## Tutor Notes for Adapting Educational Resources activity (AER)

This is the third of three educational practice activities where participants are in mixed groups of academic and support staff. You will have the same group of participants that you had before.

### Today’s activity

This activity builds on the second part of the OER Development Activity about potential re-use of the two example courses which was covered in Tuesday’s session. It also links to Wednesday’s critical commenting activity. The aim is to move participants on the stage of considering what they might need to do to adapt found educational resources for their own purposes.

The activity uses the same two OERs, *Managing coastal environments* and *Water and human health.* Note these are chosen only because they are now familiar to participants. There is no intention to promote them or advocate their adaptation and re-use in Myanmar.

The following is what is shown in the first two slides for this activity:

### Learning outcome

### After completing this activity you will have identified what elements of an existing educational resource could be adapted for use with Myanmar students.

### Description of activity

For this activity, where possible, all three teams from your own university will be working together. Otherwise combined groups of three teams will need to be formed across more than one university.

You have printed copies of both *Managing coastal environments* and *Water and human health.*Your evaluations from the OER Development Activity will also be useful.

1. In your combined university team, select part of one of the courses that you think could be adapted for re-use in Myanmar with your students.
2. Identify what changes would be needed, and why.

On the printed copy, highlight the sections (paragraphs, figures etc.) that you want to change. Add a note beside the highlight saying why it needs changing.

1. Present your suggested adaptations to the group.
2. Based on the presentations and discussions, in your teams, write down key points to consider when adapting educational material.
3. Plenary discussion of the points from the two combined teams and review of the points to consider when adapting educational resources.

### Your role as tutor

Before the start of the activity, collect the clean copies of *Managing coastal environments* and *Water and human health* from the office. You will need one copy of each for each university combined team.

At the start, check that everyone is sitting with their own university combined team.

Then introduce the activity, reminding them what the learning outcome is (slide 2) and explaining the different steps for this activity (slide 3). Then work through the following steps. Timings below are approximate; they add up to between 60 and 80 minutes for the whole activity.

Step 1: [10 minutes] Hand out printed copies of the *Managing coastal environments* and *Water and human health* courses to the teams. Invite them to choose part of one of the course that has scope for adaptation. Remind them to refer to their own responses to the potential for re-use question (Annex 2 from OER Development Activity). The size of part to choose will depend on how much work needs to be done to it and time available in the activity. You could suggest starting with, say, about 10 pages and then increasing if time allows. You might want to encourage the two teams to choose different sections but it doesn’t matter if they are the same.

Step 2: [20-25 minutes]. Ask the teams to identify required changes using highlighter pen or similar to mark up on the printed copy, and to add notes with reasons why the change is needed. You can be flexible about how the larger groups organise themselves; it may be easier to suggest working in their smaller teams and then re-combining at the end of this step.

Step 3: [10-15 minutes] Your role is to facilitate and guide the presentations. Again there’s no need to be prescriptive about how the presentations are organised within the teams.

Step 4: [10-15 minutes] Ask the teams to write down the key points to consider when adapting educational material. Again, this could be done in small teams or combined university teams. Points can be written on post-it notes that you could add to a flipchart or directly on to a flipchart. If you want to, you can do the writing from their spoken comments.

Step 5: [10-15 minutes] When all comments are exhausted, summarise what seem to be the main points before going on to the final slide which is our pre-prepared list of key points. In this case, they are presented as a set of yes/no questions accompanied by ‘if yes, then …’ answers.

Please keep the flipcharts and return them to the office for later analysis and synthesis.

Copy of final slide:

### Points to consider when adapting educational material

* Are you modifying the learning outcomes (LOs)?
Check that new LOs are achievable and appropriate for your students.
* Are you changing the subject content?
Check that LOs and new content are consistent with each other.
* Are you making it more relevant to students in Myanmar by using local or regional examples and case studies?
Consider the sources you could use to find new examples, illustrations etc.
* Are you changing the structure?
Check the logical sequence of material and that internal cross-references are corrected.
* Are you changing the self-assessment tasks?
Check that tasks are achievable and based on what is taught.
* Are you changing the technical format in which the students will study the material e.g. from print to online?
Consider the effect of the changed format on the student and how they study.
* Will you be getting someone to review and comment on your changes?
Consider the best person(s) to ask.
* Do you have available resources for the above?
Consider the budget and time required to make the changes.