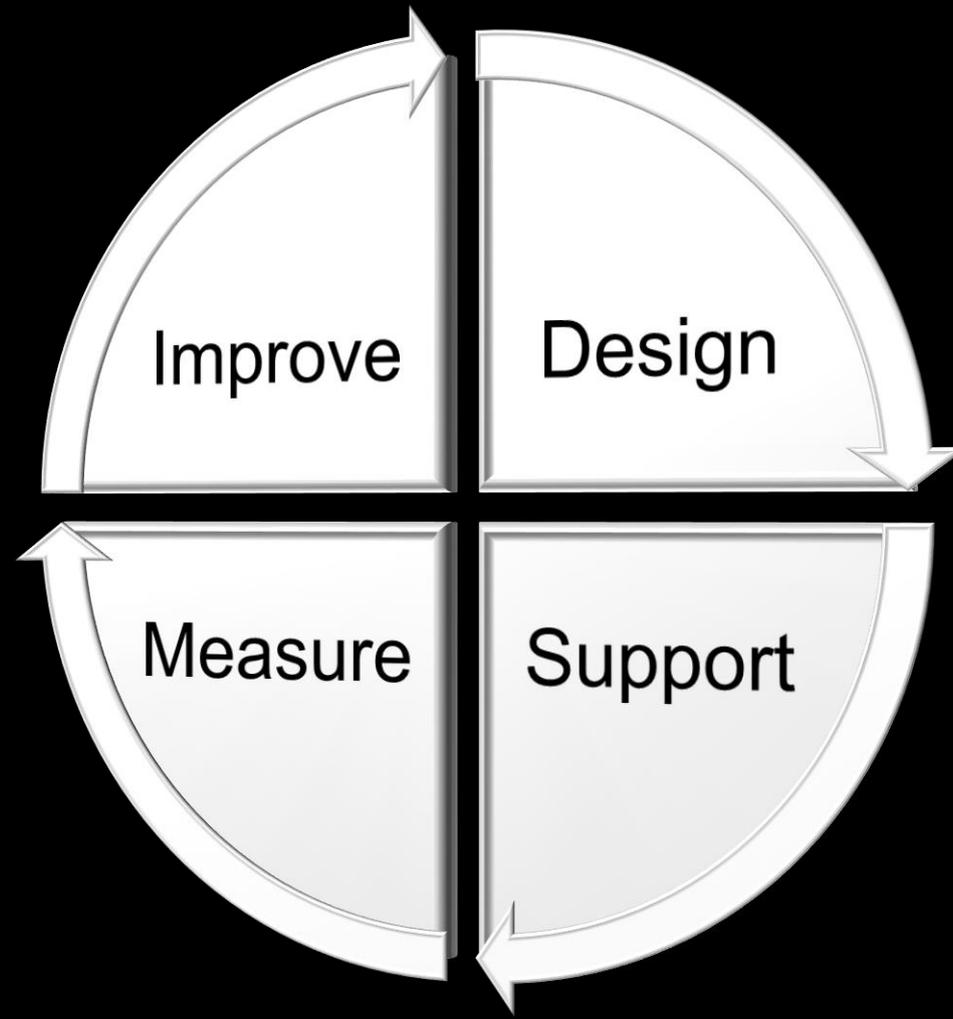


Evidence for learning

Patrick McAndrew
Professor of Open Education
Institute of Educational Technology
The Open University



Improve

Design

Support

Measure



The Open University is open to people, places, methods and ideas.

The Open University



The OU



43%

of part time
undergraduate
students in the UK



35,000

Academic
Awards
Annually



146 Postgraduate



and

473 Undergraduate

Courses



350

study locations



The UK's
largest university

OU 50 TIMELINE

1969



Following years of planning by Harold Wilson and Jennie Lee, The Open University (OU) was granted a Royal Charter on 23 April 1969.

1970



Over 42,000 applications were made for the 25,000 available places.

1971



Over 6,000 OU television and radio programmes had been produced.

1973



Ceremony was broadcast in Milton Keynes.

1979



Over 6,000 OU television and radio programmes had been produced.

1980



Over 20,000 tons of degrees were validated.



Over 6,000 OU television and radio programmes had been produced.



Open Business School

2006



OpenLearn, the University's major new content...

2003



OU academic Professor Colin Pillinger. While the overall...

2000



The 25th Anniversary of...



The 25th Anniversary of...

1995



The OU's Knowledge Media...

1992



Over 20,000 tons of degrees were validated.

1990



The OU celebrates its...



The Open University celebrates its...



Over 1 million downloads in only 4 months.

2009



Media site for identifying...

2010



OU's research repository marked its 1m millionth visitor.

2012



Future Learn is now the largest social online...

2014



OU space scientists...

2015



Over 14m people per episode...



Over 14m people per episode...

2019



The Open University celebrates its 50th anniversary as the largest reach across the world.



Institute of Educational Technology
iet.open.ac.uk

CREET

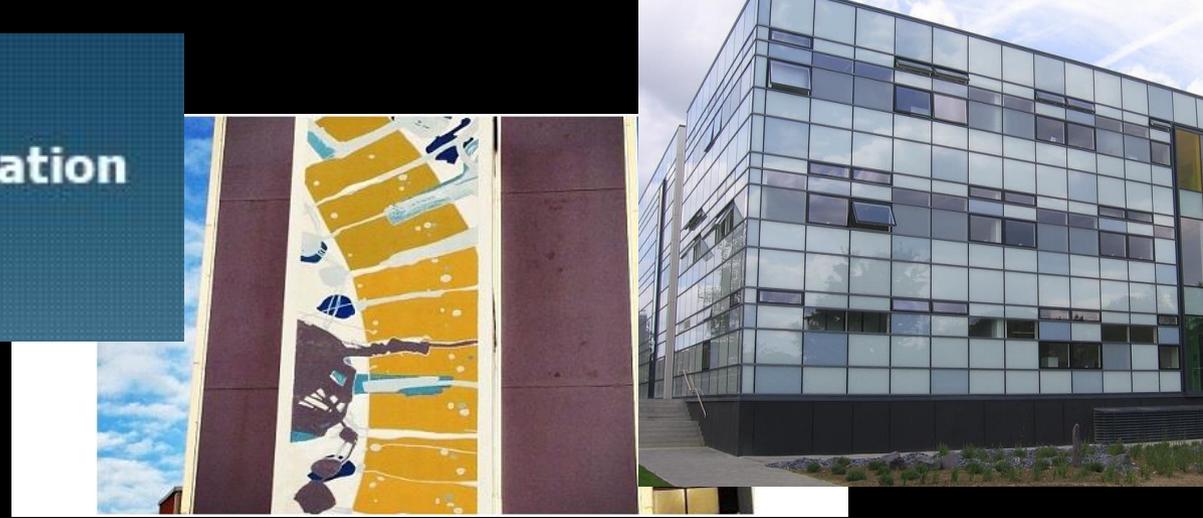
The Centre for Research in Education
and Educational Technology

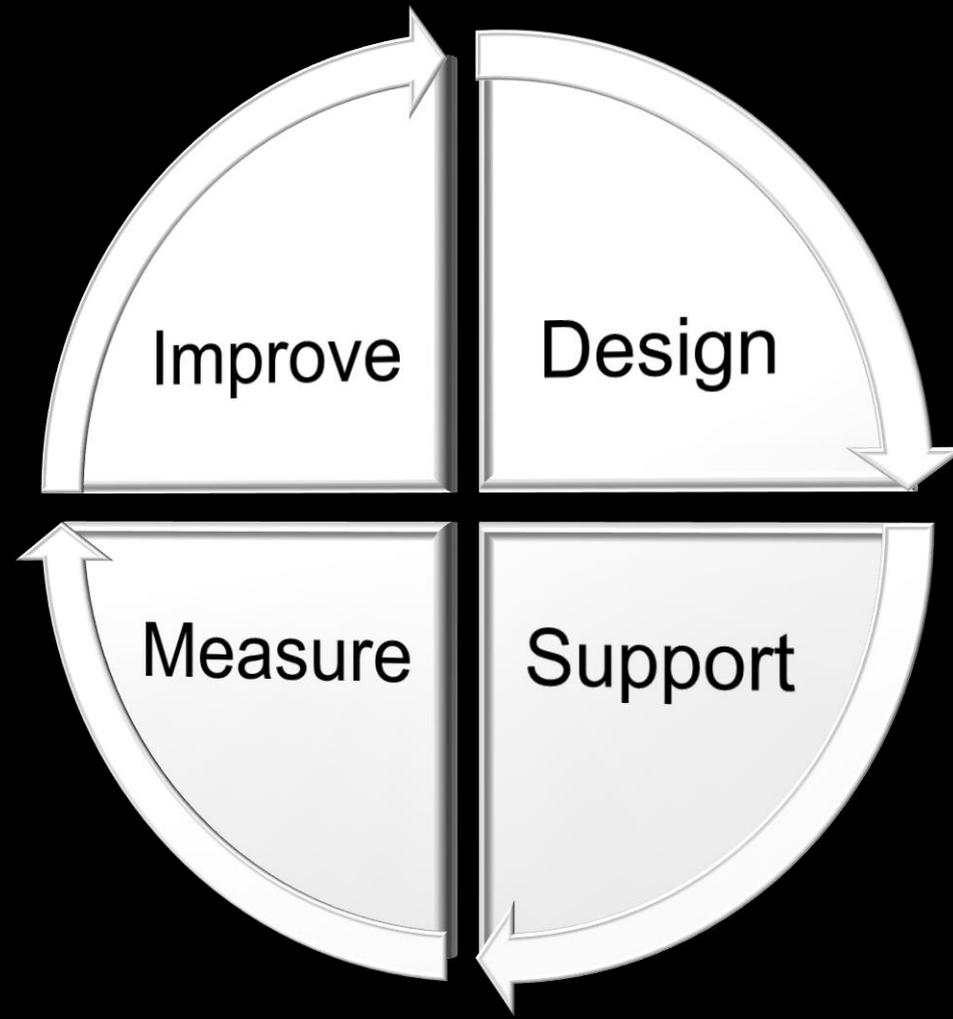
REF 2014

- ✓ 38% 4* World-Class research
- ✓ 100% 4* Research Environment
- ✓ 80% International Impact

Number 2 in UK for Education Research on
Breadth and Quality

Top 100 QS World University Ranking for Education
Number 1 in UK QS Citation Ranking



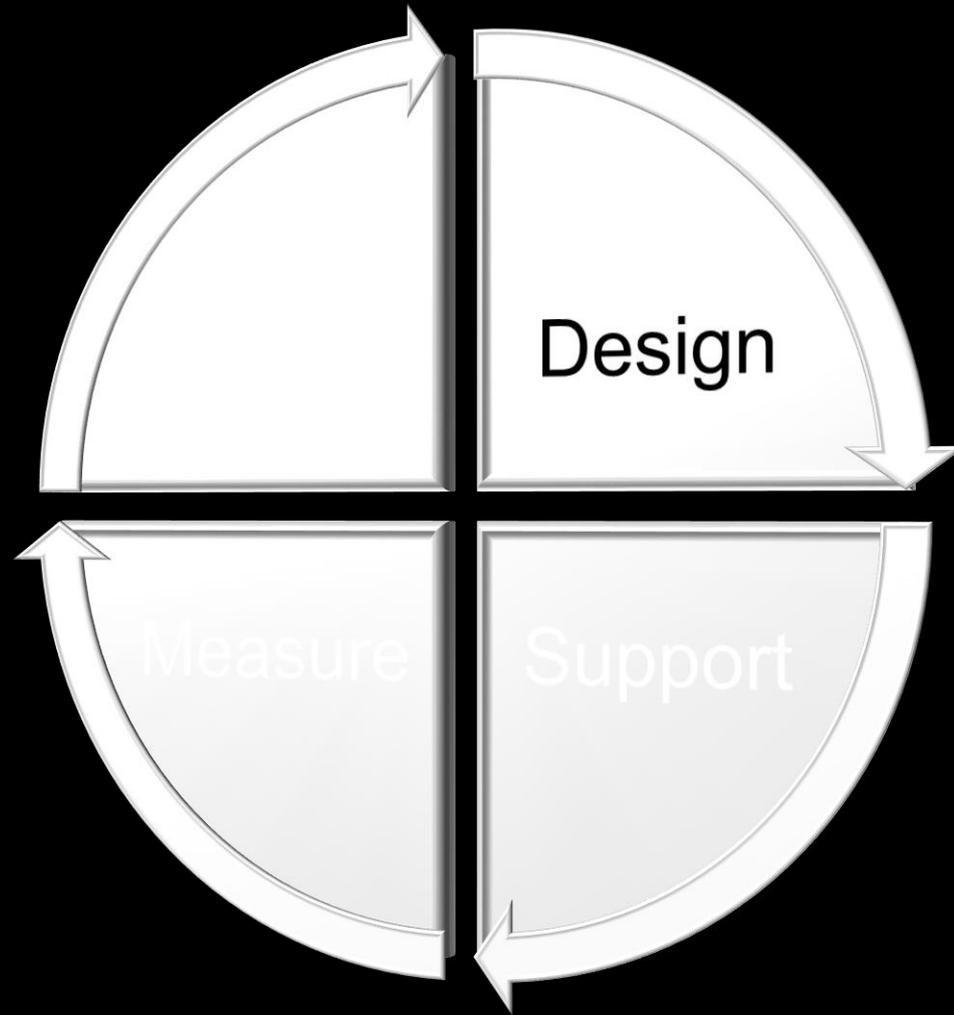


Improve

Design

Support

Measure



Design to
help learners to learn



The Open University

[Accessibility](#) | [Peter Devine / Sign out](#) | [StudentHome](#) | [TutorHome](#) | [IntranetHome](#) | [Contact](#) | [Search the OU](#)

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[♥ Exemplars](#)

[G Glossary](#)

BETA

Learning Design tools

Supporting the qualification and module design process

pedagogy

goals

resources

Student-centred

online/offline/mobile



Search module designs



Start new module design



Import module



Exemplar library

MacBook Air

Learning Design @ OU

Learning Design is interested in **designing for student engagement with activities, learning tools, materials and communities.**

Two key purposes:

1. Module / Qualification design
2. Quality enhancement



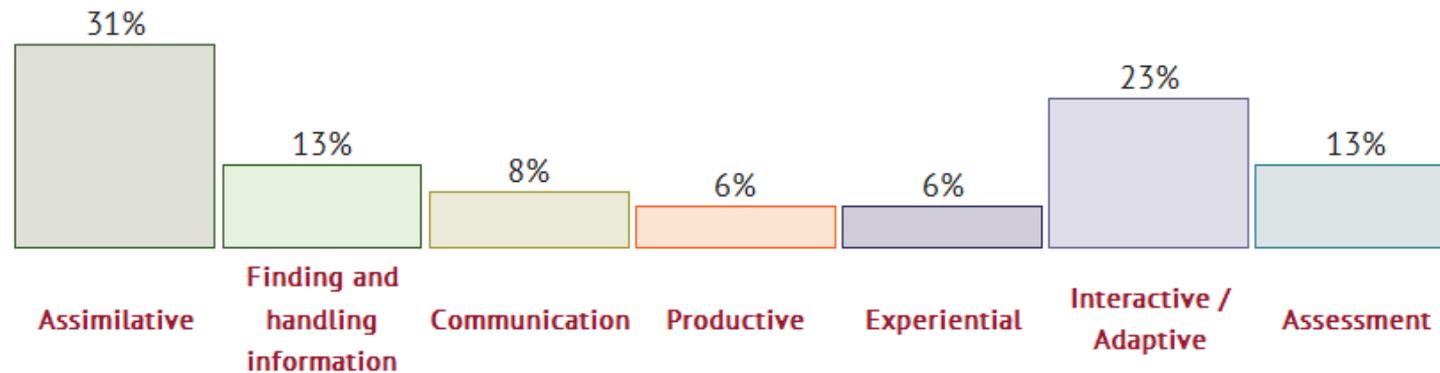
iet



Visualising the design

...supports the development, analysis and sharing of these plans
(Diego et al., 2008)

A set of design templates is used to capture and share the structures and approaches of a unit of learning (rather than unstructured text descriptions). These make the designs more visible and explicit, and can be used to share 'good practice'.



Hours spent undertaking each type of activity

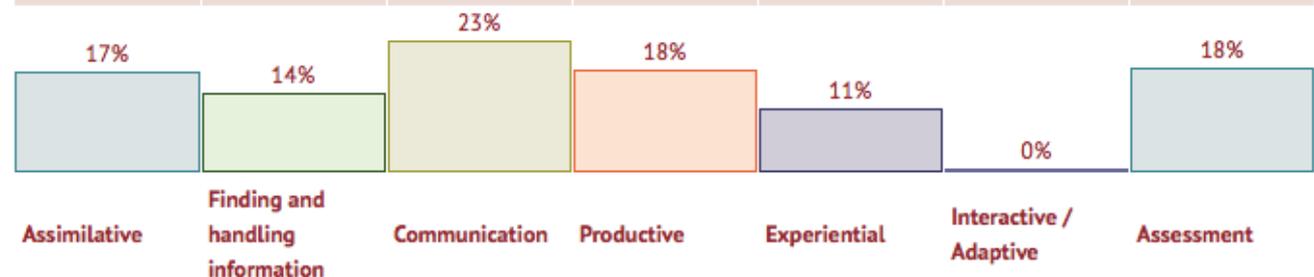
Design stages



Copy and replace:

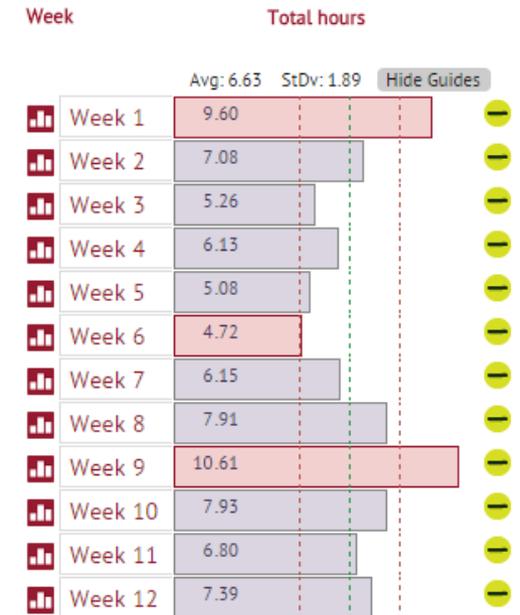
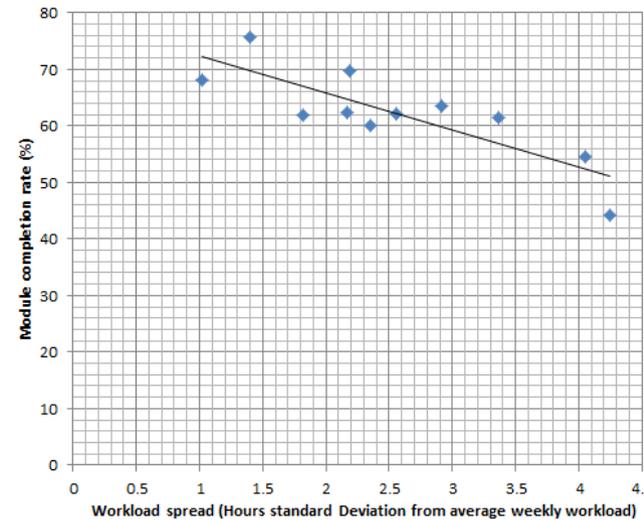
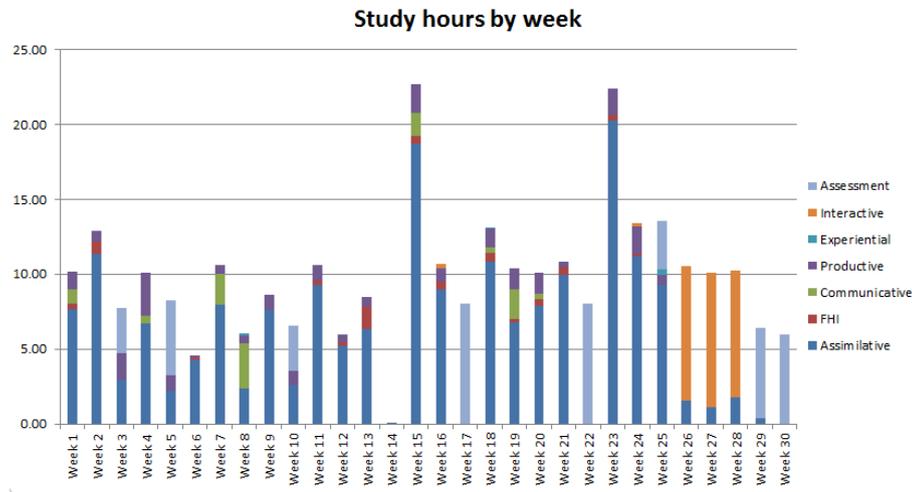


Week	Assimilative	Finding and handling information	Communication	Productive	Experiential	Interactive / Adaptive	Assessment	Total hours	Avg: 36.17, StDv: 42.09	Hide guides
1 (wks 1-12: mair)	20.5	5	16	7.5	0.5	0	24	73.50		
2 (wks 13-16: pro)	2	0	1	0.5	2	0	6	11.50		
3 (wks 17-20: H8)	0	0	2	0	9	0	9	20		
4 (wk 21: all self-)								0		
Project (through 1)	15	25	30	30	12			112		
Label								0		
Total hours	37.50	30.00	49.00	38.00	23.50	0.00	39.00	217.00		



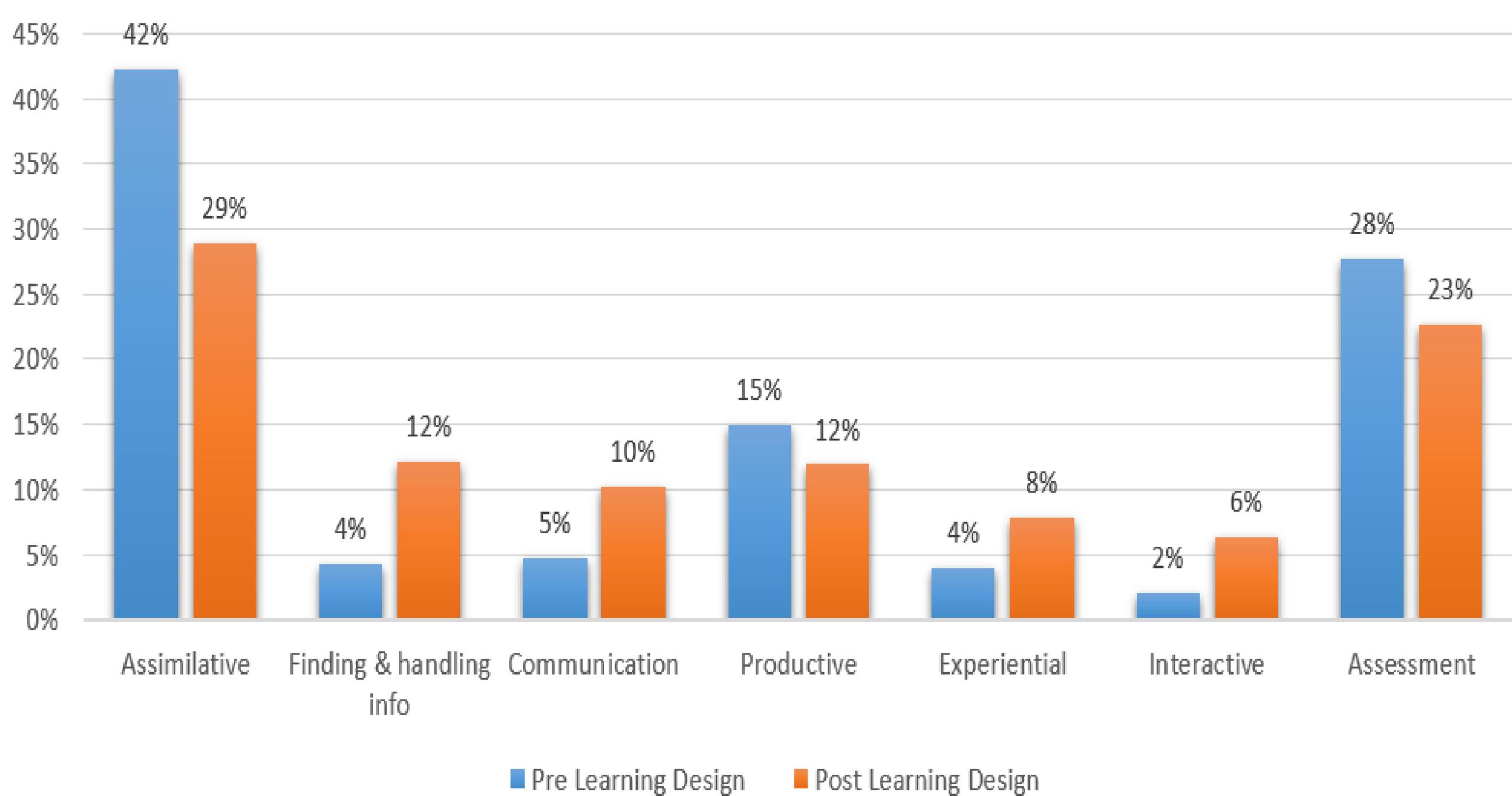
Example: workload

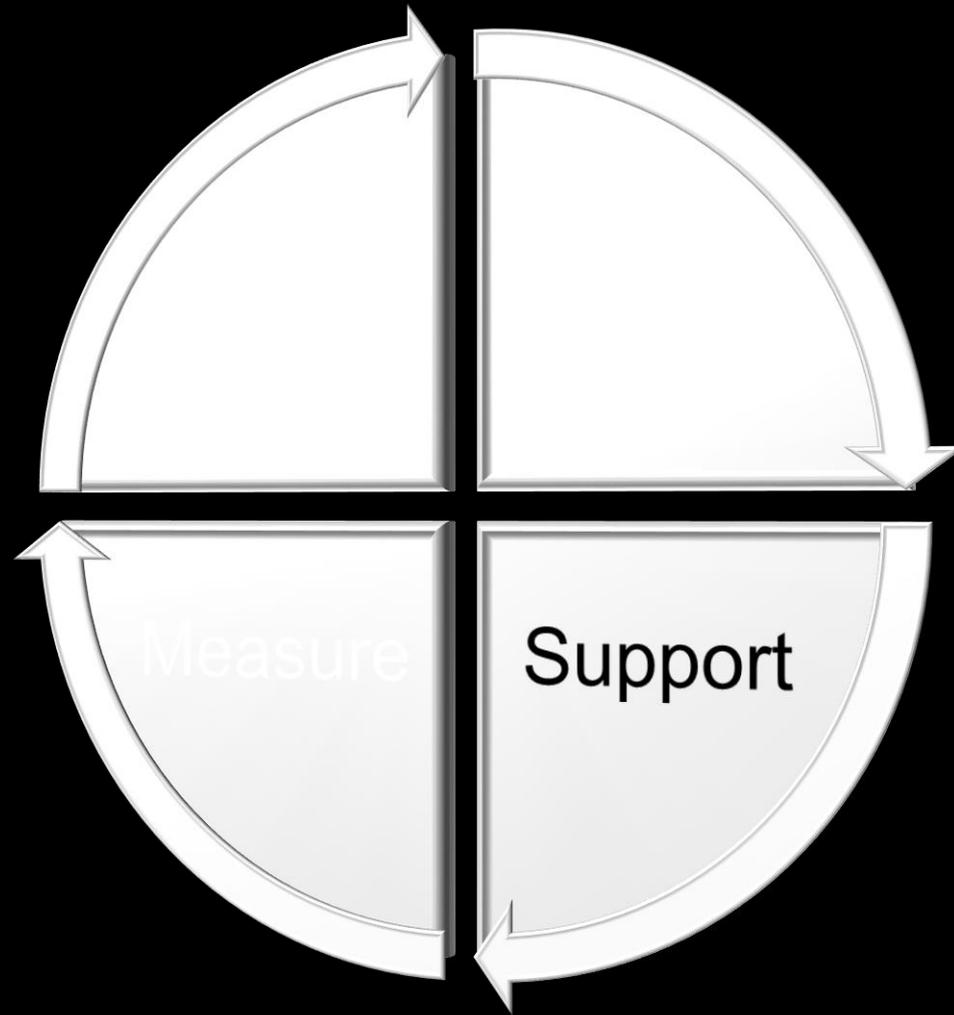
Module	average weekly workload	Workload spread	Q35 - ability to keep up	Completion (all)	Pass (all)
AA100	6.93	2.19	90.1	69.8	67.4



Impact on pedagogy:

1. Review workload throughout design
2. Build tools to do this





The [learning outcomes](#) for this module are available here.

Teaching and assessment

Support from your tutor

You will have a tutor who will guide you on many aspects of the module, who will mark and comment on your written work, and whom you can ask for advice and guidance. You will be taught and assessed through a combination of media, including email, online forums and the internet.

[Contact us](#) if you want to know more about study with The Open University before you register.

Assessment

The assessment details can be found in the facts box above.

You must use the online eTMA system to submit your tutor-marked assignments (TMAs).



TYPICAL OU MODULE

- Runs for **6 or 9 months** (30 or 60 UK credits)
- 300 or 600 hours of study (**8-16 'directed' hours per week**)
- Students study **part-time** from home (or work, bus, train, prison, submarine...)
- Increasing numbers starting to chose **full-time study intensity** for all or part of their studies
- Students in **groups of around 15-20** with an assigned tutor
- Learning activities delivered primarily through the module website using:
 - A weekly **study planner**
 - Face-to-face or online **tutorials**
 - Sometimes augmented with **books** and other learning resources



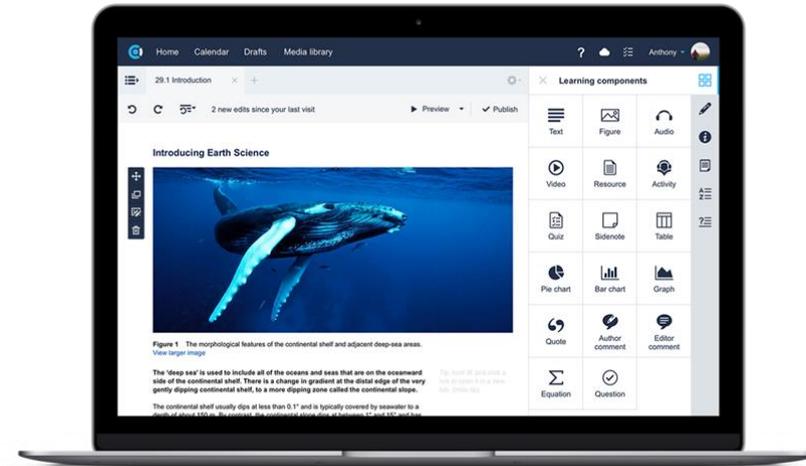
OU LEARNING SYSTEMS IN NUMBERS

- **180k** active users (students/staff) of the VLE every year
- Around **450** live module websites, and **5000+** historical sites
- Over **1 million transactions per day**, forum views per day averages **170,000**, unique users per day averages **35,000** peaks at **50,000**
- **700,000 quiz** attempts per year, **6 million quiz questions** answered per year



USER CENTRED DESIGN PRINCIPLES

- Strong evidence base built from academic and user research
- Across design of platforms, tools and curriculum design
- Using 'Universal Design' principles of Accessibility
- Focus on activity-led rather than content-driven design
- Leveraging cross-University technical, pedagogical, and content knowledge expertise to enhance and transform student outcomes



PLATFORM DESIGN: SUPPORTING SEVEN STUDY BEHAVIOURS



✓ **Goal-setting**



🖥️ **Digital-preferred**



🕒 **Time**



📖 **Help-seeking**



👁️ **Focus**



🔍 **Elaboration**



📝 **Note-making**

**Study Habits
Research**



SUBJECT WEBSITE

Study Home

Connect

Discover

Skills

Plan

Succeed

Help ?

Search Law Study Home



Your modules

In this area students will see information about the modules they are currently studying. Each open module will have its own box with key dates, and collaborative tools with unread indicators.

Examples of what the student will see in all the boxes on this website are available in the [OLS-Guide](#).

Past and future modules

In this area, students will see a list of forthcoming modules that they are registered on, the start dates and a link to their study record. They will also see links to previously completed modules in read-only mode.

Your subjects

Subjects and qualifications

You are not currently registered for any qualifications.

[Browse all](#)

Free learning

OpenLearn

Law Study Home

Enriching and supporting your legal studies, and helping you to plan for the future



News

Forum: 'Making the most of your Law degree'

Posted: 21 Jun 2018

This forum, hosted by OU Careers and Employability Services, will run from **Monday 2nd July to ...**

Having withdrawal symptoms?

Posted: 19 Jun 2018

If you're missing your studies – and we are not saying you have to – there is a universe of free ...

[View all news and events](#)

Social media

Upcoming events

JUN

22

OU Students Association Conference

Friday, 22 Jun 2018, 10:00 to Sunday, 24 Jun 2018, 16:00
Walton Hall, Milton Keynes campus

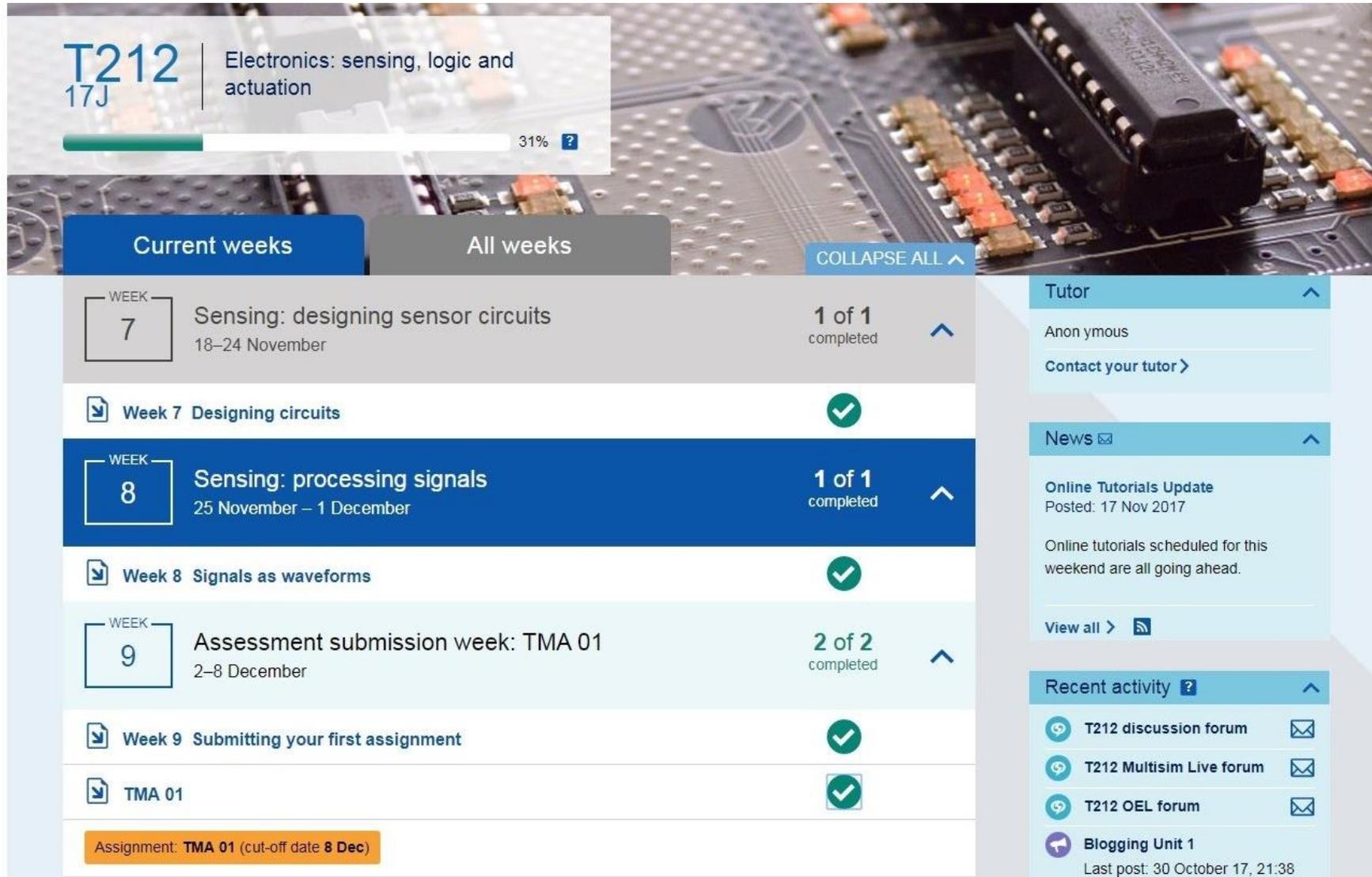
JUN

27

LGBT*? AuthentiCity is designed for you!

Wednesday, 27 Jun 2018
London

MODULE WEBSITE: STUDY PLANNER



T212
17J

Electronics: sensing, logic and actuation

31% ?

Current weeks All weeks **COLLAPSE ALL** ^

WEEK	Topic	Progress
7	Sensing: designing sensor circuits 18–24 November	1 of 1 completed
	Week 7 Designing circuits	✓
8	Sensing: processing signals 25 November – 1 December	1 of 1 completed
	Week 8 Signals as waveforms	✓
9	Assessment submission week: TMA 01 2–8 December	2 of 2 completed
	Week 9 Submitting your first assignment	✓
	TMA 01	✓

Assignment: **TMA 01** (cut-off date **8 Dec**)

Tutor ^

Anon ymous

[Contact your tutor >](#)

News ^

Online Tutorials Update
Posted: 17 Nov 2017

Online tutorials scheduled for this weekend are all going ahead.

[View all >](#) 

Recent activity ? ^

-  **T212 discussion forum** 
-  **T212 Multisim Live forum** 
-  **T212 OEL forum** 
-  **Blogging Unit 1**
Last post: 30 October 17, 21:38

MODULE WEBSITE: OFFLINE FORMATS DOWNLOADS PAGE

TM352-16J Home Assessment Tutorials Forums **Resources** News Help ?

TM352-16J Home > Resources > Downloads

Downloads

Downloads are copies of the module materials, provided to allow offline study; note that not all features may work in some formats (which may be due to the reader software used).
'Help' provides more details.

Document downloads

 Ebook (EPUB)	 Interactive ebook (EPUB)	 Kindle ebook	 PDF version	 Word version (optimised for screen readers)
---	---	--	--	--

Media downloads

 Video
--

-  Downloads >
-  Library resources >
-  Print on demand service >
-  Online module textbooks >

Resources advice 

-  [Conduct and content online](#)
-  [Copyright when working online](#)

MODULE WEBSITE: ACTIVITY PAGE

Unit 4 Current debates in sports nutrition: the case for high-carbohydrate diets

Introduction

4.1 The issue of sugar: what is it and what does it do?

4.2 Why are high-carbohydrate diets recommended for performance?

4.3 Key authors and the history of high-carbohydrate diets

4.4 The case for carbohydrate loading

4.5 The current carbohydrate recommendations

4.6 Carbohydrate mouth rinsing

4.7 Independent research

4.8 Unit summary

Acknowledgements

View as single page

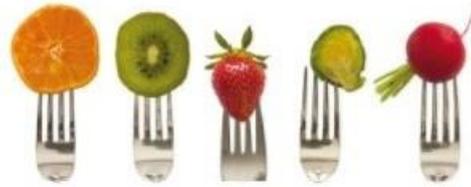
Video quality

- High quality
- Standard quality

Descriptions

Some items on this page include descriptions for visually-impaired students. Hide description links

4.1 The issue of sugar: what is it and what does it do?



The first subject that we focus on in this unit is the contentious subject of sugar. Sugar seems to have taken over from fat as a demonised nutrient. However, what is actually meant by 'sugar' is a matter of some confusion. 'Sugar' refers to several things as it is the term used to

Activity 4.1 What is sugar?



Reveal comment

< Previous

Next >



M

ACCESSIBLE INTERACTIVE MEDIA PLAYER

Maximising student success at The Open University by creating inclusive, immersive multimedia learning experiences



And the trouble is then that he, when he re-sends it, he

PROFESSOR DAN YOUNGER
Faculty of Mathematics, University of Waterloo

09:24 / 13:17 Playlist Chapters Transcript CC Settings

Transcript

same encryption.

PROFESSOR DAN YOUNGER: So he sends the same message on the same setting. And the trouble is then that he, when he re-sends it, he makes slight differences in the punctuation, so that the message isn't quite the same as it was. **MICHAEL SMITH:** He abbreviated nummer, the German word for number, to N-R, so he didn't have to type in the U-M-M-E every time. And anything he could abbreviate, he'd abbreviate it. A little intercept station, picked up these messages. [RINGING]

MICHAEL SMITH: They realised that they were radio teleprinter. [CLICKING] **NARRATOR:** The message was sent to Bletchley via a dispatch rider. When it got there, the first person to attack it was legendary code breaker John Tiltman. A former front line soldier in World War I, Tiltman was awarded the military cross. But it was his talent for

On Off Interactive

Print

Copy



ACCESSIBLE, INTERACTIVE, MEDIA DELIVERY

- Works in all modern browsers and most devices
- Allows people with impaired sight, hearing, manual dexterity and other problems to consume video and audio with ease.
- Transforms learning with video from a passive exercise in consumption to a critical and exploratory activity.
- Features designed to help disabled people turn out to have major benefits for all users. Winning all round.



A332 182 Home Assessment Tutorials Forums Resources News Help ? Search A332 182

A332 173 Why is religion controversial?

0%

Current weeks All weeks COLLAPSE ALL

- WEEK 26 Independent study week 21-27 April 0 of 1 completed
- WEEK 27 TMA 05 22 April - 4 May 0 of 1 completed
- WEEK 28-31 EMA preparation 3 May - 1 June 0 of 1 completed

Assignment: TMA 05 (submit now) (Due 3 May)

EMA

Assignment: EMA (submit now) (Due 3 May)

Feedback Print Export

A857 186 Home Assessment Tutorials Forums Resources News Help ? Search A857 186

A857 186 The Philosophy Dissertation

0%

Current All COLLAPSE ALL

- WEEK 16 26 May - 1 June 0 of 1 completed
- WEEK 17 2-8 June 0 of 1 completed
- WEEK 18 9-15 June 0 of 1 completed

Assignment: TMA 03 (submit now) (Due 21 May)

2-8 June

9-15 June

Feedback Print Export

AA100 185 Home Assessment Tutorials Forums Resources News Help ? Search AA100 185

AA100 185 The arts past and present

0%

Current weeks All weeks COLLAPSE ALL

- WEEK 17 Book 3: Cultural Encounters 26 May - 1 June 0 of 3 completed
- WEEK 18 Book 3: Cultural Encounters 2-8 June 0 of 3 completed
- WEEK 19 Book 3: Cultural Encounters 9-15 June 0 of 5 completed

Book 3: Cultural Encounters

Book 3: Cultural Encounters

Book 3: Cultural Encounters

Feedback Print Export

DB123 185 Home Assessment Tutorials Forums Resources News Help ? Search DB123 185

DB123 185 You and your money: personal finance in context

0%

Current weeks All weeks COLLAPSE ALL

- WEEK 16 Housing and the financial balance sheet - Part 2 26 May - 1 June 0 of 1 completed
- WEEK 17 Pensions - Part 1 2-8 June 0 of 1 completed
- WEEK 18 Pensions - Part 2 9-15 June 0 of 1 completed
- WEEK 19 Pensions - Part 2 16-22 June 0 of 1 completed

Housing and the financial balance sheet - Part 2

Pensions - Part 1

Pensions - Part 2

Pensions - Part 2

Feedback Print Export

DD102 188 Home Assessment Tutorials Forums Resources News Help ? Search DD102 188

DD102 188 Introducing the social sciences

0%

Current weeks All weeks COLLAPSE ALL

- WEEK 17 Connecting Lives (continued) 26 May - 1 June 0 of 2 completed
- WEEK 18 TMA week 2-5 June 0 of 2 completed
- WEEK 19 Skills Review 6-13 June 0 of 1 completed

Connecting Lives (continued)

TMA week

Skills Review

Feedback Print Export

DD103 188 Home Assessment Tutorials Forums Resources News Help ? Search DD103 188

DD103 188 Investigating the social world

0%

Current weeks All weeks COLLAPSE ALL

- WEEK 17 Book 3 Analysing common resources (cont.) 26 May - 1 June 1 of 1 completed
- WEEK 18 Book 3 Review and consolidation 2-9 June 0 of 1 completed
- WEEK 19 Assessment week: TMA 04 9-15 June 0 of 2 completed

Book 3 Analysing common resources (cont.)

Book 3 Review and consolidation

Assessment week: TMA 04

Feedback Print Export

MST124 188 Home Assessment Tutorials Forums Resources News Help ? Search MST124 188

MST124 188 Essential mathematics 1

0%

Current weeks All weeks COLLAPSE ALL

- WEEK 14-15 Book C Unit 7: Differentiation methods and integration 12-25 May 0 of 7 completed
- WEEK 16-18 Book C Unit 8: Integration methods 26 May - 15 June 0 of 7 completed

Book C Unit 7: Differentiation methods and integration

Book C Unit 8: Integration methods

Feedback Print Export

S390 188 Home Assessment Tutorials Forums Resources News Help ? Search S390 188

S390 188 Science Project Course

0%

Current All EXPAND ALL

- WEEK 0 Welcome to S390 27 January - 2 February 2 of 2 completed
- WEEK 1 An introduction to S390 2-8 February 1 of 2 completed

Welcome to S390

An introduction to S390

Feedback Print Export

E117 173 Home Assessment Tutorials Forums Resources News Help ? Search E117 173

E117 173 Introduction to sport and fitness

0%

Current weeks All weeks COLLAPSE ALL

- WEEK 29 Fueling and refueling 12-18 May 0 of 1 completed
- WEEK 30 TMA 04 preparation 12-25 May 0 of 2 completed
- WEEK 31 TMA 04 submission 26 May - 1 June 0 of 2 completed

Fueling and refueling

TMA 04 preparation

TMA 04 submission

Feedback Print Export

EE818 186 Home Assessment Tutorials Forums Resources News Help ? Search EE818 186

EE818 186 Language literacy and learning

0%

Current weeks All weeks COLLAPSE ALL

- WEEK 16 TMA preparation 26 May - 1 June 0 of 1 completed
- WEEK 17 TMA submission and Participating 2-8 June 0 of 4 completed
- WEEK 18 Collaborating 9-15 June 0 of 1 completed

TMA preparation

TMA submission and Participating

Collaborating

Feedback Print Export

L203 173 Home Assessment Tutorials Forums Resources News Help ? Search L203 173

L203 173 Move: Upper Intermediate German

0%

Current weeks All weeks COLLAPSE ALL

- WEEK 30 Thema 6 - Gemeinsame Zukunft 26 May - 1 June 0 of 2 completed
- WEEK 31 Thema 6 - Wiederholung und Prüfungsvorbereitung 2-8 June 0 of 4 completed

Thema 6 - Gemeinsame Zukunft

Thema 6 - Wiederholung und Prüfungsvorbereitung

Feedback Print Export

M140 188 Home Assessment Tutorials Forums Resources News Help ? Search M140 188

M140 188 Introducing statistics

0%

Current weeks All weeks COLLAPSE ALL

- WEEK 16 Unit 7 (continued) 26 May - 1 June 0 of 1 completed
- WEEK 17 Unit 7 (continued) 2-8 June 0 of 2 completed
- WEEK 18 Book 4 Unit 8: Teaching how to read 9-15 June 0 of 6 completed

Unit 7 (continued)

Unit 7 (continued)

Book 4 Unit 8: Teaching how to read

Feedback Print Export

S818 186 Home Assessment Tutorials Forums Resources News Help ? Search S818 186

S818 186 Space science

0%

Current weeks All weeks COLLAPSE ALL

- WEEK 17 Block C: Consolidation/enhancement 26 May - 1 June 0 of 1 completed
- WEEK 18 Block C: Assignment week 2-8 June 0 of 1 completed
- WEEK 19 TMA 05 9-15 June 0 of 1 completed

Block C: Consolidation/enhancement

Block C: Assignment week

TMA 05

Feedback Print Export

SM123 186 Home Assessment Tutorials Forums Resources News Help ? Search SM123 186

SM123 186 Physics and space

0%

Current weeks All weeks COLLAPSE ALL

- WEEK 15-16 Topic 5: Energy in society 26 May - 1 June 0 of 7 completed
- WEEK 17 Topic 5: Introduction 2-8 June 0 of 1 completed
- WEEK 18 Topic 5: Part 1 Energy resources 9-15 June 0 of 1 completed
- WEEK 19 Topic 5: Part 2 Domestic energy 16-22 June 0 of 1 completed
- WEEK 20 Topic 5: Part 3 Energy in transport 23-29 June 0 of 1 completed
- WEEK 21 Topic 5: Review 30 June - 6 July 0 of 1 completed
- WEEK 22 Mathematics practice for Topic 5 7-13 July 0 of 1 completed

Topic 5: Energy in society

Topic 5: Introduction

Topic 5: Part 1 Energy resources

Topic 5: Part 2 Domestic energy

Topic 5: Part 3 Energy in transport

Topic 5: Review

Mathematics practice for Topic 5

Feedback Print Export

T452 186 Home Assessment Tutorials Forums Resources News Help ? Search T452 186

T452 186 The engineering project

0%

Current All EXPAND ALL

- WEEK 9-12 Review TMA01 feedback and submit ICMA 7 April - 4 May 0 of 2 completed
- WEEK 13-20 Writing your project and final project report 5 May - 29 June 0 of 2 completed

Review TMA01 feedback and submit ICMA

Writing your project and final project report

Feedback Print Export

T212 173 Home Assessment Tutorials Forums Resources News Help ? Search T212 173

T212 173 Electronics: sensing, logic and actuation

0%

Current weeks All weeks COLLAPSE ALL

- WEEK 25 Actuation control 14-20 April 0 of 3 completed
- WEEK 26 Assessment submission week: TMA 03 21-27 April 0 of 2 completed
- WEEK 27 Submitting your third assignment 28-30 April 0 of 1 completed

Actuation control

Assessment submission week: TMA 03

Submitting your third assignment

Feedback Print Export

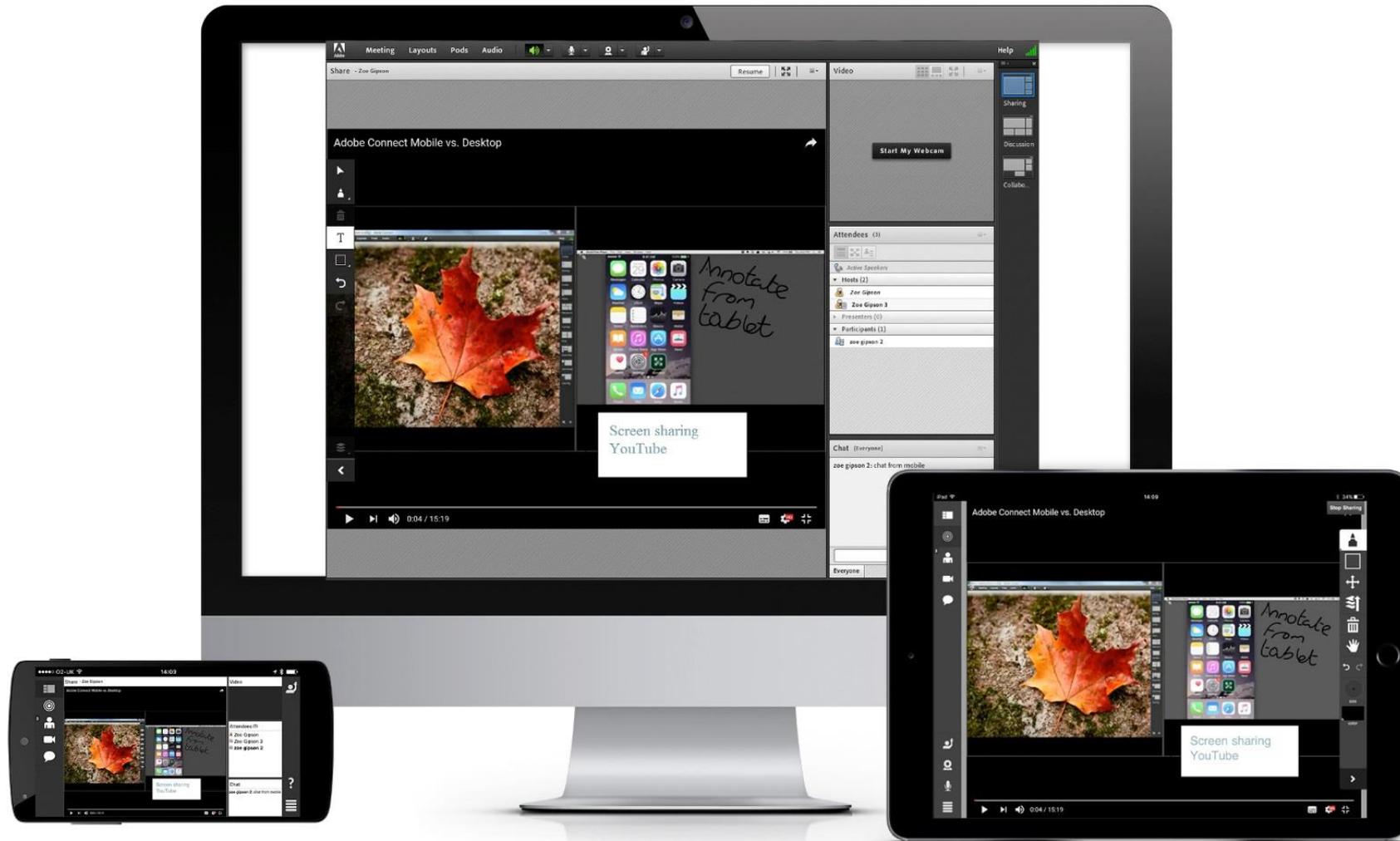
ADOBE CONNECT



Adobe® Connect™



Basic layout for students on different devices



ONLINE TUTORIALS AND CONFERENCING

- Real-time communication using presentations, text chat, audio and video. Also includes polling and micro-quiz options.
- Mainly a tutor–student conferencing facility for tutorials, group work, lectures and seminars. Can also be used as a student–student peer support environment.



- Students can collaborate in breakout rooms and edit preloaded content on the ‘whiteboard’ (e.g. an article or diagram).
- Other features such as sharing software applications and internet tours.

OPENSTUDIO

U101 17B Home Assessment Tutorials Forums **Resources** News Help ? Search OpenStudio

U101 17B Home > Resources > OpenStudio > My Content > My Pinboard

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My Pinboard

 **My Participation** Participation My Studio Work Progress:  17%

[Preferences](#) [Filter](#) Sort by: [Date](#) [Title](#) Total: 100

[Add new content](#)



You have 100 uploads available.

Film studies 2016



5/10/16, 19:22

 Katarina Johnson-Thomson

Activity 3



5/10/16, 15:27

 Katarina Johnson-Thomson

African lion



4/10/16, 14:20

 Katarina Johnson-Thomson

Elephant calf



3/10/16, 12:30

 Katarina Johnson-Thomson

Film studies 2016



3/10/16, 12:30

 Katarina Johnson-Thomson

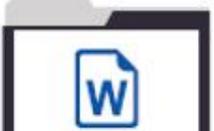
New born giraffe



3/10/16, 12:30

 Katarina Johnson-Thomson

African wildlife studies dissertation



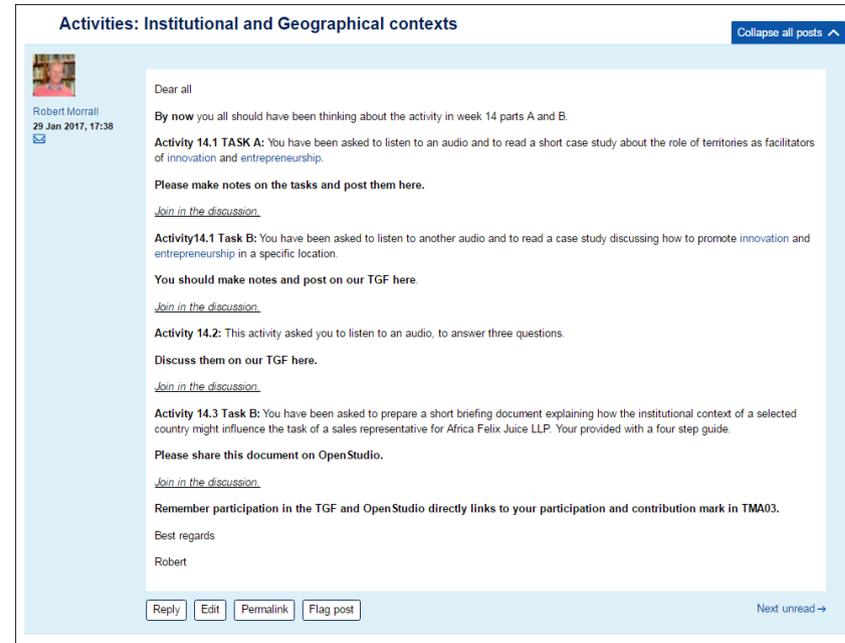
3/10/16, 12:30

 Katarina Johnson-Thomson


**University
Awards 2017**
Runner up

FORUMS

- Easy to use: utilises well-known web technology
- Ideal for in-module multi-directional communication (student–student, staff–student, student–staff)
- Asynchronous: time to think and reflect
- Students can collaborate and create content together
- Participation reports can be accessed by tutors
- Supportive environment: active moderation, seeded icebreakers and activities



The screenshot shows a forum post with the following content:

Activities: Institutional and Geographical contexts Collapse all posts ^


Robert Morrall
29 Jan 2017, 17:38

Dear all

By now you all should have been thinking about the activity in week 14 parts A and B.

Activity 14.1 TASK A: You have been asked to listen to an audio and to read a short case study about the role of territories as facilitators of innovation and entrepreneurship.

Please make notes on the tasks and post them here.

[Join in the discussion.](#)

Activity 14.1 Task B: You have been asked to listen to another audio and to read a case study discussing how to promote innovation and entrepreneurship in a specific location.

You should make notes and post on our TGF here.

[Join in the discussion.](#)

Activity 14.2: This activity asked you to listen to an audio, to answer three questions.

Discuss them on our TGF here.

[Join in the discussion.](#)

Activity 14.3 Task B: You have been asked to prepare a short briefing document explaining how the institutional context of a selected country might influence the task of a sales representative for Africa Felix Juice LLP. Your provided with a four step guide.

Please share this document on OpenStudio.

[Join in the discussion.](#)

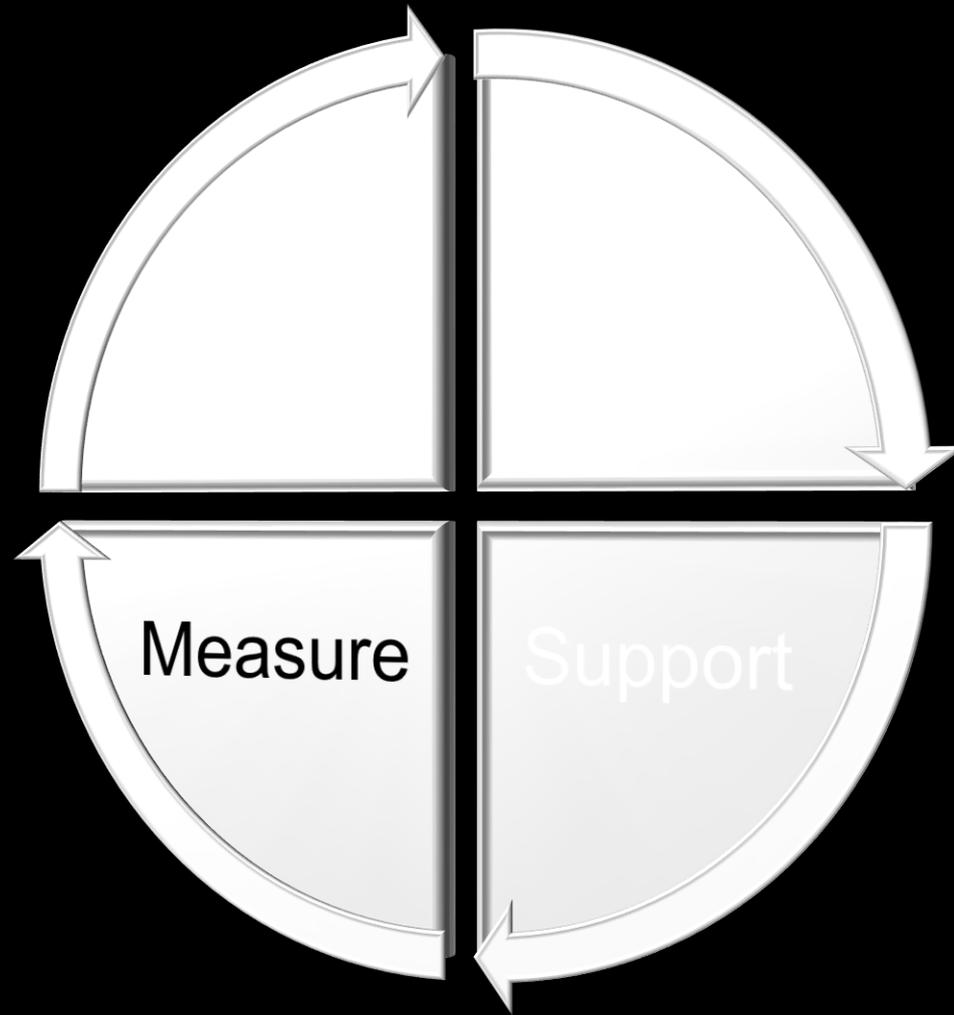
Remember participation in the TGF and OpenStudio directly links to your participation and contribution mark in TMA03.

Best regards
Robert

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RESPONDING TO CHANGING STUDENT EXPECTATIONS





Measure what matters

What you measure changes what you do

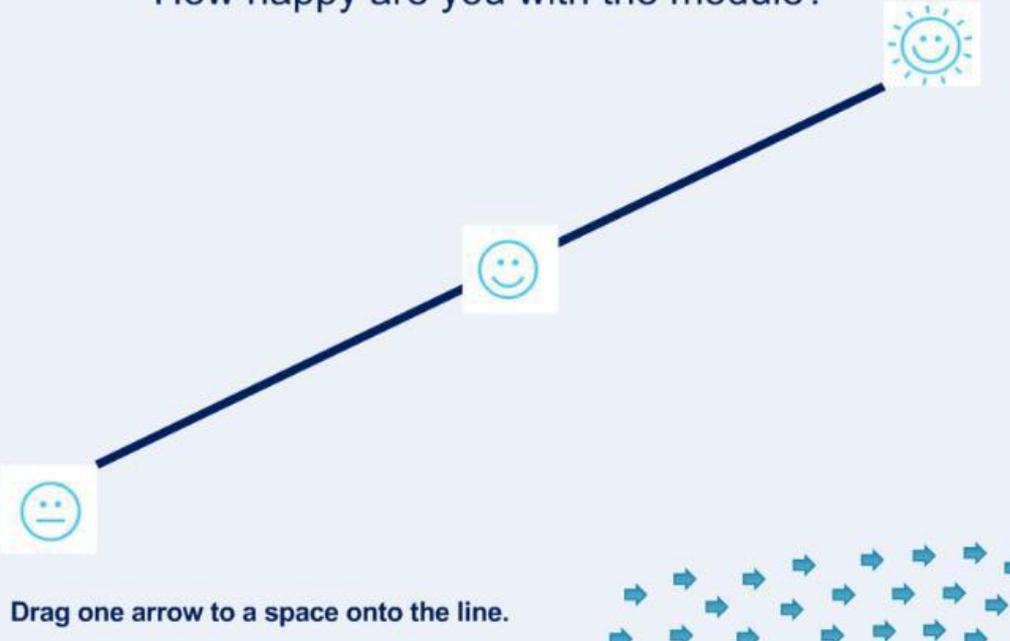


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How happy are you with the module?



Drag one arrow to a space onto the line.

Certificate

This is to certify that

Patrick McAndrew

has successfully completed *Circuits and Electronics 6.002x*

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ONLINE-ROOMS Eke St John room (Sharing) - Adobe Connect

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How happy are you with the module?

Drag one arrow to a space onto the line.



Certificate

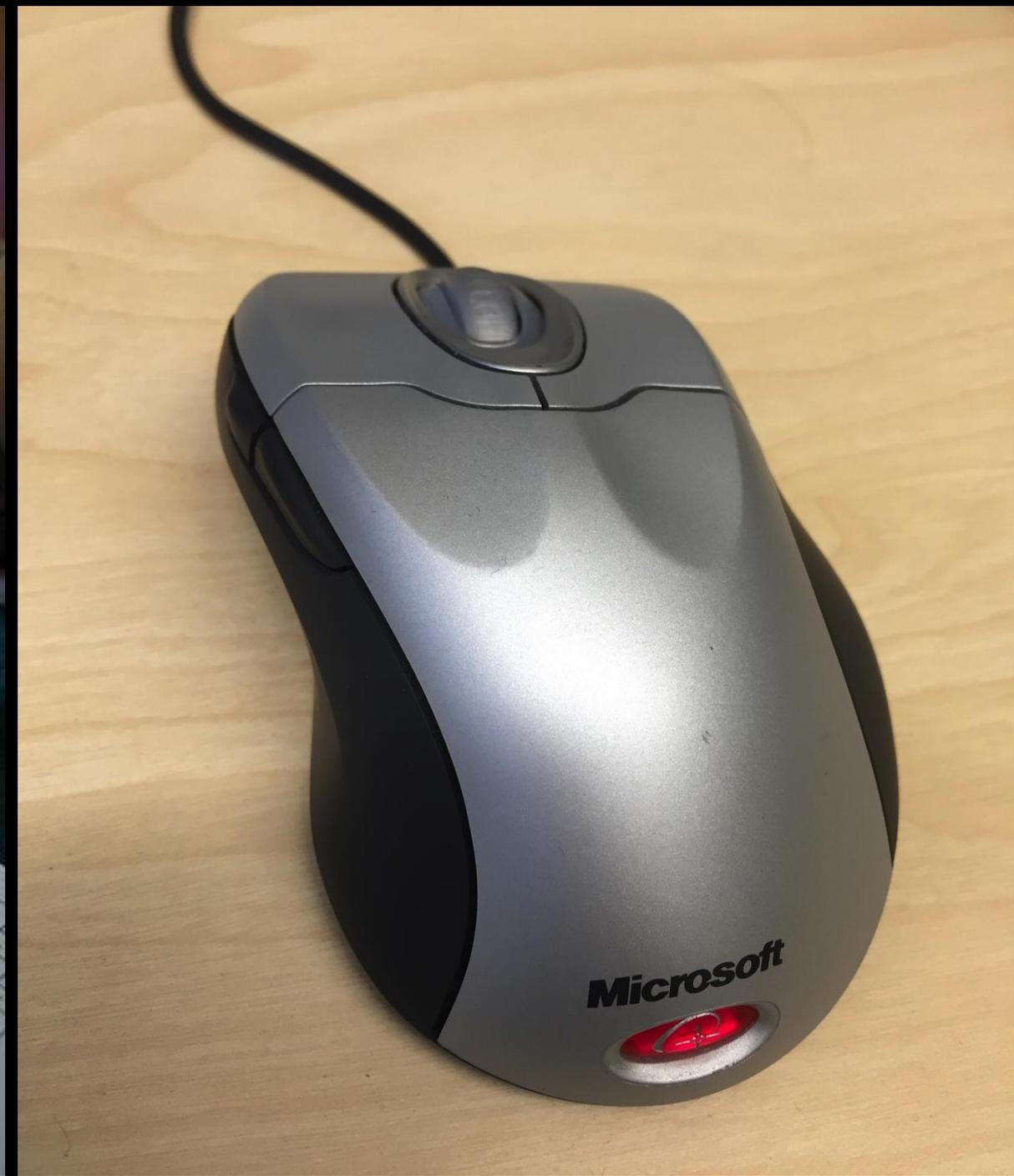
This is to certify that

Patrick McAndrew

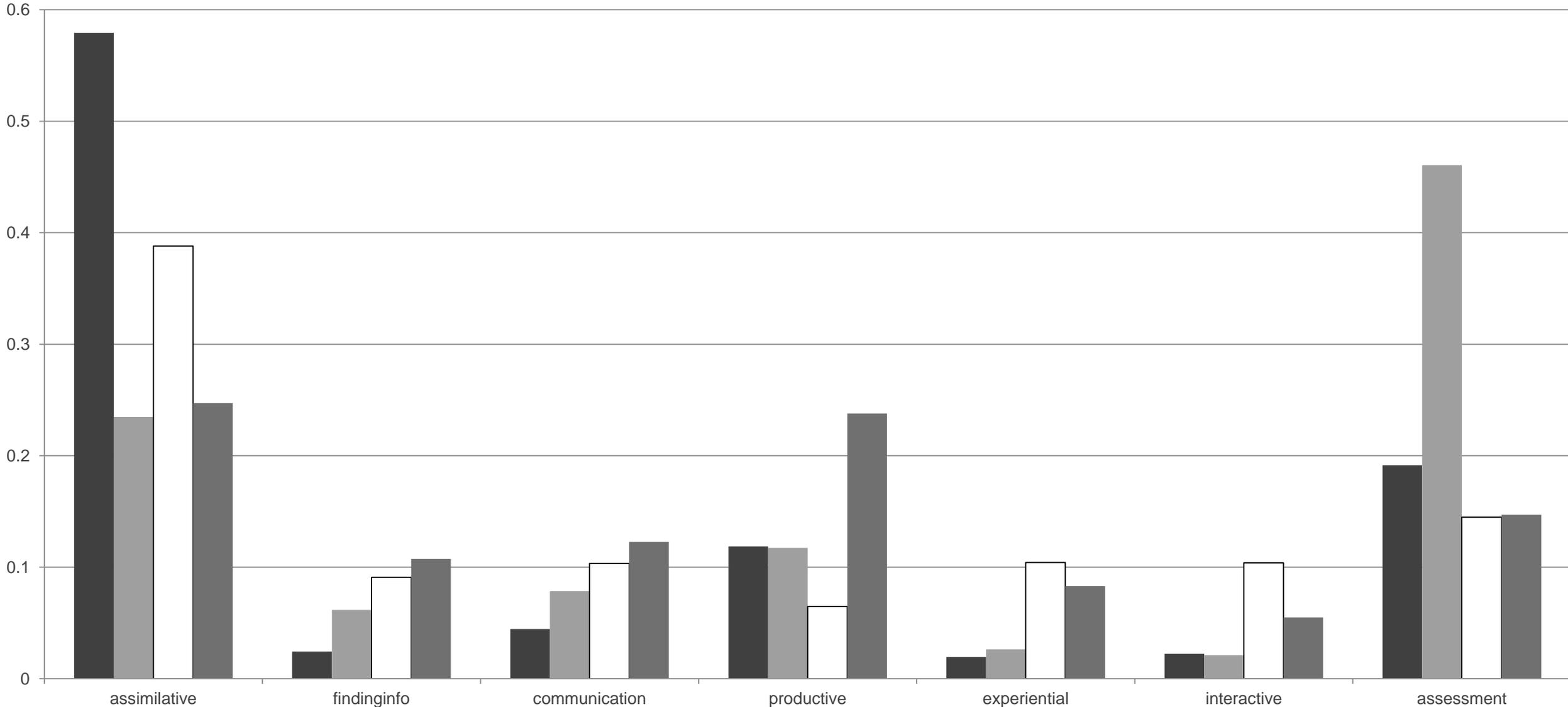
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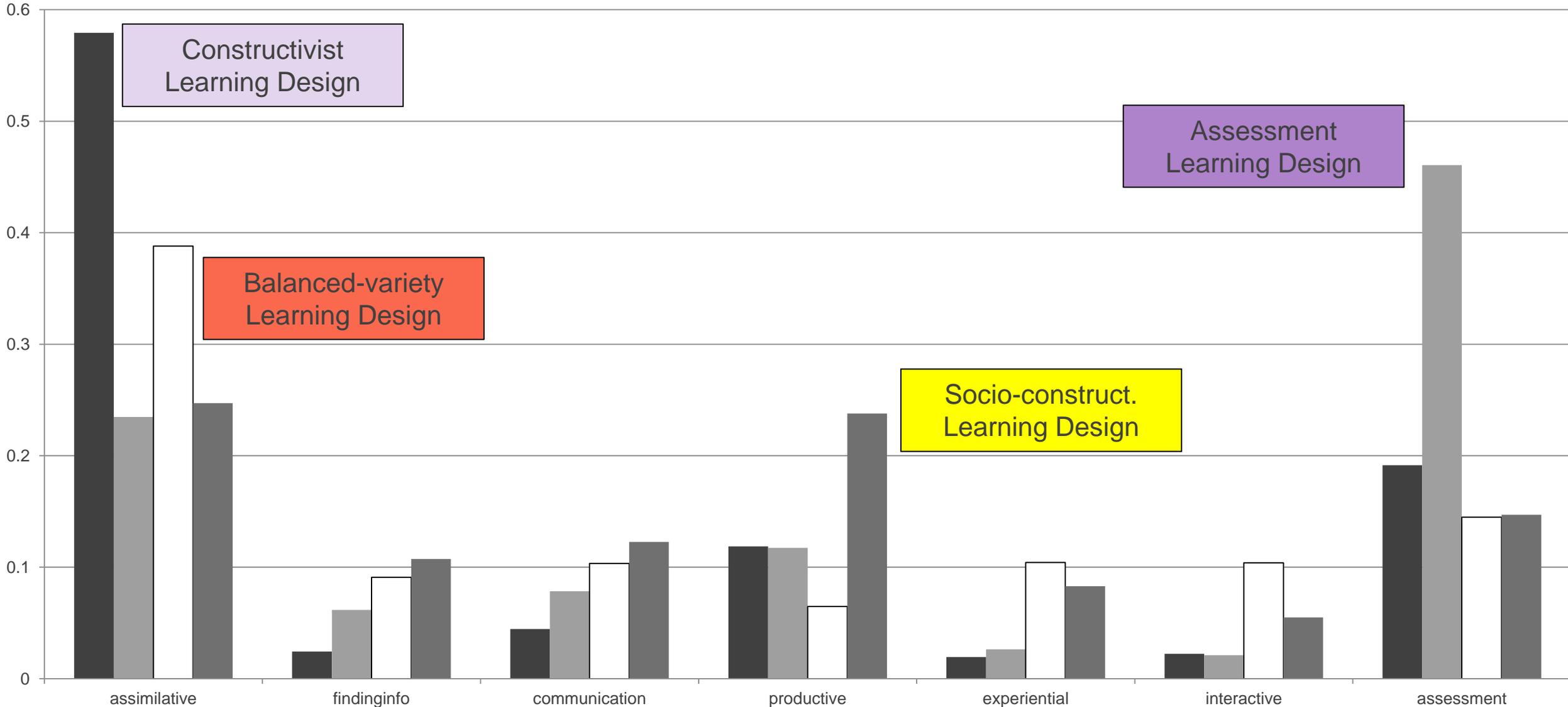




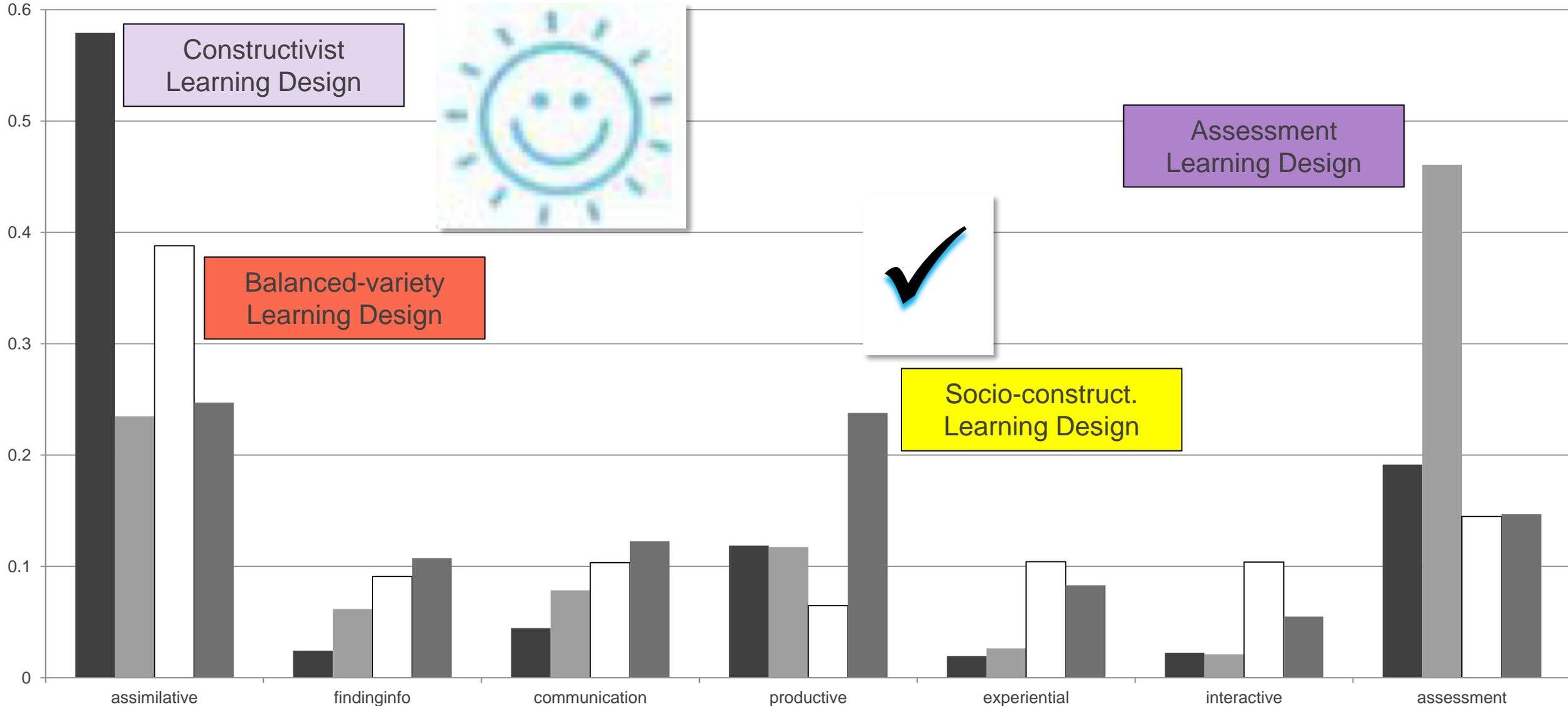
Findings: Patterns in Learning Design



Findings: Patterns in Learning Design



Findings: Patterns in Learning Design



Students on assimilative constructivist modules
are most satisfied

Students on assimilative constructivist modules are most satisfied

Students on communicative socio-constructivist modules are most engaged

Students on assimilative constructivist modules are most satisfied

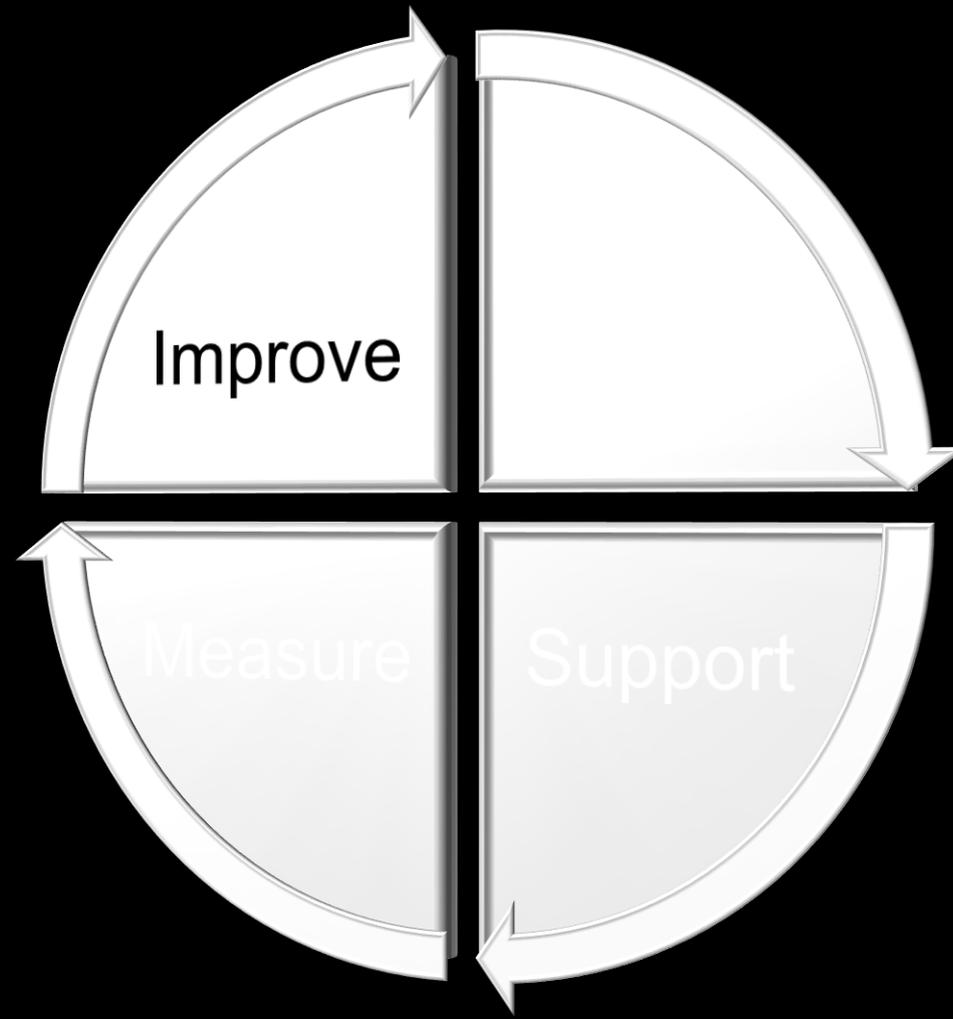
Students on communicative socio-constructivist modules are most engaged

Students on assimilative constructivist modules are least likely to be retained

“learning design strongly influences behaviour,
experience and performance”

Bart Rienties





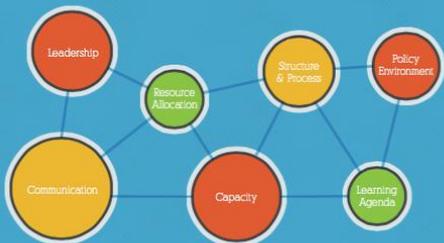
Improve

Measure

Support

Building a Culture of Innovation in Higher Education: Design & Practice for Leaders

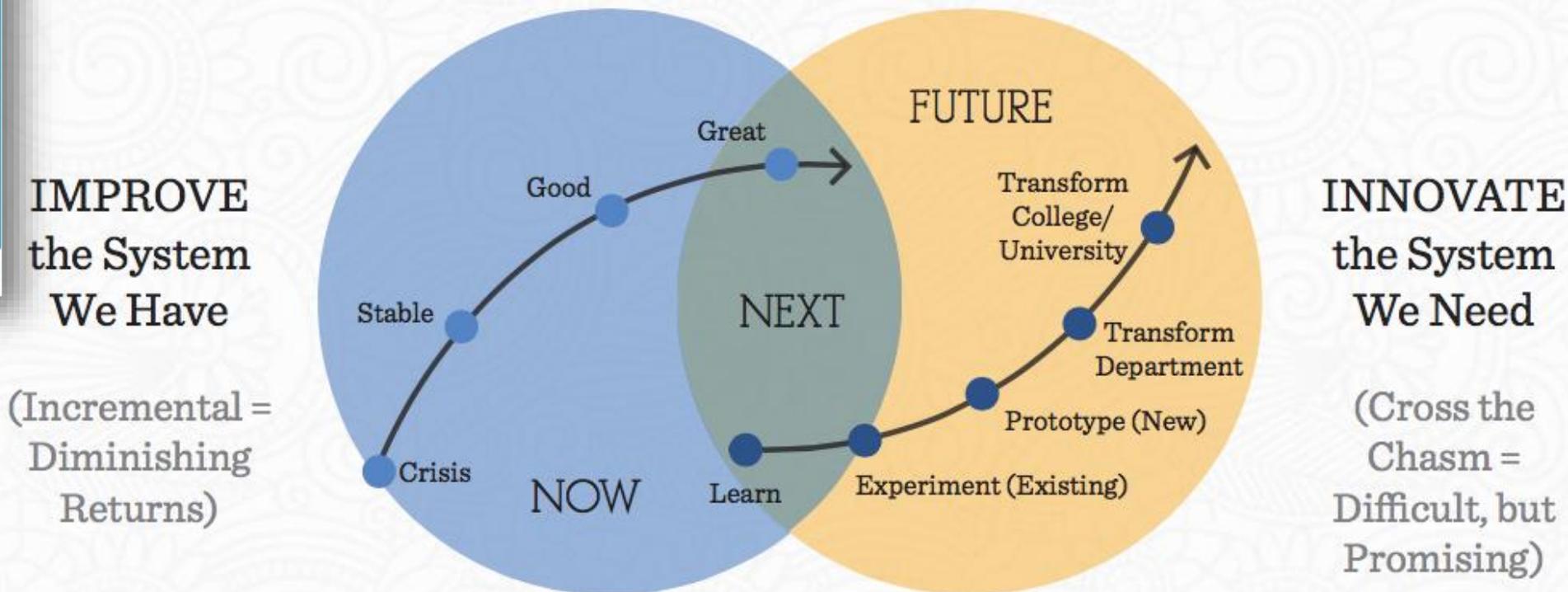
Emerging Lessons and a New Tool



April 2015

Created in partnership between **2revolutions** & **EDUCAUSE**

Figure III: Shifting from Improvement to Innovation



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Integrated
Collaborative
Engaging
Balanced
Economical
Reflective
Gradual



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50
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Innovating Pedagogy 2019

Exploring new forms
of teaching, learning
and assessment, to
guide educators and
policy makers

Rebecca Ferguson, Tim Coughlan,
Kjetil Egeland, Mark Gaved,
Christothea Herodotou, Garron
Hillaire, Derek Jones, Iestyn
Jowers, Agnes Kukulska-Hulme,
Patrick McAndrew, Kamila Misiejuk,
Ingunn Johanna Ness, Bart
Rienties, Eileen Scanlon, Mike
Sharples, Barbara Wasson, Martin
Weller, Denise Whitlock

Open University
Innovation Report 7



- ✓ Playful learning
- ✓ Learning with robots
- ✓ Decolonising learning
- ✓ Drone-based learning
- ✓ Learning through wonder
- ✓ Action learning
- ✓ Place-based learning
- ✓ Making thinking visible
- ✓ Roots of empathy

Is this essay
any good?



Feeding back to learners: OpenEssayist

The screenshot shows a web browser window with the URL <https://www9.open.ac.uk/openessayist/me/draft/175/show/all>. The page title is "Your Draft : Overview (with all elements)". The user is logged in as "safesea3". The interface includes navigation links for Home, Help, and Report, and a Notepad icon. Below the title, there are tabs for "Version 1", "Essay", "Analysis", and "Graphics". There are also buttons for "Useful?", "Hints", and "Help". The main content area is titled "Your essay" and has a "Show:" dropdown menu with options for "Text", "Key Words", "Key Sentences", "All", and "More Options...". The essay text is displayed with various annotations, including a title "The main accessibility challenges for disabled learners that you work with or support in your own context", an introduction and context section, and a definition of dyslexia. The text is annotated with numbered markers (1-10) and highlighted key terms and phrases.

T The main **accessibility challenges** for disabled learners that you work with or **support** in your own context

H Introduction and context

I **1** This **report** outlines the **accessibility challenges** for **students** with **dyslexia** studying at a Higher Education Institution (HEI) in **South** Africa. **4** This **university** is a former 'black' **university** meaning it served only black **students** under Apartheid. **2** The **report**'s author is a communications **skills** instructor who has experience in **supporting students** in **written** communication **skills** at tertiary institutions and writes from the perspective of a practitioner **supporting students** with **dyslexia** in a **university** **Disability Unit (DU)**.

I **5** In this **university**, **disability support** and awareness is growing, fuelled by the country's transformation agenda to **support** the inclusion of disabled **students**. There is growing recognition within **South African universities** and DUs of universal design as regards **online access** to course **materials**. **8** However, in this 'historically-disadvantaged' **university** context with continuing resource constraints, **support** for **disability** has been focused on serving visually and mobility impaired **students**. **7** Due to the increasing numbers of **students reporting learning disabilities** (**FOTIM**, 2011) there is a **need** to review and expand **disability** provision. **6** This **report** will review the particular **challenges** faced by **students** with **dyslexia**.

H Key **challenges** facing **students** with **dyslexia**

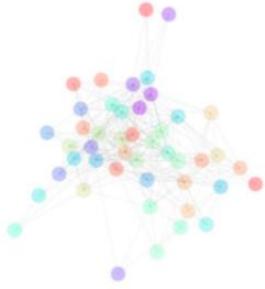
H Definition of **dyslexia**

D **3** **Dyslexia** is poorly understood and often not considered as a **disability** either by **teaching** faculty or **students** themselves (**Seale**, 2006). **15** Although often considered to be a problem with reading and **writing**, 'The notion that dyslexic learners only have difficulties with reading and spelling has been dispelled in the past 10 years ... [t]he cognitive deficits associated with **dyslexia** have a considerable impact upon the management of the **writing** process' (Price, 2006); **students** also encounter short term memory problems and organizational **challenges**. **10** Furthermore, **dyslexia** is not a uniform condition; **students** with **dyslexia** may have varying difficulties. While **students** may have managed in school, they may struggle due to the change in intensity at tertiary level where



Denise Whitelock

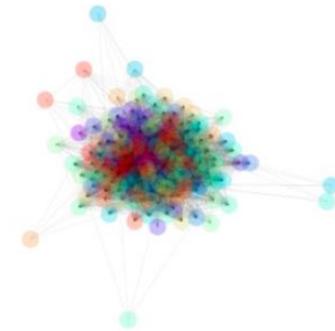
Visual feedback
on essays



Low mark



High mark



Prize winning

Innovation

Informal to formal learning





OERRH OER Evidence Report 2013-2014



Honest and reliable
Open Access
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OER World Map
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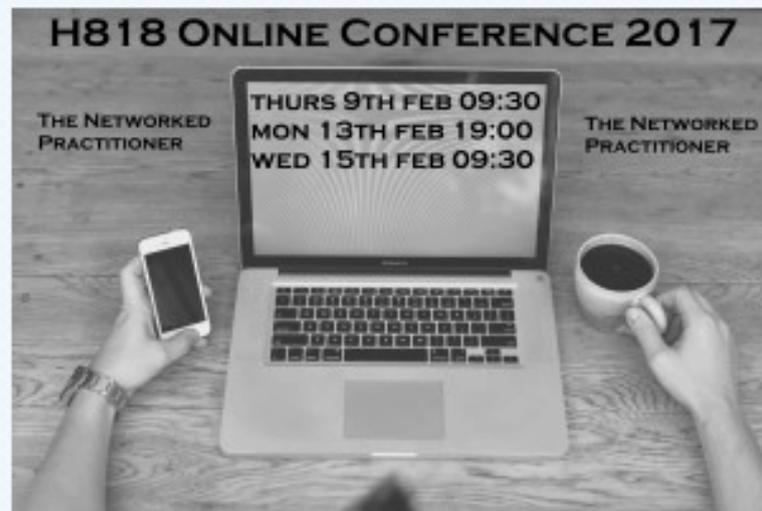
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28 November 2016

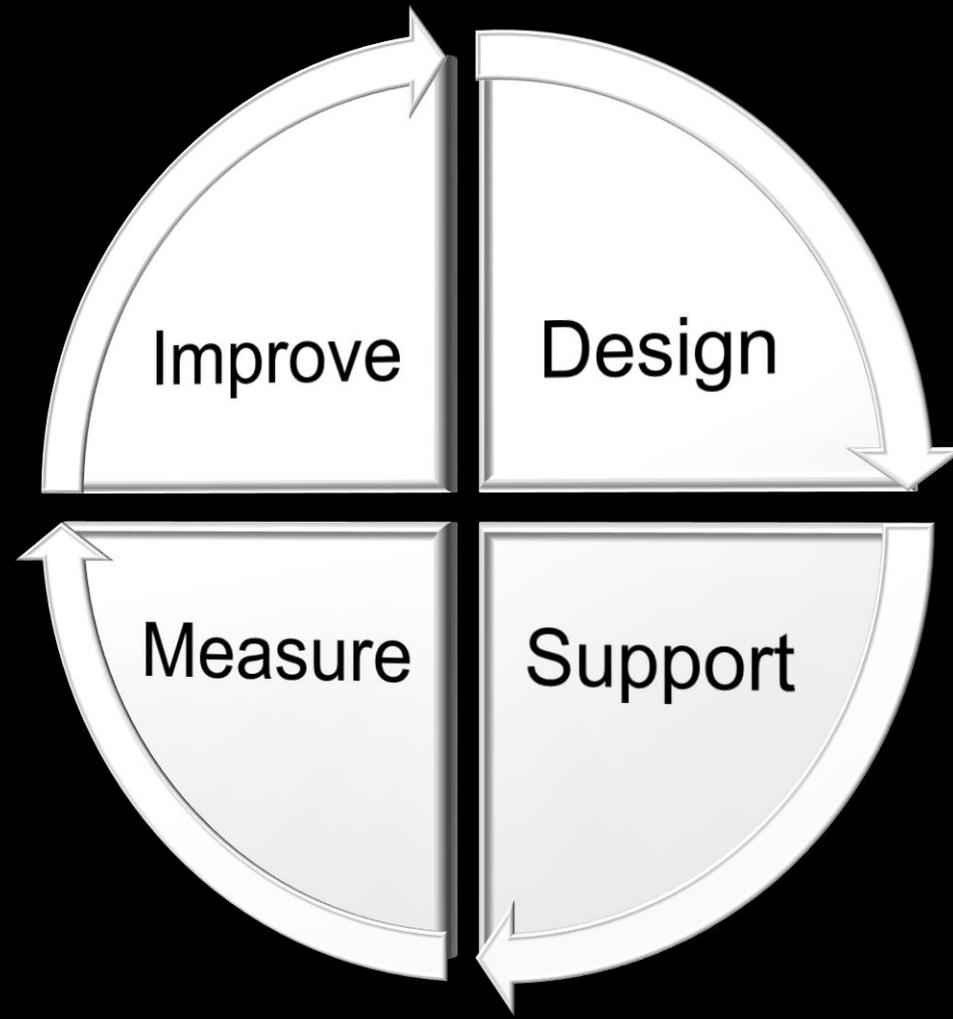
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Design

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Measure



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University

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Issues

How much design do we need to capture?

How can we make support suit the individual?

How do we bring together all we need to measure?

How do make improvements during activities?