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Current Trends in Digitalization in Higher Education: A Czech and PROFFORMANCE Perspective

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Coordinators:

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Full Partners: Bundesministerium Bildung, Wissenschaft und Forschung; Ministry of Science and Education

Associated Partners: ACA Academic Cooperation Association; esu; HEA Higher Education Authority; Ministry of Education and Science of Georgia; universidade de aveiro theoria poiesis praxis; Széchenyi Egyetem

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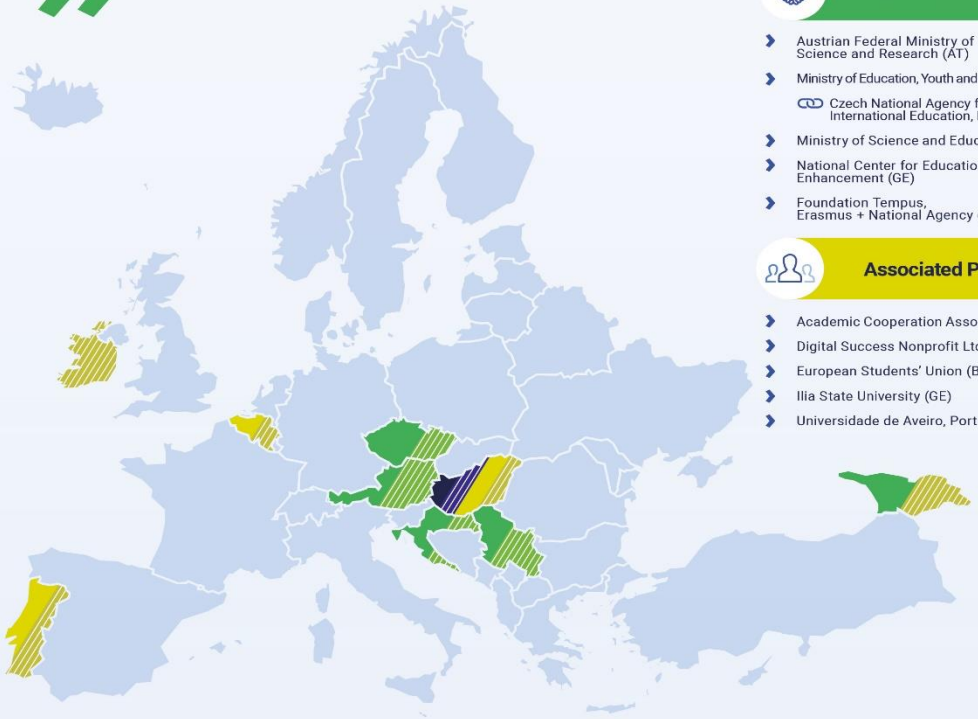
Project Participants



PROFFORMANCE (2020-2022)	PROFFORMNACE+ (2022-2025)
Coordinators	
Ministry for Innovation and Technology (HU)	Ministry of Innovation and Culture (HU)
Tempus Public Foundation (HU)	Tempus Public Foundation (HU)
Full Partners	
Austrian Federal Ministry of Education, Science and Research (AT)	Austrian Federal Ministry of Education, Science and Research (AT)
Ministry of Education, Youth and Sports (CZ)	Ministry of Education, Youth and Sports (CZ)
Czech National Agency for International Education, DZS (CZ)	Czech National Agency for International Education, DZS (CZ)
Ministry of Science and Education (HR)	Ministry of Science and Education (HR)
National Center for Educational Quality Enhancement (GE)	Foundation Tempus, Erasmus + National Agency (RS)
Foundation Tempus, Erasmus + National Agency (RS)	Ministry of Education (RS)
Associated Partners	
Academic Cooperation Association (BEL)	National Center for Educational Quality Enhancement (GE)
Digital Success Nonprofit Ltd. (HU)	Academic Cooperation Association (BEL)
European Students' Union (BEL)	Higher Education Authority, Ireland (IRL)
Ilia State University (GE)	European Students' Union (BEL)
Universidade de Aveiro, Portugal (PT)	Universidade de Aveiro, Portugal (PT)
	Ministry of Education and Science of Georgia (Moes) (GE)
	Széchenyi István University, Győr, Representing RUN-EU European University Alliance (HU)

Experts

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PROFFORMANCE Definiton

Digitalization in higher education 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. This transformational shift aims to leverage the potential of technology to enhance teaching and learning methods, streamline administrative processes, improve communication, foster innovation and adaptation to never ending changes caused by technology.

Czech trends

Digitalization of study materials - using more Digi SM for supports students learning
Cybersecurity
Support of IS
Implementation of AI to LnT (new Act – changes in the final assessment)

NAB support of developing pedagogical competencies – voluntary meetings of CZE HEIs
General pedagogical model for HE
Institutional Guidelines How to use AI in LnT
National Group AI in Education
Raise of distance SP

EU trends

Implementation of AI in LnT

Peer-learning focus on AI skills (students-companies employes)

Blended/virtual mobility

Flipped classroon

Hy-flex

Personalization of learning (using learning analytics, AI systems for formative assessment – e.g writing thesis, essays)

Development of LnT Centres – various project focused on digitalization

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The PROFFORMANCE Toolkit

for higher education teacher support

4 Horizontal aspects

Digitalization | Internation-alization | Inclusion and diversity | Sustainability

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EURASHE award for digitalization

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The PROFFORMANCE Assessment tool

The 3 dimensions of the Assessment Tool

Dimension 3

3 points of view | assessors

Dimension 1

6 thematic areas

Teachers' roles and tasks

	SELF	PEER	STUDENT+
TA1 | (Student-centred) 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 | Organization and administration (related to teaching)	☑	☒	☑

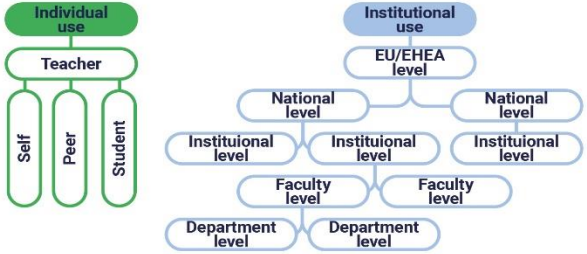
+ shortened lists of tasks

Sustainability | Inclusion and diversity | Digitalization | International-ization

4 horizontal aspects

Dimension 2

Who can use the tool?



Quality Assurance

for international programmes and cooperation

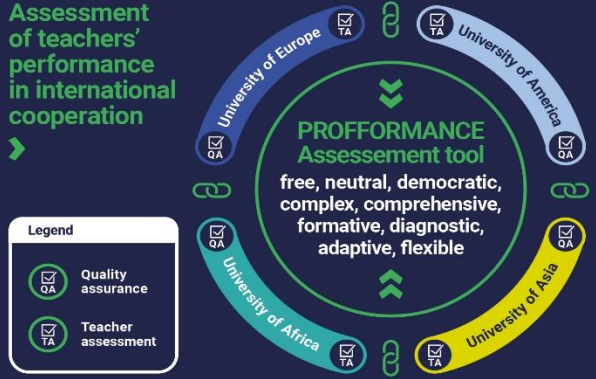
University networks and alliances,

joint degree programmes,

Collaborative Online International Learning,

co-teaching

Assessment of teachers' performance in international cooperation



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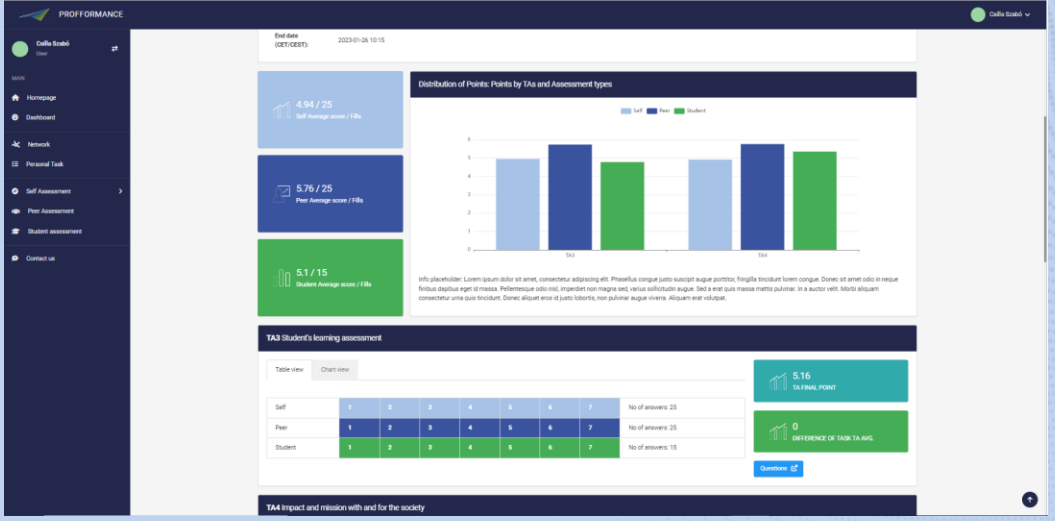

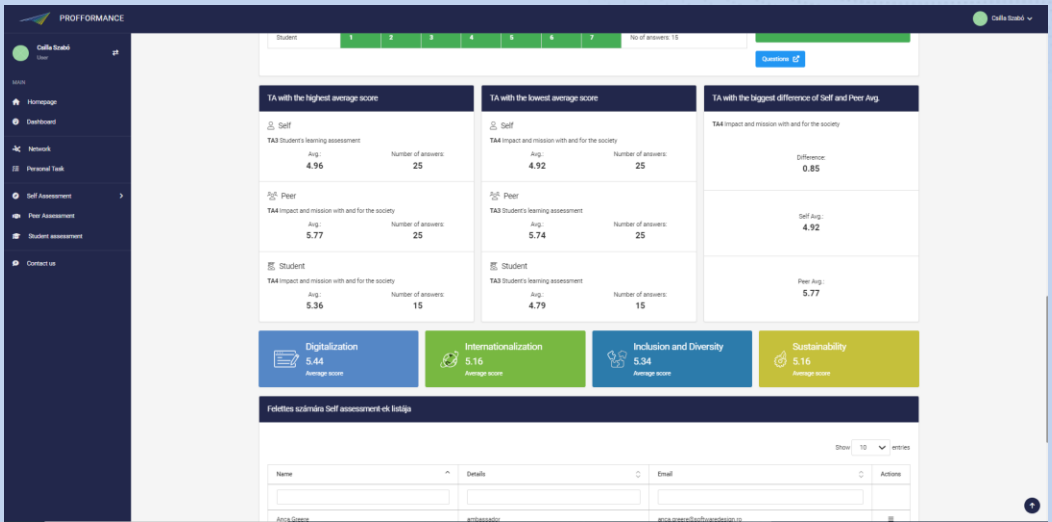

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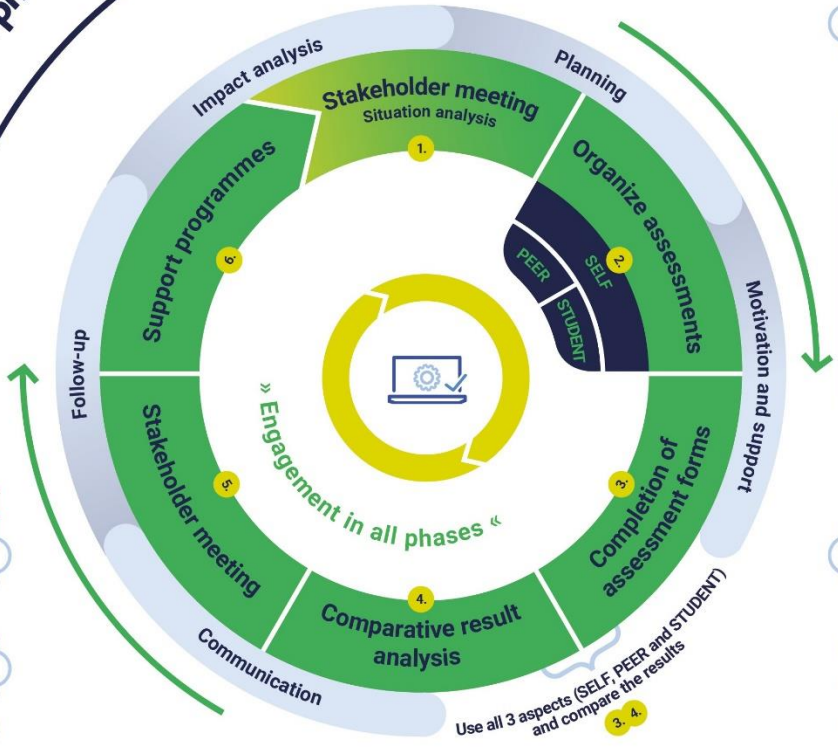
How to use the toolkit?

Continuous development cycle



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- Completion of assessment forms
- Comparative result analysis
- Assessment Tool

+

- Support programmes
- Teaching Excellence Database
- Course Portal

1. Stakeholder meeting

Meeting with all stakeholders

leaders, teachers, T&L centres, QA offices, administrative staff, external partners

2. Organize assessments

Give information and support to both peers and students

How to engage peer teachers	How to engage students
Encouraging discussions	Involving students organistaion/ representatives in all phases
Portfolio assessment	
Job shadowing	Administrative benefits
Peer pairs	During student week – with a contest
Peer groups	Fundraising for an organisation – for a certain number of filling out – a fund will be sent by the HEI.

5. Stakeholder meeting follow-up

Recognition/awards | Development plans

6. Support programmes

- Peer mentor programmes
- Peer learning workshops
- Online courses
- Job shadowing
- Student involvement

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Assessment of Digitalization

1.2. I design digital learning that responds to students' individual needs and supports student ownership in various educational and learning contexts (e.g. face-to-face, online and in the workplace).

Hint: I tailor digitally enhanced learning and teaching, its activities and content to suit each student's unique requirements, fostering a sense of autonomy and control in all learning environments and educational contexts.

3.2. I create, critically analyse and interpret digital data on student's activities, performance and progress.

TA5 – Professional Development for the Quality of Teaching

Competence fields:

1.Collaboration with colleagues to share and improve learning.

2.Critical reflection of using digital technologies in learning and teaching.

3.Identifying my needs in the professional development related to digital technologies.

Courses

Thematic Area	DIGI	INTL	INCL	SUST	Courses with all 4 aspects considered
TA1	M1/M1	M1/M2	M1/M3	M1/M4	Course on Course design
TA2	M2/M1	M2/M2	M2/M3	M2/M4	Course on L&T
TA3	M3/M1	M3/M2	M3/M3	M3/M4	Course on Student assessment
TA4	M4/M1	M4/M2	M4/M3	M4/M4	Course on Impact and mission with and for the society
TA5					
TA6					
Courses on 1 topic	Course on DIGI	Course on INTL	Course on INCL	Course on SUST	

Courses

TA 1-4
Self-paced
Examples and links to good cases
3-4 units per module
At least one more challenging exercies per module
Digital badge
1-2 hour per module
Platform Genially

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International Higher Education Teacher Award 2024/25

MAIN CATEGORIES

STUDENT-CENTRED COURSE DESIGN

INNOVATIVE TEACHING AND LEARNING

STUDENTS' LEARNING ASSESSMENT

IMPACT AND MISSION WITH AND FOR SOCIETY

MAIN HORIZONTAL PRIORITIES

DIGITALIZATION

SUSTAINABILITY

INCLUSION AND DIVERSITY

INTERNATIONALIZATION

GET INSPIRED

Teaching Excellence Database

Thematic Webinars

APPLY HERE

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19.11. 11.30-12:30 CZEDUCON

PROFFORMANCE Toolkit for Higher Education Teachers' Competence Development

Jan Beseda, Márton Beke

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