

PROFFORMANCE Assessment Tool

Coordinators:



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the European Union

European Higher Education Area (EHEA) - Initiative to support the implementation
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Full Partners:

 **Bundesministerium
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 **MINISTRY OF EDUCATION,
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 **NATIONAL CENTER FOR
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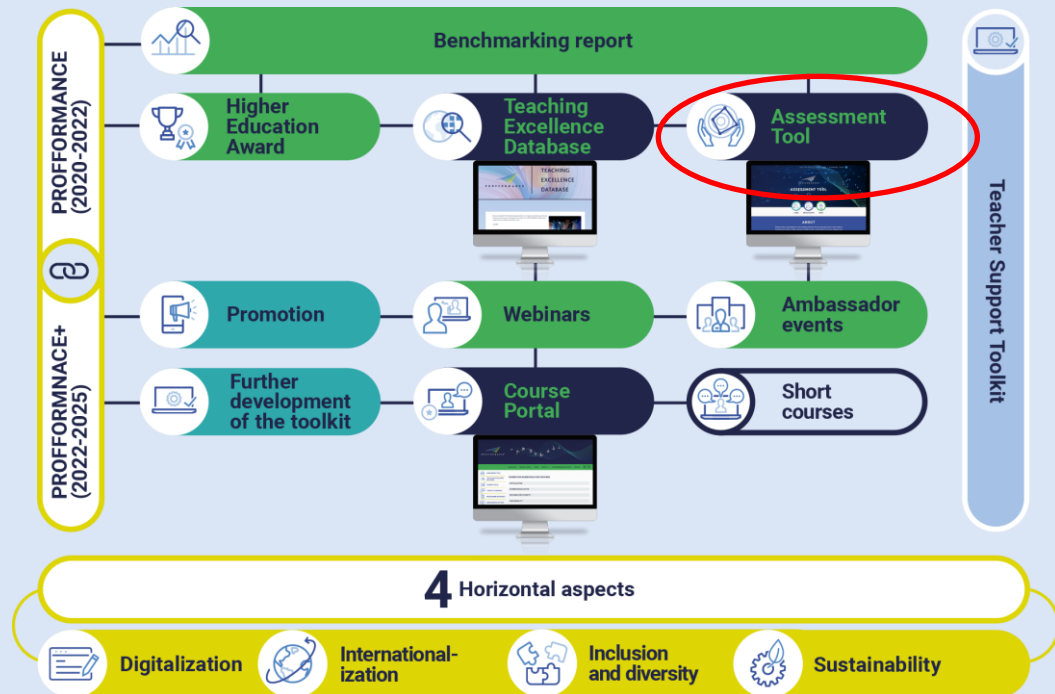
 **universidade de aveiro
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Tecnologia**

 **SZÉCHENYI
EGYETEM**

Background ▼



Profformance products and activities ▼

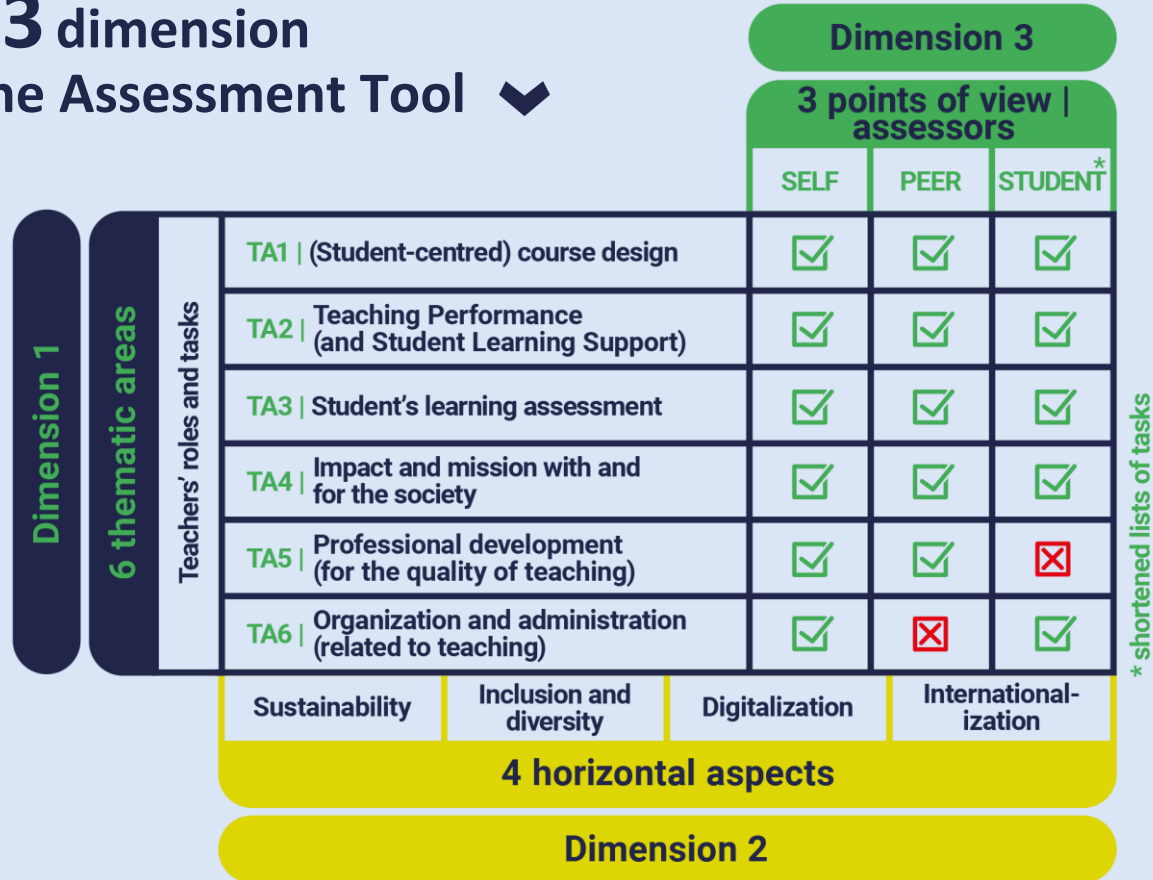


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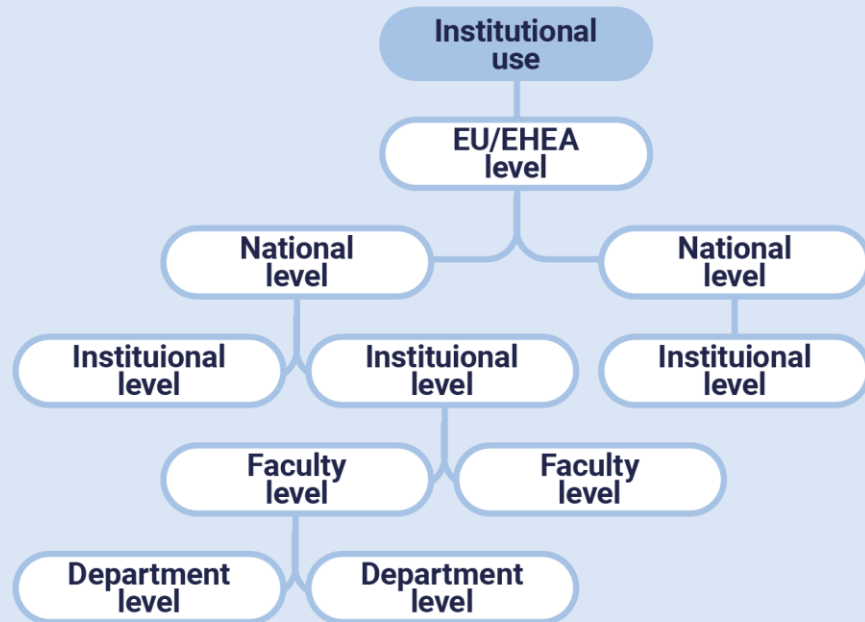
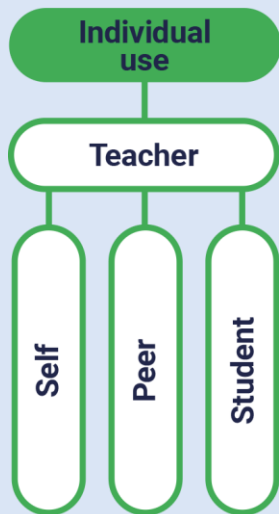
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The 3 dimension of the Assessment Tool



Who can use the toolkit? ▼



Csilla Szabó
User

MAIN

- Homepage
- Dashboard
- Network
- Personal Task
- Self Assessment
- Peer Assessment
- Student assessment
- Contact us

Dashboard - Welcome on dashboard

Home / Dashboard

Welcome to the dashboard of the PROFFORMANCE Assessment tool.

- if you are a higher education teacher, you may
 - assess your teaching performance
 - get feedback from your colleagues on your work
 - gather feedback from your students.
- if you are a head of institutional unit, you may
 - create a network in your unit
 - organise self-assessment among your teachers
 - promote peer assessment among colleagues
 - compare the results of assessments from 3 points of view (self, peer, student).



The guide and tutorial provides an overview how to use this complex system.

My Roles

My Item Roles as Teacher

- Szabó Csilla [Szabó Csilla]
- Szabó Csilla [Szabó Csilla]
- Szabó Csilla' private network [Szabó Csilla' private network]
- AMBPPEVENT [AMBPPEVENT]
- AMBPPE2 [AMBPPE2]
- PROFFORMANCE Ambassadors [PROFFORMANCE Ambassadors]
- ccc [ccc]
- joint administration [joint administration]
- Thematic webinar [Thematic webinar]
- Webinar - self, peer, student [Webinar - self, peer, student]
- Practice1 [Practice1]

My Item Roles as Administrator

- Szabó Csilla [Szabó Csilla]
- Szabó Csilla' private network [Szabó Csilla' private network]
- PROFFORMANCE Ambassadors [PROFFORMANCE Ambassadors]
- ccc [ccc]
- AMBPPEVENT [AMBPPEVENT]
- joint administration [joint administration]
- Thematic webinar [Thematic webinar]
- Webinar - self, peer, student [Webinar - self, peer, student]
- EDUdig Closing Conference Teaching Day, 24 and 25 April 2023 [Official_PROFFORMANCE+ Ambassador events]
- Official_PROFFORMANCE+ Ambassador events [Official_PROFFORMANCE+ Ambassador events]
- Practice1 [Practice1]

Forms – self, peer, student

Edit Self Assessment - Practice3

General

Practice3

Feedback form students can be collected by student assessment:

1. Search for the Student feedback link button.
2. Copy the link by clicking to the blue icon.
3. Send this link with a short message to your students.
4. They can fill it once anonymously.
5. After the expiration of the assessment task, you may compare the results of the SELF, PEER and STUDENT assessment.



Details: Practice3

Item of Task: Practice1

Task type: Institutionalized task

Start date (CET/CEST): 2024-02-28 00:00

End date (CET/CEST): 2024-02-28 12:00

Student feedback link:  

General

- 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

Finalize

Personal data


Your age *

-- Please choose an option --

You are *

-- Please choose an option --

Please **SAVE** your answers before proceeding to the next page.

Save 

Next →



Forms – self, peer, student

Edit Self Assessment - Practice3

TA1 Student-centered course design

Description

The aim of curriculum/course design and development is:

- to codify knowledge and to create programmes/courses that allow learners to develop their intended graduate and postgraduate profiles and
- to achieve relevant subject specific and transferable learning outcomes, which allow them to continue their studies for Lifelong Learning purposes,
- to get employed successfully nationally and internationally and
- to become responsible global citizens.

A sound knowledge of the discipline and interdisciplinary areas of the curriculum/course and pedagogical competencies (including the constructive alignment and a profound familiarity with the relevant institutional, national and international rules, regulations and policies) are required from teachers involved in the curriculum/course design and development. While designing and/or developing the curriculum/course, teachers should consider not only the national but also the international context, the needs of a digital, inclusive and sustainable society.

Competence fields

Points

Competence statements

1. I consider the legal framework and university regulations relevant for curriculum/course design and development.



...to be updated on national and institutional regulations on curriculum/course design. You follow up on new regulations and discuss them with your colleagues.

2. I design and regularly improve my courses/programs according to the latest developments and trends within my disciplines.

General

[TA1 Student-centered course design](#)

[TA2 Teaching performance and Student Learning Support](#)

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[TA4 Impact and mission with and for the society](#)

[TA5 Professional Development for the Quality of Teaching](#)

[TA6 Organizational and Administrative related to teaching](#)

[Finalize](#)



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Forms – self, peer, student

Horizontal aspects

Digitalization

I try - whenever it is useful and/or when it has some added value - to include the digital aspect of teaching, learning and assessment in my course design and I support the development of students' digital skills.



Hint!

Internationalization

I embed international best practices relevant for the curriculum/course and develop courses in English (and/or in other foreign languages) if needed for international classes, I also plan an international learning environment.



Hint!

Inclusion and Diversity

I am aware of inclusion and equal treatment/equity policies and I plan alternative learning and assessment methods within my course development accordingly.



Hint!

Sustainability

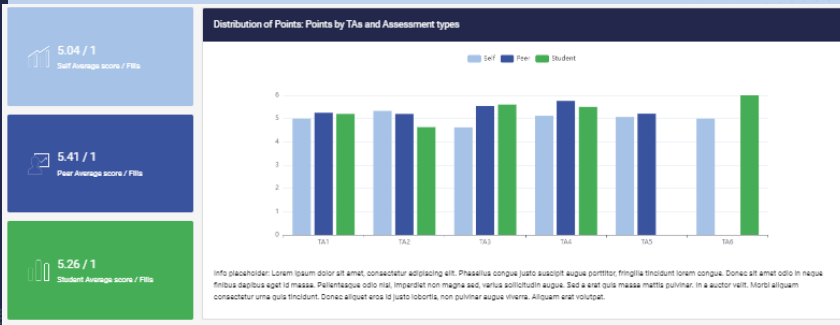


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Result



TA1 Student-centered course design

Table view | Chart view

	1	2	3	4	5	6	7	No of answers: 1
Self	1	2	3	4	5	6	7	No of answers: 1
Peer	1	2	3	4	5	6	7	No of answers: 1
Student	1	2	3	4	5	6	7	No of answers: 1

5.15 TA FINAL POINT

0 DIFFERENCE OF TASK TA AVG.

Questions

TA2 Teaching performance and Student Learning Support

Table view | Chart view

	1	2	3	4	5	6	7	No of answers: 1
Self	1	2	3	4	5	6	7	No of answers: 1
Peer	1	2	3	4	5	6	7	No of answers: 1
Student	1	2	3	4	5	6	7	No of answers: 1

5.05 TA FINAL POINT

0 DIFFERENCE OF TASK TA AVG.

Questions

TA3 Student's learning assessment

Table view | Chart view

	1	2	3	4	5	6	7	No of answers: 1
Self	1	2	3	4	5	6	7	No of answers: 1
Peer	1	2	3	4	5	6	7	No of answers: 1
Student	1	2	3	4	5	6	7	No of answers: 1

5.25 TA FINAL POINT

0 DIFFERENCE OF TASK TA AVG.

Questions

TA6 Organizational and Administrative related to teaching

Table view | Chart view

Self	1	2	3	4	5	6	7	No of answers: 1
Student	1	2	3	4	5	6	7	No of answers: 1

5.5 TA FINAL POINT

0 DIFFERENCE OF TASK TA AVG.

Questions

TA with the highest average score	TA with the lowest average score	TA with the biggest difference of Self and Peer Avg.
<p>Self</p> <p>TA2 Teaching performance and Student Learning Support</p> <p>Avg: 5.33 Number of answers: 1</p>	<p>Self</p> <p>TA3 Student's learning assessment</p> <p>Avg: 4.62 Number of answers: 1</p>	<p>TA2 Student's learning assessment</p> <p>Difference: 0.92</p>
<p>Peer</p> <p>TA4 Impact and mission with and for the society</p> <p>Avg: 5.76 Number of answers: 1</p>	<p>Peer</p> <p>TA2 Teaching performance and Student Learning Support</p> <p>Avg: 5.2 Number of answers: 1</p>	<p>Self Avg: 4.62</p>
<p>Student</p> <p>TA6 Organizational and Administrative related to teaching</p> <p>Avg: 6 Number of answers: 1</p>	<p>Student</p> <p>TA2 Teaching performance and Student Learning Support</p> <p>Avg: 4.63 Number of answers: 1</p>	<p>Peer Avg: 5.34</p>

<p>Digitalization</p> <p>5.58 Average score</p>	<p>Internationalization</p> <p>5.21 Average score</p>	<p>Inclusion and Diversity</p> <p>5.43 Average score</p>	<p>Sustainability</p> <p>5.39 Average score</p>
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List of Self-Assessments' results for the superior

Show 10 entries

Name	Details	Email	Actions
Stas0 Cella	000	cella.stas0@fhnw	

Showing 1 to 1 of 1 entries

