

Brenna Clarke Gray:

Hello, and welcome to You Got This!, a podcast about teaching, learning, community conversation, and your digital life, made for everyone at Thompson Rivers University. I'm your host, Brenna Clarke Gray, Coordinator of Educational Technologies, and this podcast is a project of your friends over at Learning Technology and Innovation. I record this podcast in Tk'emlups te Secwepemc within the unceded traditional lands of Secwepemcú'ecw, where I hope to learn and grow in community with all of you. And today, well, today I'm thinking of the magic of radio, or at least audio. Let's get into it.

So this week I had the opportunity to speak on a panel about making audiobook versions of OER. It was good fun, good conversation, and of course I'm interested in audio versions of OER because it makes them more accessible to more users. One of the things we talked about is the movement to enable this technologically, because with AI and machine learning, there are opportunities to have computerized voices read OER, similar to screen reading technology, and one of the things we talked about is what's lost when you move to a machine generated voice from a human voice? Obviously, as someone who loves audio, spends a lot of time thinking about it. I'm partial to human voices. I think that one of the strengths of audio as a medium for teaching and learning is that audio is extremely intimate and learning is relational, so it's helpful to have this medium that facilitates connection, which I think audio really does.

I listen to so many podcasts where I imagine that I am pals with the podcasters and I am not in fact pals with the podcasters, but they spend so much time in my ears, often when I'm not able to sleep, or doing household tasks, or out for a walk, moments that are otherwise completely solitary, I have those voices with me. And so that does lend a certain amount of intimacy. When I listen to podcasts, it's really different than when I watch TV. I don't often watch TV with headphones on, even if I'm watching on my computer. So the sound is in the space with me as opposed to right sort of in my ears. And often when I'm listening to audio, my hands are busy with other things, which also is a different kind of thinking, a different kind of listening, and a different kind of attending.

The benefit of AI and machine learning being used for this kind of purpose is of course scale. We can adapt more OER for more listeners and readers if we can use the technology at our disposal, and that's really important, it is.

I also think too though, about how often we use technology to enable a version of accessibility that is just a little bit worse than the quote/unquote, "real thing," right? Auto captions are a great example of this. We've come to this place where we use auto captioning and the editing or cleaning up of the captioning is a nice to have, or if you have time, instead of actually critical to the work you're doing. And I get it, right? We all have limited time and many of us who are trying to do this work and be accessible are doing it off the sides of our desks or not as part of our contracted working hours. And so it's difficult if there's a good enough solution to justify spending the time on doing it better, but how many of our learners spend their time in that just not quite as good version of the class materials experience?

My worry is that not investing in human connection, when we create audio, whether that's in the form of machine generated transcripts and captions, or whether that's in employing robots to read our texts for us, I'm always worried that the version we give to learners who need accommodations that we just accept that it gets to be a little bit worse, and a little bit worse is good enough for some learners, but not for others. I don't love that way of thinking about it.

Scale and education, I'm not always sure they go together. If education does happen most meaningfully when we are in relation with each other, we don't do relationships at scale. Do we, I mean, I know I'm an introvert, so I really don't do relationships at scale, but does anyone? Anyway, this isn't to speak down about the really hard work that folks are doing to develop the kinds of tools that will make more learning materials more usable to more people on the whole. I think that's really, really good. I just want

us to pause and think about what we define as good enough and whether good enough is the same for all our learners, and which learners are the ones most likely to get the second-best version.

It's changing gears completely because these are definitely not the second-best version of anything. I'm so happy to have our two co-op students for this term at LT&I, Joe and Trenton, they're going to come and talk to us a bit about, well, what it is to be a co-op student in LT&I, but also about the experience of learning online for students here at TRU. I really love talking to Joe and Trenton. I think they are thoughtful, careful, critical young people and I'm excited to introduce you to them. So I'll let them take it from here.

So I am so excited to be here today with our two co-op students. We never have co-op students, and now we have two, who are working with the Learning Technology team this summer. I'm going to have them introduce themselves. So Trenton, I'm going to start with you. Could you introduce yourself to the listeners?

Trenton Sieb:

Yeah, I'm Trenton. I'm just finished my third year in the software engineering program at TRU It's my second co-op semester.

Brenna Clarke Gray:

Joe, can you introduce yourself?

Joe Binns:

Yeah, totally. So my name's Joe, I am 24. I moved here from the UK. I'm currently, I just finished up my second year of my Computer Science Bachelor's Degree at TRU, and this is my first co-op term, so really enjoying it so far.

Brenna Clarke Gray:

Oh, awesome. So I'm hoping that you guys could give our listeners a little bit of an insider view on what it's like to apply for and interview for co-op positions? Either one of you can take this if you want to just maybe walk us through the process of what that looks like?

Joe Binns:

I know for me personally, before I actually got into co-op, I was applying to a lot of jobs myself online, but it's really hard to know if you're qualified for the position, or just knowing if it's like a four-month internship, what the pay is going to be like or if it applies to the classes you've taken in school. And then one of my friends actually told me about the co-op program at TRU and that he was taking it. So I set up a meeting with Leanne and I went to go see her and she kind of told me about all the benefits of co-op, kind of how it would look, taking the class, going through, getting the credits, making my resume, and then applying for jobs.

It was really nice. She kind of walked me through start to finish. So the whole time I was doing my co-op program, I would go back and meet with Leanne and she would give me kind of updates on my resume or any jobs that were available. She was really, really helpful. And in fact, this job actually, she let me know about the posting. So it was really, really nice. Sometimes as a student, it feels really daunting when you're trying to get your first bit of experience because you don't know if people are looking at your resume and just saying, "Well, that's just a student, so I'm not going to even bother with that one."

So I just felt like it was nice because talking to Leanne, she just reassured me that, "No skills are valued. We're going to find work for you."

Brenna Clarke Gray:

That's really good to hear that it's a well-supported process. Trenton was the process, this is your second co-op term. Have you found it similarly supportive?

Trenton Sieb:

The Career and Experiential Learning department is super good at TRU. They're always very supportive. They'll send postings your way if they think they're relevant, they'll help you go through your resume, and get cover letters and all that stuff. For me, the co-op program is mandatory for the software engineering program. I have to do two mandatory semesters after my third semester. This is my first one and then I'll have to do another one afterwards.

Brenna Clarke Gray:

So can you tell me a bit about deciding, I mean, with software engineering it's required, so was the fact that there was going to be hands-on co-op was that a component of your decision to choose software engineering trends or were you just heading for software engineering no matter what?

Trenton Sieb:

I was kind of heading towards software engineering. I wasn't completely fixed on it. I was considering other things like electrical or computer engineering. I only chose TRU because of the low class sizes and other elements around that. I didn't choose it specifically because of the mandatory co-op. That was kind of a nice bonus that I realized once I started.

Brenna Clarke Gray:

I guess it means that you're coming out of the program with actual job experience, which is pretty valuable. And Joe, you were saying it's nice to be sort of supported through a program and not be worried that you're just getting like, "Oh, that's a student. I'm not going to look at their CV, it doesn't matter." You've got kind of a built-in network, I guess. You guys take a course, right? Is there a co-op course? Am I correct in that?

Joe Binns:

Yeah, so we do take a co-op course and so in that we kind of start out learning how to write cover letters, write resumes, just kind of go through different job boards and read the postings. And we do interview prep, which was really helpful. So I did three different interviews and you get feedback on how your process was. So that was also really, really good.

Another thing we actually did in co-op, which I thought was super helpful, is you actually go through and look at all the job statistics across Canada. And so it helps you get an idea of where you should be looking if you want a certain field or if you want to be working in a certain sector. And that also is nice 'cause I know right now tech you're hearing in the news it's not doing the best. But then in that class we kind of go through and look at all the job openings in this area and it really calms your nerves with that because you see there's lots of postings coming out every year.

Brenna Clarke Gray:

So I think that's really valuable because oftentimes I was going to say students don't always feel like they understand the market. I don't think I felt like I understood the market when I was on the job market. So I think that's maybe universal. Okay. So tell me a little bit about the timelines. How long did it take to get placed in this co-op job with us, for example?

Trenton Sieb:

So I was applying throughout the last semester to various co-op positions. This position was recommended to me by Leanne about a month before the end of the semester. So I'd say early April. And then once I took the interview, it was about another week and then I accepted the position, and started a couple weeks after that.

Brenna Clarke Gray:

So that's not too bad. It's not such a long-drawn-out process then, hey?

Trenton Sieb:

Yeah, some positions you have to start a lot earlier with the interview process because there's multiple layers of that. But this one was pretty good.

Brenna Clarke Gray:

We sort of got the funding and we were like, "Oh my god, if we do this really fast we might be able to get two positions." So we did it as fast as we could. And it's been so nice having both of you around, not just because you're doing jobs that need to be done, though you are, but because I think all of us really working with students, we don't get the same kind of opportunity that other faculty do. So it's just nice having your energy around.

I wonder if you guys could talk a little bit about what you're doing for the Learning Technology team this summer? I know that it's projects change and are in flux, but maybe talk about what you're doing kind of now-ish and maybe what you're looking ahead to over the course of the term?

Joe Binns:

A lot of the stuff we're doing right now is it's with WordPress. So I am currently working on a little bit of a WordPress site that kind of organizes all of our current templates people can go and create sites from. So you're trying to make an easier way that people can go and browse through that, whether you're looking for a portfolio, or a course or anything like that.

And we've also do some optimizing of the database, just cleaning up some of the older websites that are on there. Trenton, you made a little script to do some backend stuff, which was really nice. So on the first couple of weeks we've just been trying to get used to the systems and just get comfortable with things.

Brenna Clarke Gray:

Yeah, you've only been with us what, three weeks, is that right?

Joe Binns:

Just going onto the third now, I think.

Brenna Clarke Gray:

And Trenton, you were telling me you're helping to do a bit of site cleanup, which I'm extremely grateful for. When you were describing it to me, I was like, "Oh, thank God I really didn't want to have to do that."

Trenton Sieb:

Yeah, we've been going through all the sites, rating each of them, whether they can be deleted, if they've got outdated content, if they're still an active use. And then we can go through once we've rated them all and get rid of the ones that are either just empty templates, or not needed anymore. Hopefully that'll speed up the dashboard for all the other users and just improve everyone's experience.

Brenna Clarke Gray:

Something that users might not know if they only have one or two sites on TRUbox is that as the server has grown, the more sites you administer on TRUbox, the slower the dashboard can run. And so for most of our end users, thankfully, I'm touching wood right now, they haven't noticed a performance issue. But for those of us who have access to a lot of sites, it can sometimes grind right down to a halt. So it's really necessary work, but these are the jobs that you guys are working on right now are really things that we haven't had the capacity to address. Our jobs tend to be really reactive. Something goes wrong, we fix it, and we move on, and doing this kind of maintenance work that is so necessary. And also, Joe, what you were talking about actually making the templates maybe findable for people. So we stop building templates from the ground up every single time.

These are really critical tasks and so for us, just having the two of you here able to take on those tasks while we focus on the day-to-day support work has made a huge difference in how I think we're feeling about the sort of health of the server long-term and stuff. So that's really exciting for us.

I wonder if you have any sort of initial impressions about being in co-op jobs. So you've talked to me a little bit about the support coming into the role. I wonder how, I realize it's kind of an awkward question because of my role on the team, but you can tell me, I'd love to know how it's been like, sorry, we joke all the time that we're not very good at onboarding because we're so overworked. But I wonder if you might talk to me a little bit about the process of getting sort of situated in the unit.

Trenton Sieb:

It's definitely a learning curve getting started because there's a lot of information we don't have context for that's the same for basically any position. Once we got fully started, it was definitely a lot of stuff we can work on and it's been a good experience overall. The team seems to be super flexible. I love the opportunities we have to just work on various projects that we find we're interested and will be valuable for us.

Brenna Clarke Gray:

Yeah, we're so grateful that you're here. You could propose anything and I think we'd be like, "Yep, that sounds great, go for it." How about you Joe? How have you found settling in?

Joe Binns:

Yeah, so for me, I don't want to say I was getting tired of school, but I was just so ready to just start sinking my teeth into something and actually get some end product from it. So it's been really, really nice. And I know the main reason I switched careers to come into computers is 'cause I wanted every

day to have kind of a new challenge and it'd be a very exciting, very evolving job every day. And so far I've found it to be very much that way. The team's been really welcoming and there's been just a plethora of projects and I think that was awesome. As we got offered basically 10 projects and it was like, "Look, this all needs doing. You guys pick what you want to do." And I think that's really good. I think people do their best work when they're doing something they're interested in. So I've been loving the freedom to do something I'm passionate about and the team's been super helpful. So-

Brenna Clarke Gray:

That's nice. I hope you're not just saying that 'cause I'm here, I'll be happy to take your criticism, but I think that is one strength of our team is that we have a really diverse set of skills, competencies, and interests. And so we're almost always getting to work on stuff with the exception of the day-to-day slog of Moodle support tickets. We're almost always working on stuff that we're interested in, that we care about. And so I think that, not that I don't care about Moodle support tickets, people listening do, it's a passion, but it is nice to work on things that you know you feel like you're learning something from. I think that's been our big stress on the team is like we've never had co-op students before, so we're like, "Oh my God, let's make sure they're doing something that they feel is valuable and that they're learning something from."

So I hope that that's the case. I'd love to know, actually, you're both TRU students. We are the support team for Learning Technology at TRU and I think that oftentimes faculty don't get to hear from students about the experience of using the learning technologies. So, I wonder if you might feel comfortable telling us what technologies you've had access to and exposure to through your courses, what's worked for you? Maybe even what hasn't, if you feel comfortable, you obviously don't have to be specific about specific courses, but I just wonder if you might talk a little bit about how learning tech has been for you at TRU?

Trenton Sieb:

Overall, the Learning Technology at TRU has kind of just been something that's there. Something I've kind of taken for granted, haven't really had to think about it too much, which is honestly nice.

Brenna Clarke Gray:

I was going to say that's good. That means it hasn't broken on you that often.

Trenton Sieb:

Exactly. Yeah. So I've basically just used the Moodle and the Big Blue Button and those sort of tools. I haven't really had to use too many other things. A lot of stuff I wasn't even aware of until I started working for this department, for example, like the WordPress sites. I didn't even realize that was a thing I could do.

Brenna Clarke Gray:

That's not great. We need to work on that, but it's good that you're getting exposure to it now. What about you Joe?

Joe Binns:

Yeah, so I think I'd agree with Trenton. I think before coming to this department I didn't realize how many different sites and resources we had to offer to students and faculty. So that's a big one. I think if

it got brought up a little bit more maybe in the classroom or just around school. 'Cause I think there are a lot of really, really good resources there that people can pull on.

Brenna Clarke Gray:

And maybe that's something we need to strategize more with you guys while we have you this summer is how do we make sure that more people know about the resources. We have pathways to reach faculty, imperfect though they are, we have TRU Connect and these other services, but reaching students is really hard, and it's a shame because I think there's lots of students who would benefit from knowing that they could build a website, and not have to pay for hosting, or not have to use sketchy hosting. They could just have it live at TRU and know that data's safe and secure.

Joe Binns:

I agree. And it's also, I think it's such a useful skill to have. I think if teachers encourage students to go and make their own websites, just really useful to have in our day and age.

Brenna Clarke Gray:

And especially, we always tell people, I will include this stat about 30% of the web runs on WordPress. So once you know how to do basic editing of a site in WordPress, that's a job ready skill as well. Brian loves to tell the story of a student who had done a TRUbox site for a class and ended up getting a job because in the interview they tried to pull something up on the company WordPress and it wasn't working properly and the interviewee who had been a student at TRU with a TRUbox site was like, "Oh, I know how to fix that." That's why they got the job. So we like to tell that story. Okay. So I wonder, did either of you have to experience the fully online period or did you start after?

Joe Binns:

So I did.

Trenton Sieb:

I did have a year of that.

Brenna Clarke Gray:

Okay. Tell me honestly, how did it go?

Joe Binns:

Take it away, Trenton.

Trenton Sieb:

I really did not have a good experience with it.

Brenna Clarke Gray:

Okay.

Trenton Sieb:

The reason I came to TRU in the first place was, like I said earlier, the class sizes and being able to interact with the teachers directly and I felt like a lot of that was missing during the online period. There were ways to do it, but I just felt really disconnected. It was tough. So coming back after it, I felt a lot better about that. It was a good experience overall. I learned a lot of how I myself learned how didn't kind of interactions I'd like to have with classmates and professors. Overall, not a great experience, but I did get some good stuff out of it.

Brenna Clarke Gray:

Well that is very generous of you. Joe, what was your experience like?

Joe Binns:

Personally? It wasn't really the best for me either. The two big takeaways for me is one, I probably learned a bit less than I would've I was in class. I think it's just a lot harder to just read all that material without having someone there to talk you through it and go through your questions with, and obviously you can email teachers, but it is a lot harder than having someone there in person to reach out to. And then the biggest thing for me was just not being with my classmates. 'Cause right now you can be in a class and maybe get a really difficult test, maybe you get a bad grade on it, but then everyone else in the class is kind of in the same boat, you know you can talk to your friends, see where they're at. And sometimes with online you do bad on a test or an assignment and you just feel like you were the only one that was doing poorly I guess, because you didn't have reference to your other classmates. So-

Brenna Clarke Gray:

One of the things we've seen since the return to class is like your experiences, totally. That's the narrative we hear from students all the time is, "I had a really rough time. I felt disconnected from my instructor, I felt disconnected from my classmates, I felt really isolated and when I was struggling academically, I didn't feel like I had anywhere I could go." So I'm hearing all of that and it's really reinforcing a lot of the messaging that we've been hearing otherwise.

One of the things we've noticed though, is that whether it was the online year or whether it would've happened anyway, there's much more of a demand I think from students for a certain amount of flexibility when it comes to classroom time. We're seeing in-class attendance way down. I don't know if that's been the case in the programs that you guys are in, but across the university, attendance in class is way down, even while students I think have a really clear experience now of why being in class is often really beneficial. So I'm wondering about your thoughts on that, about is it that students have to work so many hours? Is it the other things on the plate? Is it the workload that's making that need for more flexibility a piece? Or is it just, we've had this experience of being a little bit more self-directed and there's a desire to bring some of that back into this. I'm putting it in quotation marks, but "more normal" academic experience.

Joe Binns:

I think it's what people have got used to over the last few years, mostly. If you get used to doing school online, whether you think it's better for you or not, you kind of get into a routine. So I think that's a lot of it. Part of it could be in some of my classes they've been recording the lectures and posting the online and although I still do go to the lectures, it is really nice having that flexibility. I wish every lecture we did in person was recorded and posted online because if you can't make a class or you want to go back through it later, it's there. So I'm assuming a lot of students are just going off those resources. Yeah, I



mean I think as long as you give them both options, it's kind of their decision what they want to get out of it, right?

Brenna Clarke Gray:

Yeah, I think that's really important. Do you have similar experiences, Trenton? I'm wondering a bit what the attendance is in software engineering 'cause it is such a small program.

Trenton Sieb:

Yeah, I've had classes where especially towards the end of the semester there's only one or two people showing up to the classes. One reason I think behind that, is that a lot of the course material is just based off lecture slides that are posted on Moodle anyways because the exam, and the assignments, and everything are just based off of those people feel they can just read through that and be totally fine. They don't get much value out of the lectures themselves. And while this may seem like, I know you're not getting the experience the professor out of it because you can go to their office hours and ask them questions anyways. It feels often there's no real need to go to lectures, especially when you're overwhelmed with assignments and projects and all the other stuff going on.

Brenna Clarke Gray:

I feel that, I mean, you guys know I work from home a lot. I work from home three days a week normally. And then I also have a six-year old who gets sick every 15 minutes. So I'm also home because of that, often when I am overwhelmed, when I have a bunch of podcasts to edit, and a big web project to work on, and it's my day on the Moodle support tickets, sometimes coming into the office to do just the office things feels like a bridge too far, like a thing I can't possibly do. So I totally get it from a student perspective, especially at the end of term when it's like, I know I can get this information elsewhere, I really need to buckle down and focus on that. To me, that seems like a rational choice that people are making based on what information they have available to them. I'm really interested to see where this goes because the university is talking more and more about flexible delivery. I think that's the phrase we're using right now for learners. But I also, there's also you get to a point where that classroom experience that you're craving, if only three people show up, are you really getting that classroom experience? That's the flip side of it, right?

Joe Binns:

Well I guess that's the tough bit is when you add more resources online, you push people online and then it does slightly degrade from the classroom experience. But I really do think if teachers are just recording all their lectures and posting online, it'd be really beneficial. I know, just back to the question we had earlier about my experience of online class at the beginning, I had a few teachers actually did record all their lectures and tried to make it as similar to a class setting as possible. And I found they were pretty good. But where online was really difficult was when teachers would just give you the textbook and say, "Read these chapters." And I think that's really, really difficult. 'Cause it's like, "Well if I'm just going to read from the textbook? Why do I even need a teacher at all? If you're going to tell me just to go read this book."

Brenna Clarke Gray:

Obviously on the Open Learning side of the house, we build a lot of asynchronous courses and there's a lot of, you know you can do asynchronous learning really well. But the problem is that it's a skill set, right? And especially for you guys doing this in your first or your second year, it's not a skillset anybody

has given you any tools for. It's just like, "Oh, here's a bunch of stuff, good luck." Which isn't really, not really what you might call a scaffolded learning experience, right?

Well, I didn't expect that we were going to talk about pandemic teaching, but I'm really glad that we did because I'm still really fascinated by that year and I always love talking to students about their experiences and I think it's really actually great that you've had that experience that you're bringing to the team because you said some very nice things about the stability of our tech platforms, which I'm always very grateful for, but I also think you've had some negative experiences that can also help you when you're thinking through what is a good and a bad online experience. And as much as I don't... Like, I'm not happy for you that you went through it. I think it is really useful to be able to balance those two things and see where some hybridity is useful versus where the classroom experience is, is a good thing. So that's really helpful. Do either of you want to add anything to that discussion before we call it a day?

Trenton Sieb:

Yeah, I think another way the experience has been helpful is looking forward into positions in the future. I'm definitely realizing that I do enjoy a hybrid work option. The opportunity to work from home when I feel like that's going to be good work opportunity for me that day, or the couple days, or whatever. That makes it a lot easier for me to get stuff done sometimes and then also come to the office and connect with people.

Brenna Clarke Gray:

Yeah, that's a really good point. Looking ahead to your future, Joe, do you have any thoughts on that?

Joe Binns:

Yeah, kind of similar to what Trenton said, I think we just have to go back and look at the lessons we learned from the pandemic because although now we're back to the new normal, I think as time goes on, we're only going to get more and more towards hybrid and remote work. So I think trying to learn from the mistakes we made there and take it forward is really helpful.

Brenna Clarke Gray:

Yeah, I totally agree with you. When we first went back to campus, I was like, "All right, we're going back to campus. And I was like, I'm going to be in the office every day." And then I was like, "Oh wait, there's lots of my job now that actually..." Editing audio is the example I always give because as you guys know, my office is immediately above the bus loop, so editing audio in my office is a nightmare. But when I first went back I was still trying to record the podcast in my office and edit in my office and I was like, "Oh, I'm making myself miserable." So just recognizing where the strengths and where the weaknesses of online versus in the office are. I think the problem is that folks need flexibility to try things and figure out what works and what doesn't, and employers aren't really always willing to give folks the time to do that exploration, right?

Joe Binns:

Yeah, I would agree with that. And I think with the LT&I team, you guys have been very flexible with that. I think you've been, take your time, get used to the system and the resources and just get comfortable with it because we know when you're comfortable then you'll produce your best work. And I think that is the way you should approach that situation really.

Brenna Clarke Gray:

Yeah, I agree. Thank you so much both of you for taking the time to chat with me today. I really appreciate it. It's just also nice to get a chance to chat. I was going to say one-on-one, but one-on two with you. I haven't really done this yet, so this is really nice. Thanks so much.

Trenton Sieb:

Thanks for having me.

Joe Binns:

Awesome. Well thanks for having us on Brenna.

Brenna Clarke Gray:

So that is it for season 3, episode 24 of You Got This! As always, if you want to write to us, you can email me. I'm bgray@tru.ca. I'm also on Twitter @BrennaCGray, and in both cases that's gray with an A. All of our show notes and transcripts are posted at yougotthis.trubox.ca and of course you can always comment on individual episodes there.

I'm going to leave you today with a Tiny Teaching Tip while I'm thinking about the magic of radio, and invite you to play with audio a little bit as you set about your course development for the next term. If you're taking the Inclusive Digital Design course, you might have noticed that module 5 and the bonus module have audio components that are present alongside the text in those modules. Maybe that's something you want to consider in places in your course where you have a lot of lengthy text. Of course you know that if you're playing with audio and you want help, there's someone who loves to help with audio, it's me, it's me, I'm talking about me. So feel free to reach out.

Anyway, I just think audio is really special and the more we can try to play with different ways of connecting in our courses, the better. So check it out and let me know what you think.

Until next time, take care of yourselves and each other and we'll talk soon. Bye-bye.