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CASE STUDY

Production and Presentation

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Pro-Vice-Chancellor Learning Innovation

.....
Life-changing Learning
.....

15 September, 2015

The Open University: our mission



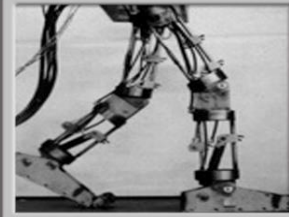
People



Places



Methods



Ideas



Our students



- Open entry
- 3% have no formal qualifications
- 39% have 1 A-level or lower
- Average age 29 (getting lower annually)
- Often lacking confidence
- Often lacking appropriate study skills
- 10% have declared a disability
- 12% of our students are from ethnic minorities
- Over 73% of our students work full or part-time during their studies

Facts and figures

Operating at scale

Over
1 million
VLE transactions
per day

175,000
forum views
per day

85%
surveyed in the 2014
National Student
Survey agree library
resources and services
are good enough
for their needs.

52,000
unique visitors to
the OU Library
website per
month

Over
200 million
views of our BBC
programmes in the
UK each year

160
modules
produced per
year

13%
of those visiting
OpenLearn visit
our student
enquiries site

Resource richness:
500 databases
Over 100,000
electronic journals and
hundreds of thousands
of e-books

80%
of students on
modules with
integrated
e-resources

Over
8 million
visitors to our online
channels like OpenLearn,
YouTube, iTunesU and
FutureLearn

Technology-enhanced learning



Learning and Teaching Solutions



This short presentation includes details on:

- How we work with academic colleagues to design learning, develop media and manage the Virtual Learning Environment
- LTS is the University's design, development, production and delivery centre
- 500+ modules
- 340 staff
- Annual budget £19 million
- Key focus on Technology Enhanced Learning (TEL) and Learning Design

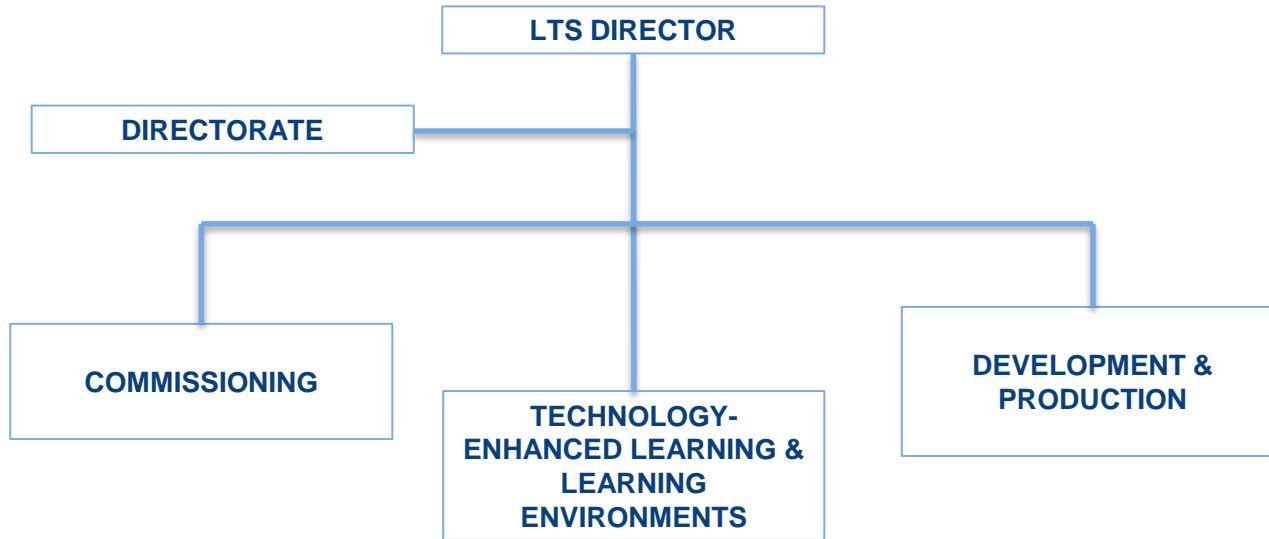


Undergraduate modules
and qualifications

MOOCs
OpenLearn

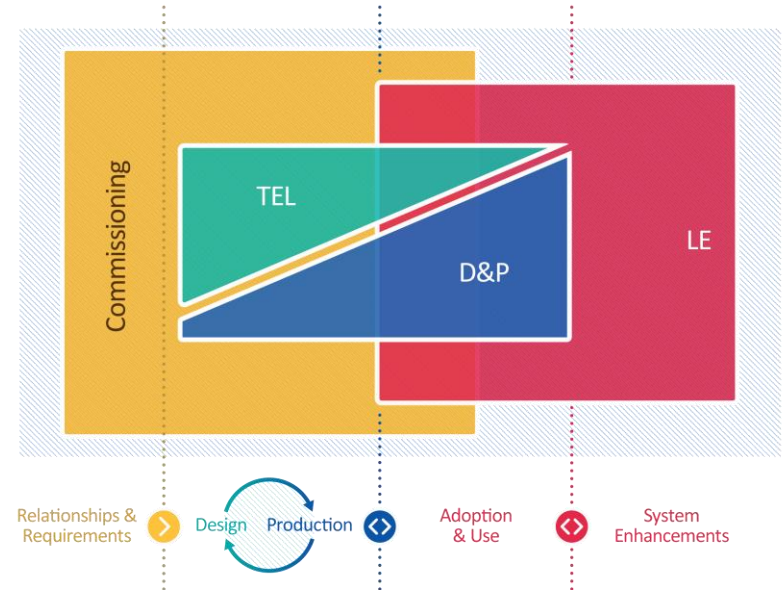
Postgraduate modules and
qualifications

Learning and Teaching Solutions



Working collaboratively

- The LTS Commissioning team works closely with University partners from the early stages of new initiatives
- Other LTS teams work closely throughout the development cycle:
 - TEL – Technology Enhanced Learning
 - D&P – Development & Production
 - LE – Learning Environments (VLE)



Designing learning experiences

Key team members involved in project development:



Module team

Associate Dean
Module chair
Academic team

Curriculum Manager
Curriculum Office
Curriculum Secretary



LTS team

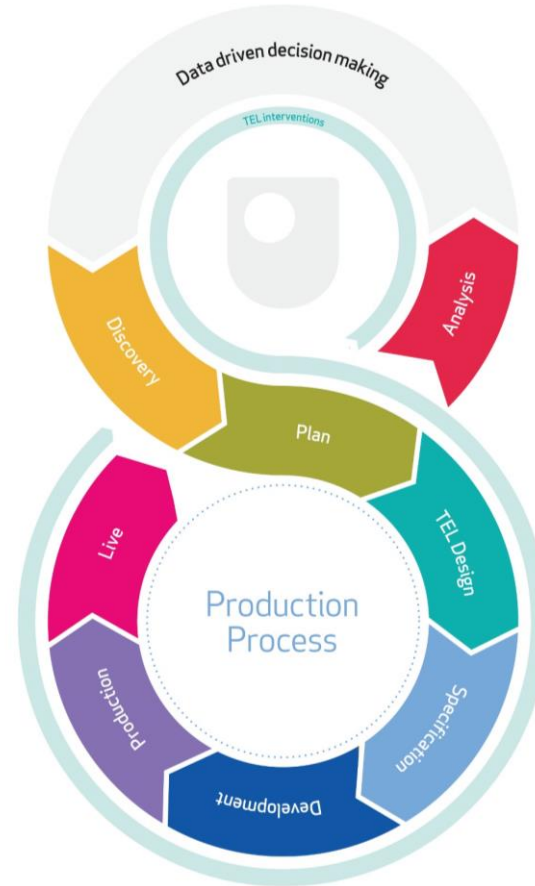
Commissioning
Project Management
Intellectual Property
TEL Design
Learning Environments
Innovation

Editorial
Media Operations
Graphics
Interactive Media
Technical Testing
Video & Audio
Distribution & Helpdesk
Portfolio Planning Control

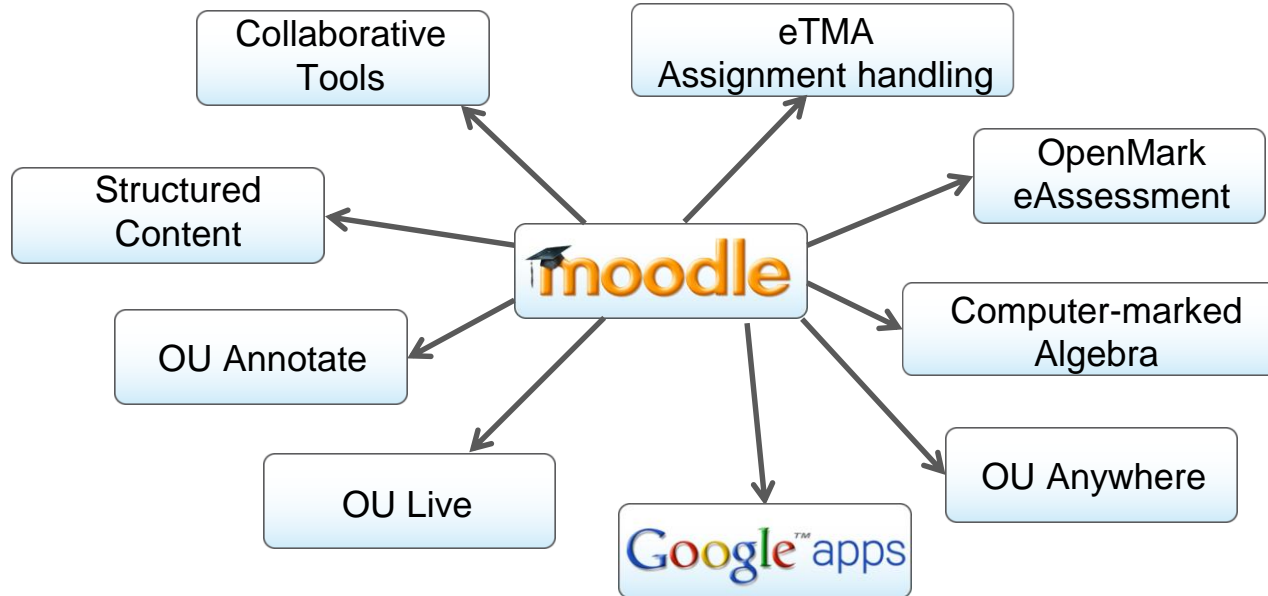
Processes

Process for design

- Designed to embed Technology-Enhanced Learning (TEL) at the heart of what we do



OU Learning systems

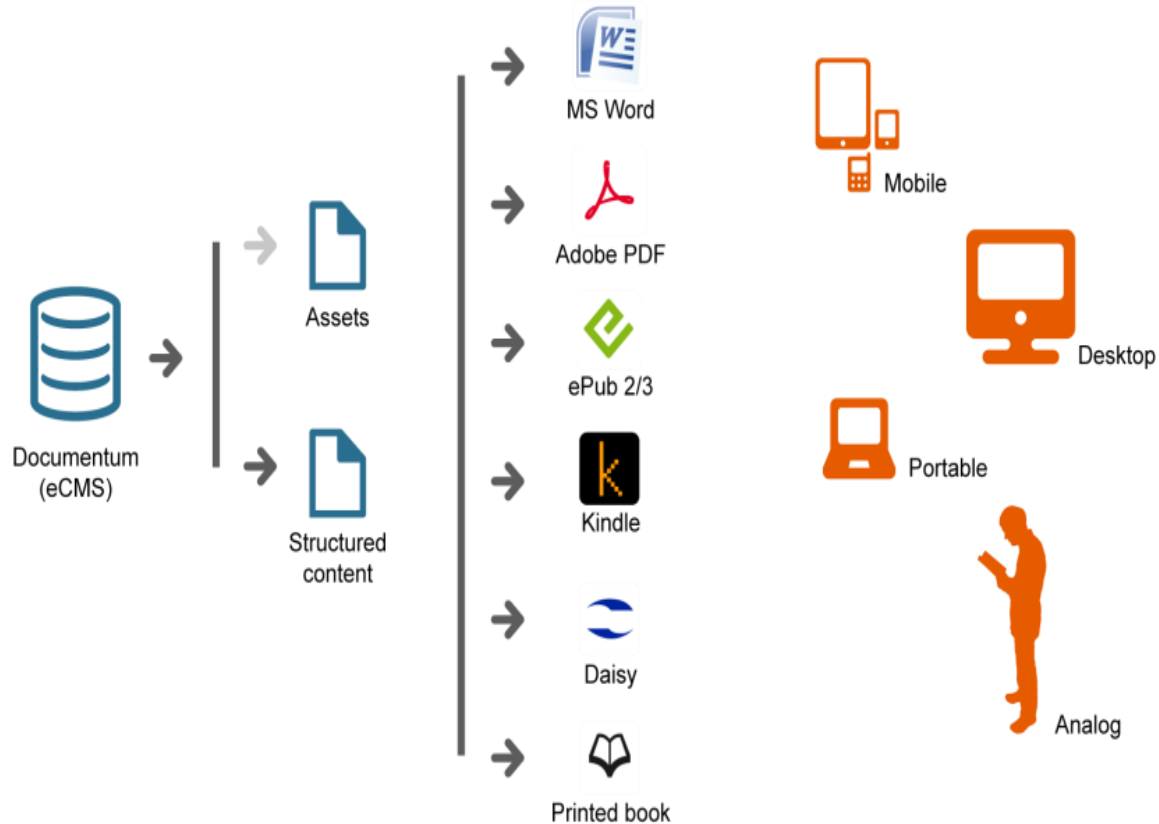


Learning systems

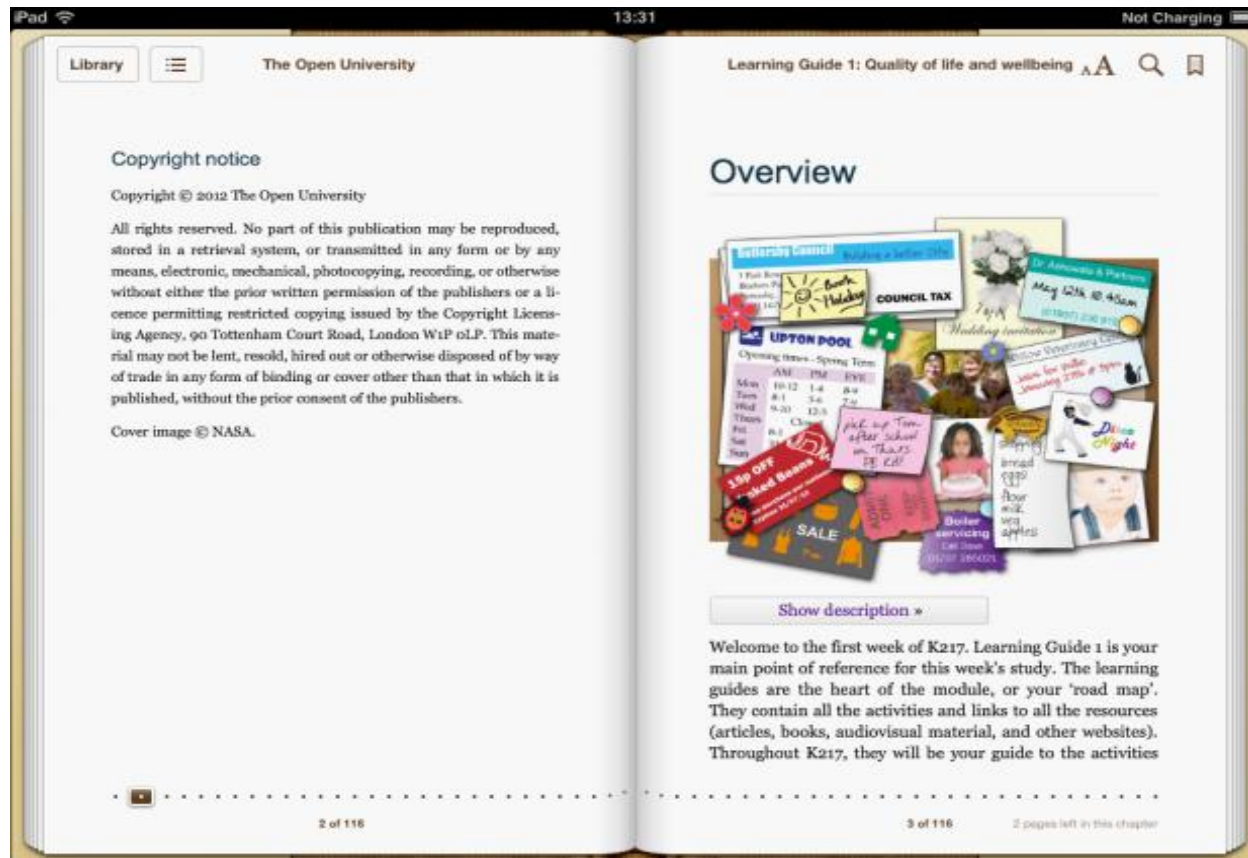
- 150-200k active users of the VLE, with around 500 live module websites.
- Over 1 million transactions per day.
Peaked to 2.5 million on 6th October 2014
- Unique users per day averaging 50,000.
Peaked at 57,000 on 6th October 2014
- Forum views per day averaging 125,000.
Peaked at 370,000 on 6h October 2014.



Production and outputs



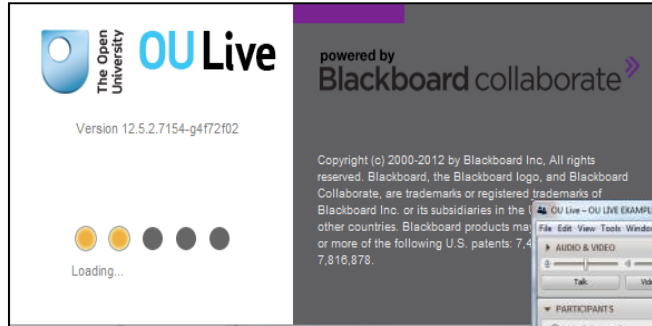
Course content: eBook on iPad



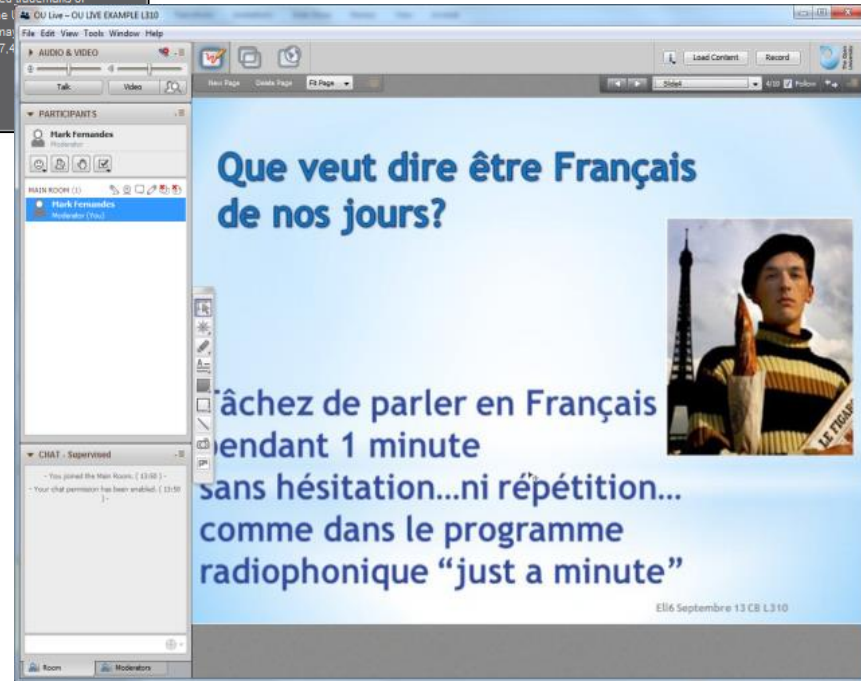
Collaboration tools



The Open
University



- real time collaboration, using text chat, audio and video
- whiteboard that can be used for presentations or group work
- other features such as sharing software applications and internet tours
- used in many ways, including tutorials, group work, lectures and seminars





Question 5

Incorrect

Mark 0.00 out of 1.00

Flag question

Edit question

Consider the real function

[Run the question tests...](#)

$$f(x) := \begin{cases} 1 & \text{for } x \leq -1, \\ p(x) & \text{for } -1 < x < 2, \\ \sin(\pi x) & \text{for } 2 \leq x. \end{cases}$$



Find the cubic polynomial $p(x)$ which makes $f(x)$ continuously differentiable.

$p(x) = -x^3 + x^2 - 2$

Your last answer was interpreted as follows:

$$-x^3 + x^2 - 2$$

Check

OU Anywhere

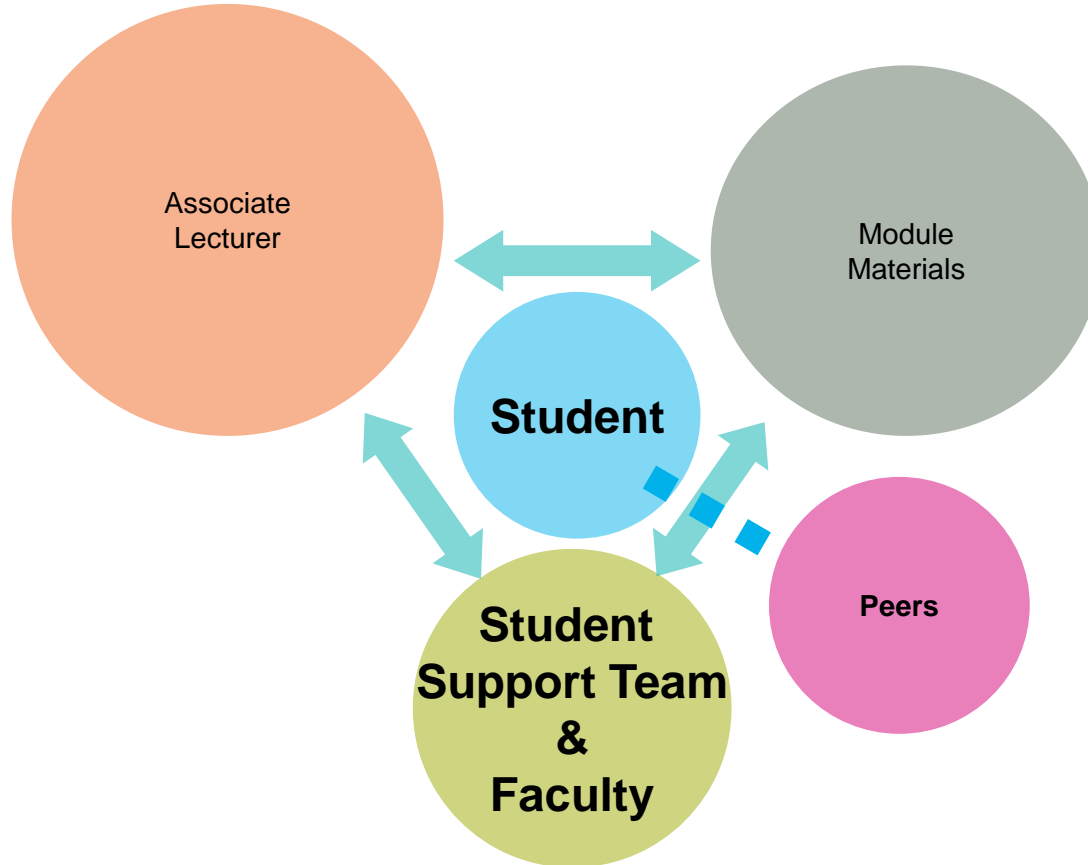


Supporting students

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Associate Lecturers

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Life-changing Learning
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Teaching and learner support



Student services



Assessment, Credit and Awards

Examinations and Assessment
Awards and Ceremonies
Faculty Liaison
Credit Transfer

Student Recruitment and Financial Support

Prospectuses
Student Registration and Enquiry
Fees and Financial Support

Student Support Team

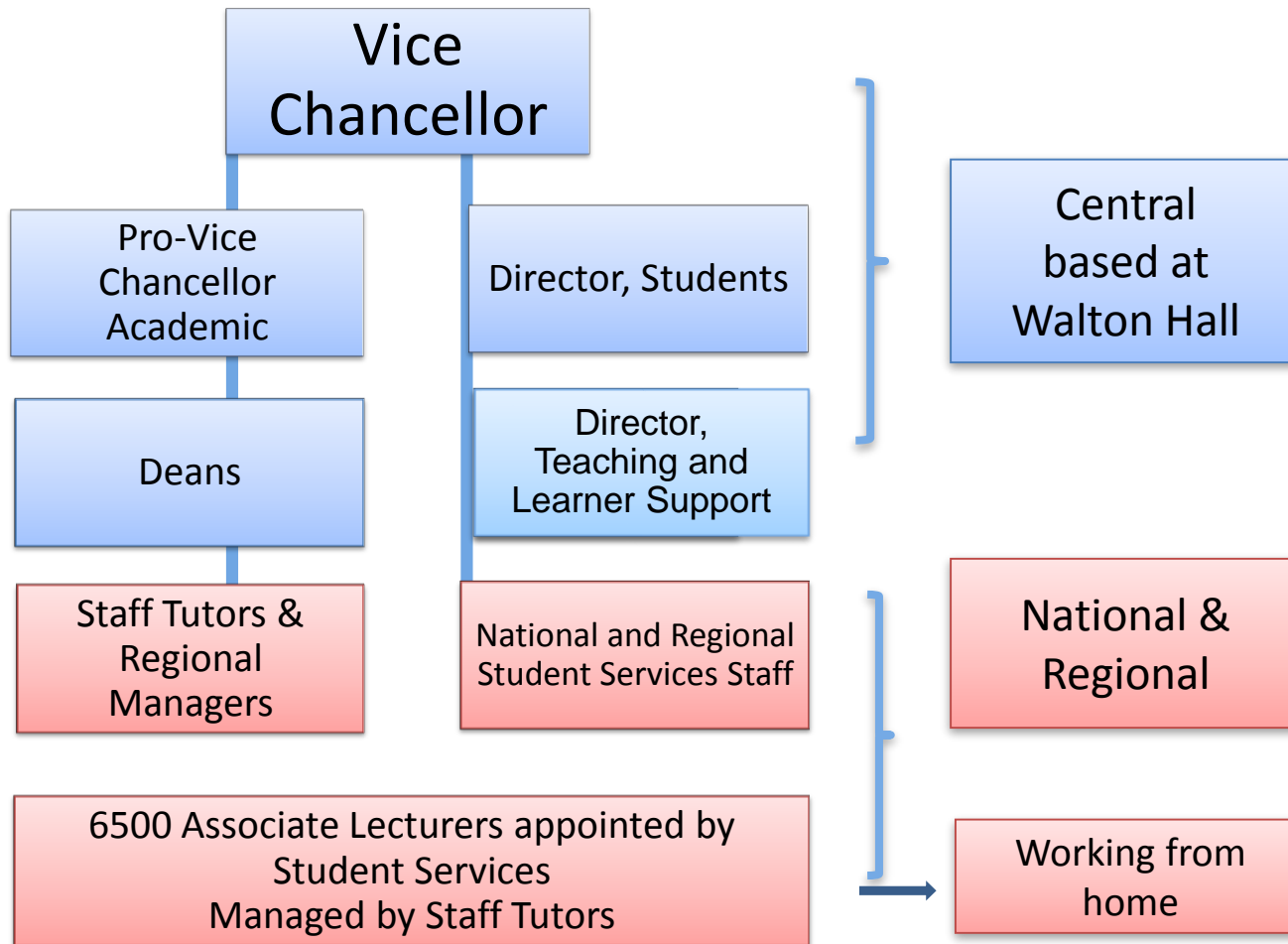
Support for qualification
Support for module via AL
Learner Support Team
Proactive messaging for vulnerable

Teaching and Learner Support

Associate Lecturer Development
Associate Lecturer Services
Learner Development
Careers Advisory Service and IAG
Disabled Student Services and WP
Offender Learners
Learning Design and Technology
Residential Schools

In a typical year Student Services deals with approximately:

- 75,000 new and 125,000 continuing students
- 1.25 million telephone calls
- 580,000 emails
- 250,000 registrations
- 500 courses and 200 qualifications
- 800,000 student assignments
- 125,000 examinations
- 87,000 end-of-course assessments
- 33,000 qualifications awarded



Student support is delivered from 14 locations



English Regional Centres

- 01: London
- 02: South (Oxford)
- 03: South West (Bristol)
- 04: West Midlands (Birmingham)
- 05: East Midlands (Nottingham)
- 06: East of England (Cambridge)
- 07: Yorkshire (Leeds)
- 08: North West (Manchester)
- 09: North (Gateshead/Newcastle)
- 13: South East (East Grinstead)

National Centres

- 10: Wales (Cardiff)
- 11: Scotland (Edinburgh)
- 12: Ireland (Belfast)

Headquarters

Milton Keynes

Associate Lecturers and learner support



AL selection



- Open selection and interviewing process
- Multi-layered induction process
- Line management and support
- Assignment monitoring
- Feedback, Reflection, Review, CDSA (performance management tool)

Associate Lecturer Contract

- Each module in a certain presentation pattern is treated as a separate contract
- A generic job description and person specification for the associate lecturer role and then specific job description and person specification appropriate to the module
- Average Associate lecturer now tutors two modules with us

Additional work (for additional payment)

Associate lecturers also act as:

- exam script markers,
- monitor the marking and grading of their colleagues
- mentors to new associate lecturers
- Externally facing activities such as working with employer sponsors of students or marketing activities
- Consultancy work on module production or maintenance



Photo: TNP

The life of an Associate Lecturer



- Work for the OU mainly from home
- Mark and feed back on assignments, deliver face-to-face tutorials and facilitate online activities
- Support students reactively and proactively on individual modules
- 39% work full-time for another employer
- 44% work part-time for another employer
- 16% work full-time in another University

AL induction & support



- AL Essentials (online guide)
- Module materials
- Regional Meeting
- Online training requirement
- Line manager – regional academic
- Mentor – AL on same module
- Wider team of staff – learner support, IAG, faculty module, library, computing helpdesk
- Other ALs – peer support through forums
- Centralised development of teaching, learning, assessment and student support resources
- Performance management (CDSA)



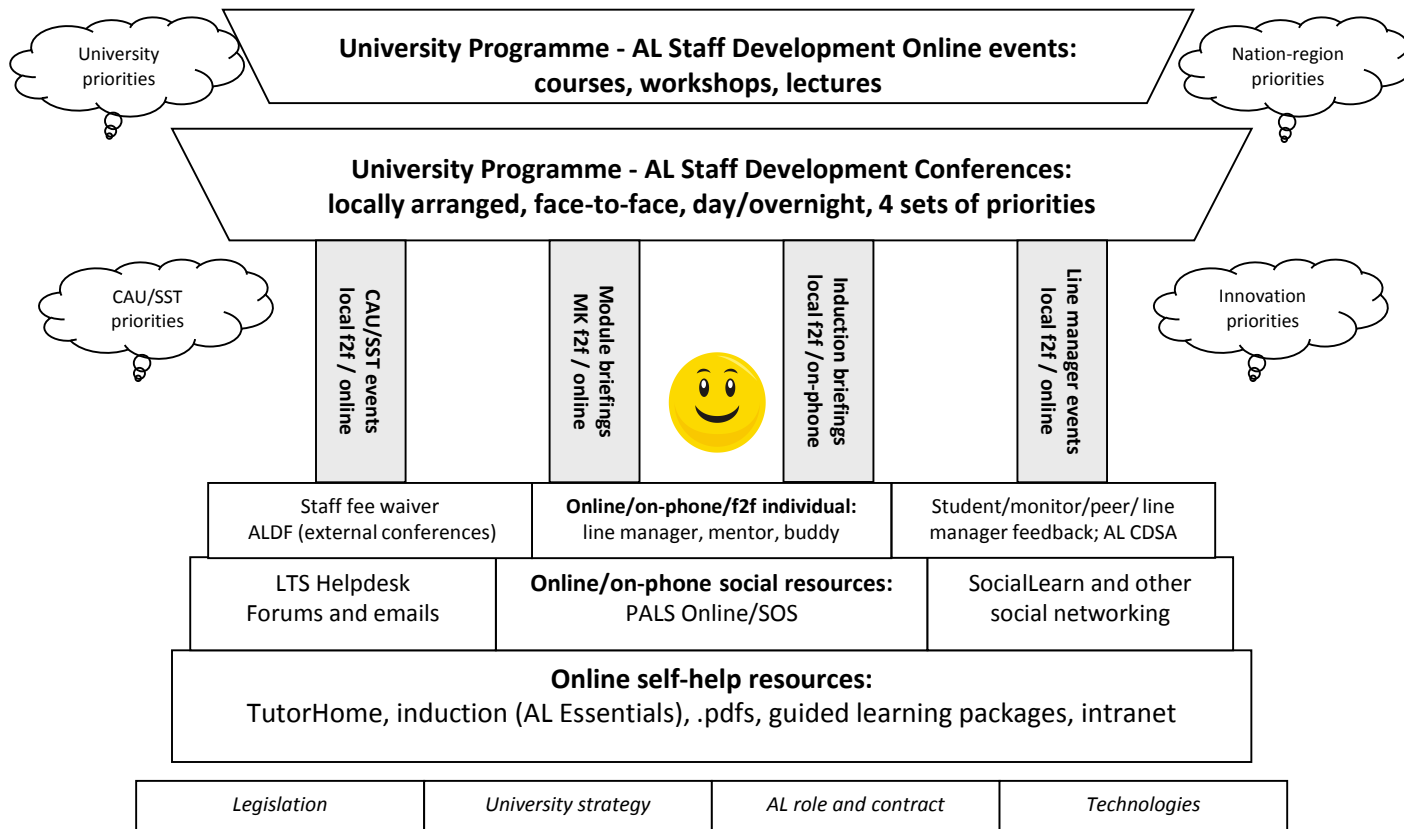
What do ALs do?

1. getting started on the module
2. reactive and proactive support
3. facilitating learning, developing skills
4. monitoring and identifying needs
5. continuous assessment
6. interacting with the University

Quality assurance

- Induction, probation, staff development Monitoring individual assignment feedback and grading
- ALs teaching qualification or accreditation etc.
- Statistical analysis of assignment turnaround time and spread of grades
- Visiting face-to-face tutorials and online forums
- Student feedback on their AL and module
- Review with line managers and CDSA
- Professional development
- HEA accreditation OpenPad

AL professional development





Thank you
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