



Past Praxis Projects 20-21

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 wels-praxis@open.ac.uk

Project Lead	Project Title	Project Summary
Sharon Mallon sharon.mallon@open.ac.uk	A mixed methods study exploring HWSC student experience of online tuition.	This study explored how students experience online tuition events at The Open University and what can be done to improve the student and AL experience of online learning. We undertook a qualitative study comprising of semi-structured interviews with the aim of developing ways to improve uptake, delivery and evaluation of online tutorials in a synchronous setting. Core findings suggested that students overwhelmingly valued the online tutorials as a core part of their learning experiences.
Lucy Rai lucy.rai@open.ac.uk	Confidence and Understanding activities on the 'Introducing Social Care' Module' (K102).	This project evaluated the effectiveness of the Confidence Rating and Understanding Check tools in association with the Reflection and Extension activities on the 'Introducing Social Care' Module' (K102). Findings suggested that students made use of both elements of the tool and that it was very

		valuable as both a reflection / internal validation tool and as external feedback to build confidence.
Lucy Rai lucy.rai@open.ac.uk	An evaluation of the use of Open Studio adapted for a first level foundation module to encourage multi-modal learning and peer interaction.	An evaluation of the use of Open Studio adapted for a first level foundation module to encourage multi-modal learning and peer interaction. OpenStudio is a digital pinboard tool developed by the Open University which provides a multi-modal, collaborative online learning space. The aim of this project was to evaluate the effectiveness of using OpenStudio in the context of a large foundation level module.
Chris Kubiak chris.kubiak@open.ac.uk	Developing 'good' support for student carers: across university study.	The second study in a two-phase qualitative project of interviews with 40 caring experienced students from across the university. The project aimed to understand how caring-experienced students manage their studies and what institutional supports could best support their retention.
Erica Borgstrom eric.borgstrom@open.ac.uk	Feedback on Exam Marked Assignments (EMA) Fails for Resubmission.	Students who fail their module but are eligible to resubmit their final assessment do not always resubmit, or if they do, many do not achieve a passing mark. To support student success, Health and Social Care modules have offered bespoke feedback. This PRAXIS-funded project has sought to examine what kind of feedback students find most motivating, useful, and informative, and the impact feedback letters had on completion and pass rates.
Karina Von-Lindeiner-Strasky karina.con-lindeiner-strasky@open.ac.uk	An investigation into Web-Based Machine Translation (WBMT) in the use of digital language learning.	The project aimed to change the School of Languages and Applied Linguistics (LAL)'s curriculum, assessment, and teaching strategy in order to better meet our aim to facilitate our LAL students with the technological, linguistic and critical skills needed to meet the requirements of 21st century intercultural communication.

	teaching, and assessment.	
Inma Alvarez inma.alvarez@open.ac.uk	Early career mobility and health and well-being of female doctoral holders (Add report)	This study reviews 40 years (1980-2020) of research on the early career of female doctorate holders globally. The focus is on the types and subjects of doctorates women studied, their career trajectories (including career progression as well as international, disciplinary, and sectorial mobility) and the impact of that mobility on their physical and mental health and wellbeing.
Zsuzsanna Barkanyi zsuzsanna.barkanyi@open.ac.uk	Teaching Spanish Pronunciation	Pronunciation is active not only when speaking aloud, but when reading, listening, writing, or even remembering events or numbers. It also has a strong impact on language learners' self-esteem. In the field of Spanish language teaching, however, the persistence of certain myths related to the teaching of pronunciation has contributed to this feature not receiving much attention. The aims of the project were to identify Spanish tutors' professional development needs in the area of pronunciation teaching, through the evaluation of an open educational resource, a five-week course on teaching Spanish pronunciation and as a result, adjust our syllabus to systematically incorporate pronunciation teaching into our modules so that our student's learning experience is improved and enhanced.
Carina Bossu carina.bossu@open.ac.uk	Understanding the impact of the Accrediting & promoting professional learning and academic development -	This project explores the evaluation of Applaud - the OU Advance HE accredited fellowship scheme. Findings of this project revealed that the scheme had a positive impact on learning and teaching across the institution based on most participants' experiences. However, some participants faced some challenges and limited support to complete their application. Findings were used to improve participants experiences in the scheme.

	‘Applaud’ on learning and teaching across the Open University.	
Christine Pleines christine.pleines@open.ac.uk	Using tutorial recordings for Chinese beginner learners in the Open Centre of Languages and Culture hub (OCLC).	This project explored potential learning benefits of watching tutorial recordings for beginner learners of Chinese and is making recommendations regarding the use of tutorial recordings as a scalable resource in online contexts where live tutorials are not provided. The project was based on a sociocognitive perspective and explored data derived from user statistics, a brief online survey and stimulated recall interviews. Findings show that viewers focused on different elements of the recordings and participated vicariously in the interactions they witnessed. They reported benefits for language learning and motivation which may be linked to linguistic competence.
Jim Lusted jim.lusted@open.ac.uk	Co-researching the learning experience of black sport and fitness students: a staff-student investigation.	The project took a staff-student collaborative approach to investigate the learning experiences of Black students on Sport & Fitness modules. Student researchers were recruited to lead two online focus groups with Black student participants to discuss their experiences related to their relationships with tutors, with fellow students and their connection to module materials.
Mirjam Hauck mirjam.hauck@open.ac.uk	Innovation and quality assurance in short course production: An evaluation and strategic programme for the Open Centre for	This project evaluated an innovative operational model for course production pioneered by the Open Centre for Languages and Cultures (OCLC). The model deployed a new business approach to product and income diversification that is expected to be useful to other parts of the university. The review engaged each of the stakeholder roles from design, production and delivery of courses to the pilot students to access and identify ways of

	Languages and Cultures (OCLC)	further enhancing course quality, accessibility and inclusion and synthesis aspects of good practice for future roll out.
Korina Giaxoglou korina.giaxoglou@open.ac.uk	Bridging the awarding gap for under-represented student groups: evidence-based action by design recommendations from the School of Languages and Applied Linguistics (LAL) Level 1 modules	The aim of this project was to develop a better understanding of the disparities in School of Languages and Applied Linguistics (LAL) students' performance, especially in the case of students from under-represented groups and identify barriers and steps forward.
Wendy Turner wendy.turner@open.ac.uk	Simulation: informing and enhancing curriculum in the School of Health, Wellbeing and Social Care (HWSC).	Simulation in higher education, as an applied pedagogy for the School of 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. 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.
John Butcher john.butcher@open.ac.uk	'How do we talk about race, and mental health?'	To gather qualitative evidence to better understand Black students' experiences on the access module 'People, work and Society' (Y032), and how policies, practices, language, and culture in relation to mental health declarations might disadvantage students, as well as identifying together solutions to minimise or mitigate these barriers. An intended by-product of utilising this nuanced methodological approach was to develop a sense of

		belonging and academic engagement for the Faculty of Wellbeing, Education and Languages (WELS) Black students early on in their student journey on Y032.
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