

# FINDING AND EVALUATING DIGITAL RESOURCES

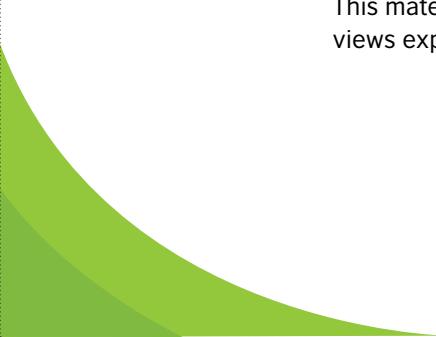


## UNIT 5: ADAPTING DIGITAL RESOURCES

Implemented by:







# UNIT 5: ADAPTING DIGITAL RESOURCES

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# Unit 5: Adapting digital resources

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## Overview

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This is the number five of six units in a CPD module which aims to build your skills and knowledge in finding, using and evaluating digital resources for use in teaching and learning. These units are aimed at the Leadership Teams and Teacher Educators in the 25 Education Degree Colleges across Myanmar.

1. What are digital resources and why use them?
2. Finding digital resources
3. Evaluating digital resources
4. Using found resources (copyright)
- 5. Adapting resources**
6. Developing policies for digital resource use (Leadership Team only)

The aim of this fifth unit is to support you in understanding how, and why, you can adapt digital resources for teaching and learning in Education Degree Colleges in Myanmar. We need to consider copyright and license issues before we adapt digital resources: please see the previous unit or talk to a colleague who has studied that unit for more information.

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## Learning Journal

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As you work through these units, please keep a **learning journal** to record your progress and identify topics that you want to explore further. The learning journal can be a digital one, using Word or another document creation tool. Or you can use a pen and paper format like a diary or notebook. The important thing is that it is easy for you to use. You can return to this journal as you progress through your professional development journey.



Source: <https://pixabay.com/photos/search/journal/> (Creative Commons license)

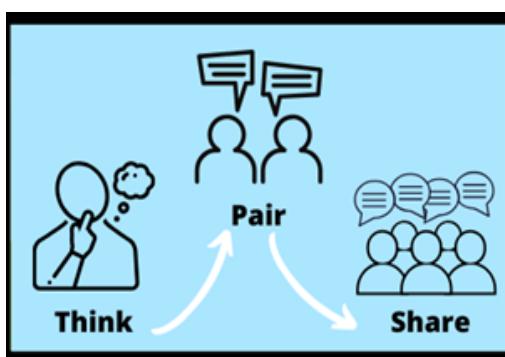
## Working alone or with colleagues

This unit is designed for self-study. The answers are after each activity, and additional resources are at the end of this unit.

However, we recommend working in a pair or group so you can share ideas, ask questions, check your work, and give feedback.

If you work in a group, we recommend using 'Think, pair, share' for each activity.

- **Think** – work alone and make brief notes of your own ideas.
- **Pair** – check your answers with a partner
- **Share** – discuss your ideas in a group, and then check the answers on the next page(s) together.



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## Learning outcomes

### At the end of this unit you will be able to:

1. identify what you want to adapt in digital resources and why you want to adapt them.
2. choose the best format for your digital resources so they are accessible for your learners.
3. categorise which media types may be easy to adapt, and which may be more difficult to adapt.
4. use a variety of tools to make your digital resources more accessible and appropriate for your student teachers.

## Pre-learning: Key vocabulary in this unit

Vocabulary Item	Definition	Myanmar Translation
accessibility	Easy to understand, obtain, use and work with.  E.g. This digital resource should be more accessible so all learners can use it.	
to adapt	To change something so that it functions better or is better suited for a purpose.	
context	The situation in which something happens.  E.g. The teaching context is different in each EDC: some EDCs are in cities with large numbers of STs, but other EDCs are more remote and have fewer STs. Access to the internet and other forms of technology also varies depending on the context of each EDC.	
implications	Possible effects or results of an action.  E.g. His decision not to study will have serious implications for his overall grade.	
copyright	The legal right to reproduce, use, publish and sell a book, video recording, article, photo etc.	
original source	A text (even a sentence), article, book, photo, video or audio recording that someone has created. You may want to adapt or copy this original source.	
acknowledgement	The act of showing that you know, admit, or accept that something exists or is true.	
to acknowledge	E.g. We must acknowledge original sources we use when we write a university dissertation.	
text editor	A system or program that allows a user to edit text.  E.g. Microsoft Word, Notepad.	

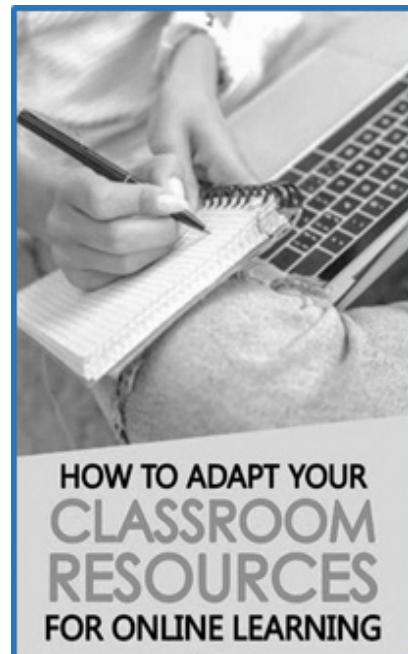
## 5.1 Why adapt resources?

As you saw in previous units, there are many useful digital resources online. However, sometimes you may feel that they do not match your needs. Some digital resources may not be suitable for your learners, or they may not fit exactly with the learning outcomes in your textbooks.

Sometimes it is much quicker to adapt a resource rather than creating a completely new one. Also, some resources, like videos and interactive games, are not so easy to create.

In Unit 3 - *Evaluating digital resources* - you used the TREE checklist and you developed your own checklist: the criteria in these checklists will help you make changes to some of the resources you find.

In this next activity, we will look at possible reasons for adapting a digital resource to match your needs.



Source: <https://images.app.goo.gl/saXgRLzUcxSQxD0i6xT6>  
(Creative Commons license) ened

### 5.1.1 What to adapt and why?

 30 minutes

Work on your own for this task. Go back to the work you did in Unit 3 - Evaluating digital resources.

1. Find the digital resources evaluation checklist that you completed: you either used the TREE checklist or your own checklist of criteria. Look at the digital resource you assessed using your checklist.  
If you don't have a checklist, please look at Appendix A at the end of this unit for an adapted TREE evaluation checklist.
2. Use your checklist and identify at least three things you would like to change in the digital resource you chose. In other words, how do you want to adapt it for your student teachers?

Examples:

- You want to make the resource more relevant for your learners using Myanmar examples.
- You may want to adapt it so it includes positive examples of women and girls.
- You want to change the resource so it fits the learning outcomes for a particular unit in your textbook.

### 5.1.1 What to adapt and why?

 30 minutes

In this task, we look at some sample online materials that an English TE wants to adapt for her student teachers.

Read the passage below and consider how this TE can adapt the materials she has found.

Daw Thanda Win is an English lecturer. She has found a traditional English story for Grade 5 primary students that she wants to use as a demonstration reading task for her EDC year 1 student teachers.

She is planning to use this as a flipped learning activity before she teaches the first lesson from the unit on “Understanding literature”.

Daw Thanda Win wants to change the materials so they are more suitable for her student teachers, and provide a better example of a Grade 5 reading task.

On the next three pages, you will see the resources that Daw Thanda Win has found.

Look at the resources and answer the following questions:

- **What** is good about these materials?
- **How** can Daw Thanda Win change these materials so she can use the ideas with her student teachers?
- **Why** does she need to change the materials?

Here are the links to the sample resources:

**Video:** <https://learnenglishkids.britishcouncil.org/short-stories/jack-and-the-beanstalk>

**Story:** <https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/short-stories-jack-and-the-beanstalk-transcript.pdf>

**Worksheet:** <https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/short-stories-jack-and-the-beanstalk-worksheet.pdf>

## Jack and the beanstalk

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow.

One morning, Jack's mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow.

Jack took the beans and went back home. When Jack's mother saw the beans she was very angry. She threw the beans out of the window.

The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb the beanstalk.

He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside.

Jack heard a voice. 'Fee, fi, fo, fum!' Jack ran into a cupboard.

An enormous giant came into the room and sat down. On the table there was a hen and a golden harp.

'Lay!' said the giant. The hen laid an egg. It was made of gold. 'Sing!' said the giant. The harp began to sing. Soon the giant was asleep.

Jack jumped out of the cupboard. He took the hen and the harp. Suddenly, the harp sang, 'Help, master!'

The giant woke up and shouted, 'Fee, fi, fo, fum!' Jack ran and started climbing down the beanstalk. The giant came down after him.

Jack shouted, 'Mother! Help!' Jack's mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again.

With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

## Short story



## WORKSHEET PAGE 1



# LearnEnglish Kids

### Jack and the beanstalk

#### 1. What's the word?



Write the word under the pictures.

mother	cow	angry	climb	beans	castle
giant	hen	harp	egg	gold	sing



#### 2. What's the order?



Watch the story and put the sentences in order.

1

Jack's mother chopped down the beanstalk and the giant crashed to the ground.

Jack took the hen and the harp and started climbing down the beanstalk.

Jack lived with his mother. They were very poor.

Jack saw a beautiful castle. He went inside.

Jack's mother threw the beans out of the window.

A man gave Jack some magic beans for his cow.

An enormous giant came into the room and sat down. He had a hen and a golden harp.

The next morning, there was a giant beanstalk. Jack climbed the beanstalk.

## WORKSHEET PAGE 2

### 3. Fill it in!

Watch the story. Write the missing words in the sentences.



- a. Jack and his mother were very poor.
- b. Jack took their beans to market.
- c. When Jack's mother saw the beans she was very surprised.
- d. Jack climbed up to the sky through the beans.
- e. Jack heard a voice. 'Fee, fi, fo, um!'
- f. On the cloud there was a hen and a golden harp.
- g. Suddenly, the harp sang, 'Climb, master!'
- h. Jack and his mother lived happily ever after.

### 4. Write and draw!

What other magic things do you think the giant had in his castle? Draw a picture and write about them!



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Write your answers in the box below or use your learning journal.

<b>5.1.2. Question:</b> What is good about these materials? How can you change these digital materials? Why? (Identify at least 1 more good point and 4 more points to change)	
<b>What is good?</b>	
E.g. The story is short enough for grade 5 students.	
How can you change the materials?	Why?
E.g. Change the first picture from the story.	The image needs to be more local for Myanmar learners.

**Note:** you can find suggested answers to this task (5.1.2.) on the next page. Don't look until you have finished this task 😊!

### 5.1.2. What to adapt and why? - SUGGESTED ANSWERS

<b>What is good?</b>	
E.g. The story is short enough for grade 5 students.	
There are a good variety of easy to more difficult tasks in the worksheet.	
<b>How can you change the materials?</b>	<b>Why?</b>
Change the first picture from the story. Choose a different story from the same region of Myanmar as the student teachers and write it in English.	The image needs to be more local for Myanmar learners. The story needs to be more local for Myanmar learners: you need to match the local context.
Provide STs with a vocabulary list before the flipped activity.	Some vocabulary may be unfamiliar (e.g. golden harp). Avoid simply translating difficult vocabulary.
Record and send student teachers an mp3 recording of a traditional Myanmar story in English.	It may be difficult to download and watch the video because it is a large file – an mp3 is smaller.
Choose vocabulary and images that Myanmar students will know.	The vocabulary task is good (“What’s the word?”), but the giant is not a traditional Myanmar image and the pictures are not of Myanmar people.
Use the same task types but adapt them for the traditional Myanmar story you choose.	It is easier for student teachers and Grade 5 learners to complete English language tasks if they already know the story.
Change the last writing activity (“Write and draw!”) to a role play task.	Grade 5 learners will find it difficult to write a paragraph in English at this stage. A simple role play with actions is easier and much more fun!

**Note:** this is an example to show a variety of possibilities. You may not need to make so many changes in other resources.

### 5.1.3. Discussion - What to adapt and why?

 10 minutes

Share your answers with a colleague or colleagues and discuss these questions.

- Did you have similar ideas to the suggested answers above?
- If not, how are yours different?
- Do you know how to make these changes? Will it be easy or difficult?

### 5.1.3. Discussion - What to adapt and why?

There may be many reasons why you might want to adapt a resource. Most often it is because it does not match your teaching context or the needs of your learners.

Here are some possible ways of adapting a resource to your context.

- Adapt the format to make it more accessible (vocabulary, language, examples etc.).
- Change the images to reflect your context in Myanmar.
- Change the activities to make them more relevant for your STs.
- Change the examples, such as language items, to match the learners' level.
- Reduce the amount of content: you may only want to use a particular part of a resource like a video or a chapter of a book.
- Translate the text into another language.

Of course, some of the possible adaptations may also apply to other kinds of resources, not only digital: sometimes it may be easier to adapt a resource if it's in digital format, but sometimes it may be more difficult. Also, remember that sometimes you may only need to make very small changes to digital resources if you are happy with the original sources.

## 5.2 Adapting digital resources so they are accessible for your learners

 30 minutes

In Unit 3, we looked at the accessibility of digital resources: this ensures it is easy for you to use the resources you choose for your Myanmar learners, and it easy for your learners to access. We now know that accessibility is a key to making your teaching more inclusive.

Providing materials in the best **format** is one way to make sure your digital resources are accessible for your learners. It is also important to make sure that formats that are used can be **opened easily** by your students.

When resources are accessible it can also make it easier for you to adapt them.

### 5.2.1. Identify resources which are accessible or not accessible for your learners

 15 minutes

Work with a partner (a friend, family member or EDC colleague) for this task. This activity will help you think about the best **format** for your learners. Look at the resources on the next pages and decide if these digital resources are:

a)	accessible for your learners	
b)	not accessible for your learners	

Circle the choices you make - **a)** or **b)** - in the table below.

If you want, you can also note down the **reasons** for your decision in the boxes below each example, either on this worksheet or in your learning journal.

**Please note:** you may find some of the examples are not 100% a) or b)! You can compare your notes and answers with your partner.

Suggested answers are at the end of this task.

Digital resource 1	a) Accessible? 😊	b) Not accessible? 😞
 <p>TeacherTrainingVideos.Com</p> <p>Up to a 100 for FREE in a meeting</p> <p>Google Meet</p> <p>0:00 / 22:26 • Google Meet - Introduction</p> <p>Complete training in Google Meet 2021-Teachers &amp; Trainers #googlemeet #teachonline</p>	a) Accessible? 😊	b) Not accessible? 😞
Source: <a href="https://www.youtube.com/watch?v=WwsJB-moe0g">https://www.youtube.com/watch?v=WwsJB-moe0g</a>		
Reason for your answer:		
Digital resource 2	a) Accessible? 😊	b) Not accessible? 😞
<p>Additionally, certain families whose livelihoods depend on working in plantations or fields find that the seasonality of their occupation affects when children can go to school. Non-government provision (in Myanmar monastic schools<sup>24</sup>) that caters specifically for poorer sections of society do not require the families to invest in uniforms or books, and can fill that need. Unless more flexible schooling is available, these children drop out of state provision or remain out of school altogether.</p> <p>In multi-ethnic and multi-lingual societies state education often only provides schooling in the dominant language, generally with the aim to 'unify' a diverse population by building a national identity. This can discriminate against 'others', including vulnerable minority groups, and can lead to resentment, resistance and conflict. Education and language use in these cases underpins, and even causes conflict between the majority and minority groups. Education in the mother tongue increases access, quality, achievement and reduces social inequalities. Ethnic and linguistic minorities have a right to their language, and forced assimilation could mean the loss of language and possibly the minority culture.<sup>25</sup> Debates around the concepts of 'language rights' and 'language as a human right' have been supported by the 2007 UN Declaration of the Rights of Indigenous Peoples (UNDRIP) in Articles 14.1-3, making provisions for indigenous peoples to have the right to education in their own languages and the right to education from the state without discrimination. Additionally, Article 30 of the Convention on the Rights of the Child outlines that a minority or indigenous children shall not be denied the right to use their own language; and Article 169 of the ILO advocates for culturally and linguistically relevant language policy that is responsive to the rights of educational access and quality that are offered.<sup>25</sup></p> <p>There is an abundance of global research (some of which is cited in this report) that shows that the best possible way to meet language needs in multi-ethnic and multi-linguistic societies is 'mother tongue-based teaching' (MTB teaching), that is, instruction in a child's first language (L1), usually with a gradual transition to a second language (L2), or foreign language. In MTB programmes, students have the opportunity to learn</p>	a) Accessible? 😊	b) Not accessible? 😞
Source: <a href="https://www.etekkatho.org/compressed/Myanmar-Eng-10.5.2017.pdf">https://www.etekkatho.org/compressed/Myanmar-Eng-10.5.2017.pdf</a>		
Reason for your answer:		

Digital resource 3	a) Accessible? 😊	b) Not accessible? 😞
	a) Accessible? 😊	<p>A 22-minute YouTube video without subtitles about Google Meet for teachers. The man is a native speaker of English.</p> <p>You want to use this as a presentation for your STs to show them how to use this for online teaching.</p>
<p>Source: <a href="https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en#t-4388">https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en#t-4388</a></p>		
<p>Reason for your answer:</p>		
Digital resource 4	a) Accessible? 😊	b) Not accessible? 😞
<p>Name _____ Climate vs. Weather</p> <h2>Weather Makes a Climate</h2> <p>Weather is the state of the air at a certain time and at a certain place. Conditions may be clear, cloudy, fair, rainy, humid, cold, windy, etc. The type of weather that exists from day to day depends on what kind of air masses are moving above.</p> <p>Different places in the world have different kinds of weather for extended time periods. These differences make weather zones called climates. Climates vary according to their latitudes and altitudes and also are affected by the same factors as weather, but may be thought of as localized. For the most part climate zones circle the earth in belts. Use the following map to answer the questions below.</p> <p>Map showing world climate zones with a legend:</p> <ul style="list-style-type: none"> <li>Dry and Desert</li> <li>Tropical Rain Forests</li> <li>Temperate</li> <li>Cold Forest and Polar</li> </ul> <p>1. What climate zones circle the northern and southern portions of the world? _____</p> <p>2. In what type of climate do you live? _____ Circle all the climates in the world that are the same as yours.</p> <p>3. How many climates does Australia have? _____ What are they? _____</p>	a) Accessible? 😊	<p>A worksheet on weather and climate you found with Google images.</p> <p>You want to use this with your STs as a model for designing homework tasks for Grade 4 students.</p>
<p>Source: <a href="https://images.app.goo.gl/ahywEcZgxq8mjjqv5">https://images.app.goo.gl/ahywEcZgxq8mjjqv5</a></p>		
<p>Reason for your answer:</p>		

Digital resource	Is it accessible for your learners?	Reason(s)
1	No / not yet	<p><b>PROBLEMS:</b></p> <ul style="list-style-type: none"> <li>• The language may be too fast and too difficult for Myanmar learners because it's a native English speaker.</li> <li>• There are no subtitles to help your STs so content may not be very accessible.</li> <li>• The video is very long and will use a lot of data for you and your STs.</li> </ul> <p><b>SOLUTIONS:</b></p> <ul style="list-style-type: none"> <li>✓ You could choose a short section of the video and record it on your phone.</li> <li>✓ You could write a “tapescript” of a short part of the video.</li> <li>✓ You could mute the video and talk in Myanmar as the presenter demonstrates what to do.</li> </ul>
2	No / not yet	<p><b>PROBLEMS:</b></p> <ul style="list-style-type: none"> <li>• The font is too small for learners with sight problems so it is not accessible.</li> <li>• There is no clear structure to the text: the paragraphs are difficult to read because there are no headings.</li> </ul> <p><b>SOLUTIONS:</b></p> <ul style="list-style-type: none"> <li>✓ You can adapt the text by making it bigger, adding subheadings, and making the language simpler.</li> <li>✓ You can select only the important part(s) of the text so your STs do not have to read so much.</li> <li>✓ You can translate it into Myanmar.</li> </ul> <p><b>Note:</b> the PDF format is useful because STs can view this easily on their phones. However, you will need to show them how to download a PDF viewer app so they can access the document easily.</p>

Digital resource	Is it accessible for your learners?	Reason(s)
3	Yes - probably	<ul style="list-style-type: none"> <li>✓ The video shows a woman who can act as a good role model for the girls and young women you teach.</li> <li>✓ There are subtitles in Myanmar so this is more accessible than the other resources here.</li> <li>✓ The video is only 7 minutes long.</li> </ul> <p><b>POSSIBLE CHANGES NEEDED:</b></p> <ul style="list-style-type: none"> <li>✓ Choose a short section of the video that you want your STs to focus on.</li> <li>✓ Make sure it fits the learning outcome(s) of the lesson you are teaching.</li> <li>✓ Make sure that your learners only have to use a mouse to watch the video if they have problems using a keyboard.</li> </ul>
4	No / not yet	<p><b>PROBLEMS:</b></p> <ul style="list-style-type: none"> <li>• It looks boring, and the black and white map makes it difficult to see the different categories. However, the shading patterns may be useful for learners with sight problems who can't see some colours very well.</li> <li>• The language is too difficult for grade 4 students.</li> <li>• The task asks students to complete full sentences in English – this will be too difficult for grade 4 learners. This is not a good model for a homework task for this level.</li> <li>• Is the resource copyrighted? We will look at this later in this unit.</li> </ul> <p><b>SOLUTIONS:</b></p> <ul style="list-style-type: none"> <li>• It's best to use colour and different shading patterns in the map and key so students with sight problems with colours can access the resource.</li> <li>• Make the language simpler, and the sentences shorter, or translate it into Myanmar.</li> <li>• Design the task so students need single word answers from a list. Do the first one as an example/model.</li> <li>• Check to see if you can use the resource (copyright), and if so, acknowledge your source. We will look at this later in this unit.</li> </ul>

## 5.2.2. Remembering accessibility questions to adapt digital resources 10 minutes

Work on your own for this task. You may remember the **six key accessibility questions** from OpenWashington ([www.openwa.org/module-9/](http://www.openwa.org/module-9/)). We looked at them in *Unit 3 – Evaluating digital resources*. Read them again here.

Can you complete the text with the missing words from the box below?

<b>captions</b>	<b>keyboard</b>
<b>sight impaired</b>	
<b>Colours</b>	<b>text</b>

**OpenWashington** ([www.openwa.org/module-9/](http://www.openwa.org/module-9/)) lists six key accessibility questions to ask when we plan to use digital resources:

1. Is all written content presented as a) \_\_\_\_\_, so that students using assistive technologies (such as screen readers) can read it?
2. If the materials include images, is the important information from the images communicated clearly with “alt text”?
3. If the materials include audio or video content, are there  
b) \_\_\_\_\_ or a transcription to help learners access the resource?
4. If the materials have a clear visual structure including headings, sub-headings, lists, and tables, is this structure properly coded so it’s accessible to c) \_\_\_\_\_ students using screen readers?
5. If the materials include buttons, controls, drag-and-drop, or other interactive features that students can use with a mouse, can they also be operated with a d) \_\_\_\_\_ alone for learners who are physically unable to use a mouse?
6. Do the materials avoid showing information using colour alone (e.g. the red line means X, the green line means Y)?  
e) \_\_\_\_\_ are difficult to see for some learners.

The answers are on the next page.

## 5.2.2. Remembering accessibility questions to adapt digital resources - ANSWERS

- a) text
- b) captions
- c) sight impaired
- d) keyboard
- e) Colours

## 5.2.3. Can you use accessibility questions to adapt digital resources? 5 minutes

Work on your own for this task.

The Washington checklist questions are helpful if you are planning to **adapt** digital resources. The checklist suggests several features that are important for accessibility.

Look at the list in the box below.

Put a tick mark  next to points that you know how to create or adapt yourself.

Put a question mark  ? next to a point if you are not sure how to do this action yet.

Perhaps you can add more examples.

### Possible adaptations for accessibility

- captions to go with images (a heading under or above a picture)
- transcriptions ("tapescripts") for audio and video files
- clear visual structure with headings and sub-headings (e.g. in Word documents)
- alternative keyboard operation (instead of mouse or touch operation)
- alternatives to colour for giving information (such as patterns on maps and graphs)

You can see extra notes to help you on the next page.

### 5.2.3. Can you use accessibility questions to adapt digital resources? – Extra notes

In addition to the items above, font size and colour are other features that we often need to change to make resources more accessible.

Adjusting font size and colour combinations are often quite easy to do with digital resources (e.g. Word or PowerPoint).

It is also often possible to add or change alternative text for images without any special tools (e.g. Insert > Text box in Word) so students with sight problems can “read” them using a screen reader.

We will look at more examples of tools for making resources more accessible later in this unit.

### 5.2.4. Is this digital resource accessible?



15 minutes

Work with a partner or a group of 3 for this task.

Look at the example of a digital resource on the next page. There are some accessibility problems with it.

## Question:

- What are the problems with this resource? Find 3 or more if you can.
- What are the solutions - how can you make it more accessible for your STs?

The rationale for having a CPD framework for Education Colleges in Myanmar is to provide guidance for the continuous professional development of teacher educators, senior managers and administrative staff in Education Colleges, to develop a culture for learning and to lay the foundation for comprehensive CPD programmes.

For the ECs in Myanmar, continuous professional development is defined as a planned, continuous and lifelong process whereby staff members develop their personal and professional qualities to improve their knowledge, skills and practice for optimum performance from the time of their employment in an EC.

### 1.2 Purpose

**Vision:** The vision is for the Education Colleges to be recognised as outstanding centres for teacher education and research and as Myanmar's preeminent institutions for primary and middle school teacher education.

**Goal:** The goal of CPD is to enable the Education Colleges to develop highly competent and committed teachers to build a quality basic education system and to nurture good citizens who will contribute to the good of their communities and the country.

**Objectives:** The specific objectives of CPD for the Education Colleges are as follows:

- To promote a culture of learning and to instil EC staff a commitment to continuous professional development throughout their careers
- To upgrade the leadership, management and administration skills and qualifications of managers and administrators to ensure high proficiency in management and administration
- To upgrade the professional teaching, mentoring, assessment and research skills and qualifications of TEs to empower and enable them to effectively deliver the EC curriculum and to undertake high quality research
- To upgrade the English and Information and Communication Technology (ICT) proficiency of all EC staff to enhance their job performance
- To develop a repository of specialist knowledge of all aspects of primary and middle school education
- To equip EC staff to be models of inclusion and equity and to promote education for peace and sustainable development
- To contribute to the establishment and management of good relations with partnership schools and close links with classrooms to ensure effective models of teaching and mentoring within the schools.

From: Continuous Professional Development Framework for Education Colleges in Myanmar



Implemented by: BRITISH COUNCIL The Global Skills Fund VSO montrose



Discuss with your partner or group and note down your answers in the box below, or you can use your learning journal.

Problems with the example	Solutions

#### 5.2.4. Discussion: Is this digital resource accessible?

You probably noticed some of the following problems with the example:

1. The text is very small – this font size is too small to read for many STs. The solution is to write it again in larger font (size 12 minimum in Word; size 24 in PowerPoint).
2. The font is uneven – it mixes Tahoma and Century Gothic fonts.  
The **solution** is easy: don't mix fonts too much in documents.
3. The text is in **image** format. It is not possible to access images with a screen reader, and it is not possible to change fonts and other features of the text.  
**Solution:** use Word or another program/app that works with screen readers.
4. **Zooming in** to the image does not work: the text becomes unclear, so it is difficult to read.  
**Solution:** use a text box under images in Word so screen readers can “read” the text for students with sight problems.

We will look at how to solve problems like this later in this unit.

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### 5.3 Implications of adapting resources

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You saw in the previous activities that there are often good reasons for adapting resources.

However, when we adapt or change something in a digital resource, we need to consider an important question:

- Does the change have any **implications** for your students and how you use the resource?

This is a bit like using medicine for an illness: the medicine will help with the illness, but there might be other “side effects” (or implications) and we need to think about them.

#### 5.3.1. What happens when I adapt a resource?

 15 minutes

Work on your own for this task. Look at the list of possible implications in the table below. These are questions that you might need to ask yourself when planning to adapt a resource. While you read the list, think back to the resource you chose in Activity 5.1 and the changes you thought about in the activities above.

Will any of the implications in this list apply for your digital resource?

Write yes (Y), next to an item that you will need to consider. Or write no (N) next to any items that don't apply in your case.

Adapting a resource: possible questions to consider	I need to think about this. Yes / No?
1. Are you changing the learning outcomes? Check that new learning outcomes are realistic and appropriate for your students.	
2. Are you changing the subject content? Check that the subject content in your digital resource fits with the learning outcomes. Each activity should help your STs achieve the learning outcomes.	
3. Are you making it more relevant to students in Myanmar by using local or regional examples and case studies? Consider the sources you could use to find new examples and illustrations.	
4. Are you changing the structure? Check the logical sequence of material and that internal cross-references, headings and numberings are corrected.	
5. Are you changing any assessment tasks? Check that tasks are achievable and based on the learning outcomes and activities.	
6. Are you changing the format of the resource? E.g. from a printed document to online? Consider the effect of the changed format on the learners and how they will use it.	
7. Will you ask someone to review and comment on your changes? Consider who is the best person(s) to ask?	
8. Do you have the time required to make the changes?	
9. Will you need to pay for software or other items to make the changes?	

Share your ideas with a colleague and discuss these questions:

- Which implication(s) was/were most important for you and your partner?
- Work together and offer suggestions to help each other with one or two of the important implications for you in your choice of digital resource.

### 5.3.1. What happens when I adapt a resource? – Considering copyright issues

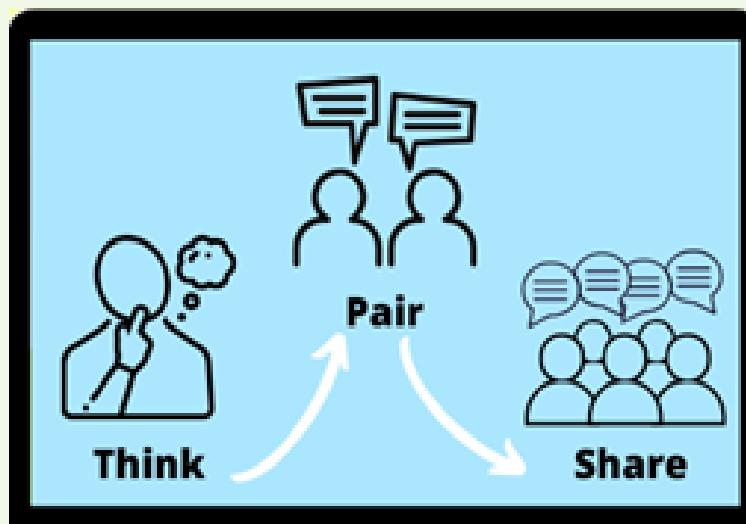
Of course, everyone will have different answers here. It all depends on how many changes you plan to make and what these are.

One important implication that you certainly need to consider is **copyright** and **license**. Unit 4 of this module focuses on this: if you have not studied that unit yourself, you should talk to one of your colleagues who knows about copyright and license.

Basically, if you want to change a resource originally created by someone else, there are certain conditions if you want to share the adapted version.

Often, the main requirement is to **show acknowledgement** of the original creator, or owner, of the resource, or to **provide a reference** to the original source.

You will see that this worksheet acknowledges the original sources used from online photos, websites and materials:



Source: <https://images.app.goo.gl/saXgRLzUcxSQxDoi6xT6> (Creative Commons licensed)

You can find information in Unit 4 about how to check on copyright and license requirements. Also, don't forget that you may have your own rights when you create and share content yourself, so you may want to understand more about this.

## 5.4 How to adapt resources using digital tools

There are many ways we can adapt resources using different software, and this can get quite technical. In this unit, we will look at some of the more basic, common tools and the functions that may be useful for you.

### 5.4.1. Digital tools and their functions



15 minutes

Work in a group to brainstorm for this task if you can.

1. Think about the types of **digital tools** (mobile apps or computer programs) you have used. These may be apps you use on your phone, not only for teaching purposes, and think about programs you have used on a computer or laptop (e.g. Word, PowerPoint).
2. Aim to write at least **5 more digital tools** in the table below or in your learning journal.
3. Also, note one function for each tool (text editor, video recorder, image editor etc.)
4. Look at the example to help you.

What digital tools have I used?	One function for this digital tool
Microsoft Word	Write a text document

You will find a list of possible digital tools and their functions on the next page.

### 5.4.1. Digital tools and their functions – SUGGESTIONS & DISCUSSION

Hopefully you found at least five different tools that you use to create or change content. Here are 5 examples and their possible functions:

DIGITAL TOOLS	POSSIBLE FUNCTIONS
• Mobile camera	Take a classroom photo
• Mobile phone voice recorder	Record a student
• PowerPoint	Create presentation slides
• Mobile calculator	Do maths tasks on your phone
• Messenger	Create a group for your class

Perhaps you found that some tools **do more than one thing**: in other words, they have **multiple functions**.

For example, you can use Microsoft Word to create and edit text, but you can also import images and edit them in Microsoft Word. In addition, you can create graphs and charts in Word: this digital tool has multiple functions.

Here is a useful link which shows you how to create charts in Word: <https://support.microsoft.com/en-us/office/add-a-chart-to-your-document-in-word-ff48e3eb-5e04-4368-a39e-20df7c798932>

**Tip:** You can also search on Google ‘how to create charts in word’ to find links like this. It’s easy!

Here’s another example: you can create slides on PowerPoint, but you can also use it to record audio for your presentation. Here is a useful link which shows you how to do this in PowerPoint: <https://support.microsoft.com/en-us/office/add-and-record-audio-in-powerpoint-eeac1757-5f20-4379-95f2-0d0cd151d5b8>

**Tip:** You can also search on Google ‘how to record audio in powerpoint’ to find links like this.

It is useful to know more about the multiple functions of digital tools that you already use: this can help you to adapt learning resources to meet your learners’ needs.

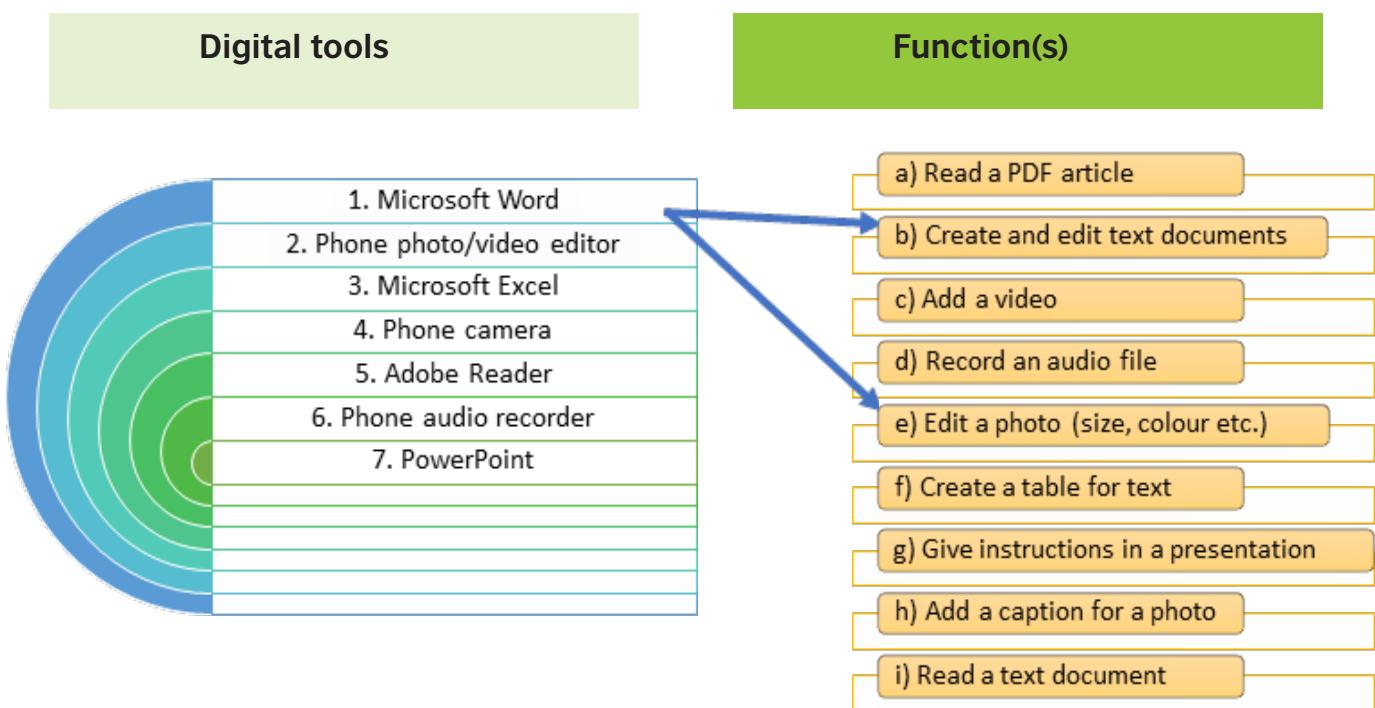
### 5.4.2. Thinking about digital tools and their multiple functions



15 minutes

Work alone for this task. In this activity, you are going to look at multiple functions of digital tools.

1. Match the **digital tools** (1-8) to their **purpose(s)** in the list: a) – h).
2. **Note:** several of these digital tools may have more than one purpose as shown in the example. ☺



1. When you finish the matching task, check your answers with a partner.
2. Can you think of any more functions for these digital tools that are not in the list of functions?  
Share your ideas with your partner.

You can find suggested answers on the next page.

### 5.4.2. Thinking about digital tools and their multiple functions – SUGGESTED ANSWERS

Digital tools	Functions
Microsoft Word	<ul style="list-style-type: none"> <li>• create and edit text documents</li> <li>• edit a photo</li> <li>• create a table</li> <li>• add a caption for a photo</li> <li>• read a text document</li> <li>• create a graph</li> <li>• add comments to text</li> </ul>
Phone photo/video editor	<ul style="list-style-type: none"> <li>• add a video</li> <li>• edit a video</li> <li>• edit a photo</li> <li>• edit a presentation</li> <li>• add a caption for a photo</li> </ul>
Microsoft Excel	<ul style="list-style-type: none"> <li>• create and edit text tables</li> <li>• calculate maths sums</li> <li>• create a timetable or calendar</li> <li>• create/edit a graph...</li> </ul>
Phone camera	<ul style="list-style-type: none"> <li>• add a video</li> <li>• create instructions in a presentation</li> <li>• record a student</li> <li>• record a class activity</li> </ul>
Adobe Reader	<ul style="list-style-type: none"> <li>• read a PDF article</li> <li>• read a text document</li> </ul>
Phone audio recorder	<ul style="list-style-type: none"> <li>• record a student</li> <li>• record an audio file</li> </ul>
PowerPoint	<ul style="list-style-type: none"> <li>• create and edit text documents</li> <li>• add a video</li> <li>• record an audio file / give instructions in a presentation</li> <li>• edit a photo</li> <li>• create a table for text</li> <li>• add a caption for a photo</li> <li>• read a text document</li> </ul>

### 5.4.3. Choosing digital tools with multiple functions

 15 minutes

In this activity, you will focus on adapting learning resources using some of the multiple functions of digital tools that we looked at in the previous task.

Work with a partner if you can for this task.

1. Look back to the resource you looked at in **Activity 5.1.1. What to adapt?** Find the things you wanted to change.
2. Think about how you can do this - identify the digital tools you can use to make the change.  
For example, to edit a picture, use Microsoft Word or PowerPoint.

What change do I want to make?	What tool can I use? MS Word
<ul style="list-style-type: none"><li>• Change the picture to match my context in Myanmar</li><li>• </li><li>• </li><li>• </li><li>• </li></ul>	

You will find more information in the discussion section and a completed example on the next page.

### 5.4.3. Choosing digital tools with multiple functions - DISCUSSION

You may have thought of a lot of ideas. If you couldn't work with anyone or complete this activity, you can find an example answer below this box.

In your discussion, you may have seen that it is often quite easy to make changes to digital learning resource. All of the tools we chose for our example are probably familiar to many educators (e.g. mobile camera, voice recorder, PowerPoint).

Sometimes we find that the tools we use every day can do much more than we think: this can save you a lot of time and trouble. So, when you want to adapt a resource, it is a good idea to explore the tools you already have. If you ask your colleagues and family members, they may often be able to help you to find new and useful functions on familiar tools. You may know that it can also be easy to find help online for using digital tools: writing your technical problem into a search engine like Google will often give you answers.

**Example tip:** Type in the search box in Google Chrome: 'how to edit photos android' – you don't need capital letters or sentences, just the right words to search.

Using digital tools does not need to be difficult: and it does not need to be expensive! There are many kinds of free tools for developing and adapting learning resources. You may find that everything you need is already on your mobile phone, your computer or on the internet.

### 5.4.3. Choosing digital tools with multiple functions – POSSIBLE ANSWERS

What change do I want to make?	What tool can I use?
• Change the picture	Microsoft Word
• Add vocabulary to pictures in answers sections	Photo editor (on phone)
• Add an audio recording - of vocabulary; a dialogue	Voice recorder, One Note
• Provide instructions as a presentation	PowerPoint, One Note
• Add a video	Mobile camera; PowerPoint

#### 5.4.4. Tools and accessibility

 15 minutes

Work on your own for this task.

You have now thought about adapting a resource using digital tools to make it more appropriate for your STs.

Look again at the resource you chose for **Activity 5.1.1. What to adapt?** Focus on the **accessibility** of this resource.

If you don't have your own example of a resource, look at the example of the lesson plan from **Activity 5.1.1:** <https://learnenglishkids.britishcouncil.org/short-stories/jack-and-the-beanstalk>

1. Do you need to adapt the resource to make it more accessible for your STs?
2. If so, what changes will you make?
3. Which digital tools can you use to adapt your resource?

**Tip:** Look again at *Appendix A* at the end of this unit - the TREE materials development checklist - to help remind you about accessibility questions.

Write your ideas in the box below or use your learning journal.

Now compare your ideas with a colleague and discuss these questions:

1. Did your partner use a tool that you didn't know about?
2. What did your partner use to adapt her/his resource to make it more accessible?

#### 5.4.4. Tools and accessibility - DISCUSSION

Here are some useful ways you can adapt your resource to make it more accessible.

##### Using a text document format

One of the most common ways to adapt a resource is to re-write the text into a new **text document format**, for example in Microsoft Word. Text in images (e.g. .jpg) cannot be read by screen readers (a tool which reads the text out loud – see Unit 3).

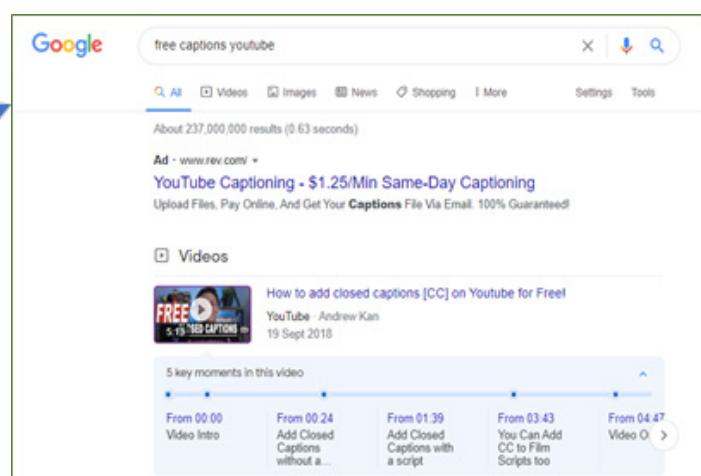
In Word, it is possible to **zoom in** or **change font size** to make the text bigger so it is easier to read. Word documents will work with a screen reader. This text format also makes it easier for other teachers in your department to adapt it.

##### Adding captions to a video

This is another common way to make a resource more accessible. If a video does not have captions, or if you want to have captions in another language, you have several options:

- For YouTube videos, to create captions of your own, look at this **YouTube help page** for advice: [https://support.google.com/youtube/answer/2734796?hl=en&ref\\_topic=7296214](https://support.google.com/youtube/answer/2734796?hl=en&ref_topic=7296214)
- For TED talks, contact the community of **voluntary caption providers**: <https://www.ted.com/participate/translate>
- Use a free software tool (such as Amara or Dotsub) to create your own captions.

Tip: As we saw before, you can use Google Chrome to search for these tools on your phone or laptop. Try searching for 'free captions youtube' and see what you can find!



It is important to remember that all these adaptations make it easier for **everyone** to access resources, not only people who need accessibility tools.

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## Unit 5 Wrap up

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### Check your learning / Exit card

Think about what you've learnt in this unit. Can you answer these questions? Use the box below or write the answers in your learning journal. The answers are on the next page – don't look yet!

1. When you adapt online resources you need to change everything about them to suit your learners. TRUE / FALSE
2. Name **two** ways to make difficult language in digital resources more accessible for your learners.
3. Name **two** digital resources you can use to record audio for a presentation.
4. You want to find a digital tool to edit a photo because it is unclear. Which **app** can you use on your **phone** and what could you **type**?

## Unit 5 Wrap up - Your answers

### Q1.

- FALSE! Many digital resources may have excellent ideas such as task types (see Task 5.1.2) which you can use in your own teaching.
- See 5.1.3. “Discussion” which explains some of the small changes you may need to make when you adapt digital resources so they are more suitable for your learners.

### Q2.

- Some suggestions are: rewrite the main points using Word so STs with sight problems can read using a screen reader or Zoom in to read it; simplify the vocabulary and grammar (if it is in English); translate the text into Burmese or another local language.
- See Activity 5.1.1. and Activity 5.2.1. in this unit for more details about this.

### Q3.

- Voice recorder on your phone. You can email this file to yourself and then click: Insert > Media > Audio > Audio on my PC on PowerPoint on a laptop or computer.
- You can also use PowerPoint to record audio directly in a presentation: Insert > Media > Audio > Record audio.
- See Activity 5.4.2 and Activity 5.4.3.

### Q4.

- Google Chrome is a useful app for searching for information online (see 5.4.4).
- You could type ‘edit unclear photo android’ (if you have an Android phone), or ‘edit unclear photo iphone’ if you use an Apple phone. If you use a laptop, type ‘edit unclear photo word’.

## Unit 5 Wrap Up – Exit Card suggested answers

**Well done!** You have now completed Unit 5: Adapting digital resources.

## Appendix A

### TREE materials development checklist

Adapted for TEs to use to check the appropriacy of digital resources.

Name of Materials:      Purpose (What's it for? Who's it for?):      Date:

Criteria	Criteria question(s)	Y/N	ACTION
Sense check	Does the material make sense?		
	Do <b>you</b> understand it?		
	Have you tried it out yourself or on your peers? (peer review)?		
Aims and objectives	Does it fit with your aims and objectives? (to improve teaching and learning outcomes for STs in support of the new curriculum)		
Learning Outcomes	Are the learning outcomes clear enough so the STs can understand them?		
	Is it clear what the STs will be able to do after the lesson / session?		
Assessment	Is assessment clearly linked to learning outcomes and learning activities?		
Learner-centred	Is it learner-centred?		
Practical	Can TEs and STs use it for digital / online teaching and learning e.g. flipped learning, independent study or homework?		
	Is the file (audio/video/worksheet etc.) accessible for STs? e.g. is the file size small enough so STs can watch/download/use the resource on their mobile phones or laptops?		
	Can you adapt the resource easily so it is appropriate for your STs ?		
	Does the material give the STs enough chance to practise?		
	Are the units / lessons the right length – not too long/short?		
	Is it the correct level for STs? Check that it is not too difficult. Remember who your STs are and their specific needs.		
Interesting	Are there a variety of activities in the material?		
	Are there are a variety of interactions? Can STs work in pairs, groups as well as independently?		
	Is there a good balance of knowledge and practice?		
	Is it interesting for STs to use?		
Realistic and Relevant	Is the material realistic in terms of the objectives and resources?		
	Is it relevant to the teaching / learning context of your EDC?		
Appropriate	Is the material appropriate in terms of gender, culture and an awareness of bi-lingual / multi-lingual contexts?		
	Are there negative images or stereotypes?		
User-friendliness	Is the layout and design logical and easy to follow?		
	Are there separate TE and ST materials? Are there answers for STs to self-check later if necessary?		
	Accessibility. E.g. Is it easy for your STs to read or hear? Is the font large enough? Is the sound or video clear enough?		

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