University of Kent

theGradPost

Kent Union update

Step outside your comfort zone

Introducing 'Digital Rep'

A newsletter created by postgraduates for postgraduates
Editorial

Hello all!

It is that time of the year again; Canterbury has switched on its Christmas lights, the festive season is fast approaching, and you, our dear readers, have almost made it through your first term at the University of Kent, across campuses. If, like us, you cannot wait to celebrate, then make sure to head over to our ‘What’s On?’ page, where you will surely find the perfect event for the occasion. But before you do, we would like to take the opportunity to thank all of those who gave us such constructive and positive feedback on our work at the postgraduate inductions in September 2016.

This edition is special in many ways. It has been put together by a restructured team, and as such captures a new dynamic. We have put a lot of effort into making this edition different to the past ones, by focusing more on what students wanted to share, rather than a particular theme, as we have in the past.

The GradPost has always been a place for students to share their experience at the University of Kent. But this time, more than ever, we have aimed to step a little further. As suggested by the Kent Union Vice President Dave Coccozza, and Chris Mattinson, the Union’s Academic Policy and Representation Manager, it is your voice that matters! All of you experience academia, not only as students and researchers, but also as individuals. The GradPost has been designed for you to make your individual stories heard. In this respect, Danielle Burford-Day takes us on her very personal journey to China, Vanessa Dias shares with us the secret of kindness, and Laura Gunliffe-Hall describes to you what you might experience during freshers’ week as a postgraduate student. Another refreshing voice to ‘listen’ to will be Paul McConell’s, whose article might teach you a thing or two about moral reasoning. And last but not least, Dr Andy Velarde expresses his opinion on intercultural learning in the light of Brexit.

If you would like us to listen to your story, too, or if you would like to contribute to The GradPost in any way, feel free to contact us via gradpost-submissions@kent.ac.uk.

We are looking forward to hearing from you!

The Editors
Mylène Branco
PhD Comparative Literature
Lucy Farndale
MA International Social Policy

News and updates

Kent Union update

Make a change: use Digital Rep

It has been a busy term so far for Kent Union with the launch of our new online feedback platform Digital Rep, a feedback tool which is gathering strong momentum from students across all of our campuses. Digital Rep provides the option to give feedback on your course at any point in the academic year that your Student Representative can then take to meetings on your behalf. The system will ask you what works well, what does not work well and what could be improved so that we can then provide the University with a comprehensive view of the student academic experience. This is your chance to not only contribute to long term change within your school, but to participate in making changes throughout the year that shape your university experience. To complete the survey, simply head over to the Kent Union website and search for Digital Rep, or follow the link offered in your relevant school newsletters. On the Student Reps section of our website you can also find out who your representative for your course is for this academic year. If needed, you can get in touch with them about any issues that you may experience.

This work has come directly from our new Education Strategy 2016-2020 that has been written in partnership with the University. Over the next four years, we are focusing on five key areas: Teaching Excellence; Inconsistency of Academic Experiences; Student Representation and Engagement; A Modern Curriculum for Modern Students and Assessment and Feedback. Within these key areas we will be delivering on specific goals for postgraduate students, including working with Graduate Teaching Assistants to ensure they are fully supported; developing academic communities on campus for postgraduate students; working with Postgraduate Research Representatives to ensure standards of supervision are appropriate and much more.

We are also really excited to let you know that Kent Union will once again be putting on a programme of activities for students staying in Canterbury during the Christmas break. Last year, we organised a trip to Winter Wonderland in London, a Christmas quiz, buffet and Chocolate Café trip. This year, we plan to do even more! Activities will either be free or subsidised, so please look out on the Kent Union website in December for more information. If you would like to be added to a mailing list to hear about the activities, please email studentactivities@kent.ac.uk.

Dave Coccozza
Kent Union Vice President (Education)

Welcome to the new Dean of the Graduate School

Professor Paul Allain has been appointed as the new Dean of the Graduate School from 1 December 2016. Paul is a Professor of Theatre and Performance, with a specialism in Polish theatre and actor training.

Paul says: ‘I am very excited about taking the Graduate School forward in new directions, working closely with staff and students and building on an already excellent base. It’s a fantastic team and I feel privileged to be a part of it. I also look forward to learning more about the great variety of students we welcome to Kent and hearing news of their progress.’

We are delighted to welcome him to the team.

After eight years as the inaugural Dean of the Graduate School, we wish Professor Diane Houston every ongoing success as the new Pro Vice Master at Birkbeck, University of London.

The Editors
Mylène Branco
PhD Comparative Literature
Lucy Farndale
MA International Social Policy
I was ready to print a set of forms. I had plugged in my USB stick and I was selecting the files I needed. Someone entered the printing room rushing around and asked me if I had a lot to print. ‘Well, yes,’ I replied while I was still reading the message hidden in that question. ‘You can go ahead,’ I added, unplugging my USB stick and stepping aside. I had recently learnt that rushing and imposing my stress on others, was not the right way of living, so I decided to give up my turn. That person was unaware of how being in a rush was one of the biggest enemies of performance, while I had made the conscious effort to not rush over things anymore.

Suddenly, the printer ran out of paper and the person immediately sighed in exasperation. I offered to help with lifting a heavy box of paper, but instead it ended up to be a solo action. The person grabbed the paper and turned to the printer again without saying a word. I proceeded to store the box of paper back in its place and threw away the unwanted cardboard. Then I returned to my position at the back of the room, waiting for my turn to use the printer.

Someone new entered the room, and started to chat to the first person, totally ignoring me. I left the room and waited in the corridor, reading the posted flyers so I would not hear their conversation. When I faced the door again the two were leaving, still chatting and not a single ‘thank you’ or ‘you can go in now’ was given. Where has people’s kindness gone?

According to the online English Oxford Dictionary (en.oxforddictionaries.com) kindness is ‘the quality of being friendly, generous, and considerate’. Though I would simply say that kindness is what makes us feel part of a whole, kindness would be the feeling and the ability to make others feel as part of the same kind. It is what happens when we show friendliness, generosity and consideration towards another person; we make them feel like equals. Through kindness, we demonstrate that the person in front of us has the same value and rights as we do.

So far, no one is taxed for practicing kindness, and science has shown how practicing kindness can make us happier. Thus, I invite you to practice your kindness skills with us. Choose one day of the week and on that day perform five acts of kindness. Yes, indeed, five acts of kindness on the same day. You do not need to enact them towards the same person, neither does the person need to know or be aware of them. Simply do it, and focus on your feelings after being kind to someone.

Here are some ideas for you to practice kindness at our University:
• Say ‘thank you’
• Send a note of appreciation to someone
• Organise a lunch with your colleagues
• Give a treat to someone
• Help a colleague
• Be a kind listener

And please remember, no matter how much of a rush you are in, being kind toward others is a virtue and a way to feel more connected and happier.

Vanessa Dias
PhD in Psychology
Embrace the challenge

Reason – a trouble shooter’s guide

It is getting to thesis time. In our small humble way, we are joining the ‘search for truth’, a noble quest to push forward the boundaries of human knowledge. Indeed, through this work, you are taking up a torch that has been carried through countless generations of intellectual history, a torch defined by shared goals of reason and truth. The term academia is derived from the Athenian suburb where Plato taught over two thousand years ago. The Stoics that followed him captured the yearning to transcend our clouded judgement and discover objective truth through reason, weaving it into a tradition that resonated down the ages. Cicero assured us: ‘The wise are instructed by reason, average minds by experience, the stupid by necessity and the brute by instinct.’ By the 18th century, the Stoic ideal had enraptured European thought as Kant declared: ‘The public use of a man’s reason … alone can bring enlightenment among men.’ Here truly, was the tipping point where man began casting off old power structures and found the real path to truth: not blind faith, but reason. It is only standing on the shoulders of these giants that we are able to rationally pursue truth through science in the open academic institutions of today.

Only… if you have been paying much attention to psychology over the last few decades you would be smart to start thinking that this narrative and these old intellectual dudes were placed a whole lot on…well…faith. You see, this rational man or homo economicus may have only ever really existed in the (opium) pipe dreams of stoic toga wearners, naive atheists and of course, economic textbooks. O’reason, where should I begin?

A mischievous academic named Schwitzgebel exhaustively documented the hilarious finding that ethicists are not very ethical. Ethics professors are more likely to declare that eating animals is wrong, but they are less likely to agree that charitable giving is a moral obligation, but well you see where I’m going with this. Did I mention that ethics books are more likely to be stolen from libraries than others? Homo Irrationalicus 1 – 0 Homo Economicus.

Ethicists aside, let us look at those bastions of reason, our noble professors: In 2014, one study found that 94% of professors at a large university believed themselves superior to the average professor. That is the optimism bias or is arrogance blind to this? Fifty per cent of marriages end in divorce but around the time of the ceremony, couples consistently rate their chances of divorce as close to zero. For the same reason as the two of these, you probably either smoke or do not wear a bicycle helmet. It should be called the ‘that doesn’t apply to me’ bias.

Let us make it simpler – we can at least rationally answer “how you doing”, right? Wrong. In one study, college students were asked (a) How happy are you? (b) How often are you dating? In this order, the correlation between the two questions is 0.11, switch it around and it leaps to 0.66; turns out you are only ever as happy as whatever you were last thinking about. That is anchoring. The same reason hawkers always highball, sellers list questionable recommended retail price to ‘discount’ and if you have just heard that the population of Shanghai is 24 million, you will massively overestimate the population of Sweden (nine million).

Most frighteningly, a 2015 study found that skewing search results to favour one election candidate made participants 48% more likely to vote for that candidate (Google or Facebook could rig an election with their algorithms and we need never know). Now imagine what your skewed Facebook feed does to the rationality of your socio-political beliefs. Or is the ‘that doesn’t apply to me’ bias kicking in again?

The bottom line is that we are more likely to interpret, favour and recall information so that it confirms our precious pre-existing beliefs (can also be known as hypotheses!), while conveniently ignoring, or disparaging that which does not fit. Not only are we largely unaware of these pervasive biases, there is evidence that the smarter we get, the better we are at rationalising whatever we want to believe. The point is not to give up on a rich understanding of our world, but to gain a more modest and authentic scientific vision through letting go of reason as absolute and transcendent.

In the words of psychologist Jonathan Haidt: ‘If you think that moral reasoning is something we do to figure out the truth, you’ll be constantly frustrated by how foolish, biased, and illogical people become when they disagree with you. But if you think about moral reasoning as a skill we humans evolved to further our social agendas – to justify our own actions and to defend the teams we belong to – then things will make a lot more sense.’

So if you ever worry that you are not smart enough, just remember that all the great philosophers of old were just experts at finding complex ways to justify their own intuitive feelings, even Einstein…probably.

Paul McConnell
MA Political Psychology

Success for Kent Summer Schools

This summer we re-launched our University of Kent Summer Schools at our Canterbury campus and specialist Postgraduate Centers in Brussels and Paris.

Students from all over the world signed up for our two-week postgraduate-level programmes covering a range of different subjects. These allowed students to study in depth a subject that they were passionate about and gave them the opportunity to discover these wonderful cities. They also gained skills and intercultural awareness to take with them in their continuing studies and into the workplace.

Summer Schools this year included the below:

- Canterbury – European Security and Foreign Policy (Politics)
- Canterbury – Skills in Molecular Biology (Biosciences)
- Canterbury – Investigating the Social Mind (Psychology)
- Paris, European Summer School – Revolutions
- Brussels, European Summer School – Europe and the World

One student on the Psychology Summer School said ‘These past two weeks have been the most exciting and incredible experience of mind, exploration of mind and, most importantly, this is the place where I have found my true passion in academia and I believe a career arising in Psychology later!’

Summer School coordinator Sophie Punt has described this year’s schools as ‘diverse and enriching opportunities allowing students to not only learn in depth about the subject matter but gain intercultural awareness and meet peers from all over the world. Students were very enthusiastic and made the most of their time in Canterbury, Paris and Brussels.’

Applications are now open for our 2017 Summer Schools with even more choice of schools on offer. See our website www.kent.ac.uk/summerschools for more details.

Success for Kent Summer Schools
As a reserved, fussy eater, who suffers from severe travel sickness, teaching in China for a month was not the most obvious choice when deciding how to spend my summer.

However, I returned four weeks later with a new sense of independence and self-confidence. China was amazing. My teaching placement was arranged through a company called Teach English in China (TEIC). I filled out a few forms online, participated in my first telephone interview and was soon on my way to the experience of a lifetime.

After months of planning, packing and jabs, I found myself on a 13-hour flight to China, having what felt like a mild heart attack. Did I mention I spoke very little Chinese?

I landed in bustling Shanghai with a couple of days to spare. Then came the culture shock. I soon noticed there was not much of a queuing system. Every toilet visit became a mad dash for the cubicle. The men liked to spit and had an unusual trend of rolling their t-shirts into crop-tops and stroking their bellies.

TEIC picked us up from Shanghai airport to take us to the Hongda School in Haining where we would be teaching – and so the adventure began!

The School hosted an enthusiastic opening ceremony that made us feel more than welcome. This was soon followed by a disco night. All the teachers took to the stage and attempted to teach hundreds of students the Macarena, not something that I ever expected to do (perhaps the most shocking part being that we managed to do it wrong)!

Teaching with no experience was exhausting, but it was also exciting and left me with a real sense of accomplishment. The TEIC online lesson plan library was a great source of inspiration, but I still had to improvise while I got to know my students. Ranging from seven to nine year olds, they were known as the ‘cute ones’, though that is not to say they were always easy to handle!

Something that I noticed during my teaching time was how enthusiastic the children were when meeting Western people. They were fascinated by how we looked and wanted to know all about English culture. I gave each student a penny to keep at the end of our currency lesson and they were ecstatic.

At the start of lessons many of the children would give me unusual Chinese snacks to try. Many a ‘sweet’ turned out to be dried beef, and what I thought was a refreshing red berry ice cream turned out to be filled with kidney beans!

On my last day, our classes were very emotional. It may be worthwhile warning you not to put on Finding Nemo to cheer up a class of crying children. You may remember the opening scene involves the murder of Nemo’s mother and siblings, and the maiming of his fin. I did not.

I could not believe how connected I felt to these wonderful children after such a small space of time. Their enthusiasm, their personalities and their honesty (‘You are sweating, Dani teacher’) made lasting impressions and coloured my brief experience of China.

After teaching, I spent some time in Beijing (six hours away on the bullet train) and would encourage everyone else to do the same. The Great Wall gave me a real aversion to stairs (I could do little but waddle the next day), but the view was incredible. The Lama Temple was serene and beautiful, which was only heightened by the complimentary incense offered at the gates.

Upon my return to England, I realised just how much I missed my students and new friends. The challenges I faced felt like a surreal dream and nothing else has ever given me such a sense of self-assurance.

I would recommend this marvellous adventure to anyone. If you are interested in a placement with TEIC and want to find out more, you can email me on: db555@kent.ac.uk

Alternatively, visit their website: www.teach-english-in-china.co.uk

Danielle Burford-Day
MA in English and American Literature
Get involved

Change what you can

Your student voice counts at Kent!

I have always loved Nelson Mandela’s quote ‘Education is the most powerful weapon to change the world’. However, changing the world right now seems like the hardest thing to do, what with the uncertainty surrounding Brexit, the controversy following the US Presidential Election result won by Trump, and let us not even go into the fact that Honey G is still, at the time of writing, in the X Factor.

At Kent, however, we as students have the chance to change the world right now. Your student voice counts at Kent! Change what you can.

As an undergraduate, beginning university is an unforgettable experience. For many students it is their first time living away from home and adapting to university life. However, as postgraduate students, regardless of whether you have moved universities or stayed at your previous institution, you start a Master’s degree from a very different perspective.

Fresher’s Week is less of an overwhelming blur where you are permanently attached to your flatmates, but rather an opportunity to meet a diverse range of postgraduates and get to know the campus and the local area on your own terms. Events run by the Kent Graduate Student Association, including games nights, quizzes, bar crawls and trips into the city, established a laid-back atmosphere that helped ease new postgraduates into the start of term. These events were also important for allowing students living locally, off campus, or in postgraduate accommodation areas of campus (Park Wood Farthings Court, Darwin Houses and Flats, Keynes Studio Flats and Wolf College) to meet one another and integrate successfully into university life.

Furthermore, the introduction of the new postgraduate loans for UK students has meant that more students than ever have been able to enrol into further study. Equally, Kent’s international postgraduate population continues to grow, building from last year where over half of Kent’s postgraduate students came from countries outside the UK. This means that joining Kent as a new postgraduate immediately plunges you into a cosmopolitan atmosphere where you can meet people from all over the world and expand on your undergraduate experiences. Going around the Freshers’ Fair as a postgraduate is a second chance to join interesting sporting and academic societies that you overlooked the first time around. Societies like ‘The Mature Student Society’ cater for the needs of older students, both undergraduate and postgraduate, whilst others provide the opportunity to try new skills and meet like-minded students at Kent from different age groups and backgrounds.

Ultimately, Welcome Week is a much more relaxing and independent experience as a postgraduate. Students can draw on past experiences to make the most of the lecture-free week and do activities that appeal to their individual interests.

Starting at Kent

A postgraduate perspective

As the library and other study spaces are usually at their emptiest at the start of term, Welcome Week is the perfect time to familiarise yourself with the facilities and find a favourite study spot. Getting to know which student support services are on offer, registering for the medical centre, and working out the transport links near campus, are productive activities to get out of the way in Week 0, so they do not interfere with the postgraduate work load as term goes on.

Finally, the additional life experience and adult perspective you have as a postgraduate means that you can enjoy the start of term without the fear of missing out and extreme homesickness that can often negatively affect your first week as an undergraduate. The inclusive and diverse atmosphere at Kent made my first few weeks as a new student much easier and I cannot wait to see what the rest of the year has in store!

Laura Cunliffe-Hall
MA in English and American Literature

Our Student Representative structure has undergone a huge review and we are working to make sure our representatives are empowered and able to affect change.

We have also noted that the PG taught curriculum might not be as diverse as our student body expects it to be, so we have recently launched the ‘Diversify My Curriculum’ campaign, which will audit the reading lists of programmes and encourage gender and ethnic diversity among resource authors.

All of these changes cannot happen without your voice, and your help. Kent Union and the KGSA exist to help you, our members, and the students of Kent. It is also a place to gain that extra education that Nelson Mandela spoke of. So, if you have not yet joined a sports club, society or volunteering project, why delay it any longer? You can learn so much from the opportunities on offer here and maybe you will be the next agent of change, too.

Chris Mattinson
Academic Policy and Representation Manager, Kent Union
Be inspired and challenged

Intercultural learning in times of Brexit

Brexit is challenging the higher education sector. Besides interfering with pan-European research (and funding), it threatens the benefits of intercultural learning for communities (students and members of staff) and broader society.

Intercultural learning is one of the sought-after experiences of international education today and a key intangible of the UK HE sector. Broadly speaking, intercultural learning is the acquisition of an ability to interact intelligently (sensibly and competently) in different cultural contexts. It is a sort of social capital in this era of globalisation (ie highly appreciated for transnational organisations and societies alike), acquired mainly via exposure and dynamic engagement with individuals, groups and organisations that have a defined different culture, or nurture multiple ones.

It is a valuable assistance in contemporary society, where individuals are more exposed to international exchanges than previous generations ever were. A university graduate in this century is more likely than their parents to live, work, acquire property, have intimate relations, marry, have children, etc. in different parts of the world. These are the effects of globalisation in the personal biography of contemporary individuals.

The educational sector has been transforming to address the modifications of the global context by internationalising and offering actively intercultural education as a co-curricular experience.

It is nowadays common for HE organisations across continents to offer programmes of study with multiple languages, with direct experiences that would expose their students and members of staff to international exchanges, year abroad programmes, internships, study/work visits, etc.

Intercultural learning is, for the majority of HE sectors, an offer for outward experience. In the UK and other countries with multi-cultural educational sectors it is also an experience within. This is what happens when diverse communities interact dynamically with each other within the organisation.

Brexit (and its toxic innuendoes) has the potential of corroding the goodwill of communities and to slowly undermine the health of the social and organisational context. Compared with an outward experience, the inward intercultural learning requires a nurturing and fertile organisational and social context that is positive to diversity. This is because it is more pervasive, subtle and dynamic; less structured, less intentional, more improvised and therefore deeply intimate to every venue and opportunity of the institution and the locality.

The UK’s universities and university cities and towns in general, have had a rich tradition of intercultural learning for centuries. This is because HE organisations are highly diverse in comparison with other HE organisations in other jurisdictions.

In 2014-2015, for example, approximately one in five university students came from any and every country in the world, bringing an estimated monetary value of over £10 billion to the local economies in 2015.

Conversely, the University of Kent is one of the most dynamic HE institutions in that respect. This is not only because of its international composition: one in four students and one in two members of staff are international. It is also because at its core, the University embraces the legacy of the Cathedral City of Canterbury, its pilgrimage past and ecumenical culture, embracing its motto to be genuinely international, providing a unique transformational experience rich in intercultural learning.

The current political climate of Brexit is stirring negative subjectivities, which could affect the fertility of engagement. It is therefore imperative that the scholarly communities take decisive creative stands, in defence of its alma mater. One of these could be by highlighting the positive aspects of internationalisation, and celebrating the mutual benefits of intercultural learning.

Dr Andy Velarde (PhD, MSc, LLB)
International and EU Student Adviser for the University of Kent

The Global Skills Award Programme

One of the many exciting opportunities available for postgraduates at Kent is the chance to take part in the Global Skills Award Programme (GSA). Organised by the Kent Graduate School, the GSA is designed to enhance the global awareness of students and help develop our personal skills to increase our employability in a competitive job market.

Applications for the programme are welcome from all taught postgraduate students, including those part-time and those on split-site programmes spending their second terms in Paris or Rome. This year’s programme runs for six months, from November to April, and is free for taught Master’s students to participate in.

The programme is particularly useful for helping to prepare students for life after graduation. The initial online assessments allow students to reflect on past experiences and detail their future goals. After being accepted onto the programme, students can benefit from a series of targeted lectures and workshops.

GSA lectures focus on issues of global importance, challenging students by confronting them with the topical questions that dominate their daily lives. In the autumn and spring terms, lecturers from fields as diverse as Biosciences, Law and Psychology will offer sessions such as, ‘Brexit: Where Are We?’, ‘Mapping the Global System of Rendition, Secret Detention and Torture in the War on Terror’ and ‘Cancer Research and Treatment: Past, Present and Future.’ As Kent prides itself on being the UK’s European university and contains a huge population of international students, the chance to learn about global issues is particularly exciting and relevant to its students.

Furthermore, students taking part in the GSA must attend a minimum of six workshops. These workshops are specifically designed to bring out the best in participants by focusing on confidence and existing skills that postgraduate students currently possess. These skills are then applied to hypothetical professional and academic situations, giving students the tools to enhance their future success after graduation.

Upcoming workshops focus on vital skills like networking and leadership, as well as the chance to develop emphatically in the ‘Understanding Refugee Realities in Britain’ session.

Ultimately, taking part in the programme is a unique way to engage with current affairs and escape the sometimes all-consuming bubble of postgraduate life. In organising the GSA, the Graduate School at Kent has offered students the chance to think intellectually outside of their subject of interest and invest in their futures.

Laura Cunliffe-Hall
MA in English and American Literature
What’s on

Got spare time or need a break? The GradPost team recommends these events...

Ice Skating at Bluewater
17 Nov 2016 – 2 Jan 2017
Bluewater Shopping Centre
It’s beginning to look a lot like Christmas at Bluewater’s lakeside ice rink.

Christmas Tudor Fayre
3 Dec – 18 Dec 2016
Tudor House, Margate
Get into the Christmas spirit with the Tudors in Margate’s Tudor house.

Peter Pan Panto
10 Dec – 31 Dec 2016
The Theatre Royal, Margate
Take a break from your books and enjoy a night of family fun.

New Year’s Eve Gala Dinner Dance
31 Dec 2016
Get your black ties out for this five-course gala dinner and celebrate New Year’s Eve in style.

Made In Whitstable Christmas Showcase
14 – 20 Dec 2016
Horsebridge Arts and Community Centre, Whitstable
Take a stroll through a lovely Christmas market and find unique handmade gifts for friends and family.

Christmas Swing-Along
14 Dec 2016
Gulbenkian, Canterbury
The University of Kent’s Big Band will be presenting to you a selection of the world’s most beloved Christmas classics.

A United Kingdom
16 – 20 Dec 2016
Gulbenkian, Canterbury
Fancy going to the pictures? Why not watch this romantic drama with David Oyelowo and Rosamund Pike.

Trevor Pinnock
15 Dec 2016
Gulbenkian, Canterbury
If you enjoy Debussy, do not miss out on this musical event celebrating Trevor Pinnock’s 70th birthday.

JM W Turner: Adventures in Colour
Until 8 Jan 2017
Turner Contemporary, Margate
An exhibition of JM W Turner’s finest watercolours.