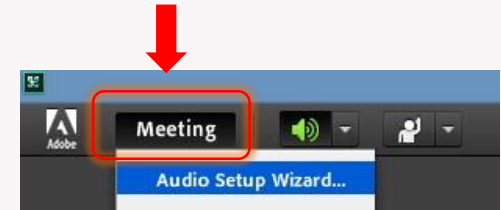


# Audio set up

We recommend 'audio set up wizard'



If you want to be able to talk later:

Click on the microphone button to enable it. It should turn green.



Click again on the microphone icon to mute it (will have a line through it when muted).



\*Mobile devices look different

# Pre session polls

What level of study are you?

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

What faculty are you in?

- FASS
- FBL
- STEM
- WELS
- OTHER

What module are you studying?

# EMAs - 1

Planning and knowing what your EMA is about

# 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?

- 4<sup>th</sup> week May (19/5-25/5)
- Last week May (26/5-1/6)
- 1<sup>st</sup> week June (2/6 -8/6)
- Other date

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

## Session plan

- Time management
- Planning
- TMA V EMA
- Knowing thine enemy (the questions!)
- Looking at our SHL EMA

# Time management

Starting out in the best way

# 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?



# Managing your time

- Consider planning quite tightly using some of the resources available at <https://help.open.ac.uk/planning-and-prioritising>

# Example tools- foursquare grid

|            | Important | Unimportant |
|------------|-----------|-------------|
| Urgent     |           |             |
| Not urgent |           |             |

# Example tools- broad time grid

| Activities                         | Mon | Tues | Wed | Thu | Fri | Sat | Sun | Weekly Total* |
|------------------------------------|-----|------|-----|-----|-----|-----|-----|---------------|
| Work Hours                         |     |      |     |     |     |     |     |               |
| Travel                             |     |      |     |     |     |     |     |               |
| Family Time                        |     |      |     |     |     |     |     |               |
| Socialising                        |     |      |     |     |     |     |     |               |
| Housework/<br>Gardening/<br>Chores |     |      |     |     |     |     |     |               |
| Shopping                           |     |      |     |     |     |     |     |               |
| Exercise/Health                    |     |      |     |     |     |     |     |               |
| Eating                             |     |      |     |     |     |     |     |               |
| Sleeping                           |     |      |     |     |     |     |     |               |
|                                    |     |      |     |     |     |     |     |               |
|                                    |     |      |     |     |     |     |     |               |
|                                    |     |      |     |     |     |     |     |               |
|                                    |     |      |     |     |     |     |     |               |
| <b>Total</b>                       |     |      |     |     |     |     |     |               |
| <b>Time Available for Study</b>    |     |      |     |     |     |     |     |               |

# Example tools- detailed time grid

|       | 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  |     |      |     |       |     |     |     |

## 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 😞

# Time management

|    |                                     |    |                   |  |    |
|----|-------------------------------------|----|-------------------|--|----|
| 21 | 22                                  | 23 | 24                | 25 <b>WORKING<br/>DEADLINE FOR<br/>MOST WORK</b> | 26 |
| 28 | 29 <b>OWN<br/>DEADLINE<br/>DATE</b> | 30 | 31 <b>EMA DUE</b> |  |    |

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

# Planning

Making sure you have everything you need



## 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.

# Planning logically

- This links to time management, but don't spend as much time on a 3 mark question as on a 30 mark question, it isn't worth it.
- Use the number of marks as an indication of how much is needed

# TMA V EMA

Looking at the differences between them

## Polling text

Do you know how your final grade is calculated on your module?

- Yes
- Maybe...
- No

Is your EMA worth all the summative grade for your module?

- Yes
- No (half / half)
- No (other proportion)

## 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 than 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



# 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.

# Know thine enemy

Reading the questions and knowing what they mean

# 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!

# Student hub live EMA

Our very own one to help you tackle the points

## Poll text

Short answer poll text

- What do you think might be the main topic of our student hub live EMA? Clue – think about what we happen to drop in a mention of regularly 😊



## Our EMA

- This has been carefully designed with our favourite subject to illustrate the different types of questions you could be faced with and how to know what kind of information is needed and what kinds of answers might be appropriate.
- *Obviously completely made up but all questions bear similarities to EMAs that you might have seen.*

## SHL EMA Q1 (15)

- a) Give the correct word for chocolate in Italian (2)
- b) Which continent(s) are cocoa beans grown on? (2)
- c) Write a short piece of descriptive text explaining what happens when a piece of chocolate is put in the mouth. Word limit 100 words (10)
- d) State your favourite type of chocolate (1)

## SHL EMA Q2 (30)

- a) Define statistical probability (2)
- b) Using the openscience laboratory activity present an appropriate graph of the average consumption of chocolate in the 100 sample students and describe the relationship between chocolate consumption and average TMA mark (15)
- c) State your experimental and null hypothesis for your experiment using the appropriate wording (4)
- d) Using the statistical calculator you have been provided with calculate the mean, standard deviation and  $p$  value for your experiment. Give all values to 2 decimal places (4)
- e) Using your data explain whether each of your hypotheses can be accepted and the relevance of your  $p$  value (2)
- f) State 3 statistical tests used in your module (3)

## SHL EMA Q3 (20)

- Using what you have learnt about supply chains and business relationships discuss how power, money and logistics impact the chocolate supply chain.

## SHL EMA Q4 (35)

- Write an essay describing the history of the cultivation and use of the cocoa bean.  
Word limit 1000 words
- Remember to include an appropriate plan and reference your work according to the module guidelines

## Final words

- EMAs are different to TMAs but you are still 'at home' so they work as a seen exam.

# Thank you for coming!

Session 2 EMAs – editing, producing good answers and practicalities

Next Wednesday May 9<sup>th</sup> 8pm

See you there!

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

Visit us at <http://studenthublive.open.ac.uk/>

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

View past (live) recordings on [Youtube](#)

## Final polls

Because I came to this session I am feeling

- More confident about approaching my EMA
- About the same about approaching my EMA
- Less confident about approaching my EMA

Please complete the feedback poll

- Because I came tonight before the next session I will....