

## **Learning technology for MBA study - MBA with the OU – 21 October 2019**

MICHELLE: We do have some questions that have come through. So I'm not sure at what point in time we can ask those.

KAREN FOLEY: Well, do you want to tell us what they are, and we'll see if any of our guests can answer.

MICHELLE: Certainly. I think you can answer these questions. So we have one question about how big are the groups, and are the day schools organised for groups or an entire batch.

KAREN FOLEY: Brilliant. Well, let me introduce everyone first. Because we've got Laurence Knell who is an MBA tutor, an entrepreneur. And we can't just leave it at that, can we? Because we have to say, what do you do being an entrepreneur that's so exciting.

LAURENCE KNELL: I am a management consultant. I work in the fields of strategy, innovation, and leadership, and also have a number of science communication projects with academics, bridging the gap between the worlds of academic neuroscience and the sorts of worlds that our students live in and work in.

KAREN FOLEY: Brilliant. That's super exciting. Thank you, Laurie. And, Katherine, you're from our library over the road, which has had a wonderful refurb, actually. In fact, students can come to the library, and should come to the library, shouldn't they. But in addition, we've got the online library. And you've been with The Open University since 2009, and you're a learning and teaching librarian.

KATHERINE MOORE: Yes.

KAREN FOLEY: Fascinating.

KATHERINE MOORE: That's all correct.

KAREN FOLEY: Thank you for joining us. So our question, and we of course got Michael still here, who's going to be released after this session, we promise. But for now you can answer our question. And, Laurie you might want to contribute, because this is about tutor groups.

MICHELLE: That's right. So how big are the tutor groups, firstly?

MICHAEL NGOASONG: The tutor groups are 16 students per tutor group.

MICHELLE: And are the day schools organised into tutor groups, or can anyone attend any day school, or is it everybody who attends? How does that work?

MICHAEL NGOASONG: So that varies from module to module. You have module-wide day schools where students book depending on their ... and that is not depending on your tutor. And then you can have tutor-specific schools, especially for those modules where the

module teams have decided to dedicate a particular day school to deal with particular aspects that require group work.

And so you will have that type of information. Similarly, for some modules, you'll find that for each tutor, you might have 20 students for a tutor group.

MICHELLE: I think that's answered the questions there.

KAREN FOLEY: Good.

MICHELLE: And how often will the students have a day school?

MICHAEL NGOASONG: The core modules have at least one day school. Two of them have two day schools. So therefore, with respect to day schools, it's just one per module, and just for the core modules. But for each of them, there is the online equivalent. We know, for example, that for some students issues might come up which might make it difficult for you to attend the day school in person. You can sign up to one of the online versions. The online versions might run over a couple of days. Because to allow time for all of those who are signed to the particular day school to be involved in the interactions.

MICHELLE: And students can go to their student home page and into the particular module to find out the details about the day schools and how to register on the day schools.

MICHAEL NGOASONG: Yes. Usually the day schools are advertised two, three weeks to when they occur. But they there is generic information about each of them once you are registered in the module and the module has started.

MICHELLE: That's great.

KAREN FOLEY: It makes so much sense once you get to know it, but until you do, if you found those books in the garden, and then started looking through the books, and then all of a sudden, but once you find that module website page, it makes things so much more simple, doesn't it. Because then you can see what's available to you. So that, I guess, is the key place to look.

And of course their tutor is a key person to ask about questions and things, isn't it?

LAURENCE KNELL: Absolutely. And just picking up on the point you were making there, when I first started as a tutor, for me, equally, it was that shock to the system that I think many of our students are going to experience. So I can empathise with that. But I guess the key message is there are all of these supports, Student Home, all of the rest of them, that are fantastic for students to get into, to find their way through. And of course talk to their tutor, who will guide them as necessary. That's an important part of our role.

KAREN FOLEY: Yeah, brilliant. Are there any other questions?

MICHELLE: There are other questions. Now there was a question around library resources. And I have posted a link to the library resources.

KAREN FOLEY: So you can't now duck it.

[LAUGHS]

MICHELLE: And to the Events pages. But maybe you want to tell some more about the library resources.

KATHERINE MOORE: OK, yep, so you have a library website, just the way might you have module websites. And it's from there that you navigate the wonders of the online library. So if you're not quite sure what the library has that might be relevant to the subject that you're looking at, I would say have a look at the selected resources for your study pages. These are fantastic. Otherwise, if you have any questions, there is a wonderful, wonderful library help desk. The contact detail is on every page of the library website.

KAREN FOLEY: Well, Mourad loves sitting and working in libraries. So she can come to our lovely library as well.

KATHERINE MOORE: Absolutely.

KAREN FOLEY: But for some students, I mean, some students will study an MBA who haven't done undergraduate study at The Open University, and they may not know about the amazing library resources. Because the OU has one of the most incredible library resources, with a wealth of journal articles, books, and all sorts of other ways of connecting and things. You've got a live chat service to help students with.

And I love the events. Have you put a tab up for the events sessions as well?

MICHELLE: I did just put a tab up for events. There are so many great events there. And students are asking, it's a little bit related about their books and the hard copies they receive. Are they theirs to keep, and can they annotate them, or do they have to return them?

PROFESSOR 2: The course books.

MICHAEL NGOASONG: The course books are theirs to keep.

MICHELLE: Which is fantastic, isn't it.

KAREN FOLEY: You can draw all over them.

[LAUGHTER]

KATHERINE MOORE: Breaks my heart as a librarian to say, but yeah, your course books are all over.

KAREN FOLEY: And if they wanted to get physical books or from the library, would they need to? could they?

KATHERINE MOORE: So in terms of if they want to get physical books, that's absolutely their own choice. But the online library is the thing you need. But if you enjoy using other physical libraries, you can do, if you're based in the UK, through something called SCONUL Access Scheme. And there's information about how you join that scheme ...

KAREN FOLEY: That's definitely one for Mourad.

KATHERINE MOORE: ... on the library website. Absolutely, Mourad, have a look at help and support and accessing other libraries on the library website.

KAREN FOLEY: And I know students who've gone and got that card. It's really, really simple. And then they can go and access any library and use that space to study, which could be a really nice break from the home.

MICHELLE: And I hear that Starbucks, oh, and other ...

[INTERPOSING VOICES]

[CHUCKLING]

MICHELLE: All coffee shops might possibly have Wi-Fi where you can go and sit and have a drink. And we have people who are trying to study while a kitchen's being put in, which I can't imagine trying to keep a home, a family, a kitchen, and all that. But yeah, the sanctuaries can be your library or wherever you might find somewhere to go and get some Wi-Fi, and have access to materials, and find some quiet time.

KAREN FOLEY: Mourad already got the SCONUL card. She's all set. I knew it, I knew it. There;s no ... right.

OK, let's talk about what we need to talk about.

MICHELLE: These students are on top of it.

KAREN FOLEY: They are. They're sorted, they're sorted. Don't tell them about the TOTUM card.

[LAUGHS]

MICHELLE: We'll get there. There's one quick question, what time does the library at the OU in Milton Keynes open?

KATHERINE MOORE: OK, so the physical building at 8:30 to 6:30 Monday to Thursday, 8:00 till 5:00 on a Friday. Opening hours are on the library website if you want to double-check that.

[CHUCKLING]

But I'm pretty sure I've remembered that right. There is the online library open 24/7.

KAREN FOLEY: And the web chat is also 24/7.

KATHERINE MOORE: Yeah, so our help desk is standard office time, but the library web chat is available 24/7.

KAREN FOLEY: Brilliant. Thank you. OK, we'll take some more questions in a minute. Otherwise, we're going to cover what I need to cover.

Because I want to talk about digital and information literacies, two key, real important areas for our students. So I wanted to ask each of you what those two ideas mean to you. And I guess this is part of thinking about unpacking terms, and thinking about how different sort of perspectives can generate different outcomes as well. So when I say those words, digital and information literacy, how do you both, well, all of you, interpret those ideas.

Katherine, I suppose we ought to start with you.

[LAUGHS]

KATHERINE MOORE: So yeah, in the library, we do talk about digital information literacy as one thing. And essentially what we mean is to make sure that you've got the skills to find the information that you need, that you've got the skills to be able to assess the quality of that information, whether that be in academic study or in day-to-day life, and then also to make sure that you can find the digital tools that you might be requiring, again, whether that's for work or academic life.

KAREN FOLEY: And then information literacy.

KATHERINE MOORE: So in the library, being online, we bundle them all together. But information literacy, if you were just to take it as a whole, it would be essentially doing those things, but it would also include a print environment. So if you're talking about digital literacy, you don't tend to be talking about analysing a print book for quality, whereas you would if you were talking about information literacy.

KAREN FOLEY: So that's very helpful, and an interesting perspective there. And of course this really matters because employability and the whole issue of study context versus work context, Michael, really matters to our MBA students. So how might you distinguish between digital literacy and information literacy?

MICHAEL NGOASONG: Well, I look at digital literacy with respect to information and communication technologies and digitization, and how confident students are in being able to use, analyse, and evaluate information using all these different tools. And that could be, that also includes skills that you develop to use them, and this notion of diary keeping and critical reflection in the workplace.

So have the, on one hand, wholly digital, and then on the extreme end, wholly physical. We do see that in the workplace as well. I remember recently when we had our EQUIS accreditation, the industry person in the peer review team was making the point that he was coming from a finance background, how for financial analysis and so on, the big investment service providers, almost 70% of work had gone digital.

And so it means that finance was moving away from having a huge team of people [INAUDIBLE] dealing with financial information for decision-making, to a couple of software and databases that is making sense of that information. And therefore the manager has to be able to then make the decision on the basis of the information that has been manipulated by this software. So I look at digital literacy from that perspective with respect

to MBA students being able not only to understand these different technologies, but also how to use them to make decisions in their workplace.

KAREN FOLEY: So does that latter aspect, the usefulness in application, does that relate to the information literacy? Is that where you distinguish the two terms?

MICHAEL NGOASONG: Yes, so information literacy, then, would be the confidence, I don't want to use too much of skills or capabilities. But the confidence to be able to identify what information is most useful and where to find that information.

KAREN FOLEY: Well, they can just go to the library. [LAUGHS]

MICHAEL NGOASONG: And how to use that information in making decisions, yes.

KAREN FOLEY: Brilliant. And what's your perspective, then, Laurie.

LAURENCE KNELL: I guess from a tutor's perspective, it's perhaps taking a slightly more practical approach. Building upon what Katherine and Michael have said, but can the students actually use the tools that they need to? Can they use them in the right way to access the information? And that, then, I guess brings us to the literacy element of it, or sort of the information literacy, which is about can they evaluate, can they access the information they need to, and can they really make sense of it in appropriate, relevant ways.

There's so much information out there these days, whether it is from the library or online sites. But how good is it? How meaningful? How appropriate and relevant? You can find any opinion you want, but is it a valid, is it all worthwhile, and is it an academically-supportable opinion? And that's really important, I think, for our students to be able to work with.

KAREN FOLEY: So it all sounds well and good, and you can sort of see how useful this would be to students, but how are we going to teach them this throughout the MBA programme? What technologies and what sort of tools are we using to sort of scaffold students learning, to be able to distinguish from useful sources of information, and then to be able to apply those?

MICHAEL NGOASONG: I think with respect to the digital literacy, well, if you look at it with respect to information and communication technologies or tools, it even includes Excel. We find that some students are quite good with using Excel to do some of the assessments, Gantt charts ...

[INTERPOSING VOICES]

[LAUGHTER]

MICHELLE: I don't believe that.

[LAUGHTER]

MICHAEL NGOASONG: ... right up to more sophisticated databases. We have, for example, in B872, one of the core modules, creating value. They have a computer-assisted simulation, so that means that they created software with an operations management challenge. So that's

an opportunity for students to be able to make decisions on the basis of information that the module team has built into the software.

So that's including the subject knowledge, but also the analysis and evaluation of that. And then you have some of the other technologies that might be coming from the library, with respect to industry databases. And in those cases, we challenge the students to go into the library by themselves and decide which databases is most relevant for them to find particular information, that is relevant for their industry sectors.

And then, in some cases, we ask students to go outside the university completely. That might be that their organisation uses data from particular types of databases. And that brings in the aspect of attribution or referencing. So how do you make sure that the source of information can be trusted? And how do you have the tutors and the academics to be confident that that was the right source of information that you are using?

MICHELLE: We've had Richard ask, with such a high volume of data in the online library, what tips are there to search and find the right information we will require? So it lines up with what you're saying. Sometimes they have to search on their own. And I think to remember, you can't break it. Whether a student ...

[INTERPOSING VOICES]

KAREN FOLEY: I've tried.

[LAUGHTER]

MICHELLE: Oh, I have tried. And if you think you've broken it, it's probably just for you rebooting. You'll be fine. But there is a mass here. How do you start? It might be really daunting.

MICHAEL NGOASONG: I think for the first module you have a bit more guidance. So you will see some particular type of study activities where you go through a step-by-step process to find. And that's all the approach of giving students the confidence. On the MBA induction, for those of you who have already reviewed the MBA, we have some sessions there that we produce with the help of our library colleagues, which also introduces some of the library induction.

We show students some of the main databases, how to navigate through the different sources, or, again, as a way of starting to give them some of these tips. And then, of course, maybe Katherine can talk about particular tips with respect to the library website itself.

KATHERINE MOORE: So in general, making sure your you're searching in the right place. So whether that's library search, if you are looking for a particular e-book or a journal. But if you're doing a subject search, to make sure you're in the right database for you, which is when selected resources for your study comes in.

I also suggest give things a good philtre, and if you've spent 10 minutes thinking about your keywords and what your search terms are, what you're actually really interested in, rather than just putting in a word, then you'll reap huge benefits from that. But of course, there is the library help desk if you're struggling.

KAREN FOLEY: As Michael says, it's about sort of scaffolding students. Very often, you think you come into this MBA programme, and you should be able to know how to do it. And I guess what you're saying is that this is all in-built into the modules. There's support from your colleagues as well, who carefully design things at the right time for students, so that they are not just sort of let loose on the library to go and find something completely unsupported.

There will have been skills that can develop. But you also do training sessions. I mean, I particularly like your one about literature searching, and things like that. So they can be quite useful, in terms of meeting other students in the online rooms, and going through some of those sessions also.

MICHELLE: Here we go. I've just found it. Smarching, searcher ...

KAREN FOLEY: Smarter. Smarter searching.

MICHELLE: Smarter searching with library databases. So I will post that link.

KAREN FOLEY: Yes. Perfect. So you can click onto that.

MICHELLE: Smarter.

KAREN FOLEY: That would be perfect. All right. Some other things that we do as well. So we've talked about some of the general sorts of things that many students can access databases, information outside the organisation, but there's some OU specific things that students might meet. Things like Open Studio, our Virtual Learning Environment, our VLE, online rooms and Adobe Connect. So there are certain spaces that people will access online that only OU students can access. And those are really, really exciting. Can you fill us in on how they work?

LAURENCE KNELL: Well, I guess it really depends where they're at in the programme. So if we take Adobe Connect, fantastic system for online tutorials, for online webinars. But as you mentioned, there are particular rooms within Adobe Connect, where students can come together, can work, either supported by a tutor or on their own, and then come back together with a larger group.

You mentioned as well Open Studio, which is a fantastic innovation, which is coming into our programmes where students can upload different resources. Whether we're talking YouTube clips, audio clips, different media, and draw upon those as they're engaging in all the great activities we want them to do, the learning, the critical evaluation and analysis. So there are so many fantastic ways that students can engage in our system support, and, in fact, encourage that.

KAREN FOLEY: And students will know that they've got access to that, or that they're part of their various programme if they're clearly indicated on the module website.

MICHAEL NGOASONG: Yes.

KAREN FOLEY: They don't need to worry if they don't know what Open Studio is for now. It'll all be clear.

MICHAEL NGOASONG: Yes. I mean, and the same with the tutor group forums on the VLE as well, which is the space for them to have a conversation with the other fellow students, facilitated by the tutors.

KAREN FOLEY: You've mentioned that there was about 16 students in a group. So that forum is like an online space, isn't it? Where the tutor and students can converse asynchronously.

MICHAEL NGOASONG: Yes.

KAREN FOLEY: So it might be a day, or two, or whenever, but at some point, people would respond and put things up. And they're a useful space. They're quite small spaces, aren't they?

LAURENCE KNELL: They are. So they're typically limited to that tutor group of 16 or however many students. So they're quite a safe environment. And it's really important that the tutor creates that, and the students feel they're able to contribute, because everyone's contribution is welcome.

And as a tutor, a lot of the work I do will be facilitating those conversations, giving feedback, encouraging input, but also making sure that people are contributing in an appropriate way. So they're engaging properly with the different activities, and guiding students through that. It's very much a supporting, and, if you like, a pastoral role in that regard.

KAREN FOLEY: And can I just pick up on that use of the word 'appropriate'? Because I think so many people, especially when it's a forum, and you think, oh, I don't know how to behave on a forum, you know? And we've been talking a lot lately about netiquette, and how it's difficult to sometimes gauge online spaces, in terms of what's appropriate there or not. How would students know what's appropriate, and what would your advice be about communicating?

LAURENCE KNELL: I guess, it's one of those things that always think about how it's going to land, how it's going to be received, what it sounds like. There's nothing wrong with a bit of humour. There's nothing wrong with a reference to something outside of study. But always make sure it's appropriate. And the tutor's role is not to be a policeman, policewoman, for that matter, but more just to say, is this really the sorts of things that should be discussed?

So one thing that some tutors do, they'll create more of a social element, a social string for discussions, but equally ensuring that conversations are linked to the activities that they're meant to be linked to.

KAREN FOLEY: So might a discussion be, my books have been left in the garden, and I don't know what to do. Would that be appropriate or not?

LAURENCE KNELL: I think that that's absolutely fine. And my response to that might be, you need to contact so-and-so to get a copy of the books.

MICHELLE: Yeah.

LAURENCE KNELL: But I think it's also about recognising, we're all human, you know? We're all part of lives outside, and there's nothing wrong with being human and engaging at a human level.

[INTERPOSING VOICES]

MICHELLE: Oh, sorry. Go ahead, Michael.

MICHAEL NGOASONG: Yeah, that's an interesting point, because with online discussions, I mean, we do have the IT policy and IT help for students to engage with, to see some of the boundaries of some of these issues. But at the end of the day, on an MBA programme we do encourage students to try new things, to take risk, to step out of their comfort zone, to embrace the perspective of what is coming from other student, as a source of strength, and as a source of how to tackle things differently, or to achieve improvements within their own area of service, as well.

So that always means that students are free, within the limits of our IT policy, to be able to try new things. For some of the activities, they are designed such that there are clear instructions for facilitation by the tutor, and therefore means that the tutor will come in and post a message and an frame for a discussion. And then other times, the students can continue with the conversation. But at the same time, the tutor can also come in and say, we have now come to the end of this, because we have to move on to different topics.

MICHELLE: And the research shows, I know this, because I read the library information, that the students who participate more in forums do better.

KAREN FOLEY: Yeah.

MICHAEL NGOASONG: Yes, yes, yes.

MICHELLE: So I was encouraged. And Hillary has accepted the challenge that it cannot be broken.

[INTERPOSING VOICES]

[LAUGHTER]

KAREN FOLEY: And the library is so lovely anyway, in the unlikely event you did anything wrong.

MICHELLE: Yeah.

MICHAEL NGOASONG: And another thing to mention, with respect to say, the tutor group forums, or the day schools, or the Open Studio, is that we do our work marks for participating in the module. That does not mean that it's the tutor goes in and verify all types of participation. It is usually just about 10% of the marks for the particular assessment type.

So in a way, some of those said discussion that are scheduled, it means that the module teams would really want students to take that seriously, because it might be contributing to the

assessment, or it might be it a way in which we would build in opportunities to fit forward into other modules.

And so, students can could pay particular attention to those, and make sure that they really engage with it. I mean, some students are not as chatty with respect to being part of all the conversations. But we do expect that the level of an MBA, that students can make the most of those opportunities.

KAREN FOLEY: And one of the things I often do is, on forums, I'll subscribe to various, if it's a very busy forum, like a whole module forum, I might just subscribe to certain threads that I'm interested in. And others, like if it was my tutor group forum, I'd subscribe to the whole discussion. And then I get notifications so that I'm aware then of what's going on.

MICHAEL NGOASONG: Yes, I mean, we also find that something like Open Studio have opportunities for you to manage access. So there might be some assets that you've uploaded there that you want to share with other students, and then you can manage the access to share it with others or with the tutor. And then you might be uploading other things where you want to protect it for yourself, and then you can simply manage it for yourself as well.

KAREN FOLEY: Brilliant. The one other thing I wanted to mention, which is quite specific to The Open University, is some of these interactive tools that may be embedded in the virtual learning environment. If students were on a module website, and then they might have an activity, for example, that might say, fill in this box. I mean, one of the most common misconceptions is that students will fill in the box, and all of a sudden, there'll be a notification somewhere, and they'll say, 'Hillary has filled in the box, and she's broken it.'

MICHELLE: Yes. [LAUGHS]

KAREN FOLEY: But what happens to that information, and how is it useful for students own learning?

LAURENCE KNELL: So that information is typically just for the students, and it is really important as part of their activity. Just as participating in the forums, as Michelle said, is a crucial part of the learning, participating in those activities, even if it is just for individual reflection, can really help students just to clarify their thinking, to note down the key points. But then also, as Michael said, to feed forward into future assessment, into future discussions, so that they're really always thinking and always learning as they're going through that process.

MICHAEL NGOASONG: And most of those as well means that students can download a Word version or PDF, which captures some of the information they've been putting into those boxes. So that when you come up to write a first tutor-marked assessment, going back and downloading what you've been putting into those boxes, can actually give you ...

KAREN FOLEY: Always remember to press Save.

MICHAEL NGOASONG: Exactly.

KAREN FOLEY: You've got to save. Otherwise, it won't save, yeah.

MICHAEL NGOASONG: Yeah. The save one is interesting as well, because the moment you put that information in the text boxes, which then allows you to reveal the feedback, the information is there. So as long as you remember to download the Word version, then it means you can capture all of those information.

KAREN FOLEY: About those activities, I think when you're stressed and things, they can seem sort of a bit daunting sometimes, thinking have a think about this. But that reflective practice is something, like this is the similar sort of thing to going and talking to somebody in a coffee shop about your learning, isn't it?

MICHELLE: That's a really good point. This is your classroom.

LAURENCE KNELL: Absolutely. And I think it's important for students to realise, we're not looking for War And Peace. Just five or six bullet points can be really useful, just as a way of just capturing the key thoughts. It doesn't have to be beautifully formed or beautifully literate just appropriate to them. And I think as well, just going back a moment to the forums, the key thing is that everything is designed to be accessible.

Doesn't matter where someone is from, what their own access challenges might be, we want everything to be accessible. So students should approach it in a way that suits them, the time it suits them, and do their best. And that's what we're really looking for, and trying to encourage.

KAREN FOLEY: Brilliant. Now, I hear we've got lots of questions. So let's have a little go at questions before we release some of our guests.

MICHELLE: So Angela, Sunita, Aiden, Tayaba, and Aziz, apologies if I've pronounce any names wrong, have all asked about, when do we find out about our tutors in groups? And how are those groups split? Are they split geographically? Are they based on background or industry? So any information we can have about tutor groups would be great.

LAURENCE KNELL: So I believe they will be designated over the coming weeks, very soon obviously, probably in the next week. Enrolments only closed, I think a week or so ago, so final numbers are still coming through. In terms of how they're set up, Michael, maybe you can guide on that?

MICHAEL NGOASONG: I mean, the groups are set up to ensure first, diversity. We do have some if you cases where there are partnerships where we try to put some cohorts. We have different categories of students on the MBA. So we have the MBA technology management, we have the Senior Leaders Management Development in terms of the apprenticeship, and then we have the standard MBA. But the main idea with the tutor group forums and with the tutor groups, is to ensure diversity.

We do find, in many cases, that students on the MBA Technology Management value the exposure to students from non-technical sectors, as a way of getting that cross-learning. So the default is to do to ensure diversity within the tutor forum. And as Laurie was mentioning, student numbers as well. Sometimes, for some modules, especially when you get in towards the electives, the numbers are smaller, and that means, of course, that there is so many groups you can have.

Those students who are doing the fast track MBA as well, we know that the 870, which is a standard module, all the students have to do that, so in that case, you have hundreds of students who we split into groups. Those on the fast track, 872, the Creating Value, we are expecting fewer numbers as they start, because it's the first time that we are doing those two modules together. And so, we might only just have one or two groups, and, therefore, there is limited opportunity to deal with it in terms of diversity issues.

KAREN FOLEY: Brilliant. Let's have a couple more quick questions.

MICHELLE: Can we get more information regarding the exam element, please?

LAURENCE KNELL: So there isn't an exam on B870 or 872, but there is an end-of-module assessment, which is a big assignment. The students will recognise, as soon as they get onto the forums and start looking at the programme, they can see, and this is the really important thing, they can see all the assessment for the entire course, both the dates, but also the tasks.

And that can be really useful if a student is planning a holiday, a major life event, such as a marriage, or a big holiday, or whatever. So I would encourage students to do that. But also looking at the assignment questions can help plan their thinking, and that also applies to the end-of-module assessment, which applies to it.

MICHAEL NGOASONG: I mean, in terms of exams, we have only one exam on the MBA, on the Strategy module B873, which is occurring after the first two modules. So for those on the fast track, that would be in the second six months of study. So that's only when you have an exam. And exams are always interesting, because not many people write with your hands nowadays. So we always say to students, by the time you get to that type of module, to just begin into practice writing with your hands. It's always difficult to write for two, three hours, when most of the time, even our notebooks is our computers, nowadays.

KAREN FOLEY: Brilliant. Final question?

MICHELLE: One last question. Where do you find the information about your tutor and tutorials? Student Home. So go to Student Home. It will be your wealth of information for everything.

KAREN FOLEY: Excellent. Thank you. Now, before I let you go, Katherine, I just wanted to very briefly touch on something we've already spoken about, which is the relationship between the library and the module team, and this idea that things are sort of scaffolded in together. Is there anything that we haven't mentioned around that? Or around things like Cite Them Right, that students might need to be mindful of?

KATHERINE MOORE: So one of the great things with the library being involved with module teams for teaching skills does mean that if there anything that we hear that students particularly are struggling with, say via our library help desk, then we can feed that back, and we can work together to make sure that for other modules this works better.

So one of the things we've bought recently is Cite Them Right, which is a wonderful interactive referencing tool. Not all modules are using it at the moment, but modules on the MBA are. And, yeah, so check out Cite Them Right. In Cite Them Right, Harvard is the

referencing style that a lot of you will be using. But if you're unsure, check out your assessment guidance on your module websites.

KAREN FOLEY: And one more question that's very specific about the SCONUL access card.

KATHERINE MOORE: OK.

MICHELLE: The SCONUL enrollment asks for a library card number. How do I get that?

KATHERINE MOORE: OK, so use your student PI instead.

KAREN FOLEY: PI is a Personal Identifier.

KATHERINE MOORE: Sorry, thank you very much.

[INTERPOSING VOICES]

[LAUGHTER]

KATHERINE MOORE: Your student number, whatever you want to call it. You can even use your Open University computer user name. Said that longhand.

KAREN FOLEY: So that's the letters and the numbers, whereas your PI is most likely to be a letter then a long number.

KATHERINE MOORE: Yeah, sorry. Yeah. Letter then a long number.

KAREN FOLEY: Yeah.

KATHERINE MOORE: A letter then a long number. But the answer to that and other questions about applying for SCONUL access is available on the library website under Help and Support, and Using Other Libraries.

KAREN FOLEY: Brilliant. All right. Is that all for now?

MICHELLE: Yeah.

KAREN FOLEY: Right. We can release Michael. You've been here for a long time. Thank you very much. We can release you.

MICHAEL NGOASONG: Thank you very much.

KAREN FOLEY: And Katherine, as well. Thank you very much for that. That was a fantastic session. We're going to focus next on B870, which is the first of the MBA modules. So we're going to look at the various ways in which the academic practices, versus the practice components of the MBA as well. But shall we call for some biscuits?

MICHELLE: I was just thinking that myself too.

[LAUGHTER]

Well, you know ...

[TEA BELL RINGS]

Maybe we should push it a couple of times.

KAREN FOLEY: Oh, yes. So this is our lovely tea bell, which is always, oh, thank you.

MICHELLE: Thank you, Angela. That's lovely.

KAREN FOLEY: There.

MICHELLE: There we go, yes.

KAREN FOLEY: We'll put that here.

MICHELLE: Very important.

[LAUGHTER]

When you're studying, it's very important to take breaks regularly.

KAREN FOLEY: Yes, it is.

MICHELLE: And it is important to find out the best way to take your breaks.

KAREN FOLEY: Yes.

MICHELLE: I discovered this tea bell. My husband gave it to me. And I ding it, and he turns up with biscuits or tea.

[LAUGHTER]

KAREN FOLEY: You need a microphone by it, don't you? It's not very loud. But it always works.

MICHELLE: It always, particularly at Student Hub Live.

KAREN FOLEY: Yes.

MICHELLE: It's really good.

KAREN FOLEY: And it's also good to motivate yourself with a reward, isn't it?

MICHELLE: I have learned that the reward should come after, not before, Karen.

KAREN FOLEY: Yes.

[LAUGHTER]

Yes, I think that's a common idea. Not one I always do.

MICHELLE: I'll eat some biscuits and then I'll study. No, no, no. Study first.

[LAUGHTER]

KAREN FOLEY: Right, so theory and practice.

MICHELLE: Yes, exactly.

KAREN FOLEY: Perfect link there.