

Student Hub Live people



Margaret Greenhall is a study skills specialist. She has taught sped reading to over 5000 people. She tutors on science level 1 and 2 courses. Her hobbies are baking, rowing and Lego.

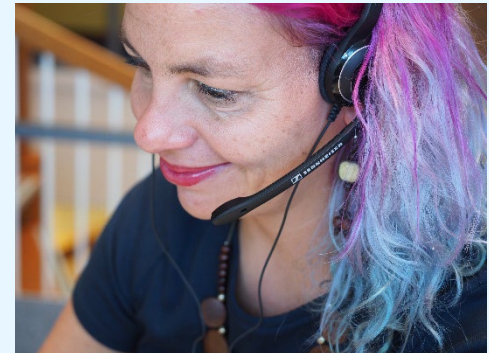
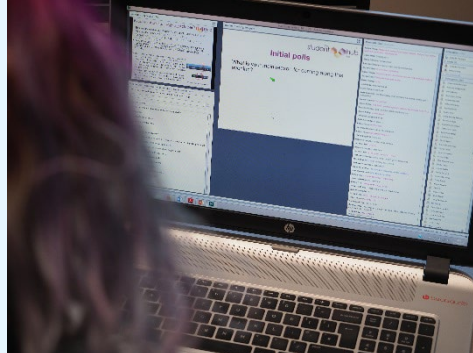
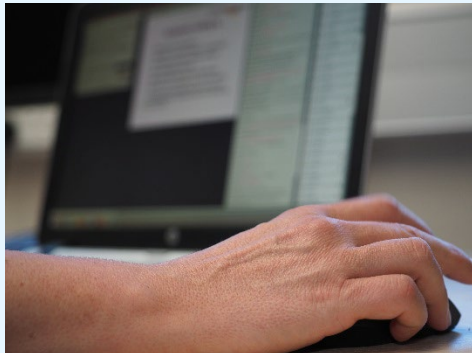


Lucy Anderson is an OU tutor at undergraduate and postgraduate levels. She puts the critical evaluation skills she learnt as a research scientist to good use preparing module materials, exams and assignments. In her spare time, Lucy is found covered in mud either with her horse or on the allotment.

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 and resources are available to download during the session from 'file downloads box (*not accessible on mobile devices*) and from within the event's page at <http://studenthublive.open.ac.uk/>



Workshop



- This is going to be a structured workshop to help you advance your reading skills
- 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

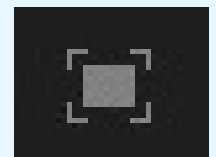
Session purpose

- **Is for:**
- Covering general advice about reading
- Giving some ideas for how to read
- 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

Power reading: boost your reading skills



This was our advert...



How many hours a week do you spend reading? When did you last learn a new technique to improve your reading?

So much of your degree will be spent reading and working out what the text says. Come along to this session to max out your reading potential. We will work thorough proven techniques that will help you remember more of what you read and become a much more effective reader.

By using previews and reviews you can boost your reading skills to work magic with your understanding. Get your brain into the 'hunt' mode to capture the information you need to help you learn better, quicker and more effectively.

Learn to extract the information you need to become a better student.

Session



- Quick look at reading speed
- Extracting information
- Questions
- Previews and reviews

Poll



- What do you think are good strategies for extracting information from written text?

Poll



- What was your reading speed in words per minute(it's all anonymous)?

1 - 49

50 - 99

100 - 134

135 - 149

150 - 184

185 - 219

220 - 254

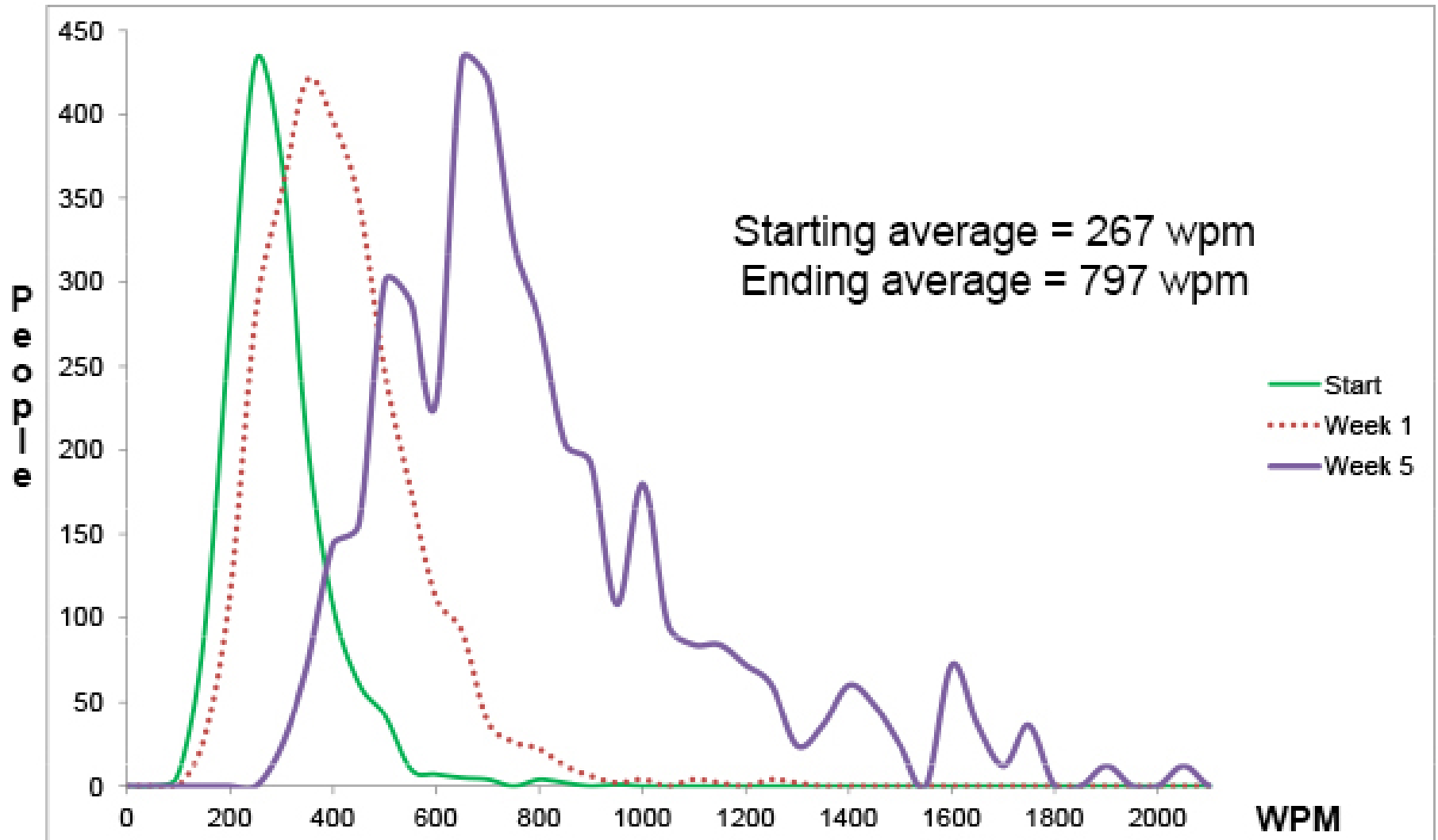
255 - 299

300 - 349

350 - 399

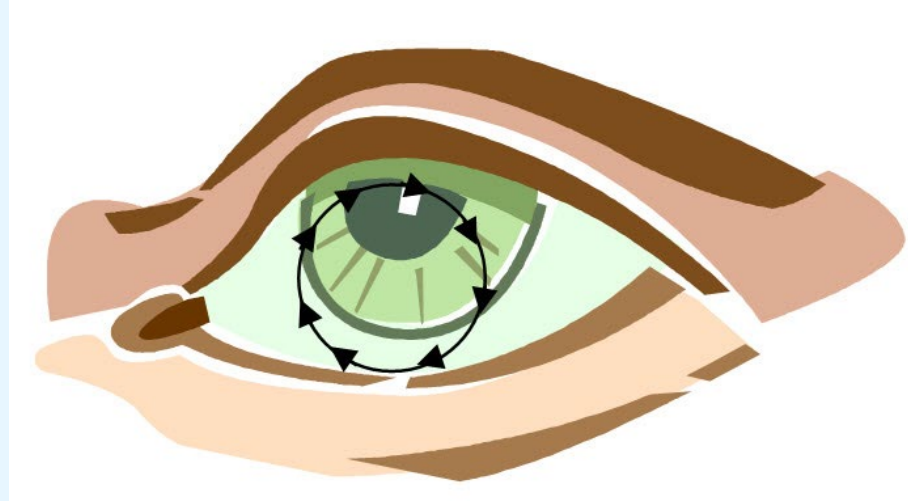
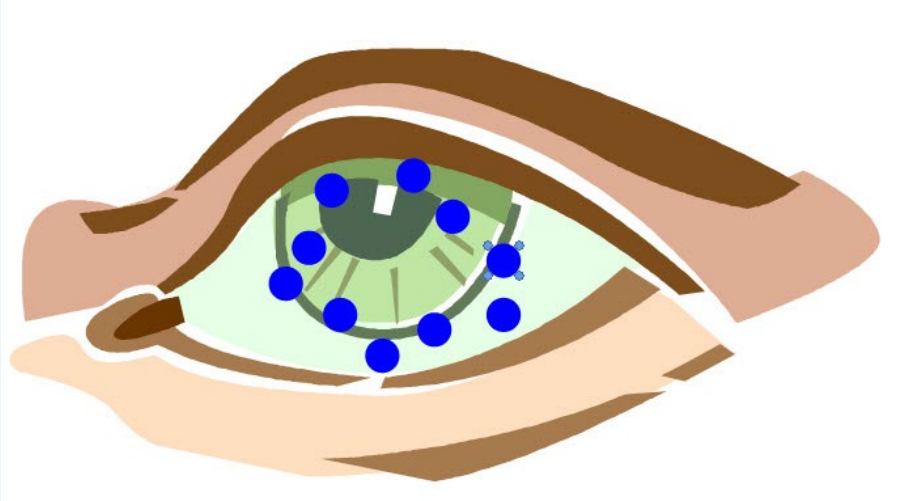
400 - 449

450 - 499, 500 – 549, 550 – 599, 600 +



Eye movement

- Eye has 6 muscles that control the eyeball movement
- Like any other muscle they can be trained
- Need a smooth not jerky movement



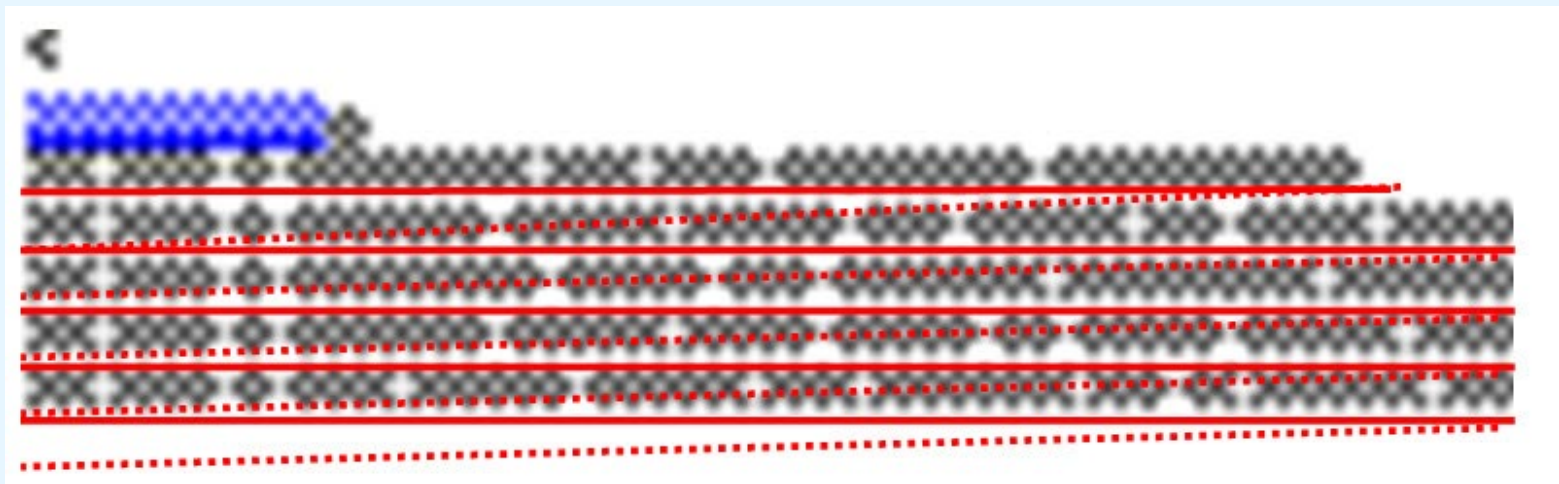
Eye movement

- Sit about 1.5 m apart
- One person A looks at the person B's eyes
- Person A asks person B to imagine a small circle about 35cm in wide beside person A's head
- Person A watches person B's eye movement
- Person A then uses their hand to make a circle about 35cm wide at eye height of other person
- Speed moderate, motion smooth
- Observes person B's eyes again
- Then swap over



Speed reading exercise

- Lots more in downloadable file
- Use paper – it will change your reading speed on screen too but much easier to do
- Try out free speed reading software
- Use a pacer – your finger or a pen or pencil
- Needs regular exercise over about 5 weeks



Speed reading exercise



- In your book or other printed material
- Read for 1 minute with the pacer (I'll time you)
- Note where you get up to
- Now read the same material in 50 secs
- And now 40 secs
- 30 secs
- And finally 20 secs

Middle two thirds

And if a man is a born sailor, and has gone to the school of the sea, never in all his life can he get away from the sea again. The salt of it is in his bones as well as his nostrils, and the sea will call to him until he dies. Of late years, I have found easier ways of earning a living. I have quit the fore-castle for keeps, but always I come back to the sea. In my case it is usually San Francisco Bay, than which no lustier, tougher, sheet of water can be found for small-boat sailing. It really blows on San Francisco Bay. During the winter, which is the best cruising season, we have southeasters, southwesterers, and occasional howling northers.

Tight S shape

yachtsmen would name a gale. They are always surprised by the small spread of canvas our yachts carry. Some of them, with schooners they have sailed around the Horn, have looked proudly at their own lofty sticks and huge spreads, then patronisingly and even pityingly at ours. Then, perchance, they have joined in a club cruise from San Francisco to Mare Island. They found the morning run up the Bay delightful. In the afternoon, when the brave west wind ramped across San Pablo Bay and they faced it on the long beat home, things were somewhat different. One by one, like a flight of swallows, our more meagrely sparred and canvassed yachts went by, leaving them wallowing and dead and shortening down in what they called a gale but which we called a dandy sailing breeze. The next time they came out, we would notice their sticks cut down, their booms shortened, and their after-leeches nearer the luffs by whole cloths.

As for excitement, there is all the difference in the world between a ship in trouble at

Wide S shape

As for excitement, there is all the difference in the world between a ship in trouble at sea, and a small boat in trouble on land-locked water. Yet for genuine excitement and thrill, give me the small boat. Things happen so quickly, and there are always so few to do the work--and hard work, too, as the small-boat sailor knows. I have toiled all night, both watches on deck, in a typhoon off the coast of Japan, and been less exhausted than by two hours' work at reefing down a thirty-foot sloop and heaving up two anchors on a lee shore in a screaming south-easter. Hard work and excitement? Let the wind baffle and drop in a heavy tide-way just as you are sailing your little sloop through a narrow draw-bridge. Behold your sails, upon which you are depending, flap with sudden emptiness, and then see the impish

Speed reading exercises



- More in download called reading exercises
- Use something easy to read
- Takes time to really get up to speed
- 5-10 mins a day for 5 weeks
- Use paper – easy to get a huge improvement will change your on screen speed too
- Triple your reading speed with understanding

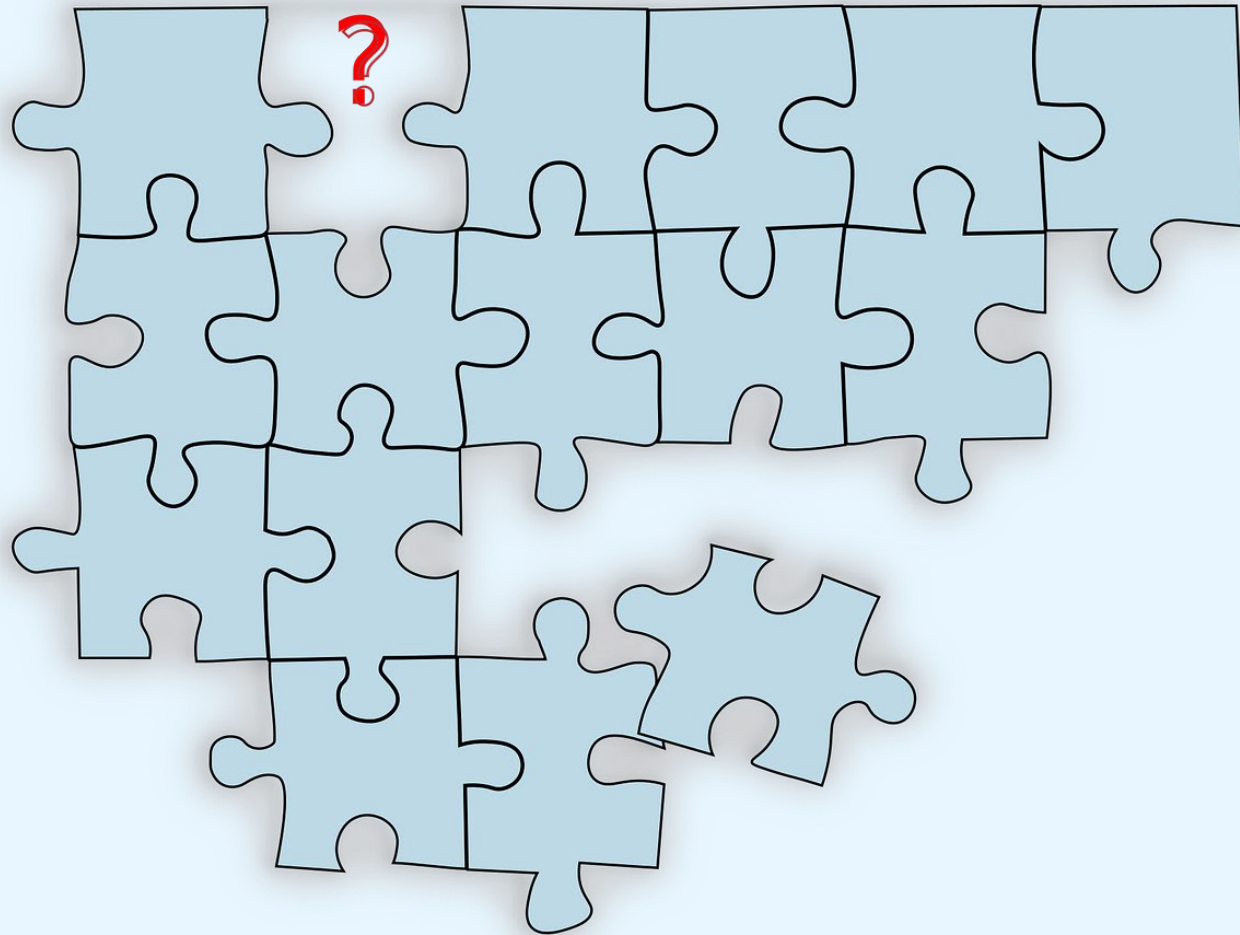
Extracting information



- Set up to three questions
- Read the summary (and abstract if it's a paper)
- Get into hunt mode with your questions
- Preview at a high speed (2 to 4 sec per page down) the material before you do a depth read
- Reassess your questions
- Do you need more time? Is it the right material?
- Read in depth
- Return for a quick review again at a fairly high speed the next day

Building the jigsaw

- How do you build a jigsaw?



Getting into hunt mode

- Our brains hate unanswered questions
- They need the sense of completion of the hunt



Poll – What questions would you ask?



- Memory review:
- We've covered three different ways of thinking about memory. Firstly we started with the psychologist way of dividing memory into short and long term memory and four strategies for working with your short term memory. Then we looked at the five principles of memory that can be used as a diagnostic. If you've forgotten something then one of these will have been missing. Finally we finished by looked at how our senses influenced what we remember and how to work with our strengths and compensate for our weaknesses.

Designing your questions



- Max 3 questions per session.
- Not statements they must be questions
- Question words:
 who, what, when, where, why or how
- Good idea to choose one big picture and one small picture but not vital.
- Write them down – almost as if someone else has asked you – puts you in hunt mode.

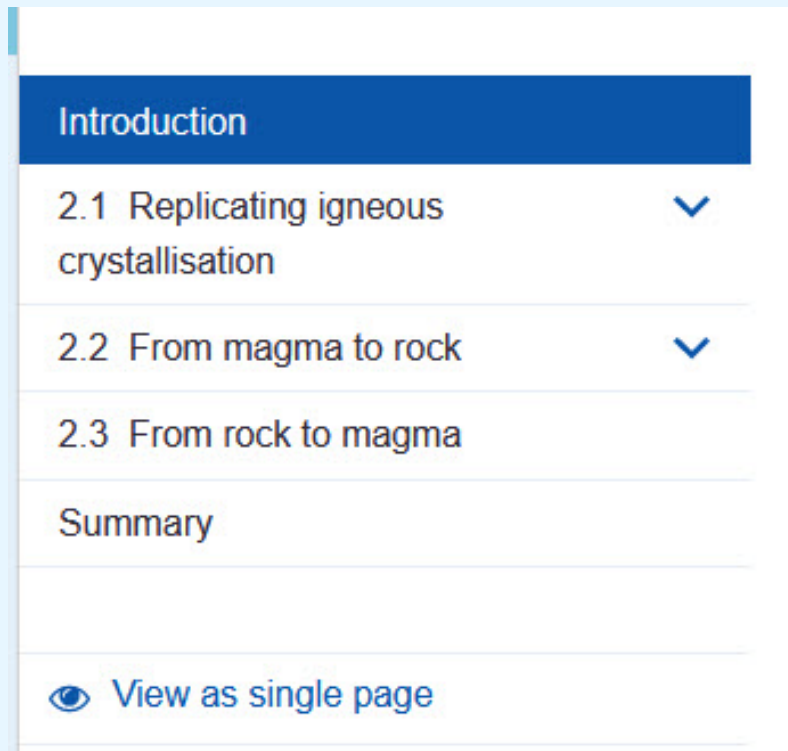
Starting points




- What am I going to use the information for?
 - What do I know already?
 - What do I need to know about the topic?
 - What don't I need to know?
-
- Then choose your questions that are relevant to the purpose

Do a quick preview

- Use the view as a single page a very quickly use the page down button to view the whole section



A screenshot of a table of contents menu. The menu is displayed on a white background with a blue header bar. The items are listed in a vertical column, separated by thin horizontal lines. The 'Introduction' item is highlighted with a blue background. The '2.1 Replicating igneous crystallisation' and '2.2 From magma to rock' items have a small blue downward-pointing arrow to their right. At the bottom of the menu, there is a blue eye icon followed by the text 'View as single page'.

Introduction
2.1 Replicating igneous crystallisation
2.2 From magma to rock
2.3 From rock to magma
Summary
 View as single page

Reassess your questions



- After your quick preview than revisit your questions
- Are they right for this text?
- Is there anything you need to change?
- Is this even the right text to get this information from?
- What order is most helpful to read it in?

Poll

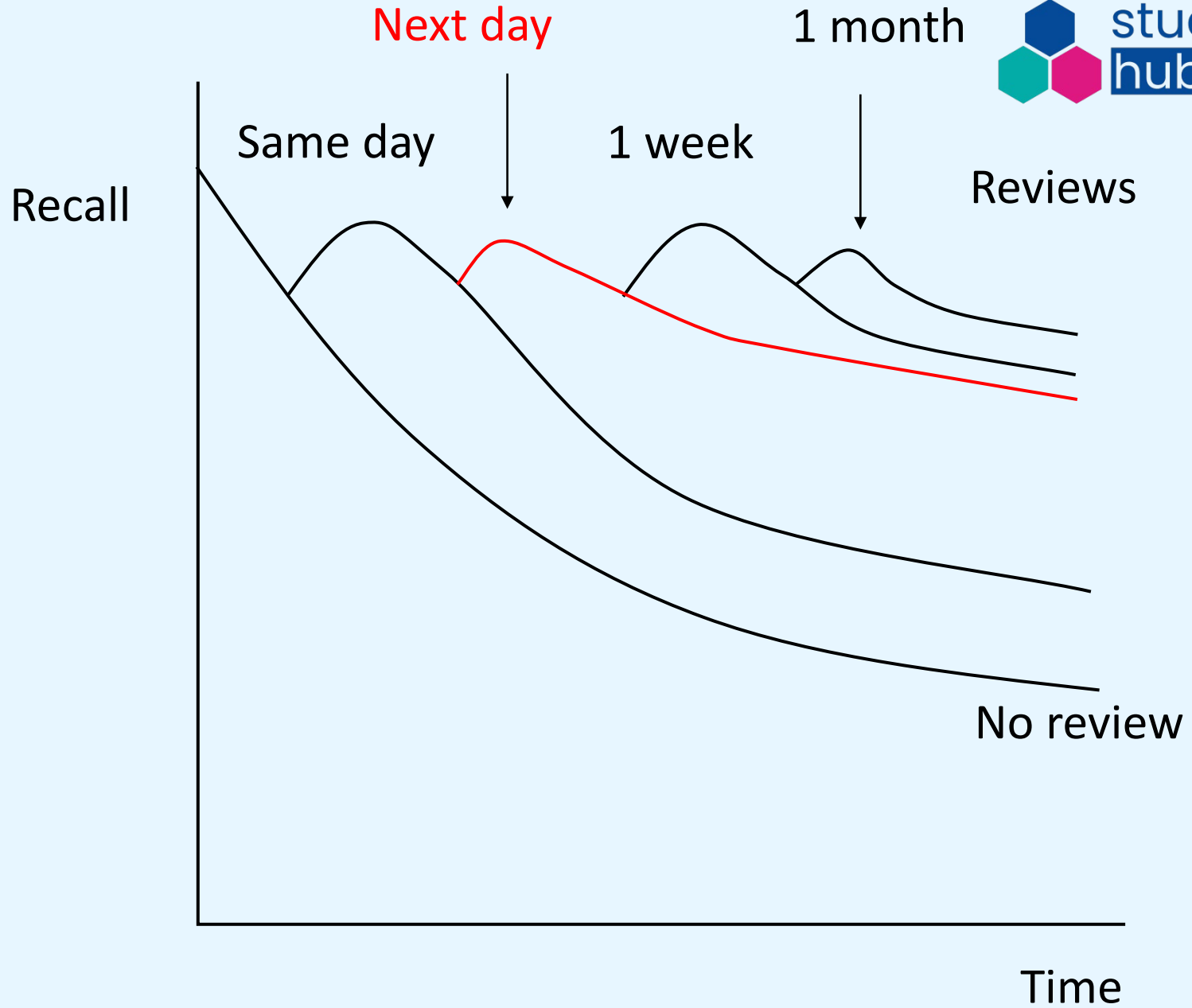


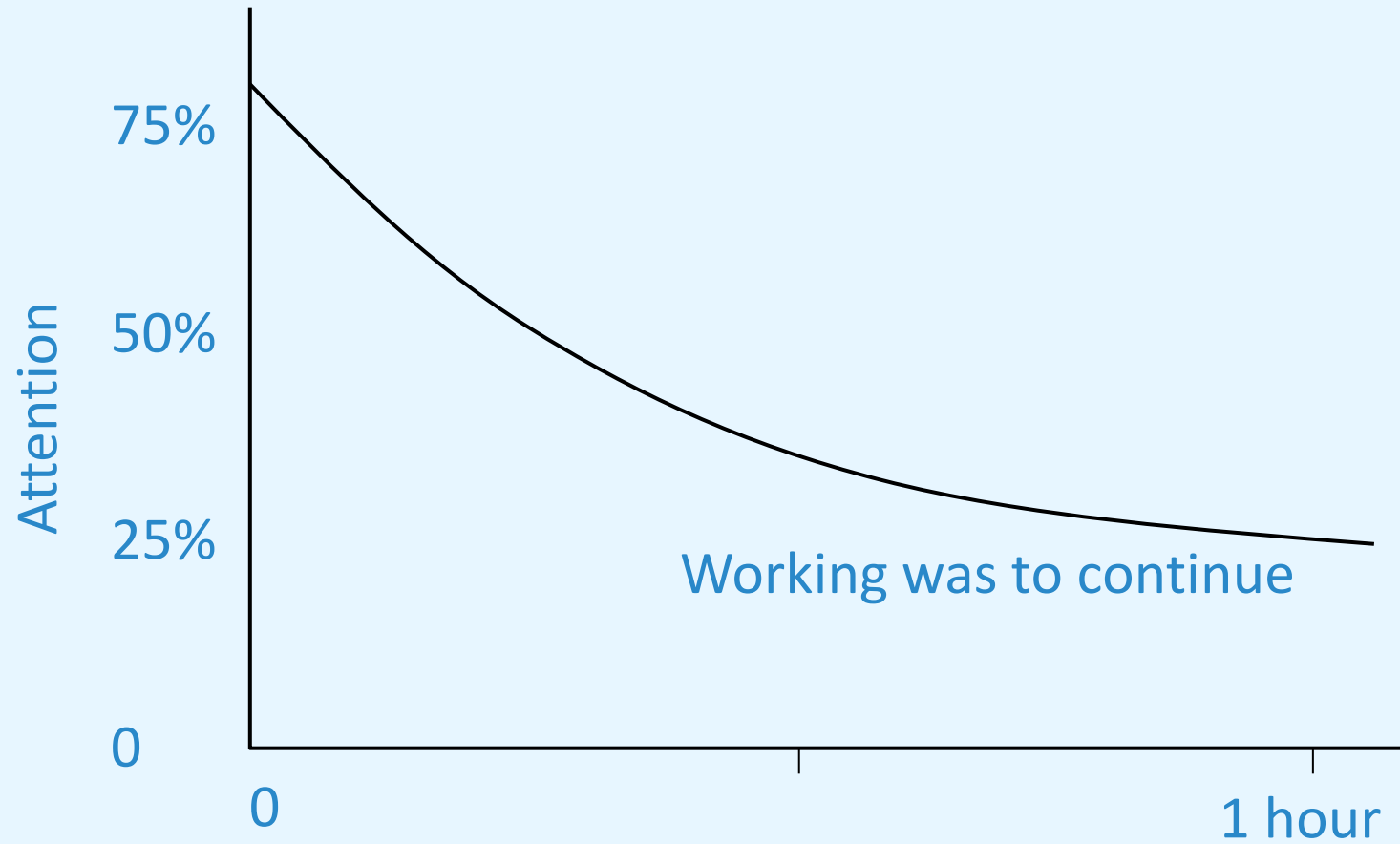
- How do you organise your reading time?

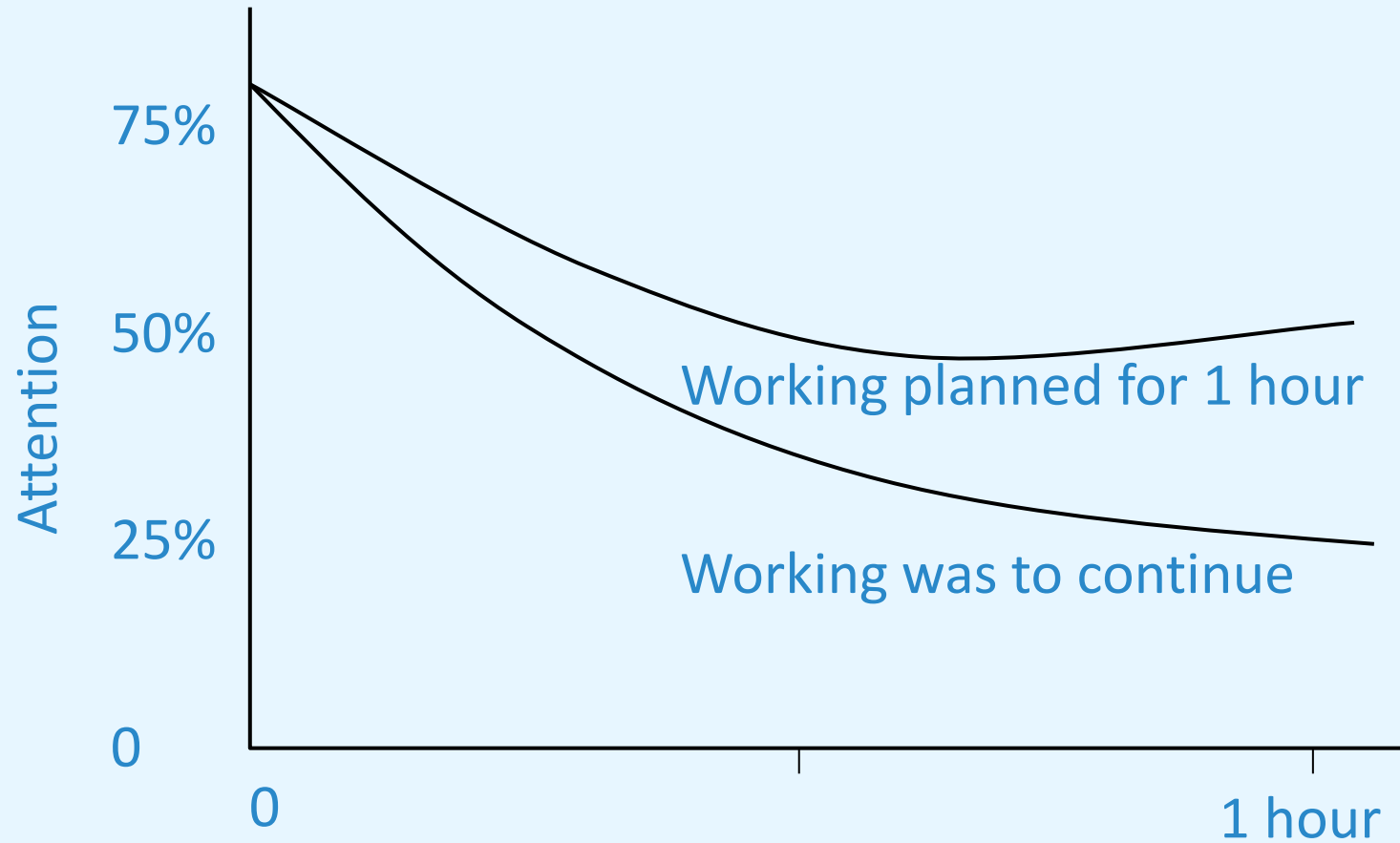
Give yourself time

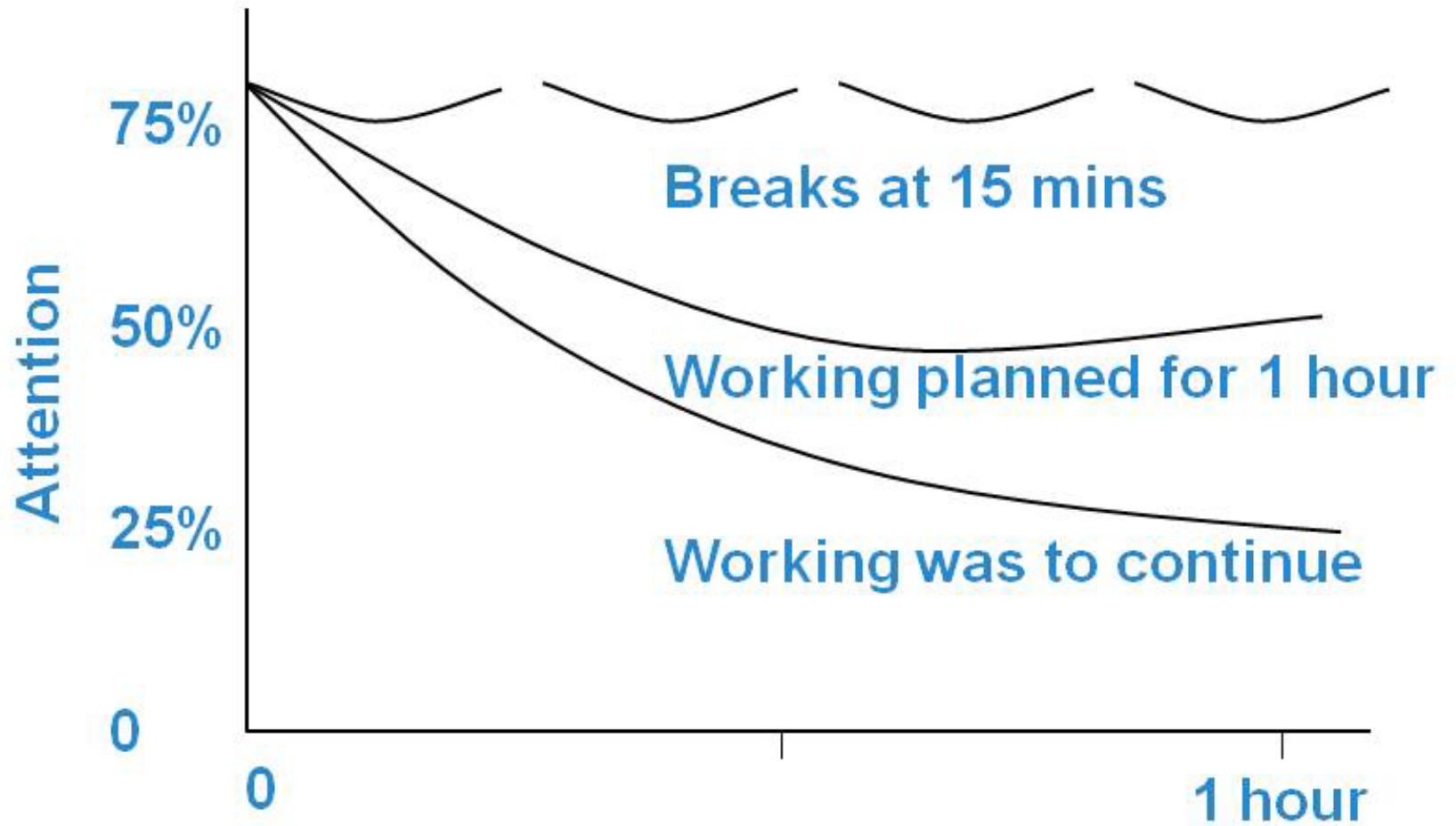


- If it seems really difficult then take a time out and come back to it a day later.
- Time your review so it's at least a day later.
- Work in short bursts









MINDMAPPING



HOW?

LANDSCAPE

A3 TABLOID

PICTURES



COLOR



EACH BRANCH
4 IN CENTER

KEYWORDS



LEGIBLE
MEANINGFUL
NOUNS & VERBS

CENTRAL THEME

LINES

THICK → THIN

BRAINSTORM



LENGTH MATCH WORDS

INCUBATION TIME

SUN DIAGRAM

POST-ITS
CARDS



FUN



WHY?

BIG PICTURE OVERVIEW

DETAIL INSIGHTS



SENSSES

CONCRETE

SIGHT COLOR
SHAPE
MOVEMENT SPATI
DRAWING

BRAIN



LEFT
RIGHT
CONNECTIONS
ORGANISATION

MEMORY

SHORT 7 ITEMS

IDEA FLOW

LONG IMAGES
COLOR

ASSOCIATIONS

ONE PAGE TACTILE

FUN



DECISIONS

MEETINGS

NOTES

PLANNING

OVERVIEWS

PRESENTATIONS

DIARY

TO DO

REPORTS

CREATIVITY

MEMORY

BOOKS

MIT
NITIP

Ideas tower



Penthouse Summary		
Ground floor questions		
Title	Basement details	
Author	ISBN Pub	Date read Pages read

Poll



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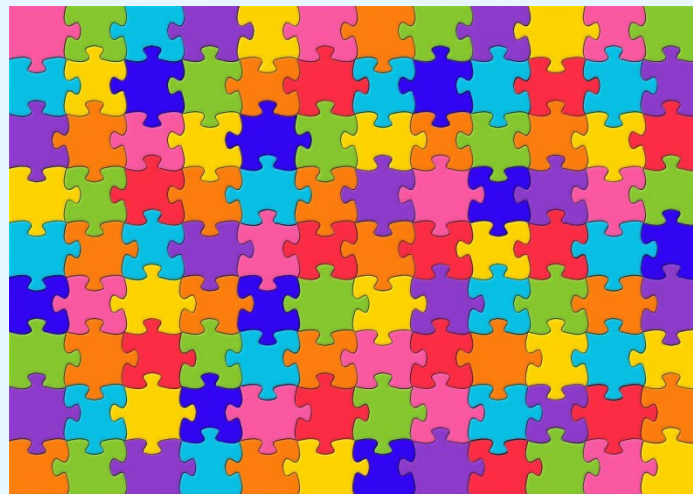
Discussion activity (poll)



- There will be 2 specific questions in chat pods for you to explore some of the elements we have discussed further
- ***I am great at extracting information when I ...***
- ***I am going to improve 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

- The skill is extracting information
- It's a staged process
- It's about an overview then the detail
- It might need spacing out
- You can read a lot faster if you keep up the exercises for a few weeks



Feedback please



Please use the following link to provide feedback to help the Student Hub Live team to continue to improve what we do:

<https://forms.office.com/e/q6BwpSzPXp>

Upcoming events



- **14-May 11am End of Module Assessments & Remote Exams**
- 16-May 11am Get well prepared for your final exams
- 23-May 11am Creative problem-solving: techniques for success
- 29-May 7pm Creative note-taking
- 06-Jun 7pm Critical thinking (Introductory)
- 13 Jun 7pm Critical thinking (intermediate)
- **18 Jun 7pm SHL summer party!**
- 19 Jun 7pm Critical thinking (advanced)
- 26 Jun 7pm Learning from feedback

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