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# The Phase 4 Open Educational Resource Development Activity: Testing educational resources with student or employers

## Introduction

This document describes Phase 4 of the TIDE Open Educational Resource (OER)[[1]](#footnote-1) Development Activity that brings together the knowledge and skills learned in the residential schools and from online courses you will have studied. It is part of the TIDE programme that involves all academics and support staff participants working together in the same teams over two years with the overall aim of preparing you to be able to create OER in the future that can be studied by distance education students.

There are four phases to this activity.

Phase 1 asked you to evaluate examples of existing OERs (two online courses from OpenLearn) after the first residential school which was followed by team activities at the second residential school.

Phase 2 asked you to adapt an existing OER (chosen from a longer list of online courses on OpenLearn) after the second residential school to make it more suitable for use with your distance education students. This Phase 2 activity proved difficult for you to complete. Firstly, we were asking you to do things that we had not adequately prepared you for in the previous residential schools and online courses. Secondly, you told us at the third residential school that finding the time for TIDE tasks is difficult as was being able to coordinate doing the work with fellow team members.

We responded to this feedback by devising a shorter Phase 3 activity with several small parts that does directly build upon knowledge and skills learned in the residential schools and from online courses you will have studied, albeit that academic staff and support staff have been undertaking related but different sets of residential school activities and online courses. This also meant that there were parts of the activity that academics can lead on, parts that support staff can lead on and some parts that you can do jointly.

The aim of the Phase 3 activity was to get you to think more deeply about learning design. In practice, many of you still found it difficult to find the time to complete all parts of this assignment particularly where team members had undergone staff rotation to another university. Even so, I wrote to you at the end of January to urge you to do as much as possible to complete the courses and all parts of the assignment as they are important for your understanding of how to design and develop educational resources.

The Phase 4 activity that I am now asking you to do aims to complete the learning design process by asking you to test your chosen course, whether as is or whether adapted by your team, by seeking feedback on it from student and evaluating it against the general graduate competencies that employers are looking for.

## Mentoring

To help guide you in this activity your team will have a mentor. This mentor is likely to be in contact with you both electronically and in person in country if possible. They will help advise and guide you in the tasks set out below.

## The activity

This activity is in three parts. The first part is an introduction to the remaining two parts. These two parts build upon work done in previous phase and in the residential schools. The details of what you need to do are set out in the table below.

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| --- | --- | --- |
| Part | Task | Deadline |
| 1 | Introduction to the activity  In [week 2 section 2.3](https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=72109&section=3.3) of the [**Teaching and Learning Tricky Topics**](https://www.open.edu/openlearn/education-development/learning/teaching-and-learning-tricky-topics/content-section-overview?active-tab=description-tab)course you were taught how to plan an effective needs analysis activity. In part 3 of the phase 3 OER Development Activity we asked you as a team to write down what your plans would be for analyzing the needs of your chosen environmental course with your distance education students.  Academic staff were asked to focus on the learning outcomes of the course referring to previous Residential School sessions on Putting the Teacher in the Text (May 2018) and Assessment for Distance Learning (May 2019).  Support staff were asked to focus on digital capabilities and accessibility referring to [recent webinars](https://www.open.edu/openlearncreate/course/view.php?id=3594) on Digital Literacies, Inclusion and Accessibility in Online Coursesand Introduction to Assistive Technology as well asMay 2018’s Residential School joint session [**Putting the Teacher in the Text**](https://www.open.edu/openlearncreate/course/view.php?id=3634)**.**  In addition in [week 3 section 2](https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=72618&section=3) of the Teaching and learning Tricky Topicscourse you were shown how to understand the student voice through creating student profiles. Support Staff covered similar ground in [week 2](https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=87884) of How to make an open online courseand material from the residential schools such as [**Designing for Online Learners**](https://www.open.edu/openlearncreate/course/view.php?id=3634)**.**  **The task in this part is to review what you were able to achieve in Phase 3 or complete those tasks.** | **The deadline for completing your review of Phase 3 tasks (including submitting any reports) is 6 months after the fourth residential school** |
| 2 | Task 1 has five elements  First, we want you to take your chosen course from OpenLearn/OpenLearn Create (see Annex 1) and select part of it that amounts to 1-2 hours study time. This part of the course can be used as it currently is, or as adapted for your students by your team through previous phases.  Second, please add at least two online quiz questions related to the content of the part of the course that you have selected. These may be the ones that you devised at the November 2029 residential school.  Third, we then want you to give a printed copy of the part of the course you have selected to at least six students for them to study. You should ask these students to study this material and then to complete the two online quizzes that you have created.  Fourth, we want you to seek feedback from those students on both the printed material and the online quizzes. How you seek that feedback is for your team to decide. It could be through face to face interviews or by asking them to answer some questions on paper or online. The questions need to relate to the student experience and so you need to refer to your student needs assessment plan and to what features make for good distance learning material as covered in residential school activities.  **Finally, we want you to** **write a short report on what you did, the feedback you received and what changes you would make to the material in response to that feedback**.  Making changes in response to student feedback is one aspect of quality assurance and enhancement that is very important in both the development and continued deliver of distance learning materials. | **The deadline for completing your review of Phase 3 tasks (including submitting any reports) is 6 months after the fourth residential school** |
| 3 | Task 2  One of the activities at the November 2019 residential school was about Identifying Graduate Competencies. You were asked to list what competencies or attributes you saw as being important for graduates in any discipline or subject. We then showed you a set of competencies that employers in Myanmar say they want from graduates. This framework is shown again in Annex 2.  **We want you to review these competencies and tell us in a report which ones you think your chosen course (not just the part you used in Task 1) could contribute to, giving reasons for your choices.** | **The deadline for completing your review of Phase 3 tasks (including submitting any reports) is 6 months after the fourth residential school** |

## Annex 1 Selected environmental courses by University team

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| --- | --- |
| University/team | Course selection |
| Bago A | Water and human health |
| Bago B | Water for life |
| Bago C | Introduction to ecosystems |
| Dagon A | Water for life |
| Dagon B | Potable Water Treatment |
| Dagon C | Climate change |
| Magway A | Introduction to ecosystems |
| Magway B | Treading lightly on the Earth |
| Magway C | Climate change |
| Mandalay A | Introduction to ecosystems |
| Mandalay B | Understanding atmospheric and ocean flows |
| Mandalay C | Water and human health |
| Mawlamyine A | Water and human health |
| Mawlamyine B | Urban sanitation and solid waste management |
| Mawlamyine C | Water for life |
| MUDE A | Introduction to ecosystems |
| MUDE B | Urban sanitation and solid waste management |
| MUDE C | Climate change |
| Pyay A | Urban Sanitation and Solid Waste Management |
| Pyay B | Water and human health |
| Pyay C | Treading lightly on the Earth |
| Yadanabon A | Waste management and environmentalism in China |
| Yadanabon B | Urban sanitation and solid waste management |
| Yadanabon C | Potable water treatment |
| Yangon A | Water and human health |
| Yangon B | Urban sanitation and solid waste management |
| Yangon C | Water for life |
| YUDE A | Nature matters – systems thinking and experts |
| YUDE B | Water and human health |
| YUDE C | Introduction to ecosystems |

Annex 2 a competency framework for all Myanmar graduates

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| --- | --- | --- | --- |
| Level | Personal conduct and work relationships | Technical knowledge and skills | Communication skills |
| Highly competent | Highly motivated  Demonstrates initiative in executing tasks  Excellent team player  Develops effective working relationships with individuals within the organisation and outside  Effortlessly builds consensus and collaboration to good effect | Versatile use of common software packages and ability to learn new packages rapidly  Extensive use of databases and bespoke information management systems  Excellent digital literacy skills  Develops quality services and products  Complies with quality assurance systems, both internally and externally  Effectively troubleshoots problems and produce solutions | Excellent English language skills  Communicates accurately and clearly in a style appropriate to the audience  Writes concisely, factually and accurately  Excellent presentation skills for impact |
| Competent | Motivated  Demonstrates some initiative in executing tasks  Good team player  Develops good working relationships with individuals within the organisation  Builds consensus and collaboration with support | Confident use of common software packages  Confident use of select databases and bespoke management systems  Good digital literacy skills  Develops good services and products  Complies with internal quality assurance systems  Troubleshoot problems and produce solutions with support | Good English language skills  Presents a range of information confidently and clearly both orally and in writing.  Good presentations skills for informing a range of audiences |
| Basic  competence | Follows processes closely.  Team player  Builds workable relationships with colleagues  Collaborates on specific tasks | Basic use of some common software packages with support  Basic use of a few databases and bespoke management systems with support  Developing digital literacy skills  Contributes to producing services and products  Follows quality assurance systems with supervision | Sound English language skills  Presents basic information in a factual way orally and in writing  Sound presentation skills of factual information with some nuancing for different audiences. |

1. OER are educational resources for self-study by students. They have an open licence applied to them which means you can use, re-use, remix or adapt them for your own teaching, depending on the actual licence used. [↑](#footnote-ref-1)