

### **Recognition, Evaluation and Certification for Teaching Profession**

Massimo Castagnaro, Stefania Capogna

The essay focuses on the delicate question of recognition, evaluation and certification of teaching skills. The twenty-first century shows the crisis of the traditional educational paradigm. The global and digital world requires a different combination between teaching and learning, defying the entire academic community to assume its responsibility in the promotion of Quality Assurance University Policies. The idea that accompanies the reflection is how to promote a culture of evaluation as instrument of organizational and professional empowerment, based on management instruments, certainly perfectible, but useful to start virtuous circles of reflexivity and improvement as request by any learning organization.

*Keywords:* Quality Assurance; teaching; learning; evaluation; didactic; university.

### **Going-on Evaluations about Quality in Universities' Teaching Mission**

Giunio Luzzatto, Stefania Mangano

After aswering to overall objections to the very idea of evaluating Universities, we develop an analysis about the evaluation of the Teaching Mission of Universities, as it goes on in the international and in the Italian framework. Focus is put on Quality Teaching.

*Keywords:* teaching mission; rankings; AHELO; AVA; Quality Teaching.

## **Quality of teaching in higher education: perspectives, dimensions and instruments**

Debora Aquario

The aim of the paper is to present a reflection about the evaluation of quality of teaching in higher education starting from the expression “quality of teaching”: it contains two complex words that need to be considered in their meanings. In international studies about quality of teaching in higher education, many frameworks have been developed by different researchers with the aim of exploring the multidimensionality of the good teaching, as well as many instruments have been developed to be filled in by students for the evaluation of teaching quality.

*Keywords:* teaching in higher education; quality; students’ ratings of instruction; good teaching.

## **Red de Evaluación Formativa y Compartida en Docencia Universitaria: a university network for quality evaluation in higher education**

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The paper describes the work of the Red de Evaluación Formativa y Compartida en Docencia Universitaria: the network started in Spain in 2005 and its aim is to foster dialogue between evaluation practices at university to improve the quality of higher education.

*Keywords:* formative assessment; shared assessment; Higher Education; networking; quality; university.

## **Providing Lecturer Support for English-Medium Instruction: an Experience at Padova University's Language Centre**

Fiona Clare Dalziel, Caroline Clark, Katherine Ackerley, Marta Guarda

With the rise of English-Medium Instruction (EMI) in European higher education (Coleman, 2006), a growing number of lecturers have started to adopt English to teach their content courses. In order to support university teachers in the shift towards EMI, in 2013 Padova University's Language Centre launched the LEAP (Learning English for Academic Purposes) project. The project aimed at providing lecturers with language and methodological support, thus guaranteeing and maintaining the quality of English-taught courses. This paper will provide an overview of the project by outlining its aims and describing the variety of support options that were developed and offered. The research questions it seeks to answer are the following:

- what are the concerns and the perceived needs of lecturers engaging in EMI at the University of Padova?
- to what extent did the LEAP project meet these needs?

On the basis of the answers to these questions, the article will conclude by suggesting some possible future directions for EMI support provided by the Language Centre.

*Keywords:* English-Medium Instruction (EMI); English-taught programmes (ETPs); University Language Centre; internationalization; lecturer support.

## **Curriculum, employment, work and life planning of future pre-school and primary school teachers. From a pedagogical analysis to the modernization of the relationship between didactics, research and third mission**

Laura Cerrocchi

The article provides a pedagogical contribution which focuses on the Degree in Primary Education (old system) (Reggio Emilia) explaining the reasons and the characteristics, with particular focus on the curriculum, profession and work and life planning of future teachers; looking to modernize Higher Education in terms of the relationship between Didactics, Research and Third Mission in the Masters Degree in Science of Primary Education (for pre-school and primary school teachers).

*Keywords:* academic curriculum and profession; work and life planning; masters degree in Science of Primary Education; adult education, Higher Education-Didactics-Research-Third Mission.

## **How to design and conduct a MOOC. The experience of the course “Human Rights: Global and Local Protection”**

Cinzia Ferranti, Daniela Accarrino, Andrea Cofelice, Pietro de Perini, Federico Milanese, Federica Napolitano, Cristina Paulon, Paolo De Stefani

This article aims at illustrating how a Massive Open Online Course (MOOC) is produced and managed by narrating a unique enterprise in this field and, more specifically, by describing the role played by the different actors and centres of the University of Padova and of Iversity, the international host. This is basically the tale of our experience, i.e. the first MOOC proposed on the international scene. The entire process required the orchestration and organization of many activities and fields of expertise: knowledge organization and representation by the content provider, the instructional design process, the video production, the definition of assessment tools and methods, as well as content media management. Our intention of writing this article is to propose an account of our experience that could help other Higher Education Institutions to plan their own MOOCs in future.

*Keywords:* MOOC; higher education; learning design; learning management; human rights.