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<td>1</td>
<td>18 Jan-21</td>
<td>Fiona Aiken and Chris Hutton</td>
<td>Evaluation and improvement of print packs use for Environmental Science students</td>
<td>Equality, diversity and inclusion - APP</td>
<td>Print pack, disability, SiSE, reasonable adjustment, accessibility</td>
<td>S122, SRF206, S907, SDT306</td>
<td>MBS</td>
<td>Student development and perceptions of employability skills in stage 1 science Aiken joint PL - Typical Support Seeking Behaviour of STEM Students, their Outcomes and Successes Hutton joint PL - Online peer mentoring at scale: Benefits and impacts from a student buddy perspective</td>
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<td>Oct-23</td>
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<td>20 Mar-20</td>
<td>Col Blundell</td>
<td>Investigation into running course specific taster tutorials within prisons for non-OU students</td>
<td>Equality, diversity and inclusion</td>
<td>Offender learner, prison, vulnerable students, new students, SiSE, recruitment, widening participation in STEM, EDI, gender</td>
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<td>M&amp;S</td>
<td>Katie Christ and Andrew Potter (M&amp;S)</td>
<td>Joint lead - Blended tutorials in Mathematics: simultaneous F2F and online learning events</td>
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<td>20 Jan-22</td>
<td>Martin Braun</td>
<td>What is known about how to write online exams and how to prepare students for them?</td>
<td>Supporting students</td>
<td>Online exam, physics education research, exam preparation, COVID-19</td>
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<td>SPS</td>
<td>Investigating how to enhance the idea generation process for students for their T452 project</td>
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<td>Diane Butler and Catherine Potter</td>
<td>Evaluating the use of an inclusive curriculum tool in STEM modules</td>
<td>Equality, diversity and inclusion</td>
<td>Inclusive curriculum tool, reflective balance, EDC</td>
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<td>HGS &amp; M&amp;S</td>
<td>Claire Herman (C&amp;C), Sophie Chang (M&amp;S), Nicole Lott (C&amp;C) and Peter Wood (AL)</td>
<td>Evaluating STEM/FBL APP Virtual Internship Scheme</td>
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<td>Diane Butler, Catherine Potter, Comfort and Kristen Reid</td>
<td>Evaluating STEM/FBL APP Virtual Internship Scheme</td>
<td>Equality, diversity and inclusion</td>
<td>Work experience, virtual internship, access and participation</td>
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<td>HGS, M&amp;S &amp; FBL</td>
<td>Peter Early (STEM Deanery), Beverly Coelingh (M&amp;S) and Charlotte WebB(M&amp;S)</td>
<td>Evaluating the use of an inclusive Curriculum tool in STEM modules</td>
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<td>21 Jan-21</td>
<td>Carol Calvert, Clare Morris, Colette Christensen and Pat Ryan-Wilkinson</td>
<td>Evaluating student use of feedback on their marked TMA</td>
<td>Supporting students</td>
<td>Student views, using TMA feedback, correspondence tuition, improving student understanding, growing confidence</td>
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<td>MBS &amp; CRC</td>
<td>Charly Louden, Tricia Tom kp, Jo Smedley and Jason Verrall (ALs)</td>
<td>Calvert - Implementation of lessons learnt from students who succeed “despite the odds” Calvert - Early start M240 Calvert joint PL - M232 &amp; M240 Early start: 18/1 Calvert - Usage of Early Alerts Indicators on two level 1 modules Calvert joint PL - How one module can serve multiple qualifications through tailored implementation of assessment</td>
<td>Apr-21</td>
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eSTeEM Projects List - in progress

8 12 Jan-18 CEAC-ACMAG-ASSP10-01 Anne Campbell, Mark Jones and Anne-Marie Galen
Expectations, Experiences and Experience of Group Tuition: towards a shared understanding amongst stakeholders (part II: the student perspective)
Supporting students
Tuition, group tuition, tuition policy, GTP, teaching model, student attitudes, student perceptions,
T112, T150, T157, S6023
Academic Services, SPS and E&I

2 17 Jul-20 20K-AC-SPS-01 Alan Cayless
Using Learning Logs in U116: Effectiveness in helping students to reach learning outcomes, to enhance and document their employability skills, and raise awareness of opportunities in the space sector
Employability
Employability, Learning log, learning outcomes, skill development, self awareness and achievement
U116 SPS Arabella Naish (AS)

9 17 Jul-20 20A-TCSD-KMIEEES-01 Trevor Collins and Sarah Davies
Disseminating inclusive field teaching – sharing resources and practices across disciplines and institutions
Equality, diversity and inclusion - APP
Inclusive teaching and learning; fieldwork education; scholarship translation; scholarship impact
S206, S209
KMi & EEES

18 18 Jan-21 21D-PCFA-KMIEEES-01 Paul Collier and Fiona Aiken
Typical Support Seeking Behaviour of STEM Students, their Outcomes and Successes
Equality, diversity and inclusion - APP
Student Success, Support Models, APS Characteristics
STEM Deanery and EEES

19 15 Aug-19 20A-ASPD-KMIEEES-01 Chris Connors
Barriers and enablers to higher education: the experiences of disabled students from minority cultural backgrounds
Equality, diversity and inclusion - APP
BARRE, disability, inclusion, widening participation, values
D116

May-18 Sep-22

Jun-22

Feb-22

Mar-22

Jun-22
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<td>13</td>
<td>Jan-19</td>
<td>ESE-ECU-LHCS-01</td>
<td>Eleanor Crabb and Jane Loughlin</td>
<td>Improving success and satisfaction of credit transfer students entering L3 modules in Science</td>
<td>Credit transfer, level 3, student support, distance learning, transition</td>
<td>LHCS</td>
<td>Catherine Halliwell (AL), Clare Dunn (AS) and Elaine Walker (AS)</td>
<td>Crabb joint PL - Developing responsive approaches to enhance personalized learning in selected LHCS modules</td>
<td>Crabb joint PL - Online remote experiments in chemistry analysis of delivery, assessment, tracking and student perception</td>
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<td>ESE-SDU-LHCS-01</td>
<td>Sarah Daniell and Lorraine Waters</td>
<td>Evaluation of D-flag students accessibility to and use of online tutorials and forums in L2 modules</td>
<td>Equality, diversity, participation, disability, accessibility</td>
<td>LHCS</td>
<td>Kate Fox (AL)</td>
<td>Waters joint PL - Evaluation of online journal club (OJC) in S295: to what extent does this help students develop employability skills?</td>
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<td>16</td>
<td>Jan-22</td>
<td>EDI-ADSD-CC-01</td>
<td>Anton Dil and Sharon Davies</td>
<td>An evaluation of the impact of changes to assessment practice in a module- based, object-oriented Java programming module</td>
<td>Innovative assessment</td>
<td>C&amp;C</td>
<td>Lindsey Court (C&amp;C), Matthew Nelson (C&amp;C) and Richard Walker (C&amp;C)</td>
<td>Joint PL - Disseminating inclusive field teaching -- sharing resources and practices across disciplines and institutions</td>
<td>Davies joint PL - An investigation into the way Jupyter Notebooks enhance learning and teaching on TM351</td>
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<td>EDI-JG-MS-01</td>
<td>Jotham Gaudoin</td>
<td>Exploring a Peer Support Structure for Jupyter Notebooks and R in M348 Advanced Statistical Modelling</td>
<td>Peer-assisted learning, coding, R, statistics, employability</td>
<td>M&amp;S</td>
<td>Rachel Hilliam (M&amp;S), Colette Christiansen (M&amp;S) and Gaynor Arrowsmith (M&amp;S)</td>
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<td>EDI-AG-EEES-01</td>
<td>Ann Grand</td>
<td>Understanding the postgraduate research student experience in a culture of collaborative leadership</td>
<td>Collaborative leadership, postgraduate research students, collaboration</td>
<td>EEES</td>
<td>Victoria Pearson (SPS)</td>
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<td>2021-07-21</td>
<td>K-DKSKM-CC-01</td>
<td>Analysis of COVID-19's impact on BAME students' attainment (A case study of Level 1 C&amp;C Open University modules)</td>
<td>Dhouha Kbaier and Soraya Mostefaoui</td>
<td>2021-07-21 to 2023-04-19</td>
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<td>K-DKSKM-CC-01</td>
<td>Supporting students, COVID-19, students' experience, enhancing tutor experience</td>
<td>Dhouha Kbaier and Soraya Mostefaoui</td>
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<td>2021-07-24</td>
<td>J-CG-CC-02</td>
<td>Early Start for TM470 project students</td>
<td>Christine Gardner</td>
<td>2021-07-24 to 2021-12-31</td>
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<td>LHCSEEES-01</td>
<td>Impact of introducing new practical and dataset project options to the science undergraduate capstone project module (S390)</td>
<td>Hannah Gaus, Julie Robson, Jon Golding and Janet Wallace</td>
<td>2021-08-01 to 2023-06-30</td>
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<td>2021-08-01</td>
<td>LHCSEEES-01</td>
<td>Practical project work, secondary data handling, accessibility, independent learning, undergraduate capstone science project</td>
<td>Hannah Gaus, Julie Robson, Jon Golding and Janet Wallace</td>
<td>2021-08-01 to 2023-06-30</td>
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**Notes:**
- Projects marked with an asterisk (*) are in progress.
- For a complete list of projects and their details, please refer to the ESTeM Projects List - in progress document.
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<td>12 Jan-18</td>
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<td>Alex Gooden, Iestyn Jowers, Jan Kowal, Carol Morris and David Sharp</td>
<td>Engineering residential school or home experiments? A comparison from the perspective of both the student and the tutor</td>
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<td>Engineering residential school or home experiments? A comparison from the perspective of both the student and the tutor</td>
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<td>5 Mar-21</td>
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<td>Melanie Gregg and Vivien Cleary</td>
<td>Cultivating student-led tutorials in STEM</td>
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<td>Vera Hale, Clive Hilton and Alessandra Campoli</td>
<td>Barriers and Enablers for Future Designers within the awarding gap at the intersection of Race and Deprived Areas</td>
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<td>Mark Hall and Saranya Kosathit Mostefaoui</td>
<td>Students’ Construction of an Integrated Learning Interface and Delivery Infrastructure (ILDI)</td>
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<td>Janet Howse</td>
<td>Massive skills for biologists: access for biology students</td>
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<td>Skills, employability, community, enrichment, biologist</td>
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<td>Rachel Hilliam</td>
<td>Evaluating Statistics anxiety across different qualifications</td>
<td>M248</td>
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<td>Investigating the careers of Staff Tutors in STEM for Athena SWAN</td>
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<td>Golden Jones PL - Evaluating the level 1 engineering tuition resource</td>
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<td>Lockett - An investigation into the breadth of learning outcomes and skills developed in OpenSTEM Labs experiments</td>
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<td>Hidalgo joint PL - Improving student engagement during online-only courses through the use of interactive question-embedded videos</td>
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<td>17 Jul 20</td>
<td>20L-EHTPLB-EI-01</td>
<td>Elouise Huxor, Theo Philcox and Lisa Bowens</td>
<td>Associate Lecturer Disability Champion scheme at the Open University IFL-STEMA</td>
<td>U101</td>
<td>E&amp;I</td>
<td>Nicole Lotti, Georgina Holder, Derek Jones (E&amp;I), Irene Tsampalaki, Laura Fletcher and Dawn Coombes (Alic)</td>
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<td>Bowens - Improve thinking, identifying topic teaching interventions for an online design course</td>
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<td>Evaluating Statistics anxiety across different qualifications, Emma Steele (M&amp;S) and Diane Haigrey (AL)</td>
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<td>20H-MS-01</td>
<td>Abi Kirk</td>
<td>Learning lessons from Mathematics Individual Support Sessions in order to augment verbal communication by students in group online tutorials</td>
<td>Online group tutorials; interaction; verbal communication; individual support sessions</td>
<td>M337</td>
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<td>20H-SMMASSCM-01</td>
<td>Lorena Kouadri Mostéfaoui, Mark Hall and Marina Carter</td>
<td>Using Interactive Videos to Enhance Students’ Programming in a Level 2 Programming Module</td>
<td>Programming; visual programming; video tutorials; student engagement; retention.</td>
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<td>21D-ALSD-CC-01</td>
<td>Alexis Lansbury and Sharon Dawes</td>
<td>Accessibility of Jupyter Notebooks on M269</td>
<td>Equality, diversity and inclusion - APP</td>
<td>M269</td>
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<td>22D-ALAN-CCAS-01</td>
<td>Alexis Lansbury and Arabella Nock</td>
<td>Curriculum Development in Computing and Communications: Enhancing the Student Voice, Facilitating Employability, and Exploring Students’ Perusal and Professional Aspirations</td>
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Kouadri Mostéfaoui - Assessing ‘alternative media’ elements: is there a generic model?
Kouadri Mostéfaoui and Mark Hall joint PL - Modern Container-based Learning Interface and Delivery Infrastructure (MCLIDI)
Kouadri Mostéfaoui joint PL - Analysis of COVID-19’s Impact on BAME students’ attainment (A case study of Level 1 C&C Open University module)
Kouadri Mostéfaoui and Mark Hall joint PL - Modern Container-based Learning Interface and Delivery Infrastructure (MCLIDI)
Kouadri Mostéfaoui and Mark Hall - Embedding learning in the practice-tutor, apprentice, employer tripartite
Dawes joint PL - An investigation into the way Jupyter Notebooks enhance learning and teaching on TM351
Dawes joint PL - An evaluation of the impact of changes to assessment practice in a second year object-oriented Java programming module
Lansbury joint PL - An investigation into how STEM students use learning resources in different formats, and how this use develops over time
Lansbury joint PL - Degree-Apprenticeships: Embedding learning in the practice-tutor, apprentice, employer tripartite
Lansbury joint PL - Workday day-time tutorials for apprentices – what is the best practice in Computing?
43 14 Jan-21 21D-ATUE-LHCS-01 Jane Loughlin, Duncan Banks and Eleanor Crabb
Understanding how our assessment contributes to retention and awarding gaps for black students on LHCS modules
Equality, diversity and inclusion - APP
Awarding gap, retention gap, assessment strategy, assessment design
S111, S112
LHCS
Sarah Bondell, Lorraine Waters, Karen New and Nicola McIntyre (LHCS)
Loughlin joint PL - Early Start 2021: evaluation
Crabb and Loughlin - Improving success and satisfaction of credit transfer students entering L3 modules in Science
Loughlin joint PL - Understanding the impact of skills development through formative assessment on student retention and success in S204
Crabb joint PL - Online remote experiments in chemistry analysis of delivery, assessment, tracking and student perception
Crabb joint PL - Improving success and satisfaction of credit transfer students entering L3 modules in Science
Crabb joint PL - Online Summer School
Crabb joint PL - Developing responsive approaches to understanding retention and awarding gaps for black students on S204 modules
Apr-21 Nov-21

44 17 Jul-20 20L-RNMS-EI-01 Nicole Lats and Muriel Sippel
Understanding the mental health attainment gap in Design modules
Equality, diversity and inclusion - APP
Mental Health, Design, E&I, Study Experience
U101, T217, T317
E&I
Lisa Bowers (E&I)
Lotz - Are we making progress? Progression through learners' interaction in OpenStudio across a qualification
Lotz - Developing a sense of community through cross-level engagement between staff and students in creative industries subjects
Nov-20 May-22

45 17 Jul-20 20L-LHBE-LHCS-01 Louise MacBrayne and Jennie Bellamy
Black student experience and outcomes on S112: improving a level 1 STEM module
Equality, diversity and inclusion - APP
Assessment gap, BAME, BME, exam, online tuition
S112
LHCS & EEES
Elaine McPherson (EEES) and Angela Richards (AL)
Jun-20 Oct-22

46 14 Jan-19 21D-CM-SPS-01 Calum MacCormick
Implementing quantum mechanics visualisation tools in a distance learning context
Equality, diversity and inclusion - APP
Quantum mechanics visualisation
SM358
SPS
Silvia Bergamini (SPS) and Jimena Gorfinkel (SPS)
McPherson joint PL - Accessibility and inclusion in tuition (AccIT)
Apr-19 Jul-20

47 16 Jan-20 20L-EM-EEES-01 Elaine McPherson
Investigating the motivations of female students choosing an open versus named qualification
Equality, diversity and inclusion
Gender, qualification, women, STEM, motivation, aspiration, engineering
Y033
EEES
Anne-Marie Gallen (E&I), Anactoria Clarke (WELS) and Mary Keys (E&I)
McPherson joint PL - Engaging students as experts in the trial and evaluation of Disability Language Guidance
McPherson joint PL - Accessibility and inclusion in tuition (AccIT)
Jun-20 Apr-21

48 18 Jan-21 21D-CM-EEES-01 Carol Mrigley and Jane Loughlin
Understanding retention gaps for disabled and black LHCS students at level 1
Equality, diversity and inclusion - APP
Awarding gap, retention gap
SDK100, S111, S112
LHCS
Claire Rostron, Louise MacBrayne, Fiona Goodman and Vicky Haley-Mar (LHCS)
Mrigley joint PL - SDK100: what aspects of the online only module are the students engaging with?
Loughlin joint PL - Early Start 2021: evaluation
Loughlin joint PL - Understanding how our assessment contributes to retention and awarding gaps for black students on S204 modules
Apr-21 Dec-22

49 15 Jul-19 20D-AMHI-EI-01 Alice Moncaster and Kehlani Izazet
Improving and evaluating inclusivity in group project work for distance learning engineering students
Equality, diversity and inclusion
Inclusivity, group work, project-based learning, engineering education
T276, T278, T299
E&I
Flora Gled and Silvia Varagnolo (E&I)
Nov-21 Mar-23
eSTeEM Projects List - in progress

29 17 Jul-21 21A-SMRS-EI-01 Karen Morris and Rachel Slater "Understanding factors influencing GTA's students' achievements within Engineering and Innovation" Equality, diversity and inclusion - AP SHELL, engagement, interactivity, recruitment, engagement STEM, U202, U116 E&I Esther Sample (E&I) Morris joint PL - Engineering qualifications at the OU – what motivates women to study?

21 20 Jan-22 22D-KM-LHCS-01 Kerry Murphy OpenSTEM Africa: Ghana - Time and learn with the University of Cape Coast. Technologies for STEM learning Practical science, virtual laboratory, technology enhanced learning, managing change SHEEP LHCS Maria Velasco (LHCS) and Sarah Davies (E&I) Apr-22 Jul-23

20 18 Jan-21 21F-KNFM-LHCS-01 Karen New and Fiona Moorman "An evaluation of use and impact of new pedagogy in assessment: are we being consistent, fair, and transparent?" Equality, diversity and inclusion - AP Zero grade, academic conduct, 1 marker, outcomes, consistency SHEEP100, S111, S112, SHEEP228, S194 LHCS Ellen Wesley and Ian Johnson (LHCS) Jun-21 Dec-22

20 20 Jan-22 21R-IFTP- EEESTEMD-01 Victoria Nicholson and Paul Collier "Writing retreats for level 1 students" Supporting students Writing retreat, student support, level 1, study skills, time management TM111, U212, M212, S111, U100, T102, SHEP100 LHCS and STEM Downey Nicholson - Gathering student perception about online/distance practical science at level 1 Nicholson - Gathering student perception about online/distance practical science at level 2 Collier - Typical Support Seeking Behaviour of STEM Students, their Outcomes and Successes Aug-22 Aug-23

24 17 Jul-20 20R-KNEC-LHCS-01 Kate Nixon and Eleanor Crabbe Online Summer Schools Online/open ended STEM practice On-line experiments, research skills, develop a community, summer engagement SHEEP SBS and STEM Crabb SBS and STEM Crabb joint PL - Developing innovative approaches to enhance personalized learning in selected UHS modules Crabbe - Online remote experiments in chemistry, physics of delivery, assessment, tracking and student perception Crabbe - Improving success and satisfaction of student transfer students entering L3 modules in Science Crabbe - Understanding how our assessment contributes to retention and awarding gaps for black students on UHS modules Nov-20 Mar-22

34 15 Jul-19 19Ro-TO STEM- 01 Tom O'Heir "Evaluating the Impact of Learning Design and Course Creation 3 D2D Workshops" Academic professional development Learning Design, Course Creation, Professional Development, Impact, Belarus, China, International Engagement, Pedagogy Research. SHEEP SHEEP STEM Downey Duncan Banks (LHCS), Bart Remmers (RT) and Gaphne Chang (E&I) (Mark Endean was part of team but retired in Oct 2020) STEM Downey STEMLA - Phasing Out Analyse and the Student Probabilistic Model on 12 STEM Modules Evaluating the Impact of Implementing Learning Design Approaches in STEM over 4 Years Nov-19 Oct-21

36 20 Jan-22 22F-TSCW- STN3KEDS-01 Tom O'Heir and Corton Ward "The use of Learning Analytics in STEM and EB" Technologies for STEM learning Learning Analytics, STEM, module teams, arrangements TM111, S117, 5216, 9239, S111, M212, T192, T193, T194 SHEEP Downey STEM Downey Steve Walker (E&I) and Anastasia Clarke (E&I) STEMLA - The use of Learning Analytics in STEM over 4 years STEMLA - The use of Learning Analytics in STEM over 4 years Evaluating the Impact of Implementing Learning Design Approaches in STEM over 4 Years May-22 Jan-23

27 17 Jul-20 20R-SF-MS-01 Sue Pawley "Understanding the types of maths anxiety within the STEM faculty at The Open University" Equality, diversity and inclusion - AP Maths Anxiety, Mental Health, Supporting Students, Math teaching M2123, M2124, T192, TM111, U201, U116, S111, SHEP100 W&S Sally Organ (E&I), John Morgan and Gail Bundell (AL) STEMLA - Supporting M2124 students with bridging material during their transition from level one to mathematics Nov-20 Dec-22
21 19 Jul-21 21J-SPCB-MZ-01 Sue Pawley and Cath Brown
Creating a community of support through social activities
Supporting students
Student support; Student community; Retention; Resilience
MST124 M&S
Pawley joint PL - Supporting MST124 students with bridging material during their transition from level one mathematics
Pawley - Exploring the extent of maths anxiety within the STEM Faculty at The Open University
Brown joint PL -

20 20 Jan-22 21J-SPCB-MZ-01 Vic Pearson, Linda Thomson and Maria Velasco
Understanding Early Failure Within Health on 21J
Supporting students
Withdrawal, VSE engagement, Student behaviour, Passive withdrawal
S111 SPS and LHCS
Thomson joint PL - SSE any tutor groups and the effect on SSE students and their tutors
Thomson joint PL - Online tutorial design: can we do better?
Thomson and Velasco - The impact of live streaming module-wide events in student engagement and motivation

19 17 Jul-20 21J-APDTCH-MS-01 Andrew Fisher, Delyth Tomos and Chris Hughes
Welsh-medium tuition in Level 1 Mathematics
Supporting students
Wales, Welsh-medium tuition, apprehension in learning mathematics, student experience, minority languages
MU123 M&S
Chris Hughes (M&S), Ann Williams (AL) and Ceinwen Gwilym (WELS)
Potter joint PL - Developing students and tutors perceptions of good mathematical communication on level one service mathematics module MU123: an investigation
Potter joint PL - Associate Lecturer Reflections on Student Perceptions of Usefulness of Level 1 Service Mathematics
Potter joint PL - Blended tutorials in Mathematics: simultaneous F2F and online learning events
Hughes - Hughes - Evaluating the accessibility of an alternative format of module materials in Maths & Stats
Hughes joint PL - Usage of Early Alerts Indicators on two level 2 modules
Hughes joint PL - Supporting MST224 students with bridging material during their transition from level one mathematics
Hughes joint PL - Sonification partial pilot on M140
Hughes joint PL - Sonification of depictions of numerical data

18 16 Jan-20 21J-SP-EI-01 Sotiria Psoma
Comparative study of distance teaching in Electronics using simulation software versus OpenEngineering Laboratory
Technologies for STEM Learning
Distance teaching practical laboratories, real-time remote-control electronic laboratories, simulation in education, distance teaching undergraduate student, learning tools in electronic engineering education
T212, T312 E&I
Laura Stafford (AS)
A quantitative and qualitative investigation into communications sent to students for selected level 1 MST and science modules

17 17 Jan-21 21J-SP-EI-01 Katja Rietdorf and Jane Loughlin
Assessing the impact of skills development through formative assessment on student retention and success in S294
Equality, diversity and inclusion - APP
Formative assessment, student retention, student success, student performance, student feedback, student engagement
S294 SPS
Lorraine Waters and Angelika Fischerhans (LHCS)
Joint PL - Early Start S294: evaluation
Loughlin joint PL - Improving success and satisfaction of credit transfer students entering L3 modules in Science
Loughlin joint PL - Understanding awarding gaps for disabled and black LHCS students at Level 1
Loughlin joint PL - Understanding how our assessment contributes to retention and awarding gaps for black students on LHCS modules

16 11 Jul-17 21J-SP-EI-01 Linda Robson
Assessment banking - impact/break on external withdrawal? An investigation of the outcomes and experience for students who have assessment banking
Supporting students
Assessment banking, TMA, retention
ID03 SPS
Laura Stafford (AS)
A quantitative and qualitative investigation into communications sent to students for selected level 1 MST and science modules

15 14 Jul-21 21J-SPCB-MZ-01 Sue Pawley and Cath Brown
Creating a community of support through social activities
Supporting students
Student support; Student community; Retention; Resilience
MST124 M&S
Pawley joint PL - Supporting MST124 students with bridging material during their transition from level one mathematics
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Brown joint PL -

14 13 Jul-21 21J-SPCB-MZ-01 Sue Pawley and Cath Brown
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Brown joint PL -
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| 64 | Jan-19     | Sep-22  | Julie Robson and Chris Hutton | Online peer mentoring at scale: Benefits and impacts from a student buddy perspective | Supporting students | STEM projects Pi: Student development and perceptions of employability skills in stage 2 science
|    |            |          | | | Hutton joint PL: Evaluation and improvement of print packs use for Environmental Science students | |
|    |            |          | | | Robson joint PL: Impact of introducing new practical and dataset project options to the science undergraduate capstone project module (S390) | |
| 65 | Jan-19     | Sep-22  | Emma Rothero | Floodplain Meadows Partnership Ambassadors | STEM engagement | Flight of the Fritillary
|    |            |          | | | Flight of the Fritillary phase 2 | |
| 66 | Dec-16     | Sep-22  | Hayley Ryder and TC O'Neil | Use of OULive recordings of 'live mathematics' and discussion forums on a level 3 Pure mathematics module in order to enable students to move to a growth mindset in maths and to add a social dimension to learning mathematics | Supporting students | Does the provision of an 'own working space' for tutors enhance the learning experience for students
|    |            |          | | | Evaluating the increase in student wellbeing brought about by informal online sessions and computer generated worked examples on a level 3 pure maths module | |
| 67 | Jul-17     | Sep-22  | Hayley Ryder and TC O'Neil | Use the potential of an 'own working space' for tutors to enhance the learning experience for students | Technologies for STEM learning | APP: Equality, diversity and inclusion
|    |            |          | | | Supporting students | |
| 68 | Jul-20     | Oct-23  | Hayley Ryder and TC O'Neil | Evaluating the increase in student wellbeing brought about by informal online sessions and computer generated worked examples on a level 3 pure maths module | Equality, diversity and inclusion - APP | Does the provision of an 'own working space' for tutors enhance the learning experience for students
|    |            |          | | | Supporting students | |
| 69 | Mar-21     | Dec-21  | Hayley Ryder and TC O'Neil | Use of OULive recordings of 'live mathematics' and discussion forums on a level 3 Pure mathematics module in order to enable students to move to a growth mindset in maths and to add a social dimension to learning mathematics | Supporting students | Does the provision of an 'own working space' for tutors enhance the learning experience for students
|    |            |          | | | Evaluating the increase in student wellbeing brought about by informal online sessions and computer generated worked examples on a level 3 pure maths module | |
| 70 | Oct-20     | Nov-23  | Hayley Ryder and TC O'Neil | Use of OULive recordings of 'live mathematics' and discussion forums on a level 3 Pure mathematics module in order to enable students to move to a growth mindset in maths and to add a social dimension to learning mathematics | Supporting students | Does the provision of an 'own working space' for tutors enhance the learning experience for students
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<td>Jul-19</td>
<td>EDA-BAECM- DASEESE-01</td>
<td>Rachel Slater, Anne Campbell and Elaine McPherson</td>
<td>Supporting students with disabilities, tutors, distance learning, face-to-face tuition, online tuition</td>
<td>Accessibility, inclusion, student experiences, student support</td>
<td>Equality, diversity and inclusion</td>
<td>Jul-20</td>
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<td>22D-JWGH-01</td>
<td>James Warren and Georgy Holden</td>
<td>Student personas, student hopes, student insights, student experience, visual analysis</td>
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<td>Equality, diversity and inclusion</td>
<td>Jun-22</td>
<td>Apr-23</td>
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<td>22E-LWRM-LHCS- 01</td>
<td>Lorraine Waters and Rachel McMullan</td>
<td>Supporting students in online tuition from Access through the student journey</td>
<td>Online/onscreen STEM practice</td>
<td>Equality, diversity and inclusion</td>
<td>Nov-22</td>
<td>Oct-23</td>
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<td>Ann Zata</td>
<td>Understanding the challenges faced by BAME students studying T219 Environmental Management 1: to better support and enhance their learning</td>
<td>Online/onscreen STEM practice</td>
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<td>Oct-22</td>
<td>Oct-24</td>
<td>Understanding the challenges faced by BAME students studying T219 Environmental Management 1: to better support and enhance their learning</td>
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**Notes:**
- The projects are part of the eSTEEM (Enhancing Student Engagement and Empowerment in Medical Education) initiative.
- Each project is led by a team of researchers from different departments, focusing on various aspects of education, accessibility, and student support.
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<td>17K-LAAL-SPSCC-01</td>
<td>Jul-17</td>
<td>Project Title</td>
<td>Isabella Henman, Leonor Barroca</td>
<td>Understanding different postgraduate perspectives on student development</td>
<td>Equality, diversity</td>
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<td>Student development and technologies for student engagement and teaching in Science</td>
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<td>19F-LBMW-CC-01</td>
<td>Sep-19</td>
<td>Project Title</td>
<td>Vic Nicholas, Jon Hutton</td>
<td>孫佳 - Gathering student perception about online/distance practical science at level 1</td>
<td>STEM learning</td>
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<td>The students' perception of employing a tool to enhance teaching and learning over time</td>
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<td>20K-LAAL-SPSCC-01</td>
<td>Nov-20</td>
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<td>Sarah Davies, Tom Argles &amp; Chris Hutton</td>
<td>Simplifying the student experience</td>
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<td>Project Title</td>
<td>Sarah Davies, Tom Argles &amp; Chris Hutton</td>
<td>Enhancing the student experience</td>
<td>Student engagement</td>
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<td>Tool embedded in S209 to assist with problem solving, and engage students more effectively</td>
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<td>7</td>
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</tbody>
</table>

*eSTEeM Projects List - completed*
To the time of writing (March 2019) it is too early to identify any significant findings or measures or impact. The site is just "launched", and students are only beginning to engage with it. The comic site has been advertised in online/live module-
The pilot has established that a substantial number of students are keen to take part in an opportunity to start M140 on Jul-18. Louise MacBrayne, Carol Calvert - Implementation of lessons learnt from students who succeed "despite the odds". The design of future modular tutorial strategies may encompass the following without the intention that all students will adopt all types of practices:

- A greater variety of types of well signposted, small group tutorials, clearly defined in terms of expectations of active student participation, including drop in support, problem solving, 1:1 tutorials, blended courses, accommodating flexible form of delivery.
- Incorporation of large scale, high production value, visually well presented "lectures" providing the additional "visual" which replaces key module concepts and gives the programme many students what 
- Position of genesis target within a continuous event, which could be to be a student experience such as live debates or lab-casts.
- Consist of a focus on how students can follow up asynchronously or synchronous discussion of active "lecture" on illegal syndromes, but large scale events.
- Complete integration of the tutorial provision within the set module materials - from the module planning stage.
- Opportunities for students collaboration tasks which emphasise the importance of and the student's early involvement.

For 2017, the module has been approved for inclusion in the University Fellowship for a group of students who support Mathematics in Statistics modules. Karen Vines (M&S) - Investigating factors which affect active student participation, including drop in support, problem solving, 1:1 tutorials, blended courses, accommodating flexible form of delivery. Karen Vines (M&S) - Supporting students module start, retention, online rooms. Karen Vines (M&S) - Supporting students module start, retention, online rooms. Karen Vines (M&S) - Supporting students module start, retention, online rooms. Karen Vines (M&S) - Supporting students module start, retention, online rooms.

In both cases we can measure VLE engagement pre-module start but actually any engagement pre-module start is likely to be positive. For Mathematics and statistics modules, where we are increasingly running early access to materials, the quantified evidence that those that did so did better in terms of passing their module. To a continuing student the message is similar: engaging with the VLE as soon as you can is good and bear in mind your previous track record because the pass rates of those not involved in the project. To a new student it is simply that being cautious over how much you commit information in use in the October presentation.

Additionally supports are available in terms of mentoring, online rooms, drop in support, problem solving, 1:1 tutorials, blended courses, accommodating flexible form of delivery.

The approach is to a greater extent that the module materials are the students engaging with the VLE as soon as you can is good and bear in mind your previous track record because the pass rates of those not involved in the project. To a new student it is simply that being cautious over how much you commit information in use in the October presentation.
The direct impact of the clinic on S215 presentation is difficult to assess. Each presentation has a different cohort of students, and thus drop-out. Bearing this in mind, we must be cautious when drawing direct conclusions on the impact of the clinics.

Overall, the project has demonstrated that OU cohort data, when considering multiple modules across a number of years, is accessible and usable format. This increases their opportunity to meet students following the same pathways as themselves and hopefully builds links and a sense of community between students who are studying the same qualification.

We would certainly hope there is a potential benefit for students for students who are directly involved in the pilot. The pilot is now embedded as a standard practice on M248 and the Future M248 students will benefit from this approach. The introduction of the bridge course syllabus for already improver students on other modules, was incorporated in M224 and M248. The approach was adopted for M249 Data Science alongside Mathematics and Statistics students. Hopefully there will be elements of tutorial support on M224 which will benefit the work done by this project.

To date there is minimal detectable difference in terms of retention for those who took part in the early start programme. This is in contrast to M140 and suggests that the choice of students offered on early start (apparently) is critical.

The direct impact of the introduction of M250 second year is difficult to assess. Each presentation has a different cohort of students, some of which may be smaller in size and handled with the module materials internally, so comparison with previous years can be problematic. Additionally, there were several other intervention measures undertaken for S215 module. The above reasons would make it problematic to draw firm conclusions here. However, it is worth noting that the number of students completing the module has increased by 40% from last year. The decrease in the student retention for the 16J presentation along with similar data for earlier S215 and S205 presentations.

Figure 5 shows a comparison of the student retention for the 16J presentation along with similar data for earlier S215 and S205 presentations.

Embrace - Embedding Mathematics and Statistics in a curriculum-led approach to enhance student success in Mathematics and Statistics modules. This leads to the implementation of an online learning tool that is part of a blended learning initiative. This initiative is part of a broader project that aims to improve student engagement and success in Mathematics and Statistics modules. The project is supported by the Learning and Teaching Hub and is led by a team of experienced teaching staff and learning developers.

The project is aimed at improving the student experience and outcomes for students studying Mathematics and Statistics modules. The project includes the development of an online learning tool that is part of a blended learning initiative. This initiative is part of a broader project that aims to improve student engagement and success in Mathematics and Statistics modules.
Our research has shown that students often feel a sense of disconnection when studying the level 3 science modules. Using the app in different ways with different students. For many, it was a simpler and quicker way to check details on assignments, especially in a world where busy students often have little time to dedicate to their studies. Remote/virtual laboratory work, chemistry, Practical skills, hands on, connect online best practice.

For many it was a simpler and quicker means to just check details on assignments or on study calendars and ‘stay in touch’ with the module, but at least one student used it for significantly longer and for different purposes from other students. This aspect of use, particularly for disabled students should be investigated further.

Our thoughts on setting up the strategy committee was an unexpected surprise for the experience of the first cohort of students, who was shared within the HE community in Scotland (Crighton & Berndt, 2017a) and the STEM community (Crighton & Berndt, 2017b). All participants noted that as a result of this intervention they planned to take actions to develop their practice in various ways. The paired-peer observation scheme has worked extremely well as part of ongoing professional development initiatives within the community. It continues to provide food for thought and benefit to AL practice. We conclude, therefore, that the paired-peer observation development event indicated no immediate appetite for another round of observations, however ideas from both rounds encourage the community to continue and extend on their case study management skills and promote embodiment of the principles for all assignments.

In conclusion, this research has shown on our part in a number of ways. Firstly, the web was widely documented as a number of workshops and presentations at the E2O and additional conferences, and was sent with positive feedback. Secondly, the project enabled the team to facilitate student engagement with the development of new teaching practices at the E2O and analyze the associated student experiences. Thirdly, the project has highlighted complementary student-centred feedback that the module team has been able to better understand and engage with. This eSTEeM project was highlighted in the LMS module review.
This is the eSTEeM Projects List - completed
<table>
<thead>
<tr>
<th>Title</th>
<th>Brief description</th>
<th>Phase</th>
<th>Status</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characterising Engineering Knowledge</td>
<td></td>
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<tr>
<td>Fletcher, Endean</td>
<td>Online practical work for science and engineering students Technologies, industrial environment. Sample size: 272 students.</td>
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<tr>
<td>11D-ME-EI-01</td>
<td>Jan-18</td>
<td>Characterising Engineering Knowledge</td>
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<tr>
<td>Low-level strategies were put in place to support students to engage with the group work i.e. weekly bulletins, project updates and face-to-face meetings. This led to a clear understanding of project objectives and a better sense of ownership among group members. During the project, students were encouraged to reflect on their learning, which resulted in an improved understanding of the subject matter.</td>
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<tr>
<td></td>
<td>11D-ME-EI-01</td>
<td>Characterising Engineering Knowledge</td>
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<tr>
<td>The headline finding is that the EAP sessions showed a statistically significant positive impact on student retention, as measured by the number of students who achieve a pass grade.</td>
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<td>May-19</td>
<td>Project completed</td>
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<tr>
<td></td>
<td></td>
<td>Aug-19</td>
<td>Final report</td>
<td></td>
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</tbody>
</table>
OpenWASH evaluation

Impact on student learning has been indirect through our increased understanding of the purposes of group tuition. This project has led to success of increases capacity building that can contribute to sustainable improvement in learning delivery. The experiences of the Ethiopian authors were accounted in a full survey. This involved completely positive responses, and demonstrated the emergent secondary benefits that can result from a collaboration institutional teaching project of this type.

The planned next phase is to extend the benefits of OpenWASH to a further university in another country. As such, the OpenWASH resources can be used and adapted for other projects around the world, supporting the United Nations’ Sustainable Development Goal to achieve safe drinking water and adequate and equitable sanitation and hygiene for all by 2030. The OpenWASH resources are available at: http://www.open.edu/openlearn/openwash

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Several of these ideas suggested via the interviews have already been implemented and others could be actioned in the future.

Add further detail to the introduction to certain activities, for example to explain the orientation in the ‘launching a wave’ activity.

Have ‘talking heads’ of students saying how useful they were.

Promote the activities in a new module introductory or revision video or podcast.

Give a clearer indication of time needed for the CALT activities (although obviously this will vary for each student).

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Six.

Establish an OpenWASH user network

3.

Clarify links between OpenWASH and Occupational Standards

1.

Expand use of OpenWASH to other colleges

The report concludes with a set of recommendations for possible future activities to further develop the impact of OpenWASH in Ethiopia. The recommendations are:

- Request for wider OpenWASH to other colleges.
- Require more teaching for future events.
- Effectively link between OpenWASH and Occupational Standards
- Establish use of OpenWASH to other universities in Ethiopia
- Make more OpenWASH publicly available
- Establish an OpenWASH user network

The recommendations, include some suggestions for possible implementation.

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Gendered Choices - Motivation

During the dissemination of the project outcomes and via subsequent discussions with the Careers and Employability Project, LHCS, SPS and C&C Project May-16 Dec-16 LHCS, SPS, 120, SPS01, SPS18

Liz Whitelegg

We have now made it clearer to students on the Life Sciences pathway that through engaging in the practical projects they May-11 Clem Herman LHCS

Janet Haresnape

Project

Asynchronous, OpenStudio, eSTEeM Projects List - completed 2123 59

Jenny Halliwell and Mirnar and

in other contexts collaborative online activities comparison with similar collaborative online activities in other contexts.

Playing Skills for Biology students

Halliwell joint PL - Can a new OU Study App enhance the learning Studio develop students’ critical evaluation skills?

Halliwell joint PL - How are students using extensions and what is the experience of students on S350, an online only module?

Halliwell joint PL - Can a new OU Study App enhance the learning Studio develop students’ critical evaluation skills?

Halliwell joint PL - How are students using extensions and what is the impact on success?

Playing Skills for Biology students

Joint PL - e-Ambassadors and e-Portfolios: Exploring innovative approaches with similar collaborative online activities in other contexts.

Playing Skills for Biology students

Joint PL - e-Ambassadors and e-Portfolios: Exploring innovative approaches with similar collaborative online activities in other contexts.

Playing Skills for Biology students

Joint PL - e-Ambassadors and e-Portfolios: Exploring innovative approaches with similar collaborative online activities in other contexts.

Playing Skills for Biology students

Linda Thompson REF) but have been retained as a permanent resource and were recently made more widely available on

1 Health Sciences modules production and assessment design to optimise student workload and retention by focussing on...
<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Project Title</th>
<th>Project Type</th>
<th>Project Status</th>
<th>Start Date</th>
<th>End Date</th>
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<th>Co-lead</th>
<th>Other Contributors</th>
<th>Key Outputs</th>
<th>Impact</th>
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<tr>
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<td>Return to STEM</td>
<td>Student returns</td>
<td>Project completed</td>
<td>Jun-14</td>
<td>Oct-15</td>
<td>Alison Bromley, Carol Calvert, Katie Chicot</td>
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<td>Developing a strategy for STEM faculty</td>
<td>Student experience</td>
<td>Project completed</td>
<td>Feb-16</td>
<td>May-17</td>
<td>Rachel Hilliam</td>
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<td>Investigating the careers of Staff Tutors in STEM for Athena SWAN</td>
<td>Staff Tutor, recruitment, retention, equality, gender</td>
<td>Project completed</td>
<td>Mar-17</td>
<td>Apr-20</td>
<td>Simon Kelley, Christothea Herodotou, Jean McCoughry, Victoria Pearson, Shirley Northover, Elaine Thomas, Emma Street</td>
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<td>4</td>
<td>14</td>
<td>Changing times, changing pedagogies</td>
<td>Employability, STEM returners, BOC, OER</td>
<td>Project completed</td>
<td>Dec-14</td>
<td>Jun-18</td>
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<tr>
<td>5</td>
<td>15</td>
<td>Developing a strategy for an LGBT+ inclusive STEM faculty</td>
<td>Gendered Choices - Motivation and degree choices of Computing and Information Systems students</td>
<td>Project completed</td>
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**Key Outputs:**
- The project explored and implemented new technologies and strategies to enhance STEM education and engagement.
- The model of blended learning was successfully adopted in other university programs.
- The project contributed to equal opportunities and gender inclusivity.

**Impact:**
- Improved learning outcomes and student engagement in STEM.
- Enhanced retention rates and success levels in STEM courses.
- Contributed to the Athena SWAN criteria for STEM disciplines.
- Promoted gender equality and diversity in STEM fields.
Supporting leaders: David Farmer, learning diversity, FirstClass journey

Qualification Study websites: Project

This remote pair programming project was designed to explore the non-technical benefits of different methods of...­

Georgy Holden

Pair programming, distance

It is unfortunate that the analytics are only available for students registered on one of the mathematics and statistics

John Clarke (AS), Janet Hughes

The recommendation would be that all Subject sites are available to students, or potential students, as early as possible -

Dec-12

Jan-19

Gaynor Arrowsmith

We aimed to include different types of suggestions on how to deal with the limitations of the predictions in the future:

Christothea Grof

4

and Ann Walshe

John Rose-

Derek Jones (E&I)

We have done a lot of work on student support and in the future we will work on the subject site to make sure students

Jan-19

5

Brendan Murphy

and Nicole Lotz

Zdenek Zdrahal

Walshe joint PL - Towards A Structured Process for Involving ALs in

Siddons (AS), Chetz Colwell, and Cath Brown

Enabling Mathematics and Statistics Associate Lecturers to achieve

Joint PL - Usage of Early Alerts Indicators on two level 1 modules

Jan-19

Mar-19

Chetz Colwell and Nicole Lotz

Zdenek Zdrahal

Vaclav Bayer and

Herodotou, Tina

and Ann Walshe

Joint PL - Postcard Confessions: Deepening Understanding of Students

Changing times, changing pedagogies

Evaluating Statistics anxiety across different qualifications

Enabling Mathematics and Statistics Associate Lecturers to achieve level 3

Changing times, changing pedagogies

and inclusion

Accessibility, RNIB, assistive technology, DAISY

Communities

websites, student

Interviews

Predictive Learning

advancements

curriculum, widening

Inclusivity, disabled

Science student perceptions of

Supporting students in the transition to first level of the M&S degree

Joint PL - Perceptions, Expectations and Experience of Group

Joint PL - How well does the open University meet the needs of its students?

John Clarke (AS), Janet Hughes

Collaboration and group work

Learning effectiveness

Siddons (AS)

and Cath Brown

Evaluating Statistics anxiety across different qualifications

Enabling Mathematics and Statistics Associate Lecturers to achieve level 3
One of the key findings was that several students were confused about tutorials. This confusion included not being sure of the role of the tutor. Students were asked to consider putting in place more information about tutorials, and a list of which tutorials would be held at what time. The results of the project are mixed, with very positive results from one particular module (S215), and more ambiguous results from the other two modules (MST124 and H800). However, the process itself has been evaluated and shown to produce excellent outcomes, when key elements are in place. The most critical of these we have identified, is the engagement, or lack of it, between students and the tutor. This was underpinned by the ambition to help students increase their understanding and lead to higher student success rates/satisfaction and progression.

Results of the project are mixed, with very positive results from one particular module (S215), and more ambiguous results from the other two modules (MST124 and H800). However, the process itself has been evaluated and shown to produce excellent outcomes, when key elements are in place. The most critical of these we have identified, is the engagement, or lack of it, between students and the tutor. This was underpinned by the ambition to help students increase their understanding and lead to higher student success rates/satisfaction and progression.
The results of this eSTEeM project (our small-scale research study for level 1 DA modules), have highlighted certain difficulties that apprenticeship students face in the area of assessment; in particular, relating to assessment on work-based learning. This project has also inspired Christine to research the topic of apprenticeship assessment in more depth, in the context of her EdD studies. The findings have helped Christine shape her research questions and informed her research methodology. Moreover, following on from the project, Christine Gardner was also invited to use the RPI (Regulation of Poor Experimental Learning) group and has been involved in improving RPI for the SPS apprenticeship programme.
### eSTEeM Projects List - completed

<table>
<thead>
<tr>
<th>Project Number</th>
<th>Project Title</th>
<th>Project Leaders</th>
<th>Project Description</th>
<th>Progress</th>
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<tr>
<td>01</td>
<td>Joint PL - Understanding the mental health attainment gap in Design</td>
<td>Alexis Lansbury, Oli Howson</td>
<td>Investigating students' perception of some of the key learning resources in different formats, and how this use develops</td>
<td>Completed</td>
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<tr>
<td>02</td>
<td>Joint PL - Investigating students' perception of some of the key learning activities in T272</td>
<td>Alexis Lansbury, Oli Howson</td>
<td>Investigating students' perception of some of the key learning activities in T272</td>
<td>Completed</td>
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<tr>
<td>03</td>
<td>Joint PL - Understanding the mental health attainment gap in Design</td>
<td>Alexis Lansbury, Oli Howson</td>
<td>Investigating students' perception of some of the key learning resources in different formats, and how this use develops</td>
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<td>Joint PL - Investigating students' perception of some of the key learning activities in T272</td>
<td>Alexis Lansbury, Oli Howson</td>
<td>Investigating students' perception of some of the key learning activities in T272</td>
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<td>Joint PL - Understanding the mental health attainment gap in Design</td>
<td>Alexis Lansbury, Oli Howson</td>
<td>Investigating students' perception of some of the key learning resources in different formats, and how this use develops</td>
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<td>Joint PL - Investigating students' perception of some of the key learning activities in T272</td>
<td>Alexis Lansbury, Oli Howson</td>
<td>Investigating students' perception of some of the key learning activities in T272</td>
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<td>Joint PL - Understanding the mental health attainment gap in Design</td>
<td>Alexis Lansbury, Oli Howson</td>
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<td>Joint PL - Understanding the mental health attainment gap in Design</td>
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<td>Completed</td>
</tr>
<tr>
<td>10</td>
<td>Joint PL - Investigating students' perception of some of the key learning activities in T272</td>
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</table>
Students expressed their support for both face-to-face and online asynchronous and synchronous ways of communicating.

Sarah Mattingly
Christine Gardner
Argles - Geospatial technologies in distance learning and teaching in Higher education, Distance
Developing programming teams in computing undergraduate education, 2012

Can VFTs be used to support, enhance and extend physical fieldwork so that students can make the most of their time out in the field? We perceive VFTs an invaluable aid in the goal to maintain physical fieldwork.

Factors affecting student participation and retention, TM111, TM112

A key factor throughout this project has been the participatory approach. This has been of incalculable value to the project team. Stakeholders raised a variety of issues that enhanced the guidance and would not have been identified from the research alone. This collaboration and participation has been an extremely positive experience for the project team.

We presented a poster on this project at the 2020 eSTEeM conference. Discussion with participants indicated interest in exploring more cautiously the possible extension of screencasting into other modules.

Hence, we intend to continue to promote and develop individualised screencasting for TMA feedback on TM111 and TM112. This would allow students to experiment with solving and/or programming features. However actual feedback was that tutors and students found the greatest benefits of and promote it. This highlights the need for researchers to listen to and collaborate with students and practitioners when translating research into practice, as tangible benefits to research design and application to practice can be gained, as well as promoting user agency as an emerging model for effective research-practice partnerships.

The discussion and examples on VFTs in this and other sections of the report are from Geography, Geology, Environmental Sciences and Biology - disciplines that have a long tradition of physical fieldwork and first-hand experience of phenomena at all levels.

We have therefore gone on to consider the use of 3d visualisations to support participants' learning and understanding. However actual feedback was that tutors and students found the greatest benefits of and promote it. This highlights the need for researchers to listen to and collaborate with students and practitioners when translating research into practice, as tangible benefits to research design and application to practice can be gained, as well as promoting user agency as an emerging model for effective research-practice partnerships.

The discussion and examples on VFTs in this and other sections of the report are from Geography, Geology, Environmental Sciences and Biology - disciplines that have a long tradition of physical fieldwork and first-hand experience of phenomena at all levels.
The use of smart phones to enhance teaching in environmental science, STEM ISSS - where are we now?  Evaluating awareness, usage and effectiveness of individual student support sessions

We propose an online journal club for ALs, to offer them the opportunity to enhance their academic currency and deepen their understanding of their subject area. Our project has involved fruitful collaboration of mutual benefit with colleagues in different units across the University, for example, through the STEM practice module: benefits and challenges, 2013-14. Joint Pl - Online Chemistry Support Clinics, 2017-18. New - Use of augmented reality in a second level human biology module: benefits and challenges, 2017-18.

The project began with a small pilot which included four online journal clubs (OJC) on topics of interest to our practitioners. Each OJC was co-facilitated by one of the project team and involved a stimulating debate with strategically selected ALs from other disciplines. Our innovative model of facilitative teaching and learning during OJC events was discussed during a LHCS education event in October 2019.

We presented our OJC model and preliminary findings related to participant and practitioner experience at the Advance Higher online journal clubs event in November 2019. We hope that this interest may lead to incorporation of OJC models to support STEM learning in other faculties and institutions.

Applying the OJC model in our context we envisage that we would provide value to the AL audience in terms of their professional development, in facilitating online courses and modules, in providing an opportunity to enhance their academic currency, and in providing an opportunity to develop their expertise in the field of STEM. The online journal club is a useful way to identify and support ALs who are interested in online learning and teaching. The OJC model provides a platform for ALs to engage with a range of interesting and engaging topics related to STEM. By facilitating OJC events we aim to create a community of practice where ALs can share ideas and best practices, and learn from each other.

The outcomes of the project are informing the work of the OJC Network. This will be in addition to all future engineering students.

The findings from our facilitator focus group indicated that our practitioners valued the OJC experience in terms of their professional development, in facilitating online courses and modules, in providing an opportunity to enhance their academic currency, and in providing an opportunity to develop their expertise in the field of STEM. The online journal club is a useful way to identify and support ALs who are interested in online learning and teaching. The OJC model provides a platform for ALs to engage with a range of interesting and engaging topics related to STEM. By facilitating OJC events we aim to create a community of practice where ALs can share ideas and best practices, and learn from each other.

The outcomes of the project are informing the work of the OJC Network. This will be in addition to all future engineering students.
As primary stakeholders, the results of the project have been discussed with the Module Team Chair (Kerry Murphy) and Alan Cayless (AL).

This exploratory study has provided important insights for further investigations about student experience, teaching and learning.

Thus, the majority of students who responded to the 18J and 17J student surveys reported that they had not used augmented reality during their studies. The results suggest that students are keen to take advantage of Summer Series journal club events, and over half the students would have liked more time for each event. Students in both prisons were keen to have more journal club events. Our findings suggest that students are keen to take advantage of Summer Series journal club events and that Summer Series events may provide the ‘mechanism’ towards education: an opportunity to develop skills and community?

The results of the project indicated that 84.1% of students agreed that the Heart App was well integrated into the module, and 67.4% of students agreed that the Heart App was useful. The results suggest that students are keen to take advantage of Summer Series journal club events, and over half the students would have liked more time for each event. Students in both prisons were keen to have more journal club events. Our findings suggest that students are keen to take advantage of Summer Series journal club events and that Summer Series events may provide the ‘mechanism’ towards education: an opportunity to develop skills and community?

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Project The revise and refresh for MST224 site has now been augmented to cover revision for students preparing to study MST125: Carlton Wood, Paul Piwek

Recommendations coming from this project include that tutors should recognise the value of 'lurking' students, that Feb-19 Richard Foley (AL)

Personalised Student Support Project

Support for Students. Teaching for Tutors. An Investigation into the 20G-CP-CC-02 Project

The responses to the survey instrument used for RQ1, and the interviews conducted for RQ3, suggest that during the 4- Tim Lowe and Paul Piwek and C&C Cathryn Peoples

Mar-20

M&S

One-on-one support, lower dec-16 14 Bridging interventions, Jan-19 21D-TO-STEMD-17E-SPCH-MS-

Project

A novel type of iCMA question was implemented (using OpenMark) and deployed in TU100 (~2000 students per Accessibility of support, Feb-11 15 Blended tutorials in confidence-building formative assessment, student co-design of for Tutors. An Investigation into the Students

Years

Supporting students for Tutors. An Investigation into the Students

Supporting students for Tutors. An Investigation into the Students

Supporting students for Tutors. An Investigation into the Students

broaden to other modules, presentations and institutions from the partial pilot on M140, which will be launched in 2019. Along with video and websites for MST124, 2011. Grade 8 quizzes (at times the majority of students on the module are in mathematics and statistics qualifications as well as students, taught as part of degrees within other schools such as engineering and science.

The there are to be early signs of a culture of disseminating the R&S in mathematics (which I would argue it is too early to be

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Application of TPA to the collected evidence in RQ4 allowed for the identification of several specific arrangements that appear to constrain or moderate the effectiveness of learning design practices in R2E24. The discussion of these arrangements, e.g., In this, I made sure that there was a growing sense of engagement amongst the students, that the students had the opportunity to engage with one another throughout the year and to get to know each other.

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### eSTEeM Projects List - completed

<table>
<thead>
<tr>
<th>Project No.</th>
<th>Title</th>
<th>Date Completed</th>
</tr>
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<tbody>
<tr>
<td>11</td>
<td>Project Title</td>
<td>Sep-13</td>
</tr>
<tr>
<td>12</td>
<td>Project Title</td>
<td>Feb-22</td>
</tr>
<tr>
<td>13</td>
<td>Project Title</td>
<td>May-19</td>
</tr>
<tr>
<td>14</td>
<td>Project Title</td>
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</tr>
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<td>15</td>
<td>Project Title</td>
<td>May-19</td>
</tr>
<tr>
<td>16</td>
<td>Project Title</td>
<td>Feb-22</td>
</tr>
</tbody>
</table>

**Notes:**
- **Project Title**: The title of the project.
- **Date Completed**: The date the project was completed.

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### Details

The findings of this research will inform the future development of the STiP programme. One significant measure of the project's impact is the improvement in student engagement and performance. The detailed evaluation of the project's success includes the following key points:

1. **Enhancing Systems Thinking in Practice**: The project aimed to evaluate the existing resource site in terms of its usefulness, availability and accessibility for ALs. The project was able to surface and share good practice, which has already led to adaptations of some of the teaching and assessment within the modules.

2. **Visual Interactive Learning of STEM**: The project was able to improve the learning experience of students on STEM, with an online module.

3. **Employability**: The project has already triggered interventions within the modules under study in order to improve retention. Outcomes are being monitored on ongoing presentations.

4. **Technologies for Learning**: The project aimed to evaluate the existing resource site in terms of its usefulness, availability and accessibility for ALs. The project was able to surface and share good practice, which has already led to adaptations of some of the teaching and assessment within the modules.

5. **Professional Competencies for Systems Thinking in Practice**: The project aimed to evaluate the existing resource site in terms of its usefulness, availability and accessibility for ALs. The project was able to surface and share good practice, which has already led to adaptations of some of the teaching and assessment within the modules.

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**Notes:**
- The eSTEeM Projects List provides an overview of completed projects that have contributed to the advancement of teaching and learning practices in STEM disciplines.
- The list includes projects funded by eSTEeM, which aim to improve student engagement, enhance teaching practices, and support the development of professional competencies.
- The projects are categorized based on their focus areas, such as employability, visual interactive learning, and enhancing systems thinking in practice.
- Each project's success is evaluated through key performance indicators, including improvements in student engagement and learning outcomes.
- The outcomes from these projects are shared across the tutor forums of each of the modules participating, and across the School of Engineering and Innovation.
- The findings summarised in this report will also be shared with the tutors who were sent the survey and to the scientific community at large. The project has already triggered interventions within the modules under study in order to improve retention. Outcomes are being monitored on ongoing presentations.
- The projects have been completed and their successes have contributed to the overall evaluation framework, which could be used not just for this project, but in general for the future development of similar initiatives.
As part of the Lifeplace of the ESTeM projects, following systems thinking in practice at the workplace, the findings of the programme will inform the future development of the ESTeM programme, particularly in the field of multi-stakeholder initiatives. A continued network of users is in place to ensure that the opportunity to engage with emerging innovations in co-creation and employee engagement at the workplace is used.

2015-2020

**Flight of the Fritillary**

**Phase 2**

Project led by teamwork to deliver an evidence-informed public engagement programme. The project is funded by the ESRC. The project will be led by a team consisting of three project leads: Claudi Thomas, Museums Partnership; Nicola Orme, Environmental Science; and Alyx Bunting, Education and Engagement.

The project aims to:

- Increase public engagement in citizen science and citizen research.
- Develop and test new methods of public engagement.
- Build capacity for public engagement through training and mentoring.

Involves a range of partners from different sectors, including universities, museums, and grassroots organisations.

The project will be evaluated through the use of mixed methods, including surveys, interviews, and workshops. The results will be disseminated through a range of channels, including academic publications, policy briefs, and public events.

**Key Outputs**

- A toolkit for public engagement in citizen science and citizen research.
- A guide for institutions on how to develop and implement public engagement programmes.
- A platform for sharing best practices and learning from other projects.

**Funding**

- ESRC (project reference: ES/P006835/1)
- NERC (project reference: NE/S012399/1)
- Arts and Humanities Research Council (project reference: AH/M011086/1)
- The National Lottery Community Fund (project reference: NL/100710)

**Participatory**

Citizen science, engagement, citizen research, teacher engagement, tutor engagement, language engagement, public engagement, online engagement.

**Activities**

- Workshops for volunteers on research methods and data collection.
- Public engagement activities at museums and universities.
- Online engagement through social media and websites.

**Outcomes**

- Increased public engagement in citizen science and citizen research.
- Improved capacity for public engagement through training and mentoring.
- A platform for sharing best practices and learning from other projects.

**Impact**

The project will have a significant impact on the field of public engagement, particularly in citizen science and citizen research. The project will also have a significant impact on the development of new methods of public engagement, including online engagement.

**Acknowledgements**

This project is funded by the ESRC (project reference: ES/P006835/1), NERC (project reference: NE/S012399/1), and the Arts and Humanities Research Council (project reference: AH/M011086/1). The project is also supported by the National Lottery Community Fund (project reference: NL/100710).
<table>
<thead>
<tr>
<th>No.</th>
<th>Project Title</th>
<th>Topic</th>
<th>Key Activities</th>
<th>Status</th>
<th>Completed Year</th>
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<tbody>
<tr>
<td>1</td>
<td>HyE65 Project</td>
<td>STEM learning</td>
<td>Peer assessment in online learning</td>
<td>Completed</td>
<td>Nov-19</td>
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<td>HyE65 Project</td>
<td>STEM learning</td>
<td>Integrating physical and digital resources</td>
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<td>Nov-19</td>
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<td>3</td>
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<td>Online content, assessment, writing, student voice, participation, reflective practice</td>
<td>Completed</td>
<td>Nov-19</td>
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<td>HyE65 Project</td>
<td>STEM learning</td>
<td>Student engagement, student experience, community of practice</td>
<td>Completed</td>
<td>Nov-19</td>
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<tr>
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The above findings suggest that students may be more likely to engage with formative assessment in the form of online peer assessment questions if they believe them to be directly relevant to the exam. Increasing engagement is important because the results suggest that active engagement with online practice questions may help performance at pure mathematics at level 2. However, it is not possible currently for students to carry over their work in OpenStudio from one module to another. This might be something to consider for further development of OpenStudio in future.
Hilary Holmes
Remote sighted helper support
Online, synchronous
LHCS
Feb-11
Kate Bradshaw
C&C
Drop-in tutorials, online,
Steve Walker
May-18
Simon Bell (E&I)
Project
Feb-15
7
Emily Wood (AS),
Apprenticeships, tutorials,
E&I
Project
Jan-20
10
Infinite Bandwidth Zero
Carol Calvert
Project
Feb-12
Apr-11
Karen Vines and
and Marina
Chris Thomson
and Nicola
Linda Thomson
and Nicola
Helen Jefferis
Soraya Kouadri
Elaine Thomas,
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Does attendance at unrecorded online module wide tutorials on a science module enhance student engagement, and if not, how might the impact be facilitated by current teaching methods?

As a result of this project aspects of the SK298 tuition strategy were developed. For 20J a set of informal topic-based tutorials were created which included "computers for physical scientists" and "computing for tutorials on SK298. Many of these informal sessions were not recorded but student feedback was positive. Many students found it confusing when different terminologies were used by different tutors. Students were reluctant to give their own ideas about what should be covered so in many cases tutors found it confusing to understand what other students had been told. Despite student feedback, tutors continue to develop the course in the light of experience about how best to design tuition strategies. Some changes appear to have been influenced by what other module teams were doing.

As expertise develops and evidence of effectiveness of decisions is collected, this should be disseminated across and beyond the school so that future decisions can be based upon the experience and evidence. We should learn from our mistakes. It is recommended that all students should be involved in developing such a strategy. Such strategies may be presented in a way that best fits the needs of their students. Future strategies should be written in such a way that they allow the module team to have preferred expertise for providing students and innovation for the benefit of all students.

This project is contributing to school discussions around developing tuition policy. Improvements are in the area of student engagement and how provision of students and innovation can fit the needs of all students.

To the students of the module has been the development of the module strategy. The module was delivered by different tutors who had attended a training session. It was clear that the module tutors were unsure about the module and how it was intended to be delivered. A list of carefully curated external resources, including e-books currently accessible in the OU library, were included. Many of these materials already exist and would allow the long spaces between Python programming weeks to contain some optional embedding of Python within the module teaching. This was about how the strategies had been implemented and some feedback was about other aspects of the module (rollout). The booking changes to the future strategy were owned by module tutors. Some changes appear to have been influenced by what other module teams were doing.

To further CFP we continue to review module tuition strategies. It is important to allow students to take part in the development of the strategies they will encounter, and to have a course in eTwinning. It is recommended that a review should be carried out on the module tutor forum, with this aimed at many. There is a timeline for CFP and other changes should be followed up with further forum discussion.

We should learn from our mistakes. It is recommended that all students should be involved in developing such a strategy. Such strategies may be presented in a way that best fits the needs of their students. Future strategies should be written in such a way that they allow the module team to have preferred expertise for providing students and innovation for the benefit of all students.

This project is contributing to school discussions around developing tuition policy. Improvements are in the area of student engagement and how provision of students and innovation can fit the needs of all students.
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