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
- Yes this year
- 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.
Preparing for and producing your best EMA
This was our advert…

Your end of module assessment (EMA) is important because of the marks it attracts and as a final piece of work that allows you to show your understanding of your complete module. In this interactive workshop we will look at ways in which EMAs might differ from TMAs and how to balance broad themes with detail required to address the question.
Workshop

• This is going to be a structured workshop to help give the chance to think about the aspects involved in producing an EMA as well as some practicalities

• We’ll give some tutor advice and links to places where further information may be found

• You’ll also get the chance to discuss things with others in a small group
Session purpose

**Is for:**
- Give some guidance about EMA planning and interpretation.
- Allow you to ask questions about approaching EMAs
- Provide a space to share ideas and connect with other students

**Is not for:**
- Giving any EMA answers
- Providing any module specific advice
Initial polls

Have you done an OU EMA before?
- Yes (one)
- Yes (two)
- Yes (3+)
- No never!

When is your EMA due?
- 4th week May (18/5-24/5)
- Last week May (25/5-3/6)
- 1st week June (1/6-7/6)
- Other date

Please give a few words about how you are feeling about your EMA
Time management

• First things first – when is your EMA due?
• How much time will it take to do?
• Have you allowed contingency time for anything going wrong?
• Consider planning quite tightly using some of the resources available at https://help.open.ac.uk/planning-and-prioritising
Polling text

Which of the following time management tools have you used during your study this year?

- Foursquare grid
- Detailed time grid
- General time grid
- Other
- None – I just manage my time well 😊
- None – I haven’t really managed my time well 😞
Example tools - foursquare grid

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<thead>
<tr>
<th>Urgent</th>
<th>Important</th>
<th>Unimportant</th>
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<tbody>
<tr>
<td>Not urgent</td>
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## Example tools - broad time grid

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<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
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Total

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Example tools - detailed time grid

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Create your own deadline(s) to work to at least a couple of days before the fixed deadline. Aim for this. Don’t work knowing that you won’t keep to it. It’s for emergencies only.
Time management

- EMAs have fixed deadlines. The cut off is noon on the deadline day (there is a grace period with no penalty until midnight).
- Tutors cannot authorise extensions.
- Extensions are extremely rare and only for serious unexpected extenuating circumstances, e.g. hospitalisation.
- It is YOUR responsibility to make sure you know your deadline and plan appropriately.
Poll text

Do you know whether your EMA involves additional activities other than the main questions?

• It doesn’t
• Yes I think so, not sure yet
• Yes it does, I have a clear idea of what they are
• Yes it does, I am well on the way to doing them
Planning to complete it all

- Some EMAs are a series of questions just from one EMA document, others require you to undertake activities from a variety of places and combine them together at the end.
- You need to ensure you complete all parts of the EMA.
**TMA V EMA**

- In many modules the EMA is worth most if not all of the summative marks, e.g. the marks that count towards your final grade.
- TMAs and EMAs are different, although TMAs will build towards the EMA.
- EMAs are looking for a higher level of understanding that TMAs; they are after all assessing the WHOLE module.
How might the EMA be different?

Short answer poll:
Assuming you have looked at your upcoming EMA can you see a way that it is different from the TMAs you have done?
How might the EMA be different?

Some of our suggestions:

• More questions
• Less didactic instructions
• More mixed style questions (using several skills)
• Using information from various places within the module
• Might involve an activity e.g. search, evaluation, project
• Won’t be marked by your allocated tutor
emTMA

• These are end of module TMAs which are slightly different to standard EMAs as they are marked by your regular tutor

• These may be a very late final TMA and not necessarily shown as an EMA specifically (e.g. access TMA04)
EMA marking

- This is done by experienced tutors but not your allocated tutor.
- The marker will not know you
- You have to be crystal clear and signpost your answer
- You can’t expect the marker to ‘just know’ what you mean
- You need to signpost to show your understanding
- Markers will mark a large number of scripts in a short time so you need to make it clear and easy for them to award you the marks.
Reading the question

Reading and answering the actual question is crucial when tackling any essay

- Read out loud
- Underline key words
- Make the title into a question (but don’t change the question in the process)
Process words

These are the instructions that tell you what you need to do:

- Describe
- Explain
- Critically analyse
- List

We strongly recommend the studenthome > study skills resources here -
https://help.open.ac.uk/understanding-the-question
Considering material

What information are you going to need to find out? What does the question assume in terms of knowledge?

• Think definitions
• Think facts
• Think what might need to be included
Don’t worry!

• Unpacking the question involves coming up with things that you might need to find out and then considering the material is what that might be.

• You aren’t expected to know everything before you even start!
Using learning outcomes poll

Have you have read your module learning outcomes?
- Yes
- No

Does your TMA feedback relate to module learning outcomes?
- Yes (clear LO table & how well met)
- Yes (feedback mentions somewhere)
- No
- Not sure

Do you know what the learning outcomes are for your EMA?
- Yes
- No
What are you writing about?

- Make sure you keep going back to the questions and use the learning outcomes to help as well.
- These can give you clues about the type of information that will be required.
Critical analysis

• This is a higher level skill that gains more marks than anything else.
• It means looking at the information and evaluating it and considering whether it allows you to answer the question fully.
• It is a questioning process – who said what? Does what they say have value? Did they miss something out? Has someone else said something that completely disagrees with them? Have I read something that disagrees with them?
Critical analysis hints

• It isn’t about ripping something to shreds
• It is about evidencing your assertions
• If you ascribe to one person’s theory as presented what is it about it that is convincing? Have you looked at what might not be right about it? is there anything missing?
• Is the view / evidence important because of the amount of people that agree or something else?
Critical evaluation – when and where

- Difference between being descriptive and critical. A description or observation could be that a study had a small population or was carried out on rats. Fair enough but so what? Why does that really matter.
Discussion activity

• Discuss as a group what you think is going to be the main thing you need to work on to produce your best EMA. You may like to think about some practical issues, skills based like appropriate language or critical analysis.

• 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.
Breakout activity

• Discuss as a group what you think is going to be the main thing you need to work on to produce your best EMA. You may like to think about some practical issues, skills based like appropriate language or critical analysis.

• Please bring back a few points that you can share with the rest of the group.

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.
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

- Your EMA is your chance to show your understanding of the whole module so you do need to have looked at it all.
- The best EMAs clearly communicate accurate information that answers the questions that have been given in the way that the module and your TMA feedback has been teaching and training you to do.
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)
Future sessions in our student hub live skills based Adobe Connect series – See the website for more details

22/5/19 Exam workshop 7pm

*Live filmed event* Doing your best in your EMA or exam Monday 13th May 10-12.15

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](http://studenthublive.open.ac.uk/)

Visit us at [http://studenthublive.open.ac.uk/](http://studenthublive.open.ac.uk/)

Send us feedback at [studenthub@open.ac.uk](mailto:studenthub@open.ac.uk)

View past (live) recordings on [www.youtube.com/thestudenthublive](http://www.youtube.com/thestudenthublive)