# What are SHL workshops?

- Studenthublive is non modular and focuses on study skills relevant to higher education

- This means all sessions are skills based and are not subject based. We cannot provide subject/faculty related sessions

- SHL workshops do not take the place of 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(may *not be accessible on some mobile devices*) and from http://studenthublive.open.ac.uk/.

# **Today's workshop**

- This is going to be a structured workshop to help you 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)

# 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

# **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

- 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

# 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)*
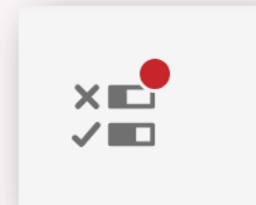
*To come back to these slides after completing a poll click on the share pod slides icon*

# Applying other people's ideas with confidence

# This was our advert…

How do you express the essence of concepts and theories created by someone else? How do you interpret and apply these effectively in your own words and avoid accidental plagiarism? Using other peoples' ideas involves much more than simply paraphrasing or including long quotes, but it can be a challenge to know what to focus on and also what to exclude.

Join us for this popular Student Hub Live workshop to find out how to convey and apply other peoples' ideas in an academically appropriate way that will help you achieve better results in your next assessment.

# Live broadcast sessions

We have run previously live broadcasts about relevant concepts for this workshop.

- Isabella's **Interpreting and using other people's theories and facts**

- https://studenthublive.open.ac.uk/content/interpreting-and-using-other-peoples-theories-and-facts-09th-march-2022 or https://youtu.be/VLjvw_nDYBo (Youtube)


- Rob's **So where did that idea come from then?**

- https://studenthublive.open.ac.uk/content/so-where-did-idea-come-then-19-april-2023 or https://youtu.be/BYKsRO9rKFE (Youtube)

# First thoughts poll

- What is the thing that you most enjoy about being able to use factual information and concepts in an academic setting?

- Please use the poll provided to give your answer and let's see what people say

# What are academic theories?

- By academic theories 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

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

- Many theories are attributed to the person who came up with them (e.g. Einstein's theory of relativity or Piaget's theory)

# Theorists poll

- Using the poll please name a theorist / thinker who is widely known (other than the two I just mentioned!)

- Don't worry if you can't think of any – you can see what others say

# Why do we know theorists?

- They are persuasive and have got their name out there

- They are well known

- We (dis) like the person / theorist

- We (dis) agree with the facts of the theory presented

- The theory presented (doesn't) fit into our world view

- The theory presented (doesn't) make sense

# The name…

- Is often not important!

- The main information you need to use is the concept / theory itself

- Module material may give background or biographical information but that is often not the important thing for your own writing

# Challenges poll

- When it comes to writing about academic theories / other people's ideas what is the biggest challenge for you in doing that effectively?

- Please use the short answer poll to give your ideas

# Our ideas for challenges

- 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!
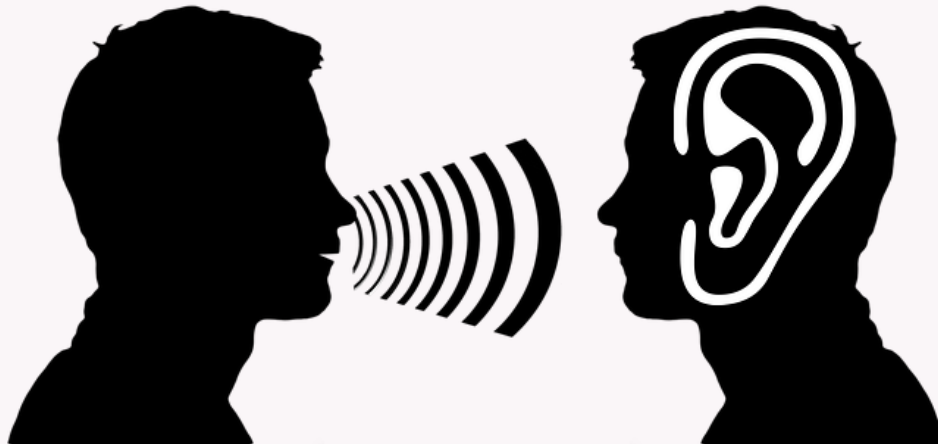
# Using a theory - 3

- 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.

# Knowing what is important

- This is context driven – what is important when writing a historical account of how ideas have changed is different to providing the key points of the theory

- What do you need the information for?

- Ask yourself whether you can understand the essence without a specific bit of information – if yes then it is not important; if no then it is important

# 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.
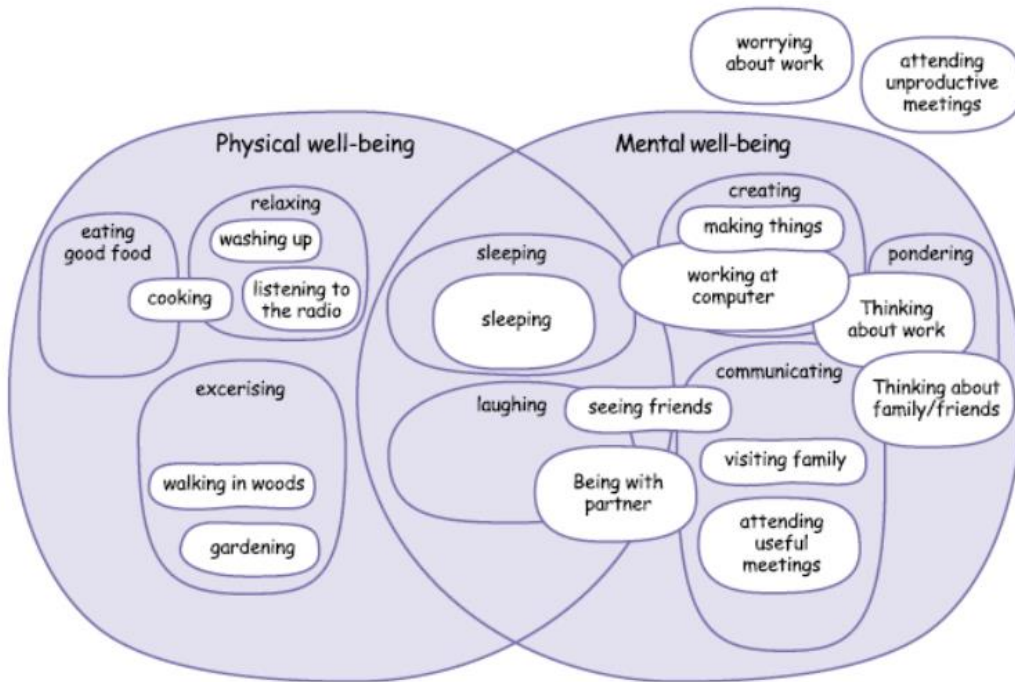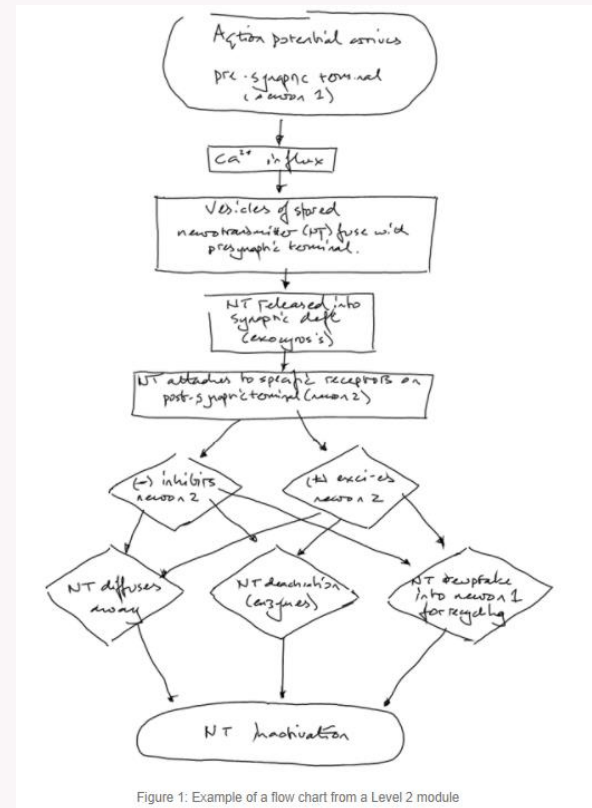


Figure 3: Example of a system map



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 named theories usually)

- 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 just take the theory as is for what information is adds to the area

# **Secondary sources**

- Often give additional information and context about a theory but are not the original theory

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

# Secondary sources poll

- 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 on benefits of secondary sources

- 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

# **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 1

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

# Applying a theory 2

- 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?

# **Applying a theory 3**

- 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
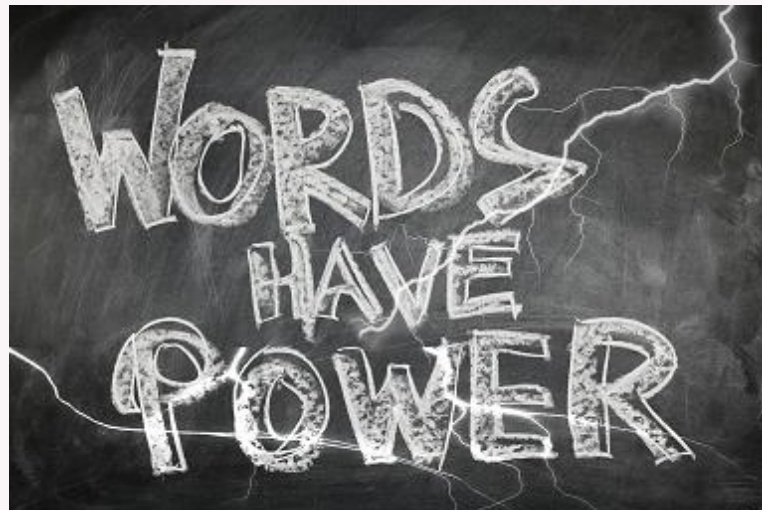
# A point on referencing

- Whenever you cite something you only 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

- Your module will have plenty of guidance on expectations

# Support with referencing

- Look for your module guide and any additional specifics in your module resources / assessment page

- The library does excellent work on referencing including live workshops

- https://www.open.ac.uk/library/help-and-support/referencing-and-plagiarism and https://www.open.ac.uk/library/training-and-events

# Discussion activity

- Discuss as a group your ideas on using information from sources within your academic work

- 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

- Discuss as a group your ideas on using information from sources within your academic work

- Please bring back a few points that you can share with the rest of the group. Remember to activate your mic if you want to talk

- If you lose connection you should be automatically returned to the room you are in (you will see the room number from the toolbar information similar to the image shown)

BREAKOUT STARTED          Currently in  Main Room  ∨          ✈ Message Host

# Alternative 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

# **Feedback**

Please complete the feedback form that is available at
https://forms.office.com/e/G5nR9JRa8L

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

(Please remember that as explained earlier studenthublive is non modular and we cannot provide subject based sessions- sorry!)

# Upcoming sessions

22 Aug 7 pm Get well prepared for your final assessment
5 Sep 7pm Managing your time better
12 Sep 11am Neurodiverse community/ neurodivergent students: starting out effectively
14 Sep 11am Resilience: planning for success

**19/20/21/22 Sep 11am Freshers live broadcasts**

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