



DELIVERABLE 2.4

WP2 – MANAGEMENT PLATFORM

TEACHING QUALITY ASSURANCE

PROPOSAL FOR TEACHER TRAININGS TAILORMADE FOR MYANMAR UNIVERSITIES

This assignment is meant to be a follow-up activity of the Working group that has worked on Teaching Quality Assurance during the Granada meeting.

The assignment should serve as a first analysis to possibly plan teacher trainings in CHINOLNE partner Universities.

NEED ANALYSIS – PART 1

- 1. LIST A NUMBER OF TEACHING SKILLS AND COMPTENCES YOU REGARD AS NECESSARY IN A STUDENT-CENTERED APPROACH** (e.g. Ability to align teaching methods and assessments to learning outcomes)

1. curricula design
- 2 teaching methods (Pedagogical competence)
3. supervising student research work
4. assessments to learning outcomes
5. class environment
6. supervised Teaching (mentor skill)
7. methodological issues when conducting research
- 8.teaching Philosophy
- 9.oral presentation skills
10. skills in assessing and providing constructive feedback to other presenters
11. technological proficiency (sound in ICT-computing, databases, websites)
- 12.leadership and management skills
13. critical thinking
14. communication skill (orally and in writing)

- 2. PRIORITIZE TOPICS FOR POSSIBLE TEACHER TRAININGS** (e.g. curricula design; class environment; teaching methods, learning assessment methods, supervising student research work)

1. teaching methods (Pedagogical competence)
2. assessments to learning outcomes
3. curricula design;
4. Teaching philosophy

5. classroom environment
6. Supervised Teaching (mentor skill)
7. communication skill (orally and in writing)
8. technological proficiency (sound in ICT-computing, databases, websites)
9. supervising student research work
10. methodological issues when conducting research
11. oral presentation skills
12. skills in assessing and providing constructive feedback to other presenters
13. critical thinking
14. leadership and management skills

PROPOSAL FOR 2 TRAININGS – PART 2

Once you have prioritized the topics for the trainings. For the first two priorities, please draft a proposal for a training

FIRST PROPOSAL

1. **DESCRIBE TARGET GROUPS FOR THE TEACHER TRAININGS AND PRIORITIZE THEM. Please keep in mind that study fields should be those related to the degree courses already analyzed in CHINLONE PROJECT** (e.g. the training is requested for junior teachers in the field of archeology)

Teacher Training (first priority) – Teaching methods (Pedagogical competence)

The training is requested for junior teachers in the field of:

1. Archeology,
2. History,
3. Tourism

2. **GIVE A POSSIBLE FORMAT FOR THE TRAINING: AIM, TARGET GROUP, CLASS SIZE, DURATION IN TERM OF DAYS AND TEACHING HOURS PER DAY, MODE OF TEACHING DELIVERY (LECTURES OR WORKSHOP AND GROUP DISCUSSION)**

Aim

The overall aim of the course is to strengthen the quality of the education at Yangon University by facilitating development of the participants' competences regarding their planning and management of the teaching and learning process.

It is a central premise within the concept of Scholarship of Teaching and Learning that a university teacher should cultivate a scholarly-based approach to teaching and learning in higher education. During the course, participants will become acquainted with a variety of views on what university pedagogy is or can be, how teaching and learning activities can be organized and pursued and how research within the field can be performed. The project work provides participants with an opportunity to design, complete and then presents their own expedition into the field. This work should be based on issues that participants find relevant in terms of their own professional development as a teacher; and they will receive peer feedback from the course participants and the facilitators. The project can for example focus on the developing, testing and evaluation of a new teaching and learning activity within their own subject; scrutinizing and developing course plans or gathering and analyzing qualitative or quantitative data regarding a specific question or hypothesis. There is a substantial degree of freedom when it comes to selecting and developing the project focus and framework! Project work can be performed in pairs (together with another course participant), but the scope of the work must then be discussed with the course facilitators.

Target Group

The course is designed for junior university teachers in the field of archeology from University of Yangon (including postgraduate students with teaching duties) who are obliged to teach and/or tutor/supervise undergraduate and postgraduate students in Myanmar. (No specific prerequisites. Some experience of teaching is, of course, advantageous)

Class Size:

Number of participants are 20

Duration in term of Days

2 weeks (90 hours) – including weekend. Full-time attendance is required.

Teaching hours per day

up to 6hours

The scheduled sessions start at 9.00 (sharp) and finishes – at the latest – 16.30.

Mode of teaching delivery

The course aims to initiate an active participatory learning process. It uses a mixture of activating learning methods. Key facts and concepts are addressed in interactive lectures. Practical skills contribute to a better understanding and process analyses. Development of related skills is supported by tutored small group discussions, group work, group presentations and expert sessions.

The following mode of teaching delivery method will be used.

Reading assignment
Discussion
Homework and group assignments
Web based learning
Longitudinal project work.

SECOND PROPOSAL

- 1. DESCRIBE TARGET GROUPS FOR THE TEACHER TRAININGS AND PRIORITIZE THEM. Please keep in mind that study fields should be those related to the degree courses already analyzed in CHINLONE PROJECT** (e.g. the training is requested for junior teachers in the field of archeology)

Teacher Training (second priority) – Assessments to learning outcomes

The training is requested for junior teachers in the field of:

1. Archeology,
2. History,
3. Tourism

- 2. GIVE A POSSIBLE FORMAT FOR THE TRAINING: AIM, TARGET GROUP, CLASS SIZE, DURATION IN TERM OF DAYS AND TEACHING HOURS PER DAY, MODE OF TEACHING DELIVERY (LECTURES OR WORKSHOP AND GROUP DISCUSSION)**

Aim

After completion of the course, the course participants will be able to

- choose, and argue for, an assessment form that is particularly well adapted to a given context and which allow assessment of knowledge, skills or abilities with high reliability and validity,
- formulate grade criteria for different course objectives so that they become obvious for a student in terms of requirements to receive at least a Pass for those objectives,
- provide written or oral feedback to a written text from the text triangle structure and provide verbal feedback to an oral presentation constructively, honestly and creatively,
- account for different forms of effective feedback and how a teacher works, time-effectively, in developing students' self-insight and achieve knowledge through feedback, as well as,

- evaluate and choose at least two different formative methods for each of the following: the students' knowledge, views and skills during a course.

Target Group

University teachers and staff in teaching at the field of archeology from University of Yangon that are or will be involved in assessment, and that has completed the teaching methods (Pedagogical competence) training course, or equivalent, comprising at least two weeks.

Class size

The course is given for maximum 20 participants.

Duration in term of Days

one weeks

Teaching hours per day

6 hours

Mode of teaching delivery

The course is given in English and Myanmar, in a mixed form. The presentations and lectures are given in English. The language used in team work, discussions in small groups and individual texts the participants can select either Myanmar or English. However, in order to achieve desirable outcomes, a competent professional interpreter should be provided, due to the language barrier of the participants.