

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



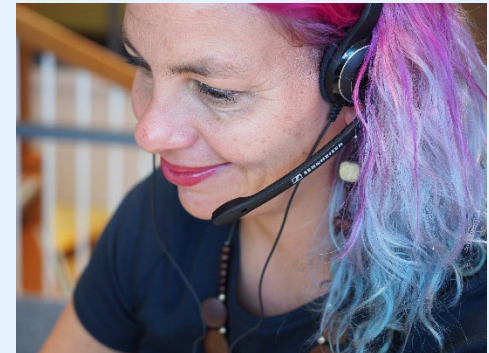
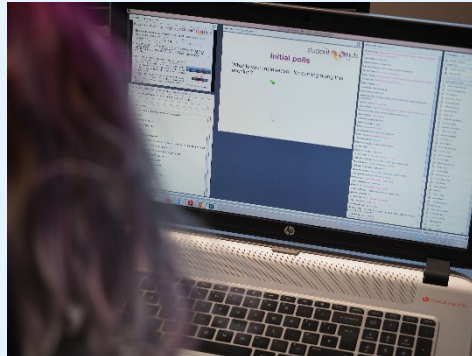
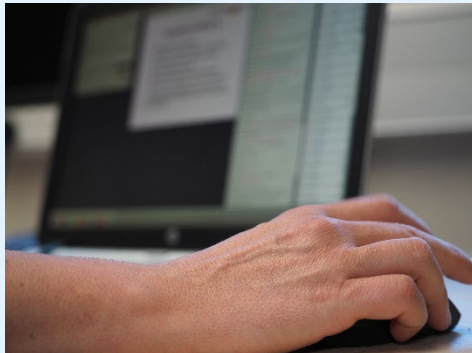
Margaret Greenhall is a study skills specialist. She tutors on science level one and level two environmental courses. She is also an OU geology student. Her hobbies are rowing, baking and Lego.



Fred Motson has taught Law at undergraduate and postgraduate level for 15 years. He Chairs a first year Law module and teaches across Levels 1, 2 and 3. His hobbies include 5-a-side football, computer games and following Derby County FC.

## 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/>.



# Workshop



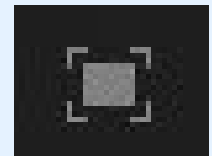
- This is going to be a structured workshop to help you start thinking about essay writing
- It is not subject related as we have people from all over the university on the session
- There is a lot of interaction so please be ready to answer polls (questions) or add to chat pod during the session

# Session purpose

- **Is for:**
- Covering general advice about essay writing
- Giving some ideas for write
- 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

# Mastering Essay Writing



## This was our advert...

- This workshop is aimed at Level 3 and post graduate students who have written numerous essays and want to give them those final 'finishing touches'.
- To be an excellent writer you need to understand the multiple roles you need to undertake. We'll look at these roles such as time manager, analyst, librarian, writer, editor and proofreader. Understanding the processes will help you perfect your skills.
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# Learning from others

Have you read other essays or dissertations in your area?

Poll:

If so what did you learn from them?

# Roles for Writing



- Project Manager
- Monitor
- Time Manager
- Librarian
- Analyst
- Writer
- Editor
- Proofreader

# Project Manager



- Overview of Process
- Decide content
- Set boundaries
- Identify tasks and resources
- Timescale and plan of action
- Analyse question
- Set boundaries based on criteria

# Project Definition



- Boundaries
- Beginnings and ends
- Defined outcomes
- Limited resources
- Produce something new

# CAN DO



- Control – you
- Achievable – within resources
- Necessary – make life better
- Defined – boundaries
- On Schedule – time constrained

## Poll:

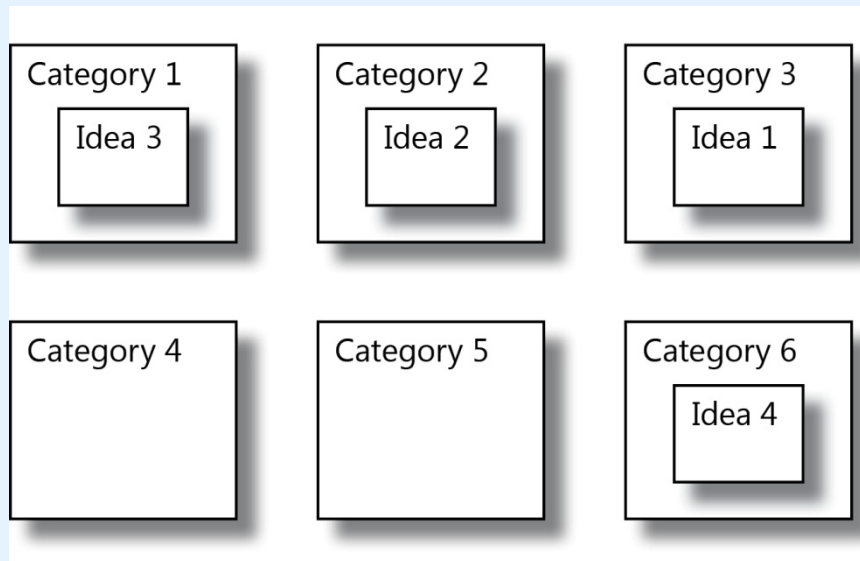
**Write a CAN DO objective for writing your essay.**

# BRAIN WRITING



Exercise: Brain write your content

# MIND MAP



# PROCESS



Poll:

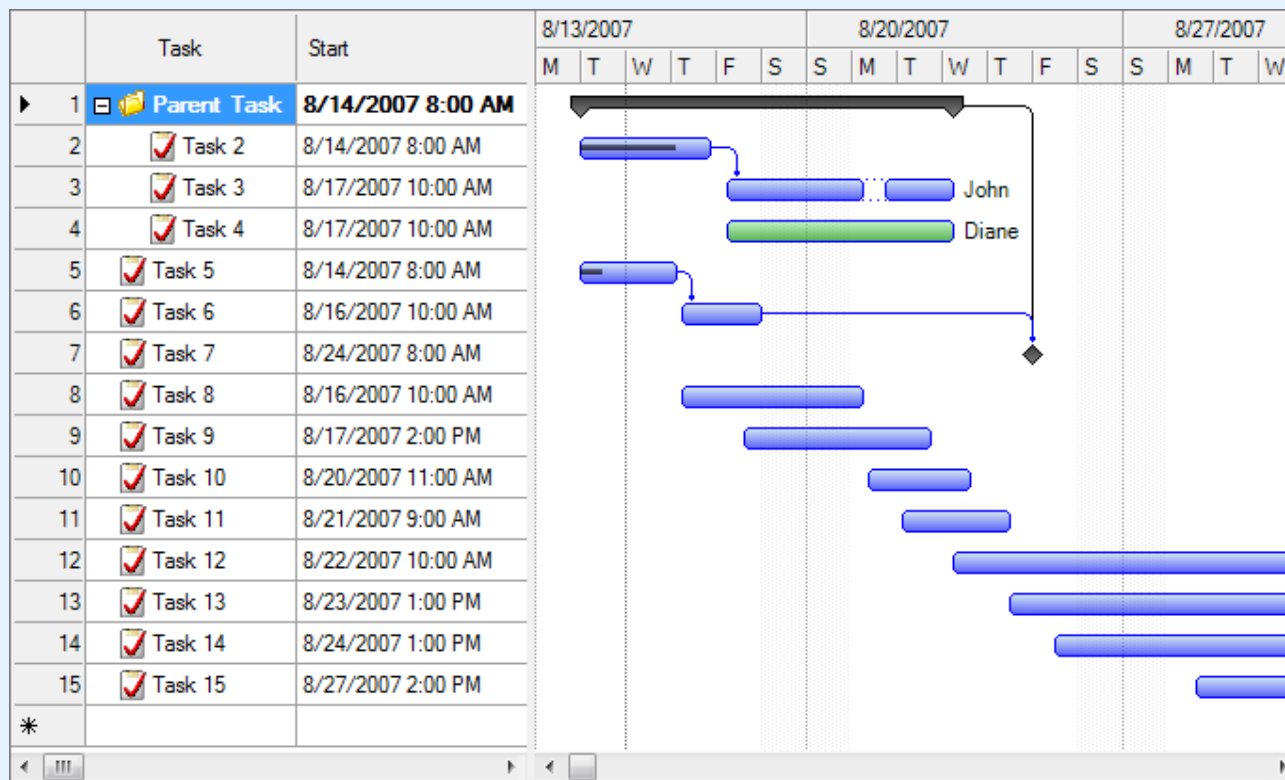
What tasks do you need to do write an excellent essay?

How long will each one take?



# PROJECT TOOLS

## Gantt diagrams



# SCHEDULING



- What order for the tasks?
- How long?
- Other commitments?
- Milestones

# MONITOR

- Check previous feedback
- Check progress
- Evaluating what's working
- Identify problems
- Continue or refer?

# Using Tutor Feedback



- Re-read your old essays without looking at the feedback
- What would you tell yourself?
- How could it have been better?
- What did the tutor have to say?
- Collect all the positive feedback and all the constructive feedback from the last few years

# FEEDBACK

- 3 things liked best
- 3 things for improvement
- Comments
- Advice

# Poll Tutor Feedback



- What is the most useful piece of feedback you've received?

# TIME MANAGER



- What to do this week
- Evaluating daily
- CAN DO daily
- Prevent procrastination
- Working environment

# DAILY CHECK



What went well?

Was there any avoidance?

What could have been improved?

CAN DO completed?

CAN DO and task list for tomorrow



# TIME PLANNERS



- Exercise:
- Plan for the week
- Plan for each day

# MOTIVATION

Poll: What are three reasons to finish your essay?

# LIBRARIAN



- Find data
- Keep database
- Keep organised
- Systems for backups
- Reading

# LIBRARIAN

- Poll:
- How do you organise your sources?
- <https://www5.open.ac.uk/library/referencing-and-plagiarism/bibliographic-management>

# LIBRARIAN



- Library database section
- <https://www5.open.ac.uk/library/library-resources/selected-resources-for-your-study>
- Google scholar
- <https://www5.open.ac.uk/library/help-and-support/access-eresources-using-google-scholar>
- Do you have any good links?

# Referencing



- Quick guide to Cite Them Right referencing for Law modules:
- <https://www.open.ac.uk/library/referencing-and-plagiarism/quick-guide-to-cite-them-right-referencing-for-law-modules>
- Quick guide to Harvard referencing (Cite Them Right):
- <https://www.open.ac.uk/library/referencing-and-plagiarism/quick-guide-to-harvard-referencing-cite-them-right>
- Library training sessions on referencing:  
<https://www5.open.ac.uk/library/training-and-events>

# ANALYST

- Decide methodology
- Analysis of COLLECTED data
- Possibly separate plan

# ANALYST poll



- What's your best tip for analysing your data?



# WRITER

- Writing!
- Realist – believe it's good
- Environment
- Emotions

# Paragraph structure

## PEEL

- Point – make it
- Evidence – support it with facts
- Explain – why the evidence is supportive and why it is relevant
- Link to elsewhere in essay

## PESELS

- Point - make the point for paragraph
- Explain - what do you mean
- Support - provide evidence
- Evaluate - what is for/against
- Link - to the essay task
- Signpost - to the next paragraph

# Paragraph structure

## CLEO (law)

- Claim
- Law
- Evaluation
- Outcome

## IRAC (law)

- Issue
- Rule
- Analysis
- Conclusion

# EDITOR

- Reading your writing
- Cutting and rearranging
- Checking phrasing and accuracy
- Overview
- Navigation
- What could be better?
- Is the order right?
- Is anything missing?

# Academic language



What do you think we mean by formal or academic writing?

# Academic language



What do we mean by formal writing at higher levels?

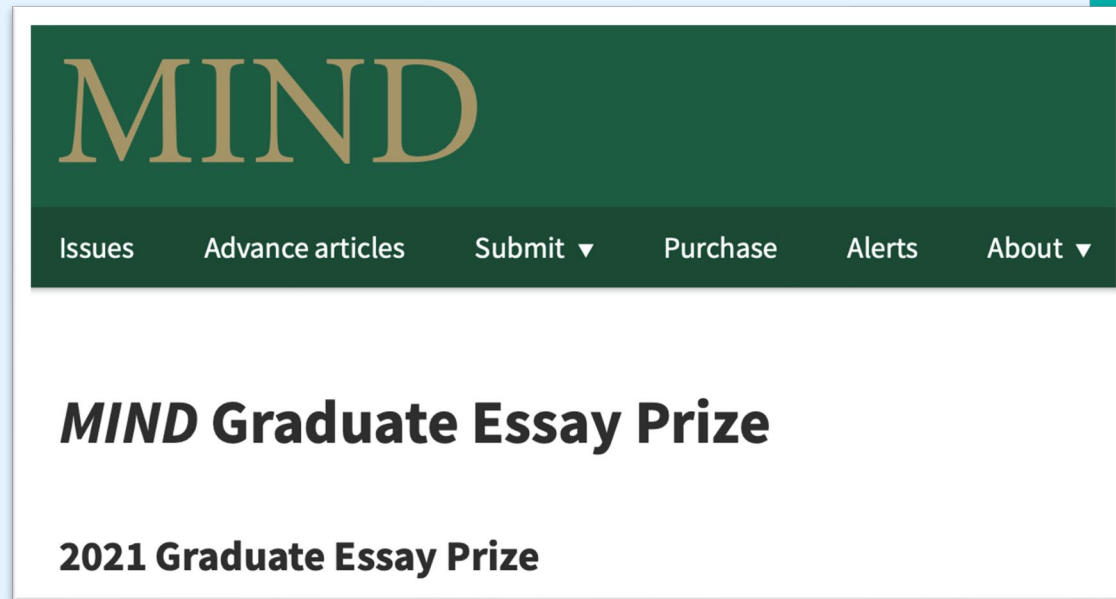
- Work needs to be grounded and supported by appropriate (informed and credible) sources.
- The language used is more tentative or cautious (fewer absolute statements).
- Colloquial terms and contractions (don't, won't, shouldn't, etc.) are avoided.

# Academic language



- Ideas from others need to be attributed accurately (cited and referenced appropriately).
- Writing needs to be structured logically, with clear expression of thought.
- It needs to show a deeper, more critical engagement with the subject matter.
- There should be clear evidence of your extended reading and understanding of the topic.
- Writing at the very highest level, approaches the style you would read in a scholarly publication, such as an academic journal.

# MIND Graduate Essay Prize



[https://academic.oup.com/mind/pages/graduate\\_essay\\_prize](https://academic.oup.com/mind/pages/graduate_essay_prize)

The winner of the 2021 prize is the essay '**Neo-Logicism and Gödelian Incompleteness**', by Fabian Pregel

The essay can be accessed using your OU credentials at:

<https://academic.oup.com/mind/article/131/524/1055/7008834?login=false>



# Academic Phrasebank



## The Academic Phrasebank

<https://www.phrasebank.manchester.ac.uk>

- being critical
- being cautious
- classifying and listing
- comparing and contrasting
- defining terms
- describing trends
- describing quantities
- explaining causality
- giving examples
- signalling transition
- writing about the past

## Succeeding in postgraduate study

<https://www.open.edu/openlearn/education-development/succeeding-postgraduate-study/content-section-overview?active-tab=description-tab>

# Compare and contrast

By understanding similarities and differences between two things, we can increase our understanding and learn more about both. This usually involves a process of analysis, in which we compare the specific parts as well as the whole. Comparison may also be a preliminary stage of evaluation. For example, by comparing specific aspects of A and B, we can decide which is more useful or valuable. Many paragraphs whose function is to compare or contrast will begin with an introductory sentence expressed in general terms.

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## — Introducing differences

X is different from Y in a number of respects.

X differs from Y in a number of important ways.

There are a number of important differences between X and Y.

Areas where significant differences have been found include X and Y.

# Concluding Paragraph



An essay should always have a concluding paragraph.  
An effective concluding paragraph should:

- refer to the assignment question and its key content words
- refer to the claim made in the introduction
- refer to and draw together the points made in the main body of the essay
- provide a clear answer to the question
- provide a brief comment (optional).

## Activity: Comparing conclusions

- There are two notes pods containing different conclusions to an essay. You do not need to read the full essay.
- Read through the two conclusions, then in the poll write down which conclusion you consider to be more academic and explain why.
- The poll will be revealed after three minutes for you to read the comments from others.
- We will then ask you how to improve the conclusion you think is inferior.

# Concluding Paragraph 1



To conclude, in each of the settings described there can always be valid reasons for an individual's private space to be entered. Aspects of safety cannot be ignored and regulations must be adhered to, particularly in non-domestic settings. There are always the problems of staff routines, and the greater good of all patients must be balanced against an individual's needs. However, care should be taken when handling all these situations. Care staff should always remember that they are dealing with individual people. It must be difficult enough to cope with the loss of physical or mental capabilities, and to have to come to terms with the impossibility of ever leading a healthy independent life again without the added indignity of being treated as an object. Everyone is entitled to respect and to be given at least some control and freedom. This is a basic human right.

# Concluding Paragraph 2



To conclude, whether they work in hospitals, residential homes or patients' homes, carers must be sensitive to the different characteristics of private and public spaces. This sensitivity helps to carefully balance, on the one hand, patients' need to privacy, dignity and control over their lives and, on the other, the carers' need to guarantee safety and effective care. Evidence shows that this approach ultimately affects quality of care as patients will appreciate the security provided by the care context but at the same time benefit from having at least some autonomy and some control over their private spaces. This is likely to increase patients' well-being and favour the recovery process.

# PROOFREADER



- Layout consistent
- Typos
- Spelling
- Grammar

# Your thoughts



- There will be 2 specific questions in chat pods for you to explore some of the elements we have discussed further.
- *I STRUCTURE MY ESSAY WRITING PROCES BY.....*
- *THINGS I'M GOING TO EXPLORE WHEN ORGANISING MY ESSAY WRITING ....*
- 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



- Use different roles to control the process
- Space out your tasks
- Use previous feedback
- Always edit and check
- Revisit the question

# Feedback please



- Please use the following link to provide feedback to help the studenthublive team to continue to improve what we do
- <https://forms.office.com/e/GnG9zMqxzW>

# Selected upcoming events



- |   |        |         |                                |
|---|--------|---------|--------------------------------|
| • | 12 Nov | 11 am   | Cyber security – safety online |
| • | 14 Nov | 7 pm    | Creative problem solving       |
| • | 21 Nov | 4 pm    | Studying with disability       |
| • | 26 Nov | 11 am   | Wellbeing for carers           |
| • | 28 Nov | 7 pm    | Memory and Learning            |
| • | 03 Dec | 7pm     | Power Reading (90 mins)        |
| • | 05 Dec | 11 am   | Learning from feedback         |
| • | 10 Dec | 11 am   | Keeping motivation             |
| • | 18 Dec | 6.30 pm | Christmas Party (90 mins)      |

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