## Tutor notes

There are two aspects to this activity.

The first aspect is to engender a discussion of the Phase 3 activity and get their feedback on it. This can be broken down into what they thought of the online course(s) they did prior to the activity itself (we have specifically asked participants whether and when they completed these courses and may have that information available); and then what they thought about the different parts of the activity: naming three concepts, doing a word wheel, developing student profiles, producing activity profiles. While there has been feedback to each team by their mentor this session is to try and pull out common themes and issues across the teams you have in your room. As the focus for the phase 3 activity is learning design the aim is to finish off with a review of learning design using the slides provided. I think this might take 60 of the 90 minutes available.

The second aspect is get teams to share their overall experiences of doing the OER development activity. This is where their reading of other teams’ completed posters comes in. These posters will be stuck on walls and teams given enough time to look at all the others (you will have up to 12 in total). The individual completed posters provides a monitoring and evaluation mechanism for TIDE to understand what progress or not has been made but again it is an opportunity to engender discussion about the whole process amongst the teams in order that we can make better plans for the Phase 4 activity they will do after this residential school. I think this might take 30 of the 90 minutes available.