Transforming retention and progression in a new Level 1 course

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Background

Research has highlighted the crucial role of assessment design and feedback in the progression of Level 1 HE students. Earlier work proposed a four-quadrant framework for classifying types of feedback available to tutors. (Chetwynd & Dobbyn 2011). The MCT Faculty new Level 1 course TU100 My Digital Life offered an opportunity for a shift in culture in assignment design, tutor guidance and tutor feedback.

Aims & Activities

- to reformulate assignments with a stronger focus on skills progression through the module
- to redesign tutor guidance to foreground skills and future-altering feedback that is joined-up across the module
- to establish leakage points at which students tend to dropout and what the major stumbling blocks are
- to gain understanding of the success of the above through semi-structured tutor interviews, monitoring reports and an end of module tutor survey.

Initial tutor reactions to assessments, giving feedback and Tutor Guides

Has made me think about things differently

I could see the flow of questions and where they were going

Not completely confident about how to tackle skills aspects

Sometimes difficult to make retrospective feedback more positive