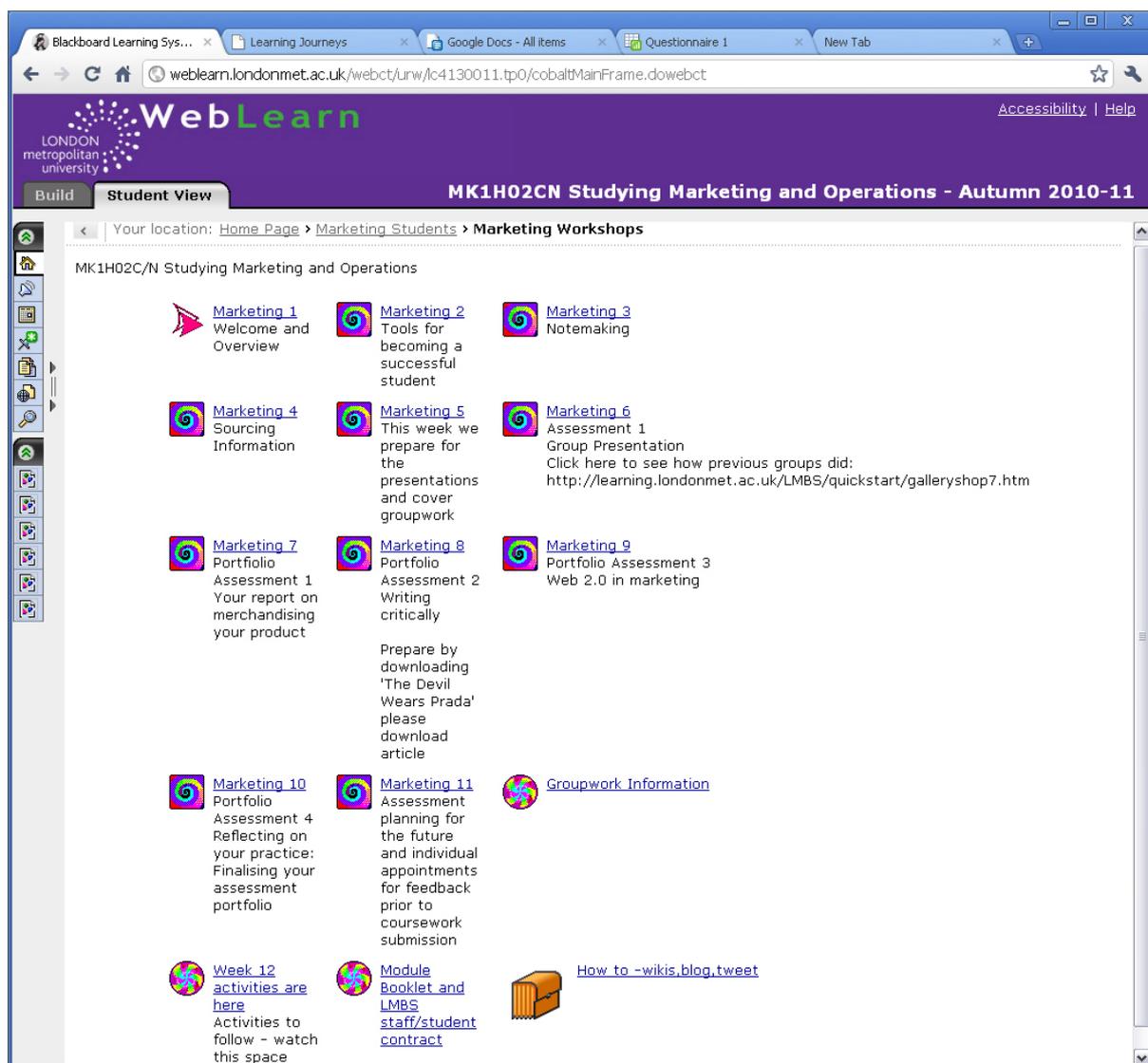


## ALLE project: Case Study of the implementation of the learner journey at London Metropolitan University

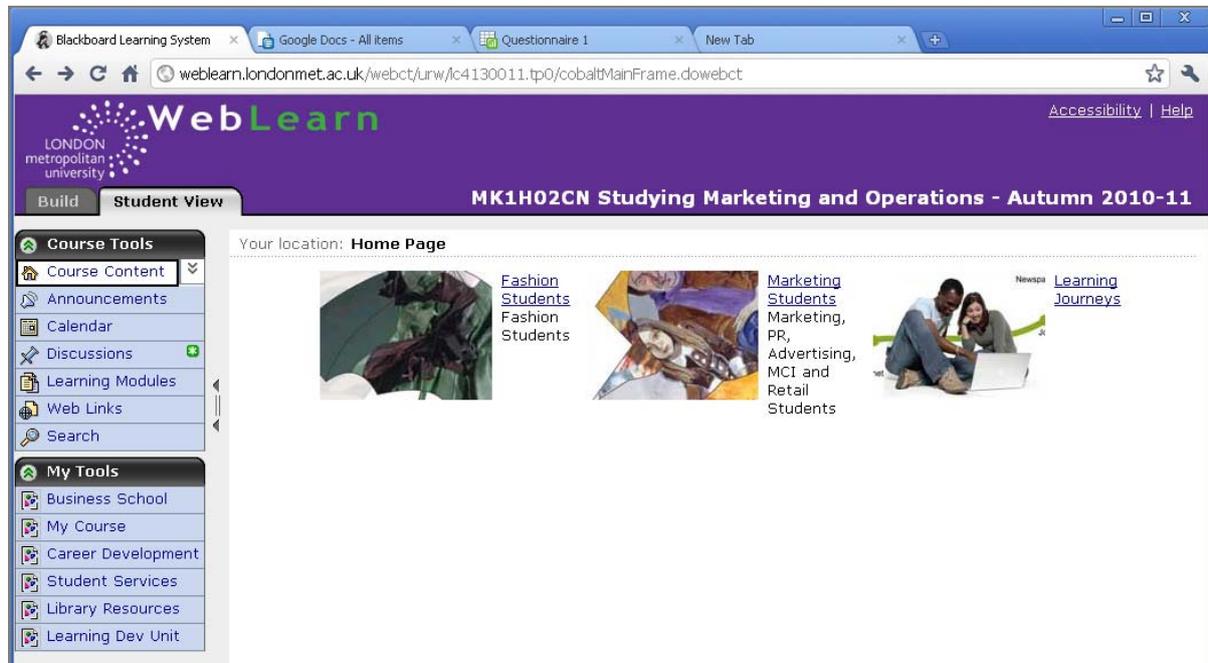
At London Metropolitan University (London Met) the learner journey was used with students taking a core Business module 'Studying Marketing and Operations'. It is part of the recently introduced 'Studying Series', a set of modules that all first-year students study, and underpins the key skills that need to be transferred by students to their academic study and study within their discipline. The module also includes a number of online, interactive learning resources and learning objects, made available as additional support to students through the virtual learning environment (VLE). The module has a large intake of students, approximately 400 on two campuses, and consists of two pathways: one for fashion students and one for marketing students.



**Figure 1: Screenshot from the part of the VLE for the Marketing students, showing the weekly breakdown of activities**

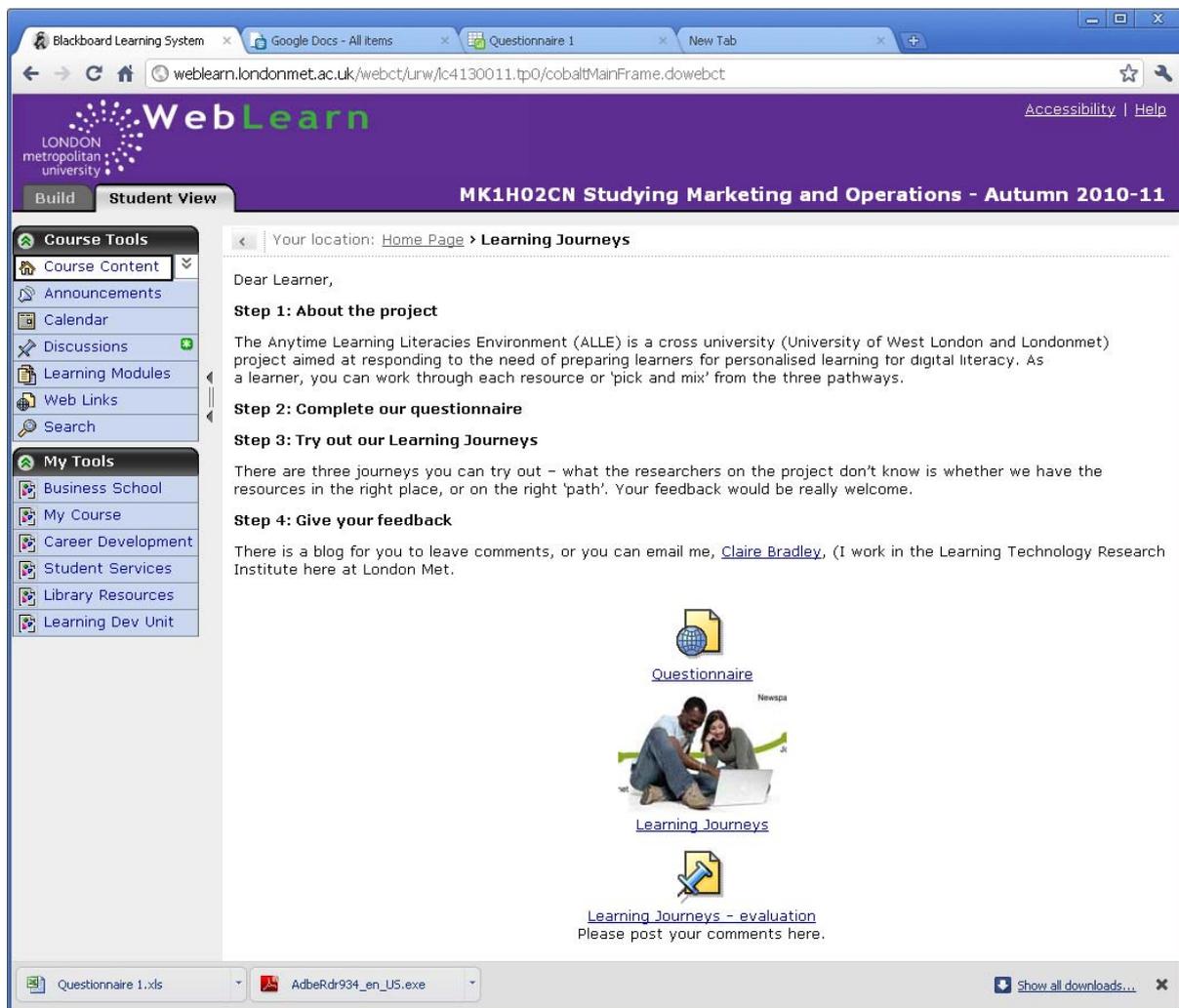
The journey was used with a subset of the module students who were predominantly fashion marketing students – three cohorts of about 60 students in total who were taught by the same

part-time tutor (a part-time tutor was brought in after the original tutor working on the project left the University). The learner journey was integrated into the VLE for the module. Figure 2 below shows the home page in the VLE, with three distinct links to the materials for 'Fashion students', 'Marketing students' and the 'Learning journeys'. The learner journey was therefore given high prominence in the VLE. A blog for collecting feedback from students about the learner journey was also created, available from the page where the journey was accessed (see Figure 3).



**Figure 2: A screenshot of 'The Learning Journey' integrated into the London Met module VLE**

The learner journey was introduced and briefly shown to students in class in Week 1 (although there were a lot of other things to introduce the students to as well). The students were made aware of the range of topics that were covered in the learner journey, and that they could use any of the learning objects that they wanted to in their own time. After the first week, students were reminded periodically about the learner journey. Approximately half way through the module an IT suite was booked so that the students could spend some time going through the learner journey materials that interested them in class. Approximately 40 students attended and used some of the materials during the 2 hour class. Several students contributed comments to the feedback blog during this session.



**Figure 3: Screenshot from the VLE Learning Journeys page**

So at London Met, whilst the learner journey was not as heavily scaffolded and integrated into weekly activities that the students had to do, it was clearly integrated into the module VLE, and the participating student cohorts were repeatedly briefed about the learner journey's existence, were shown them, and some students had an opportunity to go through them in class. They were thus able to pick and choose from the topics on an 'as needs' basis.

### **Reflections on the implementation by the tutor**

At the end of the module the tutor involved was interviewed as part of the evaluation process, and his reflections are included below.

One issue that emerged was that he felt that the learner journey became "overshadowed" because there were a lot of things to cover in the module, particularly in the first week when he introduced it to the students. In subsequent weeks there were errors in the module booklet and in the VLE relating to assessments which had to be explained every week, which again could have overshadowed the reminders to the learner journey.

He was disappointed overall with the success of the implementation, believing that the learner journey would have been better integrated into a lesson as well. If he was doing it again, he'd push it more in the first and second weeks, and devote a lesson to it as well, maybe in the third week. Another option would be to build parts of it into assessments.