# TIDE Residential School Activity: Designing for Online Learners (2)

|  |  |
| --- | --- |
| Tutor name |  |
| Activity title | Designing for online learners (2): Learning Outcomes |
| Total time needed for activity | 90 minutes |
| Resources required | * Slides on learning outcomes
* Tutor/participant notes
* Example of an OER (or part of one) translated into Myanmar language
* Short video on ‘Different purposes of wearing thanakha’
 |
| Learning outcome(s) | * Explain what a learning outcome is to a colleague in your university
* Write or adapt learning outcomes for an OER course
 |
| Brief description of activity (knowledge to be covered and how it will be run) | This session will focus on writing learning outcomes. Participants will be introduced to learning outcomes – what they are and why they are important. There will be the chance to think about how learning outcomes relate to assessment, and the importance of active learning to enable learners to achieve the learning outcomes and complete the assessment. To put the study material on learning outcomes in context, learners are directed to the short video on ‘Different purposes of wearing thanakha’. This video was created by participants at the November 2019 residential school and it shows how they developed some learning outcomes and activities to teach others about uses of thanakha, and thought about how these could be assessed. Learners will also focus on an OER and come up with ideas for what learners will do to meet learning outcomes and demonstrate their skills and knowledge through the assessment. This will lead onto a future activity to plan the structure of their OER course in preparation for putting it online.**Activity 1 (group or individuals): active learning - 30 minutes*** Think about a time when you had a good experience of learning something – what was it that helped you to learn?
* Watch the short video on ‘Different purposes of wearing thanakha’ (details in Tutor / Participant handout, along with how to carry out this activity if you want to try it yourself)
* Review the part of the Tutor / Participant notes handout that lists examples of active learning.
* Note down one or two examples of activities that would help your learners to master the skill of creating thanakha
* If you are working in a group with others, feed back and compare examples**.**

**Activity 2 (group or individual): write a learning outcome – 45 minutes*** Study the tutor / participant notes on learning outcomes
* Look at the OER you are going to focus on
* Identify something you would like your learners to be able to do after studying your OER – write it down (note that your OER may already have some learning outcomes, but you should consider the needs of learners in your context)
* How will you know if they can do it? Add your ideas
* Are there any learning activities you would like to add to the OER to help your learners be able to achieve the learning outcomes and do the assessment?
* If you are doing group work with others, feed back your ideas to the whole group.
 |