## Activity Title

**TIDE Knowledge Quiz and Professional Development**

## Learning Outcomes

By the end of this session participants will have:

1. Reviewed their learning from the first year of involvement in the TIDE project
2. Reviewed their understanding of Professional Development Frameworks, and documented professional development activities they undertook in 2019
3. Made a professional development plan for 2020

## Description of Activity

**Activity 1: Quiz on material covered in TIDE Support Staff sessions during the 2019**

**(30 minutes total)**

This activity provides a fun multiple-choice test of some of the material covered during the 2019 residential schools. Most questions relate directly to the technical topics introduced but a few ‘light-hearted’ questions related more generally to the TIDE project are also included.

There are two options provided for doing this quiz

1. Test yourself using the interactive version provided, *or*
2. Organise teams to compete against each other, having appointed one person to be the quiz master who can present the PowerPoint version of the quiz, and run through the answers at the end overseeing the marking process

In the second case, you may wish to run the quiz online (using a communication tool such as Zoom to present the PowerPoint) and have teams or individuals you are connecting with at a distance competing with each other. In this case the quiz could be run by a TIDE team member, or by a TIDE participant. It can be adapted for reuse subject to the licensing requirements of the images used in the quiz. Note: Correct answers are highlighted in red on the answer slides.

**Activity 2: Review of Professional Development Plans (30 minutes total)**

In the 2nd residential school, we introduced the idea of professional development frameworks such as UKPSF and CMALT.

This activity starts by reminding participants about the nature of professional development and the features of those frameworks. The CMALT and UKPSF mapping document is provided and explained in the introduction to the activity.

Working individually or in small groups or pairs (getting suggestions from others), review and note down (using the UKPSF related template provided) what professional development activities you have been involved in during 2019 and how you would ‘evidence’ your activities and progress.

**Activity 3: Developing Professional Development Plans (PDP) for 2020 (30 minutes total)**

Working individually or in small groups or pairs (getting suggestions from others), develop your PDP for 2020 (using the 2nd UKPSF related template provided) also noting how you will ‘evidence’ your activities and progress. Discuss your plan with relevant professional colleagues (e.g. if you are a librarian get feedback and suggestions from a fellow librarian), and refine your plan. This can be done through face to face communication or via email or use of communications tools such as Viber or Zoom. When you are happy with your plan, share it with your TIDE facilitator in UK for review and further feedback. This activity should be completed within 2 weeks maximum (start to finish) and you should then refer to your PDP during 2020 and monitor your progress against it.

**Script for Narration (in English or translated into Myanmar language)**

1. **Quiz (ref file: May 2020 ICT - 2019C Knowledge Quiz)**

No script is needed for this set of slides. Instructions for the activity are provided above, and the quiz can be run by reading the information on the question and answer slides.

1. **TIDE Knowledge Quiz & Professional Development Slides**

Slide 1: Cover Slide

No script for this slide

Slide 2: Title Slide

This session which comprises provides the opportunity to review some of the learning from previous TIDE activities, and set the TIDE activities within the context of overall professional development, and how we as individuals can set ourselves personal targets to develop our knowledge and skills and reflect on what we have achieved. The session includes a quiz which is included as a separate PowerPoint slide set, covering the quiz questions and answers.

Slide 3: Learning Outcomes

By the end of this session you will have:

* tested your knowledge gained from 2019 TIDE Residential School activities and identified strengths and weaknesses in your understanding
* reviewed your understanding of professional development, and identified activities undertaken in 2019 that relate to the UKPSF (*United Kingdom Professional Standards Framework*).
* further developed your personal professional development plans for 2020 and shared this with colleagues and TIDE facilitators for review and comment

Slide 4: Activity 1 - Quiz on TIDE 2019 Activities

We start this session with a Quiz testing you on some of the learning from TIDE 2019 activities.

You will find the slides for the quiz in a separate PowerPoint. The quiz has 25 multiple choice questions testing knowledge on material covered in the TIDE residential schools. There are also some general ‘light-hearted’ questions related to the project included.

You can do this activity with teams competing against each other and this can be run as part of a face to face group workshop activity or by providing the PowerPoint live online using a freely available communication tool such as Zoom or Google Hangouts.

You should allow a maximum of 1 minute for those taking part to read and note down their answer to each question. When all questions are finished get the teams or individuals to announce their answer question by question (or submit answer sheets), and make sure you have a good process set up for announcing the answers and getting the scores and adding them up for each individual or team!

Slide 5: Review of professional development plans

Our second activity will be introduced over the next few slides. We will start by reviewing material introduced briefly in the last residential school relating to professional development. We will then do a task where you can look back on your Professional Development in 2019 and try to chart and evidence it.

Firstly, we will review the nature of professional development and the features of the CMALT and UKPSF frameworks. The CMALT and UKPSF mapping document is provided as a supplementary resource for your reference so you can see how this two frameworks relate to each other.

After briefly reviewing the frameworks you will be invited to reflect on the range of professional development activities you have undertaken in 2019, and chart out where these activities map onto the UKPSF.

The final part of this activity asks you to make notes on how you could ‘evidence’ the professional development activities you have undertaken.

This activity should take about 30 minutes and you can do this individually, or in pairs or small groups.

Lets now start with the first part of the activity and ask what is professional development?

Slide 6: What is professional development?

Undertaking professional is very important, as it can help us do our jobs better, and also increase opportunities for recognition and potential career progression and potential promotion. Within our profession as support staff and university teachers we need to:

1. Be expert in our subject or profession
2. Be effective teachers of that subject or be able to support students in their learning of subjects
3. Understand how we can continually get even better at what we do

Take a few minutes to think how within your profession you could improve your knowledge and skills. For example for library staff it may be very important to support academics and teachers by providing relevant, up to date, and good quality books, journals and other reading materials for the subject they are teaching or researching, so they will need to know good sources of publications

List down the types of activity that could contribute to your professional development.

*[Pause for activity to be completed!]*

Answers could include reading, attending a training event, watching educational online videos, participating in webinars, joining a professional body and sharing knowledge with peers, or taking formal courses that lead to qualifications. We can also learn and develop by observation, practising skills and having new experiences.

Slide 7: Frameworks for assessing professional development

A range of ‘frameworks’ for measuring our professional development have been developed. These seek to set out the competencies required by different professions and if we use a framework successfully it can help us to set goals and measure our progress. A professional development framework can help you and others understand what professional development activities you are undertaking and recognise what competencies you need to develop and have developed.

Frameworks generally consist of a professional domain in which you are working and then a set of competencies or skills that you have to demonstrate to achieve different levels of recognition. They may also be used by professional bodies or employers to assess competency of different staff and form a judgement on this in order to determine your suitability for a particular role or promotion.

Five different frameworks are listed on this slide. Follow the links to find out more about each of the frameworks that are listed. Which of these do you think could this be most useful in your work and area of professional practice?

To be useful in Myanmar do you think the framework you are most interested in would need to be adapted in any way? Note down your thoughts.

Slide 8: UK Professional Standards Framework - Dimensions of practice

In the rest of this session we will focus on the UK Professional Standards Framework. This framework is widely used in the UK (and beyond) to support the professional development of university teachers and staff who support student learning.

The UKPSF has defined the scope of teaching into three dimensions.

AREAS OF ACTIVITY: these are the things that we do when we teach and support university students

CORE KNOWLEDGE: These are the different types of knowledge we need to teach effectively

PROFESSIONAL VALUES: These are the values that support effective teaching.

Under each of these headings the slide shows areas of relevant teaching and learning activity where competencies can be developed.

Slide 9: Reviewing your professional development activities in 2019?

We are now going to look at the three UKPSF ‘Dimensions of Practice’ in a bit more detail and make a personal record of professional development activities you undertook in 2019 against these.

Remember there are a wide range of professional activities that can contribute (e.g training, reading, observing, finding information on the Internet, practicing using specific skills i.e learning by doing, attending workshops and conferences).

With reference to the UKPSF slides that will now be introduced, and using the template provided in a separate document note down:

1. what are the areas of activity have you been involved in during developed in 2019?
2. what specific core knowledge have you gained?
3. in what ways have you developed professional values that reflect those set out in UKPSF?

Make sure you complete the evidence column, which indicates how you can demonstrate to others the skills or knowledge you have gained

You can do this activity on your own, but you may find it useful to pair off or form a small group of people who work in a similar professional area (e.g. librarians), and help each other develop your personal records.

Slide 10: Areas of Activity

How do the activities you do in your work that are related to supporting student learning map onto the following five “Areas of Activity”:

**A1** Design and plan learning activities and/or programmes of study

**A2** Teach and/or support learning

**A3** Assess and give feedback to learners

**A4** Develop effective learning environments and approaches to student support and guidance

**A5** Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Enter details of learning activities you undertook in 2019 that support your professional development onto the template provided.

Do this for all of the areas of activity listed where you contribute, noting down how you would evidence the activity. For example, if you did an online course on developing effective learning environments and obtained a ‘completion certificate’ at the end, then that certificate provides evidence.

Slide 11: Core Knowledge

Now complete the core knowledge section of the template. What new knowledge did you gain in 2019 in any of the following six coded topic areas shown on the slide:

**K1** The subject material

**K2** Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme

**K3** How students learn, both generally and within their subject/disciplinary area(s)

**K4** The use and value of appropriate learning technologies

**K5** Methods for evaluating the effectiveness of teaching

**K6** The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

For example, perhaps through TIDE training you gained new knowledge related to K4. In which case you can summarise what was the knowledge you gained, and the evidence would be any record you have of attending the TIDE training

Slide 12: Professional Values

Finally reflect on the following four areas of Professional Values, which are important when it comes to supporting teaching and learning:

**V1** Respect individual learners and diverse learning communities

**V2** Promote participation in higher education and equality of opportunity for learners

**V3** Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

**V4** Acknowledge the wider context in which higher education operates recognising the implications for professional practice

Can you think of ways in which you developed these values in the work you did in 2019? List these down on the template. For example, if something you did made it more affordable to students to access learning materials, and you can evidence this activity, then you have developed as a professional against V2

Slide 13: Your 2020 professional development plan

**Activity 3:** (30 minutes)

Now in our final activity we will repeat a similar process but turn our attention to the future. Use the 2nd template provided for this session to set out your professional development plan for this year, relating this plan to UKPSF and covering the same three dimensions of practice: “areas of activity”, “knowledge gained” and “values developed”.

Each person should develop their own plan and discuss this with peers to get feedback. This could be done either with a colleague at your University, or a colleague from the same professional background based at a different University. In this case you can use email or have a live call e.g. you could use viber or a tool like Zoom, to show them what you have done and discuss it further.

Once you have completed your ‘PDP’ please share it with your TIDE facilitator for further feedback.

If possible, discuss and agree the plan for your professional development with your Senior or Line Manager. It is good if they understand and support your plan, and if they are also thinking how this relates to your job and how they can encourage you to achieve your goals.

During the year keep under review how you will achieve your targets, identifying where you can get any necessary help.

Slide 14: Support your professional development with a Reflective Learning Journal !

The templates you completed in the previous activities give you a record of recent achievement and a plan for the future.

The idea of a ‘reflective learning journal’ complements this approach and represents a form of diary where you can record from day to day your reflections on different experiences. What did you do, what worked well or went badly ? What were the reasons? What did you learn from the experience that could be valuable for the future?

A Reflective Learning Journal:

* can take the form of a dairy, a book, or an online blog
* Within it you can record observations, your thoughts and ideas and develop a collection of notes relating to your learning
* You can include other materials – photos, screenshots, videos, weblinks – that are relevant to your learning
* Update it fairly regularly and particularly when you are involved in training activities or learning from new experience and challenges

It is good if you can link relevant reflections and experiences that you record in the learning journal to your PDP. Your PDP should of course be linked to the ‘professional development framework’ that you are using. During 2020 and 2021 try to keep a learning journal for each year and link it to your PDP.