HOST: Welcome back to The Student Hub Live. OK, it's time management time, one of our favourite sessions and topics for discussion. I'm joined by Isabella Henman, who teaches with me on SDK 228. But you are also the forum moderator for SDK 100.

ISABELLA: And SDK 228, and SK 299.

HOST: You must be very busy. And I see you've got study buddy.

ISABELLA: I have, I have, which hasn't been [LAUGHING].

HOST: But you have some amazing stationary, which Connor is going to love because he has all this stationary, he had no idea what to do with it. He's now got a lot of ideas about what to do with it. Julie, however, she's all prepared for everything, but her other half started studying and now the stationary is a bit depleted. So we suspect something has been going on.

But you are a firm believer in using stationery to help manage one's time. So I like this idea. Tell us more.

ISABELLA: It's about using what you've got available. So, I mean, there's the sensible things that you can have for time management, things like these, the activity templates.

HOST: I like these.

ISABELLA: Which way am I going, that way.

HOST: Yeah, let me show the students. We showed one of these yesterday, a great idea to fill in like how you're going to sleep, eat, and do other important things as well as studying.

ISABELLA: You can have different formats for them as well. So that's just a slightly different format one. I find that one very scary because it's actually got the hours between midnight and 3:00 AM, and I tend to like being asleep then. Some people like to have that as part of it.

So you can use them. You can fill those in and they're quite a good thing. What I also strongly recommend is these, the actual study calendars for your modules. So I've got them. And this is where I use the colours, because they're colour coordinated.

HOST: Yes, and you like colours.

ISABELLA: So I like colours. So nearly everything I do is colour coordinated. So SDK 100 is yellow, so all my little bits of information about that are yellow. And then-- and that's the study calendar that you get, so it's really a good idea to print out and stick it on your wall, which is what I do.

And then this one is SDK 228. And that's-- actually, technically speaking, my colour coordination for that one should be purple, but I didn't have any purple paper, so I've got it as blue today. And I'll explain a bit more what I mean about that. And then SK 299 is sort of pink, or sometimes salmon, depending on what I'm feeling like.

So these are the study calendars that you get to start with. I really, really strongly recommend printing them and putting them on the wall. Because then you know what you need to do. And it's also quite good to--

HOST: So from student time, you expand the full calendar, print it out in that colour that you've got.

ISABELLA: There's a couple of different ways. The full calendar-- because you've got the study planner, which is to tick by tick one, that will be very long. That won't fit on your one piece of paper.

HOST: No, that's two papers.

ISABELLA: But you'll probably find it in your module resources or somewhere like that. And it will be called printable study calendar. And that's quite a useful one. Obviously, as I said, you've got the study planner to tick off. And that's really good.

And that's so motivating because you tick off when you've done things. And that's actually quite good from a time management point of view. Because if you tick off when you've done something, you know what you've achieved. So that's quite good.

But you also-- you mentioned my stationary, and you mentioned these. I was so pleased. I had to-- I texted you about this because--

HOST: They are amazing. And then I said I want the dog ones because you haven't got cat ones.

ISABELLA: So I have always used, previously, the colour coordinated little stickies.

HOST: So these are cool.

ISABELLA: Which I use on my calendar. But I found the these in a stationery shop, and I think they're so good.

HOST: And also these.

ISABELLA: From the time management point of view, you use them for different things. So I, for instance, have-- one of the cats is when I'm moderating something. So I'm looking after one of the student forums. One of them will be when I'm running a tutorial for different modules.

So I can immediately look at my calendar and I can say, oh, whatever colour he is, ginger cat--

ISABELLA: So have you got one of these big wall calendars then?

ISABELLA: I don't, actually. I have-- I should have, but it's never quite worked out, and I haven't got enough space on my wall. What I've got is I've got a month by month calendar. So I have a month printed out and I have something for each day. So I've got one of these on a day when I've got something particular to do.

So if I'm looking for a colour, I can look at the image. If it's the original colours, is if it's something pink, it says I've got something for SK 299 to do. Or if it's purple, something for SDK 228. So that's actually quite useful.

And then I know people who've got the big wall planners, the A1 something like that, the wall planners. Or I've got the month by month ones.

HOST: And you can just print those off the internet as well.

ISABELLA: You can print them off the internet easily.

HOST: They're handy.

ISABELLA: And then you can put them-- you can print out your own and write what the things-- what I quite like is, because I've got a box for each day, I've just got those immediately sticking on. So I can just look and immediately go, well, this week I've got this, this, and this.

HOST: So you're just using these as representations. You've almost got a key, and you know what's what. And then you're sort of saying, OK, I've got lots up here. And what happens when you've got too much stuff then on the day.

ISABELLA: Yeah, that's the problem. You don't want to overuse. Anything where you use reminders and time management, you don't want lots and lots, because it loses its impact. So it's quite important to try and keep only a few. Because, otherwise, you might look and you just might

panic because might go, I've got five this week or something.

HOST: So part of this is the extent to which we break down the chunks. Because some of the things on my to do list are things like write paper, which is very unhelpful I find, and often goes on the next days list, whereas some things can be very easy to manage. So this whole idea of breaking things into sort of bite-sized chunks, how big is a good chunk? And when are they helpful?

ISABELLA: Right. So you could, for instance, sometimes, I go, oh, I've got all day in which to work or all day in which to study. That doesn't really work. So it's much better to think, right, I'm going to start at 9 o'clock, and I'm going to work for an hour, and then have a break. So you go what am I going to do in that hour?

So I might be reading my module materials for an hour, and then I might have a 10 minute break, go and get some chocolate or something. And then I might-- in the next hour chunk, I might be looking particularly at something to do with some of the interactive videos or one of the-- what I might need to do for a TMA question.

So sometimes variety works quite well as switching out. Because if you spend a lot of time just reading, I mean, you've had the reading sessions already today. If you just have reading, reading, reading, and you go what am I going to do today, I'm just going to read, you might just go. And you find yourself getting distracted, so it's about trying to use what you've got available, and then be a bit more focused on what you do.

Because if you think, well, I've got an hour, then you focus for the hour. But if you think I've got three hours, you might go three hours is ages, oh, I'll just check my phone. Or I just want to do this, and then you suddenly realise you've actually lost quite a lot of the time.

So one of the key things about time management is managing your time, not just sort of letting the time run away with you.

HOST: Good point. We were discussing this the other day, about the right chunk of time. And people had different ideas about how this might work for them. HJ and Zach, what's the common consensus at the moment about how people are chunking their time?

HJ: I think the main thing people really like the study planners, which-- and printing them out. And Graham says he loves ticking things, so the feel good moments where you get to tick

something off when it's done. Susan likes printing them out as well.

And Helen's got some tips on getting family and friends on board, helps with time management, so they know not to disturb you and you can use that time very productively. And Chantelle is a bit different. Some of the people-- actually, I agree. She says she would struggle with a really detailed time table. She likes have some flexibility.

I do like that too, otherwise I feel under a lot of pressure if it's very detailed. Helen just reckons your hair is dope.

HOST: That's probably like cool. Sick. I want to hear about Graham's idea about the day pie chart. And I wonder is that a real pie or a metaphorical pie. Yeah. Maybe we'd better not get them started on food actually.

There's a lot of love for white boards as well out there. And they can be a great way off. I've known lots of people who will put something on a whiteboard. And some people will take a photograph of that. And sometimes it can just be worth actually just putting those things on there and rubbing them out as they go.

ISABELLA: Yeah, I have lists. I haven't got a whiteboard. Well, I have got a whiteboard. I've got a chalkboard, but currently it's what's in the freezer, which isn't quite useful.

HOST: Your office is full of stationery, Isabella.

ISABELLA: My office has got lots of things in it. So that's-- and it's interesting that the-- Chantelle's point about the variation of flexibility. I think, for me, allowing yourself flexibility is one of the key things for time management. Because if you say I have to do things this time till this time, and that's my only time, and then I've got to-- that's when you actually start to feel restricted. You resent the fact that you've got to do things some times, and then you don't end up enjoying what you're doing.

And after all, this is about enjoying your study and it's about managing it to help you. So we use the tools that we've got available. We use lots of different things. And managing it actively, and being flexible, and thinking, well, I could do this then, but I've got to make sure I fit everything in. I think that was one of my other things I wanted to talk about was prioritising as well. Because that's actually quite important.

I mean there is somewhere in my pile--

HOST: The amount of students who have had an exam who think I absolutely must get rid of all the out-of-date spices in my kitchen cupboard now.

ISABELLA: Mine used to be cleaning my windows in my halls of residence. And I used lean out and I used to clean the window and look who was down and about, and hi to the person opposite. Yeah, OK, that's called procrastination. That's called not getting focused.

So actually, there's this thing. I mean I found this from student home yesterday, actually, when I was looking for things. So it's about prioritising. It's working out what's important, what's urgent. And that's quite a useful thing. So you could do that.

You could have it on paper. You could have it on a whiteboard. And the idea there is to think about what you need to do. So if you're revising, if you're doing something, what's the most important thing? I've got a list. I've got loads and loads of things I need to do, which thing am I actually going to need to do first? Because time management, the thing that's always helped me, is thinking, is prioritising, and going, right, this needs to be done tomorrow, so I need to do it first, whereas this doesn't need to be done for another couple of weeks. So that can go a bit further down.

Unfortunately, there's often things that we find far more interesting that we want to do. So again, keep going back to my prioritising, actively managing your time and thinking about what's important.

HOST: Well, Stewart's got a great idea for managing procrastination. And he says that what you should do is instead of spending all this money on stationery, hire somebody to stand behind you with a big stick to hit you if you're hand's wondering to Facebook. So another sort of idea about managing resource.

ISABELLA: It's managing resource. Actually, though, that does bring me-- having somebody who you are accountable to is actually quite a good idea. Because if you have study buddies, obviously not my inanimate study buddy, but if you have a real study, you agree with them, say, right, I'm going to-- Karen, I'm going to say to you, I'm going to have a chat to you on Saturday and I'm going to tell you what I've managed to do this week.

And if I haven't, you can say to me, Isabella, no, you said you were going to do that. And then because I'm going to go, no, she's told me off and I don't want to get told off, that actually

gives me a bit of motivation to be able to go, guess what, I did it.

HOST: It's such a good thing. And I did that with people as well. I'll say, right, I'm trying to do that, and they'll say, oh, why don't you send it to me. And I'm like, oh, OK, and sometimes just the act of being accountable for something, but also taking a step back from that and identifying what the task is.

ISABELLA: Yes.

HOST: If it is writing an essay, what part of it are you going to do? And how can you sort of break it down? Again, into this sort of idea with manageable chunks.

ISABELLA: Yes, absolutely. So it's-- yeah, the managing things, knowing what you need to do. Often that's a bit of a battle cause sometimes you can just go I don't actually know what I need to do. So use the resources. So in terms of managing your time, you've got the study calendars, but you've also got your tutor and you've got your module team.

See what they tell you you need to do. If you're not quite sure, if you're struggling and you're thinking I've got so much to do and I don't know when to do it, ask your tutor. And we, as tutors, we're able to say, well, this is more important. This is something that's coming up soon. Actually, if you're going to prioritise the different things, do this one first and then, hopefully, when you've got a bit more time, you can do something else. You can fill that bit in a bit later.

HOST: Absolutely. And I hear all this sort of stuff. It's great about identifying what's important. Again, which might be an assignment or something versus something unimportant, because it's difficult to sometimes identify those when you're really stressed. And we asked students about whether or not they anticipate time management will be an issue for them. I mean, the majority of them said yes.

And I think that the majority of them said yes because they have a very good reason, which is probably that they're doing other things as well as studying, which is a very common issue. So we have these internal factors and external factors that can impact on our time. And best will in the world, we can have our stationary, we can have our charts. Graham, by the way, I want you to send us a picture into studenthub@open.ac.uk with the pie chart that you've got going on, which he says is hoping to have some lemon meringue pie on it. I'll think of it later.

ISABELLA: I think I know what this one is.

HOST: Anyway, the whole idea is that there are these pressures, I think. So you're talking about being able to identify and prioritise what matters, but there are techniques and tips that we can use when we're really, really stressed out. So tell us about how we might go about doing those, and also maybe about how we might make use of the OU resources, in terms of tutors, student support teams, et cetera, to help us when things are not so clear.

ISABELLA: Well, if things have gone wrong, you ask your tutor in the first place. What can I do? Can you recommend which things are more important? Your student support team is also there because they'll be able to say, right, this is what you need to do. And they might be able to actually say you might be able to not do a particular TMA because it might be that your module allows you not to do that. Obviously, we don't recommend you ever miss things out because you miss out on some of the study, but there are ways around.

I guess the important thing is thinking about why you're studying and whether you want to-- what you want to study, and whether you can fit it in, in terms of the prioritising, the idea of what's important and unimportant, something I say to students often in an introductory day school is if you went away to university, there's a lot of things about your home that you would give up because you've gone somewhere else. So, therefore, you have more time to do things.

The difficulty when you're studying with the OU, because you're staying in your home, and you-- usually, you're staying in the same place, is what is important, what can you give up. We're not saying give up your whole social life. We're not saying give everything up. But have a look at the prioritising. And

What are the things that could you maybe give up? The meeting somebody for coffee three times a week, could you maybe just do it once? And then you'd have a bit more time to study. Sometimes it's a bit of a tricky one because you don't want to give up your social life, but remember what are you studying for? So time management is thinking about the long goal, what is actually important, and what you're trying to get out of it.

HOST: Helen said something really lovely, which is don't feel guilty if you schedule things and don't manage to do them. Because sometimes, if you've got-- especially if you've invested in some lovely stationery and you've made your plan and life gets in the way, it can feel very demotivating.

ISABELLA: It can, yeah, which is why I like the idea of ticking things off when you've done them. And if you get to the stage where you think I've got loads to do, open up that full study planner and see how much you've managed to do. Obviously, we're in the start of the module now, so, to some people who are brand new, they haven't got that far. But when you get a little way, sometimes when it's dark, and when it's cold, it's sort of January, February, and you're thinking I've got such a long time to go, have a look at what you've achieved already. And that can be really helpful.

And I know when I've talked to students in the past, they've gone, oh, that is really nice. Yeah, I have done that. And that does help.

HOST: So tutors can give extensions in certain circumstances, which can or cannot be helpful. But there are ways that tutors can actually help students to prioritise and frame things, depending on what that student is wanting their qualification for. Sometimes it really matters and you really want to get things done, in which case it's a case of saying what can I give up, et cetera.

Debra wants some advice from you on this whole thing of estimating time. Because she says that she often overestimates the amount-- well, underestimates the amount of time it will take to do something. We see often on the study planner there are quite clear guidelines of how many hours per week, how long this activity might take. Sometimes I might look at an activity and think 30 minutes, that took me two because maybe I haven't done it properly.

But, you know, there's this whole idea of trying to gauge a sense of time. We allow ample boundaries for this in terms of the time that we recommend. But equally, for some people, again, this idea of priorities-- which Connor incidentally really likes this whole matrix that we've got. For some people, things might be more important or less important. So how do we sort of balance this idea of how long tasks take?

ISABELLA: Well, from a very technical point of view, when we're writing modules, we have a reading rate, so we know how many words per minute people usually read. And then we build it based on that. So, obviously, the amount that you're going to be reading and then how long you spend reflecting on something, and how long you spend writing, and that kind of thing.

So the recommendations are average. As you've already said, some people are less, some people or more. So it is a case of learning. So what we recommend is have a bit of a practise. How long did it actually take you to do a particular thing? Time yourself.

And then you go, right, this is how much I've managed to do in that time. Because we can give all sorts of recommendations, but unless you actually try it for yourself, you're not going to really know, unfortunately. I know that sounds a bit of a cop out, but it is a case of learn for yourself.

And there's the other thing of, actually, people study more effectively at different times of the day. Some people find it much easier if they get up an hour earlier. They've got that focus time and their brain's really, really fresh. And they learn so much more in that hour first thing in the morning, whereas other people, it's just like that's not happening. I'm not getting up. Whereas for them, studying at 11 o'clock at night is really helpful.

Other people, actually, they've got to commute. And they actually find it really useful to listen to the audio materials. And we've got a variety of different ways of accessing your materials. So have a look on your module web site. Look for the accessible materials in the resources section. There tends to be a bit, and there's the downloads or something.

And they-- actually, if you know that you're going running, and you've got an hour, rather than listening to music, could you listen to some of the audio of your module materials and take that in? So there's different ways of doing it. And that's actually using your time. So that's using the time you have available.

But going back to the idea of thinking about how long it takes, it's a case of practicing, but ask people. Maybe have a study group, or discuss with people saying, well, how long did you actually take to do it. Or look at the past reviews of a module, because you might find that some people say, actually, I found this particular one took me longer whereas other people say because I've done another subject first, actually, I found it much easier. So sometimes pre-reading or proactive work, one of my things is doing proactive things and learning to do specific things.

So the sessions we've had today, the note taking, the reflective learning, and these kind of things, and when we do other ones on the assessment boot camps, the assignment boot camps, and knowing how to write essays, and knowing how to unpack your TMA, that can be really helpful. Because you learn what you need to do. And it gets quicker with time because you get used to knowing what you need to do. There's an awful lot to learn to begin with.

HOST: Yeah. And just one point, I guess, that we should communicate to new students is that while we've got the study calendar, and that you can do everything, you don't always have to do

everything. And sometimes finding assignments, really recognising those important tasks that need to doing can help you maybe shift that. Some great ideas, and people are really looking forward to the sessions we're running.

In fact, you're coming along in a couple of weeks. And Isabella and I are doing a session on essay writing. So we've got these online rooms. And we're going to invite any student with any level, any essay, to come and talk to us about that. And we're going to give you some tips and ideas. And Kirsty and Jane are looking froward to that, so that's brilliant.

Libby's found a really, really great way of freeing up some time, which is getting the kids to do more housework. And so everyone wants to know how Libby's doing that, which is a very ingenious idea. And we've been talking in other boot camps about ways that you can sort of create more time, things like online shopping and various sorts of things.

So share those tips and ingenious solutions that you've got in the chat. They're loving this session. And I just want to go to the hot desk quickly to see if there's any other questions or advice even that HJ and Zach can feed in.

HJ: I think Kirsti picked up on what Isabella said about keeping track of how long it takes you to study materials in the first couple of weeks, so you can plan accordingly. Because, as you said, it might take a bit longer or quicker, depending on what you've done before. And I like Tanya's tip earlier of looking ahead with the module planners, about when you've got assignments, and stuff that might be coming up throughout the year, so you can plan some extra study so you don't get behind as well.

So I really like-- I've written down those tips. And they're going up on our board because we're going to be trying some new stuff out this year, I think.

ZACH: Definitely. I've had some really good discussion about organising time and some ideas on how to kind of prioritise, which is a big thing, one of the biggest points that I can say on studying with the OU, is managing your time. And so a lot of people have found this session very, very helpful.

HOST: Well done. So assessment, we've got an assessment boot camp, which you're coming to on the 9th of October. But, briefly, how important is it to identify some of these key milestones early on? Because students can go on to their student home page, the modules will open relatively soon, if they're not open already. They can start downloading and printing their

calendars, et cetera.

But where on those calendars are the important bits? And how does time management fit into that?

ISABELLA: Because my pink one is first, the important bits, these, the assignment cutoff dates. They are the critical things, because they're the things that you actually need to make sure you fit in. Because you need to know when they are. They need to be prominent somewhere on your calendar, not just on the study calendar, but on your normal calendar, whatever you use. And set yourself reminders.

What I always used to do when I first started studying with the OU, because I studied with the OU before I worked with the OU, is I used to set myself false deadlines. So I used to actually sent them a couple of days in advance. Because if anything was going to go wrong, it went wrong. I've had all sorts of things.

You know when you need to print something out and you lose the ink cartridge and you can't find somewhere, or your computer decides to go, and all those kind of things, they can happen. And if you're a very last minute person, you're going to find it difficult. And that's one of the things, really, that we sort of have to try and explain to people. If you like doing things at the last minute, you're going to make life much more difficult for yourself. It's much easier if you do try and bring--

HOST: We had some students last week, Isabella, who had already done like their first few assignments. We told them not to submit them because it's very likely that they'll be able to reflect on them and possibly improve on them. But just showing students here reminds me of something which is really important in terms of time management, which is these ICMAs, these computer marked assignments. Because whilst tutors can in certain circumstances give deadlines on TMAs, in some cases, the ICMAs have absolute deadlines.

And in some cases, they will stop you passing a module if you haven't completed them. So they're really, really important. Tell us what these computer marked assignments are like, and also just a little bit about what happens in them.

ISABELLA: So they're all online. So the good thing about them is you can read the questions and you can have a look through. You don't actually have to answer the questions immediately. I mean, I know on SK 299, which is one of the ones I'm doing, you get two chances to do it. So you can

have a look at them and then you can think about it.

Because you've got all the module materials, you can actually have a go. It's essentially like an exam at home, but you've got everything there.

HOST: So you don't need to hire a man with a stick to make sure you're not cheating.

ISABELLA: Because we know that you've got the information, but it's still about testing whether you can apply it. So it's not going to be a case of the answers are precisely written out. You've actually got to think a little bit about it. But they're not trick questions. Really, none of the other questions we have in any of the assignments are trick questions.

They're to test your knowledge to make sure that you know what you're talking about. But these ICMAs, they will have a set deadline. As soon as the system opens, you can do them as early if you want to. And if you do it the one time, it will tell you what the mark is. If you're happy with that mark, then that's fine, you can leave it.

HOST: But in some cases, you can only do them once.

ISABELLA: Yeah, some. I think it depends on the module. Just I know in SK 299, you're going to get the chance to do them twice. But some people might not want to because they might find it quite stressful. But those are fixed deadlines.

If you've got an EMA, an end of module assessment, they are fixed deadlines. And they really are. Every year, we have people who missed the deadlines and lose marks. And it's really, really sad when you see it.

I had a student last year who had to resit because she'd completely missed the deadline. She was getting fantastic marks and she just-- something went out of her head, she didn't realise. So we really do say, please, pay attention to the calendar. They are actually quite important.

HOST: And the other thing which we will talk about when we do our assessment boot camps is the weighting of these things. Because the fact that an EMA often constitutes a very large proportion of your grade for that module makes it more important. So sometimes, then, if you've been having extensions, and you're TMA 3, you need to sort of whiz that through, you might need to really prioritise the EMA because it matters more.

ISABELLA: Yeah, that's one of the problems with extensions is they can be useful to help you manage

your time immediately, but remember you're taking the time from later. And I've had students who've said, actually, I wish I hadn't done that, because I've suddenly found it was all concertinaed at the end, and I've only got a very short time to do the EMA. And I don't have enough time to do it.

So that's why I try to say to people, technically speaking, yes, you can have an extension, but is it actually going to help. It doesn't always help. So try and get these deadlines in. As I said, if you want to, make yourself false deadlines. So think to yourself it's due in on Wednesday the 5th, I'm going to have it done by-- I can't count? Monday? Saturday? Saturday would be the first? If I could count, it'd be great, wouldn't it?

But say-- say a few days advance, try and get it done then. And then if something goes wrong, you've still got time, whereas if you're actually going I'm going to finish it on Wednesday the 5th, and something goes wrong, that's when it gets difficult and you will add to your stress. What we try and do with time management, if you're managing your time well, hopefully your stress won't build as much as if you just squish it all in.

HOST: Lovely. Isabella Henman, thank you. That's been the start of a wonderful conversation. You're going to be back. You're going to be doing our essay writing workshops as well. I know you've all really enjoyed Isabella, so you'll hopefully come along to our essay writing workshops.

You can find all the details about these and other events that we're doing on the Student Hub Life website. Thank you all for participating. And there are some people who've been showing us how the live chat's really sort of been important as part of the experience. Kirsti says she feels part of the community. And Susan's also got love for the live chat as well.

Let's just see how you're all feeling right now. We asked you this a little bit earlier. And this is what our word cloud said. Inpatient, happy, trepidatious, eager, empowered, optimistic, energised, supported, focused, more confident. A bit hungry. But mainly positive. And that's OK, to be a bit hungry.

So thank you for all the advice. Let's just take a quick trip to HJ and Zach before we conclude this morning session.

HJ: I think we've just had a really good chat today. I loved all this advice and tips that everyone's given to us. And we're going to try some out in our study, I think, aren't we, Zach?

ZACH: Yeah, fantastic sense of community on the chat overall. And, yeah, really good-- really good

feedback. Everyone's helping each other out, which is good to see. And just wanted to kind go back to Isabella's point as well about the EMA and TMA cutoffs, it is such an important thing to make sure that you do keep track of that. And hopefully, that's kind of gone through as well, so.

HJ: But we love chatting to everyone. And we're hoping that you keep in touch if you're not going to our events this afternoon. So remember, we've got a Twitter page, @studenthublive. And you can always email us if there's anything you think of, or anything you want to let us know, or some more great tips-- studenthub@open.ac.uk.

And we've loved the stuff you send us. And I know Graham sent us a picture of how he does his notes. So I'm looking forward to seeing them and putting on--

HOST: Has he sent the pie chart in?

HJ: He sent the pie chart.

HOST: Excellent.

HJ: So we're going to see that this afternoon, I think. We'll put it on our board. But I'm really excited about that. Yeah, it's been great, and we'd love to see you at our next events. And let us know how you're getting on with your study as well.

HOST: Well, we do have a lot more in store for you. If you're up for it, you can come along this afternoon. We've got some sessions which are specific to sport and fitness students, and also childhood and youths. So those will be happening this afternoon. Anyone's welcome.

We're going to be having some really interesting discussions that many students will find relevant. So you can check out the programme and do join us then. If you have been watching live, thank you for participating. If you're watching on catch up, come and join us at a live event because it is a lot more fun.

We've got our refreshes orientation event next week. And that's on the daytime and in the evening. We've lined up some fantastic guests to tell you all sorts of things. We've got live science chat, which is very exciting. We're going to be doing some live science demonstrations, talking about different learning styles. And we've got loads and loads and loads of fun stuff there for you.

We'll also probably talk about cake quite a lot. Send us in your selfies, your study buddies, your desk space, et cetera. And we'll put those on our board for next week's activities. Thank you though for coming along, and do stay in touch. There's a little feedback button on the website, if you'd like to tell us what you thought of the show. Or you can email us, studenthub@open.ac.uk.

You could also subscribe to our list and we'll tell you when events are on in future. But do also subscribe to our YouTube channel, so you can see the new videos that come out. There's plenty on the website if you're bored in any way between now and module's start. So do check those out and join us either later today or next week for more of our sessions. But for now, that's all from us at the Student Hub Live. Thank you for watching, and I hope to see you very soon.

[MUSIC PLAYING]