Learning behaviours and successful outcomes in STEM students

Elizabeth Ellis (Learning Innovation)

Alice Gallagher (Learning Design)

This project will investigate the relationship between learning design, learning behaviours and student outcomes to establish any significant correlations. Through two previous rounds of research, the project team has established the presence of seven learning behaviours exhibited by OU students. These are: goal-setting, help-seeking, note-making, time, digital, focus and elaboration. An empirical understanding of this relationship will allow us to add another dimension to the Learning Design process, with a closer alignment to student success.

Research question:

'Is there a significant relationship between combinations of learning behaviours and student outcomes?'

Behavioural Insights

Gathering longitudinal learning behaviour data of individual students and cohorts from selected modules, combining quantitative and qualitative data, to provide a baseline as well as a triangulation point for determining the relationship between learning behaviours and student outcomes.

Learning Design Data

Comparing learning behaviours to the module design, through in-depth module mapping using Learning Design Online tools and a Systems Mapping approach.

Student Data

Compare student behaviours to module performance data and student outcomes (SAS-VA), VLE activity (EAI dashboard), and key events identified at Analytics for Action data touchpoint meetings (A4A).

STEM Students

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exploring the frontiers of STEM education