March 17 Open Scholar Café Transcript:

Open Education Practices & Support

# Introductions

**Abbey:** Hello, my name is Abbey Elder and I am the Open Access Librarian here at Iowa State. Before we start getting to know one another this morning I'll start off with what this is. This is the Open Scholar Cafe. It's a monthly virtual forum where people can get together and talk about different aspects of open research and scholarship. Last month, we talked about open access publishing. This month, we're talking about open education. In addition to the topics changing, each café will differ in terms of tone and scope. Last month, we had a presentation from an expert on campus, and this month we'll be having more of an open discussion where we can talk about our own work and what we're interested in learning about more about. So, that's the gist of it. Feel free to go down the line and introduce yourselves, starting with Dave.

**Dave:** Good morning everybody. I'm Dave Starling an Assistant Teaching Professor at Vet Med, and my specific interest in open access is to move some of the information that I'm using to teach an aquatic medicine class to see if we can expand that information out into the curriculum a little bit.

**Kate:** Good morning. I'm Kate Gilbert and I'm an Associate Professor of Teaching in the Department of Food Science and Human Nutrition. I'm kind of in the middle of an OER project right now. I have an open education mini-grant and my colleagues and I are putting together Food Product Development course materials into a Pressbook, kind of a lab manual. We've been working on pieces of this for quite some time, so it's fun to get it all together and then be able to share it.

**Pete:** My name is Pete Moore, I am an Adjunct Faculty member in and Natural Resource Ecology and Management, and for the last six or seven years I've been using materials that I've written myself for a course called Quantitative Problem-Solving in Natural Resources. When the Miller Open Education Mini-Grants came along a couple of years ago, I jumped at that opportunity to both get some extra funding but also to provide a formal mechanism to create an open educational resource that I could share more broadly. And I've been using that book now that I made with those funds for that course for the last two years.

**Abbey:** Pete was one of our very first grant recipients! So it looks like we've got (Pete) someone who was there at the beginning, (Kate) someone who's in the middle of a project right now, and (Dave) someone who's just getting started. It's a fun little group we've got today! Do any of you have something that you'd like to talk about related to the work that you're doing or have done or are interested in doing for the class that you teach?

# Pressbooks Discussion

**Pete:** I guess I have a question more than a comment or anything. When I was preparing my textbook, I decided to sort of make it a static PDF format. And I think I heard Kate say that she was working with Pressbooks which I don't know that much about. But I do remember Abbey and Harrison I think both bringing up Pressbooks as a format for preparing OER material. So, I'm just interested in learning more about the pros and cons of that format.

**Abbey:** Yes, I'll let Kate say a little bit about pros and cons, and then I'll follow up with more the details.

**Kate:** [Pressbooks] is pretty easy to use. It makes the book look a lot more professional than what I would do on my own for sure. And you're going to be able to do different versions of it. So, I don't expect my first one to be perfect. I like that I can publish new versions and make edits as I send it out to the world to get feedback. I haven’t done as much as I’d like in it yet though so Abbey will have to talk more about that.

**Abbey:** So I pulled up here one of the books that we have right now in Pressbooks as an example. One of the good things about Pressbooks is that you can have interactive little self-check quizzes within the book so students can go over questions and sort of check what they've learned. There are also built in textboxes, so you can have a Learning Outcomes box or an Exercises box or whatever you want to do. This professor did some custom formatting to have color text for quotes. You don't have to do that. But it was something they wanted to do. We can change the fonts for everything. And then one of the nice things for your book, Pete, is that there's built-in formatting for mathematics with MathJax, which uses LaTeX or MathML or a couple of other math coding languages. So if you want to have mathematical formulas, they can be put in Pressbooks.

Some of the cons are with things like this [the editing interface]. It takes a little bit more time to get used to the editing system. It is built on Wordpress, so most of it's fairly simple, but there are a couple of things that are a little janky at first, like learning how to place images and code your math or footnotes. We can make some edits for you, but once you get the hang of it yourself, especially if you already have the content you just want to migrate over, then it's a fairly simple system.

**Pete:** So it looks like you can also put illustrations close to where they belong.

**Abbey:** Yes. Let me pull up my book [[*The OER Starter Kit*](https://iastate.pressbooks.pub/oerstarterkit/)]. You can have videos embedded into the text and you can have images placed centered, or to either side with the text wrapped around them. Automatic alt text and caption support is built-in so you can easily add that information as you add your images. You can also change the size from full size to medium to thumbnail for the images. Usually I just go with full size and then scale it down manually if I want it any smaller.

**Dave:** But Abbey is this I mean did I hear you say that alternative text for ADA compliances is built into this?

**Abbey:** Yes. So when you put something [an image] into the book, you can immediately add the alt text and the caption for your image. It pops up this little box to make that a little easier for you, so you don't have to figure out a more complex system for it.

**Dave:** Thank you.

**Abbey:** And we also do have Pressbooks training available for anyone who's using it through the Digital Press, just to help you through the process and get the hang of it. There are a few little things that take some time to learn like the footnotes and the textboxes and what you might use them for. Does anyone have any questions about anything else related to this or something else that you might be interested in related to our work? I've got my Starter Kit open here just in case there's a very specific question but…

**Dave:** So is the starter kit available for us to work through?

**Abbey:** Yes, this is a basic handbook for instructors who want to learn more about getting started with OER. It's got sections on “what are OER,” “how does the copyright work?” “What are Creative Commons licenses,” etc. Along with that, it has sections to help you if you want to adopt open pedagogy, which is working with your students to create content for your course through their assignments directly. And you can find it at [iastate.pressbooks.pub/oerstarterkit](https://iastate.pressbooks.pub/oerstarterkit/). I think I also have it at [bit.ly/oerstarterkit](http://bit.ly/oerstarterkit)

# Versioning OER

**Pete:** Abbey you alluded to my next question which is versioning as you know I've been accumulating changes including some illustrations that I had a student do for me over a year ago now. And I'm interested in pushing out a version two of my textbook. But if it's not too big of a heavy lift, I might want to do that by also migrating into Pressbooks. What do you think about the uh how much time do you think that would take to migrate what is currently all LaTeX code into Pressbooks?

**Abbey:** I would budget a year, just because it is all in LaTeX code right now. If you had a Word file or the base text separated out, I'd say that moving the base of it wouldn’t be hard and then just getting the TeX code again might take a semester, but because it's all in LaTeX right now, you have to strip out the things that are unnecessary and get it formatted to do what you want to do.

**Pete:** so I could I can use something like [Pandoc](https://pandoc.org/) to turn it all into something like markdown down with that. I assume that that would make it easier. Or Word, although that conversion has its own problems.

**Abbey:** Yes, we could certainly try a few things if you wanted to… I have access as an admin to some test books so we could try out a couple of migration strategies on to see what works. One thing people have found is a little easier is doing “find and replace” for specific bits of code. You're the only one here who really needs to know that, though, so we can talk more about it later. But yes, we can probably manage something.

# Miller Mini-Grants

**Abbey:** Pete and Kate you've been through different versions of the grant process so can you talk a little bit about that? Pete was in the pilot round of mini-grants so he had the most hands off process in terms of the how it went where we just said “here's your money, do your work.” Whereas for Kate, now in the third round of grants, we've got our workshop for people right after they get their funding to go through training and make sure they have everything in place to get started, including filling out a worksheet to make sure their timeline is good to go. And then I check in every two months I think just to make sure that if you need any help you can get it. So, I hope that's made things a little bit easier on you, but I don't know for sure. Pete was also lucky because he had most of his content together already by the time he got his grant. But I guess… do you have any comments for Dave about what it's like to go through the process after getting a mini-grant project together?

**Kate:** Well I'll jump in and say that it took me a couple of rounds of applying for the grant to get it and I don't know, it may have been the way I wrote the grant application differently each time. I just waited until something hit. But also I wasn't replacing a textbook, so I didn't quite have the probably the dollar amount to help with that. But Abbey's been great. She helped me actually make sure everything was in the application when I couldn't quite figure out what I was missing. Abbey has helped all the way along. With the pandemic here I would say that I'm just behind on everything. So her check-ins are fantastic. The check-ins are usually just a reminder that I'm behind, but they're good nonetheless. And the resources in the worksheet and planning are all fantastic.

**Dave:** Well I'm envisioning being able to assemble from bits and pieces of a class that has been taught half semester for over 20 years. We have got topics laying up on the shelves that we don't have time to get to anymore. So, I'm looking for a place that all this can be brought together so students will be free to move through whatever topic gets their interest. Maybe making it possible that they can make their own contributions if they want to. So, I think I've got too broad of a prairie here and I think I'm going to have to fence it off and get smaller pieces to work on to focus on. Any advice? What have you folks learned from this?

**Kate:** Well I wanted to have everything in the first time around but I'm giving it my best shot and then knowing that it's a work in progress. So, it just didn't fit my mindset to try to think that I'm going to get everything in the first time around. And s,o I think if you can have a go at it with like, “what's most important” or “what pieces really need to be there,” and you just get started learning how to build off of that. It's been really fun in class this semester. Our course is the capstone for food science students and they’re in a team the whole semester and they develop a product from start to finish. And so, it's been fun to see how they've taken information and applied it different ways. And it's also fun to see the students making it further in their projects, going in deeper, coming to me with things completed and just asking questions versus [how it used to be]: “how do I do this?” So you may find that once you can implement material in an organized fashion, then they'll come back and ask you questions. We realized from that, “OK I need to add a little more content here or there” and then you can figure out other pieces that make sense to add.

**Dave:** I'm looking for something that will enhance the discussion of the concepts being taught. And this to me seems to be one of the better avenues I've run across.

**Kate:** Now my discussions and they're all small group project discussions have definitely gotten better and we get further. We get to more concepts, which has really been kind of our agenda to push so they can critically think better. They can be a little bit more independent in solving problems. So, I'm only coming in when they're stuck versus having to guide more on the front end.

**Dave:** Very good. Thanks.

**Abbey:** Yeah I'll say I pulled up our [versioning history page](https://iastate.pressbooks.pub/oerstarterkit/front-matter/errata/) for this book [The OER Starter Kit] because it's a base page that we try to make sure is in every single one of our textbooks just so that if people want to make edits later they can easily broadcast what's been changed. As we've seen, once you put a book out there, people will use it as long as they find it and they think it's useful for their class. To help other faculty that want to use your resources, it's good to have a versioning page just to explain when something's been updated. I’ve only had minor, small changes so far. We're still at version 1.1. But I also recommend for faculty specifically to have something here to say “if you've adopted my book let me know.” Or even a Google form that says “if you've adopted this book in a class, please fill out this form so I can get in contact with you or know about that” because that'll give you the idea of how many people are using your book at what colleges. Just you can keep track of who's using your book and who you might want to get in contact with if you put out a second edition of somewhere else because that's going to be the thing with Pete's book is if the second edition is on Pressbooks in the first edition is a static PDF, we need to make sure that there's a clear link from the first one to the second one.

**Dave:** And so the system then of tracing where all this is creeping out to is pretty informal. I mean there's nothing that you can just get the you can go to a dashboard and you say OK so many people over here in South Dakota so many people are. There's none of that.

**Abbey:** We've got Google Analytics just to show us how many people are actually getting access. But in terms of “I'm actively using this in a class,” you can't get that feel unless you have someone actually come forward and tell you.

**Pete:** I will say it seems like--and I think Abbey you pointed this out to me at one point--it seems like from my textbook anyways when we see a chunk of downloads from Des Moines all at the beginning of January or something like that, it makes you think, “oh somebody in Des Moines is probably using this or has adopted this book.“

**Abbey:** Yes, specifically the IP address of DMACC I think it was. So that helped in identifying who was using the book.

**Dave:** Well Pete that wasn't me. I have a I have an adjunct position at DMACC but I haven't found your book yet, so that wasn't me.

# Peer Review

**Pete:** I will say one other thing about the Miller process for me. And I don't know if Abbey is still offering this opportunity but since the bulk of my project was assembling and kind of formally packaging my materials one of the things I wanted to know partly because I'm neither a mathematician nor an ecologist I wanted to get some feedback. So Abbey arranged a peer review process know. So she was able to get three people to agree to submit reviews. And some of them were really helpful. I found that the most critical review was the most helpful review and that was that was really nice.

**Dave:** So is peer review something that is generally customarily done with textbooks?

**Abbey:** Well, with traditional commercial textbooks, no. More often than not, in traditional textbook publishing what you'll see is an editorial board looking over a book for the base content and then they'll say, “good enough we'll put it out.”

With open textbooks, it's a 50/50. Some of them will do the same process that a traditional publisher might do and just make sure some of the editorial pieces are in place. But for others, there's a more formal peer review process. We generally recommend peer review if this is your first time working on a project like this or if you want to get a more formal review done before you put it in a classroom. Sometimes, the best review is having students to pick [your work] apart, because they'll notice all the things you don't. Other times, you'll want a professional set of people reviewing it first just to pick out if you forgot a piece of content that should be there or a chapter they usually teach that another professor would want to make sure is in the book. So, it depends on what you're looking for if you just pilot it in your course instead of getting a formal review process.

**Dave:** Yep thanks.

# OER Trailblazers

**Abbey:** All right another piece I wanted to talk about real quick is our [OER trailblazers](https://www.oer.iastate.edu/trailblazers), just because I love to point out the fact that we do highlight faculty using open educational resources in their classes. Anyone who gets a grant—now, at least--is required to have a page up just to show off their work and themselves.

So [Reza for example](https://www.oer.iastate.edu/trailblazer/reza-montazami) is in Mechanical Engineering. He wrote an Engineering textbook through one of our first mini-grants. And [the link is here](https://lib.dr.iastate.edu/opentextbooks/2/) on his Trailblazer page. If you want to see a specific department, you can sort the Trailblazers by that. And the reason that I want to highlight this page is just because… it's a good way to learn who else is doing this work on campus. And most of these people are just doing the simple process of “I found an open textbook. It's really good. And I use it in my class.”

You don't have to make an OER to use one. It's only in courses where something doesn't exist yet where you have to do that. Either nothing commercial exists to meet your needs or nothing good exists to meet your needs. Those are the courses where you need to set up a team or work on your own to put something together, like all three of you have done.

# OER Grants Outside of ISU

**Kate:** would you say that OER projects or grants are expanding outside our states and are you seeing more OER being posted on search sites?

**Abbey:** Yes. One hundred percent. The idea of having an OER grant program is starting to get off the ground in 2017 right before I started ours. So there were a handful of institutions that had one in place and that people are saying that's really cool let's try that out. And now it's become a thing where there are statewide consortia that are giving grants for this work. [Affordable Learning Georgia](https://affordablelearninggeorgia.org/) is a big one, for example. It's becoming a much more common. There's even a group of private colleges in Iowa that just got a grant through the Department of Education to get their own grants up in place to support our work because although private institutions technically have more money they don't necessarily give it to their library and their staff. So they have to find outside support to do this sort of work.

So I help manage [Iowa OER](https://iowaoer.wordpress.com/), a state wide group of people supporting OER in the state of Iowa. And one of the things I wanted to make sure you know about is that we do have a Hub where we share open [content that has been adopted in the state of Iowa](https://www.oercommons.org/groups/iowa-colleges-and-universities/6023/?__hub_id=35). So if someone has adopted a resource in their classes, then we make sure to post it here so other faculty that are looking for resources they can adopt in their courses can see what is available. We've got Pete's book right here, for example. It's a great place to just find out what is available and what people have adopted, but it isn't comprehensive, and I try to make sure this is clear right off the bat. If something isn't here, that doesn't mean it doesn't exist. It just means no one in Iowa has told us they're using it in a class actively.

Ah… We've got someone joining us. Hello Diana. Diana do you want to introduce yourself?

**Diana:** Hi yes my name is Diana Lang, I'm in the Department of Human Development and Family Studies and if there are people who are on here who have not worked with Abbey previously, Abbey is absolutely phenomenal in helping and assisting, and she has just been an absolutely wonderful added resource for the work that we've been doing on the book that I have been putting together with my TA's. So yeah if you have any questions let me know and again I'm sorry that I was late hopping on.

**Abbey:** It's all right Diana. Diana got one of our second round of grants for her [Parenting Family and Diversity Issues book](https://iastate.pressbooks.pub/parentingfamilydiversity/) which was just released last year. I guess Diana, do you have any sorts of things you want to share about the work that you have done with OER?

# What it’s like to have an OER published

**Diana:** Yes I'm back. Well I can say that for this particular book, it is a work in progress which I'm sure is true for everybody. But I'm so excited to continue to work on this. I've received emails from people across the nation already who have said “oh my gosh this is exactly what we've been looking for and we're glad that it's an OER,” asking for test banks and PowerPoints. And of course I'm not to that point yet. But like I said it's a work in progress because there are a lot of things that we do outside of the book that are extremely important concepts that have not been added yet because it takes so long.

But I'm excited because I'm looking to not only add a lot more content to this one but also hopefully getting ready to submit another proposal for a different book that I would like to use for my first-year 102 class. And my reasoning for doing it is because I quite frankly feel guilty asking my students to pay so much money for textbooks when I can see that there are those that are available online that cover the content or can be easily adapted to cover the content that I wish to teach. So I'm excited for that. And I would love to see our program continue to grow.

My daughter attends another university in the state of Iowa and they have I mean her first year for books cost like maybe ten dollars total. And I kept saying “Are you sure?” And then I emailed Abbey and I'm like, “I just want you to know.” So [my daughter] has absolutely no clue what it's like to pay for textbooks.

**Dave:** Question then does that mean if you start from the textbook you can develop other supporting materials like you mentioned PowerPoints. Has anybody tried to do anything like a laboratory session in this open format?

**Abbey:** We've got a human physiology lab, BIO256L, that's done their lab book with us. Here is the link for that book: <https://iastate.pressbooks.pub/curehumanphysiology/>

# Why Make an OER?

**Kate:** One of the things I'll mention that's related to textbooks is that you know it just feels like you've been teaching in your field long enough that all of the content should be covered. And so when I came back to teach I was just surprised looking at textbooks thinking, “this doesn't cover at all what we needed to cover.” And I'm guessing that's what you ran into Pete, when you had to put your own materials together. And so yeah, it's this void that I wasn't expecting or there's textbooks out there and you read through them and you go “this is a terrible textbook.” And so in the academic versus applied development, we're trying to train students to go out into the industry with some of the practical information versus theoretical, but there's one food product development textbook out there and it doesn't even cover what we need to cover.

And so, it's just this interesting thing, like we think we would have figured out more by now but really haven't seen anybody else do that. And so I'm glad OER exist especially because a lot of the material that we've developed for product development we've had industry people come back in and provide guidance for. And so OER makes a lot of sense for cost but also because some of the material we've created ourselves and some that we've gotten outside pieces for, so we don't really want to claim as our own. So OER are just such a good fit for both of those things.

**Diana:** And yes that is exactly why I mean when I was looking at “new textbooks“ for this particular content area it was the same thing. And the updates were not even updates with updated evidence-based research. And I just kept thinking “this is not OK” to be buying or expecting my students to buy a textbook for a hundred and ten dollars when the information that I provide is already more up to date and applicable. So yeah it is amazing. And then there are other areas where-- you know-- like the other one that I'm thinking of adopting for 102, there are a lot of OER available so I'm very excited for that. So I guess it depends. So, Kate, you'll be the trailblazer for your field for sure with this project.

**Dave:** One of the things that I'm finding, and this must be common to your fields as well, that there's information out there. It may be current but it's so fragmented. We have this half semester class--the one that I was referring to earlier--that we've had for years on water quality, something you would think would be so basic and yet there's not anybody that will blend it together. Sure, we can talk about the chemistry, theory, and everything else but how does this come out on a koi pond or something else? This seems to me to be to be an avenue that we could take this information into and then refine it across the different segments of industry as well. I mean let’s cover koi ponds which are usually recirculating and then take it on out to net pens, and so on. I'm beginning to see this potential. Is that kind of in the same frame you folks have been working with?

**Abbey:** For sure I think Pete and Kate both are filling these very niche areas with applied concepts for industry work in addition to theory. Same for you Dave because almost no one else has the same level of experience in the specific areas as you do with aquatic vet med. And so the [aquatic toxicology textbook](https://en.wikibooks.org/wiki/Perspectives_of_Aquatic_Toxicology) I've got up right now that [Boris Jovanovic](https://www.oer.iastate.edu/trailblazer/boris-jovanovic) has done with his grad students is sort of one of its kind because there are no textbooks on aquatic toxicology--it's too much. Publishers' won't invest in this topic for textbooks because it doesn't seem worth their time to publish it. Publishing this as a monograph would be more subject-intensive than what a graduate student class would need. So, what he's done is taught the class. And then as the students are learning about this topic and reading the literature, they're writing their own chapters about the topics they have the most interest in. So, it's the students creating the content as a way of both showing their understanding of what they're learning and synthesizing the research that's already out in the field. And I think that's a really interesting way to bring more to it. They've got three chapters right now and then they're working on additional chapters with his current students. So, as he keeps teaching, there'll be more and more chapters covered in the course materials.

And then the other thing I had up was our [open course materials in the Digital Repository](https://lib.dr.iastate.edu/materials/) because of course OER aren’t just textbooks, they can be any sort of educational materials used in a class. Some people have put together just their PowerPoints to share with others, some case studies, and of course lesson plans and even a syllabus because sometimes that's really all people need is those very basic materials.

Alright! Does anyone else have anything you want to share about your work or ask about other people's work?

# Open Pedagogy

**Pete:** I guess I have a question um maybe I should direct this maybe to Boris because he's just downstairs for me but I'm interested and I like the format that he used for his aquatic toxicology Wiki-book. And I'm interested in potentially using that for a graduate class that I teach next fall. Do you think Wiki-books is the way to do that or are there other ways to create content as part of a course that we can then use and build on in the future?

**Abbey:**  We've had other professors do this sort of project as well. [Evrim Baran](https://www.oer.iastate.edu/trailblazer/evrim-baran) who's a specialist in open pedagogy is one. She is the expert on campus for making content with students. And what she does is she uses Pressbooks. Her students will draft content in Word or Google Docs or elsewhere and then she'll import the content in the Pressbook to share once it's done. That way, it's not being drafted and put together in a public space, but it can be published once it's ready all in one spot. Here is an example of one of her books: [Learning Environments Design Reading Series](https://learningenvironmentsdesign.pressbooks.com/). She recently did a webinar with my Iowa OER group about [how to do open pedagogy work](https://www.youtube.com/watch?v=mSTO0Q6hH-c) and things like that. So, you can watch that video if you're interested in learning a bit more. But she and Boris both would be ones to talk to about what that process is like.

One additional note: I think open pedagogy is a great thing to do if you have the time, resources, experience teaching a course, and the trust in your students to do it. But it takes a lot of prep to do right. And there's sort of three big things you have to keep in mind with it: **(1) the** **scaffolding**, because you have to build in an awareness of what it means for the resources to be open and what it means for the students to be sharing their work and to be an open contributor to the scholarly conversation. Usually what we'll do is just have me come in for a date and explain that process like you would for a normal course related instruction session. (2) You have to sort of build in both that the idea of editing in your work and making it to where it's good to share. Usually that's done through **peer learning and peer review internally** within the class. And the last one is **(3) student choice**. So there has to be an option for them to opt out of having their name on their resources or having their items publicly shared. Just so you don't have this feeling that you're forcing them to be public with their work if they're not ready for that, because for some students there might be very good reasons why they don’t want their name publicized. Just some things to keep in mind.

# Outcomes of creating OER

**Dave:** May I ask a question of the group? What has been the outcome of this feedback or recognition or what's happened when you started this since you started this [OER work]?

**Pete:** Well I can offer just that that you know very selfishly, I previously didn't have a resource that I could direct my students to that that met my standards and that included all the content that I wanted to include. And you know, if nothing else it's a single document that I can point my students to when they ask a question. I can say, “well, look at Chapter seven,” and it's all in there. I also got a little award from the Student Government in this past year that's in recognition of excellence for the use of OER. So, there's awards for this sort of thing, too!

**Dave:** Congratulations.

**Diana:** Well I haven't received an award, but I have received many, many positive comments from my students without even asking, “how's the book working for you?” You know they just email me. And the other thing that I think is very interesting is that because of my field I have a lot of teachers who are teaching in public schools teaching some of the content. And so they--you know--they were amazed. They said that they adopted different parts so that they could teach their students about parenting and family diversity issues. And you know, that has had a ripple effect. Extension has taken some of the work and created podcasts and a couple of webinars that they are currently providing for the H.R. Department for family and work life balance and parenting strategies or child rearing strategies. And so I think that is very rewarding to me, to be able to see how we're influencing people-- not just our students, but from a land-grant institution aspect as well.

**Dave:** It gives us another avenue of feedback. And I think most of us do a little better job of thriving when we know what others are appreciating or even what they're thinking sometimes. So I'm interested in that aspect as well.

**Abbey:** And of course I've got [Diana's book here in the Open Textbook Library](https://open.umn.edu/opentextbooks/textbooks/parenting-and-family-diversity-issues) to show off the glowing review that she got from someone about it, and a couple of comments for changes which she's already taken into account. But it's another way you can get some feedback on your resources.

**Dave:** Thank you. Excellent.

# Closing thoughts

(Mostly “thank yous” and “goodbyes” here.)