



R&I

eLearn
Center

INSTITUTIONAL SUPPORT TO PROVIDE FRESHMEN WITH FLEXIBLE LEARNING PATHS AT COURSE AND SEMESTER LEVEL IN OPEN HIGHER EDUCATION

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UOC's student profile is typically

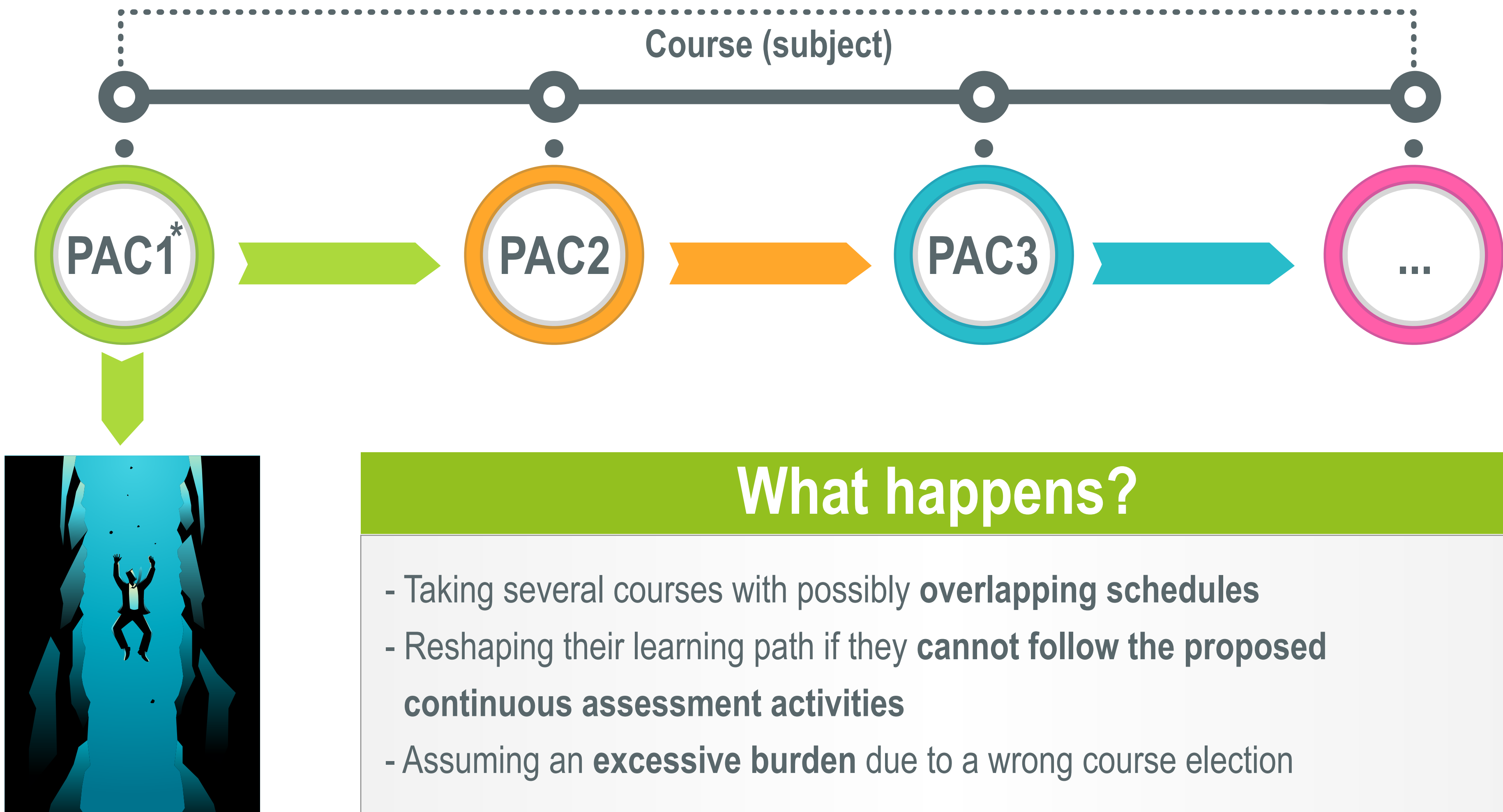


- 32 years old on average
- Prior university education
- Part-time or full-time job
- Family responsibilities (usually)

Regular situation

Enrollment

Continuous assessment

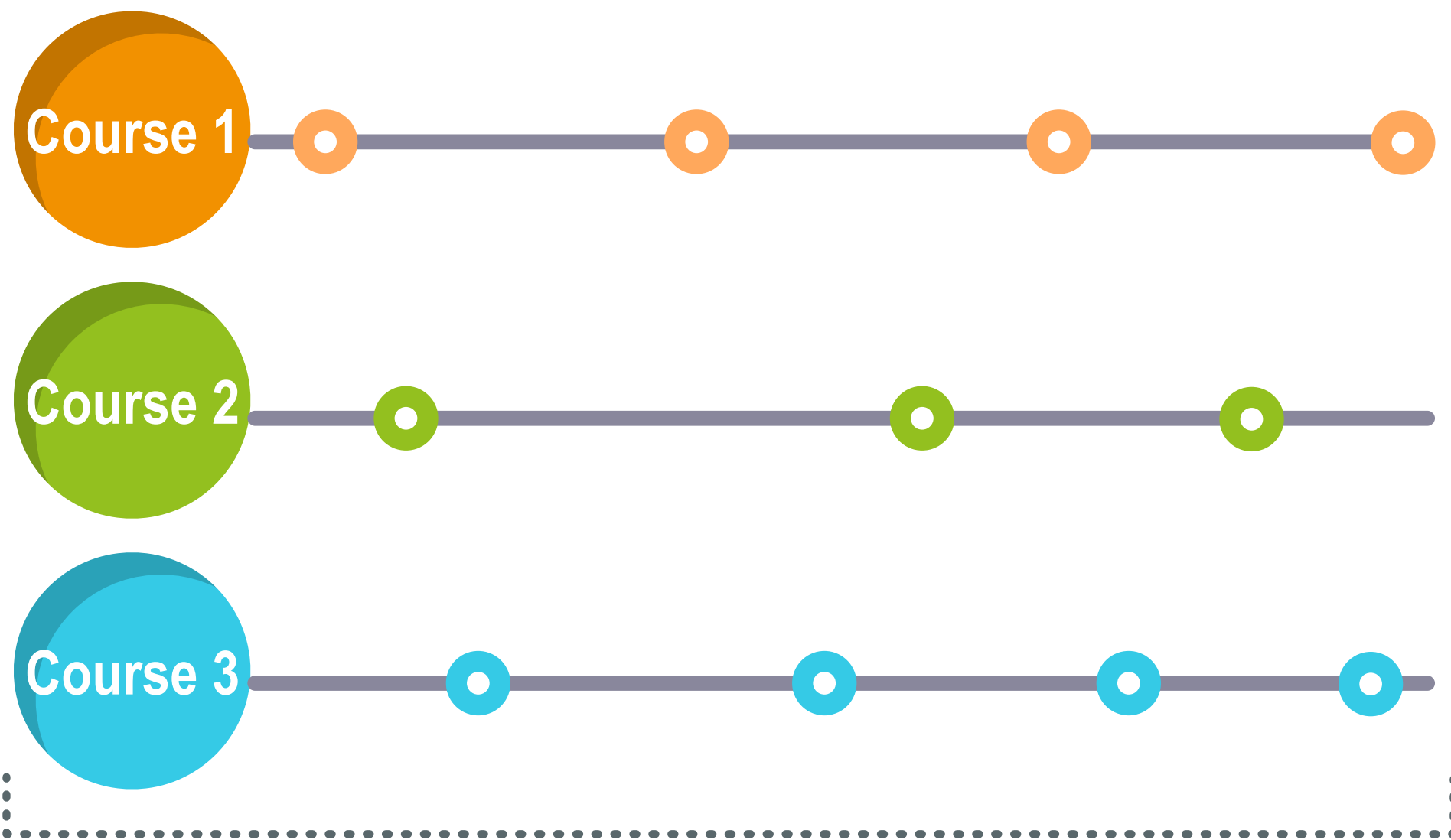


What happens?

- Taking several courses with possibly **overlapping schedules**
- Reshaping their learning path if they **cannot follow the proposed continuous assessment activities**
- Assuming an **excessive burden** due to a wrong course election

*PAC: Continuous assessment activity

ESPRIA



Package X

Created by:

- Deputy dean of teaching
- Programme director
- Coordinating professor
- Mentor

What happens?

- Non overlapping calendars
- Revised course syllabus
- Alternative opportunities to follow continuous assessment

Conclusions

As an ongoing project in its first stage (i.e. first cohort of students enrolling in accordance to the proposed enrolment packages of courses in each degree), ESPRIA will be fully evaluated in the following years, in order to determine its impact on freshmen, their academic performance and satisfaction, and their re-enrolment rate at their second semester. Nevertheless, several conclusions can be already drawn from this first semester of deployment.

The critical factors that emerged in this phase were those related to organizational changes. For instance, some teachers were reluctant to revise course syllabus and workload as well as coordinating course schedule with other teachers, breaking the traditional “siloed” way of designing courses at UOC.

Another important issue was training a high number of mentors and providing them with support and new tools to supervise the new enrolment process involving packages. In order to make mentors' tasks easier, a web app with a friendly interface was developed according to their informed needs and preferences.

Preliminary results show that a large percentage of students (54.05%) chose to follow their mentors' recommendations and finally enrolled only in specific courses / packages that were revised under the ESPRIA framework.

| | Espria | | Espria + other | | Non Espria | | Total |
|--|--------|--------|----------------|--------|------------|--------|-------|
| | N | (%) | N | (%) | N | (%) | N |
| Business administration and management | 208 | 51,74% | 131 | 32,59% | 63 | 15,67% | 402 |
| Law | 178 | 48,11% | 95 | 25,68% | 97 | 26,22% | 370 |
| Computer engineering | 203 | 51,92% | 129 | 32,99% | 59 | 15,09% | 391 |
| Catalan language and literature | 24 | 72,73% | 5 | 15,15% | 4 | 12,12% | 33 |
| Communication sciences | 59 | 41,84% | 60 | 42,55% | 22 | 15,60% | 141 |
| Social education | 168 | 77,42% | 36 | 16,59% | 13 | 5,99% | 217 |
| Total | 840 | 54,05% | 456 | 29,34% | 258 | 16,60% | 1554 |