PROFFORMANCE⁺ PROJECT

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The PROFFORMANCE+ project (2022-2025)

Aims to continue **guiding and supporting mission for higher education actors at all relevant levels (EU, EHEA, national, HEI) with special focus and address to HE teachers**, with a parallel bottom-up and top-down approach.

The main objective of the project is to facilitate transformation and increase competitiveness of higher education in the EHEA and consortium partners countries by quality enhancement of teaching and learning through supporting higher education teachers' performance – in line with the main commitments and new priorities of EHEA.

The PROFFORMANCE⁺ project's main focus

- The quality enhancement of T&L with special attention to the priorities of Rome Communique: **digitalisation**, **inclusion**, **internationalization** and **sustainability**.

- HE teacher development by translating policy requirements into teachers' competencies (knowledge, skills, attitudes).

Teachers need special capacities to fulfill their various tasks and roles in the activities related to the development of students' competencies (digital skills, ability to use universal design in planning courses and curricula to meet diverse students' needs, sustainability in everyday life and the profession).

The information channel from the EU/EHEA policy forums through national decision makers and HEI management is often too long to reach the teaching staff at HEIs.

Contents and policy requirements of the documents hardly reach out to higher education teachers, and they receive very little support on how to apply those actions in their everyday activities with their overwhelming workload.

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

PROFFORMANCE⁺ main objectives

- **Promotion of the PROFFORMANCE toolkit** in EHEA countries at EHEA/EU/national/HEI/teacher level

- **Further developing** the framework of the PROFFORMANCE **Assessment Tool** and **reinforcing horizontal aspects** alongside of the main EHEA and new EU priorities: **digitalization, inclusion, sustainability** and **internationalization**, in international working groups and PLAs.

- **Developing a toolkit** for further **training and development.**

- **Networking** and exchange of knowledge and best practices
  - involvement of and cooperation with **EUNs, PROFFORMANCE community, webinars, market places, course award calls**.

PROFFORMANCE⁺ main activities

- PROFFORMANCE **Ambassador Roadshow**
- **Thematic webinars** on best practices
  - presentation and testing of the tool
- **Peer-learning activities (PLA)** and specialized **working groups (WG)**:
  - on each horizontal aspects/priority areas: Digitalization, Inclusion, Internationalization, Sustainability
- **Toolkit** elements:
  - **guidelines**
  - **online courses**
- 2nd round of the **Teacher Award** and further development of the **Teaching Excellence Database**
- **Networking**
  - LinkedIN
  - events

PROFFORMANCE⁺ partners

Coordinator: MINISTRY OF INNOVATION AND CULTURE (HUN), Hungary

Full partners

- Ministry of Culture and Innovation, Hungary (Affiliated entity: Tempus Public Foundation)
- Austrian Federal Ministry of Education, Science and Research
- Croatia: Ministry of Science and Education
- Czech Republic: Ministry of Education, Youth and Sports (Affiliated entity: DZS Centre for International Cooperation in Education as Erasmus+ National Agency)
- Serbia: Ministry of Education, Science and Technological Development (MESTD) and
- Foundation Tempus (Erasmus+ National Agency)

Associated partners:

- Academic Cooperation Association
- European Students' Union
- Higher Education Authority, Ireland
- The National Centre for Educational Quality Enhancement (Georgia)
- Ministry of Education and Science of Georgia (MoES)
- Széchenyi István University, Győr, representing RUN-EU European University Alliance
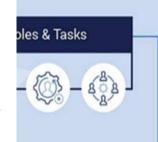- Universidade de Aveiro, Portugal

PROFFORMANCE[+] builds on the results of its precedent project, PROFFORMANCE (2020-2022)

(benchmarked the teacher performance landscape in the participating countries, collected all roles, tasks, and responsibilities of higher education teachers and created a competence framework and an assessment toolkit)

Benchmarking report - based on the answers of 156 HEIs in a survey conducted in November 2020 - on institutional strategies and good practices in teaching and learning and assessment-development incentives of HE teachers, with recommendations.

Online, searchable database on teaching excellence containing 126 good practices collected in the frame of the first PROFFORMANCE HE teacher award 2021/2022. The database is searchable according to 4 thematic areas and EHEA priorities and also by HEIs or the consortium partner countries.

The final product of the project was the PROFFORMANCE assessment tool, which serves as a compass for higher education teachers and managers with formative and guiding characteristics for supporting their diverse student body to meet societal and labour market requirements and be pro-c-reactive citizens. The freely available, online assessment tool consists of 6 thematic areas for self, peer and student assessment with regard to EHEA horizontal priorities (digitalization, internationalization, inclusion, sustainability) as well.

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oles & Tasks

PLA2 | Dimension 2 | Horizontal aspects-priority areas

PROFFORMANCE Assessment tool for higher education teacher performance

- Elaborated by the PROFFORMANCE consortium with collaboration of outstanding international experts.

- Complex, comprehensive, formative tool.

- Provides feedback for teachers, HE institutions, policy decision makers.

- Three dimensional tool:

  - Dimension 1: Assessing teachers' roles, tasks in a wide spectrum.

  - Dimension 2: Assessing competences in priority areas such as:

    - digitalization

    - internationalization

    - inclusion

    - sustainability

  - Dimension 3: The assessment is done by

    - the teacher HIM/HERSELF

    - PEER teachers

    - STUDENTS

Thematic areas for self, peer and student assessment

- **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

TA1 Student-centered course design

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

1. Designing the learning outcomes, considering the specificity of the field/level of studies, labour market and society requirements, diversity and special educational needs of the learners;

2. Structuring the programme/module/course considering the learners workload, both teacher-led offline or online and individual working hours;

3. Selecting effective teaching, learning and assessment methods according to desired learning outcomes, specificity of field/level and individual learning path, diversity and special educational needs of students;

4. Selecting teaching materials relevant to the programme/course learning outcomes, considering the state-of-the-art and research in the discipline/disciplines.

TA2 Teaching performance and Student Learning Support

DESCRIPTION

To a very large extent, the performance of HE teachers is rooted in their views of teaching and learning. Teachers need to know the recent theoretical concepts and principles as well as practical techniques and tools to be able to create a truly efficient process that will meet the variety of educational/professional demands in contemporary society.

Additionally, supervising and mentoring processes are still extremely important and thus their nature should be properly understood for student learning support. It enables the required professional and personal support on the way to building students' professional identity. It is crucial to become aware of their own abilities and skills as well as to comprehend the ethical and socio-cultural aspects of their work in the academic community. It is mainly based on the relationship between the student and teacher in which the social and communication skills of both parties may be crucial.

COMPETENCE FIELDS

1. Preparation of the materials for the pre-, present- and post- teaching and learning activities.

2. Application of student-centred teaching and learning methodologies in the learning environment.

3. Creation of a reliable and effective teacher-student relationship in the learning environment.

4. Reflection (individual and mutual) on the entire learning process.

TA3 Student's learning assessment

DESCRIPTION

The purpose of student assessment is to provide feedback on the teaching-learning process and the effectiveness of individual learning in relation to the set and expected learning outcomes, and to use this information to help students make the process more effective. The assessment process includes the approach, methods and tools or techniques used and the format in which assessment results are documented and the feedback is given. The choice of assessment methods and techniques should be adapted to the students' and teachers' needs and to the nature of the expected learning outcome. Assessment in general takes into account the educational, institutional context in which learning takes place.

COMPETENCE FIELDS

1. To plan, design and implement different assessment methods and to use adequate tools for the context and goals of learning and learners' needs.

2. To analyse students' performance and provide timely and useful feedback that supports the improvement of the learning process.

3. To regularly monitor and evaluate the effectiveness and adequacy of the assessment process.

TA4 Impact and mission with and for the society

DESCRIPTION

The teacher knows new trends and knowledge in his/her subject area, and how to use proper scientific methods. The teacher has the ability to conduct original research/innovation as well as to respect and reflect ethical values in his/her work. The socially responsible teacher initiates and contributes to social engagement programmes and participates in relevant events as a representative of the HEI.

The teacher supports society and industry with his/her expertise; through consultation with government and public bodies, industry, and society groups as well as coordinates and participates in joint projects with industry and society, in public discussions and communication events, e.g., company visits, institutional visits of partners and public lectures.

The teacher channels the results of research, innovation and cooperation projects into the teaching activity and tries to involve students in these projects, if applicable.

COMPETENCE FIELDS

1. The capacity to participate in and contribute to research, innovation and social projects, events, and networks.

2. The capacity to publish articles, register patents and manage intellectual property; the willingness to follow ethical values in these fields.

3. The capacity to use results of research, innovation, business and social partnership activities in the teaching and learning process.

TA5 Professional Development for the Quality of Teaching

DESCRIPTION

While fostering the student-centered approach, largely influenced by the democratic processes within the higher education system, the role of teachers changes tremendously, turning them mainly into valuable guides and supporters instead of being the only source of students' knowledge.

Some of the main elements of professional development are:

- Knowledge about the contemporary forms of professionalism,

- the ways in which these are achievable,

- willingness to upgrade professional insights, skills, values and attitudes, enhancing teaching performance,

- awareness of the precise standards resulted from the contemporary professional insights and requirement, and

- ability to conduct unbiased self-assessment.

All of them should comply with the indisputably high ethical standards and principles along with the understanding of the multicultural perspective. However, professional development should comprise, apart from teaching, research work and contribution to the community and society in which teachers work and for which they have professional responsibility.

COMPETENCE FIELDS

1. Field-specific professional development.

2. General professional development.

3. Willingness to apply QA approaches for the improvement of teaching quality.

4. Self-reflection for further professional development.

TA6 Organizational and Administrative related to teaching

DESCRIPTION

The teacher needs to be able to deal with a range of organisational and administrative activities on different levels. The below competences are very important for his/her ultimate performance as they are to ensure the smooth and high quality implementation of the course/module/programme and the achievement of the intended learning outcomes. A timely and effectively established communication with different internal and external stakeholders (e.g., students, colleagues, representatives of the faculty or university administration, potential employers) is crucial. Those stakeholders are quite dependent on the teacher's abilities to organise and administer the required tasks. The teacher should also be familiar with different internal regulations in order to address the relevant structural unit(s) for solving organisational issues that may occur.

COMPETENCE FIELDS

1. Managing the programme/module (director, co-director, coordinator, etc.) with efficiency.

2. Organising faculty meetings (on the programme/module/course level) with efficiency throughout the key stages (preparing, conducting, follow-up activities).

3. Supervising tutors and teaching assistants (including HR aspects).

4. Fostering close cooperation with the university/faculty/administration and other relevant bodies in defining (recognising) and addressing the educational needs of students.

5. Effectively fulfilling the organizational and administrative requirements in general.

6. Managing the course administration effectively (documentation of participants, documentation of the course, etc.)

7. Collaboration with colleagues, contribution to common documentation, statistics, data provision, etc.

8. Proper communication towards students on the relevant issues of the course (course description, assignments, logistical issues, feedback on results and achievements, etc.)

THANK YOU
FOR YOUR KIND ATTENTION!