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# The Phase 3 Open Educational Resource Development Activity: Designing educational resources

## Introduction

This document describes Phase 3 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 RS 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 have told us at the May 2019 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 have responded to this feedback by devising a shorter Phase 3 activity with serval 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 means that there are parts of the activity that academics can lead on, parts that support staff can lead on and some parts that you can do jointly. How you, as a team, organise roles and responsibilities to undertake the different parts of this activity is for you to decide between yourselves. The time issue has also been discussed with Myanmar University partners and all activities you are being asked to undertake are also being notified to your focal leads and/or Rectors so that they are aware of what you are doing and may be able to help you with this problem. Remember that you are working in the same teams as for previous Phases unless you have changes in members due to the transferring to other universities or leaving the programme. Your focal lead will have organised any replacements.

## Aim of the Phase 3 activity

The aim of the Phase 3 activity is to get you to think more deeply about learning design. Learning design is the process by which teachers can make more informed decisions about designing learning activities and interventions, which is pedagogically informed and makes effective use of appropriate resources and technologies.

As academics you will have studied some aspects of learning design in the online course we which we recently asked you to study: [**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)**.**

As support staff you will have covered some aspects of learning design in **Designing for Online Part I & II** and **Putting your Learning Online**at May’s Residential School, the recent webinars on **assessment** and **quiz design** and online courses such as [**How to make an open online course**](https://www.open.edu/openlearncreate/course/view.php?id=2221). In advance of each activity you may also find it useful to look at the relevant sections 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 that the academics have studied.

To further build upon what you have previously done you will be applying the various learning design activities to the **online environmental course your team chose to work on in Phase 2 (see Annex 1)**. You are already familiar with this online course and have thought about how it might be adapted for use with your students. In this phase you will revisit the course and applying certain learning design techniques to it.

Lastly, designing and developing OER requires good team working and so there is a part of this activity where you can reflect on what makes for good team working.

## Learning outcomes

For academics - after completing the Phase 3 activity you should be able to:

* Identify opportunities to work with support staff in the production of online course content
* Understand how to assess the learning needs of the students who will study your chosen online course.
* Create an activity profile for your chosen online course
* Identify and outline some quiz questions that address your chosen course’s learning outcomes

For support staff – after completing the Phase 3 activity you should be able to:

* Identify opportunities to support academics in the production of online course content.
* Apply your experience of creating student profiles to co-develop and contribute to discussions around different types of distance learners and their needs.
* Identify the most appropriate quiz type(s) available on OpenLearn Create for the quiz questions designed by academics.
* Plan how best to present and structure material for use online and on the OpenLearn Create platform.

## Mentors

To help guide you in this activity, giving feedback and advice on your work, your team will have a mentor. The mentor will hopefully be the same mentor as for the Phase 2 activity but there may be some changes as not all the same academics from one of TIDE’s UK partners are available this time. Your mentor will provide some feedback on your submission within two weeks after the deadline.

## The activity

This activity is in six parts. The first part covers team working while the remaining five parts relate to five areas that are important in the learning design of online courses: identifying threshold concepts, undertaking a needs analysis, creating student profiles, creating course activity profiles and developing quiz questions. The details of what you need to do are set out in the table below.

|  |  |  |
| --- | --- | --- |
| Part | Task | Deadline |
| 1 | You have been put into mixed team of academics and support staff to do the OER Development activities because we have found that team working is essential to the de design and development of good distance teaching materials where the subject and pedagogic knowledge and skills of academics are combined with the technical, media and pedagogic knowledge and skills of support staff. For this first task we would like you, as a team, to reflect on how you have been working as team. We have provided some information on team working in Annex 2 which you should study and reflect on before doing the remaining parts of this activity. This Annex has been adapted from the online course on [**Working in groups and teams**](https://www.open.edu/openlearn/money-business/leadership-management/working-groups-and-teams/content-section-0?active-tab=content-tab). If you do have the time we would encourage you to study the rest of this course before the November residential school. | The initial deadline for completing this part is related to when you do parts 2 and 3. The final deadline is the fourth residential school as you will be taking part in joint activities where you will have to consider team working and the roles of different team members as covered in the online course. |
| 2 | In [week 1 section 1.3](https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=72094&section=2.3) of the **Teaching and learning Tricky Topics** course you are asked to think about concepts that you have encountered in either your teaching practice (things that have been difficult to get across to your students) or your personal learning (the things that you have found difficult to understand). We would like you to (1) identify and write down as a team the concepts that you think students will find difficult in your chosen environmental online course and (2) identify and write down as an individual the teaching concepts that you personally have found difficult within the TIDE programme. Each of these tasks should take about 20-30 minutes to complete. |  |
| 3 | 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** course you were taught how to plan an effective needs analysis activity. We would like 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 might want to focus on the learning outcomes of the course and also how it is being taught and assessed. You may find it useful to review previous Residential School sessions **on Putting the Teacher in the Text** (May 2018) and **Assessment for Distance Learning** (May 2019).  Support staff might want to focus on digital capabilities and accessibility. You may find it useful to review [recent webinars](https://www.open.edu/openlearncreate/course/view.php?id=3594) on **Digital Literacies, Inclusion and Accessibility in Online Courses** and **Introduction to Assistive Technology.** November 2018’s Residential School joint session [**Putting the Teacher in the Text**](https://www.open.edu/openlearncreate/course/view.php?id=3634)might also be useful to review for both this activity and activity 3.  This should take no more than 60 minutes to complete. |  |
| 4 | 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 Topics** course you were shown how to understand the student voice through two techniques – (1) a word wheel and (2) a student profile. We would like to use both these techniques on your chosen course.  1. For the word wheel we would like you to first of all complete a set of three words as an individual and then share this set of words with your team members. You can either do this using the table in the course or the interactive online word wheel. You should then review these individual sets as a team and try to agree on a single set of three words. This should take you about 60 minutes to complete. We would like you to write down the individual set of three words, the agreed final set of three words and explain if it was easy or not to agree upon the final set of three words and why.  2. For the student profile technique we would like you, as a team, to create three different student profiles for your chosen environmental course. A copy of the student profile template is provided in Annex 3 but can also be downloaded from [Activity 3 of Week 4](https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=72618&section=4.1.1) of the Tricky Topics course. Support Staff may also find it useful to review [week 2](https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=87884) of **How to make an open online course** and material from the residential schools such as [**Designing for Online Learners**](https://www.open.edu/openlearncreate/course/view.php?id=3634)(20 & 21 May 2019)**.**  This should take about 30 minutes to complete for each profile. |  |
| 5 | In [week 5 section 2.1](https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=72731&section=3.1) of the **Teaching and learning Tricky Topics** course you were taught how to create an activity profile for a course. We would like you, as a team, to create an activity profile for how you would present your chosen environmental course to your distance education students stating your reasons for your choices. You can download a copy of the interactive activity profile template from within week 5 section 2.1. Support Staff may also find it useful to review [week 5](https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=87887) (especially 5.2) of **How to make an open online course.**  This should take no more than 60 minutes to complete. |  |
| 6 | In [week 7 section 2](https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=72881&section=3) of the **Teaching and learning Tricky Topics** course you are shown how to start thinking about creating quiz questions that deals with threshold concepts. We would like you as academics to develop ideas for three quiz questions that could be applied to your chosen environmental course. We would like you as support staff to show your academics the different style of online quiz questions that are available in OpenLearn Create. Support Staff may find it useful to review [week 6](https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=87888) of **How to make an open online course** on assessment and recent webinars such as [**Digital Badging and Assessment**](https://www.open.edu/openlearncreate/course/view.php?id=3594)and [**How to design and build a quiz**](https://www.open.edu/openlearncreate/course/view.php?id=3594)**.** | The deadline for completing this part is the fourth residential school as you will be taking part in joint activities where you, as academics finalize your questions and you as support staff actually build working versions of these questions within OpenLearn Create. |

## 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 Managing team processes

What steps do managers need to take to ensure that their teams are working effectively on a day-to-day basis? We set out the most important ones in this section, which covers mainly throughputs and some advice on management. Consider what you might do to make a difference to the management of a group or team you are responsible for, or what you might do differently with a future team.

### 1 Team goals and objectives

A team needs clear goals that members believe are important and worthwhile. A team is more likely to be effective if it can participate in developing team objectives and work out how they are to be achieved, even if the team’s overall goal has been imposed from above. Discussions should lead to action planning, including specific milestones, timetables and monitoring activities to keep the team focused and to create an appropriate sense of urgency. Defining a measurable output gives the team a framework to work within.

### 2 Ground rules

The team needs to establish a mutually-agreed working approach. The means of participation and expectations of the team experience should be agreed on. Discussions will inevitably consider the norms and values held by the team and what rules are needed to preserve these.

Team members will also need to discuss process issues, such as how the group evaluates and self-regulates itself (that is, how any performance issues will be addressed) and how conflicts are managed.

### 3 Allocating tasks

The allocation of tasks, responsibilities and priorities of individual team members is usually done, at least partly, through joint discussion and negotiations in the team. If the team has a manager, it will be the manager’s responsibility to see that this is done effectively. Usually the process will be supported and strengthened by regular supervision and appraisal. Key questions for the manager to ask are:

1. Has work been fairly distributed between team members?
2. Have roles and responsibilities of team members been decided?
3. Has each individual member taken personal responsibility for at least some aspect of the team task?

(Source: adapted from West, 2004)

### 4 Developing individual contributions

Based on their prior experience, team members will bring assumptions and ideas about how teams should operate, what is expected of them and what they can expect from the team-working experience. These assumptions, ideas and expectations may not be appropriate to the current situation. Conversations are essential to bring to the surface any possible tensions. Questions for the manager to address here include:

1. How well do the tasks allocated fit with the person’s preferred ‘role(s)’?
2. Who has the skills and experience to handle a particular task competently and efficiently?
3. Who will find the task useful for their development?
4. What further training, development or support might an individual need?

### 5. Developing trust

A reasonable degree of trust is an essential ingredient of any successful relationship. Without trust, communication will deteriorate because people will begin to hide their views or try to impose them.

Each member of a team must take some responsibility for the development of trust, although team leaders and managers have the greatest responsibility and the greatest influence. Trust is likely to develop when people listen to and respect each other’s views, irrespective of whether or not they agree with them. Then they are able to share their ideas and views without fear of recrimination.

A team manager can help to ensure the development of trust by involving team members in setting team and individual goals and by giving the team members the necessary autonomy to carry out their tasks without undue interference. Managers should take care, however, that delegating responsibility to team members does not result in abdicating responsibility – that is, ceasing to monitor the performance of team members. A team must also have ways of monitoring and giving feedback on the performance of its members. Any effective team will need to conduct regular reviews.

The higher the level of trust a group has, the easier it will be to deal with conflict when it (almost inevitably) occurs.

### 6. Arriving at consensus in a team

Conflict is perhaps most likely to arise in team work during decision-making. You can help to avoid unnecessary conflict by ensuring that individuals see and understand the logic of what you are proposing, by exploring and discussing the proposals and by making sure there is agreement before proposals are finalised. Some guidelines are:

1. Present a position logically, pointing out strengths and weaknesses and illustrating with examples.
2. Try to avoid using your extra power as team leader or manager.
3. Demonstrate the benefits as well as any disadvantages of the proposal.
4. Avoid changing your mind or agreeing with something because this is easier than promoting or defining what you regard as a good proposal.
5. Remember that consideration of a variety of ideas and opinions is likely to be constructive.
6. Make sure that everybody has access to all the information needed to reach considered opinions.

Sometimes during the life of a team, conflict can run so high that communication is impaired and intervention may be necessary. At such times, the team will need to examine its own progress. Here, the manager or leader will need to:

* ensure that behaviour between members is appropriate
* reinforce and support desirable behaviour
* be prepared to raise the issue of inappropriate behaviour
* create a sense of fairness by empowering or sharing power across team members
* make sure the team goals are shared.

(Source: adapted from Hill and Farkas, 2001)

## Annex 3 Blank student profile

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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)