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 to SHL!)
- No (but have listened to one or more recording)
- No (didn't have time)
- No (wasn't aware of before now)
- Yes any 2021 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/.
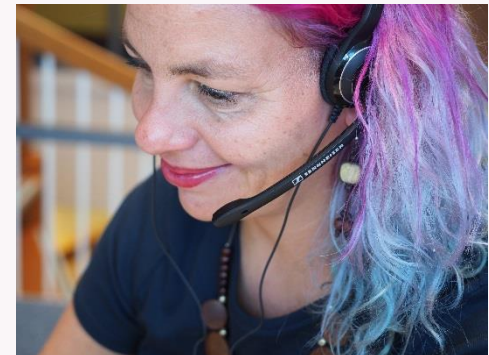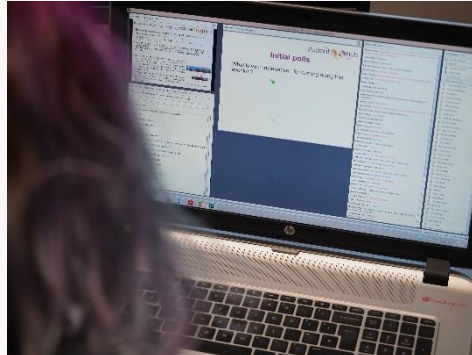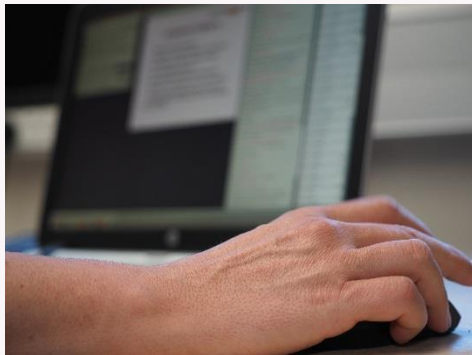
student hub live is the OU's live online interactive platform to support academic community

Isabella Henman is an essay writing aficionado and skills trainer and has been the main student hub live online speaker since 2017. She tutors in science and health sciences at Access to level 2.

Rob Moore works on a range of under-graduate and post-graduate modules for the Open University Business School. Rob's passion is in making live online sessions fun and effective.

Workshop

- This is going to be a structured workshop to help give the chance to think how you can use theories and information from other people in an appropriate academic way

- We'll give some tutor advice and suggest things to consider

- You'll also get the chance to discuss things with others in a small group / alternate (depending on numbers)

Session purpose

- **<u>Is for:</u>**
- Covering key aspects of working with other people's ideas
- Give some guidance about ways to extract key points and express appropriately
- Provide a space to share ideas and connect with other students
- **<u>Is not for:</u>**
- Telling you what you HAVE to do
- Providing any module specific advice

Please be aware

- These sessions are large scale
- They are very busy
- There is lots of interaction
- They are not the same as other module based tutorials
- You can maximise slides on your own screen by clicking the icon

Initial poll

What is your main reason for coming along to this session? Please choose the option that fits for you today:

- Study skills for current module(s)
- Study skills for future module (s)
- Connecting with other students
- Gain new ideas
- Responding to recommendation from tutor
- Curious about what studenthublive is

Dealing with other people's ideas

This was our advert…

Have you ever been asked to write about someone else's theory in your own words, and felt that you could never express it quite as well as the author themselves? Will a large quotation do…? What does the theory actually mean, and why might it matter? So often we meet a theory or concept and are asked to do something with it; perhaps to write a comparison or to discuss the extent to which it supports another idea. The key challenge in creating arguments based on other people's ideas is understanding what they mean, followed by identifying which parts relate to the argument and therefore need to be included. All of this requires confidence in understanding and articulating, and in this SHL workshop we discuss how to deconstruct ideas in order to apply them to questions. We will also cover how to represent someone else's writing in your own words.

What do you want to learn?

Using the short answer poll provided please say what you are hoping to learn from today's 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

First thoughts

- Think of your favourite 'theory' that you have heard (can be about anything, factual or otherwise – e.g. That cows always sit down when it will rain or that it is more difficult to sleep when there is a full moon... What is it about that theory that you like so much?

- Use the short answer poll pod to indicate the theory briefly **and** say why you like it so much

- Don't worry if you haven't got a favourite theory – have a look through some of the suggestions and see what others think

Why do we like our theories?

- They are persuasive and we agree with the facts
- We like the person who presents them
- They fit into our world view
- They make sense

Moving on…

- So far we have mainly dealt with generalised ideas so we need to move on to academic theories

- By these we mean ideas and concepts that are put forward by academic people, such as ones you come across in modules. They may be presented as fact or named as a theory (e.g. Einstein's theory of relativity or Piaget's theory)

- Regardless of the name they include information that is relevant to your study, which you need to be able to use

Challenges poll

- When it comes to writing about academic theories what is the biggest challenge for you in doing that effectively?

- Please use the short answer poll to give your ideas

Our ideas

- Understanding the theory appropriately
- Writing in our own words
- Using the terminology correctly
- Knowing which part is most appropriate in context

Using a theory - 1

- This is an active process and starts with understanding the theory – without that you can't know what is important

Using a theory - 2

- Next you need to know how to articulate the important information, using appropriately terminology, but in your own words – to demonstrate you understand

- Tips: Explain it to someone, write it down…. Get it from the text into another format. Then check!
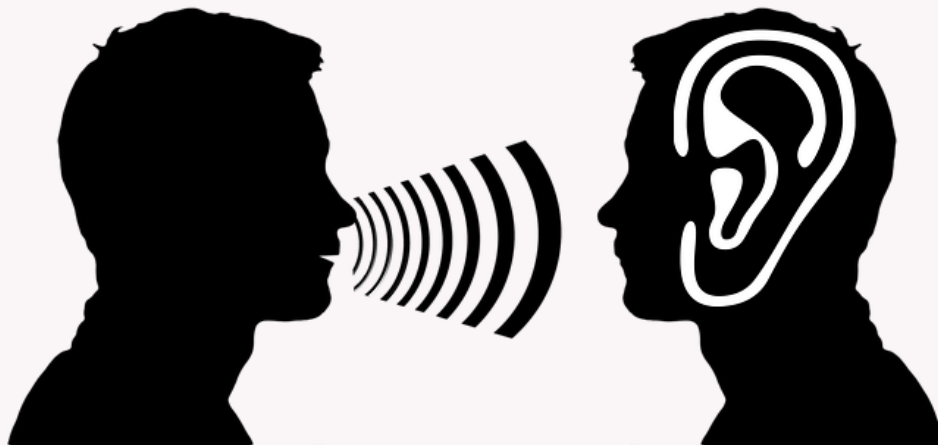
Using a theory - 3

- Finally you need to extract the information about that theory that is relevant to the task in hand – whether than is answering a question, writing an essay or something else.

Breaking it down

- To understand the parts of a theory, and therefore to be able to identify what is relevant, you can use mindmaps or tables.

Figure 3: Example of a system map

Figure 1: Example of a flow chart from a Level 2 module
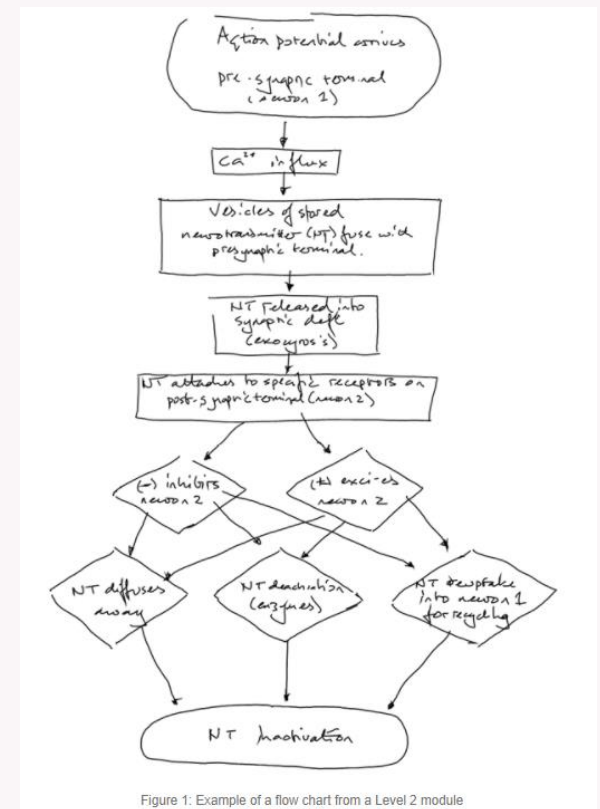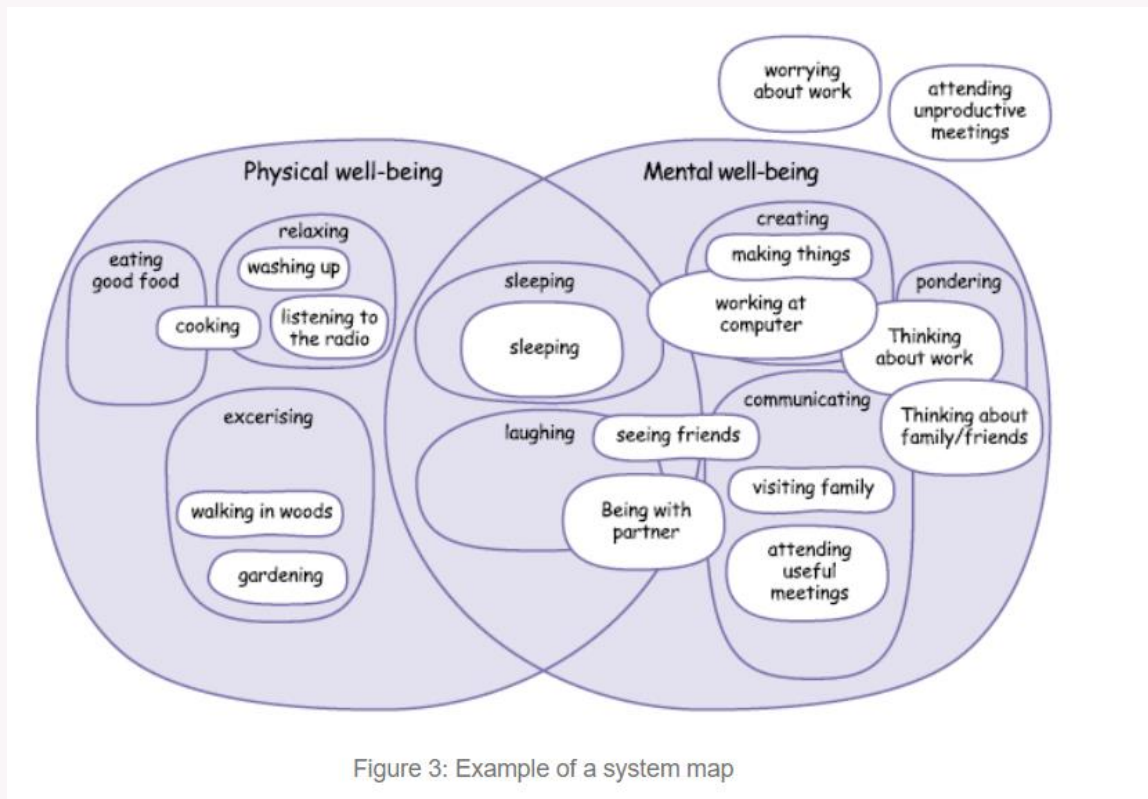
Check!

- Make sure you haven't just paraphrased the information but have genuinely explained

Primary sources

- A primary source is the original piece of research (e.g. a journal paper) or first theory (in the case of Freud and similar)

- You may be using this in some places and are therefore going 'to the horse's mouth' getting the person who did the research or came up with the idea

- You may be asked to analyse the method used to obtain the original information – if not then consider whether it adds anything to your purpose (other than words!)

Secondary sources

- Often give additional information and context about a theory, e.g. something about the person themselves (e.g. who/what Freud used to develop his theory)

- This information is *not* the original theory but context

- Not all secondary information will be useful for your end context, e.g. the question you are answering – some is contextual and to help you engage

Secondary sources

- A secondary source is not the original piece of research or theory but it someone writing about it and extracting relevant information for a purpose

- Can you think of a time when a secondary source would be more useful than the original primary source? Please use the poll pod provided to give your suggestions

Our ideas

- Different language

- Refining

- Extracting information for a purpose, e.g. not everything

- Reviewing and linking to other relevant information or contexts

Most of the time…

- You will be using secondary sources (or indeed tertiary!) so won't be asked to use the primary source

- The exception is for original research, e.g. an experiment, case or piece of literature where you need the exact original wording

Freud's psychosexual theory
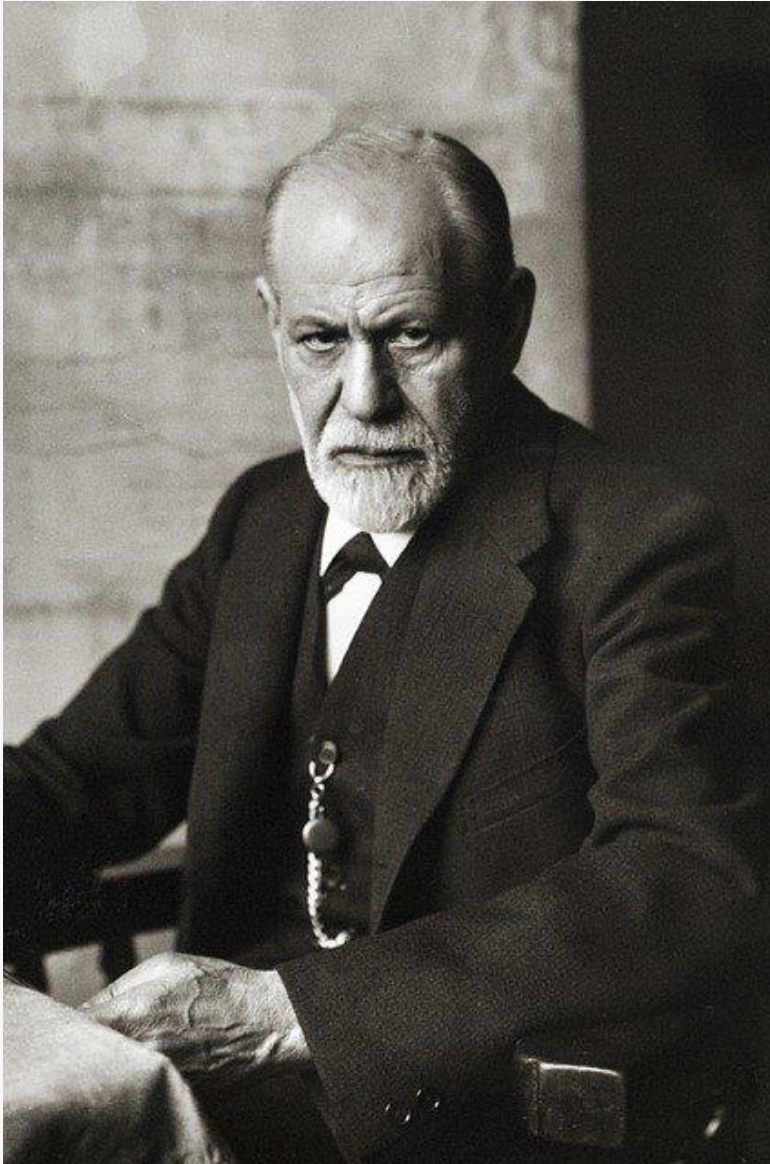
- The theory was developed through observation

- Proposed in the early 20th century when developmental stages were a key research and theory focus

- There are 5 stages of development through which all people pass

Freud's stages

Name	Age	Principal task
Oral stage	Birth–18 months	Weaning
Anal stage	18 months–3–4 years	Toilet training
Phallic stage	3–4 years–5–7 years	Sexual identity
Latent stage	5–7 years–puberty	Learning
Genital stage	From puberty onwards	Genital intercourse

- Each stage has to be passed through sequentially, and each has an emotional function

Freud's theory

- Freud's theory was popular at the time and other researchers including Piaget based their own theories on his, or at least parts of it

- However subsequent researchers and individuals have disagreed with some or all of the theory

Why are we mentioning Freud?

- It doesn't matter if you are studying psychology, social science, education, child development or indeed anything else – the idea is to recognise the point about passing through stages and there being an influential theory

- Most people have heard of Freud even if they don't know much about the theory - this means his theory and indeed himself, had a big impact

Using theories

- You don't have to personally agree with a theory to be able to use it academically

- It is about recognising where it is important for your specific context

- Describe the important information, take *yourself* out of it

Applying a theory

- The way that you apply the information from a theory will be very different depending on your context and what you are asked about

Contents for Freud

- Why is Freuds psychosexual theory a good example of a stage theory of development?

- Describe Freuds psychosexual theory

- Freuds stage theory of development focuses primarily on childhood and adolescence. How does this compare to other stage theories in terms of emotions during adulthood?

You should be able to see that whilst there are some themes (e.g. the theory itself), the way you would use information, and the detail that is required would be different

Using theories

- Consider the context you are being asked to use a theory in

- Is it a historical account of how views changed?

- Is it a description of the theory?

- Is it a critique of why the theory is not as good as another one?

Process words

- As a reminder these are describe, explain, critically analyse
  https://help.open.ac.uk/process-word-activity

- These words have a different purpose and may evoke a different response in you

Using theories

- You can still respect the contribution a theory has made, and provide the information about that for your context, even if you don't personally agree

- Take care not to be dismissive when using theory evidence – value laden words can change the perception and interpretation of what you are saying
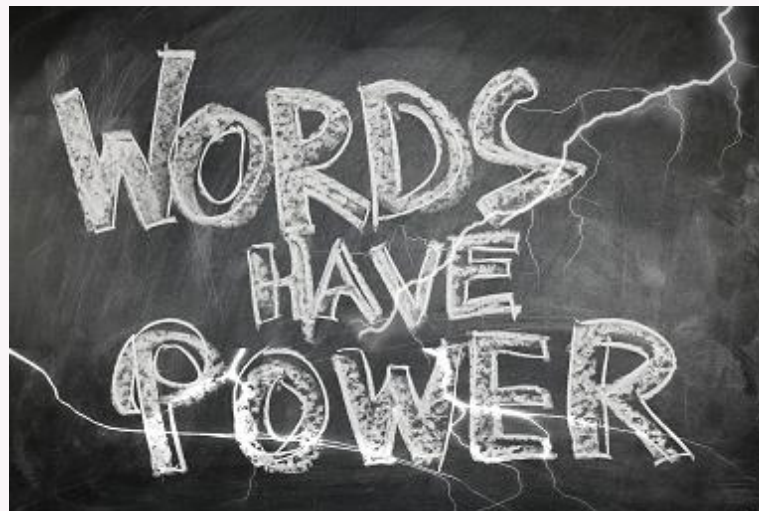
Value laden words

- These are essential emotional arguments and either adding in something to try and 'play on heart strings' or otherwise persuade the reader.

- They are trying to get the reader to agree with you personally

- They undermine evidence that is objective as they are subjective

Poll time

- Do you ever use quotations within your academic work? Use the short answer poll to say some relevant places where you have done this.

Using quotations

- Sometimes you do need to use the original author's words as they are crucial to understanding the concepts

- This is different from using relevant terminology – quotations use a set series of words in the same order as they were originally

- "It is, moreover, his earnest wish that the book may age rapidly - that which was once new in it may become generally accepted, and that which is imperfect in it may be replaced by something better" *Freud's preface to 2nd edition of Three Essays on the Theory of Sexuality, 1909 available at https://www.valas.fr/IMG/pdf/Freud_Complete_Works.pdf*

Using quotations 2

- It is rare to use a long quotation as this will use up a lot of words and doesn't demonstrate that you know why it is important in the context

- It is more likely that you will use an excerpt, or reword as part of an explanation, using appropriate terminology but not paraphrasing

For example

- "It is, moreover, his earnest wish that the book may age rapidly - that which was once new in it may become generally accepted, and that which is imperfect in it may be replaced by something better"

- Thinking moves on

- As we find out more we can place older information into context and either accept it as fact or show where new learning has shown it to be not as useful

- However you could say, while writing in your own words, As thinking moves on, the text may "age rapidly"

A point on referencing

- Whenever you cite something you cite what you have personally read

- You can't cite a source that you haven't read

- You can cite your secondary source's use of the primary source e.g. Freud 1909 c.f. Henman 2021 (c.f. means cited from)

Discussion activity

- Discuss as a group - Can you identify a time when you needed to communicate another's ideas in a TMA. What can you do differently next time based on what you know now?

- 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

- If you want to speak you will need to activate your microphone *once in the room and you see the option available*
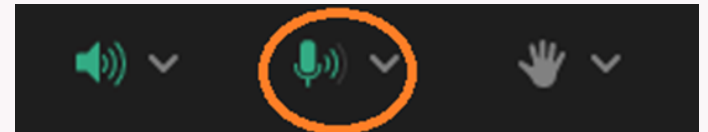
- Breakout groups work best if people engage and contribute and discuss

- 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

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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

Discussion activity

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

- *The most successful way I use someone else's idea is to ...*

- *I am intending to develop my use of other people's theories by...*

- 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 appears as 'user number'

So….

- What can people share from their sessions?

Take home message

- Using someone else's theory or words involves understanding what they are and being able to apply in context

- Recognising the value that a theory has on overall understanding is different from agreeing with that theory

- Information from a theory or source will differ depending on the overall context

Final polls

What do you feel are the main things you will take away from this session?

- Better understanding of today's topic
- Better understanding of the place of study skills within university study
- Enthusiasm for my studies
- Enthusiasm for my skills development
- Feel part of the university
- Feel part of SHL

If you have any other feedback please send to studenthub@open.ac.uk

Upcoming 2021 sessions

24th Aug 7pm Preparing for your final assessment
7th Sep 11am Managing my time
14th Sep 11am Effective communication
21st Sep 11am Academic writing
28th Sep 7pm Academic writing

27th Sep 11am & 2pm (re)freshers orientation
30th Sep 11am 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

Study skills workshop

Live broadcast