



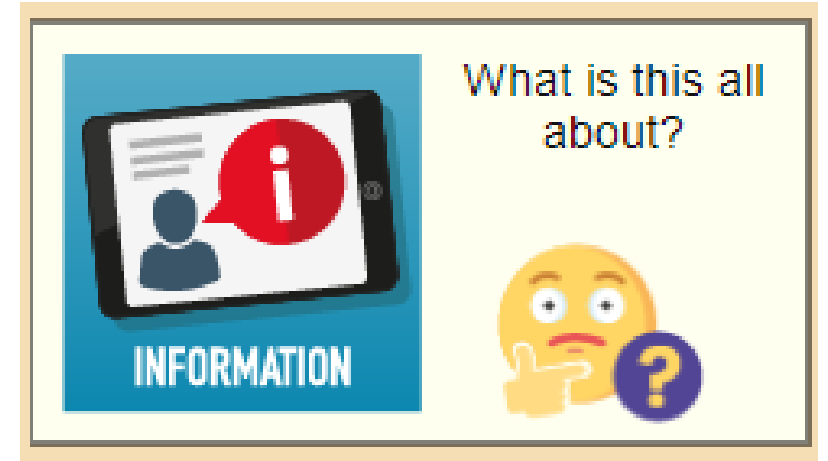
Our Journey

Designing and utilising a tool to support students to represent their study journeys

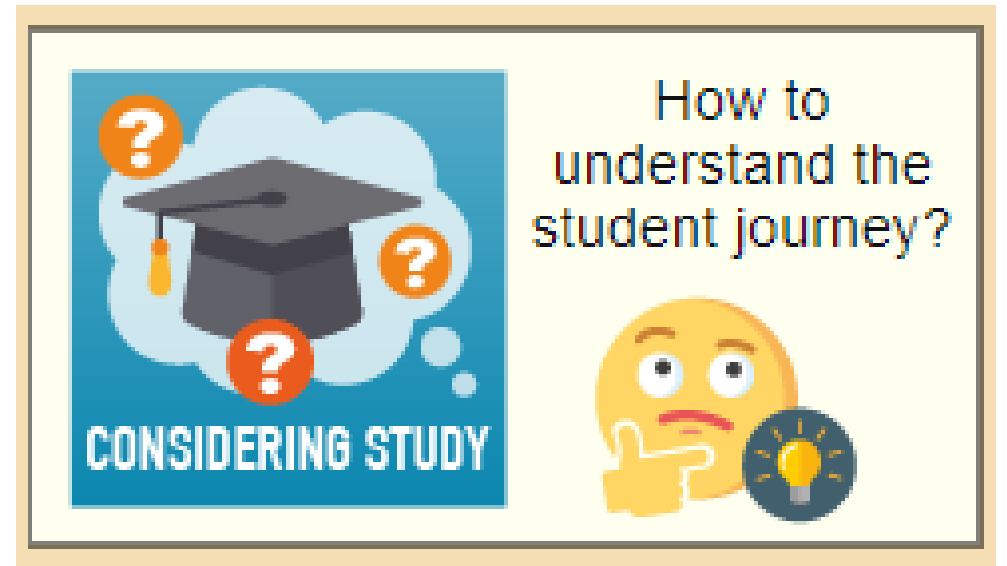
Tim Coughlan and Kate Lister

Overview

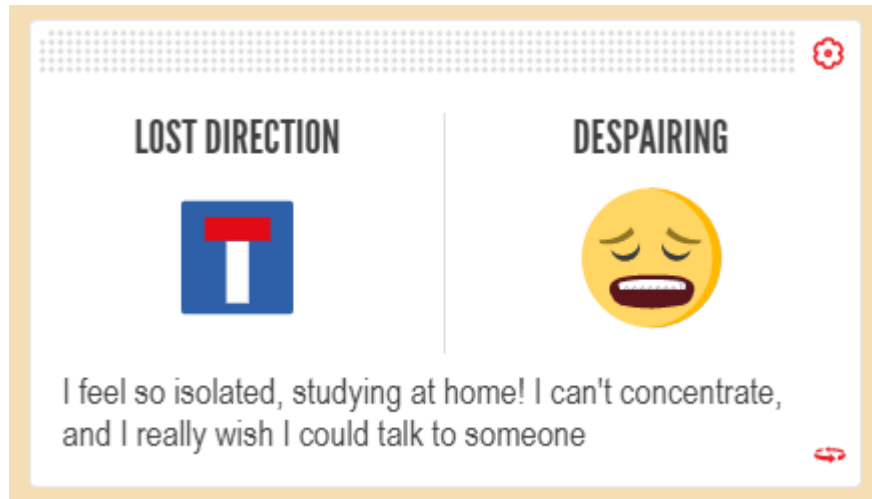
- Background and rationale
- Design process
- The Our Journey platform
- Trial results
- Using Our Journey in Pathways
- Example journey and challenges



Background and Rationale

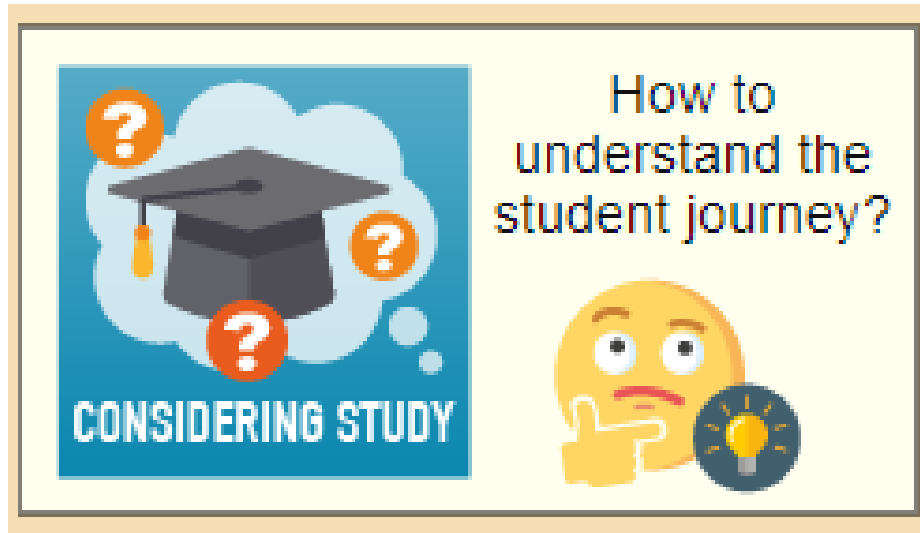


Teaching and learning at a distance



- The achievements, challenges and experiences of students are not so visible
- Feelings of isolation are common
- Need to encourage active communication and sharing
- Family, work, life and study are more intertwined
- Barriers and challenges impact on their ability to succeed and on their mental health and wellbeing

Our Journey: Project rationale



- Students have limited mechanisms to:
 - represent and provide feedback on these issues and the impacts over time
 - to reflect on their study journey and build resilience
 - To remember their achievements and understand their development

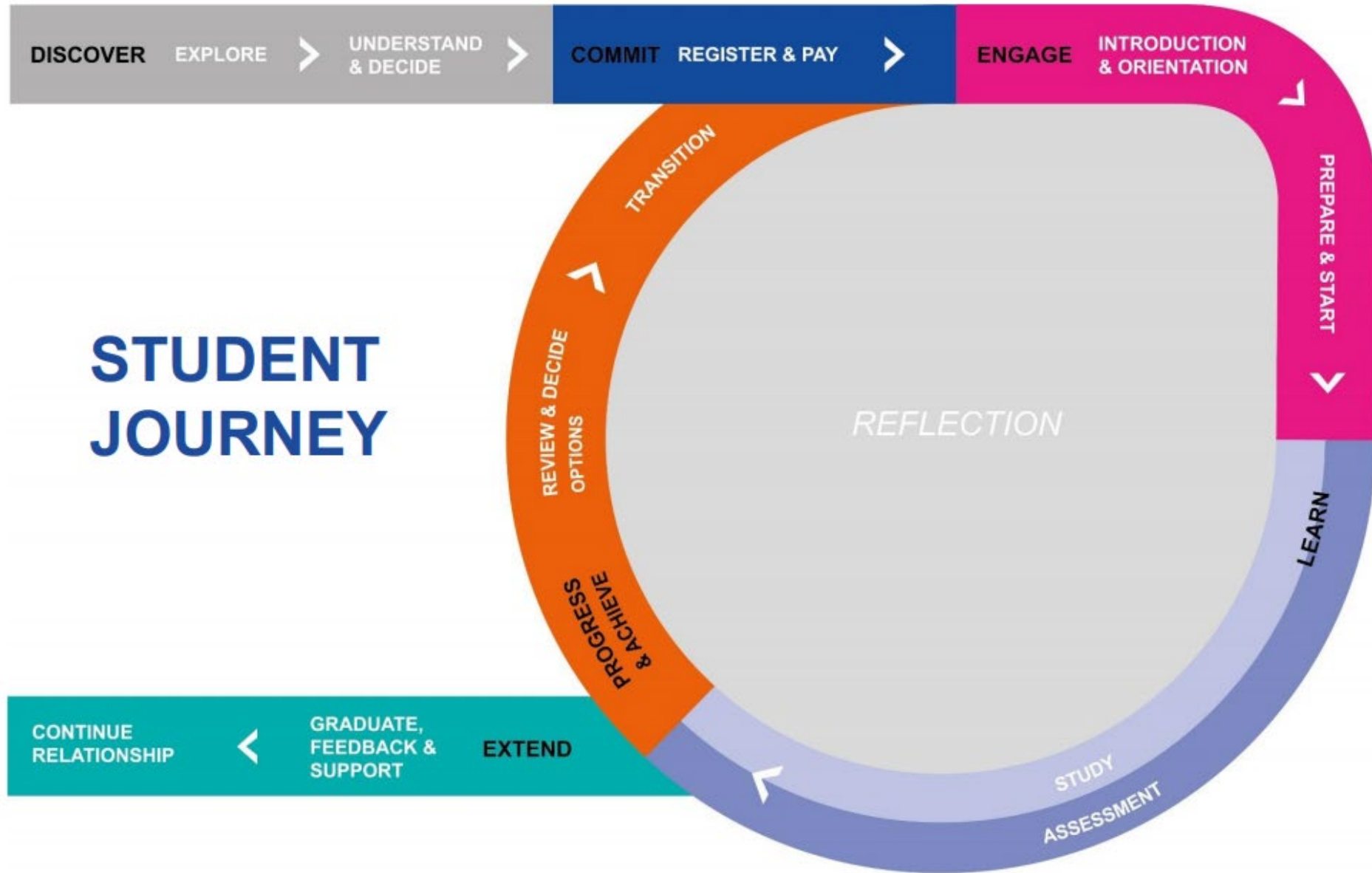
Why do we want to understand and represent student journeys?

- Participatory research exercise with our Disabled Students Group identified areas that students wanted to see researched, including:
 - Impacts of time spent on administrative processes (declaring a disability, applications for support).
 - How flexibility in study can benefit students
- Diversity of students and their experiences is not visible
- Limited mechanisms to feed everyday issues like this back to the university
- What methods support research or dialogue around them?

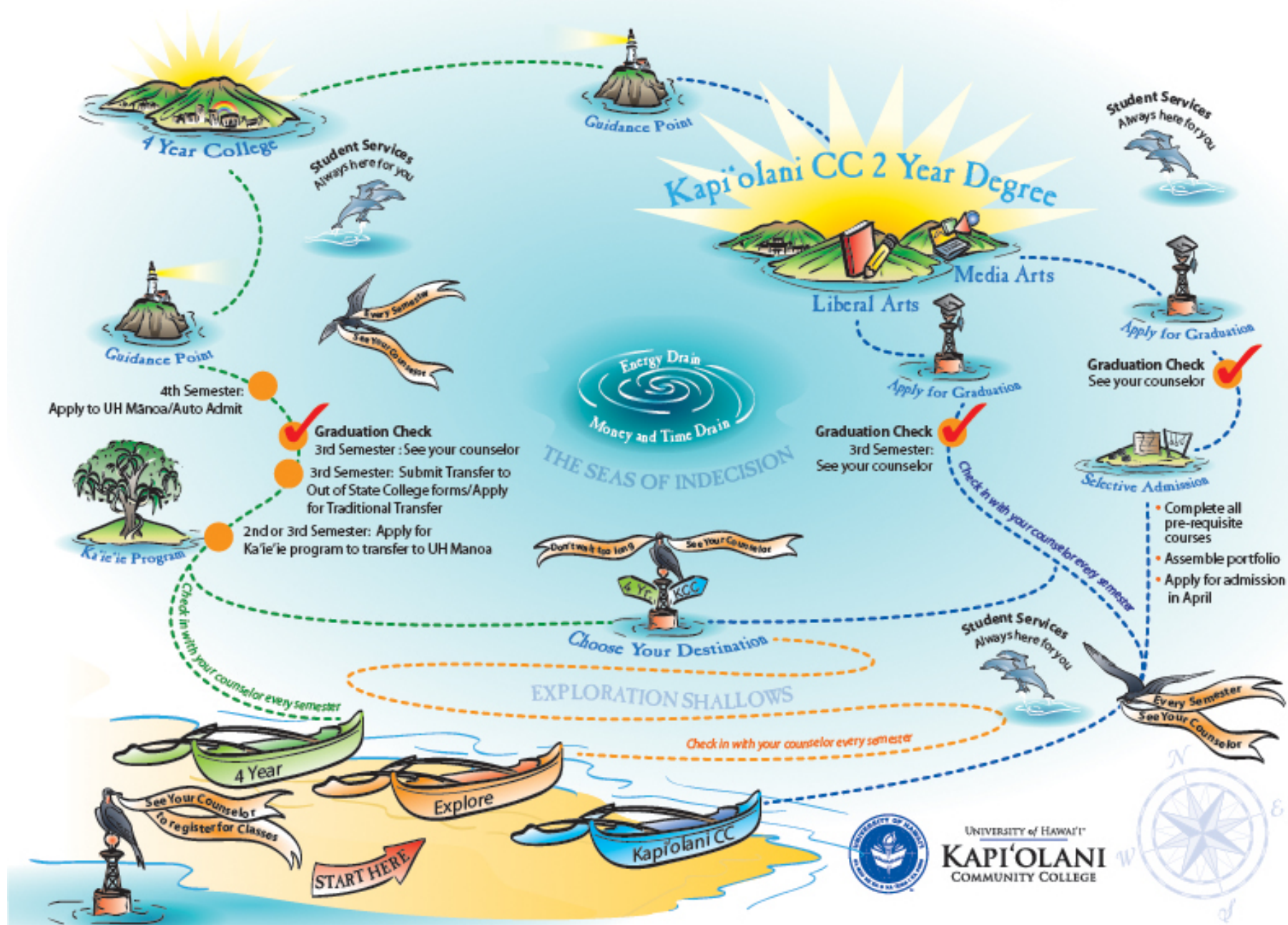


Designing an approach to represent student journeys



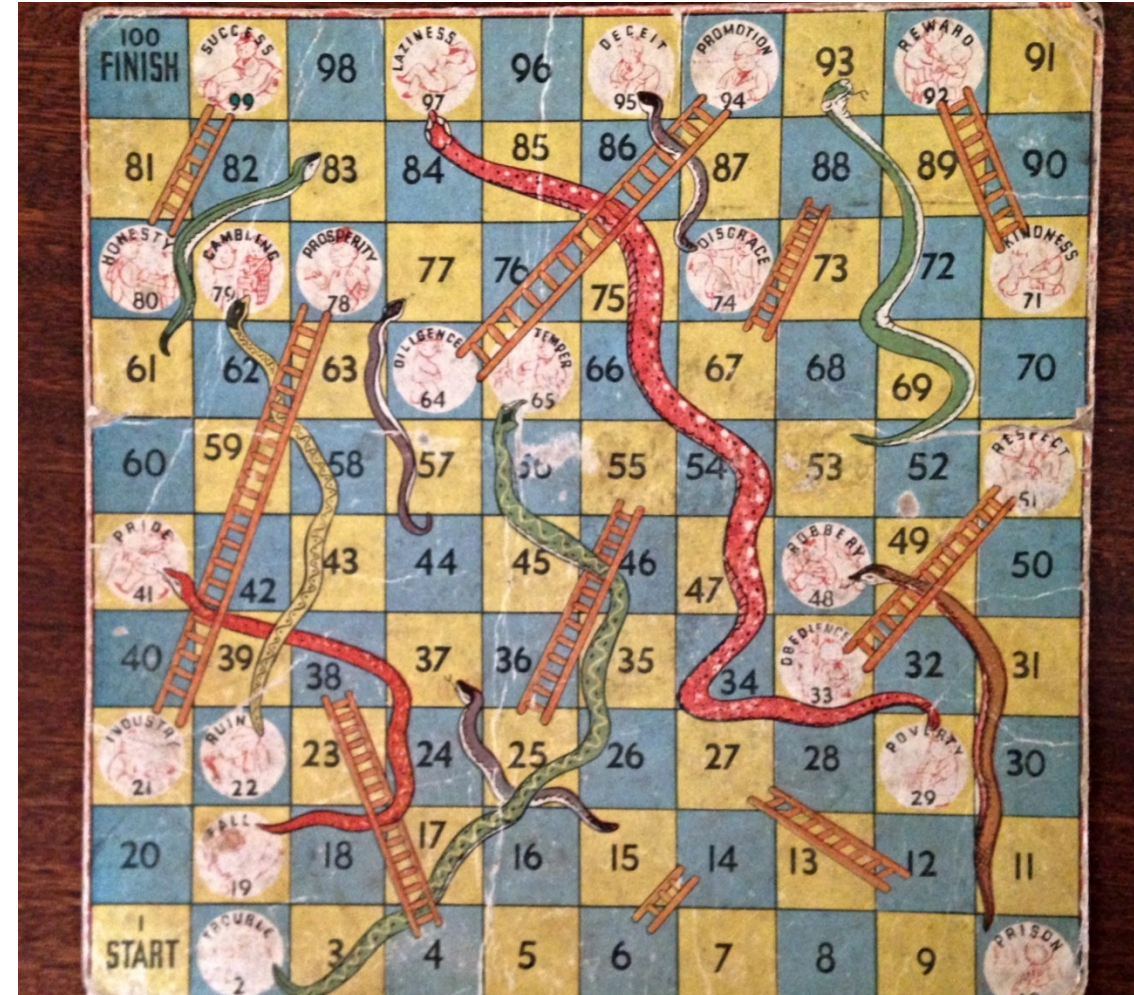


Kapi'olani Community College Liberal Arts Student Journey



Design considerations

- Where does the journey start? This is uncertain and up to the individual
- Students should benefit from taking part
- Make it engaging and appealing
- Offer support for sharing and communication of journeys
- It should be encouraging – not just the challenges but emphasise their achievements, milestones, goals



JOURNEY

Map your study journey. What were the challenges and achievements?

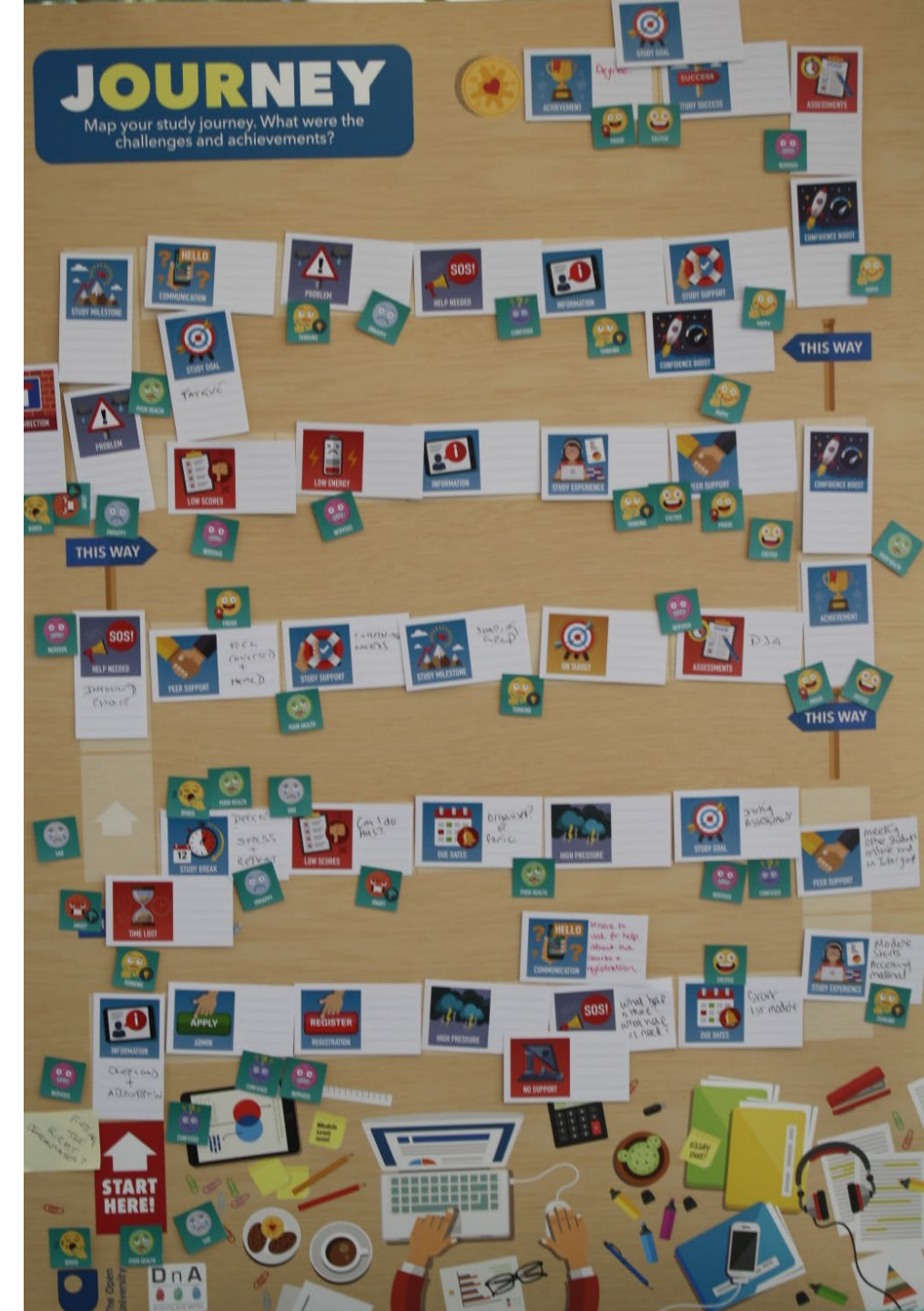


- Board game style aesthetic
- Allocating emojis to individual events
- User agency with start points, milestones, etc.
- Online and paper-based versions
- Variety of use cases



Use cases

- Reflective learning activity for students
- Feedback at scale to the institution
- Enabling dialogue and 1-1 support
- Tools to support teacher development
- Interview tool (narrative capture)



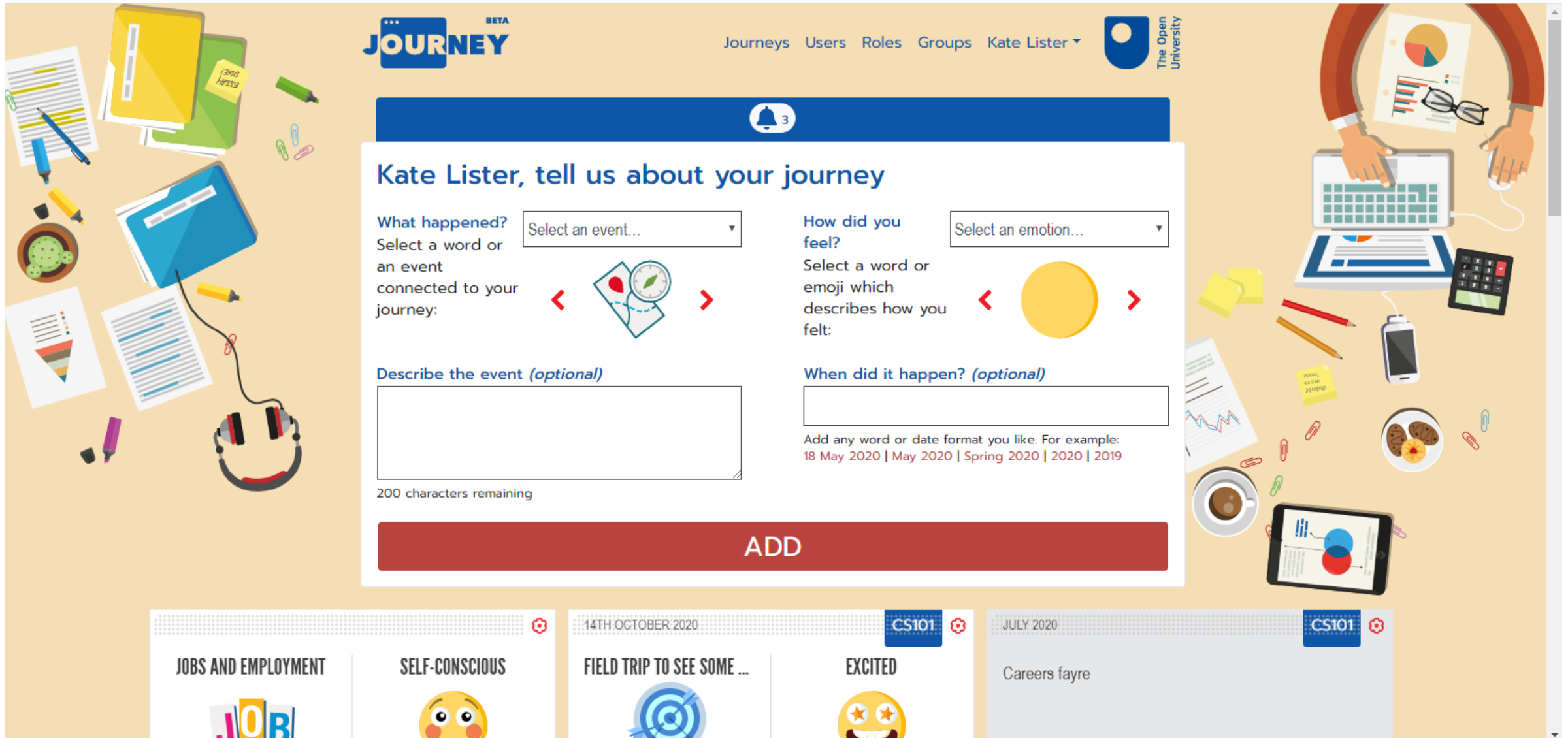
The logo for 'JOURNEY' is displayed on a light brown wooden-textured rectangular background. The word 'JOURNEY' is written in a bold, sans-serif font. The 'JO' is in white, and 'URNEY' is in yellow. Below the word, the text 'Map your study journey. What were the challenges and achievements?' is written in a smaller, white, sans-serif font.

JOURNEY

Map your study journey. What were the
challenges and achievements?

The Our Journey platform

The Our Journey platform



JOURNEY BETA

Journeys Users Roles Groups Kate Lister ▾

The Open University

3

Kate Lister, tell us about your journey

What happened? Select a word or an event connected to your journey:

How did you feel? Select a word or emoji which describes how you felt:

Describe the event (optional)

When did it happen? (optional)

Add any word or date format you like. For example:
18 May 2020 | May 2020 | Spring 2020 | 2020 | 2019

200 characters remaining

ADD

JOBS AND EMPLOYMENT

SELF-CONSCIOUS

FIELD TRIP TO SEE SOME ...

EXCITED

14TH OCTOBER 2020

JULY 2020

Careers fayre

CS101

Kate Lister, tell us about your journey

What happened?
Select a word or
an event
connected to your
journey:

Select an event...



Describe the event *(optional)*

200 characters remaining

How did you
feel?

Select a word or
emoji which
describes how you
felt:

Select an emotion...



When did it happen? *(optional)*

Add any word or date format you like. For example:
18 May 2020 | May 2020 | Spring 2020 | 2020 | 2019

ADD

ASSESSMENT



I'm really scared about this assessment, I can't concentrate at home at the moment

ANXIOUS



RESULTS



I did so much better than I thought! So proud of myself right now!

PROUD



ACHIEVEMENT



First tutorial. I'm really excited about all this

MOTIVATED



Finally spoke to my tutor, told her about my situation, and she was SO HELPFUL. Gave me some practical tips and offered help - starting to feel I can do this after all!

STUDY SUPPORT

RELIEVED

REGISTERING



INSPIRED



STUDY EXPERIENCE



Very excited!

OPTIMISTIC



MILESTONE

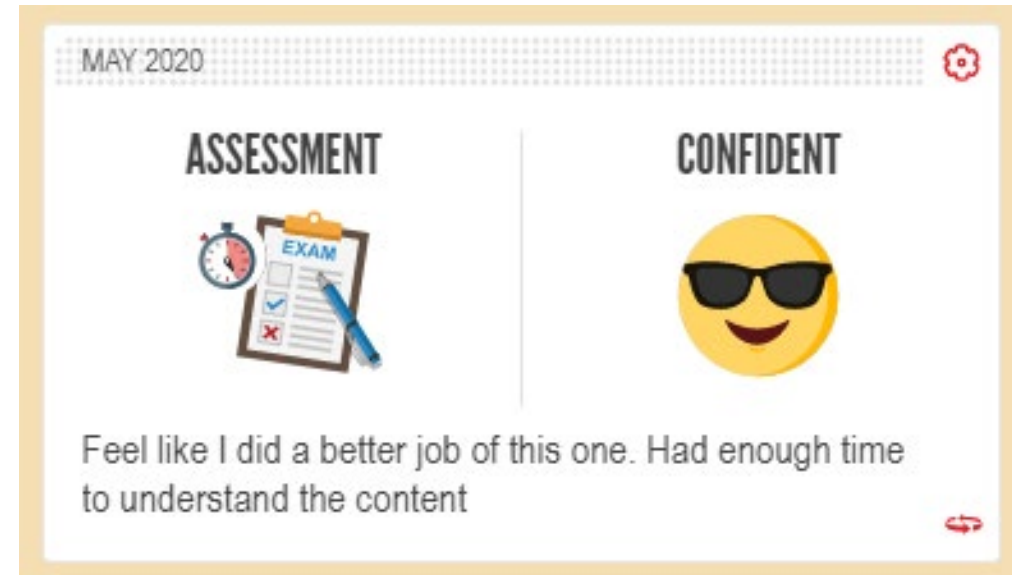
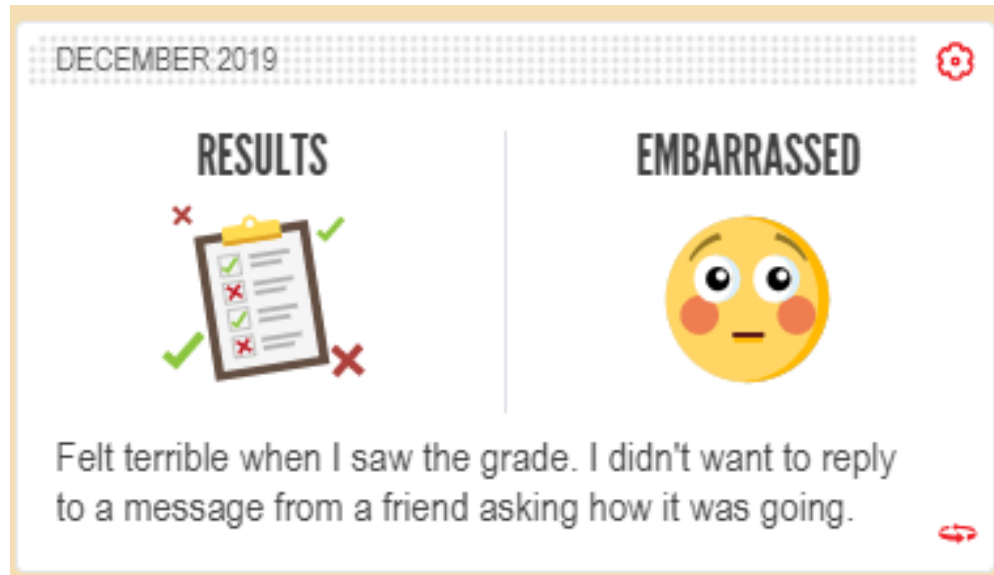


I started my course!!

EXCITED



Card design



ASSESSMENT



ANXIOUS



I'm really scared about this assessment, I can't concentrate at home at the moment



Finally spoke to my tutor, told her about my situation, and she was SO HELPFUL. Gave me some practical tips and offered help - starting to feel I can do this after all!



STUDY SUPPORT



RELIEVED



RESULTS



PROUD



I did so much better than I thought! So proud of myself right now!



Emotional representation

- Participatory design process meant we started with an eclectic mix of student-driven suggestions for emotions
- Students fed back that they wanted to include milder emotions
- Analysis is clearer with emotional scales

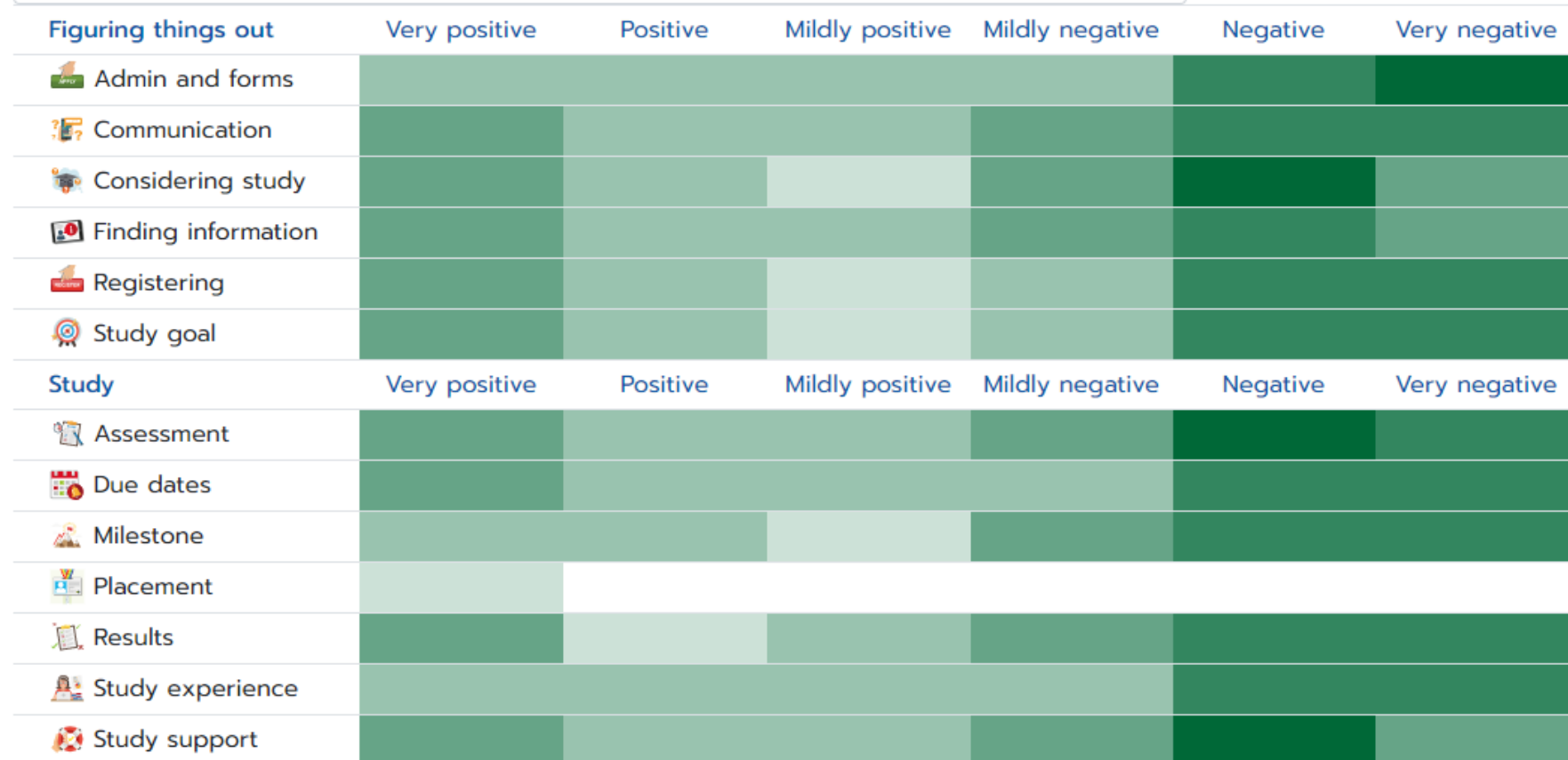
Despair	Confused	Disappointed	Thoughtful	Optimistic	confident
Upset	Stressed	Unhappy	Content	Happy	Excited
Scared	Anxious	Nervous	Reassured	Relaxed	Inspired
Angry	Frustrated	Concerned	Grateful	Determined	Motivated
Unwell	Tired	Bored	Relieved	Surprised	Enthusiastic
Guilty	Embarrassed	Self-conscious	Pleased	Satisfied	Proud

Visualise experiences/emotions by group

Experience / emotion heat map

You can filter the heatmap to include just the journeys in selected groups.

Showing all data. Click to filter by groups.





Trial results

Trial results

- 54 students across 5 qualifications took part
- all had completed at least one module of study
- created a retrospective journey about their study to date
- and were asked to complete a survey.

Survey results (n=36)

Our Journey prompted participants to think about:

- the difficulties they have faced (94%)
- their study achievements (91%)
- their goals (77%)
- the skills they developed or demonstrated through their studies (74%)
- how they respond to difficulties (69%)
- their mental wellbeing (66%)
- their approach to studying (66%)
- what they want to do next (63%)

Survey results (n=36)

- Students were supportive of certain staff seeing their journey:
 - the academics who created their modules and qualifications (72%)
 - staff from student support services (72%)
 - their tutors (63%)
- Few students wanted their journey to be made available to
 - the general public (9%)
 - the people they are connected with on social media (14%)
 - all staff and students at the university (20%)
 - their family and friends (23%)

Journey data

- Common combinations of emotion and experience across the data
 - Assessments most commonly linked to anxious, nervous, stressed
 - Yet results linked to proud, surprised, happy.



Using Our Journey in the Pathways Programme

Using Our Journey in the Pathways Programme

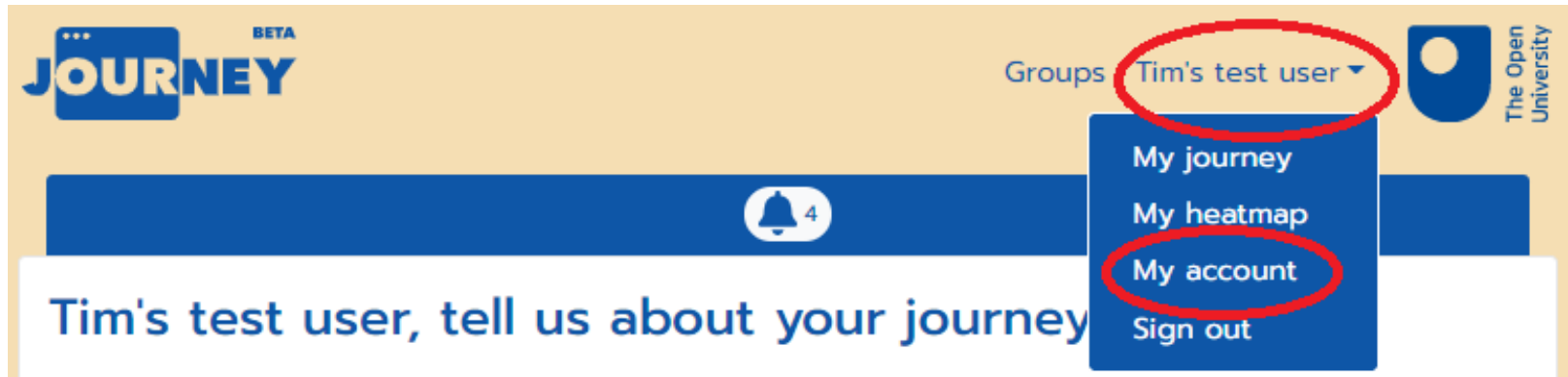
- Encourage you to sign up and use it if you haven't already
- You can add cards about past events as well as new ones
- Try to come back and add some more cards each week

Sharing your journey with us

- If you are happy to share, we would like to know how your journey is going!
- We will be adding you to a 'group'
- Your journey is only visible to the group hosts (us)
- It will not be visible to other students

Sharing your journey with group hosts

- Go to your 'My account' page in the menu under your name



Sharing your journey with group hosts

- Scroll down to 'Privacy and sharing' and tick the box to 'Share with group hosts'.

Privacy and sharing

All your data in Our Journey is private by default. You can enable sharing using the settings below.

Remember, that as per our [privacy policy](#), we collect anonymous data from all of our users. The data is used to inform us how to improve the Open University.

Share with group hosts

Your journey can be linked to one or more groups, and each group can have one or more hosts.

Hosts are there to support you, and you can share your journey with these hosts on a group-by-group basis. If you think you have been added to a group by mistake, or you no longer wish to be in a group, please contact the host for that group.

Share	Group	Hosts
<input type="checkbox"/>	Pathways TYTO	Tim Coughlan — tim.coughlan@open.ac.uk Kate Lister — kate.lister@open.ac.uk

Share with Our Journey administrators


You can share your journey with the site administrators. This allows them to provide support, fix issues, etc.

Share	Site administrators
<input type="checkbox"/>	Tim Coughlan Kate Lister


Share with people outside Our Journey

To share your journey with someone outside the Our Journey platform, you can use your browser to print it to a PDF file - which you can then send via e-mail.

Suggested experiences



Your hosts have created some cards, which you may like to add to your journey.


 Careers fair

View...

Kate Lister, tell us about your journey


What happened?
Select a word or an event connected to your journey:

Select an event...



How did you feel?
Select a word or emoji which describes how you felt:

Select an emotion...



Describe the event (optional)

200 characters remaining

When did it happen? (optional)

Add any word or date format you like. For example:
18 May 2020 | May 2020 | Spring 2020 | 2020 | 2019

ADD

Suggested experiences

Your hosts have created some cards, which you may like to add to your journey.

Edit this step in your journey

What happened?

Select a word or an event connected to your journey:

Careers fair

J

O

B

Describe the event *(optional)*

What was your experience of the Careers Fair?


155 characters remaining

UPDATE

How did you feel?

Select a word or emoji which describes how you felt:

Select an emotion...

<  >

When did it happen? *(optional)*

Oct 2020

Add any word or date format you like. For example:
18 May 2020 | May 2020 | Spring 2020 | 2020 | 2019

CANCEL


ADD

Suggested experience added to journey

OCT 2020


IntroSoc


CAREERS FAIR




Had a really useful day at the careers fair. Helped build my confidence.

OPTIMISTIC







ASSESSMENT




I'm really scared about this assessment, I can't concentrate at home at the moment


ANXIOUS






Finally spoke to my tutor, told her about my situation, and she was SO HELPFUL. Gave me some practical tips and offered help - starting to feel I can do this after all!

 STUDY SUPPORT

 RELIEVED





Example journey and challenges



Gemma

I'm Gemma, I'm 28 years old and I've been an OU student for 4 years. I'm started out doing a psychology degree, but I've switched to the Open Degree, now. I don't have a diagnosed mental health condition, but I get very anxious and panicky about things.



I didn't get on well at school at all. I'd be doing alright for a while, but then something would throw everything off, like I'd have a row with a friend and wouldn't be able to go into school the next day cos I couldn't face them. In the end I left school at 15 with no GCSEs or anything. ...



I didn't go to college or anything, I just went out to work. I got a job training as a hairdresser. It seemed like a good idea, at first, I like hair. But then one of the stylists started being really mean to me, like targeting me with snide comments and things. I had to quit, I couldn't deal with it. ...



A couple of my friends told me I'm really good to talk to when they're feeling down. I love listening to people, and feeling like I've helped them in some way, it makes me feel special and valued. I thought maybe I should be a counsellor, so I signed up to the OU psychology degree. ...



It's quite strange being an OU student! It was a bit scary at first, but then I found the Facebook page for my course. That made me feel better, everyone's as confused as I am! One girl in particular seems nice, she lives near me and I think we might meet up and study together. ...





Marie and I both passed our first module and ended up doing another module together. Now I'm on my third, but Marie's doing a different one, so I have to study without her. It's okay so far, but I'm emailing my tutor quite a lot. TMA questions are really hard to understand sometimes. ...



I passed my IMA. I was pretty pleased just with that, but Marie got a similar score, slightly better in fact, and she wasn't happy with it. That's made me feel a bit bad about mine, but Marie says we'll do better next time. She's started looking up essay writing tips online already. ...



Eeeek, the first TMA is due and I hyperventilate every time I think about it! The whole deadline thing is just really scary. Having my study buddy, Marie, has helped; we meet up in Costa and go through stuff together. It helps to talk things through, makes it seem manageable. ...



Fourth module and Marie and I are on it together. I was excited but it's not going well, she's much more distant to me than before. Sometimes on the forums she's making cutting comments in reply to mine. I don't get it, but it's making me feel really stressed. ...



Oh my God, Marie has told everyone on the Facebook group that I was copying her work, she's accused me of cheating! I don't know what to do, everyone's attacking me! I left the group but I can't concentrate on my studies, I'm scared to post to the forum, I don't know what to do. ...



I can't bear psychology anymore. I'm terrified I'll have to talk to Marie or one of the other students. I scraped a pass on the last module but I can't bring myself to register for the next one. I've got two modules left and I can't bear to study them, what on earth am I going to do? ...



By sheer luck I found out I could switch to the Open Degree. I've signed up for a course in healthcare and I've never been so relieved in my life. This way I can still get my degree, and I think I'm more interested in the health side of things anyway! ...

Discussion questions

1. What are the problems Gemma encountered with distance learning?

Write your answer in the chat box

Discussion questions

2. What could a teaching practitioner have done that could have mitigated these issues at an earlier stage?

Write your answer in the chat box

Discussion questions

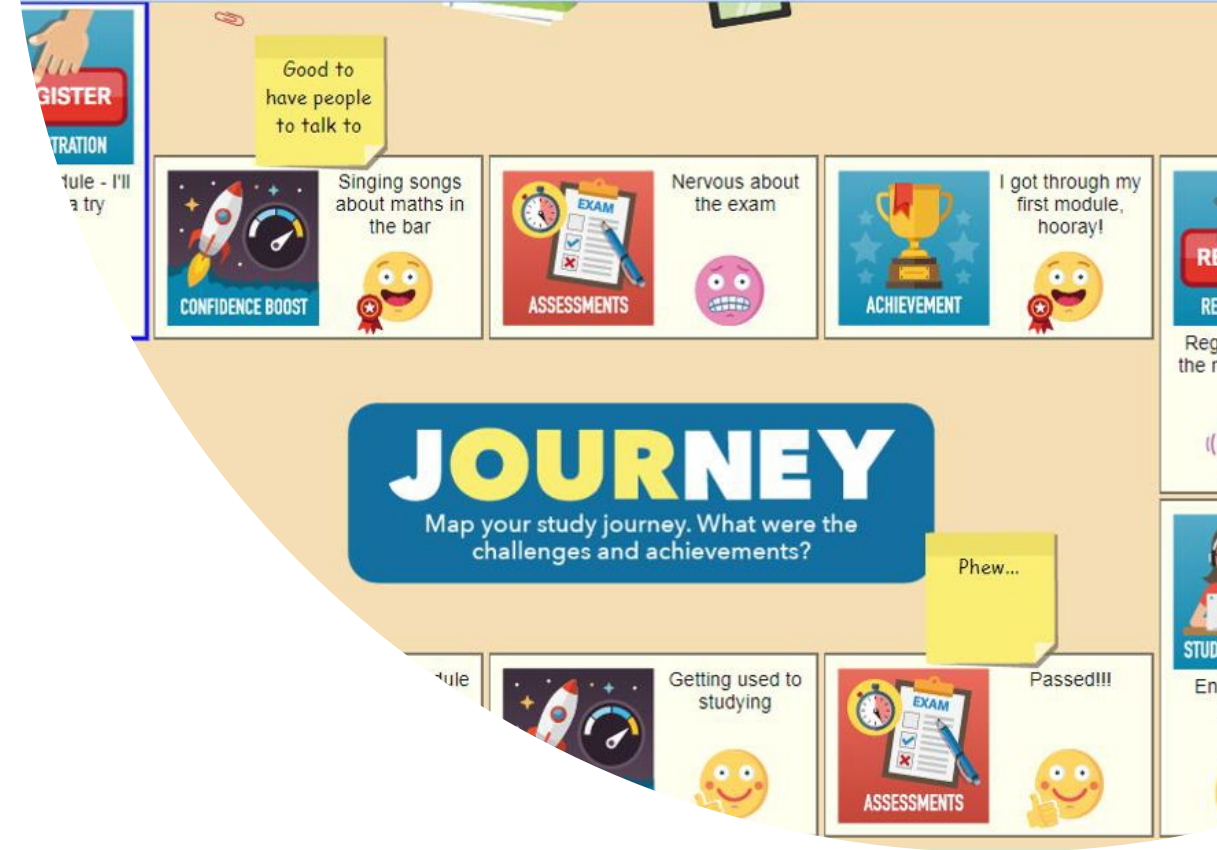
3. How could a vignette like Gemma be used to support training or professional development?

Write your answer in the chat box

Discussion questions

4. What challenges might your students be experiencing in learning since Covid-19?

Write your answer in the chat box



Thank you!

Tim Coughlan and Kate Lister
@t1mc and @KateMarburg