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 any 2020 so far
- Yes any 19J (Oct-Dec 19)
- Yes earlier 2019 (Jan-Aug 19)
- Yes previous year (any 2018 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

- 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 to download during the session from the file pod and from the main website
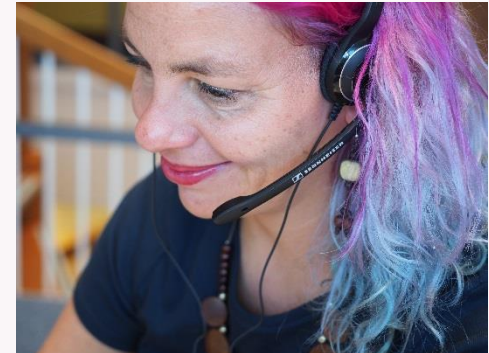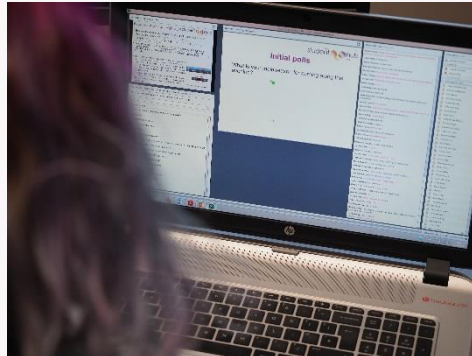
student hub live is the OU's live online interactive platform to support academic community

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.
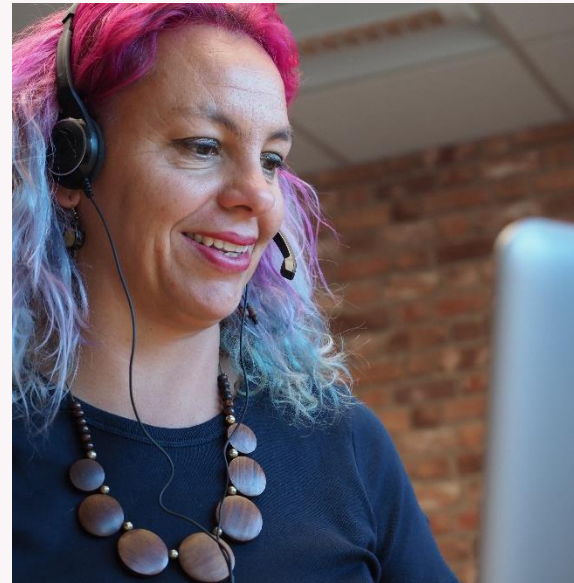
Isabella Henman is an essay writing aficionado and skills trainer. She tutors in science and health sciences at Access to level 2.

Initial polls

What is your main reason for coming along today?

(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

Preparing and revising for your remote exam

This was our advert…

This exam workshop will discuss practical aspects of revising and preparing for your upcoming exam. Despite the changes in the ways many students are being assessed this year there remain common revision techniques. We'll look at the types of information available to give an idea what to expect as well as how to make the most of any seen material provided beforehand. There will be lots of opportunities to share ideas of what works (or doesn't!) and gets tips from other students.

Workshop

- This is going to be a structured workshop to help give the chance to think about what might be involved in revising for a university level exam

- We'll give some tutor advice and links to places where further information may be found as well as recommended practices

- You'll also get the chance to discuss things with others in a small group

Important!

- In this session we can not give any module specific advice

- If you are doing a remote exam please look very closely at the information provided by your own module for specifics

- The next scheduled session will focus specifically on remote exams so we are not directly covering them today

- Please make sure you read https://help.open.ac.uk/may-june-assessment-options/remote-exam

Initial polls

Have you done an OU exam before?

- Yes (one)
- Yes (two)
- Yes (3+)
- No never!

Please use the short answer poll provided to give a few words about how you are feeling about your exam

Knowing what you need to know

- Do you know when and where to get information about your remote exam?

- Do you know what is expected of you?

- How can you most effectively process and prepare to retrieve knowledge

- How can you focus on demonstrating the right learning outcomes (not everything!)

- How are you going to effectively communicate what you know…

- Note: we have workshops on setting up your space and thinking about your approach to the actual remote exam coming up

This is not a searching for information task

And you may have new challenges to contend with!

RE-vise

- Vise before revising

- In other words this is going back over information that you have learnt. If you didn't learn it in the first place it makes it more difficult

- You may have a different purpose for reading over information this time though, e.g. not the same TMA / essay

- However be strategic – you are not going to be assessed on EVERYTHING

Poll

Can you remember what was the main argument of your last TMA essay?

- I can remember clearly
- I have a reasonable idea but a bit sketchy on some details
- I can't *quite* remember
- I have done a TMA?

Remembering…

- Is difficult!

- Needs a context

- Needs a purpose

- Has to be active

- So think about what is important and focus on that. Don't just remember facts for the sake of it, why are they important?

Your module content in an exam…
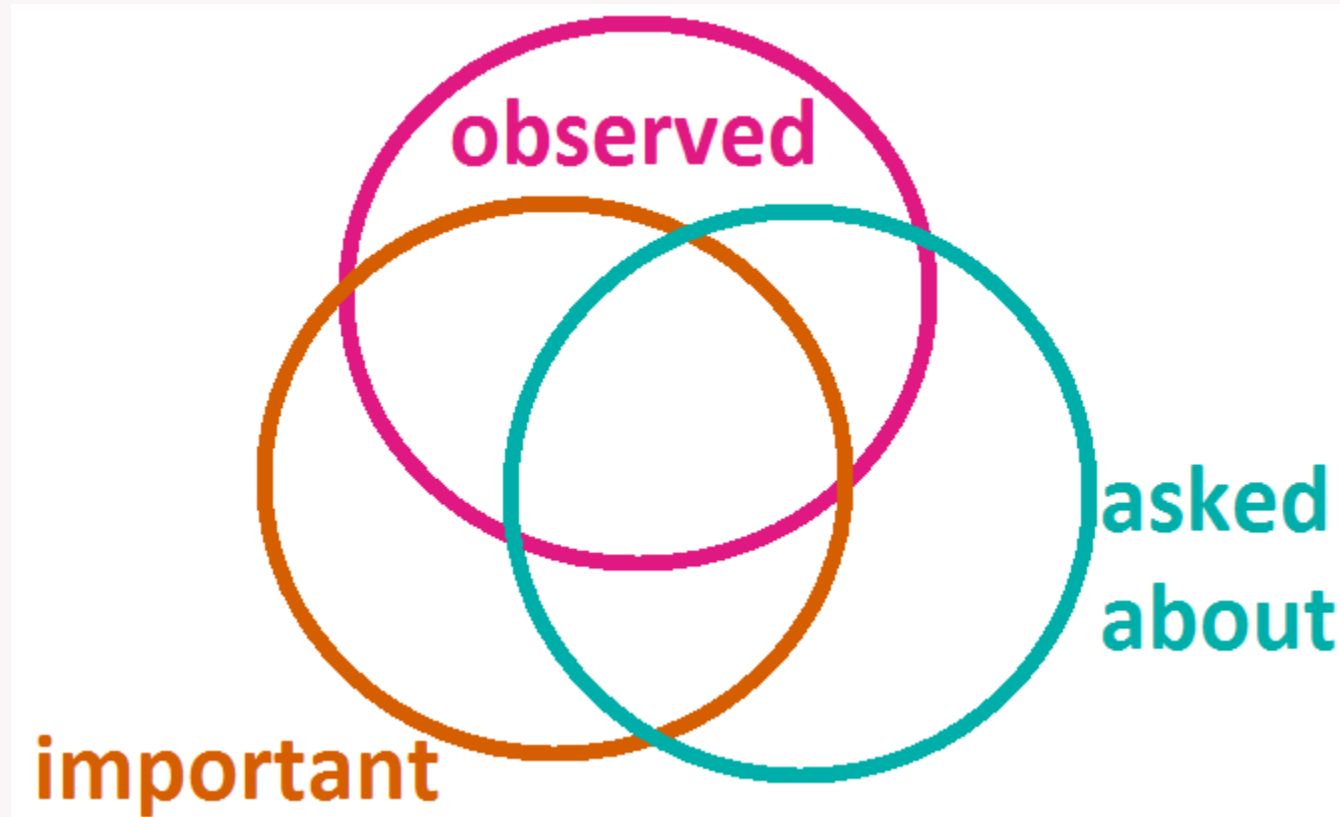
What are you being assessed on

- Your module

- Only your module and the small part of information about a subject that is in your module, everything else is not important.

- When you start revising you might not know what is the most important part and where you should focus your time. So use what is available and be strategic and effective.

- So….what clues are there to what is important?

Poll time

Can you suggest any source of information that will help you know what it in your exam? Please use the short answer poll provided

Source of information

- Information from the module team about the exam

- Past exam papers

- Specimen exam papers

- Module learning outcomes

- Chapter / section summaries

- Tutorials

Poll time

Have you looked at past exam papers for your module?

- Yes (have got and worked through)
- Yes (have got but not worked through yet)
- No (keep meaning to get)
- No (my module doesn't have past papers)
- No (my module is brand new this year)

Have you looked at the specimen exam paper for your module?

- Yes (have got and worked through)
- Yes (have got but not worked through yet)
- No (keep meaning to get)
- No (my module doesn't have a specimen exam paper)
- No (I don't think I need to)

Look for themes

- What is your module about? Does it have some key themes that are introduced at the start, maybe in an audio recording or a key document from the module team chair?

- Use this to make sure you know what is important

- The exam is going to be testing your overall understanding of the whole module but you won't be expected to know every word

Revision techniques

- Flash cards – definition and application of that fact / word / concept
  - No point in memorising a word or concept if you can't apply it

- Mindmaps – fitting everything together to a common theme
  - Not the same as scattergun or brain dump of every single thing you have ever heard about x

Use tutorials

- Many modules have revision tutorials or sessions on key themes

- Even if you can't make them live look at the recording and/or slides

Use feedback

- Are there aspects that you have struggled with and were given links / guides to look through? Did you?

- Do you know if you will be expected to draw diagrams / graphs / tables to illustrate a point? Can you? What has your tutor said in the past about this?

What is important?

- You may have crafted a wonderful series of essays at home on your computer with your module content with you BUT how much of this can you recall in the exam?

- Which bits are most important?

- There is a big difference between a 1000 word essay constructed over a series of hours with material to hand and a 500-1000 (~700) word essay written by hand in an exam hall.

Different tasks

- There is a big difference between writing a TMA and an exam

- In a remote exam it may feel similar, but this is not an opportunity to do the same thing as a TMA in less time

- There are different expectations for exams such as:
  - Level of detail
  - Holistic perspective
  - You need to be selective

Prioritise

- Exams have limited time so what is the most important thing that you will need to convey?

- How *can* you answer a question even if you don't know exactly?

- Can you **apply** the information you know? If you can only regurgitate it in one format then this won't help

Using the SEP

- The SEP will set out the structure of your module's exam and show you how many questions there will be, whether any are optional and what mark allocation there is

- It may also show you a worked through example of how to approach 1 or more questions

- It may also give example answers to some of the questions that are in it.

Make a revision plan / 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							

Test yourself

- There is no point reading the SEP as a book or piece of source material. It is there to help you engage with the material and know how to approach an exam in your module.

- It is recommended that you 'sit' the SEP as a means of testing yourself and then compare your answers against those given.

What types of question are there?

- If there are short answer questions worth a few marks then these will probably involve specific facts or definitions

- There may be also a need to apply those facts in the context of your module

- If there is an essay you will need to include more relevant information showing understanding overall

- Remember key elements like structuring correcting, grammar and spelling as well as appropriate academic writing

Remember the module

- Perhaps obvious but what is the module about?
  - French writing will have different skills to French listening
  - An exam reporting on your work experience or a case you have worked on will be different that a series of specific factual questions.
  - Don't mix up information from different modules if you are studying more than one or have studied others previously – you are being assessed on your understanding of **this** module

Exam 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.

Discussion activity

- Discuss as a group some tips for approaching your exam revision either than you have learned today or already thought about. You might like to share time management ideas, how to prioritise, on the day experiences of anything else.

- 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 ~10-15 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 **<u>BREAKOUT</u> y***") in case of connection issues and for bringing back information.*

Chat 71 - Breakout 4

Breakout activity

- Discuss as a group some tips for approaching your exam revision either than you have learned today or already thought about. You might like to share time management ideas, how to prioritise, on the day experiences of anything else.

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

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 after the event

So….

- What can people share from their sessions?

Take home message

- Exams are about coherently conveying the information that is relevant.

- They are a remarkably short time where you will need to hand write this information and really convince the person marking that you know your module and you have carefully selected the relevant appropriate information.

- Make sure you refer to https://help.open.ac.uk/may-june-assessment-options/remote-exam

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 (discussion with / learning from other students)
- Breakout activity (reflecting on the concepts in more detail)
- Any other aspect (please give details in chat)

Upcoming workshops

Tuesday 26/5 11-12 REMOTE EXAMS - Preparing your space and getting ready to sit an exam at home
Tuesday 2/6 11-12 REMOTE EXAMS - The big day – how to maximise effectiveness and minimise anxiety
Details, booking and catch up
http://studenthublive.open.ac.uk/

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