

(re)Freshers week - 30th September 2021 -

Introduction to Academic skills – Transcript

KAREN FOLEY: Good morning, everybody, and welcome to another Student Hub Live session. I'm really excited about today's topic. We're going to be talking about developing your academic skills. And we've got heaps of stuff to really get you thinking about some of these really important concepts.

So I've seen a lot of you already engaging. Many of you have come to our previous activities that have been on this week. We're uploading those to our YouTube channel. And I'm delighted that some of you have found some of our resources there as well.

If you'd like to look at any of those, just go to the Student Hub Live website. And you can be directed to the various catch ups and also see what we've got coming up. And don't forget to subscribe to our newsletter.

Now, I am hoping that some of you are new to this set up. It's all about being live and online and interactive and to offer you a chance to connect with other students and members of staff and our wonderful institution. So it's very dynamic. There's a lot happening.

The chat can scroll really, really fast. And there's a pin button on the top of the chat. So if you'd like to pin it and read a little bit more at your leisure, then please do that.

And you can also select various different interfaces. So if you'd like to chat to be larger or smaller, then you may want to select something that feels right for you. And if you just want to chill out, have a cup of tea, and watch the video, then that's absolutely fine also. This is voluntary. It's your time and space, and you need to choose how to use it best.

But HJ is back on our hot desk today. And I'm going to take a trip to see him. He's joined as well by Natasha, and Nathan, and Elaine who are also offering lots of advice from our chat desk as well. They're members of staff from our Student Support Team, and Natasha's a staff tutor.

So do make the most of this time to ask any lingering questions. I bet there are heaps of those. So they will be sure to answer them. And if anything isn't covered, you can always email us at studenthub@open.ac.uk.

So, HJ, let's take a trip to you and see how the mood of the nation is. Everyone's been filling in that map. Everyone's everywhere, but how are we all feeling today?

HJ: I think we're feeling very well, but a bit wet this morning. We've decided in the chat that summer is finally over. And it's been marked by this last couple of days of weather.

I know Rachel and Elaine took their dogs out this morning, and they came back a bit wet. But they're drying them off and watching Student Hub. So what a way to get back in the house and watching Student Hub with our study buddies.

And I know, like you said, we're coming from everywhere. Joe's from California. Yoko's hailing from Japan. And Art is watching from Poland. So a very international audience today, which is really exciting. And lots of new people in the chat as well, which is absolutely fantastic. So if you haven't already, we'd love for you to introduce yourself. Let us know what you're studying, what you're most looking forward to, or using the widgets to your left to tell us a bit about what your study journey looks like, what level you're

at, or where you're hailing from. But most people will know that have been before. But for everyone who's new, and we're excited for you to come, anything goes in the chat.

This is your space. Just have a chat to your fellow students. Talk about the weather as we have been doing. Or, as John has been talking about, having coffee and chocolate to hand, which sounds absolutely fantastic this morning.

But anything goes in the chat. So our wonderful guests would love to hear your thoughts, comments, or questions as well if you have anything specific for them. And myself, Nathan, Elaine, and Natasha will be joining you in the chat to help answer any questions or put those questions to our guests today.

KAREN FOLEY: Brilliant. Well, that's absolutely fantastic. And chocolate can be good.

In fact, tomorrow night - and, HJ, you'll be very interested in this, I know, because after the other toast debacle for lunch the other day - I've got someone from sports science to talk to us about whether things like blueberries are better than chocolate. And I'm going to also find out whether wine is better than beer and whether fish can make you brainy. So that's at tomorrow night's social.

HJ: Oh.

KAREN FOLEY: We'll be talking a bit more about that later.

HJ: That will be a debate.

KAREN FOLEY: It will be a debate. It'll be very interesting actually. The other thing I want to know, HJ - and this happened yesterday - is on our map - now, they do say, don't ask questions you don't want to know the answers to. But there is this other section on our map. And currently, two viewers are in the other region.

And we want to know exactly where they are or what they're doing. Are they on a cruise ship, and they're not sure what place they're in? Or do we have the International Space Station finally tuning into Student Hub Live? I'm not sure. So do let us know in the chat. Let's just take a quick look at what everyone is studying and how everyone is feeling.

So firstly, let's look at what you're studying. So many of you are doing psychology. So that's absolutely fantastic.

If you are, and you're doing arts and social sciences, we've got an event on Monday where you'll be introduced to some of the module teams from those modules. So do check out the details from that on the website. Everyone's welcome. So even if you're not studying psychology, but you've got a bit of an interest or you just like chatting to people, you're more than welcome to come along as well.

So we can see some students know their module codes. Some students are doing two modules at the same time. And in fact, on Monday, we're going to be talking a little bit about that. So if you are studying at what we call a full-time intensity or you're doing two modules at once, we've got some advice from Rachel from psychology about that in Monday's session.

But let's also look at how you're feeling. And I'm hoping that some of the nerves are beginning to go a little bit. But we're all still feeling very, very excited, and some are still feeling nervous.

Some people are feeling overwhelmed, eager, ready, privileged - I love that - fascinated, empowered, looking forward, proud. We love the word "proud." That was something we talked about yesterday. More confident. And again, that was the topic of yesterday's discussion as well.

So if you are feeling nervous, HJ, I'm sure, will reassure you that that's very, very normal and good in a way because it shows that we care about something. But we don't want you to feel too nervous. There's a fine balance, we feel.

So make sure that you use the chance today to ask any questions and perhaps talk to other students because actually you guys are often the best at reassuring each other. And there were some lovely contributions yesterday where we all felt that we could definitely do it. So that's great.

And we've got some new people who are looking forward to the show today, two Victoria's, I think, who've never seen the show. So very warm welcome to you both. That's Victoria Evans and Victoria Pike.

So this is an hour-long show. So I better start because we do have a lot of content. And I have some really lovely guests to introduce you to.

I have Ash Odedra, who is a student experience manager in the Faculty of Business and Law. Ash actually is a real inspiration because he trained as a mature student with the OU. But he's done loads and loads of things. But I thought quite interestingly, aside from doing law, he is actually a kung fu expert. So he's got all areas covered, which I think is really, really good.

We also have Charlotte, who is a student experience manager as well. She deals in a slightly different area of law. Now, Charlotte tells me that she has students ranging from 18 to 80. Now, yesterday we were talking about ages. So any advances on 80, we'd be very pleased to know about in the chat.

And Isabella, who some of you may recognise if you've come to our Study Skills Workshops. Isabella does loads of these and is a tutor and also spends a lot of time on her allotment growing the most gorgeous vegetables. So we're going to be having this discussion about developing academic skills. But we all had a little think about how we might do this because academic skills is a big topic.

And some of you who were here yesterday were saying, it's been ages since I've been in education. I'm not sure I can do it. And we were talking about the way that the Open University scaffolds a lot of these modules so that you don't have to know anything from day one. And it's all about a learning process. And you develop your confidence when you're working with feedback.

But we thought we need a topic to grapple with so that everybody here from all of these different disciplines can have a good contribution and a good discussion. So we've thought about this, and Isabella's going to introduce it to us. And we'd like you to have a little google as we go through to find information. And we can all collectively have a talk about what we think this means. So, Isabella, could you tell our lovely viewers at home what it is we've decided to talk about and give us a bit of context about why it matters?

ISABELLA HENMAN: Yeah, of course I can. So we were thinking about it. So when Ash, and Charlotte, and I were having a little discussion, we thought it's great to do student study skills. We love doing that, and we're really passionate about that.

But sometimes we can talk in theory. And it's quite difficult if you don't pin things down. So we were having a think about something that could go across a number of different areas.

And what we settled on - and I need my piece of paper here so I get the right words - is, to what extent should GM grains feed the world? So we decided on that question. So it's, to what extent should GM grains feed the world? Because we thought, what it could do is it's got lots of different applications. And you could approach it in all sorts of different ways.

And one of the things that we were thinking about doing today is there's all sorts of ways. So if you've got a topic, what's the first thing you do? How do you start doing that?

Obviously, what's your end point? Are you going to be writing an essay on that? Are you going to be answering a short question?

Are you going to be doing a presentation? Are you going to be doing interpretive kung fu on that, which could actually be something else you want to do? All sorts of things. But it's a bit of a looking at the question, looking at your remit and thinking about what you want to do.

So that's our scenario to start with. So we thought, why? How do we start going about doing that? So we thought, probably the first thing to do is you need to look at the words.

You need to look at this word "remit" that we have, R-E-M-I-T, which is basically your instructions. And one thing you'll get really used to, as you go through your OU study, is you get lots, and lots, and lots of instructions. And sometimes you go, [SIGHS], I just want the question. But actually, I've got about 10 pages.

There is always a temptation to just skip straight to the question and go, oh, OK, I can do that. But look for the clues. Look for what you've got. Look at the kind of things that people are asking you to do. So, Karen, if I've given you that question, what do you think might be the first thing you want to do?

KAREN FOLEY: Well, I think I'd look at what GM grains means, because I think that's something that I'm very familiar with. But I wouldn't know what they were. So I think I'd start trying to pick apart some of the topic and then think, well, do I actually understand what we mean by some of these things?

And also, in terms of feeding, I might think, well, that could be quite subjective as well. Is this just about nourishing or about actually giving enough calories? So I might then have a think about breaking down all of those words and thinking about exactly what I could cover within that content. I think that's what I'd do first.

ISABELLA HENMAN: Thanks, Karen. So I think, from the sounds of that, that comes from your background. So one of the things is you'll notice that Karen talked about the words, making sure you understand what the words mean.

I mean, we very deliberately use the word "GM" because we think often people will see words. Does anybody actually know what GM means? Does it mean something different in different contexts?

Now, I'm here. I'm science, social sciences. Ash and Charlotte are both from law and business. We have different interpretations of what words mean.

And what's quite important within your OU study is you are looking at what your module is asking you. Look for definitions. Look for what clues you've got.

Have you been given something we call learning outcomes which tells you what kind of things you need to be looking for? Look at the title of your course. We all get very hung up on looking at the module code. And then we go, what's this?

I even have to do that. I have to have the printed-up module calendars so I can actually check what the title of is my module to make sure I'm doing the right thing. So think about that.

So think about, is there some terminology? Is there something that's giving you a clue? Right. What are your preparatory things that you might want to do?

It's not a case of answering it immediately. It's actually, part of academic skills is thinking about how you answer things, what kind of things, planning. You'll see we get really passionate about planning and preparing things.

HJ's got the giggles. What, HJ? What's going on down in the chat then?

HJ: We're just talking about everyone's age and how they're feeling. Some of us are quite young, but we're feeling a bit older today. And I think that sometimes happen when we start studying. We can feel a lot, and we can get worn out as well.

But as you and Karen were saying, there's great responses how we tackle that in the chat as well. So we've just been talking about the context for each of these words being really important because how we interpret it could be a matter of personal opinion. There could be an official definition that we could use. I know Cristobal had a great response as well saying, "Well, first I'd need to find out what GM foods actually are, find out how many people in the world actually means, and find out the issues that there currently are with feed in the world." And I think that's a great response.

KAREN FOLEY: Absolutely. It's a huge question, isn't it? And well done, everyone, in addition to comparing ages, to focusing on our task because I think, again, that's what's going to make our discussion really fruitful.

It may even be that, like I suggested earlier, you might want to go and have a little scout around the internet to see if you can find some of those things, because I bet that with, well, the hundreds of people who are here today, we're all going to find slightly different things and perhaps use different search terms. So it'll be really interesting. If you do want to take a look at trying to break those things down, we're going to have some discussion around them later.

But, Charlotte, we've talked about some of these words. And it's a huge question. I mean, some people might be absolutely terrified by having such a big thing to talk about. So how might students typically react to something like this, perhaps even if it's something that they are really passionate about?

CHARLOTTE LUCKHURST: Well I think it's really important for students to step back a little bit from the question. And although that question might initially fill you with terror, dread, and excitement because you just don't know where to start, as you say, it's a really huge topic. I think it's important to step back, reflect a little bit, and think, well, I have got the tools and the skills to do this.

If I don't, I know where to go. I can seek help from the library. I can look through my course materials. I can look at the learning outcomes and see what it is that I'm expected to demonstrate in this assessment. So I think it's important not to be too fazed by that initial question and think, oh, my goodness, I don't know where to start. If you step back and reflect on what you know, what skills you have, and as long as you know where to get support to help whether it's from your tutor, from the library sessions, or the other resources that the OU provides, then I think it fills you with the confidence that you can actually tackle a question which is potentially very broad ranging.

KAREN FOLEY: Absolutely. Now, we've got a little scale that we'd like you to fill in at home. So we'd like to know how you're feeling about this topic. So we've got a scale from 1 to 5 about how worried or confident you might feel. So fill that in.

And by the way, actually, I forgot to explain right at the very beginning, although you do seem to have got the hang of it. Those little widgets or multichoice questions and word clouds and things that we've got, you're all welcome to fill those in. And when you fill them in, you can see what everyone else at home thinks also. But those ones where we've got a choice of five things, you just press on the one that applies to you.

And for those of you who'd like to participate in our word clouds that we've already seen some of, you need to put three things in the box. Otherwise the results don't submit. So you can't think of three things, that's fine. But just put something like a dot or a cross in the box so that your results will actually

contribute to the overall discussion. So we'll take a look at the results of that widget in terms of how people are feeling about the task in just a second.

But, Ash, I wonder if we might come to you now and think about how students could go about this, because as Charlotte says, big, big question. It's important to start stepping back and trying to, I guess, demystify some of the process. But what sort of advice would you give students about starting to tackle this?

ASH ODEDRA: Well, Charlotte is right in saying that when you initially look at a question that you haven't studied the knowledge for, you immediately feel quite scared and quite terrified because you think, how am I going to go about this? So taking that step back, as Charlotte was saying, is a really good idea. And then I think it's about following some kind of logical, calm process and breaking it down.

And breaking it down can come in a number of ways. I mean, what I tend to do is I would write that question down on a big sheet in front of me, so it's there, and I can look at it. And sometimes the more you look at something, the easier it can become because you start thinking about it. And it starts generating ideas.

Now, we tend to want to break questions down into what we call process and content. So content would be the actual knowledge. So as you all were saying, you want to know about what GM foods are, what feeding the world looks like. So the content would be the definitions of those things.

And as you know, you would find those in the module materials and the learning outcomes. And if you are stuck, you could ask your tutor. And actually, lots of the materials that we give you does have quite detailed advice on where to go and how to go about it.

So that might be a really good way of taking more of a logical, calm approach to finding those resources. So look at the advice section and figure out what it is you need to study. And then it's about making those notes. Now, I'm sure we'll come to the sources themselves in another part there.

Then it's about what are you going to do with them. And normally with an essay, it can either be to describe it or to discuss it. Now with this one, we said, "To what extent?" Now, that's a quite different type of question, and it's not just a one way or the other.

And when you're dealing with topics that are quite emotive like feeding the world, it's quite easy to jump in there and think about producing an answer that is one way or the other. So think about what the question is asking you. How are you going about making that argument?

So firstly, what is it you're looking at? And breaking that down. And secondly, how are you going to arrange that material to make your argument?

KAREN FOLEY: Absolutely. It's a very emotive thing. And I think some people are very likely to say, oh, no, GM food has no place. And so we can sometimes meet something like this with those reactions. Isabella, I wonder if - this was something we talked about in terms of some of those implications, because, as Ash says, that "to what extent" is really important. We need to consider some of the things. It's not just a yes/no question. It's not about our values about genetically-modified food. There are lots of issues here that can be brought to mind.

And I wonder if you might add some of your gardening and scientific insights into why some of these things matter, because we're going to ask our audience to start looking on the internet for some stuff that's interesting. Because the next step of finding and talking about things is starting to evaluate some of those sources of information and think about how useful they might be in addressing this question. So I

wonder if you might just share a bit of context and maybe highlight some of the actual real issues here because it's not quite as cut and dry as it seems, is it?

ISABELLA HENMAN: No, not at all. And it's interesting because one of the reasons we were thinking about this is because I was looking at something a few weeks ago. And I saw a really interesting article about GM seed for cotton in India. And it's a lot more expensive for the farmers. But if they have the GM seed, then there's specific parasites - I think they're a particular type of worm - that won't then eat the crop.

So if they actually have the GM seeds, they are going to get a crop, which means they're going to get money. They're going to be able to support their families, their communities, and so on. If they don't have the GM crop, then they actually run the risk of the completely losing it.

And I thought that was really interesting because in this country often we see - in the UK that is. I know we've got people from all over, which is fantastic. We often see the very emotive thing, oh, GM. Oh, it's genetically modified. Frankenfood and all that.

But actually, realistically, whenever you eat a banana, it's been genetically modified. If you actually saw the banana as they originally were, nothing like that. A potato, nothing like that. I went to the Frietmuseum in Bruges a few years ago. And it was fascinating seeing what potatoes are like in the wild - nothing like what we eat at all.

I've got about seven different types of potatoes I'm growing this year. And I look at them. And I think, yeah, nothing like what it would have been originally because they have been selected for that. So we actually, even without knowing it, eat GM food. But that's not necessarily in a bad way.

But from the emotive perspective, from the balancing perspective, OK, yes, we can genetically modify food. Scientists can. Now, why are they doing that?

Now, the question was, to what extent should GM grains feed through - I'll say it again because I can't speak. To what extent should GM grains feed the world? So in fact, I've just been talking about potatoes, which aren't a grain, but never mind.

So it's actually thinking about feeding the world almost. So often when we look at a question like this, we can focus on one part. And then with this one, we suspected that the GM bit of it is what people are going to look at. And they're just automatically going to go, oh, GM, Frankenfood. Oh-do-do-do, no, we can't do this.

But in reality, step back. What's the question asking you? It's can they feed to the world?

Who's the world? Ash mentioned about it earlier. Now who are we talking about?

Who might actually need the benefit of this? Most of us listening now, watching, are in a very privileged position, is that we generally have enough for food whereas there's plenty of places in the world where people don't have enough food. Now, is there something that could be done to try and help them?

So like the illustration I gave about - it was Indian cotton. But there was also - I can't remember which particular grain it was. There was a very similar thing. And again, you look at it. We don't realise because most of us are not subsistence farmers.

I grow vegetables. So I know what happens when we have enough rain, when we don't have enough rain, when we have blight and so on. And I see what happens to the foods.

But I'm in the privileged position. Even if my foods don't grow, I can go to the supermarket. I can go to the shop. I can go to a market and get them.

But this idea here is, what about those people who can't? They don't have the supermarket down the road. They can't just get onto the internet and order some food. They can't order a takeaway.

So there's actually a lot of different elements within it. And you can think about it from the sociology perspective, the psychology. You can think about it from the law perspective. Should us, in a Western world that has enough money, be responsible for feeding people that don't have enough money? Again, all sorts of ways.

And this is your context of, where are you coming from this question from? So I've done it from a scientific, a food perspective. But in reality, there's all sorts of ways. And again, what context have you been asked about it?

If you're doing a sociology course, that's very different from if you're doing a law course, from doing a biology course, from doing a physics course, from doing a French course. It could actually be that actually you've got to write an essay in French about this. So that's even more. I wouldn't even start to begin to do that because I would be completely rubbish, but that's fine. So lots and lots of different things to think about there.

KAREN FOLEY: Absolutely. Well, we asked everyone at home how they felt about approaching this search topic. And let's see what you said. Overall, pretty confident, which is good.

But some people are worried about it. And in fact, some people are feeling quite anxious today. I hope you're feeling slightly less anxious as these sessions progress. But do make the most of this opportunity. But on the whole, I think we're feeling quite good about searching.

And searching for information is something we'll often do if we want to find out where something's on or a bit of information or what it is so-and-so's on about. So we're very used to using the internet for these various things. So, HJ, I wonder if we might come to you and think about what it is, if anything, students have already found out about in terms of this topic and what people's reactions to some of the stuff Isabella's been talking about are in terms of some of these really complex issues that are beginning to emerge.

HJ: I think in the chat, there are some of us who are quite firm in our thoughts on this topic, which is great because it's leading to an absolutely fantastic discussion. And what we've been thinking about as well is how from different perspectives we may take this question differently. So I know Seth said, "Leave it to market forces if the market bears it and it functions. Otherwise it will go bust," which is a very good economic perspective, depending on what way you lean.

And I know there was another comment that said, "Well, if there's people that are starving in the world and this can solve it, then this will be the right thing to do," which may have a bit of philosophy and ethics in that question as well. I'm just trying to think. There's so many great comments on there.

But I know there was a comment that said, it does depend on our perspective because what we're studying can definitely influence how we answer the question as well. And we started to think, as well, how we would tackle this topic, because for a lot of us, including me, this is something new. And I actually hadn't thought about it before. So some of us would start using maybe our local library and just searching on Google online. I know that's something that Zoe would do.

Jacqueline said, "I'd start with Google, maybe just get an overview, and then probably move into the OU Library to see if there's anything there because there's some good resources." And Chloe said, "I'd use Google Scholar before going onto the normal Google because it may find some things that are a bit more trusted there."

And Verity - and I do this as well - says, "If you want to get just an overview of topic, Wikipedia can be actually helpful because then you can go down and have a look all the different academic references as well." But there's a lot of considerations we've been given as well.

So some of us in the chat, I'm pleased to hear, grow our own fruits and vegetables, which is not something that I'm sure I'm skilled enough to do. We were talking about all the different varieties we get and how there can be differences between the stores. And Katie's thought is a lot of animals rely on certain plants that are dying out as well. So wider impacts as well. So there's a really good discussion going on about this here. And it's definitely given us some thought in the chat today.

KAREN FOLEY: Brilliant. Absolutely brilliant. No, you're so right. And one of the beauties, I think, of being mature students is not only do we have different perspectives, but we've also got different life experiences. And this creativity in our approaches to dealing with topics makes it so exciting. And it also shows that there's no one right way to cover any particular question.

So what we'd like you to do now is fill in one of our other word clouds. As I said before, these have the three things which need to all be filled. But you don't necessarily need to fill them with words. You can put a dot or a full stop in there.

And we'd like to know some of the key themes that you found, so if you, for example, looked at Google Scholar or looked at Wikipedia. And we think about this question, which is, "To what extent should GM grains feed the world? What are some of the key themes or things that have come out of it?

Are you seeing a lot of stuff about scientific arguments? Are you seeing lots of information about poverty? Is there stuff about producing food and farming or agriculture?

So it would be really interesting to start thinking and populating that word cloud with some of the stuff you found. And looking at things can be a really nice way of trying to identify some of the key issues because, of course, depending on where we're looking, there are going to be certain things that are going to be mentioned. So for example, if you're looking at Google Scholar, it's most likely - although I'm not sure. So you can tell us this at home.

But if you've been looking at those areas, it may actually be that there's a very scientific, rational argument that mainly focuses on agriculture, whereas Wikipedia may give a overview. And there might be a lot more things that are mentioned there as well. So if you could have a go filling that in and of course still contributing to the chat. We're then going to take a look at how we can interpret and start looking with some of that information.

So let's go back to you, Ash, I think because one of the things that I'd like to pick up on before we start moving on is this notion that we were talking about, that I think Charlotte mentioned initially, about stepping away from the topic. And you said this is quite an emotive topic area. And ultimately, what we're trying to do from an academic perspective is really trying to identify those arguments.

They're not our arguments. They may be other arguments in that domain. And I think this can be a concept that can be challenging, and particularly the first time we're dealing with it, for students to understand. So I wonder if you could maybe offer some insight there in terms of how they might, in addition to breaking down the process and content words, start to take a more objective view, I think, of some of the things that we're meeting.

ASH ODEDRA: Yeah. So as you were saying, with an emotive topic like this, it's quite easy for you to potentially have a view and then to potentially gravitate towards the kind of resources that will confirm your own view. And that's quite natural, isn't it, because we're all immediately going to gravitate towards

something that feels comfortable to us. And actually, I think it's sometimes really important to do the opposite.

So if you are pro-GM and you feel very passionate about it because you maybe you understand maybe the psychological or the human rights element to it, that we should be feeding the world, and we have an ethical, legal responsibility to do so, it's quite then, in a sense, you've got to think your way out of that. And think, OK, so how am I going to argue the complete opposite of that? And then actively search for resources that argue the complete opposite. And that can be quite hard to do. But actually, that is really, really integral to learning and to being objective and taking a step back and challenging that perspective. Now, it can be that when you actively pursue the opposite view or the opposite types of resources, that it can either confirm your initial view because you might have read it and you might have discounted it. You might have had good very good reasons for discounting it. Or it might actually shift your opinion. And that's really what learning is certainly about. It's about breaking out and looking at those perspectives, and challenging those preconceptions, and thinking of looking at it in a balanced way, and then from then developing some kind of argument that you evolve through that process of research.

KAREN FOLEY: No, absolutely. And the important thing, I think, when we're being mindful of those topics is, sometimes when we do really disagree with one of them, we can perhaps use, I think, what Isabella and I often call value-laden language, which is like, so and so has this ridiculous idea that blah, blah, and blah. And we can undermine the credibility of our argument by throwing in some words that can demonstrate how we feel about some of these things.

Well, let's take a look. Everyone's been filling in our word cloud beautifully. So I'm going to show this. And then, Isabella, I'm going to ask if you can pick up some of these key themes. And in fact, we can all have a go at that.

But the key word coming up here is "poverty." Ethics is the other important thing here. But there are loads and loads of other things.

So the regulation of crops, what's banned in Europe, environmental harm, how much is it used, bioengineering, disease control. Wikipedia is very fact-based.

Health benefits, pest control, lots of opinions, chemical risks - interesting - Harvard artificial. I'm not sure what that means. You might want to put a bit more in the chat.

Changing processes, ethical and moral. Is it bad? Someone's mentioned checking sources. That's a really important thing. We'll come on to that in just a minute.

Other things, just picking up a few here. I'm hoping you can see them OK, Isabella. Geographical, consumer willingness, harm to the body, crop yields, natural, geo, artificial, increasing food yield. So this is something you were talking about before.

Diversity types, Google Scholar, ecosystems, malnutrition, fear mongering, side effects. So lots, and lots, and lots of topics there, Isabella. What might you pick up then in terms of some of these themes our audience have found?

ISABELLA HENMAN: I think it's really interesting. And a lot of it - what Ash was saying about the way you search and the way that you do things based on your experience. And to be completely honest, your search engine knows that because often it will go, what?

What have you looked at in the past? Oh, we're going to put that. Or you'll get sponsored things at the top. So some of it is actually about searching and where you look.

It was great that Google Scholar was mentioned earlier, because that's great, and the OU Library. And hopefully they are balanced. Not all academic articles are balanced. You've got to be aware of that. Some of you might end up doing something we call a prompt activity as part of it, which is where you analyse the validity of sources and whether they might be biased and so on. I won't talk any more about that because that's a little bit much at the moment. But one of the things I noticed about that word cloud is there was quite a lot of quite specific, factual things. So obviously, people have been looking. And there were things.

Predominantly, most of those seem to be about a balanced view, about looking at the facts of GM crops, which is quite good. There was fear mongering. There was information about things being banned. And I think one of the things we need to be aware of, and particularly if you're new to studying, a lot of the information you might have got in the past is from the media, particularly social media.

And you'll have heard of - oh, I've just completely forgotten the word. What do you call it? False news.

KAREN FOLEY: Fake news.

ISABELLA HENMAN: That's it.

KAREN FOLEY: Yes.

ISABELLA HENMAN: Fake news. yeah, that thing.

KAREN FOLEY: Fake news, yeah.

ISABELLA HENMAN: I knew. I forget these terms. But, yeah, and that's the problem. We get so much of that. And I'm not saying that everything about GM crops and feeding the world is fake news. But one of the things that you're doing as part of academic skills, and the reason why we chose this one, was to try and help you think about things and think about how you search and whether you're searching in an appropriate way, whether you're using information in an appropriate way.

Do you just stick the whole phrase into Google, and then whatever the first thing is, that's what you use? Or do you actually realise what things - do you make things into a question? Do you actually go, right, I need to define what GM - do I need to find out which part of the world needs to be fed and things like that?

And what I could see from that word cloud is it looked like quite a few people had actually been thinking quite carefully about things. And they'd been looking at a number of different elements, which is great because it's a skill that you end up developing. Because remember, what we're talking about is academic skills. The fact that we've pinned it on a particular topic is to try and help you and put it into context. It's always a good idea to put things into context.

We can talk about academic skills. All of us can talk about academic skills because we're academics. We work for University. We do these things. But what we're trying to do is help you, particularly if you're new, think about things and go, right, how can you do things step by step?

How can you plan things? What are you looking for? What might you be influenced by which will affect how you look? Can you step back, take yourself out?

I know when I'm searching, me, Isabella searches in a particular way. I have these ideas. I love growing vegetables. So lots of my searches are about vegetables. And that's me.

OK, some people might think, gosh, you're very sad, is that your pictures are about vegetables. It's because I like eating food as well, and I can't grow chocolate. If I could grow chocolate, life would be perfect. But I won't go on with chocolate thing because otherwise I could talk about that for far too long.

But part of the what you're looking at is, look, being specific, thinking about the skill. You've got the skill of searching. You've got the skill of breaking down the question. You've got the skill of recognising, what was the theme that came through? What are you being asked for?

Again, I've mentioned it before, but I'll keep coming back to it, is what was your remit? Are you coming from this from the politics side? Are you coming this from the legal side?

Are you coming from philosophy? Are you coming from social science? Which of those ones are you coming from, because that is going to impact what you find?

You can easily discuss it with other people. And it's great that people are having discussions in the chat. Remember that you are going to be tailored.

You can't take you out of it. But part of the academic skill is trying to step back and get your academic you developing. So the academic you that's in here that is wanting to come out and demonstrate how amazing you are.

You've started your OU journey. You're going, you're working towards your degree. How do you do that? How do you actually progress in that one as opposed to you, who's an opinionated - that value-laden idea Karen was talking about.

You need to step back from that. And I do say "need" because you do need to step back from that, because most of the time, what you think, your opinions - I'm sorry - they're not what's going to get you marks. Being step by step, following the instructions, getting factual information, backing it up, that's what's going to get you the marks.

KAREN FOLEY: Absolutely. So there's some key concepts here that we're talking about. And if we just take a step back, we've talked about literally taking a step back from that topic area. But also, Isabella, you'd mentioned this notion of, I guess, good etiquette and also this idea that we're introducing students to a slight shift in thinking.

And we often stay with OU study. Once you start studying, you never look at a newspaper in the same way again. And so for those of you who are brand new, don't be terrified, because these are things that you learn. And in fact, the library do all sorts of activities that are often embedded within your module, as Isabella mentioned some of them, that give you frameworks to start evaluating information.

I'm going to come to Ash next. But I'd like to line something up for Charlotte to talk about. So one of the other word clouds that we've got for you is about credibility, so how good you think your source is. So if you could have a go filling that in now.

So the question there is, how do you know your source is credible? So it may be, for example, that you think, actually, I just think it is credible. Or it may be that it's in a scientific journal. Or you might say, actually Google Scholar has some standards.

There may be lots of things. But we'd like your ideas about how you might identify a credible source. So even if your source maybe isn't credible how you might know that something was going to be credible. So if you can fill those in for us, we'll come to those in just a minute.

But, Ash, I wonder if we could develop on what Isabella was saying around this notion of search etiquette, because there are certain things that students can do in addition to, just as Isabella said, clumping the whole phrase into Google. So could you briefly talk us around those notions?

ASH ODEDRA: Well, firstly, I guess, depending on which subject you are studying and which aspects of the library, if you are using the library that you are researching your topic from, you want to be quite

narrow and focused in how you search these terms. Some students, it's quite common for people to just put the entire essay question in there. And as you say, it just churns out whatever is there.

It's about breaking it down and going to particular journals that say - so, I mean, from a legal perspective, there are certain journals that are there in the library that I would use if I was looking at the ethics of feeding the world. And that might throw up things to do with the law, whether it's to do with the World Health Organisation's rights to adequate health and well-being. And that might throw certain types of sources at me because it's coming from that legal perspective. So depending on which journal or which search engine or how you use that, and the words that you use within it will produce for you different types of sources.

KAREN FOLEY: Absolutely. So it's important to think about where you're getting those information sources from. But also, you'll learn various techniques like how to use words like "and." Or it might be using commas to combine GM and grain so that you're not just looking at all GM food. You're specifically focusing on grains.

And those are things that you can pick up and refine. And it's interesting, I think, to reflect on how we can develop those sorts of things. So, yeah, let's go to HJ first quickly before we try and pull up the results of that final word cloud for Charlotte to comment on. HJ, how is everyone doing at home?

HJ: We're doing absolutely amazing. And we're having an absolutely fantastic discussion in the chat as well. It's great to see how everyone's different perspectives are coming in. And we were saying earlier as well that this great debate in the chapter shows that we'll probably make a really strong quiz team for our show tomorrow night where we have our social, and we have our quiz as well.

And Laura said that, "Tomorrow's quiz makes me a bit anxious that I won't know any answers, but that's OK." As we've seen from the chat, we've got lots of great knowledge from different perspective. And I'm sure we'll work well together as Team Home to see how we do on the quiz.

KAREN FOLEY: Well, shall we have a little bit of a preview? Because for those of you who don't know, tomorrow night's social is something I'm really looking forward to. We've got food, we've got dancing, and we've got a quiz. So we've had some of these before. Let's take a quick peek at what we've got lined up from you from last time.

[MUSIC - CISSIE REDGWICK, "GIMME THAT SWING"]

CISSIE REDGWICK: (SINGING) Now gimme, gimme, gimme, gimme that swing. Gimme that swing. Gimme that swing. My heart is giving you love. Try not to need you so much.

- Really nice. Excellent.

- Brilliant!

- Well done.

- Oh, that was amazing!

- Lovely.

- I'm really hoping we get ninjology because we haven't had - oh - ninjology questions yet. And that's always a fun one, isn't it?

- Yes. Well, ninjology is the study of ninjas random bonus point questions. And questions related to ninjas remain elusive, it says here.

- Who was King Henry VIII's third wife?

[BOING]

- D! D!

- OK, somebody's boinging. So is the answer -

- What are you saying?

- A, B, C, or D?

- It's clearly D. There's no question.

- How did you know that?

- Thank you, Darren. Let's commit.

- With that, Karen, please reveal the scores.

- The scores are Wales lots, and Ireland not quite so many.

- We have our dignity.

- Dignity is overrated.

CISSIE REDGWICK: (SINGING) Oh, oh. Fell for your lies, dangerous charms.

KAREN FOLEY: Oh.

HJ: Oh, I can't wait.

KAREN FOLEY: I just love the quiz. It's brilliant. Don't worry, guys. It'll be absolutely brilliant.

And we've got a really fun quiz lined up for tomorrow night as well. Team Home always seem to win. And I don't really know how that happens, HJ, but, yeah.

HJ: It's just our amazing knowledge. It's nothing to do with our research skills.

KAREN FOLEY: Perhaps doing a workshop on searching for information today was a bad idea of mine. Anyway, we can't do anything about that now. But, yeah, if you haven't grabbed your ticket for tomorrow's show, I think Vanessa put a link for that in the chat. Just visit the Student Hub Live website, and do come along. It'll be heaps and heaps of fun.

So, Charlotte, I wonder if we might come to you because we've been asking students about how they might know that their sources are credible. And we've got some absolutely awesome answers here. I don't think anyone's going to have a problem. We've got some keywords coming up like peer reviewed. And other people are looking at things like reputation, scientific facts, whether it's been endorsed by others, the reputation of the source, researcher author bias, whether it's objective.

Using directory searches, the OU Library, citations and the number of references, the publication it's in, the origin of its finding, who's written it, the context. Abolish Wikipedia, checks and balances, whether it's got information that's up to date, whether it's not all in capital letters, which is always a good sign, I think. Many articles in capital letters are just shouting at you, quite frankly.

Checking for bias, whether it's well reviewed and endorsed by others, if it's in a book, for example, if it's not sponsored, if it's validated, and checking the actual authors and the origin of the authors. So some brilliant things here, Charlotte. I wonder if you might think back on what our audience are saying about this.

CHARLOTTE LUCKHURST: Absolutely. Well, I think it shows that all our students are really great researchers already. So obviously, that you know all of the warning signs perhaps for when you're doing

your research. Is this a peer reviewed journal? And in law, as Ash has already mentioned, there are certain journals that we would go to which are highly respected in particular fields.

People have mentioned Wikipedia, abolish Wikipedia. I think we're all guilty of using Wikipedia. If we're completely new to a topic, and we want to read something about it, then Wikipedia - I don't think it's controversial to say that there is a lot of information on Wikipedia that can be useful as a starting point to inform us about the basic tenets or premises of a particular topic. So I wouldn't necessarily discount it altogether.

But obviously, there are some questions about credibility. We don't know necessarily who's authored a Wikipedia article. So it's not something that we would cite when we are putting together our finished essay.

I think people have talked about Google Scholar, which is amazing. And it's a really excellent resource. But as Ash and Isabella have both pointed out, there are some concerns that we have with, how do we search for relevant sources? Do we just put the whole essay phrase in, which could give us thousands and thousands of possible answers? And then it's a very difficult process to navigate through such a huge return of possible articles that we could use.

So it's about being smart with our search and using those things like the quotation marks and the "and" and so on and so forth to get really quite narrow responses to the research that we want to carry out. So I think that all of our students are really well on track to be excellent researchers. There's such a range of sources out there.

And I think it's really important to say also that when you're starting level 1 in particular, we introduce students to academic research in a very gentle way. So the modules that you're studying will all suggest sources that you can consult. And they may even say you should only read a particular journal article or a particular extract from a textbook.

So I think using your module materials as a starting point, looking at the guidance of the question, and just say, OK, well, I can narrow my research for this particular question to what the guidance is telling me. And I think that starts us off in a very gentle and focused way to being academic researchers. So, yeah, some brilliant responses there.

KAREN FOLEY: Absolutely. And those sorts of things are things that you can build within the quality of your discussion. So it may be that you decide to balance certain things because, for example, peer-reviewed publications may present one sort of angle. But you might find some grey media or something that's a blog or something that's not published in quite the same way, that actually presents very different opinions and may have different weight. So knowing about that credibility of the source is really important because some things, I guess, can be more instrumental than others in terms of supporting your argument as well.

So I'd like to link back to some of the key skills if we could that's been covered. And, Isabella, you're our skills woman. So I wonder if we might try to think about some of the various things that we've used in this really exciting discussion so that people can be focused on what they've been doing during the last hour and why those things are important.

ISABELLA HENMAN: Yeah, because I think the interesting thing is, I'm trying to think back because we've been sat here. We've been talking about things for the last 50 minutes. And that's one of the things. We're developing.

And the reason why, we've got some notes. We've got a few things. But you are all different. Anybody who's heard me talk in the online events knows that I go on about this a lot, but we are. We're all different learners.

I learn in a different way from Karen. Karen is in a different way to Ash. Ash is a different way from Charlotte. We all do things in a different way.

There are certain things that you should do in a particular way if you are an academic. So that's the whether you use things in an appropriate way, whether you do things like referencing, whether you write in appropriate academic English and things like that. But the way you go about things, don't worry if your way is different from somebody else's. But you're developing that.

And part of this idea of this academic skills is to think about, right, what was your question in the first place? What's the context of your question? What are the key parts of the question?

How do you break it down to start doing things? Where do you look? Once you've started looking for information, how do you know what information is any good?

Then we haven't even begun to actually talk about the writing about it. But that's a whole different topic. So I'm not even going to go there today.

But what we're talking about with the academic skills of finding information and knowing how to do things, the library's got excellent things. We mention the library a lot because we love the library. And they've got something called the Being Digital and Digital Skills sections. They've got lots of little bite size.

And I know they've actually got one on using Google appropriately and things like this idea of just putting the search, the whole phrase in. I know that's how we do things. And those of you who are a bit older might remember. I think, was it Ask Jeeves was an older search engine, was the first one where you could put a phrase in?

Before that, you had to know exactly what you were looking for. You had to have the precise words because it wouldn't find it. We all get so used to Google now, and then we just use it. There are other search engines available, but it doesn't necessarily give you the best thing.

And at the end of the day, Google makes money. People sponsored. It finds different things. Very few people ever go past the first or second page on Google, but that doesn't mean that there's not other useful information there.

So as usual, I've gone off on a nice, long diatribe on your question, Karen, which is the point. Did I answer Karen's question? This is what we do. We go, right, what's your question? That's why I had the phrase written down.

Write down your question, because you get so enthusiastic. I do when I'm talking. We keep going. I'll go, oh, have I covered this? Have I covered this?

Right, get me back. Did I answer your question, Karen? Did I do what I was supposed to do?

KAREN FOLEY: Kind of. Kind of. And I agree because that's why I write the question down. And I would recommend - in fact, when I'm marking TMAs - Tutor Marked Assignments - I often find that those students that have the question right at the top of the page do a lot better at answering that particular question, that set, which as we know, Isabella, is the most important thing.

But I guess some of the things that I'd like to mention in terms of things I think are important that you guys have all covered for us today, that notion of firstly looking at what we call those process and content words. And there are some really nice activities at the Help Centre where you can go and look up what

they mean, these words, like "discuss," and "evaluate," and "to what extent," and "compare." So you can look up what they mean.

And you can also do some activities so that you get used to this idea of breaking down that question and thinking, what is it actually asking? And therefore, how do I need to answer it? And then we've been talking a little bit about -

ISABELLA HENMAN: And what does the University do as well? Sorry for interrupting you, Karen, because what's it asking? Not what I want it to ask. What do those words mean? What do they actually mean?

Not my what I've learned they've mean possibly because somebody told me. But what does the University actually mean by those terms? Sorry for interrupting, Karen, but I thought it was quite important.

KAREN FOLEY: No, no, it is important because I think we're used to some of these words, like "discuss" for example. Discuss doesn't mean go on about and tell us everything you know. It actually means tell us the relevant bits that are relevant to this question.

So these are important things to look up because words take on different meanings as does something like inequality in the social sciences. We think we all know what that means. But those of you doing DD102 are going to start getting to grips with some of those words that have different implications in different topic areas. So it is really important, as you say, Isabella.

So we spoke about breaking down the question and looking at the process and content words. We've also talked a lot about - Charlotte and Ash mentioned how important it is to step back and be mindful of our opinions. Not to use, as Isabella was saying, value-laden language or letting it show through what we think, but to evaluate some of those sources. Think about how credible they are when building our argument. And then think about how they can contribute to meeting that particular question as well.

We've also looked at the notion of searching and how we might start doing things differently as academic learners. So how we might go to library sessions. And not to worry right now. These are things that if you're brand new to the OU you're going to learn, and you're going to get to grips with.

But the point is that the way that we do things, the way we address everyday questions changes as we develop our academic skills and gets more and more sophisticated as we work through. And that's really exciting. So it's just being mindful of those changes now.

Now, Ash, I'd like to end by asking you to reflect. We've been getting students to fill in our widget, which is about how confident they feel. And yesterday's session was all about developing confidence.

I think we're just changing the widget. So if you haven't voted on that, let us know how confident you feel in tackling the subject. And we'll show that in just a key second. But, yeah, Ash, would you say that those are the key things that we've summed up from today?

ASH ODEDRA: Absolutely, yes. I think confidence is the key here. And the word "essay" is about construction. And it's exciting. You're building something, you know? And that is part of the journey that you are taking.

You are taking the first step towards building something. It's not something physical, but it's built on ideas and through research. And you might not always get it right the first time. And it takes time.

I've been researching for 20 odd years, and I'm still learning how to do it and how to construct things. It's a blank page. And it's exciting that you've got a blank page in front of you. And you've got a question that's interesting. You found all of this stuff.

How are you going to weave it together? How are you going to construct your own building and build that inner academic inside you, which is what Isabella was talking about? And I think that's really, really exciting. And taking that first step towards that is thinking about some of the points that we've discussed here.

And the key is there, then, to make sure you step back. Be objective. Conduct your research in the most reliable way. And then from there, how do you then weave your article together? Then it's about putting the ingredients together in the cake and building that final product, which is really exciting.

KAREN FOLEY: Absolutely. Well, let's see the results of how everyone feels. Let's look at how you were all feeling right at the start of the session, those of you who voted about how you're feeling about approaching this topic.

So this was right at the very beginning. Oh, no. Yeah, this was the before topic then. Let me just make sure I've got that right.

So we were feeling a little bit confident. But now, towards the end of the session, we're glad to say that people are feeling a lot more confident in terms of how they might approach that session. I love the way we've got a 1 to 5 scale but actually 10 things on it. And I really hope no one's picked up on that slight matter of asking the right questions and answering the question that is set.

So, yeah, well, there's always one, isn't there? And today it's me, but yeah. So I'm glad you're feeling a lot more confident. Charlotte, would you like to feed back on that?

CHARLOTTE LUCKHURST: I think that's great. The difference is quite stark. And I think picking up on what Ash has said, I think once you've navigated your way through these sources and you've come up with your own argument that really addresses the question, I think it's a really empowering feeling because we've all talked about our fixed positions, our own values. And we can be quite entrenched in our positions. We might think that GM foods is completely immoral, and feeding the world is the most pressing issue that we're facing.

So we've got these passionate ideas about social justice and so on and so forth. But I think once you've been able to navigate a whole range of sources and construct an argument and perhaps change your view from what you had at the outset, I think that's a really empowering feeling. And it does show that you are really developing as a learner. So that's what I would end on.

KAREN FOLEY: Absolutely. No, that's wonderful. Well, thank you so much, Isabella, and Ash, and Charlotte. That has been such a useful session. I think it's certainly given us heaps to discuss.

And as you can see just within one hour, so many of us have really shifted some of our thinking and perspectives. And that is just wonderful, even before the modules have started. So thank you so much for putting that really wonderful session together.

And, Isabella, our students can expect to hear you at our Adobe Connect workshops in the future. Check those out on our Student Hub Live website. But for now, thank you so much all for being here.

HJ, let me just take a quick trip to you. I've seen some really lovely comments about how excited some people are about tomorrow night. I can't wait.

HJ: Oh, I know. It's been absolutely amazing. I mean, the chat was so busy today. And this definitely got a lot of people thinking about the topic we've been speaking about. And I know we've all found it really helpful about thinking about our skills and how we're going to approach our questions in the future.

And the chat was so busy today. Just a reminder to everyone, if we missed anything, just email us, studenthub@open.ac.uk. And we'd love to get back to you.

We've been having a bit of a discussion about lunch. So we've moved on to that. And I know we're having our great discussion tomorrow about blueberries versus chocolate, which will probably be even more heated than the GM discussion today.

And thinking about the chat today, I know I said it before, but we've had such a fantastic discussion with people from a variety of experience and backgrounds. So I'm so glad everyone can join us. And it definitely is what makes Student Hub Live special.

And I'm glad everyone could join us today. But what makes it even more special today is something that you haven't mentioned for us, Karen, is that it's your birthday today. So we all wanted to wish you a very happy birthday. And we wanted to just think about some of the and show you some of the special moments that we've all had together at Student Hub.

KAREN FOLEY:

Oh, thank you.

[VIDEO PLAYBACK]

- So, Karen, you ready for the -

- Hi.

- outdoor broadcast?

- I'm so excited, Angela. It's going to be absolutely brilliant.

- Great. You're on.

- Oh, hi. Welcome to the Student Hub Live.

- Welcome to the Student Hub Live.

- Welcome to the Student Hub Live.

- Welcome to the Student Hub Live.

- Welcome back to the Student Hub Live.

- Welcome to the Student Hub Live.

- Welcome to the Student Hub Live.

- Welcome to the Student Hub Live. Well, isn't this festive?

- Yeah, OK. So 86 pepperoni, cheese, tomato pizzas. Sorry. Hi.

Welcome back.

- We're going to be talking about the School of Physical Sciences Open Day on Thursdays. So what we need to know is, is it going to be as good as this, and will you have cake and biscuits?

- It will be far better than this, of course.

- Uh -

[BELL DINGS]

- And we're out of time. Sorry.

- Thank goodness for -

Thank God for that.

- There we go. Oh, there you are.

- Oh.
- You two.
- Sorry. I think we have the -

- Sorry, Corey. You can't take them anywhere. Ridiculous.
- It's like boiling a frog in a saucepan.

If you put the frog in boiling water, it will scream and shout and try to get out. If you put a frog - I've not tried it myself, though.

- I was going to say.
- So I don't advise you doing it. When you study at second level, you will be boiled to death without knowing it. Unless, of course, an asteroid hits the Earth, and Bruce Willis isn't available to come to our rescue.
- Hi, Sam. We're here for the rave.
- Absolutely not. No raving in the library.

- Get off of this curtain. It's ridiculous, quite frankly.

- We have got a special day today, and we have got a little something for Karen.

- Oh. A special candle.
- Oh, that's it. So from everyone in the chat of Student Hub, Happy Birthday, Karen.
- Happy birthday.
- Oh.

Thank you.

- Make sure you blow it out.
- Happy birthday, Karen.
- Happy birthday, Karen. Have a great day.
- Happy birthday, Karen.
- Happy birthday, Karen.
- Karen, (SINGING) happy birthday to you.
- Happy birthday, Karen. Have a fantastic day.
- Happy birthday, Dr. Foley. Oh, Gary's saying happy birthday, but I think he wants to run away. Happy birthday, Dr. Foley. First birthday as a doctor. So proud of you. Have a great one.
- Karen, have a fantastic birthday and a great year.
- Happy birthday, Karen.
- Happy birthday, Karen. Have a fabulous day.
- Happy birthday, Karen.
- Happy birthday, Karen. Have a good one.

- Happy birthday, Karen.
- Happy birthday, Karen.

- Hi, Karen. Hope you're having a great day. I've got the Student Hub Live birthday candle here for you. So make a wish. [PUFF] Have a great day.

- Happy birthday, Karen!

[END PLAYBACK]

KAREN FOLEY: Oh, wow! Thank you, guys. That's just awesome. Haven't we had some incredible times at Student Hub Live?

Now, there was a comment here earlier that I think Shirley Louise said. "You guys are bonkers. I love it." Well, we are a little bit, but we have had heaps and heaps of fun.

And I just had a parcel at the door actually, which is why the dogs are barking. So I'm trying to just keep one of them contained. But, oh, that was absolutely fantastic.

We've had loads of really brilliant times, especially when we were allowed in the studio. And you can check all of those out on our Student Hub Live YouTube channel. In particular, Philosophy Boxing Match was a great one.

Sorry, the dogs are at it now. It's all breaking loose. But, yeah, do check all of those out.

And it's been really lovely sharing my birthday with you. So thank you all very, very much indeed. Well, HJ, so everyone's set for tonight then, are they? Oh, tomorrow even.

HJ: Oh, yeah. We're all set. We're already taking teams on blueberries versus chocolate. But we're going to have a lovely time at our quiz.

I know us in the chat at Team Home do really well. And whether anyone joins us, just by sitting back, relaxing, and just enjoying the time or joining in through the chat, we'd love to have everyone there. It will be amazing, won't it?

KAREN FOLEY: It will do. And thank you all for your birthday wishes. I can see them all coming through now.

And, yes, have a cake day as well. Happy cake day. So thank you very much. I certainly will be having some cake later.

Well, thank you all very, very much for being here. Thank you to my wonderful guests, Isabella, Ash, and Charlotte, and also HJ, and Natasha, and Elaine, and Nathan who've been managing our chat today. It's been really fabulous.

I hope you're feeling a lot happier and more confident. I hope you enjoy the rest of your day like I certainly will be. And we're going to just play you a little video for those of you who may have missed it before about what you can expect tomorrow night.

Remember, no one can see what's going on in your home. The quiz is all multichoice. So it really, really is going to be heaps of fun. And I hope you can join us then. Right, bye for now, and see you tomorrow evening.

[VIDEO PLAYBACK]

[MUSIC - CISSIE REDGWICK, "GIMME THAT SWING"]

CISSIE REDGWICK: (SINGING) Now, gimme, gimme, gimme, gimme, gimme, that swing. Gimme that swing, gimme that swing.

My heart is giving you love, try not to need you so much.

- Really nice. Excellent.

- Brilliant!

- Well done!

- Oh, that was amazing.

- Lovely.

- I'm really hoping we get ninjology because we haven't had - oh - ninjology questions yet. And that's always a fun one, isn't it?

- Yes. Well, ninjology is the study of ninjas random bonus point questions. And questions related to ninjas remain elusive, it says here.

Who was King Henry VIII's third wife?

- D! D!

- OK, somebody's boinging.

So is the answer -

- What are you saying?

- A, B, C, or D?

- It's clearly D. There's no question.

- How did you know that?

- Thank you, Darren. Let's commit.

- With that, Karen, please reveal the scores.

- The scores are Wales, lots. And Ireland, not quite so many.

- But we have our dignity.

- Dignity's overrated.