Does one size fit all? Using scholarship to enhance the student learning experience.

Conference or Workshop Item

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Does one size fit all?
Using scholarship to enhance the student learning experience

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Overview

1. Scholarship strategy and priorities
2. The scholarship project
3. Enhancing the student learning experience
4. Any questions?
Scholarship strategy and priorities

- University scholarship priorities (2013-14)
  - First year experience
  - Learning design
  - Academic student support
  - International distance education (models and practices)

- Discussions at Faculty level
  - Programme Committee paper and/or on-line discussion

- Faculty scholarship priorities (2013-14)
  - Understanding the study experience
  - Practice-informed teaching and learning
  - Intercultural learning and global identities
  - Learning and teaching with new technologies
  - Innovative development within an area of (the Faculty) curriculum
The scholarship project - 1

The module and the method

E212 – Childhood

- First presentation February 2013
- 975 students
- 93% female
- 87% white ethnic background
- Majority of students in 30-49 years age group
- 54% motivation for study – work and personal development
- Childhood and Youth Studies, Early Years, Primary Teaching and Learning, Youth Work = a “hybrid” learning experience (Helyer et al. 2011)?

Method

- Questionnaire to 2 tutor groups – telephone or email
- Managed by an experienced Associate Lecturer (AL)
- Initial analysis by AL
The scholarship project - 2

The findings

- Everyday examples - “the important concepts were hard to understand as there was not enough to hook onto them”
- “More like level 3”
- Assignments – “the wording of (essays) was sometimes difficult”
- Exam – “difficult” but “helpful”
- Previous study – “able to relate to and remember other theorists” but not for FD
- Previous work experience – not sure if allowed “to relate it to what I studied”
Enhancing the student learning experience

One size can no longer fit all …..

Module level:

- Offer greater consistency in the provision of study skills – develop skills audit and preparatory materials
- Adapt existing materials and guidance to acknowledge prior study experience and students' prior/ current experiences of working with or interactions with children
- Support the transition from level 1 to level 2 study
  - Embedding library resources and study skills into module materials and developing ‘good academic practice’
  - Develop ‘podcasts’ setting our clear expectations at level 2
  - Guidance on preparation for assessments (exam)
  - Reflection and online Personal Development Plans (PDP)

Qualification level:

- Need for collaboration across different qualification teams
- Monitor student experience across qualifications
Any questions?

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