

# Co-designed Student Support for TM354 Software Engineering

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## Problem Statement

*"The physical and temporal separation of tutor and student, and between students themselves, can lead to feelings of isolation. The lack of interaction and discussion between students on non-cohort based courses lessens the richness of the learning experience and omits a significant element of the constructivist approach to learning."*

[Croft, Dalton, Grant, "Overcoming Isolation in Distance Learning," Journal for Education in the Built Environment, 2010. ]

Experience during 2018J indicated that there was an opportunity to improve student retention and engagement in the module...

The objective of this study is to identify if student engagement can be achieved by increasing the amount of support provided to students, and by providing it in a way which responds to their needs

I have used Slack for several years to engage project students ...

[Slack, <https://slack.com>]

## Student Perspectives on Slack

*"It's a brilliant tool for communicating with one's tutor and sharing information."*

*"Quick and easy to communicate with tutor. Not too instructive and not as formal as email."*

*"If not all tutors use Slack or something similar to keep in touch with students then I think they ought to."*

I am interested now to understand if Slack (among other techniques) can be used to support a delivered module such as TM354 ...

I asked students of 2018J about their experience of TM354 ...

## Student Case Study 1 18J

STUDENT D

*"I find tutors very ... formal, which makes them difficult to approach for fear of judgement or criticism. I think email makes it more formal."*

*"In every module I've taken so far I've felt quite alone with the study. Somehow the remote study distance between the student and the tutor needs to be bridged."*

*"I wait to be asked if I need it (help), to ensure that I'm not being a nuisance. I have no idea of what I have potentially missed out on over the years with the OU. (I find the whole OU process quite daunting)."*

*"Sometimes just little things, but I always leave them unanswered as I feel awkward spamming emails to a tutor."*

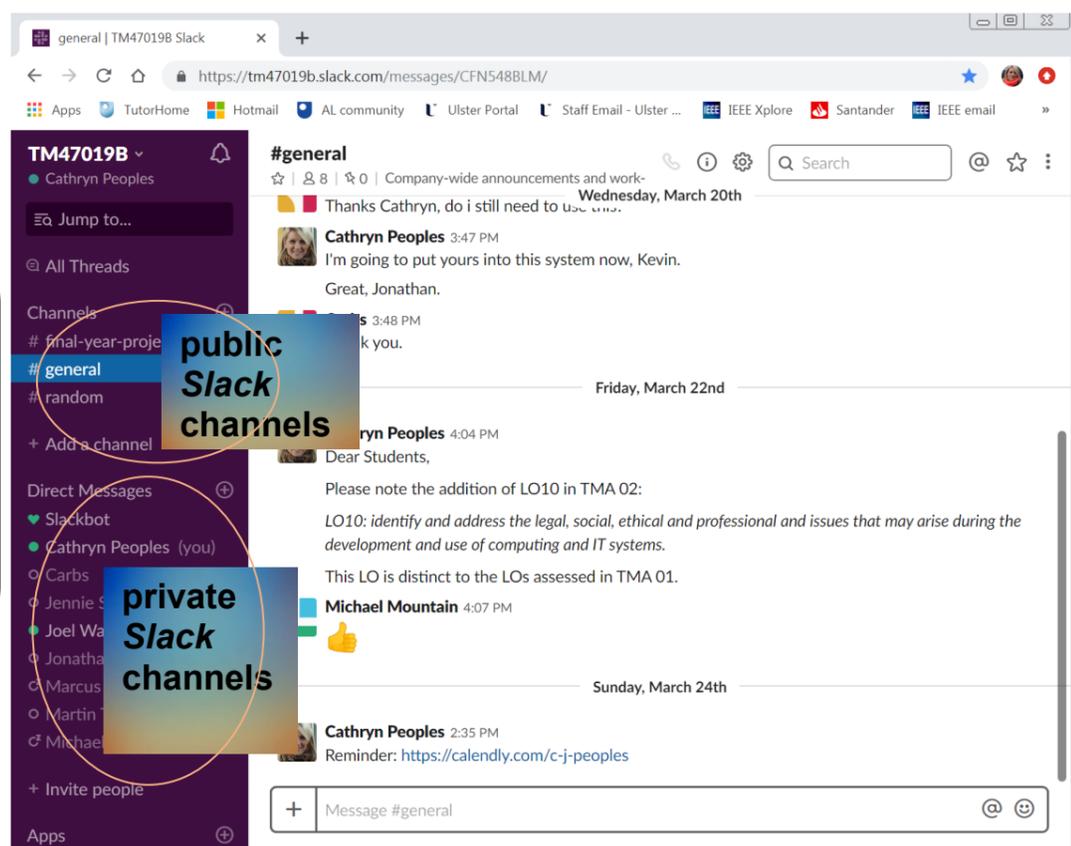
Age: 51, Gender: Male, Av. TMA results: 90, 63, 84, R03

## Student Case Study 2 18J

STUDENT L

*"This year having a tutor that understood my personal circumstances was immensely helpful."*

Age: 33, Gender: Female, Av. TMA results: 92, 68, 99, R03



## Research Objectives

1. Gain an understanding of the student perspective on techniques to bridge the gap between them and ALs.
2. Trial personalised support plans with students.
3. Examine the effectiveness of Slack in a delivered module.
4. Examine the cost-benefit impact of increased personalised support.
5. Examining the extent to which tutors would accept making themselves

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