



PROFFORMANCE

CERTIFICATE

This is to certify that the project

PHARI

**Ambivert and Inclusive Education for Professional Happiness
-Undergraduate Program in Psychology -"PHARI"**

has been nominated for PROFFORMANCE International Higher Education Teacher Award 2021-22.

The project participants became
**members of the
PROFFORMANCE International Higher Education Teacher Network**

and their best practice can be found at the
PROFFORMANCE Teaching excellence database.

award.proformance.eu



Laura Dr. Sinóros-Szabó
Head of Department
Ministry for Innovation and Technology



Mr. Szabolcs Bokodi
Director of Higher Education
Tempus Public Foundation

Coordinators:



Co-funded by the Erasmus+ Programme of the European Union.
Initiatives to support the implementation of
European Higher Education Area (EHEA), *EPLUS2020 Action Grant*

Full Partners:



proformance



proformance.eu

PROFFORMANCE - Higher Education Teacher Award Call 2021/22

Application id: #458

Intro

PROFFORMANCE – International Higher Education Teacher Award

International prize for excellent teaching at higher education institutions (HEI) in the European Higher Education Area (EHEA).

Scope of the call

PROFFORMANCE consortium announces an International Teacher Award in PROFFORMANCE partner countries (**Austria, Croatia, Czechia, Georgia, Hungary and Serbia**).

Aim of the call

The aim of PROFFORMANCE project is to emphasize teaching quality and cooperation, and to support teaching staff in higher education in the EHEA. (More information about the project: <https://profformance.eu>)

The aim of the call is to **identify, acknowledge and recognize excellent teaching practices** and to provide opportunities for not only sharing and exchanging best examples, but also to **encourage cooperation between EHEA HEIs**. The applications should be in line with the current aims and priorities of the European Higher Education Area ([Rome Ministerial Communiqué](#)) and the European Education Area.

Timescale and deadlines

This call for application is valid from 15th October till 22nd December 2021. Applications should be submitted with the approval of the superior of the applicant (head of department/dean/rector/etc.) by 22nd December 2021 13.00 CET at the latest, using the application platform directly on the "PROFFORMANCE" website. <https://profformance.eu/call-for-application>.

Eligibility

The call is addressed to individuals or groups of **individuals officially involved (with formal agreement) in the teaching process** (both curricular and extra-curricular (also special courses for non-regular students, courses of int'l week, professional afternoons with involvement of stakeholders, etc.)) at state **recognised/accredited higher education institutions**.

The applications should present good practices in accordance with the categories of this call. The practice should have been implemented or being in process with justified % outputs in the academic years (2018-19, 2019-20, 2020-21, fall term of 2021-22).

The applications are only valid with the signature of nomination form of an institutional superior (e. g. head of department/institution, (vice-)dean, (vice-)rector, etc. of the applicant(s)). See application form. Student nominations are not required, but worth extra points in the evaluation.

Eligible categories

PROFFORMANCE – International Teacher Award

Good practices are welcomed in 4 categories listed below.

PROFFORMANCE - Higher Education Teacher Award Call 2021/22

Application id: #458

- Category: 1. Student-centred course design
- Category: 2. Innovative teaching and learning
- Category: 3. Students' learning assessment
- Category: 4. Impact and mission with and for society

Horizontal priorities in all 4 categories:

- Digitalization
- Internationalization
- Inclusion and diversity
- Sustainability

Schedule of the application process:

Deadline for applications:	22 nd December 2021
Evaluation period:	December 2021 - February 2022
Decision and notification of awardees:	April 2022
Award ceremony (indicative):	2 nd trimester 2022

Application step by step

1. Read thoroughly
 - a. The call
 - b. The application form
 - c. The evaluation form
2. Register
3. Prepare your application on the application platform
4. Get nomination(s) and attach duly to the application
 - a. from your superior - THIS IS NEEDED for eligible application
 - b. from your HEI' student organization - OPTIONAL, but worths extra points
5. Collect links, materials in a shared link if any, to complement your application
6. Check if everything is duly filled in, finalize, download, print and submit before 22th December.

Evaluation criteria

Before applying, please read thoroughly the evaluation form in Annex 2, to see the main priorities of the call and to see which aspects of a good practice are evaluated. Please try to be concise, straightforward, emphasising the most important aspects relevant to each questions. The final score will be calculated upon the sum of points given by two independent experts. The consortium partners will decide the final list of awardees.

Checklist of the documents to be read before application:

1. Call for proposal
2. Evaluation criteria
3. Nomination form of HEI superiors
4. Nomination form of student representatives

PROFFORMANCE - Higher Education Teacher Award Call 2021/22

Application id: #458

0. Consents

Please tick all for participation *

- I have read the Call for Proposals and the Privacy Statement of the PROFFORMANCE project ([link](#)) and I agree with their content.
- I give my consent to the publication of my/our good practice's public content in different platforms handled by the PROFFORMANCE consortium (websites, social media, publications, newsletters, events)
- I agree with sharing our/my good practice (agreed public content) in an online searchable database at the PROFFORMANCE website
- I am open to presenting my good practice at PROFFORMANCE final conference to be held in 2022 in case of selected application and upon availability
- I am officially involved in teaching at a state-recognized, accredited HEI in one of the eligible countries (Austria, Croatia, Czechia, Georgia, Hungary, Serbia)
- I have an approval for applying from one of the designated superiors (e. g. head of department, dean etc) of my Higher Education Institution
- My presented good practice has been completed after September 2018
- I will complete the application and provide materials in English.
- The practice described in the following application have been implemented by me / by me and my colleagues or team

PROFFORMANCE - Higher Education Teacher Award Call 2021/22

Application id: #458

1. Project data

1.1. ACRONYM *

PHARI

1.2 Long title of the good practice *

Ambivert and Inclusive Education for Professional Happiness -Undergraduate Program in Psychology -“PHARI”

1.3. Broad fields of education

- 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
- Other, please specify
Psychology, International Relations, Social Work

1.4 Levels of education or other

- ISCED 5: Short-cycle tertiary education

PROFFORMANCE - Higher Education Teacher Award Call 2021/22

Application id: #458

- ISCED 6: Bachelor's or equivalent level
- ISCED 7: Master's or equivalent level
- ISCED 8: Doctoral or equivalent level
- Special course, non-formal education program
- Other, please specify
Consultations on career guidance and increased readiness for university admission Professional development and adaptation consulting

1.5 Category *

2. Innovative teaching and learning

Category: 2. Innovative teaching and learning

- Student partnerships/engagement in the teaching and learning practice
- Differentiated instruction - promoting diversity of materials and learning styles
- Online and offline cooperative and collaborative work – developing engaging dynamics in the learning process
- Innovative online and blended learning methods, engaging and participative hybrid learning organization
- Innovative methodology to keeping motivation and attention during online lectures
- Innovative physical classroom activities
- Innovative multidisciplinary projects for students from different faculties
- Entrepreneurship projects, work-based learning
- Simulation techniques: games, play and role-play – simulation-based learning techniques
- Case-based teaching, case study – object of study to put into practice the knowledge acquired through a real, fictious or adjusted description/case of reality.
- Real learning environments, experiments and field work through real-world projects



**PROFFORMANCE - Higher
Education Teacher Award Call
2021/22**

Application id: #458

Tempus Public Foundation
1077 Budapest Kéthly Anna
square 1.
<https://tka.hu/english>
<https://award.proformance.eu/>

Other, please specify

PROFFORMANCE - Higher Education Teacher Award Call 2021/22

Application id: #458

2. Identification data

2.1 Contact name Title(s) *

Dr.

2.2 Contact name First name(s) *

Alexander

2.3 Contact name: Last name(s) *

Rusetsky

2.4 Position at the institution *

Full Professor, Head of Undergraduate Program in Psychology

2.5 Country *

Georgia

2.6 Town of the institution *

Tbilisi

2.7 Official name of the institution in English *

N(N)LE - Saint King Tamar University of Georgian Patriarchate

2.8 Official name of the institution in national language *

საქართველოს საპატრიარქოს წმინდა თამარ მეფის სახელობის უნივერსიტეტი

2.9 Institutional unit (larger unit: e. g. faculty) in English *

Faculty of Arts, Social Sciences and Humanities

2.10 Institutional unit (institute/department) - smaller unit in English *

Undergraduate program in Psychology

2.11 Email of contact person *

alex_scirs@yahoo.com

2.12 Mobile phone (including country prefix: +3611234567) *

+995555122375

2.13 Participants contacts (name, institution, email, mobile)

Name	Institution	Email	Mobile
Olga Dorokhina	St. King Tamar University of	olga.dorokhina.geo@gmail.co	+995599463560

PROFFORMANCE - Higher Education Teacher Award Call 2021/22

Application id: #458

Maia Kalandarishvili	the Georgian Patriarchate St. King Tamar University of the Georgian Patriarchate	m kalandarishvilimaia64@gmail .com	+31625416163
Mamuka Benashvili	St. King Tamar University of the Georgian Patriarchate	mbenashvili1@gmail.com	+995591414615
Levi Geonjiani	St. King Tamar University of the Georgian Patriarchate	lev.gheonjian@yahoo.com	+995577522995
Tinatin Sabauri	St. King Tamar University of the Georgian Patriarchate	tinatinsabauri@yahoo.de	+995597042793
Irma Khachidze	St. King Tamar University of the Georgian Patriarchate	irmakha@yahoo.com	+995557007701
Lana Sulchanishvili	St. King Tamar University of the Georgian Patriarchate	lanasulchanischwili@yahoo.d e	+995599631663
Tamar Javakhishvili	St. King Tamar University of the Georgian Patriarchate	t.muserjava@gmail.com	+995595927726
Matsatso Khachapuridze	Wolfram Syndrome Foundation	Leila.khachapuridze@gmail.c om	+995599041399
Erika Gogitidze	St. King Tamar University of the Georgian Patriarchate	erikagogitidze19@gmail.com	+995568700023
Ketevan McCormick- Gagnidze	St. King Tamar University of the Georgian Patriarchate	ketige13@verizon.net	+18456425067
Zurab Vakhania	St. King Tamar University of the Georgian Patriarchate	uznadze.ps.inst@gmail.com	+9955939453 4
Mariam Maisuradze	St. King Tamar University of the Georgian Patriarchate	maisuradze1996mari@mail.r u	+995598000106

2.14 Recommendation/nomination by your superior (attachment) *

458_Superior nomination.pdf

2.15 Student recommendation/nomination (attachment)

458_Students Org Nomination.pdf

PROFFORMANCE - Higher Education Teacher Award Call 2021/22

Application id: #458

3. Project content

3.1 Short description (max. 500 characters) – in the form of potential publication *

The concept of professional happiness and the Methodology of ambivert education, allows to reduce career counselling conflicts and increase the motivation of students and teachers. The university pursues an active social policy and is focused on the development of an inclusive education system aimed at integration into the higher education system of various groups of the country's population who have a desire to study, but which is blocked by various kinds of life problems.

3.2 Long description (max. 2500 characters) *

The problem of a high level of educational and professional deprivation caused by a low level of preparedness and special needs of students is presented by the so-called conflict of career guidance. Deprived students of higher educational institutions have an internal conflict between the real role of a student in a given specialty and the desired role, which, for various reasons, is not implemented by them and is discriminated against. Deprived students do not have access to the knowledge they want to have (if they are aware of what they want at all). As a result, there is a lowered level of motivation, which affects the results of the educational process. The situation is aggravated among those students who have, in parallel, a high level of engagement in the field of sports, professional, family activities, suffer from addiction or have special needs. In some cases, this internal conflict damages not only a particular student, but also the entire educational process. As a result, most of the university graduates are professionally deprived. They either replenish the army of the unemployed, or work in a sphere different which they received knowledge from. Thus, we have a huge number of professionally unhappy people. They are forced to do spend most of their time in the field that does not give them satisfaction. As a result of our conducted researches, we have tested a new and alternative approach - the Concept of Professional Happiness, focused on building a "community of happy professionals." The concept of educational and professional happiness is also introduced, as a state in which a person enjoys both the work he/she does and the assessment he/she receives from his environment. To develop this concept, the Methodology of Ambivert Education was developed, which is focused on reducing the level of educational and professional deprivation through a positive transformation of the internal career guidance conflict that occurs between the student's real and desired educational and professional identities.

3.2.a 3-6 key words *

Metacognition, educational and professional deprivation, career guidance conflict, holistic approach, professional happiness, ambiversion, inclusive education

3.3 Public contact name - project name - public email address - website url *

Contact name: Alexander Rusetsky

Project name: Ambivert and Inclusive Education for Professional Happiness -Undergraduate Program in Psychology - "PHARI"

Public email address: alex_scirs@yahoo.com

Website url:

PROFFORMANCE - Higher Education Teacher Award Call 2021/22

Application id: #458

4. Good practice references

4.1 Please indicate in which way your good practice relates to EHEA/EU policy documents, national priorities, institutional strategies *

- EHEA/EU policies
- National priorities
- Institutional strategies
- Individual/group innovative idea

4.1.a Please explain your choices (max: 1000 characters) *

Practice is research-based, interdisciplinary, combines academic and work-based learning (Paris Communiqué-2018). The courses of the program incorporate the research findings conducted by the faculty with the involvement of students. It adheres to the principle of increasing the social dimension in the higher education system, offers innovative inclusive solutions that effectively consider the interests of participants representing the disadvantaged, underrepresented, vulnerable categories (Rome Communiqué-2020). Recommendations are prepared for a strategic document Unified National Strategy of Education and Science of Georgia, 2022-2032. We were invited by the Saint King Tamar University of Patriarchate of Georgia to modify the existing Bachelor's degree program in Psychology, which represents a recognition and show of interest in our approaches. It is a great honor for us to implement our results of the bachelor's program.

4.2. Funding programme or framework in which your good practice have been elaborated and/or implemented (if applicable)

- Erasmus+
- CEEPUS
- EEA Grants
- Horizon 2020
- National framework or programme
- Institutional framework
- Institutional unit framework

PROFFORMANCE - Higher Education Teacher Award Call 2021/22

Application id: #458

Individual/group initiative without funding

Other, please specify

4.2.a Please add project name and number, if applicable.

PHDF-18-1147 Interdisciplinary Comparative Analysis of the Complex System of the Abkhazian Conflict by the Innovative 4D-RAV-17 Method, the Shota Rustaveli National Science Foundation of Georgia; The Saint Andrew the First-Called Georgian University of the Patriarchate of Georgia, School of Business, Computing and Social Science (Department).
Doctoral Dissertation: "The Influence of Professional Decision-Making on a Student's Educational Process and Adaptation in Professional Environment"; Caucasus International University, Faculty of Social Science, PhD Research: "Metacognitive Theory of Conflict Management: From the Political Crisis in Abkhazia to the Development of the Security Community of Abkhazia".

PROFFORMANCE - Higher Education Teacher Award Call 2021/22

Application id: #458

5. Good practice description

5.1 Methodology *

The strategic goal is to create and popularize a new type of inclusive education of ambivalent educations system in Georgia, and specifically on the basis of St. King Tamar University of Patriarchate of Georgia. An inclusive university represents a community of students, professors and administrators in which people feel free regardless of their gender, ethnicity, race, denomination, social origin or physical ability. All students should have the hope and belief that the University cares about their professional future, and that they have the opportunity to be employed in the future within the University itself and in the network of partner organizations of the Patriarchate. The idea of an inclusive university is based on the principle of diversity of university civil society. Of particular value is the system-centered, holistic approach, according to which the foundation of the education process is self-education, self-determination and the dominance of empathetic relationships. For the first time, the methodology of ambivert education (teaching-learning) focused on professional happiness, created by the author of the project and the head of the program, Doctor of Psychology - Alexander Rusetsky, was introduced. Students, free listeners (persons with disabilities), affiliated and visiting professors, potential employers, administration representatives and founders are involved in the implementation of the project. Our practical interest was to introduce a culture of inclusive education in this program. Different categories of the population have problems of admission and study in higher education, we decided to offer them the opportunity to get involved in our program as free listeners. We are very pleased that a group of people with disabilities agreed with our proposal and underwent the relevant preparatory course in August 2021. 6 people with disabilities were selected, they were offered a compulsory subject: "Self-knowledge and the path to professional recognition", as well as the opportunity to freely choose any subject of interest to them. It should be noted that the free listeners were brilliantly involved in the process, and presented interesting results at the end of the semester. The methodology of ambivert education consists of several methods: - The method of self-knowledge is the main mechanism for enhancing the introversive component of the educational process. It develops the skills of realizing his/her own deep interests, the culture of self-understanding and the formation of the desired picture of the professional future. - The method of conscious education makes it possible to correct the extravertive vector of education relative to the introversive vector, reducing the level of educational deprivation. Thus, there appears an orientation towards serving the desired professional strategy. - The method of settling the career guidance conflict contributes to a positive transformation and the achievement of a mutually beneficial strategy that satisfies the participants in the internal inter-role conflict through the formation of new derived roles. The method is focused on the student's achievement of a sense of joy from work activity in the framework of the educational process. - The method of ambivert teaching is focused on teachers who, while acquiring special skills, have the opportunity to more effectively regulate the learning process, relying on the introduction of the introversion component of ambivert education. The teacher helps the student in the process of self-discovery and helps to understand the true interests of the student and adapt his/her subject with it, as well as the entire educational process. Thus, the traditional process of knowing the external world is preceded by the process of self-knowledge. On the other hand, an ambivert teacher adapts his subject, accumulated knowledge and experience to support the student and create a common autonomous platform in the "teacher-student" system. The ambivert teacher thus contributes to the creation of a system of strategic cooperation with the student. The teacher's interest in student success creates additional opportunities for achieving results that are focused not only on the interests of the object and subject of education, but also on the interests of the entire society. - The method of university psychology, which aims to prepare psychologists for work in universities for psychological support of educational and research processes. In particular, training of psychologists-conflictologists who help professors, students and administration to solve the problem of career guidance conflict and educational-professional deprivation. For each of the above methods, there are corresponding methodologies and specific techniques. Partners/Responsibilities Helsinki Citizens' Assembly - Georgian National Committee and its units: -International School of Metapsychology named after Barbara Kipiani: attracting personnel from the diaspora to the program; -The Academy of Professional Happiness: the methodological support of the program; -The St. Razhden Pedagogical Institute: attracting and working with teachers, popularizing the ideas of ambivert education among them. -International Center for University Diplomacy: supporting the foreign and international policy of the program. -Caucasus International University/Laboratory of Geopolitical Modeling: - support and modeling of the dimension of Caucasus cooperation of the Program. -Polish Institute of Labor and Employment: support of social projects focused on decent employment for persons with disabilities.

PROFFORMANCE - Higher Education Teacher Award Call 2021/22

Application id: #458

-Modern Education and Research Institute: development of contacts and popularization of programs in the Greater Europe and Central Asia region -Behavioral Health Services of the Hudson Valley Newburgh: sharing experiences in clinical psychology and psychotherapy and international practices. -Tskhum-Abkhazian Academy of Sciences: scientific consulting support of the program. Among partners there are public schools, disabled persons civil society organizations.

5.2 Tools, equipment, technology used *

Mr. Levi Geonjian, Doctor of Physics and Mathematics, is responsible for the technical support of our socially oriented program. It is planned to digitize the ambivert education methodology in 2022 and adapt it to different categories of persons with disabilities. The modernization of the university site in relation to international standards for disabled persons is being considered (WebContentAccessibilityGuidelines (WCAG/2018) The policy of transition to electronic distance education in 2020-2021 has given us the opportunity to integrate citizens into the university community who have previously had difficulties accessing university programs via e-media, e-platforms - ZOOM, MESSENGER, GOOGLE MEET. Negotiations are conducted with the company brunomaster (<https://brunomaster.com>) which will further enhance the use of a new generation reading device technology in the future. The information portal <https://tiflo.ge/> provides information accessible for the blind and visually impaired persons. Initiators of this contacts are the disabled people participating in our program. They recommended the BRUNO reader device, which includes a "built-in" computer in a specialized scanner and is used as part of the staff equipment of libraries for the blind people. The remote service by the operator, is performed by AISMA device.

5.3 Outcomes and outputs, main results *

The level of educational and professional deprivation decreased A positive transformation of career guidance conflicts and the creation of a high level of empathy between students, free listeners, teachers and administration. The results that we received in the fall semester of 2021 can be assessed by analyzing the opinions of professors, students and listeners, which are recorded on the video recordings of reporting conferences. The main and courageous decision was to attract persons with disabilities to the BA in psychology with the status of free listeners. This step opened up for them opportunities to receive non-formal psychological education. Therefore, the program began to simultaneously fulfill the function of formal and non-formal education. The invitees were given the opportunity to integrate into the university education system without going through (sometimes impenetrable bureaucratic barriers). The invitees had the opportunity to improve their knowledge in psychology through participation in the course "Self-knowledge and the road to professional happiness", and free participation in those lectures in which they had a special interest. Some of them revealed an interest in the transition from the informal system to the formal one. The proposed methodology of ambivert education allowed students and trainees to make important strategic decisions related to career development.

5.4 Lessons learnt *

Throughout this and previous experiments, it has been proven that there are specific groups that create barriers. I-st group - students who are trying to get not knowledge, but a specific social status at the university. II-nd group - students who are engaged in other areas and, even if they have a desire to gain knowledge, they do not have the opportunity to do this, since their work takes up their time and energy, like the first category, they strive to get a diploma as soon as possible. However, unlike the first category, our method is effective with them if students understand the importance of communication with us. In this case, we also help them to resolve their career guidance conflict, complicated by additional employment or family situation. III-rd group - the bureaucratic apparatus, for which it is not the educational process and its results that is important, but those standards and stereotypes that it does not want to change. This is what creates the preconditions for the development of the "conflict of innovations". IV-th group - teachers who are not interested in how much of the knowledge they provide will be used in practice, performing their functions mechanically. In the I-st case, we practice two approaches: 1. An attempt to popularize the methodology and change the attitude. 2. (conformist) The separation of this group from the rest and the creation of special conditions for them. In the II-nd case, communication with busy students brings positive results if together with them it is possible to solve a conflict of a more complex level. In addition to the role conflict between the actual role and the desired educational role, this category of students has another real role that gives the student a specific income and which must be reckoned with. Our proposed methodology contributes to a positive transformation of this conflict as well. In the III-rd case, all initiated initiatives are under constant

PROFFORMANCE - Higher Education Teacher Award Call 2021/22

Application id: #458

threat of failure if the administration does not understand the need to implement the methodology. For this, it is advisable to carry out preliminary and scrupulous work with each subject that influences decision-making. In the IV-th group, we practice an individual approach and a special plan for adapting a particular teacher to changes. In order to avoid the "conflict of innovations", it is necessary to take preventive measures. At the Saint Tamar King University, full understanding and support was achieved from the administration.

5.5 Adaptability and sustainability of the best practice (for other institutions) *

The ambivert education methodology can be adapted in any higher education institution. One of the methods of this methodology was successfully tested in Ukraine (Zaporozhye National University for students - social workers). For the widespread introduction of this methodology into the education system, it is necessary to organize special training for teachers, as well as to popularize the methodology among representatives of university administrations and senior management of the education system. Additional investments are required to accelerate the implementation of the program. It is planned to hold a series of conferences, publish a monograph, a textbook, as well as organize a cycle of television programs. In April 2022, together with MERI (Belgium) and the Institute of Labor and Employment (Poland), it is planned to hold an international conference in Tbilisi - "Inclusive smart universities of the future: the role of ambivert education" For the implementation of the above ideas, the Academy of Professional Happiness was created. On the basis of the organization, retraining of specialists is underway, as well as training of new personnel.

5.6 Promotion of best practice *

The team promotes best practice nationally and internationally at Universities and schools in Ukraine, Armenia, Kazakhstan – via participation in conference, public lectures, workshops, study visits. It is important that information about the methodology is disseminated to the English-speaking community in Western Europe and the United States. The same methods are used on national level, including public speeches, lectures, webinars, consultations. The methodology was introduced in the form of syllabi at Caucasus International University and St. Andrew the First-Called Georgian University of the Patriarchate of Georgia. Information is promoted via TV channel Salte, personal web-site www.rav2021.com. In 2022, the defense of the second dissertation of the author is being prepared, which is aimed at the presentation of the Theory of metacognitive management. Ambivert education will be presented in this theory as one of the methodological foundations.

5.7 Scope and impact *

- Course/department level
- Faculty level
- Institutional level
- Cross-institutional level
- National level
- EU/EHEA/International level

Ambivert education has been introduced at the level of the BA program in psychology and we intend to create MA and Doctoral programs and receive cluster accreditation. The success of the implementation of the methodology determined



PROFFORMANCE - Higher Education Teacher Award Call 2021/22

Application id: #458

Tempus Public Foundation
1077 Budapest Kéthly Anna
square 1.
<https://tka.hu/english>
<https://award.proformance.eu/>

the interest in further promotion and its adaptation for other faculties of this university, as well as other universities. The approaches of ambivert education are recorded in the monograph "Metapolitological Arsenal for Peacekeeping" and are presented on the personal website of the author www.rav2021.com.

PROFFORMANCE - Higher Education Teacher Award Call 2021/22

Application id: #458

6. Horizontal aspects

6.1.a Digitalization

- NOT RELEVANT
- Outstanding, innovative, excellent practices of online / blended / hybrid learning
- Innovative, novel methodology in using digital tools/devices in teaching
- Innovative use of digital administration tools
- Digital skills development and assessment both general and profession-related, embedded in course design, in teaching and assessment
- Novel digital solutions (tools, frameworks, devices, tasks to enhance efficiency and motivation)
- Digital scientific sources used in T&L
- Artificial intelligence and learning analytics in education and training
- Data security and responsible digital presence embedded in learning outcomes
- Other, please specify

6.1.b Digitalization - reasoning and proofs (max: 500 characters)

We are working to create an inclusive program and an inclusive university, and realizing the complexity of the task at hand, we strive to improve digital services “step by step”, making it accessible for any person. We are working on digitizing the Ambivert Education Methodology to enhance the capabilities of the methods that make up this methodology.

6.2.a Internationalization

- NOT RELEVANT
- Outstanding practices of international online collaborative learning
- Developing students' multicultural awareness
- Innovative practices of blended mobility

PROFFORMANCE - Higher Education Teacher Award Call 2021/22

Application id: #458

- Students engagement in international projects
- Courses implemented in international cooperation (projects, co-teaching, virtual/blended mobility, etc.)
- Courses offered to international multicultural students both online and offline
- International projects/research results embedded into course development and T&L
- Other, please specify

6.2.b Internationalization - reasoning (max: 500 characters)

We have created a program in which representatives of the diaspora (teachers) are integrated and intend to integrate persons with disabilities from the diaspora into it. Thus, the program itself will soon become international. The program, includes the syllabus "Directions and methods of Internationalization" elaborated and lead by the Doctor of international relations - Olga Dorokhina. We openly disseminate information about our success to our international partners.

6.3.a Inclusion and diversity, universal design

- NOT RELEVANT
- Inclusive course design, universally designed divers activities to meet special students' needs
- Universally designed teaching material - adjustable for special needs
- Innovative teaching methodology for inclusion and meet diverse student needs
- (Innovative) use of devices and tools for inclusion
- Alternative, flexible assessment methods for students with special needs
- Senzitivizing students to consider special needs when practicing their profession
- Course includes hints on how the services/products of the profession could be universally designed/inclusive
- Other, please specify

6.3.b Inclusion - reasoning (max: 500 characters)

The program itself has become inclusive. We are focused on diversity and consider the Ambivert Education Methodology

PROFFORMANCE - Higher Education Teacher Award Call 2021/22

Application id: #458

as a fundamental opportunity for integration of individuals into the university community who, for various reasons, do not have this opportunity.

6.4.a Sustainability

- NOT RELEVANT
- Sustainability goals are addressed in the course(s)
- Teaching material contains profession related sustainability aspects
- Special courses reflecting to UN 2030 Sustainability goals, Green Deal - mini-courses, microcredentials
- Social entrepreneurship projects, service-learning in the topic
- Extra-curricular student activities for sustainability
- Environmental attitude, skill development and assessment either general or profession-related
- Sustainability aspects are considered in all phases of the learning practice - "hidden curriculum"
- Other, please specify

6.4.b Sustainability - reasoning (max: 500 characters)

We invited professionals to the program who actually work as volunteers. In this sense, our program also has a charitable character. Team members' scientific research is embedded directly into the educational process, which saves time and provides additional incentive. We are part of a small non-profit university supported by a strong organization - the Patriarchate of the Georgian Orthodox Church.

PROFFORMANCE - Higher Education Teacher Award Call 2021/22

Application id: #458

7. Additional information

7.1 URL of an application folder

<https://drive.google.com/drive/folders/1YDwUc-tBvDbTgSDWq0XPLQLVoUnBQuVY?usp=sharing>

7.2 Other remarks, requests, comments

<p>Coordinators:</p>  				<p>Co-funded by the Erasmus+ Programme of the European Union. Initiatives to support the implementation of European Higher Education Area (EHEA). <i>EPLUS2020 Action Grant</i></p>	
<p>Full Partners:</p> 					
<p>Associated Partners:</p> 					
					