KAREN FOLEY: Hello, and welcome back to the Student Hub Live. OK, this session is all about volunteering with the OU. So we've got some widgets we'd like you to fill in, please. I'd be interested in volunteering, yes, no, unsure. Do you volunteer or have you ever volunteered for the OU? What volunteering work have you done, or are currently involved with? Now this one with the three boxes, remember that you can put one to three things in there. But you have to fill each box. So if you can't think of more than one or two things, just put a full stop in there, or your results won't send. And are you a technology optimist or a technology pessimist?

So fill those widgets in for us. The chat's been moving really fast, as well, so I'd just like to remind you, there's a little pin button that you can press to stop the chat. So if there's something that you've missed, or a link you'd like to pick up, you can do that, as well. And there's different layouts that you can use to adjust your screen so that the chat is bigger or smaller. So play around with that, and get the right setup for you.

OK, this session, we're going to take a look at volunteering. And I'm joined by Katherine Reedy, and Elizabeth Ellis, and Stephanie Stubbins. Now, Katherine and Liz, you run the Learning and Teaching Innovation Curriculum Design Student Panel-- what a mouthful-- which was set up in July last year. And it's about getting students actively involved in the curriculum at an early state.

And Steph, you're a disabled student, and you volunteer for the OU Students Association. And you've been involved with lots of different types of volunteering, and indeed, are coming back to talk to us a bit later, as well, today. So welcome. So what are some of the range of ways that students can get involved with volunteering for the OU?

KATHERINE REEDY: OK, I think maybe--

KAREN FOLEY: --over to Steph first, for that.

STEPHANIE STUBBINS: So I've done quite a bit of volunteering for the association. But I also started volunteering with the Open University. I've been to workshops, focus groups, been involved with consultations. I've had a chance to test website for accessibility. The one thing I've found with the OU is that it's open to anybody to volunteer.

If you've got any health needs, reasonable adjustments are made. You can do it online.

There's different roles that you can do online, or you can do them face to face.

KAREN FOLEY: How did you get involved with this? Because I was talking to Nicola from the library. He was explaining before that there are these student panels. And some of them, you have to get an invitation for, because they balance them, depending on the various demographics, et cetera. So how did you get involved?

STEPHANIE STUBBINS: The Open University Students Association actually put out a call for anybody who wanted to come along to an event at the campus. And I actually went because I think, I'm going on campus. I want to see what this is all about.

KAREN FOLEY: Lots of people want to come see the library. [LAUGHTER]

STEPHANIE STUBBINS: So that that's how I started. I also went to the consultations, which were online. And I've also done the face to face, as an opportunity to get your student voice heard. And you find out a bit more about how the Open University is put together.

KAREN FOLEY: OK, brilliant. So would you be able to run through this panel, as well, to fill us in, because students really want to participate. But it's difficult to know what to do.

ELIZABETH ELLIS: Yeah, so where the panel really came from-- and the Curriculum Design Student Panel is really quite a mouthful. We could go back and change that, I wish, a little bit--

KAREN FOLEY: We need some sort of abbreviation.

ELIZABETH ELLIS: I know. But I think it's also quite important, because that really is what it's about, It's curriculum design. And what we mean by that is, where Katherine and I work, we're both working sort of more behind the scenes. We're kind of involved in the design and development of the materials that we use, the systems that we use, and things like that. And we historically don't have great-- we're not able to easily access our students' voices for the kind of work that we want to do.

And what we wanted was a more straightforward-- and it starts legitimately because every-- make sure that all of our students are protected time-wise and everything. But also, we wanted to be able to quickly and easily be able to ask our students something around what we're developing, we're designing, an early question. We wanted to be able to create a real sort of partnership feeling with our students. So we came up with this panel.

And we started last year with nearly 500 students. And this year, we have nearly 1,000 students, all of whom volunteered their time up to four times a year, sometimes a little bit more, to take part in different types of activities. And that is both for us to form a relationship with them, and for them to have a voice in the design of our materials and our systems, and for us to genuinely get a feel for, actually, an evidence based approach to what we do, rather than making assumptions, that we know about them, and also, I think, for students to get to know us, as well.

KAREN FOLEY: And is that why it's important that it's representative, so that you don't have this bias of lots and lots of people wanting cake all the time, for example, that could really skew the results?

ELIZABETH ELLIS: Well, we go out-- it's a randomised sample of students. So this year, it was-- it's a randomised sample of students. And they volunteer back. So there was a certain amount of inherent kind of, oh, you know these people who already are keen to have a say. But we also have students who loved the panel so much last year that they came back to carry on being a volunteer this year. And we're hoping for that again when we start recruiting for the next round in December.

KAREN FOLEY: Fantastic. Well, we asked you at home what you thought. Would you be interested in volunteering? 53% said yes. Nobody said no. And 47% said they're not sure. But only 10% have ever volunteered for the OU.

We also asked what kind of volunteering work people have done. Should we take a look and see what everyone said? Family Centre, Charity Shops, none, Youth Club, Greyhound Charity-- oh, lovely-- Open Day Bookstall, Arthritis Association, Curriculum Design, Refugee Adviser, Reading Buddy, Kids Events, Charity Shop, none but interested, Singing for elderly-- oh, some wonderful student consultation, help in class-- all sorts of really varied things there that people have found. HJ and Mychelle, what sorts of things are people talking about in terms of finding volunteering rewarding?

HJ: We just had a chatting about volunteering being a great way to learn, as well. And we're filling in our widgets. So we're not sure-- [INAUDIBLE] definitely not an IT person, as well, So we are getting ahead with that a little bit, as well. But we do like to see the opportunities that OUSA have to get involved, as well. And we got the links in the chat, because we know there's a society's fair, as well, isn't there, which is another way to get involved.

MYCHELLE: Fran has raised a point about community, and how volunteering makes her feel part of the community. And I know Stephanie has a lot to say about that, too.

KAREN FOLEY: Yeah.

STEPHANIE STUBBINS: So I'm Vice President, Community for the Students Association. And we encourage students to be more engaged. There's also volunteering opportunities. One of them I've actually joined as an extra role, which is a Central Committee Representative. So I will be sitting on a Board of Studies, and also on a governance committee. Any student can go for this type of role. It is actually sitting on OU committees, which is a brilliant experience.

KAREN FOLEY: I hope you're managing to fit your study in, as well, with all this volunteering.

STEPHANIE STUBBINS: I'm doing two--

[LAUGHTER]

Started. I'm ahead.

KAREN FOLEY: So Steph, tell us, then, about the benefits of being involved in some of these things. I mean, you're sitting on some boards. This must involve a lot of papers to read, and a lot of things that, I guess, might be sort of internal, I guess, to the Open University, some of the processes and structures, and things like that. But the student voice is really important to hear. How do you communicate what's important to students, and represent them in some of these things like the Board of Studies, for example?

STEPHANIE STUBBINS: I think, because you're a student, you are around other students. You hear what students say. So when you go to one of these sort of committees, you've already got an idea of the things that are positive, and if there's any issues. But when you're in a room at a committee, or even at a workshop, you feel like you're there for everybody else-- especially because you might have five students, and there's a lot of OU staff there, you're there to represent all the other students that couldn't come.

The most-- I'll just tell you about my first experience. I went to a Student Engagement Workshop. I was a bit nervous. I thought I was going to be feeling odd in the room. I thought I'd be overwhelmed. When I went into the room, all the students were separated. And I thought, this is a bit strange. So there's just one student on tables here and there.

I was really welcomed by the staff at the table. There was a facilitator who made me feel

comfortable. And I just enjoyed the experience. Another plus side was I heard from other universities. They were attending, because it was a student engagement workshop. And the whole feeling that I had when I left was I felt like I'd gotten a lot from it. But also being that student in the room, the staff at the table, and the room, they really enjoyed the feedback that you can give by being a student in the room.

KAREN FOLEY: Because we don't have many students on campus, like wandering around, much to our dismay, because it's really lovely when students do come up. And of course, anyone is welcome to come up to the OU. So if you are interested in coming to the library, or just visit the campus, then you must do so.

But it's really nice to be able to hear students' voices. And I wonder if you can sort of talk us through this panel, and in particular, what happens with learning design, what sorts of things people can feed into, other than representing student voice in that sort of way, at committees, because you're looking at quite specific areas, aren't you?

KATHERINE REEDY: Well, yeah. And really, with Learning Design, it's about keeping students at the very heart of what we're doing, and thinking about the process of learning, how students will engage with the materials, what the experience will be for them. So that's really the heart of Learning Design, I guess. And the activities that students can get involved with through the panel-- I mean, there's large and small activities, really. And it's very much about bridging the gap between us, between staff and students, given that it's distance learning, and we want to make the distance smaller.

So in a face to face setting, it might be that a teacher after their class would ask students something like, I'm thinking of doing this in my teaching. What do you think of it? Just give your opinion. And of course, it's much harder to do that at The Open University, because there is a great community, but it's at a distance.

KAREN FOLEY: It's a very diverse community, as well, because people have very, very different experiences and learn very differently, which further complicates matters.

KATHERINE REEDY: Yes. So it's about lessening that gap, really. And the sorts of activities-- it could be a consultation around teaching models. It might be a survey, sort of large scale. But it's also the sort of regular, ongoing, small activities. We have an online space called We Learn, which is where these small activities are hosted. And our technology enhanced learning designers, who work closely with module teams to just sort of create the online learning experience for

students, they can sort of put up an activity that they're working on in the early stages, and get student input.

They'll ask questions, they'll say, OK, we're thinking about having-- a module might have-- they saw this theme, and what does this mean to you? Does this make sense, or do you think it should be different? Or it might be about planning studies time, sort of keeping track of workload. It might be about skills, reflecting on skills. So there's all sorts of kind of on online activities that people are working on. And it's about getting that student input at a really early stage before the thing is made. So students are actually feeding in when it matters, at the right moment.

KAREN FOLEY: Do students know that we really, really want them to participate? I mean, you send out some invitations to some of these panels. I've had some before. And then all of a sudden, I realised that, actually, I think, oh, I've just been sent an email. Everyone's been sent an email. I'm not going to do anything because I'm busy, and I'm behind, or I'm this, that, and the other. So for the students who do get invited to join these, what sort of take up do you get?

KATHERINE REEDY: So for the types of activities-- so some of our larger activities, we got 1,000 students in this year. And we don't want to go much more than four times a year for most really intensive activities, mostly because we don't want this to impinge on people's study time. And we know how time poor our students are. So that's really important to us. But we're usually-- an activity's usually going to take about 45 minutes. And we will go out to anywhere between 60 and 100 students. And then from that, we actually get a really decent response rate. We make it up to half of that.

And we almost always get an email from somebody going, I couldn't do it this time. But I'll do it next time. And that feels like we're creating that relationship between that. But also, we try and close the loop. So rather just send out a survey, and for our students to never understand that they had any impact on what we do, we have a commitment that if you take part in an activity, you will hear from us again to say, this is what we did with the results of what you-- this is--

KAREN FOLEY: Oh, that's brilliant, so you can see the change.

ELIZABETH ELLIS: Yeah. So for instance, one of the activities that we've done is a calculator. And our students gave the-- they ran through a scenario with it. And they tested the calculator, and they provided us with feedback. And that feedback immediately went in to change the calculator for the next presentation of that module. So those students will have known that they had a direct

influence on what the next group of students would have seen in a live presentation. And I think you can't underestimate the importance of that, because it's about ownership.

KAREN FOLEY: Well, also, it's a very academic process. I've just been writing something. And I've actually just emailed it out to about four colleagues. So I really value their opinion. And I've said, could you just sense check this, because I think it's really sensible. But I just want to sort of just check it all makes sense, and is in a logical order. So this sort of idea of peer review, of being able to input on things, is a very important skill to learn. And feeding back is also a really worthwhile thing, because you're not just giving information. You're actually looking at it from a different perspective, and therefore, learning yourself.

ELIZABETH ELLIS: Well, I mean, I think, skills development is Katherine's particular area, as well.

KATHERINE REEDY: Well, yes, I think students do have the opportunity to develop some important skills. And obviously, if everybody sort of comes with their existing skills and experiences-- but yes, definitely being able to feed back and sort of evaluate and analyse, are you learning, and give an informed opinion based on their experience, I think those are all very, very valuable skills. And we know that people do sometimes use them on their CVs, or in an annual appraisal, if they're at work, that kind of thing. So there's all sorts of ways that you can benefit from volunteering.

KAREN FOLEY: And in particular, giving feedback, because often, you need to be constructive by default. And that can really sort of help shift your thinking, because you can't just go, this is bad, because no one is going to take seriously. You need to sort of be clear about what might be improved. And it sort of allows you to contextualise your thoughts. And I think that that can really sort of shift your own way of looking at evidence in your studies.

KATHERINE REEDY: But I think, as well, related that is, I don't know-- I think sometimes, if you're just responding to surveys, as well, is you forget that. I mean, we can sometimes forget, although we don't want to, but when especially when you're busy and you're trying to create the content, and trying to create good learning experiences, it's hard, sometimes. The students become an amorphous mass of people. And we have to remember that you are individuals, and we try and remember that you're individuals-- we really do-- but also, that we are individuals trying to do a job. And we're wanting to do the best possible job that we can. And I think sometimes, that's really important, to kind of remember that there are real people on both sides of that conversation.

KAREN FOLEY: No, absolutely. Well, everyone's talking about volunteering. And to express their individuality, they're talking about what music they like listening to when they're studying. Let's just take a quick trip to the Hot Desk, Mychelle and HJ.

MYCHELLE: Shall I start with music, or club?

HJ: Oh, well, we've got lots of exciting stuff, haven't we? That's the problem.

MYCHELLE: Well, I'm mad about music. When I first started studying, it had to be so silent. And actually, as I've progressed with my studying, I'm getting used to listening to music. And we've got Fran, who likes instrumental music, and Jordan said, really like film music, but so distracting. And I don't know if any--

KAREN FOLEY: Is that while the film's on, though, Jordan?

MYCHELLE: Well, that's a good point. I don't know whether-- can we say film names?

KAREN FOLEY: Yeah.

MYCHELLE: Because *La La Land*-- oh my god, I get that music going in the background, and then, I'm dancing while I'm studying. And then, Claire was talking about Harry Potter film music.

KAREN FOLEY: And HJ, you like the *How to Train Your Dragon* soundtrack, don't you?

HJ: I do. I really like it. But Melanie's not so sure about the rave music while studying. I think I agree with that. That's a bit distracting. But--

KAREN FOLEY: Have a silent rave, then, Melanie.

HJ: Yes. That's a good idea. And Amy J--

MYCHELLE: --use the keyboard, too.

KAREN FOLEY: Yeah, very popular here at the OU.

HJ: Amy J likes piano music, as well, while studying.

STEPHANIE STUBBINS: Oh, really nice.

HJ:	I can see how that's very relaxing. And Sarah's just said she's had a phone call from her tutor to introduce herself. So that's really good. And she's going to a tutorial next week, which is exciting.
MYCHELLE:	Oh, how exciting. And it's a bit scary, too, though, I think, the first tutorial, sometimes.
HJ:	But we've been chatting about societies, as well, which is really exciting. So Deborah belongs to the Psychological Society, and the Write Club, as well.
MYCHELLE:	And Ruth said she's starting a new society-- so Ruth, if you could tell us what that is. But I know Stephanie has recently started a new society, as well.
KAREN FOLEY:	Have you?
STEPHANIE STUBBINS:	Yeah. We've just launched the OU Business Associate Society and just recently been affiliated with the Students Association, so we're official now.
KAREN FOLEY:	Oh, that's fantastic, because I think-- because I do quite a bit with the Open University's business school and the law school. And we had a moot on with the law society. They're brilliant. They get involved with these fab mooting activities. So it's really exciting. What's in store for students, then, with the society?
STEPHANIE STUBBINS:	Well, we've been talking with the OU business school and with the faculty. I had meeting yesterday with some of the faculty. And we're looking to do some work together. But at the moment, we're trying to find out what students want from us. We had our first freshers event yesterday, which was all day. It was just a drop in session. And we're working on building the website, as well. So lots happening.
KAREN FOLEY:	Brilliant. And, of course, you've got some great expertise with marketing, and--
STEPHANIE STUBBINS:	Yes, yes.
KAREN FOLEY:	--all that sort of stuff, as well. That was really exciting. Excellent. Steph, how can students find out about some of the societies? I know that we're talking with these Students Association a little bit later today. But just to tell people who might have other things to do--
STEPHANIE STUBBINS:	OK, there's a new Students Association website on oustudents.com. And you can go under Community and find societies listed. And it gives you a full range of the different societies that

are there. If you're interested in creating a society, there is a web address on that page. Or if you're just interested in finding out what's out there, they've got it. But we've also got something else we're launching, which is clubs.

KAREN FOLEY: Right.

STEPHANIE STUBBINS: We've got a test club called OU Make Club, which is students that like making things, obviously. I'm making this, so I've joined.

KAREN FOLEY: Does that include cake? Cakes?

STEPHANIE STUBBINS: Messy, yeah, making messy cakes. And we're looking for any students out there that don't particularly want to create a society, which can be quite formalised, but want to have some sort of themed or topical gathering. We're actually launching clubs this week.

KAREN FOLEY: And Cinnamon's coming along later. And she's involved with the Write Club, which is fantastic. Excellent. OK, so we've got clubs and societies. What's the difference between club and society? A society sounds a bit more formal.

STEPHANIE STUBBINS: It is. You've got a committee. You've got funding available. You come along to conference, and you set up stalls. You got tend to be more formalised, whereas the clubs are just people meeting together and discussing what they love. I mean, the Make Club, we've only got a Facebook group at the moment. And we've got Student Association staff, as well as students on there, all showing all these different things that they make, from cutting up paper to crocheting, seems to be a good thing.

KAREN FOLEY: Cutting up my TMA. [LAUGHTER] Excellent. Now, you've got some interesting things here. What do you want to show us about these various bits of paper?

KATHERINE REEDY: So our most recent activity was where we gave every student on the panel the opportunity to create their own student profile. And the reason for this is, this is something that we go through in Learning Design workshops, when a module is starting, to be created. We run a workshop, and we get staff to draw up student profiles. And these are not just in general, but think of a specific student. But actually, sometimes, staff struggle to do that. And so, what we wanted to do--

KAREN FOLEY: What do you mean by a student profile? Because we're talking about the profiles if you have a disability yesterday. Is it the same thing?

KATHERINE REEDY: Well, it's everything about the student, really. So it's their name, their age, their background, their living circumstances, their study experience, their tuition likes and dislikes, their study skills. And these are used in the design of learning at the Open University. So people, module teams who are creating learning, it's to just help us all really focus on who we're designing for.

KAREN FOLEY: So it's almost like being able to visualise some examples of the sorts of students who might be approaching the module, so that they can bear in mind the diverse learning styles, et cetera.

KATHERINE REEDY: Yeah, yeah. And it's just keeping in mind who are we designing for? Who are the likely people who are going to be taking this module, for example.

KAREN FOLEY: So they're hypothetical profiles, are they?

KATHERINE REEDY: Well, in the context for workshop, yes. But we wanted to make them real and more authentic. So we put out the call to our panel and said, please create your own student profile of your actual life and your circumstances, why you're studying, your career motivations. And we've even got a little bit about the library on there, your expectations of the OU library. And it's just to sort of have a reality check, really, to have a sense of who people are.

KAREN FOLEY: What did you find? Did they fill them in?

[LAUGHTER]

KATHERINE REEDY: Yes, we've had really great responses.

KAREN FOLEY: Don't sound so surprised. I know OU students are always very good about this.

KATHERINE REEDY: Not at all surprised. No, no. But we had a really brilliant response. And we've got almost 200 profiles. So we're now sort of looking through it. And it's amazingly rich, very useful. So we're working through that. And there's all sorts of people across the university who were interested in, actually, the different sort of aspects of student experience, and improving that. So once we've analysed that data, we're going to sort of share it around and do something useful with it.

And so, this is just an example. I don't know whether it will show up. But this is the sort of thing that students have done for us. And as part of this exercise-- actually, so this one actually is anonymised, because we're very mindful that we don't want to be sort of sharing people's data

in a way that they hadn't foreseen. So this is an anonymised version of a math student at Level 1. And he's studying to be able to improve his career prospects. He actually wants to go into teaching, needs that math degree.

And so that's one example. And as part of this exercise, we actually asked students to send us a photo of their study space, if they wanted to.

KAREN FOLEY: We like study spaces. We've had some great ones, haven't we, HJ?

MYCHELLE: Yes.

HJ: Yes.

KATHERINE REEDY: So here we are. I'm just going to show these. So this is-- it's a desk and a notice board. Looks good to me, quite a lot going on in that space.

KAREN FOLEY: Very organised, as usual--

KATHERINE REEDY: Very organised.

KAREN FOLEY: --unlike my office.

KATHERINE REEDY: This is, I think, a corner of somebody's bedroom, probably. So this might be quite a common scenario.

KAREN FOLEY: Yeah.

KATHERINE REEDY: And this is quite minimalist. It's an iPad on what looks like a window sill, or a shelf. So--

KAREN FOLEY: And headphones.

KATHERINE REEDY: Headphones, yeah, nice and clear.

KAREN FOLEY: Important for going to tutorial.

KATHERINE REEDY: So there's another bedroom one here. So just a nice little organised, clear, neat study space in the corner of the bedroom there. We've got some--

ELIZABETH ELLIS: Until come TMA time, and then--

KAREN FOLEY: Do people ever send in really messy study spaces, or--

KATHERINE REEDY: Well, now, we move to the sofa.

KAREN FOLEY: Ah, yes.

KATHERINE REEDY: So somebody-- well, they look quite chilled to me. But they're actually reading and studying.

KAREN FOLEY: Panicking inside. [LAUGHTER]

KATHERINE REEDY: Well, that's it. And books all around the wall. So that looks like a really lovely space to me. And then, the other one I wanted to share is actually out in the garden. So it's a table and chairs, drink to hand. So this might be my ideal study space, I think.

KAREN FOLEY: Well, HJ studied the most of his degree on the bus, didn't you?

HJ: Yes, perhaps we'll have some pictures. But we had a great picture that we'd like to show you from Sally, as well. So she sent in a picture of her study buddy to Twitter, @StudentHubLive. So it's great to see everyone's study space and study buddies, as well.

KAREN FOLEY: Oh, that's lovely. I love dogs. [LAUGHTER]

MYCHELLE: I'm a cat person.

KAREN FOLEY: No, dogs are much better for studying.

MYCHELLE: Cat on my keyboard all the time when I'm studying.

KAREN FOLEY: They're a nightmare. And they sit on all your papers, exactly where you want to look.

STEPHANIE STUBBINS: I have a Jack Russell that sits on my keyboard if he gets half the chance.

KAREN FOLEY: Really? How does he get on your desk?

STEPHANIE If I go out the room, he jumps on the seat and then on the desk.

STUBBINS:

KAREN FOLEY: Wow. Naughty. [LAUGHTER]

ELIZABETH ELLIS: He thinks he's a cat. Most unusual study space, I think, we've seen from the panel so far was somebody who's on a warship.

KAREN FOLEY: Yeah?

ELIZABETH ELLIS: That was one from an activity--

KAREN FOLEY: Because we've got a lot of students who study in the forces, don't we?

KATHERINE REEDY: Yes. So that was a really interesting one.

STEPHANIE STUBBINS: I studied on the coach up yesterday,

KAREN FOLEY: Yeah?

ELIZABETH ELLIS: [INAUDIBLE]?

KAREN FOLEY: Yeah. Brilliant. Brilliant.

ELIZABETH ELLIS: So, I mean, the other piece of prop we've got here, as well, is an activity that we did. It's sort of very similar to this activity that Katherine is talking about, the profiling, which was our very first activity last year for the panel. And it was a study habits, and hacks, and work arounds.

KAREN FOLEY: They like those.

ELIZABETH ELLIS: I know. It was really-- and we got the most amazing rich content back from students who wanted to-- we basically asked them-- we wanted to ask them not about what they liked or disliked about how you study with us, but how you behave. And we really were interested in your behaviour within a particular environment, specifically the digital environment, because often, again, we make assumptions about how everybody uses things in a very similar way. And the information that came back-- we're still in the process.

So we're working on a big project, which you will find out more about in the future. But it's about your behaviour within a digital environment-- it's really important to us, and what there is in that, so what can we change, or change for you, but also, what can you work with us on? And one of the things that came out of that is what we're calling these digital personas. And these are basically the different ways that our students-- it's very small, but it's just an example-- the way the students from that particular survey-- they categorised themselves into these categories of how they behave.

So for instance, you got some students who think of digital map being connecting, so looking for more information, digital as creating societies. But there are some people who will do that in one context. But they will also shut down all other tabs because it's all distracting, and things.

And that's the thing, is that sort of trying to understand the reality of, OK, if you're this kind of person when you're studying, but you're this kind of person somewhere else, what can we do to try and bring those together? But we're going to be doing far more research into this and trying to, again, this work on this project with real students in mind.

KAREN FOLEY: Brilliant. Excellent. OK, so what advice can we give students about thinking about taking their first step and volunteering, then?

STEPHANIE STUBBINS: Well, personally, as a student that likes to volunteer, I would say, give it a go. If you see something advertised--

KAREN FOLEY: If you've got enough time--

STEPHANIE STUBBINS: --if you've got enough time. It could be something small, something online, or it could be just a single day up at campus, attending a workshop-- is, go for it. Once you're there, you'll find out if you like it.

KAREN FOLEY: And what would your advice be?

KATHERINE REEDY: I think-- I would just like to say, thank you for everybody who does volunteer for our panel. And actually, we really value your input. And it does make a difference.

ELIZABETH ELLIS: It's fun, you know? It's fun for us. And it's fun for you guys. And I mean, it's not just about us picking your brains and getting all of the good stuff out of there. It is actually genuinely about partnership, and genuinely about dialogue, and making that happen.

KAREN FOLEY: Well, I'm going to join-- I'm going to put the Make Club on my to-do list, because I think that's a really good idea. So I will be--

STEPHANIE STUBBINS: If you can find it, put in OU Make Club on Facebook.

Or OU Make Club. OK. Let's all join that. Lovely. All right. Everyone is different and individual. And we've got a session a bit later about learning styles. HJ is going to put a link in the chat to that. So if you want to go and take the quiz in advance of the session with David Healey, you can have a look at what kind of learner you are. And again, this sort of links to what you're saying. But you can feed back to us in the studio about all of that, and think about how it's going to impact on your learning.

Thank you all for coming and telling us about the various ways that students can volunteer. Do give it a go. It gives you a great insight. You learn loads and get to connect with other OU students. In our later session, we'll be talking about the Students Association in more details, and also, outlining a few of the ways that you can get involved with the various clubs and societies there.

We're going to give you another video now, which is our campus tour with Dan Weinbren. And then, we have a session about the history of the OU. In the library-- there's lots of things in the library that are fabulous-- but one of them is the archives department. And Ruth's going to come along and give us a sort of history of the OU, and show us some really interesting things that you may or may not have seen before. So join us in a few minutes for that.

[MUSIC PLAYING]