

Name.....

State.....



Achieving Excellence as a MOOC Facilitator

Facilitation Handbook 2015

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Welcome

Welcome to the TESS-India MOOC. The MOOC is a significant part of the implementation strategy for TESS-India and your role as a MOOC facilitator is vital to the success of that strategy.

The focus of TESS-India is the development and use of Open Educational Resources (OER) to achieve transformational change for teacher educators and teachers working in primary and lower secondary schools. The TESS-India OER support the movement of national policy (NCF 2005, NCFTE 2009) into practice in classroom teaching and learning. The OER model participatory approaches and empower teachers in their own classrooms. The process of implementation of the OER involves their adaptation and incorporation into teacher education programmes, courses and initiatives to support locally identified teacher development needs

The TESS-India MOOC aims to help teacher educators to understand and recognise participatory approaches, and how the TESS-India OER can be utilised to support improvements in teacher quality.

The MOOC represents an innovative approach to capacity building by offering the opportunity for participation to a broad constituency of teacher educators across India and beyond.

The MOOC will run from 23rd November 2015 for six weeks. In each TESS-India project state (Assam, Bihar, Karnataka, Madhya Pradesh, Odisha, Uttar Pradesh, West Bengal) facilitators have been appointed to support groups of teacher educators studying the TESS-India MOOC, thus ensuring that participants will be in a strong position to implement the TESS-India OER in the teacher education programmes in their state.

The purpose of this booklet is to help you in your role as a facilitator. You can use it as an 'aide memoire' for the duration of the MOOC. Your contribution is much appreciated and we hope that you enjoy this opportunity to play a significant part in this innovative work.

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November 2015

Facebook: <http://tinyurl.com/facebook-TESSIndia>

Twitter: [@TESSIndia](https://twitter.com/TESSIndia)

MOOCs

MOOCs (Massive Online Open Courses) are freely available, short courses, delivered online. They have the potential to engage a large numbers of learners at any one time. MOOCs provide learners with the possibility to undertake activities drawing on a range of available resources and tools, while also offering participants opportunities for collaboration, and peer support.

Normally, there is no formal assessment of learning within a MOOC, although there are often peer-assessed activities and on-line quizzes to consolidate learning. Some MOOCs do, however, offer some form of assessment-based certification of completion, often for a small fee. This is the case with the TESS-India MOOC; all participants will get a certificate if they complete the assignments in the 'Portfolio of Participation'.

Evidence from other MOOCs is that, although many learners register at the start, the completion rate is low. Research shows that interaction and support sustains motivation during on-line learning leading to higher rates of completion. Your role as a facilitator is to support your group of participants through to completion.

Each MOOC is presented on a 'platform'. The TESS-India MOOC is presented on the EdX platform. The platform provides various tools to support learning. You will need to familiarise yourself fully with these tools, together with the activities participants will undertake.

The TESS-India MOOC – an overview

The TESS-India MOOC is designed as an open and free professional development opportunity for teacher educators in the Indian context. It is a small, task-oriented course that focuses on OER engagement and use in teacher education - with a particular focus on the TESS-India OER.

The TESS-India MOOC follows a participatory pedagogic model congruent with the pedagogy of the TESS-India OER. This means that the MOOC does not comprise of lectures, but rather short pieces to read and activities for participants to undertake on their own and in collaboration with other participants. Participants will get most benefit if they try all the activities and share and develop ideas with other participants through the course discussions.

The aim is to provide a supported learning environment for the participants in your state. As a trained facilitator, your role is to provide individual and group support through course discussions, email and regular contact classes.

Participants on the TESS-India MOOC will be expected to study for approximately 4 hours a week over a 6 week period. It will be possible to download material and work off-line, but to participate fully and gain the benefits from collaborative learning participants will need access to the internet for the duration of the course. The MOOC can be accessed through a range of online-enabled devices, such as tablets or mobile phones.

The TESS-India MOOC – the details

The learning outcomes

Through engaging in the MOOC, participants will have opportunities to learn to:

- recognise and model active, learner-centred teaching approaches
- become familiar with the TESS-India OER and their potential to support teaching and teacher education
- use OER (including the TESS-India OER) to plan and enact activities that promote teacher professional learning and pedagogic change
- select and use OER to meet their own professional learning needs.

An overview of the course

Each week, participants will complete a number of activities (see Appendix 1).

Week 1 – examines the international and national context for teacher education and develops your vision for participatory teaching and learning.

Week 2 – focuses on active learning – how to recognise it in practice and the skills that teachers need to support active participatory learning in their classroom.

Week 3 – introduces video as a tool to support teacher education.

Week 4 – helps you to examine your practice as a teacher educator and consider how you might use OER in your work.

Week 5 – encourages you to explore a range of OER to suit your context.

Week 6 – focuses on moving forward by encouraging you to make a plan to include OER in your teacher educator programme.

Assignments

A selection of the activities have been labelled as ‘assignments’. In order to receive the Certificate of Completion, participants have to complete these.

These are:

- Pre-course survey
- Activity 1.7 – Reviewing your learning (a short quiz)
- Activity 2.6 – Active learning quiz
- Activity 3.3 – Presenting your ideas about a video and giving feedback (a peer review exercise)
- Activity 4.3 – Using TESS-India OER with teachers
- Activity 5.4 – Adapting an OER (a peer review exercise)
- Activity 6.4 – Course quiz

Appendix 2 contains a ‘portfolio of participation’ checklist.

The Role of the Facilitator

This MOOC is an important part of the TESS-India model of change. As a facilitator, it is your responsibility to support the TESS-India participants in your state to successfully complete the MOOC. By completing the MOOC, they will be in a better position to lead improvements in teacher education in their local area.

You will be asked to complete a number of tasks each week.

The course is overseen by the TESS-India Academic Director, Freda Wolfenden and the TESS-India academic team. Each week one member of this team will act as an academic **lead** and be responsible for the activities taking place over that week during the course.

Your responsibility as a **facilitator** is to:

- familiarise yourself fully with each week’s activities in advance
- read and contribute (if appropriate) to any course discussion associated with an activity. Any inappropriate content in any language should be reported via the ‘report’ button
- send a weekly email to your group of participants to remind them of the key activities and details of the next contact class
- run contact classes for your allocated participants as agreed with TESS-India
- respond to any queries or tell participants where they can get help

- contact any participants who do not complete the weekly assessments or who do not attend contact classes. You should contact participants by email, text or phone
- report regularly on progress to the TESS-India team in your state.

Contact classes

Contact classes provide a means of supporting and monitoring the progress of your allocated participants. You should **not** provide a lecture or a presentation, nor use additional material. Rather your role is to support your allocated participants in their learning with the MOOC. The contact classes will give participants the opportunity to get to know one another and to build a professional network.

During contact classes you should:

- encourage participants to remain motivated and complete the course
- support learning by providing the opportunity for discussion and reflection
- build a collaborative network within the state that will continue beyond the lifetime of the MOOC
- give participants online access to the MOOC.

It is helpful to conceptualise contact classes in four parts:

1. an introductory activity to put everyone at ease
2. a review of the previous week (What has been learnt? What has been problematic?)
3. an activity from the MOOC
4. setting expectations for the next week.

Using this framework you are free to organise the contact classes as you see fit, according to the needs of your group.

The next section has a detailed breakdown of each week, summarising the key learning outcomes and highlighting potential challenges, with some suggestions for activities in the contact classes.

Week-by-week guide to the MOOC

Week 1: Developing a vision and introducing key concepts

You are not expected to teach the content of the MOOC, rather to provide participants with the opportunity to clarify and discuss their ideas. If you run the sessions in a participatory way, at the end of six weeks, participants will know one another and will have identified people that they would like to continue to work with as part of the TESS-India community.

Key concepts for the week

Week 1 encourages teacher educators to develop a vision for Indian classrooms. The activities help participants to develop this vision and introduce the concept of an OER in general and TESS-India in particular. In order to achieve this vision, teachers' current practices need to change. The purpose of this MOOC is to help teacher educators understand that if they are expecting teachers to change, then they need to change as well. They will need to challenge teachers' attitudes and beliefs – and at the same time challenge their own – and model active approaches in their own teaching.

Possible challenges

There will be technical challenges as participants get used to how the website works. You will need to stress that the timing provides a guide as to how long we expect participants to spend on an activity. If they are spending much longer than that, then they are probably doing it in too much detail. However, if they are particularly interested in something, for example the TESS-India website, there is nothing to stop participants spending longer doing an activity, as long as it doesn't prevent participants doing the other activities.

If participants arrive having not done any of the MOOC, you will need to give them time in the session to go online. It would also be helpful for participants to take part in the core activity, but make sure you pair participants with someone who has completed it already.

Ideas for reviewing the week

Ask participants to introduce themselves and make sure they complete the pre-course survey. Possible activities:

- In groups of 4 share impressions of the first week. Get each group to share one comment. Keep going until no-one has anything new to say.
- Ask participants to share their study notebooks in pairs, so that they get the opportunity to see how someone else is tackling the same activities.
- Ask participants to say which TESS-India OER they have chosen (Activity 1.5) to take forward to next week.

Core Activity

Introduce the activity by displaying the post-its from Activity 1.3. These are the things which teachers and teacher educators think need to change. Achieving this involves changing practices in the classroom, this will lead to changes in attitudes.

Activity	Preparation required
<p>This is based on Activity 1.6 and the screen before the activity.</p> <ul style="list-style-type: none"> ▪ Take one pair of statements and read them out. ▪ Put them on the wall at opposite ends of the room, making sure 'left' statements are put on the left side of the room and right statements on the right side of the room. ▪ Ask people to move to the statement they agree with most. ▪ Generate some discussion by asking why they agree or disagree. ▪ Repeat for the other statements ▪ Finish by playing the audio from Patricia Murphy. ▪ In groups ask participants to discuss the question: what will help teachers move from left to right in terms of their beliefs? <p>The answer to this from the TESS-India team would be that they need to try active approaches to teaching and learning in their classrooms. This will provide evidence that will help to convince participants of the benefits of participatory approaches.</p>	<p>Write out the 8 statements given below on a piece of card in large letters</p>

Left statements	Right statements
Teachers are givers of knowledge	Teachers are guides of learning
Knowledge is transmitted from teacher to learner and absorbed by learners	Learners need to construct knowledge through interaction with others
The ability to learn is determined at birth and fixed	The ability to learn depends on what is to be learnt and how it is presented
Learners receive knowledge regardless of what they have learnt before	How learners understand new ideas, depends on their previous learning and experiences

Looking ahead to next week

Remind participants that activity 1.6 is an assignment and encourage them to complete it. During week 2, the focus is on how to recognise and support active learning. In Activity 2.3 they will be asked to analyse one of the OER they chose in

Activity 1.5. If they have not done Activity 1.5, encourage participants to do that during the session.

Week 2: Focusing on active learning and the TESS-India OER

Key concepts for the week

Week 2 is about activity based learning and getting familiar with TESS-India OER. The main point is that effective learning involves being cognitively engaged. The MOOC is encouraging people to think about how they can recognise useful and productive learning. Week 2 also asks teacher educators to engage with the TESS-India OER – the key resources, the teacher development OER and the videos. These can all be used by teachers in their classrooms and by teacher educators working with pre-service or in-service teachers. The last two activities in Week 2 encourage participants to think about how they can use active approaches in their own teaching.

Possible challenges

For many teacher educators, planning an activity based teaching session (Activities 2.5 and 2.6) will be new, as they will be used to giving lectures (that they have probably given many times before).

Ideas for reviewing the week

The most important activities this week are Activity 2.5 and Activity 2.6. In reviewing the week, it would be a good idea to discuss these activities and which TESS-India they will use. Put participants in pairs and ask participants to share their responses, or to discuss how they would do the activity.

Other possible activities:

- In groups of 4 share impressions of the week. Get each group to share one comment. Keep going until no-one has anything new to say.
- Put participants in subject groups and ask participants to discuss Activity 2.3.

Core Activity

The purpose of this activity is to give participants the opportunity to discuss how they understand participatory pedagogy and how they can create the possibility for active participation.

Activity (3 options)	Preparation required
<p>Option 1: If a projector is available, display the photographs in Activity 2.1. Draw a 3x3 grid on the chalkboard and put a number in each square. That will be the number corresponding to a photograph. Give each pair of participants a number and a piece of paper. Ask participants to write down two or three ways in which they can tell active learning is taking place in their photograph. Collect in the papers. Read the notes out</p>	<p>A projector to display the photographs.</p> <p>Pieces of paper. A 3x3 grid on a chalkboard.</p>

<p>and ask participants to guess which photograph is being described.</p> <p>If no projector is available, then you will not be able to do this activity.</p> <p>Option 2: Print out one set of photographs. Display them around the room. Ask participants to work in pairs to go and look at each one. Note two or three ways in which they can tell active learning is taking place.</p> <p>Option 3: Working in groups of 4, ask participants to discuss the following question: Imagine you are teaching a group of 80 pre-service teachers about CCE. What strategies could you use to make sure they are actively engaged? <i>Facilitator notes: a common misconception is that you cannot use active approaches with large groups. Drawing on the TESS-India Key Resources they could suggest: questioning and asking students to discuss questions in pairs; setting tasks for students to do in groups of 8; setting written tasks to do in class that are peer marked.</i></p>	
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Looking ahead to next week

During week 3 the focus is on using the TESS-India videos to help teachers move towards more participatory practice. If internet access is a problem it would be useful to give participants the chance to watch some of the videos during the Week 2 session. Encourage participants to make some detailed notes, so that they could use their notes to do the Activity 3.3 if necessary. Alternatively, you could distribute copies of the videos on a memory stick.

Activity 3.3 is an assignment and participants will be apprehensive about writing their response online. If you have a projector and the internet, you could display the activity, and demonstrate how to do the activity. Remember to remind participants that their response to the assignment is anonymous.

They will also be asked to give feedback to other (anonymous) responses.

Week 3: Using video to support teacher learning

Key concepts for the week

The focus of this week is using video to support teacher learning. Video can be a very helpful tool, but just looking at films of classrooms is not enough; teachers' need support to notice particular features.

Possible challenges

The assignment and giving feedback will be demanding for some participants. Receiving feedback from an unknown colleague will be a new experience for many participants.

Ideas for reviewing the week

Participants will have watched different videos. Start by asking participants to work in groups and to share their ideas about the video they watched.

Ask people who have completed the assignment to share their experiences. What did they think of the feedback they received? Those who have not done the assignment should be given the chance to do so.

Core Activity

Activity (2 options)	Preparation required
<p>Option 1: Show the participants a TESS-India video and ask them to observe what the teacher is doing as they watch it. Show the video again and ask participants this time to observe what the students are doing and reacting. Explain the benefits of watching twice from different perspectives (<i>you notice different things and take more from the video</i>). Ask participants to work in pairs to plan a teaching session in their institution using similar approaches.</p> <p>Option 2: If no projector is available, ask participants to work in groups of three to watch a video together on a laptop. They could work in subject groups, and do the same activity.</p> <p>Plenary: Gather suggestions about alternative ways of using video to support teacher learning. (<i>Facilitator notes: an alternative way to use video is to pause the film at intervals to review what has just happened, or to speculate about what the teacher might do next. If they have the facilities, making their own videos of student teachers for discussion afterwards can be very powerful</i>).</p>	<p>Projector and internet. Decide which video to use.</p> <p>Make sure you have some videos on a memory stick that people could copy on to their computer if necessary.</p> <p>Videos can also be downloaded from YouTube and watched offline.</p>

Looking ahead to next week

Week 4 encourages teacher educators to think about their own professional development needs. They will need a few documents from the 'course documents' so make sure they can access participants. As 'experts' thinking about their own development needs might be new and demanding. Encourage participants to be honest, especially in Activity 4.2.

Week 4: Developing your own practice with OER

Key concepts for the week

This week explores how OER can help teacher educators develop their own practice and support teachers in developing theirs. Participants are asked to choose a TESS-India OER (Key Resource, video or teacher development OER) and plan a teaching session.

Possible challenges

The activities this week challenge the relationship between the teacher and the teacher educator. They position the teacher educator as a learner; as experts this will be challenging for some participants.

Ideas for reviewing the week

There are a number of activities you could do to start the session. Ask participants to work in pairs to compare the audit of their skills (Activity 4.2). Encourage participants to support one another

Core Activity

Activity	Preparation required
Divide the participants into subject groups. Provide each group with one TESS-India OER. The participants work together to plan a teaching session (with in-service or pre-service teachers) using the OER. A single case study or activity can be used as the basis of this session. <i>It is critical here that the plans include undertaking the activities and pause for thought –merely reading the OER is not sufficient.</i>	Hard copies of TESS-India OER and Key resources

Looking ahead to next week

Week 5 introduces teacher educators to the potential – and challenges – of using other OER. Many resources are available and they will have the opportunity to look at different repositories. The challenge for participants will be to skim the sites and not to spend too much time. Encourage participants to think about the sort of resources they need, (e.g. resources to support subject knowledge development, examples of classroom materials, resources about educational theory) so that any searching they do is purposeful. In Activity 5.2, they are asked some questions about the OER sites they visit. They do not need to answer all the questions about every site; encourage participants to choose the site they think is the most useful. Week 5 contains an assignment which asks participants to select OER and plan for use.

Week 5: Finding and adapting OER

Key concepts for the week

This week explains the concept of OER. There are many OER available on the internet. They are all free and can be used and reused. Depending on the copyright license, they can be adapted and shared. Participants are introduced to a process diagram explaining how OER can be used.

Possible challenges

The challenge is that OER published on the internet have not necessarily been quality assured, and participants need to be able to critically analyse what they find. Being very clear about what sort of resources participants need to meet learning needs is important.

Ideas for reviewing the week

It would be a good idea to re-visit the quiz in Activity 5.1.

Gather feedback on some of the OER sites that participants have explored.

Core Activity

Activity	Preparation required
<p>It is likely that some participants will have completed some of the Week 5 activities, whilst others won't have started. You can set participants different tasks. Those who have explored different OER sites and chosen one they like can be put in small groups to discuss their responses to the activities.</p> <p>Participants who have not explored OER sites can work in small groups to complete Activity 5.2.</p>	<p>Hard copies of TESS-India OER</p>

Looking ahead to next week

In week 6 the focus is on moving forward with the ideas in the TESS-India MOOC. Participants are encouraged to make a plan for how they will integrate OER into their normal work. The emphasis is on participants developing the habit of planning their teaching to include more modelling of active learning approaches.

Some participants will not be in a position to influence their institution. . However they can still use the OER and active approaches in their own teaching, and give a presentation about what they have learned in the MOOC to their colleagues.

Week 6: Integrating OER into teacher education

Key concepts for the week

The focus of week 6 is planning for the future. Participants are encouraged to communicate what they have learnt to their colleagues and to integrate the use of TESS-India OER (and any others that they have found) into teacher education programmes. For example, the Key Resources could be used to support sessions about teaching methods; teacher development OER could be used to support subject pedagogy and the videos could be used in a variety of ways.

Possible challenges

Participants might feel they do not have the authority to influence the design of teacher educator programs, and there is therefore little point in making an institutional plan. The TESS-India MOOC team would suggest that anyone can make a plan to integrate the OER into their own teaching. TESS-India OER are not something extra, but will support the teaching that they do as part of their role. The TESS-India OER can be used to demonstrate the link between theory and practice; they will make a theory course seem more relevant and they provide a strong rationale for practice.

Ideas for reviewing the week

Check participants have done all the assignments for the portfolio of participation. At the end of week 6, participants complete the final assignment – an end-of-course quiz. If they have not done the assignment in week 5, try and provide participants with the opportunity to work with a partner to try it.

Core Activity

Activity	Preparation required
<p>This activity is based on Activity 6.2.</p> <p>Divide the participants into five groups.</p> <p>Each group discusses one of the questions in Activity 6.2 and produced two slides that could be part of a presentation to colleagues about the potential of OER in general and TESS-India in particular.</p> <p>Reorganise the groups, ensuring there is one expert for each question in each.</p> <p>Give each person three minutes to share their slides.</p> <p>This activity will help participants plan a presentation to give to their colleagues.</p>	<p>Think carefully about how many people you are likely to have. For the activity as described, you need 25. If you have fewer, they could discuss 4 questions instead of 5.</p>

Looking ahead

A key aspect of the contact classes is the opportunity for participants to work together and share ideas. During this final session you should encourage participants to exchange contact details and make plans to share ideas and experiences. In

particular encourage participants to think about the institution in which they work and how they might be able to influence colleagues in order to bring about change.

Being a facilitator

To be effective as a facilitator, you will need to be familiar with the content of the MOOC and your participants.

Participants will have different learning needs and different prior experiences. They will each have their own learning journey and will spend different amounts of time on each activity. Do not be concerned if you find that participants have prioritised some activities over others. It is important to respect their individual differences and preferences in working through the MOOC.

The nature of this kind of course is that there are rarely 'correct' answers. Where there are, (for example for the quiz questions), participants will receive feedback on their responses from the online system.

As a MOOC facilitator, your role is to ask questions – online or face-to-face - that will make participants, think more deeply about issues and how they can apply these in their own context, and to support participants in working collaboratively. You should encourage participants to ask you questions too. If you are not sure of the answer, you can invite the other participants for their thoughts.

Good luck with this important work! We look forward to hearing about your experiences as a facilitator.

<p>Week 3</p> <p>7 December – 13 December 2015</p>	<p>Week 3 continues the focus on Teacher Education pedagogy with how the video resources can be used to help teachers notice active pedagogies and the results of using participants. It includes devising criteria for evaluation and giving feedback.</p>  	<p>Study time: 4-6 hours</p> <p>Activity 3.1 Using video to support active pedagogy (20 mins) <input type="checkbox"/></p> <p>Activity 3.2 Giving feedback (20 mins) <input type="checkbox"/></p> <p>Activity 3.3 Assignment 3: Presenting your ideas and giving feedback (1.5 hours) <input type="checkbox"/></p> <p>Activity 3.4 Receiving feedback (30 mins) <input type="checkbox"/></p> <p>Activity 3.5 Reviewing your learning (15 mins) <input type="checkbox"/></p>	
<p>Week 4</p> <p>14 December- 20 December 2015</p>	<p>In week 4 you continue to examine your practice as a teacher educator, focus on the needs of the teachers you work with and consider how you might use OER in your work. You will also carry out an audit of your skills in order to develop a plan for your own professional development.</p>  	<p>Study time: 4-6 hours</p> <p>Activity 4.1 Identifying teacher needs (30 mins) <input type="checkbox"/></p> <p>Activity 4.2 Identifying your professional needs (60 mins) <input type="checkbox"/></p> <p>Activity 4.3 Assignment 4: Using TESS India OER with teachers (1.5 hours) <input type="checkbox"/></p> <p>Activity 4.4 Reviewing your learning (30 mins) <input type="checkbox"/></p>	
<p>Week 5</p> <p>21 December- 27 December 2015</p>	<p>In week 5 you will explore a range of OER, consider how to judge their quality and consider the process of adapting OER to suit your context. This week culminates in the second assignment in which you will plan to select and use an OER.</p>  	<p>Study time: 4-6 hours</p> <p>Activity 5.1 Reviewing OER (15 mins) <input type="checkbox"/></p> <p>Activity 5.2 Exploring other OER sites (40 mins) <input type="checkbox"/></p> <p>Activity 5.3 Evaluating OER (40 mins) <input type="checkbox"/></p> <p>Activity 5.4 Assignment 5: Select OER and plan for use (1.5 hours) <input type="checkbox"/></p> <p>Activity 5.5 Reviewing your learning (20 mins) <input type="checkbox"/></p>	

<p>Week 6</p> <p>28 December 2015-3 January 2016</p>	<p>The final week draws together what you have learned in the previous weeks in order to plan for integrating OER into the teacher education programme you are involved with. The MOOC concludes with a course evaluation.</p> 	<p>Study time: 4-6 hours</p> <p>Activity 6.1 Learning opportunities (60 mins) <input type="checkbox"/></p> <p>Activity 6.2 Presenting to colleagues (1.5 hours) <input type="checkbox"/></p> <p>Activity 6.3 Taking forward your plans (60 mins) <input type="checkbox"/></p> <p>Activity 6.4 Assignment 6: Course quiz (30 mins) <input type="checkbox"/></p> <p>Activity 6.5 Course Reflection (20 mins) <input type="checkbox"/></p> <p>Post-course survey <input type="checkbox"/></p>	
<p>End of course checklist and survey</p>		<p>Portfolio of Participation checklist <input type="checkbox"/></p> <p>Post-course survey <input type="checkbox"/></p>	

*Please note items marked in red are included in the Portfolio of Participation.

Appendix 2: Portfolio of participation

If you would like to receive a Certificate of Completion for this MOOC, you will need to complete the following elements:

Week		Complete by (GMT)	Tick when complete
Getting Started	Pre-course survey	5 December 2015	<input type="checkbox"/>
Week 1	Activity 1.7 Assignment 1: Reviewing your learning	5 December 2015	<input type="checkbox"/>
Week 2	Activity 2.6 Assignment 2: Active Learning Quiz	12 December 2015	<input type="checkbox"/>
Week 3	Activity 3.3 Assignment 3: Presenting your ideas and giving feedback	Part 1: 16 December 2015 Part 2: 19 December 2015	<input type="checkbox"/> <input type="checkbox"/>
Week 4	Activity 4.3 Assignment 4: Using TESS-India OER with teachers	26 December 2015	<input type="checkbox"/>
Week 5	Activity 5.4 Assignment 5: Select OER and plan for use	Part 1: 30 December 2015 Part 2: 2 January 2016	<input type="checkbox"/> <input type="checkbox"/>
Week 6	Activity 6.4 Assignment 6: Course quiz	9 January 2016	<input type="checkbox"/>

