# TIDE residential school activity proposal form

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| Tutor name | Jon Gregson |
| Activity title | What is the impact on your institution given the new model for DE (i.e. ‘One campus Two Systems’)? |
| Total time needed for activity | 90 min |
| Number of sessions required[[1]](#footnote-1) | 1 |
| Learning outcome(s)[[2]](#footnote-2) | 1. To have a shared understanding of the changes being introduced as a result of the ‘One Campus Two Systems’ model, and other policy level changes being introduced, and the implications these have for YUDE, MUDE and day campus Universities 2. To have identified some initial areas where ICT, library and support staff can improve the model for distance education in Myanmar and also identified related barriers to change 3. To review the online course activity that participants have been engaged in |
| Brief description of activity (knowledge to be covered and how it will be run)[[3]](#footnote-3) | **Session Introduction (10 minutes)**  A PowerPoint overview by the facilitator, of our latest understanding of the policy level changes being introduced that will be affecting DE (and also face to face provision) in the forseeable future. This will introduce the session and set the scene for the first activity **(10 minutes)**.  **Activity 1: Improving the Model (50 minutes)**  This activity will focus on your current institutional support service systems for academics and distance students. You will now be looking at:   * What kind of library and ICT support/services are available at your university? * How are you providing these support/services to academics and distance students? * What improvements could be made to the delivery and support for DE at your University, taking into account the policy level changes that have been / are being introduced?     You will be working with a group of colleagues from the same university. Each group will be invited to note down the key points from their discussion on a flipchart sheet and stick this on the wall. You will then view each other’s sheets, and the facilitator will invite feedback and plenary discussion particularly focussing on the ideas for improvements. The activity will be split roughly 30 minutes for group work followed by 20 minutes for feedback and discussion  **Activity 2: Review Online Course (20 minutes)**  This activity will start with a PowerPoint presentation covering the Online courses that Cohort 2 support staff have been involved in, reminding participants of the aims. (10 minutes)  This will be followed by a plenary session where the facilitator invites feedback on the main learning points from the online courses (noted on flipchart sheet no.1), and what follow up or actions are needed to put this learning into action (noted in flipchart sheet no.2)  **Session Wrap Up (10 minutes)**  The session wrap up will be carried out by the facilitator. The wrap up draw out and summarise the main action points noted from the session activities. |
| Equipment needed[[4]](#footnote-4) | Project and laptop  Flip chart/post-its  Pens  Blue tack |
| Any other comments |  |

1. For example the total length may be 60 minutes but run over two 30 minute sessions etc. [↑](#footnote-ref-1)
2. One learning outcome may be sufficient in most cases [↑](#footnote-ref-2)
3. For example it may be a 30 minute presentation with Q&A or a 60 minute practical activity with short introduction etc. [↑](#footnote-ref-3)
4. Both IT equipment and specialist equipment including whether you can supply it [↑](#footnote-ref-4)