MCLL
Moderators' Handbook
September 2019

MCGILL COMMUNITY FOR LIFELONG LEARNING

Information Handbook for Moderators, Lecturers, Workshop Leaders and Outing Coordinators

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INTRODUCTION

Congratulations on joining the ranks of moderators of the McGill Community for Lifelong Learning. You are essential to the continued development of excellence for which we are famous. Please study this handbook and ask all the questions you wish. And, above all, enjoy yourself so that our membership also has fun!

CURRICULUM

THE MCLL DIFFERENCE – Peer learning and active participation are two cornerstones of MCLL's curriculum; these principles differentiate its programs from traditional university courses and classes. Active learning, involving actions such as recall, presentation, discussion, etc., has been shown superior to passive learning (limited to listening or watching) in terms of retention and understanding.

STUDY GROUPS –There is a wide range of subject areas: Art/Architecture, Business/Economics, Creative Writing, Computer Studies, Cultural Studies, Current Events, Film/Photography/New Media, History, Literature, Music, Performing Arts, Philosophy/Critical Thought, and Science and technology; other subject areas can be added. While most study groups run for 10 weeks, some have a shorter duration, typically 5 weeks, depending on the moderator's proposal. Thirty to fifty study groups are offered in each of the fall, winter and spring terms.

The form of participation varies according to the approach chosen by the moderator. The level of participation ranges from simple attendance, to active participation in group discussions or well-researched presentations to the group.

STUDY GROUP STYLES – MCLL study groups are offered in a wide variety of subjects. The study group style indicates the type of participation expected

- Discussion Group: Participants look at works of art, read books or magazine articles, watch movies or videos, listen to music, or write journals. The moderator then facilitates discussion among the participants.
- Participant Presentation Group: With the guidance of the group moderator, the participants are expected to choose themes and make presentations.
- Moderator/Participant Presentation Group: Participants are encouraged to choose themes and make presentations, although these are not mandatory.
- Moderator Presentation Group: The group moderator makes the presentations and facilitates the discussions that follow the presentations.

LECTURES – Lectures are offered in an even wider range of subject areas; audio-visual materials are often used. Thirty to forty lectures are offered over the 10-week duration of the fall, winter and spring terms. In the summertime, approximately 30 lectures are presented on Wednesdays only, at the same times.

These Wednesdays are called "Wonderful Wednesdays". All lectures provide enlightening and enriching material.

WORKSHOPS- Workshops can be stand-alone events or part of a series. Approximately 20-25 workshops are held annually. They can be on a range of subjects, academic or not, and tend to deal with 'How to' aspects of living.

TECH SAVVY WORKSHOPS – These workshops are offered in a range of computer-related subject areas. They are held on the 2nd floor or in a lab on the 12th floor. The Active Learning Classroom can also be used (#1265), subject to availability. Most workshops are conducted in partnership with the School of Continuing Studies' Intensive English Language and Culture program (IELC), where one-on-one assistance on the use of a wide range of hardware and software is provided at the student-led "Brainy Bars". Tech Savvy workshops are sometimes presented on Fridays at 10:00-12:00 or 13:00-15:00, although some Brainy Bar sessions are held on other days and at other times. ''Brainy Bar Plus'' offers the possibility for partnerships over several weeks with a specific technically competent volunteer student. MCLL members also lead some workshops, in a field of their technical competence/interest.

OUTINGS – In the summer MCLL members sometimes coordinate outings to various locations in and around the City of Montreal.

CALL FOR PROPOSALS – A week or two after the start of a term, the Call for Proposals for the following term is sent by e-mail to the entire membership (by mail to the few moderators who do not have an e-mail address). Two forms are used year-round, one for study groups and the other for lectures, workshops and outings. They are available at all times in the MCLL office and on the MCLL website. One form is required for each offering. The address for proposal submission is: proposalsmcll.scs@mcgill.ca.

WRITING STYLE – The person submitting a proposal chooses the title and writes out the description. Titles should be compelling and incisive. Texts may be edited; however only the author makes any major changes that may be required. The Style of the Study Group must be specified.

PROPOSAL ACCEPTANCE – Those who have submitted a proposal will receive an acknowledgement of receipt within 3 workdays; they should let the office know if they do not receive it. The Curriculum Committee considers each proposal and generally gives acceptance; it may suggest changes or, very occasionally, a delay for administrative reasons – i.e., to achieve a balance in study group offerings.

PROOFREADING AND ACCURACY ARE THE RESPONSIBILITY OF THE PROPOSERS – Those that have been accepted will receive the final version of the text, along with the proposed scheduling. They should let the office know by the specified deadline if they do not receive them or if changes are needed.

CANCELLATIONS – The Curriculum Committee is reluctant to cancel an event, except for health reasons or other emergencies. Study group moderators are asked to wait until after the first week of the term before cancelling due to shortage of applicants since many participants register late or decide on a change in that first week. If the number of participants is less than expected, the moderator has the option of shortening the duration of the study group or asking the participants for a greater commitment. Cancellations result in disappointed participants and are therefore to be avoided.

ROLE OF THE LIAISON – Moderators, lecturers, workshop leaders and outing coordinators are matched with assigned Curriculum Committee members who act as liaisons. Although the liaison will usually get in touch with the moderator, a moderator may write to mcll.scs@mcgill.ca to find out the name and coordinates of his/her liaison.

'Liaison' is a support role, to be exercised according to need. At one end of the spectrum, the liaison merely follows up on the Call for Proposals; at the other end, he/she may help in validating a concept, developing content, finding a co-moderator, using the classroom equipment, coping with difficult participants, relaying complaints to the Curriculum Committee or assisting in any other way.

WHO CAN BE A MODERATOR – Members usually moderate study groups based on their areas of personal expertise or serious interest. Their primary role is to animate and facilitate the Study Group. Prior to making a study group proposal, the person should feel free to discuss the idea with their liaison or another member of the Curriculum Committee – i.e., scope and content of the proposed study group, learning objectives, methods of involving participants, their background in the subject, etc. It is recommended that new members attend a few study groups before moderating on their own. The moderator must be a member in good standing, that is having attended at least one study group in the last year. If they are participating only in the study groups they are moderating, moderators are expected to be at least associate members.

WHO CAN BE A LECTURER, WORKSHOP LEADER OR OUTING COORDINATOR – Most lecturers, workshop leaders and outing coordinators are members. People who are introduced by a member (McGill lecturers, authors, artists or other parties) may offer their services or be invited to do so. A proposal form must be completed, either by the guest or by the person introducing the guest. One should enter "guest" on the proposal form, in lieu of the McGill ID. The event should meet MCLL's customary level of quality.

The guest cannot be remunerated; overtly promoting the sale of a product or service is not acceptable. In fact, MCLL moderators, lecturers and outing guides are not paid as we are all volunteers except for paid office staff.

MODERATOR'S ROLE – The moderator's role is vital to the character and quality of MCLL learning experiences. A moderator is neither a professor nor a teacher but rather a facilitator who sets the stage for active learning and establishes the scope and objectives of the study group,
- helps the group remain on target,
- defines the chosen procedure,
- clarifies areas of confusion

The moderator is expected to provide guidance to participants and encourage reports/presentations where warranted.

HOW TO GO ABOUT IT
- To focus attention on key issues, the moderator is strongly encouraged to contact participants by email a week or more in advance of the first session to elaborate on the description in the Calendar and distribute a suggested list of topics. Successful moderators often communicate regularly with members by email throughout the study group.
- He/she can assist participants in defining a topic, searching for resources, suggesting readings or reference materials and preparing their presentations.

- In encouraging group discussion, the moderator, as group leader, should bring out shy people, prevent any one person from dominating discussion, discourage private conversations and solicit give and take without arousing hostility. Treating everyone equally is of paramount importance.
- Participant Presentation is a key element of MCLL Peer Learning concept. In promoting participant participation, the moderator can use a variety of tools, some of which are mentioned hereunder:
  - *Different ways to ask for participation:*
    1. *Give a presentation, written or power point*
    2. *Choose a YouTube clip for discussion*
    3. *Send out questions to participants beforehand to be answered in class*
    4. *Prepare a statement /question to be discussed in class*

TRAINING – A new moderator can learn much by having a mentor, teaming up as co-moderator with an experienced moderator or sitting in on a highly successful study group after obtaining permission from the moderator. A Moderators' Workshop is held every year, before the start of the fall term; this provides an opportunity to find out the latest developments, mingle with peers and possibly enhance one's moderating skills.

"Speaking Tips" for moderators and participants are provided as Appendix 4

ENRICHING A STUDY GROUP – Using audio-visual aids, having guest speakers and organizing field trips can add greatly to a study group. Moderators should also urge members to use the university's libraries and attend public lectures, museum exhibitions, film showings, concerts and other events likely to enrich the study group topic.

STUDY GROUP LISTS –The office sends study group moderators a group list/attendance sheet for the first study group meting. Moderators should take attendance, verify the validity of e-mail addresses and telephone numbers, and write down the names and coordinates of the people present who are not on the list. A revised list will be issued on the following week; it can be distributed to the group, provided the participants agree. Participants are expected to let the moderator know if they plan to be absent. Any discrepancy noted at the first meeting, or any later addition or withdrawal, should be reported to the office. Taking attendance every week is important; the list must be turned in at the end of the term (in the Curriculum Committee mailbox in the MCLL office).

FIRST MEETING OF STUDY GROUP
- It is essential for study group moderators to welcome the participants, introduce themselves briefly and ask the participants to do the same. This establishes a sense of camaraderie.
- They should give members new to MCLL a special welcome and do their best to facilitate their integration into the group and interaction with long-standing members. It is important to explain the concept of peer learning and how it will be applied, and to stress that participants are as responsible as the moderator for the success of the study group.
- The next step is to outline the content of the study group. If presentations are required, participants can sign up for one from a suggested list or propose their own. The moderator then works out a schedule.
- The first meeting is also the time to bring up matters such as:

- member ID, name tags and name cards;
- Members' Handbook; member privileges, such as use of the McGill Library and the computer lab.; "bring-a-friend" program;
- group rules;
- moderator expectations;
- who will handle the equipment, replace the moderator should that be necessary or assist in any other way;
- how to make up a class if the study group falls on a holiday;
- whether or not to hold a class "party" at the end of the term;
- security precautions to be taken; emergency and evacuation procedures posted in each classroom; etc.

The moderator will usually give an introductory presentation in the second hour.

RECORDS – A copy of the study group outline that is handed out to participants or arrived at during the first or second class should be left in the Curriculum Committee mailbox in the MCLL office for its records.

At the conclusion of the study group, the moderator should hand in the attendance sheet received at the beginning of term.

IDENTIFYING FUTURE MODERATORS – Moderators are encouraged to identify study group participants who show moderating potential. Such members should be encouraged to identify themselves to the Curriculum Committee. Moderators may encourage those who make outstanding presentations to consider the idea of presenting the material in a longer-form lecture.

FACILITIES – MCLL has the exclusive use of facilities located on the 2nd floor at 688 Sherbrook St. West. Thanks to its affiliation with the SCS, it also has access (subject to availability) to a large lecture room on the 10th floor, as well as computer labs on the 12th floor. There is a kitchen and a lounge for the use of members; the lounge has a small library, a computer and a telephone (dial 9; outgoing local calls only); the premises are entirely Wi-Fi. There is also a large collection of CDs and DVDs of classical music and Operas donated to MCLL by the estate of Rory O'Sullivan. The materials are available through the MCLL office.

CLASSROOMS – The four classrooms on the 2nd floor can accommodate between 16 and 24 participants when set-up discussion style and up to 30 people when set-up theatre style. Room 225 is the "music room"; rooms 241 and 245 have SMART Boards; room 243 has a ceramic board that can be connected to a laptop, tablet, smartphone, document reader or e-reader; room 245 has a webcam. Room 1041 on the 10th floor can accommodate about 50 people, while the computer labs and the Active Learning Classroom on the 12th floor can accommodate about 12; those rooms are subject to availability.

EQUIPMENT – For a moderator interested in using information technology for outlines, presentations, screening of videos, listening to music, etc., state-of-the-art equipment is available in all the classrooms. To avoid a common frustration, study group moderators and lecturers are encouraged to identify and get assistance from a participant who is familiar with the equipment. The office can provide instructions; it is best to make an appointment. Information and assistance are also available from McGill's information technology services; one can reach them by telephone at 514 398-3398, online at www.mcgill.ca/it and in person at the ICS Walk-in Service in Room 285, near the MCLL Office. One must present a valid member's card when requesting assistance.

OFFICE – The office is open from 9 a.m. to 4 p.m. Monday to Thursday. Address: 688 Sherbrooke St. West, Suite 229, Montreal H3A 3R1. Telephone: 514 398-8234. Fax: 514 398-2757. E-mail address: mcll.scs@mcgill.ca. Website: www.mcgill.ca/mcll. Facebook page: www.facebook.com/mcll.joy.

The office is staffed by volunteer members who can probably answer most questions; please be patient and supportive. Should you have a problem, you may contact the administrative coordinator (ana.milic@mcgill.ca; 514 398-7515).

PHOTOCOPYING FOR MODERATORS – MCLL has an arrangement with Copie Express, located at 920 Sherbrooke Street West. They have a list of current moderators and lecturers. There is an allowance of $25 for moderators and $15 for lecturers, workshop leaders and outing coordinators. Should photocopying costs exceed the allowance, a moderator can apply for an increased budget from MCLL or collect the extra costs from study group participants. However moderators are encouraged to reduce photocopying costs by distributing material by email as far as possible. MCLL will not reimburse

photocopies made anywhere else. Small quantities can be made on the photocopying machine outside the office.

PHOTOCOPYING FOR STUDY GROUP PARTICIPANTS – Members have to pay their own photocopying costs; there are photocopying machines throughout the McGill campus, including MCLL, the SCS building and McGill Libraries. A non-rechargeable card ($5 and $10) can be bought at the McGill bookstore and libraries. Due to copyright regulations, it is preferable that moderators ask participants to find the articles themselves in the library.

CODE OF CONDUCT

The purpose of the Code of Conduct is to establish a set of core principles to guide and enhance the conduct of all members of MCLL.

MCLL is committed to providing all of its members with a welcoming environment conducive to peer group learning. It is committed to building an environment where each person is valued and respected and has an opportunity for personal growth and development. MCLL values integrity, mutual respect, trust, open communication, cooperation and teamwork.

ROLE AND RESPONSIBILITIES OF THE MODERATOR – In study groups, the moderator acts as chairman of the group with responsibility and accountability for ensuring a positive and productive outcome of each session. The moderator largely determines the subject, objectives and scope of the study group. During a session he/she helps the group remain on topic and clarifies areas of confusion. A moderator is responsible for scheduling presentations, proposing time limitations, making sure that the presentations deal with issues of substance and soliciting a variety of points of view in a climate of mutual respect.

RESPECT OF MCGILL POLICIES AND PROCEDURES.

It is the responsibility of the moderator to support the peer learning spirit of MCLL and to respect McGill policies and procedures.

In the event that a Study Group proposal requires elements that fall outside of existing MCLL norms, please advise the curriculum committee of such elements on submitting the proposal form. These may include elements of the administrative or practical planning of the functioning of the study group, such as joint projects with other institutions, etc.

This will ensure enough lead-time to enable MCLL and SCS to go through the steps that will support your proposal and to provide participants with all the relevant information about your study group in the program.

ROLE AND RESPONSIBILITIES OF THE STUDY GROUP MEMBERS – Members have shared accountability for the operation of the group and its effectiveness. Contributions should be concise and on-topic. To facilitate group discussion, each member of the group is expected to share airtime. Members are

expected to act with civility and avoid any disturbance. Eating lunch, checking for messages, going online and certainly talking during a study group are all disturbances.

The office creates a waiting list when applications exceed class capacity. Participants should notify the moderator in advance if they will miss a study group meeting. If they expect to miss several (for example on account of vacation), they should contact the office in advance to be placed on a waiting list to give priority to a full-time applicant.

Similarly, unregistered members should not attend a Study Group without informing the office in advance.

A zero-tolerance policy will be enforced for verbal abuse and any other forms of harassment, as defined by McGill's official policy. If such a situation arises, it is everybody's responsibility to resolve the incident; if necessary, an incident report is to be filed.

PROCESS FOR RESOLVING ISSUES – If a member or members of the group is/are concerned that an individual is not conforming to the commitments of study group operation, the matter should be brought to the moderator's attention. If the matter is not satisfactorily resolved between the moderator and the individual, it should be brought to the attention of the Executive (President, Vice-President or Past President). After discussion with the individual by a member of the Executive and an unsatisfactory conclusion, a member of the Executive and/or the moderator may inform the individual that he/she may no longer participate in that study group. Should the individual wish to file a grievance, it will be handled according to McGill's rules and practices.

SEASONAL CALENDARS – MCLL operates on the same calendar as McGill University academic terms, i.e. Fall, Winter and Spring. Seasonal calendars are published and posted online at least two weeks before the start of each registration period.

Study groups are offered Monday to Thursday at 9:30-11:30, 11:45-13:45, 14:00-16:00 and, on occasion, 16:00-17:55. All are held on the 2nd floor, in rooms 225, 241, 243 and 245.

Most lectures are presented on Fridays at 10:00-12:00 or 13:00-15:00; Saturday lectures are also offered at times, depending on the lecturer's choice. Lectures are usually held on the 2nd floor, although room 1041 is used for larger groups when available.

FALL TERM, 2019– The fall term begins on Monday, September 16 and ends on Thursday, November 21. October 14 is a statutory holiday; study group sessions postponed because of statutory holidays will be rescheduled.

WINTER TERM, 2020 – The winter term begins on Monday, January 13 and ends on Thursday, March 19. Registration begins on December 2, 2019.

SPRING TERM, 2020 – The spring term begins on Monday, April 14 and ends on Thursday, June 18. April 13 and May 18 are statutory holidays; study group sessions postponed because of statutory holidays will be rescheduled. Registration begins on March 16.

SUMMER TERM, 2020 – The summer term begins on Wednesday, July 1 and ends on Wednesday, August 20. Lectures and outings are offered. Registration begins on June 17.

WHAT IT IS – This is a subcommittee of Council, responsible for developing seasonal programs based on proposals submitted by members. Curriculum Committee members are matched with moderators, lecturers, workshop leaders and outing coordinators, to act as 'liaisons'.

ROLE OF THE LIAISON – This is a support role, to be exercised according to need. At one end of the spectrum, the liaison merely follows up on the Call for Proposals; at the other end, he/she may help in validating a concept, developing content, finding a co-moderator, using the classroom equipment, coping with difficult participants, relaying complaints to the Curriculum Committee or assist in any other way. Although the liaison will usually get in touch with the moderator, a moderator may write to mcll.scs@mcgill.ca to find out the name and coordinates of his/her liaison.

CURRICULUM COMMITTEE MEMBERS – Current members (2019-2020) are:

Coles, Martin	*martincol@aol.com*
Booth, Claire	*clairebooth2016@gmail.com*
Frayne, Tony	*tony1frayne@bell.net*
Friedlander, Paula	*paula.friedlander@mcgill.ca*
Kuzmarov, Irwin	*ikuzmarov@sympatico.ca*
Lord, Denise	*cjblord@hotmail.com*
Maksymiw, Nina	*ninamaksymiw@yahoo.ca*
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Moore, Katherine	*katherine.moore2@mail.mcgill.ca*
Wait, Juliet	*juliew@sympatico.ca*
Huston, Lorne	*lhuston137@gmail.com*
Wiseman, Huguette	*wisemanh@videotron.ca*
Webber, Brian	*saican@cooptel.qc.ca*
Main-Oster, Catherine	*catherinemainoster@gmail.com*
Humphrey, Roger	*rth201002@yahoo.ca*

Feedback forms help the moderator improve the Study Group. Moderators distribute them about half-way through the Study Group to be filled out by participants. They elicit a wide range of comments with space for extra opinions. They are designed to spur dialogue between participants and moderators as to expectations, content, moderating style, participation and other aspects of the study group. In discussing the feedback, the moderator may also sound out participants on their interest for future groups in the same subject area (and inform the Curriculum Committee).

The process has been designed, based on previous experience, to maximize participant involvement and to give the opportunity for constructive dialogue with participants.

The object is to collect information for you and your participants, not the Curriculum Committee. The open-ended questions have been designed to provide ideas and suggestions that can be useful for your current study group. The intention is to spur the dialogue about content and participation.

Procedure to follow
During class time (without taking time from the break) explain the purpose of the questionnaire, then take a dedicated 10 minutes for people to answer and return the forms.
   *(Experience has shown that allowing people to take questionnaires home or keep them till the
   end of the class reduces the response rate.)*
The following week discuss the responses with your group and how their suggestions can be implemented.

Attendance Record
Since these feedback forms will not be submitted to the Curriculum Committee, it is very important to keep an accurate class attendance record. The attendance record should be submitted to the Curriculum Committee at the end of term. It provides a measure of the success of the study group as well as useful statistics.

   *It is important that all moderators participate and use these forms. MCLL members expect and
   should have the opportunity to give feedback.*

Speaking tips:

1. **Use handouts or visuals to enhance your presentation**
- Remember: a picture is worth 1000 words
- Highlight your key points with bullets
- A chart can help clarify a complex issue

2. **Prepare your presentation ahead of time**
- Put together the presentation early
- Avoid information overload—your audience can only remember 4 or 5 points every 20 minutes, so keep it simple
- Contact your co-presenter (if there is one) to coordinate your presentations and avoid overlap
- Bring handouts for your session
- Practice and time your presentation
- Make sure that your presentation is what is promoted in the conference brochure—think of it as a "contract" with your audience and make sure you deliver what you promised.

2. **First impressions last**
- Start the session on time
- Arrive early to test the equipment and make certain everything is in order for your presentation and alert conference organizers if it is not
- Briefly introduce yourself and your topic to your audience
- Set forth any "rules" or limitations—a road map for the session
- Stand at the door of your session to greet attendees as they arrive—this can help calm your "jitters" and also give you a sense of your audience

3. **Be certain to leave time for questions from your audience.**
- Be flexible so that you can entertain spontaneous questions and comments from your audience. Many times, they can make your point for you!
- Always look directly at your audience when speaking. Strategically place yourself within each room so that everyone can see you
- Speak slowly, clearly, and loudly and wear the microphone provided
- Repeat all questions and answers that come from the audience. This allows everyone to hear the question

4. **Finish strong**
- Summarize your key points to reinforce your message
- If your presentation is running long and you haven't covered your major points—don't run on. It is better to quit on time and allow time for questions. Many times you can find a way to make your final points and answer the questions

Introduction of the Study Group
- Introduce yourself and give a brief account of why you have chosen the particular topic of your study group and what you hope to achieve during the term.
- Ask participants to introduce themselves and prepare name cards.
- Present an outline of the course with topics for each session.
- List reading material, internet sites or recommend videos before the start of the term so that the first meeting and later meetings will be productive.

Peer learning and Discussion
- Allow time each week for discussion. This applies to all study group styles, including Moderator Presentation Groups.
- You could elicit discussion by asking questions in prior to or during each meeting.
- In encouraging discussion be sure to make it clear that all points of view are welcome.

Presentations
- Make sure that all participants are encouraged on the first day to plan to make a presentation if this is a Participant Presentation group.
- Make sure that presenters have some help, should they want it, in preparing their presentations: finding research material, showing how their work relates to the main themes of the study group, giving background information on videos, refining the focus of the presentation and, especially, managing PowerPoint presentations so that they do not contain lengthy texts to be read in class. Please inform presenters that they do not need to use the Internet or present videos and are welcome to simply read their presentation.
- Suggest a time limit for presentations, preferably around 20 minutes.
- Presentations can be sent by email to participants after the meeting, if participants agree to share their email addresses, or they can be placed on Google Docs for future reference.
- Presenters welcome emails thanking them for their presentations.

Managing the atmosphere in the class
- Keep a firm hand on the discussion so that digressions are not too long.
- Be firm in limiting interventions of participants who dominate the conversation or address other participants in a rude or belligerent manner. Such behavior is not welcome at MCLL.
- Be sure speakers take turns and do not interrupt or talk all at once.
- Remember that overriding aim of MCLL is to achieve an atmosphere in which all participants feel welcome to express their views, including opposing views, in a secure environment.
- Make use of the Mic for those with hearing difficulties.

Most frequent terms of praise for moderators
- 'Encourages lively discussion' [this was the most common remark. The most common complaint was the lack of time for discussion]
- 'Deepens discussion with stimulating questions'
- Has good control over discussions. 'Dominators' are kept in check, people take turns speaking and shyer people participate'
- 'Is well prepared' and has made 'a good choice of topics and material'
- 'Gives study questions a week in advance so people are prepared for a good discussion'
- 'Limits the focus of the Study Group so that topics are dealt with in greater depth'
- 'Provides help for people making presentations with reference material and the effective use of PowerPoint so that they are not 'text heavy'.'
- 'Does not read lectures or PowerPoints: gives handouts instead'