

PROFFORMANCE+ Short courses from coordinator point of view

Some good practices
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Coordinators:



Erasmus+

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Full Partners:

 Bundesministerium
Bildung, Wissenschaft
und Forschung

 Ministry of Science and Education

 MINISTRY OF EDUCATION,
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EDUCATIONAL QUALITY
ENHANCEMENT

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INOVOS POSSÍVEIS PRÁTICAS

 SZÉCHENYI
EGYETEM

The PROFFORMANCE+ toolkit

- PROFFORMANCE Assessment tool <https://tool.profformance.eu/>
- Course portal, <https://profformance.eu/en/course-portal>
- Best practice database, <https://award.profformance.eu/>
- Guidelines and manuals which will be available for individual or institutional trainings
- 4 short introductory courses on the 4 priority areas
- 4 video tutorials on the 4 priority areas



Course objective

The **PROFFORMANCE+ toolkit** aims to be a **compass**, providing **navigation** among different **policy requirements** and also give **support for teachers to improve their teaching.**



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Learning outcomes

Enhancing teachers' teaching competencies in 4 EHEA priorities (digitalization, internationalization, inclusion, sustainability).

Q1 – What kind of competencies we can develop? (Knowledge, skills, experience, attitudes, etc.)



Basics for the courses

- + Online course
- + In English
- + Targeting higher education teachers
- + Based on and connected to Assessment tool
- + Freely available
- + Modular
- + Direct access or upon registration?



Milestones

Common concept	14 November		
Topic based concepts	10 January		
Final agreed concepts all 4 topics	Georgian PLA – January 16-18		
Content of course	June 2024		
Everything is on the			



SOME GOOD PRACTICES

COURSE PORTAL



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Introduction/welcome notes

Rationale and course objectives

Introduction, course rationale

An important **obstacle** for some European universities' participation in international projects and European mobility schemes is the **limited number of foreign language programmes** and courses that they offer. Although there is a clear trend to provide an increased number of such programs and courses, the speed of this increase is rather slow and it is likely to remain so without targeted interventions. Besides undertaking structural changes and introducing new international policies, **universities should provide support to their teaching staff to become competent and feel comfortable to develop foreign language courses and teach international students.**

Enhancing a sense of belonging in higher education (for teaching staff)

Aims of the course

To **address these challenges**, the IMPACT project aims to improve internationalisation of universities in Europe through enhancing the teaching competences of university teachers. As a significant element of the project, the course Effective teaching for international students intends to **help university teachers design and teach courses attaining to the needs of international students and mixed groups of home and international students.**



Examples for learning outcomes

By the end of this course, you will have a better understanding of how



digital tools can support the teaching and learning process



to communicate, connect, and collaborate using tools and technologies



to use design principles to integrate digital tools into lessons



to participate actively, efficiently and securely online



to support and include diverse students using digital pedagogies



to employ pedagogies and assessments that empower learners

During this course, you will:

Develop a critical understanding of the concepts and assumptions about diversity and difference, including notions of ability and disability, socio-economic background, race, ethnicity, and cultural background, beliefs and religion, and gender.

Develop awareness of historical and contemporary definitions of inclusive education, taking into account policy, theories and models.

Develop the ability to critically analyse contexts in order to identify barriers to developing inclusive and equitable quality education for all learners.

Develop knowledge about ways to develop inclusive and equitable quality education for all learners, taking into account their diverse characteristics and needs.

Learning Outcomes

Once you have completed this course, you should be able to create a heterogeneity-sensitive teaching & learning environment which supports the social and academic integration of all students (especially in the transition phase) and helps to strengthen students' sense of belonging to their Higher Education Institution.

You will get to know tools and methods that make it easier for students to adapt to university life and that help to increase the social interaction of (all) students.

You will be better equipped to deal with different forms of student crisis and at the same time will take better care of your own well-being.



Examples for learning outcomes

On completing the course, you **should be able to do the following**.

- a) **Teach a university subject in English**, having gained the necessary confidence and skills.
- b) **Integrate all aspects of CLIL** (methodological, pedagogical, strategic, attitudinal, motivational, linguistic, sociolinguistic and pragmatic) **to put together their own English-medium course on their particular subject**.
- c) **Describe the characteristics of the university lecture** discourse genre (planning, agents, channels, phases, dynamics, and current flexibility of the genre).
- d) **Understand and perform** the basic linguistic macro-functions within English teaching discourse.
- e) **Understand and perform**, using the appropriate linguistic exponents (vocabulary, structures, and phraseology), the main micro-functions in English teaching discourse: metalinguistic, informative, evaluative, inductive, and social.
- f) **Consolidate their oral expression and interaction skills**, and their grammar and vocabulary, at English levels C1 and C2 as defined by the Council of Europe. English for Teaching Purposes is a course provided by the Language Service at the Universitat Autònoma de Barcelona (UAB).



Syllabus/Modules

Syllabus

Week 1

Course introduction

Show weekly breakdown

Week 2

Understanding climate action

Show weekly breakdown

Week 3

Introducing Ecopedagogy

Show weekly breakdown

Week 4

Ecopedagogy in practice

Show weekly breakdown



Program

This MOOC is divided into 6 following topics:

Topic 1 - Introduction to Ecological Overshoot, Sustainability, and SDGs

Topic 2 - Connecting your daily life with SDGs

Topic 3 - Introduction to Ecological Footprint

Topic 4 - Your Personal Ecological Footprint

Topic 5 - HEI: Sustainability aspects and assessment tools

Topic 6 - HEI: Sustainability best practices

Week 1: Introduction to the Course and Conceptualising diversity in education

Module 1 • 3 hours to complete

Week 2: Responding to diversity in education

Module 2 • 4 hours to complete

Week 3: Experiencing diversity in education: barriers and facilitators

Module 3 • 5 hours to complete

Week 4: Developing inclusive, equitable quality education for All

Module 4 • 4 hours to complete



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Food for thoughts

	DIGI	INTL	INCL	SUST	Courses with all 4 aspects considered
TA1	1 module	1 module			Course on course design
TA2	1 module				Course on L&T
TA3					Course on Student assessment
TA4					
TA5					
TA6					
Courses on 1 topic	Course on DIGI	Course on INTL	Course on INCL	Course on SUST	



Duration

+ 6 weeks –5 hours/ week, 30 hours altogether

Analysing the critical issues (contextual, linguistic, motivational and methodological aspects). Level of English. Managing anxiety. Improve through re-thinking your teaching to improve it. Teachers' discourse. Analysing real practice and choosing a particular class as a basis for later course work.

What's included

12 videos 10 readings 1 quiz

12 videos Total 49 minutes

What can this MOOC do for you?•2 minutes•Preview module

1. First week introduction•2 minutes

1.1. What are the implications of changing over to teaching your classes in English at university?•2 minutes

1.2.1. What is English-Medium Instruction (EMI)?•2 minutes

1.2.2. Diversity of the EMI methodology•5 minutes

1.3. Is my level good enough to change over to teaching at university in this language?•2 minutes

1.4. Pronunciation•12 minutes

1.5. How do I control my nervousness?•4 minutes

1.5.1. Lecture discourse•3 minutes

1.6. Changing over to teaching in English: an opportunity to reassess and improve your lecturing•3 minutes

1.7. Different kinds of teaching intervention•3 minutes

1.8. What class sequence should I choose to teach in English?•3 minutes

10 readings Total 100 minutes

Welcome, Learners!•10 minutes

Syllabus•10 minutes

Grading and Logistics•10 minutes

Solving doubts and technical issues•10 minutes

FAQ - General topics•10 minutes

FAQ- Time management•10 minutes

FAQ - Quizzes and assignment•10 minutes

FAQ - Certificate•10 minutes

About us•10 minutes

Week 1 material•10 minutes

1 quiz Total 30 minutes

Quiz (Week 1)•30 minutes



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Teaching materials, methods

Week 1: Course introduction

Start date:

Person's Left Hand Holding Green Leaf Plant

Welcome!

In this introduction to the course, Dr Ria Dunkley from the University of Glasgow will describe the outcomes of the course and provide a course overview.

1.1 Welcome to the course VIDEO (06:35)

1.2 Meet the team ARTICLE

1.3 Week 1 overview VIDEO (00:53)

Icebergs

Perspectives on climate change

In this step, we explore different perspectives on climate change and reflect on our own thoughts that influence our teaching practice.

1.4 Climate Change and you EXERCISE

1.5 Understanding Climate Change VIDEO (07:04)

1.6 Visualising Climate Change DISCUSSION

1.7 Local impacts of Climate Change ARTICLE

Woman looking in her fridge while standing in water

Climate change's social context

Within this step, we explore the social context of climate change, highlighting issues of inequality and the disconnection between nature and culture.

1.8 Social context is crucial ARTICLE

1.9 Same Sea, different boats? DISCUSSION

1.10 The nature-culture divide ARTICLE

1.11 The nearby wild DISCUSSION

Children learning about solar panels

Week 1 summary

1.12 Jargon busting! EXERCISE

1.13 Checklist of Week 1 ARTICLE

Submodules:

- staff and student perspectives
- Examples
- Test question
- Good practices
- Embedded videos
- Fact sheets
- Further resources

Very structured, small bits of text with lot of figures, tables, videos, etc. Very user-friendly layouts.

1 submodule

Introduction contains – welcome and learning objectives

Definition and concept – question & reflection task

Videos – 2 (7 and 10 minutes – talk) with key messages and transcript

Students experience – cards and reflection tasks

Fostering and effects – hyperlinked literature + mind map with infos

Key determinants – Activity with cards, and labels, lot of references in text

References. lot of resources



Learning activities

question & reflection
Reflective Journals

Quizzes, reflective questions, small exercises
on the platform.

reflections, syllabus writing, peer
observation, report on student learning

Checklist of Week 1

24 comments

Did you engage with these activities in Week 1?

Viewed the welcome video and let us know what you are hoping to achieve (1.1)

Learned about your instructor' (Ria) background and asked me a question (1.2)

Watched the video: "Week one overview" (1.3)

Contributed to the "Climate change and you" [remember to go back and take a look - at updates with each new answer] (1.4)

Watched the video: "Understanding climate change" and shared with us what you have learnt so far (1.5)

Visited the "Show your Stripes" website to view the climate stripes for your region and reflected upon these as a pedagogic tool (1.6)

Reflected upon the presence of climate change within your local context (1.7)

Read the article on "The need for a social response to climate change" and shared your thoughts (1.8)

Reflected upon the issue of climate injustice (1.9)

Learnt about the role of nature connectedness to the climate crisis (1.10)

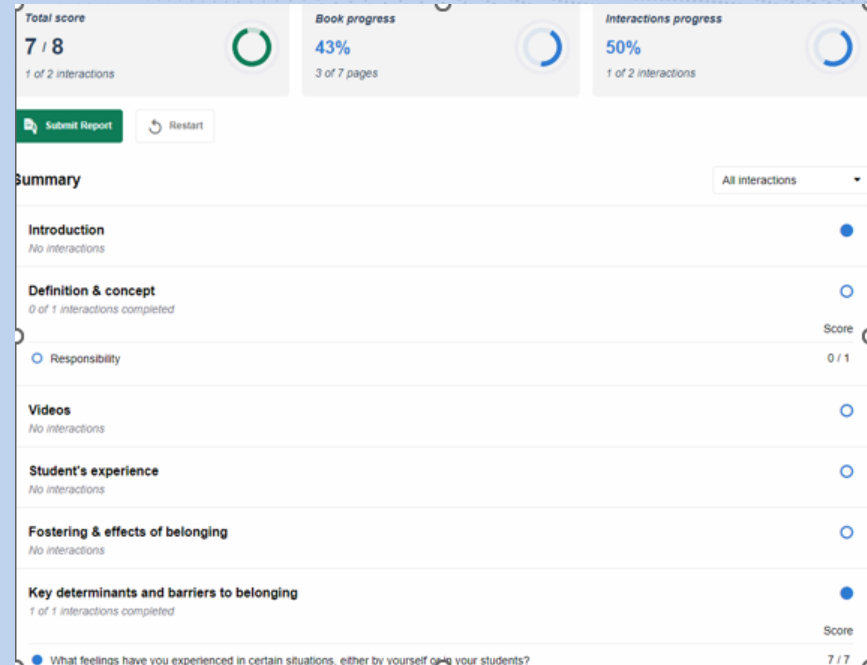
Shared your ideas about exploring the 'nearby wild' and reflected upon the usefulness of doing so for environmental learning (1.11)

Record any jargon you have encountered so far in the course, which could be added to our shared glossary (1.12)



Assessment

- + Formative assessments, participation in discussions with other learners and the completion of the quest assessment on FramerSpace.
- + Quiz – badge - All quizzes - certificate
- + Final assessment test
- + 4 quizzes - Sharable certificate
- + Learning analytics
- + Self-assessment



Interactivity

- + Mentoring upon request
- + Tutoring during specific time-frame
- + Forum/peer discussion
- + Self-peer assessment



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Other

- + Different scheme of registration
- + Commonly editable glossary
- + Free but certificate for fee
- + Course evaluation
- + Tutoring
- + Community building



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