

The 1st eSTEEeM Online Student Conference: Engaging Students as Partners in Scholarship
Wednesday 20 November 2019, 19.30 – 21.00

FINAL PROGRAMME

Time	Session		
19.30-19.40	<p align="center">Welcome and Introduction Diane Butler and Trevor Collins, eSTEEeM Directors and Cath Brown, OUSA President.</p>		
	Project Leader(s)	Title	Abstract
19.40-19.50	Carol Calvert	Success against the odds: Acorns to Oaks	A small project in 2016 involving myself, ten students and two Associate Lectures, developed into something that is now a key element of one of the Pro-Vice Chancellor (PVC-students) stated priorities. The project started, as many do, with a seemingly casual conversation between a regional director and myself and grew, with the help of eSTEEeM funding, into a project to try and understand why some students were successful despite their circumstances. Acting on student comments led directly into another eSTEEeM project, 'A Flexible start for M140' and hence onto the wider cross university work about flexible starts.
19.50-20.00	Lesley Boyd	Working with students to help drive module improvements in STEM	This session will share how an internally funded eSTEEeM scholarship project has worked with students to engage in an action research-based improvement process. The project is a collaboration between the STEM faculty and Lesley's PhD research work, which she is conducting inside the OU. Together we are trialling a 'learning network' idea which integrates feedback from tutors, module teams and students in an unfolding discussion, to identify issues for improvement and implement interventions. Within the project we ran a Real Time Student Feedback (RTSF) questionnaire and an online follow up focus group session, based on the issues identified for a particular module. Both of proved of immense value and formed a key part of the evidence for the module mid-life review.

20.00-20.10	Paul Piwek and Simon Savage	Co-designing confidence-building quizzes with Computing & IT students	TM112 (Introduction to computing and information technology 2) uses formative quizzes to help students build confidence with programming and problem-solving tasks. This eSTEEem project aims to further improve the effective use of the quizzes. Central to the project is a co-design workshop with a small group of previous TM112 students. At this workshop module team members and students will work together to design new and redesign existing quiz questions. Our presentation will briefly describe the aims and methods of the eSTEEem project, and the experiences so far with organising the workshop (which will take place at the end of November).
20.10-20.20	Comfort break/Questions		
20.20-20.30	Catherine Halliwell and Cath Brown	How are students using extensions and what is the impact on their success?	More and more OU students are studying multiple modules side by side, meaning there are likely to be more clashing deadlines. Alongside this, tutors are reporting receiving increasing numbers of extension requests. What is not clear is exactly how extensions impact on student success – on the one hand, they may enable students to carry on when they otherwise wouldn't, but on the other, it can mean students get more behind and later material gets rushed or left out, with consequences in the exam or EMA. This project aims to look at whether students are using extension requests to manage their workload, whether those studying more modules do request more extensions, and how extensions impact on student success.
20.30-20.40	Nicole Lotz and Georgy Holden	Everyone welcome! Developing a sense of community through cross-level engagement between staff and students in creative industries subjects	Nicole Lotz and Georgy Holden, along with tutors and module team colleagues, have been running enhancement events for students across all levels of the Design modules. These events, which are also open to family and friends have been to design related museums and tours. Another key event is also competition and exhibition of student work from all stages of study. Nicole and Georgy will talk about the positive benefits of staff and students meeting and working together in these informal settings.
20.40-20.50	Bryan Singer and Rafa Hidalgo	Improving Student Engagement via Interactive Videos with Questions	Video presentation is a critical feature of online distance learning. We are testing whether dividing online videos into multiple interactive segments improves understanding of module material, engagement, and satisfaction.
20.50-20.55	Questions		
20.55-21.00	Closing Remarks		
21.00	Close		