

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?

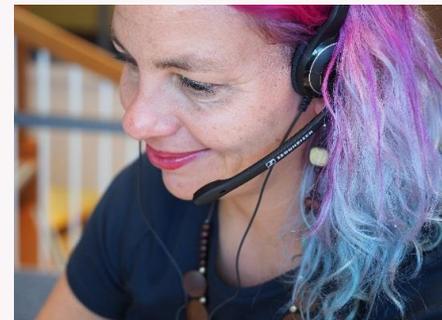
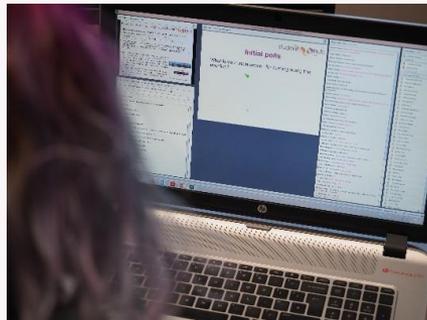
- Arts
- Languages (English & other)
- Social sciences
- Business and law
- Science
- Engineering or technology
- Maths
- Health sciences
- Education
- Sports
- OTHER

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

- No (I'm brand new!)
- No (but have listened to one or more recordings)
- No (didn't have time)
- No (wasn't aware of before now)
- Yes last year (any 2019)
- Yes previous year (any 2018)
- Yes other

What are student hub live online sessions?

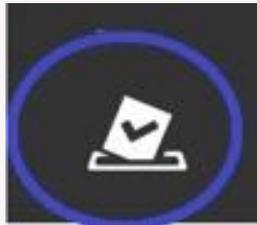
- All student hub live sessions are non modular and focus on skills relevant to study at university level
- Polls are anonymous to other participants but the chat box will have your logged in name associated with your comments
- All online sessions are recorded and available to view on catch up on a 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?

(If you are on a mobile device remember you need to tap into the polling option)



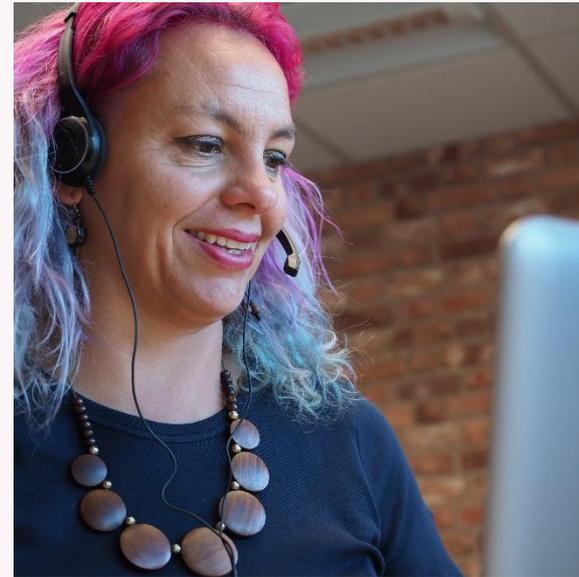
To come back to these slides after completing a poll click on the share pod slides icon



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.

Understanding assessment

This was our advert...

One of the biggest mistakes tutors see students make is providing an insightful and well-constructed answer that isn't related to the question being asked. In this interactive SHL session we look at how to interpret assessment questions to avoid this. We look at the wording used and give a tutor's insight into how this relates to the marking guide, as well as the other obvious mistakes that we regularly come across. We discuss different process words (the instructions that are given) and signpost useful resources.

Workshop

- This is going to be a structured workshop covering information about assessment and questions
- We'll give some tutor advice about how to look for key elements of a question
- There is a lot of interaction so please be ready to answer polls (questions) or add to chat pod during the session
- You'll also get the chance to discuss things with others in a small group

Session purpose

Is for:

- Covering general study information
- Give some guidance about focusing on main themes about how to study with the OU
- 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

What is the purpose of assessment in education?
Please use the short answer poll provided to give your ideas and have a look at what others suggest too

Our ideas

- Allow a student the chance to show what they know and understand
- Professional recognition
- Quality assurance (if the learning opportunity delivering what it says it does)

Poll time

Please use the short answer poll provided to say what is the first thing you look at when you see a new TMA question

Some ideas

- The individual words of the question
- If there is a question mark ?
- Mark allocation
- Word count
- Suggested reading
- Learning outcomes or similar

What are you making?



Please use the polling pod to say what you think can be made from these ingredients

What are you making?

- Have a clear idea of purpose
- If you are on a psychology module it will be about psychology whereas if you are on an Italian module it will be about Italian

Unpack the question

- Have you ever hear this phrase – to unpack the question?
 - Yes
 - No
- Do you have any idea of what it might mean (regardless of whether you have heard before)
Please use the short answer poll provided to give your ideas

What do we mean by unpacking?

- It's:
 - Reading the question
 - Noting the key words
 - Understanding what the question is *actually* asking

Reading the question

- Reading and answering the actual question is crucial when tackling any essay
 - Read out loud
 - Underline key words
 - Consider making the instructions into a question that you then know you have answered

Making a question - poll

What question could you make out of each of this task? (please answer in the short answer poll available) *Hint – think about being specific to what is being asked*

- **Task 1 – write 500 words about the history of chocolate**

Don't change the topic question

- If you do phrase as a question to help you understand make sure you aren't changing the overall topic.

Poll about reading the question

If you are asked to discuss the history of chocolate making select which of the following should not be done:

- Say where chocolate comes from
- Say who invented chocolate
- Say how chocolate is made
- Say how cocoa is grown

Did anyone miss the not?

Whilst the intention is never to trick or catch people out it is very important that you read ALL the words there and don't assume you have read what it says correctly.

Process words

- These are the instructions that tell you what you need to do:
 - Describe
 - Explain
 - Critically analyse
-
- 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

- Back to our history of chocolate question!

Question poll

- What kind of information do you think you will need to find out to answer the question **write 500 words about the history of chocolate?**

(It doesn't matter if you don't know any of the factual content – it is about knowing how to approach a question)

Our ideas:

- What is chocolate
- Does everyone mean the same thing by 'chocolate'
- When was it first produced / made
- Are there key dates to mention?
- Are there key people to mention?

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!

Information polls

What level of study are you?

- Access
- Level 1
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Are you currently...? (please choose the one that is closest)

- Brand new to OU study
- Have done at least one previous OU module (in last few years)
- Have done at least one previous OU module (many years ago)

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- Yes other

Discussion activity

- Discuss as a group how you will go about approaching your first TMA question, thinking about process words and what you might need to think about
- Please bring back a few points that you can share with the rest of the group
- We can then try and discuss some of the common points
- 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
- 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

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- We can then try and discuss some of the common points
- 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

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?
Please use either the chat pod or the anonymous short answer polling pod

Take home message

- It is important to carefully read all questions step by step to make sure you are using your efforts to answer what is being asked
- Check you understand what the different process words and instructions mean and cover all parts of what you are asked 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)

Upcoming sessions

Fast track freshers week Monday 14th to Saturday 19th October

17th October Effective online communication

23rd October Academic writing skills

30th October Critical thinking and writing

12th November Essay planning

20th November Essay writing

27th November Learning from your first assessment

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

This session's slides are available to download from the link provided. Click on the title 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

