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<td>Jul-19</td>
<td>15J-AC-CC-01</td>
<td>Adeola Adeliyi</td>
<td>Pair Programming as a tool to enhance teaching and learning of programming at distance</td>
<td>Technologies for STEM learning</td>
<td>Pair Programming, remote pair programming, teaching programming at a distance</td>
<td>TM112, TM120, M250, M269</td>
<td>C&amp;C</td>
<td>Michel Werneringer (C&amp;C), Jon Roxwell (C&amp;C) and Karen Keen (C&amp;C)</td>
<td>Student development and perceptions of employability skills in stage 2 science</td>
<td>Oct-19</td>
<td>Mar-22</td>
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<td>18</td>
<td>Jan-21</td>
<td>18J-PACH-EEES-02</td>
<td>Fiona Allen and Chris Hutton</td>
<td>Evaluation and improvement of print packs used for Environmental Science students</td>
<td>Equality, diversity and inclusion - APP</td>
<td>Print pack, disability, SfL, reasonable adjustment, accessibility</td>
<td>S112, SF306, SF197, SF1506</td>
<td>EEES</td>
<td>C&amp;C</td>
<td>Michel Werneringer (C&amp;C), Jon Roxwell (C&amp;C) and Karen Keen (C&amp;C)</td>
<td>Oct-21</td>
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<td>23S-CM-M5-01</td>
<td>Col Bursell</td>
<td>Investigating H- rating course specific tutor support 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>
<td>S312, SXF206, S397, SDT306</td>
<td>C&amp;C</td>
<td>Cressida Christ and Andrew Potter (M&amp;S)</td>
<td>Joint lead - Blended tutorials in Mathematics: simultaneous F2F and online learning events</td>
<td>Jun-20</td>
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<td>13R-OR-CC-01</td>
<td>David Bowers</td>
<td>Evaluation of service management simulation activities</td>
<td>Employability</td>
<td>Gamification, simulations, communication skills, service management, team working</td>
<td>TM254</td>
<td>C&amp;C</td>
<td>Matthew Nelson (C&amp;C)</td>
<td>Nov-18</td>
<td>Dec-21</td>
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<td>23H-AB-D-01</td>
<td>Martin Braun</td>
<td>Investigating how to enhance the TMA generation process by students for their T452 project</td>
<td>Supporting students</td>
<td>Topic selection, first year project, capstone project, student experience, project and professional skills</td>
<td>T452, T460, T802 and T847</td>
<td>E&amp;I</td>
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<td>13C-CMCMPRM-M3CC-01</td>
<td>Carol Calvert, Clare Morris, Catelyn Christensen and Pat Ryser-Walsh</td>
<td>Student use of feedback on mark return TMAs</td>
<td>Supporting students</td>
<td>Student views, using TMA feedback, correspondence tuition, improving student understanding, growing confidence</td>
<td>S111, T192, T193, SM123</td>
<td>SPS &amp; E&amp;I</td>
<td>Charley Lawdas, Erina Tenbrink, Jo Smedley and Jason Verrall (PLs)</td>
<td>Colbert - Implementation of lessons learnt from students who succeed “despite the odds”</td>
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<td>12E-ACMJAMG-ASSPSEI-01</td>
<td>Anne Campbell, Mark Jones and Anne-Marie Gallen</td>
<td>Perceptions, Expectations and Experience of Group Tuition: Towards a shared understanding amongst participants (part 3: the student perspective)</td>
<td>Supporting students</td>
<td>Tuition, group tuition, tuition policy, GTP, teaching model, student attitudes, student perceptions, S111, T932, T935, SMO23</td>
<td>Academic Services, SPS and S&amp;I</td>
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<td>Perceptions, Expectations and Experience of Group Tuition: Towards a shared understanding amongst participants (Campbell joint PL - Accessibility and inclusion in tuition (AcutIF))</td>
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<td>Alan Cayless</td>
<td>Using Learning Logs in STEM - increasing student engagement and self-awareness through learning outcomes and feedback</td>
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<td>Paul Collar and Fiona Aiken</td>
<td>Typical Support Seeking Behaviour of STEM Students; their Outcomes and Successes</td>
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<td>Chris Corcoran</td>
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<td>Developing responsive approaches to enhance personalized learning in selected LHCS modules</td>
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<td>Eleanor Crabb, Nick Chatterton and Kate Bradshaw</td>
<td>Personalised learning, teaching assets, media, video, Camtasia, screencasts, Adobe Connect, online best practice guide,</td>
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<td>Jan-19</td>
<td>May-19</td>
<td>Improving success and satisfaction of credit transfer students entering L3 modules in Science</td>
<td>Supporting students</td>
<td>Credit transfer, level 3, student support, distance learning, transition</td>
<td>LHCS</td>
<td>Catherine Harkwell (AL), Tanya Noon (AS), Clare Dunn (AS) and Elaine Walker (AS)</td>
<td>Crabb joint PL - Developing responsive approaches to enhance personalised learning in selected LHCS modules</td>
<td>May-19</td>
<td>Dec-21</td>
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<td>3. Expanding students’ accessibility to online tutors and forums in L2 modules</td>
<td>Supporting students</td>
<td>Online tutorials, forums, participation, disability, accessibility</td>
<td>LHCS</td>
<td>Alex Fox (AL)</td>
<td>Crabb joint PL - Developing responsive approaches to enhance personalised learning in selected LHCS modules</td>
<td>May-19</td>
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<td>Mar-21</td>
<td>Dec-21</td>
<td>Expanding students’ accessibility to online tutors and forums in L2 modules</td>
<td>Supporting students</td>
<td>Online tutorials, forums, participation, disability, accessibility</td>
<td>LHCS</td>
<td>Alex Fox (AL)</td>
<td>Crabb joint PL - Developing responsive approaches to enhance personalised learning in selected LHCS modules</td>
<td>Nov-21</td>
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eSTEeM Projects List - in progress

20 17 Jul-22 ECI-GR5877-EM-02
Ninon Fernandes, Martin Hirsta and Tracey Farrell
Understanding the BAME attainment gap in the C&GE C and G & E Co-mentors; qualitative understanding of root causes
Equality, diversity and inclusion - APP
SAHE attainment gap, learning analytics, pattern divergences, focus groups, qualitative understanding of root causes
SHE
Stefan Bayer (KMi) and
Michelle Bawtree and
Alex Lambert (E&I)
Analytics for tracking student engagement
Nov-20
21 19 Jul-22 ECI-CS-CC-01
Christine Gardner
Early start for TM470 project students
Supporting students
Motivation, progression, peer support, tutor support
TM470
S&L
Michael Bawtree and
Alex Lambert (E&I)
Analytics for tracking student engagement
Dec-21
22 18 Jan-21 ECI-HUGBEM-CHCPESS-01
Harriet Gouw, Julie Robinson, Jon Golding and Jane Whaite
Impact of introducing new practical and slight project options to the science undergraduate capstone project module C(2019)
Equality, diversity and inclusion - APP
Practical project work, secondary data handling, accessibility, independent learning, undergraduate capstone science project
SHE, SXL, S390, S1E100
E&I
Vicki Taylor (E&I), Clare Lawton (E&I), EBoL Hayes-Mirrar (E&I) and Lorraine Waters (SHS)
Disproved predictions of at-risk students: Some students fail despite doing well, others succeed despite predicted at-risk
Oct-21
23 15 Jul-19 ECI-RG-CC-01
Nigel Gibson
Uninia-kean what they are doing? A review of IT use by prison-based students
Equality, diversity and inclusion
Study skills, offender learning, students in prison, supporting students, classroom practice
SHE
Some PL - Pair marking: working together to improve our teaching
Dec-19
24 19 Jul-19 ECI-RAN5-CC-01
Nigel Gibson and Kate Sim
Can marking work together to improve our teaching?
Innovative assessment
Marking efficiency, correspondence, student tuition, development, mentoring, induction
TM111
SHE
Mike Richards (ECI) and
Jon Rosewell (C&C)
Dec-21
25 15 Jul-19 ECI-DG-CC-01
David Goodwin
Teaching data-driven computing using Raspberry Pi clusters at a distance
Technologies for STEM learning
Raspberry Pi cluster, distance learning, distributed architectures, parallel, CS education
TM111, TM123, TM129, M390
SHE
Mike Richards (ECI) and
Jon Rosewell (C&C)
Jan-23
26 12 Jan-19 EEE-AC-E101
Alic Goodwin
Evaluating the impact of a qualitative, broad-based approach to student engagement and student engagement in engineering study
Supporting students
Student success, engagement, progression, teaching quality, assessments, TWG assessment and tutoring groups, personal development planning, professional skills, peer interactions
SHE
Ceri Morris (E&I), Sally Organ (E&I), Zhakha Gurskin (E&I) and Maria Kastellou (EIO Portfolio)
Nov-19
27 18 Jan-21 ECI-AQICMDS-01
Alex Goodwin, Simeon Jowis, Jan Snow, Carol Morris and David Sharp
Engineering: residential school or home experiment? A comparison from the perspective of both the student and the tutor
Supporting students
Engineering, residential schools, home experiment kits, practical skills, team-working
TR15, TR25
SHE
May-18
28 18 Mar-21 ECI-MGVC-UHCS-01
Melanie Gregg and Vivien Cleary
Lightening students led tutorials in C(2018)
Supporting students
Student centred learning, equal opportunities, maximising student potential, improving tutorial attendance, inverted classroom
SR100
UHCS
Goodyer - Disproved predictions of at-risk students: Some students fail despite doing well, others succeed despite predicted at-risk
Dec-21
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<tr>
<td>EUA-NHSEMC-CC-01</td>
<td>Jul-20</td>
<td>Jul-21</td>
<td>Mark Hall and Sonya Kisadti Mostefaoui</td>
<td>Student-Created Learning Interface and Delivery Infrastructure (A&amp;L)</td>
<td>Technologies for STEM learning: Container-based delivery, Cloud technologies, Accessibility, Integrated Learning Interface</td>
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<td>Mark Hall and Sonya Kisadti Mostefaoui</td>
<td>Modern Container-based Learning Interface and Delivery Infrastructure (MCLIDI)</td>
<td>STEM learning: Container-based delivery, Cloud technologies, Accessibility, Integrated Learning Interface</td>
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<td>K-CH-CC-04</td>
<td>Jul-18</td>
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<td>Clem Herman</td>
<td>Developing a strategy for an LGBT+ inclusive STEM Faculty</td>
<td>Equality, diversity and inclusion: LGBTQ+, equality, diversity, inclusion, Athena SWAN, learning environment, study goals, workplace culture, confidence, career progression</td>
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<td>C&amp;C</td>
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<td>Nacha Romero (STEM Deanery)</td>
<td>Evaluation of a community partnership approach using open educational resources: Equate Scotland and the Returning to STEM BOC</td>
<td>STEM professional development: Gendered Choices - Motivation and degree choices of Computing and IT students: a gendered analysis</td>
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<td>Hilary MacQueen (LHCS)</td>
<td>Career Development for STEM professionals</td>
<td>STEM professional development: Career Development for STEM professionals</td>
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<td>E&amp;I and LDS</td>
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<td>Anne-Marie Gallen, Helen Lockett and Rafael Hidalgo</td>
<td>Investigating students perception of some of the key learning activities in T272</td>
<td>Supporting students: STEM, engineering, OpenEngineering Laboratory, Mathematics, Software skills, Real-time student feedback</td>
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<td>E&amp;I</td>
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<td>Nicole Lotz, Georgina Holden and Derek Jones (E&amp;I)</td>
<td>Factors influencing female participation in Physical Science Postgraduate Research Programmes</td>
<td>STEM professional development: Factors influencing female participation in Physical Science Postgraduate Research Programmes</td>
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<td>Elouise Huxor, Theo Philcox and Lisa Bowers</td>
<td>Associate Lecturer Disability Champion scheme at the Open University</td>
<td>Accessibility, Associate Lecturer, Disability, Mental Health, Mentor, Peer peer</td>
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<td>Nicole Lane, Georgia Holden and Derek Jones</td>
<td>Bowers – Haptic thinking; identifying haptic tooling interventions for an online design course</td>
<td>STEM professional development: Bowers – Haptic thinking; identifying haptic tooling interventions for an online design course</td>
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<td>&quot;Learning lessons from Mathematics Individual Support Sessions in order to develop online tutorials&quot;</td>
<td>Abi Kirk. Online group tutorials, interaction, verbal communication, individual support sessions. M337. Mar-20 to Feb-22.</td>
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<td>&quot;Evaluation of Assessment and Tuition Changes for S284 Astronomy&quot;</td>
<td>Mark Jones and Helen Fraser. Assessment, Tuition, Student support, Online-learning, AI experience. 1284. SPS. Jan-20 to Jun-21.</td>
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<td>&quot;Learning lessons from Mathematics Individual Support Sessions in order to develop online tutorials&quot;</td>
<td>Abi Kirk. Online group tutorials, interaction, verbal communication, individual support sessions. M337. Mar-20 to Feb-22.</td>
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<td>9</td>
<td>&quot;Evaluation of Assessment and Tuition Changes for S284 Astronomy&quot;</td>
<td>Mark Jones and Helen Fraser. Assessment, Tuition, Student support, Online-learning, AI experience. 1284. SPS. Jan-20 to Jun-21.</td>
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<td>12</td>
<td>&quot;Learning lessons from Mathematics Individual Support Sessions in order to develop online tutorials&quot;</td>
<td>Abi Kirk. Online group tutorials, interaction, verbal communication, individual support sessions. M337. Mar-20 to Feb-22.</td>
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<td>14</td>
<td>&quot;Evaluation of Assessment and Tuition Changes for S284 Astronomy&quot;</td>
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<td>39</td>
<td>Jan-21</td>
<td>Z1D-AALD-EC-01</td>
<td>Alexis Lansbury and Sharon Dawes</td>
<td>Accessibility of Jupyter Notebooks on M269</td>
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<td>40</td>
<td>Jan-20</td>
<td>D2F-AALCTAH-CC-01</td>
<td>Alexis Lansbury, Chris Thomson and Andy Hollyhead</td>
<td>Degree-Apprenticeships: Embedding learning in the practice-tutor, apprentice, employer tripartite</td>
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<td>SM123, S217</td>
<td>Helen Lochett</td>
<td>Investigating the impact of ethnicity on student experience in stage 1 and 2 Physical Sciences (PS)面条 modules</td>
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<td>42</td>
<td>Jul-20</td>
<td>20K-AL-SPS-01</td>
<td>Amrita Lohstroh</td>
<td>Investigating the impact of ethnicity on student experience in stage 1 and 2 Physical Sciences (PS)面条 modules</td>
<td>Equality, diversity and inclusion - APP</td>
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<tr>
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<td>40</td>
<td>13</td>
<td>18D-CECS-EI-01</td>
<td>Nicole Lotz and Muriel Sippel</td>
<td>Understanding the mental health attainment gap in Design modules</td>
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<td>18D-CECS-EI-01</td>
<td>Louise MacBrayne and Jennie Bellamy</td>
<td>Black student experience and outcomes on S112: improving a Level 1 STEM module</td>
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<td>13D-CM-SPS-01</td>
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<td>Investigating the motivations of female students choosing an open versus named qualification</td>
<td>Equality, diversity and inclusion</td>
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<td>43</td>
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<td>Elaine McPherson</td>
<td>Investigating the motivations of female students choosing an open versus named qualification</td>
<td>Equality, diversity and inclusion</td>
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</table>

The table includes details of various projects, including the date, code, institute, title, and researcher(s) involved. Each project is categorized under specific topics such as equality, diversity, and inclusion, and they cover a range of disciplines and methodologies.
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<tr>
<th></th>
<th>Date</th>
<th>Code</th>
<th>Authors</th>
<th>Title</th>
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<tr>
<td>40</td>
<td>Jan-21</td>
<td>21C-CML-LHCS-01</td>
<td>Carol Midgley and Jane Loughlin</td>
<td>Understanding awarding gaps for disabled and black LHCS students at Level 1</td>
<td>Equality, diversity and inclusion - APP Awarding gap, retention gap</td>
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<td>41</td>
<td>Jul-19</td>
<td>20D-AMHJ-EI-01</td>
<td>Alice Moncaster and Hedieh Jazaeri</td>
<td>Improving and evaluating inclusivity in group project work for distance-learning engineering students</td>
<td>Equality, diversity and inclusion - APP Inclusivity, group work, project-based learning, engineering education</td>
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<td>19E-FMKN-LHCS-02</td>
<td>Fiona Moorman and Karen New</td>
<td>STEM ISSS - where are we now? Evaluating awareness, usage and effectiveness of individual student support sessions</td>
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<td>Kate Nason and Eleanor Crabbe</td>
<td>Online Summer Schools Online/onscreen STEM practice</td>
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<td>55</td>
<td>Jul-19</td>
<td>Joint PL - Piloting OU Analyse and the Student Probabilities Model on 12 STEM Modules</td>
<td>Evaluating the Impact of Implementing Learning Design Approaches in STEM over 4 Years</td>
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<td>56</td>
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<td>Joint PL - Piloting OU Analyse and the Student Probabilities Model on 12 STEM Modules</td>
<td>Measuring the Impact of Learning Design and Course Creation (LDCC) Workshops.</td>
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<td>57</td>
<td>Jul-20</td>
<td>Joint PL - Supporting MST224 students with bridging material during their transition from level one mathematics</td>
<td>Evaluating the Impact of Implementing Learning Design Approaches in STEM over 4 Years</td>
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<td>58</td>
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<td>Joint PL - Supporting MST224 students with bridging material during their transition from level one mathematics</td>
<td>Joint PL - Exploring the extent of maths anxiety within the STEM Faculty at The Open University</td>
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<td>60</td>
<td>Jan-20</td>
<td>Joint PL - Developing students and tutors perceptions of good mathematical communication on level one service mathematics module MU123</td>
<td>Comparative study of distance teaching of Electronics using simulation software versus OpenEngineering Laboratory</td>
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<td>61</td>
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<td>Joint PL - Developing students and tutors perceptions of good mathematical communication on level one service mathematics module MU123</td>
<td>Factors influencing female participation in Physical Science Postgraduate Research, Programming</td>
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<td>No.</td>
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<td>14</td>
<td>Jan-21</td>
<td>E241L-HU5-01</td>
<td>Equality, diversity and inclusion - APP</td>
<td>Katja Rietdorf and Jane Loughlin</td>
<td>Assessing the impact of APP development through formative assessment on student retention and success in S294</td>
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<td>Linda Robson</td>
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<td>Online peer mentoring at scale: benefits and impact from a student buddy perspective</td>
<td>Julie Robson and Chris Hutton</td>
<td>Supporting students Peer mentoring, sustainability, employability skills, student buddies</td>
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<td>17</td>
<td>Jan-19</td>
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<td>Floodplain Meadows Partnership Ambassadors</td>
<td>Emma Rothero</td>
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<td>18</td>
<td>Dec-16</td>
<td>L7I-HD-MS-01</td>
<td>Does the provision of an ‘own working space’ for tutors enhance the learning experience for students</td>
<td>Hayley Ryder and TC O’Keil</td>
<td>Supporting students Growth mindset, maths resilience, drop-out, retention, DU Live, forums, level 3</td>
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<td>19</td>
<td>Apr-22</td>
<td>L7I-HORT-MS-02</td>
<td>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</td>
<td>Hayley Ryder and TC O’Keil</td>
<td>Supporting students OULive recordings, teamwork, tutor-room approach, individual rooms, shared rooms</td>
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<tr>
<td>No</td>
<td>Date</td>
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<td>Projects/Proposers</td>
<td>Student Wellbeing</td>
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<td>48</td>
<td>Jul-20</td>
<td>20A-HRTO-MS-03</td>
<td>Hayley Ryder and TC O’Neil</td>
<td>Evaluating the increase in student wellbeing brought about by informal online sessions and computer generated worked examples on a Level 3 pure maths module</td>
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<td>49</td>
<td>Jul-19</td>
<td>20A-REACEM-01</td>
<td>Rachel Slater, Anne Campbell and Elaine McPherson</td>
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<td>Jul-18</td>
<td>18K-CWLC-01</td>
<td>Carlton Wood and Lynda Cook</td>
<td>Supporting students in online tuition from Access through the student journey</td>
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<td>52</td>
<td>Mar-21</td>
<td>21L-AZ-EI-01</td>
<td>Ann Zata</td>
<td>Understanding the challenges faced by BAME students studying F112 Environmental Management Level 1, to better support and enhance their learning</td>
<td>Equality, diversity and inclusion - APP</td>
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</table>
At the time of writing (March 2019) it is too early to identify any significant findings or measures or impact. The site is just launched.
Students who were invited to the project had no previous knowledge of haptics, the specific device used, nor the concept of how haptic tooling interventions for STEM learning worked. The project's focus was left with academic teaching staff having been removed. From the three-subject design, it is scheduled to work with the BTEC units of the shape assembly project, all or none being required to enroll on haptics in education. They all were remediated and taught, they were impressed about the OOC researching & researching design (C).

Normally this project has led to the project trials being an extension through University of Hertfordshire (UH). It has also been placed in the project leads PhD basics, as a non-trial of haptic testing. Papers have been submitted to national haptic conferences.

Our detailed focus on the realities of tutorial provision in this area of our curriculum therefore suggests a modified approach to tutorial delivery, explaining the existence of creativity, collaboration, online learning, learning design and analytics, Thirde Yeruca.

Supporting student's involvement in the project includes the following: points. The signposts were promoted to students via Real Time Student Feedback (RTSF) questionnaires in the Study Planner. This promoted to students that the module team was aware of and engaging with the module issues, and provided reassurance to students who also have been feeling deficient. True longitudinal qualitative and emotional support was provided to foster students requiring it. Signposts have been placed in a manner to encourage students. Tutors can better be informed by their signposts. A subjective assessment of the module is different, physics, level 2.

Common themes were identified and allowed recommendations for additional resources to be made to the module team. MST224 as well as their preparedness for the module particularly in terms of any previous study of physics and/or mathematics. Differences, physics, level 2.

Distance learning, analytics, Tricky Topics research, learning design. Tooling technology, sensory centric tooling.

Future developments that will inform the development of the module as a whole. It’s very much that the lessons and evidence from the project will be integrated into the forthcoming module as we move forward (Feb-22).

Subjects also were invited to this project had to previous knowledge of haptics, the specific device used, nor the concept of how haptic tooling interventions for STEM learning worked in the virtual realm. Therefore students were introduced to some trials of digital interactions and prototype assembly. The focus of the students have been followed as being involved in haptics. Upon specific case of an OOC participant, Mobile Haptic assembly project as a literature review in the future.

The longer term impact revealing the effect on students' retention etc… will be measured after more testing with mobile haptic devices (C).

The project involves further data analysis in relation to various aspects of its assessment are in 2021. This includes assessment around student perceptions, sense of community, and engagement with the module. Data from other modules in related areas was also examined. Results suggested that the difference in success between the genders in S207 could not be explained by the assessment strategy or by other factors (e.g. online forum activity, participation, including drop in support, clinic, problem solving, skills focused sessions, assessment focused sessions.

Despite the variations in student participation, subject experience

...
Project completion

Project completed

In the light of current talk about flexibility of starts for students, the project has provided some hard evidence of demand, institutionalised and supported structure associated with mainstream outing.

The impact of this project on student learning and on AL practice cannot be assessed within this project. This project has established a baseline for comparison to future projects.

There is a clear message for students as well. For a group of students who have been made aware that they can start a module earlier than traditional cuts by the very fact that they have been informed, their satisfaction will also have improved but it is unlikely that will be identifiable within the annual University student satisfaction survey. This project is providing evidence of this. It is also clear that students would like to have information to contact them. The project has given the students a better process of providing information and keeping in touch with those who are not involved in the project.

There is a clear message for students as well. For a group of students who have been made aware that they can start a module earlier than traditional cuts by the very fact that they have been informed, their satisfaction will also have improved but it is unlikely that will be identifiable within the annual University student satisfaction survey.

Introduction Data

The cost involved was for 40 DL days and programme manager time to set up website and start project lead development and administrative process. In the Faculty and School (20+ days) and the administration of the programme will be completed in 2 days. This is all set against a potential retention in 150 of at least 80 students. Thus the programme represents a cost effective way of increasing retention.

The explanatory factor to be added to the predictive model was not “take part” but more critically being “offered a place and not giving up the place”. This is in line with our focus of retention at an early stage with study.

Following discussions with M&S, colleagues in assessment, and the Board of Studies it was agreed that we would introduce a Joint PL to explore how the early start module can be used for students, which are now being recruited in the light of current talk about flexibility of starts for students. The project has provided some hard evidence of demand, institutionalised and supported structure associated with mainstream starting.

The impact of this project on student learning and on AL practice cannot be assessed within this project. This project has established a baseline for comparison to future projects.

There is a clear message for students as well. For a group of students who have been made aware that they can start a module earlier than traditional cuts by the very fact that they have been informed, their satisfaction will also have improved but it is unlikely that will be identifiable within the annual University student satisfaction survey.

3. Early start M140

A Flexible Start to M140

2. Student responses to the questionnaire were clearly showing how much they valued the tutors and the tutorials support …… and yet uptake of the facility offered by tutors seemed low. This may simply be that it was important for the student to KNOW the tutor was available.

The Mathematics and Statistics Community of Learners SWAN

Hilliam - Investigating the careers of Staff Tutors in STEM for Athena SWAN

1. The Mathematics and Statistics Community of Learners (CLO) was born from the idea that actually the work went well within the ambit of the majority of the students.

Usage of Early Alerts Indicators on two level 1 modules

5. The explanatory factor to be added to the predictive model was not “take part” but more critically being “offered a place and not giving up the place”. This is in line with our focus of retention at an early stage with study.

8. In the light of current talk about flexibility of starts for students, the project has provided some hard evidence of demand, institutionalised and supported structure associated with mainstream starting.

The impact of this project on student learning and on AL practice cannot be assessed within this project. This project has established a baseline for comparison to future projects.

There is a clear message for students as well. For a group of students who have been made aware that they can start a module earlier than traditional cuts by the very fact that they have been informed, their satisfaction will also have improved but it is unlikely that will be identifiable within the annual University student satisfaction survey.

3. Neither students nor tutors feel that there are strong benefits for most students of having the same tutor on the early start module. This Induction Session has also been made available to all the students on the 2017 February start for entry level students.
During the course of the project work the C & C School replaced the subject Stage 1 60 credit module, TU100, with two 30 credit modules. This project was included in a cross-Faculty evaluation of module use of analytics (Walker et al, 2018), and as such some qualitative feedback is relevant. The direct impact of the clinic on S215 presentation is difficult to assess. Each presentation has a different cohort of students, so the feedback the students gave to the RoSPA and the advice they received from the clinic tutors was collected. The feedback is predominantly qualitative, and the students were asked to comment on their own time management skills and provide evidence of this for their assignments. The students benefitted from taking part as their participation allowed them to reflect and comment on the student experience of the module. The students benefitted from taking part as their participation allowed them to reflect and comment on the student experience of the module. 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In conclusion, we can strongly recommend our approach for the first round of observations, noting the importance of our three-step approach.

Sally Crighton, M&S

Laura Dean, Leading the way as a hydro

Ellie Dommett, Student transition, student

Sharon Dawes, Good mathematical

An investigation into the way

Good mathematical

Supporting students through peer observation and feedback, enhancing engagement, critical thinking, and effective practice

Supporting students through the module's communication of mathematical content on-line and in-person mathematics

Dan Berwick, Using peer observation within

Are virtual insight visits an effective way of engaging

Are virtual insight visits an effective way of engaging

For the student, the paired-peer observation scheme has worked extremely well as a process, and its value in terms of impact on teaching practice. Feedback from ALs is that the approach has enhanced the ability of students to share and reflect on their teaching. The paired-peer observation scheme has also been a valuable professional development initiative for the ALs, allowing them to reflect on their teaching practice and share ideas with their peers.

In conclusion, we can strongly recommend our approach for the first round of observations, noting the importance of our three-step approach.

Supporting students through peer observation and feedback, enhancing engagement, critical thinking, and effective practice

Supporting students through the module's communication of mathematical content on-line and in-person mathematics

Dan Berwick, Using peer observation within

Are virtual insight visits an effective way of engaging

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Chris Dobbyn
Project

Engagement, professional, Project

Chris Douce
C&C

It has provided a timely investigation that is pertinent to the engagement manifesto and current discussions on digital scholarship.

K-CD-CC-01

The tutor discussions that took place can be summarised by a set of keywords: purpose, importance, dimensions, acknowledgment,

TM129

The biggest impact of this research is to provide a group of tutors a voice. It allows different module teams to learn more about how a

Technologies, industrial

Students who demonstrate learning behaviours could be likelier to progress.

Sarah Chyriwsky
Helen Donelan
Claudia Eckert
May-16
Oct-17
17J-EEAG-LDS-

Understanding on-line teaching practice: the importance of the observation

models, learning design

Associate Lecturers
face, observations,

coding, technologies

programming languages,

STEM learning

online/onscreen

Models of assessment, tutor marking

LinkedIn, blogs, wikis,

networking, social media,

guides, retention, feedback

TU100 C&C

Understanding STEM tutor motivation

Understanding on-line teaching practice: the importance of the observation

Joseph Osunde

To conclude, there are a number of key themes that are key to successful tuition observations, and this is reflected in the results from

Learning Behaviours are present in the learning design of modules and could trigger specific behaviours in students.

2. The software developed offers a way for students to check their understanding of specifications, to a large extent without the need

for human feedback. It may be useful when students are learning new material, for example to identify problems that they may

face whilst bearing in mind the importance of addressing accompanying accessibility challenges.

3. The tutor discussions that took place can be summarised by a set of keywords: purpose, importance, dimensions, acknowledgment,

4. Tutors who used the software observed that it helped them find errors in students’ work, though it may have slowed them down.

5. We noted that structural specification checking should succeed for unit testing to take place and that it may detect errors that unit

testing cannot.

6. The software developed offers a way for students to check their understanding of specifications, to a large extent without the need

for human feedback. It may be useful when students are learning new material, for example to identify problems that they may

face whilst bearing in mind the importance of addressing accompanying accessibility challenges.

7. Whilst the rate of change in technology is increasing, the need to reuse existing components and systems will also rise to conserve

effective, and products are connected to user data through the internet.

8. Product designers will increasingly be empowered by advancements in simulation and AI to design the desired behaviour before

the user sees it, after which the physical prototype can be built.

9. While the rate of change in technology is increasing, the need to reuse existing components and systems will also rise to conserve

effective, and products are connected to user data through the internet.

10. The software developed offers a way for students to check their understanding of specifications, to a large extent without the need

for human feedback. It may be useful when students are learning new material, for example to identify problems that they may

face whilst bearing in mind the importance of addressing accompanying accessibility challenges.
The impact on thinking and practice in Shanghai has yet to be established but the reflections outlined in Appendix 2 of the final report suggest that contact with the OU has already added an extra dimension to their view of teaching. Collaboration with the OU is seen by many of the other colleges as a mark of ‘quality’ and is highly sought-after. Discussions have recently been held, and a proposal in principle obtained from the State of HEBT, aimed at the inclusion of engineering programmes arising from a collaborative platform. This would add to the credibility and international status of some colleges, established if projects to be evaluated.

As a result of our findings, our initially inward-looking study revealed the profound influence the OU has had on a number of distance WASH distance education and training communities in China and has triggered several initiatives to promote inter-community collaboration. Among these to date have been:

• An invitation from Shanghai Open University (SOU) to the OU to join the UNESCO UNITWIN distance learning network, managed by UNESCO.
• A bid (unsuccessful) by the British Council’s UK-China Belt and Road Initiative Countries Partnership Fund in 2018.
• A call for proposals by the Sino-British Fellowship Trust in 2019 with a special emphasis on engaged scholarship and internationalisation of scholarship.
• A joint colloquium with Centre WorldWash and Mentone University, both consortium hosts with the OU of a students’ exchange, internationalisation of scholarship, and Sino-British Fellowship Fund support to attend.

Collaboration with the OU has already added an extra dimension to their view of teaching. The experiences of the Ethiopian authors were assessed in a short survey. This revealed overwhelmingly positive responses and demonstrated the emergent secondary benefits that can result from a collaborative international teaching project of this type. This has been reflected in the longitudinal impact of visiting scholarships on the professional practice of scholars from China and has triggered several initiatives to promote inter-community collaboration. Among these to date have been:

1. A programme to invite 20 international scholars to the OU in May 2020. This call received 45 applications from all over the world. Unfortunately, this event had to be postponed due to the COVID pandemic. We aim to resume it as soon as it is feasible.
2. A bid (unsuccessful) to the British Council’s UK-China Belt and Road Initiative Countries Partnership Fund in 2018.
3. A joint colloquium with University of London Worldwide and Leicester University, both concurrent hosts with the OU of scholars from China.
4. A visit to the OU scholarship centres.
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The interviews revealed that OpenWASH has been highly successful and had a positive impact on WASH teaching and training in Ethiopia. All current users are enthusiastic about the modules and value the added dimension and innovation that OpenWASH has provided.

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

1. Complete translation work.
2. Establish an OpenWASH user network.
3. Organise an OpenWASH publicity event.
4. Promote use of Count me in! Inclusive WASH in Ethiopia.
5. Expand use of OpenWASH to other colleges in Ethiopia.
6. Promote use of Count me in! Inclusive WASH in Ethiopia.
7. Complete translation work.

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7. Complete translation work.
Assessing the effectiveness of the induction process for novice ALs in preparing them for the Associate Lecturer role.

The project is contributing to its student success through increased expertise that has been passed on to our STEM ALs and other ALs in following tutorial practice through staff/teacher discussions and staff development. Online staff development materials for this are being released on the website for the project and are a wide range of staff DRS. There is also an active website for the project and includes staff DRS and online staff discussions about the project and the role of online learning in a range of situations. A key feature of the project is the development of online materials for staff development that includes online tutorials and online resources. The project is contributing to student success through increased expertise that has been passed on to our STEM ALs and other ALs in following tutorial practice through staff/teacher discussions and staff development. Online staff development materials for this are being released on the website for the project and are a wide range of staff DRS. There is also an active website for the project and includes staff DRS and online staff discussions about the project and the role of online learning in a range of situations. A key feature of the project is the development of online materials for staff development that includes online tutorials and online resources.

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The online survey showed that a higher proportion of men were already working in the IT industry, whereas more women were looking for work in this area. It is clear that there is a need for women to engage in other areas of IT. The overall preference for those not yet working in the industry and seen as offering wider work and skills development opportunities. However, there were also many aspects where women were slightly lower in terms of confidence and support. The OU in Scotland has included this as an example of good practice in their Gender Action Plan. The Returning to STEM BOC and community partnership model has been cited as an example within the OU's Women in STEM strategy of the OU in general and the STEM faculties in particular. Specific examples of how the project has contributed to the development of employability opportunities for students (who were not included in the project) include:

- Employability-related activities (e.g. T160), being included within the new T160 field of Medical Education.

- Women returners programme being developed in partnership with STEMNET and the EU Career Bureau (see the output from a series of eSTEeM projects in conjunction with Digiconsult from 2016)

- A transfer of learning about using VMs which is being implemented in T160.

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**Investigating the careers of Staff Tutors in STEM for Athena SWAN**

**Joint PL - Understanding the BAME attainment gap at the OU by fail despite doing well, others risk students: Some students technological change of curriculum and the study experience in an era Science student perceptions of professional development**

**Student Experience,**

**Supporting students towards the resources.**

The need for good quality remote access to meetings in Milton Keynes on a routine basis is a deep need with the non-managerial part of their role. More importantly it would ensure that Staff Tutors were always visible, connected with central campus, had the same opportunities as central staff to serve on committees and equally considered in all opportunities.

There is a real need to ensure the staff tutor and AL relationship is maintained in order to both facilitate an AL academic community and to avoid isolation and to provide professional support for this highly skilled group of staff. However ALs also express a feeling that the wider university does not value their professionalism and, as such, there is a need to articulate the wider role that ALs play in the organisation.

One of the main impacts of the study site is the extent to which educational and senior advisory staff in the SRSC use the site both to enhance their own knowledge about the curriculum but also directly in conversations with students. Making sure students see the SRSC as the central resource and having the area around support is helpful but in terms of intention, it is difficult to quantify the link between this and the other schools, in particular the ECE, are already using the M&S study site as a template for updating and enhancing their own site.

**Recommendations**

- The structure of the site should be improved, in particular students find the fixed menu headings unhelpful.
- In MA and M/L it is not clear to students what is available on the site.
- The stability of the entire IT system is critical, any help with navigation around the site.
- The SRSC should aim to work together to link the study sites with the other online resources.
- There should be an introduction to the study sites to be included in one or more of AL inductions, ongoing AL staff development and AL CDSAs, depending on how the study site is used.

The project team have developed the recommendations in this report as the basis for requirements for home working. The University Promotions Committee have also been involved with central campus, had the same opportunities as central staff to serve on committees and equally considered in all opportunities.

- Increased administrative support
- The need for good quality remote access to meetings in Milton Keynes on a routine basis is a deep need with the non-managerial part of their role. More importantly it would ensure that Staff Tutors were always visible, connected with central campus, had the same opportunities as central staff to serve on committees and equally considered in all opportunities.

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The recommendation would be that all Subject sites are available to students, or potential students, as early as possible - this could be achieved by reviewing permissions across the different elements of the site. Considering the current content of the Subject sites there are no obvious reasons why the majority of sites should not be publicly available.

A further recommendation would be to consider using the subject site as the student’s landing page instead of StudentHome, in order to reframe the site for the purpose of the study journey.

The use of these sites has the potential to improve retention and to help students to chart and articulate their employability progression.

The use of these sites can help to improve retention and to help students to articulate their employability progression; however, it is hoped that looking at these sites and making the comparisons between sites in terms of their use and success might inform future practice which might in turn have a beneficial effect on student learning. The use of these sites has the potential to improve retention and to help students to chart and articulate their employability progression through their study. The recommendations in the conclusion above point to the need for increased visibility of the sites and potential areas.

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The main findings are that the T215 model has potential to provide a flexible and consistent way of assessing a wide range of online, project modules.

Karen Kear
Online module forums:
Online Team Investigations in Science (OTIS)

It has certainly proved possible to collect and analyse message content and metrics in the TMA/EMA forums in T313 and T317. An emergent outcome is a framework for analyzing large module forums which can be applied to any future discussions in any modules and faculties.

Developing practice in online synchronous tuition by peer observation, feedback and reflection

<table>
<thead>
<tr>
<th>Project</th>
<th>Name</th>
<th>Start Date</th>
<th>End Date</th>
<th>Duration</th>
<th>Module(s)</th>
<th>Contributors</th>
<th>Description</th>
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</table>
Bringing staff, faculty and students together in cross-level engagement events and working as partners in organising and running the events were significant. The findings have impact on efforts to improve the student experience across the qualification, including designing module specific apprenticeship projects.

It was found that few students seriously used diagrams before their study of the modules; that they were either enthusiastic or sceptical about their value although most said they would use them for future reference. The number of diagrams and the technologies used suggested that the students did not have much experience for using diagrams but that this could be strengthened by technical issues. In addition many students did not find the learning online delivery of the two modules, evident professionally, and would like to have even more face to face delivery where diagrams could be created and discussed. Open Design Studio has not proved helpful as a sharing technology compared to other modules and the number of students and the use of it in the teaching was limited. Success in the Workplace modules have spent considerable time and effort to design a student support framework that will help their FYs; Moreover, some students become advocates of the qualification to other students and the public.

We hope that as a result of this our findings will guide colleagues' plans as well. Outside the OU, we have presented our data at an international conference (10th EDEN Research Workshop, Barcelona), where it was well received by teaching practitioners. We were able to secure MSQ funding to investigate a second year of trials, exploring different locations and types of events. We were able to create a sense of community through cross-level engagement between staff and students in number of projects subjects and - understanding the mental health alignment gap in Design modules.

Developing a sense of community through cross-level engagement between staff and students in number of projects subjects and - understanding the mental health alignment gap in Design modules.

The findings have helped Christine shape her research questions and inform her future research agenda. The findings also led to initiatives such as assessing the usefulness of the approaches for future students on cognate qualifications. Nevertheless, we believe that the impact of our findings could be significant for students if for example recommendations for improving the learning experience are considered in future modules and the Qualification team.

This project had a strategic change in mind from the start, but was taken over a year ago so the results have been achieved in the OU. The results serve to inform our, building to investigate a second year of trials, exploring different locations and types of events. As we move forward the project will hopefully continue to do so through various channels. The project also led to initiatives such as assessing the usefulness of the approaches for future students on cognate qualifications. Nevertheless, we believe that the impact of our findings could be significant for students if for example recommendations for improving the learning experience are considered in future modules and the Qualification team.

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Developing a sense of community through cross-level engagement between staff and students in number of projects subjects and - understanding the mental health alignment gap in Design modules. Future events will even go further. The cross-level events for the coming year will trial employability workshops to offer student support experience to vulnerable and work problems through design thinking. These events facilitate the generation of new ideas for the "EdD" and future Design Qualification, with a core cross-cutting and qualitative wider approach to its curriculum design.
The main changes to modules in response to feedback from this project, forum postings and SEAM surveys are:

- Moving one of the more difficult blocks later in the module.
- Including link to Studying online in StudentHome in the module guide.
- Adding document giving advice to students from students on the 14J presentation.
- Shifting an activity using Visible Geology (an external website tool) earlier in the module, and these disciplines have been our focus in this project.
- Adding ‘Are you ready for’ quiz to website.
- Providing print-on-demand.

Extra support has been put in place for female students, eg annual conference to celebrate International Women in Engineering Day, extra support has been put in place for female students, eg annual conference to celebrate International Women in Engineering Day, prior experience of all students, not only those who already work in engineering roles.

1) Introduction of a template for navigating the site and making notes. 
2) Shifting an activity using Visible Geology (an external website tool) earlier in the module, and these disciplines have been our focus in this project.
3) Including link to Studying online in StudentHome in the module guide.
4) Addition of larger image option for several more figures
5) Adding ‘Are you ready for’ quiz to website.
6) We will also provide links to the ‘Studying online’ material– not sure where as yet, possibly in the Module Guide but maybe also in... – application of research to practice.

The significant findings from the project will inform future curriculum developments – case studies need to reflect the spectrum of students in this project.

Stakeholders raised a variety of issues that enhanced the guidance and would not have been identified from the research alone. This collaboration and participation strengthened the research and was an extremely positive experience for 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 strengthened the research and was 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 pursuing cautious the possible extension of screencasting into other modules. However actual feedback was that the visualisations may have been the principal value of the module, although perception of VFTs as tangibles to the real world was provided valuable insight into the effectiveness of VFTs. VFTs are an invaluable aid in the goal to maintain physical fieldwork in the curriculum - at all levels.

The discussion and examples on VFTs in this and other sections of the report are from Geography, Geology, Environmental Sciences levels.

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<th>Project Title</th>
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<td>1</td>
<td>Mar-19</td>
<td>E&amp;I</td>
<td>Pilot trial of a smartphone App for ascertaining water quality</td>
<td>Sep-13</td>
<td>Jan-20</td>
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<td>2</td>
<td>Jan-21</td>
<td>E&amp;I</td>
<td>Use of smartphone Apps promises potential for skills development amongst students studying technological subjects.</td>
<td>Nov-18</td>
<td>Jun-18</td>
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<td>3</td>
<td>Mar-19</td>
<td>E&amp;I</td>
<td>Supporting students STEM practice</td>
<td>Mar-19</td>
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<td>4</td>
<td>Aug-18</td>
<td>T868</td>
<td>Use of augmented reality in an enriched learning tool for teaching strategy.</td>
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<td>SK299</td>
<td>Enhancing student engagement through innovative teaching in a professional setting.</td>
<td>Sep-14</td>
<td>Due Feb-22</td>
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<td>6</td>
<td>Aug-18</td>
<td>SK299</td>
<td>Use of augmented reality for enhanced learning</td>
<td>Aug-18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It was found during this study that the students who engage more regularly and routinely with increased levels of support are the naturally stronger and more competent students. The students who may benefit the most from more support and from a supportive programme was running was significantly improved in comparison to the previous academic year. This finding is an interesting one, given who and how many students engaged. The finding may provide evidence that not all students wish to be part of a learning programme that demands the time and effort. A novel type of iCMA question was implemented (using OpenMark) and deployed in TU100 (~2000 students per presentation) and is still in use.

The exploratory study has provided important insights for further investigations about student experience, teaching including, supervision of PhD students interested in annotation and mapping. The impact of this project outside the OU was through LiteMap supervision of PhD students interested in annotation and mapping. The impact of this project outside the OU was through LiteMap.
The computing community in UK and the world has produced vast amount of code package and data to simulation engineering problem.

Employability, research

Cheng Lee (AL)

Measuring qualification

Jan-19

C-CRAMG-EI-

8

Overall, we think that the combination of techniques we have developed and applied to identify, extract and analyse data for this project, have been successful.

Rongshan Qin
Jan-18

Crabb joint PL - Developing responsive approaches to enhance student perception delivery, assessment, tracking chemistry - analysis of performance, perception, experimental

LHCS

Jon G. Hall, Steven Ray Ison, Christine Potter joint PL - Developing students and tutors perceptions of good mathematical communication on level one service mathematics module MU123: an investigation

E&I

Potter joint PL - Blended tutorials in Mathematics: simultaneous F2F and online learning events

E&I

The findings of this research will inform the future development of the STiP programme. One significant measure of success in the project was the successful development of the STiP eLearning platform, which has been agreed that a SHARE First Friday session, led by the ALs working on the project, might also be offered in March 2020 and a poster presentation submitted for eSTEeM 2020.

The project has already triggered interventions within the modules under study in order to improve attendance. Students are being awarded with ongoing recognitions. The project was able to inform and share good practice, which has already led to adaptations of some of the teaching and learning processes within the modules.

Outcomes from the project were to be shared across the tutor forums of each of the modules participating, and across level 2 engineering modules and within the School of Engineering and Innovation; they could also be extended across STEM as well. Finally, it has been agreed that in STiPers – alumni of STiP – with their benefit of in-work post-study experience, the process of undertaking the research is the unique opportunity to engage with meaningful conversation around pedagogic development, with the team are seriously considering whether the site could be re-housed on a VLE site that better meets its needs.

Each set of respondents demonstrated a keenness to continue with the conversation around clear mutually beneficial initiatives.

New standards, new teacher competences, new assessment, new modes of learning are all tasks to translate engineering problem for research purpose. Many code packages are free to use for academic purposes. The publication of the raw data for sharing and further reinterpretations is an increasing requirement by many journals. These resources could also be linked to social engineering students to achieve better understanding of the engineering problems, foster of new research, and get insight to the fundamental mechanisms.

The aim of the methods to have an interactive interface so that students are able to change the parameters in whatever ways they desire and also to produce the change of other parameters to create a novel environment phenomenon. The help, capability summary, and its feedback is a mechanism between perception in the engineering problem, from the visual interactive learning, the fundamental concepts are formed naturally in students' mind at more enjoyable manner. We have built up three cases during the period of this scheduled project.

The computing community in UK and the world has produced vast amount of code package and data to simulation engineering problem.

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Each set of respondents demonstrated a keenness to continue with the conversation around clear mutually beneficial initiatives.
Students in all three of our sample groups underestimated the number of email communications they receive, despite the majority of those checking spam filters are doing so for a good reason; they want to filter the volume of messages being received, students are happy with both the mode and number of communications.

Recommendation 1: Further work needs to be carried out to evaluate the effectiveness of our email communications.

The subject field of emails to students should be used thoughtfully to assist students in filtering and selecting which are relevant.

Recommendation 2: Further work needs to be carried out to investigate why there is such variation in the number of communications sent to students.

The co-author’s study focused on investigating student’s awareness regarding the volume of messages they receive. Analysis of the data has highlighted that there is a significant variation in the number of messages being sent to students studying the same module. Further work needs to be carried out to investigate why there is such variation.

Joint PI - Changing the way the game is played: transforming postgraduate curriculum praxis and workplace capabilities

The project was listed in the REF submission as engaging the wider public in research where it formed part of an impact statement that was used as an example for others to follow.

Our data is used in S396 to allow students to develop analytical skills of exploring data and feedback questionaires and volunteer attendance suggests we have successfully engaged reaching students both within and outside the OU.

The project increased the numbers of volunteers more than three-fold through wide advertising. Annual workshops were completed.

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The design of activities involving OpenStudio should also take account of the following recommendations:

- Where possible, aligning the different stages of commenting activities to a specific time frame is helpful to ensure that students receive feedback on their work. However, it is not possible currently for students to carry over their work in OpenStudio from one module to another.
- Finally, OpenStudio offers a means of collecting and curating digital artefacts for the duration of a module so students can look back at their work.
- • Students need time to develop the confidence and the skills to offer more 'in-depth' feedback to their peers. Confidence increases when students receive feedback on their own work and when they feel that their peers are providing good feedback.
- • Students should be provided with guidance on giving feedback to their peers and, importantly, how to evaluate the feedback they receive from their peers.

As well as persuading LTI to release the workshop tool to all modules I have subsequently worked with LTI in developing a guide on how to use this tool in and develop their skills in peer review and self-assessment.

Farming Today and BBC Wiltshire.

For example, students should be persuaded to use the feedback to improve their work and to add a social dimension to learning mathematics. As well as persuading LTI to release the workshop tool to all modules I have subsequently worked with LTI in developing a guide on how to use this tool in and develop their skills in peer review and self-assessment.

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The above findings suggest that students may be more likely to engage with formative assessment in the form of online practice questions if they believe these to be directly relevant to the exams. Engaging students in important because the results suggest their online engagement with written practice questions has, relatively to performance at pure mathematics at Level 3, minimally improved students' self-efficacy if 3 or 4 papers to remain/revisited at level 2. Students can feel more confident if given plenty of opportunity to work on material that is being targeted to them.

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These results will be disseminated and will inform the development of other career scenarios. In addition, similar techniques could possibly be used to create PLEs, interactive platforms or mobile apps.

Projects completed by the 1st of April 2013:

- 15 Projects completed by the 1st of April 2013.
- 16 Projects completed by the 1st of April 2013.
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We have concluded the following:

**Project**

Feb-11

Gerry Golding

**17E-KVCH-MS-E&I**

Remote sighted helper support

**Project**

Maria Townsend

Thomas joint PL - Hybrid/Digital Networked Learning

**C&C**

We have used the IBZL approach successfully to engage over 40 people from a range of...

**Project**

Christine Gardner

Carol Calvert

**20G-RW-CC-01**

**Project**

16J-ETSKMHJ-CC-

The value to students of drop-in tutorials, online, synchronous...

**Project**

Kate Bradshaw

**Project**

Online, synchronous...

**Project**

May-18

Richard Walker

20

10

...
The study found that the RTSF survey is a valuable tool for obtaining students' opinions in a timely manner. Informal discussions among academics in the School of Computing and Communications implied that many academics expected students to value the skill and experience gained through the installation opportunity. This is in contrast to what our expectation was. The findings suggest that the installation guide for Mac users was desired. However, the emphasis should be on increasing flexibility within the tuition strategies, to enable ALs to develop their own views in the light of experience about how to design tuition strategies. Some changes appeared to have been influenced by what other modules were doing.

In order to continue to review modules tuition strategies, it is important to allow time for strategies to develop and for the strategies to be tested and to allow the future. Formal and informal discussion among academics in the School of Computing and Communications implied that many academics expected students to value the skill and experience gained through the installation opportunity. This is in contrast to what our expectation was. The findings suggest that the installation guide for Mac users was desired. However, the emphasis should be on increasing flexibility within the tuition strategies, to enable ALs to develop their own views in the light of experience about how to design tuition strategies. Some changes appeared to have been influenced by what other modules were doing.

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<th>Date</th>
<th>Code</th>
<th>Author(s)</th>
<th>Title</th>
<th>Supporting Leads</th>
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<th>Description</th>
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<th>Completed Date</th>
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<tr>
<td>1</td>
<td>Jul-17</td>
<td>EESCC-01</td>
<td>Carlton Wood and Steve Walker</td>
<td>E&amp;I - Joint PL - Piloting OU Analyse and the Student Probabilities Model on 12 STEM Modules</td>
<td>Carl Wood (EESCC) and Steve Walker (EESCC)</td>
<td>Joint PL</td>
<td>Supporting students through analytics, assessment, work and evaluation, production of [activity or product]</td>
<td>May-17</td>
<td>Aug-19</td>
</tr>
<tr>
<td>2</td>
<td>Aug-17</td>
<td>EESCC-01</td>
<td>Maria Kantirou (STEM Deanery), Tom Olney (STEM Deanery), Anactoria Clarke (M&amp;S), Carol Calvert (M&amp;S) and Moira Dunworth (AL)</td>
<td>Walker - Infinite Bandwidth Zero Latency – IBZL2</td>
<td>Maria Kantirou</td>
<td>Joint PL</td>
<td>Supporting students through analytics, assessment, work and evaluation, production of [activity or product]</td>
<td>May-17</td>
<td>Aug-19</td>
</tr>
<tr>
<td>3</td>
<td>Sep-13</td>
<td>13L-JW-CC-01</td>
<td>John Woodthorpe</td>
<td>An investigation into the use of Artificial Neural Networks to predict student failure, and the efficacy of sustainable additional support for those students.</td>
<td>John Woodthorpe</td>
<td>Joint PL</td>
<td>Supporting students through analytics, assessment, work and evaluation, production of [activity or product]</td>
<td>Dec-13</td>
<td>Mar-16</td>
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<td>4</td>
<td>Sep-13</td>
<td>13L-JWJD-CCWELS-01</td>
<td>John Woodthorpe and Jim Donohue</td>
<td>How students' use of language relates to learning, retention, and performance in assessment on TU100: Implications for learning design, assessment strategy, and tuition practices in the MCT faculty</td>
<td>John Woodthorpe</td>
<td>Joint PL</td>
<td>Supporting students through analytics, assessment, work and evaluation, production of [activity or product]</td>
<td>Dec-13</td>
<td>Mar-16</td>
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<td>5</td>
<td>Feb-19</td>
<td>19F-AY-EI-01</td>
<td>Alan Yates</td>
<td>Do OU students understand the Learning Outcomes on courses in general and in T176, T192, T193, T194 in particular?</td>
<td>Alan Yates</td>
<td>Joint PL</td>
<td>Supporting students through analytics, assessment, work and evaluation, production of [activity or product]</td>
<td>Jun-19</td>
<td>Jan-22</td>
</tr>
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</table>

**Recommendations:**

- Learning analytics should be considered as one option in a range of retention strategies.
- Learning analytics should be considered as one way to initiate conversations between tutors, students and module teams about students at risk.
- The development of new learning analytics dashboards and the strategies and guidance that will enable them, should be developed through consultation with tutors and learners by module teams.
- The first generation modules, module teams should enable only 75% of assessment criteria, and OUA engagement data available in lectures before introducing OUA PAs onward assessments unless required.
- Further research into use for the OU PAs should be undertaken, particularly in the field of providing early learning design feedback.

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**Additional Notes:**
- Improvement in retention (in as far as the impact of changes implemented can be traced amidst multiple variables affecting student and tutor performance)
- Professional development for the 4-6 MCT ALs involved, and for the MCT and language central academics
- Development of repertoires of practice and a repository of products which will underpin MCTs retention and assessment strategies.