# TIDE’s core Academic Professional Development Programme

Andy Lane, Academic Director TIDE

## Introduction

In trying to support the transformation of, and innovation within, Myanmar’s Distance Education (DE) provision we made the enhancement of staff capacities as one of three core outputs. At the heart of this output was a two year long professional development programme for university staff. The staff taking this two-year programme were either academic staff from a variety of departments with interests in Education for Environment and Sustainable Development (EfESD) or ICT, Library and other support staff. These staff came from the two DE Universities and the 38 day-campus universities (and associated colleges) and were planned to be put through the programme in three cohorts, although only the first cohort completed the programme in this form. While most of the programme elements were done separately by the academics or ICT, Library and support staff, there were also joint elements where they work together in teams.

The subject focus of EfESD was chosen as an inter- and multi-disciplinary subject with strong links to employment. However, there was and still is a need to transform and innovate practices in all subjects that are, or will be, taught through DE.

**The aim of this guide is to:**

* **set out the educational principles and practices aspects of this original two-year programme**
* **show how the different elements combine to provide a rounded academic professional development programme**
* **detail the different resources used to run individual activities, such as participant notes, slide sets, tutor notes and handouts**.

This will be of benefit to the academic participants in the three cohorts who have undertaken all or some of these activities but will also be a guide to how a similar programme could be run in Myanmar outside of TIDE funding and support. As such it focuses on the needs of academic staff and should be read in combination with the related TIDE Trainers’ Handbook and the TIDE OER Authors Guide.

Similar programme guides are available for the EfESD programme and the ICT, Library and support staff programme.

## Learning Outcomes

After completing this academic professional development programme participants will be able to:

1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students
2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources
3. Evaluate the learning needs of students to help inform the design of teaching programmes
4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes
5. Understand the common competencies that employers in Myanmar are seeking from university graduates

## Programme elements

TIDE used four main learning events that addressed these learning outcomes and which all academic participants were involved with:

1. Webinars run between residential schools
2. Online courses studied between residential schools
3. Classroom based sessions at four residential schools running May and November
4. Team-based OER development activities running through 4 phases after each residential school

The full programme consisted of eight parts beginning with the first residential school (held in May) and completed by the fourth and final phase of the OER development activity as shown in Table 1.

Table 1 Sequencing of learning events over the two-year programme

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Part 1 | Part 2 | Part 3 | Part 4 | Part 5 | Part 6 | Part 7 | Part 8 |
| 1st residential school (May) | Webinars  and/or  Online courses  plus  Phase 1 OER development activity | 2nd  residential school (November) | Webinars  and/or  Online courses  plus  Phase 2 OER development activity | 3rd residential school (May) | Webinars  and/or  Online courses  plus  Phase 3 OER development activity | 4th residential school (November) | Phase 4 OER development activity |

Each separate educational principle and/or practice activity within these eight parts to the programme have their own learning outcomes which variously align with the programme learning outcomes and build upon preceding activities.

The full list of activities by part, the type of activity involved, their learning outcomes and their relationship to the programme learning outcomes are shown in Table 2.

Table 2 A list of activities by programme part, the type of activity involved, their learning outcomes and their relationship to the programme learning outcomes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Part** | **Activity name and acronym** | **Activity type(s)[[1]](#footnote-1)** | **Activity Learning Outcome(s) or Aims** | **Programme Learning Outcome(s) being addressed by this Activity** |
| **1** | Academic Professional Practice 1 RS activity (APP1) | 1. Assimilative  2. Communication  3. Productive | \* Reflect on your teaching practices and identify areas for improvement (reflective journal)  \* Understand the UKPSF, in particular the Areas of Activities.  \* Develop an Action Plan | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students |
| **1** | Exploring Openness and Open Licenses RS activity (EOOL) | 1. Assimilative  2. Communication | \* Understand the different forms of openness and what role ‘open’ has within the context of the TIDE project and your university  \* Have shared your experiences of looking for and creating different types of educational resources  \* Understand the basic features of copyright and open licenses in enabling sharing and reuse of educational resources | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources |
| **1** | Putting the Teacher in the Text RS activity (PTT) | 1. Assimilative  2. Communication | \* Describe some key principles to be considered when preparing resources for distance learning  \* Identify and give examples of features of effective distance learning materials.  \* Explain the role and function of learning outcomes in educational materials. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes |
|  |  |  |  |  |
| **2** | [Developing Good Academic Practice online course](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/developing-good-academic-practice/content-section-0?active-tab=description-tab) | 1. Assimilative  2. Finding and handling information | \* Demonstrate knowledge of good academic practice and how to build it into your studies  \* Understand how to avoid inappropriate or bad academic practice  \* Show knowledge of techniques on how to avoid plagiarism. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  3. Evaluate the learning needs of students to help inform the design of teaching programmes |
| **2** | Academic conduct webinar | Assimilative | \* To consider how plagiarism disrupts student learning  \* To consider how teachers can design \* courses and assessments to reduce the risk of plagiarism  \* To consider the options for responding to plagiarism in student work | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  3. Evaluate the learning needs of students to help inform the design of teaching programmes |
| **2** | OU Processes: Module production webinar | Assimilative | \* To introduce concepts of quality assurance and quality enhancement  \* To consider the team approach to module production and the varying roles of module team members  \* To consider how internal and external review of module components can improve quality | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students |
| **2** | OU Processes: Module presentation webinar | Assimilative | \* To introduce the OU’s approach to supported distance learning  \* To highlight the many sources of evidence available for evaluating the student learning experience on a module  \* To describe quality assurance and enhancement processes used during presentations of an OU module | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students |
| **2** | OU Processes: Programme development webinar | Assimilative | \* To describe the main features of programmes  \* To highlight the many internal and external influences on programme development  \* To describe the quality assurance and enhancement processes used for programmes in the OU | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students |
| **2** | Phase 1 OER development activity | 1. Assimilative  2. Finding and handling information  3. Communication  4. Productive  5. Experiential | \* Use the checklist provided to evaluate the relevant academic, pedagogic and technical aspects of an open educational resource  \* Develop an action plan for modifying an open educational resource so that it could be used by students in your university. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes |
|  |  |  |  |  |
| **3** | Academic Professional Practice 2 RS activity (APP2) | 1. Assimilative  2. Communication  3. Productive | \* Identify the characteristics of effective quality assurance (QA) and quality enhancement (QE) systems and the implications for personal practice  \* Develop suggestions to use QA and QE more effectively to develop your own teaching  \* Use a learning journal to reflect on your teaching  \* Understand the next steps towards undertaking scholarly enquiry into your own teaching or that of others | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  3. Evaluate the learning needs of students to help inform the design of teaching programmes |
| **3** | Reviewing OER quality checklists RS activity (ROQC) | 1. Assimilative  2. Communication | \* understand the different aspects of quality that can influence the use of OERs | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  3. Evaluate the learning needs of students to help inform the design of teaching programmes |
| **3** | Critically reviewing educational resources RS activity (CRER) | 1. Assimilative  2. Communication | \* understand the role and nature of constructive criticism in improving educational resources | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes |
| **3** | Adapting educational resources RS activity (AER) | 1. Assimilative  2. Communication  3. Productive | \* identified what elements of an existing educational resource could be adapted for use with Myanmar students | 3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes |
|  |  |  |  |  |
| **4** | [Teaching and Learning Tricky Topics online course](https://www.open.edu/openlearn/education-development/learning/teaching-and-learning-tricky-topics/content-section-overview?active-tab=description-tab) | 1. Assimilative  2. Finding and handling information  3. Productive | \* Understand the background to tricky topics and how they relate to the subject area  \*. Apply the tricky topic process to support identifying student learning barriers and why they occur  \*. Understand how learning design activities can help to identify the ‘student voice’  \* Apply student and activity profiles and discover how they can inform a tricky topics intervention  \* Understand why and how to develop a targeted tricky topic intervention, as well as how to assess student learning of a tricky topic. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes |
| **4** | Assessment webinar 1 | Assimilative | \*Identify the different purposes of assessment  \*Describe the link between learning outcomes and assessment  \*Outline the role of feedback in assessment | 4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes |
| **4** | Assessment webinar 2 | Assimilative | \*To recognise the need for assessment design  \*To identify assessment types  \*To identify assessment tasks | 4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes |
| **4** | Phase 2 OER Development activity | 1. Assimilative  2. Finding and handling information  3. Communication  4. Productive  5. Experiential | \* 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 a plan for how you might adapt the course for your students | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes |
|  |  |  |  |  |
| **5** | Team role identification and sharing or showcasing of skills RS activity (TR) | 2. Finding and handling information  3. Communication  4. Productive  6. Interactive | \* understand the different roles that people can take when developing OER and how to work more effectively as a team | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources |
| **5** | Academic Professional Practice 3 RS activity (APP3) | 1. Assimilative  2. Finding and handling information  3. Communication  4. Productive  5. Experiential | \* Be more confident about how reflection and feedback from others can help teaching effectiveness  \* Write about your teaching in public and private formats  \* Update your Action Plan | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes |
| **5** | Review of Phase 2 OER development activity RS activity (ROERD2) | 1. Assimilative  2. Finding and handling information  3. Communication  4. Productive  5. Experiential | \* Understand better the processes needed to evaluate and adapt an open educational resource for use with your students | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes |
| **5** | Assessment for Distance Learning RS activity (ADL1 & 2) | 1. Assimilative  2. Finding and handling information  3. Communication | After completing this activity, you will be able to:  1. Describe the different purposes of assessment  2. Identify different methods of assessment  3. Explain the role of feedback in assessment  4. Evaluate an assessment | 4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes |
|  |  |  |  |  |
| **6** | Phase 3 OER Development Activity | 1. Assimilative  2. Finding and handling information  3. Communication  4. Productive  5. Experiential | After completing Phase 3 activity and assignment you should be able to:  1. Evaluate the relevant academic, pedagogic and technical aspects of an open educational resource and plan what aspects need to be added, taken away or adapted so that it could be used by students in your university.  2. Implement that plan to create an adaptation of that open educational resource that could be used by students in your university.  3. Explain what you changed and why to others. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes |
|  |  |  |  |  |
| **7** | Key Concepts Quiz  RS activity | 2. Finding and handling information | After completing this activity, you will be able to:  1. Explain what the key educational practice concepts covered by TIDE are | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources |
| **7** | Review of Phase 3 OER development activity  RS activity | 1. Assimilative  2. Finding and handling information  3. Communication  4. Productive  5. Experiential | After completing this activity, you will be able to:  1. Understand the different aspects of learning design as applied to OERs | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources |
| **7** | Quizzes for Distance Learning RS activity | 1. Assimilative  2. Finding and handling information  3. Communication  4. Productive  5. Experiential | After completing this activity, you will be able to:  \* Explain the purpose of quizzes for distance learning  \* Understand cognitive levels for assessment  \* Understand the pedagogy of different online quiz question types  \* Write quiz questions and feedback that test aspects of student learning  \* Jointly develop an online quiz question | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes |
| **7** | Identifying general graduate competencies RS activity | 1. Assimilative  2. Finding and handling information  3. Communication  4. Productive  6. Interactive | After completing this activity, you will be able to:  \* Explain what the general competencies of any graduate of any degree should be | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  3. Evaluate the learning needs of students to help inform the design of teaching programmes  5.Understand the common competencies that employers in Myanmar are seeking from university graduates |
| **7** | Planning the first Residential School for a TIDE cohort RS activity | 2. Finding and handling information  3. Communication  4. Productive  6. Interactive | After completing this activity, you will be able to:  \* design a five-day residential school programme of study for your peers | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes |
|  |  |  |  |  |
| **8** | Phase 4 OER Development activity | 1. Assimilative  2. Finding and handling information  3. Communication  4. Productive  5. Experiential | After completing Phase 4 activity and assignment you should be able to:  1. Test your chosen course, whether as is or whether adapted by your team, by seeking feedback on it from students  2. Evaluating your chosen course against the general graduate competencies that employers are looking for  3. Explain what changes you need to make in response to this feedback to others. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes  5. Understand the common competencies that employers in Myanmar are seeking from university graduates |

# Learner activity types

The Open University Activity Planner classifies learner (student) activity into seven categories, which are listed below.

## 1. Assimilative

E.g. attending to information

Students study and think about theories and concepts encountered in materials and resources, case studies, etc.

Often this is the first part of a learning cycle where students receive and begin to make sense of new information, before they then apply or test their new knowledge, or go on to reflect, review and communicate their understanding.

Examples include: Read, Watch, Listen, Think about, Access, Observe, Review, Study.

## 2. Finding and handling information

E.g. searching for and processing information

Students are actively and critically engaged in gathering and manipulating information.

These activities might include conducting research, extracting information from databases, analysing information, synthesising data and evaluation.

Examples include: List, Analyse, Collate, Plot, Find, Discover, Access, Use, Gather, Order, Classify, Select, Assess, Manipulate.

## 3. Communication

E.g. discussing learning with at least one other person (student or teacher)

This will be achieved through dialogue, as students begin to take a position in relation to problems and debates, and internalise complex and interrelated concepts.

Collaboration is a step further where students (and teachers) work together to produce some end product and through that process make new make new connections and develop a shared understanding of the topic.

Examples include: Communicate, Debate, Discuss, Argue, Share, Report, Collaborate, Present, Describe, Question.

## 4. Productive

E.g. actively constructing an artefact

Here students apply their knowledge and skills together or alone in order to create a piece of work. This could be a list, a piece of narrative text which answers a question, a reflective account, a report, a video or a presentation etc.

Because something concrete is produced, it can be reviewed, evaluated or assessed, and feedback can be received. It can also be used to support revision and further study.

Examples include: Create, Build, Make, Design, Construct, Contribute, Complete, Produce, Write, Draw, Refine, Compose, Synthesise, Remix.

## 5. Experiential

E.g. applying learning in a real-world setting

This activity is most often found in work-based learning or practical science modules. Students are required to apply their skills, knowledge and understanding in a real-world setting.

This does not include role play and simulated scenarios but could include a case study if it is taken from the student’s real-world setting. The key is that students receive real-life feedback on the activity e.g. from customers or clients, work colleagues or the environment and have an opportunity to reflect in context.

Examples include: Practise, Apply, Mimic, Experience, Explore, Investigate, Perform, Engage.

## 6. Interactive/adaptive

E.g. applying learning in a simulated setting

‘Interactive/adaptive’ does not relate to the technology but the student activity itself.

Students apply their knowledge and skills in a simulated setting, receive immediate feedback and are then given the opportunity to adapt their approach.

Activities falling into this category might include role play, problem-based scenarios, simulated case studies and simulated experiments.

Examples include: Explore, Experiment, Trial, Improve, Model, Simulate.

## 7. Assessment

E.g. all forms of assessment, including a quiz, an assignment or an exam

Examples include: Write, Present, Report, Demonstrate, Critique.

1. See Annex 1 for a description of these and which are also covered in the Teaching and Learning Tricky Topics online course [↑](#footnote-ref-1)