

Brenna Clarke Gray:

Hello and welcome to You Got This! A podcast about teaching and learning and pivoting to digital for the whole TRU community. 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. We're housed within Open Learning, but we support the whole campus community. 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's episode is a little bit different. It's going to be less of my emoting, not no emoting, but less and more of a celebration of our upcoming programming for the summer term. And some changes to our mighty team. Let's get into it.

Brenna Clarke Gray:

So you might recall that this time, last year ish, we were unveiling our Summer Camp programming, which was a little bit half cocked and ill-advised, but some of the most fun I've ever had in my professional life. Summer Camp was great because we had so much content we needed to transmit to you. And we wanted to build a community of folks who felt comfortable sharing in a brand new and very unsettling task. This year we want to keep the community feel but move from transmitting information to workshopping and building together, which is really the stuff we love to do. In today's episode, you're going to hear little teaser bits of audio from each of us. As we talk about the workshops that we have planned for you and what we hope you'll get out of them.

Brenna Clarke Gray:

It's an exciting year. You might not be aware, but our team is growing, has grown.

Brenna Clarke Gray:

We've welcomed two new faculty coordinators to the learning technology and innovation team. One of them, you know, extremely well, Jamie Drozda will be moving into a new role as faculty coordinator. And we're also welcoming Jason Toal to the team in the same role. It's really exciting for us to feel like we have a compliment of people who can help you with all kinds of things and enough person power on the team that maybe we can be a little bit less reactive and more proactive in thinking about what ideal programming is going to look like for everyone. I am really excited. I have been looking forward to getting back to building and I've been looking forward to also finding the space and time to have some of the really good conversations that we all got to have last year as part of summer camp and the campfire chat series.

Brenna Clarke Gray:

So we're harnessing that spirit, we're welcoming the uncertainty we all have about next fall. And we're thinking about all the different ways that we can embed technology in our classrooms, whatever modality we find ourselves in now and into the future. A lot of the strategies we're going to talk about this summer are really about future-proofing prepping, rethinking, re-imagining what teaching can be and building on the skillset that you've spent this whole year honing. We really don't want you to feel like you're stuck in a series of webinars all summer, because we know you've done that a lot for the last year, but what we are offering are hands-on supported building time. And a lot of creativity, a lot of the sessions this time around are really centered on getting creative. We've got stuff on video, visual art, moving past Moodle, building your dream course, perfecting a skill set. And then we've also got lots of opportunity to do some big thinking professional development. We're borrowing the book club from CELT for the summer, and we're doing a lot of lunchtime discussion about a whole bunch of different

topics. So rather than me continuing to ramble, I'm going to hand this space over to my colleagues and have them -- and me -- tell you about what we're so excited about.

Jason Toal:

This is Jason Toal from Open Learning -- educational technology coordinator. And I'm here today with my good pal, Jon Fulton.

Jon Fulton:

Hey everybody, I'm Jon Fulton video producer for open learning. Jason and I thought we should make some more workshops for you guys to attend.

Jason Toal:

It's going to be good. It's going to be a summer of inquiry.

Jon Fulton:

Summer of engagement.

Jason Toal:

It's the summer of engagement and engagement with video specifically, which is which is the promo we're doing today.

Jon Fulton:

Exactly. So Jason, why do you think people should come to this? Our workshops?

Speaker 4:

The main reason that I can see is that whether you've been teaching remotely for the past year, or just getting started and going to be doing some sort of blended in the new year video is going to become a more important part of your practice.

Jon Fulton:

Yeah, exactly. We've had a lot of instructors over the last year working with video and have learned a lot and we want to help you really ramp up that student engagement by using video and really help you plan ahead of time what you're going to do for your next semesters.

Jason Toal:

Well, we've certainly seen a lot of, I guess, improvements as, as people have learned this new medium. So we're going to be able to show some stuff, show what's worked, what hasn't worked and why, why you would want to spend the time making videos in the first place.

Jon Fulton:

No, exactly. Yeah. Making videos for educational purposes takes some time and takes some planning. So we're going to, we're going to split it up into three sections, right? We're gonna make sure that first you understand why you want to use your video in the first place. We want to have a lot of conversation

with you about how best to utilize the video, to engage with your students and get that that learning out to the students correctly and engage them properly. Right.

Jason Toal:

I think you just summarized it perfectly. And I don't know if we should, if we should sort of have any teasers as to the final session or not, but there's many levels you can go to when you're using video and we're going to the highest one possible.

Jon Fulton:

Great. So, yeah, we'll definitely, we'll start off with the very simple basics. And, but we're going to go deep dive into sharing your videos with the students. Making sure that you, you completely understand the best ways to share within Moodle and using Kaltura and just making sure that yeah, you do understand and are confident enough to make sure that your Moodle course looks the way you want it to look.

Jason Toal:

So check out the schedule. I believe there will be many websites and mail lists about our dates and the details for each of the session.

Jon Fulton:

We're going to have a lot of fun with these sessions. We're going to have a little bit of discussion. A lot of, we want to hear from you, we're going to have some guest speakers and yeah, we'll just make it a summer of fun video work.

Brenna Clarke Gray:

So Jamie, we're doing a workshop together again, it's been a while.

Jamie Drozda:

It sure has. I'm excited too.

Brenna Clarke Gray:

So you pitched the idea of us doing like get outside of Moodle, play with WordPress and Pressbooks. How come, what did you want people to get out of a session like this?

Jamie Drozda:

Well, I think, well, I think I was thinking of the students, mostly. They... Moodle can be really boring. I like to call it the scroll of death. There's that much of a navigation system there. And if you take your content outside you can connect it to Moodle where it's important for assessment, submissions, quizzes, or assignments, and use the grade book and Moodle, but you can have your content outside in and in WordPress or Pressbooks in a place where it's easy to navigate. It's open, it's easier for students to access. It's more fun and hopefully more fun for the faculty to use.

Brenna Clarke Gray:

And, you know, it's funny now that everybody is relatively comfortable with Moodle, I would say we've seen a huge uptick in the number of questions that are like, okay, but how do I make my Moodle shell

look good? And you can, but it's actually probably easier to have a nice aesthetic space using a tool like WordPress than it is with trying to do it with Moodle.

Jamie Drozda:

It really is. You know, it's easier with, with the themes that WordPress has. You can quickly change the look and feel, and in Moodle you have one look and that's it. Yeah. And the, the editor is a lot harder to use in Moodle than it is -- The one in WordPress is a lot easier. I don't know. I'm excited for this.

Brenna Clarke Gray:

Yeah, I really am too. And I think it's going to be fun because we're going to be talking about all kinds of different assignments that you could do with WordPress and Pressbooks. We're also going to talk about some other like professional applications for WordPress and Pressbooks. Like maybe you're trying to put together a dossier or a portfolio for yourself for your own work. And these tools might be a different way to approach it that you haven't considered before. So I, I'm excited to, I think it's going to be a lot of fun and really creative.

Jamie Drozda:

I think so. I hope so. That's the goal.

Brenna Clarke Gray:

So the way the workshop is set up is we'll have sort of two, like introductory days the first week, and then a more advanced day where we get into some deeper skills the second week, and then everybody will have a week to go away and play. And of course we'll offer assistance where we can. And then we'll do like a showcase of what everybody's learned during, during the four sessions. So it's going to be kind of tight and compact, but the goal is that everybody leaves our workshop with something that they can take to class, right?

Jamie Drozda:

Yes. Yes. They'll complete a nice package.

Brenna Clarke Gray:

Yeah. We're big on, we're big on not wasting your time. We know nobody has it. Awesome. So yeah, link in the show notes to all the registration information. This workshop's going to be June 8th, 9th, 15th, and 22nd. Thanks Jamie.

Jamie Drozda:

Thank you.

Brenna Clarke Gray:

Hey Matt. So tell me about the Friday mOOC club,

Matthew Stranach:

Right. So thanks for asking. So first of all, yeah this is going to be actually it's being described -- you may have heard of a massive open online courses. This is actually being described by the folks who were putting it on Trent online as a medium-sized open online course. So that's a very, very important

distinction. And I guess one of the things about it is that whereas, you know these massive open courses tend to attract, you know, upwards of tens of thousands of folks, if not more this is more, I guess, of a grassroots professional development kind of initiative. That's being run by Trent University Online in Southern Ontario. And it's being, I guess put on using Extended Ontario's open courseware platform. So in ed tech modules that the provincial -- I guess -- educational technology group, I believe there's an association there with eCampus Ontario.

Matthew Stranach:

And it's going to be a scaffolded learning experience, I guess you could say where people who sign up for these modules can complete six different tracks, I guess. They all kind of have different focuses, so you can sort of go for a teacher or technologist or curator or collaborator or experimenter or scholar track. And I believe that although it sounds hierarchical, I think it's more of a focus. A difference with focus with these, you know, different tracks. And for folks who complete all six, they can earn an Empowered Educator micro-credential. So the idea with this group is that we will just meet, you know, every, couple of weeks and kind of discuss, kind of chat, kind of go through it together. And everybody by nature of the endeavor, will be kind of doing it their own way.

Brenna Clarke Gray:

I was actually really excited when you pitched this Matt, because this is the brainchild of, of Terry Green and his team at Trent. And I really liked the idea of a supported way to move through content. Like we know the content is really good, but you know, you will know this better than anybody. This is your area of expertise, but MOOCs have a really poor completion rate. Right. And so the idea of moving through it together as a supported group, I think is a fantastic strategy. I'm looking forward to it. I'm, I'm going to sign up.

Matthew Stranach:

They were going to be having four sessions and the scaffolded, I guess, experience with Trent and ExtendOntario, it does go until the 30th of June. So basically beginning the first week of May it goes online. We'll have our meetings sort of May and June. And then at the end of June, you have I guess, to complete it and get a, whatever, you know, credential or a certain, I guess, badging out of it. So, yeah.

Brenna Clarke Gray:

Okay. So you, might've heard a bit about H5P lately, or maybe you've heard a lot about H5P lately, and you're curious. We're going to host an H5P building party this summer. It's just a, one-off one day for about two hours. And in this session, you'll learn a little bit about what H5P is. And then you'll have some time with the team, with you to do some building and create some H5P resources. H5P allows you to create little formative evaluative interactions for your students. It can be as simple as a wee small, multiple choice quiz that they can take over and over to as complicated as, you know, a branching scenario or an interactive video. But what H5P allows you to do is just build a bit more interactivity into your course, particularly when students are working on concepts alone, it can be really useful as we start to think about integrating back into the classroom and thinking about how we're going to accommodate students who aren't there with us. And it's just kind of a lot of fun. If you're comfortable filling in a web form, you too can make an H5P interactive. There'll be in the show notes, some links to what H5P is and why you may be interested in it. But I hope you'll come out. The session's going to be on June 1st from 12 to 2, bring your lunch, learn a little bit of something new, and you'll leave the workshop, I promise you, with two interactive activities you can put right into your course straightaway.

Brenna Clarke Gray:

Hey, Brian, tell me about let's build it.

Brian Lamb:

So this is something a little different it's not going to be your typical kind of presentation slash discussion type of online session. It's really meant to be kind of an applied cohort to develop our projects together. So every year we have faculty asking you know, Hey, I would, I'm interested in to doing a mapping project for my course, or I would like to do e-portfolios with my students, or I have this research project and it's got a knowledge mobilization dimension, can you help me build it? And I thought, instead of kind of doing these projects in a one-off sort of way, I was trying to think about ways we can support these things better. And also we do have a very limited amount of time from developers on our team and how to kind of allocate that work most effectively and efficiently and make it available to more people, but in a way too, that uses the time and expertise of these people more effectively.

Brian Lamb:

So I think what we're hoping to do is to essentially create a four week program over six weeks, where what we're going to do is essentially scope out and kind of figure out what these projects are going to look like select the technology we want to use. I think in most case WordPress will be the platform, but maybe in some cases, something else will be better. Maybe it'd be something like Kaltura, maybe something else entirely. And then in, in kind of multiple stages have discussions where we talk about, you know, what is possible working together to scope out and plan the project, getting to some kind of very basic prototypes and understanding what kind of skills and development would be needed. And at this point it'll be late May. And if at this point we are able to identify where some specialized expertise like maybe a web designer or instructional designer should review and give some feedback. Maybe there's a multimedia media developer dimension. Maybe Jon could help with some video. Hopefully at this point we would have enough time to kind of get that into the pipeline where that sort of work could potentially be available by fall, so that we're, you know, respecting and using the time of those people you know, effectively, because we're not giving them some wide undefined project idea. Hopefully we're giving them a fairly specific request and, and are able to work with whatever they give and not expecting them to do every single piece of it. So that's kind of the goal is essentially to do the kind of work we do in projects, but to apply some of the lessons we've learned about when a project tends to develop well and efficiently and have a good outcome and try to avoid some of the things that sometimes result in either a disappointing result or more likely a chaotic development project, which is more stressful. So we're trying to reduce stress and improve outcomes and hopefully learn together.

Brenna Clarke Gray:

I like this because I, in general with the summer programming this year, you know, last year we just had so much information to impart and it was a lot of fun. We had a lot of fun at Summer Camp last summer, but this summer I'm really seeing that transition towards building things in, in our programming. So this is like kind of the centerpiece of the building things experience, but all summer long, we're going to be helping folks bring ideas to fruition. And I'm excited about that. It's, it's, it'll be nice to be in that space again.

Brian Lamb:

I really like the range of offerings too, and I am hoping that maybe some of what people see with other types of programming will get them thinking about the kinds of things they might want to do and build.

And then that the building thing would it be more, like I said, kinda more like a supported cohort where, you know, we can efficiently get people the help they need when they need it early in the development process and also, you know get feedback from colleagues as well as my hope.

Brenna Clarke Gray:

Okay. So let's build, it starts on the 19th and there'll be some supported time and also some sort of working time. And then by the 30th of June, folks should have a really good sense of their scope of what they're doing. Right?

Brian Lamb:

Yeah. I think the idea is we'll do three sessions once a week and then there'll be a break to hopefully go off and, and make progress on the things that have been scoped out and planned. And, and then come back with wherever we're at at the end of June and do some peer feedback and kind of identify whether the plans we've made are actually sending us in the right direction or whether a course correction is required. That's been known to happen.

Brenna Clarke Gray:

Perfect. That sounds like fun. Thanks so much, Brian.

Brian Lamb:

Thank you.

Brenna Clarke Gray:

Okay, Matt, so you are telling me, you have not yet had enough of a Moodle. We are doing a spring Moodle Institute. Can you tell me about it?

Matthew Stranach:

You're right. I haven't had enough of Moodle. I didn't get enough of Moodle and you know, non facetiously, non ironically I have actually really grown to appreciate the stability and yet the benefits and creativity, which abound in a really thoughtfully designed learning platform. So, you know we're going to be having a spring Institute. It's going to be Tuesdays, May 11, 18 and then, and then a couple more weeks in June on the fourth and the 18th so four sessions at all. And it's not like a full on Institute. It's a hour and a half per session. And we would encourage people to sign up for one of them or to sign up for all of them. And what we're sort of trying to cover the spread between new or experienced users, I suppose, we're trying to make it so that whatever you level with Moodle, whatever your experience you can come in and get something out of it.

Matthew Stranach:

So we'll spend a bit of time initially covering some of the basics, you know, just getting started and perhaps you're a new faculty member or somebody who didn't really get that much use from it so far. So just some really basics on how to add activities and resources. And then by the second session, we'll be maybe moving on to more intermediate kinds of steps, more to do with evaluation and assessment. The grade book is always considered kind of a sticky point with Moodle, but actually if you're sort of following the defaults or even some of the I guess, customized options within that, it is fairly straightforward. I'm not going to say it's necessarily intuitive, but it's, it doesn't have to be super

complicated either. So we're going to hopefully bring out some bring down some level of you know, concern about some of these I guess, evaluation and assessment features.

Matthew Stranach:

And I dare say that we may get into what I would consider some of the fun elements within Moodle, which is to say, at least from my standpoint, using things like Kaltura Media, web conferencing with BigBlueButton. And I guess perhaps most especially H5P interactions, which is some really dynamic engaging user-friendly learning software which has now been recently added to Moodle core. And you can actually export those interactions outside of Moodle if you're so inclined. And I guess the whole focus of this really is going to be on finding ways that Moodle can be personalized towards your specific interest, your specific teaching purpose. And yeah, I should also, I'd be remiss. I'd be remiss if I failed to mention that I'll be joined -- my, my much esteemed co-facilitator Jason Toal. Our latest addition to the ed tech coordinator cohort will be joining us. So I mean, definitely come for the Moodle, but you might want to come and meet Jason too which is going to be awesome.

Brenna Clarke Gray:

Hey folks. So if you enjoyed Summer Camp with me or the campfire chats that we did last August, where we got to get into some really, I don't know, thoughtful questions about teaching and learning, the equivalent of that for this year's programming is something we're calling Post Pandemic Pedagogies. It's going to be every Thursday at lunchtime, starting in the middle of May. And the idea behind these is to start to think about a couple of things. Number one, what's teaching going to look like as we start to get a sense of the return to campus plan, what can we plan for? What will it look like to accommodate students in a post pandemic world? How might we integrate some of what we've learned in the last year back into our face-to-face teaching? And also, I think really importantly, how do we talk about the year that just passed in things like our teaching philosophies, our portfolios, our APARs -- we've worked really hard for the last year and for many of us, I think our approach to teaching and learning has changed in really significant ways. And it's sort of tempting to call the last year a bit of a lost year, but I don't want us to do that. I want us to instead really think about how we conceive of ourselves as teachers now, after everything we've been through. So it's really all about thinking about how technology changed our experience of teaching, what we want to keep, what we want to let go of and how it fits for us in the future, or maybe it doesn't fit -- that's okay, too, figuring out what we're going to shed is important as well. But really, I want to find a way to integrate the year that we've had in with our identities as teachers and as learners as we move forward. And yeah, some practical benefits around like documenting our new skill sets, those kinds of things. So join me Thursdays at lunchtime for Post Pandemic Pedagogies, bring a lunch, be ready to chat, be ready to be open, or just be ready to listen. And each week I'm going to try to provide you with some really concrete, reflective exercises that will hopefully work towards that dreaded APAR submission at the end of June, looking forward to seeing you all there.

Brenna Clarke Gray:

Matt, we stole the book club from CELT and we're not giving it back. What are we doing with it this summer?

Matthew Stranach:

Well, we're holding it gently in our hands and we're trying to make it low intensity and you know, Brenna and anybody who's been to the latest offering, the sort of shared LTI-CELT offering. I think one of



the things that I personally took away from that was that people like the smaller chapters, people like the ability to drop in and people like, you know, the free OER kind of approach to getting at it. So what we're doing now is we're kind of, you know, we, we've got a lot of PD on the go across our group and CELT is offering some absolutely amazing stuff as well. And we don't want people to feel too rushed. We want people to, I dare say, feel chill if they possibly can about some of this. So consider this, consider this your summer beach read, consider this you're you're you know, putting up your feet in a lawn chair wherever you happen to be with your mobile device of choice, taking a spot in the shade or a, you know, in the sun. And this is actually called the Totally Chill Summer Technology book club, which may be my favourite name for a PD offering that I've been involved in since arriving at TRU. Yeah, well, it's trying to try to capture the the summeryness of it. So what we're looking to do is just basically get into a really excellent book. And this is funny because I just learned today that Brenna has had a part in this book and I, myself, I think I can say this now had a part in this book too. It's yeah. It's 25 Years of EdTech by Dr. Martin Weller of the Open University and absolutely. Well, he's, he's a giant of open education. I think I can actually say that. And he's just done so much in terms of his practice and scholarship and his book 25 Years of Ed Tech are some really just bite-sized reflections on 25 different ed tech formats that have come in some cases gone over the years. And what's really cool about this is that you know first of all, it's a free PDF. You can get it from Athabaska University Press by clicking on the links. And the Open ETC, ed tech co-op, has a, it's an audio book, it's a podcast. And our own esteemed Dr. Brenna Clarke Gray has narrated -- it's the chapter on analytics, right.

Brenna Clarke Gray:

Everybody knows how much I love learning analytics. So I went ahead and did the chapter.

Matthew Stranach:

And I was one of the anonymous peer reviewers for the manuscript when this manuscript -- So you know, I, I think I can say that now the book is out there in the world. So what I can, I can definitely tell you that however you choose to read this whether, you know through the podcast or through the through the book, you know, the ebook, it's going to be super engaging, super fun. And we're just hoping that you know, some, some folks will join us, pull up a towel, pull up a lawn chair, or somewhere on their patio, and just kind of keep the the thinking on this going without feeling like it's too much of a super intense PD commitment or anything like that. It's really more meant to be just a discussion where some of your some of your favourite people on campus.

Jason Toal:

Hey folks, this is Jason Toal here. Ed tech coordinator from Open Learning.

Marie Bartlett:

Hey, Jason, what's your favorite colour?

Jason Toal:

Well, Marie, I'm going to have to say green. And do you know why?

Marie Bartlett:

Why?

Jamie Drozda:

Because I like the forest and I associate green with the forest.

Marie Bartlett:

Oh, that's lovely for a start. So relaxing. Well, I am Marie Bartlett. I am an instructional designer in Open Learning

Jason Toal:

And Marie, what is your favorite colour?

Marie Bartlett:

Funny you ask! It's orange. It's because it's so energetic, bright and citrusy.

Jason Toal:

Well, these are some interesting questions we're discussing, and I believe they will tie in very nicely to our upcoming studio series. Should we tell the folks about it?

Marie Bartlett:

Yes. It's so exciting. It's called Visualize This because it's all about the visual world. It's about what we see. It's it's how we interact with the environment that we see that we want to focus on. Right. Jason?

Jason Toal:

I agree. And now why do you think this session Visualize This is going to be different from the average workshop this summer?

Marie Bartlett:

Well, it's really going to, based in the studio setting, Jason. I really see that we're going to have a space, whatever it may look like online, or a physical space, where we will have music, we'll let the creativity shine that we all have. We all have it through talking about things that we see, and we will be focusing on the visual. So not that we want to not focus on non-visual things. They will be, they will be coming in there, but our focus will be coming into the visual, making things hands-on studio topics that we will be pursuing together.

Jason Toal:

And did an academic context, which as you know, there's a wide variety of applications for visuals.

Marie Bartlett:

Yes, yes. Students understand visual communication. They expect to see things. And this day and age where, you know, it's video, it's, there's so much visual content coming at us all the time. They do expect that in the academic setting, it's a, it's a medium that they understand. Now Jason, tell me, do you have to be an artist to take this workshop?

Jason Toal:

That's an excellent question, Marie. And thanks for asking. And the answer is no. In short, one of the things that is a natural ability for most people is the ability to draw and people think, Oh, I am not an

artist. I haven't been to art school, but if you are able to write your name, you are able to draw to the level that we will be needing for this session. And that's a quote from Linda Barry, by the way, who's one of our inspirations in development of the series.

Marie Bartlett:

Ooh exciting, Jason, I can hardly wait

Jason Toal:

Me either. When is this happening? When is this happening? Well, we have some dates coming up in the calendar. So I believe they will be on the you know, some calendar. We're probably going to edit this part out of the conversation, but...

Brenna Clarke Gray:

So that is it for episode 27 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. Of course, you can always comment on individual episodes there.

Brenna Clarke Gray:

So this is the programming for the term. And I hope that you'll also stay tuned for some exciting conversations about how we make sense of this by which I mean, you really liked the badges last summer, right?

Brenna Clarke Gray:

Well, stay tuned. I'm going to leave you today with a Tiny Teaching Tip. And my Tiny Teaching Tip is self-serving. I hope you'll take a look at some professional development offerings this summer. I know we're all feeling really burnt out and prioritize rest. Of course, please, you know, that's my motto -- prioritize rest. But in addition to rest, I hope you can find some opportunities to get yourself excited about your teaching and learning practice. Again, it's been a really rough year and I'm finding that turning my focus to building with this new workshop suite instead of just reacting has been really helpful for my mental health and for my level of excitement about my work. So I hope you can find something like that for you. It may not be in our suite of offerings. It may be something that CELT is up to. It may be an opportunity you hear about at another institution, whatever it is, find it, and see if some PD this summer can help you reignite that spark. But I do still want you to rest.

Brenna Clarke Gray:

And speaking of rest, I am actually taking this week off by the time this flows into your earphones. I am hoping that I have set my vacation away email, and I'm no longer checking in which means no podcast next week, but I will be back with a brand new episode on the 17th. And I hope I'll see you at some of our programming starting the week of the 10th. Take care. Everybody we'll talk soon. Bye bye.