

Indicative Mapping of BYOD4L to the UK Professional Standards Framework

The purpose of this mapping is to aid you as a participant in BYOD4L to communicate what you have learnt during BYOD4L in relation to the dimensions of the UKPSF. This is so that you can,

- refer to your experience of BYOD4L more easily in your application for professional recognition
- demonstrate how you develop and maintain your good standing as a higher education teacher in your CPD record or portfolio.

The mapping of BYOD4L to the UKPSF set out in this document is only indicative. This is because BYOD4L is designed to be flexible and people are free and able to engage in different aspects of the course in ways which they determine to be most useful.

The mapping is not exclusive. You may have other ways of describing how BYOD4L has supported your professional development.

Dimension of the UKPSF	Indicative evidence statements
Areas of Activity	
A1 Design and plan learning activities and/or programmes of study	<p>1. I considered 10 teaching, learning and assessment problems articulated through video scenarios. Half were presented as student scenarios and half were from the tutor perspective. As a BYOD4L participant I was asked to respond to these by describing how smart technologies and social media can be used to address each of them.</p> <p>2. Through BYOD4L I have experienced an open and socially mediated course. I have seen how a diverse group of learners and facilitators can work together as an effective learning community by using a range of social media and teaching and learning methods. I am in a position to apply some of these techniques to enhance my own practice.</p>
A2 Teach and/or support learning	<p>1. BYOD4L promotes a social media facilitated approach to teaching and support.</p> <p>2a. As a facilitator I have worked across social media platforms to support participants understanding of the topic.</p> <p>2b. As a participant on the BYOD4L course I learnt what support students need in an open and flexible learning environment and have been able to consider the implications (practical, ethical, etc) of learning in an open space.</p> <p>3. As a facilitator I have considered how teaching in an open and flexible space requires a different approach to encouraging peer co-operation and monitoring and supporting active learners.</p>

<p>A3 Assess and give feedback to learners</p>	<p>1. As a facilitator of BYOD4L I was involved in providing feedback to individuals and groups in innovative open and social learning environments. For example, through: TweetChats; feedback narratives in Storify; commenting on participant blogs; taking part in Facebook, and/or Google+ groups, etc.</p> <p>2. As a participant in BYOD4L I received feedback from my peers and the course facilitators and learnt how effective formative feedback can be given in open and social mediated learning environments.</p> <p>3. As a facilitator of BYOD4L I received portfolio submissions from participants who sought accreditation for their successful engagement. Participant engagement was reviewed against criteria set out for each topic, and the course as a whole, so that Open Badges could be awarded to participants.</p>
<p>A4 Develop effective learning environments and approaches to student support and guidance</p>	<p>1. BYOD4L focuses on how personally owned smart devices can be used to personalise and extend the learning environments we use. As a participant I have reflected continuously through the topic areas of connecting, communicating, curating, collaborating, creating. My engagement in BYOD4L has required me to reassess my use of the learning environments I use and how I and my students can think more creatively about the impact they have on teaching and learning.</p>
<p>A5 pedagogy, research, scholarship and the evaluation of professional practices</p>	<p>1. My involvement in BYOD4L over 5 days in a blended open learning environment has been a rich CPD experience in which I have learnt with and from other participants from my university and institutions globally.</p>
<p>Core Knowledge</p>	
<p>K1 The subject material</p>	<p>1. In BYOD4L I have engaged in and contributed to knowledge relating to how smart technologies and digital and social media can be used in Education. This has helped me to reflect on how such media are changing my own discipline.</p>
<p>K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme</p>	<p>1. BYOD4L has enabled me to reflect on how the methods I use to teaching my discipline can be developed, for example by involving my students more directly with contemporary issues and research in the real world. New technologies allow me to connect with professional and social networks, communicate with students, fellow students and professionals, curate and organise online or digital media in new ways, collaborate as a peer and critical friend in new ways, and create assets in a range of media to describe key ideas and information.</p>
<p>K3 How students learn, both generally and within their</p>	<p>1. BYOD4L makes it clear how smart and social media enable students to engage with their learning formally and informally in</p>

subject/ disciplinary area(s)	different ways. Diverse media allow me to be more supportive when challenging my students to look more deeply at topics.
K4 The use and value of appropriate learning technologies	1. BYOD4L asked me to consider how new and emerging smart technologies create new opportunities to engage my students in appropriate learning activities.
K5 Methods for evaluating the effectiveness of teaching	1. BYOD4L has demonstrated how social and digital media can be used to monitor participation. For example, audience response system smart apps, Twitter back channels in lecturers, and Google Forms were used to monitor student engagement.
K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	1. Smart and social media, as explored in BYOD4L, create new learning environments and challenge pre-existing notions of quality. The socially networked and distributed approach to content and cohort introduce new demands for quality assurance in terms of digital literacy and reliability. BYOD4L demands that the teacher and learner critically review content and communication.
Professional Values	
V1 Respect individual learners and diverse learning communities	1. BYOD4L helps me to consider digital and social media in relation to student diversity and inclusivity. The use of different media creates more ways for learners and tutors to interact with each other; however, the flexibility creates new academic management challenges.
V2 Promote participation in higher education and equality of opportunity for learners	1. Digital and social media breakdown some existing barriers to participation in higher education. As a CPD course, I was able to experience Open learning and appreciate the enhanced accessibility to learning such environments afford.
V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	1. During the BYOD4L course I engaged reflectively alongside my peers. We were engaged through a Problem-based strategy and this generated evidence relating to the challenges and opportunities associated with learning with smart and social media.
V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice	1. BYOD4L is an open online space for learning involving participants globally. The perspectives on the BYOD4L topics, the learner expectations and the methods used, were diverse.