student hub live is the OU's live online interactive platform to support academic community

Margaret Greenhall is a study skills specialist. She has applied the same skills as you'll use in writing essays to write a book. She tutors in science level 1 courses. Her hobbies are rowing and Lego.

Karen Foley oversees Student Hub Live. She teaches in social sciences and psychology. She has a vast amount of experience in essay writing. In her spare time, Karen does triathlons.

Workshop

- This is going to be a structured workshop to help you get thinking about the details of your plan
- We'll look at evaluating your essay plan
- There is a lot of interaction so please be ready to answer polls (questions) or add to chat pod during the session
- You'll get the chance to discuss further and ask additional questions at the end

Session purpose

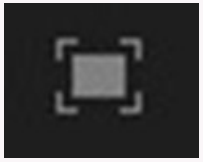
- **Is for:**
- Covering the some ideas on essay planning
- Give some guidance about ways to evaluate your plan effectively
- Provide a space to share ideas and connect with other students
- **Is not for:**
- Telling you what you HAVE to do
- Providing module specific advice

Inclusivity

- We welcome all students at our workshops. Please do be aware that they can be very busy and some students may struggle with the non scripted nature. Slides are available to download within the live session and from the event page on the studenthublive website to follow along or prepare for what will come up.

Please be aware

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



Please

- Do NOT share any personal information in the chat pod during the session
- On the recording names will be anonymised to user number
- However if you type anyone's full name or any other personal information in the chat pod it can be seen by everybody and it would also show up on the recording

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 suggestion from tutor
- Curious about what studenthublive is

Mastering Essay Planning

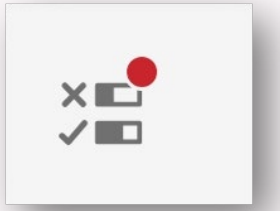
This was our advert…

This essay planning workshop focuses on tweaking your plan to give the best possible argument for the question you are answering. Aimed mainly at students studying level 3 or Postgraduate it will help you to identify the key points and the order of those points to achieve the best outcome. {This workshop will look at how to tackle more complex essays, such as comparisons and critical evaluations.} The 'Developing your essay planning workshop introduced the basics.
https://studenthublive.open.ac.uk/eventlist_catchup

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

Hopefully!

- We'll cover ideas to address many of these issues
- Remember your own module assessment guide as well as the studenthome help and the library
- Quick guide to Harvard / cite them right https://www.open.ac.uk/library/help-and-support/quick-guide-to-harvard-referencing-cite-them-right

Poll time

What's different about higher level essays compared to those you did in your foundation or year 1 courses?

Stages

Analyse question – process/topic/criteria

Plan research

Research

Return to question

Brain dump

Organise brain dump

Plan – evaluate, prioritise

Write – no one else will see it yet

Edit – does it answer the question

Check – Flow, proofread

Poll

Which stage do you find most difficult?

Analyse question – process/topic/criteria

Plan research

Research

Return to question

Brain dump

Organise brain dump

Plan – evaluate, prioritise

Write – no one else will see it yet

Edit – does it answer the question

Check – Flow, proofread

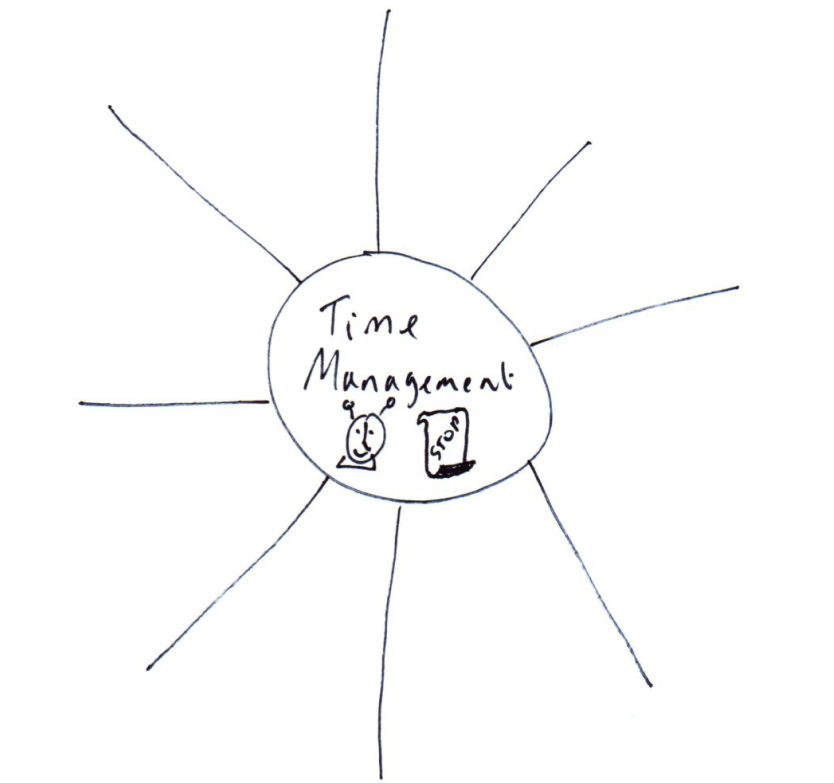
Brain dump

- Huge amount of data
- Don't know what is relevant
- Or how it connects
- Need to dust the corners of your brain

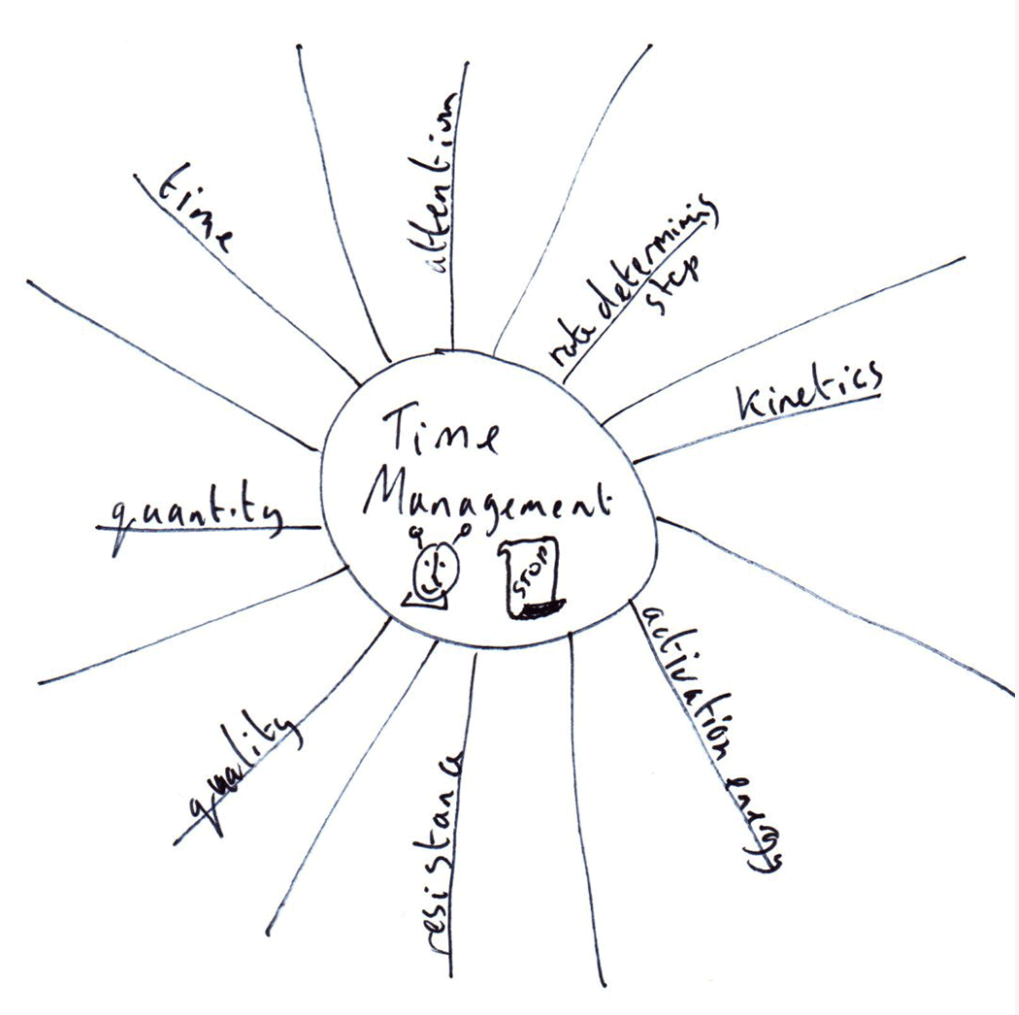
Rules:

- Sets of 8 ideas
- No censorship
- No organisation
- Wait a day to organise

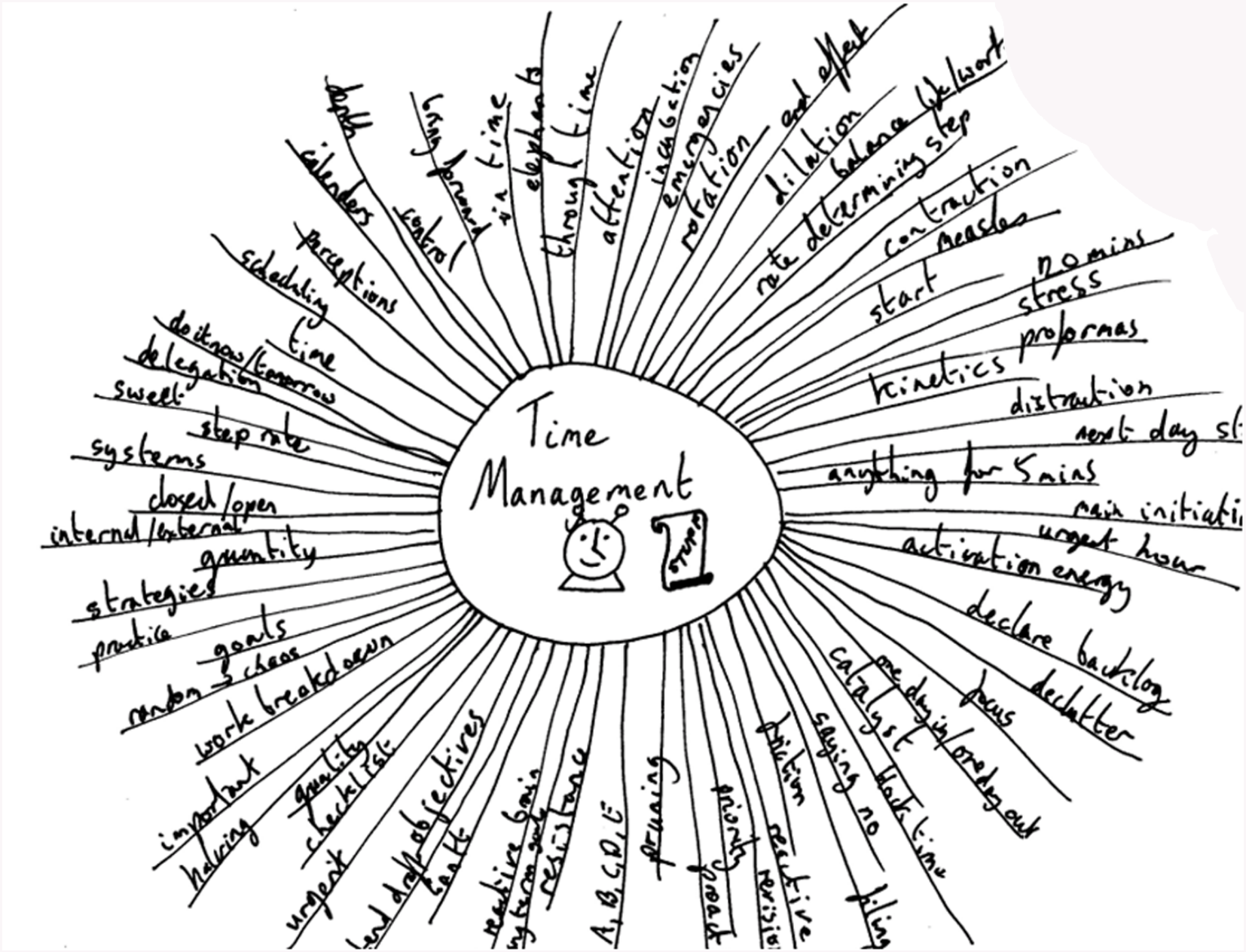
Sun diagram step 1



Sun diagram step 2



Sun diagram end



Post its

Piles of 8 post-its

Rules:

Once you start a pile use them all

One thought per post-it

On computer

On computer

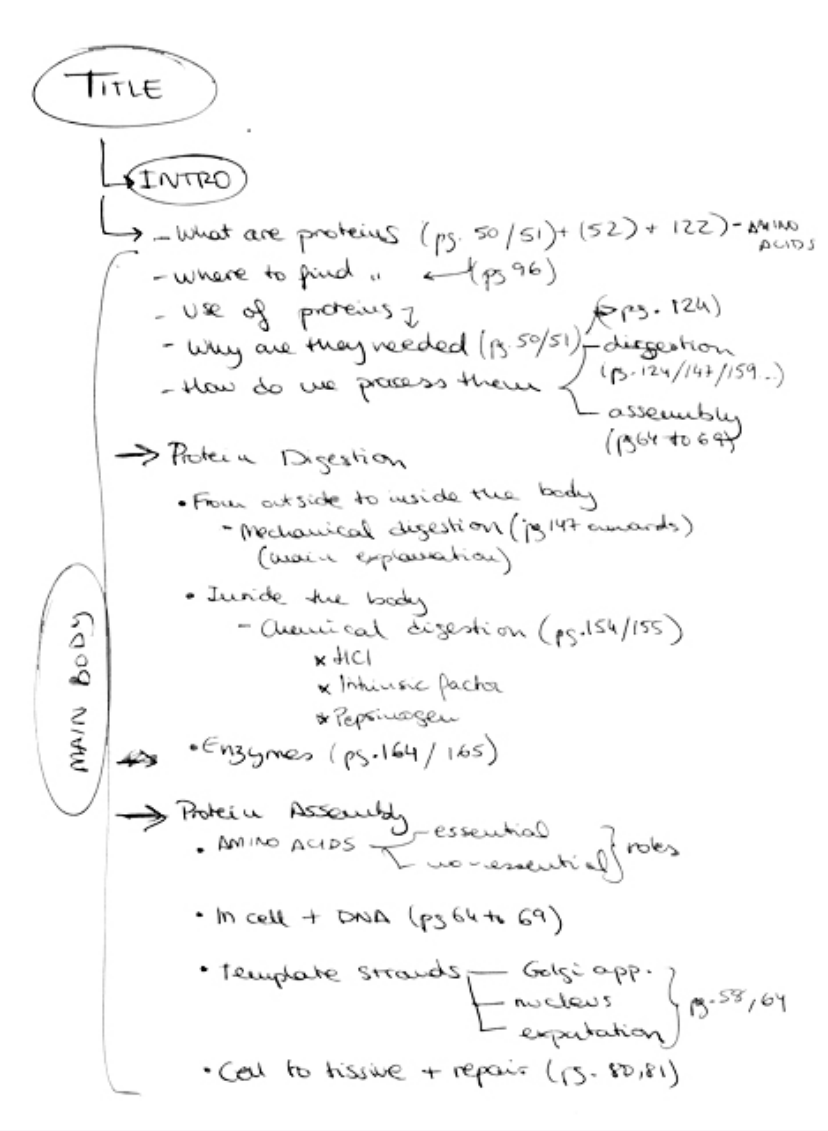
Any way you can think of but rules are :

- Sets of 8
- No censorship
- No organisation

Poll

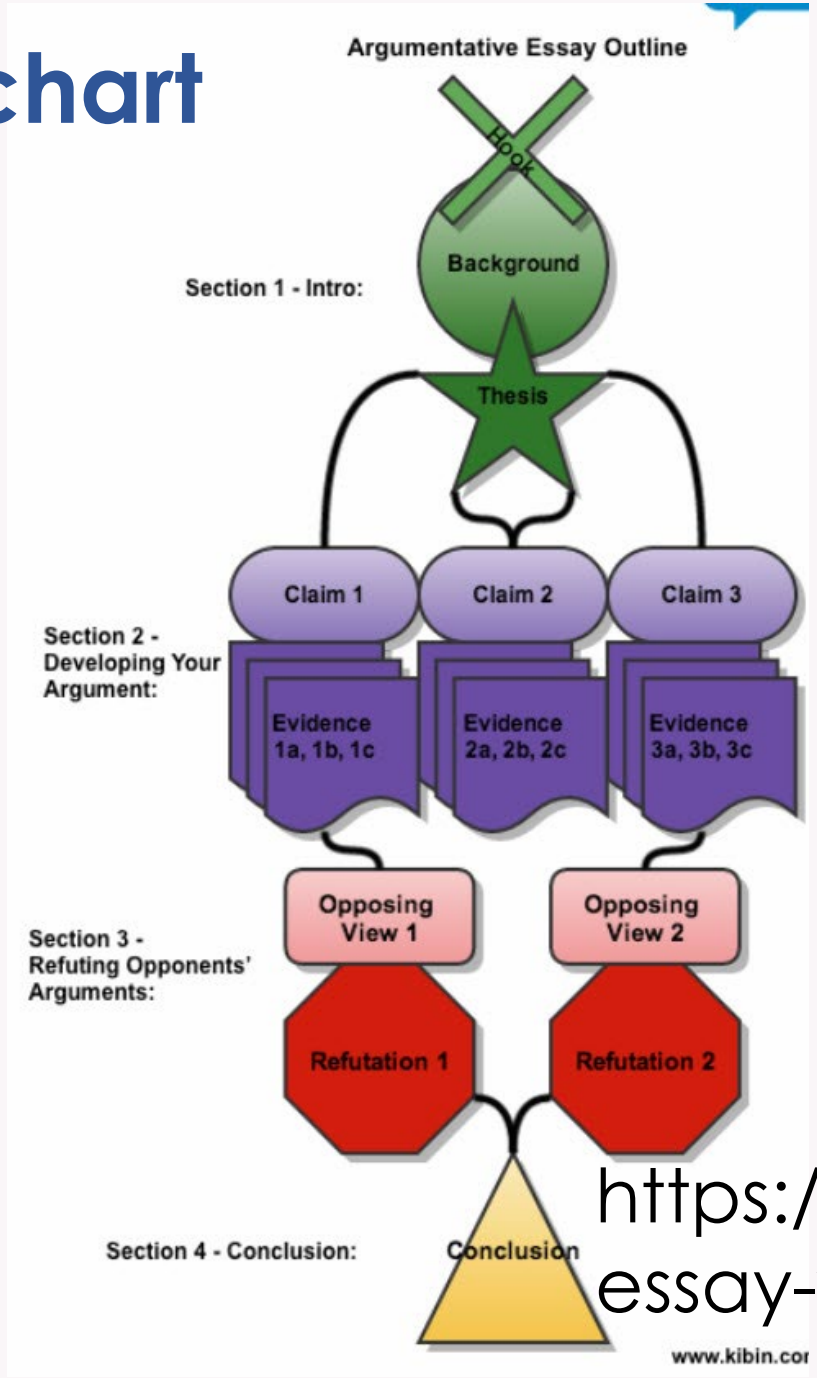
Do you have any techniques for brain dumping?

Planning styles recap



How mining in the Amazon is unsustainable and consideration of other uses of the forest that are sustainable.			
Section	Content	Location (Block 4 U116)	Est word count
Introduction	Give an overview of the structure of the essay. Define sustainability, ecosystem, Amazon basin and biodiversity. Why Amazon has such an important global role, it's a local and world issue.. Global warming, climate regulation, medicines, food production, links to carbon and water cycles health of local population.	U116 glossary	120 (10% of word limit)
Paragraph 1	What types of mining take place – gold, aluminium and iron Direct damage that these do and why they are unsustainable – denude ground, mercury, water systems no recovery.	P147-153	140
Paragraph 2	Infrastructure to support mining and damage it does – roads and dams. Access to forest aids further deforestation such as logging. Issues with water systems. Cutting off of animal populations by roads.	P151	120
Paragraph 3	Types of organisation that support sustainable practices: Inter government agreements, local people, non gov organizations like charities, carbon offsetting – transfer of wealth on global scale, COP21 and 26 (internet	p158 – 179 https://www.theguardian.com/environment/2021/nov/12/transform-approach-to-	140

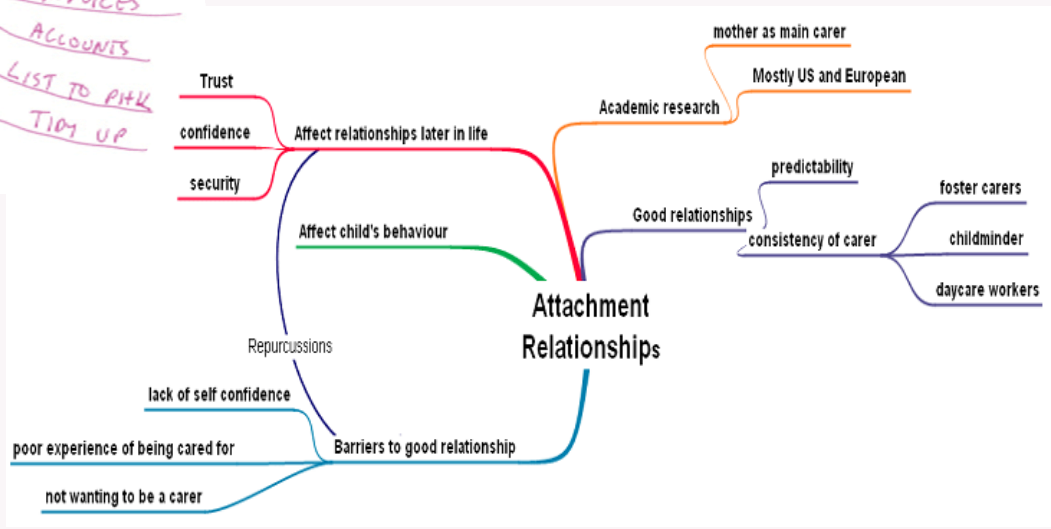
Flow chart



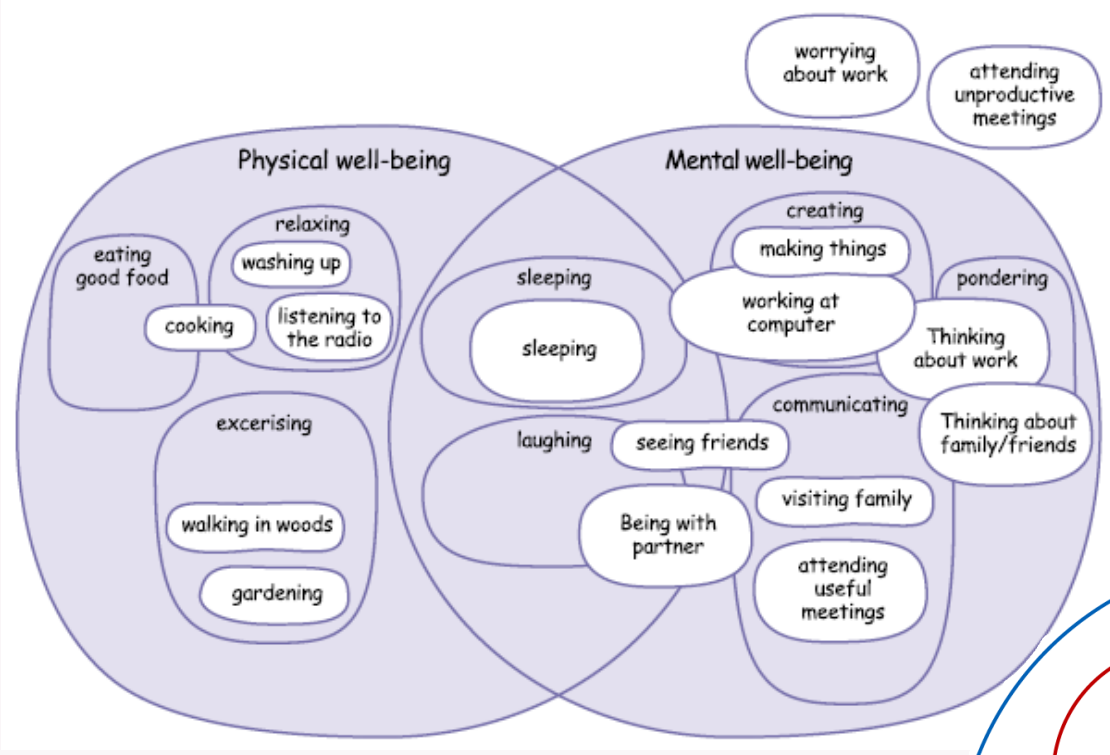
https://www.kibin.com/essay-writing-blog/

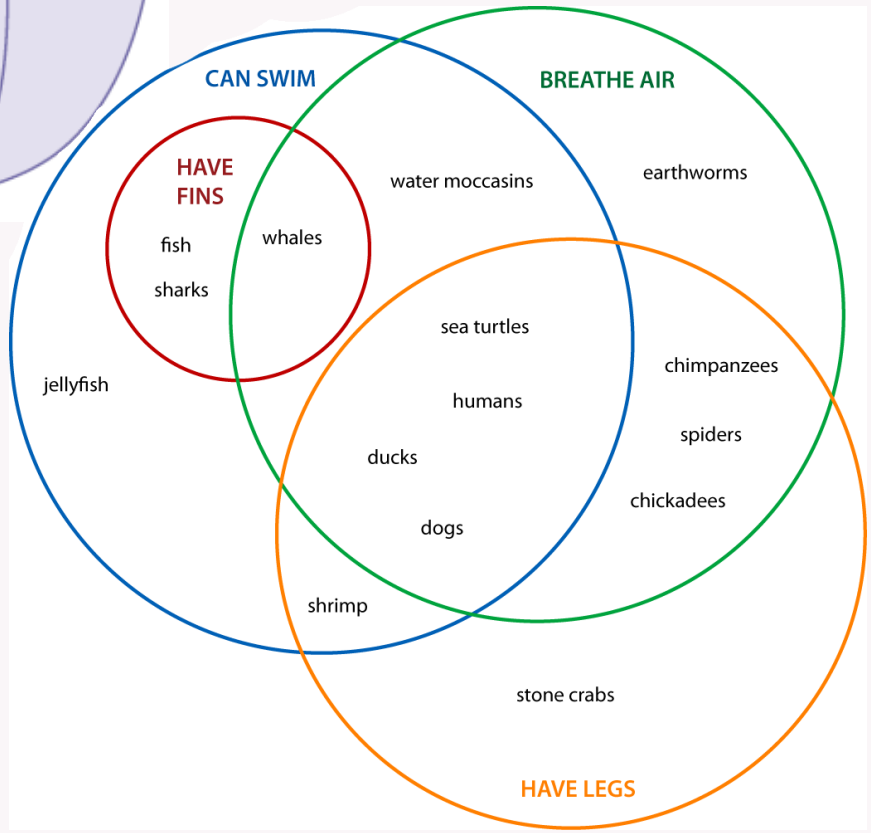
Mindmaps

TO DO
15th NOVEMBER
MARKETING
WEBSITE
LOGO
SARAH
HAZLEWOOD
MAKE PLAN
PRINT CARDS
BBK
ARTICLES
NETWORKING
6th DEC
XMAS CARDS
CONTACT LIST
COURSES
MINDMAPPING
LOOK OVER BOOK
DRAW EXTRA MAPS
FINISH REVISING BOOKLET
PRINT BOOKLET
LOAD BOX
EMAIL PEOPLE
BUY PENS
CATCH UP
MEETING JANE & EMMA
REPORT POST-ITS
PG PAGES
STAPLES ORDER
INVOICES
ACCOUNTS
LIST TO PITT
TIDY UP
EXTENSION
PACK BOOKS
EMPTY DESK
APPLE TREE
BOXES
OTHER
DRAWING
STORIES
FILM
ANIMATION
MAGAZINE
PRINTER
NLP GAME
MAPS MOTT
SCRABBLE GAMES


Attachment Relationships
Affect relationships later in life
Trust
confidence
security
Academic research
mother as main carer
Mostly US and European
Affect child's behaviour
Good relationships
predictability
consistency of carer
foster carers
childminder
daycare workers
Repurcussions
Barriers to good relationship
lack of self confidence
poor experience of being cared for
not wanting to be a carer

Bubble and Venn diagrams





https://www.edrawmax.com/venn-diagram/

Poll time

What sort of structure do you use to plan your essay?

Handwritten linear

Typed linear

Flow diagram

Mindmap

Pod grouping

Venn diagram

Other – put in chat

Introduction structure ideas

- Hook
  - Headline: How would you get someone else to read your essay in the first line?
- Context
  - Define terms in the question and background information
- Map
  - A tourist guide to your essay
- Thesis
  - What are you going to test, must relate to the original question

Which would you read?

Compare and contrast lemons and oranges.

This essay will describe lemons and oranges and their similarities and differences.

As far back as1744, when the nursery rhyme oranges and lemons say the bells of St Clements was first recorded, oranges and lemons were being offloaded in London docks from far flung corners of the world.

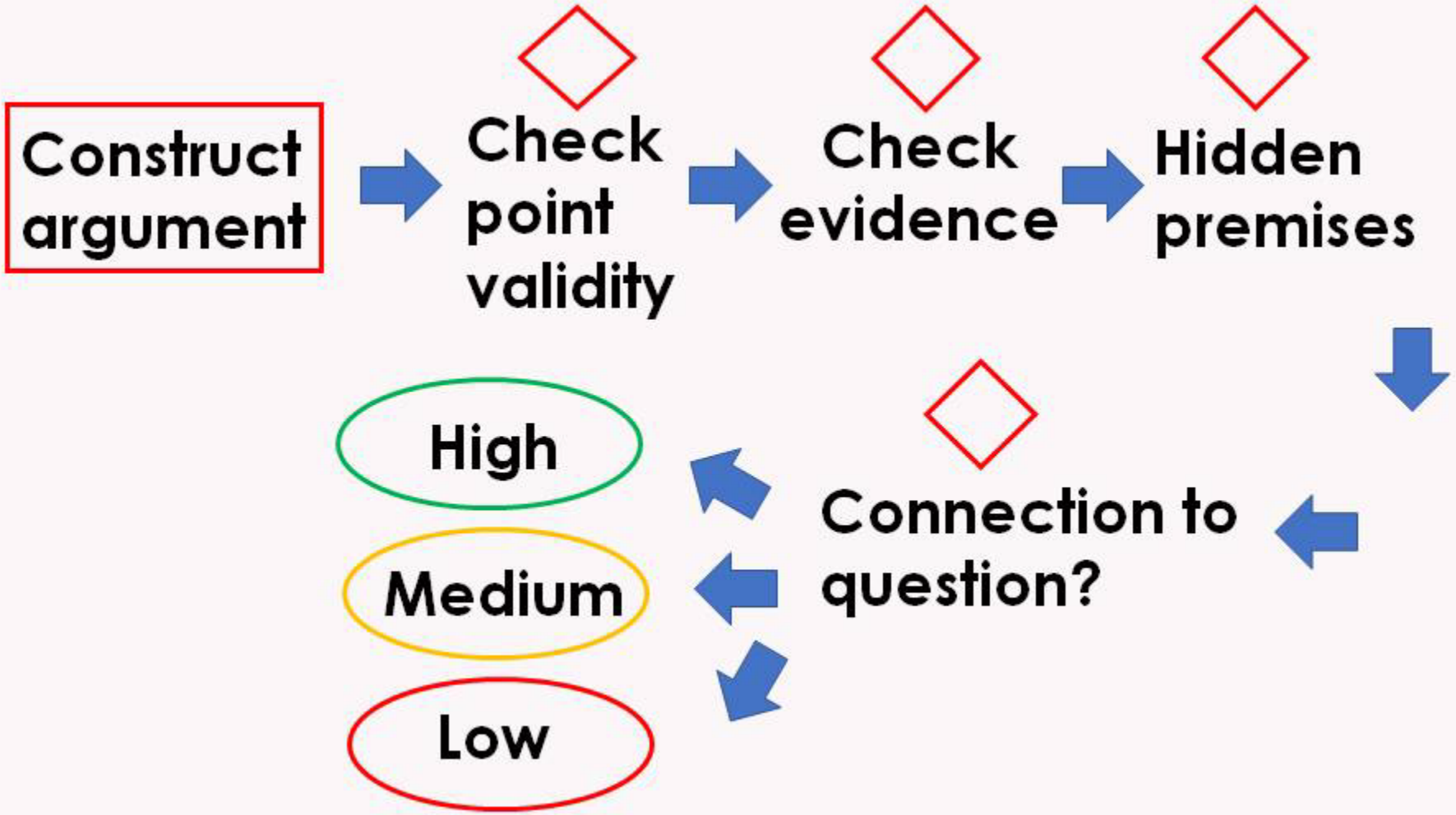
Paragraph structure ideas recap

- PEE
  - Point – make it
  - Evidence – support it with facts
  - Explain – why the evidence is supportive and it is relevant
- PESELS
  - Point - make the point for paragraph
  - Explain - what do you mean
  - Support - provide evidence
  - Evaluate - what is for/against
  - Link - to the essay task
  - Signpost - to the next paragraph
- CLEO (law)
  - Claim/ Law / Evaluation /Outcome

Poll time

Once you've chosen your points how do you evaluate?

Evaluation



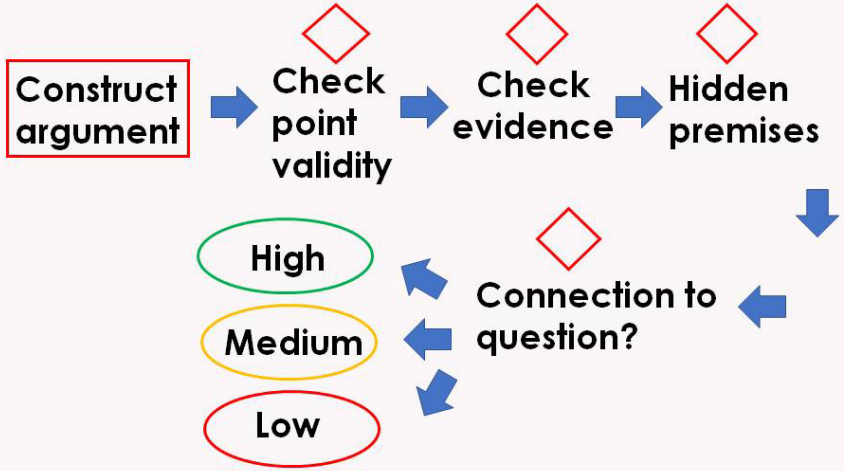
https://iopscience.iop.org/article/10.1088/1748-9326/aaa49f

Example (poll)

- Question are cats mammals?

- Evidence 1: Mammals have four legs
- Evidence 2: Cats have four legs

- Point: Cats are mammals



Option 1: strengthen your evidence

- Question are cats mammals?
- Evidence 1: Only mammals both have fur and feed their young with milk
- Evidence 2: Cats have fur and produce milk
- Point: Cats are mammals

Option 2: weaken your point

- Question are cats mammals?

- Evidence 1: Mammals have four legs
- Evidence 2: Cats have four legs

- Point: Cats are probably mammals

29th Nov advanced critical thinking session
http://studenthublive.open.ac.uk/

Poll time

Once you've evaluated your points how do you prioritise and order them?

Prioritising – menu shuffle

- Menu shuffle – have them in moveable cards/post its or excel file.
- Do a quick first ordering and starting from the bottom of the list is this more or less important than the one above.
- If it's more move it up one.
- Keep going until none of them above it are more important.
- Return to bottom of the list and go again.

Prioritising – ranked pairs

- Paired ranking in pairs which one is most relevant to the question
- Eg: if you had 7 points you'd rank 1 with 2,3,4,5,6,7 // then 2 with 3,4,5,6,7 then 3 with 4,5,6,7// 4 with 5,6,7 // 5 with 6,7 // 6 with 7
- Each time decide which is most important and allocate it a mark
- Add the marks up
- Prioritise the highest ones and only include lowest ones if they build an argument leading to a higher one

Prioritising – criterion multiplier

- Choose 2 or 3 important criteria relating to the question.
- Rank each point with a grade of 1 (not really) to 5 (perfect).
- Then multiply the scores for each point to give a ranking.

	Criterion 1	Criterion 2	Criterion 3	Total (x)
Point 1				
Point 2				
Point 3				
Point 4				
Point 5				

Conclusion structure ideas

- Pick your best intermediate points that support your argument
- Use them to build your final conclusion
- Relate it back to the question and your thesis

Discussion activity (poll)

- There will be 2 specific questions in chat pods for you to explore some of the elements we have discussed further
- ***I am successful at planning essays when…***
- ***I am going to explore my essay planning further 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’

Take home message

- Content is not enough
- Evaluation is key
- An excellent essay will have far more time spent planning than writing

Feedback please

Please use the following link to provide feedback to help the studenthublive team to continue to improve what we do

https://forms.office.com/r/kFKqhFUa7j

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 community

How can SHL help you even more in the future?

Please leave your suggestion in the free text poll.

We are using the new Adobe Connect version with a different audio set up before you enter the room– was this:

- Very good
- Good
- Neither good nor bad
- Bad
- Very bad

More feedback please send to studenthub@open.ac.uk

Upcoming sessions

1 Nov 11am Developing essay writing
8 Nov 11am Mastering essay writing
15 Nov 7pm Intro to critical thinking & writing
22 Nov 7pm Developing critical thinking & writing
29 Nov 7pm Advanced critical thinking & writing

WELS Developing resilience 25 Oct at 11am

FBL skills 27 Oct at 11am

Details, booking information and subscribe for events at http://studenthublive.open.ac.uk/

Past student hub live online study skills sessions
https://studenthublive.open.ac.uk/eventlist_catchup
Send us feedback at studenthub@open.ac.uk

Study skills workshop

Live broadcast