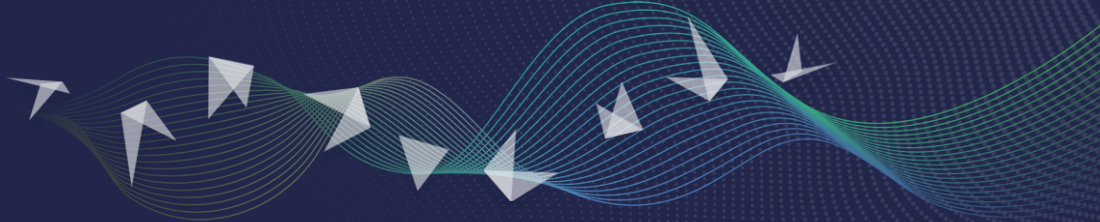   recommendation includes compulsory and optional elements of Mcs

Principles specifying the nature of micro-credentials

+ quality assurance: sector-specific QA systems, providers' licencing,

+ transparency: course, provider/issuer organisation (licenced and incluson of registries), learning outcomes, notional time of learning (ECTS credits), EQF/HEQF level, type of assessment, form of participation in learning,

+ assessment: criteria (LO's) for assessment method and instrument

+ stackability: stand-alone, independent, integrated, stackable towards another credential

+ recognition: LO's standard format to be suitable for recognition and credit procedures (credit-accumulation, etc.)

+ portability: European open standard – common format for data model (semantic interoperability)

Thank you for your attention