PROFFORMANCE ASSESSMENT TOOL - TEST-version of Peer-review

Dear Colleague,

On behalf of the PROFFORMANCE consortium, we thank you for your kind interest and contribution to the testing of the PROFFORMANCE Assessment tool developed by 6 partners and around 20 international experts.

The PROFFORMANCE project aims to support quality enhancement of teaching and learning at HEIs in EHEA by supporting higher education teachers' performance.

The consortium has created a set of criteria upon which an assessment tool for teachers, peers and students have been elaborated and is about to be tested at pilot visits in HEIs in all partner countries.

This PEER version of the assessment tool aims to promote mutual learning and exchange of experience between peer teachers in your institution.

It could serve as a mirror on your activities related to teaching. You may get feedback from your peers which might help you to develop efficiency of T&L, and it facilitates cooperation as well.

First please fill in the self-assessment questionnaire, then choose a peer with whom you would mutually implement the peer assessment on each other.

Both of you may use your codes received from your HEI, in order to assure anonymity.

We kindly ask you to answer some feedback question at the end, please feel free to tell your opinion. Our aim is to provide a tool which is relevant and useful in your quality assurance and teacher career and performance management system.

Thank you for your kind cooperation!

In case of questions please address to ehea@tpf.hu

Kind regards,

Coordination team

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

This questionnaire is anonymous - does not require personal data, only uses data for statistical reasons.
The code of the user is OPTINAL, or connected to names only in the institutional management of the teacher.
Otherwise the https://profformance.eu/en/privacy-policy of the PROFFORMANCE project
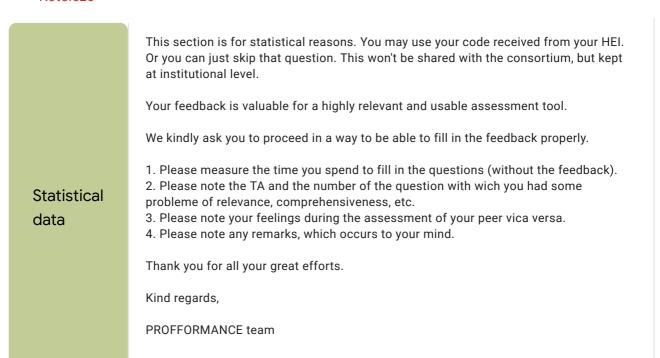
applies.

*Kötelező

| Statistical data | This section is for statistical reasons. You may use your code received from your HEI. Or you can just skip that question. This won't be shared with the consortium, but kept at institutional level.

Your feedback is valuable for a highly relevant and usable assessment tool.

We kindly ask you to proceed in a way to be able to fill in the feedback properly.

1. Please measure the time you spend to fill in the questions (without the feedback).
2. Please note the TA and the number of the question with wich you had some probleme of relevance, comprehensiveness, etc.
3. Please note your feelings during the assessment of your peer vica versa.
4. Please note any remarks, which occurs to your mind.

Thank you for all your great efforts.

Kind regards,

PROFFORMANCE team |

1. I have read and accept the PROFFORMANCE Privacy policy:
https://profformance.eu/en/privacy-policy *

This questionnaire is anonymous - does not require personal data, only uses data for statistical reasons.The code of the user is connected to names only in the institutional management of the teacher.Otherwise the https://profformance.eu/en/privacy-policy of the PROFFORMANCE project applies.

Soronként csak egy oválist jelöljön be.

◯ Yes

2. I declare that I will use this test version of the PROFFORMANCE Assessment tool only during and in the frame of the official pilot testing process in my institution. I won't transfer it to third parties, neither will I use it before the official international launch of the final version of the PROFFORMANCE assessment tool. *

This questionnaire is a test version of the PROFFORMANCE Assessment tool. It is under the copyright of the PROFFORMANCE consortium. The tested and adjusted, finalized version will be freely available online. Thank you for your contribution to its final form by testing and giving your feedback on its use.

Soronként csak egy oválist jelöljön be.

◯ Yes

3. OPTIONAL_Code of Assessor given by the institution, if relevant
Same as the one used in SELF Assessment if any

_____

4. OPTIONAL_Code of Assessee given by the institution, if any
Same as the one used in SELF Assessment

_____

5. Institution *

_____

6. Country *

_____

7. Institutional unit - OPTIONAL

_____

8. Study field *

   Soronként csak egy oválist jelöljön be.

   ◯ 00 – Generic programmes and qualifications

   ◯ 01 – Education

   ◯ 02 – Arts and humanities

   ◯ 03 – Social sciences, journalism and information

   ◯ 04 – Business, administration and law

   ◯ 05 – Natural sciences, mathematics and statistics

   ◯ 06 – Information and Communication Technologies

   ◯ 07 – Engineering, manufacturing and construction

   ◯ 08 – Agriculture, forestry, fisheries and veterinary

   ◯ 09 – Health and welfare

   ◯ 10 – Services

   ◯ Egyéb: _____

9. Position of assessor *

   _____

10. Age of assessor *

    Soronként csak egy oválist jelöljön be.

    ◯ 20-30

    ◯ 31-40

    ◯ 41-50

    ◯ 51-60

    ◯ 61-70

    ◯ 70+

11. Gender of assessor *

Soronként csak egy oválist jelöljön be.

○ woman

○ man

○ Do not want to define

○ Egyéb: _____

12. Position of assessee *

_____

13. Age of assessee *

Soronként csak egy oválist jelöljön be.

○ 20-30

○ 31-40

○ 41-50

○ 51-60

○ 61-70

○ 70+

14. Gender of assessee *

Soronként csak egy oválist jelöljön be.

○ Woman

○ Man

○ Do not want to define

○ Egyéb: _____

TA1 – Curriculum/Course Design and Development

Curriculum/course design and development is about codifying knowledge and creating 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. Teachers involved in the curriculum/course design and development require a sound knowledge of the disciplinary and interdisciplinary areas in the curriculum/course, pedagogical competencies including the constructive alignment and a profound familiarity with the relevant institutional, national and international rules, regulations and policies. 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 and inclusive society.

Guideline for peer-reviewer

Before peer-review requires evaluation on curriculum/course design with professional discussion and analysis. The criteria of evaluation on curriculum/course design is based on the higher education institution's strategy.

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 contact and independent working hours;
3. Selecting effective teaching, learning and assessment methods according to desired learning outcomes, specificity of field/level....and individual learning need, 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.

COMPETENCE STATEMENTS:

15. 1. My colleague follows important state-of-the-art in the curriculum/course design and development and he/she is improving his/her courses on a regular basis according to the latest state-of-the-play developments and trends within his/her professional and teaching disciplines. *

Hint: My colleague follows the latest developments in the field/discipline you teach. You read the relevant articles, monographs; from time to time you attend face-to-face and/or online, specialized, national and international conferences and/or training courses and reflect the new knowledge/gained information in the curriculum/course syllabi.

Soronként csak egy oválist jelöljön be.

- ⬭ 0 - Not relevant
- ⬭ 1 - Very strongly disagree
- ⬭ 2 - Strongly disagree
- ⬭ 3 - Disagree
- ⬭ 4 - Mostly disagree
- ⬭ 5 - Slightly disagree
- ⬭ 6 - Slightly agree
- ⬭ 7 - Mostly agree
- ⬭ 8 - Agree
- ⬭ 9 - Strongly agree
- ⬭ 10 - Very strongly agree

16. 2. My colleague considers the legal framework and university regulations relevant for curriculum/course design and development. *

Hint: My colleague tries to be updated on national and institutional regulations on curriculum/course design. He/she regularly looks for and applies new regulations and discusses his/her modifications with his/her colleagues.

Soronként csak egy oválist jelöljön be.

◯ 0 - Not relevant

◯ 1 - Very strongly disagree

◯ 2 - Strongly disagree

◯ 3 - Disagree

◯ 4 - Mostly disagree

◯ 5 - Slightly disagree

◯ 6 - Slightly agree

◯ 7 - Mostly agree

◯ 8 - Agree

◯ 9 - Strongly agree

◯ 10 - Very strongly agree

17. 3. My colleague is familiar with and applies different pedagogical models and the current discourse on the curriculum development. *

Hint: My colleague regularly updates his/her knowledge on different pedagogical models and concepts of curriculum development. He/she reads specialized articles, books, guidelines, from time to time attends face-to-face and/or online informational events, seminars, conferences, workshops, training courses, etc.. My colleague assesses and selects the most effective approaches in collaboration with his/her colleagues.

Soronként csak egy oválist jelöljön be.

- ◯ 0 - Not relevant
- ◯ 1 - Very strongly disagree
- ◯ 2 - Strongly disagree
- ◯ 3 - Disagree
- ◯ 4 - Mostly disagree
- ◯ 5 - Slightly disagree
- ◯ 6 - Slightly agree
- ◯ 7 - Mostly agree
- ◯ 8 - Agree
- ◯ 9 - Strongly agree
- ◯ 10 - Very strongly agree

18. **4. My colleague designs learning outcomes in terms of knowledge, skills and competences, considering the specificity of the field/level of studies, labour market and society requirements. ***

Hint: While designing and/or developing the curriculum/course, my colleague considers National Qualification Framework (NQF) and sectoral/subject specific benchmarks, he/she looks for and applies the results of labour market research, communicates with potential employers and professional bodies asking and reflecting their opinion. My colleague learns the specific techniques of formulating the learning outcomes (e.g. using active verbs, using revised Bloom Taxonomy verbs, aligning the learning outcomes to the assessment methods, etc.)

Soronként csak egy oválist jelöljön be.

- 0 - Not relevant
- 1 - Very strongly disagree
- 2 - Strongly disagree
- 3 - Disagree
- 4 - Mostly disagree
- 5 - Slightly disagree
- 6 - Slightly agree
- 7 - Mostly agree
- 8 - Agree
- 9 - Strongly agree
- 10 - Very strongly agree

19. 5. My colleague calculates and defines the student workload for different programme/course. *

Hint: My colleague observes and tries to measure the time the students spent on addressing the programme/course assignments needed for achievement intended learning outcomes (e.g. preparation for seminars, presentations, translations, midterm and final exams, writing essays and other types of written homework, projects, etc.). He/she measure the volume of teaching and learning material assigned. My colleague adjusts the students' workload to the results of observations/measurements.

Soronként csak egy oválist jelöljön be.

◯ 0 - Not relevant

◯ 1 - Very strongly disagree

◯ 2 - Strongly disagree

◯ 3 - Disagree

◯ 4 - Mostly disagree

◯ 5 - Slightly disagree

◯ 6 - Slightly agree

◯ 7 - Mostly agree

◯ 8 - Agree

◯ 9 - Strongly agree

◯ 10 - Very strongly agree

20.   6. In curriculum planning, my colleague tries to consider all relevant learning and teaching methods with regard to their effectiveness in achieving the desired learning outcomes. *

Hint: My colleague regularly updates his/her knowledge on different teaching and learning methods relevant to the fields/disciplines he/she teaches. From time to time he/she attends face-to-face and/or online informational events, seminars, workshops, and training courses, specialized conferences where modern teaching and learning methodologies are discussed. My colleague tries to select and apply the methods which ensure students' interactiveness, increased motivation and responsibility and achievement of intended Learning Outcomes.

Soronként csak egy oválist jelöljön be.

- ⬭ 0 - Not relevant
- ⬭ 1 - Very strongly disagree
- ⬭ 2 - Strongly disagree
- ⬭ 3 - Disagree
- ⬭ 4 - Mostly disagree
- ⬭ 5 - Slightly disagree
- ⬭ 6 - Slightly agree
- ⬭ 7 - Mostly agree
- ⬭ 8 - Agree
- ⬭ 9 - Strongly agree
- ⬭ 10 - Very strongly agree

21. **7. In curriculum planning, my colleague tries to consider all relevant assessment methods with regard to constructive alignment; and choose assessment methods that are effective for measuring LO acquisition.** *

Hint: My colleague regularly updates his/her knowledge on assessment methods, strategies and approaches relevant to the field/discipline he/she teaches. From time to time he/she attends face-to-face and/or online informational events, seminars, workshops, training courses, specialized conferences where assessment methodologies are discussed. My colleague tries to select and apply the assessment methodology based on which he/she may measure the level of achievement of specific and intended Learning Outcomes, both theoretical knowledge and different skills and attitudes.

Soronként csak egy oválist jelöljön be.

○ 0 - Not relevant

○ 1 - Very strongly disagree

○ 2 - Strongly disagree

○ 3 - Disagree

○ 4 - Mostly disagree

○ 5 - Slightly disagree

○ 6 - Slightly agree

○ 7 - Mostly agree

○ 8 - Agree

○ 9 - Strongly agree

○ 10 - Very strongly agree

22. 8. My colleague selects the modern and relevant scientific literature and teaching material. *

Hint: My colleague follows the latest developments and respective national and international publications in the field/discipline he/she teaches (articles, monographs, guidelines, handbooks, textbooks, online resources etc.). From time to time he/she attends face-to-face and/or online national and international conferences in the relevant fields/disciplines. My colleague chooses and/or prepares the teaching and learning material considering the new knowledge and/or gained/updated information.

Soronként csak egy ovális list jelöljön be.

- ◯ 0 - Not relevant
- ◯ 1 - Very strongly disagree
- ◯ 2 - Strongly disagree
- ◯ 3 - Disagree
- ◯ 4 - Mostly disagree
- ◯ 5 - Slightly disagree
- ◯ 6 - Slightly agree
- ◯ 7 - Mostly agree
- ◯ 8 - Agree
- ◯ 9 - Strongly agree
- ◯ 10 - Very strongly agree

23. 9. My colleague designs the course in a learner-centered way assuring flexible learning pathways. *

Hint: While designing/developing the course my colleague tries to build a supportive and inspiring learning environment for the students, to engage them actively in teaching and learning, to identify and address their individual interests and needs, and to support their professional and personal growth. My colleague applies the Bologna Process Tools - ECTS, NQF, mobility windows etc. for flexibility of curriculum.

Soronként csak egy ovális list jelöljön be.

- ⬭ 0 - Not relevant
- ⬭ 1 - Very strongly disagree
- ⬭ 2 - Strongly disagree
- ⬭ 3 - Disagree
- ⬭ 4 - Mostly disagree
- ⬭ 5 - Slightly disagree
- ⬭ 6 - Slightly agree
- ⬭ 7 - Mostly agree
- ⬭ 8 - Agree
- ⬭ 9 - Strongly agree
- ⬭ 10 - Very strongly agree

HORIZONTAL ASPECTS:

Digitalization

24. My colleague tries whenever it is useful – it has some added value – to include the digital aspect in teaching, learning and assessment in his/her course design and she/he supports the development of students' digital skills. *

Hint: While designing and/or developing the course, my colleague also includes digital teaching and learning material/resources/sources; he/she plans using online LMS-learning management system (e.g. Moodle, Blackboard, Canvas by Instructure, D2L etc.) in teaching (whenever supported by the University); my colleague selects and applies online assessment tools (if applicable); his/her assignments to students consider ICT to enhance their digital skills (e.g. preparation of presentation, search for and use of online sources, use of specific softwares etc.).

Soronként csak egy oválist jelöljön be.

◯ 0 - Not relevant

◯ 1 - Very strongly disagree

◯ 2 - Strongly disagree

◯ 3 - Disagree

◯ 4 - Mostly disagree

◯ 5 - Slightly disagree

◯ 6 - Slightly agree

◯ 7 - Mostly agree

◯ 8 - Agree

◯ 9 - Strongly agree

◯ 10 - Very strongly agree

Internationalization

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

Hint: While designing/developing curriculum/course my colleague considers the sectoral/subject benchmarks of other countries and international professional bodies, he/she consult his/her international peers, he/she considers the curricula, teaching and learning, assessment methodology of other countries' universities. My colleague prepares course/courses in English and/or other foreign language(s) relevant to the field/discipline he/she teaches. While planning courses for international students, my colleague pays attention to sensitive topics from a national, ethnic or religious perspective.

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

Inclusion and Diversity

26. My colleague is aware of inclusion and equal treatment policies and he/she applies inclusion and equality within my course development. *

Hint: While designing/developing curriculum/course my colleague considers the needs of students from different national, religious and social backgrounds, including minorities, socially disadvantaged and underrepresented groups. My colleague tries to address properly related sensitive topics and issues (if applicable). While planning the content and respective methodology he/she keeps in mind that some adjustments may be needed for students with special educational needs.

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

Ugrás a(z) 27. kérdésre

TA2 – Teaching Performance and the Student's Learning Support

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 its nature should be properly understood for student learning support. It enables the required professional and personal support on the way of building their professional identity. 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 is crucial and much based on the relationship between the student and teacher in which the social and communication skills of both parties may be crucial.

Guideline for peer-reviewer
Before peer-review requires min. 1 lesson-observation with professional discussion and analysis. The criteria of lesson-observation are based on the higher education institution's strategy.

Competence fields
1. Preparation of the materials for the pre-, while- and post- teaching and learning activities.
2. Teacher-student interaction for student-centred enhancement of activities in the learning environment.
3. Teacher-student relationship in the learning environment.
4. Reflection (individual and mutual) on the student-teacher relationship.

COMPETENCE STATEMENTS:

27.   1. My colleague is familiar with the current materials and technologies – including material development tools – available for teaching and learning in my discipline. *

Hint: My colleague regularly searches for current available materials and technologies in (online) communities (conferences, social networks etc.) and/or design materials for his/her teaching. My colleague regularly conducts research in the specific field of the contents to be addressed in the discipline.

Soronként csak egy oválist jelöljön be.

◯ 0 - Not relevant

◯ 1 - Very strongly disagree

◯ 2 - Strongly disagree

◯ 3 - Disagree

◯ 4 - Mostly disagree

◯ 5 - Slightly disagree

◯ 6 - Slightly agree

◯ 7 - Mostly agree

◯ 8 - Agree

◯ 9 - Strongly agree

◯ 10 - Very strongly agree

28.   2. My colleague knows and understands the diversity of the students' profiles. *

Hint: My colleague pays attention to the special needs of his/her students regarding their learning and physical disabilities, intellectual giftedness, cultural gaps etc., and he/she incorporates diversity in the lesson plan giving students flexibility according to the institutional and national regulation.

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

29. **3. My colleague understands the importance and methodological diversity of student - teacher interaction to capitalise students' learning. ***

Hint: My colleague considers different issues in enhancing student – teacher interactions (Krishnamurthi 2000): (1) type of interaction, (2) number of people involved, (3) modes of interaction, (4) communication tools used and training needed on those tools, (5) incentives offered to students for engaging in interactions, (6) language used for and tone of interactions, (7) roles assumed by students or assigned by instructor for interaction, (8) interaction facilitation techniques, (9) timing and (10) volume and frequency of interactions etc.

Soronként csak egy ovális jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

30. 4. My colleague implements a wide range of different and proper methodologies for effective teaching. *

Hint: My colleague uses different methodologies for teaching and learning, such as: Direct instruction; Project-based learning; Program-based learning; Game-based learning; Constructive learning; Inquiry-based learning; Cooperative learning; Challenge-based learning; Team-based learning;

Soronként csak egy oválist jelöljön be.

◯ 0 - Not relevant

◯ 1 - Very strongly disagree

◯ 2 - Strongly disagree

◯ 3 - Disagree

◯ 4 - Mostly disagree

◯ 5 - Slightly disagree

◯ 6 - Slightly agree

◯ 7 - Mostly agree

◯ 8 - Agree

◯ 9 - Strongly agree

◯ 10 - Very strongly agree

31. 5. My colleague purposefully designs and / or searches for diverse material and technology, keeping in mind the wide range of activities and their main aims. *

Hint: My colleague searches for current available material and technologies in (online or offline) communities (conferences, social networks etc.), literature and/or designs materials for different stages of the teaching and learning process.

Soronként csak egy oválist jelöljön be.

- ◯ 0 - Not relevant
- ◯ 1 - Very strongly disagree
- ◯ 2 - Strongly disagree
- ◯ 3 - Disagree
- ◯ 4 - Mostly disagree
- ◯ 5 - Slightly disagree
- ◯ 6 - Slightly agree
- ◯ 7 - Mostly agree
- ◯ 8 - Agree
- ◯ 9 - Strongly agree
- ◯ 10 - Very strongly agree

32. 6. My colleague engages students in the learning process and capitalises students' potential for a particular discipline. *

Hint: My colleague bases his/her teaching in good practice to engage students in the learning process, such as: 1) encourage the contacts between students and faculty, 2) develop reciprocity and cooperation between students, 3) use active learning techniques, 4) give prompt feedback, 5) emphasize time on task, 6) communicate high expectations and 7) respect diverse talents and ways of learning (Chickering A., Gamson Z., 1987)

Soronként csak egy ovális list jelöljön be.

○ 0 - Not relevant

○ 1 - Very strongly disagree

○ 2 - Strongly disagree

○ 3 - Disagree

○ 4 - Mostly disagree

○ 5 - Slightly disagree

○ 6 - Slightly agree

○ 7 - Mostly agree

○ 8 - Agree

○ 9 - Strongly agree

○ 10 - Very strongly agree

33. 7. My colleague communicates the adequate scientific knowledge efficiently, in a student-centred way. *

Hint: In my colleague's communication and teaching practice he/she pays careful attention to the knowledge, skills, attitudes, and beliefs that learners bring to the educational setting.

Soronként csak egy oválist jelöljön be.

( ) 0 - Not relevant

( ) 1 - Very strongly disagree

( ) 2 - Strongly disagree

( ) 3 - Disagree

( ) 4 - Mostly disagree

( ) 5 - Slightly disagree

( ) 6 - Slightly agree

( ) 7 - Mostly agree

( ) 8 - Agree

( ) 9 - Strongly agree

( ) 10 - Very strongly agree

34. 8. My colleague establishes an effective teacher–student relationship according to its profile, and reflects on it regularly to improve its quality in the long run. *

Hint: My colleague individually and with the student collectively reflects on, critically assesses and actively develops the student-teacher interaction, using different reflections-methods: monologous (self-reflection questionnaire, portfolio) and dialogical (case discussion, debate, think aloud protocol) forms.

Soronként csak egy oválist jelöljön be.

○ 0 - Not relevant

○ 1 - Very strongly disagree

○ 2 - Strongly disagree

○ 3 - Disagree

○ 4 - Mostly disagree

○ 5 - Slightly disagree

○ 6 - Slightly agree

○ 7 - Mostly agree

○ 8 - Agree

○ 9 - Strongly agree

○ 10 - Very strongly agree

35.   9. My colleague varies and matches materials and activities for efficient teaching according to student needs and expected learning outcomes. *

Hint: My colleague uses a wide range of different (traditional and digital) materials and activities (single-, pair-, and group-work) in his/her teaching practice and adapts them to fit and complete each other.

Soronként csak egy oválist jelöljön be.

- ⬭ 0 - Not relevant
- ⬭ 1 - Very strongly disagree
- ⬭ 2 - Strongly disagree
- ⬭ 3 - Disagree
- ⬭ 4 - Mostly disagree
- ⬭ 5 - Slightly disagree
- ⬭ 6 - Slightly agree
- ⬭ 7 - Mostly agree
- ⬭ 8 - Agree
- ⬭ 9 - Strongly agree
- ⬭ 10 - Very strongly agree

36. 10. My colleague raises the awareness and usefulness of the discipline specific knowledge, as well as the importance of students' intrinsic motivation. *

Hint: My colleague and his/her students regularly reflect on the use and relevance of the learning content as well as on their relation and motivation to the field.

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

37. 11. My colleague establishes and maintains a good teacher–student relationship by teaching and acting promoting the proper relational skills in working environment. *

Hint: Relational skills as interpersonal, communication and teamwork are relevant to establish and assure a good teacher-student relationship in working environment (Suleman F., 2016)

Soronként csak egy oválist jelöljön be.

( ) 0 - Not relevant

( ) 1 - Very strongly disagree

( ) 2 - Strongly disagree

( ) 3 - Disagree

( ) 4 - Mostly disagree

( ) 5 - Slightly disagree

( ) 6 - Slightly agree

( ) 7 - Mostly agree

( ) 8 - Agree

( ) 9 - Strongly agree

( ) 10 - Very strongly agree

38. 12. My colleague promotes respect and coherence between peers and students and its influence on the academic achievements in the short- and long-run. *

Hint: As a teacher, my colleague understands and promotes the sense of relevance of acquiring a wider perspective on professional and human values such as respect, coherence, honesty, beyond the scientific knowledge.

Soronként csak egy oválist jelöljön be.

○ 0 - Not relevant

○ 1 - Very strongly disagree

○ 2 - Strongly disagree

○ 3 - Disagree

○ 4 - Mostly disagree

○ 5 - Slightly disagree

○ 6 - Slightly agree

○ 7 - Mostly agree

○ 8 - Agree

○ 9 - Strongly agree

○ 10 - Very strongly agree

HORIZONTAL ASPECTS

Digitalization:

39. My colleague uses digital technologies in a goal-oriented way to provide the adequate learning environment to students for collaborative and self-regulated learning, promoting to them a better and greater engagement as well as supporting the development of students' digital skills. *

Hint: My colleague chooses the right media according to his/her goals, making sure the more complex the media is, the more added value it brings, and the involvement of students also develops their digital skills.

Soronként csak egy oválist jelöljön be.

○ 0 - Not relevant

○ 1 - Very strongly disagree

○ 2 - Strongly disagree

○ 3 - Disagree

○ 4 - Mostly disagree

○ 5 - Slightly disagree

○ 6 - Slightly agree

○ 7 - Mostly agree

○ 8 - Agree

○ 9 - Strongly agree

○ 10 - Very strongly agree

Internationalisation:

40. My colleague is engaged in providing and promoting an international environment for teaching and learning effectiveness (materials and contents; multicultural teams; international perspective of the discipline, etc...). *

Soronként csak egy oválist jelöljön be.

◯ 0 - Not relevant

◯ 1 - Very strongly disagree

◯ 2 - Strongly disagree

◯ 3 - Disagree

◯ 4 - Mostly disagree

◯ 5 - Slightly disagree

◯ 6 - Slightly agree

◯ 7 - Mostly agree

◯ 8 - Agree

◯ 9 - Strongly agree

◯ 10 - Very strongly agree

Inclusion and Diversity:

41. My colleague considers inclusion and diversity as pillars for the teaching and learning process, on the preparation of materials and particularly in the teacher-student relationship. *

Hint: In the teaching and learning process, my colleague defines strategies to ensure that all students feel supported to openly learn, experiences and explores the concepts and new ideas, to have a secure environment to express their opinions as individuals and members of a group.

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

TA3 – Assessing the Student's Learning	Assessment is part of the learning process and also diversity. The purpose of student assessment is to provide feedback on teaching-learning process, effectiveness of individual learning in relation to the set and expected learning outcomes, and to use this information to help students make the teaching-learning process more effective. The assessment process includes the approach, methods and tools or techniques that are used and the format in which assessment results are documented and feedback is given. The choice of assessment methods and techniques should basically be adapted to the nature of the examined learning outcome. Assessment takes into account the different needs of learners and the educational, institutional context in which learning takes place. Guideline for peer-reviewer Before peer-review requires evaluation on curriculum/course design and lesson-observations, especially focusing on assessing the student's learning with professional discussion and analysis. The criteria of evaluation on curriculum/course design and lesson-observation are based on the higher education institution's strategy. Competence fields 1. To plan, design and implement different assessment methods and use tools adequate for contextual factors of learning, intended learning goals and learner needs. 2. To analyse students' performance and provide timely and useful feedback that supports improvement of students' learning. 3. To regularly monitor the learner's progress and evaluate the effectiveness and adequacy of my colleague's own assessment process.

COMPETENCE STATEMENTS:

42. **1. My colleague is thoroughly familiar with relevant summative and formative assessment approaches, methods, tools and formats. ***

Hints: My colleague is aware of different types and functions of assessment. He/she knows the different methods and tools of assessment, such as diagnostic assessment, formative assessment, summative assessment, competence and skills measurement, norm-oriented assessment, criteria-oriented assessment, etc. You know the right assessment tools for different assessment purposes.

Soronként csak egy oválist jelöljön be.

- ◯ 0 - Not relevant
- ◯ 1 - Very strongly disagree
- ◯ 2 - Strongly disagree
- ◯ 3 - Disagree
- ◯ 4 - Mostly disagree
- ◯ 5 - Slightly disagree
- ◯ 6 - Slightly agree
- ◯ 7 - Mostly agree
- ◯ 8 - Agree
- ◯ 9 - Strongly agree
- ◯ 10 - Very strongly agree

43. 2. My colleague aligns the assessment methods and grading schemes with the intended learning outcomes. *

Hints: My colleague is aware that student assessment is context dependent. He/she chooses assessment methods and techniques that must be basically adapted to the nature of the examined learning outcome, and he/she uses an assessment grading scheme to be aligned with the given institutional assessment standards, rules, expected qualification and output requirements, learning outcomes.

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

44.   3. My colleague considers different learners' needs when devising assessment methods. *

Hint: My colleague ensures that student assessment is inclusive and responsive to different learner needs. He/she ensures that rich assessment solutions are systematically offered to all students regardless of their characteristics. My colleague's assessment practices as well as the content and format of assessments are sensitive to particular groups of students and avoid biases by socio-economic background, immigrant or minority status, and gender.

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

45.   4. My colleague uses valid and reliable tools for assessing the learner's competences. *

Hint: Reliability refers to whether an assessment instrument gives the same results each time it is used in the same setting with the same type of subjects. Reliability is a part of the assessment of validity. Validity refers to how well a test measures what it is purported to measure.

Soronként csak egy oválist jelöljön be.

- ◯ 0 - Not relevant
- ◯ 1 - Very strongly disagree
- ◯ 2 - Strongly disagree
- ◯ 3 - Disagree
- ◯ 4 - Mostly disagree
- ◯ 5 - Slightly disagree
- ◯ 6 - Slightly agree
- ◯ 7 - Mostly agree
- ◯ 8 - Agree
- ◯ 9 - Strongly agree
- ◯ 10 - Very strongly agree

46. 5. My colleague carries out student assessment in line with the relevant institutional policies and regulations. *

Hint: Reliability refers to whether an assessment instrument gives the same results each time it is used in the same setting with the same type of subjects. Reliability is a part of the assessment of validity. Validity refers to how well a test measures what it is purported to measure.

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

47.   6. My colleague analyses assessment results to improve students' learning
performance. *

Hint: My colleague is capable of analysing assessment results and giving feedback on how effectively
education is being delivered to students. It is important to design assessment in such a way these
undesired effects are minimised. My colleague is capable of analysing the assessment results and
make judgements about performance to enhance student outcomes.

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

48. 7. My colleague provides timely and relevant feedback to learners. *

Hint: My colleague gives very specific feedback about both, what students are doing correctly and incorrectly, in a timely fashion, using different modes (verbally, non-verbally, or in written form) and techniques (e.g. 'feedback sandwich': Compliment, Correct, Compliment). He/she also encourages students to have self-feedback and to give him/her feedback as well.

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

49. 8. My colleague regularly adapts the use of assessment tools and processes so as to improve student's learning. *

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

HORIZONTAL ASPECTS

Digitalization:

50. My colleague uses digital tools for diagnostic (e.g. LMS log-data), formative (e.g. classroom response systems, quizzes, games) and summative assessment (e.g. interactive tests) as well as for self-assessment (e.g. ePortfolios, self-assessment tables) or for peer assessment (peer-comments) in order to enhance the diversity and suitability of assessment formats and employ them in a personalised way. *

Hint: My colleague uses the advantages of technology in assessment such as the simplified administration (it is easier to create, to store, analyse and visualize the results), the time and cost efficiency (automated assessment techniques), the more precise and differentiated feedback (personalised, immediately feedback e.g. using task editor application) and the motivation (e.g. gamification). All this may increase the efficiency of feedback on learning.

Soronként csak egy oválist jelöljön be.

- 0 - Not relevant
- 1 - Very strongly disagree
- 2 - Strongly disagree
- 3 - Disagree
- 4 - Mostly disagree
- 5 - Slightly disagree
- 6 - Slightly agree
- 7 - Mostly agree
- 8 - Agree
- 9 - Strongly agree
- 10 - Very strongly agree

Internationalization:

51. Internationalization: My colleague aligns students assessment with international standards in his/her field and considers students' international mind-set and intercultural competencies in the assessment. IMy colleague uses appropriate assessment methodology in an international classroom. *

......

Soronként csak egy oválist jelöljön be.

( ) 0 - Not relevant

( ) 1 - Very strongly disagree

( ) 2 - Strongly disagree

( ) 3 - Disagree

( ) 4 - Mostly disagree

( ) 5 - Slightly disagree

( ) 6 - Slightly agree

( ) 7 - Mostly agree

( ) 8 - Agree

( ) 9 - Strongly agree

( ) 10 - Very strongly agree

Inclusion and diversity:

52. My colleague takes into account diversity, heterogeneity of students and carry out assessments accordingly. He/she conducts student assessment in accordance with institutional assessment standards in fair and equal way, without bias and any kind of discrimination. *

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

TA4 – Professional Development for the Quality of Teaching	While fostering the student-centered approach, largely influenced by the democratic processes within the HE system, the role of teachers changes tremendously turning them mainly into valuable guides and supporters instead of being the only source of student's knowledge. Knowledge about the contemporary forms of professionalism and 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 are some of the main elements of the picture called professional development. All of them should comply with the indisputably high ethical standards and principles along with the understanding of 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. Guideline for peer-reviewer Before peer-review requires evaluation on professional development for the quality of teaching with professional discussion and analysis. The criteria of professional development for the quality of teaching is based on the higher education institution's strategy. ... Competence fields 1. The field-specific professional development. 2. The general professional development. 3. The willingness to apply QA approaches for the improvement of teaching quality. 4. The self-reflection for further professional development.

COMPETENCE STATEMENTS:

53. 1. My colleague applies modern tendencies and technologies to master his/her field-specific professional development and career progression. *

Hint: My colleague attends most relevant development courses and conferences to upgrade his/her field-specific competence and knowledge and applies it for teaching with support of modern technologies.

Soronként csak egy oválist jelöljön be.

- ◯ 0 - Not relevant
- ◯ 1 - Very strongly disagree
- ◯ 2 - Strongly disagree
- ◯ 3 - Disagree
- ◯ 4 - Mostly disagree
- ◯ 5 - Slightly disagree
- ◯ 6 - Slightly agree
- ◯ 7 - Mostly agree
- ◯ 8 - Agree
- ◯ 9 - Strongly agree
- ◯ 10 - Very strongly agree

54. 2. My colleague applies modern tendencies and technologies to master his/her continuous pedagogical development. *

Hint: Continuity could be measured in terms of the frequency and assessing if there are any longer gaps in professional development as well as the application of the new tendencies and skills into teaching.

Soronként csak egy oválist jelöljön be.

- ◯ 0 - Not relevant
- ◯ 1 - Very strongly disagree
- ◯ 2 - Strongly disagree
- ◯ 3 - Disagree
- ◯ 4 - Mostly disagree
- ◯ 5 - Slightly disagree
- ◯ 6 - Slightly agree
- ◯ 7 - Mostly agree
- ◯ 8 - Agree
- ◯ 9 - Strongly agree
- ◯ 10 - Very strongly agree

55.　3. My colleague uses quality assurance mechanisms with regard to his/her professional development. *

Hint: My colleague does regular assessment of his/her professional development, observe areas for improvement, plans to attend correspondent training, conferences, reads the corresponding literature, does the peer learning, share the best practices of peers and applies gained knowledge and competence in to teaching.

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

56. 4. My colleague regularly participates in relevant events (conferences, strategic dissemination and communication events...) in his/her specific field. *

Hint: My colleague is regularly aware of the relevant events going on around the world online or offline. Selects most appropriate ones for his/her professional development, searches for the corresponding financial and time resources and applies for participation.

Soronként csak egy oválist jelöljön be.

○ 0 - Not relevant

○ 1 - Very strongly disagree

○ 2 - Strongly disagree

○ 3 - Disagree

○ 4 - Mostly disagree

○ 5 - Slightly disagree

○ 6 - Slightly agree

○ 7 - Mostly agree

○ 8 - Agree

○ 9 - Strongly agree

○ 10 - Very strongly agree

57. 5. My colleague regularly reflects on his/her own professional development (as a teacher). *

Hint: There are several ways of reflecting on our own professional development: be aware and consider students feedback, search for peer review and consider it, do self-reflection of the expectations and results at the end of the course, observe haw course goals as well as personal goals achieved, observe student achievement.

Soronként csak egy oválist jelöljön be.

○ 0 - Not relevant

○ 1 - Very strongly disagree

○ 2 - Strongly disagree

○ 3 - Disagree

○ 4 - Mostly disagree

○ 5 - Slightly disagree

○ 6 - Slightly agree

○ 7 - Mostly agree

○ 8 - Agree

○ 9 - Strongly agree

○ 10 - Very strongly agree

58. 6. My colleague uses different sources for self-development both in professional and pedagogical and program development aspects. *

Hint: All the sources used for professional development would be apply for the better teaching and definitely contribute to the program improvement. This should be collaborative work with other colleagues and program leaders.

Soronként csak egy oválist jelöljön be.

○ 0 - Not relevant

○ 1 - Very strongly disagree

○ 2 - Strongly disagree

○ 3 - Disagree

○ 4 - Mostly disagree

○ 5 - Slightly disagree

○ 6 - Slightly agree

○ 7 - Mostly agree

○ 8 - Agree

○ 9 - Strongly agree

○ 10 - Very strongly agree

59. 7. My colleague participates in the quality assurance processes with the cooperation of all the stakeholders. *

Hint: Program development requires the skills which link the final outcomes with the program stakeholders understanding their needs.

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

60. 8. My colleague is aware of the importance of applying modern principles in teaching in order to advance him/herself within and out of academia. *

Hint: Throughout the professional development my colleague masters the skills that are important within and out of academia: communication, digitalization, networking, time management, project management.

Soronként csak egy oválist jelöljön be.

- ◯ 0 - Not relevant
- ◯ 1 - Very strongly disagree
- ◯ 2 - Strongly disagree
- ◯ 3 - Disagree
- ◯ 4 - Mostly disagree
- ◯ 5 - Slightly disagree
- ◯ 6 - Slightly agree
- ◯ 7 - Mostly agree
- ◯ 8 - Agree
- ◯ 9 - Strongly agree
- ◯ 10 - Very strongly agree

61.   9. My colleague develops the awareness of open-mindedness towards various standard and recent QA approaches as one of the most important values of his/her teaching. *

Hint: My colleague is aware of national and international standards of quality assurance and quality assurance approaches in all his/her professional experience: teaching, research, community services as well as in self-development. My colleague takes quality assurance as one of core principles of our professional live.

Soronként csak egy oválist jelöljön be.

◯ 0 - Not relevant

◯ 1 - Very strongly disagree

◯ 2 - Strongly disagree

◯ 3 - Disagree

◯ 4 - Mostly disagree

◯ 5 - Slightly disagree

◯ 6 - Slightly agree

◯ 7 - Mostly agree

◯ 8 - Agree

◯ 9 - Strongly agree

◯ 10 - Very strongly agree

62. 10. My colleague promotes implementing quality culture and openness of opinions for the betterment of teaching and learning. *

Hint: Quality culture is responsibility of each and everyone and to promote it my colleague should try to raise awareness among of participating parties as well as support everyone for critical self-reflection and strive for the improvement of their practices.

Soronként csak egy oválist jelöljön be.

- ◯ 0 - Not relevant
- ◯ 1 - Very strongly disagree
- ◯ 2 - Strongly disagree
- ◯ 3 - Disagree
- ◯ 4 - Mostly disagree
- ◯ 5 - Slightly disagree
- ◯ 6 - Slightly agree
- ◯ 7 - Mostly agree
- ◯ 8 - Agree
- ◯ 9 - Strongly agree
- ◯ 10 - Very strongly agree

HORIZONTAL ASPECTS

Digitalization

63. My colleague cleverly exploits the opportunities technology offers for the continuous renewal of his/her own professional development and the improvement of related professional communities, paying particular attention to the constantly developing his/her digital skills and students' digital skills as well. *

Hint: My colleague uses digital technology to search for and identify suitable training and professional development opportunities, to exchange in digital professional communities as a source of professional development (e.g. video tutorials, MOOCs, webinars etc.) as well as to provide training opportunities for colleagues and peers.

Soronként csak egy oválist jelöljön be.

- ◯ 0 - Not relevant
- ◯ 1 - Very strongly disagree
- ◯ 2 - Strongly disagree
- ◯ 3 - Disagree
- ◯ 4 - Mostly disagree
- ◯ 5 - Slightly disagree
- ◯ 6 - Slightly agree
- ◯ 7 - Mostly agree
- ◯ 8 - Agree
- ◯ 9 - Strongly agree
- ◯ 10 - Very strongly agree

Internationalization

64. My colleague regularly participates at international events, courses, and mobility in order to further develop his/her professional knowledge and pedagogical skills, *

Hint: My colleague applies internationalization to all the aspects: international conferences, events, modern up-to-date literature, peer learning, peer review with international partners, virtual or on-site mobilities, benchmarking internationally.

Soronként csak egy oválist jelöljön be.

( ) 0 - Not relevant

( ) 1 - Very strongly disagree

( ) 2 - Strongly disagree

( ) 3 - Disagree

( ) 4 - Mostly disagree

( ) 5 - Slightly disagree

( ) 6 - Slightly agree

( ) 7 - Mostly agree

( ) 8 - Agree

( ) 9 - Strongly agree

( ) 10 - Very strongly agree

Inclusion and Diversity

65. My colleague applies aspects of the social dimension of teaching and learning in his/her professional development. *

Hint: Inclusion and diversity is part of every activity of teaching and learning.

Soronként csak egy oválist jelöljön be.

- ⬭ 0 - Not relevant
- ⬭ 1 - Very strongly disagree
- ⬭ 2 - Strongly disagree
- ⬭ 3 - Disagree
- ⬭ 4 - Mostly disagree
- ⬭ 5 - Slightly disagree
- ⬭ 6 - Slightly agree
- ⬭ 7 - Mostly agree
- ⬭ 8 - Agree
- ⬭ 9 - Strongly agree
- ⬭ 10 - Very strongly agree

TA5 – Teaching-related Research, Innovation and Social Responsibility	The teacher knows their subject area including new trends and knowledge in this area, and how to use proper scientific methods. They have the ability to conduct original research/innovation as well as respect and reflect ethical values in their work. The socially responsible teachers initiate and contribute to social engagement programmes as well as participate in relevant events as a representative of the HEI. They support society and industry with their expertise; through consultation with government and public bodies, industry, and society groups as well as coordinate and participate in joint industry and societal projects, in public discussions and communication events, e.g., company visits, visits to schools, and public lectures. Guideline for peer-reviewer Before peer-review requires collaborative discussion about the research activity and performance in order to strengthen cooperation on research and networking. The feasible criteria on the collaborative discussion: participation in conferences and projects, publications, membership of different organisations and associations. Competencies 1. His/Her capacity to participate in and contribute to teaching related research, innovation and social projects, events, and networks. 2. His/Her capacity to publish articles, register patents and influence teaching practice based on my research, innovation, and social partnership activities.

COMPETENCE STATEMENTS:

66. 1. My colleague understands social responsibility and the contribution he/she can make to the development of society. *

Hint: My colleague knows how to behave as a representative of the HEI in social engagement activities including being familiar with public speaking and the use of different kinds of media tools.

Soronként csak egy oválist jelöljön be.

( ) 0 - Not relevant

( ) 1 - Very strongly disagree

( ) 2 - Strongly disagree

( ) 3 - Disagree

( ) 4 - Mostly disagree

( ) 5 - Slightly disagree

( ) 6 - Slightly agree

( ) 7 - Mostly agree

( ) 8 - Agree

( ) 9 - Strongly agree

( ) 10 - Very strongly agree

67. 2. My colleague knows how to establish partnerships in my field of expertise. *

Hint: My colleague is aware of the importance and application of professional skills and behaviour in research, innovation, and social partnerships.

Soronként csak egy oválist jelöljön be.

- ⬭ 0 - Not relevant
- ⬭ 1 - Very strongly disagree
- ⬭ 2 - Strongly disagree
- ⬭ 3 - Disagree
- ⬭ 4 - Mostly disagree
- ⬭ 5 - Slightly disagree
- ⬭ 6 - Slightly agree
- ⬭ 7 - Mostly agree
- ⬭ 8 - Agree
- ⬭ 9 - Strongly agree
- ⬭ 10 - Very strongly agree

68. 3. My colleague has well developed communication skills to facilitate external engagement. *

Hint: My colleague can transfer knowledge into beneficial actions and to present and communicate properly in the right context (uses proper communication techniques in different environments while networking with societal actors), respects different opinions and transfers their knowledge skill-fully to their clients.

Soronként csak egy oválist jelöljön be.

- ◯ 0 - Not relevant
- ◯ 1 - Very strongly disagree
- ◯ 2 - Strongly disagree
- ◯ 3 - Disagree
- ◯ 4 - Mostly disagree
- ◯ 5 - Slightly disagree
- ◯ 6 - Slightly agree
- ◯ 7 - Mostly agree
- ◯ 8 - Agree
- ◯ 9 - Strongly agree
- ◯ 10 - Very strongly agree

69. 4. My colleague regularly participates in (online or offline) scientific meetings and academic/professional networks. *

Hint: My colleague has membership(s) of relevant scientific and/or professional networks and attends regular national and international conferences, workshops etc.

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

70. 5. My colleague knows how to apply research methodologies in his/her research field and he/she is up to date with related technologies. *

Hint: My colleague has a high level of knowledge of research methodologies in his/her field, actual trends and he/she is familiar with development of new technologies which support these methodologies.

Soronként csak egy oválist jelöljön be.

○ 0 - Not relevant

○ 1 - Very strongly disagree

○ 2 - Strongly disagree

○ 3 - Disagree

○ 4 - Mostly disagree

○ 5 - Slightly disagree

○ 6 - Slightly agree

○ 7 - Mostly agree

○ 8 - Agree

○ 9 - Strongly agree

○ 10 - Very strongly agree

71. 6. My colleague successfully participates in application processes of grant calls. *

Hint: My colleague regularly succeeds in grant competitions.

Soronként csak egy oválist jelöljön be.

○ 0 - Not relevant

○ 1 - Very strongly disagree

○ 2 - Strongly disagree

○ 3 - Disagree

○ 4 - Mostly disagree

○ 5 - Slightly disagree

○ 6 - Slightly agree

○ 7 - Mostly agree

○ 8 - Agree

○ 9 - Strongly agree

○ 10 - Very strongly agree

72. 7. My colleague regularly produces academic papers to a high standard. *

Hint: My colleague publishes in highly ranked journals in his/her research field with a proper scientific language and the reviewing-process usually requires minor changes.

Soronként csak egy oválist jelöljön be.

○ 0 - Not relevant

○ 1 - Very strongly disagree

○ 2 - Strongly disagree

○ 3 - Disagree

○ 4 - Mostly disagree

○ 5 - Slightly disagree

○ 6 - Slightly agree

○ 7 - Mostly agree

○ 8 - Agree

○ 9 - Strongly agree

○ 10 - Very strongly agree

73.   8. My colleague knows the relevant databases in his/her professional field and regularly uses and applies them. *

Hint: My colleague can use databases such as Web of Science, Scopus, EBSCO etc. or field relevant databases and he/she can use Google Scholar etc.

Soronként csak egy oválist jelöljön be.

- ◯ 0 - Not relevant
- ◯ 1 - Very strongly disagree
- ◯ 2 - Strongly disagree
- ◯ 3 - Disagree
- ◯ 4 - Mostly disagree
- ◯ 5 - Slightly disagree
- ◯ 6 - Slightly agree
- ◯ 7 - Mostly agree
- ◯ 8 - Agree
- ◯ 9 - Strongly agree
- ◯ 10 - Very strongly agree

74. 9. My colleague understands and applies the ethical values associated with the production of academic outputs and the significance of respecting authorship. *

Hint: My colleague respects authorship and he/she properly quotes his/her and other colleagues' work. My colleague recognises the work of his/her students in academic outputs.

Soronként csak egy oválist jelöljön be.

◯ 0 - Not relevant

◯ 1 - Very strongly disagree

◯ 2 - Strongly disagree

◯ 3 - Disagree

◯ 4 - Mostly disagree

◯ 5 - Slightly disagree

◯ 6 - Slightly agree

◯ 7 - Mostly agree

◯ 8 - Agree

◯ 9 - Strongly agree

◯ 10 - Very strongly agree

75. 10. My colleague knows the principles underpinning intellectual property rights and applies them in his/her teaching and research activity (such as proper citation, register patents etc.). *

Hint: My colleague shows his/her students how to use intellectual property rights in practice.

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

76. 11. My colleague can apply the principles of the open access approach to the publication of his/her academic outputs. *

Hint: Open access refers to the practice of making peer-reviewed scholarly research and literature freely available online to anyone interested in reading it. It has three types: Gold Open Access (all articles and content are open access), Green Open Access (the publisher allows the author to keep the non-commercial rights to his/her article so it can be posted in open internet archives), Hybrid Open Access (only a restricted number of articles in a subscription journal is open to anyone).

Soronként csak egy oválist jelöljön be.

- 0 - Not relevant
- 1 - Very strongly disagree
- 2 - Strongly disagree
- 3 - Disagree
- 4 - Mostly disagree
- 5 - Slightly disagree
- 6 - Slightly agree
- 7 - Mostly agree
- 8 - Agree
- 9 - Strongly agree
- 10 - Very strongly agree

77. 12. My colleague applies the results of his/her research, innovation, and social projects on the basis of participation in scientific and or professional networks to his/her teaching. *

Hint: My colleague shows the results of his/her research, innovation, and social projects to his/her students. My colleague uses his/her scientific and/or professional contacts to enrich his/her teaching and learning approach for his/her students.

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

78. 13. My colleague involves his/her students in his/her research, innovation, and social projects. *

Hint: My colleague outsources smaller or larger tasks to his/her students in his/her research and social projects using the results for supporting students' thesis as well as for presenting together in social or professional events, conferences etc.

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

HORIZONTAL ASPECTS

Digitalization:

79. My colleague embeds digital technologies in the support of his/her research, innovation and social projects, events, and networks. *

Hint: My colleague uses digital technologies to collect and analyse research data and to engage in collaboration with other educators and/or social stakeholders (e.g. in professional social networks), for sharing and exchanging knowledge and experience, and collaboratively innovating research and social practices.

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

Internationalization:

80. My colleague engages in research, innovation and social projects, events, and networks at an international level. *

Hint: ....

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

Inclusion and Diversity:

81. My colleague respects the diversity of all stakeholders and their needs in the pursuit of inclusive research, innovation and social projects, events, and networks. *

Hint: ....

Soronként csak egy oválist jelöljön be.

- ( ) 0 - Not relevant
- ( ) 1 - Very strongly disagree
- ( ) 2 - Strongly disagree
- ( ) 3 - Disagree
- ( ) 4 - Mostly disagree
- ( ) 5 - Slightly disagree
- ( ) 6 - Slightly agree
- ( ) 7 - Mostly agree
- ( ) 8 - Agree
- ( ) 9 - Strongly agree
- ( ) 10 - Very strongly agree

Feedback	Dear Colleague,
	We thank you and highly appreciate your contribution to the testing of the peer-version of the PROFFORMANCE Assessment Tool.
	We kindly ask you to give a feedback on your experience after filling out the PEER-assessment version.
	We kindly ask the opinion of both assessor and assessee - which might be an interesting process for both of you.

82. How USEFUL did you find the peer-assessment questionnaire?

Soronként csak egy oválist jelöljön be.

	1	2	3	4	5	
Not at all useful	( )	( )	( )	( )	( )	Very useful

83. How RELEVANT did you find the peer assessment questionnaire?

Soronként csak egy oválist jelöljön be.

	1	2	3	4	5	
Not at all relevant	◯	◯	◯	◯	◯	Very relevant

84. How long did it take to discuss and fill in the-peer assessment questionnaire?

Soronként csak egy oválist jelöljön be.

◯ less than 30 minutes

◯ 30-60 minutes

◯ 60-90 minutes

◯ 90-120 minutes

85. What kind of preparatory actions would you propose to be made by the assessor before the assessment?

Válassza ki az összeset, amely érvényes.

☐ assessor and assessee work together on the same course/subject/programme and know each others' work

☐ assessor visited at least one lesson of the assessee

☐ assessor knows assessee's scientific and or project activities

☐ assessors revised assessee's scientific and research activities

☐ peer assessment happened during a discussion between assessor and assessee

☐ peer assessment happened individually by the assessor

86. How the peer-assessment should be assigned?

Válassza ki az összeset, amely érvényes.

☐ assessor and assessee's agreement

☐ assigned task by superiors

☐ sorted out from a pool

Egyéb: ☐ _____

87. Which Thematic areas do you think is relevant for peer-assessment?

Please discuss this together with your peer and write an answer of consensus.

Soronként csak egy oválist jelöljön be.

	Not relevant	Rather not relevant	Neutral	Rather relevant	Relevant
TA 1 - Curriculum development	◯	◯	◯	◯	◯
TA 2 - Teaching and learning	◯	◯	◯	◯	◯
TA 3 - Assessment of students	◯	◯	◯	◯	◯
TA 4 - Professional development	◯	◯	◯	◯	◯
TA 5 - Research and social responsibility	◯	◯	◯	◯	◯

88. **Would you add, skip or change questions to/from/in the PEER-version of the tool?**

Please discuss this together with your peer and write the TA number and the question number and we highly appreciate if you could give concrete suggestions.

_____

_____

_____

_____

_____

89. **How did you feel during the peer assessment?**

Please discuss this together with your peer and write your opinion

Soronként csak egy oválist jelöljön be.

	It was a good discussion with my colleague	I felt a little embarassed	It was strange, but good to have tried it	I cannot tell now	Never again
As asessor	◯	◯	◯	◯	◯
As assessee	◯	◯	◯	◯	◯

90. **Would you do PEER-assessment using this PROFFORMANCE-peer assessment tool?**

Soronként csak egy oválist jelöljön be.

	Yes	No	Maybe	Only if compulsory
Assessor	◯	◯	◯	◯
Assessee	◯	◯	◯	◯

91. We would highly appreciate any kind of feedback, questions, suggestions, which contribute to the improvement of the assessment tool.

Thank you for your contribution. It is highly appreciated!

We get back to your institution with the results of the pilot testing of the PROFFORMANCE Assessment tool.

Google Űrlapok