

Student Hub Live people



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 on science level 1 and 2 courses. She is also an OU student on S309 Geology. She did her MA with the OU. Her hobbies are baking, rowing and Lego.

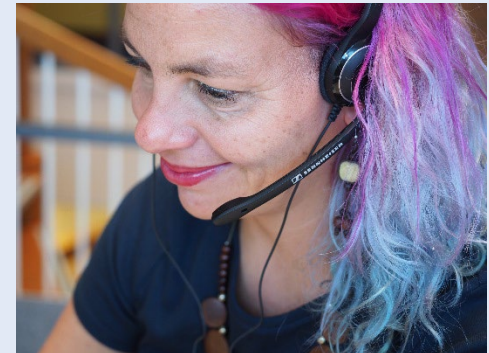
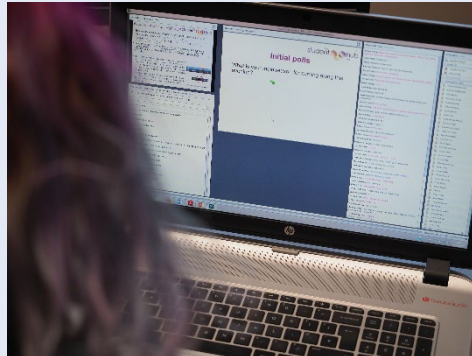
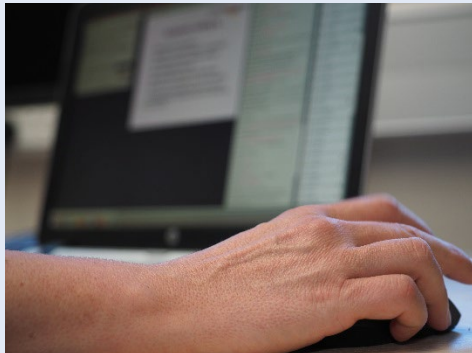


Amanda Smith has been an OU Law School tutor at levels 1,2 and 3 since 2009. During that time, she has discovered the pleasures and pitfalls of being an OU student by studying for an MA in Online and Distance Education, worked as an Educational Advisor, written tutorial, skills, and research materials.

In her (very little) spare time she can be found walking the hills, tending her garden, travelling Italy, ballroom dancing and knitting to keep warm!

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/>.



Workshop

- This is going to be a structured workshop to help you advance your essay planning
- It is not subject related as we have people from all over the university on the session
- There is a lot of interaction so please be ready to answer polls (questions) or add to chat pod during the session

Session purpose

- **Is for:**
- Covering general advice about essay planning
- Giving some ideas for how to plan
- Provide a space to share ideas and connect with other students
- **Is not for:**
- 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 tutorials
- Chat may be off topic – that's OK
- 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

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.

Poll time

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

Essay planning stages

- Analyse the question
- Plan the information search
- Plan the essay writing

- Plan your time

Essay Stages



- Plan time
- Analyse question – process/topic/criteria
- Plan research
- Research
- Return to question
- Brain cascade
- Organise brain cascade
- List of points
- Plan – evaluate, prioritise
- Map
- Write – no one else will see it yet
- Edit – does it answer the question
- Check – Flow, proofread

Essay parts

- Introduction 10 -15%
- Paragraphs 75 - 80%
- Conclusion 10%
- References

Using PEEL to write paragraphs

- PEEL
 - Point – make it in first sentence
 - Evidence – support it with facts
 - Explain – why the evidence is supportive and why is it relevant
 - (Evaluate)
 - Link – link the paragraph to the next section and/or question gives flow to essay

Using PEEL to evaluate

- PEEL
 - Point – criteria
 - Evidence – information to be evaluated
 - Explain – why the evidence matches or doesn't match the criteria
 - Link – link the paragraph to the next section and/or question gives flow to essay

Using PEEL to evaluate

- If we consider that two sports are similar then it would be expected that the times for 500m would be within 5% of each other.
- Earlier it was established that the races were within 3% of each other in the 2012 Olympics. If we look at the data from the previous 3 Olympics we see that they were 2%, 4% and 7%. (Bloggs, 2014)
- Therefore based on the evidence available it is possible to say the two sports demand similar performance from their athletes.
- We also need to consider the physiological aspects of the sports.

Using PEEL to synthesise

- PEEL
 - Point – proposed combination of ideas or your claim
 - Evidence – how the ideas fit together or other people's ideas on the proposal
 - Explain – why your audience should believe the proposal
 - Link – link the paragraph to the next section and/or question gives flow to essay

Using PEEL to synthesise

- Having established that the times and physiological responses are similar for the two races it is proposed that the two teams should cross train with each other.
- Patel, 2017 undertook a trial where for 10 weeks swimmers and cyclists swapped training programmes. They found that the performance of both sets of athletes improved.
- Given the similarities of the athletes' abilities a similar approach should work for running and rowing.

Brain cascade

- 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

Post its

Piles of 8 post-its

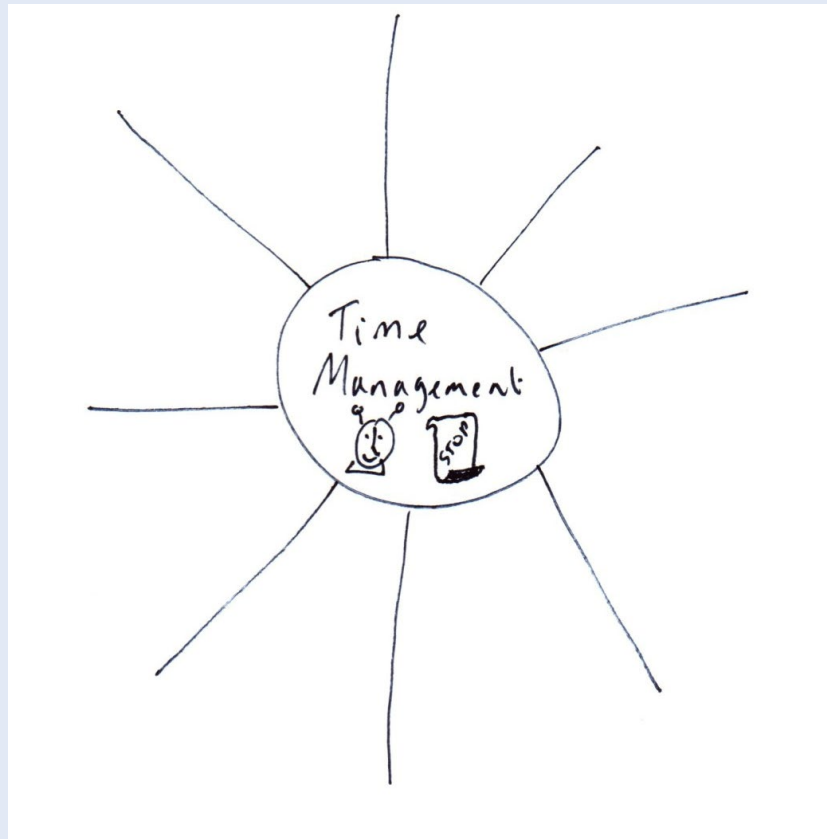
Rules:

Once you start a pile use them all

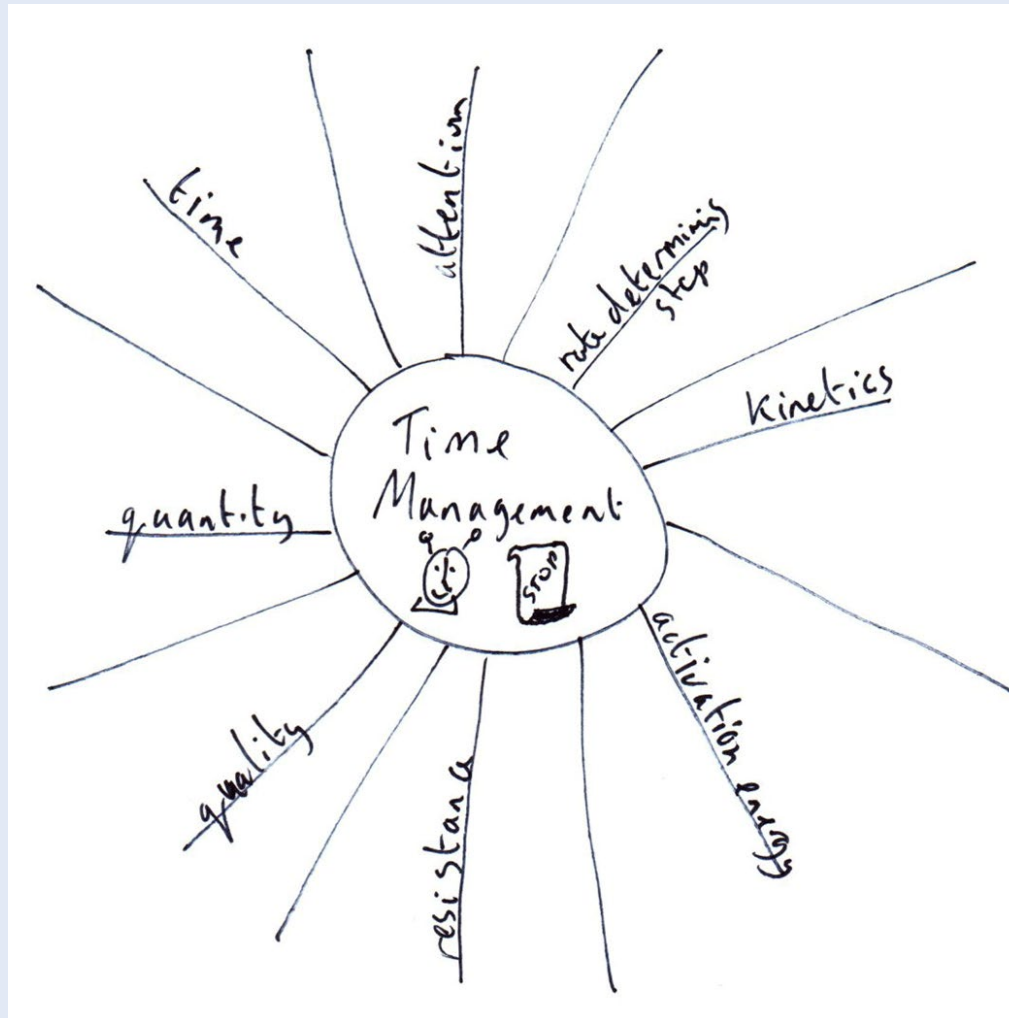
One thought per post-it



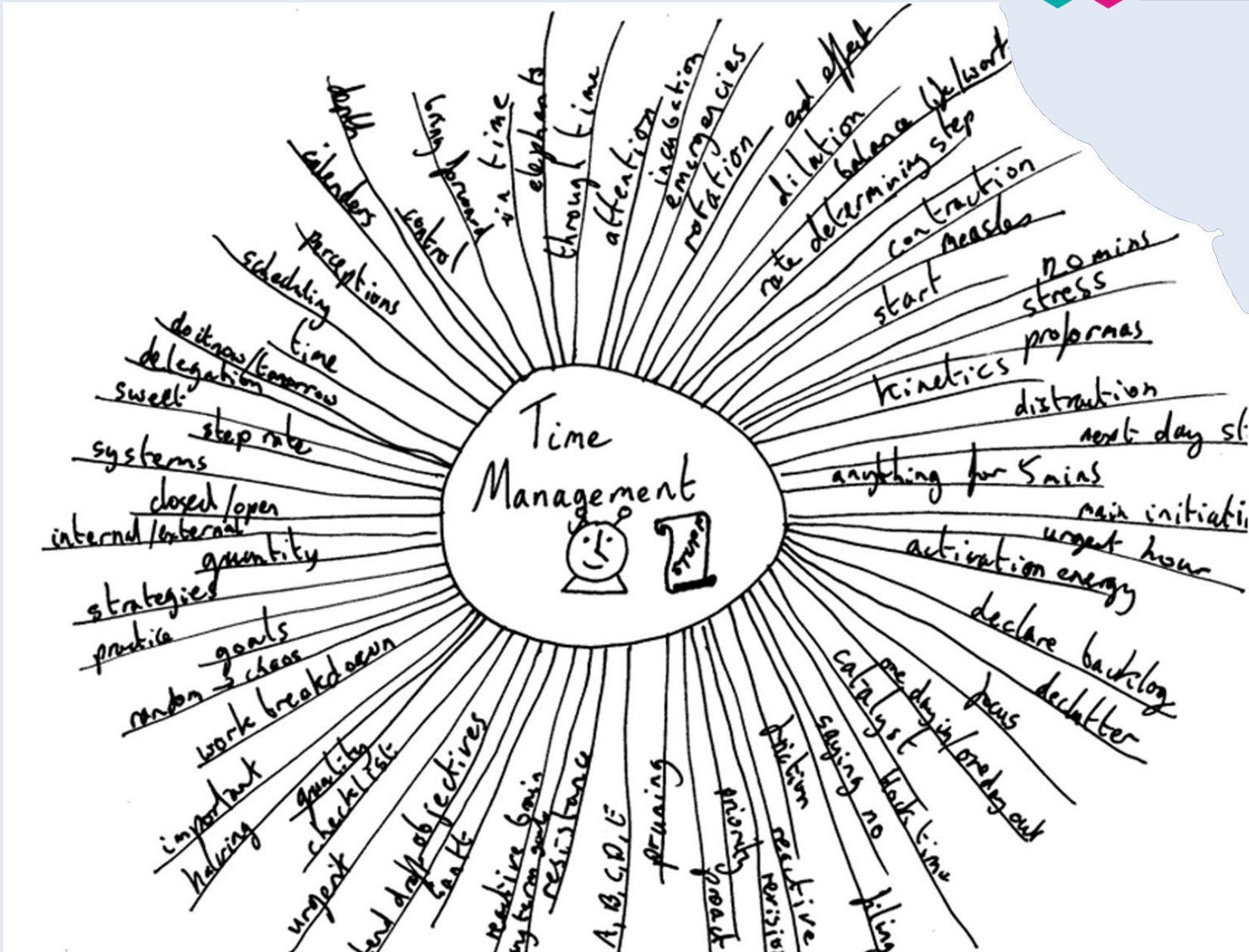
Sun diagram step 1



Sun diagram step 2



Sun diagram end



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 cascading?

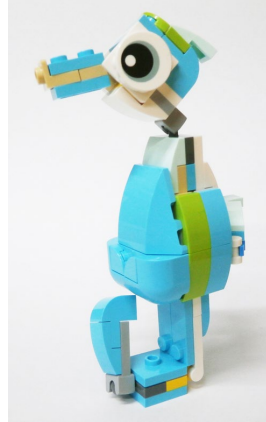
Poll time

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

Evaluation



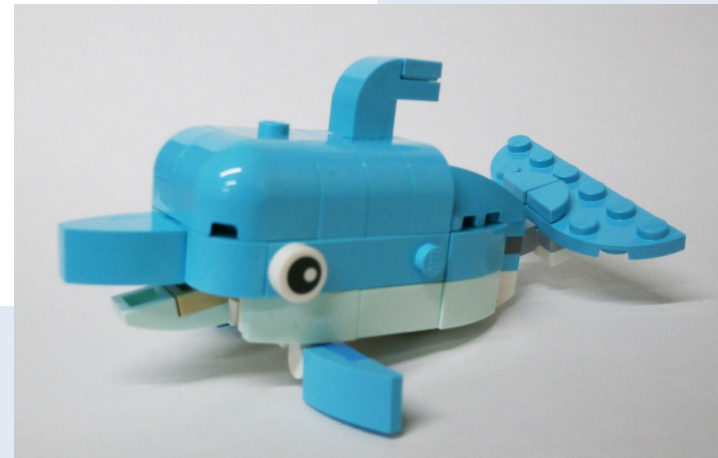
NO



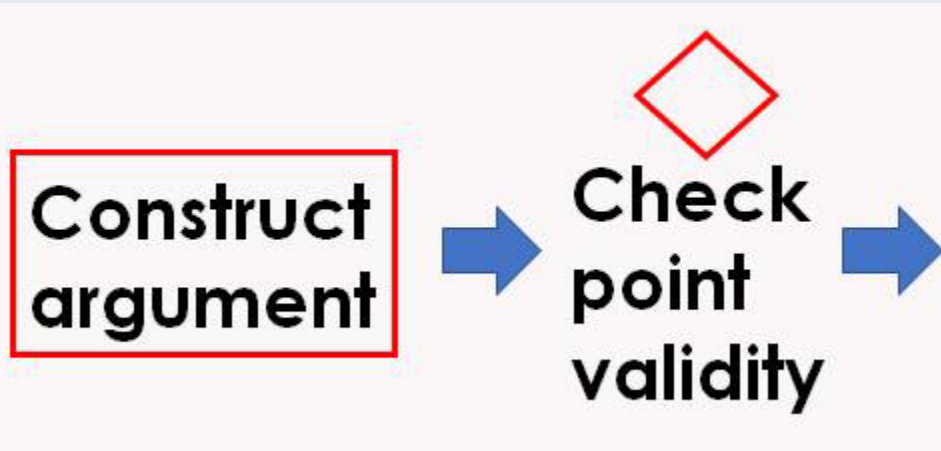
MAYBE



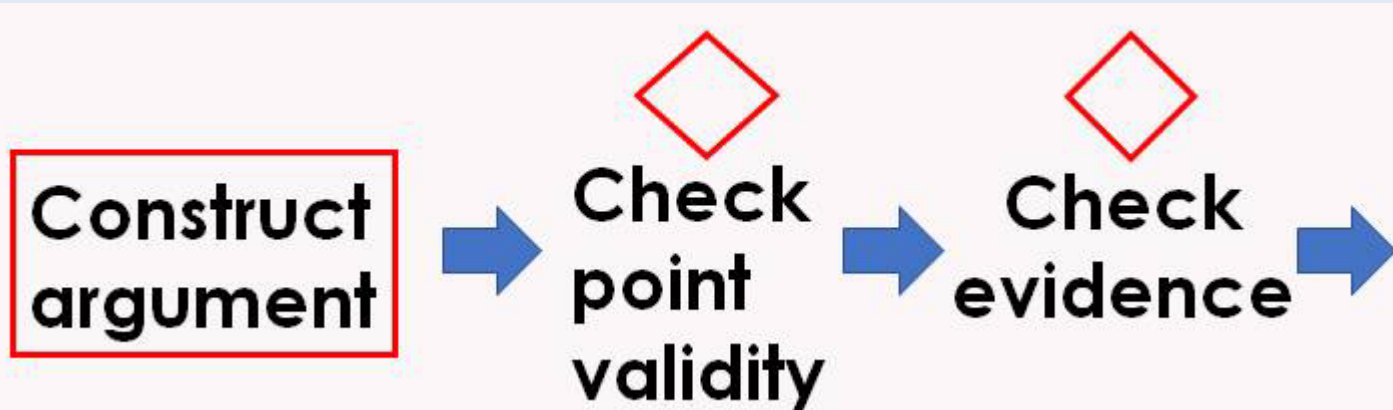
YES



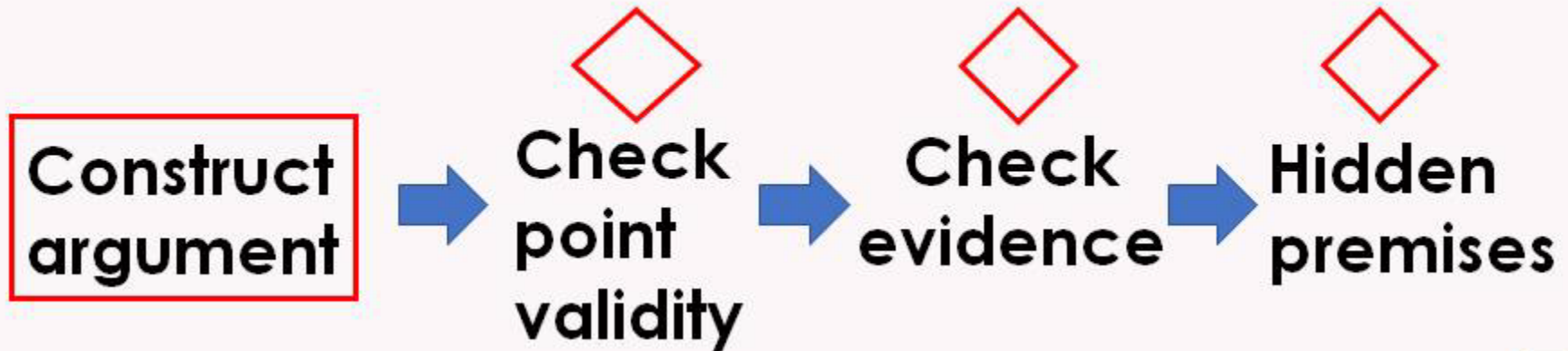
Evaluation



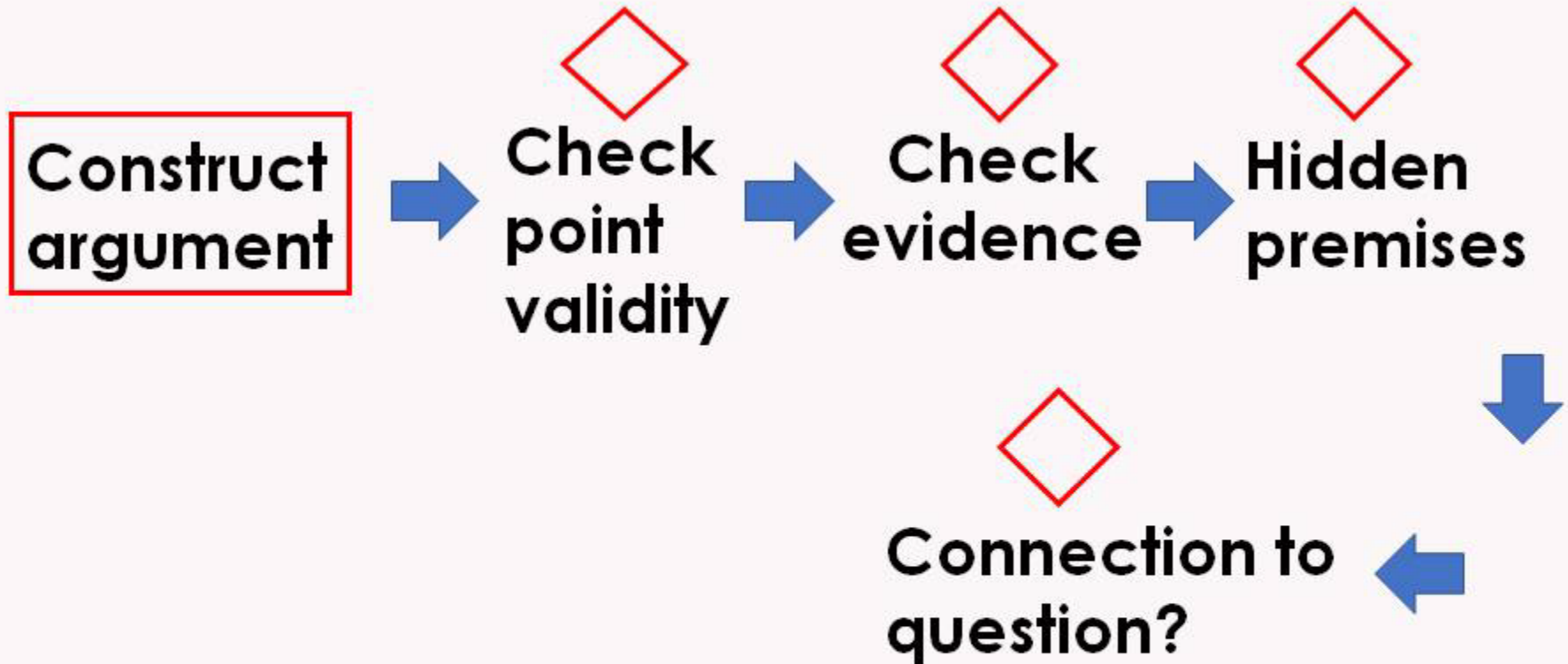
Evaluation



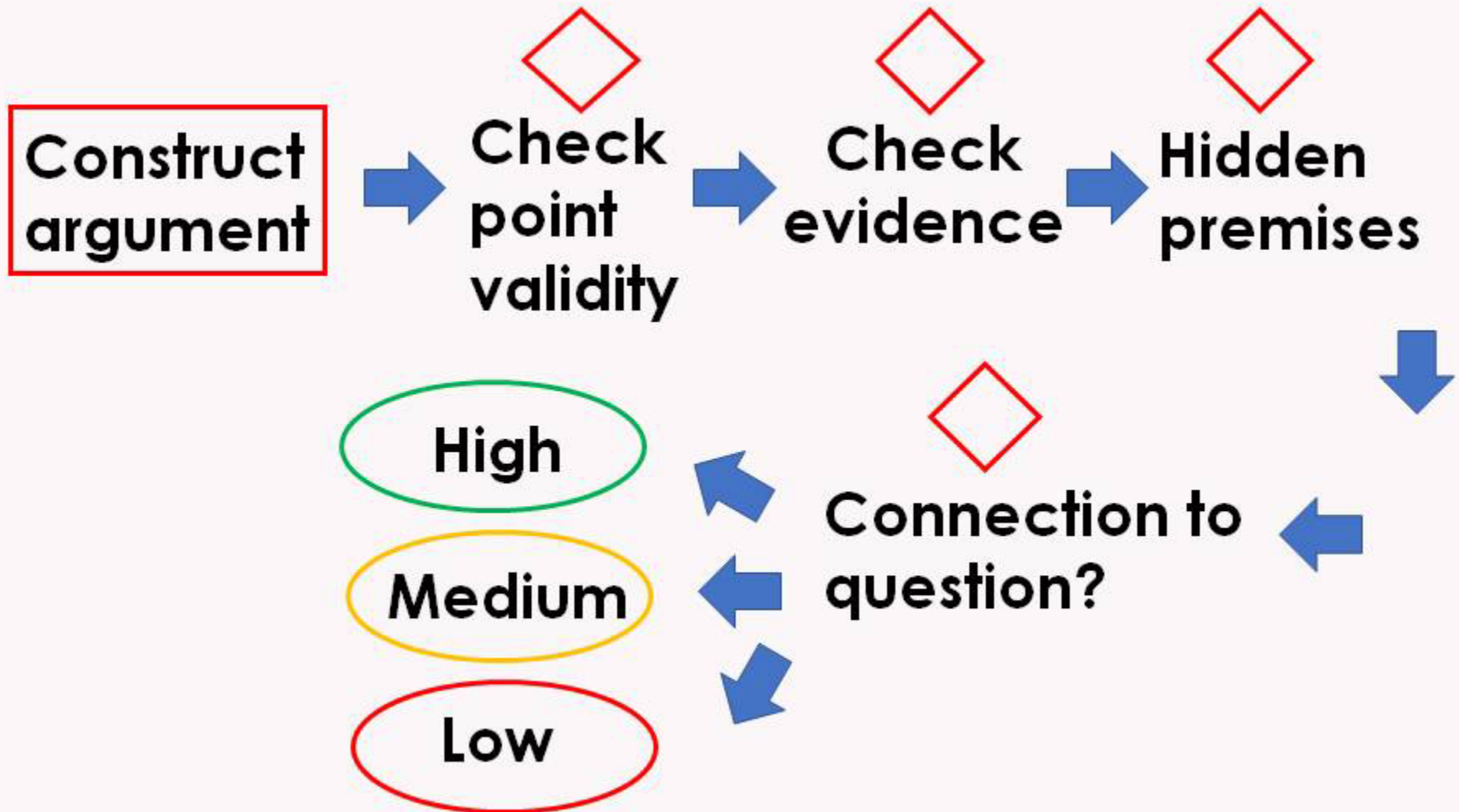
Evaluation



Evaluation

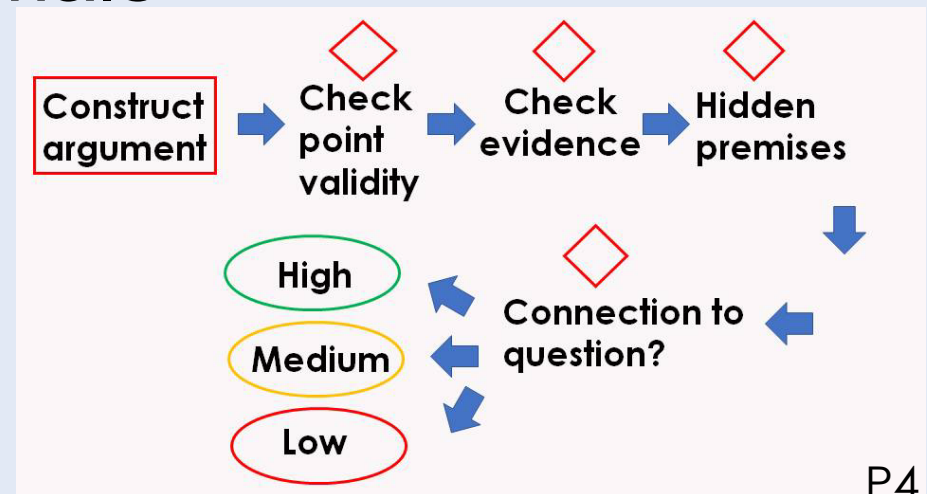


Evaluation



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

More covered in critical thinking sessions

<http://studenthublive.open.ac.uk/>

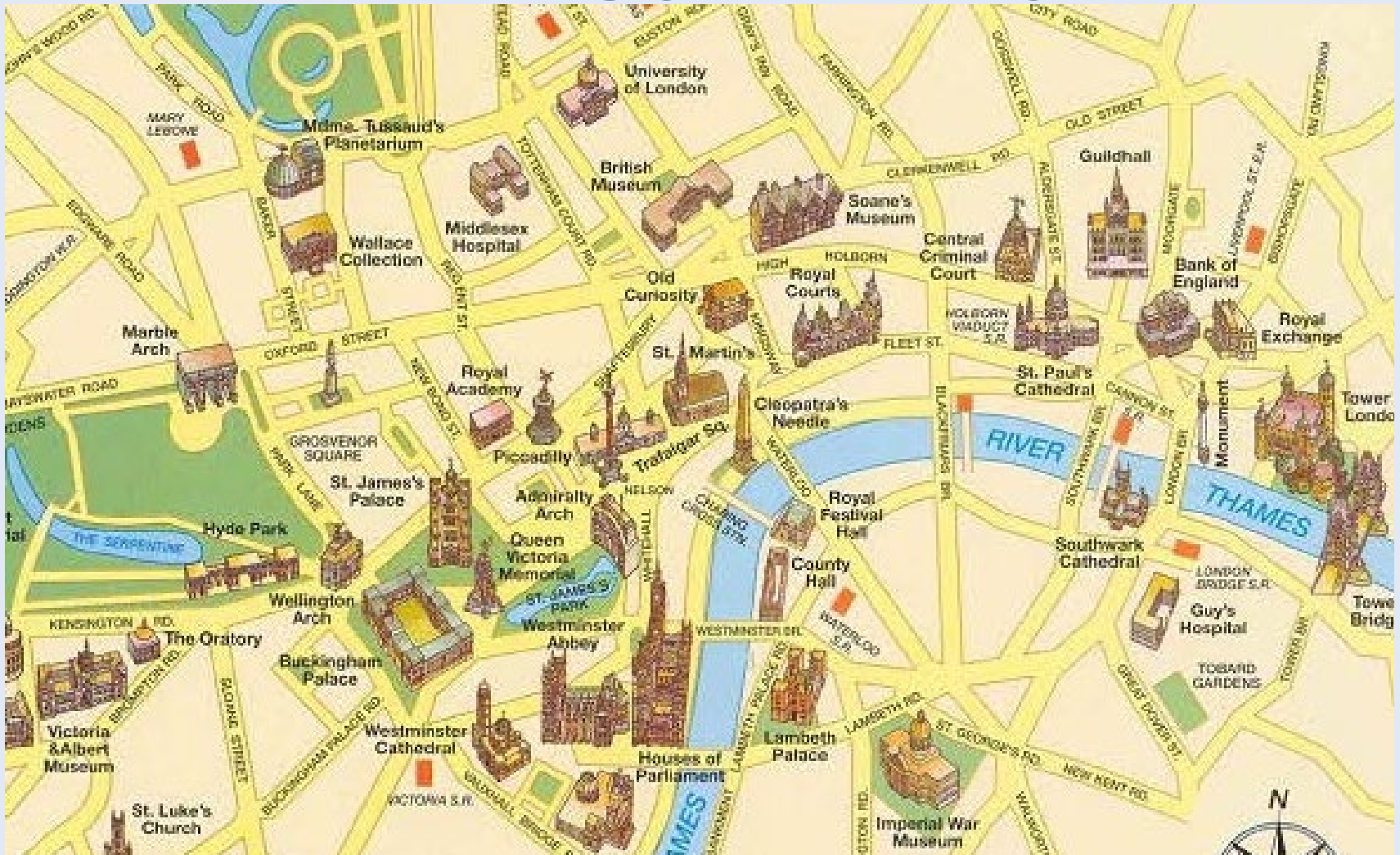
Poll time

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.

Mapping your essay



What things would be important on your tour?

Structure - As written/read

Introduction



Paragraph 1



Paragraph 2

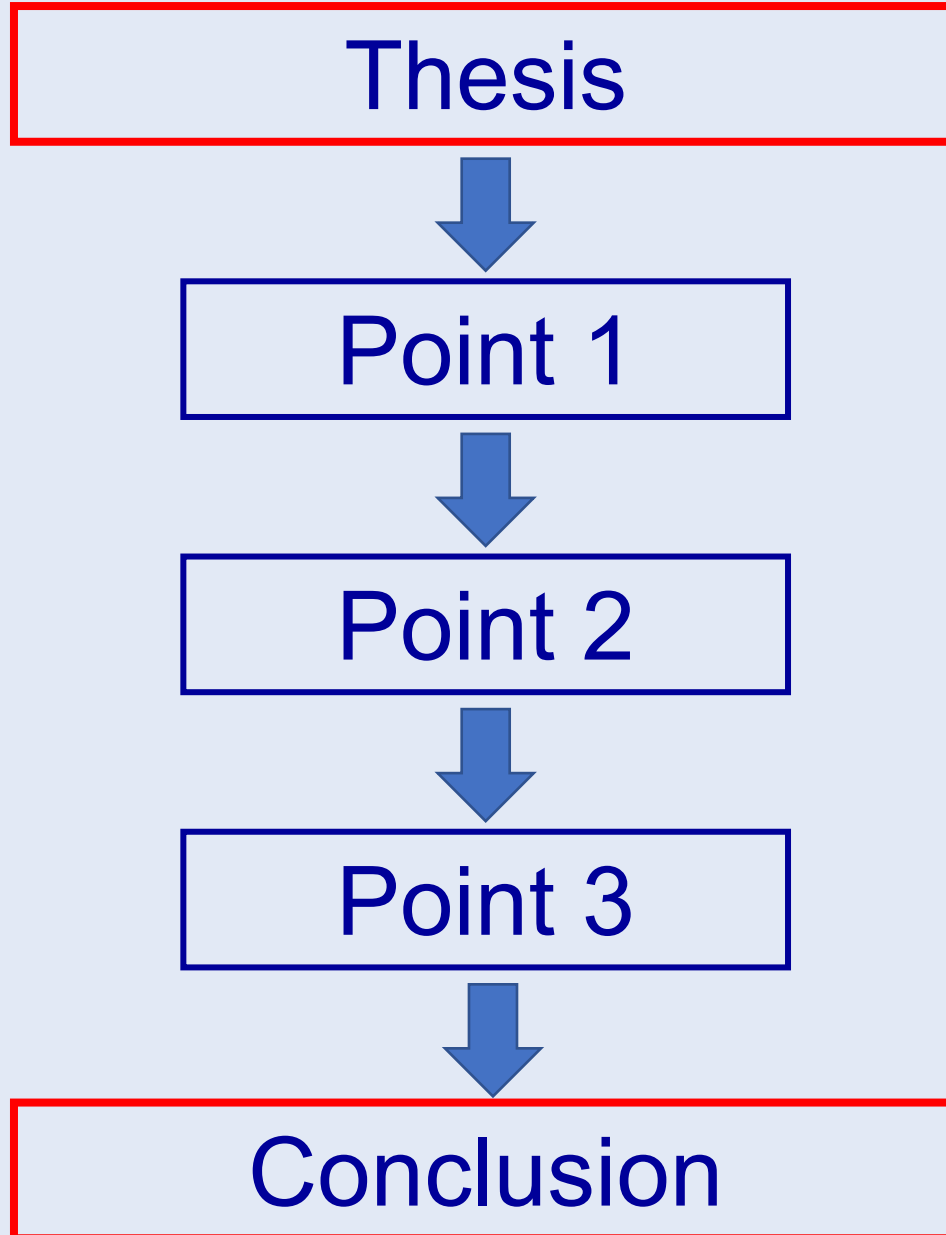


Paragraph 3



Conclusion

Depth Structure



Breadth structure

Thesis



Point 1

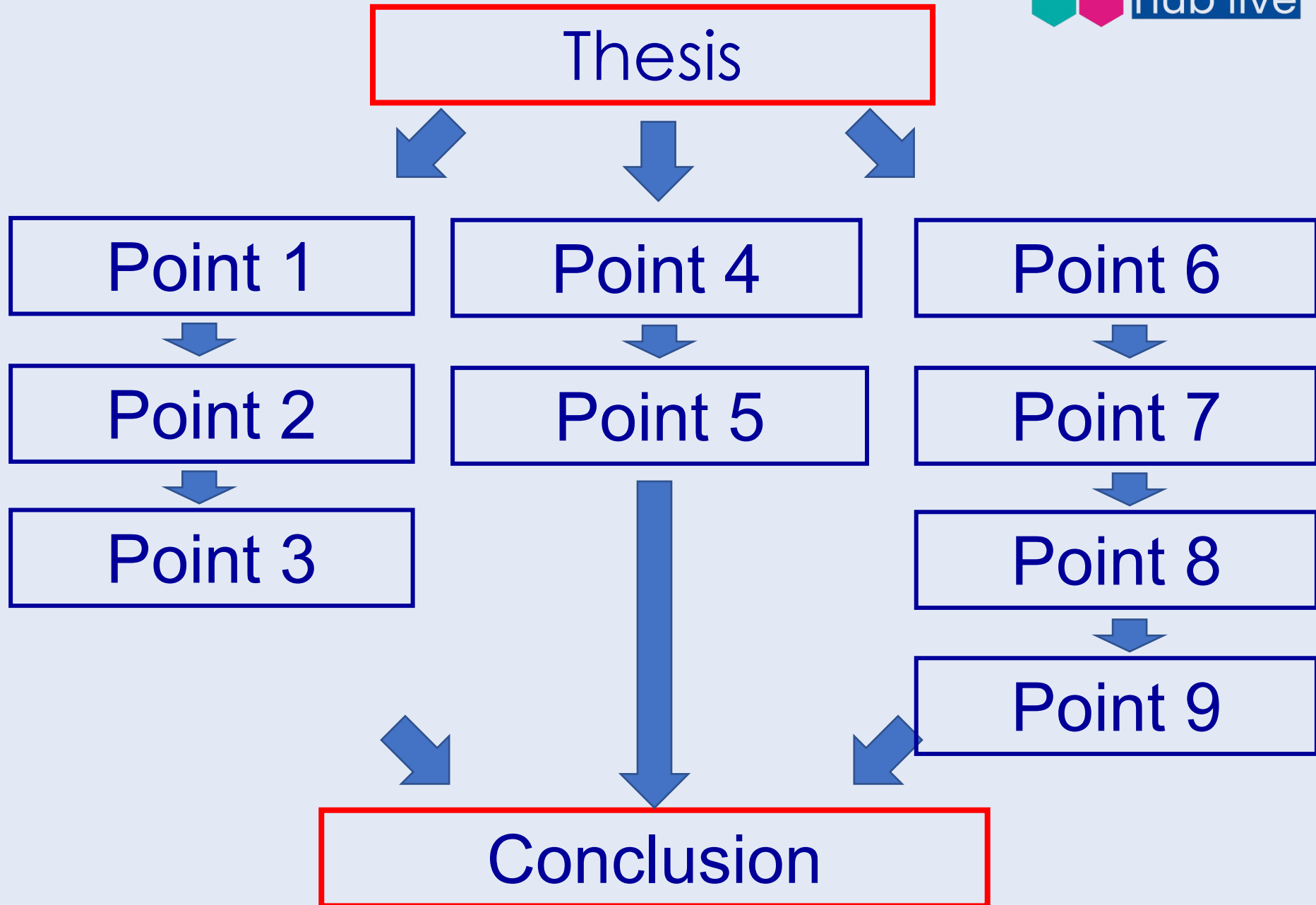
Point 2

Point 3



Conclusion

Branched structure



Poll

How would you map your essay?

Compare and contrast

BRICKS

ROWING

INDOORS

FAMILY

STATIONARY

CREATIVE

OUTDOORS

FRIENDS

EXERCISE

HEALTHY

HOBBY
EXPENSIVE
WEEKENDS
TRAVEL



Bricks and rowing are mutually compatible hobbies

Location

Type of
activity

Who with

Travel

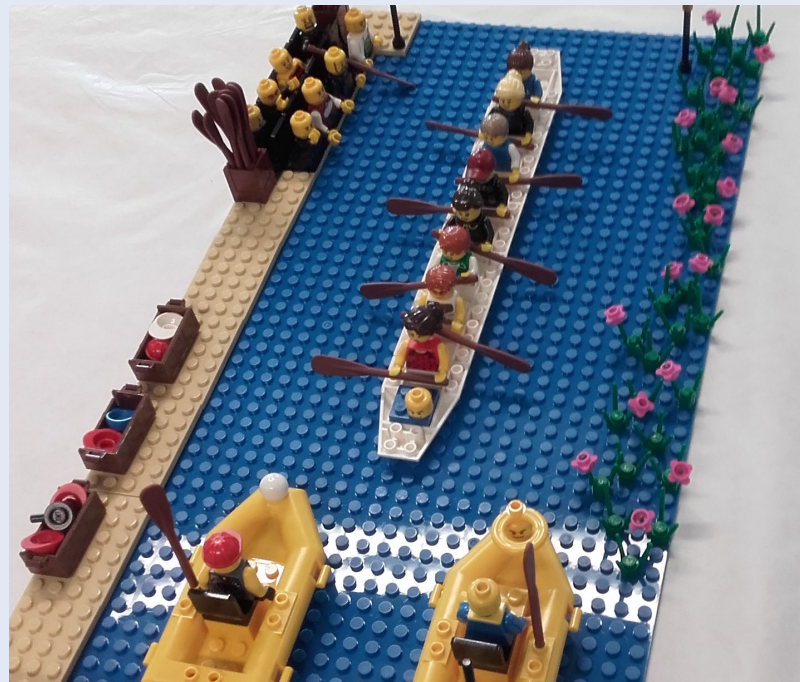
Hobby

Friends &
family

Conclusion

Critically evaluate

Critically evaluate the impact of the London 2012 Olympics on the recruitment of recreational rowers.



Critically evaluate



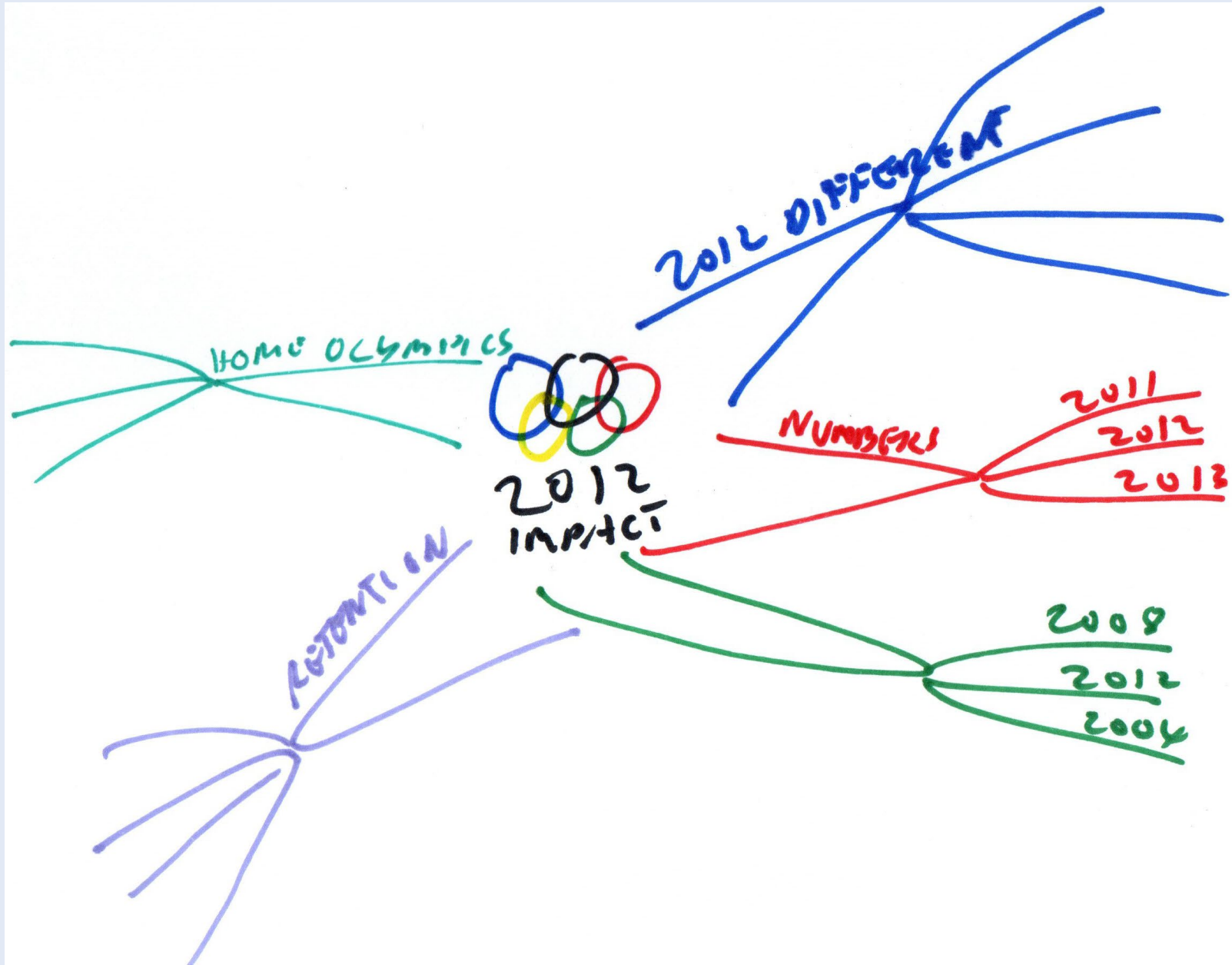
Why was 2012 different from previous Olympics?

What are the recruited numbers in 2011, 2012 and 2013?

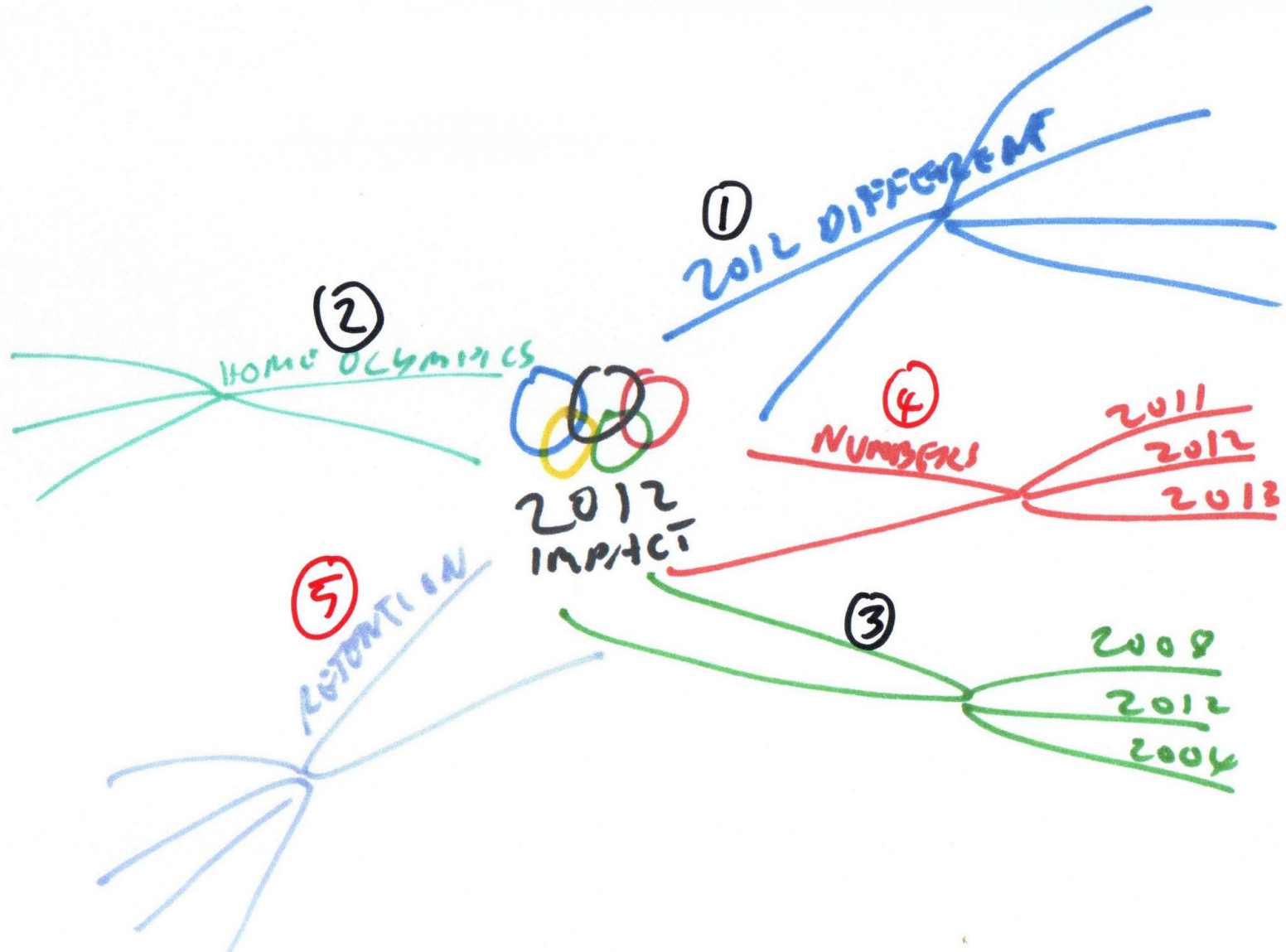
Is there any difference?

Was the location important – home Olympics?

Mindmap



Mindmap



CIA Phoenix list



What is the unknown?

What is it you don't understand yet?

What is the information you have?

Is the information sufficient? Or redundant?

Or contradictory?

What isn't the problem?

Should you draw a diagram of the problem?

Where are the boundaries of the problem?

Can you separate the various parts of the problem?

Can you write them down?

CIA Phoenix list



What are the relationships of the parts of the problem?

What can't be changed and is constant in the problem?

Have you seen this problem before?

Have you seen this problem in a different form?

Can you use someone else's solutions?

Can you restate your problem?

Can you make it more general or more specific?

What are the best, worst and most probable cases you can imagine?

Essay Stages



- Plan time
- Analyse question – process/topic/criteria
- Plan research
- Research
- Return to question
- Brain cascade
- Organise brain cascade
- List of points
- Plan – evaluate, prioritise
- Map
- Write – no one else will see it yet
- Edit – does it answer the question
- Check – Flow, proofread

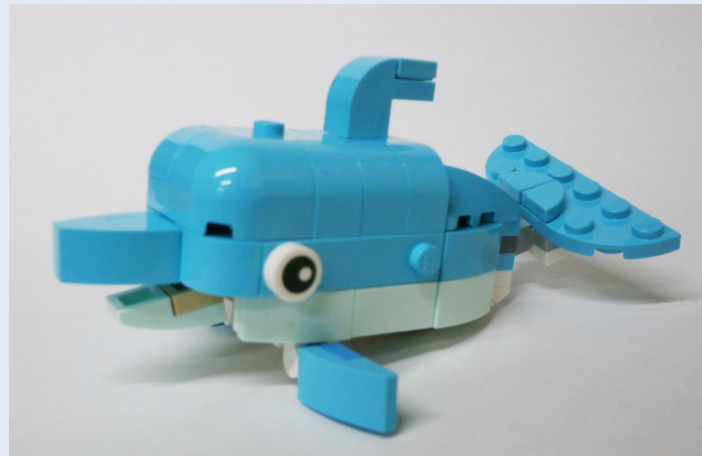
Discussion activity (poll)



- 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 appear 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/e/wUQ42DDQZE>

Selected upcoming events



- 24 Oct 11 am Stepping up to level 2
- 29 Oct 11 am Stepping up to level 3
- 30 Oct 11 am How to problem solve in a team
- 31 Oct 11am Developing your essay writing
- 05 Nov 11am Generative AI in OU learning
- 06 Nov 11am Planning short written answers
- 07 Nov 11am Mastering essay writing
- 12 Nov 11 am Cyber security – safety online
- 14 Nov 7 pm Creative problem solving
- 21 Nov 4 pm Studying with disability

For more information on all past and upcoming events, go to <http://studenthublive.open.ac.uk/>