

# s02e02 - Kate Curry\_mixdown.mp3

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## SPEAKERS

Gina Turner, Tom O'Connor, Kate Curry, Theme Music, Kelly Allen

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-  **Gina Turner** 00:12  
Hello and welcome to Pedagogy A-Go-Go, a podcast about college faculty sharing what happens in their classrooms and why. This is season two, Episode Two, "Learning Through Doing," and we are your hosts Gina Turner and Tom O'Connor.
-  **Gina Turner** 00:36  
Hi, Kelly.
-  **Kelly Allen** 00:37  
Hi, Gina.
-  **Gina Turner** 00:39  
So, Kelly is sitting in the hot seat today as the cohost of Pedagogy-A-Go-Go. Tom had to go be trained to do some Assistant Dean like business/administrator stuff, I'm sure it's very important. And I'm sure he's having a wonderful time.
-  **Kelly Allen** 01:00  
I just want to be so snarky there. It's like "yes, administrators tell us that they're doing

important stuff." We're going to take their word for it.



Gina Turner 01:12

We won't be harsh on him. We love and heart administrators. I'm making a heart symbol with my hands.



Gina Turner 01:20

So Kelly, why didn't you want to host this in in the first place?



Kelly Allen 01:25

Why didn't I?



Gina Turner 01:26

Why did you not want to be a host of this? Because as Tom always likes to point out, you have a voice for radio.



Kelly Allen 01:34

He calls me the male Terry Gross, yes.



Gina Turner 01:39

What?



Kelly Allen 01:42

And I don't know if I agree. But anywho, the reason why I didn't is like I'm more of a listener. And part of that stems from, with my education throughout the years, and understanding of how my gender and how my my race works in the performance, you know, just of my body in a space that I've just told myself that it's usually best that I just kind of be silent and listen, learn.



Kelly Allen 02:26

And I don't know. So yeah,

G

Gina Turner 02:27

Yeah, no, that's cool. That's cool. As I was driving in today I was listening to a new podcast. And I was struck by the voices on the podcast and I knew, it's called "Thirst Aid Kit," and it's actually very funny. It's two women talking about their crushes. And they get a little raunchy, it's very cute but it but it's very much in good, fun and it's very playful. So I knew one of the women. I knew she was an African American woman who is a freelance journalist and is a co host of another podcast I listen to. I wasn't familiar with the other woman. But I knew that she was also an African American.... well, a woman of African descent I should say, because then I heard her voice and she has this beautiful British accent. And I just thought, it's so cool to hear voices that are different, and different than the voice you would expect. And so just what you said is kind of tying into that, like, I appreciate you not wanting to be a voice because maybe you feel that your category of voice is over-represented or something like. I don't want to put words into your mouth.

K

Kelly Allen 03:44

Oh, no, no, that's I think totally it, but you know, then there's Tom, you know, he's a white guy too. So, I just overthink things and, listening back to the episode where it is the four of us... And you know, I just the whole time I'm just like shaking my head. And I think I must have said in regards to or I know I had this phrase that I said like, so many times and like I just like overthink things. And I think it's best if I just sit in the corner of the room and listen and write down my thoughts, pass them off to you or Tom, and you can do what you want with them.

G

Gina Turner 04:27

Well, I think you are... I said this to Tom in the last episode that he was selling themselves short about something, I think you're selling yourself short on that, and also it's just always a bad idea to listen to yourself because I was checking the transcription of our last podcast that we recorded, our last episode, and listening to my own voice and how many times I say "it struck me" and I was just picturing a cartoon of myself getting hit over the head with a hammer. "It struck me" too many times.

K

Kelly Allen 05:04

Isn't it fascinating how listening to ourselves does that. So, when I first started teaching, I was making I guess, which, like, was an early podcast on these different developmental writing strategies. And I would then, you know, get them to my students so that they had this other way of kind of digesting the material.

G Gina Turner 05:29  
Cool.

K Kelly Allen 05:30  
But during that experience, I had to listen to my voice a lot. And in the beginning, it was terrifying. It's like "oh, I cound all nasally" or you know, something like that. Not Terry Gross at all. Maybe gross, but not Terry Gross. But then, you know, over time I got used to it. Now like I can listen to my voice. It's all right. But I do notice like patterns and like the phrases that I just kind of like lean on to fill space.

G Gina Turner 05:59  
Oh, yeah.

K Kelly Allen 06:00  
Which has a whole, you know, I could digress into this whole other thing about my use of foul language as well. Like I used to cuss so much and I realized that one of the reasons I would swear so much was because I was terrified of empty space, so I needed to throw something in there. But also if I'd get nervous, I would just leave it, yeah, just swear, just like a crutch. And yeah, it was terrible. But now I find that instead of cussing I use these other phrases. Yes. It's just the oddest thing.

G Gina Turner 06:38  
Well, you know, that's such a... that speaks to me very directly, because my first semester at Northampton was very challenging, and they've just recently changed our class evaluation forms. But one of the questions that I think most people hated or thought was ridiculous, was "Does your instructor have any annoying mannerisms?" Oh, and I got hammered by one class that, I could tell we weren't gelling. And again, I was new to the community college, I still needed to sort of figure out my methodologies here. But once they had counted how many times I use the word "ummm" and a group of them all included that in my assessment of how many times in one class I had used the word

K Kelly Allen 07:27  
I love students, but they can be brutal.

**G** Gina Turner 07:28  
Whooh that was rough... there were a lot of tears. And so then I was consciously not wanting to use "umm" and found that, instead, I started talking like this. So it took me a whole semester to kind of get over that trauma. But yeah, we do have these verbal crutches because we're afraid of silence, because we're afraid of looking dumb. Yeah. So it's..

**K** Kelly Allen 08:03  
So okay, so you just heard my "aaahhh." it's amazing Gina how just fantastic you are with creating these transitions, and one of the transition things, like so one of the things that I wanted to share with you had to deal with music. But now when you're talking about filling these empty spaces, that also got me thinking about kind of my earlier teaching experiences, and I don't know if I shared this with you, or if I shared this on our last podcast, our group podcast, if you will "If you will!" That's the phrase I used all the time. I just caught myself. And now I'm mortified.

**G** Gina Turner 08:47  
Well, it struck me... [laughter].

**K** Kelly Allen 08:51  
[laughter]. But anyhow, so in the early goings of my teaching, I was so mortified by the silent spaces that I used to play music while I was teaching.

**G** Gina Turner 09:04  
Wow!

**K** Kelly Allen 09:05  
And I did find by the way, so I did some research on this: of all the different musical tastes of our students, the two safest... I don't know if I should safe "safest"... but the the two genres that were like, "okay, we can all deal with this" for our students is reggae and jazz, okay? And it's not jazz like

**G** Gina Turner 09:34

Be-bop... like hard bop or something.



Kelly Allen 09:38

Actually that would work, but if you got into, like, the experimental, like you know, Miles Davis's 'Bitches Brew' or something like that, they would be like "Whoa, what is this? What's going on here?" But those two genres, you play that and we're golden, but so here's the transition part.



Gina Turner 09:53

Yes?



Kelly Allen 09:53

So, Jeff and I on the ride up to Monroe today. We are having conversation and, oh goodness, we got to share the weird nature stuff that we experienced. But anyhow, I was sharing with him that I constantly have a soundtrack going on in my head. I I just always have music in my mind. So like right now I have a song in my head that I'll share with you later. But last night, in thinking about our guest, Kate Curry, the song from Ben Folds five.



Gina Turner 10:29

"Kate!"



Kelly Allen 10:30

Yes!












Gina Turner 10:30

I love that song. That's my favorite Ben Folds song. I'm bouncing in my chair I got so excited! I'm so glad you brought that up.



Kelly Allen 10:42

It's such a gorgeous, gorgeous song.

-  Kelly Allen 10:50  
And then another song that always comes up into my head in reference to people is Victoria by The Kinks," okay? If anyone says "oh yeah so hey Victoria," that song just eats up my brain and it's there for like a day and a half.
-  Gina Turner 11:30  
I don't know that song, but...
-  Kelly Allen 11:33  
Oh mercy it is good
-  Gina Turner 11:34  
I will I will listen to it on my drive back to Bethlehem. But you reminded me that I had a student named Veronica and every time I looked at her I was just like, doo doo doo doo doo and I finally asked her if she knew the song and she didn't know the song. So I was very excited that I got to share that with her.
-  Kelly Allen 11:51  
Very few people know Victoria, , so I was mildly heartbroken. You know - oh oh!
-  Gina Turner 11:58  
Well, speaking of Our guest Kate curry. We're very excited to have a conversation with her. So stay tuned. Absolutely.
-  Kelly Allen 12:08  
Looking forward to it.
-  Theme Music 12:12  
[music interlude]
-  Gina Turner 12:21

So, so are you recording? So he usually just sneaks on the recording and then we kind of just start Yeah. Well before we start, actually Tom is usually really good about this, doing the the introduction of the person and I completely space that maybe I should do the introduction [laughter]



Kelly Allen 12:46

I can do the introduction, or we can collectively do the introduction.



Gina Turner 12:50

Let's do it.



Kelly Allen 12:51

You know, could be like, you know, "Kate, welcome to Pedagogy-A-Go-Go please tell us who are you?"



Kate Curry 12:59

Well, thanks for having me. I am a full time faculty here in the early childhood education department. I have been at NCC for I think 17 years. This is the end of my sixth year full time. And prior to that I taught second grade for many years.



Gina Turner 13:17

And also you were last year's Christiansen Award Teacher of the Year, so you can't forget that.




Kate Curry 13:26


Thank you.





Kelly Allen 13:27


Let's unpack what that is for the non-Northampton listeners? The Christiansen Excellence in Teaching Award is something that is awarded.


 Gina Turner 13:42  
Nominated by students. We're both looking at each other and all of our phrases are ending with question marks. Neither Kelly nor I has ever won.


 Kelly Allen 13:58  
I did get the Richardson Spirit Award once, and I think that translates to the Northampton-est faculty or staff for that year,

 Gina Turner 14:08  
Well done. I want a \$25 gift card at staff appreciation last year.

 Kate Curry 14:14  
Gift cards go a long way.

 Gina Turner 14:16  
Because I answered a survey. So really, that's my big claim to fame. [laughter] None of this should be taking any weight from the fact that that's actually a really big honor that she won this award. So and I have had the pleasure of working with you, collaborating with you on presentations, we did a really fun presentation on basically creating kind of a positive environment in the classroom and so I was excited that we get to talk about that.

 Kate Curry 14:43  
Me too, I just was thinking about it the other day, because of Super Saturday, I did a workshop in the maker space where we talked about some brain-based strategies. And so I was looking at that old PowerPoint. What do we tell them? What do we say that still relevant?

 Gina Turner 14:57  
Yeah, yeah

 Kate Curry 14:58

That was a good experience. Yeah.



Gina Turner 14:59

Well, that's a great segueway because we always start out our little time together just by asking you, can you tell us what classes you teach and why those classes?



Kate Curry 15:11

Well, there are 10 courses in our program. And because I am the lone wolf up here, I teach all 10 of those courses at different times. So it could be Child Development and Learning, or Early Childhood Science, or Internship, Family and Community, they run the gamut of all the courses that are required in our program. So why do I teach them? Because I have to [laughter], because I teach the ones that are typically offered so that I can get to know our students and if there's others then an adjunct might feel that if there's the need for that, but otherwise, I end up teaching them.



Gina Turner 15:49

That's a lot of preps, is that a lot to juggle in here.



Gina Turner 15:54

I think that it's a contractual issue. Can we edit that out? [laughter]



Kelly Allen 15:58

There's actually a question about what would you change at the college or...



Kate Curry 16:04

Oh, okay, yeah,



Kelly Allen 16:06

We can definitely talk about that



Kate Curry 16:07

So what was your question?



Gina Turner 16:09

Well, my question was... and absolutely anything can be edited out.



Kate Curry 16:14

My preps...



Gina Turner 16:16

Yeah, it was, it's a lot of preps. And I have the understanding that those classes are pretty structured and that everyone who teaches them adheres to a particular structure of the class. How much freedom do you have within those preps? So I guess I'm kind of asking both. It's a lot of preps for an individual instructor, but at the same time, how much structure is there in those preps?



Kate Curry 16:40

Right? Well, because it's accredited, it's all those classes are online, and they all have a master shell that is managed by faculty, full time. So there's three of us that are full time early childhood, we each manage three of those shells. So an online instructor is teaching exactly the same content that we are. In the classroom, we have a great deal of freedom to teach.



Gina Turner 17:02

Okay.



Kate Curry 17:03

I believe, however, we want to do that as long as we're meeting the guidelines for accreditation. So I think, different from public school, we have an incredible amount of freedom, I do, to teach however I think is going to best get students to learn what I want them to learn, what they need to learn,



Gina Turner 17:18

That's great. It's great that you have that balance and that you feel that that freedom, because I also think that it's really nice to have that structured piece online, maybe more and more because the pieces that are available online are really useful and helpful, I think, for the students to learn what we're asking them. So speaking to that, you said you have the freedom to do what you would like to do in the classroom. The next question is: Is there one word that you could use to describe yourself as a teacher?

K

Kate Curry 17:52

I think a learner I think a learner is really how I see myself. I think my students so often teach me just about life and about how they learn, that is unique to each group of students that comes through. And what I want them to think about themselves as even as they are teachers, all my students, I hope will be teachers is that they need to be constantly learning. And if you stop learning, then I really don't don't think you can be an effective teacher. So I think passionate is also true in some of those other things. But I really, I feel like the older I get, the more I have the mindset of, oh, you're here to learn. I mean, you may have some stuff to say, but you're really here to learn. Otherwise, I don't think you're a good role model.

G

Gina Turner 18:41

Yeah, yeah.

K

Kate Curry 18:41

I think it's it's kind of something I've been throwing around as I think about what kind of professionals I want to be teaching our young people. And so I'm hoping that that's the message I give them when I'm in the classroom.

G


Gina Turner 18:53


Yeah, that's, that's an important thing to be modeling. And Kelly, wasn't that the word that you used for yourself?


K


Kelly Allen 18:59


Yes. Yeah.


 Gina Turner 19:01  
So tell us more about that? The tables are turning.

 Kelly Allen 19:05  
I don't know if I want to relive that. But I don't know. But could you explain to us like, what does that look like?

 Kate Curry 19:13  
Yes, absolutely. I think one of the things that I've noticed about students, my own sons included, is that our school systems are teaching them that there is one right answer, and therefore they come to my classroom and probably yours, and when we ask a question, there are blank stares. Because they want to tell you what color the red wagon is, "that's red," that's very safe. And I think, for me, the learner hasn't been in the questions that I've really tried to think about what I say to them, because I can learn a lot more about what they know and what they don't know if I'm asking questions. And so if I'm asking, I pepper them with questions constantly, sometimes they can't even raise your hand or answer the question before I ask another. What do you think well, why would that be and It's through that that I'm learning. So I'm learning sometimes their experiences of being an under-resourced student or a first generation student, or a working student, or just a parent, have taught me something that I didn't know before. And then I can use that. Another time, I had another student told me this, is this true of you guys, is that make sense about this theory or something like that? So I would say it's in the questions, and in creating an environment where it's safe to not know the answer. Because if I'm willing to learn, then I must not know everything. And if I don't know everything, then maybe it's okay for them not to know everything. And so, that's become really important to me, because I don't think they're going to really engage and find meaning if, if I'm looking for a right answer.

 Kelly Allen 20:45  
Do you tell them that you're doing that?

 Kate Curry 20:47  
That I'm peppering them with questions?

 Kelly Allen 20:49

Well it seems like so. So in your mind as you're in the classroom, you're trying to gain information from them, that you you hope to then use as part of their education. So they're providing you with the materials for their learning environment. So that's going on in your mind. But do you let them know that you're doing that?

K

Kate Curry 21:18

Sure. I think I often will say to them a couple things. First, I'm going to ask you lots of questions because there isn't one right answer. And you have to take a risk to be able to be right or wrong. And then secondly, I will say to them, you know, thanks for sharing that, because we wouldn't have known that if you didn't share that story. And so your stories, your experience teaches all of us something. And, trying to give an example, I don't have one off top of my head, but so often they'll say something that would not have been meaningful if I shared the story, because I didn't walk in with that experience. And when they say they can identify with each other, more so than than my example. So I do, I tell them that we, each one of you is here to teach me something, and if you're not here in class then we're we're missing out. That doesn't always motivate them to want to come [laughter] but, you know, I do tell them that.

K

Kelly Allen 22:05

That's very, like, an empowering environment

K

Kate Curry 22:09

I hope so

K

Kelly Allen 22:11

Well it sounds like it. Now earlier though you had mentioned your work with the Maker Space, could you perhaps share with us what that is and perhaps how your pedagogy has influenced that initiative and what that means for for you as a professional but then also for your students?

K

Kate Curry 22:34

Sure. How much time do we have now?



Kelly Allen 22:36

[laughter] We've got oodles.



Kate Curry 22:38

Okay, so, a long time ago, and some of you have heard this story, I got to know Jeff Burner we were hired around the same time sitting at a NCC 101 meeting. He said what do you do? I said, What do you do? And I said, I want to do what you do with my students. And so I happen to be teaching down in Bethlehem and had the permission the freedom to take my students, we went three times. And created something. And it was from that the partnership was born. And then I drove students down from here. And that was a long haul. And I thought, you know, this is too much for our students to be doing. We need a space here. And the whole purpose of the space is really not to create something, although they do for me. I have seen that students have become more and more disengaged from their learning again, I have two boys that I have watched go through the public school system. I was a public school teacher, and it was very different back then. And we are not graduating kids who can think for themselves, they desperately want to think for themselves, but they, they don't have the chance. And so this, this space came from, well, five years of, you know, beating down doors and burning people's ears. "What do you think about a maker space on our campus? You know it can we get one of those." And it ended up with a laser engraver and one 3d printer sitting in my classroom for a year. While I'm like "this is not going to work, we need some more space." And so then we got some more room. And the whole point is that it is a place where you make mistakes, it is a place where ideas are born, it is a place where collaboration happens. It is a place where critical thinking occurs. Communication, creativity, it is a place where all the good in us has a chance to thrive and how we learn. And you know, some people, it's hard to shift mindsets, I think sometimes because at first glance you might think well I teach. I don't know biology, but I'm not going to print a heart down there in the 3d printer. You might, but really, what you're going to do there is you could engage your students in an experience where they're all on the same playing field. They all have to take a risk. They all have to work together. They all have to figure things out, which are really skills that you need no matter what you do. Whether you are a teacher, whether you are a biologist, whether you fix cars... It creates an environment where you can tailor it. Every kid that is going to graduate from our classrooms is going to need technology in some way. Now, it may not be the technology in that space, but it's going to be technology. And there's another opportunity to teach them to not be afraid. If you break it, we're going to fix it. Things break when we try new things. So I think, on and on, it has challenged me to think about how to engage students, because they're coming to us not engaged. And even though we engage them, if we got them where they already had a chance to have some of those skills, I think we could take them farther in the time that we have.



Kelly Allen 25:38

Now, just to kind of rewind, just a scoche. Can you just briefly explain who Jeff is, not our Jeff, and then also with the space, what the space is that you were referring to down in Bethlehem?



Kate Curry 25:54

Sure. So Jeff Burner is the director of the Fab Lab in Fowler Center, and I believe Jeff was a tech teacher. I think he taught high school before he came here. And so his Fab Lab is... it has cutting edge everything you can name. But it is a place where he's the director of that center and does a lot of community connection and training and stuff like that. But I think there's been a disconnect in that for faculty as well. Coming from what can faculty at Bethlehem do in order to... how can they utilize that space?



Gina Turner 26:35

Well, you're making me think too, because I know some of that... and correct me if I'm wrong, I know that they make everything from musical instruments to... What else did I make down there?



Kelly Allen 26:48

Well I know that Kate your students, I think, made games, like educational games, which you know, if we have the time, I hope that we can get into that but yeah, they make all kinds of amazing things in that area and that the college since they've kind of redeveloped that space has really been putting a lot of energy into, I guess, inviting faculty to come and use that space.



Gina Turner 27:22

Well, what you're saying, sorry, I didn't want to interrupt, but what you're saying Kate is making me think. Because I have a hard time thinking outside the box for activities for my students that aren't really tied to the content that I'm teaching. And I'm just not.... I berate myself for not being creative enough of a thinker sometimes. But the way you were just describing it, what struck me is that you're teaching them the process of problem solving. And so it doesn't really matter what they're making. They're learning that process and and I have recently started teaching a research methods class. Not recently, I guess it's been about five years now. And I was so fun for me to teach a class that was about process, rather than just about content. And so now I'm kind of bringing more and more process to

all my other classes in the term in the sense that for a lot of my final exams, I'm not doing final exams, I'm doing final projects in my classes where I used to just do exams. And so now I'm inspired to think of what could be a project that they could do in the Fab Lab.

K

Kate Curry 28:32

Yeah. And I think going back to what you asked me about the fab, I think, sometimes the disconnect is that Jeff is the guide and the organizer of that space. And so I'll say to him, how about if we do this, this and this, can you like, help me figure that out. And so when we went the last time, which was probably a year and a half ago, we had three different modules set up and they moved within each module to accomplish something that was related to my class, and I thought if faculty could just see here, here, you can go and do this. See how it works for you, instead of you having to come up with something. They had created t-shirts to advocate their own t-shirt designed to advocate for a project they were writing. They did a hand mold that had to be a relational signal, because they were talking about we talked about family community relationships. Today, some of them did like this, or a heart or something and they mix the stuff and suck their hands in it and then Jeff had them make their own phone stand, which that was really just about using the different equipment. And he pretty much said, here's how you use it. He walked away, said they had to remember it, work with each other and use all the tools. But he helped me set that up and that's what we need here is somebody who's the technological piece. But it takes working together, to say well, how does that look? Well, here's an idea. Brittany Whitman came down one day with her students last year. Her computer's had not been working in her classroom. So she came down early with her whole class. And she assigned them to create an image on the Corral draw program that represented some things they've been talking about with personality traits.

G

Gina Turner 30:15

Oh, wow. Okay.

K

Kate Curry 30:16

So they did that, it was a three hour class that we engraved them, lasered them on the laser, and at the end they were all done and so as they were done, she stood with them in a circle in that room and they had to share how their - first all the students said what do you think that says about their personality, and then she connected it to her content. You would have thought she planned it that way.

G Gina Turner 30:38  
Oh my god.

K Kate Curry 30:38  
But she just... and we do a lot of... So far, I'm a one trick pony when it comes up, we can do anything on wood. We can laser any idea you have on wood, because I'm still learning the vinyl cutter and some of that other stuff, but you should see it.

G Gina Turner 30:52  
I'm going to come up and I'm going to see it now. Sol will email you and make an appointment to come with you and your class.

K Kate Curry 31:00  
The other point to make about this to anybody who will listen is that the technology is only as good as we are. I can do just as much fabulous things with marker and a chart paper. I would never say that that's not valuable because I use it all the time. But technology can make me better. But it's never a replacement for the relationships we have.

G Gina Turner 31:23  
Yeah, that's a great point.

K Kate Curry 31:24  
And I make mistakes there all the time. And they get to see me learning and stuff doesn't work. And then I want to quit, because it doesn't work. And I'm like, no, wait a minute. I thought you were here to learn something and you want them to be problem solver, but you want to quit. So it's really changed me when I want to quit because it can be lonely right now, that process is lonely. Anything you've ever undertaken on your own at first is lonely. Right. Is this gonna work? But it's teaching me again: learner, right? It's teaching me that if you want them to learn, you probably have to go first. So there I am. Now

K Kelly Allen 32:00  
Now... it feels like you're kind of like in my brain a little bit here. So you're talking about

how, you know, it's not just about the technology. So one of the things that I was thinking as you're sharing this with us, is that not all like institutions of higher education, have the privilege of this kind of space. Have you had the time or allowed yourself to think of how, one who does not have a fab lab or a maker space - how could they accomplish what it is that you've been doing?

K

Kate Curry 32:40

You mean without the technology? Well, they're going to come here. In our community, they're going to come here because it's going to be open to the community to come in and use it. But...

K

Kelly Allen 32:49


But I'm thinking of, like, I'm just going to throw out a community college's name because I'm familiar with it, but Westmoreland County Community College, I went there I think it's like 20 plus years ago. Based on my memory of that campus, I'm sure that it is evolved beautifully since, but they did not have anything like what you were talking about. So if there were a faculty at, say, Westmoreland County Community College or you know, any other college university that does not have we have - how would a faculty you believe do what you do? Is this something that's transferable?


K


Kate Curry 33:32


Yeah, I think, I think initially, what it would entail is there are many maker spaces and Fab Labs in different pockets and areas, which is one of the things that we looked at first: are there any in our area here in Monroe County, and the only thing we found was the Barrett Friendly library that happens to have some technology tools and stuff like that, that you can come and tinker with... mostly for kids, but nothing for us. So I think a faculty would first have to see it. There's resources available in their own community. And I would think that partnership is way more valuable. When you can connect with others in your community, then, you know, just hoping... and if there had been one here that we could utilize, I would have made that partnership, maybe it wouldn't have been here. So I think you have to transfer it in first of all your community, find out what your resources are. And then I'm a firm believer that if you don't have it, and you think you need it, then you have to advocate for it, you have to go get somebody to start with something small and go to somebody who knows. So in that area, there might be somebody that's not super close, but some of you can go and learn from and say, how did you get this off the ground? What did you start with? And, you know, how is it working? And that's what I learned from Jeff. You know, some of the things that he was doing that just how he teaches my students


when I'm there, he's, he's big about teaching and walking away. He is not going to do it. He will tell them the button to push before he ever does it for them. And I think that is power. Yeah, putting. So I think that's what I would do.


 Kelly Allen 35:06  
For the student


 Kate Curry 35:06  
And for me when he's teaching me something. So I think you find the resources if they're not there. Eventually, if you think they're important enough, you have to go get them.

 Gina Turner 35:14  
And you also mentioned that you can do you can be creative with your students with markers and sheets of paper.

 Kate Curry 35:20  
And apps. And you can start with technology pieces, and then build momentum with the things that are really cheap. And then make you know... so Cyd Skinner also has like virtual glasses. I think her office is filled with crazy items that really belong down there.

 Kelly Allen 35:36  
She's psychology, right?

 Kate Curry 35:37  
Yes. So she's, she's done that in her own little corner of the world. Unbeknownst to most of us, who don't see what she does, but she went after it. When she couldn't get somebody to pay for it. She bought it herself. I mean I'm not advocating for that. But we've all done that when we need something. So I think that's how you go get it.

 Gina Turner 35:56  
Well and you mentioned Cyd. And as we who is a professor full time professor here at them and the Monroe campus. But for you as a student, do you feel like you had a teacher or professor who was as creative and as kind of boundary pushing in terms of accessing

resources for you? Or was there a teacher that inspired you in some way? Maybe not in that arena, but in some other arena.

K

Kate Curry 36:26

Sadly, no professor that was creative in that regard that really inspired me. But I would say actually, the person who has inspired me the most to be creative and to think outside the box and to make learning valuable is my mom who was a retired teacher. And, you know, she would make pueblitos out of mud and ice cube trays so that her students could actually build what she was trying to teach them about the Native Americans and, and slugs crawling across their desk, to understand and measure how far they went... And she just never stopped making learning relevant. And I think that's the piece that's really important to me that it's relevant. So I did have one fifth grade teacher, I did not like him at all, but he did things on merit system. And we in order to motivate us to learn, and we got merits and we earned those and we got to make stuff and cook in a solar oven hot dogs. So I think he was trying to engage us. He just was kind of old and frumpy. But we were motivated by his desire to engage us and he did that through these weird projects which we were like, I want to cook out in the solar oven in the back in foil. You know, I want to make a stool out of a stump of wood and so I don't know how he did it. Those are some of the things he did.

G

Gina Turner 37:42

You're making me think of my second grade teacher, Mr. Nolty, who I adored because I thought he looked like Mike Douglas, which is a such an old reference, but he was a talk show host in the 70s. And he and Mr. Nolty also had a beautiful tenor voice and so whatever remember about that class was how often he would sing.

K

Kate Curry 38:02

That's important.

G

Gina Turner 38:03

Yeah. And he would teach us songs and I still remember this one song he taught us about Senor Don Gatto about a cat.

K

Kate Curry 38:10

You can still sing it?

**G** Gina Turner 38:11  
I can. I will spare you and the audience rendition of Senor Don Gatto, but, but I could sing it

**K** Kate Curry 38:23  
But it sticks with you.

**G** Gina Turner 38:27  
The other thing that struck me a couple times, you mentioned your mom being a real inspiration to you, and you've mentioned your sons and watching their experiences in school. And it also made me think of the education program, how much of a mix - this is kind of a jump - but how much of a mix of gender do you have in your students in the education program? Not

**K** Kate Curry 38:48  
Not any.

**G** Gina Turner 38:50  
No. So no males,

**K** Kate Curry 38:51  
Not typically any males. So it's very limited. I think. We don't do a good job of... I mean, first of all, our program starts zero to fourth grade. And so there's not a lot of guys that want to hang out with infants and toddlers. I don't blame them. But that's part of the program and observing and getting to work with those. So you really understand what development is like all the way up. Pretty much everybody should take an infant toddler class. If you knew where your student came from in those early years, you'd like be, "oh, that make sense, now I know."

**G** Gina Turner 39:25  
And it's a shame because again, I'm thinking of Mr. Nolty, right, who was teaching I guess

what we would have been seven or eight years old, and to have that male role model of education young is so important for young men as well as young you know, little boys as well as little girls. And so what do you think could be a way to make the profession more... to attract more males to the profession?

K

Kate Curry 39:55

I think there would probably have to be a you know a "K to four" track within that this Zero to eight fourth grade track where there was more experience in elementary school then in early childhood where they're not really interested. And there's there's still talk of that there used to be and I don't know if I'll get it right but it used to be like zero or early childhood was a different age bracket like zero to, I don't know, second grade or something like that. And now it's.. .and then it was K to six with a younger early childhood before that, and the zero to fourth grade has kind of messed some things up, because now there's a middle school grade age. I think four to, I don't know, eight. There's not a lot of people who want to hang out in fourth to eighth grade.

G

Gina Turner 40:38

It takes a special person my cousin loves middle school, teaching middle school, but yeah, it seems to take a special personality.

G

Gina Turner 40:45

There's still talk about the Pennsylvania Department of Ed going back to a K to six and that could help draw more young men into the field, and we certainly need them.

G

Gina Turner 40:54

Yeah, yeah. Again, it's just it's who you get exposed to in the classroom can have such an impression on you as you move through education. Well, so this also makes me think because you're talking about restructuring the ways in which they're creating categories of teachers. Do you have other thoughts as to, and Kelly kind of mentioned this before, as to what you might change in terms of academia, of teaching, of the structure of our, you know, of what we do? Other thoughts?

K

Kate Curry 41:30

Yes, I've been researching this now for two years, because I've had to. [laughter] I think we need to move away from thinking that students are coming to our classroom to get

knowledge and focus on what we can help them do, because knowledge is not... We used to go to school because that's where the knowledge was. I watched a TED talk on this and it really stuck with me. I wish I could remember her name. But you know, there were encyclopedias, like we, it was like the knowledge was in the book. And and no longer do they need us to show them where the knowledge is, but they have no idea what to do with it. Right? What are you going to do with these theories of child development? Well, I hope that you're going to apply them in your classroom by how you teach, but who cares about them as facts, you're going to forget everything that is not relevant. And so I'm, and I heard it said once that only, and maybe we talked about this when we did that thing together, but only 20% of the textbook has really any content that's going to really stick with students, right. Something like that. Probably less than that.

G

Gina Turner 42:29

Yeah, I think I remember you saying it was 10%... it was such a small percentage.

K

Kate Curry 42:35

So I think we have to engage students differently. And research continually says that the longer lecture goes on, the less they remember and yet, my son, my son is at Temple and that's pretty much... there's almost no engagement.

G

Gina Turner 42:50

It's still the big lecture hall model.

K

Kate Curry 42:51

Yeah, and they he goes home and he's like, "mom, I don't even know why I'm going to class cuz I get to teach myself." Because he's going to find the knowledge and he's going to do it because he has to. But I think we need to stop focusing on facts. Yeah. Because then they're going to ask themselves, "so what" when they leave, like, so who cares about that? And if there's no answer to that... because I want to be a teacher, because the global perspective is important, because people are hungry. If there's no connection, I think I need to give up some of the facts I hope they're going to need or want, or I want them to have, and focus on helping them know what to do with it. Like that application.

G

Gina Turner 43:30

Yeah, I mean, it's making me think about the facts. You know, I think that we kind of

missed a step because we went from this model of rote learning and you memorized a whole bunch of stuff, right? And even to the point where I was in elementary school in the 70s. And we had to memorize the multiplication table. You know, we memorized poems. I don't know if that was, you know, there was a lot of memorization and then they realized that, oh no, rote learning isn't really engaging on the higher levels of Bloom's taxonomy of, you know, blah, blah, blah. But, but then I feel like then it was, but we still need to teach them facts, but we don't force them to memorize the facts. So then why should they learn the facts? And I feel like that's been a question bubbling in the back of my brain for many years, which again, is I don't think I could have put the words to it as just as eloquently as you just did. But I think that's why I've been moving toward this project-based work because then at least you have to use facts in the service of whatever subject you've picked for your project.



Kate Curry 44:42

Right So it's a letting go. Like, it may not be the exact facts I hope that you'd put in. Exactly, right. But when you're owning it and explaining it, you're... it's enough, I can't explain... and there's a balance right because we needed to memorize the facts, right, to your point. Some of that is still necessary and important. But I remember almost nothing from history because it wasn't relevant and dates now scare me, because I think somebody is going to say, "the test will be on chapters one through five, good luck." And I can't pick out what's going to be meaningful. I need to know what's meaningful in my class or in your class that you think I need to retain. And I think sometimes students spend a whole lot of time trying to figure out what they need to memorize instead of what...



Gina Turner 45:28

Yes!



Kelly Allen 45:29

Well...



Gina Turner 45:31

Kelly's been making very pondering faces.



Kelly Allen 45:34

Yeah, I'm a very visual person, which does us no good on a podcast. But... so like some of

the things that we're discussing here has a lot to do with the changes in education over the last, I'd say, like 55 years, but a reason why a lot of these changes were being made was because of the changes in the population within the classrooms. So I know it was towards the end of the 60s beginning of the 70s. When colleges and the one that I'm thinking of specifically was in New York where they have these open door, you know, admissions. And I'm referencing here, Mina Shaunassey's "Errors and Expectations." I don't know if any of you are familiar with that book, which, by the way, our library has two copies of it. It just floored me. I saw it the other day. I'm like, why do we have two copies of this very obscure book?



Kate Curry 46:39

That's been popular at some point.



Kelly Allen 46:42

I guess. Or maybe like I ordered it once. And then I forgot that we ordered it, and I ordered it again. [laughter] But the thing is, I have two copies at my house.



Gina Turner 46:55

The truth?



Kelly Allen 46:56

That's right. She sold at least four copies. But anyhow... So like one of the things that she says is that like the late 60s, early 70s, in the New York College and University system, they had this open door admissions, where they were taking, like, they're just bringing in all New Yorkers. So they went from these classrooms that had students that were accustomed to that top down model of education, that lecturing education that she talks about, and now the classroom has like bakers and plumbers and the children of you know, you know, textile workers in these classrooms that did not grow up in that education system and thus they do not learn like that. So then that's when they started having more of this engaging forms of pedagogy and in this text, she's really talking about writing pedagogy. So we have that at the beginning of the 70s. And then for like, you know, 20 years, we're kind of trying to work through those kinks. And then I remember in in the 90s, I believe it was when Bill Clinton was in office, like I was kind of younger and I really didn't care about the world. I really didn't care about the world around me, but I do recall that like, part of his policies made it easier for individuals to access higher education through like Pell Grants, and things like that, but also, a lot of his rhetoric made it feel like we were

expected to go to college. So you know, going from like Shaughnessy's time, you know, through the 70s and 80s where people know that college is accessible but yet there's that kind of financial burden, like people were either going to college or going to the workforce. But like we do have that change and dynamic within the classroom. And then once we get into the 90s, that decision for people getting ready to graduate from high school of whether to go to college or go into workforce became very unbalanced, where people are like, "I have to go to college. If I'm going to be successful I have to go to college." And whether or not they had kind of the the learning environment, you know, the family support for that type of learning, it wasn't there, and I feel like we're still trying to catch up from that. And part of that catching up on how to work with this new demographic of students is exactly what you're sharing with us today Kate, which is we need a form of education that involves a lot more doing in problem solving, more of that hands on stuff, the experiential learning, which is very important here at Northampton Community College. So with that long, kind of, you know, explanation and I think when I started Jeff put on the whiteboard that we have 15 minutes left, and now we have three, so I apologize for taking up all this air space. But anyhow, so one of the things that like I want to know is, you talk about this need for for your students to be "doing," like, how is it that how do you feel that this is a form of learning that is not only being reinforced in your classroom, but something that you think will be transferable to their other classes and maybe their profession beyond that?

K

Kate Curry 50:59

Yeah, I think that this experiential learning or this approach - which is not new, right? - allows them to develop the skills that they need that they're going to use no matter what profession that they use. And I feel like and I'd like to think I mean, I don't have research right now because I'm just getting started. But as students are working together in something like the maker space, or even in our classroom where they're having to figure things out and take a risk, and that turns out, okay and they don't like self combust and roll out of the room on fire, and they're like, Oh, I didn't die, I can...

K

Kelly Allen 51:31

But that would be hilarious.

K

Kate Curry 51:32

Right well... but it wouldn't increase learning. [laughter] I don't want to do it again. But when they realized that that turned out, okay, presenting that in front of the class turned out okay, using that piece of machinery that allowed me to create this turned out okay. I

think that builds momentum in their thinking. And, again, tons of research that I'm reading talks about how employers continually say that our students, graduates, are not coming into the workforce with skills that they need to be ready to hit the ground running. And I think you can teach any kid any employee about content or the facts, but you can't teach them to care, to show up on time, to be responsible, to understand that, you know, if they get a flat tire, they're gonna have to think of another way, like just a very simple things that transfer into being able to contribute to a business or a company, because you're going to think it through, you're going to persist, you have some grit, you're going to come up with a new idea. It might not work, but you're willing to try it. So I think that's why that experiential learning is so important. And I think that that's, that's also sprinkled with a healthy dose of some 20 minute lecturing or some... like, I think it's a balance. I don't think that... sometimes our students just need to hear from us what we know in a way that they can kind of chew on it and then do something with it. I don't think that we're going to turn our classrooms all into "let's all experience this and hope to figure it out." I think there's, and sometimes education tends to throw all of our well known successes out the door when something new comes along. And we know some really good things at work. And I think we just need to add in some varied opportunities.

G

Gina Turner 53:17

Yeah, I'm, I'm having another flashback to elementary school. Because I was at a very traditional [laughter] - I know, it's quite a day for me!

K

Kate Curry 53:25

I am early childhood. That's probably exactly what it is.

G

Gina Turner 53:28

You're bringing it all out of me all these all these memories. So I was in a very traditional elementary school, but there was the alternative school that was up the hill. And they were both public schools, but it was using a lot of this very experiential learning. And I remember one day we went up there and we did whale dancing. And so that was kind of like...

K

Kate Curry 53:51

You remember though, because you did it.



Gina Turner 53:52

I remember because I did it. Yes. And I did learn about Orcas.



Kate Curry 53:57

I know whale dancing.



Gina Turner 53:59

I knew I learned about whale dancing and it has stuck with me. But I didn't learn like how big a whale is or how much it weighs or the circulatory... You know, it was just I learned this song and I waved a scarf around. So I bring that up only to say that, to back you up on there needs to be a balance, although now I want my students to do some whale dancing. And I also wanted to say about facts, that it's not that we are discounting facts, and you just said that, it's not that we're discounting the importance of facts. And actually Kelly, what you were saying is that people going into professions have to know facts, right. You have to know, what, allen wrenches or what I don't know.



Kelly Allen 54:43

Anyone whose gotten something from IKEA knows wouldn't help.



Gina Turner 54:46


Exactly, yeah. Or you need to know you know, the different parts of the spine if you are going into a medical profession, right. So facts matter. You have to know a historical basis for the theories used in psychology. So it's not that the facts don't matter. But it's that we need to tie it to something that grounds the facts more more deeply. So I think maybe Jeff is looking at me like it's time to start moving toward our last fun question. Yes. And so this is the question that I preface, my preface is always too long, because I say, we used to say this is what is your guilty pleasure? And then I always say you shouldn't feel guilty about it. But is there something that you enjoy that maybe people don't know about you that you'd like to share with us?





Kate Curry 55:41


Sure. I think something that I have always enjoyed and not a lot of people know is that, and I tell my students that if I wasn't teaching here, I'd be working on a dude ranch in Colorado. I have long been a horseback riding person. I've always loved horses. In fact,


this past summer, I worked at a camp and I was a horse director. Oh, wow. So my job was to teach little girls how to ride horses. The week they were there. So it is something that I truly enjoy. I think it's still teaching. But it is being with an animal such as a horse that just, you know, does something different for my soul. So it is, it's a passion for sure. And I don't feel guilty.


 Gina Turner 56:23  
Good, yay!


 Kate Curry 56:25  
Anyway, that's what I would say.

 Gina Turner 56:27  
Do you think that also, I mean, not to, not to compare children to animals, but...

 Kate Curry 56:33  
I like animals more than I like children.


 Gina Turner 56:39  
But I just said there's so many similarities in the little kids who don't have the language to be able to express what they're feeling and animals of course, that don't have language to express what they're feeling. I don't know if you feel like there's some attraction for animals and for early childhood education in your career as a teacher


 Kelly Allen 56:58  
Dude, that was awesome.


 Gina Turner 56:59  
Was it?


 Kate Curry 57:00


Well, I don't know if we have like 30 seconds left. I've told Jeff about this already. But one of the things I take my interns to do at the end of our internship is to a equestrian barn where they have to observe horses and learn how to read their body language and how similar that is, we should be reading people's body.


 Gina Turner 57:17  
Oh, great.

 Kate Curry 57:18  
And then they talk to the owner and compare how good they did with the observation. And then they get to brush and saddle the horses, walking around them, because a horse is pretty unforgiving if you don't walk respectfully, talk softly, but we just stomp around people a lot without caring. And then they get on the horse. She lets them get on the horse. They sign a liability form. But some of them for the very first time are taking a risk. That's what I mean. They could be down in the maker space. They could use crayons and markers, or they could get on a horse. All of it causes them to get out of this comfort zone of the status quo. But I think horses and animals in general are a great tool for just, they don't have a voice, they communicate differently like all of our students. And so again, grateful that at Northampton, I've been allowed to take that risk and take my students different places, and nobody's knocked on my door and said, "you're in big trouble lady." So yeah, I think animals are a great tool. I'm going to plan a professional development for all of us.

 Gina Turner 58:24  
Yay. That's what that's what I was going to ask next is when can I come? So

 Kate Curry 58:28  
So if Jeff wants to help me plan that...

 Kelly Allen 58:30  
We could make a lot of open land on this campus, we just need some fence.

 Gina Turner 58:35  
Kelly, can we get a horse Can I have a pony?



Kelly Allen 58:38

Sure



Gina Turner 58:40

Yay



Kate Curry 58:40

What's the next? The project, the whole yearly theme? NEH! I couldn't come up with a letter. That's gonna be a grant for a horse stable, therapeutic stuff and staff development.



Gina Turner 58:56

Yeah, Charlie did it with dogs. Why can't we have one with horses?



Kate Curry 59:00

And then students...



Kate Curry 59:01

...can work with horses to gain skill they need. It's going to be a different kind of lab.



Gina Turner 59:01

John did it with birds...




Gina Turner 59:07


I love it. I can't wait. I am so lucky.





Kate Curry 59:09


You're all locked in. Committee!


 Gina Turner 59:14  
Well Kate, thank you so much


 Kate Curry 59:21  
Thank you so much for having me. I really appreciate it.


 Theme Music 59:31  
[music plays]

 Gina Turner 59:38  
So what a fun conversation that was. That was great. And what a fun time co hosting with you Kelly.

 Kelly Allen 59:45  
Yes. And thank you so much for being those training wheels that I needed.

 Gina Turner 59:50  
You didn't need them. I think that one thing that really came out from what Kate brought up, but then just from the conversation so organically was this idea of engagement of the students and I loved the historical perspective that you gave on where that came from in terms of the demographic shift of students that especially were being seen in, in New York. So that was cool. Because, again, I, you know, as I expressed with my whale dance, it was something I remember experiencing, you know, this new idea of how to be more hands on and engaged with learning, but I hadn't been familiar with that particular rationale for it.

 Kelly Allen 60:36  
Yeah, It's got me thinking back if I ever had those kinds of experiences, at least through my you know, K through 12 life and I don't know that I ever did outside of my art classes. Which I generally skipped a lot of my other classes just so I can go to art but...

 Gina Turner 60:54  
Well and again, those experiences were at the quote unquote alternative school. We

weren't doing that at our school and occasionally the alternative kids, which sounds kind of terrible to say, but the alternative kids would come and we would have an assembly and they would do some performance art piece that they had created in their classes and we'd watch them and say, like, what a bunch of weirdos. So yeah, it was few and far between we'd probably go up there a couple times a year. But that was it, to do some co-taught experience with them. So I don't think it was very common.



Kelly Allen 61:01

Yeah, you are hitting me with the nostalgia right now because like I was one of the alternative kids. Yeah. We're the weirdos, and I loved every moment.



Gina Turner 61:43

Well, I was alternative in my heart, but not in an alternative program.



Kelly Allen 61:50

But I'm really intrigued by this thing with horses though.



Gina Turner 61:54

Yeah. I really hope she's serious about pursuing that as Professional Development slash NEH theme, slash?



Kelly Allen 62:06

Well, I don't know, it's like, so another... so something that I'm really getting into as an educator is not just thinking about ways in which we can rethink our classroom spaces, but also like rethinking our whole institutional space. So earlier this year, when we had our pre-semester meetings, there was a breakout session with our Vice President for finance and planning or something like that. He's the money guy,



Gina Turner 62:48

Yes.



Kelly Allen 62:50

So what they're, what our college is doing is trying to think of some ways in which we can

reimagine how we do things so that they can be more efficient, more sustainable, more engaging, stuff like that. And being a food person and primarily working out



Kelly Allen 63:16

doors at our campus, the thing that I see just all the time is just the ocean of grass that we have on our campus. And I know that's not something that all campuses have, but there's all this grass and I just always see the facility guys out there with their lawn mowers just going around and I just desperately wish that we could have like livestock or something out there. And then like, what could we do with that? Because we have our vet tech program. So then when I'm hearing her talking about the horses, and it's like, well, dang, like, we've got room for horses.



Gina Turner 63:52

Yes. And we could also have room for like a dog daycare.



Kelly Allen 63:57

Absolutely. Like, I want to write a book, actually probably just be more of a pamphlet, that it's, it's...



Gina Turner 64:11

A flyer.











Kelly Allen 64:14

...photocopied, and taped to the wall. And it's just called crazy questions. Like, I feel so often we really limit ourselves and the possibilities of our profession, because we just think that it's just too crazy. There's no way the administration is going to go for that. And I don't know why I ever made this transition in my career, but I just found that the, you know, crazy questions are usually the questions that get people thinking and, like, generally will get legs rather quickly. So



Gina Turner 64:51

They're the sticky questions,

-  Kelly Allen 64:52  
...horses and dog parks...
-  Gina Turner 64:56  
Fantastic. Fantastic.
-  Kelly Allen 64:57  
I feel like we've gotten away from Kate.
-  Gina Turner 65:01  
No, we didn't, because she inspired us to be thinking about animals and how we could incorporate them onto the campus. So, and then I was just listening to another podcast. But I went, I had gone to a poetry reading by the poet Ross Gay, who you might be familiar with, because he's also very interested in community gardening. And I he just made reference to the fact that he's involved in this community garden in Bloomington, Indiana, where he lives and teaches and that it went from this lawn, basically, to an orchard where they grow - I feel like he said something like 100 different types of fruit.
-  Kelly Allen 65:42  
Oh my, where it is at?
-  Gina Turner 65:44  
Bloomington, Indiana,
-  Kelly Allen 65:46  
I'm just trying to think of what their growing environment is.
-  Gina Turner 65:48  
Yeah, well, and he said that sometimes it's hidden, missed, but, but yeah, it's just those crazy ideas, right? Who knew you could grow figs in Bloomington, Indiana. So, yeah, well, Kate has made us think outside the box and so I'm so grateful for this conversation that we had with her today too. And, and since Tom skipped class so to speak, I didn't have to

finish my extra credit so that will be addressed on our next installment. So have a great day.

**K** Kelly Allen 66:33  
Absolutely. And by the way, we were talking about soundtracks. Yeah, right now I've got, do you know Belle and Sebastian?

**K** Kelly Allen 66:40  
Yes, I love Belle and Sebastian.

**K** Kelly Allen 66:41  
Right now I've got "Judy and the Dream of Horses" in my head. I don't know if we can close with that. No, no, because we got our lovely tuned by you but...

**G** Gina Turner 66:49  
Hh, no, we should I mean, and we could close with that. Or we could close within your Senor don Gatto.

**K** Kelly Allen 66:57  
Love it. All right. Well, Gina, thank you so much for allowing me to share the space with you and I'm definitely looking forward to getting back to my old spot in the corner of the room taking notes but thank you so much this is a blast.

**G** Gina Turner 67:10  
Yeah, ditto. Oh definitely

**T** Tom O'Connor 67:22  
Hey, thanks for listening to Pedagogy A-Go-Go recorded in the Center for Teaching Learning and Technology at Northampton Community College in Bethlehem, Pennsylvania. Our podcast daydreamer slash show runner is Kelly Allen and Pedagogy A-Go-Go is produced by Jeff Armstrong. If you've got any questions, please send them to pedagogyagogo@gmail.com. Our social media handle is @pedagogyagogo, and you can stop by our website at [www.pedagogyagogo.com](http://www.pedagogyagogo.com) for copies of podcast transcripts, guest

assignments and other useful tidbits. Keep in mind there are no hyphens or dots in any of the above web addresses. Until next time, this is Gina and Tom saying, "take care and teach well."