# Previous Academic schedules

## May 2018

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| --- | --- | --- | --- | --- | --- |
|  | Academic subject-led | Academic subject-led | Academic subject-led | Educational practice-led | Educational practice-led |
| Morning | Water sampling and field measurements (WS) | Hydrogeology (HG) | Multi-objective river management (MRM) | Academic professional practice (APP) | Putting the teacher in the text (PTT) |
| Afternoon | Drinking water remediation (DWR) | Heavy metal pollution from mining activities (HMP) | Computational skills for environmental sciences (CS) | Academic professional practice (APP) | Evaluating open educational resources (EOER) |

## November 2018

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| **Time** | **Monday**  **Day 1** | **Tuesday**  **Day 2** | **Wednesday**  **Day 3** | **Thursday**  **Day 4** | **Friday**  **Day 5** |
| Session one – joint sessions between academic and support staff | Opening Ceremony  and Welcome Plenary  Reviewing Lessons Learned (LL) | A review of completed OER quality checklists (ROQC). | Constructive Criticism of Educational Resources (CRER). | Identifying how an educational resource could be adapted for use in Myanmar (AER). | Plenary reviewing completed and future OER development activities (LF) |
| Session two to four – academics rotate in 5 groups of 2 universities through five activities | Group A  Enhancing the quality of our teaching (EQT);  Group B  Creating serious games for education (CSGE);  Group C  Habitat loss, fragmentation and population biology (HFPB);  Group D  Why genetic diversity matters for conservation (GDMC);  Group E  Social research methods - Local communities and field conservation (SRM) | Group A  Enhancing the quality of our teaching (EQT);  Group B  Creating serious games for education (CSGE);  Group C  Habitat loss, fragmentation and population biology (HFPB);  Group D  Why genetic diversity matters for conservation (GDMC);  Group E  Social research methods - Local communities and field conservation (SRM) | Group A  Enhancing the quality of our teaching (EQT);  Group B  Creating serious games for education (CSGE);  Group C  Habitat loss, fragmentation and population biology (HFPB);  Group D  Why genetic diversity matters for conservation (GDMC);  Group E  Social research methods - Local communities and field conservation (SRM) | Group A  Enhancing the quality of our teaching (EQT);  Group B  Creating serious games for education (CSGE);  Group C  Habitat loss, fragmentation and population biology (HFPB);  Group D  Why genetic diversity matters for conservation (GDMC);  Group E  Social research methods - Local communities and field conservation (SRM) | Group A  Enhancing the quality of our teaching (EQT);  Group B  Creating serious games for education (CSGE);  Group C  Habitat loss, fragmentation and population biology (HFPB);  Group D  Why genetic diversity matters for conservation (GDMC);  Group E  Social research methods - Local communities and field conservation (SRM) |

## May 2019

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| **Time** | **Monday**  **Day 1** | **Tuesday**  **Day 2** | **Wednesday**  **Day 3** | **Thursday**  **Day 4** | **Friday**  **Day 5** |
| Session one to three – academics rotate in 5 groups of 2 universities through five activities | Group A  Academic Professional Practice  (APP3)  Group B  Water and Human Health (WAHH)  Group C  Introduction to Ecosystems  (IES)  Group D  Solid Waste Management (SWM)  Group E  Exploring Bioenergy & Sustainable Development (BESD) | Group A  Academic Professional Practice  (APP3)  Group B  Water and Human Health (WAHH)  Group C  Introduction to Ecosystems  (IES)  Group D  Solid Waste Management (SWM)  Group E  Exploring Bioenergy & Sustainable Development (BESD) | Group A  Academic Professional Practice  (APP3)  Group B  Water and Human Health (WAHH)  Group C  Introduction to Ecosystems  (IES)  Group D  Solid Waste Management (SWM)  Group E  Exploring Bioenergy & Sustainable Development (BESD) | Group A  Academic Professional Practice  (APP3)  Group B  Water and Human Health (WAHH)  Group C  Introduction to Ecosystems  (IES)  Group D  Solid Waste Management (SWM)  Group E  Exploring Bioenergy & Sustainable Development (BESD) | Group A  Academic Professional Practice  (APP3)  Group B  Water and Human Health (WAHH)  Group C  Introduction to Ecosystems  (IES)  Group D  Solid Waste Management (SWM)  Group E  Exploring Bioenergy & Sustainable Development (BESD) |
| Session four - joint sessions between academic and support staff | Opening Ceremony  and Welcome Plenary (Actually session 1) | Review of Phase 2 OER Development Activity  (ROERD) | Assessment for Distance Learning 1 (ADL1) - The different purposes of assessment | Assessment Distance Learning 2 (ADL2) Design and use of assessment types | Closing Plenary and Awarding of Certificates |

# Previous support staff schedules

## May 2018

|  |  |
| --- | --- |
| Day 1 | |
| Morning | Plenary |
| Exploring Openness |
| Afternoon | What is Distance Learning in your institution? |
| Exploring Openness in Distance Education |
| Day 2 | |
| Morning | Open Licensing |
| Afternoon | Understanding Distance students vs Day students |
| Looking at the future of Distance Education |
| Ways to support Distance Education |
| Plenary |
| Day 3 | |
| Morning | Open Platforms |
| Afternoon | Open Tools |
| Plenary |

## November 2018

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| Morning | Plenary |
| Lessons learnt |
| Afternoon | Webinar review |
| Online course review |
| Day 2 | |
| Morning | OER quality checklist activity review |
| What does good distance education look like, ‘Putting the Teacher in the text’ |
| Afternoon | What does good distance education look like, ‘Putting the Teacher in the text’ |
| Who are your students? |
| Day 3 | |
| Morning | The role of constructive criticism in improving education resources activity |
| How will the learning be delivered? |
| Afternoon | Who are you working with? |
| Learning outcomes |
| Day 4 | |
| Morning | Identifying how an educational resource could be adapted for use in Myanmar |
| Finding OER |
| Afternoon | Re-using OER |
| Time to work on individual activities from sessions 2 & 3 |
| Day 5 | |
| Morning | Reviewing completed and future OER development activities. |
| UK Professional Standards Framework: A framework for developing Academic Professional Practice |
| Afternoon | Look ahead |
| Plenary & certificate presentation |

## May 2019

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| --- | --- |
| Morning | Plenary |
| Review of the year so far and the upcoming activities |
| Afternoon | Webinar review and OER development activity – show & tell |
| (Part 1) Designing for online (putting your OER online) |
| Day 2 | |
| Morning | OER Remix |
| (Part 2) Designing for online (putting your OER online) |
| Afternoon | Train the trainer |
| Review of Phase 2 OER Development Activity |
| Day 3 | |
| Morning | Seminar sessions on technology in education |
| Seminar sessions on technology in education |
| Afternoon | Group discussions on morning sessions and OER quiz |
| Assessment 1 - The different purposes of assessment |
| Day 4 | |
| Morning | Using video in learning |
| Using video in learning |
| Afternoon | Using video in learning |
| Assessment 2 Design and use of assessment types |
| Day 5 | |
| Morning | (Part 3) Putting your learning online |
| (Part 3) Putting your learning online |
| Afternoon | (Part 3) Putting your learning online |
| Plenary & certificate presentation |