

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 session and from <http://studenthublive.open.ac.uk/>.

Today's 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)

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



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

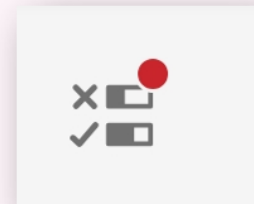


- Do NOT share any personal information in the chat pod during the session
- On the recording names will be anonymised to user number
- However if you type anyone's full name or any other personal information in the chat pod it can be seen by everybody and it would also show up on the recording so we 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



Learning from feedback

First thoughts word cloud



What word represents how you feel about receiving feedback? We will be building a word cloud to see what words are common.

You need to state individual words or up to 3 words as a phrase, if you press the space or enter button your entry will be sent through.

Look for the box that says enter word here.

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**

Looking at feedback poll



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

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

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

Reflection poll



Would you be more likely to reflect on something that you have:

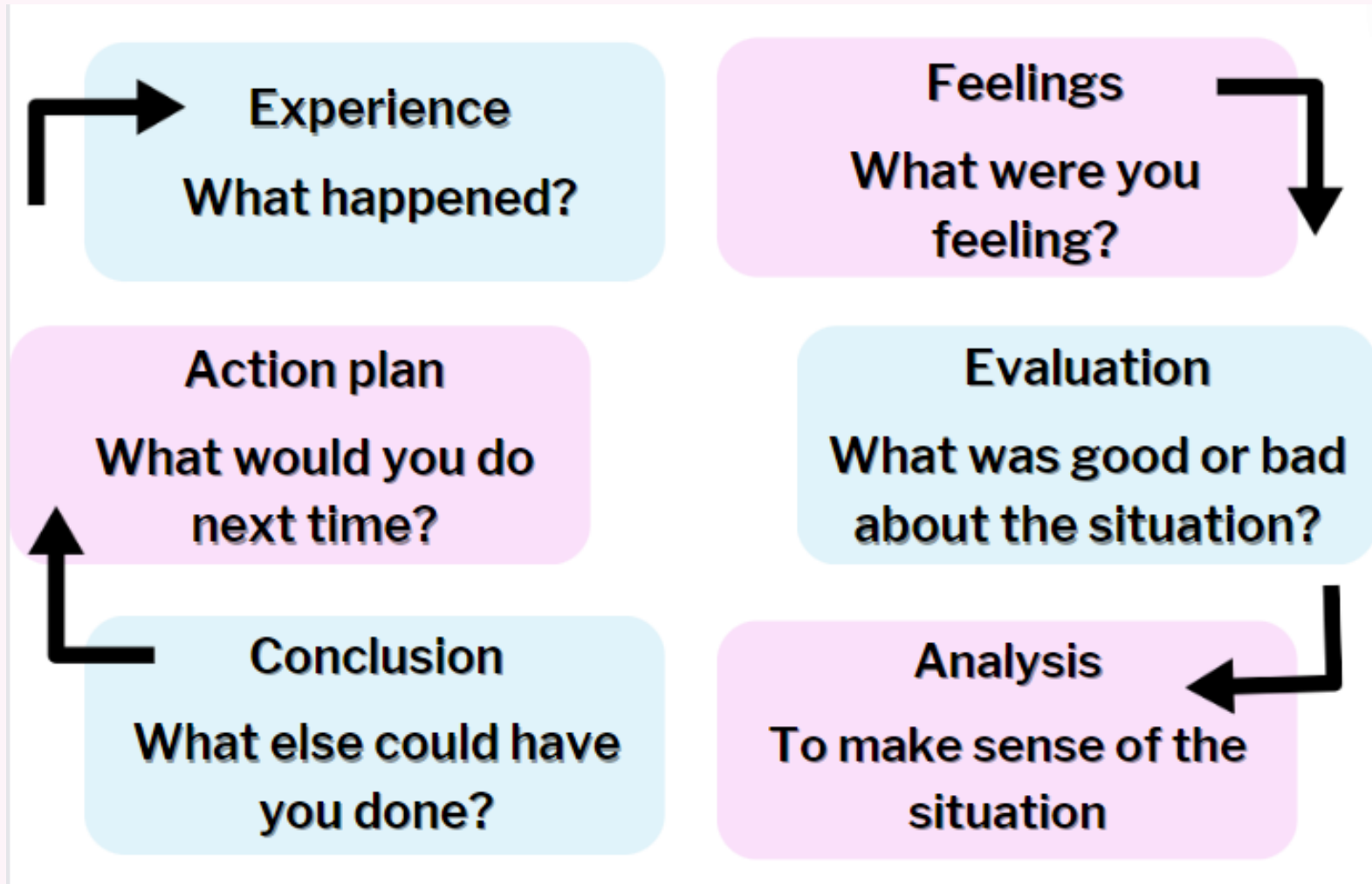
- done well
- done badly?

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



What's the worst that can happen?



- Try not to catastrophise
- Think logically—what is the impact of these results short-term, medium term and long-term
- If you feel able to suggest in the poll pod provided what could be some impacts of not getting the grade that you want for a particular TMA
- We'll then look to see if there's any themes

My ideas



- Emotional impacts
- Lower overall module grade
- Need to get higher marks in other assessment to balance

Things that affect achievement poll



- 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 modules 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>

Small group activity



- Discuss as a group how you use feedback and see if you can find some common strategies and ideas between you
- You may like to use some of the techniques mentioned or may have others you want to discuss
- 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



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- Please bring back a few points that you can share with the rest of the group.



This session is currently in breakouts (small groups).

If you are part of this group and have had connection issues please let us know your room number in the chat box

If you are only just arriving in this room then unfortunately you have missed the main session. Please log back out and watch the recording which will be available after the event

Alternative 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 appear 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!)

Feedback



Please complete the feedback form that is available at

<https://forms.office.com/e/PZQg6Qxw97>

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 events



- 12 Dec 11am Am I too old for this: age is just a number?
- 14 Dec 7pm SHL Christmas Party
- 20 Dec 7pm Power reading: Boost your reading skills

More coming in the new year 😊

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