So I teach a class called Introduction to Cognitive Neuroscience, usually every fall. And in that course, we kind of start out the class talking a lot about neuroanatomy. And in the past, it's been very hard to discuss neuroanatomy without having any kind of hands-on, you know, experience for the students. And so this year, during the CLT Faculty Fellows Program, I talked a lot about how to integrate more hands-on activities within that class. And one of the ideas that came up during that discussion was to use the 3D printer at the library. And so what I decided to do was print 3D brains for each student. They could carry around with them all semester. They could color it however they wanted to and use it to be able to learn neuroanatomy. And so what I did was, we kind of played around with this a little bit. First we printed a full sized brain, which was too large to give every student, so we kind of scaled it down. And this is about a quarter size of half of the brain, so one hemisphere. And then the students could use that throughout the semester to color to the different parts that we discussed and be able to learn neuroanatomy. So we printed 35 of these in the fall semester and gave them to every student, that they used throughout the semester. In addition, a later part of the course, we talk a lot about patients with damage to different parts of their brain and what, how those result in behavioral deficits. And one of the famous cases is Phineas Gage, who was working on the railroads in Vermont in the late 18 hundreds and a tamping iron shot through, it exploded and shot through his head, went up underneath his cheek and through the top of his head. You can see there's the top of the skull where it exited. And he had major damage to part of his frontal cortex and then changes in his behavior that followed. And his has been a very famous case to understand the importance of prefrontal lobe in cognitive functioning. And this is a replica of his skull, which is actually on display at a museum at Harvard Medical School. So, and people have scanned his skull and we were able to use those scans to create a 3D print of his skull to see where that damage occurred. So we, I use this in class to just pass it around and so students can actually see where that damage is occurring. Both Sue Odell and Jeff Cosgrove-Cook were very helpful in helping me decide on what size to print and how we were gonna print these brains. And then actually printing all 35 of them all the way up until the last minute before classes started when students, you know, were finalizing their registration at the beginning of the semester.