



## กิจกรรมแลกเปลี่ยนเรียนรู้

**การนำความรู้ Professional Standard Framework :PSF  
มาใช้ในการปรับปรุงการจัดการเรียนการสอนในสาขาวิชาฯ**

**วิทยากรผู้ทรงคุณวุฒิ:**

**รศ.ดร.บุญทิพย์ สิริรังศรี และ รศ.ดร.ศิดา เยี่ยมชั้นดีถาวร**

**วันพุธที่ 6 กุมภาพันธ์ พ.ศ. 2562 เวลา 9.30 -12.00น.**

**ณ อาคารส่วนต่อเติม ชั้น 6 ห้องประชุม 2605**

**จัดโดยสาขาวิชาวิทยาศาสตร์และเทคโนโลยี สำรองที่นั่ง โทร. 8191-3**



# *HEA Fellowship*



Experience Sharing  
by  
Boontip Siritarungsri  
Sita Yiemkuntitavorn



# *Becoming an HEA Senior Fellow*

- why?
- How are teaching and learning connected to PSF?



# UK Professional Standard Framework

<https://www.heacademy.ac.uk/ukpsf>

The screenshot displays the top navigation and main content area of the AdvanceHE website. The header includes the AdvanceHE logo, the text 'Previously Higher Education Academy', a user profile icon labeled 'MYACADEMY', and a search bar with the text 'Search the Site'. Below the header is a horizontal menu with the following items: FELLOWSHIP, STUDENT SUCCESS, DISCIPLINES, KNOWLEDGE HUB, TRAINING AND EVENTS, INSTITUTIONS, AWARDS, PSF, and ABOUT. The main content area features a large image of five diverse people in a meeting. Overlaid on this image is a white box with the text 'UK Professional Standards Framework (UKPSF)'. Below the image, there are two dark navigation buttons: 'OVERVIEW' and 'ENSURING GOOD'. At the bottom of the page, there is a partial sentence: 'Working with individuals and institutions in higher education (HE) to provide' followed by a small logo and a date range '... 12 March - 18 March 2018 ...'.

AdvanceHE

Previously Higher Education Academy

MYACADEMY

Search the Site

FELLOWSHIP STUDENT SUCCESS DISCIPLINES KNOWLEDGE HUB TRAINING AND EVENTS INSTITUTIONS AWARDS PSF ABOUT

UK Professional Standards Framework (UKPSF)

OVERVIEW

ENSURING GOOD

Working with individuals and institutions in higher education (HE) to provide

... 12 March - 18 March 2018 ...

# *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

# Core Knowledge

- 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

# *Professional Values*

- 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

# The Professional Standards Framework: Descriptors

Descriptor 1 – Associate Fellowship AFHEA

Descriptor 2 – Fellowship FHEA

Descriptor 3 – Senior Fellowship SFHEA

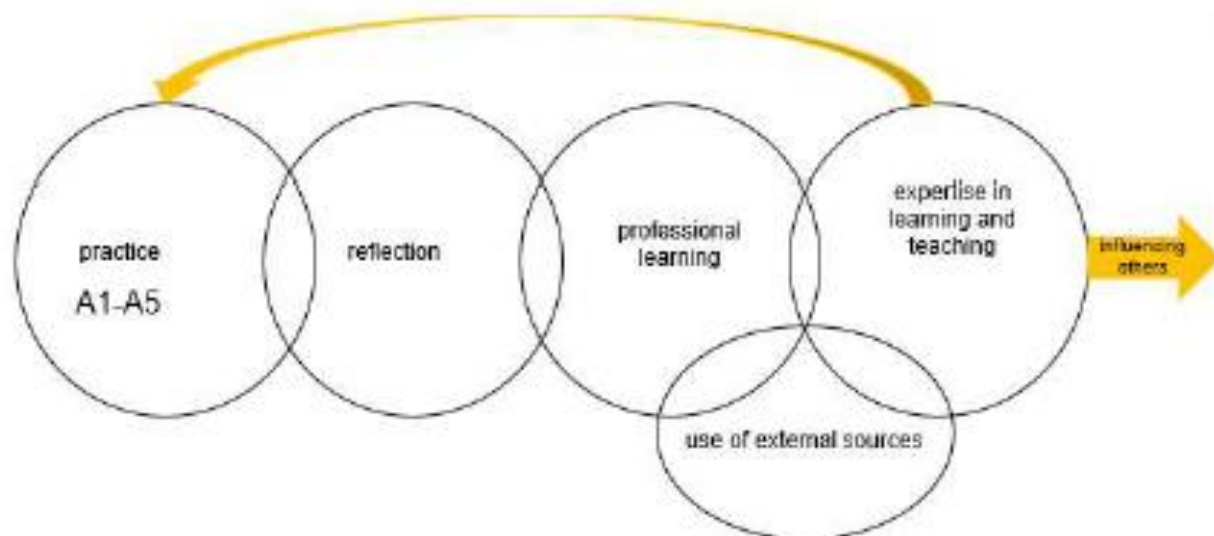
Descriptor 4 – Principal Fellowship PFHEA



# Descriptor 3 - Senior fellow

- D3.I Successful engagement across all five Areas of Activity.
- D3.II Appropriate knowledge and understanding across all aspects of Core Knowledge.
- D3.III A commitment to all the Professional Values.
- D3.IV Successful engagement in appropriate teaching practices related to the Areas of Activity.
- D3.V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice.
- D3.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices.
- D3.VII Successful coordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to learning and teaching.

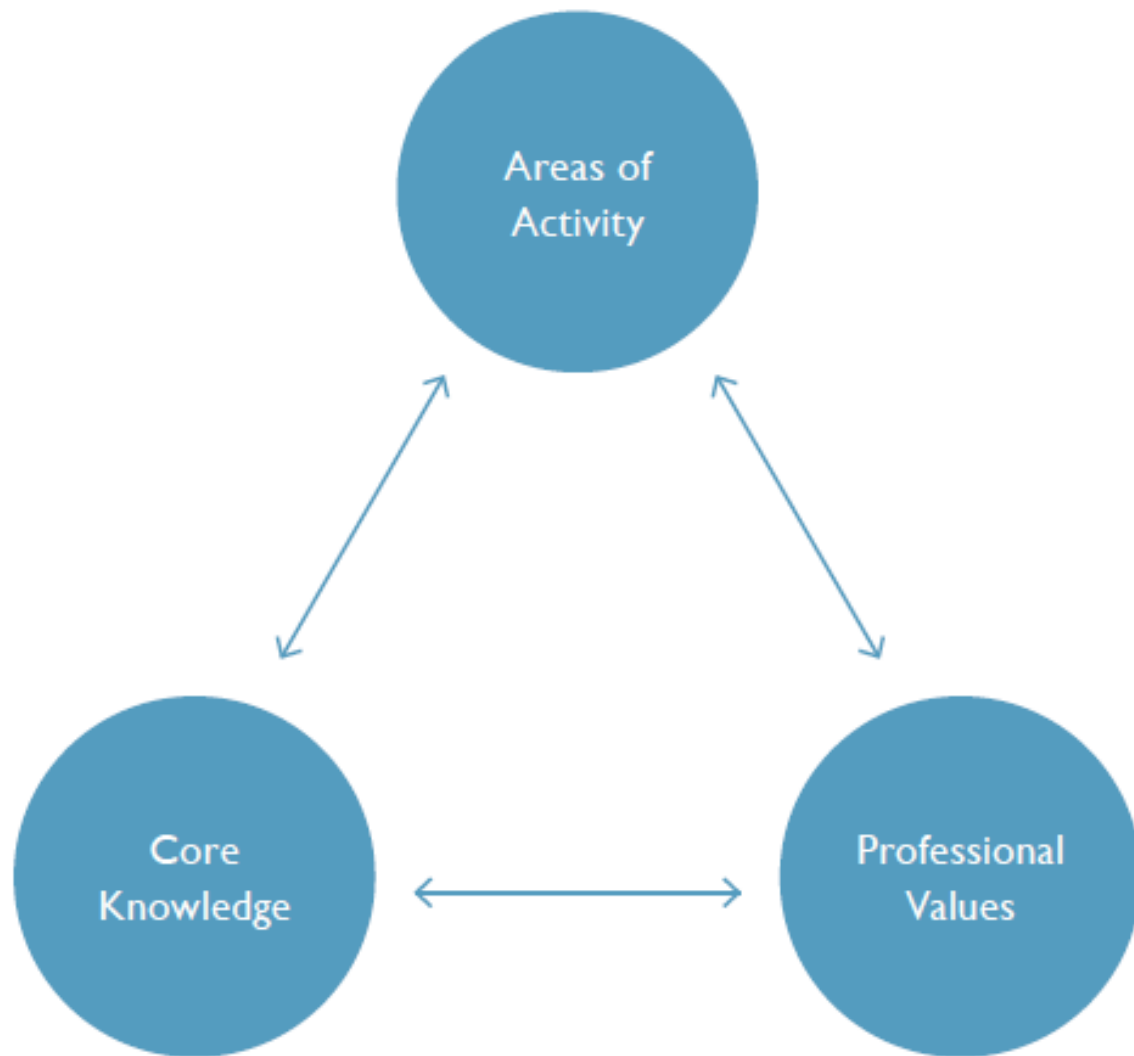
# The PSF and your practice: SFHEA



**What?      How? Why?    So what?    Now what?**

D3: Senior Fellow HEA

6000 words



# The SFHEA application form

- 3 sections
- Reflective narrative account of your recent career, ~3000 words
- 2 case studies, each ~1500 words
- 6000 words maximum, no diagrams
- The most powerful questions are Why? and So what?

# Reflective account of practice (RAP)

- ได้เรียนรู้ถึงการปฏิบัติงานของตนเองในฐานะครู
- ได้เรียนรู้ถึงผลงานความสำเร็จที่ผ่านมา และข้อจำกัดของตนเองเพื่อการพัฒนาต่อไป

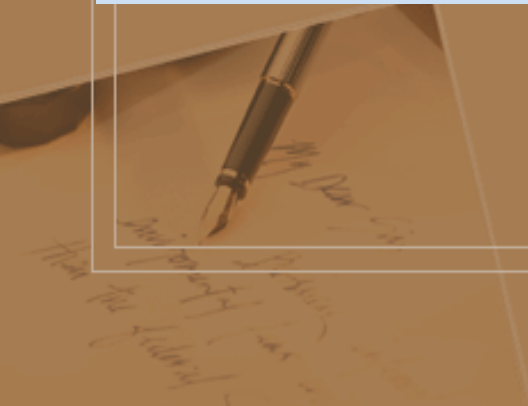


# *Part 1: Getting to know PSF and your work for RAP and Cases*

- List all the activities that you do, did, and have done for teaching and support of learning at STOU. Do not care if they are big or small.
- Then, put all these activities into the 15 dimensions of the PSF, i.e. A1-5, K1-6, and V1-4.

# Examples 1

- เขียนหน่วย
- ออกข้อสอบ
- ทำแผนกิจกรรม
- วิทยากร
- อบรม/สอน ทั้งออฟไลน์ และออนไลน์



## *Part 2: Planning to do*

- Turn the thin areas into the areas for improvement and strengthening
- Discuss among your team members on how you are going to organise the content of your RAP, e.g. what are your main themes



# *Researcher and mentor*

- Supervising MA and PhD students
- Coaching and co-authoring manuscripts for publication
- Examining proposals and dissertations
- Reviewing manuscripts for journals
- Promoting my MA/PhD programmes abroad

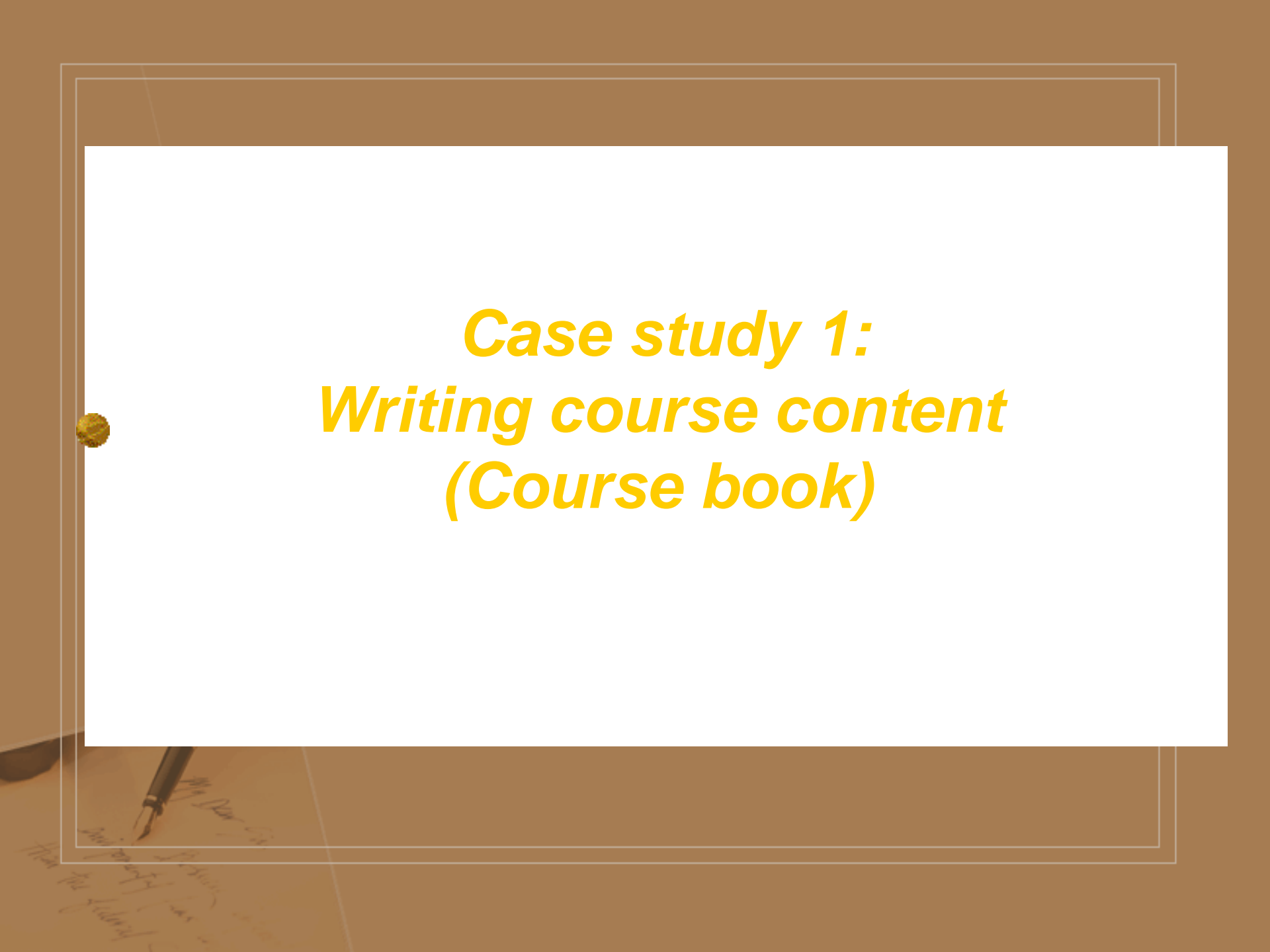
# *Case study 2: Academic service provider*

- Teaching outside STOU
- Assessing research tools
- Reviewing postgraduate curricula in other universities
- Cooperative education-related roles and responsibilities



# Examples 2 : Section 1

- **Teaching and learning:** teaching strategies included listening with an open mind, being supportive, facilitating students' learning, and sharing experiences with students; use ICT to support teaching and learning
- **Supervising Students' Thesis:** the thesis is a learning tool that helps students achieve the university and the profession's expectations of qualified nurses
- **Leading students to international views**  
(Using "What? How? Why? So what? Now what?"  
to reflect on our practice)



***Case study 1:  
Writing course content  
(Course book)***

## ***Case study 2:***

- ***Developing an international programme for ASEAN nurses***

# *Acknowledgement*

- President, STOU University Council
- 2 Trainers, Dr Tum & Dr Prapasri, from Suranaree University of Technology
- Professor Jane Robert from UK
- STOU's students and staff





