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# Phase 2 OER Development activity: Adapting an OER

The TIDE Open Educational Resource (OER) Development Activity is an extended component of the TIDE programme that involves all academics and support staff participants working together in teams over two years. It will make a significant contribution towards achievement of the TIDE objective to:

* Co-develop up to 400 learning hours of open educational resources with participants and which can be used to strengthen existing courses delivered by participating universities.

(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.)

The OER Development Activity has four phases; these are sub-activities that you will be working on over the next two years. You will be working in a team from your own university consisting of two academics plus one or two support staff.

Phase 1 was finished during the second residential school with the three activities of reviewing your OER quality checklists for the two selected online courses, discussing comments made on these two online courses and then identifying possible revisions to the two courses to make them more suitable for use in your institution.

The aim of this second phase is for you, in your team, to adapt part of an existing OER to make it more suitable for use with students in your university.

To meet this aim you will need to:

* select an OER from the list given in Annex 1 (all are presented as online courses),
* consider how you might use this particular OER, or part of it, in your own university;
* identify some changes or adaptations you want to make to the OER, or part of it, in order to make it suitable for use with your students;
* implement those changes or adaptations so as to create the adapted OER, or part of it, and
* be prepared to explain to other teams what you did in the May 2019 residential school.

The list of online courses in Annex 1 covers a number of different environmental topics to suit the interests and subject expertise of the academic members of the team and all include a number of technical features that provide opportunities for support staff to use their expertise.

With TIDE’s focus on distance education, the OERs that have been selected for Phase 2, just as they were for Phase 1, come from The Open University (OU) and are found on its OpenLearn or OpenLearn Create websites. Many of the free courses on OpenLearn are extracts from the undergraduate and postgraduate modules that are studied by the OU’s own distance education students. The original module materials may have originally been designed for study in print form or in online form. OpenLearn Create is a related platform run by the OU where anybody can create an online course for themselves. It is also used to host educational materials and courses developed as part of its many international development projects, including TIDE. One of the courses comes from one such international development project, OpenWASH.

## Learning outcomes

After completing Phase 2 activity and assignment you should be able to:

* 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.
* Implement that plan to create an adaptation of that open educational resource that could be used by students in your university.
* Explain what you changed and why to others.

## The activity

The activity we want you to undertake in your team is to:

* select an OER from the list given in Annex 1,
* evaluate it using the skills learned in Phase 1 and plan what adaptations you want to make to it, or part of it, so that it could be used in your University and share those plans with a mentor
* revise your plans based on feedback from the mentor and create a draft of the adapted OER, or part of it, and share that draft with your mentor, and
* make further adaptions in the light of mentor feedback and upload the adapted OER into OpenLearn Create.

How you, as a team, organise roles and responsibilities within your team to undertake this activity is for you to decide, but the activity must address the subject content, the pedagogy (structure, narrative, activities, self-assessment questions etc.) and use of technology and media (text, images, video etc.) for the OER through all parts of the activity.

## Mentors

To help guide you in this activity, your team will be assigned a mentor after you have selected the course you will work on, who will be an academic from one of TIDE’s UK partners. They will give you feedback and advice on subject matter and /or pedagogy at agreed times during the activity.

## The assignment

This assignment is in four parts.

Part 1 of the assignment is to select which course your team is going to work with and then tell us so that we can allocate you a mentor. You must submit the name of your selected course and the name of your team.

Part 2 of the assignment is to evaluate and produce an adaptation plan for your chosen OER. This work should be written up as document, using the template in Annex 2, which sets out your responses to the following questions:

* Which OER (online course) did you select and why?
* In what ways and in which programmes could the OER be used in your university?
* What subject, pedagogical and technical adaptations need to be made to the OER to make it usable for students in your university? These adaptations might have different elements such as:
  + authoring new or revised text and in-text activities or questions
  + creating new, or identifying existing, openly-licensed images and graphics as replacement or additional assets
  + creating new, or identifying existing openly-licensed video sequences as replacement or additional assets.

As the OERs/online courses listed are of very different length in terms of study hours, we suggest that your plan should focus on parts or sections of the online course that would equate to **at least 5 hours study time**.

After you have completed part 1 of the assignment, we would like you, as a team, to submit this document. This document should be your combined team responses and will need to have the name of your team on it.

Feedback on this document will be given to your team by your allocated mentor. This feedback will be provided by email and online conversations, and give constructive comments on your plan.

Part 3 of the assignment is to revise your adaptation plan in the light of the feedback and comments of your mentor and to then start putting that plan into action. This will require you to create an adapted text document with any new material clearly labelled and sources acknowledged, for example details of new video sequences or new self-assessment questions. This draft adaptation will need to be submitted as a word/pdf document.

Feedback on this document will be given to your team by your allocated mentor. This feedback will be provided by email and online conversations, and provide constructive comments on draft adaptation.

Part 4 of the assignment is to make any further changes to your adapted OER in the light of the feedback and comments from your mentor and then upload the finalised material into OpenLearn Create.

This deadline is just before the May residential school. There a will be session in that school where you will be asked to explain to other teams what you did and why and to discuss the different approaches taken. If you have had difficulties uploading your final adaptation there will also be opportunities in the May 2019 residential school to review and help with this.

# Annex 1 List of online courses from OpenLearn or OpenLearn Create to select from to adapt for Myanmar

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course title** | **Level[[1]](#footnote-1)** | **Hours[[2]](#footnote-2)** | **Short description and link to online course** | **Related themes** |
|  |  |  |  |  |
| Introduction to ecosystems | 1 | 12 | Gain an understanding of the natural world and how the web of life works, with illustrations from around the world. In this course you will discover how organisms are linked together by complex interrelationships, how such links are studied and how the physical properties of a particular habitat interact with the organisms that inhabit it. [*https://www.open.edu/openlearn/science-maths-technology/introduction-ecosystems/content-section-overview?active-tab=description-tab*](https://www.open.edu/openlearn/science-maths-technology/introduction-ecosystems/content-section-overview?active-tab=description-tab) | Biodiversity |
| Water and human health | 1 | 9 | Water is a natural resource that is vital for human survival and health, although only a tiny fraction of the Earth's supply is available to humans and terrestrial animals. In this free course we look at threats, such as pollution, to water's capacity to support life around the world. [*https://www.open.edu/openlearn/science-maths-technology/science/biology/water-and-human-health/content-section-0?active-tab=description-tab*](https://www.open.edu/openlearn/science-maths-technology/science/biology/water-and-human-health/content-section-0?active-tab=description-tab) | Water, environmental health |
| Water for life | 1 | 15 | Atoms, elements and molecules are the building blocks of everything that makes up our world, including ourselves. In this free course you will learn the basic chemistry of how these components work together, starting with a chemical compound we are all very familiar with water.  [*https://www.open.edu/openlearn/nature-environment/the-environment/environmental-studies/water-life/content-section-0?active-tab=description-tab*](https://www.open.edu/openlearn/nature-environment/the-environment/environmental-studies/water-life/content-section-0?active-tab=description-tab) | Water |
| Environment: treading lightly on the Earth | 1 | 15 | This free course focuses on the problem of greenhouse gas emissions, especially carbon dioxide, enables you to measure your own carbon footprint and explores what you could do to reduce that footprint and so ‘tread more lightly on the Earth’  *https://www.open.edu/openlearn/nature-environment/environmental-studies/environment-treading-lightly-on-the-earth/content-section-0?active-tab=description-tab* | Environmental impacts; climate change |
| Environment: understanding atmospheric and ocean flows | 1 | 10 | *https://www.open.edu/openlearn/nature-environment/environment-understanding-atmospheric-and-ocean-flows/content-section-0?active-tab=description-tab* | Climate change |
| Waste management and environmentalism in China | 1 | 8 | This free course is an introduction to waste generation and waste management processes currently being practiced in China. it explores how the Chinese can deal with increasing volumes of waste and discusses the conceptual tools that can be used to make the cycle of material use, waste production and treatment more sustainable.  [*https://www.open.edu/openlearn/nature-environment/environmental-studies/waste-management-and-environmentalism-china/content-section-0?active-tab=description-tab*](https://www.open.edu/openlearn/nature-environment/environmental-studies/waste-management-and-environmentalism-china/content-section-0?active-tab=description-tab) | Waste management; environmental impacts |
| Potable water treatment | 2 | 20 | Without it we are dead! Water is essential, but what processes must it go through to become fit for human consumption? This free course will guide you through the continuous cycling of water between land, open water surfaces and the sea before moving on to an overview of the water treatment and supply process.  https://www.open.edu/openlearn/science-maths-technology/engineering-and-technology/technology/potable-water-treatment/content-section-0?active-tab=description-tab | Water; pollution; environmental health |
| Climate change | 2 | 18 | Climate change is a key issue on today's social and political agenda. This free course explores the basic science that underpins climate change and global warming.  https://www.open.edu/openlearn/nature-environment/climate-change/content-section-0?active-tab=description-tab | Climate change |
| Nature matters: Systems thinking and experts | 3 | 15 | This free course explores conceptual tools for assisting our thinking and deliberation on what matters. The notion of 'framing' nature is introduced and three readings provide an understanding of systems thinking for explicitly framing issues of environmental responsibility.  [*https://www.open.edu/openlearn/nature-environment/the-environment/nature-matters-systems-thinking-and-experts/content-section-0?active-tab=description-tab*](https://www.open.edu/openlearn/nature-environment/the-environment/nature-matters-systems-thinking-and-experts/content-section-0?active-tab=description-tab) | Biodiversity and conservation |
| Urban Sanitation and Solid Waste Management | 1 | 24+ | Improved sanitation has proven benefits for human health, quality of life and poverty reduction. It is important for WASH practitioners to understand the drivers and barriers to sanitation in any given context to best serve communities and users. This course is designed to equip students with knowledge of the importance of sanitation, the benefits, the methods and the main challenges. It also covers the disposal of solid domestic waste and the benefits of an integrated approach to waste management.  <http://www.open.edu/openlearncreate/course/view.php?id=2100> | Waste management; pollution |

# Annex 2 Template for Part 2 of the assignment

**Your team name:**

**Name of your selected course:**

|  |
| --- |
| Why did you select this course to adapt? [expand box as necessary] |
| In what ways and in which programmes could the selected course be used in your university? [expand box as necessary] |
| What subject, pedagogical and technical adaptations need to be made to the OER to make it usable for students in your university? [expand sections as necessary]  Subject  Pedagogical  Technical |

1. These rating levels approximates to the 3 years of a UK full time degree although the original material may have come from a module studied at a higher level. [↑](#footnote-ref-1)
2. The study hours reflects study of online material, not a printed version [↑](#footnote-ref-2)