

150 - 10 year anniversary - 08 October 2024 small

[MUSIC PLAYING]

ROB MOORE: Hello, everyone, and welcome to Student Hub Live. You're here with us in the studio today. We're actually in the library at Walton Hall, and it's great to have you all with us. So this is our very special 10 year celebration. And I've got some fantastic guests with me. Well, they're not really guests. They're actually part of the family. So I'd just like to quickly introduce my fellow presenters.

We've got Margaret. We've got Isabella. We've got Karen. And then, of course, your representatives, Jacob and Heidi, are going to be taking all the messages from you as we go through the whole show today. So keep involved, send us some messages, and tell us what you're thinking.

So I'm going to go straight over to Heidi and say, Heidi, who have we actually got with us at the moment? Who's joined us out there? And who's sending messages in?

HEIDI: Good morning, everyone. I'm so excited to be here. Obviously, I was only about eight-years-old when Student Hub Live started 10 years ago. But yeah, so lovely to be here, and to have Jacob as well, who's like the original hot desk manager. So I remember my training session with Jacob, so it's just so lovely to be working together today.

So lots of people joining us in the chat. If you're new to using this system that we've got, you might find that the chat moves quite quickly. So there's a pin in the top right-hand side. If you click on that, it will slow down the chat and it will allow you to keep up with what everybody is saying at your own pace. We do ask that you don't share anything personal in the chat, if that's OK with you. So no email addresses, or social media, or anything like that, just for your privacy and well-being. So I've got a few hellos to say.

So we've got Angela joining us in Maidenhead, who's studying DE300, and I did have to Google that one. I'm not very good with remembering all of the qualification codes and then the actual name. So it's Investigating Psychology 3, that's what Angela is studying.

We've got Jessica in Fareham in Hampshire, but originally from the northeast studying A111. If you've been to Student Hub Live before, you'll know that I studied with the OU. I did all of my undergraduate. I did literature. So I did A111 and loved it.

And we've also got Linda who's also studying A111. We've got Emily who's currently studying A215. And Emily lives in Bewdley in Worcestershire. And we've got lovely Tassie Faith joining us today. Hi, Tassie Faith. Tassie Faith says, bore da, I'm coming to you live from my favourite dog pub in-- sorry, dog cafe, not in the pub, in the cafe, in Carmarthen this morning.

Carmen, I'm joining you from Peterborough and I'm studying E103, as well as E104, so doing two. And then we've got Sara Louise from Carlisle who is studying E104 to count towards a BSC in Psychology and is in her first year. She says she's feeling fabulous., as I've been able to get through the module materials. And I'm really enjoying being back into student life, juggling it around my gorgeous family, which is lovely.

And another one studying E104 is Alexandra. So good morning to you. And also we've got Pauline, who's studying B207 and B302, which are Business modules. So welcome to everyone, and enjoy the show.

ROB MOORE: Fantastic. B207, B302, they're both of mine. So if you're really unlucky, you might get to see me more than just on this show. So we've got Jacob with us as well. So Jacob, can you tell everyone how they can get involved and how you're planning on being a real pain during this session?

JACOB BROADERS: [LAUGHS]

I don't need to plan it. It just happens. It's great to see everyone in the chat this morning. So everyone's been introducing themselves. And if you're just coming in, do introduce yourselves, let us know where you're from, what you're studying, and just your thoughts, comments, and questions. And Heidi and I will certainly put it to our fantastic guests here today.

Yes, I'm here to cause a bit of trouble because 10 years, we have to play a game with everyone. So I've decided that today I would like to play Buzzword Bingo. So if you would help me with that, you'll see to your left of the chat bar, there's a widget where you can put in words, and any words that come up commonly we'll play Buzzword Bingo in.

So for example, anything to do with our favourite topic, which is chocolate.

[BUZZER]

We've got one for bingo, and we'll see how far we can take this before everyone gets fed up with me. But help me out with that. Put some words in. If there's anything you need help with, we got our little Help tab as well. Usually most things can be solved by refreshing the Refresh button on your browser. And if you prefer to email us, we're at StudentHub@Open.ac.uk. I did remember that. It's been a while.

ROB MOORE: Well done.

[LAUGHTER]

Yeah, well, I did actually bring a big car horn for Jacob to use, but because we're in the library, it got confiscated and taken off me. So, not so much fun. So we're going to start our discussions now. I'm going to talk with Isabella and Karen. So our original presenters right back 10 years ago when we started.

[BUZZER]

Thank you. That's going to get annoying very quickly. So right back where we started. And so Isabella and Karen, we'll start with you, Karen. Student Hub Live, you were there right at the beginning. You were there when it was conceived. So what do you remember about the start? How did you manage to get the OU to actually give you a film crew and some time to spend just chatting with people and working with students?

KAREN FOLEY: Well, a colleague of mine and I started to do a project actually for teaching and learning in the social sciences. And we thought, wouldn't it be awesome to have a live conference for students and academics? And so we set this up. And at the time, I mean, obviously this was years and years ago, we went to the Knowledge Media Institute, which is just an awesome place at the OU where they do new things.

And they had started this idea of streaming things live, which we forget how fast technology moves on, but that was just not something that happened very often. And they had all sorts of interfaces and things. And so we started to build this programme and we started working with students. And Jacob was one of the students at the time. And we started to create things.

And what was really, really interesting about it was that we had this chat to come alongside these conferences and talks that people were giving. And the interesting thing was that the students were getting just as much traction as the academics. And in fact, our keynote talks were getting as much

traction as like Jacob talking about video games with Benji and various other things that were going on at the time.

And we realised that people talking alongside these things and interacting with things was actually what made this much more interesting than the information that people were giving. And so we then sort of started to think, how can we use some of these ideas to really create some sort of community? And the Pro Vice-Chancellor of Teaching and Learning at the time wanted to do an induction event for students because we had no way of inducting students and doing freshers things.

So she said, can you try and do something like that? So a lot of the team here rocked up and we had a bunch of students. And we just sort of created a programme and went on air for hours without a huge amount of stuff going on and created this community and way of doing things that was really different to what we thought it would be.

ROB MOORE: Fantastic. And it's amazing the way that it's grown. And 10 years on, we're still making it up as we go along. Thank you. I'm sure he's only picking on when I'm talking, so. But yeah, we're still making it up as we go along. We're still bringing people in, responding to what students want.

So Isabella, as one of the early presenters, what do you remember most about those early days? Were you as calm and collected as you are now when you're presenting, or how did you get on in those first few years?

ISABELLA HENMAN: So it was interesting because Karen invited me. I think I applied for a position, didn't I, Karen? And it was like, if anybody's interested. And I went, well, I think I might be interested. And you went yeah, OK. And we had a bit of a chat.

And I was like, well, I really like doing essay writing. And you were like, I don't. OK, then we'll talk about that. And then she went, well, should we start some online workshops. And I was like, yeah, OK, I know how to use the interface. That's fine, merrily. And we planned and I came to campus and we did these promotional videos, didn't we, about what was going to be good.

And we were like, well, we're going to talk about essay writing, but we're not just going to tell you what we think. We want to know what you think about essay writing. So what helps. Because this idea of community is, we can tell you things, and where you were saying about academic things. Yeah, OK, you don't want to just go, I'm going to tell you what to do. What's worked for you, Karen? OK, that might work for me, that might not.

So we planned these couple of essay writing things, and it was a Tuesday. And we used to do back-to-back ones, so we'd do one and then another. And I remember going to grab a glass of water. And when I went to get the glass of water, this was about 15 minutes beforehand. I think there was 80 people logged in. I came back and we had about 200 or something. And we had 300, and we were like [GASPS].

And afterwards, when we had the debrief the next day, so many emails because it was this idea that so many people wanted to come along. They wanted to know. And that's what we've always been really passionate about in Student Hub Live. This community and we can sell you ideas that have worked for us because we're students, we're teachers, and whatever, but what's worked for you? And I think that's what's always been really popular about the workshops that we developed is, what do you want?

And we used to have regular chats on the phone. You'd phoned me up and you'd go, somebody asked for this, can we do a workshop? And I was like, I don't know. And you'd go, I want you to do this and this. And I was like, OK. And I'd develop a workshop. And I'd go, is this what you wanted? And you'd be like, that bit's OK, don't like that bit. I was like, OK, that's fine.

So I got very used to actualizing, do you remember? I used the word "actualize" quite a lot. But it really helped because it's the strength of Student Hub Live because we see things. We see things as students. We think these things--

[BUZZER]

--students. Come on, Jacob. Our students--

KAREN FOLEY: Say "anthropomorphize."

[LAUGHTER]

ISABELLA HENMAN: No.

KAREN FOLEY: See? See?

JACOB BROADERS: Because we keep adding to it. They don't want you to say that.

ISABELLA HENMAN: OK, chocolate. You said chocolate. You can't re-buzz me because you said chocolate at the start. Thank you. I have to say chocolate. Yeah, and that's always part of it.

But it's what do we learn from it? And we learned so much, didn't we, as we were doing the things because we were going, well, OK, well, this is what we thought was going to work and we'd just been such a long time emailing and phoning going, that didn't work. That wasn't what we thought it was. Why, why wasn't it? Because we were thinking what we thought and we were thinking what people would want, but that was not what people wanted.

So that's what we want to be very responsive and that's what we've developed. Over the years, we've been doing things is, actually, what have people asked for? Can you remember? What was the most bizarre thing people asked for? Can you remember when you were doing some of the lives?

KAREN FOLEY: Well, I think critical thinking was always the key one that everyone wanted. But like you say, it's a really hard thing to teach because once you know the gist of it, you can go, yeah, that's critical, that's not. But until it, it's very hard to do. And I think that's maybe what you're talking about, that scaffolding is how to get sort of people having those light bulb moments.

And this is what we were seeing, I think, in those Adobe workshops is people going, oh, I get it. And it was helping people to arrive at that space where you're not telling them, they're seeing and they're learning how to do it for themselves. And then once the penny drops, you can then know how to do it, and then you know it forever and you don't unknow it, do you?

ISABELLA HENMAN: And you would do that to me and you'd be going, and I'll be going, I don't know what you're talking about, Karen. I don't know what you're talking about, Karen. And you'd be going, and I'll suddenly go, now I know what you're talking about, Karen. OK, and that would work. Or sometimes I'd just be going, nope, sorry.

Brain's going, does not compute. Brain has not been fed chocolate. Brain's going, I don't know what you mean.

But it's good, Rob. I don't know what you think as a student. Rob, are you a student? You're trying to hide and you're not answering. But what do you think? What have you learned from being involved in it?

ROB MOORE: Well, I think the first thing I learn, because I've been involved for about six years, I was invited in as one of the guests. And I don't know whether this was a compliment or not. But when I was invited back the second time, they said, we like having you on because you're not intimidating to the students. So I got the impression was, if that's what a student tutors like, I'll be all right then. Which is fine if that's what I'm like.

But one of the things I learned from Karen very early on was about the scripts and getting prepared because we used to have those chats. What are you going to talk about? And I'd write out all this long detail that we're going to talk about. And then Karen just went with the flow. And I very quickly learned, throw your script behind you, get rid of the script earlier, but know what you're going to talk about. And that's what I think I like I found out working with you guys is, and you've already said, it's not going where you think it's going to go. It's going where it leads and talk about what people want to talk about. I've really enjoyed getting to different groups as well. So there's a danger in the OU that you get quite siloed. So I'm from FBL, business school. We do things in a certain way. Other groups do it in slightly different ways. And working with Student Hub Live, I've had to learn different ways of doing things that not everything, I mean, it's not correct, but not everything's done the business school way. They do things in weird ways, but it's appreciating that and appreciating the differences.

So I think that's something I've picked up. And the range of guests that we get, they're all so, so generous. And we get some great guests coming in. Some of the students that we've had on that have come in and got involved in the discussions, they've been fantastic. So I know we've had a really good-- I've had a great experience, both as a guest and as a presenter on Student Hub Live. So it's been fantastic.

As always, I knew this was going, you've already answered the questions I was going to ask you as we were talking, which is great, because I knew that was going to happen. The minute you sit-in there around the table with the rest of the presenters. That was great.

So lovely to see some of the things that we've come up. The only thing I would add is, if you've got one standout moment over the last 10 years, what would it be? So, Karen, first, one thing that stands out or one thing that you did that you thought, I'm really glad we did that.

KAREN FOLEY: My favourite thing was we did an event with the law school and we had a moot. And we had the students from the Open University Law Society. And we all dressed up, and we had this thing, and Jacob was in jail at the time. And we did this moot. And I got completely lost in the script because I was trying to do so many other things. And I didn't really understand mooting, but we had a really, really good time.

And I think everyone liked it at home. And it was nice just to show some of the stuff that the Student's Association do and all be able to get together in real time and actually do something. So I think the moot has to be my absolute favourite thing. And of course, I had a big curtain to dress up as a judge because we used to dress up and do bits and bobs like that to get into character at the time, which I'm told now is not the way things are done.

But anyway, it was great fun. And I think everyone really enjoyed it at home. And how awesome to be able to see something like a moot.

And the other thing that was great about that it wasn't just the law students who were there. So many people were like, law is so cool. And just to show people another side of things and to introduce people in a way to how different disciplines do stuff was really nice because it was fun.

ROB MOORE: Absolutely. And Isabella, what's your standout?

ISABELLA HENMAN: I have to ask first, what is a moot? I have no idea.

KAREN FOLEY: It's where you like-- this is where I'll mess it up, and someone will probably tell us. In fact--

ROB MOORE: I only know from Lord of the Rings.

KAREN FOLEY: Can someone just define a moot? I don't know if we've got any law students. Maybe the business students can. It's basically where you have a sort of a legal-based argument based on premises and you construct a narrative, rather like a sort of legal debating thing. That's probably a very bad definition. But the crux of it was, was that the students would prepare a case. So you'd be given a case. So you'd look for fun, go on the weekend, get a case, and then you'd have to prepare your lines of argument. I think. I'll probably be corrected.

JACOB BROADERS: But the interesting thing about a moot is they try and give you a question to argue that there isn't really a right or a wrong answer. So it's just based on how well you can argue it. And actually, we had a really good time with that. I must say, the curtain was a highlight.

[LAUGHTER]

We did get told off, though, because apparently we don't use gavels in this country.

KAREN FOLEY: Yeah.

JACOB BROADERS: So I remember getting told off for that, but we could be excused. It was all for outfits.

ROB MOORE: Absolutely. So, Isabella, your favourite?

ISABELLA HENMAN: I'm not going to go anything like that. I think the favourite thing for me overall is learning from students, and the fact, I'm not going to preempt later questions because we're talking about this later, but learning from students and developing sessions with students. Because whilst I'm a student, I've been a student for quite a long time, and I'm not necessarily a new student. So I can't remember what it was like to be a new student.

So constantly being told and learning, like, this is actually what you need to know and this is what actually we don't know, and this is what the university does well and this is what the university doesn't do well because-- yeah, I know that's sorry. That's not very exciting compared to yours, but I think that it's not a single standout, but it's just what I've learned from it.

ROB MOORE: But I think it's important because it's what we get out of it. So we don't just do this because it's part of our job. We do it because we get something back as well.

ISABELLA HENMAN: And I think actually that's what I'm going to pull out. It is a buzz. It's such a buzz. When we used to come into the studio, when I was doing things with you Karen, I'd be like, woo afterwards. But now with the things, it's the enthusiasm. And as a tutor, I don't know whether you get this as well, but sometimes it's like, what are we doing? Well, we're trying to encourage students to do their assessment, and we're marking, and what I haven't got right. And it can get a bit like, not so particularly enthralling at times.

But Student Hub Live gives you that buzz of the enthusiasm and this is why we do it, this is why it's useful. And I sort of realised that a couple of weeks ago. And I've now banged on about it to anybody that would listen. I was like, get involved because you know what, you'll get your buzz back, why are you doing this in the first place.

KAREN FOLEY: But it's true because I actually did a doctorate on Student Hub Live. And as part of that, I analysed huge amounts of the chat. So Jacob, I was seeing exactly what you were doing. And what I think was really interesting is that for so many students, they're really anxious. They really want to do their work. They've got all this other stuff going on in their life. They don't have time to mess around and have fun and talk about chocolate.

[LAUGHTER]

And sometimes, we'd have students going, I'm so stressed out. The last thing I need is you guys sitting there going on about chocolate. Chocolate doesn't matter. Where is my assignment? And how am I supposed to do this?

And I think one of the things that I'd seen from the chat and learned is that when people are isolated, which we know is a thing in distance learning, when you get together, when you're in real time and you say, you're worried, too, you don't know where this is, or hey, you do know where that is, and you see other people and you have fun together, you can relax.

And Angela's always said this to me, that's where the real learning is. It's hard for people who are really stressed beyond to sit down and go, yeah, sure, I'm going to go and hang out with a bunch of people I don't know on the internet and talk about chocolate. But actually, it's those things then that mean that you can relax. They mean you can engage with your studies. You can then say, OK, well, let's just make a plan and do these things.

And that I think, is something that's so unspoken. Rather like doing a warmup before you go for a run and stuff, that kind of stuff doesn't show, but it really, really matters in terms of how you can feel about something and what your output then is.

ISABELLA HENMAN: Yeah, I think that's really right. When I was doing a high intensity study workshop, Kit was one of our student guests. And the first thing he said is plan in rests. And people go, no, no, no, no, why would you plan in rests? Because if you study the whole time, if you pull an all nighter all the time-- Jacob's nodding here. How many all nighters did you do? I've been there, done that.

But then you go, it takes the fun out of it. Why are you learning? Why are you choosing to do this?

Actually, because you want to and you're going to get something out of it. And you know what? Having a bit of a silly discussion.

They're not all silly discussions, just for everybody to know. We do actually talk about real stuff. We have lots of very, very useful skills, but we do that in this relaxed-- and you taught me that in the first place. Be relaxed, be personable, be fun.

ROB MOORE: And I'm saying, what you don't see at home is I've got an iPad in front of me where Angela is sending me messages and the font gets bigger and bigger if I ignore her. At the moment we're at 147 point font, which says that Heidi has got some points from the system. So we're going to come back to this conversation. So, Heidi, what we're hearing out, what are people saying?

HEIDI: We are getting some lovely comments and such great feedback in the chat, which is just so lovely. I'm really, really enjoying it. So some feedback on presenters. So Tassie says, "Margaret, one of our presenters gives off super fun teacher vibes, and that's the type that is a sub-teacher that lets you get away with all sorts of different things." Catherine says, "the presenters' enthusiasm and humour on Student Hub Live is infectious."

And I've got a couple of comments directed at Isabella. They are positive, though, Isabella. Don't worry. So Lindsey says, "I have a bone to pick with you, Isabella. Isabella has got me addicted to fingerless gloves. I already have six pairs. They do help when my hands are cold to motivate me to study. Nonetheless, I still blame her for my current addiction."

And Karen says, "she agrees with Lindsey because Isabella has got her hooked on chocolate. She never used to eat that much. And now she does." So there you go, Isabella.

ROB MOORE: So even Heidi is getting the buzzer.

JACOB BROADERS: I think I'm with Tony, though. White chocolate all the way.

ISABELLA HENMAN: No, no.

JACOB BROADERS: What's with all this dark chocolate nonsense?

ROB MOORE: Oh, good. Someone's going to mention caramac, and we're going to go off on one.

[LAUGHTER]

So if you haven't been involved in Isabella's chocolate debate, than watch out for those in some of her sessions. So, yeah. So thank you guys for your comments. Great to hear from you. But now we're going to hear a little bit from Heidi and Jacob.

So as our chat moderators, they are your representatives, but they're also our lifelines. They look after us. I'm going to come to Heidi first.

So, Heidi, we've been working together now for a few years. And you've pulled me out of a few scrapes. Tell me some of the memorable things for you, some of the things where perhaps things didn't go quite right or things that moved you while we've been working together.

HEIDI: Yeah, sure. So it's been just over two years since I started doing Student Hub Live. And I absolutely love it because obviously I started off as a student, then I'm back as a student again now. So I'm actually doing my PhD, so I've started that a week ago. So I'm back being an OU student, which is amazing.

And I'm thoroughly, thoroughly enjoying it. Very different experience as a PhD student to being undergrad or post-grad, but really, really enjoying it. The most memorable incident I had on Student Hub Live, which really kept me on my toes, it was one of those mornings where you just come into this show and you've had your cup of tea, and you think, OK, everything's all lined up, everything's looking good, great.

And it was with lovely Isabella, I was supporting Isabella with the show. And it was the Storm Agnes day. And Storm Agnes decided to completely take out Isabella's connection. So we were about 10 minutes into the show and Storm Agnes took Isabella off air. So I had to hop in and essentially try my very best to do Isabella's role. And it went on for about 45 minutes, I think. And then we managed to get Isabella back. It was kind of an on and off connection. So I think Storm Agnes is definitely one of the most memorable moments. But in terms of moving incidents, so many of the comments and the stories that are shared by our students move me. I'm a very emotional person anyway. So it doesn't take much to make me cry. But some of the stories of resilience, and overcoming adversity, and the bravery and courage that it takes to start an OU degree, I find really, really inspiring. So there's just too many examples to draw on. But those that have particularly overcome health problems or have been going through a divorce, for example, and that have used their OU studies as such a positive way to bring them through that experience. So yeah, there's just too many to count, really, Rob.

ROB MOORE: Thank you, Heidi. And yeah, you've rescued me a couple of times. The incident where I trod on the mic and unplugged it and didn't realise. And after you were trying to tell me that they couldn't hear me, but we got there in the end. So, Jacob, I always think of you as the naughty one in the room. So, what's your favourite memory? As the chat moderator, what stands out for you?

JACOB BROADERS: I think-- oh gosh. The thing is, when it's been 10 years of Student Hub Live, there's a lot that's gone on. I think everyone knows how I like my study snacks, biscuits all the way. And everyone knows how I can be easily influenced as well.

So I may not have had support of everyone in the studio, but having the encouragement to grab maybe a few extra biscuits from the table from everyone in the chat was definitely welcome from my front, especially when you're chatting away all day. I mean, the brain burns so many calories, you have to keep

going. So I don't think it's me that's naughty. I think I'm just easily encouraged by everyone in the chat. That's what I'll say about that one.

ROB MOORE: [LAUGHS]

And I'm sure that you're posting some messages encouraging some sort of behaviour that perhaps we won't appreciate presented. But that's fine. We could work on that. So I know for me that as we've gone through, not everything has gone right. But sometimes those are the interesting ones where you have a guest and they've got this long list of things you're going to talk about, and then something comes up and there's a question, and you just completely go off topic.

But for me, those are the times when it really goes well. And we ask those really awkward questions. Not deliberately awkward, we're not trying to catch people out, but those really important questions that we go through. And I've remembered a few of those and being asked a few of those as well.

So we've had a quick look back at the last few years. And you'll notice, not many of our sessions now are like this. We don't get to meet together physically. It's a real treat for us as a group to meet together and to talk. COVID put paid to a lot of the live interaction that we had, but it opened the doors up. It gave us a whole new area that we could explore.

And we were introduced to the remote studio. And yes, it's not as nice when you're sat in your own little shed talking, but actually it means we can get more people in. We can invite a lot more guests and we can have a lot more events. So it's been a real blessing in a way that the remote Student Hub Live has enabled us to do a lot more work over the last few years.

So we're going to talk now about the way that we've moved on and some of the things that we're doing now. And we've got Margaret and Isabella with us, and Margaret and Isabella run some of our special groups for students. So we've started, in response to what students have asked us for, to look at specific groups that we can support and we can help.

So I'm going to come to you first, Margaret. So tell us about some of the groups that you work with. So some of our special Student Hub Live sessions that you work with.

MARGARET GREENHALL: Well, I've been supporting the chat for the neurodiverse students. And it's really interesting to see a different perspective because you go through life seeing things in one way, and then other people are seeing things in a different way, and you're kind of thinking, well, that's new to me. I didn't know people saw things in that way.

And particularly being in the chat, that their response is to because Isabella interviews another student and their feeling of, oh, that's somebody like me. And they didn't realise there were other people like them. And I really think that our community sessions, that is the biggest aspect. I'm not alone. There's another person out there, at least one, who's like me.

And I think, for me, that's the biggest thing about the community events that we do is that aspect of, yes, there's somebody else that does this and also somebody else that's got a different way of doing it that I could borrow. They've talked about their struggles with learning, but then they also talk about, well, I struggle with my learning, but then I found this way that really worked for me.

And that sharing of these ideas, not just from the guest, but also the people in the chat are also saying, well, I discovered this and this worked for me. And that aspect of that social sharing of all these wonderful ideas that people know about, but they didn't realise it would help other people.

And suddenly they're helping other people and that makes them feel really good because they're helping other people as well as learning new things themselves. So for me, the groups that we have, like the

carers and the neurodiverse, and I think we've got a new one this year on disability as well, they're all about the aspect of that appreciating they're not alone and also that they have got something to offer to the rest of the community.

ROB MOORE: Yeah. And I know, Isabella, that you weren't an expert on the neurodiverse community when we started doing these, but your sessions now are fantastic. So how did you develop those sessions? What did you do to get them ready, because I wouldn't have had a clue?

ISABELLA HENMAN: So in all honesty, it started because I had neurodiverse students on my books and I didn't know how to support them. And I would come off phone calls with my students in tears, and phone up my manager and say, I don't know what to do. I want to help this student. And I'm a solutionizer. It's like what we were talking about actualising before.

I want to try and help. That's what I'm in-- that's what I'm here for. And I just didn't know what to do.

So originally, I think I had a chat with you, Karen, about it, saying, could we do this? And we weren't sure initially. And then eventually it was like, yeah, we can start doing this. So I took myself off. I did a bunch of extra training, but I always went, I don't know, but what I do know is students know.

So where Margaret you were saying about the sharing idea, that's what I did. And I thought, well, I don't want to develop this saying what I think you should do because I don't know. She said, it's a different way. So I went from the start, we're going to develop these with guests and I'm going to get the guests.

And basically what we do is have a chat with the guest, we have a meeting, and they will share things at work. And I'll say, right, OK, so do you think this will be a good thing to share with other people? Great.

OK, so how can we phrase this? And then how can we make sure that we're then asking everybody else that's watching?

That often always gives Margaret loads to deal with because I always ask this question, she has to deal with. But it's not just about us saying, this is what you should do, where you were talking about this, oh, this is not what a tutor's like or this is not what an academic. I've never seen myself as an academic, a lecturer. That might be my job title, associate lecturer, but I'm not.

I'm a tutor. I'm there to help people find themselves, to develop themselves. I bang on about study journey, but we're all on our own study journey. That's not a bad. Nobody's going to buzz me on that one. So nobody thinks study journey. I obviously need to bang--

JACOB BROADERS: They keep changing boxes at bingo. I get a big "oh."

[LAUGHTER]

ISABELLA HENMAN: Gotta get loads of study done.

MARGARET GREENHALL: Got away with that one.

ISABELLA HENMAN: Yeah, I did. Got away with it. But it is because we're all so different. Yes, we all have bits that are the same. So Margaret and I work the same way in some things, and we work in totally different ways in others. And I'm like, OK, Margaret will say to me, that doesn't make sense, and I'll read it and I'll go, OK. I knew what it meant in here.

And I think that's one of the things about working with the different groups and working with students, whether the neurodiverse, whether not, whatever is, we all know what's going on in here and we assume that everybody else, there, what's going on in here works in the same way and it doesn't, does it? And yeah, there are some overlaps.

And I think working with students, getting students to share what actually does and doesn't work for them because actually you know what, there's nothing wrong with saying, this doesn't work. Because we all have to do that. And just one of my headphones just popped out. Not hearing anything on this end. Well, I can hear you because you're near me, but I can't hear her. But yeah, there's nothing wrong with being wrong. I think that's another thing that's actually quite useful. And I think not saying that we've been wrong in Student Hub Live, but we've always been ready to be responsive. And I think that's why we develop these sessions is because what were people asking us for?

We used to ask lots of questions initially. We did them in polls and saying, what would you like us to do? And that data was there. And then we started actually really, really capturing it properly and going, right, what do you want us to do? OK. And we've got these lovely things that Kat developed. Kat's our project assistant.

She does brilliant artistry. The, you asked, we did. And what do people keep asking us for, and we want to be responsive. That was what we did originally, Karen, wasn't it? That was what they used to phone me up going, we've been asked to do this. How are we going to do this? I don't know. You tell me some things and we'll develop something out of it.

But it's community, isn't it? It's community. It's, what would help students? What would I have loved? I would have loved this when I was a student starting out. When I did my undergraduate, I had nothing like this.

When I started with my master's with the OU, no, had nothing like this. And that was back in the days.

The OU library is wonderful. You do not know how wonderful the OU library is.

Back in the day, every journal was a separate login. Every different thing was a separate login. And you're going, I don't know whether I've looked in this one. So those of you who are doing postgraduate, it's fab.

The OU is fab.

Sorry, I'm just going to go on a bit because I've sat in the OU library and I can see the stuff here, but it used to be so hard to develop the skills and go, well, I don't know. And there was nobody saying, like you were saying, Karen, there's nobody there going, actually, we could do that. And the idea of having a freshers for the OU.

Wow. I mean, we're the biggest university in the UK, aren't we, in student numbers. But we didn't have anything like that. It's just sometimes that really makes your head go, doesn't it?

KAREN FOLEY: I know. I know. Because so many OU students have said, I saw someone on the train and they had an OU book, or you see these things and you think, actually, it's something like 170,000 people are studying undergraduate with the OU, which is phenomenal. It's absolutely massive. It's touched so many people's lives with so many different things.

And anyone can do it. It's just the most awesome institution. And yet so many people just feel like they're the only one and they feel like they're the only one not getting it. And how are you supposed to get something you don't understand? I mean, sure, microfiche and all those old systems of filing. I remember teaching with overhead projectors and those pens.

ISABELLA HENMAN: I'd get the wrong pen--

KAREN FOLEY: Rubbing them out with your--

ISABELLA HENMAN: I'd lean on them.

ROB MOORE: And the smart boards that never worked. You could never--

ISABELLA HENMAN: And now everything's almost a bit too techie.

KAREN FOLEY: I was about to say, no wonder everyone's confused.

[LAUGHTER]

ISABELLA HENMAN: I've just noticed, there seems to be one biscuit left on Jacob's desk.

KAREN FOLEY: Where did it go?

JACOB BROADERS: Well, you know, someone challenged me to see how many biscuits I can eat. I had to leave one for everyone else, though.

[LAUGHTER]

MARGARET GREENHALL: Has it got chocolate on the other side for Isabella?

ROB MOORE: That's right. It's stuck to the desk.

[LAUGHTER]

We did ask, we did have a poll asking which interest groups students might be interested in joining or taking part in. So, Heidi, do you want to talk us through some of those results?

HEIDI: Yeah, absolutely. So yeah, as you said, Rob, we were asking people to provide their feedback. We've had some really, really lovely comments in the chat, which I'm just going to share in a second. But in terms of which of the following special groups interest our students the most.

So number one, the neurodiverse community, so very, very popular. Again, it always does this. It moves as I'm talking as people start playing around with the widgets. So, yep, that's still number one. Students with disabilities and then student carers community. So we're getting some really, really lovely comments about how much of a support these sessions have been for our students.

Lindsey said, "I'm Lindsey from Wigan. I'm 51. I've been studying on and off with the OU for 12 years." Lindsey has ADHD and dyslexia and loves the OU. And especially after getting a guided tour around the Milton Keynes campus on Freshers week, which is great. So Lindsey came down to have a tour of the campus, which was brilliant, and so glad to hear that you enjoyed that, Lindsey.

Lindsey says, "having dyslexia and ADHD means I can't process things at a normal pace. So being able to pause and rewind the videos while I make notes is really great. And it also makes you feel connected, like part of a community, which is wonderful."

Joshua says, "I love how the OU has the most disabled students out of any other university I know." and that is correct, Joshua. We do have the highest number of disabled students out of any UK university. And Joshua says, "I love how the OU facilitates studying for their disabled students."

Jessica says, "this is exactly why I love watching these sessions, because sometimes it's nice to know you're not alone in your way of thinking as a neurodiverse person. Being ADHD, FMD, and potentially autistic, it's a hard slog trying to get your brain to do what you want it to do. But the sessions on neurodivergent students are so helpful to learn different tactics to try and see if they work."

Donna says, "the carer sessions are absolutely brilliant. It's so helpful to know that there are other people doing a degree with the same struggles and we can support each other." And then finally, Sarah Louise says, "I love how the OU is inclusive to all. It's a unique community, which I feel is so important for personal growth and development."

ROB MOORE: Absolutely. And I've got to say, one of the things I took away from Isabella's session for neurodiverse students is, don't assume you know what people need. The biggest piece of advice I took as a tutor is, ask people. They will tell you. And that comes back at you guys as well. If you need something, don't sit back and think that we know because quite often we'll have some ideas, we'll have some suggestions, but you're the people that really know what you need. So talk to your tutors about it.

Just thinking back, and we'll talk about when things went wrong earlier. And Andrew did a fantastic job of putting together a bloopers reel, which I completely mistook. So that's me not reading my thing properly. So we're going to go back and we're going to show you some of the times when we've been running Student Hub Live and things either haven't gone quite to plan. The one that stands out for me is I was very proud of my new LED lights that I put up in my office, in the gallery-- in the garden. And it was, I thought sticking them up with the sticky pads was a good idea until they swung down halfway through a Student Hub Live session bouncing off my head numerous times. And I think you might see that in the next few seconds. So we're just going to take a minute or two just to see where things didn't quite go right in Student Hub Live.

[MUSIC PLAYING]

WOMAN (SINGING): Try not to need you so much

SUBJECT 1: Really nice. Excellent. Well done. That was amazing.

KAREN FOLEY: I'm really hoping we get a Ninjology because we haven't had-- Ninjology questions, yes. And that's always a fun one, isn't it?

SUBJECT 2: Yes. Well, Ninjology is the study of ninjas. Random bonus point questions.

ISABELLA HENMAN: Now we actually have another guest with us today who I don't think has studied for very long at all. And because it's Friday night, we have got a knight with us. And now I'm pretty sure that he hasn't studied much at all. But anyway, he's-- no, no, no, no, no. No studying. No studying from the knight.

But anyway, so I think those of you-- night school. OK, he does night school, apparently. Fair enough. Come on, let's show Jacob and his cake. Does anybody need to vote for--

JACOB BROADERS: This is my cake. I'm very proud of it. And then I saw Vanessa's line up.

[LAUGHTER]

So I'm not-- I'm not--

ISABELLA HENMAN: It's not the same, isn't it?

JACOB BROADERS: No, it's not. It doesn't have the same-- it looks more like a big pancake.

[ELECTRICITY BUZZING] You two?

HJ: Sorry. I think we have the--

KAREN FOLEY: Sorry, Paul, you can't take them anywhere. It's ridiculous.

ISABELLA HENMAN: We've got lots of different things and lots of ways where you can connect to other students. Whether--

HEIDI: Oh, dear. We seem to have lost Isabella. We've got a little bit of a technical issue at the moment.

KAREN FOLEY: And we're going to be talking about the School of Physical Science's Open Day on Thursday. So what we need to know is, is it going to be as good as this and will you have cake and biscuits?

SUBJECT 3: It will be far better than this, of course.

[LAUGHTER]

HEIDI: I think we got Isabella back then for a little bit, but I think we might have lost her again. So I'm sorry, Chris. I think we're going to carry on a little bit of a Q&A with you and me, if that's OK? Chris, just to put you on the spot some more. Oh, that's brilliant. OK.

And we're out of time. Sorry.

[LAUGHTER]

SUBJECT 4: Thank God for that.

KAREN FOLEY: There we go. Very well.

HEIDI: And I think that we've got Isabella back now. I think we've managed to sort out our technical issues. Hi, Isabella. Have we got Isabella back? Not quite yet? No.

ISABELLA HENMAN: I think I'm here.

HEIDI: I can hear her. The dulcet sounds of Isabella. Are you there? I don't know if this is the Storm Agnes.

ISABELLA HENMAN: I think it was because I mentioned about Storm Agnes. And I think Agnes is-- I think it is. I don't know if you can think Agnes is doing--

SUBJECT 5: It's like boiling a frog in a saucepan. If you put the frog in a boiling water, it will scream and shout and try to get out. If you put a frog-- I've not tried it myself, 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.

HEIDI: And I think we've got Isabella back. She's back from the depths of Storm Agnes. I think she's back with us. Thank goodness. Here she is. Lovely to see you.

ISABELLA HENMAN: I think so. Thank you. It's lovely to be back. It all went very much haywire for a while. And I was frantically pressing buttons and going, Agnes, just because I mentioned you might be mean, you can't be mean to me. I'm so sorry, everybody.

MARGARET GREENHALL: That's good. Even if I do say so myself.

ROB MOORE: Excellent. And I think the Orcs want to show us their slight variation. There we are. They are hearts from little furry animals. The little cats are nice. They're dropping them in. OK, I think that's enough hearts, Orcs. And then instead of strawberry juice, there it is. We've got the congealed blood of hobbits.

SUBJECT 6: And it's a simple thing. You don't need to memorise anything because all the guidance is there for you to use.

ROB MOORE: [AUDIO OUT]

SUBJECT 6: I think we've lost Robert.

ROB MOORE: Goodness me. It's the microphone Gremlins. But what I was saying before Heidi was about to leap in and rescue me. Whether I get to choose to do reference incorrectly develop that--

SUBJECT 6: We lost you again, Rob.

HEIDI: Rob, we've lost you again there with your sound.

ROB MOORE: If you are submitting multiple ones, it's quite nice as a tutor to know there's another one coming so we don't mark ahead of time. But-- look at that. That's my light. Angela's laughing in the background now. Light's just fallen off and bumped me on the head.

[MUSIC PLAYING]

So hopefully you enjoy that. We've been laughing around the sofa just looking at some of the things that we've got up to over the recent years. Yeah, it's good to see how we can bounce back and control. And we keep coming back. So we can't be that bad. We enjoy ourselves.

So one of the things about Student Hub Live is it's not just about the academic side. It's not just about the study skills and writing essays, writing assignments. It's also about the broader community.

[BUZZER]

Thank you. So it's about feeling part of something larger. And we work quite closely with OUSA, and hopefully you all know about OUSA, the OU Student's Association. And we had Pete with us last week at the end of Freshers Week. And I know OUSA, I think they're Freshers Week this week or have they just finished their welcome week?

ISABELLA HENMAN: I think it was last week because it was a week after ours.

ROB MOORE: Yeah, so I think OUSA just had their welcome session. And the reason I'm raising OUSA and highlighting them is, it's an opportunity for you as students to get involved. Why don't you go and take part in some of their events, as they do purely social events, not linked to any modules, not linked to any sort of studies, but purely for being part and getting that university experience.

And they also give you lots of opportunities to volunteer. I like to see the students on the OUSA stand when we go to the graduations and they're there looking after us and making sure that everything's going well. So, in terms of students getting involved, I've come to you Margaret because you haven't had a buzzer for a while, so let's get Margaret a buzzer. How have you seen students involved outside of their modules, outside of their studies? What sort of things do people get involved in?

MARGARET GREENHALL: I think one of the really nice things is study buddies. So students from previous years run a forum to help out students that are incoming. And it's that sharing of that knowledge of, be careful of this bit of the course, it's a bit rough. And, ask your tutor when you get to this point. And just also just being somebody to say, yeah, it was tough, but I got through.

There is another side, you can get through the other side. So that's one of the roles that a lot of students get involved with as they move forward through their course. They can become a study buddy for other students.

[BUZZER]

[LAUGHTER]

See how many times I can get the buzzer. See if I can break the bank.

ROB MOORE: After it'd be interesting to know actually, if any of you out there are study buddies. If you are supporting other students, let us know. Send Jacob and Heidi a message. Tell us about your experience of supporting some of the other students. So, Isabella, how have you seen students involved? What have they done that's outside the normal? And let's see how many he buzzes.

ISABELLA HENMAN: I think you're cheating doing a buzzer every time we say student because after all--

JACOB BROADERS: I don't make the rules. I'm sorry.

ISABELLA HENMAN: You don't make the rules?

ROB MOORE: You do make the rules.

ISABELLA HENMAN: You do make the rules.

[LAUGHTER]

ROB MOORE: And you change them.

ISABELLA HENMAN: Yeah. So, yeah, so the student body, I think some modules they call them study buddies, some modules they call them student buddies. There's all sorts of different terminology. But yeah, it's a really good idea and I've seen it in some of mine. And they have some they just call them buddying.

So I think that's a lovely idea. And getting involved in OUSA groups, so Open University Students Association groups, if there isn't one that you want to be involved in or if there isn't one and you want one, ask them. Because I think there used to be a neurodiverse student group, and then there wasn't one. But I believe that it may be starting again because if people want it, and if you want a triathlon group-- looking at Karen. She hasn't mentioned that one yet. Go, you know what, I'm that mad person that wants to do all of this at the same time.

If you want a dark chocolate appreciation student group, that's always beneficial. I will step back. I won't automatically host that, but you never know. But yeah, so Student's Association, but also in all seriousness, within our groups, what I found really good is getting students involved and designing sessions alongside students and having them as guests.

And Karen used to do this when it was live in the studio back in the day when you had the whole days. I don't know how you used to manage to do the whole day's worth. It's hard enough doing an hour and a half session.

But I think, and it's going back to when I started doing the neurodiverse community work is, somebody said to me, you won't find students who want to share their experiences. You won't find-- they know they won't know anything about their insight. And I was like, OK, well, we'll give it a go. And they do, you know what works for you. I'm going to talk at the camera now, even though there's nobody behind the camera, so it's really weird.

But you know what works for you. Share it with other people. Get involved. I do the plugs. I do them actually in every single session. I do now saying, if you want to get involved, email in. There's been some fantastic people that have emailed in and said, actually, here's my experiences.

Some people have shared. Some people have said, actually, I don't want to come on camera, but I really do want to share my experiences. Can you build this into a workshop? If there's something that works for you, shout about it. If you don't know about something, ask.

Rob said about this earlier. As tutors, you know when we send you. Good. I'm glad tutors have come up.
ROB MOORE: Tutors got a bell.

ISABELLA HENMAN: We get a bell. When we send out that welcome letter that says, if there's anything that's going to impact your study, let us know, we actually do want to know. We don't want to go, uh, that's bad. We're going to--

ROB MOORE: Watch out for that one.

ISABELLA HENMAN: Yeah, exactly. Like that Orcy thingy that we were watching or whatever it was, it might not have been an Orc. I don't know. Some random thing from Made-up-istan world. Sorry, I'm very rude about that.

But yeah, say because we don't know all the answers. I said earlier, I'm a solutionizer, and I'm actualizer, and I want to know the answers, but I feel like I've got this massive Rolodex. And I know Margaret has this brilliant list of links and she adds to them all the times where she's found the things. And I know I can always rely on her to find these things.

I feel like I've got this, not that my memory is that good, but a Rolodex in my head of, this student has said this and it works. OK, you know what, I'm going to mention it to somebody else. Did you find that, Karen, that you kept pulling in different things and learning?

KAREN FOLEY: I think one of the things is that so many people would come to something and they'd think, oh, the tutor will tell us everything. They know the answers. And actually, everyone in the room

knew the answers because they'd sort of found things. And it was often the most profound things that you hadn't even thought about.

Like, I remember once someone said, they were talking about study, and they said, I've got a little thing at the end of my kitchen table, and I just fold it up and that's my desk, and I fold it down and that's not. And it was something that just sort of was like, wow, that's such an awesome idea. I could do that too, because I don't have any space at home to study and I don't feel like I've got a proper desk.

And that's something nobody academically could say, by the way, if you a foldable. They're boring. But for people sort of suggesting those solutions of how I've got my space, where I've got it, and how it's an emotional space as well as a physical space really mattered. And those things are not something, you don't go, I'm going to go to a session to find out how I can create a space in my house, but it's just that stuff that comes up that then people know about, and then that's where the value of talking to other people and sort of saying stuff is.

ISABELLA HENMAN: Yeah, I think Charlotte shared in one of the things about pen grips. And I thought Margaret, you've tried them, haven't you? And I thought, I never thought about that because I remember years ago at school in a parents' evening, my mum was told, Isabella has really bad handwriting and she doesn't hold the pen properly. And I was thinking, basically the vernacular. And I was like, well, I just write too quickly.

But even just a little tiny practical thing of, you could do this. Or I remember Tassie was saying, getting the folders for the year and there was lots of sharing of where you could get the folders for cheap. You don't have to go out and spend loads of money, and that's fine. But actually going, this is my folder for the year. There you go. I'm a student.

Or I know Rob, the getting my student discount card, getting the totum card, or getting like that.

ROB MOORE: McFlurries.

ISABELLA HENMAN: No. Oh, no. No. You see, that's not going to come up as a buzzer because nobody's going to suggest blooming McFlurries.

[LAUGHTER]

So, sorry. I'm so rude to you. Every time you mention McFlurries, I go off on you. Sorry.

ROB MOORE: It's the only thing they gave you free at McDonald's. That was all.

ISABELLA HENMAN: Did they? OK, see, I don't go into McDonald's. That's not-- anyway. Sorry.

ROB MOORE: But yes, you've got to get your discounts in. And yeah, that sharing of tips between students is amazing because we've got a lot of experience between us, but we haven't got all the experience. We are just a group. And with everybody combined, we've got such a big resource. And every time we do the note taking and the time management sessions, we always learn something new. So I always go away with thinking, oh, I'll note that down. So it's a suggestion that's coming from somebody that's responded, give us some ideas.

So let's have a quick look and see what we're hearing from you. So what sort of things have you been involved in? What sort of communities have you been with? So we'll go to Heidi first, and then if Heidi leaves Jacob anything to say, we'll go to Jacob.

[LAUGHS]

Don't leave him much because he's got the buzzer and he's been mean with it.

HEIDI: I need somebody to go and put McFlurry in the chat there so that the bell can go. We've had a few people asking, actually, I think people that have joined a little bit later into the session today that are saying, can you hear a bell? There's a few people saying, I can hear something. And yeah, just to explain, that's our fun bingo game that's running throughout.

So those that have put their words into the word cloud, that's Jacob's job to ring the bell each time that comes up. So we're playing kind of a word bingo throughout this session. So just to explain to people why there is that bell noise.

So some really lovely feedback coming in then, Rob, continuing to come in throughout the show. So Karen says, "hello, everyone. Student Hub Live has been great in my five years at the OU. Now in my last year." Congratulations, Karen. It's the best feeling ever when it's the final year and you're so close. And your graduation day is going to be phenomenal. So well done. I know how much work has gone into that. Jessica says, "I love Student Hub Live. I've binged watched a lot of the recordings on YouTube." So that's great.

Charlotte says, "will you do any more Friday night socials? So, yes, we do have lots of other Friday night socials planned, don't we, Rob? Lots of them coming up over the course of the year.

ROB MOORE: Definitely.

HEIDI: Yeah, fantastic. And Jenna says, "first time on one of these Student Hub Live sessions. I'm studying TM112." And Emily very kindly did put in the chat said, "for first timers like Jenna, presenters don't usually wear party hats with balloons and bunting. So please don't be scared."

And then Anthony has asked, Anthony would really like to come to the Milton Keynes campus and has said, "can you just rock up to the Milton Keynes campus and have a little look around?" Well, the library is always open, Anthony, yes. And we have freshers events. A number of students in the chat have been sharing their experience of coming onto campus for their freshers tour.

And unfortunately, it was timed with bad flooding. So lots of people sharing their experiences of trying to get to campus. So yeah, lots of love and positivity in the chat going on, Rob.

ROB MOORE: Yeah, and obviously, the OUSA team, they plan lots of events, both on the campus and around the country. So if you want to meet up with other students, not for any study purposes, not for any academic purposes at all, just to meet with other students and have a bit of fun, get in touch with OUSA and they will tell you when the events are. And you'll be able to go and join those as well.

So thank you for that, Heidi. And Jacob, anything you'd like to add? Anything you picked up from the chat?

JACOB BROADERS: There were a couple of nice comments earlier that made me think about why I love Student Hub Live so much.

[BUZZER]

Ah, no. That's my buzzer. You can't do that. I make the rules, remember?

[LAUGHTER]

But Julia said earlier that "it's the feeling and knowledge that others feel the same as you." Hey. "As a mature retired student, I lack confidence in my own ability at times. And joining sessions such as SHL really help." And Helena said as well in a similar vein, "I really like studying, especially now that I'm at the OU, because it's an inclusive university. And it's never too late to do what you want. And there's always an open door."

And I think that's the great thing about us all being part of the OU community is these shared experiences. Because although we may be at different stages in our study journeys, studying different things, we all know the dread of, you got the TMA email in and you just want to close your eyes while you open up the result. We all know that feeling. We all know the feeling of feeling like you're cutting a bit close on sending that TMA in or you're not quite getting something, and that's the great thing. And that's why it's really exciting when you see someone with their OU books on the train because you know exactly what they're feeling. You don't have to talk about it, you just know. And you can instantly click and bond over that shared feeling. And that's why I really like Student Hub Live. And I definitely agree, it's inclusive. And knowing that other people are feeling the same as you makes it really great for me.

ROB MOORE: Yeah, and I know what you mean because I mean, obviously, I'm a very shy person. I don't talk to people much, but when I used to study on the trains, I used to take my books on the train. Actually, I used to do marking on the train. So I'd sit there with all the books open. But if people were OU students and they saw your books, they'd come and sit down and they'd have a chat, and it was lovely. And I've had many an enjoyable train journey just talking about studies and what we get up to. So yeah, keep your eyes open.

[LAUGHS]

And so what I want you to do now is just talk about our current team. So around the group here, you've got four of us who are part of the current Student Hub Live team. So obviously we got Jacob and Karen who are very welcome guest that pop in very frequently and not enough in my view. But the regular team is made up of a gang of people. And we're going to tell you a little bit about some of them now. So, Margaret, have you got your-- have you remembered this with your fantastic memory or did you need a reminder? So we've got Rafa. So tell us a bit about Rafa or "Hafa."

MARGARET GREENHALL: He used to run his own English school. So his English is better than ours despite the fact that he's Brazilian. He's also into directing plays. I think he's done about 27 plays as a director. And he now lives in Britain.

He likes to walk his dog. And he's just got back from a trip with his family, so he's all ready and raring to go for the year.

ROB MOORE: Yeah, well, not quite a trip with his family because he broke, tore a ligament and couldn't go. So he spent his holiday sat on the sofa. So he should have been on holiday. But yeah, Rafa's the person that drives us around and tries to make me plan.

MARGARET GREENHALL: He's the one that the students have least contact with because he's the guy that organises a lot of it. So he kind of is there occasionally, but usually it's sort of Kat is the one that students get to know a little bit better.

ROB MOORE: And then we've got Kat. So if you send an email into Student Hub Live, you'll be sending it into Kat. So Kat's-- I'm not quite sure, project assistant of the--

MARGARET GREENHALL: Is that what your title is there?

ROB MOORE: I don't know what I was going to call her then, but Kat's our project assistant. Kat used to sing in a rock band many years ago, but Kat's the person that puts all of your study buddy pictures together and brings them in.

And then we've got the three presenters. So what are you going to tell us about Isabella. So let's see if you get it right. Isabella, you can tell us if we get this right.

MARGARET GREENHALL: She likes chocolate.

ISABELLA HENMAN: Yes.

MARGARET GREENHALL: Buzzer for that one. And she's got an allotment where she grows lots of lovely vegetables. And she does reenactments. And she's been with the OU for quite a while now. I won't tell you how many years.

ISABELLA HENMAN: It will be 20 years in January.

MARGARET GREENHALL: Yeah. I think quite a few of us have been around a while. Yeah, so that's a little bit about Isabella.

ROB MOORE: So let's talk about-- so Isabella is one of our three presenters. I'm another one. So I've been with the OU since 1995, I started as a student. So that's 20-- yeah, 29 years. That's going on a bit now.

And I know you can't believe it, but I'm a granddad and spend a lot of time just-- this has got me into making videos and things at home. So I quite like making videos in the shed, but I enjoy that part. So what about you, Margaret? Because Margaret's the third of the presenters that you bump into on Student Hub Live.

MARGARET GREENHALL: I'm just wondering how many buzzers I'm going to get now.

[LAUGHTER]

ISABELLA HENMAN: We're ready.

ROB MOORE: Go for it.

MARGARET GREENHALL: Well, I've got three main hobbies. Of course, I count the OU as a hobby, as though I get paid for it, I enjoy it so much. So I bake scones. I didn't get one for that one. I do lots of LEGO models. So the current one is a massive air sea rescue.

And I also row. And so I've just last month did a world record again with some of my mates. So yeah, so I've been busy at that. So lots of other things outside the OU.

ROB MOORE: World-record holding rower.

MARGARET GREENHALL: Yeah, that's right.

ROB MOORE: Yeah. And Heidi, so you've introduced yourself, Heidi. So do you want to say a little bit about yourself, the sort of stuff that you get up to, and then we'll talk about our supporting team as well.

HEIDI: Yeah, sure. So I think most people probably know I studied with the OU. Absolutely loved the Open University. And then I went off and I think one of my really big achievements I think was I did my Master's. I did choose a different university, but it's only because I wanted to specialise. It's not because I don't love the OU. I've come back again to do my PhD.

But one of my biggest achievements was getting a distinction for my Master's. So it took me two years. I did Criminology Race Crime Injustice, and I've been able to then build on that to get a scholarship through the Economic and Social Research Council. So it's through the Grand Union Doctoral Training Partnership to get a fully funded scholarship then at the Open University. So to do my PhD over the next 3 and 1/2 years. So yeah, just a little bit of an update on me.

But also, I come from a long line of OU studiers. So my mum was also an OU grad and my sister as well. So I grew up, I remember when I was very small, my mum watching the shows that she'd recorded that were coming out 4:00 AM, 5:00 AM. So yeah, the OU's always been a really important part of my life. And it's great to be back here studying again.

ROB MOORE: Thank you. And a quick shout out to the guys, the helpers in the workshops. We've got Amanda, we've got Fred, we got Nikki, and we've got Lucy. So when you come along to any of our workshops, when you come along to any of the Adobe sessions, there are experts that, they're in the background sharing ideas and answering your questions as we go through. So keep an eye on our calendar coming up. We've got lots of things coming up over the next year.

So we're going to come into the final session in a moment. And what we want you to have a think about is, what do you want from Student Hub Live? So we're here to basically support students, do what you need, deliver it as much, as well as we can. But as we've said already, we need your ideas. So we're going to watch a short video.

What's important about Student Hub Live. That's going to run for a few minutes. So have a think about what you'd like to see in Student Hub Live, and then you get a chance to put your ideas to us after this.

HEIDI: The Open University is such a unique place because of the way we deliver our teaching. And sometimes when you are studying at a distance, you can feel quite alone, you can feel quite isolated.

IAN PICKUP: The Student Hub Live sessions give students the chance, therefore, to interact with a wide range of other students outside their own subject area and across the Open University.

LOU ROBINSON: Student Hub Live has been a key part of my student journey since I started here at the Open University. And everything that they offer is just so essential to students.

JACOB BROADERS: Whenever I've been on the hot desk, I've witnessed the overwhelming support that students have for each other. And I always see in the chat the bonds that form over our shared experience of being OU students, whether that's the nervousness of opening those TMA results, trying to prepare for a tutorial, or just talking about the study snacks that keep us going.

ISABELLA HENMAN: I think Student Hub Live is absolutely wonderful because it brings academic community, it brings students together in a light-hearted, personable way of chatting with each other, learning those key study skills that underlie university, and brings less of a distance in a distance university.

LUCY ANDERSON: A recent piece of feedback we had from a student has really resonated with me. Paraphrasing, it said that the Student Hub Live was a great team, which helped students to help themselves. And I think that's the best description of what Student Hub Live does.

MYCHELLE PRIDE: From my perspective, Student Hub Live is relevant for students in so many different ways. Distance learning can be really lonely. And so Student Hub Live brings not just one face, but many faces to distance learning. So you might get to meet your lecturers, you might get to meet academic experts, you might get to meet other students. And if you're lucky, you might get to meet pets. I was really hoping that mine would come in today, but I'm not quite sure where he is.

IAN PICKUP: The practical how to do study at the OU, how to learn at the OU, is such an important element of Student Hub Live, too, as is the opportunity to grow and develop academic skills.

PETE TURNER: And we see that students benefit so much from the Student Hub Live output because the resources there are tailor-made for them. And the tutors that are involved and the academics that are involved know exactly what demands there are on OU students. And it's very different from being a student in a brick university.

MYCHELLE PRIDE: I know that our students watch the recordings, and it's not just because they missed it. It's because they want to go back and watch it again, and they want to be listening. When you watch

live, you get to be involved. So you might be in the chat box, you might be completing a form, you might be completing some kind of word cloud.

But you can go back and watch it, and then you can take more detailed notes maybe and really think about, OK. Or maybe you're in a different place. So you're like, I was doing great, now I'm struggling. I'm going to go back and watch that Student Hub Live bit about whatever it was that's bothering me and I can get some more ideas.

KAREN FOLEY: The other really advantageous thing about participating in Student Hub Live for students is that it gives us the opportunity to be able to share ideas, tried and tested ideas often, that can really work. And in being able to express those ideas to other people, you're not only helping them, but you're also articulating very complex ideas in your own words, which again, is another very important academic skill to develop and rehearse.

REHANA AWAN: The benefits of Student Hub Live are incredible. Not only do we have thousands of students that have accessed Student Hub Live because it provides information, guidance, and support, and a community, they're all really key benefits.

LOU ROBINSON: I fully credit Student Hub Live with being able to reach a first-class classification on my open degree. It's not just about the study skills. It's being able to connect with students who are experiencing the same journey as you.

[MUSIC PLAYING]

ROB MOORE: You can get quite teary, people saying all nice things about you. But yeah, Student Hub Live has had a real impact. It's been really important to a range of people. But as I say, we really want to focus on what it is that students want, what it is that is going to help you on your journey. Has anybody put journey in yet? No.

Help you on your journey through the OU. So have a look at the ticker questions there now. What are your suggestions? What sort of things would you like to see? What would you like us to introduce?

And we've got a few things here. We're going to have a look at our "you asked for, we did" session. So we've got some things that you said to us before. So, Margaret, I'm going to do a double up with Margaret on this one. So this is, I haven't numbered the pages. So my glasses aren't strong enough to see in the right order.

So in our feedback, at the end of every Student Hub Live session, we ask you for feedback. We ask you to fill out a form. We take that form really importantly, and that drives some of the things that we do.

So, for example, some of the feedback we got was, "please do more evening sessions. I work, so I miss many of the wonderful events." Please can we have more evening Fresher sessions. "A few more evening sessions," please. So we had the similar comments a few times. So, Margaret, what did we do?

MARGARET GREENHALL: We put on 12% more evening sessions. We already had quite a lot anyway, because a lot of the sessions that we ran at 11:00 o'clock, we repeated at 7:00 o'clock, but we increased that last year to another 12%. So a bit of an increase there. But also there were already a lot already.

And just making people aware as well. So saying, if you do an 11:00 o'clock one, we're also doing this at 7:00 o'clock. So that's a bit of awareness, a bit of actual more. So we did a little bit, quite a bit for that one.

ROB MOORE: Yeah, absolutely, because it's quite difficult for us to know what's the best time because some students like to study in the day, some like the evening, some like weekends. So we try and be as responsive as possible.

So the next set of comments. "I would like more support for neurodivergent students. We are left behind and haven't got any support." "Advice for neurodivergent people to develop good study habits." "Events including other neurodivergent students." And "an awareness session on neurodivergent students and the barriers." So those were your comments. And Margaret, what did we do?

MARGARET GREENHALL: Well, we had four community events where Isabella got in a student with neurodiversity and lots of good sharing went on. And also a live broadcast where she had lots of guests who shared their thoughts. And we've got lots more of that going on this year as well.

So lots of stuff going on with the neurodivergent community. And if anybody wants to be a guest on Isabella, do put an email into us because we are looking for more guests. So please a little bit of a plug there.

ROB MOORE: Absolutely. We definitely want to get more students involved. It's done remotely. So you can do it from home. And the technology is not that difficult. We can help you through all that. So if you want to come and join us, definitely we want more of you to be guests.

The next set of comments. Can we "have more events about building resilience and having mental health and well-being support." "Reading skills." "Particular challenges and motivations facing students of different ages." And "create a session for problem-solving." So that's what you asked for.

MARGARET GREENHALL: We did it all. That's all I can say for that one.

ROB MOORE: You did them all. Yeah, absolutely. So some of the sessions that are coming up this year are as a direct response to you asking for those sessions. And we try and balance those that are popular with those that people ask for. So not all of our sessions are the largest of sessions.

The sessions we run for carers, so students who are also carers, we have around 30 to 35 people that come and join us for those sessions. So it's a fairly small group, but it's really valuable for that group. So it doesn't have to be a massive requirement for us to put a session on.

So next few things you asked about. "I'd like to know more about generative AI." "I wish I had opportunities to connect and chat with fellow students." "I'd like sessions where I could develop skills such as reading graphics and fundamental maths." And "I miss sessions aimed at students for STEM." So Margaret.

MARGARET GREENHALL: Well, Rob's been doing some amazing sessions on the generative AI. I think he's done three up to now, and we've got more planned. We've got this new format where-- Call Connect Live, where there's a PowerPoint, but there's also an interviewee as well. So we've got kind of like a mixed one compared to this sort of format and a PowerPoint format kind of a mixed action.

We're having more informal social events, so we've got a few. I think we've got five this year. And we're planning some sessions on maths and logic because it's something that's sort of dear to my heart because that's where I started from in sort of a maths and science. So very much, we've got several sessions on that to help people out with that. So again, you asked, we did.

ROB MOORE: Absolutely. And it's great to see students wanting to get more involved in the social side because we used to have one a year, Christmas party. And then we found, we had people popping up and they were coming to absolutely everything. They weren't necessarily wanting to come to the topic. They wanted to be there in the group. They wanted the chat.

Everybody's welcome. We love having everybody there, but it enabled us to turn and say, well, let's have something that's not formally associated with study skills. We can just have something that's just a bit of fun. And so we're bringing more of those in.

So that's some of your previous feedback. Give us some ideas now. So what I'm going to do, I'm going to have a quick chat about some of these new sessions that are coming up. And then we're going to come back and pick your brains. What is it that you want us to introduce? We've got a couple of spare slots for this year where we might be able to pop things in. So let's see if you can give us a really good idea on what should be in those slots. What is it you'd really like us to spend some time working on?

So, Margaret, you mentioned there's a maths session coming up. Quite interested in that one, maths and science. What are you going to do in that session?

MARGARET GREENHALL: I don't know. When I've written it, I'll tell you.

[LAUGHTER]

It's really looking at some of the basics that some people just, they've been an OU student for ages and then suddenly they're asked to do a percentage. They did it last when they were 15. And it's just that sort of very basic maths that people just think they ought to know and a bit embarrassed to ask people. So that's where we're going to be looking at there, and what is algebra, that type of thing.

ROB MOORE: So not necessarily aimed at STEM students?

MARGARET GREENHALL: No, not just STEM students.

ROB MOORE: So it's going to be for anybody who has to use science or maths as part of their work. And Isabella, am I right in thinking we're designing a new group for disabled students?

ISABELLA HENMAN: Yes.

ROB MOORE: So what's that going to entail, because I'm guessing it's not quite ready yet, but what's going to be in that?

ISABELLA HENMAN: So I haven't got all the guests sorted for this yet because I've had quite a lot of people come forward for the neurodiverse community. And I'm not saying that neurodiverse students don't have other disabilities because we may well have them, because I think what we noticed when we were doing the sessions last year was there were quite a few people that were saying, I've got ADHD, I've also got something else, I've got these other things as well.

So we said, well, we don't want to just limit people to only being neurodiverse and that support because there were some people that were sending feedback saying, what do I do about the fact I've got a chronic health problem, I've got really bad back pain, or I get migraines? So I was talking to a student yesterday, said, I'll get migraines and that's it. I'm going to be wiped out for a couple of days and I'm not going to be able to do anything.

So we thought we'd introduce sessions more widely for the disabled community because going back, we had that data earlier that we've got more students than any other university with a declared disability. And just to remind you, if you declare a disability, you're not going to be judged. Nobody's going to turn around and say, you've got a disability. It's there to put support in place. The Disabled Students Allowance, I've got the right term.

MARGARET GREENHALL: I think that's the right thing. Yeah.

ISABELLA HENMAN: It's not necessarily about just grabbing money, but students have shared with us what they've had paid for from the Disabled Students Allowance. Like Karen was talking about the table thing, that we've had students who've said that they've had a particular table or they've had a special bit for their chair or something that they hadn't even thought of could be useful. So we're going to be introducing-- we think we've got three, I think, for the disabled community.

And then it will be people sharing. So it will be similar in a way to the neurodiverse community, which is in what we call the Connect Live format. So we've got a live-- so there is a PowerPoint so you know what's coming because that was something we've had in feedback from some people. They do like to have an idea about what's coming up in a workshop. So we'll always share the slides in advance.

But like this, we planned, but we're not scripted. Student Hub Live is not scripted. It never was. And I remember when I was with Karen, when I was your guest at the start, and we did all this planning. And I said to you at the end, I didn't cover that. And you went, it doesn't matter. We covered what we were supposed to cover.

And I think that learning thing. So if you're interested, if you're a disabled student and you've got ideas that you want to share, either book to come along, I think the first session is in December, or send us an email to-- what was the email address, Jacob?

JACOB BROADERS: It's StudentHub@Open.ac.uk.

ISABELLA HENMAN: Fantastic, because I always forget it. Brilliant. But yeah, we welcome. And even if we haven't got a slot for you where we can have you in as an on camera guest, we do want people to share those ideas. So we did that with high intensity study. Had Kit with resilience that didn't have a guest.

Technically speaking, I'm not supposed to have a guest. We're really understanding questions, but I had a student come forward who said, you know what, I've got things, can I share? So there's going to be a little bit of a slot tomorrow where students are going to be sharing some of their ideas, because we want to know what works for you. We know-- well, I was going to say, we know what works for us. Karen, do we know what works for us?

[LAUGHTER]

Yeah, OK. We know what "works for us." Should we do that in those little bunny quotes? Chocolate, dark chocolate works for us. And he didn't do it. Yes. Yes. I got chocolate through without a buzzer. Sorry, I'm such a child. I can't sit still.

But anyway, there you go. That actually, that reminds me, one of the neurodiverse community sessions, there was these fantastic things that could be put on the floor that you could put your feet on.

MARGARET GREENHALL: Oh yeah. I remember, yeah.

ISABELLA HENMAN: I meant to get them because they sounded like such-- they were some kind of child play thing, but they were really, really useful. I think it was Natasha when she shared in hers about it.

MARGARET GREENHALL: Yeah, I remember.

ISABELLA HENMAN: And they were great. And they looked fun. Anyway, this is-- we get distracted. But yeah, did I answer your question? Yeah, what are we doing? We're the disabled community sessions.

And you mentioned about what you asked for, we did motivation.

We've got sessions coming up about keeping motivation because that bit, you're coming up to Christmas and you're going, I can't be bothered. Or in the New Year-- we used to do ones, didn't we, Karen? How can you keep going in the New Year? Because we were both like, I hate this time of year.

[LAUGHTER]

I used to be so bad when we were planning those because I was like, I don't know. I can't come up with anything encouraging to say about this time of year.

ROB MOORE: Well done. So we're going to go back to Heidi now because we're going to see if anybody's come up with any good ideas for sessions that you'd like to see. Maybe the things we already

do that you don't know about, or maybe there are some really good ideas that we can fit into those slots. And the more challenging, the better. So easy ones for me, challenging ones for Margaret, Isabella.

MARGARET GREENHALL: Jeez, thanks.

ROB MOORE: So, Heidi, what sort of ideas have we got?

HEIDI: Loads. So many brilliant suggestions coming in, Rob, on the chat. So Tassie says, "an annual birthday party, for sure." So doing a show like this for every year, which I think is a really nice idea. And Pauline says, "bingo sessions, if possible, please." Melissa says, "more fun events because it gives me a break from studies."

Pauline has also said, following on from bingo sessions, "a disco and singing." So I don't know how on earth we'd facilitate that, but that's an interesting one we can put to the team. Linda says, "anything social, although the study skills sessions are fabulous too."

Joshua says, "it'd be interesting to see whether any famous people have studied with the OU and hearing their experiences." It's interesting you should say that, Joshua. So I used to be Alumni Engagement Manager for the Open University, and there's lots and lots of famous people who studied with the OU, including Joan Armatrading, and Sir Lenny Henry, and many, many, many more, loads of politicians. So Lindsey says, "I'd like to see a top 10 tips on things like note taking, study skills, setting out TMAs, prioritising, and a tutor's top 10 tips for getting better marks." So that's a really good one. Lindsey, thanks for sharing that.

Tassie has said "a pride event in June, please, Student Hub Live." Andrea says, "a session on or including turn it in." Nils said, "I would love to see some sessions on stepping up from undergraduate to postgraduate study."

And then Michelle said, "I would love to see more sessions on stepping up from level 1 to level 2. So within undergraduate study, what it looks like and what to expect." And then Mark, who is one of our chat moderators, who says, "actually there's a session on this topic on the 24th of October, which is great."

ROB MOORE: There is indeed.

HEIDI: Karen says, "I like the idea of study-ready sessions." Charlotte says, "more sessions for access students, please." And then a few others calling for more sessions for students in our neurodiverse community and on mental health and well-being. So lots and lots of fabulous suggestions.

ROB MOORE: Excellent. And we're going to be taking those away and we'll be going through those. And yeah, you're absolutely right. We've got a few sessions coming up. We've got a session looking at moving from access to level 1. We've got a session looking at moving from level 1 to level 2 and from level 2 to level 3. So those are coming up later in the month. So those will be there.

And we've had somebody from the university approach us asking about exactly the question about starting your PhD study. And I wonder if I can find somebody who's just starting a PhD that might like to host that one with me. So maybe, Heidi, there's an opportunity there for us to grab some of your experiences and some of your top tips as we go through.

HEIDI: I'd love that.

ROB MOORE: Excellent. So, Jacob, anything else that you've noticed? Any suggestions there that you would add?

JACOB BROADERS: Well, Karen said, "oh yes, for the maths session." So we've already got one person coming to those. But yeah, I'm not strong on math myself, so any practise I get is always good. And it

may be one of those things that you come away from the session and you're like, do you know what, I've just thought of something that would have been really good to suggest.

Well, just because the chat closes doesn't mean that you can stop chatting to us. So do email us, StudentHub@Open.ac.uk, and we'd love to get back to you. I mean, it could be suggestions for social events. It could be suggestions for my next snack. Either way, I'm happy.

[LAUGHTER]

ROB MOORE: And we've got the widget there, Jacob, that's looking at how people have engaged with Student Hub Live. Do you want to talk us through that?

JACOB BROADERS: Yeah. So, I'll just--

ROB MOORE: I caught him out.

[BUZZER]

JACOB BROADERS: No.

[LAUGHTER]

So 52% people say they're regulars to Student Hub Live, which is fantastic. Great for you to be coming back. Some have attended many SHL sessions. So dipping out, in and out what you like, that's how we like it. And you've attended a few. Well, hopefully many more.

And 5% of people said this is their first time. Well, that's fantastic. Hopefully our birthday celebration has been a really good time for you to join in. But as Rob and everyone has said, there's so much more Student Hub Live to come. So definitely check out the calendar and drop in and out of what suits you.

And yeah, do send those suggestions in if there's anything that you'd like to see.

Now, what I really need help from Margaret, Isabella, and Karen is that this game of bingo will never end. I'm just going to be following Rob around indefinitely around the campus every time he speaks now because of all these types of words. So we need to end this bingo game.

ROB MOORE: Yes.

JACOB BROADERS: So we've got three questions to help me end the bingo game. If we get them right, it ends. If they're not right, rest of the year I'm going to have to follow Rob around the campus.

[LAUGHTER]

So anyone chime in, three questions. Finish the sentence, stop raving in the--

ROB MOORE: Library.

MARGARET GREENHALL: Library.

[LAUGHTER]

JACOB BROADERS: Student Hub Live history there. The best way to settle a philosophy debate is--

KAREN FOLEY: Through boxing.

JACOB BROADERS: Yes.

[LAUGHTER]

And finally, our favourite Welsh word?

ISABELLA HENMAN: Bore da.

MARGARET GREENHALL: No, not--

KAREN FOLEY: [WELSH]?

JACOB BROADERS: Oh, no. It's a bit of a--

ROB MOORE: What's Welsh of chocolate?

KAREN FOLEY: Popty Ping.

JACOB BROADERS: Popto Ping.

KAREN FOLEY: And I want to know where the best dog cafe is in Carmarthen, because, I live near Carmarthen.

JACOB BROADERS: Do tell us and we'll do a Student Hub session, Student Dog Live.

KAREN FOLEY: Yeah, I bet it's that one we went to for lunch the other day in the middle of town.

JACOB BROADERS: But I get the bingo game has ended. So, Rob, you got away with it.

ROB MOORE: I've got away with it.

JACOB BROADERS: We're not going to be following you around bringing our buzzer.

ROB MOORE: I was going to take the batteries out of your buzzer, anyway. So, so fantastic. So, guys, I'd just like to say, it's been a pleasure being here with you today. Nerve-wracking for me because when you're a presenter with all the other presenters, you just don't know how to go. But it's been fantastic. Thank you, Heidi, for all of your support. And Jacob, it's great to have you back for this session. Thank you for winding us up. And thank you all for joining us for this celebration. And we've just, we actually had a competition for the best design for Student Hub Live 10th anniversary cake. And we chose this one by Caitlin M. Unfortunately, we can't have the real thing, so my wife's been busy, and she's made a cake for us all. So yeah.

[APPLAUSE]

Join us for the next 10 years. Look out for, its tomorrow your next session, isn't it, Isabella?

ISABELLA HENMAN: It is, indeed.

ROB MOORE: Look out for Isabella's session. If you've not done a one of our study sessions before, come along and join us. But it's been great to spend this time with you. And we look forward to seeing you in the sessions.

So just a few messages as we go out. And I'd just like to say goodbye and thank you, everyone. Bye, bye. Happy anniversary, Student Hub Live. 10 years old this year. Congratulations.

REHANA AWAN: Happy 10th anniversary, Student Hub Live. What an amazing 10 years you've had. And I'm so excited to see what the next 10 years leads us. But please keep doing what you're doing.

PETE TURNER: A massive congratulations on 10 years worth of great resources for our OU students.

MYCHELLE PRIDE: Congratulations Student Hub Live on reaching your 10-year anniversary. Who would have thought when we started out that we would get to 10 years of creating such an inclusive, wonderful, supportive, fun environment for students.

MARK NEWMAN: Happy 10th anniversary to Student Hub Live. Many congratulations on all the amazing things you do with our students. And here's to the next 10 years.

LUCY ANDERSON: Student Hub Live, it is my great pleasure to wish you a happy 10th birthday. And I look forward to working with you for the years to come.

MARGARET GREENHALL: I've only been working for Student Hub Live for three years myself, but I know it's been going for 10 years. So I'm going to say happy birthday, Student Hub Live.

LOU ROBINSON: Wishing Student Hub Live a happy 10th anniversary. And I hope it's chocolate filled.

JACOB BROADERS: Reaching the 10th anniversary milestone feels amazing. I'm really proud of the part that I've played in Student Hub Live. And I'm looking forward to another 10 years of sharing support, laughter, and study buddies.

HEIDI: Happy 10th anniversary to Student Hub Live. It is such a pleasure to be part of the team.

AMANDA SMITH: I would like to wish Student Hub Live a very happy 10th anniversary. And long may Student Hub Live continue to help students build virtual friendships and build that confidence for them to succeed.

ISABELLA HENMAN: It's fantastic we've made it to 10 years. We're very, very proud of that. And I want to wish a wonderfully happy birthday.

KAREN FOLEY: Happy 10th anniversary, Student Hub Live. I'm so pleased to have been part of something really special and unique that is making a difference to so many OU students and members of staff.

IAN PICKUP: I'm proud, I'm delighted to note the unique contribution that Student Hub Live makes and has made across the last 10 years. I want to congratulate everyone involved with Student Hub Live for reaching this important 10-year milestone. You've also been a shining example of how we innovate and use technology at the OU to support our distance learners. Thank you all for your amazing work and contribution. And here's to the next 10 years.

[MUSIC PLAYING]