# TIDE’s ICT, Library and Support Staff Development Programme

## Introduction

The Transformation by Innovation in Distance Education (TIDE) project aimed to increase the quality of distance education in Myanmar. TIDE developed a 2 year programme of activity to increase capacity of both academic and ICT, librarian and support staff at universities and colleges across Myanmar. The ICT, librarian and support staff programme aimed to develop skills around the development of educational resources for teaching and learning online, in addition to providing technical knowledge and support around open practices.

This guide outlines the ICT, Library and Support Staff strand component of the TIDE professional development programme. It complements the document [*TIDE’s core Academic Professional Development Programme*](https://www.open.edu/openlearncreate/course/view.php?id=7157)which outlines the programme for academic staff. Similarly the following guide aims to be useful to ICT, librarian and support staff who have participated in all or some of the activities. The guide also illustrates how a similar programme could be run.

The programme is presented chronologically, session-by-session, with associated learning outcomes. Each session has also been classified according to one or more activity type. In addition the sessions have also been categorised thematically. These themes suggest possible alternative ways to use the material either for self-study or for group work. You may also want to use materials for training purposes on a specific topic.

To help support the use of the following and associated materials, this programme should be used in conjunction with the TIDE trainer manual, which provides information on different approaches to using both the academic and support staff programme materials.

## Learning Outcomes

The ICT, Library and Support Staff programme learning outcomes crossover and reflect those of the academic professional development programme. The learning outcomes for the academic programme are as follows:

1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students
2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources
3. Evaluate the learning needs of students to help inform the design of teaching programmes
4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes
5. Understand the common competencies that employers in Myanmar are seeking from university graduates

Similarly, the ICT, Library and Support Staff programme learning outcomes are as follows:

* Understand the fundamental principles of learning design and how to support different types of learner appropriately.
* Be able to support the design and delivery of resources for effective distance learning.
* Support the development of open educational resources through their identification, evaluation, selection and appropriate reuse.
* Understand and use different open technologies to support both day and distance learners.
* Understand and use online learning platforms (e.g. OpenLearn Create).

## Session Themes

Session types have also been categorised thematically under one or more of the following areas:

|  |  |  |
| --- | --- | --- |
|  | **Theme** | **Examples of what this theme covers:** |
| **1** | Distance Education | Understanding different types of students, different education models, good practice/examples. |
| **2** | Learning Design | Understanding student types, how to write and design learning online learning and good practice, accessibility, assessment and evaluation. |
| **3** | Open Education | What is openness in education; open educational resources (OER), how to find and evaluate OER. Use and reuse OER including referencing and remixing materials. |
| **4** | Open Technologies | Use of open platforms (including practical use of online learning platforms such as OpenLearn Create), open tools and their application, the role of social media in education. |
| **5** | Professional Development | Understanding, developing and showcasing personal skills, developing and sharing information to others, giving and receiving feedback. |

These categories identify thematic strands that run through the programme. As noted earlier, this could enable the identification of themed programmes and assist with the design of specific training for colleagues and students.

## Programme Composition

The ICT, Library and Support staff programme comprises of four types of activity that occur at set points or throughout the 2 year programme:

* Face-to-face sessions and workshops at residential schools
* Webinars and online sessions
* Online courses
* OER Development activity with academic colleagues

The ICT programme intersects with the academic programme at two points. First, through a series of joint sessions on select topics which are conducted either face-to-face (e.g. at a Residential School) or online. These are in addition to the ICT strand specific programme of activity. Second, through the OER development activity that spans the 2 year programme duration.

Table 1 shows the 2 year cycle of activity, as outlined in the academic programme and described above. The programme begins with the first of four face-to-face Residential Schools and incorporates a range of activities, including the OER Development Activity which encourages collaborative output and the practical application of the programme:

Table 1 Sequencing of learning events over the two-year programme (p2, Academic EPPDP)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Part 1 | Part 2 | Part 3 | Part 4 | Part 5 | Part 6 | Part 7 | Part 8 |
| 1st residential school (May) | Webinars  and/or  Online courses  plus  Phase 1 OER development activity | 2nd  residential school (November) | Webinars  and/or  Online courses  plus  Phase 2 OER development activity | 3rd residential school (May) | Webinars  and/or  Online courses  plus  Phase 3 OER development activity | 4th residential school (November) | Phase 4 OER development activity |

Each separate educational principle and/or practices activity within these eight parts to the programme have their own learning outcomes which variously align with the programme learning outcomes and build upon preceding activities. The full list of activities by part, the type of activity involved, their learning outcomes and their relationship to the programme learning outcomes and the activity theme(s) covered are shown below in Table 2.

## The TIDE Programme

The following programme presents a hybrid version of the 2018 and 2019 programmes and is our recommended route through the material.[[1]](#footnote-1)

Some activities have also been omitted in the programme below. These include reviews of future or past activity, feedback sessions, surgery sessions with individual university teams, quizzes either for the ICT strand or jointly with the academics, sessions that supported the OER development activity plus associated mentoring sessions, certificate ceremonies and activities such as joining conference sessions online or showcasing the work of external organisations. All of these activities were important aspects of the TIDE programme and should be included, as appropriate, in any programme derived from the following. Project or context specific sessions (such as on SDGs or the National Education Strategic Plan) have also been omitted.

Activities have been colour coded as follows:

Online courses (pink)

Webinars (green)

Residential School sessions (yellow)

OER Development Activities (blue)

Table 2: The 2-year TIDE Programme

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Part** | **Activity name** | **Activity type(s)[[2]](#footnote-2)** | **Activity Learning Outcome(s) or Aims** | **Academic Programme Learning Outcome(s) being addressed by this Activity** | **Themes covered** |
| **1.1** | [Get started with online learning](https://www.open.edu/openlearncreate/course/view.php?id=5277) (online course prior to first Residential School) | 1.Assimilative  2.Finding and Handling Information | After studying this course, you should be able to:  Understand the key aspects of online study.  Recognise the main differences between online study and study at a campus-based university.  Assess how studying online can match personal interests and preferences, and help to develop skills. | 3. Evaluate the learning needs of students to help inform the design of teaching programmes | Distance Education;  Learning Design |
| **1.2** | Contrasting Distance & Day Students Approaches & Needs (RS Activity) | 1. Assimilative  3. Communication  4. Productive | After completing this activity, you will:  Be able to compare current practices and assess their strengths & weaknesses.  Understand different student types and their needs. | 3. Evaluate the learning needs of students to help inform the design of teaching programmes | Distance Education;  Learning Design |
| **1.3** | What is the impact on your institution of the new Distance Education model (RS Activity) | 1. Assimilative  3. Communication  4. Productive | After completing this activity, you will:  Have a shared understanding of the new Distance Education model and implications for different universities.  Understand where ICT, Library and Support staff can make a difference.  Review *Get Started with Online Learning* course. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students.  3. Evaluate the learning needs of students to help inform the design of teaching programmes | Distance Education |
| **1.4** | Exploring Openness and Open Licenses (RS activity Joint) | 1. Assimilative  2. Finding and Handling Information  3. Communication | After completing this activity, you will:  \* Understand the different forms of openness and what role ‘open’ has within the context of the TIDE project and your university  \* Have shared your experiences of looking for and creating different types of educational resources  \* Understand the basic features of copyright and open licenses in enabling sharing and reuse of educational resources | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources | Open Education |
| **1.5** | Open Licensing | 1. Assimilative  3. Communication | After completing this activity, you will:  Have further developed your understanding of open licenses;  Be aware of some of the benefits, challenges and issues with Creative Commons (CC) licenses. | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources.  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Open Education |
| **1.6** | Finding OER | 1. Assimilative  2. Finding and Handling Information  3. Communication | After completing this activity, you will:  Be able to use the internet and a web browser.  Assess the suitability of different open educational resources (OER).  Find OER and attribute them appropriately. | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources.  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Open Education |
| **1.7** | Putting the Teacher in the Text (RS activity Joint) | 1. Assimilative  2. Communication | After completing this activity, you will:  \* Be able to describe some key principles to be considered when preparing resources for distance learning  \* Identify and give examples of features of effective distance learning materials.  \* Explain the role and function of learning outcomes in educational materials. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Learning Design; Open Education |
| **1.8** | Open Platforms | 1. Assimilative  2. Finding and Handling Information  3. Communication | After completing this activity, you will:  Understand the range and differences between online learning platforms.  Understand the basic features of OpenLearn Create.  Set up an account and register to use OpenLearn Create. | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources. | Learning Design; Open Technologies |
| **1.9** | Open Tools | 1. Assimilative  2. Finding and Handling Information  3. Communication | After completing this activity, you will:  Understand the range of open tools available for different tasks.  Understand the advantages of OER adaptation.  Assess different tools for adapting OER. | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources.  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Open Education; Open Technologies |
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| **2.1** | [Digital Skills: Succeeding in a Digital World](https://www.open.edu/openlearncreate/course/view.php?id=5279)  (online course) | 1.Assimilative  2.Finding and Handling Information | After completing this course, you will be able to:  Understand and be confident in your online identity.  Choose and use the appropriate online tool for the task in hand.  Use technology confidently and critically to achieve your study, work and life goals.  Reflect proactively on your level of digital confidence, and identify steps for further development. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2.Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources. | Open Technologies;  Professional Development |
| **2.2** | How to logon to OpenLearn & OpenLearn Create | 1. Assimilative  4. Productive  5. Experiential | By participating in this webinar you should be able to:  Login to OpenLearn and OpenLearn Create. | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources. | Open Technologies |
| **2.3** | OU Processes 1: Module production (Joint webinar) | Assimilative | This webinar aims to:  \* introduce concepts of quality assurance and quality enhancement  \* consider the team approach to module production and the varying roles of module team members  \* consider how internal and external review of module components can improve quality | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students | Distance Education; Learning Design |
| **2.4** | OU Processes 2: Module presentation (Joint webinar) | Assimilative | This webinar aims to:  \* introduce the OU’s approach to supported distance learning  \* highlight the many sources of evidence available for evaluating the student learning experience on a module  \* describe quality assurance and enhancement processes used during presentations of an OU module | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students | Distance Education; Learning Design |
| **2.5** | Masterclass: How to Resize an Image (webinar) | 1.Assimilative  4.Productive | By participating in this webinar you should be able to:  \* Understand when you may need to resize an image.  \* Identify software that can be used to resize an image.  \* Resize an image using online image editing software. | 4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Learning Design; Open Education |
| **2.6** | Creative Commons Licensing: An Introduction (webinar) | Assimilative | By participating in this webinar you should be able to:  Understand what an open license is and why you might want to either apply one to your own work, or use openly licensed work by others.  Consolidate your understanding of different license types.  Understand what open educational resources (OER) are. | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources.  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Open Education; Learning Design |
| **2.7** | Open Licenses (Joint session) | Assimilative | By participating in this webinar you should be able to:  \* Identify different open license types.  \* Understand when and how to use openly licensed material.  \* Describe what an open educational resource (OER) is.  \* Define remix. | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources.  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Open Education; Learning Design |
| **2.8** | Phase 1 OER development activity | 1. Assimilative  2. Finding and handling information  3. Communication  4. Productive  5. Experiential | After completing this activity, you should be able to:  \* Use the checklist provided to evaluate the relevant academic, pedagogic and technical aspects of an open educational resource (OER)  \* Develop an action plan for modifying an OER so that it could be used by students in your university. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes | Open Education |
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| **3.1** | Who are your students? I & II | 1. Assimilative  2. Finding and Handling Information  3. Communication  4. Productive | After completing this activity, you will:  ● Be able to define who your audience is  ● Know why it is important to understand your learners’ needs  ● Consider the needs of your learners when developing or adapting an OER  ● Be aware of how other TIDE cohorts have used student personas | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes | Learning Design |
| **3.2** | How will the learning be delivered? | 1. Assimilative  2. Finding and Handling Information  3. Communication | After completing this activity, you will:  ● 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. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes | Learning Design; Distance Education |
| **3.3** | Who are you working with? | 1. Assimilative  3. Communication | After completing this activity, you will:  ● Understand the types of roles that may be involved in producing OER. | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources | Open Education;  Distance Education |
| **3.4** | Learning Outcomes | 1. Assimilative  2. Finding and Handling Information  3. Communication  4. Productive | After completing this activity, you will be able to:  ● describe why learning outcomes are important  ● write a learning outcome for a piece of learning | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes | Learning Design |
| **3.5** | Finding and Evaluating OER | 1. Assimilative  3. Communication | After completing this activity, you will:  ● Understand where to find open educational resources (OER)  ● Be comfortable/confident with finding online OER materials using a laptop  ● Have improved your OER searching skills. | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Open Education |
| **3.6** | Introduction to Reusing OERs | 1. Assimilative  3. Communication | After completing this activity, you will:  ● Be able to use and reference OER and other resources appropriately  ● Consolidate your knowledge of open license types and what they mean. | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Open Education |
| **3.7** | Thinking about Professional Development | 1. Assimilative  3. Communication  4. Productive | After completing this activity, you will:  ● Have a shared understanding of the term ‘continuing professional development’ (CPD)  ● Be able to identify where you have already engaged in professional development.  ● Be aware of the CMALT (Certified Membership of The Association for Learning Technology) and UKPSF (United Kingdom Professional Standards Framework) professional development frameworks.  ● Have a plan for engaging in professional development activity / activities before the next residential school. | 1.Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students | Professional Development |
| **3.8** | Reviewing OER quality checklists (RS activity joint) | 1. Assimilative  2. Communication | After completing this activity, you will be able to:  \* understand the different aspects of quality that can influence the use of OERs | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  3. Evaluate the learning needs of students to help inform the design of teaching programmes | Open Education; Distance Education; Learning Design |
| **3.9** | Critically reviewing educational resources (RS activity joint) | 1. Assimilative  2. Communication | After completing this activity, you will be able to:  \* understand the role and nature of constructive criticism in improving educational resources | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Distance Education; Open Education |
| **3.10** | Adapting educational resources (RS activity joint) | 1. Assimilative  2. Communication  3. Productive | After completing this activity, you will have:  \* Identified what elements of an existing educational resource could be adapted for use with Myanmar students | 3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Learning Design;  Open Education |
|  |  |  |  |  |  |
| **4.1** | [How to Make an Open Online Course](https://www.open.edu/openlearncreate/course/view.php?id=2221)  (Online Course) | 1.Assimilative  2.Finding and Handling Information | After studying this course, you should be able to:  Appreciate and feel confident in designing, structuring and producing an open online course.  Recognise examples of good online course design, social learning and assessment.  Understand the appropriate use of rich media to teach online and its associated learning.  Find and reuse existing free materials in a course.  Identify suitable platforms for publishing a course.  Optimise a course for search engines.  A separate Q&A webinar was also held to support this activity. | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources.  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Learning Design;  Distance Education |
| **4.2** | OU Processes 3: Programme Development (Joint webinar) | Assimilative | This webinar aims to:  \* describe the main features of programmes  \* highlight the many internal and external influences on programme development  \* describe the quality assurance and enhancement processes used for programmes in the OU | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students | Distance Education |
| **4.3** | Finding and Evaluating OER (webinar) | Assimilative | By participating in this webinar you should be able to:  Define what an OER is.  Reinforce your understanding of open licenses.  Understand where to find different OER.  Evaluate different OER for you and your institution’s needs. | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources.  3. Evaluate the learning needs of students to help inform the design of teaching programmes.  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Open Education |
| **4.4** | Engaging Students at a Distance: Social Media (webinar) | Assimilative | By participating in this webinar, you should be able to:  Understand what social media is and what roles it might have for your institution.  Understand how to use social media appropriately within an institutional context. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students.  2.Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources | Open Technologies; Distance Education |
| **4.5** | Inclusion and Accessibility in open online courses | Assimilative | By participating in this webinar, you should be able to:  \* Understand what accessibility and inclusion mean in different contexts;  \* Identify potential barriers to participating in online courses;  \* Understand how to support different types of students;  \* Understand how you might make different types of material (including OER) accessible and inclusive. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students.  3. Evaluate the learning needs of students to help inform the design of teaching programmes. | Open Education; Distance Education; Learning Design |
| **4.6** | Introduction to Assistive Technology | Assimilative | By participating in this webinar, you should be able to:  \* Understand what we mean by assistive technologies.  \* Be aware of, and be able to use, different assistive technologies. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students.  3. Evaluate the learning needs of students to help inform the design of teaching programmes. | Learning Design; Distance Education; Open Technologies |
| **4.7** | Phase 2 OER Development activity | 1. Assimilative  2. Finding and handling information  3. Communication  4. Productive  5. Experiential | After completing the Phase 2 activity you should be able to:  1. Identify opportunities to work with support staff in the production of online course content  2. Understand how to assess the learning needs of the students who will study your chosen online course.  3. Create a plan for how you might adapt the course for your students | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Open Education; Distance Education; Learning Design |
|  |  |  |  |  |  |
| **5.1** | Adapting OER | 1. Assimilative  3. Communication  4. Productive | After completing this activity, you will:  ● Understand what adaptation is;  ● Be aware of tools that can help with OER adaptation;  ● Be able to use and apply open licenses to material you have adapted. | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Open Education |
| **5.2** | Designing for Online Learners 1: Learner Profiles | 1. Assimilative  3. Communication | After completing this activity, you will:  • Have considered the needs of your learners when developing or adapting an OER course  • Reviewed the characteristics of good online learning | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources.  3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Learning Design; Open Education |
| **5.3** | Designing for Online Learners 2: Learning Outcomes | 1. Assimilative  3. Communication  4. Productive | After completing this activity, you will be able to:  ● explain what a learning outcome is to a colleague in your university  ● write or adapt learning outcomes for an OER course | 1.Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students.  3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Learning Design;  Open Education |
| **5.4** | Professional Development & Knowledge Quiz | 1. Assimilative  2. Finding and Handling Information  3. Communication  4. Productive | After completing this activity, you will have:  ● reviewed your learning from the first year of involvement in the TIDE project  ● reviewed your understanding of Professional Development Frameworks, and documented professional development activities you have undertaken in the previous year.  ● made a professional development plan for 2020 | 1.Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students. | Professional Development |
| **5.5** | Training of Trainers & Cascading Knowledge (ToT) | 1. Assimilative  2. Finding and Handling Information  3. Communication  4. Productive  5. Experiential | After completing this activity, you will:  1. Understand the purpose of a needs assessment and how to develop one  2. Have identified an area of knowledge in which you are confident, and prepared a training activity that you have tested with colleagues  3. Understand the value of cascading knowledge and identified a range of ways in which this could be done effectively | 1.Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students. | Professional Development |
| **5.6** | AV Media as an Educational Tool / Using Video in Learning | 1. Assimilative  3. Communication  4. Productive | This is an all-day session. After completing this activity, you will:  1. Appreciate the range of possible uses of educational AV  2. Be able to judge the appropriateness of using AV and/or whether a proposed video might be better made as an audio  3. Understand something of the preparation required to make successful AV and therefore to make time available for that  4. Have a basic understanding of the role and needs of the recording technician and director  5. Begin to understand the need to work in a way that brings the best out of the subjects of a video/audio | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students.  2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources.  3. Evaluate the learning needs of students to help inform the design of teaching programmes | Open Technologies; Learning Design |
| **5.7** | Putting Your Learning Online | 1. Assimilative  3. Communication  4. Productive  7. Assessment | This is an all-day session. After completing this activity, you will be able to:  1. Consolidate learning from previous learning design sessions  2. Upload an adapted OER to OpenLearn Create.  3. Share and give feedback on uploaded OER’s | 3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Open Education; Learning Design; Professional Development |
| **5.8** | Team role identification and sharing or showcasing of skills (RS activity joint) | 2. Finding and handling information  3. Communication  4. Productive  6. Interactive | After completing this activity, you will be able to:  1. understand the different roles that people can take when developing OER and how to work more effectively as a team | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources | Professional Development; Open Education |
| **5.9** | Review of Phase 2 OER development activity (RS activity joint) | 1. Assimilative  2. Finding and handling information  3. Communication  4. Productive  5. Experiential | After completing this activity, you should be able to:   * Understand better the processes needed to evaluate and adapt an open educational resource for use with your students. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Open Education;  Distance Education; Learning Design |
| **5.10** | Assessment for Distance Learning I & II (RS activity joint) | 1. Assimilative  2. Finding and handling information  3. Communication | After completing this activity, you will be able to:  1. Describe the different purposes of assessment  2. Identify different methods of assessment  3. Explain the role of feedback in assessment  4. Evaluate an assessment | 4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Open Education; Learning Design |
|  |  |  |  |  |  |
| **6.1** | [Take your teaching online](https://www.open.edu/openlearncreate/course/view.php?id=5280)  (online course) | 1.Assimilative  2.Finding and Handling Information | After studying this course, you should be able to:  Identify the differences between teaching online and teaching in a face-to-face environment.  Make informed decisions when choosing new tools and pedagogies for online teaching.  Identify major benefits and challenges of teaching online.  Understand the changing practices of educators as they make use of online opportunities such as social networks and open educational resources.  Understand how to create and evaluate approaches to online teaching that are appropriate for you. | 1.Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  3. Evaluate the learning needs of students to help inform the design of teaching programmes | Distance Education; Learning Design; Professional Development |
| **6.2** | Digital Literacy Frameworks in Use (webinar) | Assimilative | By participating in this webinar you should be able to:  Define Digital Literacy.  Understand digital literacy at The Open University (UK).  Identify different digital literacy frameworks.  Understand how digital and information literacy skills are taught.  Assess the impact and evaluate digital literacy. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources.  3. Evaluate the learning needs of students to help inform the design of teaching programmes | Distance Education; Learning Design |
| **6.3** | Digital Badging & Assessment (webinar) | Assimilative | By participating in this webinar you should be able to:  \* Describe assessment at The Open University (UK)  \* Understand different benchmarking assessment practices.  \* Understand different student experiences of assessment.  \* Be able to interpret assessment analytics.  Verify identity.  \* Understand the role of digital badges. | 1.Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students.  2.Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources.  3.Evaluate the learning needs of students to help inform the design of teaching programmes. | Distance Education; Open Technologies |
| **6.4** | How to Design and Build a Quiz (webinar) | 1. Assimilative  4. Productive | By participating in this webinar you should be able to:  \* Understand where to find guidance on building Moodle based quizzes.  \* Understand the purpose of online quizzes for learning.  \* Be able to write a good quiz question that tests understanding rather than memory.  \* Select appropriate quiz types for different purposes.  \* Configure a quiz on OpenLearn Create. | 1.Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students.  3.Evaluate the learning needs of students to help inform the design of teaching programmes. | Open Education; Open Technologies |
| **6.5** | Open Access Repositories to Support Distance Education in Myanmar (webinar) | Assimilative | By participating in this webinar you should be able to:  \*Describe what an open access repository is and have an awareness of where to find different repositories.  \*Understand the different approaches to implementing an open access repository in Myanmar. | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources. | Open Education; Open Technologies |
| **6.6** | Offline Access in Low Resource Settings: Raspberry PI and Mobile Moodle (webinar) | Assimilative | By participating in this webinar, you should be able to:  \*Understand what we mean by low resource settings and offline access  \*Appreciate why and when you should provide offline access.  \*Understand more about MyLibrary and its role in widening access to education in low resource settings. | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources | Open Education; Open Technologies |
| **6.7** | Phase 3 OER Development Activity | 1. Assimilative  2. Finding and handling information  3. Communication  4. Productive  5. Experiential | After completing the Phase 3 activity and assignment you should be able to:  1. Evaluate the relevant academic, pedagogic and technical aspects of an open educational resource (OER) and plan what aspects need to be added, taken away or adapted so that it could be used by students in your university.  2. Implement that plan to create an adaptation of that OER that could be used by students in your university.  3. Explain what you changed and why to others. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Open Education;  Distance Education; Learning Design |
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| **7.1** | How to Design and Deliver a Webinar | 1. Assimilative  3. Communication  4. Productive | After completing this activity, you will:  ● Be familiar with webinar software.  ● Be aware of what to consider when designing and delivering an effective webinar. | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources.  3. Evaluate the learning needs of students to help inform the design of teaching programmes | Open Technologies; Professional Development; Learning Design |
| **7.2** | Problem Solving I & II | 1. Assimilative  3. Communication  4. Productive | After completing this activity, you will:  ● Be able to put into practice the skills learnt during TIDE activities.  ● Apply your skills to develop solutions for real-life problems. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students | Professional Development |
| **7.3** | OER Walk Through | 1. Assimilative  3. Communication  4. Productive | This session aims to consolidate and refresh your knowledge of using and creating open educational resources (OER). By the end of the session you will be able to:  ● Find OER  ● Evaluate OER  ● Reuse OER  ● Create an OER  ● Reference OER and other resources appropriately  ● Revise an OER and acknowledge any revisions appropriately | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Open Education; Open Technologies |
| **7.4** | OpenLearn Create Masterclass | 1. Assimilative  2. Finding and Handling Information  3. Communication  4. Productive | As a result of participating in this session, you will be able to do some of the following to your draft course hosted on OpenLearn Create, depending upon which tools are demonstrated or which you choose to try out during the session:  ● Build a short draft course and add some learning activities from the list below:  ● Set up a forum  ● Set up a blog activity  ● Set up a wiki activity  ● Set up a glossary activity which allows editing by the class  ● Set up activity and course completion tracking for your draft course. | 4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Open Technologies |
| **7.5** | Key Concepts Quiz  (RS activity joint) | 2. Finding and handling information | After completing this activity, you will be able to:  1. Explain what the key educational practice concepts covered by TIDE are | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources | Open Education; Distance Education |
| **7.6** | Review of Phase 3 OER development activity  (RS activity joint) | 1. Assimilative  2. Finding and handling information  3. Communication  4. Productive  5. Experiential | After completing this activity, you will be able to:  1. Understand the different aspects of learning design as applied to OERs | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2. Understand what the principles and practices of openness in education means for you and your institution in developing .7and sharing educational resources | Distance Education; Learning Design; Open Education |
| **7.7** | Quizzes for Distance Learning (RS activity joint) | 1. Assimilative  2. Finding and handling information  3. Communication  4. Productive  5. Experiential | After completing this activity, you will be able to:  \* Explain the purpose of quizzes for distance learning  \* Understand cognitive levels for assessment  \* Understand the pedagogy of different online quiz question types  \* Write quiz questions and feedback that test aspects of student learning  \* Jointly develop an online quiz question | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Distance Education; Learning Design; Open Education |
| **7.8** | Quizzes for Distance Learning: Follow-up | 1. Assimilative  2. Finding and handling information  3. Communication  4. Productive  5. Experiential | As a result of participating in this session, you should be able to do the following to your draft course hosted on OpenLearn Create:  ● Configure a short multiple-choice question quiz for your draft course  ● Test the quiz to check that it functions as expected. | 2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes | Open Technologies; Learning Design |
| **7.9** | Identifying general graduate competencies (RS activity joint) | 1. Assimilative  2. Finding and handling information  3. Communication  4. Productive  6. Interactive | After completing this activity, you will be able to:  \* Explain what the general competencies of any graduate of any degree should be | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  3. Evaluate the learning needs of students to help inform the design of teaching programmes  5.Understand the common competencies that employers in Myanmar are seeking from university graduates | Distance Education; Learning Design; Professional Development |
| **7.10** | Planning the first Residential School for a TIDE cohort  (RS activity Joint) | 2. Finding and handling information  3. Communication  4. Productive  6. Interactive | After completing this activity, you will be able to:  \* design a five-day residential school programme of study for your peers | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes | Distance Education; Open Education; Learning Design; Professional Development |
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| **8.1** | Phase 4 OER Development activity | 1. Assimilative  2. Finding and handling information  3. Communication  4. Productive  5. Experiential | After completing the Phase 4 activity and assignment you should be able to:  1. Test your chosen course, whether as is or whether adapted by your team, by seeking feedback on it from students  2. Evaluating your chosen course against the general graduate competencies that employers are looking for  3. Explain what changes you need to make in response to this feedback to others. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students  2. Understand what the principles and practices of openness in education means for you and your institution in developing and sharing educational resources  3. Evaluate the learning needs of students to help inform the design of teaching programmes  4. Design and develop open educational resources (OER), whether online or in a physical form, that teach and assess learning outcomes  5. Understand the common competencies that employers in Myanmar are seeking from university graduates | Open Education; Learning Design; Distance Education |
| **8.2** | [How to become an online facilitator](https://www.open.edu/openlearncreate/course/view.php?id=5285) (online course) | 1.Assimilative  2.Finding and Handling Information | After completing this course, you will be able to:  Understand the role of the facilitator within the context of online conversations.  Demonstrate knowledge of the organisational, technical and communication skills required of a successful facilitator.  Communicate effectively online with learners, paying attention to their diverse needs and backgrounds.  Suggest further areas of study for learners, promoting relevant content.  Reflect on and apply different approaches to your role as facilitator depending on the context. | 1. Explain the role of quality assurance and enhancement processes for providing a good quality distance learning experience for students.  3. Evaluate the learning needs of students to help inform the design of teaching programmes.  5. Understand the common competencies that employers in Myanmar are seeking from university graduates. | Learning Design, Distance Education, Professional Development |

# Annex 1

# Learner activity types

The Open University Activity Planner classifies learner (student) activity into seven categories, which are listed below.

## 1. Assimilative

E.g. attending to information

Students study and think about theories and concepts encountered in materials and resources, case studies, etc.

Often this is the first part of a learning cycle where students receive and begin to make sense of new information, before they then apply or test their new knowledge, or go on to reflect, review and communicate their understanding.

Examples include: Read, Watch, Listen, Think about, Access, Observe, Review, Study.

## 2. Finding and handling information

E.g. searching for and processing information

Students are actively and critically engaged in gathering and manipulating information.

These activities might include conducting research, extracting information from databases, analysing information, synthesising data and evaluation.

Examples include: List, Analyse, Collate, Plot, Find, Discover, Access, Use, Gather, Order, Classify, Select, Assess, Manipulate.

## 3. Communication

E.g. discussing learning with at least one other person (student or teacher)

This will be achieved through dialogue, as students begin to take a position in relation to problems and debates, and internalise complex and interrelated concepts.

Collaboration is a step further where students (and teachers) work together to produce some end product and through that process make new make new connections and develop a shared understanding of the topic.

Examples include: Communicate, Debate, Discuss, Argue, Share, Report, Collaborate, Present, Describe, Question.

## 4. Productive

E.g. actively constructing an artefact

Here students apply their knowledge and skills together or alone in order to create a piece of work. This could be a list, a piece of narrative text which answers a question, a reflective account, a report, a video or a presentation etc.

Because something concrete is produced, it can be reviewed, evaluated or assessed, and feedback can be received. It can also be used to support revision and further study.

Examples include: Create, Build, Make, Design, Construct, Contribute, Complete, Produce, Write, Draw, Refine, Compose, Synthesise, Remix.

## 5. Experiential

E.g. applying learning in a real-world setting

This activity is most often found in work-based learning or practical science modules. Students are required to apply their skills, knowledge and understanding in a real-world setting.

This does not include role play and simulated scenarios but could include a case study if it is taken from the student’s real-world setting. The key is that students receive real-life feedback on the activity e.g. from customers or clients, work colleagues or the environment and have an opportunity to reflect in context.

Examples include: Practise, Apply, Mimic, Experience, Explore, Investigate, Perform, Engage.

## 6. Interactive/adaptive

E.g. applying learning in a simulated setting

‘Interactive/adaptive’ does not relate to the technology but the student activity itself.

Students apply their knowledge and skills in a simulated setting, receive immediate feedback and are then given the opportunity to adapt their approach.

Activities falling into this category might include role play, problem-based scenarios, simulated case studies and simulated experiments.

Examples include: Explore, Experiment, Trial, Improve, Model, Simulate.

## 7. Assessment

E.g. all forms of assessment, including a quiz, an assignment or an exam

Examples include: Write, Present, Report, Demonstrate, Critique.

1. The programme is largely based on the 2019 programme, which was refined following feedback and the experience of running the original 2018 programme. The 2018 programme provides the sessions for the later stages of the programme. This is due the impact of COVID-19 half way through the 2019 programme; this programme subsequently reverted to a self-directed model of study. The programme below therefore shows the 3rd Residential School sessions as a streamline composition of 5 ICT specific sessions plus joint sessions, which were originally to be run online with Myanmar co-tutor support rather than face-to-face, as planned. The 2018 programme provides the remainder of face-to-face activity for the programme. Similarly as the webinar and online course programme differed, the programme below reflects a hybrid with activities paced throughout to achieve more balance. [↑](#footnote-ref-1)
2. See Annex 1 for a description of these [↑](#footnote-ref-2)