PROFFORMANCE+

Development of PROFFORMANCE Assessment Tool: Lessons learned, Lessons shared

Shaping or sharing? QA in a value-driven EHEA

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Coordinators:

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Full Partners:

Associated Partners:

Introduction

The quality of higher education depends largely on higher education teachers and their work in the field of teaching and learning.

Contemporary quality requirements in higher education, such as student-centered teaching, internalization, inclusion, high-quality and purposeful teaching, and others, cannot be implemented and realized in a high-quality manner if the development of higher education teachers' competencies is not monitored and supported on all levels.

Project PROFFORMANCE - Assessment Tool and Incentive Systems for Developing Higher Education Teachers' Performance

HE teachers' competence

Challenge to define on conceptual level - challenge in operationalization and methods of measurement.

What we as HE teaches' are doing in our daily or occasional activities during one academic year?

What competence should we have to have to be more successful on our activities or tasks we perform?

How we can evaluate our competence in order to find our strengths to base on and our weaknesses to tackle?

Project task was to develop a unique assessment and quality assurance tool that can monitor and assess teacher's competencies regardless of national context and the specifics of individual higher education communities

HE teachers' competencies

Teaching competences

- are focused on the role of the teacher in the classroom, directly linked with the 'craft' of teaching - with professional knowledge and skills mobilised for action (Hagger & McIntyre, 2006).

Teacher competences

- imply a wider, systemic view of teacher professionalism, on multiple levels –the individual, the HE level, the local community, professional networks.

Moving the notion of teacher competences as professional specific competences

HE teachers' competencies are professional set of competencies consisting interconnected professional knowledge, skills, abilities, beliefs and attitudes which enables teachers to develop effective teaching practices and to efficiently meet complex demands in academic context and beyond

Thematic Areas

- TA1 – **Curriculum/Course Design and Development** (9 Q, Student 5 Q)
- TA2 – **Teaching Performance and the Student's Learning Support** (12 Q, Student 8 Q)
- TA3 – **Assessing the Student's Learning** (8 Q, Student 5 Q)
- TA4 – **Professional Development for the Quality of Teaching** (10 Q)
- TA5 – **Teaching-related Research, Innovation and Social Responsibility** (13 Q, St 6 Q)
- TA6 – **Organizational and Administrative Tasks** (just Self 11 Q, Student 3 Q)

PROFFORMANCE Assessment Tool

- Complex, comprehensive, formative tool…
- Provides feedback for teachers, HE institutions, policy decision makers.
- Developed a well-rounded assessment tool for teachers' performance evaluation at higher education institutions.
- It covers a wide-range of HE teacher activities related to teaching and learning,
- It also evaluates teachers' performance from the view of the teachers themselves, their peers, their students - and it also intends to give the possibility for managers and even stakeholders to give feedback (these parts are not yet ready),
- and it offers the possibility to draw attention to the European Union's and European Higher Education Area's priorities such as:
  digitalization, internationalization, inclusion and (sustainability).

Concluding remarks

The demo of the tool is already available: **demo.tool.profformance.eu**

PROFFORMANCE Assessment Tool:

- in the delivery of their core activities: T&L, RDI and Engagement, and
- in the context of the EU priority areas: Inclusion, Digital, Sustainability, and
- in collaboration with other countries across the EHEA
- potential to be a game changer in the context of enhancing value, quality and relevance of HE systems both nationally and across the EU

Questions

- What is your experience in quality assurance of teaching and learning at your higher education institutions, especially in international cooperation (COIL, joint programmes or courses, European University Networks) with special regard to teacher assessment and support systems?
- What are your main challenges, good practices and lessons learnt?
- What kind of assessment tools you use in international cooperations?