MAKING LEARNING COUNT
Getting credit for your open learning

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Open Learning Champions networking event
Tuesday 5th June 2018
OVERVIEW OF SESSION

1. Introduction to *Making your learning count* (YXM130)

2. The role of inter/multidisciplinarity in the module

3. Evaluation – what, when and how

4. What have we learned so far?

5. Questions/discussion
WHO IS THIS MODULE AIMED AT?

This module is:

• Aimed at learners who have completed different types of ‘informal learning’ and wish it to count as part of an Open University qualification

• A starting point for people who haven’t previously considered formal university study

• Great for students who want to choose their own blend of subjects and who are interested in interdisciplinary study

• Ideally suited to learners who are confident online and who have good access to the internet
HOW DOES THE MODULE WORK?

- OU level 1 (level 4)
- Key introductory
- 30 credit module
- Can count towards the OU’s “Open” qualifications
- Delivered entirely online, with tutor support
- Designed to bridge informal to formal learning
- Uses open educational resources (OER) as content (e.g., the OU’s OpenLearn* platform)
- First pilot presentation started in October 2017
- Second pilot presentation to start in October 2018

* http://www.open.edu/openlearn/
WHAT KIND OF STUDY CAN BE COUNTED?

MAKING LEARNING COUNT getting credit for your open learning

The Open University

OPEN UNIVERSITY COURSES

THE OPEN UNIVERSITY
Managing My Investments
Gain the skills to manage your investments. Find out how to analyse portfolio risk and plan your pension.

6 weeks
3 hrs per week
Join now

THE OPEN UNIVERSITY
Smart Cities
Explore the role of technology and data in cities, and learn how you can participate in the creation of smart cities.

6 weeks
3 hrs per week
Join now

THE OPEN UNIVERSITY
Start Writing Fiction
Get started with your own fiction writing, focusing on the central skill of creating characters, with this hands-on course.

8 weeks
3 hrs per week
Join now
HOW IS THE MODULE DELIVERED?

Introduction to Making your learning count

Welcome to YXM130 Making your learning count, and if this is the first formal module you have studied, welcome to higher education at The Open University!

First of all, read the 'Introduction' and 'YXM130 Assessment Guide' to get an understanding of how this module works.
### WHAT DO STUDENTS STUDY? (example)

<table>
<thead>
<tr>
<th>Name of course</th>
<th>Discipline</th>
<th>Type</th>
<th>Duration (hours)</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Languages and Cultures</td>
<td>Languages</td>
<td>OpenLearn</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Reception of music in cross-cultural perspective</td>
<td>Arts &amp; Humanities</td>
<td>OpenLearn</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Music and its media</td>
<td>Arts &amp; Humanities</td>
<td>OpenLearn</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>Picturing the family</td>
<td>Arts &amp; Humanities</td>
<td>OpenLearn</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Understanding musical scores</td>
<td>Arts &amp; Humanities</td>
<td>OpenLearn</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Cultural Studies and Modern Languages</td>
<td>Languages</td>
<td>FutureLearn</td>
<td>12</td>
<td>n/a</td>
</tr>
<tr>
<td>French: Le quatorze juillet</td>
<td>Languages</td>
<td>OpenLearn</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Understanding language and learning</td>
<td>Languages</td>
<td>OpenLearn</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>French: En ville</td>
<td>Languages</td>
<td>OpenLearn</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>What is heritage?</td>
<td>Arts &amp; Humanities</td>
<td>OpenLearn</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>William Wordsworth: Poetry, People and Place</td>
<td>Arts &amp; Humanities</td>
<td>FutureLearn</td>
<td>16</td>
<td>n/a</td>
</tr>
<tr>
<td>Exploring books for children</td>
<td>Arts &amp; Humanities</td>
<td>OpenLearn</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

**Note:** The recognition of learning for external partnership arrangements will be negotiated on an individual basis. We expect courses produced by external partners to be at least 10 hours in length.
HOW IS THE MODULE INTERDISCIPLINARY?

In this topic, you'll explore the concepts of inter- and multidisciplinary study, and think about how your own experience relates to these approaches.

- Considering interdisciplinary approaches
- Assessment Task 4

What are the benefits of interdisciplinary study?

It seems to be a buzzword in education and one that gets thrown around quite a lot these days. But what does 'interdisciplinary' study really mean? And why is it so desirable?

What is interdisciplinary study?

This type of study allows the student to learn by making connections between ideas and concepts across different disciplinary boundaries. Students learning in this way are able to apply the knowledge gained in one discipline to another different discipline as a way to deepen the learning experience.

The most effective approach to interdisciplinary study enables students to build their own interdisciplinary pathway by choosing courses which make sense to them. For example, it is not too difficult to find a theme which crosses over disciplinary boundaries in literature, art and history or science and mathematics. Studying topics thematically is one way to bring ideas together resulting in more meaningful learning. This can occur by allowing students to choose their own subjects and their learning is deepened when they reflect on the connections between what they are learning in different disciplines.

One of the biggest barriers to achieving true interdisciplinary study in education environments is the necessity for collaboration of educators. This can be difficult to achieve, but not impossible. Interdisciplinary teaching and learning is maximized when professionals from different disciplines work together to serve a common purpose and to help students make the connections between different disciplines or subject areas. Such interaction is in support of the constructivist paradigm which allows for new knowledge construction and a deeper understanding of ideas than disciplinary study.
WHAT ARE WE EVALUATING?

MARKET
- Student recruitment
- Potential for future rollout
- Student profile

STUDENT
- Engagement
- Retention
- Satisfaction

DELIVERY
- Module production
- Module structure
- Assessment
- Staff resource
- Tuition model
- Cost
- Partnerships
- Student support
WHAT DO STUDENTS THINK?

This module was a great idea and I loved the diversity of it. I think all students would benefit from starting with this module. The skills I have learnt are very useful. I feel ready now to tackle the rest of my degree. I think I can cope with whatever challenges I have to face.

I have really enjoyed the flexibility that this module has allowed and the structure it has provided because this has given structure to my Professional Development activity at work this year.

I’m moving jobs and found one of the courses really helpful and it helped me confirm make my mind up and that I was making the right decision. I had my doubts about this course at the start but I have really enjoyed it and it has allowed me to learn new subjects and it’s been really refreshing.

Although I found topic 4 [interdisciplinarity] and some of the OER resources quite challenging, those are the parts that I enjoyed the most. I found some of the other elements were very useful for me to reinforce some of my previous learning and boost my confidence by reassuring me that my skills are still current and of a good standard.
I'm finding it useful to delve deeper into the students' area of interest during our telephone tutorials/sessions. It helps broaden out their interest, sometimes within the same discipline, and across disciplines.

For example; one student identified 'helping people' as the only area of interest. However, after some discussion, we narrowed down the area of interest to 'working with adolescents', this meant we could explore Open Learn courses across Education and Development and Psychology. It was like opening up a whole new world and this student's enthusiasm will stay with me for a long time 😊

Then, we discussed academic skills necessary for 3rd level and explored courses under Education which may be helpful.
WHAT HAVE WE LEARNED SO FAR?

- Restructuring of assessment tasks
- Improved guidance to help students choose OERs
- Re-considering tutor intervention at the start of the module
- Considering how to support students in secure environments
- Expanded range of OERs to be recognised
- Introduction of online group sessions (using Adobe Connect) to help students with online skills and encourage collaboration
- Consideration of careers/study advice to help students consider next steps within the OU and beyond
WANT TO FIND OUT MORE?

www.open.ac.uk/courses/choose/count