



The T in Teaching

Course Design: Instructions, Rubrics and Evaluations

00:00–00:03

[MUSIC PLAYING]

00:07–00:09

Andrew Coletti: Hello and welcome to this episode

00:09–00:11

of The T in Teaching.

00:11–00:14

This Episode Is Focused On: best practices for professors

00:14–00:16

In Regard To Providing: instructions, rubrics,

00:16–00:18

and feedback to students.

00:18–00:20

In This Episode, Our: host Sarah McCarthy

00:20–00:23

Interviewed Laura: Aboyan and Patty Terry.

00:23–00:25

Dr. Laura Aboyan: currently serves

00:25–00:28

As The Director Of Curriculum: Management and Assessment

00:28–00:31

And Accreditation As Well: as an Adjunct Instructor

00:31–00:33

In The Department Of: Management, as well

00:33–00:35

as the Department of Marketing.

00:35–00:37

She Joined The: Fox School in 2015

00:37–00:40

After Previously Working In: assessment and accreditation

00:40–00:42

At The University: of South Carolina.

00:42–00:45

She Earned Her Doctorate In: higher education from Temple

00:45–00:46

in 2021.

00:46–00:48

Patty Terry Currently: serves Temple University

00:48–00:51

As The Associate Director: of Curriculum Management

00:51–00:53

And Assessment For The: Fox School of Business.

00:53–00:55

She Previously Worked At The: University of Pennsylvania

00:55–00:58

Health System As The: Undergraduate Medication

00:58–01:00

Evaluation Coordinator.

01:00–01:02

Thank You For Listening,: and please enjoy.

01:02–01:05

[MUSIC PLAYING]

01:06–01:07

Sarah Mccarthy: Hello, and welcome back

01:07–01:09

To The Next Episode: in The T in Teaching.

01:09–01:11

I'm Sarah Mccarthy,: and we have two guests

01:11–01:14

From Curriculum Management: Assessment and Accreditation.

01:14–01:16

I Will Let You Both: introduce yourselves.

01:16–01:17

Laura Aboyan: Thanks, Sarah.

01:17–01:18

I'm Laura Aboyan.

01:18–01:21

I'm The Director Of The: Curriculum Management

01:21–01:22

Assessment And: Accreditation team.

01:22–01:24

Patty Terry: I'm Patricia Terry, and I'm

01:24–01:26

The Associate Director: of the Curriculum

01:26–01:27

Management and Assessment team.

01:27–01:30

Sarah Mccarthy: Thank you both so much for joining us today.

01:30–01:33

Could You Just Tell Me A Little: bit more about your department?

01:33–01:35

Laura Aboyan: So Curriculum Management Assessment

01:35–01:37

and Accreditation is what we do.

01:37–01:38

And Really, It's: just a fancy way

01:38–01:41

Of Saying Quality Assurance For: all of our academic programs

01:41–01:42

at the Fox School.

01:42–01:43

Sarah Mccarthy: Awesome.

01:43–01:44

Well, Thank You Both: for coming today,

01:44–01:48

Excited To Give Our Faculty Some: overview on rubrics, feedback,

01:48–01:50

any advice you guys can offer.

01:50–01:52

But We Will Dive Right: into the first question,

01:52–01:54

and either of you could start.

01:54–01:58

What Advice Or Feedback: for useful instructions,

01:58–02:00

Creating Rubrics, Setting: clear expectations--

02:00–02:02

Where Would You Have: faculty start with that?

02:02–02:04

Laura Aboyan: That's a great question,

02:04–02:06

And I Think You Mentioned: it in the question.

02:06–02:07

Use a rubric.

02:07–02:12

If You're Doing Some Kind: of project-based assignment,

02:12–02:14

A Rubric Is Going To Really: help you focus in on that.

02:14–02:18

And The Key To Designing That: really useful rubric for both

02:18–02:21

You And Your Students To: avoid some of those questions

02:21–02:25

Is To First Identify The: objectives of the assignment.

02:25–02:27

What Is It That You Want: your students' completed work

02:27–02:28

to show you?

02:28–02:30

You Can Tie These To: your learning objectives.

02:30–02:33

Mostly, You Want To Try And Keep: it to about 5 or 6 categories

02:33–02:35

Otherwise It Gets: a little unwieldy.

02:35–02:37

So These Should Represent: the most critical knowledge

02:37–02:39

And Skills That Are: required for the assignment.

02:39–02:43

Remember That Each Trait You: use, it should be measurable,

02:43–02:44

and it should be unique.

02:44–02:47

If You Find Yourself: struggling to exactly define

02:47–02:50

What It Looks Like At: various levels of mastery,

02:50–02:53

It Might Not Be A Critical: component of the assignment.

02:53–02:56

Or Alternatively, If You: find yourself looking

02:56–02:58

At Two Traits That Are: similar but represent

02:58–03:00

Different Levels: of application, you

03:00–03:02

Want To Go With The One: that's a little higher level.

03:02–03:04

The Lower-level: skill or knowledge

03:04–03:07

Is Generally An Inherent Part: of that higher-level skill.

03:07–03:09

Patty Terry: And I would add to that making

03:09–03:13

Sure That You Give Students A: clear idea and clear guidance.

03:13–03:16

And I Know One Of The Things: that we'll touch on probably

03:16–03:19

Shortly Is That It's: important to have

03:19–03:22

Just Clear, Concise: language in your directions,

03:22–03:25

But Also To Remember: international and English

03:25–03:28

As Second Language Students To: make sure that you're not using

03:28–03:32

Kind Of American Colloquialism: and other kind of slang

03:32–03:34

That They May Not: understand or you

03:34–03:35

May Have A General: reference to, but they

03:35–03:38

Wouldn't Have-- So Just Making: sure that you are making

03:38–03:40

It Plain And Simple: for the students

03:40–03:42

To Understand Kind: of where you want

03:42–03:43

them to go with the assignment.

03:43–03:45

Laura Aboyan: Yeah and just one more thing

03:45–03:48

That I Would Add On To That,: like Patty said, you want

03:48–03:51

Your Language To Be Clear: and concrete and really

03:51–03:52

student-friendly.

03:52–03:57

Sometimes, As Faculty, We Get: locked into the theoretical

03:57–03:59

or the more academic speak.

03:59–04:02

But You'll Be Able To Avoid: questions from your students

04:02–04:06

If You Choose Those Simple,: concrete, less academic,

04:06–04:08

and less theoretical words.

04:08–04:10

It Also Helps If You Can: use parallel language

04:10–04:12

Across Your Rubric: scale so that–

04:12–04:14

And Across Any: rubrics you're using

04:14–04:16

Because That Will Set The: expectation for your students.

04:16–04:18

They'll Become Familiar: with your style,

04:18–04:20

with your expectation.

04:20–04:22

And It Will Minimize: some of those questions.

04:22–04:24

You're Never Going To Eliminate: the questions entirely.

04:24–04:26

So These Are Just Some General: tips that can help you.

04:26–04:27

Patty Terry: [LAUGHS]

04:27–04:28

Laura Aboyan: But really, the key

04:28–04:29

Is To Make Sure: that your rubric is

04:29–04:33

Going To Reflect What Is In: your assignment instructions.

04:33–04:34

They're companion documents.

04:34–04:36

Think about them that way.

04:36–04:38

So If You Can Build: it in to your class,

04:38–04:40

go over the rubric in class.

04:40–04:41

Give The Students: the opportunity

04:41–04:44

To Ask Those Questions: while you're there.

04:44–04:46

It'll Go A Long: way to eliminating

04:46–04:50

Maybe A Large Volume Of Emails: asking the same thing over

04:50–04:51

and over again.

04:51–04:53

And You Can Also: make a short video

04:53–04:55

Going Over Your Assignment: instructions and rubrics

04:55–04:58

So That Your Students Can: refer back to it as they

04:58–04:59

complete their assignment.

04:59–05:01

Sarah Mccarthy: That's a great advice, especially the video.

05:01–05:02

I like that a lot.

05:02–05:03

We have Zoom.

05:03–05:05

We Have All These: tools at our disposal.

05:05–05:07

We Should Absolutely: be using them.

05:07–05:10

So When It Comes To Students,: like what they need and want,

05:10–05:11

Do You Guys Have Any: feedback on you know

05:11–05:13

clarifying within the rubrics?

05:13–05:15

Or I Love How You: said the parallel,

05:15–05:19

And It's The Companion Document: to the assignment description.

05:19–05:21

Do You Guys Have: any advice for--

05:21–05:24

Like From The Student: side, what they really like

05:24–05:26

To See In The Instructions,: the rubrics, or even

05:26–05:30

Feedback On Their Assignments: after completing it?

05:30–05:31

Patty Terry: So I would say--

05:31–05:33

I'm Currently A: graduate student,

05:33–05:35

And I Know It's: super helpful for me

05:35–05:36

when I receive timely feedback.

05:36–05:37

Sarah Mccarthy: Yes.

05:37–05:39

Patty Terry: So that's one thing that's a little bit important

05:39–05:42

Is To Make Sure That: I'm not waiting weeks

05:42–05:44

Or Towards The End Of The: semester to get the feedback,

05:44–05:46

Because It's Frustrating: when you get that feedback

05:46–05:49

And You Realize That There Are: things that you either missed,

05:49–05:51

Or You Could Have Used: assistance and done it

05:51–05:54

In Real Time And Possibly Had A: better grade or a better grasp

05:54–05:56

On The Concepts That: happened in the course.

05:56–05:59

So If There's One Thing: I could say about–

05:59–06:01

On The Student Side: of what is helpful,

06:01–06:03

It's Getting Feedback: that's timely.

06:03–06:05

Laura Aboyan: I would be inclined to agree.

06:05–06:08

That's What My: students have told me.

06:08–06:12

And Also, I Found That The: more timely the feedback,

06:12–06:15

The Less Likely They Are: to make the same mistakes

06:15–06:16

in subsequent assignments.

06:16–06:18

My Students Have: also told me they

06:18–06:20

Prefer More: personalized feedback.

06:20–06:23

So The More Personalized, The: better, is what I would say.

06:23–06:25

And Make Sure That: it's constructive

06:25–06:27

So That Your Students Have The: opportunity to learn from it.

06:27–06:30

This Is Where A Rubric: can be super helpful

06:30–06:33

Because It Gives You A Starting: point for your feedback.

06:33–06:34

You Already Know What: you're looking for,

06:34–06:36

And You're Able To Build: on that and point out

06:36–06:38

Specific Things: and specific areas

06:38–06:40

Where Your Students: can maybe improve.

06:40–06:42

They Know What's: expected because they've

06:42–06:46

Looked At The Rubric, And Then: that rubric points to places

06:46–06:48

Where They Could Do: better or maybe even

06:48–06:49

places where they've excelled.

06:49–06:52

It's Important Not Just To: do the constructive feedback,

06:52–06:54

But To Also Point Out Things: that they've done well,

06:54–06:58

Even Something As Simple As Like: including grammar on a rubric.

06:58–07:01

I Teach A Writing: course, so I tend

07:01–07:03

To Fall Back On The: communication examples

07:03–07:05

If That Doesn't Fit: what you're doing,

07:05–07:08

Just Try And Apply It: to what works for you.

07:08–07:10

But If Your Student Has A: lot of run-on sentences,

07:10–07:12

For Example, You Can: rate them accordingly,

07:12–07:16

However Your Grammar Tree Is: structured on your rubric.

07:16–07:18

And Then You Can Leave A: note on their actual work

07:18–07:22

In 1 Or 2 Places That Say, Hey,: maybe you should combine these,

07:22–07:25

Or Maybe You Should Break: this up into smaller portions,

07:25–07:26

showing them how to fix it.

07:26–07:29

You Don't Necessarily Have: to do it for every instance,

07:29–07:32

But Give Them That Example: they can follow and tell them

07:32–07:33

to keep looking through it.

07:33–07:35

And Then, If You: can, if you find,

07:35–07:36

As You're Going Through: things, that there's

07:36–07:39

Common Things That Your: students are struggling with,

07:39–07:40

bring them into the classroom.

07:40–07:41

Review them generally.

07:41–07:43

Provide Some Kind: of activity where

07:43–07:45

They Can Work On Improving: that particular skill.

07:45–07:46

Do You Have Anything: you wanted to add?

07:46–07:48

Patty Terry: I'll piggyback off what

07:48–07:50

Laura Said About The: feedback is really

07:50–07:52

Only Helpful If You Have: guidance to figure out

07:52–07:53

where you made mistakes.

07:53–07:57

I Know, For Me, It's Very: frustrating to get back

07:57–07:59

That You Got A 4 Out Of 5,: and you have no idea where

07:59–08:02

You Missed Or What: the problems were,

08:02–08:03

so you can't course correct.

08:03–08:05

So I Think It's: important to make sure

08:05–08:07

That, When You're: giving that feedback,

08:07–08:10

You Don't Necessarily: have to go line by line,

08:10–08:11

But Giving The Student: an overall idea

08:11–08:14

If They've Kind Of Met The: objectives of the assignment

08:14–08:15

Or They Haven't: and where they need

08:15–08:18

To Bolster Up Or Get Assistance: if they're really struggling.

08:18–08:20

Laura Aboyan: Yeah and I think the important thing

08:20–08:23

To Keep In Mind, Too, Is: that this doesn't just

08:23–08:25

hold true for rubrics.

08:25–08:27

The Same Thing Is: true of exams, right?

08:27–08:30

If The Students Don't Know: what they got wrong on an exam,

08:30–08:32

And They Don't Know What: the correct answer is,

08:32–08:36

How Are They Ever Going To Be: able to master that concept?

08:36–08:38

How Are They Going To: be able to build on it

08:38–08:40

Later In Your: course or even later

08:40–08:42

in their own academic journey?

08:42–08:48

So Make Sure You're Telling: them where they need to improve

08:48–08:50

and so they can understand why.

08:50–08:51

Sarah Mccarthy: Absolutely.

08:51–08:53

Yeah, And I Love: that you brought up

08:53–08:55

bringing it into the classroom.

08:55–08:57

If One Student's Making: the mistake multiple times,

08:57–08:59

other students probably are.

08:59–09:01

Bring That In So: everyone can kind of

09:01–09:02

benefit from that lesson.

09:02–09:02

That's great.

09:02–09:03

Patty Terry: And the student realizes

09:03–09:04

They're Not The: only person that's

09:04–09:06

Struggling With That: concept or that struggling with that concept or that [INAUDIBLE]..

09:06–09:07

Sarah Mccarthy: Yeah, they don't feel singled out

09:07–09:08

or like it's just me.

09:08–09:10

That's-- yeah, great points.

09:10–09:11

I Love That You: brought up exams.

09:11–09:14

That Segues Perfectly: into my next question.

09:14–09:17

When Evaluating Students,: are they really grasping

09:17–09:19

These Concepts, Are They: ready to graduate or move on

09:19–09:23

From This Class, Are Exams: always the way to go?

09:23–09:25

Laura Aboyan: I think it largely depends on the subject

09:25–09:28

Matter And The: level of the course

09:28–09:30

and also the size of the course.

09:30–09:33

Determining What Assessment: is going to be the best one

09:33–09:34

takes a little work, right?

09:34–09:39

And You Really Have To Start: thinking through what you want

09:39–09:41

your students to be able to do.

09:41–09:43

If Your Goal Is To Have: them apply their knowledge,

09:43–09:46

Are You Necessarily Going: to be able to gauge that

09:46–09:48

from performance on an exam?

09:48–09:51

Or Would Some Kind Of Project: or presentation-based assignment

09:51–09:53

Really Showcase Their: learning better,

09:53–09:55

Whether That's An: individual project or even

09:55–09:58

A Small Group Or Paired: presentation or project.

09:58–10:00

Sometimes Not Using: exams as the default

10:00–10:02

Also Kind Of Helps: motivate the students,

10:02–10:04

Especially If You: can design a project

10:04–10:07

Where They're Able To: choose a topic that they're

10:07–10:07

interested in.

10:07–10:10

And We've Got A Couple: of really great examples

10:10–10:12

Of This Happening In Our: undergraduate program.

10:12–10:13

I'll talk about one.

10:13–10:14

Then You Want To Talk: about the other, Patty?

10:14–10:15

Patty Terry: Sure.

10:15–10:17

Laura Aboyan: For example, our business communication class,

10:17–10:21

Which, Full Disclosure, I'm: currently teaching-- so again,

10:21–10:22

came straight to mind--

10:22–10:25

Their Big Culminating: assignment is

10:25–10:26

to create a business proposal.

10:26–10:29

They Go Through The Entire: proposal process, development

10:29–10:32

Process, From Choosing A Topic: that's important to them,

10:32–10:35

Convincing Their Audience: there is a problem,

10:35–10:36

and offering a solution.

10:36–10:38

And There Have Been: a couple of times

10:38–10:40

That We Can Point: to where proposals

10:40–10:43

From This Particular Course: have actually gone on

10:43–10:45

to be expanded and implemented.

10:45–10:47

Our Center For Ethics,: Diversity, and Workplace

10:47–10:52

Culture, For Example, Hosted: an event about a year, year

10:52–10:54

And A Half Ago Called: Voices of Pride

10:54–10:56

That Came Out Of: a student proposal

10:56–10:59

In An Honors Business: communication section.

10:59–11:02

Last Year, The: National Association

11:02–11:05

Of Black Accountants Hosted: a conference at Temple.

11:05–11:08

And That Came Out Of A: proposal in one of my business

11:08–11:09

communication sections.

11:09–11:12

The Students Are More: inclined to put in the effort

11:12–11:15

Because It's Something: that they feel connected to

11:15–11:17

And That Is Really: important to them.

11:17–11:20

Patty Terry: And one of our new courses in our redesigned

11:20–11:24

Curriculum Is Ba 1103,: which is a new course that

11:24–11:28

Was Designed With Jeff Boles,: who is the chair of the Legal

11:28–11:29

Studies Department.

11:29–11:33

And Their Assessment, They: use a podcast assignment

11:33–11:36

Where Students Are To: create a podcast discussing

11:36–11:39

An Ethical Issue And Kind Of: come up with their own script

11:39–11:41

and record it.

11:41–11:43

And students have been--

11:43–11:45

The Feedback, Anecdotally, Has: been really, really positive.

11:45–11:48

Students Like That Is Kind: of a different assignment.

11:48–11:51

It's Not Your Typical Kind: of fill out this paper exam.

11:51–11:53

But They're Still: demonstrating what they've

11:53–11:55

learned in that modality.

11:55–11:57

So It's Been Really: positive to see

11:57–12:00

That There Are Different Ways: to assess learning outside

12:00–12:04

Of Just Giving Them A: multiple-choice exam

12:04–12:06

Or High-stakes: exams, which we know

12:06–12:08

From The Science Tells: us doesn't really

12:08–12:10

work in demonstrating learning.

12:10–12:14

It Causes More Anxiety For: students to do those things.

12:14–12:16

So The Importance Of: making sure that, when

12:16–12:19

We're Talking About Assessment: or evaluating student learning,

12:19–12:21

Is We're Giving: them an opportunity

12:21–12:22

to demonstrate certain things.

12:22–12:24

And A Lot Of Times,: exams may not

12:24–12:27

Give Them The Opportunity: if it's the only way

12:27–12:29

that we're looking at it.

12:29–12:31

And So I Would Suggest: that, especially

12:31–12:32

For More Quantitative: courses that

12:32–12:36

Tend To Lean On Exams To Also: think about not making them

12:36–12:39

As High Stakes And: then also offering

12:39–12:41

Other Ways For Students: to demonstrate learning,

12:41–12:44

So Other Homework Assignments Or: written assignments or in-class

12:44–12:46

Assignments So That Students: don't feel the pressure

12:46–12:48

To Just Have To Do: well on one exam

12:48–12:50

To Do Well Or Show What: they've learned in the course.

12:50–12:53

Laura Aboyan: Yeah, I would be inclined to agree with that.

12:53–12:56

We Know We're Never Going To Be: able to scrap exams entirely.

12:56–12:59

They Are Important,: depending on discipline,

12:59–13:03

Depending On Class Size,: depending on level of course,

13:03–13:04

subject matter.

13:04–13:05

We know that.

13:05–13:07

But The Same Way You: would design a rubric,

13:07–13:09

You Want To Be Thoughtful: and deliberate in how

13:09–13:11

you're designing your exam.

13:11–13:13

Think About If You're: asking questions

13:13–13:15

That Are Really Reflective: of the way you've

13:15–13:18

Presented Concepts In: class or in homework.

13:18–13:21

Or Are You Focusing On Really: the most important takeaways

13:21–13:22

from your course?

13:22–13:24

Or Are You Just Asking: questions for the sake

13:24–13:26

of asking questions.

13:26–13:29

Like Patty Was Saying, Consider: the length of your exam.

13:29–13:30

How Many Questions: do you really,

13:30–13:33

Really Need To Ensure: that the students have

13:33–13:34

mastered the material.

13:34–13:37

If You're Asking Multiple: questions about the same topic,

13:37–13:38

why?

13:38–13:40

Is It Because That: topic is directly

13:40–13:42

Part Of The Course: learning objectives?

13:42–13:44

Because It's The Most One: of the most important things

13:44–13:46

They're Going To Take: away from your course?

13:46–13:48

Or Is It Something A: little more tangential

13:48–13:51

That Maybe Doesn't Need: such a heavy emphasis on it

13:51–13:52

on an assessment?

13:52–13:54

Much Like With Your: rubrics, you want the exams

13:54–13:56

To Be Focused On The: most important parts

13:56–13:57

of your courses.

13:57–13:59

And The Questions Should: be reflective of the topics

13:59–14:02

That The Students Have Had The: chance to investigate and apply

14:02–14:04

In Other Ways: throughout the semester.

14:04–14:06

Sarah Mccarthy:: This is wonderful.

14:06–14:08

So I'm Just Going To--: my final question--

14:08–14:12

As Jeff Boles Did With The: 1103 new course design,

14:12–14:16

If Faculty Want To Come: and redesign their exams

14:16–14:19

Or See Other Modes To Assess: their students-- like you said

14:19–14:21

That Podcast: assignment, different.

14:21–14:22

The students were engaged in it.

14:22–14:24

That's what we want to do.

14:24–14:27

Can Faculty Just Reach: out to you guys, stop by?

14:27–14:28

Laura Aboyan: Absolutely.

14:28–14:30

We Love The Opportunity: to collaborate–

14:30–14:31

Sarah Mccarthy: [LAUGHS]

14:31–14:34

Laura Aboyan: –if we can and help wherever we're able.

14:34–14:37

Either One Of Us Can: help across any program,

14:37–14:40

Although We Each Have Our Own: areas that we tend to focus on

14:40–14:42

just for ease of workload.

14:42–14:46

Patty Is Your Go-to For: all things undergraduates.

14:46–14:48

Whether That's A Core Course: or a course in the major,

14:48–14:50

she is here to help with that.

14:50–14:53

We Kind Of Split Our: specialized master's programs.

14:53–14:56

But Then Anything With The: MBA or the doctoral programs,

14:56–14:58

I can certainly take on.

14:58–14:59

Patty Terry: Our responsibilities here

14:59–15:02

Is To Really Consult And: work with the faculty

15:02–15:05

To Deliver A Wonderful,: solid educational program.

15:05–15:08

So Where The Faculty: are the content experts,

15:08–15:09

were the educational experts.

15:09–15:11

We're The Experts: in the delivery.

15:11–15:13

So What We Want: to do is find ways

15:13–15:16

To Help Faculty: deliver in a way that

15:16–15:18

Is Palatable For: the students, and it

15:18–15:20

Helps Them Actually: learn the concepts

15:20–15:21

that they're trying to relay.

15:21–15:24

So The Important Thing,: I think, to remember

15:24–15:26

Is That We're Here To: work with the faculty,

15:26–15:29

Not Tell Them How To Teach, But: work with them on making sure

15:29–15:31

That They're Doing The Teaching: in the most effective manner.

15:31–15:32

Sarah Mccarthy: Absolutely.

15:32–15:36

Laura Aboyan: So they can just send either one of us an email

15:36–15:38

or stop by our offices.

15:38–15:41

We're Both Here A Few: days a week in person,

15:41–15:43

And We're Located In: the dean's office.

15:43–15:45

So anybody, please come on by.

15:45–15:46

We love company.

15:46–15:46

Sarah Mccarthy: Absolutely.

15:46–15:48

Well, Thank You Both: for coming today.

15:48–15:50

This Is-- I'm Sure The: faculty-- this is very helpful

15:50–15:53

As We Get Into The: semester, we start

15:53–15:54

Thinking About Our: courses, anything we

15:54–15:56

might need to change or update.

15:56–15:58

These Are Wonderful: suggestions and feedback

15:58–15:59

for the faculty to consider.

15:59–16:01

So Thank You Both So Much: for joining us today.

16:01–16:01

Patty Terry: Thank you.

16:01–16:02

Laura Aboyan: Thanks for having us.

16:02–16:04

Patty Terry: Thank you for having us.

16:04–16:07

[MUSIC PLAYING]