

Challenges in student workload mapping – quick wins in finding success for learners

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Session

Context – What's the story?

Why carry out student workload analysis?

Interactive – Padlet activity

Measuring workloads, challenges and opportunities?

Conclusion – Potential solutions

Sharing ideas and questions

Context

What's the story?



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Context

What's the story?

‘OU’s Student Workload Evaluation Project, which reported in June 2015. The project was designed to make sure that the OU’s curriculum is evenly loaded and paced, so students don’t find themselves faced with weeks that are crammed full of work.’ (Ferguson, 2018)

‘... with student time on task being under-researched, for both face-to-face and online students...’ (Beer, 2019)

There is a gap in this field of knowledge which could need further research.

Context

Measuring and analysing learning has evolved and changed over time...



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Context

What's the story?

'In the process, OU researchers have found that work-load is among the most important course-related factors that account for student drop-out (Woodley & Parlett, 1983).' (Chambers, 1992)

According to the OUs ICEBERG (Integrated, Collaborative, Engaging, Balanced, Economical, Reflective and Gradual) model (Ameijde, Weller & Cross, 2016), two main reasons why learners dropout:

- Personal life reasons (Simpson, 2004)
- Quality of content (Willing & Johnson, 2009)

This can impact their self confidence and deter them from engaging in further online study (Poelhuber et al., 2008).

Context Challenges



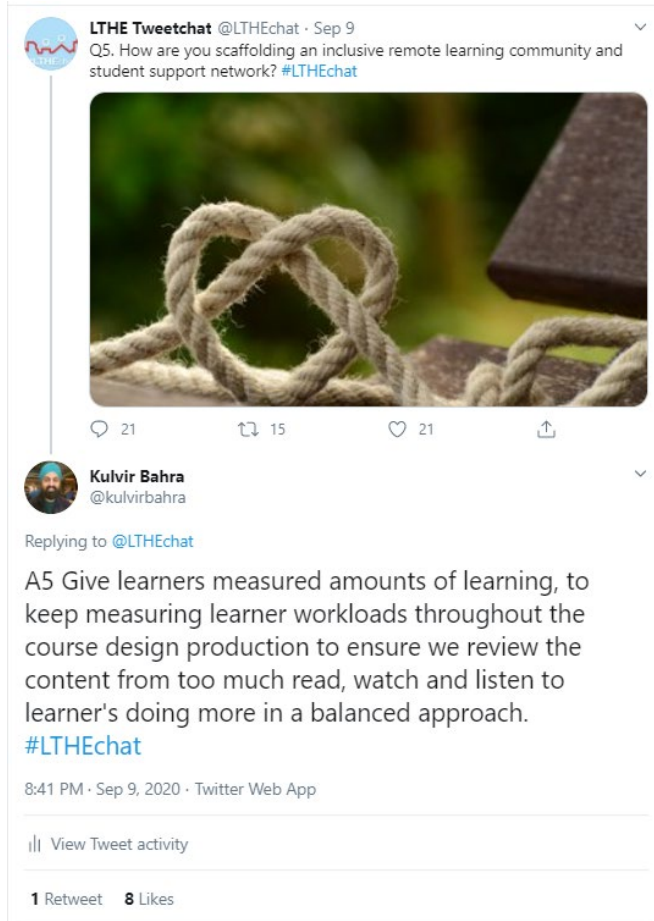
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‘Designing a model of student workload is fraught with difficulty because there are so many factors to take into account.’ (Bowyer, 2012)

The recent pivot online and the need to create more online courses, provides an opportunity to test out different Learning Design approaches.

Context

Taking the learners perspective



#LTHEchat learners have two worlds to learn in: firstly by taking in learning by acquisition of learning and secondly by engaging in doing activities to produce a response to a question or preparing for group work to assessment

Quick wins

Finding potential solutions



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Quick wins

The high level mapping with graphical data would be a good starting point conversation about how the content can be amended.

- Refer back to the learning outcomes
- Is the content at the relevant level: MOOC, UG, PG or is it common knowledge
- Does the extra content/topics align with assessment?
- Does the learning material cover core learning and the extra cover further learning?
- Can you differentiate the learning to cover minimum LO's and extra for learners with extra time?

How you define the activity types into the practicalities of what the learners do will be important.

Quick wins

- Implement workload analysis as part of the courses design stages and review as an ongoing process
- Make the feedback to your course team visual to start off a dialogue/conversation in adding value
- Add study breaks for learners to catch up
- Nurture a sense of community amongst the cohort, a weekly live event can be motivational for learners
- Make the learning activities fun and engaging
- Be inclusive to the global learners and be encouraging to the quieter learners
- Encourage discussions and conversations on big questions as this can increase engagement
- Create a map of their learning journey where possible.

Interactive discussion

https://padlet.com/kulvir_bahra/3cfnrweq6ds9pikj



QUESTIONS & THANK YOU



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