Interview with Aimee deNoyelles and Cecilia Milanés

Sara: So alright, so joining us today are Cecilia Milanés and Aimee deNoyelles from the University of Central Florida. Cecilia is a writer and Professor of English literature, Latino studies, creative writing, and women's studies. Aimee is a senior instructional designer in the Center for Distributed Learning and has published on many aspects of online teaching and learning, including e-textbooks, online strategies, as well as feminist pedagogy. And so thank you both for joining us today and welcome.

Aimee: Thank you very much for having us.

Cheryl: So we thought we'd just ask you, first of all, if you could just tell us a little bit about how the two of you understand or define feminist pedagogy and ethics of care in your work?

01:04

Cecilia: So I guess I'll dive in, and we were talking about this earlier, the feminist pedagogy I learned hands-on. And I think that, because I've been doing it so long, it almost feels organic, but it has always held to the tenants of the breakdown of authority, where you are trying to be student-centered and having a dialogic classroom, you're honoring student voices, all student voices. And the idea that knowledge is constructed and that we actually construct it together. There's several other dimensions of sort of feminist pedagogy and you know we can maybe Aimee you want to add to that.

Aimee: yeah, I mean I think when I first met Cecilia, it was about 10 years ago now. I visited her in her office, and she was faced with this dilemma of going from a face-to-face class, teaching 35 students to suddenly being in a blended environment of a hundred. And so it was a big challenge ahead of her, and I remember the first day I sat down with her.

She eagerly showed me some of the artifacts and projects that some of her students had made, so like I said she kind of shut up, she kind of embodies that the tenants of bringing people into the space and inviting them in 100%; so even our relationship reflects a breakdown of that hierarchy that you often see, you know, questioning kind of who is holding the knowledge. So I think that's the most important part is being clear that it's everyone has the knowledge, everyone has their own personal relationship to the knowledge, let's get it all out there in the open with the instructor you know, facilitating, guiding that kind of thing.

02:59

Cecilia: yeah, facilitating as the important word, because, of course, professor is sort of you know, authoritarian in a way, and I always felt as a facilitator and you know sort of guiding, and you know sort of egging on discussion and you know, when I was tasked with that big class, I took it on, but I knew that I could not do it alone, there was no way I could do it alone and I had had an instructional designer that I didn't really use that much because I still was teaching mostly face-to-face, but I knew that Aimee actually knew about feminism because she had a dissertation that had the word feminist in it. So I said, we have found each other.

03:49

Aimee: yeah, up to 100% commit to the philosophy that I think that's part of it, you have to embody the caring, like we were talking earlier, and I said it's almost hard to pick out the strategies of care with Cecilia because she just lives and breathes it; so it's hard to like extract you know, to other people hey here's some things you could try, Cecilia it seems to do them just naturally in her personal life and professional life kind of lives and breathes it, so it took us a little while to figure out, okay, what are the exact things, yeah, what are the exact. And they can be so small, just using people's names, you know and zoom, as they login Cecilia say hello, whoever like amazing earrings or I don't know; but just something really small can make a huge bit of difference.

04:43

Sara: yeah, thank you for that, that's really, really helpful, and I want to know a little bit more about how you incorporate feminist pedagogy and ethics of care; and maybe in the context of, as Cecilia you were talking about making that transition from the face to face, where you feel like you can really feel and embody that dynamic to a class that are large, a lecture class, that's kind of a combination of online and face to face, how did you manage that, and what kind of tools did you use or strategies did you use to make that transition and to continue to maintain that ethic of care as you went into that different environment?

Cecilia: So I think that, because of the pandemic, I had to go completely online, and I had never done it before, so I was always very hesitant about it because I always felt that it was impersonal. But I think that what made it personal that facilitated the caring is zoom. There's just no way that I think I could have embodied the ethics of care without zoom. I told them the first semester that I did it you know the attendance was only like 10%.

06:07

And I realized that a lot of students have the cameras turned off. Sometimes they would turn off the audio, they wouldn't pay attention, they would go off somewhere, I might be saying hello, Melissa, Melissa, and there was no Melissa. And I said, you know I'm going to make the percentage of participation 30% and you have to be there, and it really did make a difference, so I did use my authority to force them to turn on the camera. But it wouldn't because then I could see them, and I could you know acknowledge them and I could recognize them, and I could say - oh your dog it's so cute, or you cut your hair, I like your hair that way. So it was, you know, a way to connect with them that I could not do if it was asynchronous, right?

06:58

So they had to show up and they had to be there, and if they had, and this is another thing that's really challenging in the light of the pandemic, is that a lot of people did not have very good wi-fi. They had computer problems, there was technical problems, so a lot of times students use

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their phones because they couldn't use a laptop. Sometimes, I could see a student in a fast-food joint because there was free wi-fi. Sometimes I had students that they're at work, and they would go into their car to do the class. Sometimes they were driving, and I would yell at them and say - stop it, turn it off, pull over, don't do that; you're going to drive me crazy. So I think that the camera, the ability to, you know, like even just like I'm going to hug you, you know, it was a way to be intimate through the screen; um things that you can't do, so like specifically things that I would do face to face and online.

08:03

I always use student centered democratic practices. Every semester, I asked students to contribute to the curriculum, I asked them what important women writers should we include, and they literally talked to each other, you know, they sort of consolidated their lists and then they argued for their list, and then we narrowed down the list; and sometimes in a class of 35, this actually could be done face to face, it can be done in one class site, I have done it. When you do it online, you actually could be easier because you could do a lot of the early work online, so that when you come to class that it's a matter of them, you know, advocating for their lists. And then you could use the polling tool in the zoom to do the voting; and if you don't have time in your class site, in your class time, I could use the learning management system quiz and have them vote there.

09:06

So that's like one of the things that I do every semester face to face and online. Another thing that I do is I always ask students grade each other for group presentations. When we're face to face, they present and students fill out scoring sheets and evaluate each aspect of the presentation; and then I add all of their scores, an average it, and then I score 50% and their classmates score 50% of their presentation. So they're being graded by their classmates and they are also asked to self critique, which is a feminist tenants, you must not just critique the process, you must self critique, how did you do in this presentation. So we do that face to face and we're

doing online, and that was one of the things that Aimee helped me with so much. You want to tell them Aimee?

09:56

Aimee: Oh, my goodness, I just remember some kind of spreadsheet 10 years ago. And it's probably on my computer somewhere, but we just went over and over and over trying to figure out how to build something. A very simple thing that Cecilia could enter in these numbers, and I mean we're talking about evaluations of, you know, every person got however many evaluations, so we just built a spreadsheet together. And we write in our article about the ordinances and the constraints of using a learning management system.

10:28

For us, at our university it's a must. There is no, maybe you will, maybe you won't, we will use it, and unfortunately, it didn't allow for the kind of feminist grading practices that we were going for, so we had to just kind of go off on the side and build our own little spreadsheet in excel to account for it. And we've revisited it several times, we've revised the grading, at one point, students were getting lower grades than we actually thought. They deserved, yeah so, we had to go back and kind of adjust for the next time to make up for that. But, I mean what we found in the articles that we've written is that it's not easy to enact feminist pedagogical practices online, but it's probably not easy anywhere, so if you just are really committed to the process, you'll find a way.

11:21

Cecilia: yeah, and that the grading by classmates is anonymous, so that they can be honest about you know, evaluating their classmates; but they get a point for completing the survey, because we call it a survey when they do the evaluation. So I think I'm happy with it now Aimee, I don't think we'd have to do anything else.

Aimee: Yes, we took a screenshot, I believe of the percentages and everything.

Cecilia: It's easier when you have a smaller class size, and you have 100, it was really complicated, but another thing I asked students to do with every essay that they turn in is to do a self critique. I asked them to write a memo about the essay they just wrote, so I always ask them - how do you feel about this, do you feel like confident, do you hate this essay, do you wish, you know, you had picked it on a topic I always say if you had more time, if you had more pages, what would you do.

12:20

And then I asked them to grade themselves, and I say justify the grade, why do you think you deserve a B+ or an A+. And I always find that they're really pretty good about evaluating themselves, and I absolutely take into consideration what they score themselves. Sometimes they're really hard on themselves, and other times I think, yep you got it, this definitely a B paper. So those are things and strategies that I use face to face and online, and let me see, and I think that with the zoom, the difference also is we talked about how you have a conversation going on, but you also allow them to have talked themselves, like the breakout rooms are great, and the students love the breakout rooms, because then they're not talking in front of 35 people but they're just talking with five people or four people.

13:12

And they feel a little bit less inhibited, some students have a lot of anxiety, and I had students that told me from the get-go - I am super anxious and that's why I don't even do face to face classes, and I didn't know that you required the zoom, so I'm sorry if I don't have my camera on all the time. So you have to be ready for that, too, but I think that even the students that have the anxiety issues, they are better in the breakout rooms.

13:42

And last semester, and last year, the breakout rooms in zoom took a long time to let you back into the main zoom. So I just gave up on it, but this semester, I tried it and it was much faster, so I just check in with them - I say how's it going, did you finish, do you need some more time. And then I also say like for the creative writing classes, they do their workshop, and I say - you don't have to come back, when you're done you go, you're done, you don't have to come back to me, I'll be here if you need me, but do your thing, you know, because you're big boys and girls. You know, you're adults and I tell them when we are face to face, you do not have to come back to report to me, I trust in the group that you're going to do the workshop work. And if you want to go get coffee, go get coffee, if you want to sit under trees, sit under tree, but I don't have to supervise you, you know.

14:41

Aimee: And I think the other element to that we we've been talking about, and if I had all the time in the world, I would love to write about this at some point, but we were talking about the chat back channel. So, as the classes going on, suddenly, the chat is lighting up over all kinds of things, and I have to admit in my own work environment, when we do have bigger meetings or whatever, the chat starts to light up and I usually get really engaged in it, and I think it's the same reason why I started getting interested in online learning in the first place, I felt more comfortable with that kind of to decide text, read it when you want to. I don't want to talk in front of 100 people either.

15:23

So Cecilia and I were talking about some of the things that students were talking about on the side and especially during this time period. Students wanted a forum, they just wanted to connect, and so they talk about all kinds of things and support each other, you know talk about when their parents were going to get vaccinated, yay everyone, you know, so that back channel is very, very interesting to me. I'd love to kind of see where that goes. it's not just a throwaway, it's something that…. it's a tool that helps to build connections, mm hmm.

15:59

Cecilia: yeah, they absolutely support each other, like there would be a student who said, you know, um yeah getting my vaccine today and everybody's like yay good for you, and that you know also like supporting; I had a student who talked about how her partner had tried to kill her, and she had to leave school and go home to live with her parents, which you know, was like for her failure and all the students were writing notes of support, and you know - we got you if you need to talk, and this is something else I learned. They created their own GroupMe outside of even the class because they're sneaky, they wanted to talk in a way that wasn't connected to the class at all that I didn't see, which is fine, I don't care. But I thought it was really interesting because they told me stuff that was in the GroupMe that I needed to know, right?

16:52

So like one student would be tasked with emailing me and say - the assignment isn't open, we can't see it, and it's like - oh okay, so then I would fix it and then you know the message would get through them. And yeah, it's really, really interesting and they were just so sweet to each other, and I just, I love it and I told Aimee I have to go back through all those chats because I actually think it would be a really cool poetry project, all zooms found zoom homes.

17:24

Sara: I was just thinking the other day, I was on a meeting and connecting with people who hadn't seen in a while, who are colleagues in the US, mostly actually. And how much I love zoom meetings for the chat. I show up for the chat, right? Because you can catch up with people on an individual level through the private chat or as a group. You know, you can have that back-channel conversation going. Such a good point, and I think really truly one of the affordances of having that digital space. What is a GroupMe?

18:00

Cecilia: it's just, I guess, what would you call it, Aimee? It's just an app, everybody who you want in your group becomes like part of listserv, but it didn't through the phone.

Sara: Okay, that's cool. yeah, that's really interesting that they find those spaces, right?

Cheryl: yeah, I think we talked about...but I was actually just interested in follow up, I was thinking there's been a lot in the literature about surveillance and privacy and equity around cameras and zoom in particular, I mean I'm sure you've come across it, it's been a lot, it's been in the US. I really liked it, you know, what you're saying about, actually, this is what establishes the connection and that it's the approach that care that you had underpinning that request for students to be present and share with you, and you know, even have a part of the assessment, which would have been, you know, you think all that's a bit of a no go, what about equity and things. So, can you talk to us a bit more about why you think that's worked in your context, and perhaps Aimee even how you've taken that learning that you and Cecilia have had in other contexts; so courses you might have worked with because I think that's quite an interesting sort of contradictory dilemma, this idea of presence and equity.

19:36

Cecilia: I think that you know, I was selfish, I told them right from the get-go, I need you, I need to see faces, I need to see bodies. I am very extroverted, This is totally not me to be stuck in a room, you know, but I really, the semester was really so enjoyable because I love seeing them and I think they love seeing me too.

Aimee: I think that's the thing when it's framed as cameras are required, and you know, people instantly don't want to, no one wants to be told. But the ways to see, and I was in one of the zoom calls with Cecilia when she said, I need to see you. So I think it's framing, and I've used that kind of thing to talk with other people that aren't quite sure. I tell faculty never, never force it, never you know, try to be the police with the whole thing, but more invite the students; I'm inviting you to turn your camera on because I need to see you.

20:51

Because, you know, it really helps to see your face, and if, you know, read the body language, and see, you know, but if you choose not to, that's okay too. So I think it's really framing it as if you do this, this is really why I'm asking you to do it, it's not because I don't believe that you're there, or because you know, there're legitimate reasons why, you know, this is a source of connection, and we don't have that right now in person, so this is, you know, this is what we're using; so it's all in the delivery, for sure.

21:29

Cecilia: When the pandemic first started, I had a creative writing advanced fiction workshop. By the time that the school is basically shut down, it was during spring break and they said - don't come back, right? Just go online. And my creative writing classes had already done the majority of the class work, so they only had like one final thing that had to turn in, and I said to them - I'm going to do zoom during our normal class time, just to check in, if you need somebody, if you want to talk about anything, this is totally optional.

You know, you can show up or don't show up and there were a steady, you know, number of students that needed to see people because they were isolated, because they were alone, because they had all kinds of health underlying conditions, and they were afraid of going outside. So there were students that just wanted to see people, and to have some connection; so that was like in the beginning in March 2020.

22:34

And I was afraid of how it was going to be in the fall of 2020 because, again, it was going to be the whole semester. And how we're going to do this, but for creative writing which the class is a workshop class, the breakout rooms are just indispensable, you cannot do it without the breakout rooms, and we did only one, maybe one workshop that was all of the students, and then class, the number is limited to 20. So it wasn't too bad, if it was a bigger class, it would have been hard.

But with the literature class, it's all class about discussion, so that I said I want to see you because I really need to see you.

I need people, I miss people, and at the end of the semester, I need to share the story because it's the most touching moment in my teaching history. The students were supposed to come to the final to share their final projects, because at the end of the semester, they all share their final projects, and it could be a creative project, it could be a research paper, or it could be an oral history interview. And we started, and I said - wait a minute, where is everybody, how come the cameras are turned off, why can I see you; and all of a sudden, they all reveal the cameras and they all had signs - thank you, we love you, we love this class, thanks for a great semester, and I just started bawling, I just like could not fit together, it was the sweetest thing, it really, really was. They all had their little signs, and I know they had to use the GroupMe to figure that out because.....

24:12

Aimee: to coordinate that.

Cecilia: yeah yeah.

Sara: I mean a lot of what you're talking about, and I think, which is a central tenet of feminist pedagogy is creating those connections and establishing relationships of care through a variety of ways. And as you mentioned that there's not just one way, and kind of that you know, I guess, being able to move through those complex ethical dilemmas without a sense of - Oh, this is the right way and this is the wrong way, so I think sometimes like you were talking about, shall we say, okay, well, we shouldn't require students to turn on their cameras.

24:47

Because it's you know it can cause problems for students, who might feel like they're just not ready to do that, or as you mentioned, Cecilia's students who have a lot of anxiety. But actually,

it's all about how you use that tool, is what you're saying? And communicating it through this sense of a caring invitation that is also attached to a message of I need to see you because I want to have this relationship with you, I want to be able to, you know, to make that connection, and it's not that way then maybe there's another way, so I think that's really important what you're talking about, it's not there's this or there's that you can do this, but you can't do that; it's about like sinking and being cautious, and being careful as you go into those spaces, but not that you can't do this, or you can't do that, right? I think that's a really important point that you've made.

25:43

Cecilia: Even using the little emojis, these little things, you know, they use these things to write, to express, support for each other, like when the students, you know they have a good comment, or you know something like that. They'll put those things up and I think that you know, in a way, they found how to express themselves, not just through the camera, but also through the chat and through the little emojis and they also shared links in the chat, and pictures also, if they didn't have a picture that they could show, and I have no problem sharing the screen with students whenever they wanted to share something, to show something. So I think that it is, you know being empathetic is that's caring, right? It's not a feminist thing, it's just a human thing. You know the feminist part of it is you know, no one voice is more valuable than another, and so I always say - okay like you know when you leave the classroom, when we're face to face, I am Dr Rodríguez Milanés, because only 6% of faculty across the country are people of color. So you know, there are very few of us, so it was a hard one degree. But we're in the classroom, I'm Cecilia and I'm a learner, and if I stopped learning, I don't want to teach anymore, because to me that's why I want to be at school because I love learning.

27:09

Cheryl: that's a lovely way to put it, because I think what that does is both acknowledges the path and the labor that has gotten gone into the achievements that women of color have and have gained at the same time as being on the level playing field with students, so I like that approach. That's again it's about not an either or, it's not a binary, it's about a continuum of the things. So I

think that's been really helpful, and actually I think Sara, I'll hand over to you for the next question.

27:45

Sara: So okay, so you've mentioned a few of these already, but what other challenges do you see in enacting this feminist pedagogy are, as we're calling it critical postdigital pedagogy and ethics of care, what are the challenges that you've encountered, and maybe some of them you've resolved, and some of them you haven't.

Aimee: I think Cecilia and I haven't really talked about the fall yet, it's still kind of getting over the last year. But it would be an interesting conversation that has Cecilia, let's say you go, you select a class that has that modality of in person like you were used to. And now you don't have the emojis and you don't have the chat back channel, but you do have people right in front of your face, what do you see as gaining or losing, suddenly I'm the interviewer, sorry...

Cecilia: I think it's gonna be very interesting because, like I said, you know when you're in the zoom, you're in their rooms, you're in their small spaces, you're with there, you know I had students that had children, and have toddlers that would come and sit on the lap, and you know always pets, pets are always welcome. We had you know lots of students sharing the pencil. I had one student who every single class session, you have different background, and he wanted me to see the background and comment on it.

29:11

So it like, how do you do that face to face? But they wear cool clothes, or they have their hair differently or they get a new tattoo, and so you have to sort of been...you have to notice, you have to be observant; and I think, as you know, as a writer, I'm super observant because I'm nosy and I want to see what's going on, so I was never afraid to call on a student. If there was a student that was quiet, I would say, you know Josh, what do you have to say about this, you know, so I think that in whether its face to face or in zoom, there's going to be more reluctant or

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shy or more anxious students; and you know, to try to do it in a way that doesn't threaten them, that doesn't feel intimidating, and I think again, small groups is really important whether its face to face or online, get into the small groups, put them in small groups, visit from group to group. Sometimes don't visit the groups, let them do their thing and reconvene as a large group, I think that it is a strategy that is just super, super important, yeah.

30:25

Cheryl: Thank you for that, I mean, I think the sort of future is going to be as challenging as the presenters, and in many ways for us so. And I think that the stock when we were talking just before we started the recording is people saying, you know, what is this new way of blending and, well, as Sara and I thinking of it, the postdigital, where you're not where it's going to be so hard to see the online offline as being separate and distinct, where we are going to be in and out of this sort of continuously, and where students have, it'll be interesting to see how things like this GroupMe continue.

31:07

You know, in just students carry on with informal online spaces, but they are learning even when some of them are together, because they will all be distributed in different ways at times. That's really interesting! We didn't have any more questions, but we wondered if there were any comments you wanted to make now that we've sort of had this discussion and got to thinking about it, anything that you'd like to get us to think about?

 31:31

Cecilia: Right, I think that you know, if in this new post pandemic world, where we do have flexibility, because I think that now, I think industry, not just education and higher education. Industry knows, guess what, we can actually be productive at home, we don't necessarily have to go to the office. We don't necessarily have to go to the campus , you can do work that is not in the physical space of the place.

32:06

I always thought I never wanted to teach online, I don't want that, I love to be in the classroom, I want to be around people, and now I have grandchildren and I'm thinking, hmm, there might be semesters where I just want to be with them, because they live far away, and I could just deliver my class via zoom that might be something that I do want, you know, cuz now I know I could do it.

Aimee: Exactly, we all had to be pushed. Cheryl has mentioned certain professors that may not have been ready or wasn't used to it, after a year now teaching in this way, you just are forced to learn new ways to adapt, and some of those I think are definitely here to stay, I am talking about flexibility, not just teachers or me as an instructional designer, but students too, they have very complex lives, and I think we all knew that.

33:06

But this time period really illuminated, typically they have complex lives now, it's to such a degree, and anything that we can do to relieve the burden of getting to campus. Literally we've got you know parking issues and money to pay for parking, and the commute time and gas, and all that people kind of downplay that; but that's extremely important. And if students can participate in a way that is more flexible for them, that doesn't just include asynchronous learning, then that's wonderful you know.

33:42

So I think the main challenge ahead is just going to be preparing, the faculty of tomorrow, and I think that's part of this whole project is preparing them for approaching a classroom that's more fluid, and just really hammering in some of those philosophical tenants at the very beginning, what are the philosophies that drive your teaching, what does that look like in your classroom, make that look like online; and then really talk about, here's some specific authentic examples of

how it's done, you know how you could do this or that, how do you show caring when you're fully online, here are some ways, so it's going to be like a pick and choose kind of method, it's not going to be all or nothing, like that seems to be a theme of this call, it's not black or white.

34:35

Cecilia: But do you think, Aimee, that in an asynchronous environment, where there is no zoom that you can deliver the kind of ethics and feminism and...show care? I don't know.

Aimee: Personally, I do, but I do think it also depends on the person. For you, as you said, you're more extroverted, you like to see, you like to talk, you like the back and forth that's something that works for you. But there are people that it works for them to be asynchronous, not do the back and forth that's not where they feel comfortable, they feel more comfortable reading a discussion board, making really supportive comments you know, sending a private message you know, hey I noticed you didn't turn this in, what's going on, how can I help, you know that kind of a thing, so I think it can work but it doesn't work for everybody.

35:30

You know so yeah, it would be tough for you, I think. And that's Okay, I mean you know and that's the thing. We can't pick one thing anymore, we've been doing online teaching at UCF for over 20 years, and it was either all online or all face to face, and now just slowly, it's been, you know, diced up and now we're talking about different attributes that we're going to be adding to our modalities, to have the zoom element, to have this and that, so I think we were going to move in this direction anyway, it just this time period has just, you know, expedited, quite a lot in a good way, I think.

36:12

Cecilia: yeah, I was saying that UCF has always been very proactive with technology and learning, and even 20 years ago, I didn't know when you started at UCF... but there were these

classes that had cameras at the branch campuses, and then like a professor at UCF would be delivering lecture with students in the class, but then there would be cameras and students from the other branch campus just could ask questions.

Aimee: The two ways, yeah.

Cecilia: yeah. yeah, so yeah, you see I've been there, you know, I do have to say I am so happy that I have so much support at UCF, not just from instructional designers but there's a Center for Teaching and Learning, and again like we wrote in the article, it takes a community.

 37:05

Sara: absolutely agree. It really does require that you know community of support and people with various types of expertise, so that doesn't all fall on the staff member, you know that the faculty member, his teaching that class it's so important. It's a collaborative effort, isn't it?

Cecilia: Absolutely.

37:30

Cheryl: Excellent, well, thank you both so much for sharing your stories and your insights, and just making us sort of remember the importance of connection and care and self-reflection and critique, and giving us some really useful strategies for how that's playing out in your university context, you know, in your own teaching; it's been really useful, and I was just...I had just found you both on Twitter and thought there we go, there're a new connection to be made. I mean, that's supposed...always professionally, you know, the openness now with all of us connecting, you know, having needed to connect with colleagues, and you know new bodies of work in this way. I mean it's been really, really nice for us, so thank you for your time.

38:17

Aimee: yeah, thank you, we're so happy to be invited and just to share our work; it's very exciting.

Cecilia: yeah, let us know how the unconference goes and how your colleagues respond.

Aimee: I can't wait to hear what they come up with, and if you know when or if, if possible, please share the products, and I might be interested sometime doing, some kind of, partnership of, you know, some of the strategies that you're using with your faculty to develop this practice, I'd love to hear more, sounds really great.

38:55

Cheryl: I think our intention is to share very openly, crowdsource ideas and we've got things that were canal courses, but you know what works in one course doesn't work in another necessarily. So, I think it's that whole expense of ideas, but we know this is what we're passionate about, connecting with people who are also passionate about it, and making it happen and gives us confidence that we can make it happen, and now institutional context as well. So that's excellent.