This was our advert...

Is study a joy or a chore? Do you feel you are always doing or feeling something different from those around you in your module? Neurodiversity is all about difference and in this workshop we will look at some of those differences and consider how they can help (and hinder) effective progress.

What are SHL workshops?

- Studenthublive is non modular and focuses on study skills relevant to higher education.
- This means sessions are skills based and are not subject based.
- SHL workshops do not take the place of subject and skill related tutorials provided by your modules.
- All events are always advertised on our website along with studenthome news, social media channels and careers sources.
- All events are bookable; workshops do fill up as they are popular.

Online workshop basics

- 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 live session and from the event page on https://studenthublive.open.ac.uk/content/neurodiverse-community-neurodivergent-students-prog

SHL is lively!

- These sessions are large scale
- They are often busy with 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
- You can return to the recording after the event to revisit if needed

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 so we would not be able to make the recording available.

Today's workshop

- This is going to be a structured workshop to help you to consider various themes to do with progressing effectively as a neurodivergent student.

- We will not tell you what to do, nor what will definitely happen. We will suggest things based on experience and you can decide which aspects work for you.
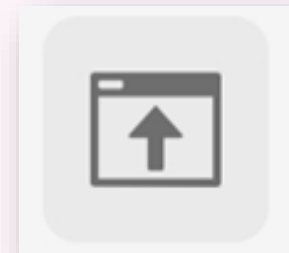
What do you want to learn?

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

(If you are on a mobile app remember you need to tap into the polling option)
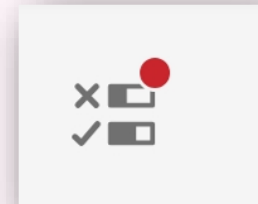
To come back to these slides after completing a poll click on the share pod slides icon

Neurodiverse community/ neurodivergent students: progressing effectively on your module

ND community events

- This workshop is the second in the new suite of events to support the Open University neurodiverse community

- Each event will focus on a specific aspect of study and has been developed with the support and input of current OU students and OU staff who are autistic, have ADHD, dyslexia or dyspraxia; identify as neurodivergent or who have an interest in these areas

- If you would like to be involved with future events then please contact us at studenthub@open.ac.uk

Session format

- Each of these sessions will talk to a student guest about their experiences of studying.

- This will include relevant questions about how neurodivergence impacts them and their study.

- There will be experience led suggestions for how to manage specific situations.

- Today's session is about keeping going with study and involves an ADHD student sharing experiences.

Isabella Henman – me!

- I am the presenter of the workshop and events for the SHL ND community.

- I have been an OU tutor since 2005 and have lead the SHL workshops since they began in 2018.

- I have an active interest in supporting students with various challenges and have undertaken specific training relating to neurodiversity.

- I am not an expert but I am interested and continually update my knowledge.

Today's student guest

- Deborah Jones is our student guest today. I will be talking to Deborah about various aspects of study and OU life and there will be regular points where we will then ask questions for you to consider in terms of your own experiences.

- Deborah is a mature Access student who was late diagnosed with ADHD, specifically in the innattentive domain (inattentive mentioned particularly as this affects concentration....)

Terminology - 1

- Terminology today has been taken from the University's Equality, Diversity, and Inclusion Inclusive Language & Image Guide.

- This states that "Neurodiversity relates to the fact that no two brains are exactly alike" and "Neurodivergent/neurodivergence: this term is used for people whose brains function differently from what is considered standard or typical, and this can be in one or more ways."

- It is important to note that everyone is an individual and how one person describes their experiences may / not be how another does. Please be respectful of each individual's choice

Starting quote

student hub live

- "If you have met one neurodivergent student you have met one neurodivergent student."

- Consider what this means to you both as an individual and as a student.

- This session will attempt to balance the unique nature of everyone and the commonalities which exist in some places.

Deborah 1

- Deborah – you had an adult diagnosis of ADHD – why did you feel it was important to have a diagnosis?

Work in progress

Diagnosis or self-identification

- Some people choose one and some the other.

- There are constraints with some diagnoses (time required and access to diagnosis).

- The disability support team can provide general guidance and signpost where diagnosis is available, although the university cannot provide medical diagnoses.
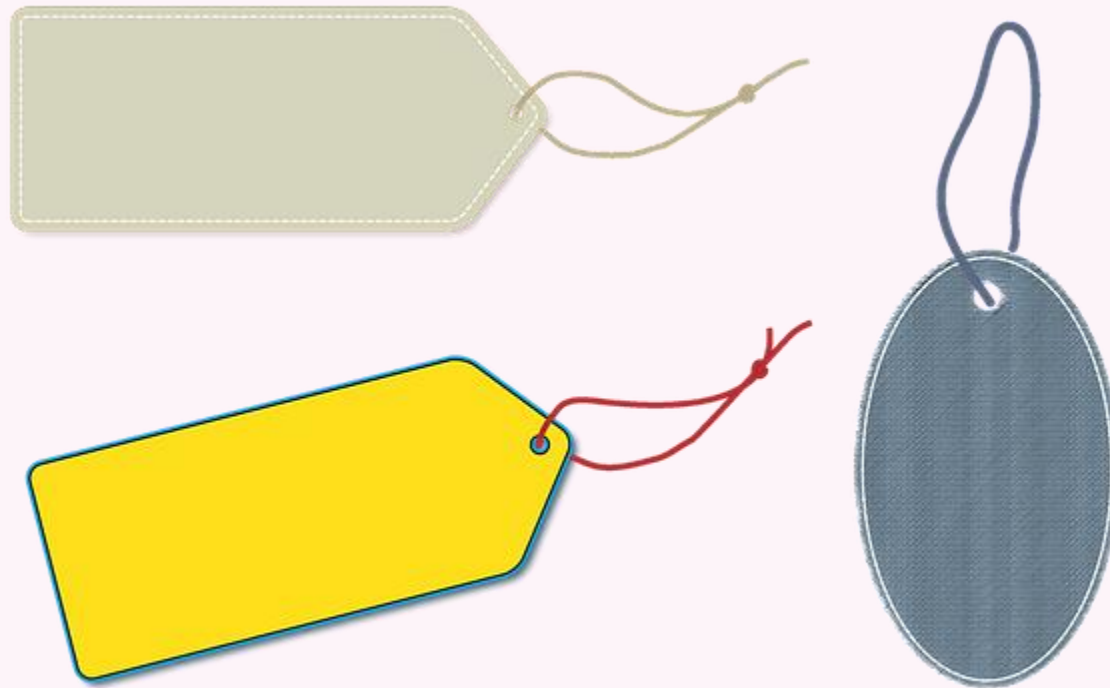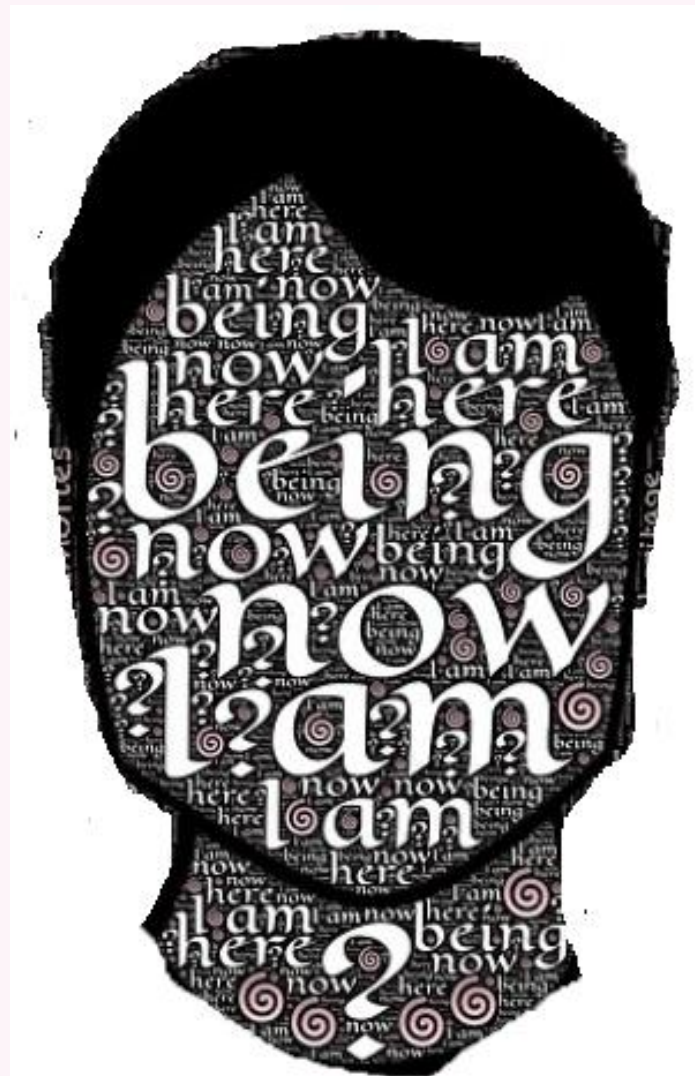
Question for everyone - 1

- If you have had a diagnosis of a condition within the neurodiverse umbrella – how has that impacted you? Please share what you feel able to in the poll pod available

- We will look for themes and where the lived experience can both vary and be similar

- Allows a label to be applied to what is happening

A better label?

Question about labels

- Do you find it helpful to consider yourself with a label or is it unhelpful? Please share your ideas in the anonymous poll.

- This is not about being negative but considering which systems can be helpful (or not).

How is this relevant today?

- The university has support systems in place for students with additional requirements – designated by law as disability (it is a terminology thing).

- Recognising if there is an issue and putting support systems into place can help with studying effectively.

- If you don't know what is going wrong, then you may not be able to take steps to make things easier.

student
hub live

- So when managing your study and ADHD what have you noticed about yourself?

Balancing and managing

- Obsession versus apathy – find the middle ground

Listening to something helps

Joy or chore

student hub live

- Our description mentioned whether study is a joy or a chore.

- If we enjoy things, we tend to want to engage with them more.

- Joys can be passions as well as obsessions

Question for everyone – 2

- What strategies do you have to help you to make or consider your study to be your joy or passion?

- Please suggest your ideas in the poll pod provided. Don't worry if you are a relatively new student or are unsure, you can look through suggestions from others and some may resonate.

Deborah 3

- How do you find managing feedback you receive as a student?

Learn from mistakes

Receive or perceive?

- Receive – to be given and take delivery of feedback.

- Perceive – to come to realise or understand feedback.

- Move from receive to perceive so you can work with the feedback.

Question for everyone – 3

- What have you done to make use of some feedback you have received about your study performance?

Please share your ideas in the poll pod if you feel able and hopefully we will get some suggestions that others could try in future.

Other guidance for feedback

- SHL does run sessions on working with feedback. We had one in early December – recording at https://studenthublive.open.ac.uk/content/learning-feedback-5-dec-2023

- The studenthome help centre also has guidance at https://help.open.ac.uk/learning-from-feedback and https://help.open.ac.uk/strategic-study-techniques/using-feedback-from-your-tutor

Deborah 4

- "What is unseen doesn't exist"

- You have said that if you can't see something then it doesn't exist in your consciousness– please explain what that means and how do you help to make your study seen?

Unseen things

See the things

# Work in progress (again!)

Winging it

Don't know!

- Don't worry if you don't know or don't have the strategies yet, it isn't expected that you will know everything immediately.

- Keep experimenting about managing time, study and strategies – something will work!

- Don't feel like you have to make something up to make someone else happy!

Deadlines help

- Deadlines can help to provide focus so work to them as far as possible.

- Each one met is an achievement.
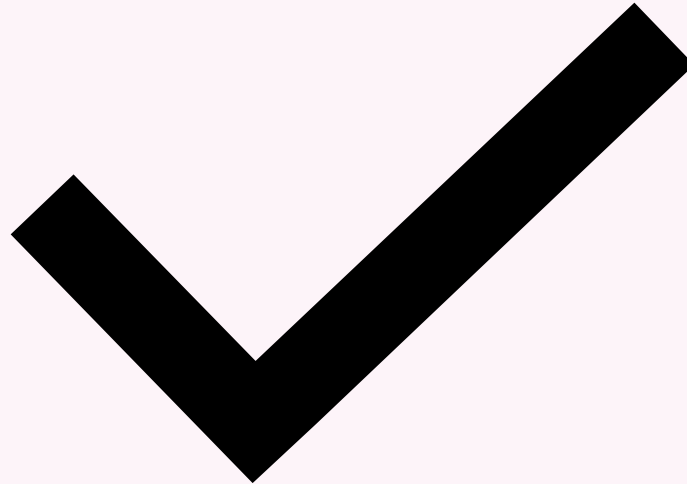
Use tools

- Find software or apps that help
- Explore note taking methods that work for you
- Recognise that different types and modes of study take different skills – e.g. moving from book to online is something to manage

Question for everyone – 4

- What methods do you use to remind yourself of what needs to be done?

- Please share your ideas in the poll pod available and we will see if there what ideas there are.

- Remember none of this is about being perfect, rather it is about helping you to manage your study to progress effectively.

Time management resources

- SHL runs regular sessions on time management – recent example at https://studenthublive.open.ac.uk/content/managing-your-time-better-09-jan-2024

- The studenthome help centre also has guidance at https://help.open.ac.uk/time-management-skills/finding-a-strategy

Important point

- Remember that quote about one person being one person? We can suggest ideas and strategies – you are the one who can pick and choose which works for you. Some will, some won't.

- If you don't try, then you won't know ☺

ADHD

- Recognised difficulties with organisation including processing and details which can lead to challenges with effective academic communication such as essays

- https://psychcentral.com/adhd/adhd-challenges-with-writing#how-to-combat-challenges and https://writingcenter.unc.edu/tips-and-tools/adhd-and-graduate-writing/

Are there any other strategies that have helped you?

Accountability

Being accountable to another person can help you to concentrate and focus – whether that is because you are encouraged by them or because you are embarrassed not to achieve in front of them, or any other reason.

Accountability poll

- Whether or not you have tried being accountable to someone else in your study before please say where being accountable to another person could help you in your ongoing study journey.

- We will look to see what the community can share and suggest.

Study with me options

- There is an open university students association club called 'study with me' – find on facebook (although note that there have been some changes to how facebook runs these).

- There are Youtube channels where you can study along with other people.

- There are other Youtube channels that allow you to follow a structured set of content alongside others.

Take home message

- Everyone is unique but having a go and trying thing can help with progressing effectively

- Recognising own inclinations can help to try and maximise the positives

- You will always be you

Would you like to be involved?

I am looking for students who would like to be involved with future neurodiverse community events. If you feel you could share your experiences and have something you think would help others (and are happy being on camera) then please email us at studenthub@open.ac.uk

If you would rather not be on camera I would still value input and ideas.

ND events

- **21 Mar**   **11am**   **Studying when you think differently (live broadcast)**

- 16 Apr   11am   Planning to complete your module with success?

- 11 Jul   11am   Reflecting and consolidating learning

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

Feedback

Please complete the feedback form that is available at
https://forms.office.com/e/1sYADJWgB9

This is immensely valuable to provide information on how studenthublive is beneficial to students as well as to help us plan our future programme

Upcoming events

- 13 Feb   7pm   Introduction to essay planning (Beginners)

- 15 Feb   7pm   Developing your essay planning (Intermediate)

- 20 Feb   11am   Tackling procrastination successfully

- 28 Feb   7pm   Introduction to essay writing (Beginners)

- 6 Mar   7pm   Developing your essay writing (Intermediate)

- 13 Mar   11am   Understanding your assignment questions

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