## Activity Title

How will the learning be delivered? Weds AM1

## Learning Outcomes

This session will help participants to:

* Be aware of a number of approaches in which learning can be delivered
* Understand how methods of delivery could take account of the needs of varied learning personas.

## Description of Activity

**Activity 1: Review of learning from Day 2 (20 minutes total)**

In small groups, identify the key points related to characteristics of good quality Distance Education and personas from the earlier session.

Each group also notes down initial thoughts on how these points might be applicable to the delivery of learning. Facilitators will circulate around the groups.

After the time is up, each group summarises and presents their ideas back to the group for a further 10 minutes. The points arising will be noted down on flipcharts and put on the wall for reference.

**Activity 2: Presentation and analysis of examples of educational resources and how they are delivered illustrating a range of approaches (30 minutes total)**

The presenter will provide two educational resource examples illustrating where different approaches have been taken to delivery.

During the presentation the groups will be asked to make notes on the delivery methods involved in the examples presented.

After each example presented the groups will be invited to consider the pros and cons of delivering the educational resource using the different delivery approaches, considering the subject, the personas they have developed, and the study time involved for different personas.

Each presentation will take about 5 minutes, followed by 5 minutes group discussion, and 5 minutes feedback of key learning points from the groups.

Facilitators will circulate around the groups who will be provided with a chart where they can note for each example the pros and cons of different delivery approaches for different personas including, assessing the scope for:

* Print
* Online
* Mixed print/online
* Use of audio
* Use of video or TV
* Approaches (this could include cutting edge use of ICTs such as Virtual or Augmented Reality)
* Nature of student contact with tutors
* Nature of any practical work
* Nature of any field work
* Other relevant ideas

**Activity 3: OER design and delivery (40 minutes total)**

**Activity 3** is a practical activity.

“Imagine you are part of a team developing new learning resources for the study of water pollution. This part of the course is about the impact of water pollution on the biodiversity of a river.

Clean unpolluted rivers typically have high biodiversity, meaning they support many different types of plants and animals. The animals include different species of fish, amphibians, such as frogs, worms, snails, insect larvae and many others. However, if a river is polluted, for example by the wastewater from a factory, some fish and other animals may be unable to survive. In the long term, this will reduce the biodiversity of the river but in severe cases, fish may be killed and be seen floating on the surface of the water”.

Each group will consider the topic description above and will develop their plan for how this OER can be best designed and delivered, given the range of personas that need to be considered, and the time they wish to allocate for the study of this OER.

Groups will be asked to note down their ideas on flipcharts and they can also use the persona charts as an aid to developing an effective strategy for OER delivery.

Note: Participants may also wish to take into account the new 1 campus 2 systems model and consider how the ICT and pedagogy related constraints that their University may be facing, also the opportunities to innovate in terms of delivery.

Facilitators will circulate around the groups. After 20 minutes each group summarises and presents their ideas back for a further 5 minutes each.

For this purpose, flipcharts and group materials will have been gathered together and shared on the wall.