The Open University

Non-campus based experience – an OU in Scotland case study

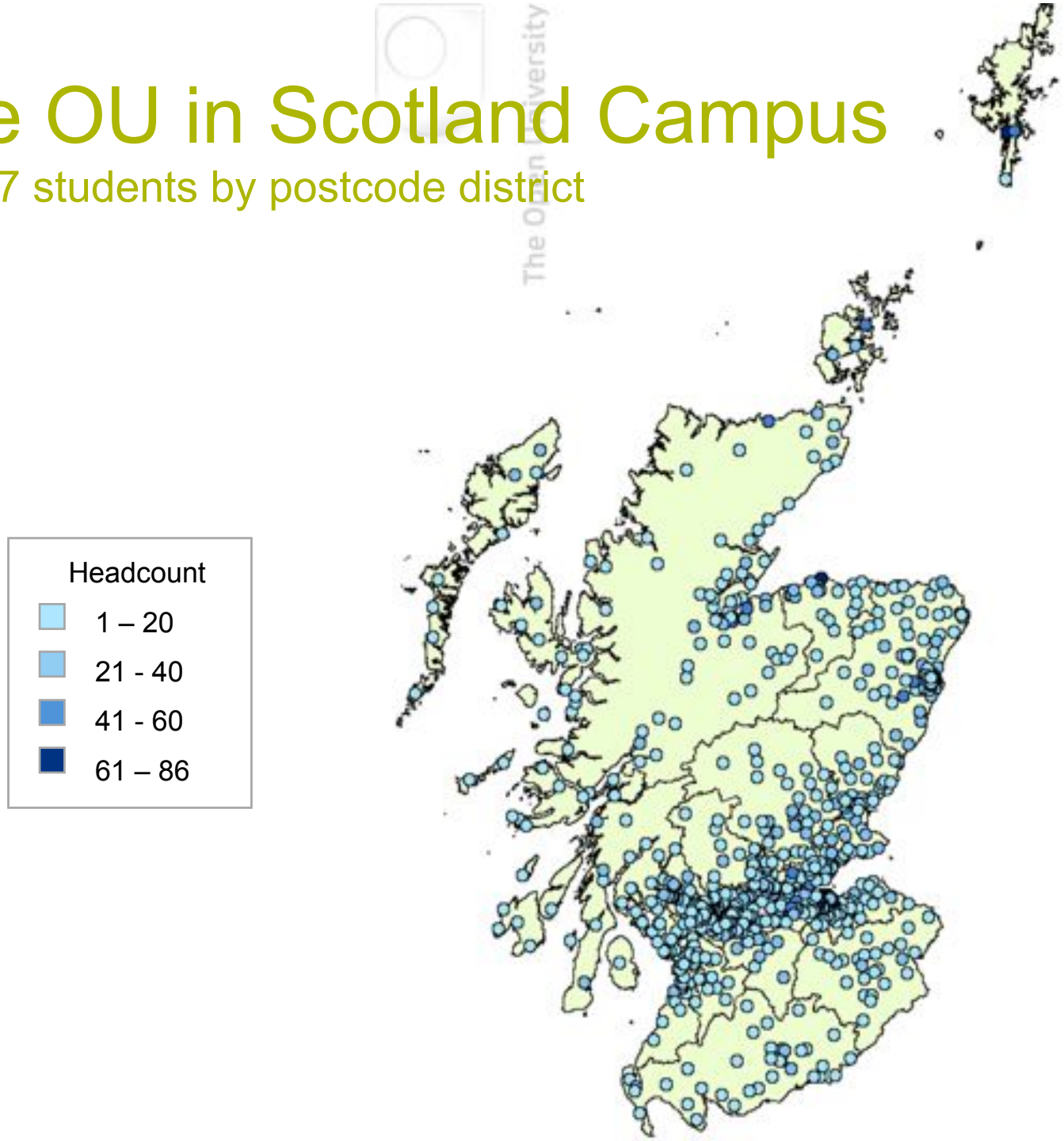
Pete Cannell: The Open University in Scotland

Agenda

1. Introductions
2. Identifying issues
3. OU in Scotland case study
4. Discussion

The OU in Scotland Campus

2006/7 students by postcode district



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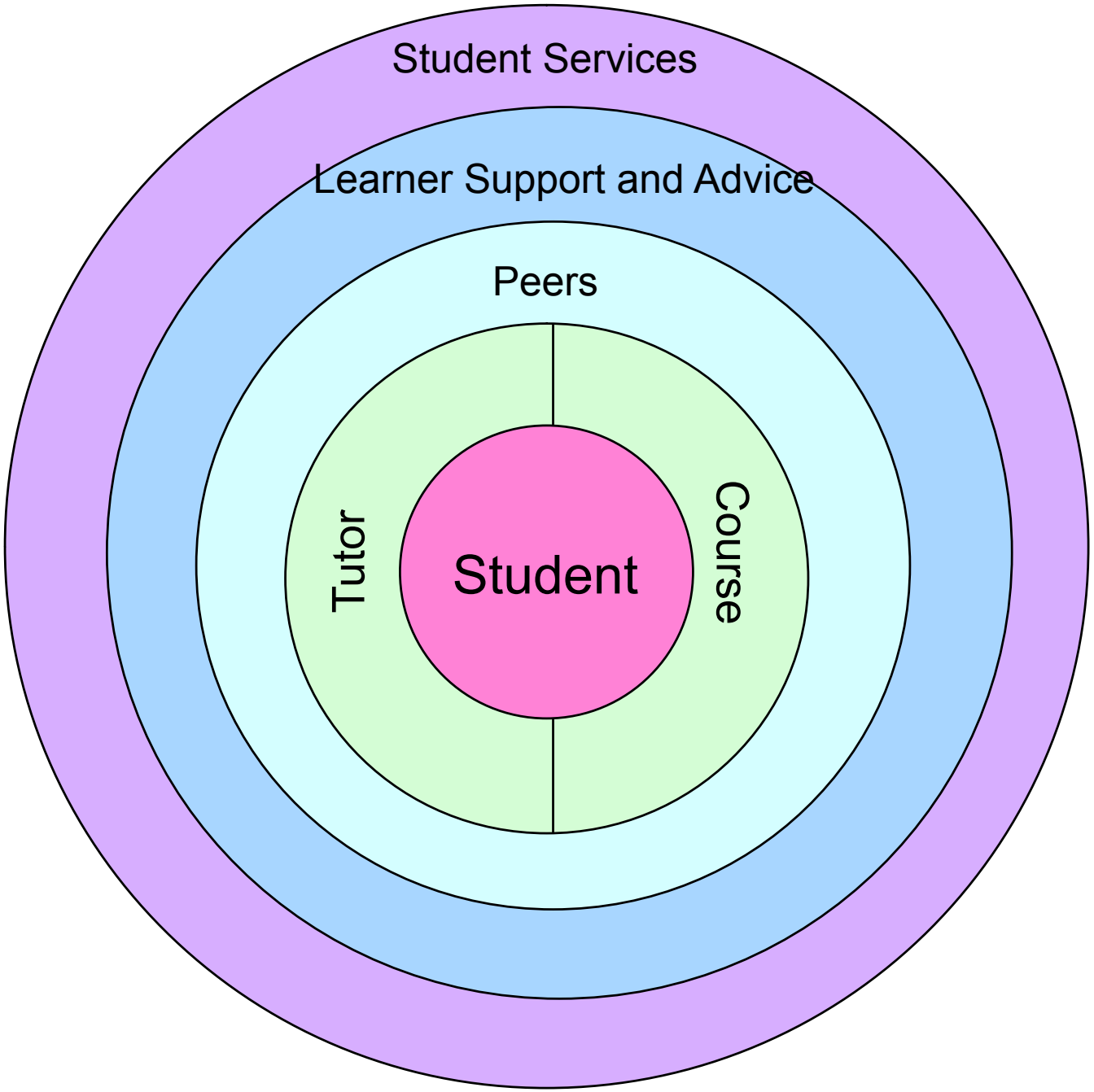
Profile of OU in Scotland students

All students (undergraduate and postgraduate) 2006/2007 14,125 (5,166 new entrants)	
Male: female ratio	41:59
Average age of new undergraduate students	34
Student sponsored by employer	9% (29% of postgraduate students)
Students receiving help with fees	24%
Students with disabilities	6%
Credit transfer awards prior to study	1,304
Urban: small town: rural ratio	62:13:25

Student satisfaction

- Consistently high levels of student satisfaction in internal evaluation of the student experience and in the National Student Survey



The OU model of supported open learning

The OU Tutor

- Roughly 600 tutors (Associate Lecturers) in Scotland
- Tutor:student ratio ranges typically from 1:15 to 1:25
- Work from home
- Approx 65% also work for another employer;
- Approx 26% work full time in another University

Tutors

- Facilitators not lecturers
- Feedback and feed-forward on assignments
- Optional face to face, online, by phone

Types of interaction (Macdonald, 2006)

	Tutor with individual	**Tutor with group**	**Student with student**
Formal	Assignments; feedback	Tutorials; practical work	Collaborative projects; peer assessment
Informal	Individual needs	Keeping in touch	Peer support; plenary online groups

Tutor role – f2f

- Co-teaching [means we can] split the students into ability (and confidence) groups more easily and they can thus work at their own level/pace. [James] worked with the "more advanced" group before the break, and I was doing various paired activities with the "beginners" group. I had placed student X into this group because he does not seem a very confident speaker.
- In my feedback I wanted to raise her confidence in her own ability and point her in the direction of improving – particularly with analysis of the course materials.

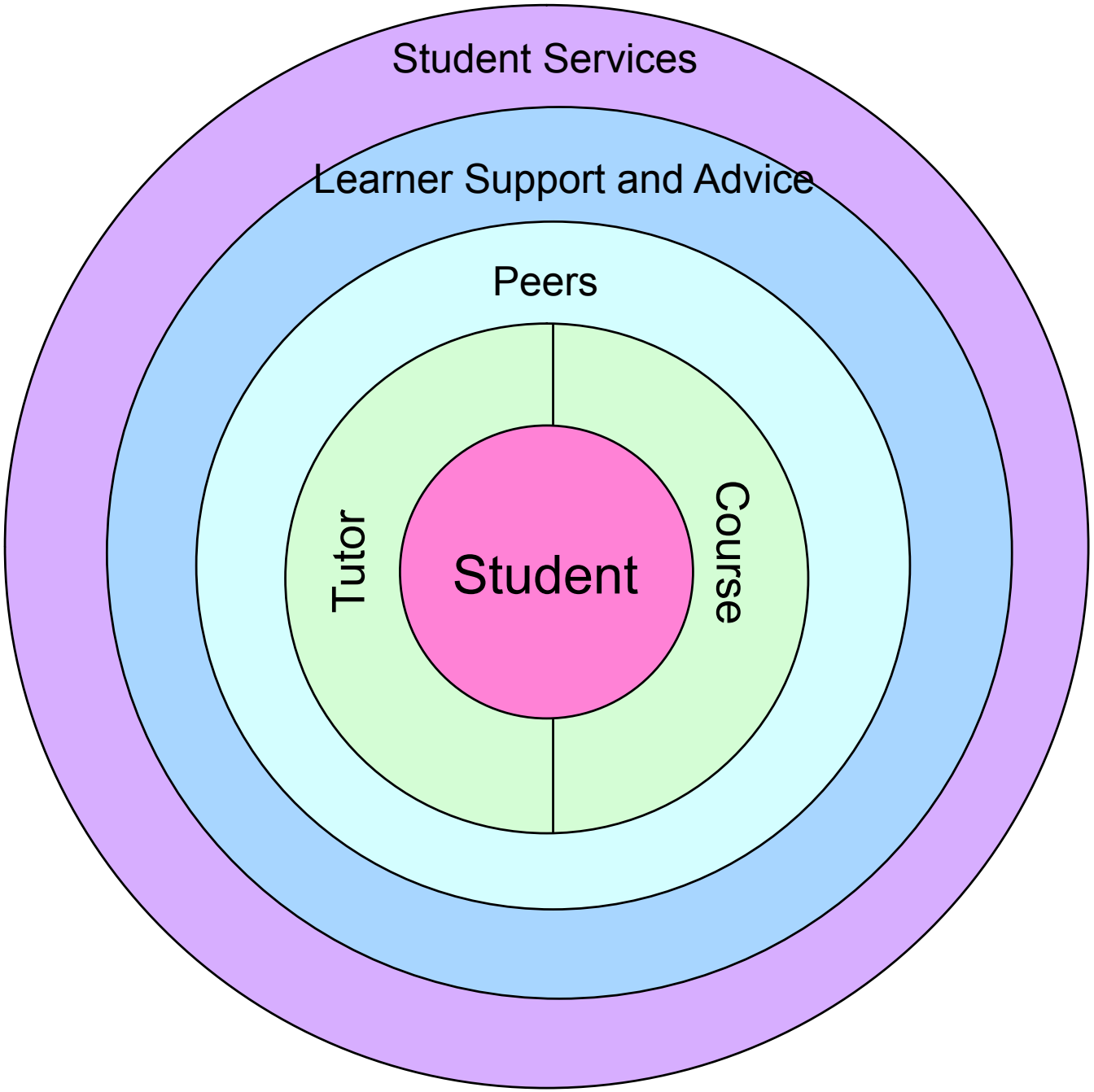
Tutor role - support

One note from a student (S3) explaining that she didn’t think she had passed because she has moved through work to Canada . . . so my note to her is one of reassurance and a suggestion that she gets in touch before the next assignment.

Just had a very long phone call from X, who is a "house husband" and can't come to tutorials (he also lives quite a way away).

Tutor role – academic guidance

- a [soldier] (S4) was asking me to be flexible about his TMA submissions since he's been posted to Serbia – obviously I've said that I will be flexible but if he could try and let me know if any are going to be really late. ♪
- I have suggested a timetable for completing [assignment] 2 (really focusing in on the guidance notes/ question and cutting out some suggested sources) and leaving 2 weeks to get to grips with [assignment] 3 (which is more straightforward). I emphasized the need for time management.



The OU model of supported open learning

Courses

The course

- High quality materials and logistics
- Multi-media
- Flexible in time and place
- Core experience the same independent of student location
- Structure framed by assessment

File Edit View Favorites Tools Help

Back Search Favorites

Address http://learn.open.ac.uk/course/view.php?name=S194-07K&m=0 Go Links

Google Go Bookmarks 63 blocked Check AutoLink AutoFill Settings

Introducing astronomy

S194-07K

Welcome

Welcome to the S194 course website. It gives you access to specific course resources, which you can download if you want to, and to the End of Course Assessment (ECA). It also publishes the latest course news and updates, so please check this website regularly.

News

17 October
(Updated 17 October, 15:15)

Planetary Data Table Errata

The mean surface temperatures of the Earth and Mars are quoted

Course links

- Course Resources
- Science Short Course Forums
- Planisphere
- Maths Skills ebook and interactive questions

End of Course Assessment (ECA)

- End of Course Assessment (ECA)
- Electronic ECA submission

Other useful links

- Learning with the OU
- Library resources

Study Week 1

Course start date - 17 November 2007

- Study Calendars

Study Week 11

Deadline: first available ECA submission date – 31 January 2008

Short Course News

17 October
(Updated 17 October, 11:54)

Contacting a Study Adviser

If you wish to talk to a Study Adviser, the Study Advice Line telephone number is: 0870 240 3076 The...

View all messages in full

http://learn.open.ac.uk/mod/resourcepage/view.php?id=48138 Internet

Study calendar – an example

STUDY CALENDAR 2007/2008
KYN278-Developing Professional Practice and Knowledge in Adult Nursing 2

								ASSIGNMENT	
Study week	Start date	Course text	Audio CD	CD-ROM	Topic conference	Tutorial	Practice assessment	TMA number	Cut-off date
1	Nov 03								
2	Nov 10	KYN278 Course Guide							
3	Nov 17								
4	Nov 24	Topic 1, Unit 1	A-CD1 Track 1		Topic 1	Tutorial			
5	Dec 01	Topic 1, Unit 2	Tracks 2 and 3				Discussion 1		
6	Dec 08	Topic 1, Unit 3	Tracks 4-6						
7	Dec 15	Topic 1, Unit 4		CD-ROM 1					
	Dec 22	CHRISTMAS							

Library

- A gateway to online information resources
- Library helpdesk open seven days
- Support for research
- Access for disabled users
- Information skills training
- Facilities at the Library building at Walton Hall

Library and Learning Resources Centre at the OU - Microsoft Internet Explorer provided by The Open University I.E.6.0

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Address http://library.open.ac.uk/

Library and Learning Resources Centre Get help Site index

Home | Library info | Services | Collections | Research | Help and support | Search

Welcome to the Open University Library

Featured links

- Libraries near you
- Databases
- Ejournals
- Your subject
- Services for you
- Library catalogue

Contact us

- Get help
- Feedback

Library tutorials

Open research collections

"How to ..." advice

Search:

- One-stop search (sign-in required) for selected online journals and books providing **articles** and more.

  (Visitors and guests see freely accessible resources.)
- Library catalogue for **titles** of journals and books (both online and print)
- Library website for **general information** relating to the library

Library News

Searching for Library resources using iGoogle
02 September 2008

Sunday Opening of Library
26 August 2008

Helping design your library services of the future
18 August 2008

RSS News Feed

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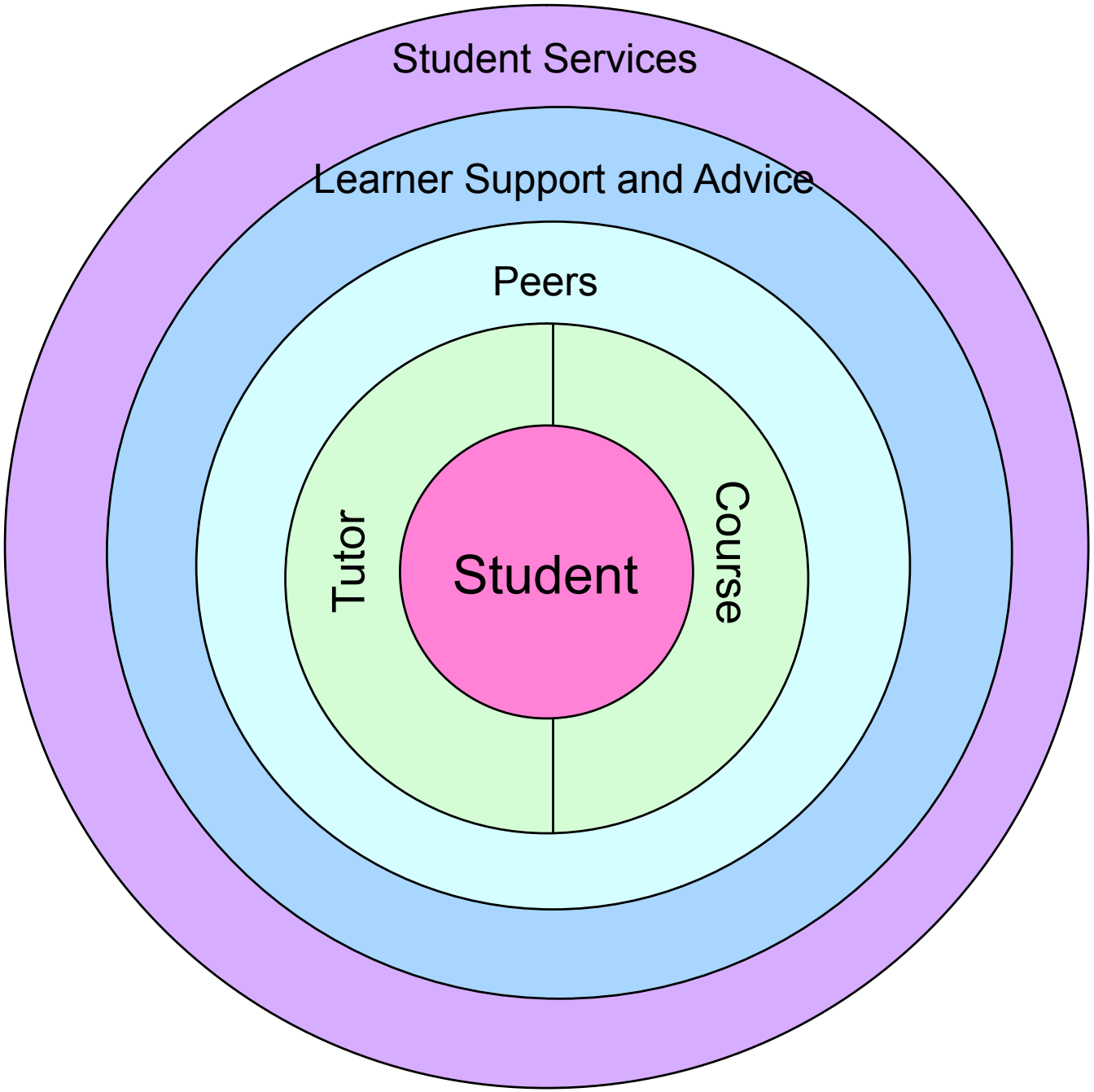
Local intranet

start



The OU model of supported open learning

Peers

Peer support

Informal self help groups

Tutorials

Day schools

Residential schools

OUSA Signpost : oufcnt1.open.ac.uk

File Edit Format Message Collaborate View Help

Conference 0 Files 675 Folders oufcnt1.open.ac.uk : janet Macdonald

OUSA East Midlands
OUSA Northern Ireland
OUSA Hardware PC
OUSA F and D Vegetarian
OUSA Information Suite
OUSA Hardware
OUSA S260 Block 2
OUSA Scuba Dive Sites
OUSA Internet
OUSA Southern Europe
OUSA Euro Useful Info
OUSA G&L SoC
OUSA S260 Block 4
OUSA Roi Noticeboard
OUSA Northern Europe
OUSA Music Metal
OUSA M361 Block 1
OUSA Asking for a Conf.
OUSA IT Professionals
OUSA K203
OUSA M361 Block 2
OUSA Ex-M206ers
OUSA MU120 5-8
OUSA GAA Institutional Audit
OUSA M361 Block 3
OUSA S280 TMA 4
OUSA EA Conference
OUSA M361 Revision
OUSA London Noticeboard
OUSA SPSS
OUSA Web Design
OUSA Java Conf
OUSA Books
OUSA Hobbies
OUSA MA290 Useful I
OUSA C++ Conference
OUSA OUDES
OUSA MU120 13-16
OUSA Graffiti
OUSA FH Gen Surnames
OUSA Spanish
OUSA M361 FAQ
OUSA Environment
OUSA Meditations
OUSA Soaps
OUSA NW Noticeboard
OUSA Wants Board
OUSA Classics
OUSA S260 Useful In
OUSA Rainbow Bridge
OUSA Eurovision
OUSA French
OUSA Dyslexia
OUSA MU120 9-12
OUSA Physics
OUSA Jewish
OUSA Law
OUSA Ethics
OUSA Shakespeare
OUSA Ageing Rockers
OUSA International Affa
OUSA Family Matters
OUSA Maths and Comp Chat
OUSA Disability
OUSA Transport
Sesame Announcements
OUSA Hearing Impaired
OUSA Parenting
OUSA Robotics Conf
Sesame Vox Pop
OUSA Stop Smoking
OUSA Jobs
OUSA Exercise
OUSA Conference Request
OUSA Health Service
OUSA Buddhism
OUSA Natural Parenting
OUSA Virtual Slimming
OUSA Low Fat Recipes
OUSA Beliefs
OUSA Carers
OUSA The Log-Inn Bar
OUSA Ex-S103ers Info
OU-Alumni-HBers
OUSA Books Stephen King
OUSA OUGS Alumni
OUSA T171 FAQ Sub
OUSA Eastenders
OUSA Ambridge
OUSA Running
OUSA E.R.
OUSA U-Net
OU-Alumni-Notice
OUSA Equestrian
OUSA Scuba Diving
OUSA Wants
OUSA Constructors Champ
OUSA Soaps General
OUSA Books SF
OUSA rugby union
OUSA Cycling
OUSA F1 Chat
OUSA Formula 1
OUSA Books Literature
OUSA IBS Useful Info
OUSA DIY
OUSA Books Childrens
OUSA Football and Rugby

(-50, 560)

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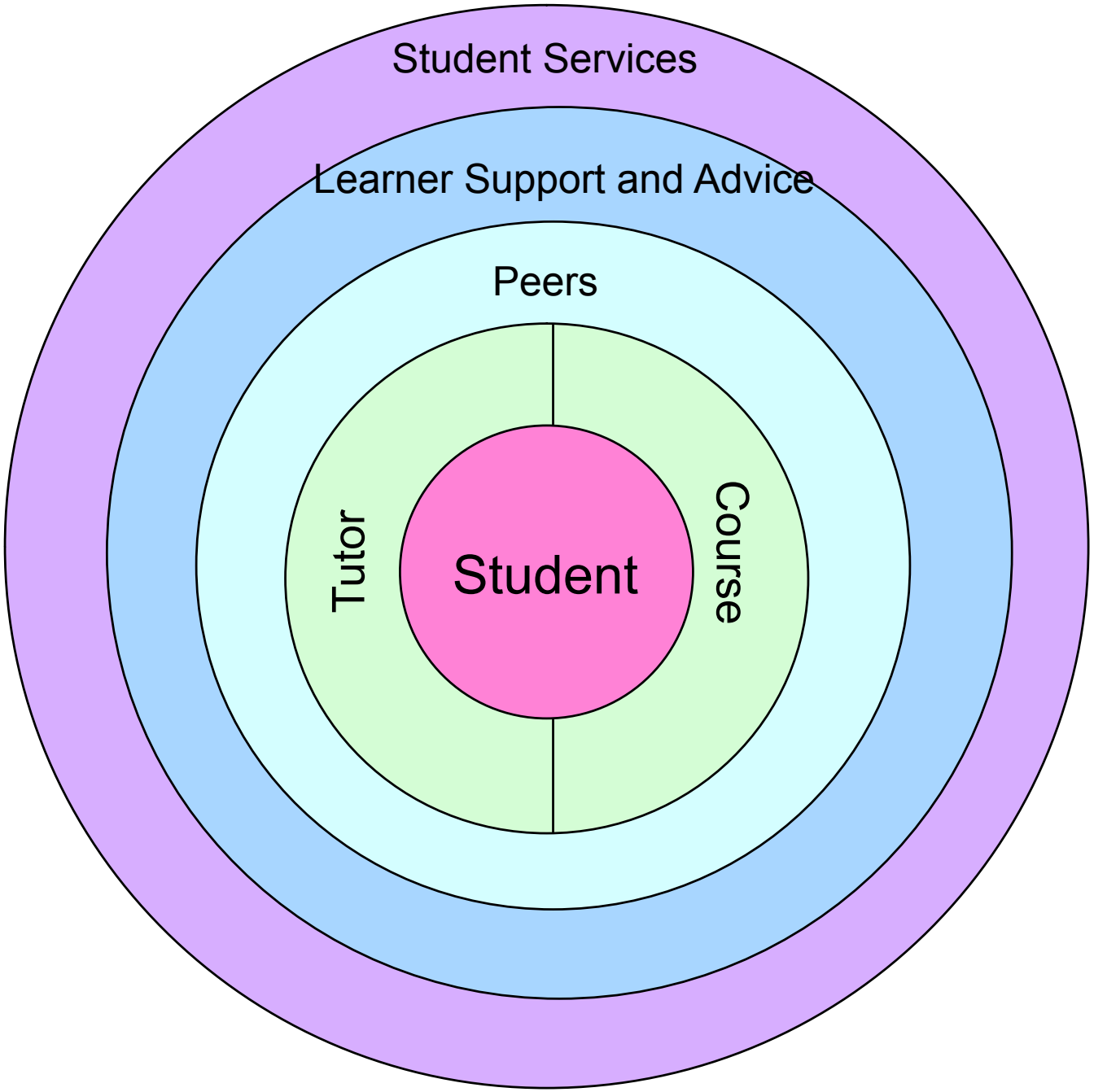
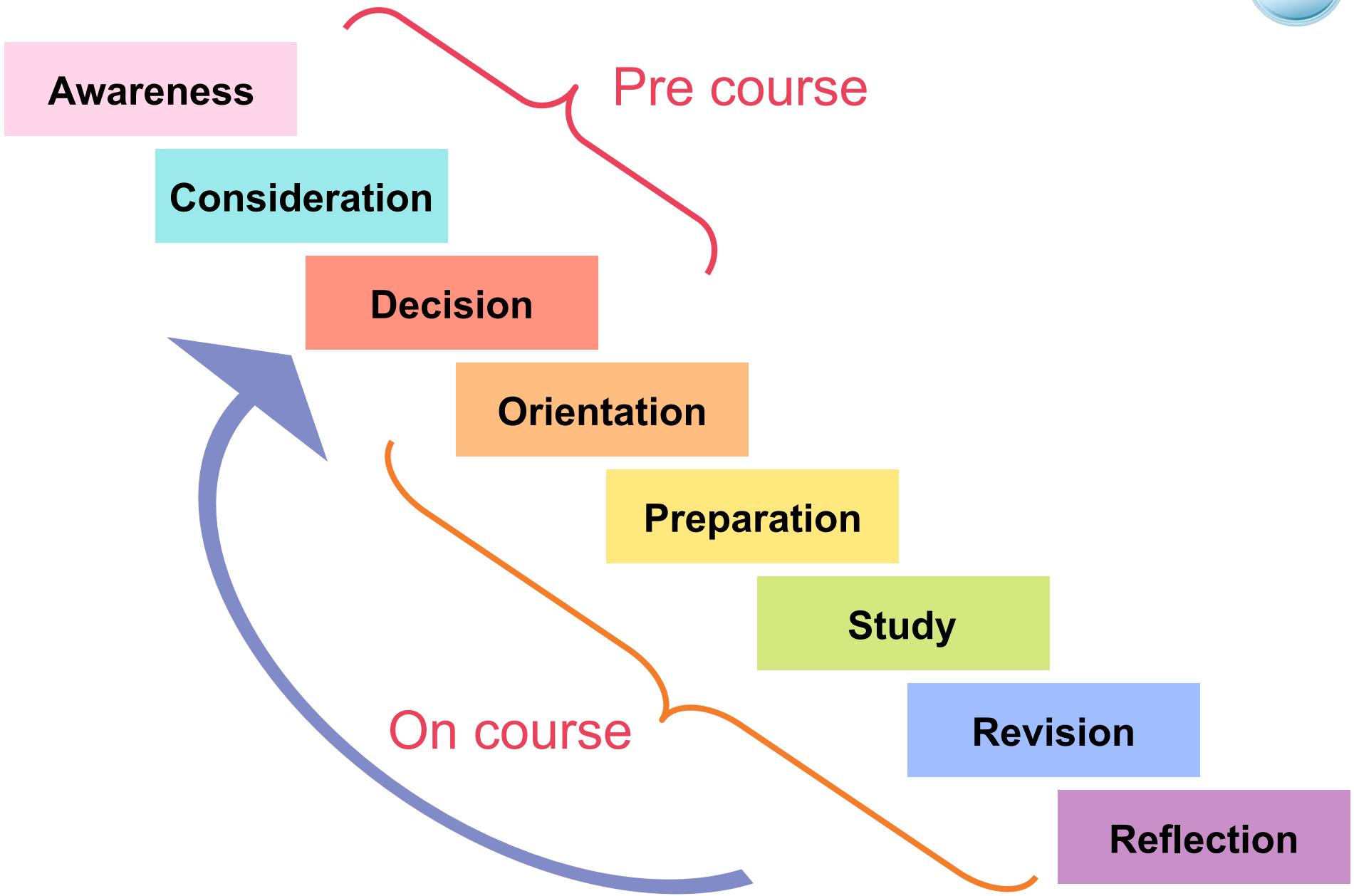


The OU model of supported open learning

Learner Support and Advice

The student journey



Managing student support: Learner Support Framework

- Framework which sets out the support provided to students by Student Services across the whole University.
- 10 Key Activity Areas with associated objectives, activities, standards and targets to support learning and retention
- Designed to offer students:
  - a consistent and holistic service regardless of location
  - proactive and reactive support
  - support targeted at key points

Learner Support Framework

10 Key Activity Areas

1. Course choice enquiries
2. Proactive pre-course contact
3. Learning skills development
4. On-course support
5. Proactive support around first assignment
6. Residential school support
7. Proactive mid-course contact
8. Careers
9. Examinations/final assessments
10. Proactive post/between course contact

Proactive support

- KA2: Pre-course contact call to all new, ‘vulnerable’ students
- KA5: Contact (by phone if possible) with all students who fail to submit their first assignment
- KA7: Mid-course email contact with all students to flag up support services
- KA9: Contact with all students eligible or registered for a re-sit or deferred examination or a resubmission

Bibliography

- **Jelfs, A, Macdonald, J, Price, L, Richardson, JTE and Cannell, P** (2007) 'Am I still doing a good job?' Conceptions of tutoring in distance education. *Procs 12th Improving Student Learning Symposium, 2006*
- **Macdonald, J** (2008) *Blended learning and online tutoring. Planning learner support and activity design. (London, Gower, 2nd ed)*

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