



## Past Praxis Projects 2018-2019

Here are details of all our past projects. You will see that we're engaged in activities across a wide range of themes relating to teaching and learning in Higher Education and we'd love the opportunity to tell you more – or even to explore collaborations where your interests overlap with ours. We've included contact details for all the project leads or <mailto:wels-praxis@open.ac.uk>

Project Lead	Project Title	Project Summary
Helene Pulker <a href="mailto:helene.pulker@open.ac.uk">helene.pulker@open.ac.uk</a>	<a href="#">The evaluation of the Languages and Linguistics (LAL) 17J induction programme is twofold.</a>	This project presents the findings of the evaluation project of the Languages and Linguistics (LAL) online induction programme that was delivered to all 12 Level 1 (L1) LAL modules in 2017J. An induction programme was designed to provide support and guidance to 5,000 students registered on LAL L1 modules, during the three week prior to module start. The evaluation was conducted over two years after the 17J presentation. It was designed to assess students' engagement and perceptions of the induction programme. Quantitative data were collected via analytics and two online surveys in 2017-18, and qualitative data were collected via telephone interviews with 9 students in 2018-2019.
Jerome Devaux <a href="mailto:jerome.devaux@open.ac.uk">jerome.devaux@open.ac.uk</a>	<a href="#">Facilitating Modern Foreign Language</a>	Induction weeks play a key role in supporting students of foreign languages and their transition from beginners to intermediate levels. This project

	<a href="#">Students' Transition from Beginners to Lower Intermediate Levels.</a>	assesses students' perceptions and evaluations of bridging materials in French, which were made available to them during induction weeks. Further to investigating the benefits to students (and staff), this report puts forwards several recommendations to consider when creating such materials.
John Parry <a href="mailto:john.parry@open.ac.uk">john.parry@open.ac.uk</a>	<a href="#">The impact of embedded academic literacy activities in 'Listening to young children: critical reflections' (E229) module, on students' assessed academic writing.</a>	The project ran from October 2018 until July 2019 during the 18J first presentation of 'Listening to young children: critical reflections' (E229), a level 2 module on the Early Childhood Degree. The study followed a mixed method research approach including a survey of students (quantitative), semi-structured interviews with students and Associate Lecturers (ALs) (qualitative), and Tutor Marked Assignment, (TMA) script analysis (qualitative). The findings from this research suggests that embedding academic literacy skills activities on E229 generally had a positive impact on students' writing, generally increasing awareness of what critical writing involves and how to bring such criticality into their work
Lina Adinolfi <a href="mailto:lina.adinolfi@open.ac.uk">lina.adinolfi@open.ac.uk</a>	<a href="#">Benefits and limitations of translanguaging as a language learning strategy on the Open University's (OU's) modern language Massive Open Online Courses (MOOCs) and implications for the Open University's (OU's) distance</a>	The aim of this scholarship project was to gain insights into the use of translanguaging as a communicative strategy within online adult modern language learning spaces. We focused on the ways in which adult learners engage in translanguaging within the relatively new and distinct context of the OU's German and Italian <i>FutureLearn</i> MOOCs. Our observations suggest that the online asynchronous affordances of MOOCs offer a valuable environment for both enabling and making visible such potentially beneficial multilingual individual and group language learning practices, with implications for enabling and supporting translanguaging practices more systematically across the OU's suite of modern language programmes.

	<a href="#">language learning modules.</a>	
Mary Larkin mary.larkin@open.ac.uk	<a href="#">How specific personal challenges affect student study persistence and retention.</a>	The project had two aims: 1.To explore how students who are carers experience and manage Open University (OU) study 2.To provide a sound foundation for further University-wide research in this area
Prithvi Shrestha prithvi.shrestha@open.ac.uk	<a href="#">Exploration of oral assessment in distance English for business communication modules.</a>	This project investigated perceptions of business management students and their tutors about oral business communication skills assessment in a Level 1 core-option module called Communication skills for business management (LB170), offered to OU Business School (OUBS) students. Additionally, the study was intended to examine the link between module materials and students' performance in their oral assessment. This in turn provides research-based evidence for student progression in this module, contributing to our knowledge-base in student progression in The faculty of Wellbeing, Education and Language Studies (WELS) , The Faculty of Business and Law (FBL) and the Open University (OU). The findings from this study suggest that oral business communication skills are crucial for both study and workplace. In this respect, the module appropriately identifies and teaches various fundamental business communication skills (e.g., oral negotiation, presentations) for distance business management students. The current design of assessment is perceived to be effective in assessing these oral communication skills by both students and tutors. However, both students and tutors suggest that more opportunities for oral assessment and practice would further enhance these skills. There is also a concern about the

		lack of face-to-face opportunity for oral presentations despite one half-day school. Although these concerns cannot be addressed for pedagogical reasons (e.g., module workload), a future redesign of the module may address them.
Phillipa Waterhouse	<a href="#">Wellbeing of Level 3 Health Wellbeing and Social Care (HSWC) students: the importance of work, family and motivational factors.</a>	Distance education students typically combine multiple roles, such as managing family and work responsibilities alongside their studies. Research on student attrition in distance education has highlighted the importance of life circumstance, but relatively less research has considered how distance education students' life commitments may influence their mental health. This project conducted a self-report open-ended online survey, completed by 348 tertiary level third/final year undergraduate distance students, to explore mental distress in relation to students' work and family roles and to understand how the Open University could further best support students.
Christine Pleines	<a href="#">Peer correction in a Massive Open Online Language Learning course.</a>	In this project we explored how learners worked with a German-language Massive Open Online Course (MOOC) and specifically focused on the area of peer corrective feedback which had received little attention in the Language MOOC literature so far. We identified a discrepancy between what appear to be highly interactive intercultural discussions on course forums and the low value many participants place on the discussions as a learning tool. We further identified a discrepancy between learners' stated aim to learn from others and their willingness to share their own expertise.
Sharif Haider	<a href="#">A case study on the use computer simulation to foster interprofessional learning and</a>	Simulation in higher education, as an applied pedagogy for Health, Wellbeing and Social Care (HWSC), has the potential to offer students a chance to learn from simulated real-world situations. Initial research shows that simulation enhances academic achievements, experiences, and student satisfaction.

	<a href="#">development among online and distance education students.</a>	This project sought to identify what the different types of simulation are for, and to identify how simulation might be used to enhance the HWSC curriculum.
Chris Kubiak chris.kubiak@open.ac.uk	<a href="#">Exploring student perceptions and awareness of peer mentorship.</a>	This paper reports on a small research project aiming to better understand what students in Health, Wellbeing and Social Care programmes want from a peer mentoring programme.
Kate Breeze kate.breeze@open.ac.uk	<a href="#">From face to face to online: designing online learning activities for module rewrite.</a>	<p>From paper-based to online teaching and learning: reflections on pedagogical learning so far 'Childhood' Module (E212)</p> <p>This was a collaborative research project with 4 Associate Lecturers (ALs) and a module chair. Using action research sets, we reflected on strategies and tools ALs are developing as they move to entirely online tuition. It was an opportunity to try out and reflect on practice in supported and fun way whilst providing useful insights for the rewrite of the module. We focussed on the empowerment of both students and ALs through the use of forums, synchronous tutorials, the use of PowerPoint as an interactive tool.</p>