Pre session polls

What level of study are you?

- Access
- Level 1
- Level 2
- Level 3
- Postgraduate

What would you consider is your main area of study?

- Arts
- Languages (English & other)
- Social sciences
- Business and law
- Science
- Engineering or technology
- Maths
- Health sciences
- Education
- Sports
- OTHER

Have you been to any student hub live online events before?

- No (I'm brand new to SHL!)
- No (but have listened to one or more recording)
- No (didn't have time)
- No (wasn't aware of before now)
- Yes any spring 2022
- Yes any earlier

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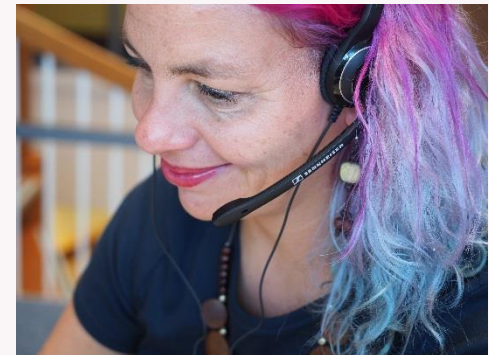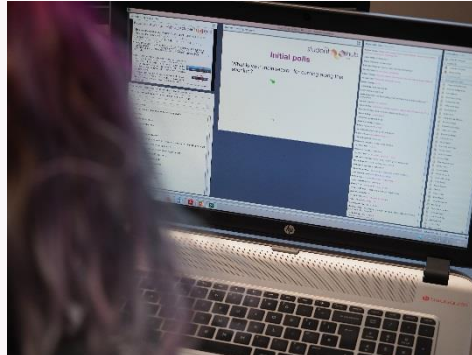
student hub live is the OU's live online interactive platform to support academic community

Isabella Henman is an essay writing aficionado and skills trainer and has been the main student hub live online speaker since 2017. She tutors in science and health sciences at Access to level 2.

Rob Moore works on a range of under-graduate and post-graduate modules for the Open University Business School. Rob's passion is in making live online sessions fun and effective.

Workshop

- This is going to be a structured workshop to help you to make the best use of feedback

- We'll look at what is meant by feedback and why it exists as well as types and themes

- 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 with others in a small group / or alternative discussion activity (dependent on numbers)

Session purpose

- **<u>Is for:</u>**
- Looking at the purpose of feedback and what to do with it
- Give some guidance about ways to use feedback effectively
- Provide a space to share ideas and connect with other students
- **<u>Is not for:</u>**
- 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
- 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 recommendation from tutor
- Curious about what studenthublive is

This was our advert…

Feedback is a vital part of your study journey. And whether you've completed one or 20 assignments, knowing how to best utilise your tutor's thoughts on your work can be difficult. What would you do differently next time? What did you do well? What do other students do?

In this workshop we will look at the types of feedback you might receive and offer quick fixes as well as ways of making more substantial changes.

Pick up new ideas, discuss your own experiences and see how other students use feedback in the most effective and constructive ways.
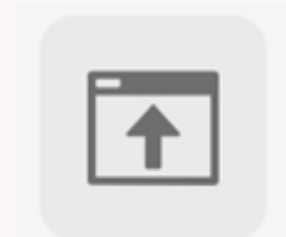
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What do you want to learn?

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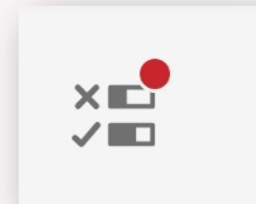
To come back to these slides after completing a poll click on the share pod slides icon

First thoughts polls

When you see you have a marked TMA to collect how do you feel?

- Excited
- Sort of OK
- Apprehensive
- Downright scared!

Didn't you do well! ☺

- First and foremost think about what you have done well

- Reflection is about identifying what has been done well, work out why it was done well and seeing how you can do that again

- This could be the actual facts, managing the activities, answering correctly etc.

Poll time

What is the first thing you look at when collecting a marked TMA?

- The score
- Assessment summary (PT3)
- Marked script

Using feedback

- Feedback is the marking from your tutor that includes the actual marks gained and lost as well as comments to direct your thoughts and future study

- In the OU it has 2 main forms, the marked script and the assessment summary (PT3 form)

- **Remember to look at both!**

- We recommend you save a copy so you can refer back to it

Types of feedback

Which of the following have you ever seen on a marked TMA:

- Ticks
- Praise comment e.g. good, well done ☺
- Mark allocation
- Link to further information
- Spelling / grammar correction
- Prompt for further thought
- Learning outcome table
- Factual error correction
- Factual information missing

Feedback has a purpose

- Purely to acknowledge relevant / good points
- To help you know what is missing
- Correct factual errors
- Encourage wider thought
- Help develop relevant skills e.g. grammar, academic English
- **Each comment may not have equal weight in terms of marks / eventual benefit**

Changes...

- The assumption is that everyone wants to get better but this isn't always the case

- It is personal choice based on various reasons

- You may also only want to change some things

Poll time

How many times do you normally look at feedback on assignment?

- Never
- 1
- 2
- 3
- 4+

Working through feedback

- Read through feedback –set aside a specific chunk of time to read & respond to each point and identify the themes to those points and prioritise what to do with them

- Put it away (maybe for a week)

- Come back to it and read through again objectively

- Check you can see what needs to stay the same and what needs to change, and for what outcome

- Make a specific list of action points so that you can refer back to this when working on the next assignment

Grade bands

Band	University scale score	Performance standard
A	85-100	Pass 1
B	70-84	Pass 2
C	55-69	Pass 3
D	40-54	Pass 4
E	30-39	Bare fail
F	15-29	Fail
G	0-14	Bad fail

- The OU does mark on the full 0-100% (unlike most other universities)
- Every TMA indicates where the marks are allocated to obtain 100%

Moving between bands

- There may be fundamental changes required to move between bands in some modules

- E.g. without accurate referencing and accrediting the source of information you cannot achieve higher than pass 3

- Pass level 1 will require correct factual content, accurate writing, specific focus and analysis

The lens

- Focus on what is important

- What is within your lens?

- What is outside your lens?

- Is your lens correctly aligned with your module requirements?

- Is your lens too personally influenced?

Acting on feedback

- As a student you need to decide which of the points you want to act on and how you are going to go about it

- You may decide some are not as important to you personally whilst others critically affect your ability to communicate your understanding effectively

- Some of this involves reflection

Reflection polls

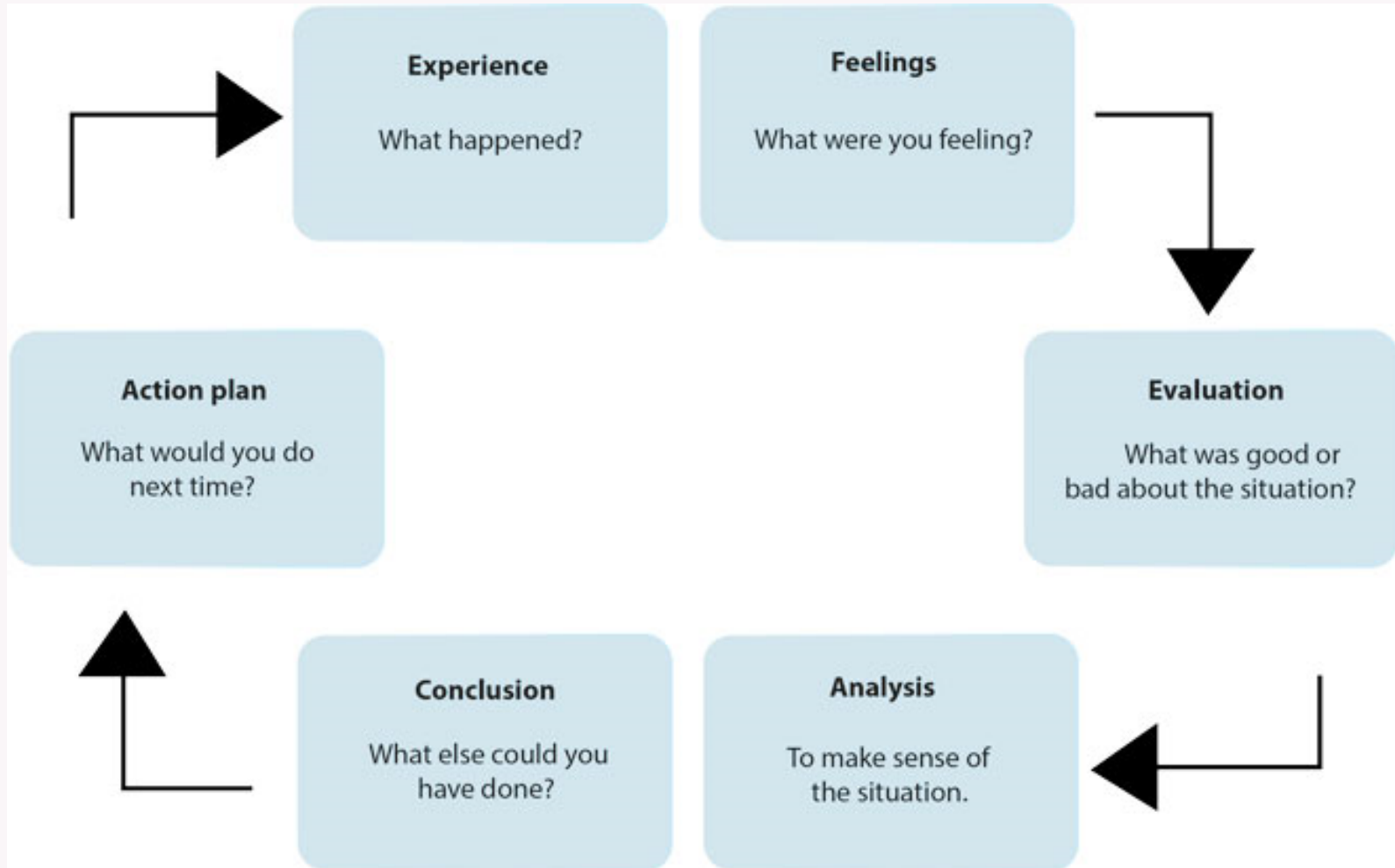Have you had to do reflection as a part of any study / work previously?
- Yes
- No

And…

Would you be more likely to reflect on something that you have:
- done well
- done badly?

Reflection

- Is about what went well and also what didn't go so well

- It is important to recognise both – please don't just look at the mark and focus on the negative if you didn't get 100%

- So it is about realising and recognising what is most and least successful

- What is your evidence?

Reflection – Gibbs cycle

Experience — What happened?

Feelings — What were you feeling?

Evaluation — What was good or bad about the situation?

Analysis — To make sense of the situation.

Conclusion — What else could you have done?

Action plan — What would you do next time?
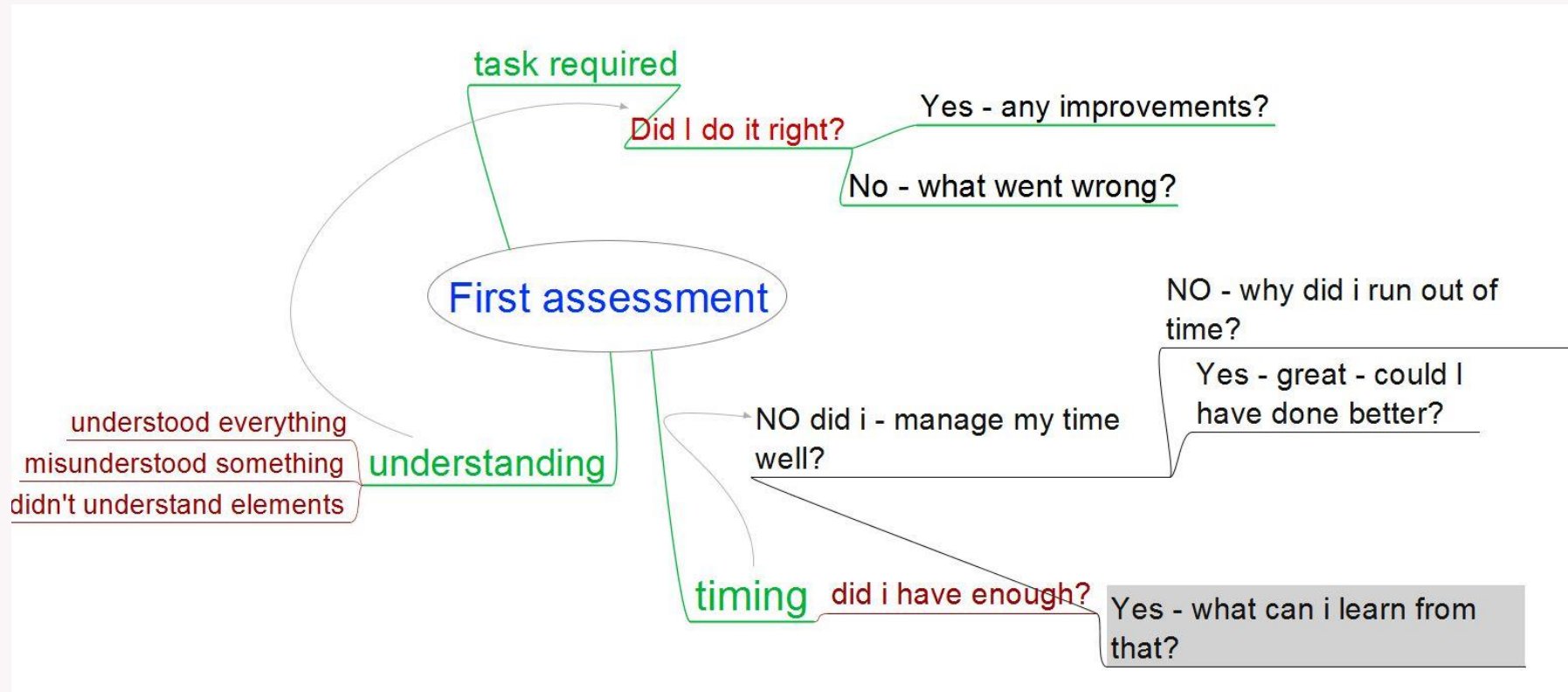
Poll time

- Thinking back on a piece of assessment that you have completed or are completing, think of some of the issues that affected how well you are able to complete it.

- Suggest some in the short answer polling pod provided, and have a look at other suggestions from other students

Mindmap of my ideas

Some things to think about. Just an example ☺

Understanding help

- Try and work out what it was that you didn't understand – for instance was it…
  - The question
  - The topic
  - Something else?

Understanding poll

If you don't understand a question in a TMA do you:

- Keep going with reading until you do understand
- Ring your tutor to ask
- Email your tutor to ask
- Post a message in a module forum (module wide / cluster / tutor group)
- Ask a study buddy
- Ask on social media (Facebook / Whatsapp etc)

Understanding

- The best option is always to ask someone who should know so your tutor directly or in the OU module forum (your tutor or a cluster / module one will answer)

- Don't feel you can't ask for help

- Do make sure you have read all the instructions though – they are there to help ☺

More understanding help

- Check for tutorials on the topic, also look at module resources (e.g. additional guides such as maths ebook or English skills guides)

- https://help.open.ac.uk/developing-academic-english

- https://help.open.ac.uk/reading-and-writing-maths

- https://help.open.ac.uk/critical-reading-techniques

- Just some ideas ☺

Skills

- All module are developing study skills as well as building factual knowledge

- Study skills include key skills such as note taking, managing information and time, writing clear academic English

- Others include digital and information literacy (how to use information, evaluate it, know whether it is any good, utilise technology etc)

- Often related to employability

Study skills

- If you know how to study, how to find information, how to use information and write clearly then this is transferable to many different modules and tasks

- It is worth the time input initially as it saves lots of time in the long run

- https://help.open.ac.uk/booklets#developing-effective-study-strategies

Discussion activity

- There will be 2 specific questions in chat pods for you to explore some of the elements we have discussed further.

- *What is your best recommendation that people should do with feedback…*

- *What would you like to be able to do more successfully with feedback…*

- 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

- Look at the feedback you have received

- Consider carefully what you are intending to do with the feedback and make a plan that allows you to do this

- Bear in mind it is your own learning journey and sometimes you may need to make hard decisions based on that (although hopefully more are easy!)

Final poll

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
- Feel part of SHL

If you have any other feedback please send to studenthub@open.ac.uk

Upcoming sessions

27 Apr 7pm Developing your essay planning

28 Apr 11am live broadcast – what is normal, what is good: focusing on your strengths

4 May 11am EMA workshop

11 May 11am Developing your essay writing

17 May 11am exam workshop

25 May 7pm Introduction to critical thinking & writing

7 Jun 7pm Developing your critical thinking & writing

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