



SWINBURNE
UNIVERSITY OF
TECHNOLOGY

Outreach through Open Online Education...

CRICOS provider 00111D

Kay Lipson
Glenda Francis

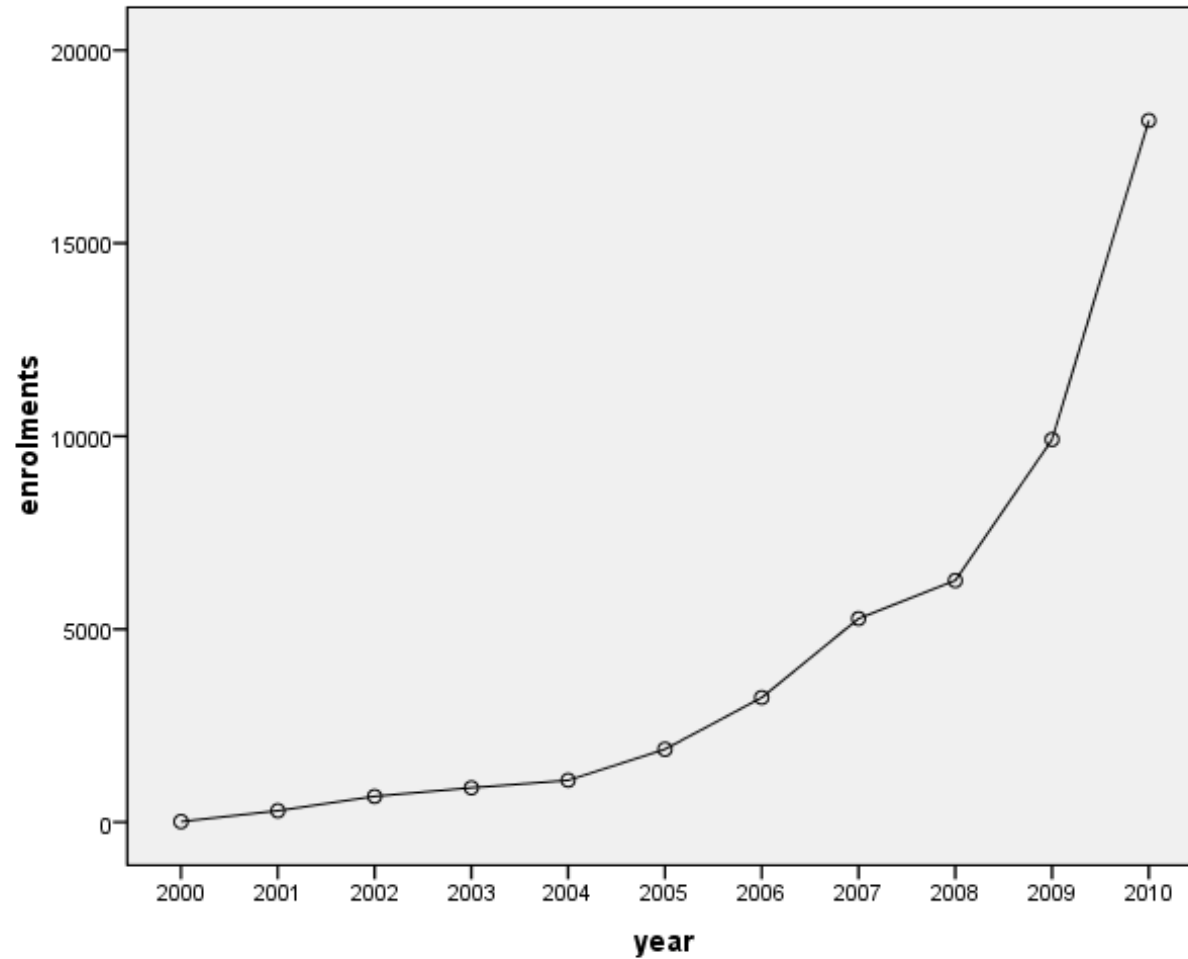
Open Universities

AUSTRALIA

Courses and units provided by:



Swinburne 2001–2010



OUA Students

- ▶ non-traditional
 - non-school leavers,
 - working full-time,
 - have family commitments,
 - unable to access on campus higher education for a range of geographic, financial, social or health reasons.
- ▶ All Stage I subjects are completely open access,
 - Wide range of student backgrounds and abilities.

OUA Students

- ▶ Older
- ▶ Have weaker educational backgrounds – and notable weaker maths backgrounds
- ▶ Have lower academic expectations

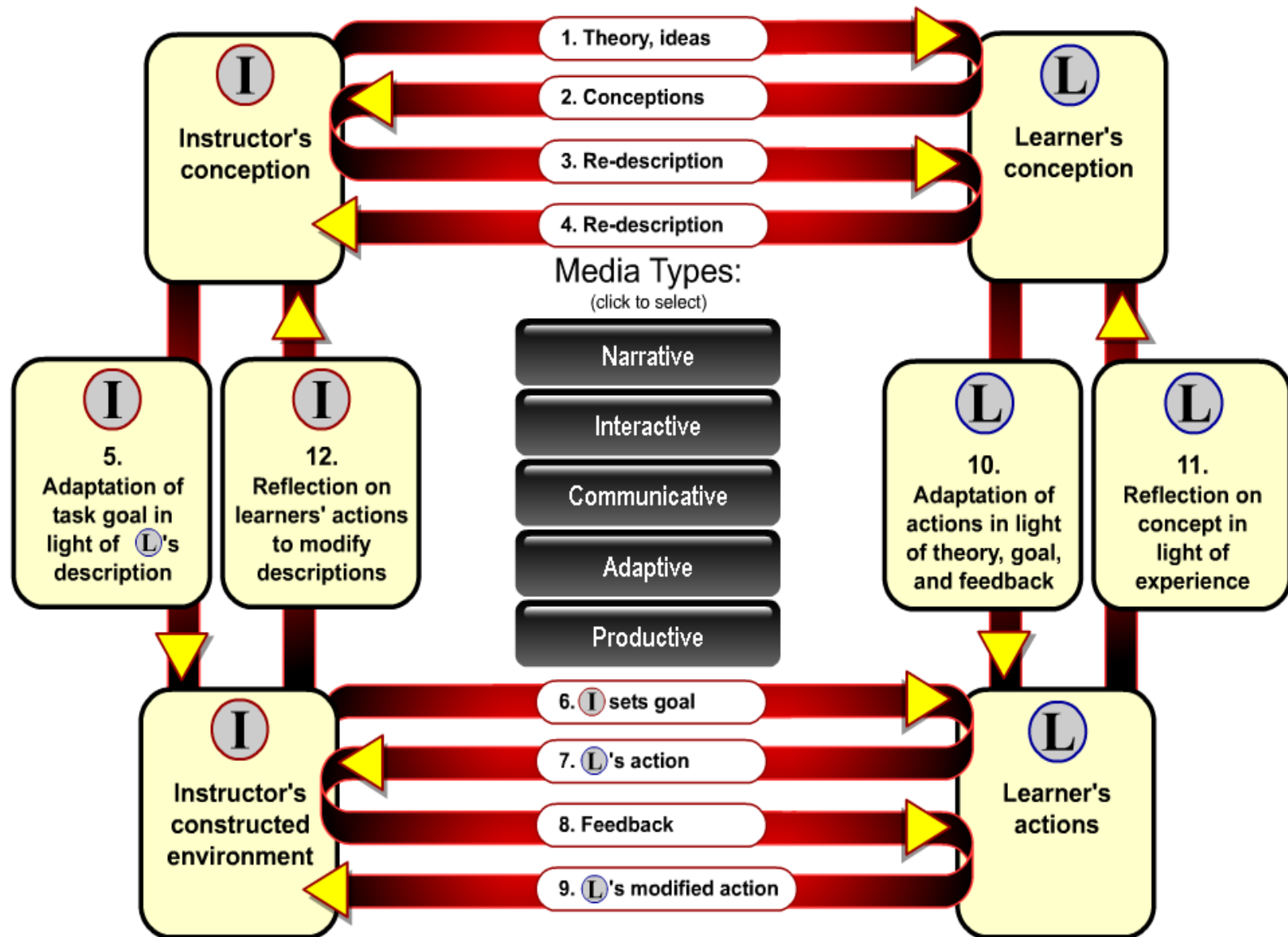
Online pedagogy

- ▶ Evolved to capitalise on the opportunities presented by Web 2.0 technologies
- ▶ Increasingly taking advantage of Open Educational Resources (OER)
- ▶ Low cost technologies, high value for learning
- ▶ Fit for purpose and highly adaptable
- ▶ Underpinned by cohorts of learning working together
- ▶ Important evolving role for the academic

Laurillard's Conversational Framework

- narrative – the dissemination of knowledge to the learner;
- interactive – where the teacher uses feedback on student activities to consolidate learning and improve performance;
- communicative – where the tutor facilitates student discussion and reflection
- adaptive – where the teacher directs the student learning in the directions identified through the activities and feedback;
- productive – where the student actually produces something.

A Conversational Framework for Instruction



Salmon's 5 stage model

1. Students become familiar with the Virtual Learning Environment and technologies to be used.
2. Students establish their online identities, relationships are developed.
3. Students interact with course materials and activities online.
4. Group discussions occur and the interaction becomes more collaborative, this is where knowledge construction occurs.
5. Students to take responsibility for and reflect on their own learning, seeking to achieve personal learning goals.

Implementation

- ▶ Introduction – video tour of the website

Website structure

- ▶ Learning Materials
- ▶ Interactive Room
- ▶ Discussion Board
- ▶ Assessment

Implementation

- ▶ Introduction – video tour of the website
- ▶ Social forum established
- ▶ Direct students to learning materials – reading, interactive activities, exercises to try.
- ▶ Diagnostic self testing.
- ▶ Discussion board.
- ▶ Weekly testing of concepts and mechanical skills.
- ▶ Students can submit brief reports for feedback before Mid–unit test and exam.

Student Response – Interactive Room

- ▶ 63% of students made use of the interactive room; predominantly to prepare for weekly tests.
- ▶ Of these 96% found it useful
 - Extra practice
 - Test their knowledge
 - See what they needed to work on
 - Liked the instant and anonymous feedback
- ▶ Taking responsibility for their own learning

Student Response – Discussion Board

- ▶ 40% actively contributed to the Discussion Board
- ▶ Others were ‘observers’
- ▶ Typical comment – at the end of a lengthy thread:
 - “This discussion board is great – I had trouble with those two also *M*. Definitely makes sense now though, thanks everyone.”
 - This student then went on to answer someone else’s query on the concept.

Student Response – report feedback

- ▶ Less than 20% submitted the two report writing exercises.
- ▶ Those who did generally reported it was useful
 - “That exercise was really worth doing to get that report writing help – it's been nicely set out and has cleared up some things for me.”

Student response – Structure

- ▶ “I like how each week is set out and how you have the assessment link on the same page as the notes and all other relevant information for the week, it makes it much easier to know what has to be done each week to ensure that nothing is missed.”
- ▶ “I normally find that I understand a unit after finishing, long after the exam! But, the systematic instruction in this unit is very well organised. The trial exams and lectures, plus the interactive room are all great tools.
So, thanks to the tutors and unit organisers.

External Review of Student Experience

- ▶ Conducted by Price–Waterhouse Cooper in 2010
- ▶ All faculties at Swinburne reviewed
- ▶ OUA Students reported highest overall satisfaction of all faculties and second highest ‘student engagement’

Student Results

	OUA		On Campus	
Enrolled at start	692		370	
Enrolled at end	339		226	
Completed exam	276	40%	201	54%

Student Results

	% of those sitting exam	
	OUA	On Campus
Fail	16%	22%
Pass	26%	29%
Credit	32%	29%
Distinction	22%	18%
HD	5%	2%

Conclusions

- ▶ Online courses can provide successful access to study for 'non-traditional' students.
- ▶ One-to-one feedback is not effective:
 - involves too much delay between submission and feedback
 - is too 'teacher centred'.
- ▶ Encouraging the students to engage with each other and to interact with the material with automated feedback
 - Is more cost effective,
 - gives students faster responses
 - gives students more responsibility for their own learning.

Key elements of success

- ▶ Structure and Feedback.
- ▶ Students appreciate a clear set of goals to achieve each week and an obvious support structure to help them achieve those goals.
- ▶ The materials and support provided to the students need to be
 - high quality,
 - based on a clear set of goals,
 - but they do not need to be a highly polished production. Quite simple tools can be used very effectively.