

Creative note taking

KAREN FOLEY: Welcome back to the Student Hub Live.

In this session, we're going to look at creative note taking. And I'm joined by Jay Rixon, who's a senior manager in The Open University's curriculum innovation team, part of the Office of the Pro Vice-Chancellor Students. That sounds very important, Jay, so I'm not going to ask you about that. I'm going to ask you about creative note taking, because taking notes is something that all OU students will need to do, and you've been looking at various different ways.

So I'm hoping that you can tell us about them. And also, I'm hoping that at home, well, you don't have to take notes, but you can. And if you'd like to send them to us, we'll send you something back, which actually I will tell you about in the chat. But we'd like to know, do you currently take notes day-to-day? As part of your job, whether that's a shopping list or to-do list or any sort of thing, are you in the habit of taking notes?

And if you do take notes, how do you take these? That word cloud needs three things in there. Otherwise, your results won't submit. So let us know, if you do take them, how you do them. And also, do you like experimenting with note taking? Just click on the option that applies to you there, and we'll hear the results from that very soon. So what's this sketchnoting, Jay?

JAY RIXON: Well, I've got an example. Can I show it to you?

KAREN FOLEY: Yes, please.

JAY RIXON: Fantastic. So I'm going to grab my first example and just show it to you. So sketchnoting. Lots of different definitions out there. It's worth having a bit of a search on the internet. But it's really about something that is a way of capturing ideas visually. There's no necessarily wrong or right way of doing it. It's whatever works for you.

So for me, I just think it's about putting my ideas on the page. It's about picking up a pen, drawing something, capturing something. Now, for me, I'm dyslexic, so actually, something visual is incredibly helpful for me. And I often find that, actually, a little squiggle on a piece of paper helps me to remember something. It's like my brain hyperlinks to that thing. So often ... sometimes in meetings ...

[LAUGHTER]

... i find myself doodling, which is a form of sketchnoting, just annotating maybe a little bit of a text that I've written down. I find myself just making a bit of a squiggle, those sorts of things. So sketchnoting is lots of different images, icons we'll put together, lots of different things about banners, linking, calling outlines. So on this particular example I've done, you might not be able to see some of the details and some of the words, but actually, it's about the overall image. And most importantly, it's not about the art. It's not about being ...

KAREN FOLEY: I was going to say ...

JAY RIXON: ... a brilliant artist.

KAREN FOLEY: ... because I could never do it looking that good.

[LAUGHTER]

JAY RIXON: And it's not about being a perfectionist, which I think is really important. And so your sketchnote drawing and my sketchnote drawing will be different. And actually, that's absolutely fine, because it is about what works for you. And how you lay it out, how you present it is totally great as well, because I think he was saying before you like to draw on recycled material or paper that isn't very precious. And I think it's also trying to say these don't have to be precious. They don't have to be perfect. It's what works for you to help you remember maybe that assignment, remember that meeting.

So for me, when I go to conferences, sometimes that's when I start drawing and sketchnoting and mind mapping as well, because it just helps me remember the talk. I find that I remember what's being said much better if I can connect my brain to my hand and just do some drawing.

KAREN FOLEY: Because sometimes I try and write things. Like if I'm at a conference and someone's saying something really complicated or I don't really get the ... so I try and write notes to try and get a sense of the argument, but very often, I wouldn't remember what those notes were. And you had an instance where somebody was doing just that sort of approach at a conference. And you'd been doing the sketchnoting. What were the differences when they asked do you about something? And you were able to recall it quite vividly, weren't you?

JAY RIXON: I was, actually. And I think, for me, I'm very visual, which isn't a surprise because I really like this thing. But so I'm very visual. So actually, again, I think it's just whatever that symbol that I've drawn that meant something to me. So for example, I went to a conference not long ago, and they were using a beach ball as a bit of an analogy for something really random. But hey, I remembered it. It worked.

KAREN FOLEY: Easy to draw.

[LAUGHTER]

JAY RIXON: And easy to draw. And actually, it's interesting. A colleague asked me about it, and I said, hang on a minute. I know exactly what you're talking about. And I got out my mind map of the conference that I'd done, and there was this squiggle. And it didn't really look like a beach ball, but I knew it was a beach ball, so I could tell exactly the same story. And it was fantastic, actually.

So again, it might look different from yours to mine to somebody else, but actually, that's not ... it's about what it does for you that's really important.

KAREN FOLEY: Because I'm looking at these things, and some of them, like I do ... like I use clouds for ideas, and I use boxes for things that are more categorical. And without having my own code, I just know I do that. One line means emphasis. Two lines ...

JAY RIXON: Perfect.

KAREN FOLEY: ... are something different. So I have started to get some of these, I guess, ways of doing things. But I really like the spider diagram. Those often work really nicely. And what's interesting here is I guess the relationship between stuff. So you started off ... where did you start off, on the side?

JAY RIXON: Interesting. I started in the corner. And actually, I think I get freer as I go through the document.

KAREN FOLEY: Because I never commit to starting in the middle. It's just like ... I hate it. I hate mind maps for that reason. I'm happy to start on the side.

JAY RIXON: Well, I think it's funny. And that's where, again, if you do start on a big piece of paper, you can always cut things down to fit.

KAREN FOLEY: Yeah, or cut the edge off.

JAY RIXON: Cut the edge off that's it. That's it. But again, that's why it's so brilliant, because ...

KAREN FOLEY: And sellotape bits on.

JAY RIXON: A sellotape bits on. Really famous artists have been known to add bits onto their canvases. But yeah, it's not about being a perfectionist. I think you really have to switch your brain off when you're doing this sort of thing, because it's not about making it look amazing. It's about the content. So again, you can't necessarily see the content of what I've drawn, and this is a particular example that I've been doing.

But actually, for me, it really helped me remember at this particular conference. And I was wanting to just make some notes on this particular course that I'd like to go on to just show my line manager. So actually, it worked out really well for me to do this.

KAREN FOLEY: Yeah. So in the office of the Pro Vice-Chancellor, how does it look, then, if you turn up with your line manager and say, I've done this drawing about this thing I'd like to go to. Or you're in a meeting, and people might think, well, hang on, she's doodling here. She's not paying attention.

JAY RIXON: No, that's a really good point. And I think for me, I have a really lovely line manager who is incredibly, really welcoming, and the same for the team, about maybe ensuring that I can work to my strengths. And as a dyslexic, that is so helpful, and I really value that as an employee. And I think also, that's about students knowing when you can work to your strengths and how you can work to your strengths.

So I think that's a really brilliant example of finding something that works for me and finding something that I can do that celebrates who I am, but also the skills that I can bring. Because I know that I will remember something that maybe one of my colleagues haven't because I've got a squiggle and a something that means something to me. So sometimes, it's about working to your strengths, which I think is fantastic. But obviously, I do make sure that I behave in meetings.

[LAUGHTER]

And I guess I ... about being a professional, isn't it? I pick the right moment to do certain things. So yeah, not all meetings would I sit and get my pens out, line up my highlighters.

KAREN FOLEY: Colouring in, yeah.

[LAUGHTER]

JAY RIXON: And some I make notes. And sometimes, I use technology to help me as well. So often in meetings, I'm typing away. And the brilliant thing about some technology now is that you can draw in that as well. So you can make notes and squiggles. So there's so much you can do. And really, for these examples, I just used a pen and paper and some highlighters.

KAREN FOLEY: OK. So you've shown us some examples. You've got some here I'd like to say as well. Because this whole idea about things ... it is a thing now.

JAY RIXON: It is a thing, yeah.

KAREN FOLEY: And you can look online, and you've got some resources for us that we put on our website as well. So if you'd like to find out more, check out the Student Hub Live website. And Jay has put some brilliant links there to various things like infographics, diagrams as well. And she's also put a sketchnoting handout as well there that you can look at as well in the blog.

JAY RIXON: Yeah, fantastic. So I've got a traditional mind map here. So these are the sorts of things that I do tend to use if I go to a conference. And I mind map ...

KAREN FOLEY: That looks more traditional, I guess, doesn't it?

JAY RIXON: It is much more traditional. And actually, this was ... so I was reading a paper when I did this, and it was quite a lengthy paper. And I thought, you know, if I scan read this, I'm just going to take the information in, and I won't retain it. And so actually, when I start ... and I did start in the middle.

KAREN FOLEY: Sometimes it's not even retaining, it's just understanding.

JAY RIXON: Yeah, absolutely. No. And so I started in the middle. And then I just had a question that I added to, and then things interlinked from there. And then I could work across the page. And then, sometimes I found myself going back to the middle of the article, think, actually, what did that mean, and adding a few bits on. And again, as I started to do this, my confidence increased with it. And so I had a few questions that I noted down and things that I wanted to take away to look up further.

And so actually, that was a really helpful way of doing it. So I probably would do something like this in my work environment because it was a really helpful way of reading through the paper, retaining the information. Because as I wrote it down, I don't know, something else happened in my brain that I remembered it. And so I won't get you to quiz me on this paper, but I think I will remember far more of it than if I had just sat on my desk and scanned it.

KAREN FOLEY: Yeah. Sometimes you need to break things down that are very dense. And that's a way of sometimes forcing you to say, there must be a point here somewhere. They're often is. Sometimes, there isn't, but it helps you filter out those words ...

JAY RIXON: It does.

KAREN FOLEY: ... so that you can then get, I guess, what's supporting the key contents and being able to identify and make links between it and recognise processes, which seems important for this paper because you've got lots of arrows.

JAY RIXON: Yeah. Lots of things led to another and carried on linking up as I read through the paper. And again, that was quite reassuring for me that I was joining up all the different bits and pieces. So by the time it came to the conclusion, I thought, oh, have on a minute, I've got this.

KAREN FOLEY: Yeah. No, exactly. Phew.

[LAUGHTER]

I don't want to read it. We asked everyone at home, do you take notes day-to-day? Now, 61 per cent of you said yes. So what I'd like to know now is, if you do take notes, how do you take these? This is what you had to say. Lists. Lists are great. I love lists. Doodles. One note. One note's brilliant. Bullet points. In my diary. On the odd sheets. On paper. On PC scribbles. Typing into the phone. Newspaper. Google Docs. Post-It notes. Notes on the phone. Planner.

Cornell method. That's interesting. I'd like to find out more about that. Pen and paper. Keywords. Bullet points. Notepad or paper. Flow diagram. Apps. OK. Anyone sharing, this is where we normally ... if everyone's not talking about dinner, hopefully they're sharing some various apps that they like.

HJ: There's lots of great suggestions for ...

SIMON: Absolutely.

HJ: ... apps in the chat, isn't there?

SIMON: Yeah. Lots of people are recommending things. And some people are saying they don't like mind mapping because it's too formal. However, what works for different people works. Some people mentioning sticky notes. The only problem there they note is that, once you've got enough sticky notes on your screen, it's difficult to see your screen. And we've also been chatting about sleeping dogs, and probably best to let them lie.

[LAUGHTER]

HJ: But I think one great suggestion is from Haley, that as an OU student, you've got access to Office 365, which gives you access to ...

KAREN FOLEY: Brilliant.

HJ: ... OneNote, which is a great tool for mind mapping or creating lists and taking notes or put in podcasts or recording on there as well. Jade likes a good list as well, and Samantha definitely likes a list. She said, I write all the lists and have everything on Post-Its.

SIMON: Some ... I was going to say, somebody was just talking about visual learning. Of course, I love visual learning, which is why I've got my listening hat on. Yes. Sorry, you were saying?

HJ: No, there are some great suggestions for programmes as well. So different things like Scapple or XMind for mind mapping. There's lots of online tools as well. But there's always the normal pen and paper, isn't there?

SIMON: Absolutely. Never be afraid to go low tech. The good thing about pen and paper is that you've got complete control over where everything goes. And I say that as a technology student.

HJ: But there's lots of great suggestions. So if you have any others suggestions for us of something great you found or great tool or programme, or just a way you make your notes, we'd love to hear it.

KAREN FOLEY: Oh, that's brilliant.

JAY RIXON: That's great.

KAREN FOLEY: We asked everyone whether they experiment taking notes. The lead proportion was 37 per cent saying a little, depending on the situation. 31 per cent say they like to try different techniques. 26 per cent say no because they haven't thought about it. But only 6 per cent say no, they've got a system, and they're sticking with it.

Well, I like this idea of this Cornell method, which basically ... because most people write too many notes. And the whole idea with this is that you've got two columns on the right-hand side where you put most of your content, and then you have a column. And on the left-hand side, you put the key ... the condensed stuff, so the key words, which really is your clarity, I guess. And you also put things that ... maybe questions that were unanswered and stuff like that. Then, at the bottom you have a short summary. So it's sectioning ...

JAY RIXON: That's great.

KAREN FOLEY: ... that page into those proportions, I guess so that you can write a lot, but then you can condense it and summarise it. So that's a great thing. I'm going to try that. I like the sound of that.

JAY RIXON: I like the sound of that as well.

KAREN FOLEY: Yes. A new thing to try.

JAY RIXON: Fantastic.

KAREN FOLEY: What's another example?

JAY RIXON: My last one ...

KAREN FOLEY: Oh, highlighters.

JAY RIXON: ... that is highlighted, I really went for it here. So there's highlight. There's Post-it Notes. There's a mixture of some sketchnoting stuff and a mixture of ... a mixture of mind mapping things here. So this is far more just having a bit of a fun, a bit of a play. So this is about me thinking about the next module I might do, so breaking it down, doing a bit of research, thinking about some of the call-outs. So this was a bit of fun, really.

But again, it's about being ... getting in touch with your stationary geek and really having fun and trying not to be too precious as well. Because actually, if it's for you, then what does it matter what it looks like? Because actually, it's about you running through the information, presenting the information.

KAREN FOLEY: And could you hang that on the wall to revise from?

JAY RIXON: Well, I think what was really interesting is that actually, a bit like that method you were just talking about ... was it the Cornell method?

KAREN FOLEY: Yeah.

JAY RIXON: Yeah. I think that would be so helpful, wouldn't it, to think of it if ... almost distilling your TMA, so thinking about these are areas I want to talk about. Then I'm going to distill it down and distill it down. And here's my intro.

KAREN FOLEY: Or just cut off the summary at the bottom when you get to the revision. But you don't need the rest because you'll have hopefully learned it then.

JAY RIXON: So I do think that this is a really helpful way that, actually, next time I might have to write a paper for work or, indeed, an assignment, for me to sit down and think, right, what would be my beginning? What would be my middle? What would be my end? What are some of the things that I know I want to get in there, that I want to reference, that I want to call out? And actually, for me, I probably would think through much more creatively using a pencil and a paper or something that felt a bit like recycled material, a piece of paper, something that felt non-precious.

Because actually, I think almost in that relaxed state, I might be a bit more creative. I might be a bit ... feel a bit less pressured to do something as well. So yeah, this was a nice bit of fun. But I really enjoyed getting the markers out, getting the Post-it Notes out.

KAREN FOLEY: Some students colour-code things. So they'll have colours for stuff. And I know I used to do that. I used to have like green for definitions. Orange for ...

JAY RIXON: That's fantastic.

KAREN FOLEY: ... methods. Pink was the ... I remember all this. Pink was for theories. Yellow was for the examples or applications of stuff. And blue was always a bit of a random one for me. And then, sometimes I'd find the purple highlighter, which just threw everything out. And they're hard to find, so I could never really rely on the purple highlighter thing. But

it was helpful, because sometimes I'd break my notes up, and I'd go, oh this is a really theory heavy thing here, or this has got loads of definitions. And so if I'm going to write about it, I might need to include all those definitions because they matter. So I get a sense, I guess, of things using colour as a proportional guide for myself.

JAY RIXON: That's a really helpful thing. But interestingly, that you could recite all those things now, the fact that actually those colours are burned on your psyche.

KAREN FOLEY: I even write them on the highlighters.

[LAUGHTER]

JAY RIXON: You know what they mean. And actually, at a very quick glance, you could be able to look through your assignment guide or your materials from the module and think, actually, I can pinpoint definitions. I can pinpoint examples. How clever is that? That's a really helpful way of approaching things.

KAREN FOLEY: Good. Excellent. Well, they we are. I'm maybe not that bad, then, as I thought I was. We've been showing you various types of note-taking. What are the three words that you associate ... or two words or one word, as you know. Just put a full stop in if you can't think of three. What are the words that you associate with this type of note-taking that we've been talking about? HJ and Simon, have people got other ideas?

[LAUGHTER]

SIMON: It's gone a bit random, for a change.

HJ: Tanya had a really good point, though. She's a bit nervous because it seems like there are a lot of people using these different programmes in the chat and are quite familiar with them. But actually, when it comes to using all these online programmes for notes, it's just something that's a bit extra, and it's something that you might encounter or you might find useful along the way with your studying.

But if you don't find it useful or you're not really want to go outside and look at that stuff for now and just focus on what the OU's giving you, that's perfectly fine. I started off like that, just pens, paper, and the way I was. But as you go along, some people might suggest things that you'd like to try. But don't stress about it at all. The important thing is just the materials provided to you by the OU. If you find something that you'd like, then certainly use it.

KAREN FOLEY: Simon, do those ears make you a better listener?

SIMON: It's a weakness of mine, but yeah.

[LAUGHTER]

Sorry, what were you saying?

KAREN FOLEY: Oh, I can't remember, actually.

[LAUGHTER]

What are you talking about with everyone at home?

SIMON: Well, I think we were just ... again, I wanted to echo what HJ was just saying in that I've found that when you are doing technology, you have to set up so much software. Every time you start a new module, there's more software. So actually, when it came to note-taking, people make suggestions and I think, oh, no. I just don't want to set up another piece of software. So I would often go old school with my note-taking because that's just one of those things.

I think a lot of people love the colour-coding. That's coming through. And they're wanting to experiment. And I think that's probably the answer with note-taking, because at the end of the day, it's whatever works for you, isn't it? So there's one person who says they plan to write in all their textbooks. And of course, the OU has those special margins, the wide margins just for that. That is a good thing to do.

KAREN FOLEY: It is good.

SIMON: And they're there for you. So yes.

KAREN FOLEY: But I guess one of the things with note-taking that really strikes me with your thing on micro-credentials is that it is about a way of walking through the learning. It's not just about necessarily recalling something or capturing things. The note-taking for you is actively helping you to make sense of stuff around you. And that's a really important thing, because sometimes people are thinking, like you're saying, I don't want to take notes like this, or I can't figure it out. Has that evolved then in terms of your professional work and your student work? Did you always take notes like this, or have you learned different things at different moments?

JAY RIXON: I think I've always leaned towards the visual, I think because I'm a very visual person. I think also, being dyslexic ... actually, I think if I could use visual sometimes to communicate, that's helped me in the past. So I think I have always leaned towards that. But I think the lovely thing about, like you were saying with the acceptance of things like sketchnoting now, is that ... and mind maps and those sorts of things ... is that there's just a little bit more understanding of a way that somebody might work that's different.

And so that, actually ... if I am sitting in a conference and I'm sketchnoting or I'm making a mind map, nobody might be looking over my shoulder going, what is she doing? Actually, most people are looking over my shoulder going, what is she doing?

KAREN FOLEY: Yeah. That looks really cool. I wish I could draw like that.

JAY RIXON: Yeah. And so actually, I think that's been lovely, because I've found that I've been able to work in a way that has suited me and worked to my strengths but has also had a bit more acceptance. So I suppose also it's about working out in your situation, whether it's your personal life or professional life or as a student, what works for you. Because again, one size does not fit everything. It's got to be something that works for you. But experimenting is worth it. It really is.

KAREN FOLEY: Yeah. Now, I've sometimes ... when OneNote came out, I was like, oh, my goodness, this is amazing. And I was doing it all the time. I had it on my phone. I'd sync it to

my computer. I don't use it anymore, but there was a time when I was collating a lot of stuff that, for me, it really, really helped in terms of my note-taking. Now, I revert back to my things.

But very often, like if I have to do something that I'm finding really hard, I might section things out, and that can help me walk through something. But can you tell us a bit, because I wanted to talk about these infographics and diagrams, because the resources that you've given us are really interesting. What are they, and what can students see from them if they go and look those up?

JAY RIXON: So the courses, they're free. They're on OpenLearn, which is just a brilliant platform for free learning. And I've taken both of these courses. So one is on infographics. And again, infographics ...

KAREN FOLEY: What's infographics?

JAY RIXON: Oh, let me think if I can get a definition.

KAREN FOLEY: Like a sentence. That'd be great.

JAY RIXON: But I suppose an infographic is a very visual piece of information that has got words, has got pictures and often diagrams, those sorts of things. And they convey a lot of information in one big hit. But they do say that I guess the combination of the visual and the text is really powerful. And people actually pick up far more information because they're looking at a mixture of visual and the written word than they would if there'd just been lots of written words.

So often, infographics are really big, they're really catchy, they're very colourful. So instantly, I'm really drawn to them. But at the same time, they get used for lots of academic things. So think of an academic poster. So I know in some of our modules, our students are asked to design and submit an academic poster. So they're not too dissimilar from that. So this particular course, it goes through all the really great stages of design.

But it also goes through the academic approach to designing these posters so that they're not just something that looks pretty, they've got real great content. So that was a fantastic course that I really enjoyed doing. And then, one of the other courses is all about different ways of putting visual things down. So it will go through different diagrams. It will go through different ways of recalling information.

And it will go through lots of different ways to ... different methods, different methodologies, different theories behind things. And of course, a lot of these courses are based on modules that we have as well, so it's fantastic learning that is just free. And those sorts of things, I just ... I can't stop. I Hoover them up.

KAREN FOLEY: Yeah. No, they're good. They're good, especially just before a module's started. We asked you what are the words that you associated with this type of note-taking. So let's have a look and see what came to mind.

Right, so these are the things that people were reflecting on, Jay. So helping your memory. Being unreadable. Bullet points. Organisation. Mind maps. To the point. Unacceptable.

Concise. Brainstorming. Creative. Erratic. To-do deadlines. What works for me. Reminder. Personal style. Visual memory. Organisation. So there's lots and lots of things here, some positive and some negative.

It's very interesting some of the words people have put there. Would you like to come back to any of those points?

JAY RIXON: Well, it's interesting that 'unacceptable' is there. And it's interesting that ...

KAREN FOLEY: Yeah, you can go now.

JAY RIXON: Yeah, OK.

KAREN FOLEY: You should have watched our session on netiquette.

[LAUGHTER]

JAY RIXON: But at the same time, I totally understand that it's a different way of presenting information. And what works for somebody might not work for somebody else. So whether that's around maybe somebody learning and thinking, this doesn't look like learning, or whether that's just somebody in an environment that, actually, this hasn't been accepted. And I think the lovely thing about education is that we're moving in different directions, and we are acknowledging this way of working.

And I think sometimes that's just about people saying, can I do this? Can I try this? So when I came to The Open University, I was quite new into my role, and I had a chance to write a paper or do an infographic. And I was thinking, this is quite a process driven task. And so I thought, I'm going to be a bit bold here, and I'm going to do an infographic. So I did an infographic, and I sent it off to my boss. And he printed it out, and he was like, Jay, you've been having fun.

[LAUGHTER]

But what was brilliant about it and I said look I'm really sorry about that and but actually he said no this is brilliant. This is exactly what we needed. And for me, that was about real acceptance into the role, into the way that I work, into my learning difficulty, which I see as an opportunity. So I really do understand that some people will say, look, in my environment, it will be unacceptable. But I guess it's about maybe pushing back and saying, well, is it? Is it really?

Well, maybe just proving that, actually, this is the way you work, and this is what works for you. So actually, I know if somebody quizzed me ... don't do it ... on that paper that I read, I think I retained a lot more from it because of the way that I made notes about it. So it's an interesting one. But yeah, I think more people ... change the way people think.

KAREN FOLEY: Well also, things are changing, and a lot of assessment now. Some of my students this year, they'll be designing posters.

JAY RIXON: Amazing.

KAREN FOLEY: They'll be writing reflective journals. They'll be doing all sorts of things that they may not think are proper pieces of academic work. But actually, they have great employability skills.

JAY RIXON: They do.

KAREN FOLEY: And so sometimes, things like this might not seem very academic but that are. So it's about challenging those expectations also.

JAY RIXON: Absolutely.

KAREN FOLEY: Brilliant. Well, thank you for showing us all of those. And I hope the people at home go and find those resources. Is it cold over there?

HJ: Yeah. That's exactly what this hat ... this hat has no purpose apart from just the fact that I'm cold.

SIMON: Yeah, I'm just ...

HJ: But yeah, we've loved talking about making notes with everyone. So Robin said that she had no issue with writing in her books, which is exactly what I think as well. I started off a bit like Stephanie. She wanted to keep her books really pristine and good, but after a while, you just think, actually, it's really good to write it because then you can see exactly what it relates to. And this is a fan of writing in her books. It's different for everyone. She puts Post-it Notes, which is a good idea as well. You could use different colours. I know Karen said she bought 2,000 Post-it Notes, so she's all ready. Her room will be covered with her notes.

KAREN FOLEY: That's a commitment.

SIMON: I think if you need a Post-it Note, she ...

HJ: That's it. Got some to share.

SIMON: Her house, yeah.

HJ: But Haley had a great comment which I think is great to sum up everything. And she said, this is what starting module is really for. You learn and get used to what's comfortable for you, and then you'll streamline what works for you when you get to modules that count towards your classification. I think that's a really good summary of our attitude towards this.

KAREN FOLEY: Well, Catherine and Tanya think your hats are getting better and better.

HJ: Ahh ...

KAREN FOLEY: So, you know ...

SIMON: Have we been changing hats?

[LAUGHTER]

KAREN FOLEY: Hmm. Right. Thank you very much, Jay.

JAY RIXON: My pleasure.

KAREN FOLEY: That's been fantastic. And it's really opened up some new potentials. And I think you and I could both go and try that Cornell method as well. That sounds very fab.

JAY RIXON: That's great for me. I'm going to take that away.

KAREN FOLEY: We've learned something as well.

JAY RIXON: Yeah, definitely.

KAREN FOLEY: Brilliant. Our next session is going to be a welcome from your Students Association. So we're going to meet Cath and Anca from the Association. But we're going to play you a video beforehand. This is another one of our campus tours from our fabulous campus at Milton Keynes. And we're going to show you the language panel, which is in the library. So I'll be back for our live session in just a few minutes.

[MUSIC PLAYING]