A framework to foster high quality of 21 century HE teaching and learning support:

PKMUTT **rofessional** STANDARDS FRAMEWORK for **FACULTY**

disruption or real ?...

MOBILE

SOCIAL

CONNECTED (INTERNET)

DIGITAL

ANALOGUE

wave 1
emancipation of
production
exclusivity

wave 2
emancipation of
physical boundries

wave 3
emancipation of
distribution and
gatekeeping

wave 4
emancipation
of time/space
restrictions

"

it is going to be

man..y…y more

and for a **lo…ng…**

times

WHYWEDO
WHAT**WE**DO

won't **LAST** ...

fostering the **L**EARNING **Q**UALITY of our
GRADUATES to survive the Digital world ...

KMUTT
1960 - 1998
1.0

technical institute
"Hand On"
Engineer and Scientist for industrial sector
KMITT Context

high school
(non vocational)

KMUTT
1998 - Present
2.0

autonomous
s & t Research university

KMUTT 3.0: the 3rd GENERATION
of King Mongkut's University of Technology Thonburi

KM
UTT

MAKE IT HAPPEN

LEARNING

by design...

KMUTT 3.0 is a framework of future graduates focusing on **competence** development for the new era. Proposed to stimulate discussion and university-wide self evaluation on **learning quality** and the values that need to be created and instilled in the graduates of tomorrow, the 3.0 initiative has been translated into enormous efforts from **policy**, **process**, organizational **management**, and basically **'everyone'** to allow for **harmonized** structures, processes and policies flexible enough to recognise and support such a transformation.
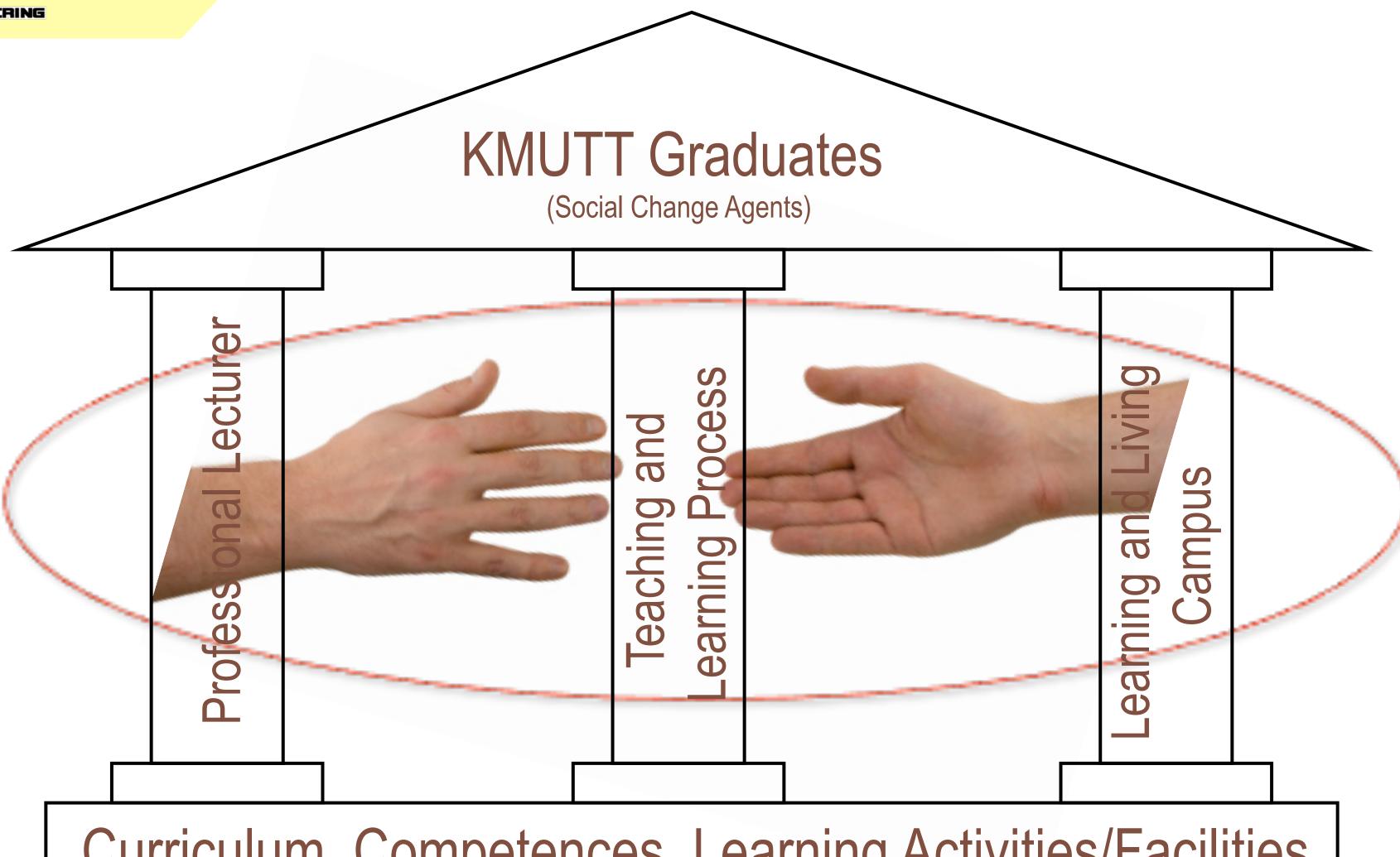
KMUTT ER

KMUTT 3.0 is

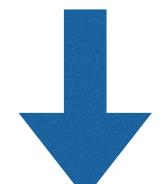eform

ducation

what the great teacher can do...

how can we make
it tangible?

"**P**assion and **A**ttitude to
Nurture
Learning of students

To foster the learning quality of students,
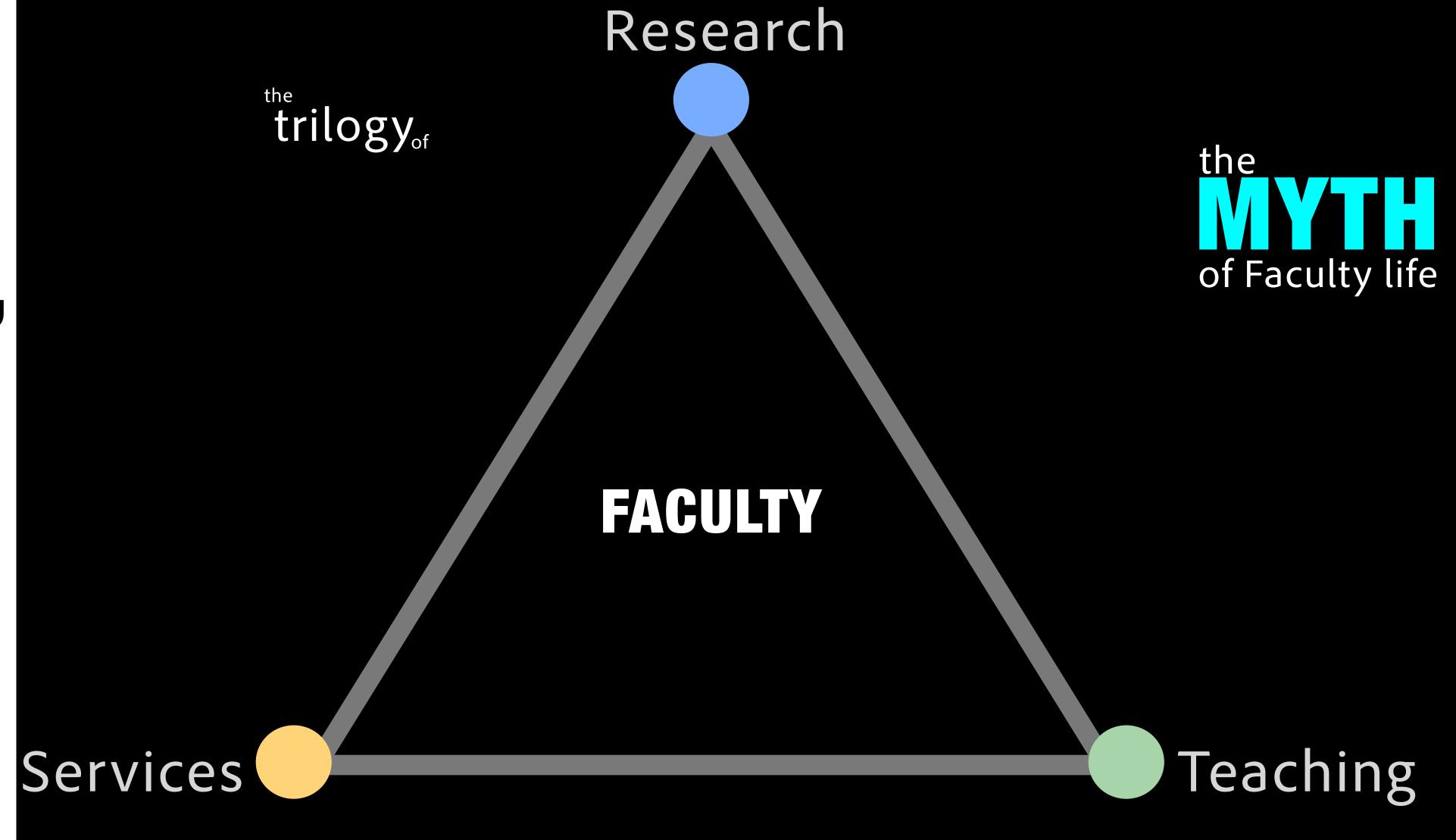KMUTT faculty must have ….

นักวิชาการมืออาชีพ

PROFESSIONAL
TEACHER
ATTITUDE ...
ครูมืออาชีพ

PKMUTT
Professional
STANDARDS FRAMEWORK
for FACULTY

We consider all these following:

- Scholarships of faculty members ...

- What others do...

- Key competencies make learning happens...
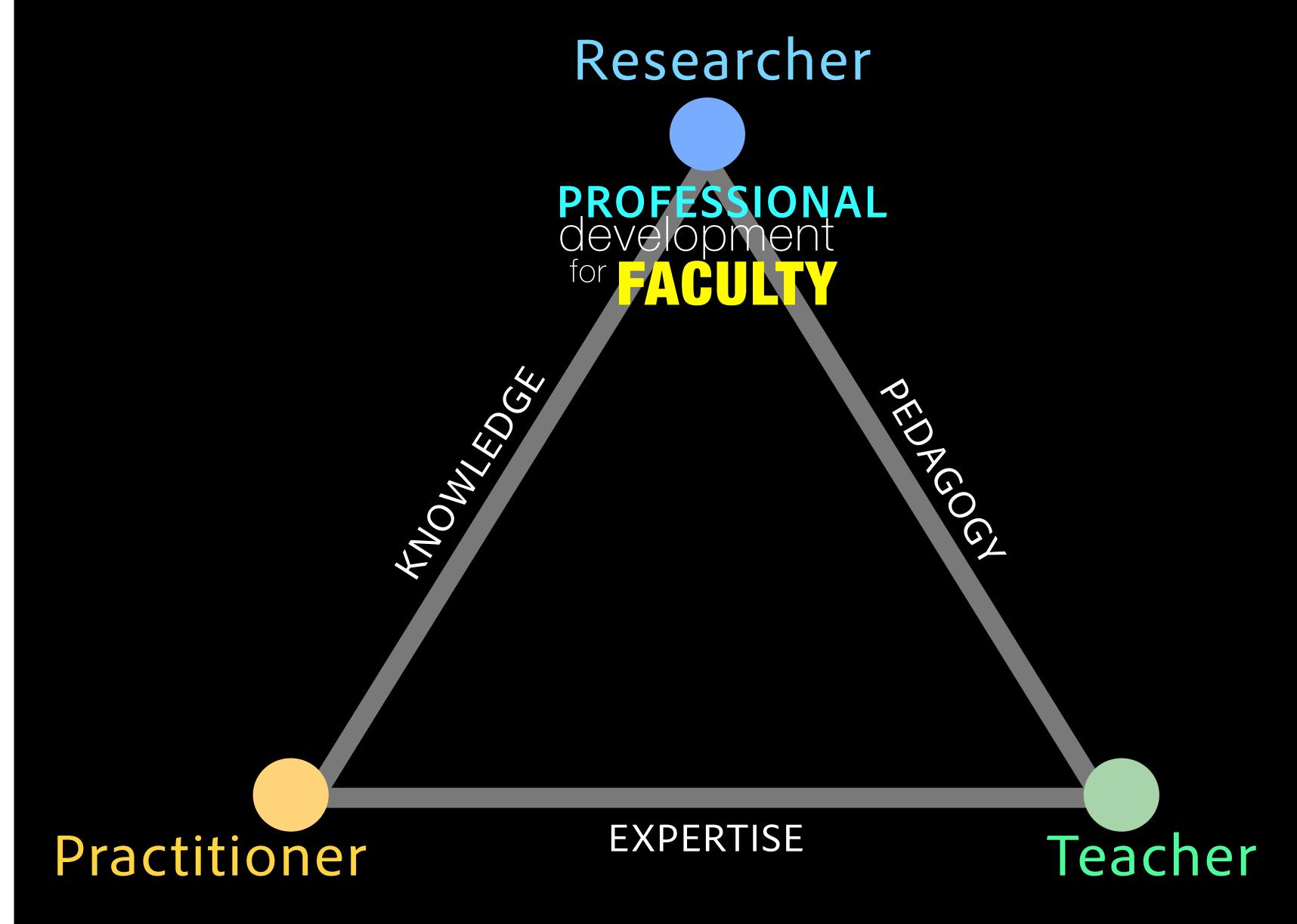
Basic **research** is viewed as the most essential form of faculty activity, with others flowing from it ...
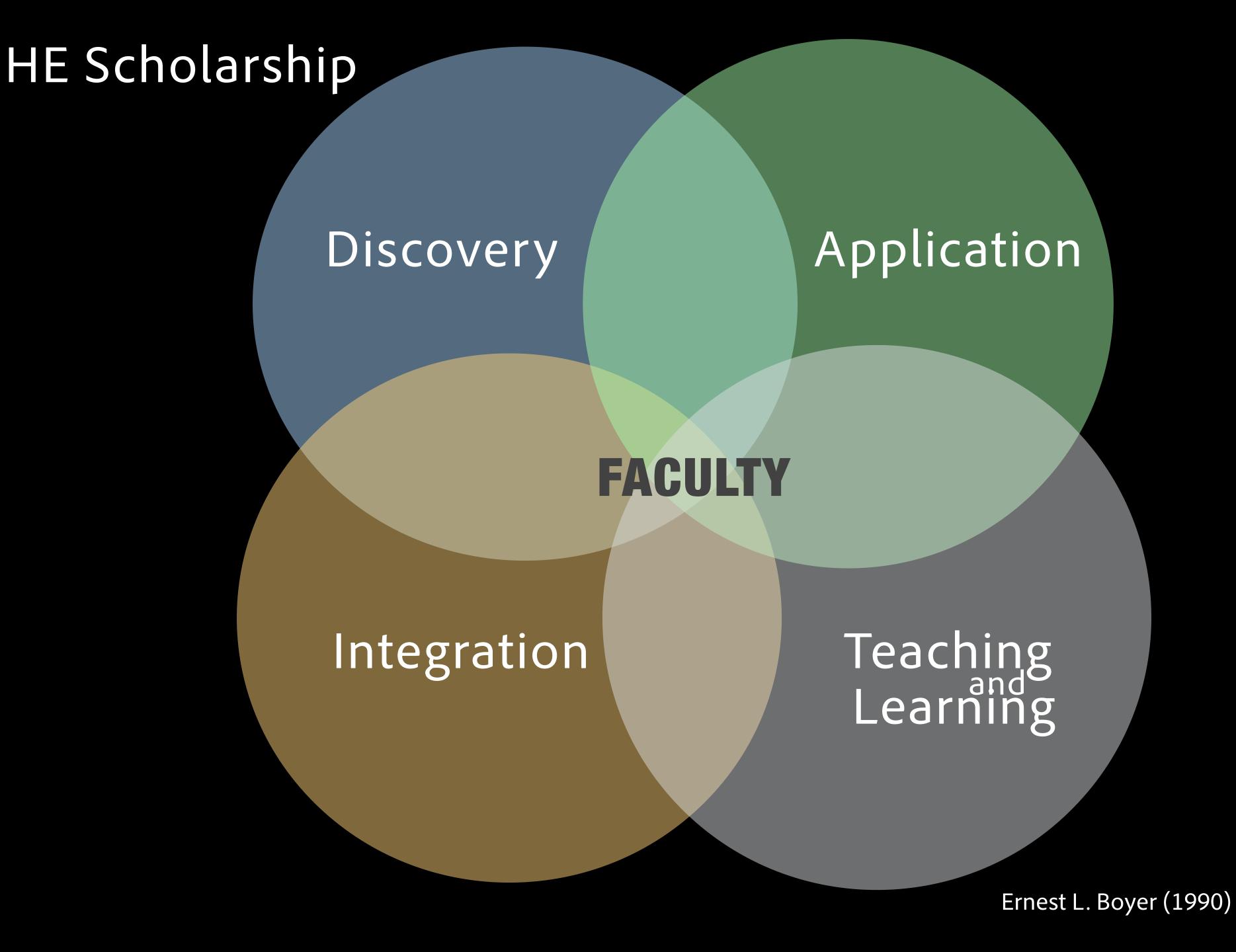
"

education means

Academics

the **REALITY** of Faculty life

Services

Research

FACULTY

Teaching

"We believe the time has come to move beyond the tired old "teaching versus research" debate and give the familiar and honorable term "scholarship" a broader, more capacious meaning, one that brings legitimacy to the full scope of academic work. Surely, scholarship means engaging in original research. But the work of the scholar also means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students. Specifically, we conclude that the work of the professoriate might be thought of as having four separate, yet overlapping, functions. These are: the scholarship of discovery; the scholarship of integration; the scholarship of application; and the scholarship of teaching".
- Ernest Boyer, 1990, Scholarship Reconsidered, p 16.

HE Scholarship

Discovery

Application

FACULTY

Integration

Teaching and Learning

Ernest L. Boyer (1990)

Scholarship of Discovery, research that increases storehouse of new knowledge within disciplines;

Scholarship of Integration, efforts by faculty to explore connectedness of knowledge within and across disciplines, brining new insights to original research;

Scholarship of Application, leads faculty to explore how knowledge can be applied to consequential problems in service to community and society; and

Scholarship of Teaching, views teaching not as a routine task, but as perhaps highest form of scholarly enterprise, involving constant interplay of teaching and learning.

HE Missions

Teaching
and
Learning

Academic
Services

Research and
Development

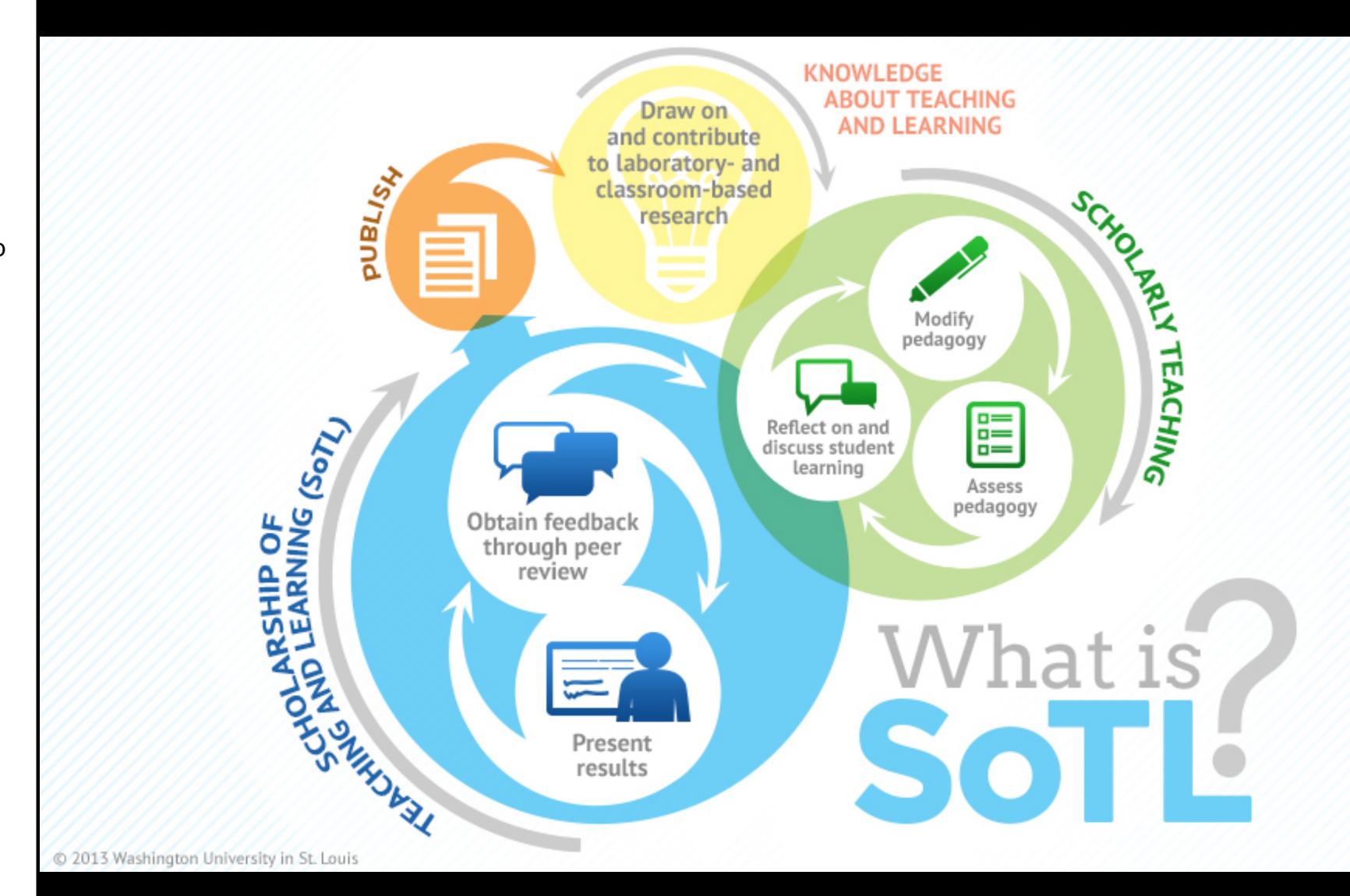Teaching
for Supporting Learning

Integration

Application

Discovery

Scholarship

Boyer's Model of Scholarship

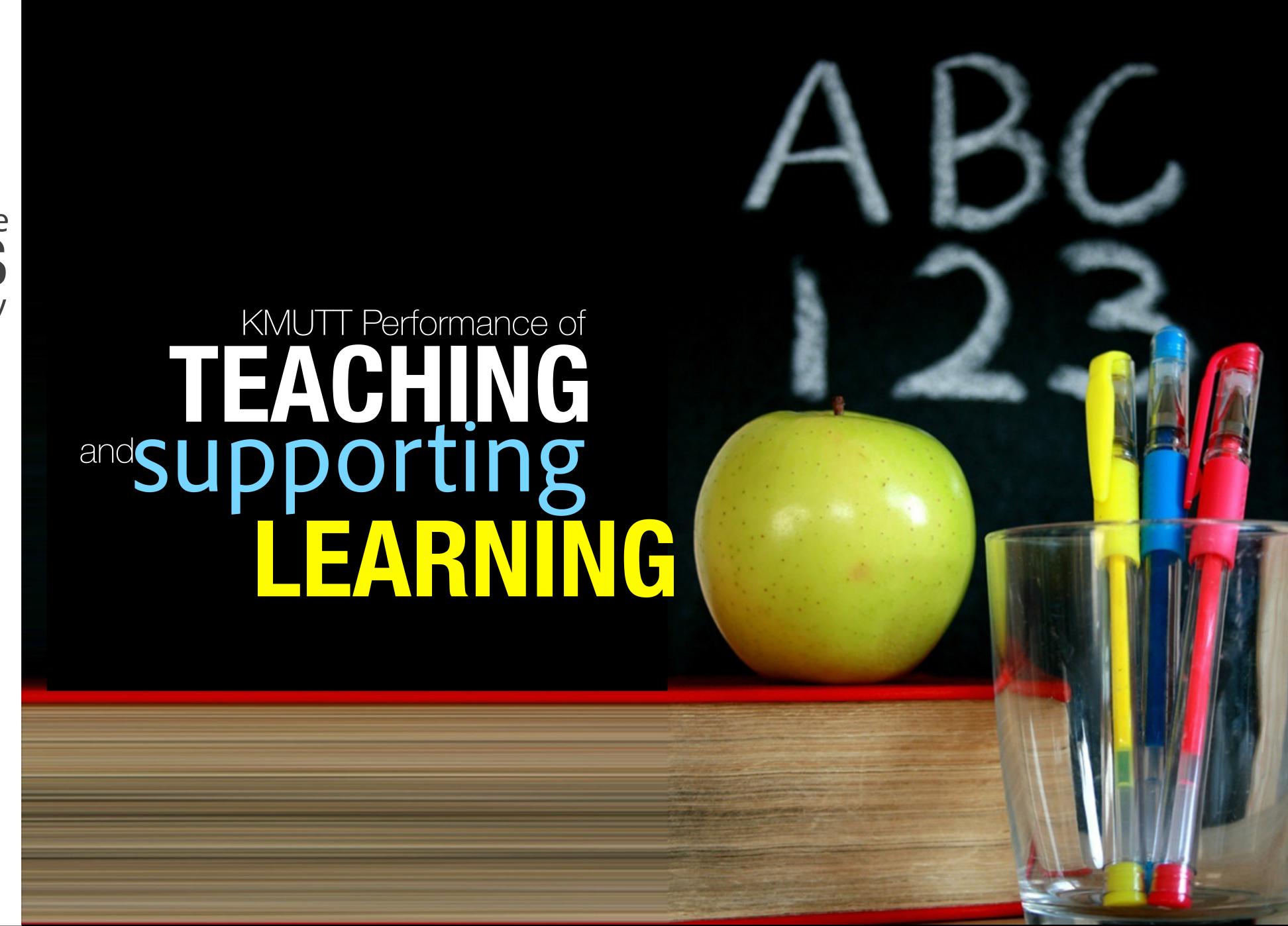## Scholarly Teaching and the Scholarship of Teaching and Learning*

- Scholarly teaching: The instructor
  - (a) is aware of modern pedagogical developments and incorporates them in his/her teaching where appropriate
  - (b) reflects on, assesses, and attempts to improve his/her teaching (classroom research)

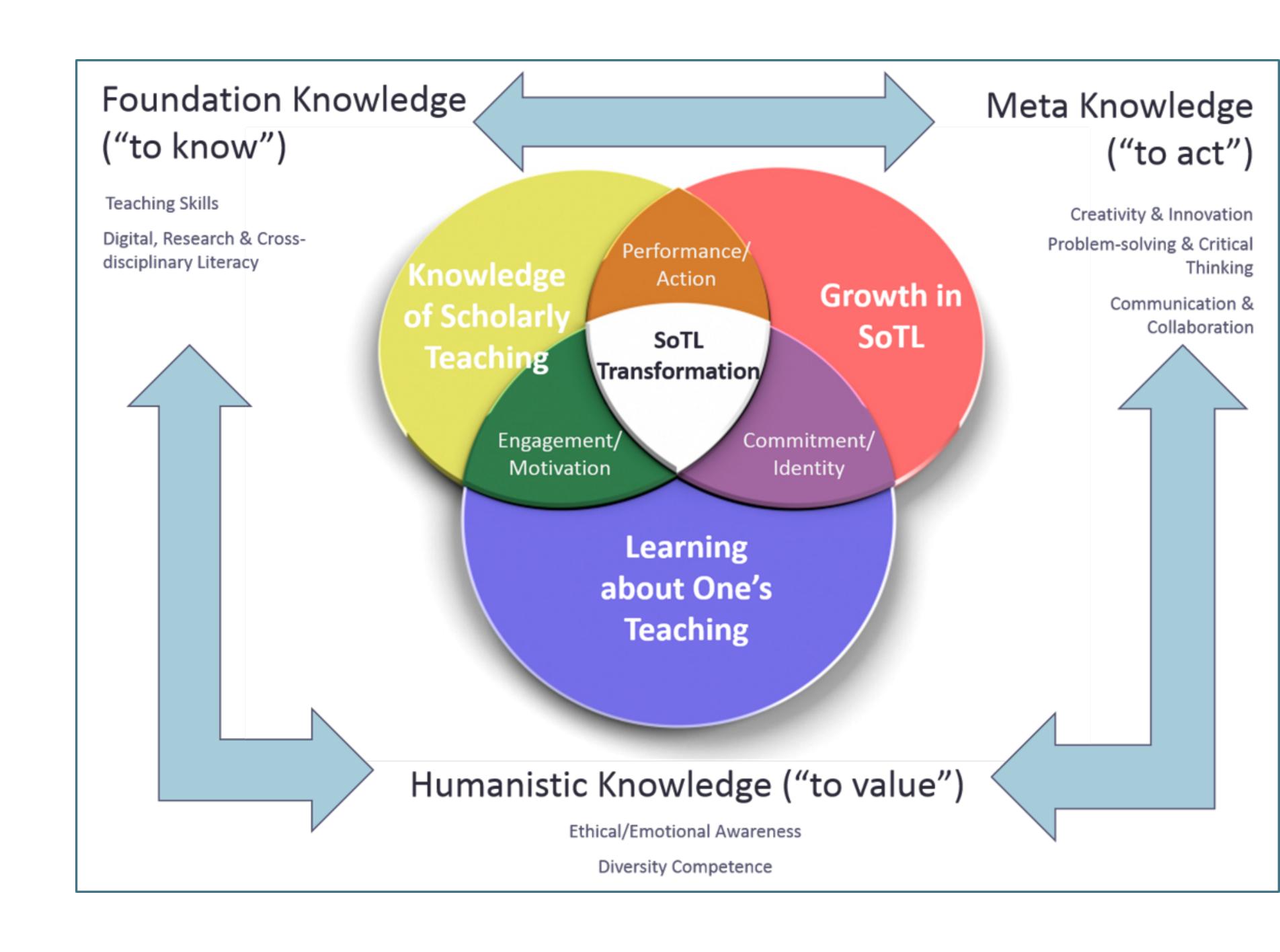- Scholarship of teaching and learning: Research, publication, possibly grants on work related to education

_____
*Shulman & Hutchings

what are the
COMPETENCIES
of the professional faculty
for fostering
learning
QUALITY
of our students?

KMUTT Performance of
TEACHING
and supporting
LEARNING

Randall's original framework represents three overlapping and dynamic elements of teaching and learning scholarship: (1) knowledge of scholarly teaching; (2) learning about one's teaching; and (3) growth in SoTL. The three domains are represented in a Venn diagram, with points where the domains intersect/overlap. For example, where (1) knowledge of scholarly teaching meets (2) learning about one's teaching, we see enhanced faculty engagement and motivation. Where (2) learning about one's teaching meets (3) growth in SoTL we see increased commitment and professional academic/scholarly identity. Where (3) growth in SoTL meets (1) knowledge of scholarly teaching we see concrete SoTL performance and/or action. Finally, the central convergence point of all three domains represents SoTL transformation.

In the integrated model, foundation knowledge (such as teaching skills and digital, research and cross-disciplinary literacies) maps onto the domain of scholarly teaching broadly. Humanistic knowledge (which includes ethical/emotional awareness and diversity competence) corresponds to and enriches the domain of learning about one's teaching. Finally, meta knowledge (such as creativity and innovation, problem solving and critical reflection, and communication and collaboration across disciplines) relates to faculty growth in SoTL.

Foundation Knowledge ("to know")

Teaching Skills

Digital, Research & Cross-disciplinary Literacy

Meta Knowledge ("to act")

Creativity & Innovation

Problem-solving & Critical Thinking

Communication & Collaboration

Knowledge of Scholarly Teaching

Performance/Action

Growth in SoTL

SoTL Transformation

Engagement/Motivation

Commitment/Identity

Learning about One's Teaching

Humanistic Knowledge ("to value")
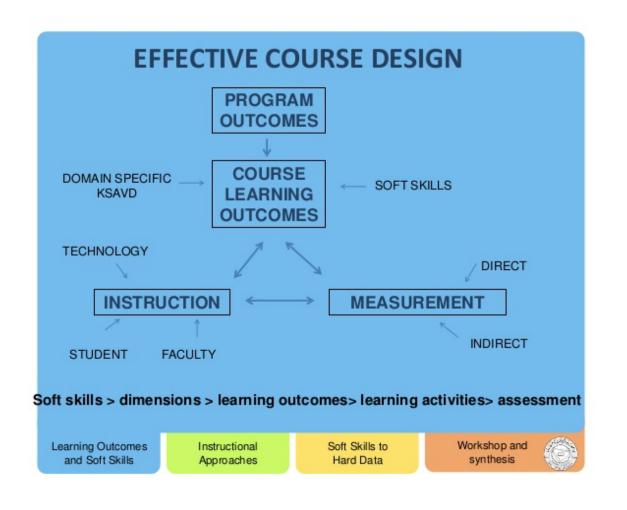
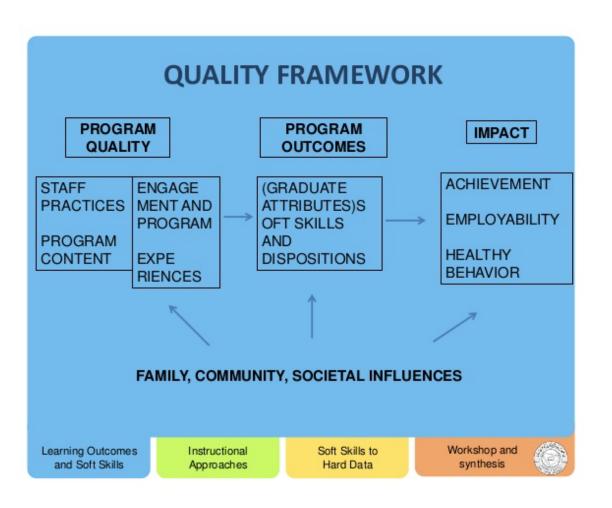Ethical/Emotional Awareness

Diversity Competence

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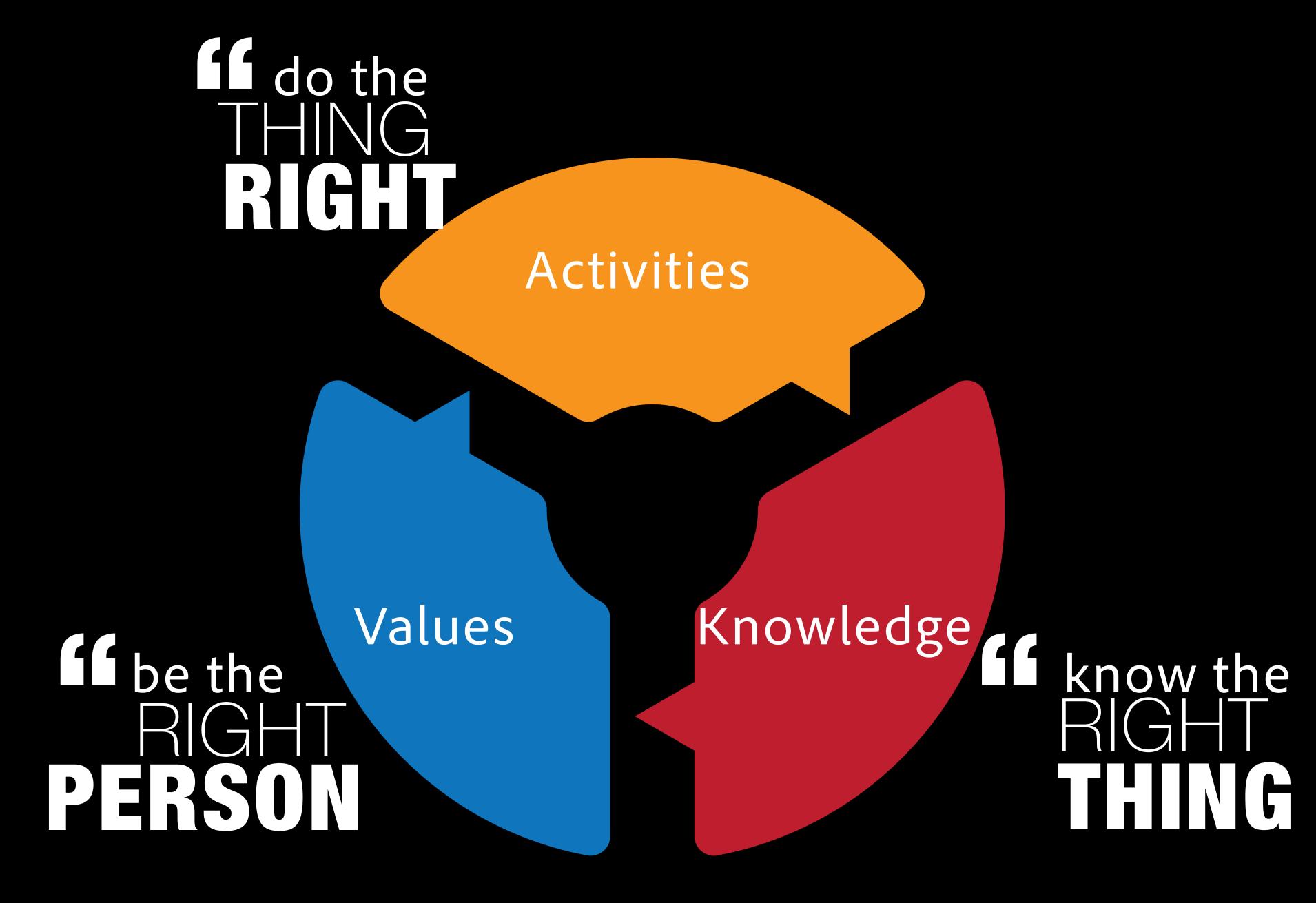
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to know

to act

knowledge   growth

learning

to value

Core Knowledge

K1 Knowledge of how students learn

K2 Knowledge of Pedagogical Content (Pedagogical Content Knowledge - PCK)

K3 Knowledge of learning resources and tools

K4 Knowledge of curriculum design

K5 Knowledge of higher education system and its quality

"
know the
RIGHT
THING

Areas of Activity

A1 Course design and planning

A2 Supporting student learning (Learning Facilitation, class management, and consultation)

A3 Assessment for learning and teaching evaluation

A4 Contributing to educational development. (Teaching innovation and high impact framework for education system, process and policy)

Professional Values

V1 Compassion and care for students

V2 Professional development

V3 Contribution to professional community

" be the
RIGHT
PERSON

categorized into 4 levels:
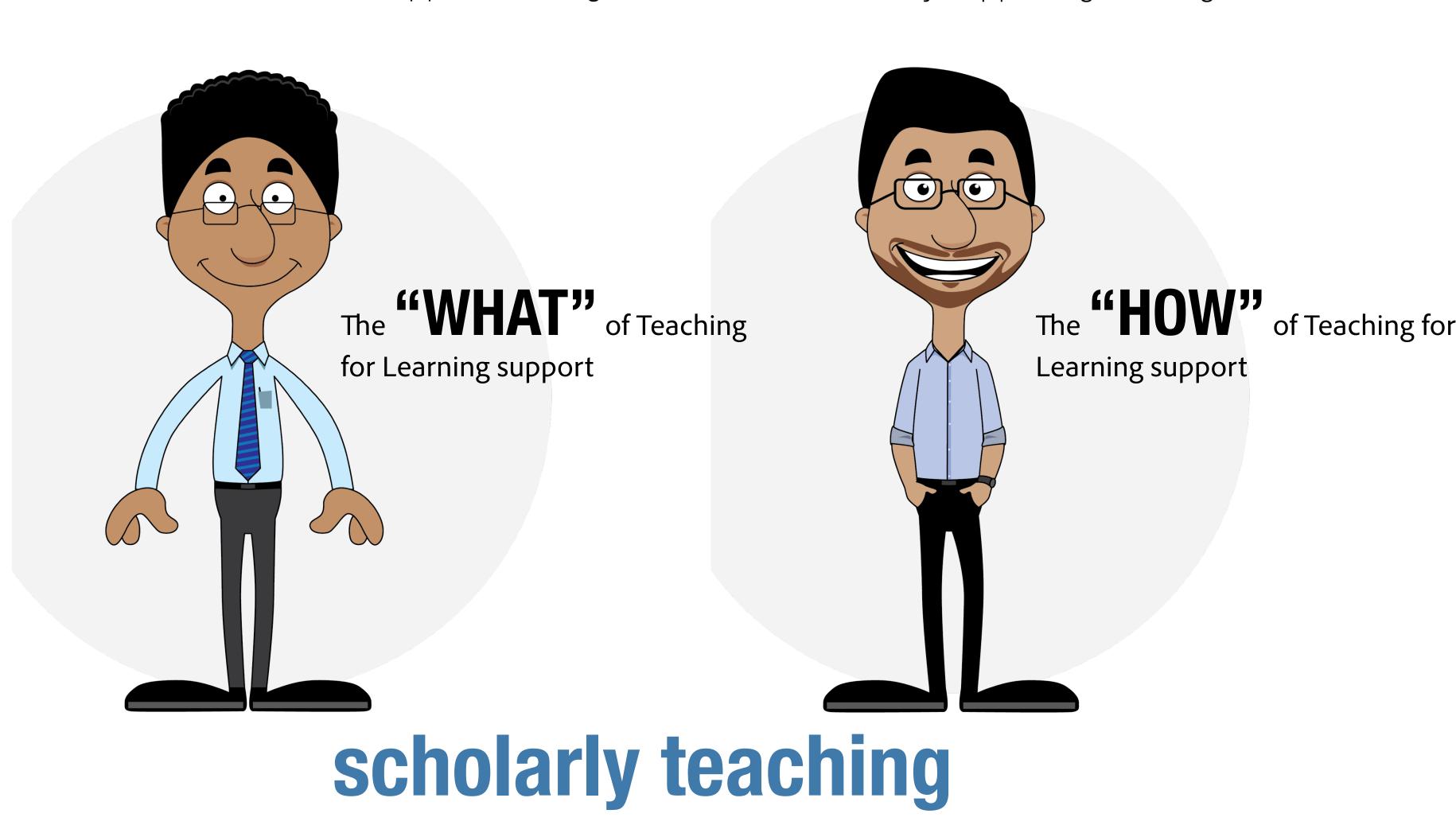
BEGINNER
understand how to support learning

COMPETENT
effectively supporting learning

How do you distinguish between scholarly teaching and the scholarship *of teaching*?

Purpose of scholarly teaching is to have an impact on teaching and learning

SoTL results in formal, peer-reviewed work that becomes part of the larger knowledge base on teaching and learning

Wiman & Richlin (2007)

The **"WHAT"** of Teaching for Learning support

The **"HOW"** of Teaching for Learning support

scholarly teaching

categorized into 4 levels _(cont'd) :

PROFICIENT
highly accomplished as professional expert
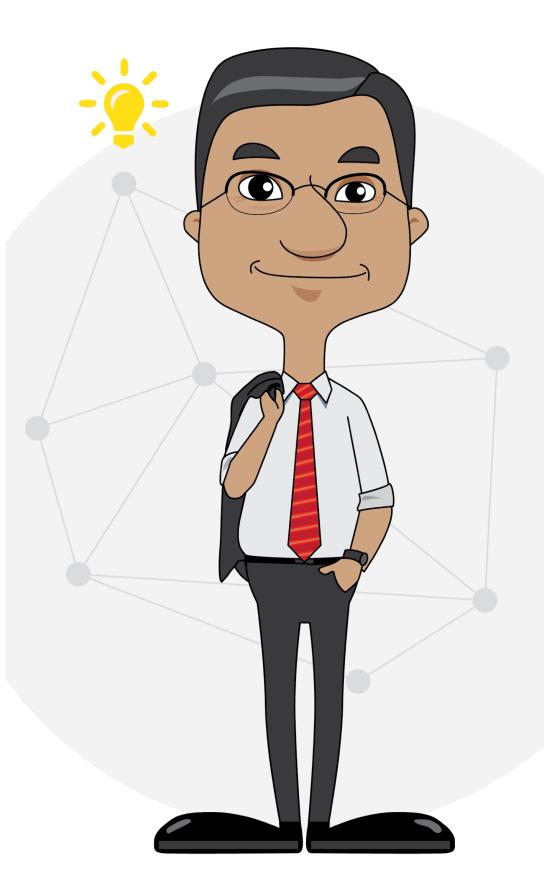
MASTERY
high impact contribution to
professional community and society

How do you distinguish between scholarly
teaching and the scholarship *of teaching*?

Purpose of
scholarly
teaching is to
have an impact
on teaching and
learning

SoTL results in
formal, peer-
reviewed work
that becomes
part of the larger
knowledge base
on teaching and
learning

Wiman & Richlin (2007)

The **"WHY"** of
Teaching for Learning
support

scholarship of teaching and learning

BEGINNER
understand how to support learning

(A1-1) **Design** course structure, activities, assessment, and lesson sequences based on course learning outcomes that are explicit, challenging and achievable.

(K3-1) **choose** appropriate instructional resources **Coordinate** classroom resources and space to promote learning

(A2-1) **Identify** strategies/ teaching approaches to support the achievement of learning outcomes and to **promote inclusive** and positive student participation and **engagement**

(A3-1) **identify** a range of timely and effective assessment strategies to assess course learning outcomes.

(K2-1) Understand the content in the areas of their expertise well enough to **identify the main concepts**, and articulate the evidence of learning of such concepts.

(V2-1) continuously **participate** in activities for self-improvement/ teaching professional development.

(V1-1) **is concerned with** students' academic and non academic problems; **Provide opportunities** for open communication to all students and **willingly assist** students in respond to the diversity of their learning performance, prior knowledge, cultural backgrounds and interests.

(K4-1) effectively **align** subject-level learning outcomes towards the achievement of program-level learning outcomes and able to **explain** the relationships between own subject-level learning outcome and other subjects/modules/related program elements.

COMPETENT
effectively supporting learning

(A1-2) Breakdown course learning outcomes to small and achievable steps and design **coherent** session plans including assessment strategies, stretching assignments, and detailed session plan for each of them

(K1-2) Begin to apply knowledge of how student learn to **adapt the role of teaching to improve learning** process and the intended learning outcomes.

(K2-2) **classify** the content and able to generalise, relate, and simplify concepts to reduce students' misconceptions.

(A2-2) **Facilitate** learning using strategies developed from a combination of K-2, K2-1, K3-2, and results from A3-2 to **engage, and support student learning** as well as to maximise the achievement of intended learning outcome planned in A1-2.

(K3-2) **effectively design and tailor** instructional resources based on the appropriate application of K1-2 and K2-1 (tools, technology, media to facilitate the achievement of intended learning outcomes)

(A3-2) **provide timely, effective and appropriate assessment/ feedback** in relative to student' learning goals. AND Include formative assessments as an integral part of assessment plan. AND Analyse assessment results for teaching strategy improvement.

(V1-2) **Create a climate** in which students **want to do their best** and **build** constructive and effective **relationships** with students.

(A4-1) **Contribute** to the University's educational development projects

(K4-2) successfully **improve curriculum design/processes** towards the achievement of program level learning outcomes (PLO).

(K5-1) **recognise, associate and identify** quality indicators and factors effecting education quality of own program by actively taking part in quality assurance process in a program level.

(V2-2) actively **seek feedback** from others to determine areas in which he or she can improve and **apply** constructive feedback from colleagues to improveprofessional practice.

PROFICIENT
highly accomplished as professional expert

(K1-3) **integrate** knowledge of how student learn to **effectively improve** student' learning and the achievement of the intended learning outcomes
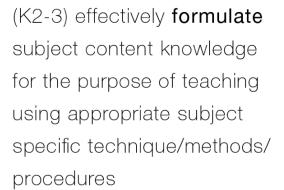
(A1-3) **modify** lesson plan to promote a culture of high expectation. AND **teach/ support colleagues** to design, evaluate, and **improve** the effectiveness of theircourse design

(K2-3) effectively **formulate** subject content knowledge for the purpose of teaching using appropriate subject specific technique/methods/ procedures

(V2-3) **Initiate collaborative relationships** OR actively **engage** in community of practice to expand professional learning opportunities

(A3-3) **support colleagues** to **evaluate** the effectiveness of their approaches to student assessment and teaching evaluation.

(A4-1) Actively **participate** in national or regional scale development in higher education.

(A2-3) (at least for advisee) **diagnose** individual learning need and successfully **support individual student's learning** to get the best out of him or her. AND **support colleagues** to evaluate the effectiveness and quality instruction.

(K3-3) based on A3-2, **measure the effectiveness** using scientific methods to prepare, design and **continuously improve** instructional resources.

(K5-2) evaluate and **successfully improve KMUTT** process, policy, or related education systems to guarantee the program level learning outcomes

(V3-1) **Contribute** to professional networks and associations and **build productive links** with the wider community to improve teaching and learning both nationally and internationally

(K4-3) **design** a new curriculum in own and related disciplines to **intentionally guarantee** a set of specific program level learning outcomes.

MASTERY
high impact contribution to
professional community and society

(K1-4) using K2-2, **lead** colleagues to select and develop teaching strategies to improve student learning (actively **contribute** to learning and teaching research community)

(K2-4) **strategically transform** and represent difficult concepts/ideas in the way that make sense to students.
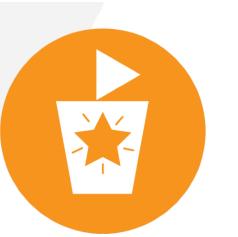
(K5-3) **Lead** others on how to plan, manage, and organise aquality assurance system in Thailand higher education.

(A4-2) **initiate, develop, and implement** high impact policies, and processes for development of Thai higher education. OR **design** educational framework/concept to enhance quality improvement of student learning to benefit the international society

(K4-3) **design** a new outcome based curriculum, a) to guarantee PLOs b) that aligns with specific requirements of all stakeholders, and c) by considering the diversity of learners. AND **guide** other program designers to professionally design a curriculum with such justified quality mentioned

(V3-2) **influence others** by being a role model and inspiration in such a way that **build intrinsic motivations, ethical behaviours,** and **passions** in teaching for all-rounded human development of students

THANK YOU