MANAGING ACADEMIC AFFAIRS IN MYANMAR BETWEEN THEORY AND PRACTICE

CHINLONE

This Report was developed within the framework of the CHINLONE ('Connecting Higher Education Institutions for a New Leadership on National Education') project, financed by the European Union, Erasmus+ Key Action 2 Capacity Building in Higher Education program.

CHINLONE's main goal is to support Myanmar universities in their quest to profoundly reframe the national Higher Education System (HES). In the heart of every citizen of Myanmar, the word "chinlone" holds a very special place, since it is the name of a traditional sport, very popular among local youngsters, based on a non-competitive mechanism whose objective is not winning or losing, but how spectacularly the game is played while passing the ball back and forth to each other using feet, knees, and heads. In other words, while enjoying the game of chinlone, the players' experience can be considered as a team-building exercise, as demonstrated by the way they support each other to keep the ball in motion.

As prescribed by the rules of this traditional sport, the CHINLONE platform aims to support the reorganization of Myanmar HES in a non-competitive environment where different institutions can actually work together for a shared goal. Accordingly, the project encourages local stakeholders to engage in the modernization of the Higher Education Institutions (HEIs) by socializing all actors in the process (university governance representatives, faculty members, staff, and, above all, students) in a harmonious and integrated manner. To do so, the CHINLONE consortium includes three European universities - the University of Bologna (UNIBO), the University of Granada (UGR), and Uppsala University (UU); one EU university association, the Coimbra Group; five Myanmar universities - Dagon University, the University of Mandalay, the University of Yangon, Yangon University of Economics, and Yezin Agricultural University; along with the Ministry of Education of Myanmar. As a result, the exchange with EU universities is expected to put local HEIs in the position to be trained from different perspectives, ranging from university quality assurance management, the design and implementation of updated degree programs based on a "student-centered" approach, to the drafting of sound internationalization strategies that can lead to the development of fully functional International Relation Offices (IROs).

The drafting of this report stands out as the most relevant by-product of the tasks and activities performed under the framework of the second project's Work Package: WP2 MANAGEMENT PLATFORM (more information on the CHINLONE project activities here: https://site.unibo.it/chinlone/it/project/activities). The MANAGEMENT PLATFORM aimed at enhancing Myanamar University leaders' capacity in shaping and innovating university management and at supporting them in the drafting of programmatic documents that can guide their action. In the process of re-shaping the Myanmar Higher Education (analyzed in the first report published by the project https://site.unibo.it/chinlone/it/report), CHINLONE is supporting Myanmar Universities in gaining skills and tools to manage their teaching activities and academic offering.

For more information on the CHINLONE project's achievements: https://site.unibo.it/chinlone/it/results.

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INTRODUCTION

INTRODU

Teaching is one of the essential functions of universities. Therefore, teachers are fundamental actors of universities. Keeping this in mind, the CHINLONE partners wrote this report, which aims at offering the university teaching staff of Myanmar a theoretical, but also practical toolkit for dealing with the double challenge that they are currently facing: restructuring Myanmar's Higher Education System (starting by the universities' new didactic autonomy) and the Myanmar 'teaching culture', still based on a passive approach but currently going towards a modern, more efficient one.

The inception of the national Higher Education Reform kick-started in 2012 came together with the endorsement of the idea of giving institutional autonomy to Myanmar Higher Education Institutions (HEIs). In the Myanmar context, the word "autonomy" is generally understood as the transition from a state-controlled system to a state-guided system allowing universities a degree of freedom to decide their own policies and activities. In other words, increasing institutional autonomy means that governmental bodies start stepping aside from universities' day-to-day management and allow each HEI to determinate their own way. From the point of view of didactic management, this results in the HEIs' critically (re)thinking of activities aiming at the enhancement of the quality and relevance of academic programmes by allowing each university to modernize and differentiate its degrees and courses.

Currently, Myanmar teachers depend on ministerial directives and guidelines regarding the design and content of their courses, which often rely on outdated syllabi and textbooks and on one-way teaching processes that tend to encourage rote learning and passive memorization. Students often study textbooks than are "older than them" and professors are frustrated by lacking the opportunity to add new courses to curricula. As final outcomes of this centralized system, graduates lack not only basic updated knowledge in their field of study, but also critical thinking and other soft skills needed for the country's fast economic transformation, which requires a better trained human capital.

Against this backdrop and in line with the principle of the "National Education Strategic Plan –2016/2021" (NESP), from September 2018 to July 2019 CHINLONE has organized and financed a series of activities (conferences, workshops) grouped under the label of "CHINLONE MANAGEMENT PLATFORM". This platform of activities has been designed to target Myanmar academic leaders (Rectors, Pro Rectors, and Heads of Departments) and aimed at the creation of an extensive programme of trainings on the main principles regulating academic governance with the ultimate goal of enhancing the quality and effectiveness of the teaching and learning experience in Myanmar universities (see next page for the complete list of activities).

CHINLONE MANAGEMENT PLATFORM TIMELINE

*The materials and results of these activities will be included in a separate CHINLONE report focused on the International Relation Strategies.

WP2 CHINLONE Management Platform Final Conference: *"Managing Quality Assurance from Theory into Practice: A Direct Experience from Myanmar Academic Leadership"*, Yangon, Myanmar

JUL 2019

MAR>JUN 2019

MM Universities' strategic plans and MOUs templates approved.
Elaboration of International Relations Strategic plans by MM Partner Universities.*

Third WP2 Conference *"Networking between EU and Myanmar Higher Education Institutions"* Brussels, Belgium. Lesson on how to implement MM International Relations Strategies and Tools.*

FEB 2019

DEC 2018 JAN 2019

Management of University Quality Assurance.
CHINLONE partners develop their own tools for the management of quality assurance by focusing on the Students' and Teaching Staff's Quality Assurance

Second WP2 Conference *"Towards Academic Autonomy: Tools for Curriculum Design and Quality Assurance"* Granada, Spain.

NOV 2018

Management Tools for Curricula development and Design.
CHINLONE partners develop tools for the analysis of degree programmes and for monitoring their quality. Tools to analyze three degree programmes an each Myanmar Partner University.

OCT 2018

Conference *"Reforming Higher Education: A Lesson From the Bologna Process"* Naypiytaw, Myanmar.

SEPT 2018

All the materials and deliverables of the described activities are available at: https://site.unibo.it/chinlone/it/results/wp2-chinlone-management-platform

The present report includes this programmes' outcomes and aims at further promoting them in the country through spill-over activities and cascade trainings on virtually all Myanmar HEIs by materializing CHINLONE's main objective: supporting Myanmar's current reforming.

This reports includes four sections, whose aim is to outline how HEIs and individual teaching staff members are fulfilling CHINLONE's objectives and improving their policies and activities with reference to academic affairs. The first section focusses on the in-depth reform that Myanmar need in order to establish a modern approach towards curriculum design. By revising their academic offering, Myanmar HEIs should first understand if there is a real need for each individual degree programme by keeping in mind that the overarching goal of any degree programme is to provide prospective professionals and academics with skills and know-how that are essential for the country's cultural, societal and economic development. This means that, in order to design degree programmes focussing on developing competences and skills, it is necessary to adopt a student-centred learning approach. The section outlining this approach's theoretical principles also describes a practical tool that may be used to review and modernize Myanmar's degree programmes.

HEIs are responsible for the quality of their teaching activites and teaching staff. Hence, they need a system for identifying deficiencies and providing improvement tools to correct them. Such a system should be based on two complementary 'pillars': on the one hand, evaluation and, on the other, continuous training. The second section refers about CHINLONE's pilot experience aiming at developing questionnaires to evaluate and improve teaching staff members' performance in light of a student-centred approach. The issue of quality assurance is addressed in section three, as well. Here, a reflexive, self-critical approach to teaching and for the establishment of a specialized skills' portfolio for reflective practitioner and skilled teachers in higher education in order to support and improve the students' learning experience is needed.

The fourth section addresses quality assurance measures in connection with the proactive collaboration with external stakeholders. Since HEIs' internal quality assurance systems are based on participatory and cooperative processes and in order to address Myanmar's insufficient human resource production for the national labour market and their lack in skills and knowledge requested by the market's demands, the collaboration with employers and labour market's representatives in the private sector, the governmental sector, and NGOs, organisations representing citizenship and society (not just employers), and research centres and other Higher education institutions is to be implemented.

In the end, this report suggests some policy recommendation in order to apply to improve the management of academic activities in all Myanmar Universities.

One of the key features of academic autonomy is the enhancement of the university leadership's capacity to design and structure degree programmes.
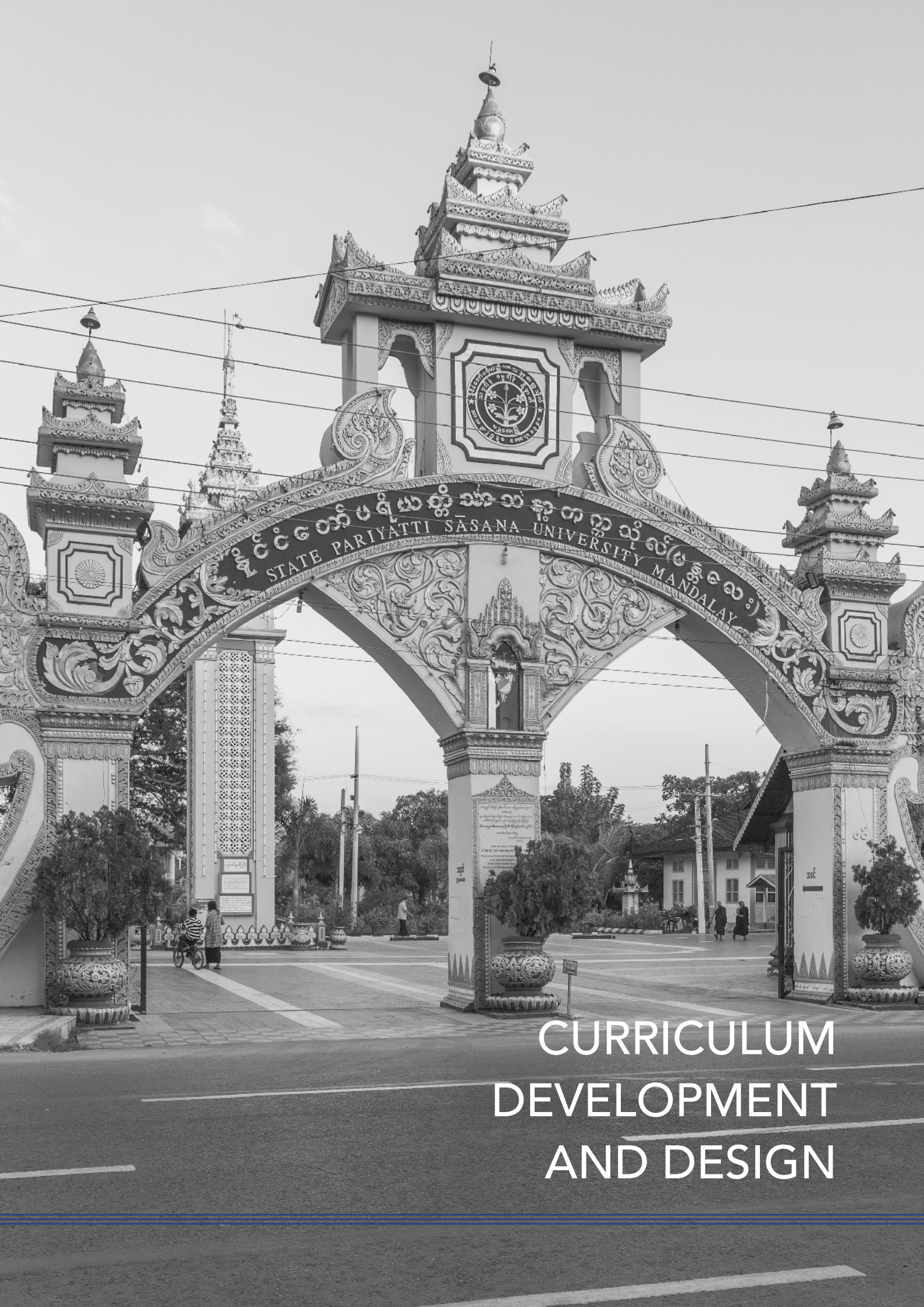
CURRICULUM
DEVELOPMENT
AND DESIGN

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AND DESIGN

EVELOPMENT

WHY WORKING ON CURRICULUM DEVELOPMENT

The main aim of the CHINLONE management platform is supporting the process towards autonomy of Myanmar Higher Education Institutions. One of the key features of this autonomy is the enhancement of the university leadership's capacity to design and structure degree programmes. Although the structure, content, and learning objectives of degree programmes are centrally established by ministerial bodies, the current process of modernization and reforming that the Higher Education System has been undergoing for the last years will predictably result in an increased autonomy of HEIs and in a substantial opening to the international world of education. Within this context, the growing international cooperation and the need to cope with the rapid changes in the global economy and in all the fields related to technology demand a higher degree of flexibility in curriculum design. Degree programmmes must be constantly updated and revised in order to meet a country's social, cultural, and economic needs. Thus, Myanmar universities will be called to start playing a more active role in restructuring their curricula, always under the supervision of the governing bodies, that will continue to act as a central accrediting agency and provide general guidelines assuring quality standards.

In conceiving a modern approach towards curriculum design, a change of perspective is necessary: when revising their academic offering, Myanmar HEIs should first understand if there is a real need for a specific degree programme. The overarching goal of any degree programme should be to prepare those professionals and academics that are essential for the country's cultural, societal, and economic development. This assumption leads to a further change in perspective: designing degree programmes that focus on developing competences and skills according to a student-centred learning approach.

REVISING DEGREE PROGRAMMES: A NEW APPROACH

The first CHINLONE Conference "Reforming Higher Education: A Lesson from the Bologna Process' (Nay Pyi Taw, 4 September 2018) started the debate and laid the theoretical foundations for a new approach in curriculum design. Being the main topic of the conference, EU experts introduced the Bologna Process as a unique experience of reforming Higher Education Systems of different countries according to a set of shared principles. In this respect, the student-centred learning approach is regarded as a key concept that has informed all phases of this reforming process and, above all, the (re)designing of degree programmes. In addressing the topic of curriculum development, a conference expert, Professor Loreta Skurvydait[1], presented the Tuning project[2] and its approach and tools to develop, implement, and evaluate degree programmes. The purpose was to provide Myanmar universities with a new methodology that they might first adjust to their needs and then employ to review their curricula. The main aspects of the Tuning methodology will be described hereafter.

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1. Professor Loreta Skurvydaitė teaches at the Department of History of Vilnius University. Professor Skurvydaitė has been Faculty coordinator in the international Erasmus network Clioh (Refounding Europe: Creating Links and Overviews for a new History Agenda. Later on Cliohnet, Cliohworld) and representative for the History subject area group in the EUfunded project CALOHEE (Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe
2. http://www.unideusto.org/tuningeu/

WHAT IS A DEGREE PROGRAMME?

According to the Tuning methodology, the key knowledge and the skills that students need to achieve during their learning process determine the content of the study programme. Accordingly, degree programmes must be described in terms of professional/academic profile, sets of competences to be acquired, and desired learning outcomes to be achieved. In this respect, the learning outcome is an instrument to precisely define the achievements of a student at a given point in his/her learning experience. Learning outcomes are conceived as statements explaining what a student is expected to know and understand/ be able to do after the completion of a learning process. Learning outcomes can refer to a course unit, a module, or to an entire degree programme. The number of credits allocated to a single course unit or to an entire study programme represent the amount of time a student needs in order to achieve the expected learning outcomes. Structuring degree programmes in terms of results expressed through competences may have several advantages. First, results can be measured and evaluated. In this sense, competences and learning outcomes are a key tool in the quality assurance process as they must be assessed constantly in order to enhance the quality of a study programme. Second, learning outcomes are also effective in terms of transparency and communication: students will know beforehand what each programme is about and what knowledge, competences, and skills they will acquire and develop. Finally, competences and learning outcomes may also function as "translators" to compare degree programmes across different countries and different HE systems.

MAIN STEPS IN DESIGNING A DEGREE PROGRAMME

Curriculum design is a team work, originating from consultation and cooperation with different stakeholders. The Tuning methodology categorizes all the related activities in phases.

01. Meeting the basic conditions Universities must verify if there is a real social need for a programme on a regional, national, and international level; if the programmes is of sufficient interest from the academic point of view; if the necessary resources to implement it are available (i.e. academic staff, students services, and facilities).

02. Definition of a degree profile Universities must define the profile and the key competences of the prospective degree programme. This brief description explains the main features of the degree programme such as the key competences achieved, employability perspectives and further educational paths, and learning and teaching approaches and assessment methods.

03. Identification of generic and subject-related competences and their translation into curriculum In any degree programme, learners must develop competences that are formed in specific subject areas but also competences that may be relevant in a variety of job and life contexts. Then, the structure of the degree programmes must be outlined in terms of course units, modules, and credit allocation. For each educational unit, content and learning outcomes must be established in compliance and in progression with the overall description and objectives of the degree programme.

04. Selection of teaching and learning approaches and of assessment methods A variety of approaches to teaching and learning is to be employed in order to assure that students will achieve the expected outcomes. Similarly, different assessment methods must be designed in such way that learners are able to prove whether and to what extent they have met the course's objectives. In this phase, the concept of constructive alignment is of crucial importance: constructive alignment relates to the deliberate linking of learning objectives, outcomes, learning/teaching activities, and assessment

05. Evaluation and Improvement An evaluation system must be developed with the purpose of monitoring the curriculum and receiving feedback from the different stakeholders involved (students, professors, employees, academia), so to review and enhance degree programmes accordingly.

PILOTING PHASE

The CHINLONE Partners agreed to test the Tuning methodology by reviewing a number of degree programmes from their academic offerings. The chosen study fields were consistent with those identified for the CHINLONE educational platform: Economy, Economy of Tourism, Cultural Heritage, Oriental Studies, and Agriculture. Streaming from the discussion and analysis of the Tuning methodological tools, a template for the analysis of these degree programmes has been developed (see table at the end of the paragraph) and adopted. The activity started in September 2018 and ended in January 2019. Each Myanmar partner received feedback from a European partner in a specific field of study. The University of Bologna worked with the Yezin Agricultural University and with the University of Mandalay (Oriental Studies), the University of Granada revised the analysis carried out by the University of Yangon and the Yangon of Economics, and the Uppsala University collaborated with the Dagon University. This pilot phase enabled Myanmar partners to describe their degree programmes in terms of goals, competences, and learning objectives and aimed at verifying whether the teaching activities and assessment methods were in line and consistent with the learning outcomes that students have to achieve. This phase has represented the very first step toward teaching autonomy: a thorough restructuring of curricula is not still feasible and a shared system of credit that can measure the students' actual workload has still to be implemented. Nevertheless, these activities have raised awareness on the importance of constantly updating and evaluating degree programmes. As a final outcome of this piloting phase, Myanmar partners will update the web page of the assessed degree programmes by including the programme's profiles, conceived and written according a student-centred learning approach.

MODEL FOR THE ANALISYS OF A DEGREE PROGRAMME AND ITS QUALITY MONITORING ACCORDING TO A STUDENT-CENTRED APPROACH TAILORMADE FOR MYANMAR UNIVERSITIES

1. **University:** _____

2. **Department:** _____

3. **Name of the Degree Programme:** _____

4. **Level of the Degree Programme (BA or MASTER):** _____

5. **Total number of Course Units in the Degree Programme:** _____

6. **Amount of teaching hours for each Course Unit in the Degree Programme:** _____

7. **Total number of students of the Degree Programme:** _____

8. **Number of teaching staff:** _____

9. **Composition of teaching staff (from assistant lecturer to professors):** _____

10. **Teachers' workload** (es. how many course units can hold one teacher? how many hours of lessons in one semester/year for one teacher?):

_____

11. **Goals of the programme** (as it is now in the programme description published in the website):

_____

_____

_____

12. Key Degree Programme competences

By competence we mean a quality, ability, capacity or skill that is developed by and that belongs to the student.

Tips for writing:

Please identify generic and specific competences for the Degree Programme. The competences should reflect an area of capability in relation to the identified level (e.g. Bachelor, Master).

You can check a possible list of generic competences here:

http://www.unideusto.org/tuningeu/competences/generic.html

For specific competences, you can check here: http://www.unideusto.org/tuningeu/competences/specific.html

Doing this excise, please consider, identify, and describe the potential fields in which your graduates may typically find employment in Myanmar. Don't forget to identify the programme's contribution to develop citizenship and personal culture of a graduate.

Generic:
1.
2.
......
Subject specific:
1.
2.
......

13. Degree Programme learning outcomes (PLO)

Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of learning.

Tips for writing:

A. Incorporate or reflect the institutional and departmental missions;

B. Check whether learning outcomes meet the requirements/standards or expectation of board requirements, benchmark statements and other external reference points;

C. Make sure that they address all the competences you want to develop;

D. Concentrate on overarching knowledge and skills of the programme rather than an individual course unit;

E. Focus on what you expect your graduates to learn as a result of their study experience in terms of knowledge, abilities and attitudes;

F. Make sure that learning outcomes are in line with the courses in the programmes and you have the means to reach them. Note any gaps or areas for improvement

1.   2.
1.   2.

14. Course Unit learning outcomes

Tips for writing:

1) Include all the courses units of the programme.

2) Construct appropriate learning outcomes at course unit level, bearing in mind how these might combine to fulfil a Programme learning outcomes and how they will be achieved. Be particularly aware of where, and how, Generic competences are addressed;

3) Limit course learning outcomes to 5-8 statements;

4) Focus on overarching knowledge/skills, not on the details that are central to the course (look at course goals);

5) Make sure that statements are student-centred;

6) Focus on results and not activities.

COURSE UNIT TITLE	COURSE UNIT LEARNING OUTCOMES

15. Students' learning approaches, teaching approaches and assessment methods

Tips for writing:

Consider all Course Units and describe students activities (e.g. reading of assigned bibliography, participation in the seminars, presentation of information, working in groups, ….etc.), teaching approaches (lectures, seminars, excursions, …), and assessment methods separately. Describe them as they are now.

COURSE UNITS NAMES	STUDENTS' LEARNING APPROACHES	TEACHING APPROACHES	ASSESSMENT METHODS

16. Mapping Student Performance

Tips for writing:

1) Provide the numbers/indicators as indicated in the table (students' enrollment and students' curriculum career). If it is not possible, just explain why in the „description of the data" column.

2) Provide a description of the data (es. student drop out), indicate the source (e.g. University's student records) and describe briefly how the data has been collected and stored (e.g. student's registration form and University's archives).

		DATA	DESCRIPTION OF THE DATA	SOURCE AND INFORMATION ON HOW THE DATA HAS BEEN COLLECTED AND STORED
STUDENTS' ENROL-LMENT DATA	N. OF STUDENTS ENROLLED (A. Y.)	• *First year: N.* • *Second year: N.*		
	Add at least one more available data about students' enrollment			
STUDENTS' CAREER-PROGRES-SION DATA	EXAMS PASSED AND AVERAGE GRADE	• *First year students: N.* • *Average grade:* • *Second year students: N.* • *Average grade:*		

17. How to create a satisfaction questionnaire for target groups

Identitify specific issue that you want to map (es. student's satisfaction of course teaching methods or teacher's workload or graduates employability)

TARGET	ISSUES	QUESTIONS
• STUDENTS		
• TEACHING STAFF		
• GRADUATES		

Universities are responsible for the quality of their teaching activities and teaching staff. Hence, they need a system for identifying deficiencies and providing improvement tools to correct them.

STUDENTS'
QUALITY
ASSURANCE

STUDENTS'
QUALITY ASSUR

The Standards and guidelines for *Quality Assurance in the European Higher Education Area (ESG)* adopted in 2005 follow a proposal of the European Association for Quality Assurance in Higher Education (ENQA) and point out the relevance of the quality of HEIs' teaching staff. The teacher's role is conceived as an essential in creating a high-quality student experience and in enabling the acquisition of knowledge, competences, and skills.

RANCE

A CAREER-LONG EVALUATION PROCESSES AND TRAINING

The guidelines state that "[i]nstitutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff". In fact, the quality of teachers is one of the main issues in internal quality-assurance procedures. Since Higher Education Institutions are responsible for the quality of their teaching, they have to evaluate it in order to identify deficiencies and provide improvement tools to correct them. There are several tools related to teaching (e.g. degree programmes, the university's structure, etc.) and their central actors are teachers and students. Teachers in particular should be included in career-long evaluation processes and training. Evaluating teachers is a vital step to perform in order to improv the students' learning outcomes. The teachers' evaluation is concerned with gathering evidence from a range of sources that inform about the teachers' performance and with the exploitation of the collected data to support practical improvements. Moreover, this process represents a useful tool to identify opportunities for the teachers' further development and to deliver accountability for the learners' progresses.

APPROACHES AND TOOLS FOR TEACHERS EVALUATION

As the Teaching and Learning International Survey made by the Organization for Economic Co-operation and Development (OECD) pointed out, teachers reported that "performance review and feedback increased their job satisfaction and significantly increases their development as teachers".

Several approaches and several tools may be used in evaluating teachers. Classroom observations are the most common source of evidence used in the OECD countries, whether American, European, or Asian-Pacific. Teaching practices and evidence from the students' learning are likely to be the most relevant sources of information about the teachers' professional performance. As a result, the teachers' evaluation by students is strongly embedded in classroom observation. This tool shows whether the observed teacher adopts adequate practices in their classroom. The students' evaluation of their teacher's performance can therefore provide a powerful form of feedback. Some of the advantages of students evaluating teachers are that:

» Teachers can identify current strengths and weaknesses and work harder in the areas that need improvements;
» Students can guide teachers towards providing educational experiences they truly enjoy;
» Students can highlight a teacher's positive qualities, boosting the teacher's enthusiasm;
» Teachers will be less likely to become complacent in their work if they know that they will be evaluated regularly.

Teachers often have mixed feelings about having their students evaluate them. However, most students' feedback can be genuinely helpful and offer teachers a chance for improvement. In addition, feedback is also good for students because it involves them more in their education: students who feel that their opinion matters are far more likely to have a personal stake in the educational process.

PILOTING PHASE

Considering the advantages of the students' evaluation of their teachers, CHINLONE has designed a questionnaire (see at first questionnaire at the end of the paragraph) that has been used in a piloting phase, prior to the definitive implementation of this tool in a broader evaluation model. This questionnaire includes 17 organized around the four theoretical dimensions of the characteristics of a good teacher, plus a general question about the overall satisfaction with the teacher's performance.

The four theoretical dimensions are:
» Planning and fulfilment (5 questions);
» Teaching skills (8 questions);
» Learning Assessment (2 questions);
» Class environment and Teacher/Student relationship (2 questions).

Students are asked to answer questions by marking a number (1 to 5), with 1 corresponding to the lowest mark and 5 to the highest.
This questionnaire is considered as universal, that is to say that it can be used for all the teachers holding classes in any kind of subject in all the degree programmes without any modification. As it had been planned, the survey has been carried out anonymously, even if some personal data of the student were collected (for mere statistical reasons).

The piloting phase was developed at CHINLONE Universities in Myanmar between February and April 2019. Near 10,000 students from five different universities and enrolled in 12 degrees programmes (both undergraduate and postgraduate) were asked about their teachers' performance. Almost 100 teachers have being evaluated and, in most cases, obtained ratings between 3.5 and 4.5.

Once the answers to the questionnaires have been analyzed, the universities prepared several kinds of reports. The first report intends to give the evaluated teacher as much information as possible about the opinion that their students have of them in each of the items of the questionnaire. The teacher will therefore be able to identify their weaknesses and strengths in order to improve. In addition, a comparison with the performance of their colleagues who taught to the same group of students or on the same degree programme is also shown in the report.

Other reports with the grouped information were provided to the heads of departments and faculties so that they can make the most appropriate decisions in the light of the results obtained. A final and general report is prepared for the rector in order to make them aware of the overall situation of their university and of the general weakness and strength. Thanks to this, teachers will be able to improve their teaching activities and design the most suitable and necessary training and innovation strategies.

STUDENTS' OPTION QUESTIONNAIRE
ON THE TEACHING PERFORMANCE OF TEACHING STAFF

1. Year _____

2. Specialization _____

3. Module/subject Name and Module Number _____

4. Gender   Male ☐   Female ☐

5. Name of teacher _____

6. Age (Circle the number)

   (tens) 1 2 3 4 5 6 7   (Units) 1 2 3 4 5 6 7 8 9 0

7. Your level of interest in this subject is

   | Very low | Low | Average | High | Very high |

8. Your level of difficulty in studying this subject is

   | Very low | Low | Average | High | Very high |

9. Your teacher has the Office Hour? _____
   (If your answer is YES, answer the following questions)

   I have   never ☐   one ☐   2-3 times ☐   more than 3 times ☐
   discussed what I did not understand with the subject.
   (If your answer is NO answer the following questions)

   It is easy to approach the teach

1	2	3	4	5	N/A

10. Below you can find some statements relate to the teaching performance of this subject with regard to his/her teaching in this Module. Your opinion on each statement is important and it can help the teacher in improving the teaching quality. You can give your degree of agreement by ticking in the agreement scale for each statement and **'1 means strongly disagree'** and **'5 means strongly agree'**. If you do not want to give any information about the statement, please tick the option N/A.

Thank you for your participation in the evaluation process.

NO.	STATEMENT	SCORE					
1	The information provided by the teacher on the lesson plan and teaching procedures of this subject is appropriate and sufficient for me to understand.	1	2	3	4	5	N/A
2	The teacher can guide me to think about the lesson beforehand.	1	2	3	4	5	N/A
3	The teacher makes the assessment systems and criteria according to the teaching guide.	1	2	3	4	5	N/A
4	The extra explanation of the teacher meets what I need to understand more.	1	2	3	4	5	N/A
5	The teaching method includes both theoretical and practical ones.	1	2	3	4	5	N/A
6	Task and activities set by the teacher assist me to learn effectively.	1	2	3	4	5	N/A
7	The teaching method and teaching aids facilitate my learning.	1	2	3	4	5	N/A
8	The teaching method is well organized and clear.	1	2	3	4	5	N/A
9	The teacher can explain the lessons clearly.	1	2	3	4	5	N/A
10	The teacher can highlight the important and relevant contents in the lessons.	1	2	3	4	5	N/A
11	The teacher is willing to answer any questions raised by students.	1	2	3	4	5	N/A
12	The teacher usually encourages me to learn actively in the classroom.	1	2	3	4	5	N/A
13	The teacher motivates the students to keep learning.	1	2	3	4	5	N/A
14	The teacher always works hard to make the students understand the lessons.	1	2	3	4	5	N/A
15	The teacher always willingly assists the academic problem of students by discussing with them.	1	2	3	4	5	N/A
16	The evaluation system used by the teacher is helpful in developing the academic competencies.	1	2	3	4	5	N/A
17	The contents arranged by the teacher in this subject are appropriate for not only the academic competencies but also guidelines for the post-graduate research.	1	2	3	4	5	N/A
18	I am satisfied with the teaching performance of this lecture in this subject.	1	2	3	4	5	N/A

Teachers are required to explore and develop skills for creating learning spaces and atmospheres that support students in their role as learners, and as developers of professional skills and knowledge.

Practical No. (1)

...roscope, Plant Disease and...

Microscope

and its Symptoms and Sign...

Signs

11 Phyllody

1 Sooty

2 Powde...

3 Rust

4 Smut...

...e.

..., Rolling

TEACHERS' QUALITY ASSUR

QUALITY ASSURANCE: TEACHING STAFF

Myanmar higher education institutions (HEI) are in dire need of modernization and internationalization. An important step in such a process is to update the quality of academic teaching and learning for both staff and for students at all Myanmar HEI. The CHINLONE Myanmar partners chose to focus on teaching methodologies and assessment methods as the two priority focuses in this development process. As teaching methodologies are a very wide concept the CHINLONE teacher training focuses on teaching competences and methods that Myanmar professors directly can apply at their home university.

THE REFLECTIVE PRACTITIONER

In his book *The Reflective Practitioner Donald Schön* (1983) analyses professional development and professional attitudes to learning and development in a professional role. Ernest Boyer (Boyer 1990) also explores this phenomena and coins the term Scholarship of Teaching and Learning (SoTL), as a systematic and structured inquiry into learning which enhances best practice and supports development within the particular context, in this instance higher education institutions and teaching staff in Myanmar. The long-term aim of such systematic inquiry and self- and collegial development is to support student learning and the enhancement of the quality of all teaching delivered and enjoyed by the student. This implies establishing a culture of learning and teaching, and peer-support and learning, to enhance the trainer role, collegial trainer peer support and the quality of the training provided. A SoTL-approach is relevant for any professional organisation engaged in education, and in terms of the role of a teacher in higher education the explicit role is to facilitate student learning in a capable manner, reflecting on the teaching and learning methodology options that are available and the choices that can be made. After selection, the analysis and feed-forward of the impact that these choices had in terms of student success, or not-quite success according to the goals set. This is put into action through a capability and a will to disseminate these experiences amongst teaching colleagues in order to further the quality of teaching and learning on a broad front. Such dissemination can be on a local, institutional level, on the higher education organisation level or on a national or even international level.

SPECIALIZED SKILLS PORTFOLIO FOR REFLECTIVE PRACTITIONER AND SKILLED TEACHERS IN HIGHER EDUCATION, IN ORDER TO SUPPORT STUDENT LEARNING

This can be considered an overview of skills and capabilities that teachers in higher education are required to explore and develop, in order to create learning spaces and atmospheres that support students in their role as learners, and as developers of professional skills and knowledge. Any programme focused on enhancing teacher skills and competences should include elements of these skills, in order to support teacher development as a reflective practitioner. One can thus view these as a blueprint for teacher trainers and as essential components which should be covered in any serious training programme.

Learning outcomes/goals, teaching and learning methods and assessment. To recognize the basic models and underlying theories, on which these tools are based, and to be comfortable with these as tools and be capable of using these in a relevant combination in order to design, deliver and assess training. For more on this, se for example Biggs et al. (Biggs, Tang et al. 2011), Ramsden (2003).

Individual motivation factors. A basic understanding of learning - the scope can be discussed, from childhood development to adult learning, or a more limited, good-enough insight, depending on needs. In the Myanmar context, this would imply a basic knowledge of adult motivation and learning issues, such as regarding life-long learning and professional competence enhancement. These would include such aspects as classroom dynamics and individual behaviour, motivation and attitudes to learning and the teacher and student roles, on for example dealing with less-motivated participants, on balancing tasks and activities with a mixture of highly-motivated and less motivated participants, meeting varied levels of expectations and suchlike. This is of course also connected to the next skills aspect regarding groups:

Group work and group dynamics. This includes the basics of group dynamics and functions, group work processes and the purposes of arranging group activities in the teaching and learning context at hand. There are a large number of sub-topics related to this that are important for a teacher. These include individual vs group motivation and goals, conflict management and such interpersonal aspects, as well as work process design, assessment design and such aspects in relation to group work and results, task design, assessment of individual and group progression and results.

Communicative competences. Specifically related to of the deliverer of knowledge and facilitator of learning, in relation to choices regarding teaching and learning activities, curriculum and syllabus design. This encompasses direct delivery in verbal format - lecturing, presenting, instructing, providing feedback, as well as in written or graphic format such as preparing presentation material, work material such as workbooks, digital media and any other relevant

formats for the teaching at hand. It is also interrelated with the skills of designing teaching and learning activities that balance these communicative moments with active participation by the learners, designing workflows that balance presentation with action, reflection and feedback. In this, the teacher should enhance the learner's capacity for providing peer feedback in order to encourage peer learning - remember, it is not about the teacher, but rather about the participating learners. As expected this also stretches into almost purely technical issues such as choice of presentation tools, training and interaction tools and materials to support the trainer and learners work.

In addition, this also encompasses the capacity to communicate with fellow teachers in order to stimulate peer learning on that level, exchanging experiences, peer-reviewing material, methods and providing development support for one's colleagues - connected to SoTL as briefly described above. Here we move into the realm of creating a culture of learning in an organisation.

Teaching/arranging training for inclusion. A broad and important skill, which incorporates capacities to understand the students requirements and expectations and to meet these in the best possible fashion, including an awareness of gender issues that can support or hinder and demotivate the learner, of learning culture issues and differences and the possibilities and potential pitfalls that such issues can contain. A teacher should be aware of and capable of addressing and utilizing cultural diversity and other such factors to the participants advantage, while taking care that no learner is excluded or hindered by such factors.

Creating a space for learning. An umbrella term, perhaps, but also a philosophical approach to the trainer role. This includes aspects of many of the other points lifted here in this listing. To be capable of creating a physical and mental space where all participants feel included and are motivated to participate and contribute. Here one addresses the issue of physical space and how to utilize this in an appropriate fashion, but also other less tangible spaces such as online or digital forums, informal spaces, physically close or distant-learning spaces and suchlike.

Time management. To be capable of assessing the relevance of teaching and learning activities in relation to available resources and to goals, and to design and deliver activities that are appropriate and achievable for both trainer and for learner. This includes such aspects as setting time-frames for session activities, arranging workflows in a logical and supportive manner as well as managing the trainers own time for planning and other support activities. Once again, the tot role is to be able to provide insight and skills into the various processes, in order to make the trainer capable of making such planning and delivery decisions. A simple example would be the capacity of deciding the appropriate time for a session, balanced with pre- and post-activities, in order to best assure that all participating learners are capable of achieving the particular training goals.

Providing feedback at appropriate points, and facilitating peer feedback. It is well demonstrated via research that it is in the whole process of receiving knowledge, acting on received knowledge and then receiving feedback on the process that learning is achieved especially in the vital feedback moments (see for example Hattie 2009, Hattie 2012, Hattie and Clarke 2019). This is thus worth a special notice as an extension of the communicative competences, as this requires an qualitative analytic insight into all aspects of planning in order to insert at appropriate moments, to set a correct level, to deal with instances where the learner is not achieving the expected goals,

Measuring results/impact.
This field encompasses two aspects of assessment:
» Formative assessment, arranging assessment measures at appropriate points in teaching and learning activitites with the explicit purpose of checking on student progression and for adjusting the training content on the fly. This is associated

with a toolbox, and to the other aspects such as individual and group process evolution, as well as for assessing the teachers own progression in providing relevant teaching and learning content and achieving goals. This is also associated with pure method, the learning context and space, the tools available, the purpose and motivational factors that are associated with the assessment - a typical example being the capacity of delivering an interactive presentation where the audience is motivated to participate, contribute and interact during the process and thus facilitating a collective learning session.

» Summative assessment, the sum of the whole and evaluating the final goal achievement. This includes being capable of gathering, compiling and then utilizing summative data to adjust and develop future teaching activities. A delicate issue, as the teacher must be honest and receptive to such feedback and capable of interpreting

negative feedback or indications of not having succeeded in reaching the goals set as material for development rather than criticism, to be capable of acting on such in a positive fashion rather than denying or ignoring.

Revising on the basis of feedback and assessment. This should be viewed as a particular competence, even if it is interwoven/included in the points here above, as this is something that needs to be illustrated clearly in order to make teachers capable of performing this, to gather relevant information and utilize this in an appropriate fashion for continuous quality enhancement and teaching skills development. This includes systematic analysis of activities, of successes and of failures, and a capacity to feed this into development work with teacher peers.

Keeping up-to-date with developments in the training field - parallel to the own subject field. A teacher should strive to keep an eye on developments not only in the speciality subject but also in regards to the pedagogic role. This is perhaps best achieved in a peer and collegial settings, but this requires that the teacher is aware and willing to participate and contribute, preferably on a systematic and regular basis. Such issues should be addressed on an organizational level, in close contact with for exampleHR and HR-activities as these can be embedded in other competence training instances. Such issues are also related to:

Using technology in a relevant and efficient fashion. "Technology" is a broad term, from hands on tools such as blackboard, flipchart and Post-It to more complex on-line tools, computer software or presentation technology. Alongside keeping updated in the speciality field and the general pedagogy field, a teacher is required to keep an eye out for technical innovations that could potentially assist in arranging teaching and learning activitites, for example developments in distance learning via digital technology which can enhance learner accessibility, and make it easier for learners to participate and proceed through training in their own time or fashion; on media options and alternative ways of delivering knowledge, on technology for flipping classrooms, engaging learners in a more motivating and dynamic fashion - even challenging, through such tools as gamification. This is linked to such issues as developing material for training.

PILOTING PHASE

To initiate a process in which the above issues can be addressed, and to begin establishing a support structure for teacher competence enhancement in Myanmar higher education, as well as to support active student participation and student teaching and learning, CHINLONE has arranged workshops in Granada and in Brussels 2018-2019 as well as a basic training programme in July 2019 in Yangon. To support the Myanmar educational development, the workshops and training programme are focused on establishing formal training structures, and on evaluating the training and its impacts.

The cooperation with European faculty members has provided the Myanmar counterparts with the ability to create or redesign curriculum, and teaching and learning methods aimed at supporting students in achieving learning goals. The most important aim has been to instil a radical change in the academic system in Myanmar, in order to place the student and student learning in the centre of any teaching and learning activity.

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Students learning outcomes and competences should focus on the requirements both of the disciplines and of society with the ultimate goal of preparing for citizenship and employability.

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EXTERNAL
STAKEHOLDERS'
QUALITY
ASSURANCE

EXTERNAL STAK
QUALITY ASSUR

HEIs' internal quality assurance systems are based on participatory and cooperative processes, which require the contribution of academic staff, students and management/administrative staff. Moreover, it is widely recognized that the involvement of external stakeholders is fundamental, as well.

This section illustrates common issues about dialogue and cooperation between HEIs and external stakeholders. First, the purposes and the variety of stakeholders to be involved are examined. Then, practical insight into processes and tools is given and some examples provided.

Despite the fact that the relationship with external stakeholders has traditionally concerned all the institutional mission (teaching, research and third mission), the current focus is more on quality assurance of degree study programmes.

ENGAGING WITH EXTERNAL STAKEHOLDERS
FOR THE IMPROVEMENT OF STUDY PROGRAMMES

Internal quality assurance aims at a continuous improvement of degree programmes and services according to a student-centred learning approach: the key knowledge and skills that a student needs to achieve during the learning process determine the content of the study programme. In addition, learning outcomes and competences should focus on the requirements both of the disciplines and of society with the ultimate goal of preparing for citizenship and employability.

This means that not only should the outcomes of the learning process meet the programme's aim (i.e. fitting the purpose), but also that they should comply with the students' and the society's needs and expectations (i.e. fitting for the purpose).

How HEIs should investigate these needs and their current relevance? How to find out what competences are useful for employment, personal culture, citizenship and at the same time significant from an academic/scientific point of view? How to respond to social changes and prepare students to their future careers?

A concrete contribution to this challenge is to establish a continuous exchange with employers, professional bodies, and society representatives.

This cooperation leads to strengthening the dissemination of academic research and innovation in the related professional fields. Furthermore, it also provides the opportunity to ameliorate student services (as internships projects and job placement services).

WHAT ARE HEIS' EXTERNAL STAKEHOLDERS?

In order to address one of the current Myanmar universities' challenges, constituted by facing the insufficient human resource production for the national labour market and their lack in skills and knowledge in connection with the the market's demands, HEIs must identify stakeholders according to their own context.

They might include:
» Employers and labour market representatives in the private sector (industrial, agricultural, service, cultural sectors), the government sector and NGOs,
» Organisations representing citizenship and society (not just employers),
» Research centres and other Higher education institutions.

Stakeholders might have an already established partnership with the HEI (due to research funding cooperation, for example). Therefore, it is recommended not to limit the number of actors but rather to consider a wide range of stakeholders.

Some main criteria to identify external stakeholders are the following:
» Special attention should be paid to their effective representativeness at a local, regional, national, or international level,
» The coherence with the degree programmes profile is extremely relevant,
» When possible, it is useful to include employers who have already collaborated with some graduates, to provide feedbacks on their skills and knowledge.

Other important stakeholders are recent graduates and alumni: for example, in many national higher education systems, institutions are increasingly searching to keep in touch with their alumni for the purpose of monitoring the impact of their study programmes on graduates' careers.

PROCESSES AND TOOLS

Thanks to the involvement of external stakeholders, HEIs may get useful inputs in all the phases of the degree programme quality assurance "Plan-Do-Act-Check" cycle.

Across these processes, a variety of approaches can be used. In the following paragraphs some examples of methodologies and tools are provided.

Plan / Curriculum design

As already mentioned, degree programme design requires a careful and objective consideration of different factors as the labour market, the development of the subject area, and emerging technologies, among others

Thus, it is important to evaluate how the programmes fit established and new professional and/or social demands and to evaluate the consistency between the expected competences to be acquired by graduates and their expected specialization/professional profile, with the ultimate goal of fitting the requirements of external stakeholders and to comply with the current changes in Myanmar's economy and with international standards and calls.

It is also important to involve external stakeholders to obtain feedback on how to communicate correctly the potential fields/sectors where graduates may be employed to prospective students (i.e. the definition of job level, the need for professional or state licensing examinations to access the professional careers, etc.).

A common methodology consists in the preliminary design of degree programmes (profile and objectives) by the academic staff, according to discipline inputs, research results, and study sectors, followed by an exchange with the external stakeholders.
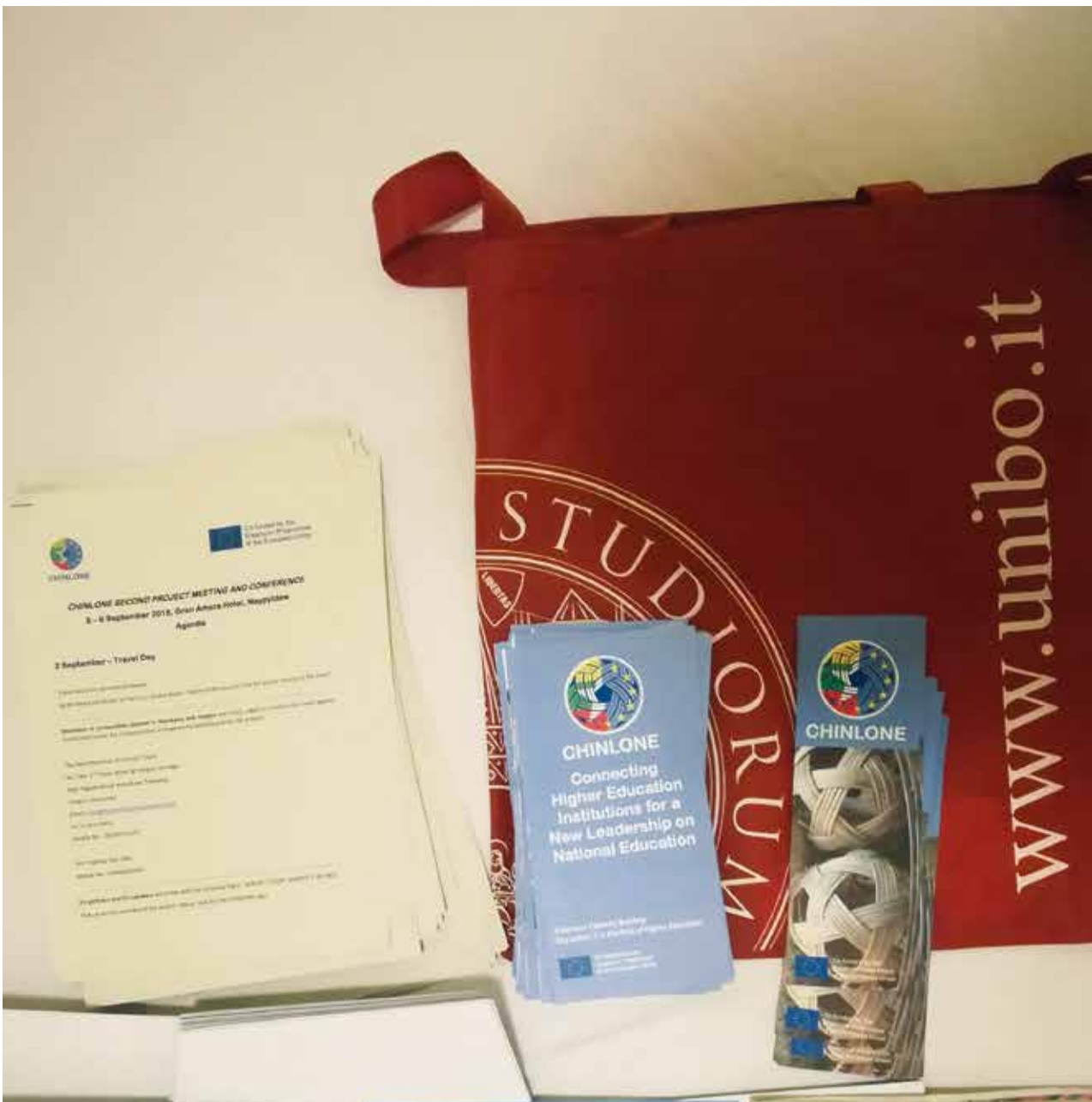
The previous academic discussion can act as a starting point for the subsequent consultation with the external experts, during group workshops, meetings, seminars, individual interviews, or surveys (useful in case of logistic constraints or in order to reach a larger number of feedbacks).

Examples of questions to open the discussion, after illustrating the academic program:

» *Do you think the degree programme profile conveys its goals and objectives clearly?*
» *Among the following professional figures, do you believe can best serve the needs of the organizational and occupational sector that you have experience with?*
» *Do you believe that the skills associated with the role of the professional figure respond to these needs?*
» *If graduate or internship students from this degree programme have collaborated with your organization, could you indicate the extent to which they demonstrated the knowledge and skills specified in the degree programme profile?*
» *Could you order by relevance the following list of generic and specific competences?*

The final stage of the process is to give feedback about the results of the consultation to internal and external stakeholders and to work with the academic staff to finalize the design of learning contents and the overall structure of the study programme.

Then, this phase is followed up by involving external stakeholders' representatives in programme monitoring and reviews at regular intervals, for example by organizing further surveys about graduates' performance.

Do / Delivery of learning activities and services

An ongoing relationship with external stakeholders may lead to effective collaboration in developing student and graduate service,.

For example, partnership with relevant external stakeholders are an important added value for the universities,

which are encouraging recent graduates to stay in touch by offering them opportunities for events and networking.

Offering students the opportunity to establish a first contact with the labour market is an important service to provide and universities are increasingly paying attention to the development of job placement counselling services.

Check and Act / Monitoring and improving measures

The collection of feedback is increasingly being used as an opportunity to establish and maintain contact with external stakeholders.

The main purpose is to collect qualitative and quantitative data and information to analyse learning results and provide inputs useful to internally evaluate degree programmes.

Information can be collected in different ways. Most commonly, it includes gathering institutional data, tracking alumni, and collecting feedback by using tools such as questionnaires and focus groups.

For example, external stakeholders can give feedback on effective employment rates, one or more than one year after graduation. From recent graduates and alumni, it is possible to gather information about access to the labour market and about their employment condition by asking them about:

» *Their working experiences,*
» *Average time needed for accessing the labour market.*
» *Usefulness, in the current job, of the education acquired during their university experience.*

Then, it is important to incorporate the information gathered into strategic planning, taking concrete action to challenge the identified problems.

In defining the improvement measures, external experts can suggest elements for the analysis of constraints and opportunities deriving from the local / regional economy and society.

## (RE-)THINKING EXTERNAL STAKEHOLDERS' ROLE

When thinking (or re-thinking) how to develop their own internal quality assurance systems, one of the issues HEIs have to deal with is how to formally involve external stakeholders through a thorough and in-depth analysis.

The external stakeholders involved should be identified by taking into account disciplinary features of the degree programmes, the overall characteristics of the institution, and the wider context of the labour market and society.

As a way to establish and maintain fruitful contacts and consequently facilitating the young graduates to enter the labour market, it is useful to engage with external stakeholders in all the phases of the degree programme quality assurance cycle.

POLICY
RECOMMENDATIONS
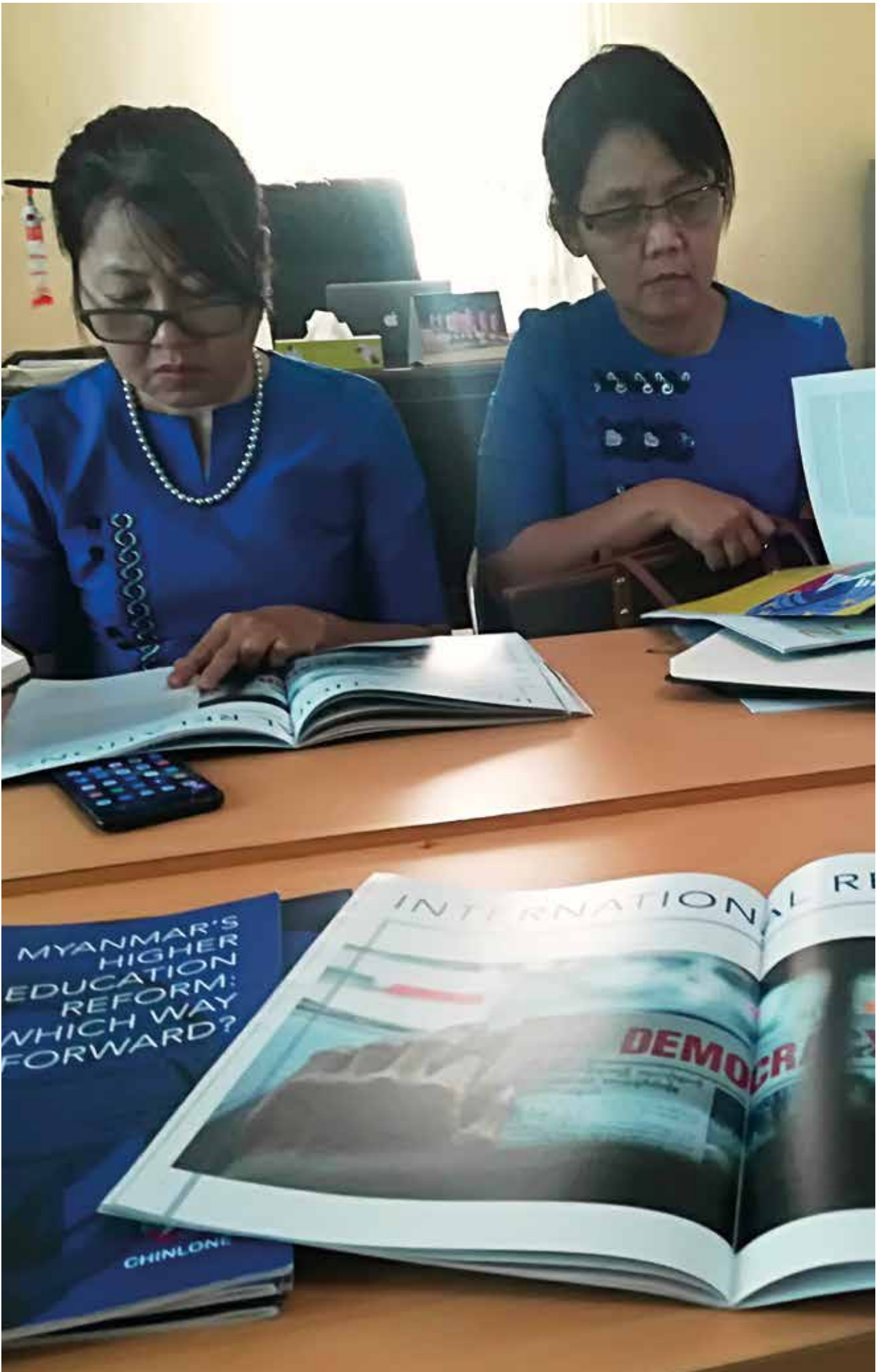
In conclusion, there are several recommendation that can be formulated in order to further nurture Myanmar's ongoing reform in the field of academic affairs management. In accordance with the structure of this report, CHINLONE's recommendations may be categorized by looking at these four pivotal dimensions: 1) curriculum development and design, 2) students' quality assurance, 3) teachers' quality assurance, and 4) external stakeholders' quality assurance.

CURRICULUM DEVELOPMENT AND DESIGN

Curriculum design is of utmost importance in the modernization of Myanmar HE System. In order to address this need, CHINLONE would like to express the following recommendations:

» A pilot phase engaging a larger number of institutions should be launched so that Ministries and HEIs may collaboratively conceive and implement a shared methodology and a set of tailored-made tools for curriculum design;
» The culture of student-centred approach in teaching a learning should be promoted among HEIs through targeted trainings and conferences;
» A credit allocation system, based on the students' workload, should be developed and adopted by all the Myanmar HEIs;
» Curriculum design should be consistent and compliant with the quality assurance methodology since degree programmes must be continuously assessed and updated.

STUDENTS' QUALITY ASSURANCE

In order to support and facilitate the implementation of teacher evaluations by students, CHINLONE proposes the following policy recommendations:

» The evaluation of teachers based on their students' opinion has to be conceived as a formative process of teachers and as a form of continuous improvement of the quality of the educational service provided by the university. It should be used as an opportunity to enhance the strengths and overcome the weaknesses of teachers on their own and of the university and it should aim at improving the quality of the teaching and learning processes.
» This evaluation has to be carried out by using a common and universal questionnaire, which should respond to the different dimensions involved in the quality of teaching performance (planning and fulfilment, teaching skills, learning assessment and class environment, and teacher/student relationship).
» Teachers have to be evaluated once a year. Their students' opinion should be collected for at least one of the subjects they teach throughout the year.
» Ensuring the students' anonymity is of vital importance, since it allows them to express themselves freely.
» Once the results have been collected and analysed, they should be communicated to the teacher and decision-makers (dean, head of the department, rector, …)
» Reports of results should have the highest level of disaggregation (safeguarding the students' anonymity) and, at the same time, they should allow for comparisons between teachers who either teach the same subject or teach different subjects to the same group of students.
» The analysis of the results will make it possible to propose strategic lines of action to improve teaching quality.

TEACHERS' QUALITY ASSURANCE

In order to support academic teaching and learning, Myanmar higher education institutions should:

» Implement mandatory academic teaching staff training courses in curriculum and syllabus design, teaching methodologies, and assessment methods;
» Assess and evaluate the training programmes in which teaching staff members take part. Moreover, the trainings' results and impact needs to be evaluated by relying on formative and summative assessments.

EXTERNAL STAKEHOLDERS' QUALITY ASSURANCE

The role of external stakeholders in Myanmar academia is to be fostered and implemented. This will improve the teaching and learning experience and will result in facilitating the graduates' entrance in the labour market with updated skills. To achieve this goal, Myanmar HEIs and governance should include external stakeholders (i.e. employers and representatives of the labour market, governmental actors, and NGOs) in different processes. In order to achieve this goal, Myanmar HEIs and leaders should:

» Select the external stakeholders to involve in universities' activities by taking into account the features of the degree programme to be implemented and the context in which students will act after graduating;
» Encourage the establishment and fruitful maintenance of the contacts with the external stakeholders in order to facilitate the graduates' entrance in the labour market;
» External stakeholders should be included in all the phases of the quality assurance cycle.

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PROJECT PARTNERS

The CHINLONE consortium works under the supervision of UNIBO as Project Coordinator, and it gathers five Universities from Myanmar, together with three Higher Education Institutions and one University Association from the EU. The Department of Higher Education of Myanmar's Ministry of Education, moreover, acts as Project Partner.

Partners: University of Bologna, Yangon University, Yangon University of Economics, Yezin Agricultural University, University of Mandalay, Dagon University, Uppsala University, University of Granada, The Coimbra Group, Department of Higher Education, Ministry of Education - Republic of the Union of Myanmar.

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