

**The 3rd Annual STEM Teaching Conference taking place on
2nd March 2022 online via MS Teams**

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| 9.15 – 9.30 | Registration (Plenary Meeting Room) | | |
| 9.30 - 9.40 | Welcome and introductions (Plenary Meeting Room) (Diane Butler , Associate Dean Academic Excellence and Vic Nicholas Associate Dean, Student Experience, STEM) | | |
| 9.40 – 10.10 | Keynote (Plenary Meeting Room) Tom Lowe , Head of Student Engagement & Employability The University of Winchester <div style="float: right; text-align: right;">  </div> <p>Abstract: Engaging open and distance students in their success in 2022 The need to research, pay attention and support ‘Student Engagement’ in Higher Education continues to grow, with increasing measures placed upon our institutions relating to retention, satisfaction, and student success. Creating a learning environment where our students truly thrive and can be inspired are motivations most educators can get behind, but beyond our feelings towards education, our universities are increasingly faced with government interest and measures relating to the ‘outcomes’ of University study. The time of “doing things the way we have always done them” in all Universities is changing, and it is more important than ever, especially during the chaos of COVID-19, that we come together to reflect on how Higher Education should adapt to the students of today. This talk will ask participants to look beyond the metrics and begin thinking about what online students’ may deem their engagement to be in 2022. How can we create new environments and practices that support the post-pandemic world we are moving into? How might students, who still enrol into the Open University for its flexibility, become part of a community where engagement can occur whenever and however, they wish? This talk will argue that engagement and belonging begins with mattering, with each and every interaction being student centred. This talk will reflect on the above and outline the need to keep belonging, student support and student engagement a priority in Higher Education, to ensure our students matter, and enabling us to work together to be partners in our students’ success.</p> | | |
| 10.10 – 11.10 | Parallel Session 1 - Short oral presentations - Short oral presentations are part of a chaired session which includes a number of short presentations (15 - 20 minutes). <i>Questions that are not answered in the session can be followed up afterwards.</i> | | |
| | Targeting particular student groups on a module (Meeting Room 1) | Academic Communities (Meeting Room 2) | Engagement via a specific area of the discipline (Meeting Room 3) |
| 10.10 – 10.30 | Proactive help for ill-prepared Level 3 students (Louise MacBrayne, Janet Haresnape, Fiona Moorman, Nicholas Power) | Exploring scholarly teaching in key introductory level 1 modules in the Open University in Scotland (Sally Crighton, Felicity Bryers, Ford Buchanan) | Investigating how to enhance the idea generation process for academic project by students (Martin Braun) |
| 10.30 – 10.50 | Qualification focused student support within a single module: what problems are we trying to solve? (Rachel Hilliam, Carol Calvert, Emma Steele) | Getting off to a good start - Pre-module start events for science students: a model of collaborative, proactive support (Fiona Moorman, Lorna Sibbett, Becca Whitehead, James Jepson, Fiona Aiken, Gemma Warriner, Amanda Porter) | Improving student engagement with the study of Python in Level 1 Physics (Gemma Warriner, Andy Diamant) |
| 10.50 -11.10 | Proactive contact project for Q78 Top-up BEng students new to the OU (Donald Edwards) | Student Engagement in online environments (Rafaela Vasiliadou, Louise MacBrayne, Katrina Bray, Helen Fraser, Joanna Smythe, Maria Velasco, Corinne Kay) | Engagement via specific skills - archive of problems <i>*Note: This session will not be recorded</i> (Michel Wermelinger) |

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| 11.10 – 11.20 | Break | | |
| 11.20-12.20 | Parallel Session 2 – Short oral presentations | | |
| | Technology 1 (Meeting Room 1) | Engagement with module design, forums and TMA feedback style (Meeting Room 2) | Underrepresented groups, interaction and retention (Meeting Room 3) |
| 11.20 – 11.40 | The value to students, and tutor experience, of drop-in tutorials to support assessment on U116 (Level 1 Environment module) (Maria Townsend, Emma Champion, Wendy Berndt) | Experiences Enhancing Students Retention and Satisfaction for a Level 2 Computing and IT Module (TT284: Web Technologies) (Soraya Kouadri Mostefaoui) | Developing Disability Champions (Lisa Bowers, Elouise Huxor, Theodora Philcox) |
| 11.40 – 12.00 | Supporting Student Engagement with the Virtual Microscope (Thea Herodotou, Kate Fox) | Improving engagement of Post Graduate M815 students on module forums (Jill Shaw) | 90% student retention (Jeff Johnson) |
| 12.00 – 12.20 | Game-based learning in a Level 2 computing module (David Bowers) | Effective support for reflective writing: learning from improvers (Charlotte Webb, Cathy Smith) | Forums, (Virtual) Face-to-Face & (eTMA) Correspondence Education: what role Padlet and Mentimeter in the panoply of technologies to enhance student engagement in computing and IT projects? (Robert Manderson) |
| 12.20 -1.00 | LUNCH and POSTER sessions available https://stem.open.ac.uk/stem-teaching-2022 <ul style="list-style-type: none"> Investigating remote access to live exercise physiology testing experiments through interactive webcasts (David Conway, Ben Langdown, Karen New) Black student experience on S112: improving a level 1 STEM module (Louise MacBrayne, Jennie Bellamy) Linking Labcasts to Assessment – Encouraging Student Engagement with Live Events (Louise MacBrayne, Rob Janes, Mike Batham, Kate Bradshaw) A collaborative home experiment to form bioplastics and study their degradation by monitoring the release of a dye with a smart phone (Simon Collinson) Translating scholarship findings into practical actions (Clare Morris) Modulating reflections on student support integration and partnership working - a multi-team systems perspective (Karen Potter, Sinéad O'Connor-Gotra) | | |
| 1.00 – 1.45 | WORKSHOP SESSIONS <i>This is a 45-minute workshop</i> | | |
| | (Meeting Room 1) | (Meeting Room 2) | (Meeting Room 3) |
| 1.00 – 1.45 | Creating Ideas to enhance social dimensions Online (Gareth Neighbour, Kambiz Saber-Sheikh) | Exploring the use of different styles of tutorial to enhance student engagement (Janet Haresnape, Janette Wallace, Fiona Moorman) | Feeding forward on feedback: encouraging student engagement (Jo Smedley, Tricia Terndrup) |

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| 1.45 – 2.45pm | Parallel Session 3 - Short oral presentations – Technology and practical support | |
| | Technology 2 (Meeting Room 1) | Technology 3 (Meeting Room 2) |
| 1.45 – 2.05pm | Enhancing student engagement through practical learning in the OpenSTEM Labs (Helen Lockett) | |
| 2.05 – 2.25pm | Clouds, containers, and downloads: improving student access to research-grade climate modelling software (Sarah Davies, Neil R Edwards, Mark Hall, Philip Holden, Katya Pigott) | Home experiments and online engineering laboratories; a comparison of OU student experiences, feelings, and motivations (Alastair McCabe) |
| 2.25 – 2.45pm | NanoLab: A novel e-learning platform for distance-teaching microscopy, metrology, and spectroscopy (Jeff Johnson, James Bowen, Zahra Golrokhi, Vikram Goolaup, Sotiria Psoma; Gwyneth Morgan, Alison Nash) | Improving user accessibility to interactive screen experiments in the Open Science laboratory (Mark Hirst, Christopher Heath, Katja Rietdorf, David Male, Francesco Crea, Sushila Rigas, Hilary MacQueen, LDS: Amanda Rose, Mustafa Bektick, Greg Black) |
| 2.45 – 3.00pm | Break | |
| 3.00 – 3.50pm | Panel Discussion and Plenary (Plenary Meeting Room) We are delighted to welcome our panel to our annual STEM Teaching conference. Our discussion will focus on the multiple ways in which the OU seeks to drive direct engagement with our students. So many people contribute to the team effort which supports students from the moment they enquire to the moment they graduate and beyond. For all of us in a distance learning context, engaging with our students in a meaningful and productive way can be challenging. Our panel will present their perspectives on student engagement at various points in the student journey and how we could foster better engagement to ensure the highest quality teaching and learning experience for all our students. We will be joined by: <ul style="list-style-type: none"> • Chair: Diane Butler, Associate Dean Academic Excellence • Vic Nicholas, Associate Dean Student Experience • Melissa Elborn, Senior Manager, Communications Manager, Marcomms, Strategy & Insight • Stephanie Stubbins, Student Leadership Team, Students Association • Stephanie Lay Senior Manager, Student Research, CIO portfolio • Colin Beesley, Senior Manager, Policy & Controls, Academic Services • Steve Wilson, Senior Manager, Operations, Academic Services, Student Support | |
| 3.50 – 4.00pm | Closing remarks (Plenary Meeting Room) by Professor Nick Braithwaite, Executive Dean, STEM | |