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14⁰⁰-16⁰⁰



Thematic Webinars 6.

Internationalisation in Higher Education

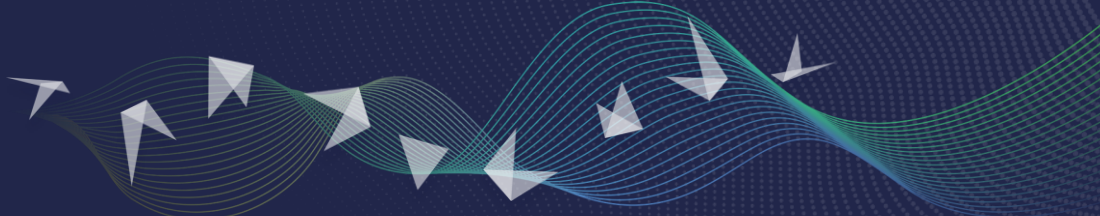
Empowering Innovative teaching and learning practices across borders



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Proformance+ project and tools: Internationalisation

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Coordinators:



Erasmus+

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Full Partners:

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 Ministry of Science and Education

 MINISTRY OF EDUCATION, YOUTH AND SPORTS



 Ministry of Education, Youth and Sports of the Republic of Serbia

 FOUNDATION TEMPUS

Associated Partners:

 ACA ACADEMIC COOPERATION ASSOCIATION



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 MINISTRY OF EDUCATION AND SCIENCE OF GEORGIA

 NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

 universidade de aveiro THEOS PÓLIS PRÓTOS

 SZÉCHENYI EGYETEM



PROJECT PARTNERS	ASSOCIATED PARTNERS
<p>PROJECT COORDINATOR: <i>MINISTRY OF INNOVATION AND CULTURE, HUNGARY</i> https://kormany.hu/</p> <p>LINKED THIRD PARTY: <i>TEMPUS PUBLIC FOUNDATION (E+ NATIONAL AGENCY), HUNGARY</i> http://tka.hu/</p>	<p><i>NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT, GEORGIA</i> http://www.eqe.ge</p> <p><i>MINISTRY OF EDUCATION AND SCIENCE OF GEORGIA</i> https://iliauni.edu.ge/</p>
<p><i>AUSTRIAN FEDERAL MINISTRY OF EDUCATION, SCIENCE AND RESEARCH, AUSTRIA</i> https://www.bmbwf.gv.at/</p>	<p><i>ACADEMIC COOPERATION ASSOCIATION, BELGIUM</i> http://www.aca-secretariat.be</p> <p><i>EUROPEAN STUDENTS UNION, BELGIUM,</i> http://www.esu-online.org</p>
<p><i>MINISTRY OF EDUCATION, YOUTH AND SPORTS, CZECHIA</i> http://www.msmt.cz</p> <p>LINKED THIRD PARTY: <i>CZECH NATIONAL AGENCY FOR INTERNATIONAL EDUCATION, DZS</i> http://www.dzs.cz</p>	<p><i>HIGHER EDUCATION AUTHORITY, IRELAND</i> https://hea.ie/</p>
<p><i>MINISTRY OF SCIENCE AND EDUCATION, CROATIA</i> http://mzo.gov.hr</p>	<p><i>UNIVERSIDADE DE AVEIRO, PORTUGAL</i> http://www.ua.pt</p>
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Proformance+ project goal

The PROFFORMANCE+ project's main focus thus is **the quality enhancement of L&T with special attention to the following horizontal aspect priorities:**

1. Digitalisation
2. Inclusion
3. Internationalization
4. Sustainability

- European and international policies and documents
- European skills agenda
- Goals addressing HE in *European Education Area 2025* initiative (initiative that helps European Union Member States to work together and to build more resilient and inclusive education and training systems.)

<https://education.ec.europa.eu/about-eea/the-eea-explained>



Towards the project goal...

PROJECT RATIONALE:

Bridging the gap from the EU/EHEA policy forums through national decision-makers and HEI management to the teaching staff at HEIs.

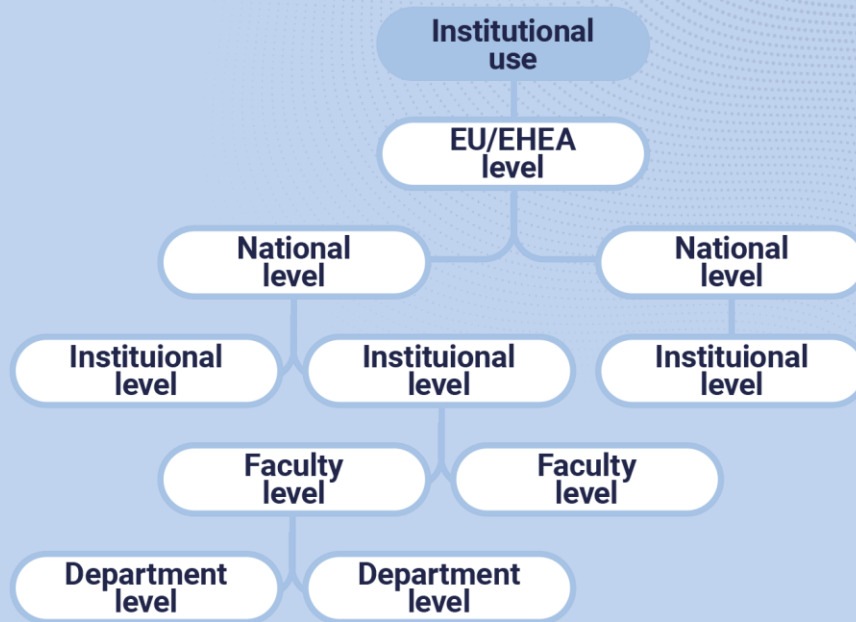
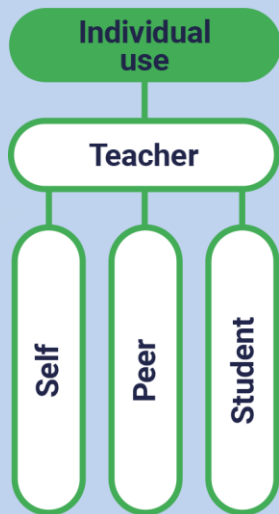
The project output allows for higher education teachers support through:

*The **PROFFORMANCE+** toolkit*

- a compass, navigation tool among different policy requirements and their practical application : support for teachers to improve their teaching



Who can use the toolkit? ▼



Internationalisation in HE

"Internationalization is more than just the physical presence of international students or faculty on campus. It's about fostering a culture of openness, diversity, and global engagement within higher education institutions. True internationalization requires a commitment to promoting intercultural understanding, integrating global perspectives into the curriculum, and creating opportunities for meaningful cross-cultural exchanges. It's about preparing students to thrive in an interconnected world and to become responsible global citizens."

Hans de Wit, Emeritus Professor,
a renowned expert in international higher
education



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COMPETENCE FIELDS:

- Raising awareness of global dimension through encouraging intercultural communication and ***international mindset***
- Application of diverse and innovative instructional approaches in the course/curriculum development to foster student ***international and multicultural competences***
- Implementation of tailored assessment methodologies to ***assess student international and multicultural competences***
- Integration of ***good international practices*** in each HE operational field to enhance the quality of learning and teaching

Internationalisation through Thematic Areas

TA1 Course Design

I rely on European and other international good practices in a course/curriculum design, while using globally relevant examples and case studies to develop courses in English or other foreign language(s), along with my native language, in consideration of students' cultural differences and international diversity.

TA2 Learning and Teaching

I am engaged in promoting and providing an international/intercultural environment for learning and teaching effectiveness (materials and contents; multicultural teams; international perspective of the discipline, etc.).



Internationalisation through Thematic Areas

TA3 Student Assessment

I use assessment methodologies that are appropriate for an international classroom and assess student competences (which are) needed for a professional career in an international environment.



TA4 Impact and Research

I engage in research, innovation and societal projects, events, and networks at an international level.



Internationalisation through Thematic Areas

TA5 Professional Development

I regularly participate in international physical, online and/or blended events, courses, just as I am regularly engaged in international mobility, in order to further develop my professional knowledge and pedagogical skills.



TA6 Organisation and Administration

I manage organisational and administrative tasks by following the international standards, in accordance with the international quality criteria.



Proformance+ ongoing activity

Designing short online courses for HE teachers:

- a course portal of 16 different modules across thematic areas and 4 horizontal aspects:
 1. Digitalisation
 2. Inclusion
 3. Internationalization
 4. Sustainability
- Alongside a best practice database, guidelines and manuals, short online courses will provide microteaching support for HE teachers to enhance these 4 priority areas in their teaching practice.
- Courses entail various exercises to develop competences in 4 priority areas (Bloom's taxonomy oriented).



Internationalisation Exercise 1: Cloze exercise (lower cognitive processes stimulated)

INSTRUCTION: Fill in the gaps of the text that defines the principles of English as a Medium of Instruction. Use the following concepts: *primary, proficiency, integration, interactive, professional*.

OUTPUT:

The principles of English as a Medium of Instruction (EMI) encompass guiding beliefs and practices aimed at facilitating effective teaching and learning in educational contexts where English is used as the _____ language of instruction. These principles emphasize the importance of language _____ among both students and instructors, clarity and comprehensibility in communication, _____ of language learning with content learning, cultural sensitivity, _____ learning environments promoting active participation, appropriate assessment methods aligned with language and academic goals, and continuous _____ development for educators. By adhering to these principles, EMI programs aim to foster meaningful communication, comprehension, and academic achievement while supporting the linguistic and cultural diversity of learners.



Internationalisation Exercise 2: Comparative exercise (higher cognitive processes stimulated)

INSTRUCTION: Compare the general structure and characteristics of the Transcript of Record in EHEA with 1 national (eg. Romanian) Transcript of Records. Find 2 similarities and 2 differences.

OUTPUT:

Two similarities and two differences between the general structure and characteristics of a Transcript of Record in the European Higher Education Area (EHEA) and a sample Transcript of Record in Higher Education in Romania:

SIMILARITIES:

- + **Personal Information:** Both transcripts typically include personal information about the student, such as their name, identification number, date of birth, and contact information. This information is essential for uniquely identifying the student and maintaining accurate records.
- + **Course List and Credits:** Both transcripts provide a comprehensive list of courses taken by the student, along with the corresponding credits or units assigned to each course. This section details the academic workload undertaken by the student and serves as a record of their course progression.

DIFFERENCES:

- + **Grading Scale:** The grading scale used in the EHEA transcript may differ from that of the Romanian transcript. While the EHEA transcript may use the European Credit Transfer and Accumulation System (ECTS) grading scale (A-F) or similar, the Romanian transcript may employ a different grading system, such as numerical grades or percentage grades.
- + **Degree Conferred:** The format and terminology used to indicate the degree awarded may vary between the two transcripts. While the EHEA transcript may specify the degree conferred according to the Bologna Process standards (e.g., Bachelor's, Master's, or Doctorate), the Romanian transcript may use different terminology or degree classifications specific to the Romanian education system.



Thank you!
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