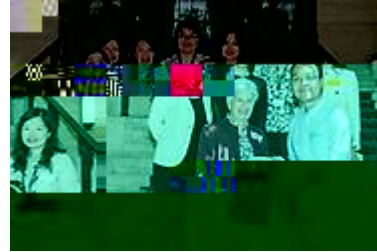Dr Maylyn

Joining CODE Fellows meetings

Meeting with colleagues from across the University of London including Vice Chancellor Prof Wendy Thomson CBE.

Meetings and practical activities within the University of London that included the video suite and learning designers

Meetings with professional service staff at the University to explore how they support the on-line and distance education student population including careers, student well-being, staff development, and student voice

Visiting University of London Federation Member Institutions, Kings College London, and UCL

Individual meetings with

The visiting scholars attended an exit interview with CODE Fellow, Prof Sam Smidt, to provide feedback on the experience and to identify ways in which the placement can be further developed. Feedback was also sought from the supervisory teams and others involved in the programme.

V   ¨ @plays an important role in education. It is interestin to consider how teachers perceive the role of AI and how AI assists the

difficult for them to and in the past few years, I have kept on doin
some on line classroom transformation for my students to help them learn better and enhance their
online en a ement. o, I brou ht some of my data and research outcomes to the UK to explore
deeper insi hts on this project. What I want to explore is not one specific solution to solve all the on
line teachin problems, but the possible research thou hts and streams to inspire me to update my
online modules and provide a better .

#\ ) - my
supervisors spent a lot of time with me to discuss my research projects. We talked about how to find
a more specific research topic, how to extract more on the research title, how to do research desi n,
how to choose the research methodolo ies etc. hanks a lot, to my supervisors. I was deeply
.

All the visiting scholars felt that their research focus had changed and deepened as a result of their
interactions with their supervisors. It took some time, much recourse to the literature, and many
The end results were quite different
from the initial proposals. **messiness**
research in the real world was an eye-opener. This led to frustrations, but also to recognition that
there are other research methods than quantitative ones and alternative approaches to data
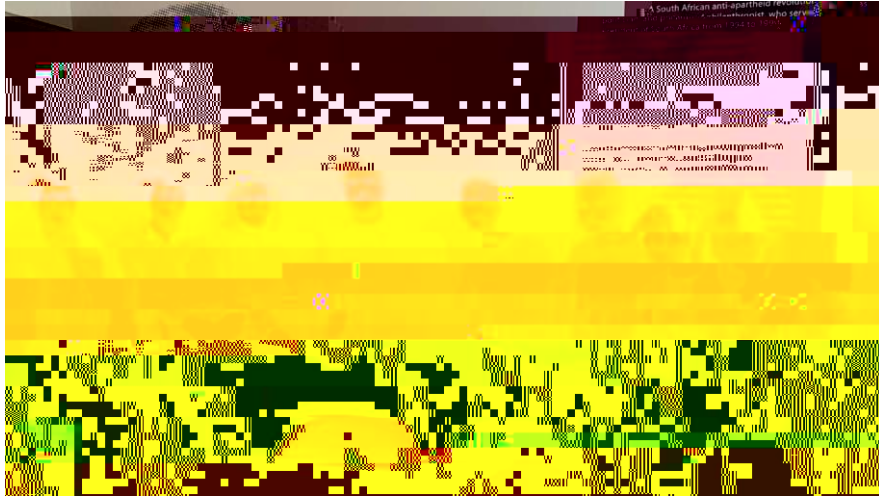collection.

Recommendations

The visiting scholars collectively identified the strengths of the programme included enhanced
understanding of on-line education for example assessment, student engagement, learning design
and research approaches, and the value of immersion into wider working culture and wider
community and different ways of thinking.

The visiting scholars suggested improvements to the experience, including the opportunity to join
on-line modules in advance as a student to understand the student perspective; connection with
supervisors in advance of coming to the UK; a longer time in the UK, as four months was felt to be
too short. In response CODE are now adapting the provision to provide greater induction in advance
of arriving in the UK for the visiting scholars. Two new scholars will arrive for 2023-24.

u † o h #\ ) - With the growth in CODE Fellow
numbers and the expansion of supervisory capacity, the opportunity to grow the programme exists.
This would depend on gaining additional funding from the SBFT or from an alternative source. Given
the successes and the links to OUC, it might be that a similar programme funded by OUC could be
established.

There is an opportunity for the programme to be replicated with other countries that are seeking to
develop or expand ODL. This could run in conjunction with other capacity-building activities.

The development and support of a visiting scholar alumni network(sb75 0 5)14(rta)]Tp G(-)]TJET0.000008875 0 595.5

Appendix 1

The Open university of China visiting scholars 2023

	Guangzhou Open University, China	The Impact of Heutagogy (self-determined learning) on Encouraging Learner Agency of Adult Learners	Prof Philip Powell, Prof Anita Walsh
	The Open University of China	Teacher Professional Learning Influenced by the Intelligent Technology from the perspective of the Complex Dynamic System Theory (CDST): An Empirical Study Focused on the Learning Needs and Approaches	Dr Jonathan San Diego, Dr Maylyn Tan
	The Open University of China	An empirical study on professional identity of teachers engaged in distance education	Prof Norbert Pachler, Dr Michele Milner