

The One About Online Assessment

[00:00:00] **Becky:** [00:00:00] Hi guys. How are you today?

Mandy: [00:00:01] Good. How are you, Becky?

Becky: [00:00:03] I'm doing great. So today we are going to talk about some common misconceptions of assessments in online courses. I know a lot of instructors, especially they're used to face to face classes, get worried about what the assessments will look like in their online courses. And so I just kind of wanted to clear up some of those misconceptions today. So, if you guys have any common misconceptions you can think of please let me know. But the first

I'm

Wayne: [00:00:34] I'm sure I'll think of something,

Becky: [00:00:36] the first one I'm going to talk about is cheating. Cause I know that's a really big one.

Instructors are really concerned that cheating is going to be an issue because in a face to face class, they can sit and see the students. They know what the students are doing. They know the students don't have any extra materials with them. In essence, online, tests sometimes almost are considered [00:01:00] just immediate open book tests, which is again, a common misconception about online testing.

So really there's multiple different strategies that can be used in an online course to prevent and discourage cheating. So the first part, the biggest thing is using multiple different methods of assessment. Use a mix of exams and quizzes, some discussions written assignments, and maybe some projects. By using those different methods of assessment, you're going to get to know your learners and you're really going to become familiar with their work. So that's really going to help prevent some of that cheating when they know that you're seeing what they're doing. You know what they're writing sounds like, you know what their tone is as in anything they post.

So that is one thing that helps discourage it. Another thing you can use when you're doing the exams and quizzes is use a tool like Respondus Lockdown Browser and Monitor. Respondus [00:02:00] Lockdown Browser just locks the browser down so that the students can't open any other tabs.

And then the Monitor has the webcam live so you can actually see what the students are doing when they're taking their test. So that's one way to try to discourage cheating in online courses.

Wayne: [00:02:17] Can I clarify one thing on Respondus Monitor for anybody who might not be familiar with it, it doesn't mean that an instructor or a proctor is watching them take the test. It's recording them and flagging certain movements.

Mandy: [00:02:29] I was just going to ask that question. If you had to sit there and actually watch your students take the test and that

Wayne: [00:02:36] that's what you get paid for Mandy.

Becky: [00:02:40] It's a really good point.

Wayne: [00:02:41] It makes it really kind of hands-off as far as that goes. So it's recording them and flagging certain

movements.

Becky: [00:02:48] Yeah. And it'll flag, like when anyone comes into view and it'll flag, if a book opens or if you go out of view. So yeah, I mean, it is a really cool tool. I can honestly [00:03:00] say, aside from being an instructor as a student that would make me slightly uncomfortable to know that someone's watching, like someone's recording me on a webcam.

So I personally don't use Monitor on my exams, but I also try to use a big mix of different types of exams. And so the actual multiple choice, true false short answer quiz or exam assignments, aren't worth as much in my classes because there's other ways that I would like to assess my students' learning. And so when we create those assessments, if we design them to prevent cheating, that's something that then we don't even have to worry about whether it's open book or closed book or what resources they're using. Creating things like giving them case studies or higher order thinking questions, which really require analysis, synthesis and evaluation, those types of questions, you can almost leave them open book because you want them to go [00:04:00] use their resources to find information so that they can actually analyze the information that you've provided to them. So that's a really good way to design your assessments.

Also varying the question type multiple choice, true false and open ended questions, mix them up and don't use the publisher test banks, because the answers are all online, whether we want them to be, or not, the truth of the matter is they are so really don't use those publisher test banks. In most of your LMS's as you can randomize the quiz questions, you can set a release condition on your quiz so that you delay the release of the score and you don't allow the students to view it until the test is complete. And that way you can't have one student who takes the quiz and gives all the answers to all the other students, and then they go take the quiz.

So that's another way to prevent it. And really, I think one of the other most important parts of discouraging cheating is have a really clear policy require [00:05:00] that your students sign an academic integrity policy, let them know what the consequences are going to be for cheating. And if you build that personal relationship with your students, they're going to be less likely to want to disappoint you.

And so they're going to be less likely to want to cheat.

Mandy: [00:05:17] Hey Becky, can I throw something in about writing assignments also. I was just thinking with another tool that I think most people are probably aware of, but is worth bringing up. On our campus we have Turn It In as an option that is automatically integrated with our assignment folders.

If somebody is assigning any type of writing assignments, and that could be anywhere from an essay to just a really short reflection piece, you can actually run all of those through Turnitin, straight from the assignment folders, and it does require a little bit of work and critical thinking on the instructor's part to look at those reports and decide [00:06:00] what is actually an issue and what's just common phrasing or common words that are being highlighted, but that's a really good tool and it can also be used as a teaching tool for students. So that's something to keep in mind as well. I know some people maybe are afraid to assign open-ended or written assignments like that because they are more subjective when you're trying to grade them.

But that can be a really good way as you were saying to help make sure that students are actually able to apply their knowledge and their information, and you can use something like TurnItIn to help monitor whether or not students are plagiarizing or cheating in some way.

Becky: [00:06:44] That's a really good point.

And you know, another thing with using Turnitin, I think for the students, I know when I've written papers before, I'm always worried that I maybe didn't use enough of my own words. I don't think the majority of people intentionally cheat, but there is that [00:07:00] concern.

What if I do, what if I do it wrong? And I, and I'm sure a lot of students feel that way. So using Turnitin or other tools like that are great, so students can have that self evaluation to where they can see what they've done and determine whether they should go in and change it or whatever.

So that's a really good point, Mandy.

Mandy: [00:07:19] So, Becky, you mentioned the, cheating policy. What kinds of information should people put in their policy?

Becky: [00:07:27] When you're putting together your academic policy or your cheating policy, you really want to make sure you outline your expectations for your learners.

So you want to outline what do you expect in their work, in their words and let them know what types of exams and tests that they're going to be doing, or what types of assessments they're going to be doing so that they have an idea of what those expectations are for them to turn work in. You should make sure you include your citation policy.

There's so many different citations out there. You have APA, MLA, Chicago, et [00:08:00] cetera, et cetera, et cetera for written work. I know some teachers expect clear citations, even in the discussion posts, some teachers don't. And so you really want to make sure you have your citation policy outlined so your students know when they turn work in what is

expected to be cited, how it's expected to be cited and what can be considered maybe a little more casual of an assignment. So, if you're gonna use the lockdown browser tools, you want to make sure that that's in your cheating policy, or your academic integrity policy note, let the students know you're using

those lockdown browser tools and what those are. And also if you use rubrics, have all your rubric information in there, because again, that just sets those expectations for those students and in setting the expectations for the students, you're maintaining that assessment integrity because the students understand your expectations.

And if they know you're looking at what they're doing, they're less likely to cheat . And again, having that [00:09:00] personal relationship with your students too, if they think that you're just a computer person, a robot sitting on the other side of the screen, and all you're doing is just entering grades,

they don't have a whole lot of reason to feel bad about that. So really set those expectations and work with your students one-on-one, build those relationships and let them know that you are involved in their education because then they are less likely to do something they shouldn't.

Wayne: [00:09:25] That is fantastic advice.

Becky: [00:09:29] Thank you.

Wayne: [00:09:30] You're welcome.

Mandy: [00:09:31] I have a clarification question for you. As far as that policy information goes, you said to include rubric information. Can you tell us a little bit more, what you mean about that?

Becky: [00:09:45] Oh, yes, absolutely. So I wouldn't actually include like the specific rubrics that you're using, but I would let them know that you are going to be using rubrics to grade things and where can they find those rubrics like attached to [00:10:00] each assignment.

And then bringing up rubrics, how can we even do those? What can we, what can we do with rubrics? When you're setting those rubrics up, make sure that you're setting the skills that you want the students to achieve those skills and outcomes to determine the criteria of what you're trying to do.

When you're creating the rubric, think about that. You're wanting the student to accomplish such as the skills that you expect them to demonstrate, or maybe the outcome, as you're looking at, those are going to be the criteria that you're grading with. And then next you want to consider the scale that you want to use.

So a really common scale that's used is needs improvement, developing, average, above average. And that's just one example of many different scales out there. And once you have figured out what scale you want to use and what skills and outcomes you are looking at, you're just going to describe the requirements at each level.

So for needs improvement, what is the expectation to achieve that particular level on the scale? And then in addition [00:11:00] to that, if you do et cetera, et cetera, you get developing. And then in addition to that, if you do a little bit more work, you get average. And so you just have to settle on what you're going to use for the rubric, but also offer relevant feedback on those.

Just circling a number again isn't necessarily telling the student, yes, I actually looked at your work and I'm reflecting on it. We often will expect students to give us feedback as instructors or even think of discussions where you expect them to reflect on another person's discussion. We really should be giving some relevant feedback on those rubrics to our students too.

So does that make sense?

Mandy: [00:11:39] Yeah, thank you. Definitely.

Becky: [00:11:41] Back to building on those relationships with your students. Let's talk about what it looks like when you're doing an online class. You don't get to see your students, right? You don't even see them face to face. So how are you able to keep track of their progress?

How are you able to build those relationships and to be aware of what's happening in your classes? [00:12:00] And really, pretty much, every LMS has learning analytics. You can use that to track the learners use in your course, the progress in your course. You're also usually able to pull reports that will show class progress, individual learner competencies.

Class engagement, and you'll really be able to see those trends in your course. And if you can figure out the trends in your course, you can see if it's just one student who's not doing it well. Or if perhaps you need to change something you're doing, or a way you're presenting content, because three quarters of the class didn't do well.

So really it's just pulling that information, like being able to be able to track what they're doing. In the LMS is an important way to keep track of their progress and see what students are doing.

Mandy: [00:12:51] I've tried using some of our analytics in D2L before. Do you have any suggestions for folks who want to use [00:13:00] the analytics, how to find that information or how to go about using them?

Wayne: [00:13:05] You're asking me? I missed my name at the beginning of that, I guess.

Mandy: [00:13:09] Sorry. I had a frog in my throat when I said your name

Wayne: [00:13:15] I mean they're individual, there's some analytic tools for looking at statistics related to quizzes and things like that. Our LMS has an insights tool that gives you a lot of amazing information.

That we don't pay for. So we don't have that.

That would be amazing. Amazing. But as you, you know, as you know, they're really expensive, so yeah, we don't, we don't opt for that part, but, there, I mean, there are some things where you can look at like, so hopefully I'm not missing the boat on the question related to what Becky was just talking about, but yeah.

Like, if you are talking about the quizzes tool, for instance, you can look at, questions, [00:14:00] statistics to see if, you know, one question like everybody did poorly on. maybe you need to reword that question, maybe that is not a good question, that kind of thing.

but short of that, there's not like a one stop shop in our LMS at least. Without paying for that, to be able to see all of that. Is that what you were asking?

Mandy: [00:14:23] Yeah. Yeah. That helps. I thought we had a one stop shop and then in my course, this last spring, I was trying to look at some different analytics in there and I thought that we had just one place where you could go and look at everything. And so then I thought I was doing something wrong, but I have actually done what you were talking about, where I've gone in and looked at how, how long students spent on different things. Or I know that you can look and see how much of the content students have actually opened and how much time they spent on

[00:15:00] different pieces. I had a student who was getting really upset with me last spring that I wasn't teaching her anything and she just couldn't understand what I wanted her to do. Then I went in and looked at how long she had spent looking at the instructional videos I had created and she had only spent maybe 30 seconds, but she had clicked on them and then not watched the entire five or 10 minute video.

And I thought, well, that's why you don't know what I'm asking you to do cause you're not watching my videos.

Wayne: [00:15:31] Wait! Those weren't optional?

Mandy: [00:15:32] No,

Becky: [00:15:35] being able to see how much time they've spent on it, because we have the checklist where they can just click on it. It opens boom it's completed. And that doesn't mean they read what they were supposed to read or that they did what they were supposed to do. So, yeah, I love that we can see how much time they spend on things.

Wayne: [00:15:53] I wonder if we should do anymore is

a little more to direct students to the class [00:16:00] progress tool where they can see how much time they've spent, basically the same thing you're talking about, but their own view of it. I wonder if they would be shocked to see that they only spent 30 seconds in content and oh, amazingly, aren't doing well in the class.

You know what I mean? I wonder if that would ring and, you know, register.

Becky: [00:16:20] That's actually a really good idea.

Mandy: [00:16:23] Yeah. I think that would be an interesting thing to try and see if it helps students develop any more insight into what, what they're up to in the class.

Wayne: [00:16:34] Okay.

Becky: [00:16:35] That would go into when we're talking about self assessment, especially with online classes, when you're not being able to see that student every day and talk to them face to face , they become much more responsible for their own education.

that would make a great self assessment tool, even as far as like setting up reflections and journals or something for them. If you have them look at their [00:17:00] course progress and then do a reflection on their progress and how they feel about their work, that would be some pretty good self assessment for those students.

So I really like that idea.

Wayne: [00:17:11] I would be interested to see the results of that.

Yeah.

Mandy: [00:17:15] Maybe we could set up a little experiment to see how that goes.

Becky: [00:17:19] I might pilot that this fall.

Mandy: [00:17:22] There you go. That would be great

Wayne: [00:17:24] We'll report back later, listeners.

Becky: [00:17:27] Yeah. Well, you know, and it's so important with online courses for students to

be able to have some control over their own education because the onus is on them to get stuff done. Another really good way to do that in addition to the self assessment is let the students submit exam questions. That gives them a little bit more ownership over the course.

And surprisingly, when students submit exam questions, even if they submit one exam question for the quiz, their confidence in passing that quiz increases [00:18:00] tenfold because they know they're going to get one question right.

And I don't even know what else would cause it, but it just does. They just feel more confident when they know that they have written the exam questions. And I think that ownership is really huge because you're kind of proud of something when you create it yourself.

Mandy: [00:18:17] For sure. I think that would make them feel like they were being heard also, because if they submitted exam questions and then actually saw that their instructor had included it on the exam, I think that would make them feel like they're contributing to the class and that they're being recognized and noticed.

I can see how that would be a big boost

Becky: [00:18:38] yeah. Sometimes it's just the little things in life.

Okay. We already talked about rubrics. I do want to talk about group work. Mandy, do you do a lot of group work in your face to face class?

Mandy: [00:18:48] yes and no, it's not graded. I do have students sit down and work together or I have them do peer review. Sometimes I'll have them do a jigsaw [00:19:00] type discussion, things like that.

But it's typically more just like, if you're there, you're going to do this because this is what we're doing today. And for peer review, I do give them points, but yeah, it's more about showing up with their paper and actually participating in the peer review rather than evaluating what kind of feedback they're giving each other.

The points for that are more of an incentive just to show up for class and participate in it. For my online classes, I have kind of steered away from group work. So I'm curious to hear how you think about that.

Becky: [00:19:36] So honestly, the way that we handle group work, really, we should handle it the same way both face to face or online.

I know the biggest complaints in group work is I did all the work, so and so didn't do any work and, and, you know, I really, just based on my marriage can honestly say that I think that we do 50% of the work. We just don't do it at the [00:20:00] same time. And so, you know, one week I'm just irritated because I feel like I'm the only one cleaning the house.

And I can guarantee you yesterday as my husband was folding laundry, while I sat on the couch, he was feeling a little, overworked himself as if I wasn't doing anything, but I think the reality of it is I think for the most part, people do put more work into it than anyone realizes, but you always have that one.

So what I suggest with group work, and I do think group work is important in an online course, I think building that small learning community is so important when you don't have that face to face contact that putting people in the position of doing group work really kind of sometimes takes them out of their comfort zone, but also they can safely

work with someone else without necessarily having to do that whole face to face so that sometimes can help too. So, how do we assess that? The first thing you should do lay [00:21:00] out specific roles with those expectations for those roles. So, if you have a group of four working on a project together, you should have one person who is the coordinator.

You should have one person who's going to put the slide show together. You can have one person who's going to be the presenter and if you want to have multiple different mini projects throughout the semester, you can have your groups trade off and they each get to do a different role for each project.

So everyone can experiment with it. Make sure you have a really clear rubric as to what your expectations are of the final project. But another thing that really does seem to help with group work is peer evaluations and they can be anonymous. You know, I don't. I don't think it's ever a good idea as an instructor to pit a student against another student.

But if you have anonymous peer evaluations and say you average, whatever the score is that they get, you're going to have a [00:22:00] pretty good idea as to what everyone else in the group thinks of each individual person. And by averaging those scores, you're also going to know if one person was just out to get somebody.

And if they're anonymous, they're more likely to be accurate and not just everybody gets forced because that's what we do. Cause we don't want to not have friends. Right. And then also do self evaluations. Mandy and I, we just went through this when we were working on my yearly stuff and it was like, I don't want to say anything good about myself because it's awkward. It's awkward to say good things about yourself. Like Wayne, you said earlier in this conversation, people tend to be more critical of themselves at any time. And so have that self evaluation, but make the students say, what did you do really well?

And maybe what could you improve on so that they can evaluate both sides of that group work. And like I said, that works for a face to face class or for [00:23:00] an online class.

Mandy: [00:23:02] I like what you said about the specific roles and role expectations too. I taught a native American lit class online a few times and I ended up using a strategy called literature circles that I had used when I taught middle school and high school. And I wasn't really sure how it was going to work with an online literature class. But what you do is it because literature classes are so discussion based, you actually assign specific roles that are ways to contribute to the discussion. So you might tell somebody they have to be the discussion leader, and then you have somebody who's the researcher so they find an interesting piece of information connected to the text they're discussing. There's lots of different roles in literature circles, but it was really interesting. It took a lot of work on my end to structure that because then I had students separated into [00:24:00] groups and then I laid out for them this week you're this role, next week you're this role. I made everybody a calendar, so they knew what their role was throughout the entire semester. But that actually in most cases really helped with the discussions because then they knew that was their job to contribute. And then the discussion could still continue, even if somebody didn't show up or didn't participate, but it was richer if everybody did.

And if everybody did what they were supposed to do and knew what their assigned roles meant, that was really powerful. So I like your suggestion with that. I've seen how well that can work

Becky: [00:24:43] Yeah. And I do know, also if you have the opportunity to have synchronous discussions in an online environment, or if you're teaching a synchronous class, you can do, breakout

rooms. And, I have [00:25:00] since learned that we can do this in WebEx and we can teach everyone. So anyone out there at great falls college, that's listening, breakout rooms are a

thing, and I'm going to figure out how they are a thing and teach you how to use them. I think that's important breaking those students into the groups to sit and talk. I know I've taken classes before, where we had to have weekly discussions as a group. And then we posted as a group we had and we alternated who was in charge and like who the recorder was and who was the submitter and who was the coordinator. And then also, so of these groups each week, one group, I was in charge of the discussion for the entire class.

And so you set the discussion questions based on what we were learning about and so we got that ownership over it. We got to grade what our peers were doing. we got to really push that discussion, but then we also got to be a part of the other groups discussions. It's just [00:26:00] that line again, small learning communities.

When you have that relationship within your classes, that personal relationship students are just going to share and learn. It's a much richer learning environment when they can learn from each other.

Mandy: [00:26:16] Becky, we've talked a lot about everything that we want students to do, but how do you know, as a teacher that what you're doing is working.

Becky: [00:26:27] That is a really good question. And there are a couple of different ways that you can, assess your own teaching, especially in an online course like that. A course evaluation obviously number one, our university and I think every university I've ever known of, does, just a blanket course evaluation at the end of the course.

It's more of a rating system. There's the opportunity for some questions. I don't know how many students actually answer them. If you as an instructor, maybe 30% of them, [00:27:00] 30% of them. Okay.

Wayne: [00:27:00] It's always 30% of them.

Becky: [00:27:05] So not so not a very high number. one thing you can do is you can create your own course evaluation and maybe get a little more specific. you could even just do a discussion post to the end. What was your favorite thing about this course? What was your least favorite thing about this course? you know, there's lots of different ways you can do a course evaluation outside of the university evaluation.

One thing , don't grade it and here's why. Number one, you don't ever want to grade someone's opinion of you because that's not fair because then they're going to tend to maybe have a more positive opinion. And also a grade for a course evaluation should never be worth enough points to change an entire letter grade for a student.

That's just kind of something to keep in mind. A lot of instructors when I was in college, at the end of this semester, if we took the course evaluation and [00:28:00] screenshoted our completion page, we'd get like 10 points for it.

And of course we all did it. I mean, that's 10 points. I actually finally sat and went back and looked at all of my classes and those 10 points never made a difference at all in any of my

grades, in any of my classes. There's that little mind over matter that it's like free points, free points.

So, that's something, if you can offer some sort of reward for it people tend to do things when they get something out of it.

Mandy: [00:28:30] So, say I made a little survey or survey quiz or something in my D2L course and just automatically gave students five points for submitting it. Do you feel like that's okay? That's not unethical?

Becky: [00:28:42] The problem that you're going to run into is that if it's a D2L quiz, their names are attached to it. And so you're less likely to get accurate, responses from students or their names are tied to it. So if there's any way that you could do, and I mean, you could do like survey [00:29:00] monkey,

Wayne: [00:29:01] you can do it in D2L too

Becky: [00:29:03] You mean an anonymous survey, you

Wayne: [00:29:06] can do an anonymous survey, but then obviously it's difficult to give them a grade for it. one thing that, another campus, I know when they used, bright space to survey, they were giving an incentive. This was a campus wide thing, but they were giving an incentive of like a drawing for gift cards or something like that.

But how do you do anonymous? And collect information about who they are, but what they did is they had a release condition that gave another survey afterwards that just asked for their name or their email address or whatever it was.

So there's a way to do it so that the responses to the survey are completely anonymous yet, you know who took it because they can't do the second survey, the one question survey, without finishing the first one.

Mandy: [00:29:50] Interesting. Okay.

Becky: [00:29:52] So that's really good to know

Wayne: [00:29:53] for you.

Becky: [00:29:54] Cool. Well, and then you can say if you would like credit for doing this and that's it just do [00:30:00] like five points or something, just either they did it or they didn't, you know, a little extra credit there.

yeah. Thank you, Wayne . So as far as being ethical , as long as it's anonymous, I think you're fine.

Mandy: [00:30:11] Okay.

Becky: [00:30:14] Another thing you can do is have one of your peers evaluate your course, have someone else who teaches the same course as you, maybe teaches a different course, have them take a look at everything you have online.

If you offer any synchronous activities, invite them to maybe just come observe and see what's happening in your course. Also, if you work at a university or a college, most of them do have an instructional designer ask your instructional designer to evaluate your course for you. We evaluate courses the first semester and then every three years after that. But if you have a course that you aren't sure if it's exactly what you want. Maybe you have a specific concern, go talk to your instructional designer, have them take a look at it. [00:31:00] And maybe they'll have some suggestions as to how to, how to increase that particular section.

And then also we have a template as to what we're looking for when we are looking for course design. That's available too, you can self-evaluate your course, just based on that template and the recommendations from that template. And then just one more suggestion with students is have a student representative.

Someone who can bring the issues up anonymously for all students, if you don't want to wait until the end of the semester. See if there is someone who would be willing to say, okay, I'm willing to stand up for the class and bring you any concerns we have. There are ways to assess that obviously. And if you're looking at, are your students completing when you're assessing their work, are they learning what you want them to learn?

Are they gaining the knowledge? Are they able to apply that knowledge? And if you look back at their progress, if they are doing well, and they are progressing [00:32:00] in alignment with the standards that you want them to be going with, then you're doing a good job.

Mandy: [00:32:08] That sounds great. I like that idea of a student representative. I was just thinking about how you could go about getting somebody to do that. But I think that would be really interesting if you could have a student who was willing. Like you said to stand up for the rest of the class and, and be that person.

I think you would have to figure out how to establish a good relationship as an instructor with that student. I'm wondering how difficult it would be to do something like that in a short course, like an eight week course.

Becky: [00:32:40] You know, I think it would be kind of hard unless it's a student that you've had in four other courses and then, and you have that relationship with them.

But if it's a new student to try to build that relationship in eight weeks, that would be hard. And especially if there is a lack of communication in your [00:33:00] class and multiple students feel it, and you as the instructor don't know that, but they talk about to each other about the frustrations

nothing's going to change if that's not brought to the instructor, but again, who wants to be the one who comes out and is like, we're confused something's lost in translation here. No one wants to call a teacher out. So, so you're right. I mean, that's, that is something that's really hard.

I wonder if universities could have something where they do peer mentoring to train students to be intermediaries. so students who would like to learn those skills could become the professional intermediaries.

And then if they happen to be in a class they can let their peers know, Hey, I I'm willing to do this, I'm familiar with the teachers.

Mandy: [00:33:53] I think that's an interesting idea for sure.

Becky: [00:33:57] I'm thinking back from my middle school days, when [00:34:00] we'd get in fights and our peers would come. Middle school peer mediation. Let's do that at the college level. It could be fun, but something like that. Yeah. That would be interesting to see if that would work.

That's all I have. Unless you guys have any questions, concerns, anything.

Wayne: [00:34:13] You know, I thought I went into this thinking I was going to have just a ton of questions, but you covered everything so expertly that I have none.

Becky: [00:34:22] Thank you so much, Wayne.

Mandy: [00:34:26] Yeah, this was great. Thank you, Becky. This was really thorough and gives us a lot of good points to think about.

Becky: [00:34:34] Awesome. Awesome. Well, thank you guys, everyone for joining us today. And we will see you all again on the 22nd.

Mandy: [00:34:45] Yup. Thanks guys. See you later.

Becky: [00:34:48] Bye

Mandy: [00:34:49] bye.