

Name - Deki C. Gyamtso, PhD

Position - Associate Professor

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CAREER PROFILE

- Motivated and dedicated teacher educator at the Royal University of Bhutan (RUB) with more than 25 years (1989 – till date) of experience teaching at the college level. Holds a strong philosophy of learning-teaching and knowledge of effective pedagogy and assessment methods to motivate both students and lecturers to develop their expertise in specific areas.
- Extensive experience in conceptualising, developing and implementing programmes for Bachelor of Education (Secondary and Primary levels), Postgraduate Diploma in Education, and Postgraduate Certificate nested in a Diploma in Higher Education at RUB, as well as writing modules for areas assigned (Introduction to Research Methods in Education, Teaching Skills and Strategies, Curriculum Theory, University Teaching and Learning, Bhutanese Education System, Education for Development, Geography Education and Geography subject specific modules.
- Knowledgeable in organising and conducting activities in higher education as the Coordinator of the Centre for University Learning and Teaching (CULT) [2008-2012]
- Experienced in developing and implementing teacher development programme for a significant and prestigious project of His Majesty, the King of Bhutan at The Royal Academy (2014-2016).
- Managing Editor of the Bhutan Journal of Research and Development (BJRD) [2016-2018].
- Specialist in Royal University of Bhutan (2018-2019) – In this role I promoted RUB as a community service provider to the wider public through workshops.
- Good track record of record of research and publishing (in the Bhutanese context).

EDUCATION/ACADEMIC QUALIFICATIONS

PhD in Education - University of New England, Armidale, NSW, Australia.

Geography Education (PGCE), Institute of Education, London University, U.K

Masters in Geography, Jawaharlal Nehru University, New Delhi, India.

B.A. Honours in Geography, Loreto College, Darjeeling, West Bengal, India affiliated to the North Bengal University, Bengal. India

ACADEMIC EXPERIENCE

1. **Dean of Academic Affairs** - 2007-2012 – was responsible for the effective and efficient operation of the College within the policies, directions and plans of the university as a whole. Coordinated and monitored the development, validation, launch, and review of academic programmes - B.Ed Secondary and Primary Education (Pre and in-service), Postgraduate Diploma in Education, Postgraduate

Certificate/Diploma in Higher Education, Masters in Education Science and Maths, and Diploma in Library Management and Information programmes. Played an instrumental role as the Dean of Academic Affairs in assisting Samtse College of Education to make a successful transition from the Ministry of Education (which it served) to become a member college of RUB. Developed policies, programmes and procedures for improved teaching, learning and assessment in the College.

2. **Assistant Principal** (Academic Affairs) – 2001- 2006 – same as above.
3. **Coordinator, Centre for University Learning and Teaching (CULT)** – 2008-2012 - Managed the operation of CULT; Planned, scheduled and implemented CULT activities such as workshops, seminars, meetings to improve quality of learning and teaching in RUB.
4. **Programme Leader of the Distance Teacher Education Program** (for in-service teachers) –2004-2008 -was responsible for ensuring the smooth and efficient operation of development, implementation, and evaluation of the programme. Effectively monitored the assessment of students’ performance and ensured quality assurance and enhancement of the programme.
5. **Programme Leader of B.Ed Primary Education** (pre-service teachers) - 1996-1998 – was responsible for ensuring the smooth and efficient operation of development, implementation, and evaluation of the programme. Effectively monitored the assessment of students’ performance and ensured quality assurance and enhancement of the programme.
6. **Programme Leader of B.Ed Secondary Education** (pre-service teachers) –1994-2001- was responsible for ensuring the smooth and efficient operation of development, implementation, and evaluation of the programme. Effectively monitored the assessment of students’ performance and ensured quality assurance and enhancement of the programme.

She made substantial contributions to the overall development of the College, especially in the improvement and diversification of academic programmes from the conceptualization to developing and eventually implementing them. She was also engaged in the quality assurance and enhancement processes of the programmes in the college and higher education.

PUBLICATIONS

Theses

1. Gyamtso, D. (2013). An inquiry into the nature of teaching and learning at the Royal University of Bhutan. PhD Thesis, Armidale: University of New England.

Refereed Journals Publications

1. Gyamtso, D.C. (2019) Feature article on the Royal University of Bhutan, HERDSA (Higher Education Research and Development Society of Australasia) CONNECT, www.herdsa.org.au
2. Gyamtso, D.C., Sherab, K., & Maxwell, T.W., (2018). The status of research and strategies to further promote research at the Royal University of Bhutan, Journal of Global Education & Research, ISBN 2577-5081

3. Gyamtso, D. C., Sherab, K., & Maxwell, T. W. (2017). Teacher Learning in Changing Professional Contexts: Bhutan and the Educating for GNH initiative. *Cogent Education*, 4:1, DOI 10.1080/233186X.2017.1384637
4. Gyamtso, D. C & Maxwell, T.W (2016) - Teaching and learning practices in five colleges of RUB: A cross case analysis - Part II; the middle path. *Bhutan Journal of Research and Development*, 5 (1), 1-15
5. Maxwell, T, W., Gyamtso, D. C., Seden, K., Wangmo, N., Lhamo, D., Tshechu, S., Choden, T., Tshomo, U., & Lhamo, N., (2014). Experiences in becoming and being academic women in Bhutan. *Bhutan Journal of Research and Development* 3(2), 13-26.
6. Gyamtso, D. C. & Maxwell, T.W. (2013). Teaching, learning and planning practices in five colleges of RUB: A cross case analysis. *Bhutan Journal of Research and Development* 2(2), 31-42.
7. Gyamtso, D and Maxwell, T. W. (2012) Present practices and background to teaching and learning at the Royal University of Bhutan (RUB): A pilot study. *International Journal of Teaching and Learning in Higher Education*, 24 (1), 65-75.

Book Chapters

Gyamtso, D.C. (2020). Teacher Education in Bhutan. In K. Pushpanadham (Ed), *Teacher Education in Global Era: Perspectives and Practices*: Springer DOI: 10.1007/978-981-15-40090.

Conference Abstracts

Gyamtso, D.C. (2018) Equity and Excellence in Education in Bhutan. In Proceedings of the *International Conference on Equity and Excellence in Education Commonwealth Council of Educational Administration and Management*, Udaipur, India.

Gyamtso, D.C. (2014) Engaging student learning by focusing on outcomes to promote constructive alignment in the Royal University of Bhutan classroom. In Proceedings of the 3rd Creative University Conference called "*Creative Economy, Creative University and Creative Development: Ideas, Knowledges and Paths towards Sustainability, Happiness & Wellbeing*", Thimphu, Bhutan

Published Project/Technical Reports for the Royal University of Bhutan

1. Report compiled on proceedings and outcomes of the *Civil Societies Organisation Seminar*, Department of Research and External Relations, OVC, December 2017.
2. Bell, M., Gyamtso, D.C., & Raika, N.B. *Teaching and Learning at the Royal University of Bhutan: Report on a collaborative research report*. University of Wollongong, February 2012.
3. Tom W Maxwell, Jenny Reid, D Gyamtso and K Dorji (2008) *Changing the CULTure of Learning and Teaching at the Royal University of Bhutan: Report on the establishment of the Centre for University Teaching and Learning (CULT)*. Samtse College of Education.
4. Tom W Maxwell, David Laird, Namgay, Jenny Reid, J Laird and D Gyamtso (2006) *Focus on Student Learning Outcomes — Report of the Review of the Bachelor of Education (Primary) in Distance Education Mode In-Service Program*. Samtse College of Education.

5. Developed a paper on *Accreditation of Prior (Experiential) Learning [AP(E)L]* for inclusion in the Wheel of Academic Law as a policy document and presented to the Academic Board meeting of RUB - December 2006.
6. Developed a paper on conduct of *Convocation in RUB* for inclusion in the Wheel of Academic Law - 2003.

2020 - Ongoing Research Project with Department of Education, Oxford University, UK - Invited to participate as a researcher in the *Sustaining Teacher Quality (STQ)* project funded by the John Fell Fund at the University of Oxford to conduct a pilot study investigating issues related to teacher quality, specifically teacher education and early career teaching, in collaboration with researchers and policymakers in Bhutan, Malawi, Mexico, Moldova and Timor-Leste, March, 2020.

Relevant Academic Modules

(a) *Paro College of Education – M.Ed Social Studies Program*

1. RES507 Educational Research Project
2. SSA532 Making Sense of People, Places and Environment

(b) *The Royal Academy Teacher Development Programme modules:*

1. Module 102 – Philosophy of Education
2. Module 105 – Reflection and self-assessment: Personal resonance to Academy’s Philosophy, Assessment of the Academy, teachers and the teacher development programme
3. Module S201 - Understanding Bhutan
4. Module S202 – Life-Span Development
5. Module S203 - Comparative Studies of Education Systems: Emerging leadership role for Bhutan
6. Module S204 - Enriching the Curriculum: Integrating Bhutan’s strengths and Buddhist Philosophy
7. Module S303 –Assessment in Education: Principles and Practices
8. Module S304 - Equipping the teachers: Lesson planning: Learning outcomes
9. Module S403 A & B - Enhancing domain knowledge
10. Module S501 - Foundations of Educational Research
11. Module S502B - Observation of school systems
12. Module S402 - Understanding and implementing integrated approaches
13. Module S404A - Action Research in Education
14. Module S502C - Observation of school systems
15. Module S503A - Designing, developing and implementing the school ecology:
Actualizing the Academy’s Potential

(c) *Samtse College of Education Programme modules and Curriculum documents*

1. Handbook for Teaching Practice, National Institute of Education/ Samtse College of Education - 1996 and 2007.
2. B.Ed Syllabus Handbook (Secondary and Primary Education) for the Colleges of Educations, 1998, 2003, 2007, 2010, 2014 editions
3. PGCE/PGDE Syllabus Handbook – 1998, 206, 2011
4. Six Self-Instructional Modules in Geography for the Distance Teacher Education Programme:
 - a. Graphicacy – The Language of Geography - 3501

- b. Spaceship Earth – GEO 3502
 - c. The Atmosphere – Weather & Climates – GEO 4504
 - d. People and Society – GEO 4506
 - e. Human Settlements – GEO 5507
 - f. The Geography of Development Issues in the World – GEO 5509
5. Co-authored the Self-Instructional material (SIM) for the module on Teaching Strategies for the Distance Teacher Education Programme.

Consultancy and Resourcing

1. Keynote Address for the Multidisciplinary International webinar on *Redefining education with a futuristic perspective in view of COVID19*, 20 August 2020.
2. Facilitated *Flexible Learning Strategies During Educational Disruption COVID Times*, 20 May 2020 for the MOOC Course offered by UNESCO Online Mentoring Programme, 2020.
3. Completed twenty-five hours of professional development of the Massive Open Online Course for Educators on Social and Emotional Learning (SEL) for Educators on December 11, 2019 offered by College of Education, NC State University, Raleigh, USA.
4. Evaluated proposals for the Annual University Grant, 29 August – 1 September 2019.
5. Facilitated sessions on Writing Problem Statements and Research Questions and Chaired the Education research proposals group in the 14 Faculty Research Meet, 3 -4 July 2019.
6. Organised and resourced workshop on *Study Skills* for five batches of His Majesty's Scholarship students selected for further studies, June and July 2017, 2018, 2019.
7. Workshop on Critical Thinking, Institute of Excellence and Development, Thimphu Bhutan, 1 -2 April 2019.
8. Chaired the Education research proposals group in the 14 Faculty Research Meet, 3 -4 July 2019.
9. Coordinated the Research Ethics and Administration Clearance Processes discussions during the National Conference Promoting Research and Innovation in Bhutan 8 February 2019.
10. Conducted an Action Research Workshop for Wanakha Central School, Paro as professional development, March 2015.
11. Engaged in teaching a module called "University Teaching and Learning" in the PgCHE (Postgraduate Certificate in Higher Education) programme for new RUB lecturers 2013-14
12. Resourced the workshop on Qualitative Research Methodology for Royal University of Bhutan new researchers (May 2014);
13. Resourced the Induction Programme for new Royal University of Bhutan lecturers (January 2014 and July 2014);
14. Led the Centre for University Learning and Teaching orientation programmes for new RUB lecturers in 2009, 2010, 2011, 2013, 2014;
15. Organized and led the workshop on Student-Centred Learning for faculty in the College of Culture and language Studies (February 2010);
16. Conducted a CULT Action Research Workshop for RUB academics (December 2009);
17. Co-resourced the first CULT workshop with Dr. Tom Maxwell on Student-Centred Learning for RUB academics (September 2008);

18. Led induction Programmes for the new Apprentice B.Ed Primary and Secondary students before their training in the college (2005-2008)
19. Co-resourced the first CULT workshop on Student-centred learning in CNR, Lobeya, September 2008.
20. Distance Teacher Education Programme since 2000 for in-service teachers.

PROFESSIONAL SERVICES

Peer Reviewer of refereed journals-

- i. Higher Education - The International Journal of Higher Education Research (2019 – till date)
- ii. Global Research in Higher Education (2018 – till date)
- iii. International Journal of Instruction (2019)
- iv. Bhutan Journal of Research and Development (2014 – till date)

MEMBERSHIP OF PROFESSIONAL SOCIETIES

Higher Education Research and Development Society of Australasia (HERDSA) – affiliate member since 2019