

Higher Education Teacher Training (Certificate/ Diploma in Higher Education Teaching)

Course Outline

The course helps participants to reflect critically on their teaching in ways which are underpinned by their own experiences and those of their students and colleagues, and by the research on learning and teaching in higher education.

Aim of the course

To provide the training to university teachers to reflect critically on and evaluate their own teaching and have awareness of their roles and responsibilities in self governing educational institution.

Outcome of the course

After completion of this course, the participant will be able to have

- an understanding of different ways of thinking about university teaching, and the consequences for student learning, to enable them to make informed decisions about their approaches to teaching, subject design and assessment in a variety of contexts and with a diversity of students (relates to professional and intellectual attributes)
- an ability to reflect critically on and evaluate their own teaching and subjects and make changes aimed at improving their students' learning (relates to professional and intellectual attributes)
- a commitment to scholarship in teaching and to self-directed continuing teaching development (relates to professional and personal attributes), and
- a broader awareness of the higher education, university and academic career contexts in which they work, to assist them to develop their academic potential more effectively (relates to professional and personal attributes).

Target Group

- TVET Teachers, University & Technological University Teachers.

Arrangement of attendances

- It will be teacher professional development course for teachers from various universities and Technological Universities

Place of the course

- To be advised

Course Duration

4 days in December 2017 (Note- to fulfil 2 weeks teaching training requirements, the attenders will need to do self study online at <http://www.highlightcomputer.com/teacher.htm> OR <http://www.highlightcomputer.com/PreparationforMyanmarEngineeringCouncilAccreditationCourse.htm> by viewing videos.

Requirements

The participants will need to bring the documents related to teaching plan, curriculum, course materials or reference notes that they are using in teaching. Access to laptop/computer will be required for the participants. Teaching aids such as white board , computer & Overhead Projector will be required to show the slides. It will be better to access Internet.

Award

Certificate/Diploma of Higher Education Teaching (Jointly awarded by IQY Technical College/ Singapore Institute of Engineering Technologists/ St Clements University) will be issued depending on number of years of teaching experience. The award will be issued by electronic mode to attenders' e-mails.

Sessions , trainers and facilitators

Day	Session 1 9 to 10:30AM	Tea break	Session 2 11 to 12:30 Noon	Lunch break 12:30 to 1:30 PM	Session 3 1:30 to 3:30PM+ Group Work 3:30 to 5PM (The extended time up to 5PM can be taken up to the duration of workshop & group works)
1	<p>Welcome speech by Organizers Introduction to trainers and attenders General Information Participants' self introduction</p> <p>ED431 Student Learning and Teaching Approaches</p> <p>Critical Thinking</p> <p>National Strategic Plan 2016- 2021 Myanmar/ Grad Cert HEd/ ED431-434MP4/ ED431CriticalThinking 24 Slides.pptx</p>	Morning tea and networking	<p>ED431 Student Learning and Teaching Approaches</p> <p>Key ideas from research on student learning and teaching in higher education Critical Reflection / Review/ The influences of the learning environment on students' approaches to learning Relations between learning approaches and the quality of the learning outcome <u>Learning Environment (Day 10 Session 1 of MEC Course)</u></p> <p>Reference ED 407 Learning Environment</p>	Lunch	<p>ED432 Course Design and Assessment</p> <p>Day 1 Session 3 Lesson of Dip Engg Ed 2 weeks training /MEC Accreditation Course</p> <p>Overview of Myanmar Engineering Council Law, Regulation, Accreditation Principles</p> <p>Highlighting 9.2.1 General Information (MEng C) 9.2.2 Programme Objectives & writing the objectives of the course by Dr Kyaw Naing</p> <p>Reference Reading (Education theory) ED 106 Interpreting Curriculums http://www.filefactory.com/file/1h141zxbov8z/ED%20106%20Interpreting%20Curriculums.zip</p> <p>Practical Information Provide the examples of how to set up the program objectives for Professional Engineer, Engineering Technologists and Engineering Associates levels www.highlightcomputer.com/OverallProgramGeneral.pdf</p>

					<p>Stage 1 Competencies of PEng, Eng Technologists & Eng Associates</p> <p>Engineering job competencies http://www.highlightcomputer.com/EngineeringJobCompetencies.pdf</p> <p>Participants' tasks (After 3 PM)</p> <p>Write the Lesson objectives of one lesson in teaching/ engineering programs that they are teaching, discussion</p>
2	<p>ED432 Course Design and Assessment</p> <p>ED432A-assessment principles+</p> <p>ED432B-constructive feedback+</p> <p>ED432C-relationship between assessment, learning objectives and student learning in higher education</p> <p>www.highlightcomputer.com/ED432DEFG.pptx</p>	Morning tea and networking	<p>Outcome based Education + Competency based education & training & how the competency based training is important to reach the desired outcome (Day 2 Session 1 +Day 3 Session 1) of MEC Course</p> <p><u>9.2.3 Learning Outcomes Requirement of Myanmar Engineering Council & how to design the curriculum to address the learning outcomes</u></p> <p><i>Characteristics of Learning Outcomes</i></p> <p>In Certificate I to Vocational Diploma</p>	Lunch	<p>ED432H-Subject Evaluation Plan+</p> <p>ED432I-subject objectives+</p> <p>ED432J-Subject Outline Analysis</p> <p>www.highlightcomputer.com/ED432HIJ.pptx</p> <p>Participants' tasks (After 3 PM)</p> <p>Group work on selecting the Contents of curriculums & training packages into teaching curriculums of participants' institutions.</p> <p>Group discussion, feedback</p>

			<p>Provide the level of performances of the students tasks in the curriculums & activities</p> <p>Sample Curriculums</p> <p>Certificate to Advanced Diploma http://www.highlightcomputer.com/detailedcontent.htm</p> <p>Bachelor degrees equivalent level http://highlightcomputer.com/B%20E+B%20App%20Sc(IT)+B%20Bus%20Course%20Detailed%20Contents.htm</p>		<p>Two Weeks Training Course Activity Record Sheets</p> <p>Day 1 Session 3-Course Objective Outline.pdf (2.42MB)</p> <p>Day 1 Session 3-Attachment 1a.pdf (6.17MB)</p> <p>Day 1 Session 3-Attachment 1b.pdf (5.17MB)</p>
3	<p>ED433 Scholarly Teaching and Learning Project</p> <p>ED433A-scholarly literature related to higher education+ED433B-scholarly project+ED433C-commitment to scholarship in teaching www.highlightcomputer.com/ED433ABC.pptx</p>	Morning tea and networking	<p>ED433H-consequences for student learning+ED433I-improving students learning+ED433J-different ways of thinking about university teaching+ED433K-identify problems and issues www.highlightcomputer.com/ED433HIJK.pptx</p>	Lunch	<p>ED433L-one plan-act-observe-reflect cycle+ED433M-perspectives from the literature on teaching and learning+ED433N-reflect critically on and evaluate teaching+ED433O-self-directed continuing teaching development+ED433P-synthesise findings for presentation www.highlightcomputer.com/ED433L.ppt www.highlightcomputer.com/ED433LMNOP.pptx</p>

	<p>ED433D-analyse stakeholder responses to change+ED433E-plan a change to teaching+ED433F-change aspects of their teaching and learning practice+ED433G-justify the practical significance of the change</p> <p>www.highlightcomputer.com/ED433DEFG.pptx</p>				<p>www.highlightcomputer.com/ED433P1.pptx</p> <p>www.highlightcomputer.com/ED433P2.pptx</p> <p>Participants' tasks (After 3 PM)</p> <p>Develop teaching and learning strategies in the curriculum for the courses that are taught by the participants</p> <p>Day 3 Session 3-Delivery & Assessment Strategy.pdf (5.73MB)</p> <p>Day 4 Session 3-Assessment Strategy 1.pdf (3.84MB)</p> <p>Day 4 Session 3-Assessment Strategy 2.pdf (5.15MB)</p>
4	<p>ED434 Reflective Academic Practice</p> <p>ED434A-academic work in a practice oriented university+ED434B-broader awareness of the higher education and academic career contexts+ED434C-develop academic potential+ED434D-different types of scholarship in academic work</p> <p>www.highlightcomputer.com/ED434ABCD.pptx</p>	Morning tea and networking	<p>ED435 Governance of University</p> <p>National Strategic Plan 2016-2021 Myanmar/ Grad Cert HEd/ ED435 Governance of University.pptx</p> <p>University Chapters</p> <p>Overseas University Examples</p>	Lunch	<p>Further study Education Management</p> <p>www.highlightcomputer.com/dipedmgt.htm</p> <p>General Discussions</p> <p>Conclusion of Training</p>

<p>ED434H-reflect critically on and evaluate own teaching+ ED434I-reflect on an aspect of scholarly academic work+ ED434J-reflecting on learning from formal learning programs,+ ED434K-reflection on the implications of these kinds of scholarship for academic work</p> <p>www.highlightcomputer.com/ED434HIJK.pptx</p> <p>Self Study</p> <p>ED434L-research supervision+ ED434M-research-led teaching+ ED434N-revise learning</p> <p>www.highlightcomputer.com/ED434LMN.pptx</p> <p>www.highlightcomputer.com/ED434M2.pdf</p> <p>www.highlightcomputer.com/ED434M3.pdf</p>				
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