CONSULTATION ON SUPPORT – PART OF THE LEARNING & TEACHING STRATEGY

The CEC is asked to:

i) **receive** an overview from Dr John Butcher, Deputy Director, Access and Curriculum, about the beginning of a review of supported open learning in the context of distance education.

ii) **feedback** your ideas about effective and ineffective support

1. Background

1.1 Dr John Butcher, Deputy Director, Access and Curriculum will be in attendance to hear your views about effective and ineffective support. He has supplied the overview below to start off the discussions.

2. Points of Discussion

2.1 We are at the very beginning of a review of supported open learning in the context of distance education. We are keen to engage with OUSA to frame initial thoughts. Some prompts (not assuming current AL and SST model) to tease out what is crucial for students:

2.2 Support models?

<table>
<thead>
<tr>
<th>Approaches</th>
<th>Lifecycle needs</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pastoral support</td>
<td>Starting study</td>
<td>Retention</td>
</tr>
<tr>
<td>Support for skills/competences</td>
<td>Between modules?</td>
<td>Progress</td>
</tr>
<tr>
<td>Academic support</td>
<td>On modules</td>
<td>Success</td>
</tr>
</tbody>
</table>

2.3 **Possibilities**

- A balance between central and AL tuition delivery (teaching teams comprised of both). This would require reconsideration of the teaching allocation.
• Structuring activities in allocated teaching hours (planned tasks with proactive calling) with ways to track engagement (tutorial attendance/interaction with VLE).
• Greater clarity around teaching method (with learning outcomes for seminars etc.
• Lectures and overarching videos to scaffold individual learning and orientate students (in particular those who aren’t able to complete every aspect of a module).
• Drop-in clinics on OU Live where students can meet. These could be themed with an experienced facilitator who could triage and group people.
• Development of sharable teaching resources (a core team of ALs overseen by chair?)
• Some kind of virtual module briefing at the beginning to navigate VLE?
• Offer two tutor types: a continuous, skills tutor and a subject based tutor (current AL?) Feedback to the study skills tutor, students opt into supervision feedback.
• Co-curricular activities, qualifications discussion forums/shared areas (push interdisciplinarity with co-curricular tuition).
• Live or forum based seminars, to facilitate learning through discussion. Student would be required to compete an assessment task beforehand.
• Forums: Consider how these are working effectively within MOOC environments and whether we need a lead educator or module team contribution.
• Livechat – similar to the library live chat, some option to students based on staff rota?
• Catch up/plenary/synopsis of live tutorials
• Compulsory tutorials (key ones with many options to participate).
• Early intervention by tutor in the tutor group? Or a group session with the entire cluster team?

Rob Avann
General Manager