# TIDE Residential School Activity: Cohort 2019

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| Tutor name |  |
| Activity title | Open ToolsDay 3 – Session 3 |
| Total time needed for activity | 90 minutes |
| Number of sessions required | 1 |
| Learning outcome(s) | 1. To be aware of a range of Open tools
2. To be aware of the advantages of adaptation of OER
3. To be able to make a decision on what tools can be used for what type of OER adaptation
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| Brief description of activity (knowledge to be covered and how it will be run) | **Part 1: (20 minutes)**You will be introduced to the concept and practical approach of adaptation of OER through a short 10-minute presentation, which will provide examples of adapted OER. You will be encouraged to think about what types of tools you might already use both in and out of work that may be able to be used to adapt OER. **Activity 1:*** In small groups discuss the types of tools (software programs, apps etc;) you have used both in work and outside of work
* Write these on post it notes.
* Stick these on the wall and discuss as a group how these might be used with different media types.
* Organise into the different media types
* Present back to the wider group on 1 or 2 tools.

 **Activity 2: (40 minutes)**You will be split into 4 groups; each group will be provided with a list of open tools that focus on a different media type. You will explore these tools as well as any others that came up in the previous session or that you wish to search for. As a group you will report back to the group on:* What they were and what they do
* Which ones you liked and didn’t like
* Which ones might be useful
* Any others you found

 **Activity 3: (30 minutes)**Taking an OER (either one you find or use the one you found on day 2) discuss in groups how your OER could be adapted and which tools you might use to do it. This will be followed up by a quick review where 2 or 3 of you will feedback your thoughts to the whole group. Using an existing example the facilitator will then provide a short presentation on how this OER was adapted.  |