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?
- No (I’m brand new!)
- No (but have listened to one or more recording)
- No (didn’t have time)
- No (wasn’t aware of before now)
- Yes post summer 2020
- Yes any pre summer 2020
- Yes any 2019 or before
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 during the live session.
- All online sessions are recorded and available to view on catch up on a public facing website.
- Slides are available to download during the session (not accessible on mobile devices) and from [http://studenthublive.open.ac.uk/](http://studenthublive.open.ac.uk/).
student hub live is the OU’s live online interactive platform to support academic community

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Initial polls

What is your main reason for coming along to this session?
(If you are on a mobile device remember you need to tap into the polling option)

To come back to these slides after completing a poll click on the share pod slides icon
Essay planning
This was our advert...

This workshop is aimed at students who may not be doing themselves justice with their essay planning technique. We look at how to structure your essays to ensure they align with the essay question, and discuss ways to effectively organise essential information.
Workshop

• This is going to be a structured workshop to help you get thinking
• We’ll look at what is meant by essay planning, including some different styles and methods, as well as key points for what needs to be included
• Then we’ll give some tutor advice
• You’ll also get the chance to discuss things with others in a small group
Session purpose

**Is for:**
- Covering the basics of essay planning
- Give some guidance about ways to plan effectively
- 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
First thoughts

- How many academic essays have you written in the last year?
  - None
  - One
  - Two
  - Three
  - Four or more
Academic essays

- Have their own style!
- Are a way of helping you to communicate your understanding in a specific way and structure
- Do take practice!
Emotions of essays polls

• What grade are you hoping to achieve for your next essay?
  • 85%+ (pass level 1)
  • 70%+ (pass level 2)
  • 55%+ (pass level 3)
  • 40%+ (pass level 4)

• What is my emotional feeling about this essay?
  • Loving it
  • Enjoying it mostly
  • Topic OK but just want to get it over
  • Absolutely hate everything about it
What do we mean by planning?

- A plan is a road map of what you intend to do. It helps you to know what you intend to do and allows you to know whether you have done this.
- The format of that road map is up to you.
- You can also think of it as a recipe which makes it clear what is going to go into the essay and the order.
Planning poll

Have you had to write an essay plan before?

- yes
- no
Planning Q&A

• Please suggest in the short answer poll pod available what type of plans you can think of. (here think about the style of plans you might be aware of – don’t worry if you don’t know but do look at other suggestions)
Types of plan

• Simple list
• Series of relevant page numbers / topics
• Mind map
• Spider diagram

(examples to follow)
List style plan

**Title**

- Intro
  - What are proteins? (pg. 50/51) + (52) + 122 - Amino Acids
  - Use of proteins? (pg. 50/51)
  - Where are they needed? (pg. 50/51) - Digestion (pg. 124/147/159-)
  - How do we possess them? Assembly (pg. 91 to 92)

- Protein Digestion
  - From outside to inside the body
    - Mechanical digestion (pg. 147 onwards)
    - Enzyme explanation
  - Inside the body
    - Chemical digestion (pg. 154/155)
      - HCl
      - Enzyme factor
    - Enzymes (pg. 164/165)

- Protein Assembly
  - Amino Acids
    - Essential
    - Non-essential
  - Tissue + DNA (pg. 64/67)
  - Template strands - Goli app.
    - Nucleus
    - Translation (pg. 95/61)
  - Cell to tissue + repair (pg. 80/81)
Plan

EAT PROTEIN → DIGEST → HOW DIGESTED

DISASSEMBLE

CAN'T USE IN FORM AS DIGESTED → MICRO MUSCLE PROTEIN

Poly peptide → 3D shape → Function

Proteome → P51

PSA → RNA → Amino acids

Assemble protein → Building blocks → From what is absorbed

Whole protein → How constructed → 55% RNA

Lose protein P2 24 → 122+ Chains

PS1 roles → PS6 roles → PS1 + Metabolic process

Transporters 168, 170

CELL P01

USE PROTEIN → ROLES → DIFFERENT ROLES/FUNCTION

DEFICIT → WHAT HAPPENS WITHOUT ENOUGH PROTEIN

P126 Disorders

Diagnosis

Essay main focus → Assemble, lack of units

Protein

KFG
Hand drawn mind map

PROTEINS
(Sk277 Book1 p122)

FUNCTION
- skeletal support (e.g. collagen)
- fibrous
- enzymes
- antibodies
- membrane proteins
- mobile carriers e.g. Hb.

STRUCTURE
- polymers of amino acids
- polypeptide chain (p122-3)
- condensation reaction
- peptide
- variation

DISORDERS
- PKU (genetic)
  - decreased synthesis of blood phenylalanine
  - brain damage

DEFICIENCIES
- PEM
- kwashiorkor (children)
- protein-poor diet (bananas/cassava)
- protein deficiency
- Vitamin deficiency
- reduced growth
- protein deficiency
- PELLAGRA (maize diet)

DIET: DAILY NEEDS
- Additional needs (p125)
- from meat etc
- maize (lack of tryptophan)

Additional needs (p125)
- from meat, etc.
- maize (lacks tryptophan)

o > o
- (bigger, more muscle)
- injury to tissue
- cancer
- burns
- pregnancy
- breast feeding

Mind Map: Proteins (detailed) based on p.122-127, Book 1, SK277, Human Biology
Computer generated mind map

Attachment Relationships

- Affect child's behaviour
- Affect relationships later in life
- Repurcussions
- Barriers to good relationship
- low confidence
- security
- trust
- mother as main carer
- Mostly US and European
- Academic research
- predictability
- consistency of carer
- foster carers
- childminder
daycare workers

- poor experience of being cared for
- not wanting to be a carer
Shopping list

• Do you use a shopping list when you go food shopping?
  • Yes
  • No

• Why do you / don’t you use a list? Please give some of your reasons in the short answer poll pod provided
Shopping lists

• Are often an aide memoire and by writing ‘bread’, ‘butter’, ‘chocolate’ you know what you mean by that and what brand / size you are looking for.

• Your own essay plan can also be this, but you need to think about whether it is enough information for it to be clear to someone else picking it up. Fine not to have ‘brands’ etc but is there enough information for it to be clear overall? E.g. ‘sandwich things’ could mean all sorts. Likewise’ evidence for point’ in a plan could be highly variable.
Why plan?

• It allows you to structure your work and know what you need to do.
• It also ensures you cover all parts of the question.
• It saves time in the long run randomly writing information that isn’t relevant.
• But... plans can change and don’t have to be perfect.
Activity

Look at this simple road map and look whether you can find a route from the purple star to the red cross using the white roads only (blue blocks are buildings).
Activity

Now think about anything that might affect the route taken. Please use the polling pod provided to suggest any ideas.
What was the point?

- The idea was to show that there are lots of different ways to get from the start to the finish so you have to think about which you are going to take.

- However, not all ways are logical – and that is important for essay writing.
Structuring

- This may come within the plan itself but it is important to think carefully about how you will structure your essay.
- Broadly speaking the allocation is as follows:
  - Introduction is ~10-15% of words
  - Content (body) is ~75-80%
  - Conclusion is ~10-15%
Plan like a recipe

• A plan can be thought of like a recipe as well – when you first start out you need highly detailed instructions but in time you learn more about what is meant

• Cooking with mother books compared to Delia / Jamie / Nigella / Whoever
Get active!

The earlier activity involved ‘movement’ e.g. action & a plan has to be active:

- HOW will you answer the question?
- What is the AIM of your essay?
- How does the information you are including relate to the topic – not just because a word search or the suggested areas to look has revealed it as relevant – WHY is it relevant?
Answer the question

- It helps to know what the question is for your essay then you know what you are answering, and if you have achieved that.
- So, as we said in the understanding assessment session – sometimes it helps to operationalise the task and create a question that you can answer.
- Be careful though to not change the meaning if you do this.
- More in the recording / slides from understand assessment that was run on October 9th.
Discussion activity

• Discuss with your group how you could put what you have learnt about planning into practice.
• Please bring back a few points that you can share with the rest of the wider group.
• You do not have to speak on mic if you don’t want to but please do interact with your group using the chat option.
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.

• If you want to speak you will need to activate your microphone once in the room and you see the option available.

• Breakout groups work best if people engage and contribute and discuss.

• There will be ~10 minutes for the breakouts overall – we’ll send regular reminders to let you know how long you have got left.
Breakout activity

• Discuss with your group how you could put what you have learnt about planning into practice.

• You could discuss which type of plan you prefer or how to make the plan active.

• You do not have to speak on mic if you don’t want to but please do interact with your group using the chat option.

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 today.
So....

- What can people share from their sessions?
Alternative discussion activity

• There will be 2 specific questions in chat pods for you to explore some of the elements we have discussed further.

• The best thing I do when planning an essay is...

• To improve my essay planning I am going to...

• You are welcome to add your thoughts and we will then pick up some of the themes and talk through them.

• Chat does have names on but the recording will be anonymised so you will appear as ‘user number’
A plan is better than…

- A shopping list – this is simply a static list
- A recipe – this says what but not how or why

You don’t need all the details in the plan but need a clear idea about what you are hoping to achieve in the essay

Otherwise how will you know whether you have achieved the aim?
Take home message

• Effective essays are planned so that you have a clear idea of what you are going to do and can then know how to achieve that.

• Any plan needs to have enough information for you or someone else with a reasonable grasp of the content to pick up and be clear on what is intended.
Final polls

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

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

Which of the following elements of this session did you find useful?

- Tutor led explanation
- Opportunity to chat in text chat box
- Opportunity to suggest ideas in polls
- Opportunity to read ideas suggested in polls
- Breakout room or alternative (discussion with / learning from other students)
- Breakout activity or alternative (reflecting on the concepts in more detail)
- The chance to reflect more deeply on own experiences / skills
Upcoming sessions unless indicated

8th September 7pm Essay writing
15th September 7pm Developing a good academic argument
22nd September 7pm Critical thinking
22nd /23rd /29th Faculty based re(freshers) events
28th September re(freshers) orientation

OU Essentials 3 Workshops Saturday 3rd October
13th October 7pm Effective academic communication
21st Oct 11am / 8pm Academic writing skills

Details and booking information from http://studenthublive.open.ac.uk/

Past student hub live online study skills sessions here
Visit us at http://studenthublive.open.ac.uk/ and subscribe for events as they are announced. Send us feedback at studenthub@open.ac.uk