

Lucy Renton + Paul Postle

Faculty of Art Design & Architecture



Getting to Grips

the sequel.....



Focus group findings: Emerging Thoughts

By using SMOs, how and why might this influence
the use of SMOs for the working students and the public,
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Developed 3 strands



Kingston
University
London

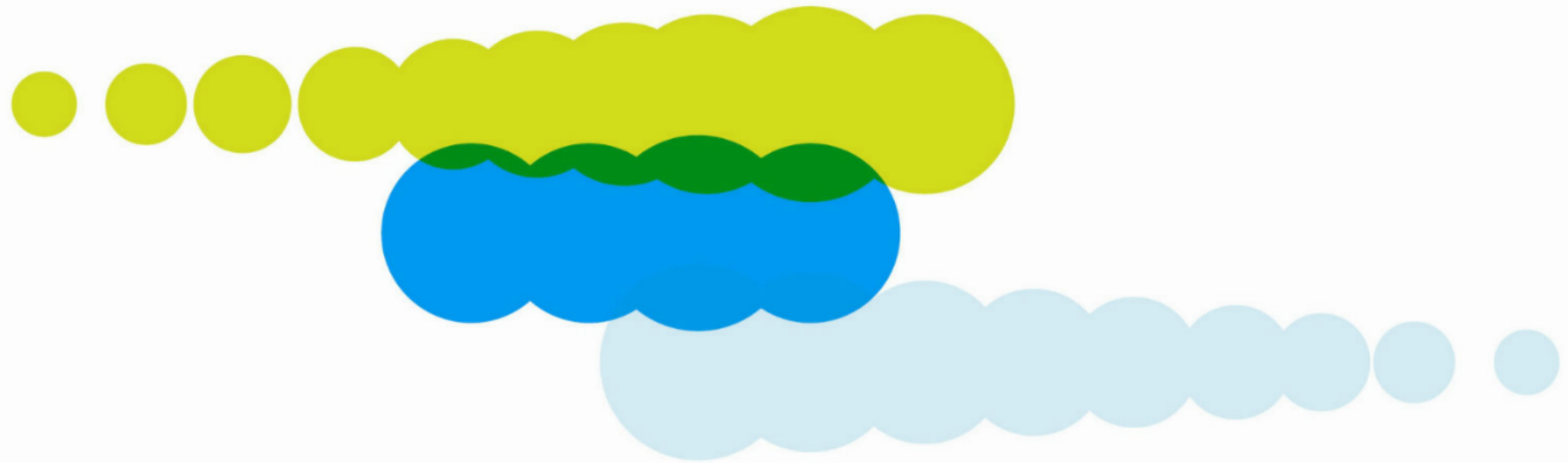
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Practising Open & Education

Developing the Potential
of Open Educational
Resources in
Art, Design & Media

Focus group findings-
Emerging Thoughts

Existing OERs, how and why might Art & Design Staff use these?

OER for direct use by students and the public, instructive, interactive.

OER for use/repurposing by teaching staff

OERs which promote the pedagogies of Art & Design More widely.

Student generated or contributions to, OERs.

Research informed OERs.

Staff Development and dissemination events.

Developed 3 Strands

Making OERs

Staff Development and Dissemination

EPADE: E Pedagogies for Art & Design Excellence

*E Pedagogies for Art & Design
Excellence*



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[FADA E Learning & Teaching Events](#) [Mobile Learning](#) [New Staff](#) [Open Educational Resources](#) [Top Tips and Fun Stuff](#) [Twitter](#)

[Virtual Worlds for Education and Business](#)

Open Educational Resources

This is a page for information and discussion on the issue of Open Educational Resources. This first section lays out some of the background to the issue, and further on you will find updates on how FADA is responding.

Highly recommended site [Process Arts](#), providing community discussion and OER

Recent Posts

- [UCISA best practice guide added](#)
- [new resource booking plug in for these WordPress blogs.](#)
- [Disciplinary Thinking in Digital Literacies.](#)
- [report from The Atlantic](#)

Using OERs


'Getting To Grips'

Identified a problem


Students who hadn't done a Foundation course.

What attributes and skills can a good Foundation develop in students?





interviews with
Foundation Staff
BA Staff
Students





what they said.....

"I think if I was to sum it up the most important thing is it teaches the students how to learn in a way that we find is absolutely a fit for what we teach on BA".

"The whole premise that you are investigating rather than finding answers.."

BA Graphics staff

what they said.

"I think if I was to sum it up the most important thing is it teaches the students how to learn in a way that we find is absolutely a fit for what we teach on BA".

"The whole premise that you are investigating rather than finding answers.."

BA Graphics staff

" They're less seeking of tutor instruction and approval, so the relationship between the tutor and the student is less like teaching a pupil".

" It's less instructional".

"They're more open to the idea there's not a right answer, or a right way of doing things".

"They understand that research is a process that has a value in and of itself."

"That a sketchbook is not just showing the teacher what you've done, it's a way of finding out information that might be useful".

"There's an enjoyment in experimentation".

Foundation staff

Attributes & benefits identified by both staff and students:

Independence, self-confidence, interpersonal skills

Learning how to learn

Research and exploration

Social aspects of settling into University life

Being with like minded peers

Skills

Photoshop and computer skills

Sketching and Drawing skills

Broadening Research skills

Learning logs/Research journals

Staff and Student opinions agreed on the attributes

Students in some cases put an emphasis on skills

Students and staff acknowledge generalisations

Staff from different disciplines had similar opinions

Universal OERs for Design:

Design Process

Studio Culture

Developed a table,
looked for OERs that
could match requirements

Looked at 40 + sites

Not all strictly OERs

Examples

JORUM

VADS

Learning to love you more

iTunes U

Sketchbook

Process Arts

Picbod

Ran focus group on shortlisted online resources

[illegible]

Worked to embed the list in current academic year... over to you Paul.....