

Pre session polls

What level of study are you?

- Access
- Level 1
- Level 2
- Level 3
- Postgraduate

What would you consider is your main area of study?

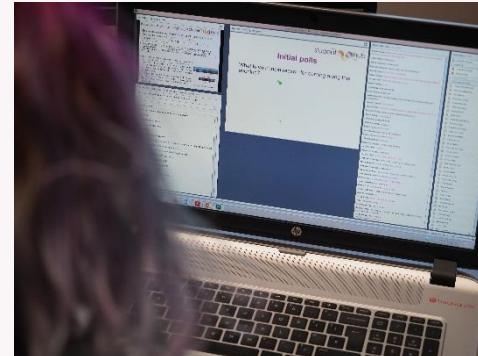
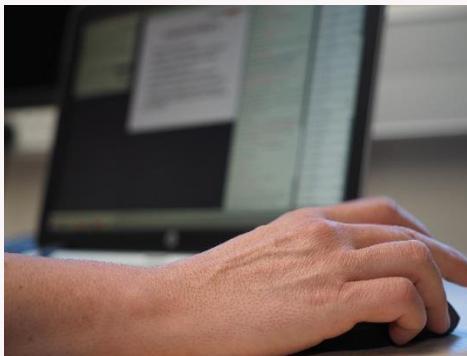
- Arts
- Languages (English & other)
- Social sciences
- Business and law
- Science
- Engineering or technology
- Maths
- Health sciences
- Education
- Sports
- OTHER

Have you been to any student hub live online events before?

- Yes last year (any 2018)
- Yes this year (any 2019)
- Yes other
- No (but have listened to one or more recording)
- No (didn't have time)
- No (wasn't aware of before now)

What are student hub live online sessions?

- All student hub live sessions are non modular and focus on skills relevant to study at university level
- Polls are anonymous to other participants but the chat box will have your logged in name associated with your comments
- All online sessions are recorded and available to view on catch up on a public facing website. *Small group discussions are not recorded.*
- Slides are available at the end of the session and from the main website



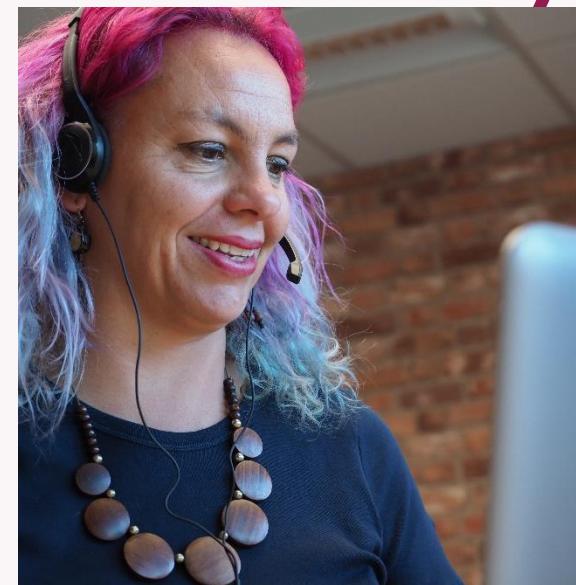
Initial polls

What is your main reason for coming along this evening?

student hub live is the OU's live online interactive platform to support academic community



Karen Foley is a lecturer at the OU, head of student hub live and chairs Y032. She also tutors in social sciences, psychology and science.



Isabella Henman is an essay writing aficionado and skills trainer. She tutors in science and health sciences at Access to level 2.

**Next year it's going
to be different!**

This was our advert...

How often do you reach the end of your module and say “I wish I’d managed my time better, read my feedback more often and not kept making the same mistakes”? In this session we’ll focus on how to break some of those learned behaviours and help you deliver on your early promise. This workshop will include practical activities designed to facilitate reflection on your own learning, share and receive ideas that work with other students and to put a personal plan in place.

Workshop

- This is going to be a structured workshop to help give the chance to think about how your recent module has gone and what you would like to improve for the future
- We'll give some tutor advice and suggestions on areas that are commonly in need of work
- You'll also get the chance to discuss things with others in a small group



Session purpose

- **Is for:**
 - Identifying areas that can and should be changed to support effective study
 - Give some guidance about effective study methods & answer questions
 - Provide a space to share ideas and connect with other students
- **Is not for:**
 - Telling you what you HAVE to do
 - Providing any module specific advice

Initial poll

Thinking back to the module you have just completed – what are some of the things that you would like to change about the way you completed it?
Please use the short answer poll to say any that you can think of.

Will you?

Please select which of the following is how likely you are to make the changes you just identified you want to make

- Very likely
- Quite likely
- Possible
- Unlikely
- Very unlikely

Being SMART



- For instance rather than saying you'd like to be better organised, be specific about what needs to change and how you will achieve this
- If you have struggled with maths skills identify a resource that can help and indicate when you might work through it

Your turn to BE SMART!

- Think back to the things you mentioned in the earlier poll that you would like to change and have a go at formulating a SMART objective for at least one of them

(Now) Will you?

Please select which of the following is how likely you are to make the changes you have just made SMART

- Very likely
- Quite likely
- Possible
- Unlikely
- Very unlikely

Has your answer changed? Use emoticons

- Green agree tick for yes
- Red disagree cross for no

Control...

- Some parts of your study are outside of your control (e.g. the TMA questions and deadlines) but many aspects are within your control
- The main thing which we want to focus on today is understanding and accepting what needs to change for the higher achievement
- As you progress in study you will need to be more effective as there is more to learn and you are expected to have learnt more already

Using feedback

What is the most accurate description of what you do with TMA feedback?

- I don't read it (just check mark)
- I look very briefly at where marks were allocated
- I read it through once
- I read it through carefully several times before the next TMA
- I read it through carefully and identify elements that need to be improved and then cross check after the next TMA that this has been successful

Feedback...

- ... is there to help you improve and not make the same mistakes
- ... is focused on the key skills and facts your module covers
- ... helps you to work out what you can control and use to be more effective in your study

Please make use of your feedback!

TOO MUCH!



Be realistic and SMART about what is the best thing to change to have the best effect. You can't change everything so focus on 1-3 things that you can change and will make a difference (and be able to measure that difference)

You can always ask your tutor for advice on prioritising

Poll time

Did you used to suck your thumb?

- Yes
- No

How did you stop sucking your thumb?

- Don't remember
- Wore glove
- Medication / substance on thumb
- Something else

Why mention that?

- It's about breaking a learned behaviour
- For some people it is very hard but there are ways to do it and for the vast majority they are successful if you commit to them and do it

Identify what needs to change (and why)
and then do something about it

Breaking the behaviour

- Are there any of the following areas that you have received repeat feedback indicating a need to improve?
- Spelling and grammar
- Reading and answering the question asked
- Correct formatting of maths / language features
- Writing in an appropriate academic format

Breaking the behaviour

If you have had repeat feedback then it does indicate that you need to address the specific factor being highlighted

Have you read all the guidance (or skipped parts?) Often repeat mistakes come from missing key information and 'assuming you know what is needed'

Look to see if your tutor had provided guidance on how to do what is needed and use the resources or ask for more help

Time management

In your last module did you...?

- Keep exactly to the study calendar throughout
- Work within a week of the study calendar
- Get a couple of weeks behind once
- Get a couple of weeks behind more than once

Can you identify why this might have been
(use short answer poll to give reason)

Time issues

Some of the points we see regularly:

- Not realising that x hours for study actually means x hours, rather than x -y hours or however many left
- Lack of contingency time - life happens, if you have children, work, dependents or your own health issues these will all take your time. If you allow slippage time then this doesn't become critical but if you don't have a spare hour in the week and something happens you will get behind

Be realistic

- Studying at a distance means you don't leave your normal home life which will still draw on your time. Recognise this can happen but allow for it
- Prioritise your tasks – if you really want this qualification then watching tv / sports club / pub / hobby / being mum's taxi may have to take a back seat
- Consider if you can study on the fly wherever you are to best use your time

Use a time management tool

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
6 am							
7 am							
8 am							
9 am							
10 am							
11 am							
12 pm							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							
8 pm							
9 pm							
10 pm							
11 pm							
12 am							
1 am							
2 am							
3 am							
4 am							
5 am							

Reactive or proactive

- Many students are reactive and only complete something if it has marks attached or they are repeatedly told to. this often leads to reactive learning, just-in-time learning or in the worst case scenario scrabbling around trying to work out what to do at the last minute
- Effective learners work in a proactive way and build skills that will be useful, they use downtime to brush up little elements so they know how to do something when the time comes

Useful links

- Digital and information literacy – how to access and use tools
- Being digital bitesize resources at
<http://www.open.ac.uk/libraryservices/b eingdigital/>
- Using and finding resources training from the library
<http://www.open.ac.uk/library/help-and-support/training-and-skills>

Poll

Have you had to make a personal development plan?

- I had to for 1+ TMAs
- I have done for work purposes
- I have done for own purposes
- Never done before

PDP

- Personal development planning identifies your strengths and areas that need work and show where you have skills that can be transferrable to different subjects
- A PDP allows you to focus on why you are studying, what you hope to achieve and how you can do this
- PDP feed directly in to career goals
- More on PDP at
<https://help.open.ac.uk/pdp>

Poll time

- Please use the short answer poll to say how you feel about reflecting on your learning overall

Reflection...

- Looks realistically and honestly at what you have done
- Has to be active and identify specifics
- Can be difficult!

Discussion activity

- Discuss as a group something that you wish you had done better in your last module and something that you did well and want to build upon. Together look for themes, which may relate to the areas we have already covered
- Please bring back a few points that you can share with the rest of the group

Useful points for breakouts

- We suggest you use the first couple of minutes to introduce yourselves and get used to the room. Choose a volunteer to keep the discussion on track and feed back to the main room
- Remember to activate your microphone to speak as per the instructions given.
- Breakout groups work best if people engage and contribute and discuss
- There will be 13 minutes for the breakouts overall – we'll send regular reminders to let you know how long you have got left

Remember to check the number of the room you are in (shows at top of chat pod as “chat x BREAKOUT y”) in case of connection issues and for bringing back information.



Breakout activity

- Discuss as a group something that you wish you had done better in your last module and something that you did well and want to build upon. Together look for themes, which may relate to the areas we have already covered
- Please bring back a few points that you can share with the rest of the group.

This session is currently in breakouts (small groups).

If you are part of this group and have had connection issues please let us know your room number in the chat box

If you are only just arriving in this room then unfortunately you have missed the main session. Please log back out and watch the recording which will be available later this evening

So....

- What can people share from their sessions?

Take home message

- You are studying because you want to better yourself
- The best learners are effective as they work out what needs to be done and use feedback and guidance to achieve this and don't make the same mistakes

Final polls

What do you feel is the main thing you will take away from this evening?

What are you going to do as a result of this evening's session?

Which of the following elements of tonight's session did you find useful?

- Tutor led explanation
- Opportunity to chat in text chat box
- Opportunity to suggest ideas in polls
- Breakout room (discussion with / learning from other students)
- Breakout activity (reflecting on the concepts in more detail)
- Any other aspect (please give details in chat)

Online Room summer skills series (Thursdays at 20.00):

4/7 – Preparing for your next module; strategic revision

11/7 – Delivering the task, the whole task and nothing but the task

18/7 – Developing your academic writing

25/7 – Storytelling or argument; creating an argument in your writing

1/8 – Preparing for the end before you begin

Tonight's slides are available to download from the link provided. Click on the words essay planning then download file and it will download to wherever downloads go on your own computer.

Past student hub live online sessions [here](#)

Visit us at

<http://studenthublive.open.ac.uk/>

Send us feedback at

studenthub@open.ac.uk

View past (live) recordings on

www.youtube.com/thestudenthublive

