

Together for Young Adult Carers
Glasgow
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A collaborative approach to flexible study opportunities for carers: what open educational resources can offer

Introducing OER4Carers

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The Open University in Scotland

Overview of session



- The Open University: Open to people, places, methods and ideas
 - Supported open learning
 - A joined up approach to widening access
- Working together to get it right for Carers
 - Carers ‘flag’ at registration
 - ‘Caring for Carers’ initiative (Dumfries pilot)
 - Open Educational Resources: OER4Carers project
- The Reflection Toolkit
 - ‘The Reflection Toolkit’: what it is, who it’s for
 - Working in collaboration to ‘reversion’ this OER
 - Invitation to inform development of OER4Carers

Caring for Carers (Dumfries)

- *“I think you definitely lose confidence if you have to give up a career, for whatever reason. You lose your sense of identity and worth. Being a carer can be isolating too. Not working has a huge impact financially. As time goes on your self-esteem can erode and you can start to feel that there are no opportunities available.”*

(Lesley)

Caring for Carers (Dumfries)

- Supported by her local Carers Centre and the local OU project worker Lesley studied an OU Openings access module followed by a Reflection course based on the Reflection Toolkit. On successful completion Lesley registered at Crichton Campus for part time study towards an undergraduate degree in Business Studies.
- *“Openings and Reflection helps you realise your potential which can get lost in our caring role”. (Lesley)*

Why reflection?

- Reflection is a way of working on what we know already and it generates new knowledge and understanding



The Reflection Toolkit

- an Open Educational Resource to help the process of reflection
- for learners from diverse backgrounds and in a range of contexts
- for personal development and career planning
- for individuals and groups of learners, employees, carers ...
- available in a range of formats for use on and offline.

What is it and who's it for?



A case study approach

- A single unit, five sessions (lasting about one hour each)
- A mixture of personal reflection, ideas about how we learn from reflection, and activities to support that learning
- *My Reflection Log*



Contents


- Session 1: Defining myself and how I feel about my present situation
- Session 2: Learning by looking at my life over time
- Session 3: Identifying my skills, abilities and qualities
- Session 4: Clarifying my goals and planning for the future
- Session 5: Identifying my next steps and where I can find information and support

Learner centred: who am I?

- Course illustrated throughout by six case studies – Carol, Alan, Eric, Ying, Gary and Fiona
- Transcripts and audio clips included

Download Transcript

Fiona



Fiona

Fiona is married, with three grown-up children. She lives and works in Lerwick in the Shetland Isles. She left school at 16 and works as a library assistant in charge of the interlibrary loan service. Early on, as part of her work, she studied an HNC in Library and Information Studies, which introduced Fiona to distance learning. She began her OU studies in 2007 with a short 10-credit Arts course and hopes soon to graduate with an honours degree in Humanities. Although she is primarily studying for her own satisfaction, she is aware that her studies have had a positive impact personally and that her degree will open up new opportunities: as a result, she feels that a change of direction could now be possible. 2011 was a particularly difficult year due to personal circumstances as Fiona juggled long-distance caring responsibilities, work, family and study.

Download Transcript

These examples show how thinking about what you really want to do and finding out how to get there can change people's lives.

Where have I come from?

- Activities, tools and resources to aid reflection on the past e.g. [Timeline](#)
- Try out [bubbl.us](#) website (on-line help available)
- Pdf document provided
- (see Session 2, Activity 2.2 and in *My Reflection Log*)



What can I do?

Reflection toolkit

Sophie Timsit (Sign out) G


LabSpace ► All Units ► Open Educational Resources ► Skills ► Reflection_1_1.0 ► Reflection toolkit ► **Key skills**

Search this document ?

Contents

- Introduction
 - Why might this toolkit be useful to me?
 - Learning outcomes
 - What's in the toolkit and how do I use it?
 - My Reflection Log*
 - Using the toolkit
- Session 1: Defining myself and how I feel about my present situation
 - Introduction
 - Case studies
 - Your reflection
 - Summary
- Session 2: Learning by looking at my life over time
 - Introduction
 - My timeline
 - Looking backwards, looking forwards
 - Summary
- Session 3: Identifying my skills, qualities and abilities
 - Introduction
 - Time for a chance?

Key skills



Skills can be described in a number of ways – key skills, core skills, practical skills, technical skills or life skills, context and purpose.

These **key (or core) skills** are important for learning, personal development and employment. You may not have your skills in these terms before, especially if it is some time since you were in education or job-seeking, and have more skills than you realise: managing a household, paying bills, budgeting, speaking to trades people, appointments, working together to look after children ... and many more.

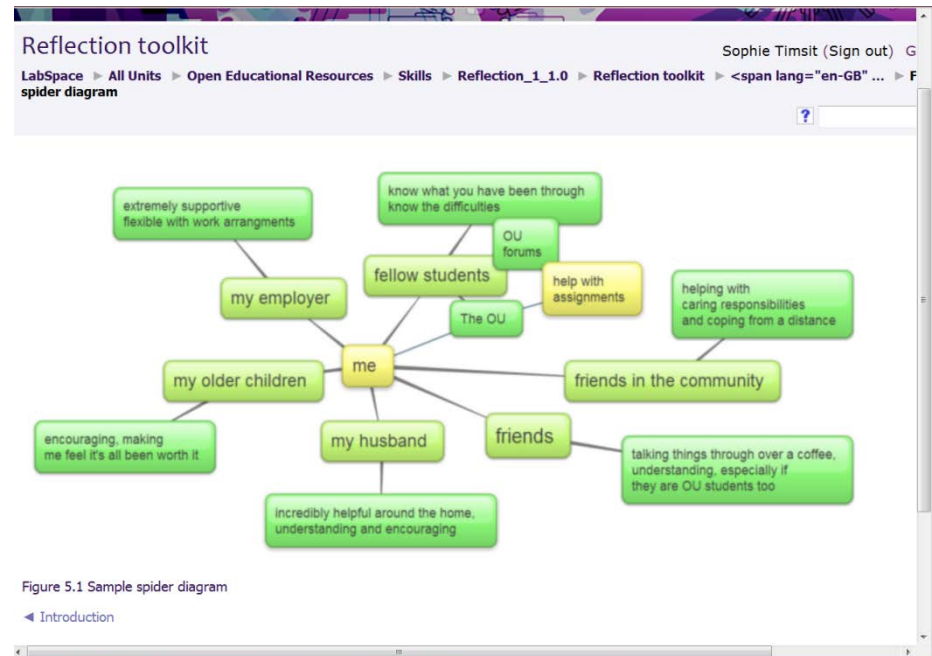
Activity 3.3 Identifying my key skills

You should spend around 30 minutes on this activity.

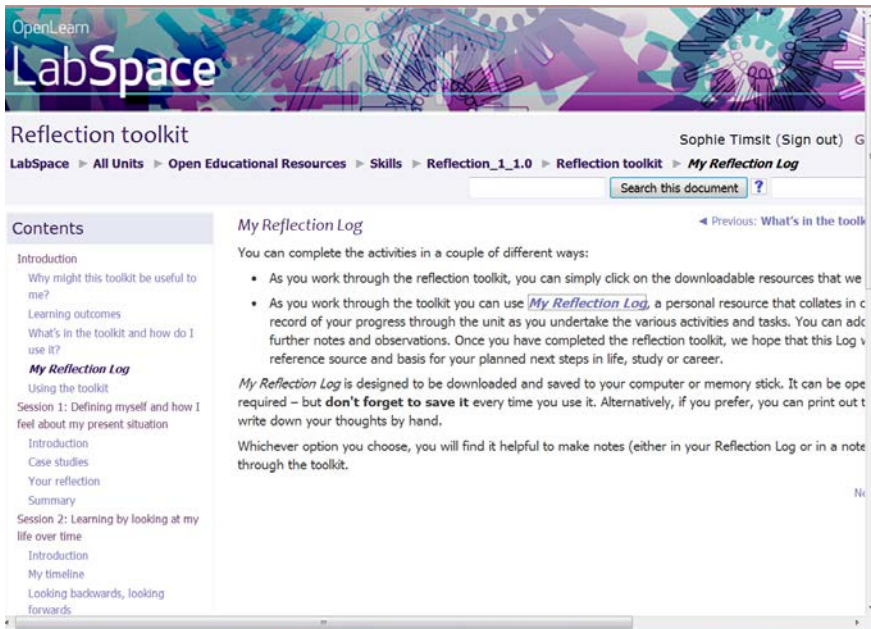
- Identify my skills, abilities, qualities
- Clarify my goals
- Key skills

Who/what will help?

- Support networks – formal and informal
 - Family, friends
 - Fiona's support
- Other agencies
 - Careers, finance
- Other professionals
 - Mentor, case worker,
 - Local Carers Centre
 - YAC network



Looking forward – looking back



- *My Reflection Log*
– [Reflection Log](#)
- A personal record of all work completed on the course

Links I can use

- An online dictionary
- A glossary of technical or specialist words and phrases
- Links to other resources such as
- [Learning to change \(Y165 1\)](#)
- Links to other agencies
- [useful websites](#)



Learning outcomes

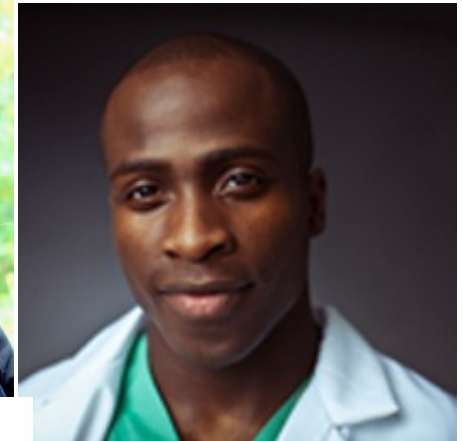
- An understanding of my strengths, qualities and skills
- A clearer understanding of the experiences that I've reflected on, including my role(s), actions and decisions
- An idea of what direction I'd like to go in now
- An idea of how to find out what is possible for me to achieve in the immediate future
- The ability to use IT and carry out simple activities in writing and communicating
- The ability to use the internet to find information useful to me
- The ability to use new ways of expressing ideas

OERs and widening access

- Free to use and reversion
 - What makes re-versioning possible?
- Creative Commons Licence
 - Permission to use and adapt
- Software to facilitate ‘reversioning’
 - Editable e-book
- What else helps?
 - Contextualising the learning / trusted gatekeepers
 - Cross-institutional and cross-sector collaboration
- Funding

Reversioning the OER

- In collaboration with Bridges Programmes
 - what to keep
 - what to drop
 - what else
 - or do differently?
- Embedding the OER
- Cascading the OER
- Cascading the model



Reflecting on Transitions



©

Resources

*Reflecting on transitions:
alternative versions*

 Word version

 version Kindle
Unread

 epub2 version

 epub3 version

Learning Tools

 Using Learning Tools

✓ Trusted sites | Protected Mode: Off



100%



12:08

09/04/2013

OER4Carers

- Carers feature as case studies
- Learning paths
 - To develop skills and knowledge relevant to role as carer
 - To make use of (transferable) skills and knowledge
 - Transition from informal to formal learning
 - Resume studies put on hold
 - Learn something new ‘just for me’
- Links to useful websites and social media
- Gain ‘badge’ for successful completion
 - Acknowledging the reflective learning

For a closer look!

- Go to

[http://LabSpace.open.ac.uk/Reflection 1 1.0](http://LabSpace.open.ac.uk/Reflection_1_1.0)

[http://LabSpace.open.ac.uk/Reflection 2 1.0](http://LabSpace.open.ac.uk/Reflection_2_1.0)

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