

# **Status and Use of Multimedia Learning Materials In Open and Distance Learning: An Analysis among the Learners of KKHSOU**

*Gitali Kakati*

## **1. Introduction:**

Different educationists in a number of ways have interpreted the term 'multimedia'. Rob Phillips has defined multimedia as "characterized by the presence of text, pictures, sound, animation and video; some or all of which are organized into some coherent program" (Phillips, 1997). Dr. Usha V. Reddi has termed multimedia as an integration of multiple media elements like audio, video, graphics, text, animation etc. into one synergetic and symbiotic whole that results in more benefits for the end user than anyone of the media element can provide individually (Reddi, 2003). According to S. Malik and A. Agarwal, multimedia is all-pervading, thrilling and involving method of information, education and entertainment with multiple facets and long lasting approbation (Malik and Agarwal, 2012).

As the term signifies, multimedia can be simply defined as the integration of text, graphics, sounds, images, animation and video with the computer mediated tools that can create a multisensory experience. With the introduction of technologies in education, learners have been provided a number of options to choose from. In this study, multimedia signifies use of multiple media for learning. In this paper, an attempt is made to study the status and use of different multimedia learning materials by the learners of Krishna Kanta Handiqui State Open University (KKHSOU). KKHSOU is the 14<sup>th</sup> Open University of India and the only open university of the North East region.

### **Objectives of the study:**

The objectives of this study are as follows:

- to study availability of multimedia materials provided in KKHSOU
- to study the delivery mechanism of multimedia learning materials in the university.
- to assess the use of multimedia learning materials by the learners of KKHSOU

## **2. Review of literature:**

Mahajan and Sonone (2002) while highlighting the nature and status of interactive multimedia technologies in Open universities of India focused on the idea that interactive educational technologies can improve the quality of a teaching-learning process by amalgamating different forms of media and facilitating a high degree of communication between teachers and students. Similarly, Genden (2005) highlighted use of multimedia and its benefits in distance learning and provided some future trends of multimedia, which can help in utilizing multimedia in distance education. Rasul et. al., (2011) reported that audio visual aids played a very important role in the teaching learning process and such aids motivate both teachers and students providing knowledge in depth and detail. Audio visual aids change the classroom environment and play an important role in learning. As such, universities should provide facilities of audio visual aids and the teachers should be trained and motivated to use them. Murugan Krishnapillai (2011) has emphasized the need of quality assurance of the technology enhanced services used in the teaching learning process and has identified some of the quality indicators of learner support services in the ODL mode.

Samreen Akram Sufiana, and K. Malik (2012) have identified the use of audio visual aids in teaching of Biology at secondary school level and illustrated various pros and cons of audio-visual aids.

S. Malik & A. Agarwal (2012) have provided a comprehensive study of the use of multimedia in education. The authors have also presented a list of such papers accompanied by annotations that describe use of multimedia and its relevance in education.

Sandra de los Angeles Parreño Garzón (2012) has investigated the significance of the use of audio-visual aids for learning and has found that audio visual tools like video recordings, audio recordings, photos, slides and overhead transparencies help in learning, but they should be considered only as aids and not as educational methods that stand alone. However, video recordings have been identified as the most favoured audio visual aid; though the production requires financial resources as well as professional expertise.

Bent B. Anderson and Katja van den Brink (2013) have provided an analytical pedagogical scenario for using multimedia in education, its role, production process, use of multimedia in the teaching and

learning process etc. They have also described different applications of multimedia at different levels and sectors of education.

### **3. Research Questions:**

Reviewing the literature in this context, the researcher has developed three basic research questions in this study. They are:

- a) What are the different multimedia tools used in KKHSOU?
- b) What is the delivery mechanism of the multimedia learning materials?
- c) Do the learners of KKHSOU use the multimedia learning materials provided by the university?

### **4. Research Methodology:**

Research is defined as a scientific and systematic search for pertinent information on a specific topic (Kothari, 2004). Research methodology means all the methods and procedures used in collecting, analyzing and interpreting data to find answers to the questions or research problem. In this study, both qualitative and quantitative methods have been used. Three study centres located at different geographical locations were selected for the study using purposive sampling technique. The study centres were located in urban, semi-urban and rural areas of the state. The researcher prepared structured questionnaires and the learners of different study centres were asked to fill them up. Each question was filled up by the learners under the supervision of the researcher and the coordinator of the respective study centres. A structured questionnaire was also provided to the In-charge of the Multimedia department of the university. For qualitative analysis, focused group discussions were held among the learners.

### **5. Results and Findings:**

Krishna Kanta Handiqui State Open University in Assam is the 14<sup>th</sup> Open University of India and the only open university of the North East region. KKHSOU, established under the provision of the KKHSOU, Act' 2005 enacted by the Govt. of Assam & published in the Assam Gazette (extraordinary) dt 29/9/05 has been recognized by the Distance Education Council, New Delhi vide letter no. DEC/Misc/07/5957 dated 03/10/07. The University Grants Commission vide its letter No. F.9-13/2008(CPP-I) dated 18th March 2009 also has empowered the University to award degrees under Section 22 of UGC Act, 1956.

It had initiated a Multimedia Production Unit in the year 2011. Multimedia learning materials of KKHSOU include audio, audio-visual and new media materials. About 750 audio and 250 audio-visual materials have been produced till date. The University has also launched the first community radio service of North East named as 'Jnan Taranga', which broadcast community programmes with effectual educational programmes from the university curriculum for upliftment of the learners and the community at large. It is also available as web radio and can be accessed from the University's website. An Android App of the university has also been launched recently. This App includes all kinds of news and information about the university. The Android App of KKHSOU has been recently awarded Gold medal in the category 'Innovation in Open and Distance Learning' by IGNOU, New Delhi.

The multimedia learning materials of KKHSOU are listed as follows:

***Audio Materials:***

- EKLAVYA: an educational programme broadcast by All India Radio (AIR), Guwahati and Dibrugarh every Saturday from 8 PM to 8.30 PM
- Live Phone-in programme on every Thursday by AIR from 9.15 AM to 10.15 AM
- Live Phone-in on every 4<sup>th</sup> Saturday by AIR from 11.30 AM to 12 PM
- Audio programmes on course curriculum uploaded at University's website, provided to study centres and broadcast through Jnan Taranga CRS
- Audio CDs provided to visually impaired learners

***Audio-visual Materials:***

- Video classes and academic discussions produced and uploaded at the You Tube Channel of the University and University's web portal
- DVDs provided to study centres and learners with courses as blended and supplementary materials

### ***New Media Materials:***

- SLMs uploaded in University's web portal
- Web radio
- Job portal
- Android App

### **i) Quantitative Analysis:**

The study was done with 250 respondents in three different study centres of KKHSOU. Geographical location was used as a variable for this study. Three study centres from different areas like Kamrup Rural, Kamrup Metro and Morigaon districts were considered for the study. The centres were Karmashree Hiteswar Saikia College, Morigaon College and Sualkuchi Budram Madhab Satradhikar College in urban, semi urban and rural locations respectively. 74 learners were from Morigaon college, 96 from Sualkuchi Budram Madhab Satradhikar College and 80 were considered from Karmashree Hiteswar Saikia College.

**Age of the Respondents**

|       |           | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
|-------|-----------|------------------|----------------|----------------------|---------------------------|
| Valid | 15-25 yrs | 70               | 28.0           | 28.0                 | 28.0                      |
|       | 25-35 yrs | 146              | 58.4           | 58.4                 | 86.4                      |
|       | 35-45 yrs | 26               | 10.4           | 10.4                 | 96.8                      |
|       | 45-55 yrs | 8                | 3.2            | 3.2                  | 100.0                     |
|       | Total     | 250              | 100.0          | 100.0                |                           |

**Table 1**

The age of the respondents came under the following categories. 58.4% were from the age group of 25-35 years, 28% from 15-25 years, 10.4% from 35-45 years and 3.2% were from 45-55 years.

**Sex**

|       |        | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
|-------|--------|------------------|----------------|----------------------|---------------------------|
| Valid | Male   | 135              | 54.0           | 54.0                 | 54.0                      |
|       | Female | 115              | 46.0           | 46.0                 | 100.0                     |
| Total |        | 250              | 100.0          | 100.0                |                           |

**Table 2**

54% of the respondents were male while the remaining 46% were female respondents.

### Educational Qualification

|       |                       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | HS passed             | 170       | 68.0    | 68.0          | 68.0               |
|       | Graduate              | 65        | 26.0    | 26.0          | 94.0               |
|       | Post graduate & above | 15        | 6.0     | 6.0           | 100.0              |
| Total |                       | 250       | 100.0   | 100.0         |                    |

**Table 3**

68% of the respondents had completed senior secondary courses and were pursuing graduation. While 26% respondents had completed their graduation and were pursuing post graduation, only 6% of the learners had completed post graduation. The learners were studying in the last year of their graduation and Diploma in Elementary Education.

### Use and access of internet

|       |     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----|-----------|---------|---------------|--------------------|
| Valid | Yes | 197       | 78.8    | 78.8          | 78.8               |
|       | No  | 53        | 21.2    | 21.2          | 100.0              |
| Total |     | 250       | 100.0   | 100.0         |                    |

**Table 4**

78.8% use and have access to internet while 21.2% do not use internet.

### Nature of multimedia materials

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | User-friendly     | 166       | 66.4    | 66.4          | 66.4               |
|       | Not User-friendly | 15        | 6.0     | 6.0           | 72.4               |
|       | NA                | 69        | 27.6    | 27.6          | 100.0              |
| Total |                   | 250       | 100.0   | 100.0         |                    |

**Table 5**

66.4% of the respondents found multimedia materials user-friendly while only 6% respondents did not find them user-friendly. 27.6% did not know about the multimedia materials provided by the University.

### Use of multimedia materials:

Regarding use of different IT tools, 60% use cell phones for sharing information, 26% use browsing, 2% interactive video, 3.2% use emails, 2.8% use browsing and cell phones, 2% use emails and cell phones, 1.2% use browsing, emails and cell phones for accessing and sharing information.

**Downloading and using of online materials**

|       |            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Easy       | 123       | 49.2    | 49.2          | 49.2               |
|       | Very easy  | 15        | 6.0     | 6.0           | 55.2               |
|       | Tough      | 14        | 5.6     | 5.6           | 60.8               |
|       | Very tough | 1         | .4      | .4            | 61.2               |
|       | Never done | 97        | 38.8    | 38.8          | 100.0              |
| Total |            | 250       | 100.0   | 100.0         |                    |

**Table 6**

The respondents were asked if they downloaded and used online materials for learning. To this, 49.2% said it was easy while 38.8% said they had never done it. 6% said downloading and using materials online was very easy for them while according to 5.6% it was tough. Just one respondent i.e. 0.4% said it was very tough.

When the respondents were asked if the University provided them with online materials, 22% said it did provide, while 63.2% said that it did not provide. However, 14.8% said they did not know if the University provides them online materials or not.

**Online materials used for learning**

|       |     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----|-----------|---------|---------------|--------------------|
| Valid | Yes | 72        | 28.8    | 28.8          | 28.8               |
|       | No  | 178       | 71.2    | 71.2          | 100.0              |
| Total |     | 250       | 100.0   | 100.0         |                    |

**Table 7**

Regarding the use of online materials, 71.2% said that they did not use, while 28.8% said that they used such materials for learning.

| If OER is useful |            |           |         |               |                    |
|------------------|------------|-----------|---------|---------------|--------------------|
|                  |            | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid            | Yes        | 59        | 23.6    | 23.6          | 23.6               |
|                  | No         | 85        | 34.0    | 34.0          | 57.6               |
|                  | Can't say  | 31        | 12.4    | 12.4          | 70.0               |
|                  | Never used | 75        | 30.0    | 30.0          | 100.0              |
| Total            |            | 250       | 100.0   | 100.0         |                    |

**Table 8**

The respondents were asked about Open Educational Resources and if it was useful for them. 23.6% said it was useful for them while 34% said it was not useful. 12.4% were not clear about it and therefore could not say anything about it. 30% had however never used OER for their learning.

**Delivery of multimedia materials:**

| Duration of receipt of multimedia materials |                |           |         |               |                    |
|---|----------------|-----------|---------|---------------|--------------------|
|   |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                       | Immediately    | 35        | 14.0    | 14.0          | 14.0               |
|   | 3-6 months     | 101       | 40.4    | 40.4          | 54.4               |
|   | After 6 months | 12        | 4.8     | 4.8           | 59.2               |
|   | Very late      | 67        | 26.8    | 26.8          | 86.0               |
|   | NA             | 35        | 14.0    | 14.0          | 100.0              |
| Total                                       |                | 250       | 100.0   | 100.0         |                    |

**Table 9**

Since one of the objectives of the study is to know about the delivery mechanism of the multimedia materials, the respondents were asked about the duration of receipt of the materials. To this, 14% said that they received them immediately after their admissions, while 40.4% said they received within 3-6 months. 4.8% said after 6 months and 26.8% said they received them very late. 14% said they are not very clear about the receipt of these materials.

27.2% said that they received individual copies of multimedia materials, 6.8% said they accessed such materials only at study centres, 20% said they accessed multimedia materials from internet, 3.6% said multimedia materials were provided through radio and 5.6% said

through television. 34.4% said they could not say anything about it. Only 2 respondents that is 0.8% said they accessed multimedia materials from both internet and radio. 0.4% said they accessed through internet and TV, 0.4% through radio and TV, 0.4% through internet, radio and TV while 0.4% said they did get individual copies as well as through TV.

The respondents were asked if they prefer radio for learning. 30.4% said they used All India Radio, 10.8% used community radio, 3.6% used Gyan Vani while 54% did not use radio for learning. 0.4% use other radio channels while 0.4% use both GyanVani and community radio and 0.4% use both Gyan Vani and All India Radio.

Regarding preference of use of TV, 34.4% use Doordarshan, 13.2% use Gyan Darshan, 15.2% use other channels like discovery, National Geographic, History channel etc. 33.6% do not use TV for learning while 3.2% use both Doordarshan and other informative channels and 0.4% use both Gyan Darshan and other channels for learning.

Regarding the place of using multimedia materials, 46.4% said they used at homes, 6% used at workplace, 5.2% used at study centres, 2.8% used at friend’s place while 2.8% used at cyber cafes. 34.8% however did not use multimedia materials. 0.8% use multimedia materials both at home and study centres, 0.8% use both at home and workplace while 0.4% use both at home and at friend’s place.

With regard to the use of internet, 10.8% use social networking for learning, 54.4% use Google, 3.2% use University online materials, 1.6% use Wikipedia, 0.4% use OER while 25.6% use both social networking and Google, 1.6% use both Google and Wikipedia, 0.4% use both social networking and Wikipedia, 0.8% use all the sources of internet for learning. 0.4% use social networking, Wikipedia and OER. 0.4% use social networking, Google, university materials and Wikipedia for learning.

**If multimedia is useful**

|       |           | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Yes       | 232       | 92.8    | 92.8          | 92.8               |
|       | No        | 16        | 6.4     | 6.4           | 99.2               |
|       | Can't say | 2         | .8      | .8            | 100.0              |
| Total |           | 250       | 100.0   | 100.0         |                    |

**Table 10**

Regarding the usefulness of multimedia learning materials, 92.8% said multimedia learning materials are useful for them in learning. 6.4% said they were not useful. However, 0.8% could not say anything about it.

**How much multimedia is used**

|       |           | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
|-------|-----------|------------------|----------------|----------------------|---------------------------|
| Valid | Always    | 19               | 7.6            | 7.6                  | 7.6                       |
|       | Sometimes | 167              | 66.8           | 66.8                 | 74.4                      |
|       | Often     | 13               | 5.2            | 5.2                  | 79.6                      |
|       | Never     | 51               | 20.4           | 20.4                 | 100.0                     |
| Total |           | 250              | 100.0          | 100.0                |                           |

**Table 11**

66.8% of the respondents sometimes use multimedia materials while 7.6% always use these materials for learning. 5.2% often use multimedia materials but 20.4% have never used the materials for their learning purposes.

**Requirement of multimedia**

|       |           | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumula Percent</b> |
|-------|-----------|------------------|----------------|----------------------|-----------------------|
| Valid | Yes       | 193              | 77.2           | 77.2                 | 77.2                  |
|       | No        | 36               | 14.4           | 14.4                 | 91.6                  |
|       | Can't say | 21               | 8.4            | 8.4                  | 100.0                 |
| Total |           | 250              | 100.0          | 100.0                |                       |

**Table 12**

According to 77.2% learners, multimedia is required while 14.4% said that they did not require such materials in their learning. 8.4% were not clear and could not say anything about it.

Regarding difficulty in using multimedia, according to 22% of the respondents, multimedia materials are ambiguous to them. 20.8% said that the lack of use of technology made it difficult to use multimedia materials for learning. 31.6% said that the lack of instructors posed difficulty in using multimedia. 21.6% said that due to the lack of interest and paucity of time, the respondents could not use multimedia for learning. 1.6% faced no difficulty in using multimedia. 0.8% said they found multimedia ambiguous as well as the lack of use of technology hindered them from using multimedia. 0.4% said that they considered

the lack of use of technology was the reason behind the instructors' not being able to use multimedia. 0.8% said that the lack of use of technology as well as time/interest had been the barrier for using multimedia materials in learning. 0.4% said multimedia has been ambiguous and lack of knowledge of technology and instructors have created difficulty in using multimedia.

When the learners were asked about the need of multimedia materials, 47.6% said that multimedia enhanced knowledge. 24.4% said it provided added information. 9.25 said multimedia did not relate to their course and 16.4% said they do not need multimedia for their learning. 1.2% said multimedia not only enhanced their knowledge but also provided them added information.

## **ii) Qualitative analysis:**

A focus group discussion was held at Karmashree Hiteswar Saikia College, a study centre of KKHSOU situated in Guwahati. The learners were of D.El.Ed 2<sup>nd</sup> year and were provided audio-visual CDs along with printed self-learning materials. A total of twelve learners were selected who had the experience of using audio visual aids for learning. The age group of the learners was of 25 to 50 years. The learners were mostly based in urban area since during quantitative study; it was found that the rural learners were not using multimedia aids in their learning. The rural learners were more dependent on their textbooks. A set of questions were asked at the discussion, which were broadly divided into the following three questions:

1. What are the different multimedia learning materials used in your learning?
2. Do you face any difficulty while using these materials? What are the main barriers in using multimedia materials?
3. Do you think the multimedia materials are of any use in your learning? What are your suggestions regarding its efficient use by the learners?

The participants were first asked about their knowledge of multimedia materials. A few participants shared what they understand about the term. One respondent was quite active and possessed good knowledge about such materials. It was learnt that apart from the audio-visual materials provided in the curriculum, she also looked for online materials uploaded in the E-bidya at University web portal. She

searches for examination routines, timetables or any kind of admission related information in the university website. She also searches reference materials for her study in Google and Wikipedia. She urged that all the printed books should be uploaded online as a matter of fact so that learners could access them anytime rather than carrying them wherever they went. She has gone through the KKHSOU library in the past searching for her required books and also job portal looking for suitable jobs for her friends and relatives. This is a welcome gesture as being a lady of 36 years, she utilizes all kinds of possible technological resources available or provided by the University. On the contrary, few other respondents faced difficulties while using technological tools. Though all three of them have conveniently used the audiovisual CDs provided to them in their curriculum, they face problems in accessing other videos uploaded on YouTube or on the University website. They did not seem technology perceptive and as such lacked confidence while accessing online materials. However, one respondent mentioned that as soon as she completed her course in the University, she would enroll herself into a computer course so that she could access such materials in future. The discussion lasted for 40 minutes.

In another focussed group discussion with the visually impaired learners of the university at MNC College study centre, Nalbari, it was found that a number of such learners had been pursuing Master degree after successful completion of their graduation with the help of audio materials provided by the university.

## **6. Conclusion:**

In this research paper, the researcher has studied the use of different multimedia learning aids by the learners of KKHSOU. The multimedia tools help to facilitate effective learning. Since the learners are separated by distance and time, printed study materials do not suffice the needs of the learners. They need added tools for learning that makes learning easy as well as simple to understand. With the introduction of new technologies in education, multimedia in the form of audio, audio-visual and new media provide new avenues to the learners. As identified by a number of learners, learning becomes interesting with the help of such aids. In fact, these tools are more important in open and distance learning. Although a number of institutions providing open and distance learning have acknowledged the significance of multimedia materials in distance learning, only a few are planning and yet to establish multimedia/

electronic media production centres so as to provide supplementary materials to the learners apart from printed text books. A case study has been conducted at KKHSOU, which has shown that many learners are using various multimedia tools provided by the university. However, many learners are still not aware of such materials. The learners should be made aware of the learners support services provided by the university so that they can use it to their advantage to the best possible way. Apart from producing quality materials in different multimedia formats, the learners should be made aware about its use and significance in learning. The delivery mechanism of multimedia materials is another area where the authorities may look into.

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