

# Welcome to The Student Hub Live

KAREN FOLEY: Hello, and welcome to the Student Hub Live.

Well, I'm Karen Foley, and we're just doing all the final checks for our fantastic event, which is starting at 12 noon today. We've got a brilliant lineup.

We've got an introduction with Belinda Tynan and Kevin Hetherington. Then we're doing "My Life in Books" with Richard Brown. We've got a show and tell coming up where we're going to find out all sorts of things about NASA. Then, we're doing "Putting Students First in Part-Time," Philosophy Cafe, language studies, and then how to make a student video. It's going to be absolutely brilliant, but we want to hear from you. So you send us a picture of yourself. And that'll come to our email desk. We'll show you how that all works because I'm going to send you to our fabulous social media desk that integrates all of your comments live into the studio.

And on the social media desk, we have HJ. HJ? HJ?

You haven't...

HJ: Hi, Karen.

KAREN FOLEY: ...been here since Saturday, have you?

HJ: What day is it today?

KAREN FOLEY: It's the Student Hub Live today. Did you go home?

HJ: I had a few books to look at.

KAREN FOLEY: Well, you've got 10 minutes to get yourself sorted before we're on air.

HJ: Right. OK. I think I might do that.

KAREN FOLEY: Yes. Go and have a little freshen up and a nice cup of coffee. And we'll be back soon at 12:00. All right, so we're just getting the final things sorted. We'll be with you at 12 noon for a jam-packed programme. But don't forget, we'd love to have a selfie of you. Send that to us at our email, which is [studenthub@open.ac.uk](mailto:studenthub@open.ac.uk), and we'll see at 12 noon sharp.

[MUSIC PLAYING]

Hi, and welcome to the Student Hub Live. Well, it's 12 noon, 30th of September, and we're on air. I'm Karen Foley, and here's what's going to happen.

I'm going to sit on this sofa for about two days. And I've arranged a fabulous lineup of academics from across the university. And we're going to be talking about loads and loads of exciting subjects. We've got life science demonstrations. We've got the Counselling department coming along to give us advice. We've got people from all of the various faculties coming to talk to you at home.

So here's how it works. This is an event for new starters to the Open University, but I'm hoping that there are already some other students who are currently studying with us who can offer some support and guidance to those who are new.

So this is a live, interactive, and online event. And what happens is we've got a live programme that we'll be running through throughout the day. And you'll be chatting, hopefully, if you're choosing the Watch and Engage button. And I'm just going to explain a little bit about how that works because it really does make the conference a lot more enjoyable. So during this, you're going to have a chance to interact with us. And what we'd really like is for you to show us who you are, what you're studying, give us your thoughts and advice. And hopefully, interact with the community of OU students and academics.

So how this all works is you've got two options to engage. You can watch and engage. And to do that, you need an OUCU, an Open University Computer Username. You just fill out a little form, and then you can see all of the live chat and you can also ask questions along the way.

You can also then see the widget. So you can tell us where you are and with which faculty you're studying. And most importantly, how you're feeling right now. Because I bet there's a lot of you out there, if you're starting, who are feeling very excited. Maybe a bit nervous. Maybe happy, et cetera. So I'd love to know how you're feeling out there. So you can do that by pressing the interactive widgets.

Now, the one thing that's very, very different about this is that we have a social media desk. And I'm going to introduce you to my two colleagues who are running that, HJ and Helen. How are both?

HELEN: Excited.

KAREN FOLEY: Wonderful. So you've got an amazing social media board up there. How does this all work?

HELEN: I'm incredibly excited about this board, Karen. Because yes, it's very blank at the moment. But hopefully, over the next two days, it will be filled up with students' comments and questions and selfies as well if they want to send those in. And also, tell us where you are around the world because we've got these magnets that we can put on the British Isles. And also, we've got a world map here. So send those in by going to the website, or by using the hashtag on Twitter, or by emailing us.

HJ: And we had lots of great pins last week that we put up, and lots of tips from things like the library and lots of different sessions. So I'm hoping to fill that up with lots of good tips. We always get lots of good advice. And I'm sure everyone at home will enjoy getting that, too. But we've got lots of people from last week and other Student Hub events coming. We got Laura, Jack. Rachel's in. Usually, we have a Rachel here. But she's not today. But we've got lovely Helen from the library.

HELEN: I'm being Rachel today as well.

HJ: We've got Ann, Darren, Shelly, Harry. And we've got people from lots of different faculties - social sciences, science, maths. So we want to know where you are using the

widgets, we want to know what faculty you're from. Introduce yourself, tell us a little bit about you. And I think we're very excited this.

HELEN: Yes, very excited.

KAREN FOLEY: Wonderful. Now, we've had broadband installed, haven't we, into the studio, which is fantastic. Can you tell everyone how the email system works, and what they can do, and what you'd like them to email you?

HJ: Yes. So we've had broadband installed, of course. All new and fancy. It's a bit scary, actually. I'm sure we'll get used to it. But if you send us messages using the #studenthublive15, or our email, studenthub@open.ac.uk, it will come into our lovely inbox here. And we'll have a little ping which tells us. It's like a message system. And we can have a look and see what people send us. And we like people to send... well, we've had all your good comments and stuff that we pinned and tips. But we'd like to see your selfies as well. We always love those. We like to put names to faces. So we've got a few of the crew up there. They're all the way up in Scotland for some reason, I'm not too sure why. But if you would like to add yourself, tell us where you are.

And yeah. So that's our lovely social media board. And it's good to be connected.

HELEN: And I have a control which allows me to do fancy things like this. I'm incredibly excited about this. So yeah.

HJ: Yeah So all happy here and looking forward to chatting with you guys at home.

KAREN FOLEY: Wonderful. So aside from the selfies, we're also asking for student videos. And we have two student videos already. And I think we've had a few more before the event began. But we're doing a session later on today about that.

And again, while we're broadcasting from Milton Keynes here, we really want to hear your story. So why you're studying with the OU. Maybe you've learned something really interesting that you'd like to share. Maybe you've thought about something from one of these talks and thought, actually, I've got a bit of a different point of view on that and you'd like to share that with us.

So you can click on the Videos tab and send those to us. And I'm really looking forward to seeing those other videos a bit later today.

OK, so I think we've explained mainly how this all works. You can see the Frequently Asked Questions section on the website if you are unclear. And as time goes on, you'll learn about how to adjust the interface so that you can have the chat smaller or bigger as you want to.

You can also pin the chat. Because sometimes it can go quite fast. And so if you use the little pin icon, you can then stop that and scroll along so that you're not missing out on anything. But the Frequently Asked Questions section on the website will have all of that advice about how to use the interface.

OK, so without further ado, I'm going to introduce our Pro Vice Chancellor, Belinda Tynan, whose idea this was initially to have a community of students. So Belinda, welcome to the Student Hub Live. One year ago today that we launched this, wasn't it?

BELINDA TYNAN: I know. I can't believe how professional it looks now compared to then. I think we were a bit ramshackle. It felt like I was in the back of someone's shed. But we've created this incredible studio space.

And look at the flashy tech that's over on the social media desk. Can you believe those flashing lights?

KAREN FOLEY: I know. That's brilliant, isn't it? Excellent.

So you've come along today. And this is fantastic. We've also got Kevin Hetherington, who's backstage, who's going to be coming in in a moment as well. And I asked you and Kevin to bring some things that you thought were really meaningful from your areas. Now, you're Pro Vice Chancellor and you've got a brand new spanking job title, haven't you? Tell us about that.

BELINDA TYNAN: Yes. So I've changed my title. I'm now called Pro Vice Chancellor Learning Innovation.

KAREN FOLEY: Brilliant.

BELINDA TYNAN: Yeah. And that connects probably to what we're going to talk a bit about today. And particularly for students, they're going to be interested in knowing, well, how their materials are developed, and where they come from, and what it used to be like and what it's like now, and what they can access. And so my job, really, is all about innovation around the learning experience itself.

KAREN FOLEY: Brilliant.

BELINDA TYNAN: I'm quite excited about it.

KAREN FOLEY: Now, you've got some things here I recognise, unfortunately, which maybe shows my age. So what's this?

BELINDA TYNAN: Well, in the early days, sort of back in the - I don't know, I was trying to figure out - when were tapes born?

KAREN FOLEY: Oh, I don't know.

BELINDA TYNAN: '60s? '70s?

KAREN FOLEY: Something like that.

BELINDA TYNAN: Maybe a student can tell us.

KAREN FOLEY: I'm sure someone can Google that and let us know.

BELINDA TYNAN: When was the tape born? Not the OU tape, but the tape. So in the early days, you couldn't download all the stuff from the web. And so we used to send out a lot of material on tape. And particularly, for disabled students, for example, who may have learning difficulties of some kind. We produce audiotapes of the materials as well.

So increasingly... of course, tapes disappeared, didn't they?

KAREN FOLEY: Yeah.

BELINDA TYNAN: I don't even think I've got a tape player lurking around anywhere now.

KAREN FOLEY: No. A lot of old cars... I know Chris Evans is trying to collect a lot of tapes for his old cars.

BELINDA TYNAN: Is he? Well, perhaps...

KAREN FOLEY: We'll send him those.

BELINDA TYNAN: Perhaps he'd like an Open University study tape. So that's kind of our first bit of tech, really, when you think back to the old days. There are other things I could share, though.

I found this other thing in the archive, which I was trying to figure out what it was. This fantastic little box.

So what would have happened is a student would have found that in their box of stuff. Would have opened this thing up and thought, oh, gosh, what's this for?

And you've got to construct it. So you open it up, and then you got to pull the bits down. Construct it. I think someone had to help me figure this out. And then what this fantastic thing is, is kind of like a little viewer.

And so what happens is at the front you'd put the - it's a bit hard to show you, really - you'd put the slide that you were looking at. So like a... what do you call those?

KAREN FOLEY: Like a magnifying, you mean? Or microscope? A fish slide. yeah.

BELINDA TYNAN: Not a fish slide. But you know the ones which have the white around them?

KAREN FOLEY: Yes.

BELINDA TYNAN: The negatives.

KAREN FOLEY: Oh, yes. I know what you mean.

BELINDA TYNAN: Like a negative sort of thing. So that would go in the front here. Slide sort of that in. And then in the back, you put your head. And there's even a spot for your nose.

KAREN FOLEY: Oh, wow.

BELINDA TYNAN: I think it's hilarious, really. And then you would sort of look through that. It's very attractive. You ready?

KAREN FOLEY: Yeah, go for it.

BELINDA TYNAN: You look through here, and then you'd be looking at the two pictures there, and you'd get that sort of magnified, sort of close-up of specimens, basically, is what it was. So people would get that. And they got to keep that. So I'm sure there's lots of children's play boxes that have got one of those in it.

KAREN FOLEY: Yeah, brilliant.

BELINDA TYNAN: And then of course, the other thing we had a lot of, we had a lot of tapes. And so we would prepare materials on the tape and send the tapes out to people. So typical sort of tech.

And if I was to come a bit more up to date, of course now we're using this. So anybody who's got iPads, anything that's not... Android or Samsung, or whatever. Whatever the brand is, it doesn't matter. You can now download all your materials and view them through any device you want. And there's a very lovely little piece of software. It's an app. It's called OU Anywhere. So if anyone hasn't done it yet, get online, download OU Anywhere, and you can see all your materials in that as well.

And you can watch now offline. What's significant about that is, is that previously when you studied, if you had one of those, you could only really watch that in your house, couldn't you? Or where you had a videotape. And you had to be in a location. Nowadays with the materials, I can be on the bus. I can be on the train. I can be at soccer with my kids. I can be anywhere and I can watch my materials. And I don't have to be on the internet.

So you access it initially by downloading it from the internet, and then you can watch it anywhere you like. And that's the level - like with technology these days - that level of flexibility is incredibly important for people. It really means that we are a university that is anywhere and everywhere. And that's what the technology has allowed us to do.

KAREN FOLEY: It's amazing. We're doing a talk this evening on digital and digital studying. And how not only have we got different technologies, but how that then changes the way that we can interact with things.

I'm very mindful that we had some students who were saying, I've just received my box. I'm really nervous about it. I don't know whether to open it or not. And the idea that boxes over time... I mean, when I started studying with the OU, I was getting all of this. They've changed so much in terms of what's in people's boxes. And sometimes now, people say, is that all that's in my box? And you're like, but you've got this amazing online environment.

And I've been looking at some of the new modules that we've been producing where we've got amazing video clips, quizzes, all these sort of interactive online elements. And just thinking, whilst we can think this is a lot of value because there are things, now a lot of that is going into this virtual learning environment. So can you say something about how students might sort of experience that side of things?

BELINDA TYNAN: Yeah. I think it's really important to sort of shift thinking about getting stuff and books and things as being the total learning experience, but to think about a learning experience that travels with you on a more personal level. And so when you do go into your module websites, as you were just saying, there's lovely interactivity. It's incredibly professional. It's beautifully crafted. It's all part of a special set of pathways developed by the academics in terms of how the learning experience should occur.

And so much of our world involves tech now. You want it at your fingertips. And so a really logical movement for us in the way we present our learning materials and how learning occurs is to follow those trends. That we follow the trends with people as well. So almost everything we've designed and done, so getting everything onto here, that's all come from students. The students have said: we want this, we want that. And so this part of the learning experience is also our response to what students want and how they need to study.

But look, we take a lot of care with the learning design. And so we do a lot of research into how people learn and how they learn best. And one of the advantages the technology gives us, which we didn't have before. Because distance education was a very lonely thing, You sort of did it on your own. You got stuff, you sat in your room, and you did it on your own. But what we know about learning is that when you talk with other people or interact with other people, you actually learn faster and better. Quicker. Because you need other people to help digest your ideas. So the online technology gives us that opportunity. You can join a Facebook group. You can join the forum. There are ways to interact. And even like this event.

So the reason why I think this event is so important and I wanted to do it was that creating a sense of community, and knowing who your peers are, and getting that network sorted helps you learn. And the technology lets us do that. So that's a very powerful combination of getting stuff - and the stuffs change. The stuff is on here now. And you can take it away and keep it in exactly the same way, and file it, or whatever. But you also get to have that talk. And so we can become friends. We can support each other. I can ask you, hey, I'm having problems with this assignment. What are you doing? And all those Facebook sites, they're incredible. Full of great people helping support each other get through the work that they need to do. So I always say at the graduation speech that those sites is where all the energy is. That's where the real learning takes place.

KAREN FOLEY: Yeah. No, absolutely.

BELINDA TYNAN: And we're not in them. So students run those.

KAREN FOLEY: There's loads of Facebook groups out there. And I'd also be really interested to know how you're engaging with the conference. So maybe you could send us a selfie of you actually, wherever you're watching it, on a tablet, on a mobile phone, on a computer, et cetera. Send us a picture of you engaging with this. That would be wonderful.

And everyone's also talking about the radio shows as well. So hopefully, we've got some students who maybe had some previous experience with the OU as well.

But listen, I also want to introduce Kevin Hetherington to us today, because Kevin is our other Pro Vice Chancellor. Welcome, Kevin.

KEVIN HETHERINGTON: Hello.

KAREN FOLEY: Now, I was a bit alarmed because we invited you to this event and then we got a delivery of a meteorite.

KEVIN HETHERINGTON: Yes.

KAREN FOLEY: And a little bit concerned at first, but we've unwrapped it and it's not as big as what I feared initially. Now, why have you delivered this to the session? Can you talk about its relevance to you?

KEVIN HETHERINGTON: I will. Well, I wanted to talk a little bit about research. And the question that I was asked was, could I bring something along today to use that to illustrate it?

And I noticed that Belinda brought along a old tape to sort of indicate the past. So that's a twenty-year-old tape. So what I...

KAREN FOLEY: Little competition here.

KEVIN HETHERINGTON: So what I have here - I'm going to try and pick it up - this is an extremely heavy piece of, lump of iron, really, that's over four and a half billion years old. So it's probably one of the oldest things...

BELINDA TYNAN: Can I hold it?

KEVIN HETHERINGTON: You can.

KAREN FOLEY: Careful.

BELINDA TYNAN: Is it really heavy?

KAREN FOLEY: It's really heavy.

BELINDA TYNAN: It's not radioactive or anything?

KEVIN HETHERINGTON: I don't believe so.

BELINDA TYNAN: Wow.

KAREN FOLEY: It's amazing, isn't it?

KEVIN HETHERINGTON: It is.

BELINDA TYNAN: And it's iron?

KEVIN HETHERINGTON: It's mostly iron with some nickel, I believe. It's part of a collection of meteorites that the science faculty here at the Open University have. It has a name. It's called Gibeon. That's because it landed on Earth in prehistoric times in an area of Namibia and that's the name of the location. And was used for - the material, because



obviously, there were lots of them - the materials were used by the local people for making tools and weapons for many years.

But in more recent times, it's become an object of scientific investigation. And I thought I could sort of illustrate how research, if you like, has changed over time by sort of thinking about some of the work we do around objects like this. So that's why I brought it along today, to give the students a sense of... really, in coming to a university like the Open University, obviously there's a lot of focus quite rightly on what you're studying and how you're studying. But it's important we think also to know that the people whose academic work informs your teaching, informs the materials, both in book and online form that we're producing, are also part of a wider academic community that are doing research.

And the general trend over time within research is away from scientists if you like, or art historians, or people in business studies sitting in their offices simply sort of doing pieces of research, or working in laboratories and then communicating with other scientists and part of their community, to taking much more of an emphasis on sort of outreach work. Of looking at the impacts of their research that that might have within society. Of thinking in terms of the Open University how we can use some of our knowledge and understanding that's coming through our research in sort of enhancing and improving the teaching materials that we've got. And this is a good example of that.

So for example, the kind of space science that we do investigating things like this. And some students, I'm sure, will be familiar that we were part of a big team that landed a robot on a comet recently. And it's still sending back data that we're analysing.

For example, while that is a sort of rich source of knowledge and understanding that those involved in science are looking to produce, understanding maybe even where life came from on the planet and all of those sorts of things. The kinds of techniques that are being used, the methodologies if you like, for investigating that have other applications. So the same techniques that are used to investigate sort of the data that's coming from the robot that is sitting on that comet are also used in other contexts, in other places to look at issues of air quality. They're also used to sort of detect possible cancer cells in bodies. So thinking about pure research moving into a much more, sort of socially engaged, impactful research, is something that's really sort of critical to the work we do at the Open University. And I thought sort of using this as a sort of object might illustrate some of that.

**KAREN FOLEY:** No, it's fabulous. In fact, we're playing a rerun of one of the talks that we had about space and Rosetta later today because, as Kevin said, there's loads of applied work that the Open University are involved with.

**KEVIN HETHERINGTON:** Yes. And it's across all areas, not just science who do this. You will find people in psychology are doing research, people in art history are doing research, business studies. All areas that we have, we have a rich research environment that's there.

And we're keen to know from our students how we can start to communicate more with them around what we're doing. So I would be very interested to hear people's views.

We certainly have started to do things in events like this where we get some of our academics talking to students about their research. And I know that in some of the previous events we've had, that's been a very successful thing. So looking at how we can do that, how we can

introduce some of the ideas from our research into some of the online teaching materials would be a really fascinating thing I think for us to explore.

KAREN FOLEY: And of course, the great thing, Kevin, about this is we can ask everybody today to feed that into the chat. So let us know if you've got any ideas about how we could work with this. And I'm aware there's loads of chat, loads of selfies coming in. And that's absolutely brilliant.

But I wanted to sort of relate what you're talking about, Kevin, to some of the stuff you're talking about, Belinda. Because Kevin, you've sort of mentioned all the stuff about space and science and microscopes, and things that the OU are developing. And also, that this sort of translates to other areas.

And Belinda and I were talking about the virtual learning environment, and how we can do that moving from the tapes and the audio. So Belinda, in terms of teaching and learning, I mean obviously distance education is the sort of key here. What sort of things can we look forward to? And is there anything you'd like to pick our students' brains about while you've got them here about how we're designing learning innovation and technologies?

BELINDA TYNAN: Well, I probably should take the opportunity to mention the Open Science Laboratories because we've got open microscopes. So anyone who's studying science subjects, it's highly likely they're going to be using our virtual microscopes. And so I think as we move into the future and say, well, that a few years ago was kind of unheard of. How could you do a science degree and not come to a laboratory?

Well, the technology is becoming so sophisticated now that you can do it virtually. People can even book experiment time. So you can run an experiment from a distance. You book your time. And when it's your time, you sign in and you join the lab. And you can tell the robots to do things. You can adjust levels of chemicals. You can see what reaction is going to be. It's getting really quite sophisticated.

KAREN FOLEY: And of course, the amazing thing is you can get so much data then from that in quite a quick period of time.

BELINDA TYNAN: Absolutely. And you can collaborate with other people as well. So I think on one of the courses - you might know this - but isn't there one course where people map a section of the moon? I'm pretty sure there is. And so maybe some of you are doing that one. But that's very exciting because you book time on the microscope and you look at the moon and you map a part of the surface of the moon as part of one of your assessments. Very exciting.

To answer the question though, really, is that what technology is making us be able to do better than just having the books in a sense - which are great. And we do great books. Beautiful work that our academics put these together and very comprehensive - is that we can bring to life things. Sometimes, text just doesn't do it. You need to actually physically touch something, or feel something, or be engaged in an activity that brings it to life. And so things like the virtual microscope make it real. And so you're not just seeing a plate in a book that says, oh, here's a picture of the moon. You're actually looking at the moon through a telescope, from your bedroom probably, and mapping that surface yourself.

Now, could you think about, what would be the most powerful learning experience for you?

KAREN FOLEY: Well, I mean something like that where you're getting to actually see something in space would be amazing, wouldn't it?

BELINDA TYNAN: And that complements - obviously, you need the textbooks and stuff as well. But it just brings it to life. And so that's what technology is enabling us to do. And I think we'll see increasingly more and more of that in the future. It brings it to life. And even simple technologies. Just even using Skype. Just chatting to someone, little things like that.

So what's another really good one? Maybe iSpot. iSpot's fantastic. It's like a big citizen science database. And people can take pictures of creatures in their backyard. Mainly, it's bugs and moths and things like that. And what they do is they put that into the database, and then other members or other people who are interacting with it will identify what it is. And what we create is an incredible community database of what's in people's backyards.

And a few years ago, a seven-year-old girl took a picture of a moth. And it was a moth that here in the United Kingdom was meant to be extinct. But there it was in someone's backyard. And we found it.

KAREN FOLEY: And again, building up a base of knowledge.

BELINDA TYNAN: Absolutely.

KAREN FOLEY: No, it's amazing.

BELINDA TYNAN: And so I think that's what technology is enabling us to do. And all the trends at the moment are very much around the social side of things. And so we just see that in our real life in real world. A lot of people have Facebook accounts, Twitter accounts. What's the other one? Pinterest. It can get a bit mad, actually, because you can have so many of them to manage.

KAREN FOLEY: Well, they need a social media desk to collate all of this. Well, everyone needs a social media desk. We've got the wordle already, which we asked how you're feeling right now. And I'd like to show that.

And I'm going to ask you, Belinda and Kevin, to end the session with a bit of advice after we've gone to the social media desk, about what you would reassure new students with right now. But first, HJ and Helen. We're seeing this wonderful wordle. And thank you for filling that out for us. It's great to see. How's everything going over there?

HJ: It's going extremely well. There's lots of chat. And we're very interested in the meteorite there as well. It's very fascinating. But on engagement as well, Gary did his first degree with the OU and he remembered when he had the cassette tapes. And now he's started again. He's just amazed with all the support and the new interactive ways that you can get in touch with tutors, and do online tutorials, which is absolutely fantastic.

HELEN: Yeah. And Abdul Aziz, Peter, and Harry all came up trumps. They found out when the cassette tape...

KAREN FOLEY: Oh, good. When was that?

HELEN: It was the 30th of August, 1963. So it's over 50 years old.

BELINDA TYNAN: Can I ask another question?

KAREN FOLEY: Yeah, go along.

BELINDA TYNAN: What was on the first tape?

HELEN: Oh, OK. Over to you, guys.

KAREN FOLEY: What was on the first cassette tape? Do you know, we have a quiz. And I'm going to ask Dave Rothery who's our quiz master tonight, all about the moon because he's well up to speed on all of that. And it is always surprising that our online audience do much better at home than our studio where we ban the internet. So perhaps the Googling skills are going well with that.

But listen, let's round up today's session then. Kevin, have you got some advice for students out there who may be starting out for the first time, are very excited about what they might learn with the OU?

KEVIN HETHERINGTON: I would say one of the pieces of advice I would give is talk to as many people as you can. Talk to your friends and family. Talk to your tutor. Talk to other students on the various social media networks and things. You're not alone.

Obviously, doing a degree, whether for a second time or for a first time is a big challenge for many people. And obviously, doing it part-time and by distance has different challenges for people who may have studied in other ways in the past. So I think it's absolutely important that you realise you're not alone. That a lot of other people are going through similar experiences to you. So share your experiences and talk to people.

KAREN FOLEY: Wonderful advice. Thank you. And what about you, Belinda?

BELINDA TYNAN: Well, let me add to that and say, probably on a practical level, remember to breathe. Don't panic. And if you feel like panicking, don't forget to breathe. And then after you've kind of done some breathing exercises and you're still panicked, try and be methodical. Try and be organised. Because I think the thing that you're going to have to learn pretty quickly is how to manage your life generally. You might have children. You might be a carer, disabled, whatever. There are so many other things that you've got to sort of manage and deal with. So try and be really organised if you can.

Maybe for the first few weeks if you are brand new to study, be really deliberate. Set aside time and say, OK, this is going to be study time. Make sure everybody around you knows that, oh, this is my study time. Don't disturb me at this point. Try and set up those sort of rules in a sense around what you're doing.

So from me, in particular, I'd just say don't panic. Try to remember to breathe. And get organised quickly. And I'm sure you're going to be absolutely fantastic.

KAREN FOLEY: Excellent advice there. Well, Kevin, thank you so much for coming along. And Belinda, thank you. And I guess we can declare this officially open now, can't we?

BELINDA TYNAN: We're officially open.

KAREN FOLEY: Officially open and ready for business.

Well, we're going to have a short video break now. And we're going to be showing you a video that we made for the social sciences. You might recognise some familiar faces in there.

And this video is all about where to first. So we thought, what are some of the things that students might want to know when they first join the Open University? So we're going to have a video break. These will appear intermittently throughout the programme. The chat's still open, so please keep chatting. And then join me after that where we're talking with Richard Brown about "My Life in Books," which will be a brilliant session. So we'll see you in about five minutes.

[MUSIC PLAYING]