

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?

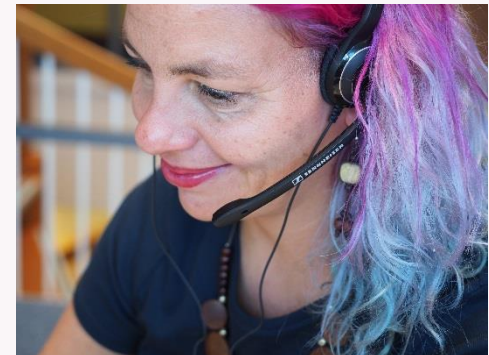
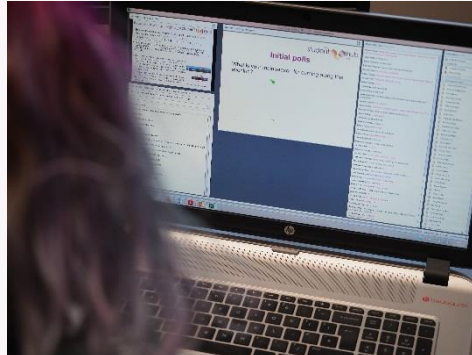
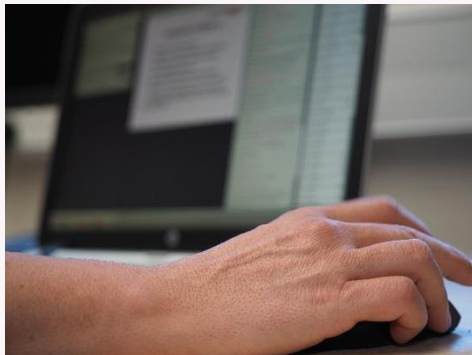
- Arts
- Languages (English & other)
- Social sciences
- Business and law
- Science
- Engineering or technology
- Maths
- Health sciences
- Education
- Sports
- OTHER

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

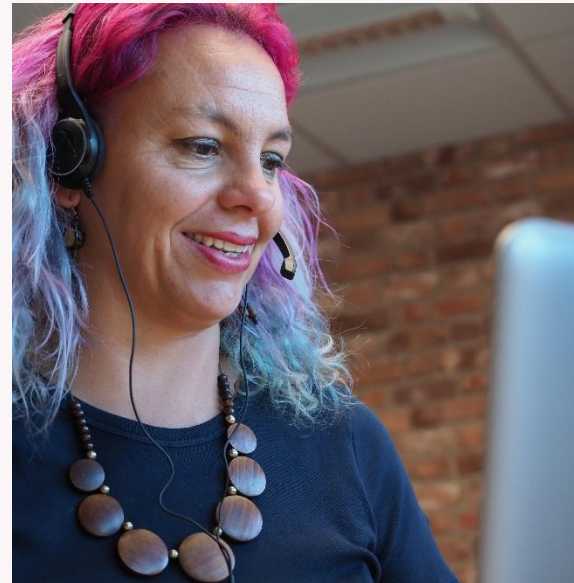
What is your main reason for coming along this evening?

Making the most of feedback

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.

This was our advert...

When it comes to improving your work sometimes knowing what to do with your tutor's feedback is tricky. In this workshop we will discuss some common types of feedback and suggest both quick fixes and ways of making more substantial shifts. Come and discuss study journeys with others from different subjects and levels and pick up new ideas about using feedback.

Workshop

- This is going to be a structured workshop to help you get thinking
- We'll look at what is meant by working with feedback , its types and how you could handle it
- Then we'll give some tutor advice
- You'll also get the chance too discuss things with others in a small group

Emotions of feedback polls

- When you see you have a marked TMA to collect how do you feel?
 - Excited
 - Sort of OK
 - Apprehensive
 - Downright scared!
- What is the first thing you look at when collecting a marked TMA?
 - The score
 - Assessment summary (PT3)
 - Marked script

What do we mean by feedback?

- Feedback is the marking from your tutor that includes the actual marks gained and lost as well as comments to direct your thoughts and future study
- In the OU it has 2 main forms, the marked script and the assessment summary (PT3 form).
- **You must look at both**

Do you want to change?

- The assumption is that everyone wants to get better but this isn't always the case
- It is personal choice based on various reasons
- You may also only want to change some things

Working through feedback poll

- What do you normally do with feedback?
- How many times do you normally look at feedback on assignment?
 - Never
 - One
 - Two
 - Three
 - Four +
- What is your best recommendation that people should do with feedback?
- What is not so helpful with what you do with feedback?

Your ideas

- The summary

Working through feedback

- Read through feedback – set aside a specific chunk of time to read & respond to each point and identify the themes to those points and prioritise what to do with them
- Put it away (maybe for a week)
- Come back to it and read through again objectively
- Check you can see what needs to stay the same and what needs to change, and for what outcome
- Make a specific list of action points so that you can refer back to this when working on the next assignment

Grade bands

Band	University scale score	Performance standard
A	85-100	Pass 1
B	70-84	Pass 2
C	55-69	Pass 3
D	40-54	Pass 4
E	30-39	Bare fail
F	15-29	Fail
G	0-14	Bad fail

The OU does mark on the full 0-100% (unlike most other universities)

Every TMA indicates where the marks are allocated to obtain 100%

Moving between bands

- There may be fundamental changes required to move between bands in some modules
- E.g. without accurate referencing and accrediting the source of information you cannot achieve higher than pass 3
- Pass level 1 will require correct factual content, accurate writing, specific focus and analysis

Some basic points about marks

In STEM particularly

- Look at the word limit AND marks available for a question
- A 6 mark question will require more than a 1 mark one (don't write the same amount!)
- If you are asked to state yes / no DO IT!
- If asked to evaluate give both sides
- Break down the components of the question and explicitly address all of them

The lens



- Focus on what is important
- What is within your lens?
- What is outside your lens?
- Is your lens correctly aligned with your module requirements?
- Is your lens too personally influenced?

Types of feedback

Which of the following have you ever seen on a marked TMA:

- Ticks
- Praise comment e.g. good, well done 😊
- Mark allocation
- Link to further information
- Spelling / grammar correction
- Prompt for further thought
- Learning outcome table
- Factual error correction
- Factual information missing

Feedback has a purpose

- Purely to acknowledge relevant / good points
- To help you know what is missing
- Correct factual errors
- Encourage wider thought
- Help develop relevant skills e.g. grammar, academic English
- Each comment may not have equal weight in terms of marks / eventual benefit

Acting on feedback

- As a student you need to decide which of the points you want to act on and how you are going to go about it
- You may decide some are not as important to you personally whilst others critically affect your ability to communicate your understanding effectively

Discussion activity

- Discuss with your group how the student should deal with this feedback, including how to understand what is meant and how to improve as a result
- 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
- There will be 15 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 with your group how the student should respond to the feedback in the example provided
- You could discuss the types of feedback there, what should be done for each and whether there are specific themes to watch out for
- Please bring back a few points that you can share with the rest of the group.

You will have different modules and topics so this is about the themes of

Marked work example

Essay Question: Discuss the quote “A little bit of what you fancy does you good”.

PT3 comments

Your paragraphs were structured well and you focused on the question throughout. Be careful though to reference your sources and also avoid personal opinion. Your writing is generally good, but make sure that you pay attention to your grammar so that your ideas are clearly expressed.

Paragraph 2

Healthy food, on the other hand can actually energise the body and soul and have a more positive effect than just eating chocolate in large quantities. Generally people eat too many carbs and fats, whereas vegetables and fruit provide fibre and meats and pulses are a good source of protein. One of the main problems with fruit and veg is that they often are not what you fancy, and it can be a challenge to include enough in your diet. One solution might be to include these in recipes that appeal to you, for example I really like mango with yogurt and a crushed up ginger nut biscuit on top. And that includes loads of fibre and protein and is tasty too.

- K Karen.Foley**
This is a good linking sentence and explains the key point of your paragraph.
- K Karen.Foley**
Write terms out in full.
- K Karen.Foley**
You need a reference to support this piece of evidence.
- K Karen.Foley**
Try and write in the third person, and keep this consistent.
- K Karen.Foley**
Watch your grammar – this is not a complete sentence.

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
If you are just arriving in this room and are not part of this live session then please log in at the advertised room opening time to take part (15 mins prior to advertised session time).

So....

- What can people share from their sessions?

Take home message

- Look at the feedback you have received
- Did you answer the question?
- What is shown about your knowledge and understanding, thinking and writing
- If you want to improve your grade in future what are you going to do to act on the feedback?
- How are you going to do this?

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 (considering a task 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

13/3/19 What's (not) working?

17/4/19 Developing a good academic argument

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





National Student Survey



If you've received an email inviting you to respond to this year's NSS

- Please do!
- Your feedback is invaluable in helping the OU shape what we do and how we do it
- From the quality of our course materials, to tutor performance, to how well represented you feel by the OU Students Association;
- The NSS is your opportunity to **have your say**

Got questions? national-student-survey-coordinator@open.ac.uk

NSS landing page: <https://community.open.ac.uk/your-voice>