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# MUPY

## Supporting Educators Programmes



**Pongsatorn Meesawatsom & Kuntarat Arunrungvichian**

22 June 2026

# SPARK WORKSHOP PRIORITIZATION 22/06/2026



**WS1 Facilitation Skills for University Teaching and Workshop and Follow-up Session**

	No interest to attend	Uncertain	Interest to attend
Immediate need	0	2	11
Emerging need	0	9	10
Future need	5	9	7

**WS2 Designing Active Learning: From Idea to Classroom Trial and Follow-up Session**

	No interest to attend	Uncertain	Interest to attend
Immediate need	0	0	11
Emerging need	0	6	12
Future need	7	10	7

**WS3 Why Students Fail and What to Do First?**

	No interest to attend	Uncertain	Interest to attend
Immediate need	0	0	13
Emerging need	0	11	8
Future need	12	4	5

**WS4 Reframing Learning Objectives: Multiple Lenses for Better Alignment**

	No interest to attend	Uncertain	Interest to attend
Immediate need	0	0	5
Emerging need	0	10	4
Future need	19	13	1

**WS5 Assessment Idea Studio: Generating New Angles for Exam Questions**

	No interest to attend	Uncertain	Interest to attend
Immediate need	0	0	13
Emerging need	0	8	14
Future need	5	9	2

**WS6 Reflective Learning in Practice and follow-up session**

	No interest to attend	Uncertain	Interest to attend
Immediate need	0	0	5
Emerging need	0	13	3
Future need	21	7	3

**WS7 PSF: Sort, Self-Assess, Share**

	No interest to attend	Uncertain	Interest to attend
Immediate need	0	0	6
Emerging need	0	9	3
Future need	19	11	1

**WS8 Support for MU-PSF2 Star Awards Reflective Accounts**

	No interest to attend	Uncertain	Interest to attend
Immediate need	0	0	3
Emerging need	0	7	4
Future need	24	5	0

**WS9 Reflective Preparation for UKPSF-SF training**

	No interest to attend	Uncertain	Interest to attend
Immediate need	0	0	7
Emerging need	0	3	4
Future need	22	5	3

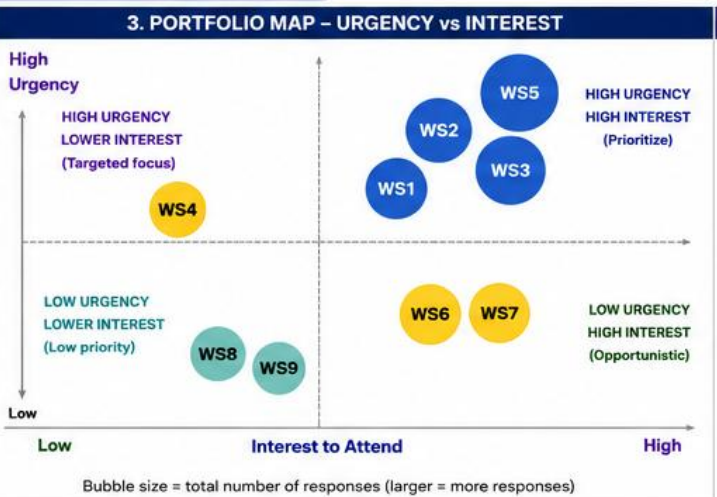
**HOW TO READ**

- Columns = Interest to attend (left to right)
- Rows = Urgency / Priority (top to bottom)
- Colours show volume of responses

ข้อมูลความเห็นของคณาจารย์ที่ได้จากที่ประชุม

**2. PRIORITIZATION – SUMMARY RANKING**

Rank	Workshop	Immediate Demand Score*	Interpretation
1	WS5 Assessment Idea Studio	20	Strongest demand
2	WS2 Designing Active Learning	17	High urgency & interest
3	WS3 Why Students Fail and What to Do First?	17	High urgency & interest
4	WS1 Facilitation Skills for University Teaching	16	Broad foundational need
5	WS9 Reflective Preparation for UKPSF-SF training	9	Moderate need
6	WS7 PSF: Sort, Self-Assess, Share	8	Developmental priority
7	WS4 Reframing Learning Objectives	7	Important but less urgent
8	WS6 Reflective Learning in Practice	7	Developmental
9	WS8 Support for MU-PSF2 Star Awards	5	Niche audience



**4. RECOMMENDATIONS – ACTION PRIORITIES**

**TIER 1 – RUN FIRST (Next 12 months)**  
 High urgency and high interest – highest impact

- WS5 Assessment Idea Studio
- WS2 Designing Active Learning
- WS3 Why Students Fail and What to Do First?
- WS1 Facilitation Skills for University Teaching

**TIER 2 – RUN IF RESOURCES PERMIT**  
 Important for development and alignment

- WS4 Reframing Learning Objectives
- WS6 Reflective Learning in Practice
- WS7 PSF: Sort, Self-Assess, Share

**TIER 3 – TARGETED SUPPORT ONLY**  
 Specialised / smaller audience – offer as clinics, mentoring or invitation-based support

- WS8 Support for MU-PSF2 Star Awards
- WS9 Reflective Preparation for UKPSF-SF training

\*Immediate Demand Score = (Interested × Immediate) + 0.5 × (Interested × Emerging)

# Presented Slides



# Presentation Outline

**01** Introducing SEED & SPARK workshops and aims

**02** SPARK workshop themes and faculty hearing

**03** Tentative programme for 2026-2028 workshops

**04** SEED workshop 2025 activity report and reflection

# MUPY Supporting Educators Programmes

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## SEED

Supporting Early-career Educators'  
Development Workshop



**Main target:** Early-career (<5 y)

## SPARK

Support Programme for Authentic &  
Practical Knowledge-in-action for Educators



**Main Target:** Early- to mid-career (1-15 y)

# Main aims

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To provide **practical, context-responsive** approaches to teaching and learning for professional challenges

To cultivate an **authentic community** of educators for shared learning and exchange of practice across departments

To induce **meaningful and sustained shifts** in teaching practice, moving beyond one-off workshops

**Hands-on**

**Limited seats (10-30)**

**Prioritise developmental growth  
over credential acquisition**



# Positioning of the workshops



Complements  
MU-ADP



Faculty-specific



Work-based and  
direct application



Support-focused

**Tentative  
MUPY SPARK Workshops  
2026-2027  
Faculty Hearing  
Switch to Mentimeter**



# SPARK workshops

Target broader participants, esp. 1-15 years

Small group for most workshops

Some workshops are with conditions



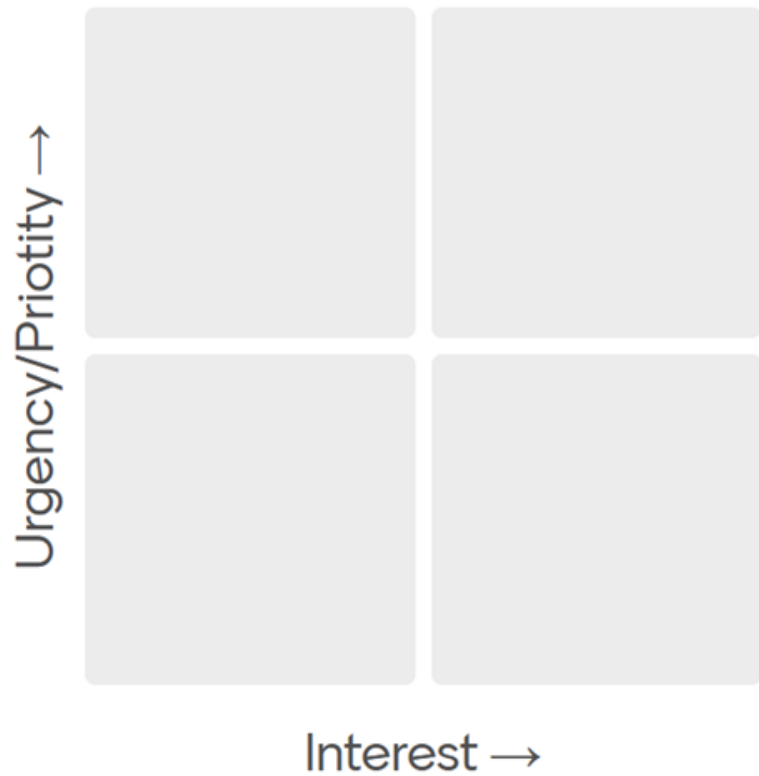
	<b>Practical Development in Non-didactic Teaching and Facilitation</b>	2 workshops
	<b>Empowering Advisors to Support Students Advising &amp; Monitoring</b>	1 workshops
	<b>Supporting Teaching Practice Refinement AI, Design, Assessment, Reflection</b>	3 workshop
	<b>Professional Standard Framework (PSF)</b>	3 workshops

**SPARK: 4 supporting themes, 9 workshops**

# Please express your interest and help us to prioritise the workshops



# How interested are you in this workshop?

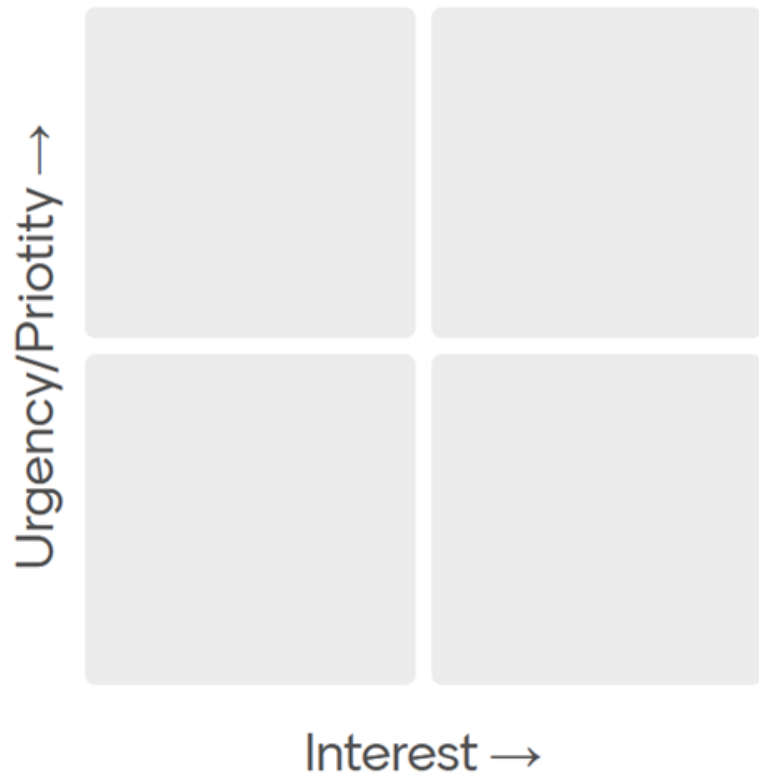


1

Facilitation Skills for University Teaching and Follow-up Session

1	Practical Development in Non-didactic Teaching and Facilitation	
	Facilitation Skills for University Teaching and Workshops	From Trial to Reflection: Sharing Practice in Action
Workshop format	Train-the-facilitator workshop (use outsource trainer)	Follow-up learning community (post-implementation)
Duration	1-2 d (during discussion on proper time)	3 h
Seats	10	10
Objectives	<ul style="list-style-type: none"> <li>To apply facilitation principles and skills to guide interactive learning activities with confidence</li> </ul>	<ul style="list-style-type: none"> <li>To share real classroom implementation experiences and refine practice through peer learning</li> </ul>
Activities	<ol style="list-style-type: none"> <li>Interactive sessions on facilitation concepts, skills, and group dynamics</li> <li>Practice through role-play, micro-facilitation, and case scenarios</li> <li>Reflection and feedback from trainers and peers</li> </ol>	<ol style="list-style-type: none"> <li>Rapid case presentations (8–10 min each): Context → Activity → Evidence → Adjustment</li> <li>Structured peer feedback using guided prompts</li> <li>Small-group analysis to identify transferable design patterns</li> <li>Whole-group synthesis: “What to repeat / adapt / avoid”</li> <li>Individual action commitment for next implementation cycle</li> </ol>

# How interested are you in this workshop?

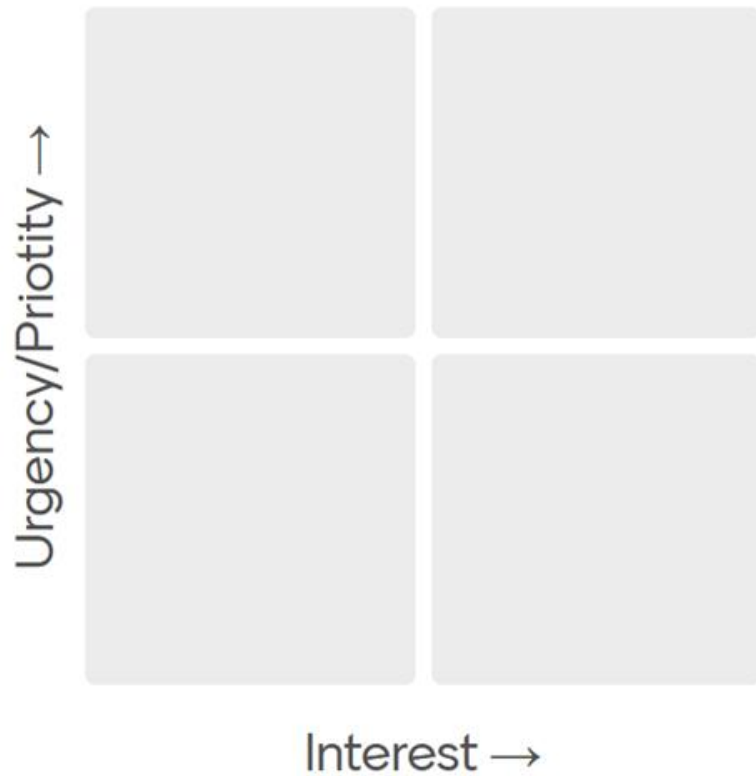


1

Designing Active Learning:  
From Idea to Classroom Trial  
and Follo-up Session

2	Practical Development in Non-didactic Teaching and Facilitation	
	Designing Active Learning: From Idea to Classroom Trial	From Trial to Reflection: Sharing Practice in Action
Workshop format	Hands-on workshop	Follow-up learning community (post-implementation)
Duration	3 h	3 h
Seats	10	10
Objectives	<ul style="list-style-type: none"> <li>To enable participants to design and prototype non-didactic, activity-based teaching sessions suitable for their own teaching context</li> </ul>	<ul style="list-style-type: none"> <li>To share real classroom implementation experiences and refine practice through peer learning</li> </ul>
Activities	<ol style="list-style-type: none"> <li>Framing: Why move beyond didactic teaching? (brief conceptual anchor)</li> <li>Demonstration: Mini demo-class modelling non-didactic structure</li> <li>Deconstruction: Analyse design principles used</li> <li>Design Sprint (small groups 3–5):               <ul style="list-style-type: none"> <li>Assigned pre-defined teaching topics</li> <li>Create structured activity plan</li> </ul> </li> <li>Prototype sharing and feedback</li> <li>Personal action commitment</li> </ol>	<ol style="list-style-type: none"> <li>Rapid case presentations (8–10 min each): Context → Activity → Evidence → Adjustment</li> <li>Structured peer feedback using guided prompts</li> <li>Small-group analysis to identify transferable design patterns</li> <li>Whole-group synthesis: “What to repeat / adapt / avoid”</li> <li>Individual action commitment for next implementation cycle</li> </ol>

# How interested are you in this workshop?

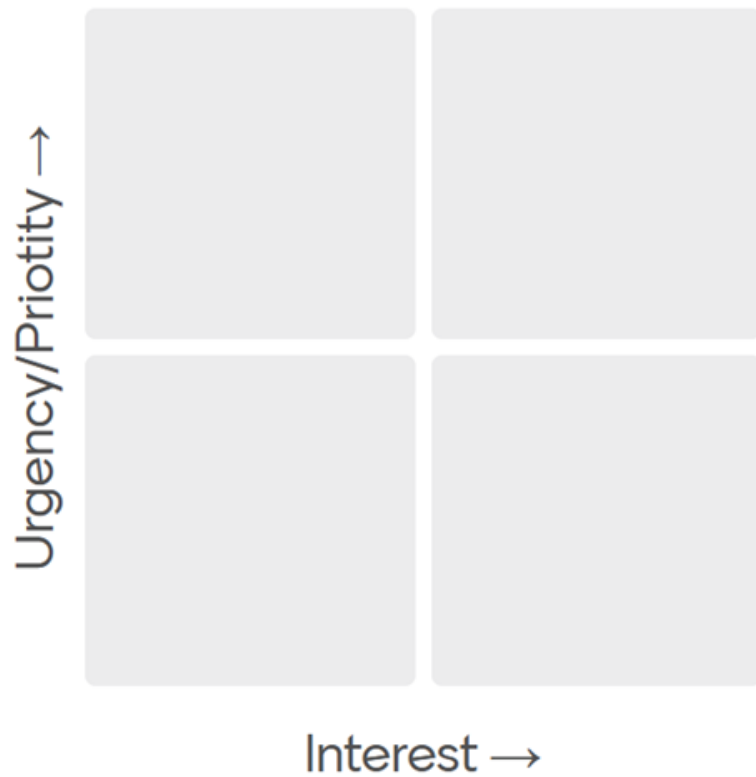


1

Why Students Fail and What to Do First?

3	<b>Theme: Empowering Advisors to Support Student</b>
	<b>Why Students Fail and What to Do First?</b>
Workshop format	Interactive class activity
Duration	3 hr
Seats	10-30
Objectives	<ul style="list-style-type: none"> <li>▪ To be aware of common causes of learning difficulties</li> <li>▪ To be aware of initial options to manage and support student learning</li> </ul>

# How interested are you in this workshop?

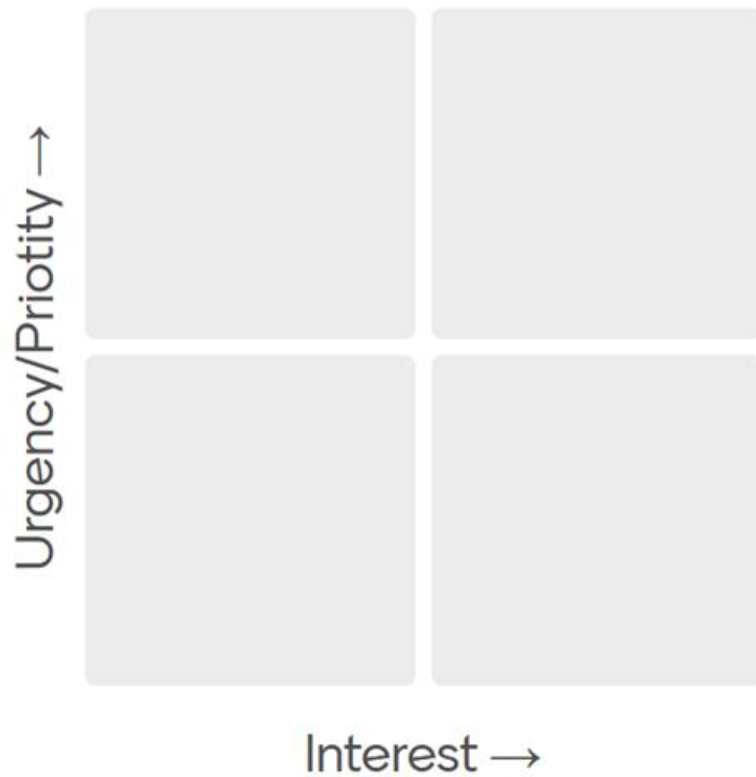


1

Reframing Learning  
Objectives: Multiple Lenses for  
Better Alignment

4	<b>Theme: Supporting Teaching Practice Refinement</b>
	<b>Reframing Learning Objectives: Multiple Lenses for Better Alignment</b>
Workshop format	Hands-on, peer discussion and sharing
Duration	3 hr in-class 0.5-1 hr preparation
Seats	5-10
Objectives	<ul style="list-style-type: none"> <li>▪ To explore ideas in improving the learning objective setting</li> </ul>
Conditions	<ul style="list-style-type: none"> <li>▪ Willing to share their lesson plans</li> <li>▪ Submit the lesson plans at least 1 week prior to the workshop</li> <li>▪ Self-study the Edutips</li> </ul>

# How interested are you in this workshop?

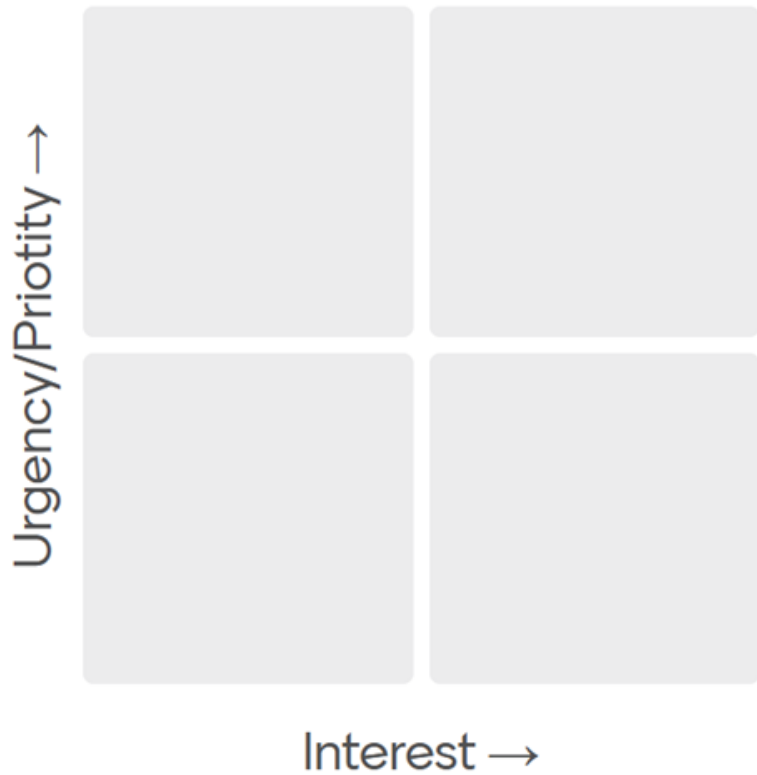


1

Assessment Idea Studio:  
Generating New Angles for  
Exam Questions

5	<b>Theme: Supporting Teaching Practice Refinement</b>
	<b>Assessment Idea Studio: Generating New Angles for Exam Questions</b>
Workshop format	Hands-on, peer discussion and sharing
Duration	3 hr in-class 0.5-1 hr preparation
Seats	5-10
Objectives	<ul style="list-style-type: none"> <li>▪ To explore ideas in improving exam design</li> </ul>
Conditions	<ul style="list-style-type: none"> <li>▪ Willing to share their exam questions</li> <li>▪ Submit the exam questions at least 1 week prior to the workshop</li> <li>▪ Self-study the Edutips</li> </ul>

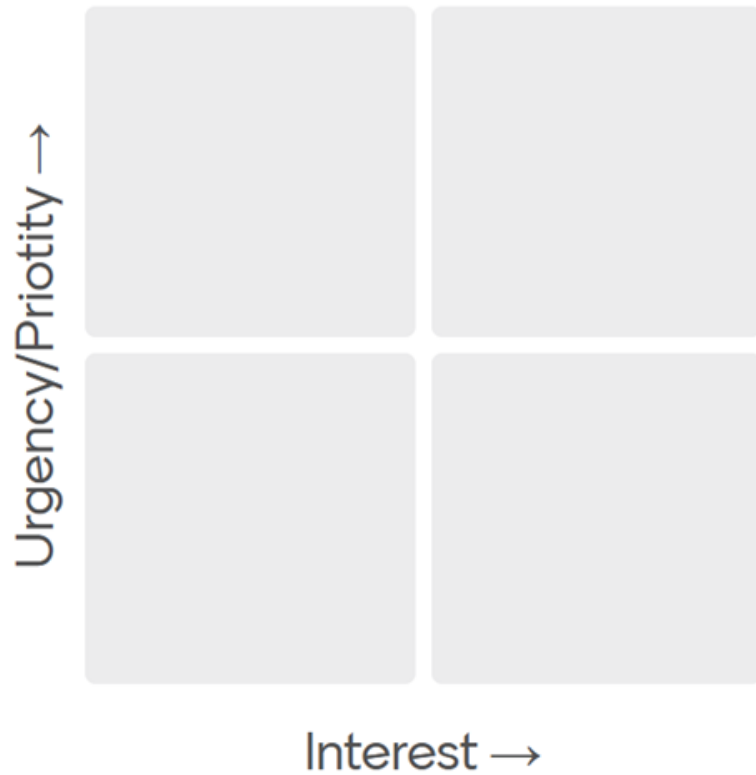
# How interested are you in this workshop?



1 Reflective Learning in Practice

6	Theme: Supporting Teaching Practice Refinement	
	Reflective Learning in Practice	
Workshop format	Hands-on, homework, feedback on-the-job	
Duration	<ul style="list-style-type: none"> <li>1-2 hr in-class intro</li> <li>1-2 hr formative assessment</li> <li>6-10 hr homework</li> <li>3 hours for sharing</li> </ul>	Duration 3-4 months
Seats	5-10	
Objectives	<ul style="list-style-type: none"> <li>To perform reflective learning using structured reflection</li> <li>Explore ideas in adopting reflective learning for teaching practice</li> </ul>	

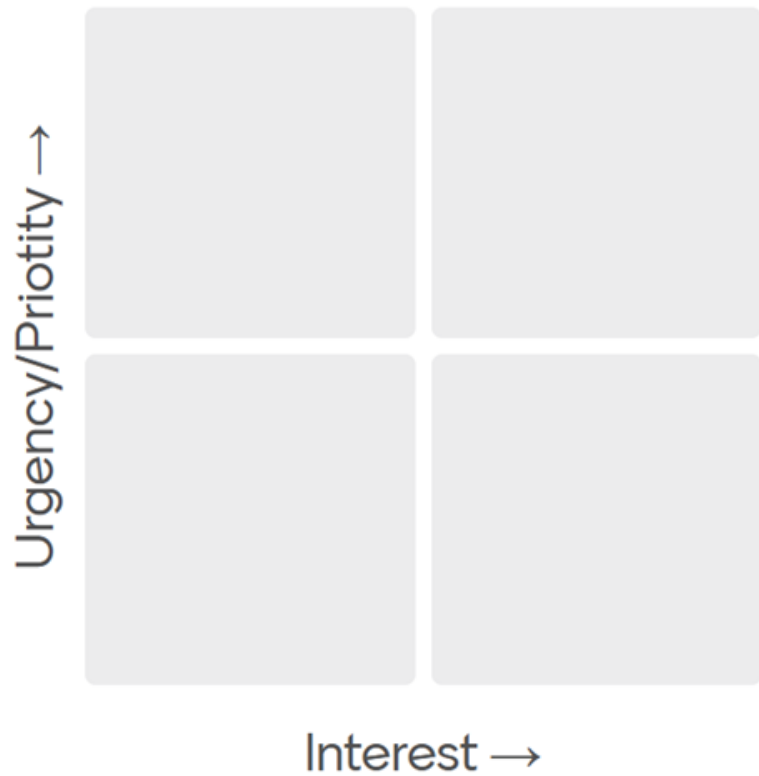
# How interested are you in this workshop?



1 PSF: Sort, Self-Assess, Share

7	<b>Theme: Making Sense of PSF:</b>
	<b>PSF: Sort, Self-Assess, Share</b>
Workshop format	Peer discussion and sharing, parallel sessions
Duration	3 hr
Seats	5-20
Objectives	<ul style="list-style-type: none"> <li>▪ To encourage a developmental view of PSF as an ongoing professional journey</li> <li>▪ To understand the structure of MU/UK-PSF</li> <li>▪ To be aware major requirements of each PSF</li> <li>▪ NOT the tuition session</li> </ul>

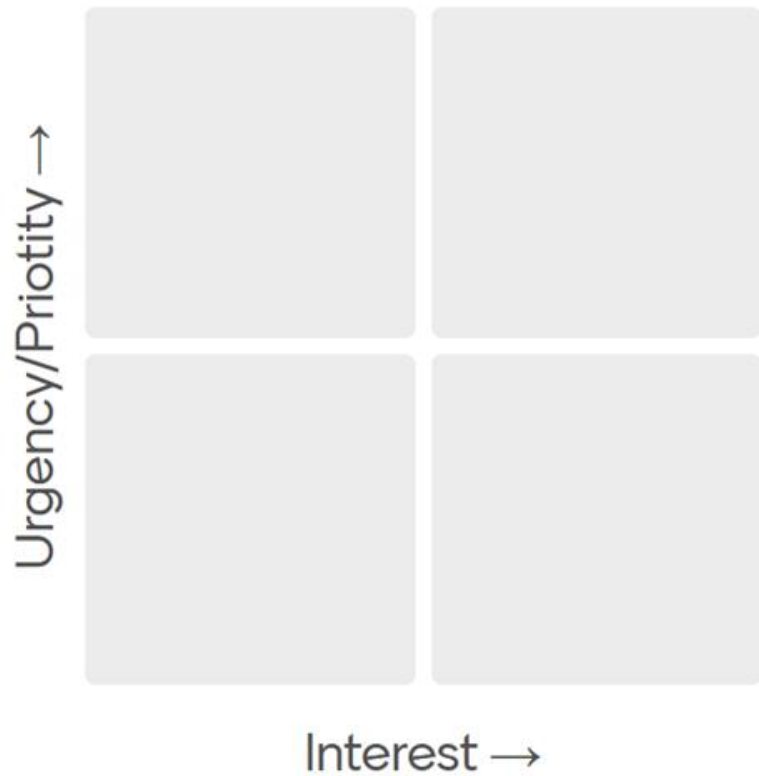
# How interested are you in this workshop?



1 Support for MU-PSF2 Star Awards Reflective Accounts

8	<b>Theme: Making Sense of PSF:</b>
	<b>Support for MU-PSF2 Star Awards Reflective Accounts</b>
Workshop format	Small-group, workshop-based, draft-in-hand session
Duration	3 h
Seats	3-10
Targets	<ul style="list-style-type: none"> <li>Those who have been certified MU-PSF-2 and aim to apply MU-PSF2 Star Awards</li> </ul>
Objectives	<ul style="list-style-type: none"> <li>To broaden reflective writing strategies through discussion with peers and experienced colleagues</li> <li>To strengthen participants' Reflective Accounts through structured sharing, peer discussion, and guided feedback</li> <li>To help participants clarify examples, rationale, impact, and personal contribution in each Area of Activity.</li> <li>To improve meaningful links to relevant Core Knowledge and Professional Values</li> </ul>
Activities	<ol style="list-style-type: none"> <li>Section-by-section sharing of participants' draft for an area they most want feedback on</li> <li>Looking through the lens of reviewer</li> <li>Peer and facilitator suggestions</li> <li>Revision sprint</li> </ol>
Conditions	Participant Conditions Bring: current draft, ideally at least 2 Areas of Activity, and identify one area they most want feedback on

# How interested are you in this workshop?



1 Reflective Preparation for UKPSF-SF training

9	<b>Theme: Making Sense of PSF:</b>
	<b>Reflective Preparation for UKPSF-SF training</b>
Workshop format	Peer discussion and sharing
Duration	3 h
Seats	3-10
Targets	<ul style="list-style-type: none"> <li>Those who want to prepare for UK-PSF Senior Fellow application</li> </ul>
Objectives	<ul style="list-style-type: none"> <li>To introduce participants to PSF 2023 and the broad expectations for Senior Fellowship</li> <li>To encourage a developmental view of PSF as an ongoing professional journey</li> <li>To help participants identify relevant areas of practice, reflection, and evidence</li> <li>To strengthen readiness for the university's subsequent training programme</li> </ul>
Activities	<ol style="list-style-type: none"> <li>Section-by-section sharing of participants' draft responses.</li> <li>Guided peer review using a structured feedback form</li> <li>Brief reflection and revision after each round of discussion</li> </ol>
Conditions	<p>Participant Conditions</p> <ul style="list-style-type: none"> <li>Choose relevant choices and filled in with relevant keywords or short headings in Professional Practice form, at least 6-8 questions are required</li> <li>Attending the session does not guarantee the places for the uni training</li> </ul>

# What training topic would you like us to support you in other areas?

- Formative assessment
- การทำวิจัยทางการศึกษา
- การ approach เด็กที่ปรึกษายามเค้ามมีปัญหา โดยเฉพาะในประเด็น mental status
- เท่านี้ก็เยอะแล้ว
- การวิเคราะห์และจัดทำคลังข้อสอบ
- -
- Eneagram and education
- การประเมินข้อสอบ และการจัดทำคลังข้อสอบ
- N/A
- Educational research
- รูปแบบการรับ feedback จากนศ.หลังการสอน
- แนะนำการเลือกกลงรายวิชา ของนักศึกษาที่มีปัญหาการเรียน

	2026		2027		2028
	SEED	SPARK	SEED	SPARK	SPARK
Jan					Workshop 9.1: Reflective Learning in Practice
Feb	Recruiting		Recruiting	Workshop 4-2: From Trial to Reflection: Sharing Practice in Action	
Mar					
Apr		Announcement and registration		Workshop 5-1: Facilitating Active Learning in Classrooms	Workshop 9.2: Reflective Learning Sharing Experience
				Announcement and registration	Announcement and registration
May	Session 1		Session 1		Workshop*
Jun	Session 2		Session 2		Workshop*
Jul	Session 3		Session 3		Workshop*
Aug		Workshop 1: Making Sense of PSF: Sort, Self-Assess and Share		Workshop*	Workshop*
Sep				Workshop 5-2: From Trial to Reflection: Sharing Practice in Action	
Oct	Session 4 (wk 3-4)		Session 4 (wk 3-4)	Announcement and registration for Workshop 9.1-9.2	
Nov					
Dec	Session 5	Workshop 4-1: Facilitation Skills for University Teaching and Workshops	Session 5		

# Tentative Schedule for SEED and SPARK 2025-2027

# SEED Workshop 2025: Activity Report

Pongsatorn Meesawatsom  
Kuntarat Arunrungvician





# SEED Workshop 2025

## Objectives

- To strengthen foundational teaching skills and confidence through semi-tailored, time-relevant support
- To create a supportive learning environment
- To develop and refine a model workshop for academic staff development

## Format

- Small groups
- Authentic materials, peer calibration, immediate impact
- Reflective practice with Gibbs' model structured reflection



# SEED Workshop 2025 programme

In-class 15 hr  
Reflective homework 6 (3-10) hr

May 2025

1 semester

Jan 2026

## Session 1

### Introduction

- Getting to know the team
- Tuning up the genre
- Exploring teaching through multiple lenses

## Session 2

Planning and delivering lesson

## Session 3

Outcome assessment

## Session 4

Evaluation and interpretation of the examination outcomes and feedback

## Session 5

Reflective learning, PSF and workshop conclusion/evaluation

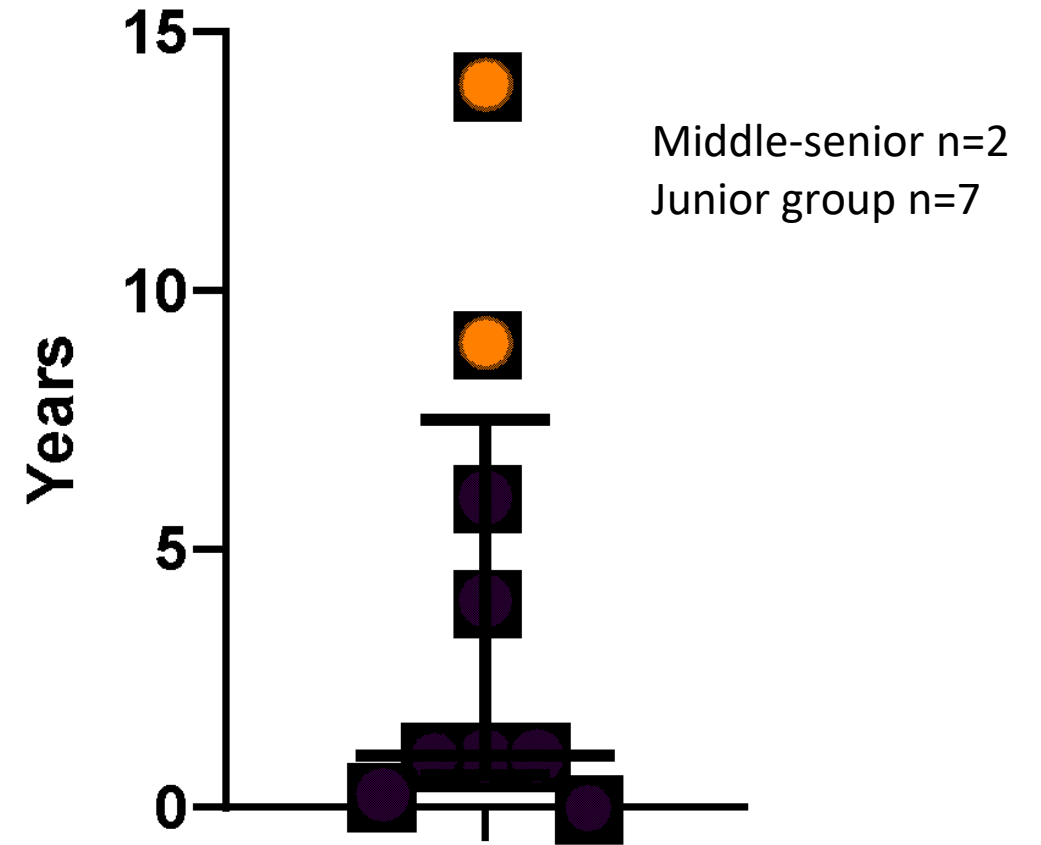
assignment

Reflective Practice Assignment

# Participants

Name	Dept.
Kuntarat Arunrungvichian (co-developer)	Pchem
Pitchaya Dilokpattanamongkol (mid. level observer)	Pcy
Apirat Muangkasem	Pcy
Chaiwat Aneklaphakij	Pcog
Chaiyawat Aonsri	Pchem
Kodcharat Cheevapruk	Pco
Supharat Suvichapanich	Biochem
Thongtham Suksawat	Inter
Voradanu Visetvichaporn	Manu

## Teaching experience median 1 year



# Participants comments (1-2 min each)

## Evaluation of the workshop



อ.ชัยวัฒน์

Session 1  
Introduction and  
Session 2 Planning  
and delivering  
lesson

อ.กชรัตน์

Session 3 Outcome  
assessment and  
Session 4 Evaluation  
and interpretation of  
the examination  
outcomes and  
feedback

อ.ศุภรัตน์

Session 5 Reflective  
learning

## Reflective learning sessions



อ. วรณู

Comparison with  
MU-ADP

อ.อภิรัตน์

Learning with  
participants with  
diverse  
backgrounds/depar  
tments

อ.พิชญา

Additional  
comments

# Utility



เรียนรู้จาก  
ตัวอย่างจริง

8/9



เรียนรู้จาก  
ผู้เข้าร่วมอบรม  
ท่านอื่น

9/9



ย่นระยะเวลาใน  
การปรับปรุงงาน

8/9



เปิดมุมมองใหม่

8/9



ได้ความรู้ใหม่

9/9

# ข้อควรปรับปรุง

## ★ รูปแบบ

- ❓ ความชัดเจนของคำสั่งในแต่ละกิจกรรม
- ❓ กิจกรรมบางอย่างอยากให้ทำก่อนเข้า workshop

## ★ จำนวนครั้ง

- ❓ อาจเพิ่ม session เป็น 6 ครั้ง
- ❓ อยากให้แบ่งเนื้อหาเดิมออกเป็นหลาย session มากขึ้น เพื่อลดความล่าช้าในการทำกิจกรรมต่าง ๆ (กิจกรรมที่จัดดีมากนะคะ แต่พอจัดรวมกันหลายกิจกรรมในครั้งเดียว บางครั้ง energy ไม่พอค่ะ)

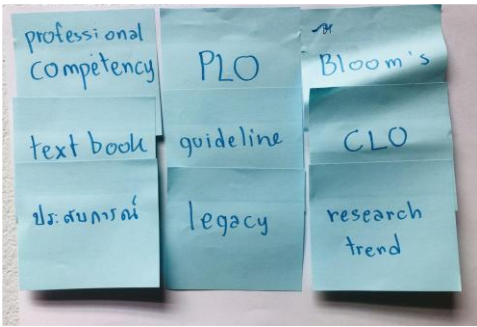
## ★ เวลาการจัด

- ❓ การคุมเวลาของกิจกรรม
- ❓ การนัดเวลาและสถานที่จัดทำ workshop ในแต่ละครั้ง
- ❓ วันที่จัด workshop มักจะชนกับงานอื่น
- ❓ ช่วงวัน-เวลาในการจัดการอบรมอยากให้จัดช่วงปิดเทอม

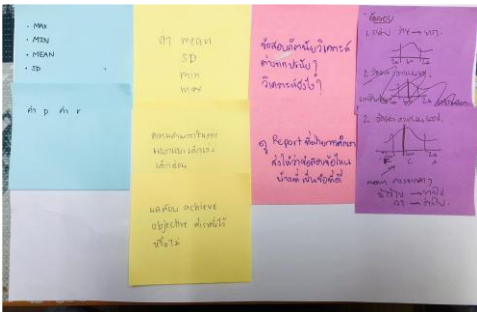
## ★ อื่นๆ

- ❓ เห็นแนวทาง และมีไอเดียสำหรับการที่จะเตรียมเอกสารPSF ชัดเจนขึ้นในบางหัวข้อ แต่พอเป็นระดับ senior fellow ยังมองภาพไม่ชัดเจนว่าเราจะ influent เพื่อนร่วมงานได้อย่างไรบ้าง
- ❓ จริงๆอยากพยายามเข้าร่วมให้ได้ทั้งหมดแต่ก็นึกไม่ออกว่าจะต้องใช้วิธีไหน อาจจะเป็นอยากให้สิ่งนี้มันสำคัญจนคนอื่นเข้าใจละยอมให้เรา leave งานอื่นมาทำ เช่นทำให้ในระบบรู้ว่านี่เป็น the must บังคับไปเลยเหมือนว่าอาจารย์ทุกคนต้องเรียน

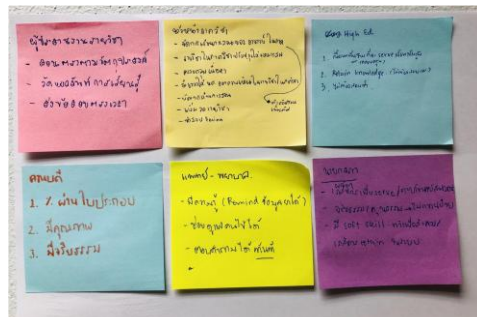
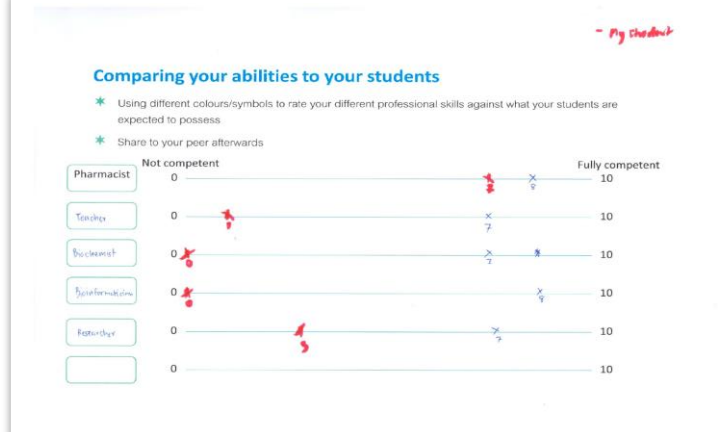
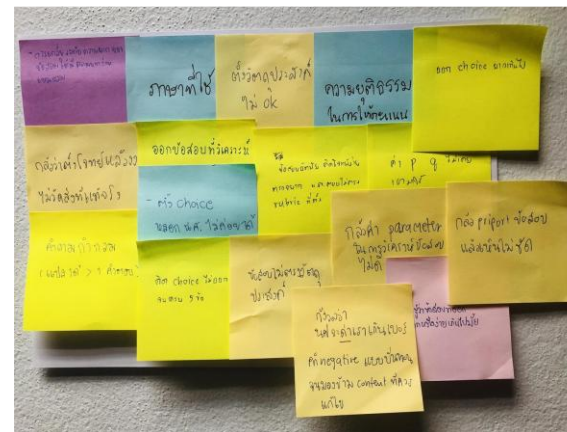
# Thanks for participants' participation, cooperation and suggestions throughout the workshop



	Not	Thong	P' Peak	พินิจ	
General format (Essay / MCQ / OSCE / Rubric-based / Other)	MCQ	MCQ	MCQ	MCQ	
Presence of blueprint	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other comments					
Advantages	การวัดผลที่ชัดเจน	การวัดผลที่ชัดเจน	การวัดผลที่ชัดเจน	การวัดผลที่ชัดเจน	
Ideas/Room for improvement					
Questions	no. content of (verb) or related questions		content / related verb		
Other notes	technical term (คำศัพท์) ที่เกี่ยวข้อง (e.g. A3)	print / minimums			



Type of assessment	Written (PLO)	Oral	OSCE	OSCE	OSCE
Constructive alignment with objectives	<input type="checkbox"/> Measure what intended (PLO) <input type="checkbox"/> Logic in weighing (e.g. CLO)	<input type="checkbox"/> Measure what intended (PLO) <input type="checkbox"/> Logic in weighing (e.g. CLO)	<input type="checkbox"/> Measure what intended (PLO) <input type="checkbox"/> Logic in weighing (e.g. CLO)	<input type="checkbox"/> Measure what intended (PLO) <input type="checkbox"/> Logic in weighing (e.g. CLO)	<input type="checkbox"/> Measure what intended (PLO) <input type="checkbox"/> Logic in weighing (e.g. CLO)
Clarity & structure	<input type="checkbox"/> clear question <input type="checkbox"/> appropriate choices	<input type="checkbox"/> clear question <input type="checkbox"/> appropriate choices	<input type="checkbox"/> clear question <input type="checkbox"/> appropriate choices	<input type="checkbox"/> clear question <input type="checkbox"/> appropriate choices	<input type="checkbox"/> clear question <input type="checkbox"/> appropriate choices
Relevance/ educational impact	<input type="checkbox"/> Higher cognition <input type="checkbox"/> Realistic context <input type="checkbox"/> Impact to higher course <input type="checkbox"/> Feedback value	<input type="checkbox"/> Higher cognition <input type="checkbox"/> Realistic context <input type="checkbox"/> Impact to higher course <input type="checkbox"/> Feedback value	<input type="checkbox"/> Higher cognition <input type="checkbox"/> Realistic context <input type="checkbox"/> Impact to higher course <input type="checkbox"/> Feedback value	<input type="checkbox"/> Higher cognition <input type="checkbox"/> Realistic context <input type="checkbox"/> Impact to higher course <input type="checkbox"/> Feedback value	<input type="checkbox"/> Higher cognition <input type="checkbox"/> Realistic context <input type="checkbox"/> Impact to higher course <input type="checkbox"/> Feedback value
Expected time used for student	5-10 min	10-15 min	10-15 min	10-15 min	10-15 min
Expected time used for marking	10-15 min	10 min	10-15 min (1st time)	10 min	10 min



Domain	Learning Support	Reflective Practice	Feedback	Teaching Practice	Guidance	Student Measure	Other	Cognitive	Empirical	Research	Reflective	Technical	Education	Professional Practice
AM							AM							
CA							CA							
CAo	↑max					↑max	CAo							
KC	↑						KC	↑						
SS							SS		↑					
TS							TS							
VV	↑						VV							
PD		↑					PD							
KA	↑						KA			↑max				

↑ Highest ranked vs other domains of individual or >20  
 ↓ Lowest ranked vs other domains of individual or towards 10