

Treasure Island Pedagogies Episode 38

Podcast Transcript

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Tünde Varga-Atkins,

So hi, this is Tünde Varga-Atkins. And this is episode 38 of our Treasure Island Pedagogy Podcast today from the Centre for Innovation in Education at the University of Liverpool, where we share our lightbulb moments, teaching props and pedagogies as we cohabit our Treasure Island, the space for contact. And we agreed that we have a special Northern edition today which tend to be in the located in the northern part of the UK. We have 3 guests today, Errol Jones-Rivera, Karine Yusuff and Kathy Chandler . So can I ask you to introduce yourself briefly, your degree subject and and your current role.

Errol Jones-Rivera

Doctor Errol Jones Rivera my degree subject. Was originally in creative writing. That's where I got my master's in, and then I did my PhD in what is essentially applied educational psychology, and I am currently an academic developer at the University of Glasgow. Where I teach on our PG cat. And I advise an implementation of strategy, yeah.

Tünde Varga-Atkins,

Thanks arroy. Hi my.

Karine Yusuff

Name is Doctor Karine Yusuff. I originally you know for my degree. I studied French language and then my PhD was an applied linguistics. I developed interest in digital education and then specialised on how to use digital to deliver education. And then currently I am the digital education manager at the University of Bristol. And the specialist in the School of Economics, where you know all any decision regarding digital education up for academics or students, has to come through me and then support my team supports in helping academics and students to. Go through any form of the stratification hurdles that they face.

Tünde Varga-Atkins,

OK. Thank you, Corinne and Kathy.

Kathy Chandler

Hello, I'm Kathy Chandler. I'm originally my background is in healthcare in nursing and these days I'm a lecturer in technology enhanced learning at Lancaster University. And currently on the programme lead for the PhD in Education and Social justice.

Tünde Varga-Atkins,

Vivian, thank you, Kathy. So as you know, one of in treasure islands, one of the things we do is we share our light bulb moment. So one of them are apart from the very many that we might have over our over your career, so. Yeah. Can you share one of your light bulb moments with students when you felt they were really getting it?

Errol Jones-Rivera

Yes, so light bulb. One moment, this one that was teaching on the PG caps. Go on course container for PG CAP course in course design which is about the most meta job that you can ask for and I was working with a lecturer who was just having a really difficult time. Getting on with the material, even though what we were teaching and what they were doing already in their practise, was really, really well lined up and Despite that, everything that was coming out of our mouths just sounded like gobbledygook. To this person. And. Guess it was one of those. I don't know. If it's a particularly innovative thing to do, it's a situation where you roll up your sleeves. I sat down with a colleague and this lecturer and you know, we just sat down with him as as teachers. And really trying to listen to everything that they were going through every way that the material was proving troublesome for them and for. To work with that colleague and that lecturer to have everybody's roll up their sleeves and know draw on what they know about pedagogy, about working with students, about teaching, about with the job of teaching is like, that's an advantage that we have in our. Educational psychology. What have you to draw on all of that and then to leave that conversation and then for that student to come back and just turn in? A stellar assessment was just. That means everything to me. That's why I do the job myself. So that was my light bulb moment.

Tünde Varga-Atkins,

Sounds extremely rewarding. And as you say, yeah, Karine, you're nothing. Is this something you've come across?

Karine Yusuff

Well, not exactly, because you know, I probably don't understand, you know, the full circle of educational psychology, but I I can I can appreciate the reward that you feel when you're sitting and observing and then finding out. This brilliant ideas or brilliant approaches that you find out from people working in digital education, you know, sometimes we you have that moment where you're like, wow, this is just where I do what I do.

Tünde Varga-Atkins,

Hello. Can you pinpoint anything any particular? I don't know some threshold or ways where you could where you were getting through from from your conversations with rolling up slaves and stuff?

Errol Jones-Rivera

That's a really good question, so I myself. Am neurodivergent so I have a a pretty pretty raging case of attention deficit disorder and I find that. That makes it that gives me a lot of advantages in perceiving disconnects between the student and the material. And I think. This applies to you know what you would call a a neurotypical practitioner as well. And I do believe it was. It was talking about just not letting go of some theory. I think that's what it was when a student has problems with something, umm, they sort of make an inventory of problems. So sticking with the most fundamental saying that they need to learn and not letting them get overwhelmed, not letting us move too far past this, let's stick with this idea that you're having trouble with, and let's find out why and being able to. Help the students see how the thing that they're trying to learn on paper is the thing that they're already doing. That is honestly that's. Stroke of luck. You don't always get that you really, really don't. Usually, that gap between their practise and the literature is way bigger and getting them to see that that gap isn't there at all. It's kind of luxury problem. But yes, getting them to see that they are already doing. What's what's in the literature? And bring them to see. I'll tell you what it is the light. Moment 'cause I just. It too when you can throw a different situation at them or when they can come up with a different situation. You know, say they're assessing in one way and you're trying to say I'm just pulling this example out of here. They they're surfing in one way and you're trying to explain to them, OK, what you're doing is already meaningful assessment. He is. They may not be able to see that, but that moment where they can come

up with a different assessment, a different situation, something that isn't even that real, you know, come up with a hypothetical and be able to apply that concept with rigour. So that they've taken this thing that they've done instinctually, and they've seen the framework that would allow them to repeat it over again. That's the light bulb moment and where they can do that for themselves when they suggest the hypothetical for themselves. That was the light bulb moment. And that was when I knew I could relax and we could wind up the call.

Tünde Varga-Atkins,

I mean, it reminds me of almost the grammar because you talked about gobble the Gok as a language, and this idea of of I mean applying maybe some expression that they use naturally. But if you sort of know the underlying grammar, you can comment it from an is is what you just said. You can apply that in a completely different. But yeah, that's brilliant. Thank you, Errol, for sharing it. Any other light bulb moments?

Karine Yusuff

OK. Well, yes. So the let ball moment, the light bulb moment that thought I would share was. A. So when I joined the University of Bristol, we started by doing the needs analysis and then we found out that there are quite a few academics who. Naturally struggle with. Like E or would just be apprehensive if when it has to do with technology and then you find another group who are very comfortable, really enjoy what they're doing and you have people who are actually doing something really amazing. But just very aware of it. So we thought of starting this digital practise showcase. You know where we have a digital practise champion every month and then you know at the beginning. People wet. No one wanted to be the first for essence to say. They probably thought, you know, they don't want to showcase what they do because they don't think it's anything special and then where we started sharing experiences, then they found that actually, you know, everyone was kind of struggling with one thing or the other in a way or another person was already doing something amazing, but it didn't think that what they were doing. Was all that, and then it's. It's also an opportunity to. In Len and not necessarily by going into it because you can't go into each class to see what's happening in there. But we had the opportunity to observe teaching and to observe practises and then the fact that we showcase these everybody well, maybe not everybody, but people generally look forward to the next showcase to the next champion to know what is happening in another class. Also, they could also practise. The practises in there, either in the content preparation or or teaching delivery, and that has been really, really enjoyable for us. It's a lot of

work, you know, to get to interview people, to prepare the article and all of that. But it is so rewarding because of the advantage and because of the impact. People. So what we then realise is now we're talking about how about we come up and talk about. Identify maybe the major teaching. But digital teaching pedagogies that are present within the school because we realise that a lot of practises that a couple of people are doing but they were not aware that they were practising the same thing. That is, that is a very, very good thing to boost confidence as well in colleagues in thinking that what they're doing is already good enough because. At first they are professor of whatever fields that they are. They're not professor of digital education, and the fact that they're doing any form of digital, any form of digital practise in their teaching, that's already amazing. And you know that's. Where you know, that's what inspired our the art teaching prop as well.

Tünde Varga-Atkins,

Mm hmm, because it sounds like an an environment that you're creating for that practise to be so that people have confidence to, to show to each. Things that that's you. I think what you're talking about is how you set up that environment where where that is possible. Yeah. Any thoughts?

Kathy Chandler

Yeah, it sounds like this is quite a connection there between. What Errol said and and what you've just said, Corrine, in terms. Really listening to what people are doing and helping them to make connections between what they're doing and what they're studying and to share. Those experiences. And those learners feeling heard, really.

Karine Yusuff

Exactly. And they also feel it like they can be proud of the skills that they have. You know, it's nothing to be ashamed of. It is something to be completely proud of.

Errol Jones-Rivera

There's something. There's a thread to me that has to do with language and how much of? Building confidence in educators as educators is about equipping them with the language to be able to describe what it is they are already doing or where they are trying to go. To be able to set ambitions for themselves. I mean, make it makes a lot of sense. The role of language as a cultural thing and, you know, social constructivism, is really a cultural

concept with like the zone approximal develop as a cultural concept. So it makes sense that language would play such a huge part of that as something that defines what a culture is. And it's just really, it's really beautiful to see it, to see that happen over and over again in multiple situations, in multiple contacts.

Kathy Chandler

Do you have a light bulb moment to share? I do. So this goes back some years to when I was working with distance learning in health and social care and I was working with a group who were very. New to their studies, still feeling very wobbly. I remember one of them saying to me that she'd always thought that higher education wasn't for her. She could remember going to Liverpool University on a. And standing in the in the entrance hall and thinking, wow, this is this is so grand. You know, this isn't for the likes of me. And even once she'd got her place on the course and she'd started studying. She was still feeling really unsure and thinking should I? Here. Not really, not sure about this. So the moment I'm thinking back to is a very carefully prepared breakout room activity that we did. In a synchronous online class. And I put the students into pairs. And when you do a breakout room activity, I know that you know lots of colleagues would say, oh, you always need more than two in a group. You know, what if one of them doesn't talk or you know, you just you can't risk having a small group. It might not work. So this this was a bit of an experiment. So I put them pairs. And I thought carefully about who to pair up with who, and it was quite magical, really, because that student who was thinking, oh, you. Is. University for me, after which she said to me it was amazing because. I met another student who was just like me. She was also working as a child minder. She was also having, you know, some doubts about whether she could do this. And I realised that, you know, she if she was doing this and she was getting through. And managing to pass her assignments then, then maybe I could, too. And that was a lightbulb moment thinking. You know this is possible for me, but it was a light bulb moment for me as well in realising that as an educator, that's a big important part of my job. You know, perhaps even more so than that. You know that the content, the activities that I give them to do. If through doing those activities, students can make. Those connections with each other and realise what's possible for them, then you know that's a. Changer, really.

Tünde Varga-Atkins,

I think it also seems to come back to what Corinne said about that environment creating where they can have that or build that confidence and for you to as well to be paying attention. That's amazing. Because clearly in

that student succeeded and. Yeah. Those moments are so important for them.

Kathy Chandler

Yeah. Having that confidence to to keep going and and know that success is possible.

Tünde Varga-Atkins,

So we we're having an island full of confidence building, listening, making, helping students to make connections, whether there's human connections and connections to theories. So what else would you like to bring to this island in terms of teaching props or pedagogies that will help creating even more light bulb moments for students?

Errol Jones-Rivera

Well, for me the the teaching pedagogy really comes down to. Social constructivism, good old fashioned constructive alignment, really. At the end of the day, I'm kind of a first principles person. I want to make sure that the foundations of of decision making in creating lessons and things like that. That those foundations are there and they're solid, so that a lecturer as a compass for every single decision that they make so they can feel confident. So yeah, for me, I think it would be constructive alignment.

Tünde Varga-Atkins,

Mm hmm.

Karine Yusuff

For me, I'm being in digital education. There's no way to shy away from technology. OK, have a set that it is important for me that students or any user is aware of the impact of technology on themselves, on their practise, on their lives, and they should be able to. To kind of measure. The their capacity, their capability and also change their attitude towards technology. Either it's by reducing the use of technology or. Or or adopting innovative practises because just as technology can be a very positive tool, it can also affect people's well-being. So they for me this start well-being as a forefront of whatever we do is very, very important in, in, in, in the teaching practise.

Tünde Varga-Atkins,

Is there can you share us with some activities, Corrine, that you do around promoting digital well-being so he talks about capabilities and developing people. Yeah. So can you talk a bit about the digital world? Bing.

Karine Yusuff

Yeah. So apart from the annual survey that we kind of shared to be able to have targeted, provide targeted support for a group of different digital profiles that we. That we identify. There is also this space that you can come to this one-on-one consultation that you can come to where you can just share what you think. You would like to the kind of support that you think you would like to get and also what you know is possible or is happening, but you feel like you just cannot do at the moment. And then we have this sift spaces like a safe haven that you can come to to share that. I had an A colleague reach out to me. Oh, about two weeks ago, I said, oh, I had this crazy idea. I know that I definitely do not have the capability of creating anything, you know, anime to edit, but I had this concept that I need to teach to students. Whereas how I thought about it is it requires an animation. So we had a one-on-one meeting and then he explained what he wants to do. You know is I don't know the concept myself, but he explained it to me and it's like, you know, zooming in on the particular aspect and they're zooming out to see. A global view. And then he thought he needed an animation, but what he needs is, you know, an affinity, zoom kind of effect on, you know, prices of different items and how inflation happens and things like. Like that. And then I said OK, that's absolutely fine. Can you come up with a script and then we can see how to put that into practise? And then he said so do we prepare a grant? Do we need a designer? Do we need this do? Need that? And I said, we don't need the grass. Wait. And you know, by the end of the of the session, he was so, so happy. And I thought, well, he thought it would. It would be something, you know, that requires me to fight different experts. And, you know, it's moments like that that you didn't realise. That you know the the the framework that you've put in place is working because people feel really safe to express both my abilities and their capabilities, which is really rewarding.

Tünde Varga-Atkins,

Is this? I guess it's just like what error you were talking about earlier. It's it's the sitting down and showing that the gap is not as big as people think it is.

Errol Jones-Rivera

It is the best part of the job and I think one of the reasons that it's so rewarding, I mean obviously it's rewarding. See someone? Get over a threshold. That right in front of you. But. Yeah, you know, we I'm sure everybody here knows. We spend a lot of time, you know, giving scripted lectures and giving scripted workshops and and teaching broad concepts and teaching them with usually the same examples with the same activities. And you're always going to have a lecture to a participant or two that is going to wonder if your if what you're teaching doesn't apply to them is their situation. Unique or is there a bigger hole in what you're teaching then you want to believe it there, so one of the more rewarding things to me when you sit down with an individual with a totally unique situation where they can throw every variable at their situation about their situation at you. Really puts your framework to. Test. Literature you teach with whatever pedagogy you teach it. It to the test. And part of the reward of seeing them come across that threshold is. They didn't just they didn't just prove something to themselves. You prove something to yourself as well. That literature that you. Has proved itself to you again as something that can help this person, no matter how unique their situation is. There's just something that just lets you just shake off the nerves when that happens.

Tünde Varga-Atkins,

Yeah, that that sounds yes. So yeah, sorry, warning that test and challenge, but and I guess I guess sometimes the outcome may be that that theory or that model might need a bit of upgrading or a bit of extension or something like that. But yeah, it's yeah.

Errol Jones-Rivera

Absolutely. I'm shocked at. It happens way less than I fear. It happening I will say that. So I mean thank goodness for great researchers and great thinkers that came before us.

Tünde Varga-Atkins,

Yeah, brilliant. Thank you. What about you, Kathy?

Kathy Chandler

So I would say that for me the the pedagogies I I would like to to take along with me are pedagogies of care and kindness. We spend a lot of time thinking about the cognitive and social aspects of learning, and I don't think we spend enough time thinking about the emotional aspects. But if we were

to ask people what has been your your most memorable learning experiences, people will usually tell us, you know, not not about the facts or, you know, the sort of. The contents that that they learn, they'll talk about, you know, the things that happened in terms of the emotions that they experienced, whether positive or negative. And I think. Yeah, I think it's Maha Baley that says that, that genuine care. Is one of the. The most valuable things that educators can offer to to learn. It's so caring not just about. Their academic progress, but thinking about their whole well-being, their happiness, their whole selves. So yeah, that's something I I think is very important. And that believing in people and believing people when they when they tell us things as well as learners. And. Yeah, pedagogy of kindness. Kate Denial says it's it's not about being nice because sometimes we have to set boundaries and it's important that we tell difficult truth to. Students and and that we act with integrity. But it is about care and one thing that's come across to me when I've been researching students experiences. Particularly online. Contexts. It's not only important what we do with as educators. Obviously it is important what we do, but what can sometimes be just as important or even more important, it's the people who we are. And students value the teachers who are friendly and kind and helpful and. And make them feel valued and they understand the challenges. That learners are facing and you know they develop those good relationships. So that's that's what I'd like to bring along is those those pedagogues of care and kindness.

Tünde Varga-Atkins,

The end? Yeah, I mean, that seems like that's a definite theme of today, that human connection. And yes, the no error occurring. Is there anything in? Your that would resonate in terms of pedagogies of care and kindness.

Karine Yusuff

Absolutely. I think everything she said, everything.

Errol Jones-Rivera

Yeah.

Karine Yusuff

It's the IT shouldn't just apply to a, you know, teacher students, you know, relationship. I think in every aspect amongst colleagues, but more importantly amongst students. I've had a PhD. Students who come from. An African context who was already a lecturer, came to for a second PhD. And

then they came. They went. See the class with with us once. And then he said, oh, my God, my life is going to change forever. I can't believe that you have this relationship with me. You know, the way you talk to me, the. You don't. That I shouldn't, you know, just the way you've relate to feels almost, I say, if I'm talking to a friend and there's not. This hierarchy is not there, and it's different. Where, where I come from, because there it's there, it's. So like you know, be in a position of authority and you almost feel as if. You you know. The the strict are you are the more respect you get, whereas here the passion, the compassion that you show students I feel like would want them to even do more, be more responsible of their learning, because that's how I feel currently. So I feel like you know. Even things that are not verbal verbalised or things that are not vocal, we would see the results in their performance and that's ultimately what we want to really.

Errol Jones-Rivera

And please forgive me if I go on too long because this is something I feel really strongly about. But yeah, it struck me what Cassie's been talking about this whole time. You know, Cathy's light bulb moment. Really, really hit me hard because I'm a first generation UNI student at and really in terms of in terms of the list of things that you know, social and economic backgrounds that can make life difficult for a student. I I probably ticked about 7 or 8 of them and I know a lot of people who do my job that were the same. And. It's left me with this feeling. How much of a difference it made when lecturers made me feel like I belonged? And that was massive to me, and I think a lot of my career has been just trying to find, you know, theoretical and quantitative understanding of why that made such a big difference, why that did that unlock education for me. When I almost flunked out of it several times, why did that make such a difference? And. Again, being first principles person, I think this. Back to. At least you know my adherence to social constructivism. That's all about. That concept of the throne of proximal development is all about being let into a group. You know it's all about not just let in, but welcomed in and enabled to be part. Of that group. So if I can give like a more more of a professional context for why? Resonates with me, and you can. Out whatever you like. And so I'm very lucky at University of. We have probably what I think is one of the most evidence based learning and teaching and assessment strategies I've seen in the. 12:00-ish years I've been doing this job, so to be an educational developer that works in a place like that is a dream. I make no compromises when I come. To work. We've got a pretty, you know, thorough, well researched approach to assessment. And my colleague Kimberly Davis documented, who I believe was done in this show, you know, designs a lot of it. And we're asking lecturers to meet a lot of, you

know, ambitious goals in their design, meaningful assessment, programmatic assessment. Among other things, including inclusive assessment. And in my work in. In inclusive assessment, what I've found is that. If you hit a lot of, if you. For inclusive assessment. Things like. You know, very clear goals, something that has clear relevance to professional practise, but also to the students lives as they are. If you are really doing inclusive assessment, you'll probably end up hitting just as a matter of course, meaningful assessment, programmatic assessment, self regulated assessment. You'll hit so much of what the literature tells us. Makes for. Assessment by trying to be inclusive and I think that's just a larger, broader scale demonstration of everything Calvin's been saying.

Kathy Chandler

Yeah, it's really about what the words you used I think error were welcoming people in, isn't it?

Speaker

When?

Kathy Chandler

We're in a space as an educator. We're the host and we do need to do those things that make the space feel welcoming. Sometimes they're quite little things, but they make a big difference.

Tünde Varga-Atkins,

Yeah. You talked about hospitality, Cathy. It's so that it comes back to where we started as well. Yeah, but yeah, that is, as you say, that belief in the student is so powerful that you feel you make them feel belong or you make us feel belong. Yes, the same way. Thank you so much for. So we've got brilliant. A welcoming islands and they sell a belief in our students. So I think it's time to relax a bit. What would you? To the island for the times when you're actually off duty and not working or educating.

Errol Jones-Rivera

Well, we're. For myself, it was. It was a choice between. A Rubik's Cube. Or. A picture of my. Away. And I asked her and she said bring the Rubik's Cube. Which I. But also I think she's like, you know, you're supposed to. You're supposed to barter with these things. Nobody's gonna want a picture of me. Yeah. It'll be it'll be a Rubik's Cube, which is both something that I use to relax

and I'd use it a couple of times as a as a way of warming up for new cohort. I'll try and do a QuickTime in front of them before class gets started that. Of thing.

Tünde Varga-Atkins,

Well, that's a really nice use of it, I guess, and it's very principled, isn't it? There's some rules to follow. I have never worked. Valve, but yes, brilliant.

Karine Yusuff

I would I I really like your looks. I would. Ask us up to the side I I've never also really understood how that works. I've got loads of there's in my. But we all we do is scatter them and then that's it. They never get, they'd never get back to how the way. And I'd say an item that I thought that I would take to an island with me. Is a toothbrush and the toothpaste I thought about those because I thought not. They don't necessarily make me feel relaxed as as as such, but there are items that if I don't have them, it would be difficult for me to start my day or even get time with my day because I can't get anything done. Growth before before I start the day, and if I don't start today, there's no way that I'm making it that I'm making it to class so. That for me is something that I would take to an air and will not be useful for anybody else. 'cause they're quite personal. But I will share my toothpaste gladly.

Tünde Varga-Atkins,

Brilliant, Kathy.

Kathy Chandler

For me, I think I'm taking along a large hammock, so I'm hoping for some good weather on this island. Some sunshine, maybe a couple of palm trees that I can string up this helmet between and I would find. Really relaxing.

Tünde Varga-Atkins,

Yeah, sounds idyllic and anything that you might want to. I'm I'm. I'm sure I can promise you whether I am not. I won't take charge of it. But I'm sure we can choose an island. Is there anything that you would like to barter with each other or you think oh, I could really use that. Either a luxury item or a teaching prop, or anything else.

Errol Jones-Rivera

Well, so, Cathy, OK, I've got an idea for trade for you. So I've spent the past couple of. Years of. Trying to find sort of a theoretical justification or a theoretical understanding for the role that inclusivity plays. In social constructivism and constructive alignment, and I've made some progress with that. And I think a lot of that could help provide a foundation for strengthening even further pedagogies of kindness. So take from that research. And I'll trade that with you for I don't know, an afternoon in, in that hammock. So I can just sit in that hammock whist with that Rubik's Cube and yeah. Relaxing that.

Kathy Chandler

That sounds good. And I, yeah, I like that trade much better than your Rubik's Cube because I did have one once, but I never worked out how to do it. And then my younger sister peeled off all the stickers. And made it look like she'd done it, but of course it was never quite the same. That the rude excuse so. Kind of lost interest in it after that, but I could. Yeah, I could definitely. Be very happy borrowing some of Corinne's toothpaste because I agree that yeah, if you haven't brushed your teeth, you can't do anything else.

Tünde Varga-Atkins,

Sounds like we will, we will be ready for the day after the toothpaste ready, ready to relax or do whatever comes our way. But that's brilliant. And I think maybe, Kathy, you can. What is it? Pass your. Rubik's Cube to arrow so that you could do a wife, you could put your wife on the missing cubes as well and then you would have the photo of your rights on the other wiki.

Errol Jones-Rivera

Is really it? I really, really like if. OK, so I'm putting this out there to her right now. I'm putting it out there in the world. That's what I want for my next anniversary present. Just picture of photo Ruby.

Speaker

Up. Brilliant.

Tünde Varga-Atkins,

Really. No. No. I'll definitely promise to learn it as a Hungarian, it being a Hungarian invention, I should really know how to put every weakness together. So thank you.

Errol Jones-Rivera

The Hungarian invention, is it not?

Tünde Varga-Atkins,

Yes, these Ruby ad Na Rubik is invented in 1974, so yes, it's very yeah.

Errol Jones-Rivera

Where we have come full circle today, that is. Bad at all.

Tünde Varga-Atkins,

Right. That has been a brilliant discussion. Thank you so much. And Errol, we want you to promise to write up your inclusive musings and the the things that you've come up around inclusive assessment so that you have to promise that we will see that as an outcome. But thanks everyone. Thanks for our audience for listening. And. If you enjoyed the episode, you can subscribe to our podcast to join us. I guess you can find expression of interest from our Libyan ACI website. Goodbye for now and a big thank you to our guest today.

Karine Yusuff

Bye bye. Thank you very much.

Tünde Varga-Atkins,

Bye bye.