

Making Inclusion Happen

Podcast Episode 2: Emotions and learning – What do teachers and parents need to know and why?

Haley Tancredi: Welcome to making inclusion happen. A podcast that opens up conversations about what genuine inclusive education is and is not. And what we can do to make inclusive education a reality. I'm Haley Tancredi and this week I'm speaking with C4IE members, Associate Professor Alberto Bellocchi and Dr James Davis. Both Alberto and James have been teachers across science curriculum and have research interests in emotions, in teaching and learning. So today I'd love to talk to you both about emotions and learning. And what do parents and teachers need to know and why. Welcome Alberto and James.

Alberto Bellocchi: Thanks Haley and welcome to you as well. And to you James, I might lead off just to provide some framing about how we're going to refer to emotions throughout our podcast.

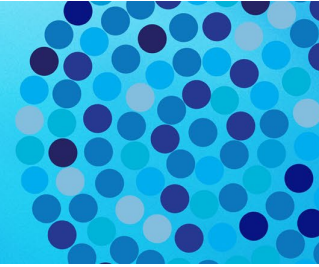
Haley Tancredi: That's great.

Alberto Bellocchi: Because there's actually lots of different ideas out there, both socially and within scholarship about what exactly emotions are. And there aren't necessarily agreed upon definitions that everybody follows.

Haley Tancredi: Okay.

Alberto Bellocchi: So the most common way in which the majority of people think about emotion is that they have elements that have paths. So for example, we label our emotions, anger, fear, disgust, joy, and we, so we have names of them. And so there's this cultural basis to emotion. In the English-speaking world. We would label them in the way I have there. In other parts of the world, there are entirely different labels. And in Eastern culture, to give an example, if we use Bhutanese culture, which is founded on Buddhism, they don't even have a word, a collective term, emotion. They just referred to discrete emotions. Individual. What we're going to talk about today is very much framed from a Western perspective on emotion. And that's also got its historical roots because before the, before the 19th century or 18th century, we didn't even have the word. Philosophers talked about the passions. And that's what today we would re-label as emotions. So it's a term that came at a certain point in Western history. It came to have a specific meaning in that time. The meaning has flourished as different traditions of scholarship have picked it up. But the idea of components, so we've got this cultural dimension where we label it. We have rules about whether we display certain emotions in public. We have ideas that emotions are related to how we feel within our bodies. They're related to our facial expressions, our gestures. So putting your fist up in the air in triumph, for instance. So this is called a multi-componential model of emotion and that one seems to be repeated across disciplines such as psychology, sociology, even within philosophy and has tended to become the more widespread way of thinking about it. But I do want our listeners to appreciate that it's not the only theory or model of emotion, there are others out there that take a different approach.

Haley Tancredi: Okay, Thank you. That's a really important contexts. Thank you for that. So this podcast is a place where we think and talk about what we'd need to do to make inclusion happen. So



what is the role of emotions in teaching and learning and how our emotions linked to inclusive education.

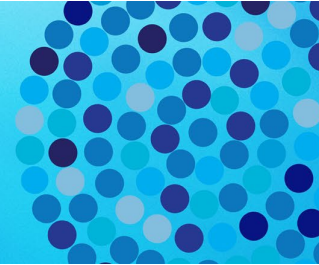
James Davis: So I'll pick up on that one, thanks Alberto. For me, when I look at the role of emotions in teaching and learning, I very much take a sociological perspective of emotions, which is something that Alberto just mentioned. And the reason I do that is because in that social logical conceptualization, we find ways of seeing and understanding emotions in social interaction. And so the role of emotions in teaching and learning is that they shape teaching and learning as practises. And they're also shaped by teaching and learning as practises as well.

Haley Tancredi: Okay.

James Davis: So that's important for teachers to understand. So that they can then shape those situations in their classrooms. And this comes back to the reason why I use sociological perspectives is that I like to be able to see the evidence of emotions in those social interactions. If I can see them as a researcher and document them and understand their relationship to teaching and learning. Then I can teach that to teachers. And hopefully we can have teachers be able to see these emotional experiences as they unfold in the way that they teach it, in the way that their students are learning. So this also has implications for how emotions linked to inclusive inclusivity and inclusive education. I like to think about a concept that Michael Wolf Roth has documented which he calls a "small d", diaspora. He talks about when people move from country to country, they experience new cultures. And the people who they go to live with in a different country. They also experienced the new culture of the person who's arriving. He talks about small d diaspora in a micro cultural sense, in a classroom where the teacher and each of the students come from their own family backgrounds, their own particular microcultures. And in that way, he emphasises the notion of difference and diversity in classrooms that may not even look diverse. But they, but they are because every student is different. And with that idea, those sociological concept of emotion that I talked about, we're able to then appreciate difference and diversity amongst all of our students and amongst ourselves as the teacher as well. So that idea of small d diaspora is really interesting, I think, for, for understanding that level of diversity. And therefore, the way that we can shape teaching and learning experiences to achieve outcomes through the, I guess, the management of emotional experiences.

Haley Tancredi: So, it sounds like these emotional experiences are quiet, foundational to the climate of the classroom.

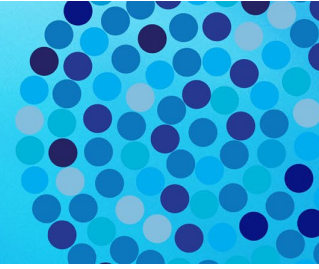
Alberto Bellocchi: Yeah. So if I could just build on what James said, if we think of inclusion as attending to the needs of all children and young people, I think it goes without saying that we all have emotional needs. Teachers included. So, it is definitely about both teachers and students, not just about one or the other when we're talking about including needs. And with the perspectives that you sort of hinted to at the beginning Haley, regarding my research, the thing that both James and I collaborate on and that I do in my own work is looking very much at emotion from that social perspective. And one of the things that's come out in my work is that while the dominant ideas across philosophy, psychology, sociology, tend to individualise emotion, emotion, and even in the public sphere, the dominant idea about emotion is that it's something individual and that it's something that is part of my mind. It's psychological, whether that relates to psychology as a discipline or not. We've got this embedded idea that, that's what emotion is. But what I've been able to show through the study of classroom interaction is that we can think about emotion as something social in the sense that it is not just something inside individuals. It's something between people. And once you start to think about emotion, no longer just as



something that belongs to the person, but the situation, then it can shift the way you might approach what you're doing in a classroom. To give an example, I had a teacher who identify the situation in class where he reported that he got angry. And I analysed that interaction where he reported getting angry, having to manage his anger to deal with the situation that had unfolded. When I looked at that from a social perspective, what I saw was that the teacher, the student that he claimed, he got angry with and a third party, another students were actually collectively responsible for generating an angering situation. All of a sudden what that does it, it's not about the teacher having done the wrong thing by raising his voice or whatever it might have done in that context. All of a sudden you get a different perspective because you can come back to that group of students and say, okay, we were together involved in creating a situation that is angry. What did we each do that contributed to that? How does that fruitful to what we were there to do? What can we do about it in future? So becomes very productive. Whereas if we say that the teacher is an angry person, right, then the solution becomes a teacher needs anger management. And that is a very different outcome for that situation compared to the social perspective that I've worked on in that James and I collaborate on. So I think what the social perspective can do is provide ways in which we don't pathologise people, in which we don't individualise them in their social contexts and stuff we're talking about, including everybody's needs. Then that is a very productive and generative way to include people rather than attach blame. The student is a "disruptor". The student has their own anger issues, right? So it just shifts the focus, which is thing.

Haley Tancredi: Okay, So you both have an interest in studying emotions, but particularly in the STEM field, so science, technology, engineering, and maths. Why is that important and what can research in this field bring to other areas of the Australian Curriculum.

Alberto Bellocchi: I might pick up on that one and then over to James as well. So we're both science educators. So that's why we research emotion in science education. That's not the other way around. Okay? But what is interesting about researching emotions in the STEM fields is that we've had this cultural logic around natural science in Western culture. That says that emotion is the opposite of reason and emotion is the opposite of rationality. Now, emotion researchers in most fields reject that idea because we know that emotion and cognition are related. We know that being rational. We can say the opposite of that is being irrational, not being emotional, right? So, the idea that rationality and emotionality are opposites is an antiquated idea, but it continues to exist. So, if we talk to someone down the street, they probably will reflect that idea. Because science has been founded on the idea of objectivity and removing subjectivity, that idea of emotion and rationality being opposites is very strong in our field. So, in many ways, the natural sciences or STEM as you framed it in your question, has this logic in it that rejects a motion from the outset. And so for us, it has been very important to try and build an understanding within our field of science education so that our colleagues and our community understands that that's not the case. Rationality and irrationality are opposites, not emotion and rationality you are, you are emotional both times, right? I've very much hold the perspective that the only time we are not emotional is when we're dead. So the rest of the time we are in some state of emotionality. So, what's productive about that. Well, the idea of objectivity in the natural sciences has been picked up in all sorts of disciplines. You see the same kind of logic being applied in the business world. You see it applied in politics, in decision-making. So that idea of being objective, that idea of being rational versus emotional permeates society. It's a very fundamental Western ideal. So I think what the work that we're doing in science education can bring to the other areas is simply to show that even within the discipline of science, we can understand the role of emotion. We don't have to maintain



this dichotomy between emotion and reason because it is a false dichotomy.

Haley Tancredi: Fascinating.

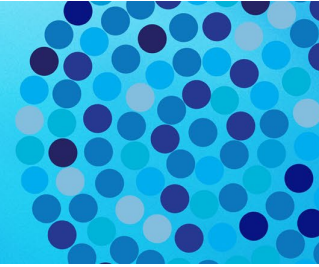
James Davis: Yeah, I would add to that a perspective that doesn't necessarily sit in the subject areas of Australian Curriculum, but sits across everything we do in schools, which is relationships. And the big one when I talk to pre-service teachers is behaviour management, which pre-service teachers tend to be fixated on, I think. And much of what we're looking at in terms of emotions, sociological perspectives, being able to see the impact of your actions as a teacher are and to understand the actions of your students in their social contexts. I think a really fundamental to potentially shifting the way we think about behaviour management. And I don't think we've achieved that yet. Even in initial teacher education, we still very much have that individualised psychological perspective to behaviour management. And I think that our work could quite easily shift across and make an impact on behaviour management.

Haley Tancredi: Okay, so, probably leads us to my next question which is around what are some ways in which teachers can support students based on their emotional experiences in class.

Alberto Bellocchi: I might pick that one up first and then James might add some ideas there as well. So in the research that I do, I use emotion diaries as a method to collect data. But one of the benefits that that has, apart from being a tool for my research, is that it forces reflection.

Haley Tancredi: So teachers are completing these diaries?

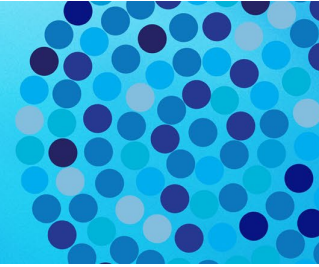
Alberto Bellocchi: Teachers complete them, the students complete them. One of the spinoffs that came out of using this method in the research is that initially, both teachers and students would say, it's really hard to write down my emotions. But as time went on, that passed. And in fact, I can see through my research that the quality of what they're writing about improves. And all that is, is just being practised at stopping and thinking about how you feel. And in fact, I changed my diaries eventually because they were very individualistic. And I added questions that forced them to think about how others feel. And that was another interesting experience because initially, when I did this, students would report that they had to ask the other person. And I asked them so I was interested in how this method was working. And so I said, how did you figure out how other people were feeling? And I came up basically with three things which was asking them, looking at them, or otherwise just the third the vibe, right? The third one was a little more vague. I kind of got a sense of how they felt. They couldn't quite articulate it either. But the point of that was that I then kept that question because it forced them to have to think about other people and how other people are feeling. And it forced them to look at them, right? They weren't doing this. That was a revelation to me because I hadn't stopped to think about the fact that they just focused on doing their work and so that's generally all they're thinking about, all their personal interests or whatever. But the benefit was that these diaries forced them to look at others, to listen to others, to ask others how they're feeling. And of course, James brought up earlier the point about relationships. The way that we form bonds to other people is through social and emotional connection. You can't have an emotional connection. If you haven't shared emotion, you can have emotional connection if you haven't got awareness of another's emotions. And so the diary inadvertently forces that by asking them to think about this. So a very simple thing that I could recommend that teachers and students do is periodic reflection on emotion in classrooms about themselves and about others. That the self is very important too in this, because understanding of yourself is important in understanding others to, especially in the long term. So the more of this kind of reflection can be sustained over time and the better things will be because as I said, initially it will be



difficult for people to reflect, but over time it will improve. And also the fact that it is forcing them to connect with others is going to enforce relationships in the long term. As a small thing, that's one of them. The second one which I mentioned at the start of the podcast, is shifting that perspective of not just thinking about it's the student's emotion, but thinking about that was an emotional situation. Who was involved in that situation? What did each of them do? What was their role in creating the situation that I can identify as being an angry situation or a situation of frustration or joy, or doesn't have to be just unpleasant emotions. Because that then creates an opportunity to use emotion in an educative sense. So in my work, I've developed these two ideas, Emotional Pedagogy and pedagogy of emotion. One of them is about students learning to feel, learning to think about their emotion, and learning to be guided about their emotions. So one of the ideas that comes from Freud on emotions is that emotions are a signal, a signal to the individual about something in their environment. So that's very much an individual's psychology point of view. But I always liked that idea. Because again, it's generative, it's productive. If I listen to my emotions and I learn to understand what they're telling me. I can learn better about my environment, whether it's social or physical or psychological. And I can start over time to learn about myself and how I respond to those dimensions of my experience and increasingly become better at it. If I'm dealing with situations in a way that isn't very useful or productive. So for example, if a student's way of dealing with failing the test is to shout at their teacher, in the long term that's not a productive strategy in that social contexts. Yes, it would be best that the person learns a different way. So that idea of learning from my emotions is very much something that could be passed on to a student. That also generates an opportunity for the teacher to enter into a pedagogy. To enter into helping the students understand their own emotions. And a teacher can do that by sharing their emotions, sharing their own emotional experiences in class, out of class, clearly in an appropriate way. But I think that an, especially the younger the students are when the, when the teacher is leading them through that modelling of all, here's how I felt in this situation. Here's what I then did with those feelings. I think is a very productive way to model.

Haley Tancredi: It's an emotional language, isn't it? Then giving them some even some sentence starters have had to engage in that reflective conversation.

Alberto Bellocchi: And I'm glad you brought up language because I opened with the cultural dimension of emotion. And another really good way to learn with and through emotion is to increase one's vocabulary. So, in my research is become very obvious that whether it's adult learners, because I've done the research with pre-service teachers at university, with teachers. With school students in high school from all ages, it's very clear that the emotional vocabulary is quite limited. And that's not surprising. Most of us have a limited emotional vocab. But when I learned that there's more than 400 words in the English language to describe our emotions. And people in general are sitting at about maybe 30% in the data that I have. It's actually the figure is a bit lower than that. I should have checked it before talking to you, but there's room for a lot of learning there. And the reason I'm mentioning that is that it's exactly what you were saying Haley. If if we learn to label how we feel, it changes what we can do about our feelings. We don't just have to respond in a physical way, in a physiological why? All of a sudden we can start to articulate it to someone else. We can talk about it. And the better we are at articulating, the more opportunity the other person has to work with it because it's very hard for me to work with the physiological changes going on inside your body. But if you articulate and emotion to me, I can talk through that with you talk through a situation. So again, this is why I offer that situational perspective about what's going on between people rather than within the person. Because for a teacher that gives them something to work with, much harder for a teacher to work with what's going on in the



child's mind or in their body.

Haley Tancredi: I can see lots of connections here with the General Capability around Social Emotional Learning. And it makes me wonder whether you've published some of these prompts that you're putting in the emotion diaries, are they available for people in a publication or is that something we can be waiting to hopefully see in the future?

Alberto Bellocchi: They are, the emotion diaries are published and available and I can always append that to the website if you like.

Haley Tancredi: Well, I'm wondering if I might put it in our show notes so people can take a look.

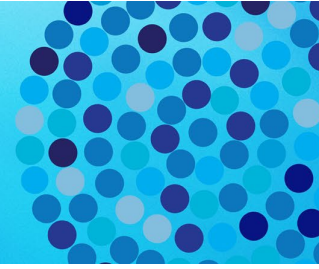
Alberto Bellocchi: That would be excellent.

Haley Tancredi: Yeah, great. Okay. I'm keen to talk now and probably extending on that conversation already about what advice you would give to teachers to support students that may become disenfranchised from education. So you have alluded already to some of those negative emotions that we might see in a classroom. Yeah, what, what advice would you give to teachers who might be seeing that?

James Davis: I'll start that one off. I think about this on two levels. One is the level that we'd be talking about at the moment, which are these situated social interactions and so on. And extending a little from what Alberto was just talking about in the way that we teach by using or ought to be teaching by using emotions. From my experience of working with pre-service teachers across early childhood primary, and secondary schooling. What I find is that they all have very different perspectives of the students, of the person, their teaching because teaching different children at different ages. And I've always been very impressed with how in tune early childhood teachers tend to be with the emotions of children. And when I have conversations with them, they spent a lot of their time talking about emotions with young, young children in early childhood, doing emotional regulation work. And I think that's really important because that is where those younger kids don't have the language that Alberto was talking about. They don't have the experiences. They're still trying to make meaning out of these subjective experiences in a social context. I think teachers have a really big role to play in shaping those young children. And that extends, that affects our whole range of attributes that children develop in those very early years. So I think that's really essential. As we go up into primary and secondary, however, we find that teachers are less focused on emotions and emotional regulation. I think that that's an area where we need to do a bit of work. And once again, thinking about the way that we structure, the way that we teach us. A couple of years ago, I was teaching a, an elective unit in our course, which no longer exists by the way. But it was focused around teaching our pre-service teachers about what, what these emotions are and the sorts of definitions we've talked about already. And then being able to plan a lesson plan that contains emotions in the plan. How do you plan for emotional events? How do you plan for emotional experiences in a particular lesson? And this sort of puts the emotion up there with the cognition. And so it's the others part of the story of teaching and learning that is currently missing from the way that we plan lessons. That so is that really fundamental level as to the way that teachers can support students. And I think that we still need a lot more work on that.

Haley Tancredi: So it sounds like that's kind of increasing emphasis, not just on what we teach, but how we teach it, right?

Alberto Bellocchi: Absolutely.



Haley Tancredi: And those Cross Curricular Priorities that are so important.

James Davis: Yeah. Yeah. I was really impressed when I thought that I was really impressed. I was, this is where I learned a lot about the different types of teachers that we have in terms of early childhood, primary and secondary, and the way that they approach emotions in their teaching. But I was really impressed with some of the other students that I was teaching from say, the sciences and mathematics where they really embrace these ideas. And could see the benefit of which I was very impressed with. I guess the other dimension to this in terms of how do we address this for students who may become disenfranchised and education this has a sort of a, a higher level of impact as well where I think that we need to start to think about emotions at the school systems level. In terms of the level of autonomy that teachers have to be able to enact some of these innovations in the way they teach and how they do teaching. And that takes a system that is willing to have teachers engage with innovation in their teaching. And also, it requires a type of teacher who develops the capabilities in themselves and the confidence in themselves to give autonomy to their students and to share these experiences and to get students to share these emotional experiences. So it's a change in the way that we approached teaching systems which affects the leadership and management in schools as well. So I think that is a multilevel approach. If we're going to address this idea of disenfranchisement of students and inclusivity.

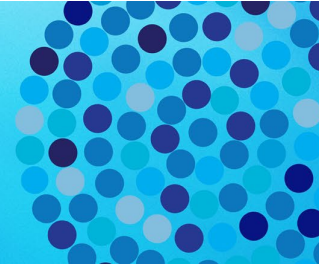
Alberto Bellocchi: Can I just add a point there. So the notion of emotional engagement has been around for a long time. Prior to that, people were more sensitive to ideas such as motivation and attitudes in the early sort of research in education. In fact, education as a discipline, as being late to study emotion due to those earlier foundations. So one of the key things here is that engagement and emotion are related to identity. And if a student identifies with something, whether it's a school subject or whether it's school altogether or education more broadly, depending on your level of scale there at which you want to think about it. There's a dimension of emotional attachment that is important to that identity formation. And so one of the things that might be going on with some disenfranchised students is that emotional disengagement with a subject, with school, with education, with the formal system of education. So that idea James was talking about in thinking about emotion in planning. Going at the teacher level, you can think about a semester or a unit plan in terms of emotional trajectories, I'll get that word out. So you can think about where are the likely high points and low points in this unit. With teaching and learning, it is inevitable that you are going to be in a state where you're in a low level of emotional engagement and there's nothing wrong with that.

Haley Tancredi: Yeah, I'm thinking about drafting.

Alberto Bellocchi: Yeah, right.

Haley Tancredi: Drafting is hard work all around, but a very necessary point in the process.

Alberto Bellocchi: Precisely and unpleasant emotions aren't necessarily problematic to learning either. If you weren't frustrated, you probably weren't learning something new anyway, right? So there's nothing negative and wrong about feeling frustrated when you're learning, because probably the frustration is the signal that you are learning something new, right? So I just want to put that out there in case you don't want to misrepresent the ideas here. But certainly there's a reason to think that, okay, if students have gone through a period of the term where they've done that frustrating work. I should probably think about something that's going to lift them back up into much more pleasant emotional experiences just so that the trajectory doesn't remain low for the entire term, right? So that's the way in which emotion can inform planning. It's just a thing to be aware about. But I'd just like to add a little



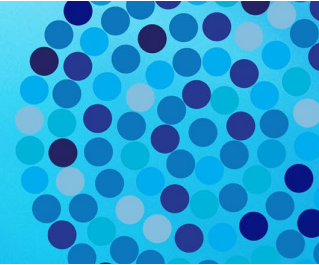
caveat to that. And that's that teachers are very busy people. Work intensification is making teaching her emotions a problem because with negative experiences you can lead to burnout. So I would just add a word of caution there that I can set some of these ideas as additional ideas, things that maybe you're not going to get as a beginning teacher, but over time in your career, you can start to think about to develop once you've got that space to add something else to your repertoire. It would be ideal if we could release everybody into the workforce ready to do all this well right from the beginning. But that's very far from reality. And so, yes, we can do a little bit through initial teacher education. But I think this is a classic case where professional development, Master's level study is really the place where you can pick up some of the because some of this is really finessed kind of work. It's not something that's easy to understand until you've had sufficient experience in the job to even pick up on the idea that oh there's a lot during term, how do I lift them back up again?

Haley Tancredi: So it's fascinating because it does make me think about students who maybe are more consistently disenfranchised or having negative experiences of school, whether that's around experiencing difficulties in learning or social emotional issues that exists within and outside the classroom. But I think heightened awareness of that and planning for those uplifting times in the classroom, it probably also has a really preventative impact for the students. It's not just about thinking we need to embed to address, make sure we're having highs and lows for some kids. Those proactive actions to have those positive experiences could be incredibly protective for them as learners.

Alberto Bellocchi: Absolutely. Because if you've got a disenfranchised student coming to you at the start of the year with that as their primary disposition to school or your class or your subject. And then you get into the frustrating work so that it's just keeping them in this low and unpleasant state, then you've got nothing to lift them. Yeah. Well, we're just exacerbating their initial disenfranchises.

Haley Tancredi: I'm sure, I'm not a teacher myself, but I can imagine that it really gives a blow to someone's confidence as a teacher, because people are teachers in their classrooms to spread the joy of learning and support kids to be successful. And so, yeah, what you've described makes a whole lot of sense.

James Davis: Can I just add an extra add-on to all of this as well, particularly around the teacher education, professional learning aspect. So what I've done over the last five years or so in my teaching with teacher education is all of this stuff I built into my, the way I teach. I teach this way in science when things are boring and science, my students are looking bored. I have conversations about that. And we talk about that. It's probably just an essential part of doing science. If science is not boring, you're probably not doing good science. But science teachers need to be aware of that so they can have the same conversation with their student. But I teach a lot of work around reflective learning and we do a lot in it into education. But what I found early on was that my students weren't going deep enough in their reflections. And so I started building this sort of emotions work into the, into the depths that they need to go to for reflection. But the other dimension of that is that when we're looking at this as teachers, we also need to have self-compassion as, as Alberto has pointed out, not every teacher is going to get this in their first year, second year, third year. And it's okay that you don't. It's part of your development. And I think when you do start to ask people to reflect on their emotions, whether that's teachers or students. I've actively built into the way that I teach reflection is I lead with an understanding of self-compassion. That this is not about, you know, because it does cut to identity and who people are. And it forces people to question who they are as teachers, as students. And you don't want to go down a negative hole. So I always lead this work with the need to be self-compassionate, that this is the idea of this has



to be positive and constructive about the way we do things and the way we relate to each other. And then if you feel yourself going into negative, then pull yourself back and be a little bit compassionate towards yourself. And it's at that point, then I start to introduce some of these concepts and I talked to introduce emotional events that pop up and the other things we want to write about. And how do you write about them? So I leaned into the "four Rs". And this sort of structure and layering of the way we reflect is really important with emotions because we can, we can take students are adult learners down the wrong path of we get too stuck on the emotions and asking too much of learners. And so we do, we do need to be aware of this other stuff when we are teaching.

Haley Tancredi: Okay, so the Centre for Inclusive Education aims to provide high-quality impactful research on matters that affect students in school education both in Australia and around the world. With the aim of improving educational experiences and outcomes for all but particularly for students who experienced marginalisation. So basically the plan is to change the world. So, how does your research contribute to that important goal?

Alberto Bellocchi: I might make a start on this one Haley. I would go back to some of the earlier points about the social notion of emotion. Because that is less common and less frequently used or shared with teachers and publicly. I think that developing that idea further and disseminating that idea further is an important one for the reasons I stated that it provides teachers with something to work with that is different from simply thinking about individuals and what's inside them. So, I think I've worked hard to try and develop that understanding, that social understanding of emotional situations rather than emotions in individuals. The other thing I would say is that this is a gross generalisation. But in educational research, we've relied very heavily on methods where we ask people to report on whatever topic we're interested in, right? So we use self-report methods like interviews, diaries. Now, they're wonderful methods because they do allow us to access individuals perspectives, individuals perceptions. But of course, those methods have their limitations in that we're ever dealing with what someone reports to us. So, one thing that I've worked on and James and I have worked on collaboratively, is to really bring the observation of interaction into the foreground much more strongly. Because even our theories are affected by the methods we use in our research. Because if we only ever generating empirical data through self-report methods, we are really only ever tapping one dimension of something we around the understanding it in one way. And naturally, if I want to develop a social perspective on emotion, simply asking a bit about that to people is never going to be enough. I have to see the social setting. I have to analyse the social setting. And so I think there is actually potential to shift theoretically in how we understand emotion.

Haley Tancredi: This has been a fascinating conversation. I thank you both so much for your time. We will pop some of your papers in the show notes for today so that our listeners can read some more if they're interested more in this topic. And I'll encourage them to follow you both on Twitter because you're both on Twitter.

Alberto Bellocchi: I thank you Haley for the invitation. Thanks, James.

James Davis: Thank you.