

## **TAB Storytellers Podcast Transcript of the interview with Becky Broyles, recorded on 8/19/2024.**

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Welcome to tab storytellers! I'm Abi Paytoe Gbayee! We are here to talk things. Art, education related to Tab, that is teaching for artistic behavior. Where the child is the artist, the classroom is the studio, and we explore what artists do, and I am here with my most amazing and lovely co-host.

Jen Ferrari (she/her)

00:06:54

Oh, thank you, Abi. Hey, everybody, it's Jen Ferrari. And I'd like to welcome you to tab storytellers. This podcast. Was established to promote dialogue among art teachers who seek best practices in contemporary art, education, and to advocate for tab, pedagogy and practice. This podcast which we lovingly refer to as a tab cast is published once a month and is a place to share our tab stories with one another.

These stories can come from tab educators, administrators, community members, researchers, and many, many, many more sources. From how we found tab to implementation in the classroom to advocacy for your program, to dispelling myths about tab practice. We cover it all for more information. You can navigate after this tab cast to teaching for artistic behavior org, and there you'll find information, inspiration, and incredibly helpful items, such as teacher created resources and access to an online community of tab educators called mighty networks. All right, Abi. who do. We have today.

Abi Paytoe Gbayee (she/they)

00:07:51

Welcome welcome to the most amazing and lovely Becky Broyles, who I mostly interact with actually in our completely different role away from Tab because she is a Co. President for the Washington Art Education Association. But she's also a phenomenal art educator and design, educator and fashion design, I think, is also in your role, media. She's like all the things and she's from and teaches in, and I don't know if you're from, but teach and work in the battleground school district in Battleground, Washington. I welcome the most amazing Becky Broyles, so glad to have you.

Jen Ferrari (she/her)

00:08:29

Welcome!

Becky Broyles

00:08:30

Oh, thank you, Abi and Jen and just to clarify. I am from Austin, Texas, originally, but I've lived in Washington for over 20 years, and so I feel I can be a Washingtonian now. But I do all of those great things. And I thank you so much for having me on your tab cast today. I am so excited.

Abi Paytoe Gbayee (she/they)

00:08:56

Yes.

Becky Broyles

00:08:57

There a question in there.

Abi Paytoe Gbayee (she/they)

00:08:58

There is going to be a question, because.

Yes, so usually we start with. Please tell us your tab story. How did you?

How are you here? And all of the things that you like are also doing in your your current job and positions and things that I actually did not share. Well.

Becky Broyles

00:09:16

Okay? Well, let me start because a lot of my tab journey is tied into actually, like where I teach and and what I teach. So like, I'll go back to the to the very beginning. My mom taught me how to sew when I was a kid, and so throughout high school I worked in a fashion not a fashion. A fabric store, right? And so I learned working in that fabric store how to be surrounded by creativity and helping people with projects. And then I traveled a lot with my parents, and my dad taught me photography, and so I learned to love taking pictures.

And then I went to Washington State University of Vancouver to finish up my degrees. I got a degree in history because I loved art history from traveling to Europe. And then I also got a degree in digital technology and culture which is kind of like a mishmash of photography and digital printmaking and graphic design and web design, all kind of mishmashed together

around the idea of like how the Internet was changing the world. So it was a really, really.

Experience to learn all of those things. And become what do they say? Like a jack of all trades? But a master of none, but I am a master of some, and I got a master's in education as well. So I loved helping people and teaching them how I was struggling, and figured out how to like. Figure out something in Photoshop, and I would always be teaching somebody. So I was like, Hey, you know what I should just become a teacher.

and so I did all that got all those accolades, and then I became a middle school teacher.

And now I am mostly a high school teacher. I've taught for gosh! I think 17 years, maybe 18. I've lost count in these this old age of mine.

And I currently teach at

a parent partnership alternative school called River Home Link in Battleground, Washington, and in that position I mostly teach high school visual arts and media arts.

And in an alternative school in Washington. These are schools that are. They're not your typical 5 day a week school program so they can vary in how they are operated. But my school allows me to work outside their traditional schedule a bit. And so I've got kids that come in 2 days a week.

and then the other 3 days. They are students working at home on coursework that like I've given them to do like I guide them, I assess them, and their parents are helping to facilitate that that learning.

So I have. When I took the job. I thought I would only have to work 2 days a week, and I would have 3 days off. But I actually have different sets of kids. I have Monday.

Thursday kids, and I've Tuesday, Friday kids. And then I've got this little Wednesday thing going on, which is a 1 day a week kind of half credit class spread out over the year.

which is a more of a directed photo class for me. It it could be tab as well. But what I found. Okay. So I had this this new experience. And I've been teaching

maybe 10 years at in this program. But what I found was because I saw them not every day.

And those that I did see if they missed any of the classroom discussions or the class direct instruction. They were so lost they had no idea what they were doing, or they were either behind or they were so ahead. They all worked at different paces. They all had different learning styles. Some. Some were trying to speed up to others, which I'm like. No, no, slow, slow down you're there's there. It's not a race. And so it wasn't fair to them.

were there like the personalized student learning plans that I I wanted to give them and so that's 1 of the reasons why I began to turn to tab like, and what began like my tab story was trying to figure out, how do I work in this kind of crazy schedule? And how do I keep kids on their own pace?

So oh, just I. I had some friends right. And we talk about teacher friends as like it's the best. Pd. It's when you have that teacher best friend. And they began their tab journey. They taught primary school, and I was astounded watching what was happening in their classrooms. The individualism coming out of their students. The reflective practice out of these, like 3rd graders, was outstanding, and I couldn't. I couldn't get my kids to do that. Well, I thought right. And so I realized by watching their primary school kids that the thing that i 1 of the things I was missing was student voice and the reflections my kids were giving me were very bland, like I did what you told me to do, and it turned out good.

And so I realized, like, Hey, I've got a problem here. I don't know what I'm teaching like, yeah, maybe I taught watercolor or I taught how to do this in Photoshop. But I don't know if that's really what I wanted to be teaching.

So I was teaching pretty traditional. I would have a like a photo class. I had a digital art class. I had a fashion class, and I had a studio art class like. That's how my day went.

And so many times students were limited in what they got to take. and they would tell me like, Oh, I really wanted to take fashion, but it just didn't fit in my schedule because I have to take Asl, and it's at the same time and so they were either forced out of taking art because I was limiting their choices.

and that was hard for me. That was hard to hear, because I wanted them to do what they wanted to do. And then they I would have some behavior problems because they'd be in a class they didn't want to be in which I hear from a lot of other elective teachers of you know, if if they could choose to be in this class or not be in this class to go go where they want to go, then the behaviors would be better, which is true, we want them to follow their passions and interests.

So all of this was happening. And then pandemic time and I began collaborating with the English teacher and the math teacher in my building, who are also experiencing, like the same issues within our schedule and wanted more like self paced, personalized like student choice.

We started reading up on going gradeless because we all we hated grades. We hated what it was doing to the students. We started looking at modern classrooms. We started reading John Spencer's launch and Empower. It's about like what happens when students own their own learning. And so we were all kind of approaching this and sharing Pd. From all these different avenues. And I just kept saying, I'm like. this is Tab. This. What you guys are doing is tab, but just in in different spaces.

And so it's changing the learning environment into learning studios to where, you know, every kid can learn and every kid can succeed and that every kid can become the writer or the problem solver. The artist, you know, like the tab philosophy.

so

as a group that we had this collective force, and I'll tell you if you want anything to change within your school.

go in with 3 other teachers. Don't go in alone, like, get a collective of teachers together.

and then you have a force to say this philosophy works, or this change is good because of this, and then you'll get listened to. Having parental support is nice, but, as we all know, sometimes with tab that comes later. But really

oh, gosh! I don't want to go off on how to get parents to support that. That's a whole nother. We'll get there. We'll get there.

What else did I do? I?

I read a bunch of books like I read Ian Sands and Melissa Purdy's The Open Art room. And I began to love how Ian puts it, the self propelled learning.

And so I started following him like a Fan girl went to the Tab Institute in Boston like a Fan girl. I even invited him to do. He did a video of like 10 tab tips for my fall conference. And so I just felt like I was starting to

you like, Get on the contact list of the gurus, and felt like I was, you know.

getting into something that was really going to start making some changes.

and we took all that back in our admin

believed in our vision, and he allowed us to change all of our classes into art tech studios.

So this is a long drawn out

explanation of how I teach my classes. Now, okay.

I run business studios. And so also my math.

One of my math teachers runs math studios. One of my English teachers runs English studios, which, I would say also has helped me get the tab idea

ingrained into our school culture. Like, I said, having more than one person trying to do it.

So I run one. So the kids pick a studio block. So they pick like an art tech studio. Maybe it's second block and then they get to pick

fashion digital art, photography, or art special projects.

So in one class.

I have all mediums going at the same time.

So I run it like a design studio. So think of like Google, you go in. You have a whole company meeting, and in that company meeting

there we do like question of the day. We go over some of the

coursework like art connections and gosh! What else do they do? Time sheets, padlet reflections, all the things that everybody has to do as a company

as a company of designers and artists. We kind of go over that first, st and then I break down into

departments. So when you think about tab in like a primary classroom, you think about stations. In my classroom. I think of it as departments. And so

right now I would say I'm I don't know if there's a modified tab. I'm think I'm mushing together choice and tab things, but you know they're mushy

But

my kids need to stay in a center or stay in a department for at least a semester because of the amount I see them. I need them to build the skills and do multiple projects within that center or department. So I have a department meeting. So say, it's like 10 min. I'll meet with

photography and in traditional tab, since that would be like a little boot camp for them. So I'll give them.

Here's the skill builder I want you to do or let's brainstorm how we can build off that skill builder we did last week into an ex like an original exploration of your own voice. And then they go off and they work.

And while I'm doing that, the fashion students, they're working on what I,

what skill builder they're working on or projects they're working on. And there's always like a small other like sketchbook project, or something that if they need help. While I'm in a department meeting. they can either go off and work on their sketches. They can ask a coworker like they'll learn they have to start relying on their coworkers or their classmates. Otherwise they're not going to get to move on because I am talking to other people, and they're not allowed to interrupt my department meeting unless there's a safety issue.

They have to. They have to figure it out. And so they they struggle a little bit, and then they figure out, wait a minute.

That person's been in this class last year, and and I can ask them they're a portfolio student. Maybe they can help me.

And so that's been really really helpful to get that idea of.

We're all co-workers. We're in this together. There's no shame in asking for help. And so they it. It's so weird, but it works

having them just come in.

We do our meeting, and then they just get their stuff and they get to work.

And my, my freshman. I've had to

Scaffold a little bit more with my freshman to try to do a little bit more gradual release in.

Letting them go a little bit more full choice

which they can always like. Write a project proposal to do and say, this is how I know you want me to do this, but I want to do this instead. And then we discuss it and say, Yes, go forth, make a video game.

the. I have a lot of freshmen that come in, and they either. They're new to our school. They haven't had tab before, and they really want to be spoon fed, and they don't know how to move on past that.

and so I'll spoon. Feed them for a little bit, just to get them like. Here's how this all works. They start seeing other people working around them.

And there's always I'm always going to give you the option of like. Okay, now come up with an original idea.

It could be this.

But then what happens? And they're like, well, I don't want to do that. I'm like, okay. Well, then let's talk about ideation. What do you? What do you want to do? What about this? This? Okay? And then they come back. We're like, well, what if I did this like, yeah, okay, boom there an idea. So they're resistant to it. And so that's been one of my biggest.

hurdles to get over is that ideation.

So last year we spent a whole month on ideation. Coming up with different ideas, mind mapping, brainstorming. We used AI a little bit to do it.

storytelling, storytelling like

I'm just making a laundry list now. But there's so much about coming up with your own idea, and that's my main focus right now, especially for these high schoolers like, I don't want to see the same thing.

I want an original piece of art. I want you to act like an artist.

We're not going to be doing Youtube tutorials

and copying the work exactly, and then turning that in or putting that up on the wall to be like. Look, I created something original. No, that's the skill builder. Now, what are you gonna do with that?

And so that's what I'm I'm focusing on this year trying to work in some more themes. More gallery shows.

It's a lot. So I would say, it's

it is still a tab studio I've been, I was like, do I do, Tab, or do I just do a lot of things at the same time? I do think it's still tab. I it's still a tab studio.

Every department is working on a different medium within those mediums. Everybody is working potentially on different ways to express that project or that idea. And there's a lot of crossover like some fashion. Students will go over to the art special projects and grab paint and put onto their bags, you know, and photo students will go out and take process photos for fashion. I mean it. It really works like a studio, and the way that they bounce ideas off of each other, even if they're in different departments is how a design team works and why you work in the studio like to have other people around you to help make your art better?

So

I don't know that I get in in a loaded question. That's what I do.

Jen Ferrari (she/her)

00:25:50

You know I

as I was listening to share.

and this has come up many times in different tab cast. But I was listening to you talking at the especially at the end, about how? I don't know. It's kind of like tab, but it's more like studio, and we'd have like choice and everything. I think one of the most amazing things about tab is

how over time it has evolved in how it is implemented in different spaces, especially now that we have tech. Technology is everywhere. And people are using it in such amazing creative ways. There's so many ways to answer that question about what do artists do? Which is really that like driving motivational question, and you were talking earlier about, like

the skills that we want our students to take away. And I I identified quite a bit with that. Because before, when I was a project based teacher, the sets of skills that I was developing with them were very different than what you do in a studio or a company setting and I love, by the way, that you think about it as a company with departments. Because I think that's very it. It connects the the kids to like.

you know, that quote unquote real world situation. I mean, they're they are in the real world. But like that, more idea of what they're going to experience once they leave, you know, their secondary education. So I thought that was very interesting. Thank you for sharing that. I I just overall thought that your experience.

has been one of the the more diverse one, like the different ones that I've had the pleasure of hearing, and I'm so glad that you shared it because of that. Like tab looks different in different settings. And this is one of those examples where there's amazing things happening. But they look different because of the the setting, the situation, the kids, the teacher, the everything, the schedule and I wanted to know if you could speak more about the technology that you do use or how you integrate it, or how it influences what you do in your program.

Becky Broyles

00:27:57

Yeah, I think when I try to think about like, how does my, how is my class alike

to like Barb or Andy's class where they have centers around the room. My centers are digital. And so I, they have

the centers

change through like as they pick different parts of like the website. And so, like, the technology is kind of essential to what I do, speech teaching, photography and digital art. But even just with fashion, just trying to get the communication out

in a consistent way to all the students. So they know when they come in. They know

something of what's expected of them to do whether it's they chose this or this, or they're at this point or this point.

So I would say the thing that's really, it's

I think about it kind of backwards this way. So I use Google classroom, because that's what my, my school uses. And so the kids love it because there's a to do list and we've been preaching to parents like, get on with your students, login. Look to see what's posted. Help your student facilitate to make sure everything's done by Friday at 3. You know of the things that are, have deadlines and using Google classroom as like the consistent mode of communication for all the classes was really really important, and we learned that during the pandemic but in addition to Google classroom, I created my own Wordpress site.

And I use there's a plugin theme that's called learnpress. It's it's a little high, level web designy plugin. But people can figure it out. There's tutorials, I mean. No, I'm not paid by wordpress or learn press. But it's a way I struggled with canvas. I struggled with schoolology. A. My district didn't support them. B. They're kind of chunky, and all I really wanted was a good way of presenting skill builders in a way that would be broken down into scaffolded steps with videos that like you couldn't some of them. You can't move on until you've watched this video and done this thing. So I guess if you think about it like an online course. But I made it. You know, it's it's my videos, my teaching. Sometimes they're curated from other people because I'm not superhuman. We still share from others. and

that has made it more user friendly. I see I would used to do it with Google docs and links. And there was a lot more clicking. I just tried to take it down to a little bit more of a nugget of this is where you go for your tutorials. They all look the same. It's consistent. So at my own website.

which I highly recommend to other people to do whether it's fancy, fancy, or just something. Just keep your resources in one place. And then the other technology technological thing I love is padlet, and I am not funded by padlet, although padlet, you can email me at any time. Padlet is my favorite people. Joke like it. It wouldn't be a workshop if I didn't mention padlet, because my students, we use it for feedback loops.

So students post their process photos and get feedback from other students. They post their final pieces with artist statements and then also get feedback feedback from other students with my schedule. I don't have time in class to do a lot of feedback. We do some in person feedback tools to teach how to do it. And we do some reflective practice at the end of class based on process. But that final kind of feedback of like, Hey, that's cool.

How did you do that? And I'm wondering why you chose purple like those questions.

I'll admit I'm a teacher that does not ha! Have. Oh, wait, I think.

Am I allowed to say this out loud. I don't have time to give feedback to all my kids work like I think that's a statement that most everybody can make. And so

I give feedback. Yes.

but I let my students give feedback to each other, and that is even richer than what I would say as a professional because it's live. It's in. It's peer to peer. and it is meaningful.

Abi Paytoe Gbayee (she/they)

00:33:24

Engaging, too. I mean, that's 1 of those things where, like, I tell this to my student teachers all the time is that

you don't have to have a critique where you hear what everybody thinks about their artwork, that the person who's talking about it and their best friend are engaged in this, and nobody else in the room is. And so you've lost everybody. But also they really don't care so much what you think about it. I mean they do because they want the grade. But when I want feedback on my own work as an artist. actually, my friends and I mean, sometimes I might take it to somebody who was a former professor. Not really. I'm going to take it to the people who. I know will give me meaningful feedback who understand art, but also who, I trust to be safe people. and I you will always hear more from a peer than you will hear from a power figure, because the dynamic is different, and you don't have to hear all the learning to know that it's occurring.

Becky Broyles

00:34:24

Yeah

Jen Ferrari (she/her)

00:34:25

Well, yeah.

Becky Broyles

00:34:25

Valid. It's valid feedback.

It doesn't.

Doesn't have to

like be so academic.

you know, even cause. And I tell like it's it's the critique sandwich. Right? You know something nice. Ask them a question, and then round it out with something nice again, you know. And we warm up to constructive criticism. Towards the second semester. But they are so. They are so nice to each other, like. I am

amazed at some of the comments that they leave towards each other. Sometimes, like I get little tears in my eyes because they're like, Oh, my gosh! That is so cool! This reminds me of how my sister used to like comb my hair, and I'm like, I don't know if they would share that in class, but they'll share it on this little private board that there's a lot going on. You don't.

You don't get to like you don't read all of them, you know, but

I trust my kids to be nice. Sometimes they'll spam it and be like pizza, pizza, pizza, and then we have the whole conversation of like you would not walk up to the board in the middle of a class and write pizza on the whiteboard, so don't spam the padlet and you know one little correction, and then they're good because they see it as a professional benefit to be able to get that feedback, and they have joy in it.

So it that's been pretty productive. So technology, wise.

a padlet, padlet, padlet, Google classroom. It's still my my website's still a work in progress. You're like. I'm gonna Google her and find her website. Sure, I'm really willing to share. But don't judge it's getting there.

Maybe I'll have it better when I retire.

Maybe.

Jen Ferrari (she/her)



00:36:16

And then there'll be time.

and then you won't need to.

I was just gonna add that I loved when you were both of you were talking about safe spaces and creating a place. And you you were mentioning earlier, Becky, about amplifying student voices, and I think one of the things that tab classrooms do or tab spaces do is that they

value that voice of the students, and it kind of challenges that the teacher student like hierarchy which we've talked about before on the tab cast. But, like again, those skills that you want kids to take away. you know, from your program.

you know that, like the empowerment that you give them to use their voice, that then will help them to build that skill that they'll need later. So yeah.

Becky Broyles

00:37:07

Yeah, they need to be able to talk and give criticism to people in a nice way.

Jen Ferrari (she/her)

00:37:14

Yeah.

yeah.

and take criticism, too. Cause that's gonna happen in life.

Becky Broyles

00:37:21

Yes, yes, yeah. Well, sometimes I've overheard some some people they're like, Oh, hey! I wrote, I wrote on your padlet.

but hey, I wanted to. Do you mind pulling your workout? I I wanted to mention something, but not put it on there, and so if they happen to be in the same studio block. Then I've heard them kind of carry over from the padlet feedback into the classroom, which I thought was beautiful, because it's what coworkers do to be like, hey? I saw that. But

I realized that maybe the online Forum was not where I needed to say this. And so I want to talk to you about.

hey? You're that ear is too big, you know. Let's talk to me. Why, that? Why, you think that's too big.

Jen Ferrari (she/her)

00:38:01

Yeah, I mean, talk about a skill like having awareness to make that decision like that is huge, like, people don't realize how huge these skills are.

Becky Broyles

00:38:10

Right. And when you talked about going back to like, what are we teaching like? That's that's what I'm teaching. I'm getting ready for school next week, and I'm like, Oh, gosh! I gotta like align everything and make sure I'm like, no, I have. What do I want them to leave, knowing how to do.

and I just need to go forward and do that.

So.

Jen Ferrari (she/her)

00:38:29

Yeah.

Becky Broyles

00:38:30

Ready, so that.

Jen Ferrari (she/her)

00:38:32

Do you have any suggestions for helping tab educators who want to kind of up their game? I mean you. You already gave us a whole bunch of examples about like different like resources or websites that might be able to use. I'm wondering for someone like me who's a little like technology phobic of bringing it in, although I have a very different situation. Is there? Is there anything kind of like.

Becky Broyles

00:38:59

Yeah, I mean, I'm.

Yeah,

I would think like setting up a like a padlet station like again, not paid by padlet, but setting up padlet, even if it's just an online gallery.

where you have, you know, an ipad or something that can just photograph the work, and it can be posted. I think padlet is very low. Entry.

Tech wise.

I would say. Also, it takes work, and we all know it takes work because of the pandemic. But video your lessons for your absent kids or those kids that need to like watch something and then pause it or rewind the step

and when you upload it to Youtube, it'll auto caption for you. And so then you have a transcript for your multi-language learners which is like

phenomenal and I think there's even an AI tool that'll pull it down. I have to find it. My Pt. Guy was telling me about it. It's an AI App, that you can pull down your transcripts, and then it will move it. It'll change it into steps for you. So

looking into that so

I would say.

Even tech wise to with your kids like, get some cameras. Even if it's the there's this new trend for, like the young kids, young kids these days. They're using those disposable cameras. But even those like go on Facebook marketplace or go to goodwill and get those old, just you know, digital cameras that take double a batteries.

put some cameras in the hands of kids and see what they do. Just to get them started with taking their own source photography and then making their art with it. I think we're.

Jen Ferrari (she/her)

00:40:47

Hmm.

Becky Broyles

00:40:48

Moving into an age of AI. And the idea of who does this belong to? What can I do with this? All of that ownership.

I think, is going to be big for them to learn at a young age, to say I can make art, and I made this all on my own from the beginning to the end, not using any other source imagery.

And the last one is that this one's pretty easy. I don't work for canva, but also, like, get your kids on canva.

have them create a logo for their own design studio  
and have, you know.

print it out. We do little business cards as well, and I make them do a social media ad so that they can start

start thinking about their student voice and what they want to say and what their company and design firm is about, and then that helps them.

If I'm in a conversation with a kid and they're like, I just don't know what to do. And I'm like, Well, isn't your logo like

Bow wow designs and like, what about doing something to help the the dog shelter or something like that, and then boom inspiration. So

canvas pretty low. Risk, low anxiety. Entry. You can learn a lot with just creating a logo. There's a couple of tutorials just within the site. To have them create logos, they can. You, you know. It's all in there. And actually, that's I make my kids do that in canva. Even though we have Photoshop, we start in Canva, everybody, and we make Logos every year.

So

that I think would help teachers  
with their technology game.

It's not something to be afraid of. It's just  
if you don't know something Google it. And that's like  
I was.

I took a few classes in Photoshop. You know. I learned by Googling, I how do you do this in Photoshop?  
How do you? You know? How do you do this on canva? And so just type your question in? And what's the beauty of

tab teaching as well is like, I'm not the expert in the room.

I can admit that I don't know how to do something, and rather than me being like Oh, hold on. Let me go find out and watching a Youtube video trying to get everything down into my brain.

And so then I can pretend to know how to do it the next day in front of kids. No, watch the Youtube video with them. Teach them how to Google, their own Youtube videos. That that's teaching so many people like, Oh, my gosh, you're just they. They could just do that at home. I'm like not really. They don't. No, they there's search terms.

There are, I mean.

Well, yeah, they could do it at home. Why not?

But they're doing it, that's all that matters is that they're doing it.

So yeah.

Jen Ferrari (she/her)

00:43:48

Yeah, yeah, thank you. I thank you for sharing those other. They I when you were, say, when you were talking just now.

it made me think about how, I guess, maybe since the pandemic. But I have started doing more Demos. I guess I'm not tech tech phobic as much as I say. I am.

Becky Broyles

00:44:06

You are ready now.

Jen Ferrari (she/her)

00:44:07

Kids. Not for me. Exactly. Yeah. Well, i i i would say that very lightly, because Abi.

Abi Paytoe Gbayee (she/they)

00:44:17

Occasionally does heavy lifting when she remembers to.

Jen Ferrari (she/her)

00:44:22

I love you.

But no, I was thinking to myself how I don't know if it was the pandemic or what. But I have started doing more

of my like 5 min demo, or like those sorts of things recorded.

And for multiple reasons, one. Because it's there for posterity like I can use it.

and then I can show it to kids who are absent or whatnot. But I've also found that my

kid like, even if it's me that's talking on the screen. They're more they're like

th. This is so interesting. But meanwhile, if it's like me actually doing it in real time, they're they're like, you know, they can't. And I think that might just be like

where we are right now as a society that if it's on like a video, it's different. But so there's benefits to that as well as drawbacks. But I found that that has worked. So I I speak from my experience. But I love that idea with the cameras.

Now I want to write a grant to get Polaroid cameras for my kids because they would love that. Thank you for the idea.

Becky Broyles

00:45:27

You're welcome!

Abi Paytoe Gbayee (she/they)

00:45:35

I found that when I I had students, and I know that Tiktok is not allowed in a lot of schools, even campuses. But when I didn't

have kids engaged in work, and they were like

you should really do some tick tocks. And it was the kids who weren't engaged. They wanted me to do it, and I was like one more thing that I have on my plate. Are you kidding me?

And they were like, no, no, we'll show you, and we'll do some for you. Just make an account, and they are the ones who started, and then they taught me how to do hashtags, and they they taught me tick, tock

and they take credit for it

which they should. But I found that the kids who never paid attention in class.

came in with the knowledge ahead of time and could help each other because I and for a whole year that I had those students my class. I posted everything I did, from how to thread a needle, to how to change colors on a loom, to how to warp a loom, to how to basket, weave and apparently the world wanted to know my Tiktok account kind of insane, and I haven't posted much, because now I'm teaching college, and it's like nobody wants to hear me talk about pedagogy and tick tocks. But the other thing I realized is that when I would make a Youtube. I would make it like 23 min long, because I would go start to end in real time. But in Tiktok I could. At the time I was doing it there was only 1 min segments, and they've gone up, but it allowed me to break things into really manageable, manageable chunks, so that if a kid needed to change a color on the weaving they didn't have to watch all 23 min, they could go to that specific step and it was chunked out. And so it was. It was one of those really interesting things, and I was. Sometimes I would have stuff on there, and a kid in different class would come in asking for materials that I knew they didn't know that I had. They're like, No, no, but I watched your Youtube. Can I use the comb binder today? And I was like. sure, go ahead, you know, kind of thing. And so I found that that was a really fascinating part of how my classroom worked, and it became really something students leaned on when they had access to it. and so.

Becky Broyles

00:47:45

What I love is. I love live teaching as well, you know, like I. So I have these this Wednesday class, and that's more direct. And so that was very traditional like, live here. We're gonna do this together and with fashion, there's there are, you know, you still do live direct instruction in Tab. you know, it's and even if you have video based lessons, they're not all video based and the interactivity between the student and the teacher, like going to a live concert like there is nothing like that. And you get to feel like the what is the sage on the stage, you know? And but when I do that I'm giving up the time in class for my kids to create on their own. So I had to make some choices, and I had to say, I'm willing to give up being the sage on the stage move to what they say, the guide on the side, so that my students can can be the ones creating, not watching me create because I can. I can make this this the same artwork again and again every year, and retire and still get my paycheck. But the the kids aren't really the ones putting their voice into that. So I I love your idea of Tiktoks. I need to like Bridge into the more social media, small clips and force myself to. I get wordy as you just heard but to force myself down into like, here's a 5 min quick, overview. If you need more. Click here.

Abi Paytoe Gbayee (she/they)

00:49:35

Yeah, I mean, the other thing I've found is because I mean, I teach like a parent. And I, parent like I teach. And there's that time when I've told my kids in my classroom and my kids at home like 20 times the exact same thing.

And at some point  
me repeating myself.  
means that the other work doesn't get done. And so that pacing, especially when it's something new.  
I mean, I love. I love

Tab

in so many ways, but sometimes it feels like it works really it best with materials kids are familiar with  
because they can ideate, but they know how to use a pencil, and they can use a drawing center. But  
sometimes it's like, here's basket weaving, and they're like.

And

and those, you know, those beginning. Steps of things are really hard to  
to do if you don't have, you know, some instruction about it. But there are kids who always pick it up  
faster. And you know, and that pacing thing, technology is just phenomenal with so.

Becky Broyles

00:50:49

Agreed.

Jen Ferrari (she/her)

00:50:52

Well, I don't actually know

very much, because you mentioned your masters

and after after talking with Abi about having you as our guest. I we I learned that you did your masters  
around collaborative learning communities. Now, can you clarify for me, maybe, for our listeners as well,  
was that for like students in collaborative learning communities, or is that for educators? And then, if you  
wanted to tell us any more about that. That would be wonderful.

Becky Broyles

00:51:36

It was. It was on on teachers, actually and it was back in not to date myself, but back in 2,005 maybe  
even before that.

I was doing research on using a ning which I don't know if anybody knows what a ning is. But it was an  
early version of, like a

like a online bulletin board type thing, and they don't even exist anymore. But

I teach in a a.

It's we're outside Vancouver, Washington. But my school district is the

largest, if not one, of the largest

school districts in area, not in students, but in area. And so when we would try to pull

art teachers together to have, like Plcs or professional learning communities, it would be a like a 45 min  
drive for one teacher to get to one of the other schools. And so we're a very large area. And so we  
we've gotten better about coming together with the invention of Zoom and all these things. But before  
that I started investigating how to get

collaboration going online with like sharing resources, posting and commenting on like, How like try this  
lesson out? Tell me how it went, so that there was a way to collaborate and connect in between. Maybe  
the meeting we would be allowed to have every 3 months, because we would just show up at the  
meetings, and then everybody would just kind of drop the collaboration, but trying to keep that going.

And it it worked pretty good. For if you have the instigator, if you have the person that's going to keep  
reminding people like Oh, through via email, like, Oh, hey! I saw your post way to go, you know. Let's you

know, asking them questions and asking them to post again. And so that was a new technology at the time. Now we've got, you know. Thank you, Covid. We've got zoom and.

Jen Ferrari (she/her)

00:53:46

Thanks. Covid, yeah.

Becky Broyles

00:53:47

Thanks. Covid. We can virtually connect to people in far places. I had so many guest speakers during Covid. I need to get that practice back up going in my classroom.

and just zooming more people in. And we toured like the Patagonia. Photo lab, or photo flat design studio with the aunt of a student. It was fantastic.

And we still use virtual workshops with the waea, the Washington Art Education Association.

We do virtual workshops the 3rd Saturday of every month. Still, like it's been 4.

Gosh! How long has it been since Covid? 4 or 5 years?

And we still keep that practice because

I have so many teachers out in rural areas in Washington that don't have anybody around them.

They don't have anybody to collaborate with. And

if you're an art teacher, you know there are things that are particular about our profession that it's nice to have feedback on. And it's nice to pull people out of those silos and give them somebody to talk to.

That does the same thing that they do and so

that

that collaboration is far greater. The zoom collaboration

I feel well, I don't know. I do love me. A good Facebook group.

That's another thing that I,

the pandemic, did. And I love is people started opening up their resources on social media. Just like Abi, you were saying that you started making Tiktoks, the

Facebook

art teacher. Pages are a treasure trove of great art lessons like this

this guy last week I think it might have been on one of the tab ones. He shared his guidebook, and

in it he talks about the idea of flow. And I'm like what a great concept to put in the beginning of the year. Like how to be an artist?

part. And so I'm like, I immediately went to my computer and was just like started adapting what I did

because of what somebody else posted on Facebook, and the beauty of sharing is it's so fantastic

because it only benefits the kids. You know, I used to hold on to my stuff to be like, no, someday, I'm gonna get paid for this like I no, you know what

I get paid because it benefits the kids. And if I benefit these kids and give them better creative problem solving powers, then I'm benefiting my own future. And so sharing is caring for all of us. And I just love it. And I, even if I go and share something.

There was a post asking about like modern photographers. And I went and shared this

Portland based photographer that I like to use in class. And then I just started going through her website looking at her resources, found she has a video of her describing her gallery show why it was hung, the

way it was hung, and her process of narrative storytelling. And I was just like this is amazing. And so then I shared that, too. Like, Look, it's just getting

richer and richer. So I shared, and then even learned more. And so there's, you know, the mighty network has has things. The tab communities on Facebook have a ton of things.

The Institutes, like Pd, like the Tab Institute in Boston. That was phenomenal. I went to the Virtual because it was pandemic.  
but that's fine. I learned a lot. And everybody there is just like here here, and when you do something different sometimes you have, you go through these things, and you're like, oh, that doesn't apply. That doesn't apply. But you know what  
there's pieces of it that  
do apply, and that you can adapt and like. I've taken things that would be for a primary school, and, you know, like a a center for yarn. And I'm like, Oh, hey, that'll that'll work in my room. So there's there's lots of sharing. There's lots of ways to not be isolated.  
Find.  
find that network. Look out to your like. Our education associations in your state. They've got networks, whether they're in person or virtual  
Being together in this  
profession is the only way to go, because we can learn so much from each other  
if we just collaborate. And sometimes we need like, I was saying, with the research, I did, you need somebody that's going to start pulling those people together. And if you're that type of person that has the attitude to pull people together, you love parties. Then start throwing some art parties and start bringing these people together because there are those teachers out there that  
they they're not good at that. They're not good at posting. They're not good at.  
and you know, saying, Oh, hey! Come into my classroom across town, because I want to show you something.  
find a way to like make an event so that people will get out there. And I love classroom tab visits like Oh, my gosh! Those are amazing to see somebody else's classroom. You get so many good ideas, I love it. So yeah, and listen to tab podcasts.  
It's another way.  
don't be isolated.

Abi Paytoe Gbayee (she/they)

00:59:49

We'll take all those that we can get.  
you are amazing, and you have a wealth of information and so much generosity. And so.  
Is there any last thoughts that you just  
have to like? Think people have to know these things  
before we sign off, and just say we love you so much, Becky.

Becky Broyles

01:00:13

I would say.  
Oh, tab!  
it takes. It's not easy, and it takes time.  
And it takes a mind shift of the students  
and the parents  
and other teachers in your building  
and your admin  
but it can be done like I'm lucky I was able to bring over my 2 best friends to teach in my K. 12 school.  
So I've got a K 12 tab program like, Oh, my gosh, how cool is that? But you can get support whether



or not you have a K 12 tab program, or you've got the English and the math teacher also on board but by the time my kids are in high school they've at least been in an art studio setting. That's run in a tab way, and they are used to some flexibility and choice in their learning. So I am lucky in that way. But even with those perks it's hard right. It's hard to scaffold for those students that get it. And then those students that don't get it. But you need to give them a little bit spoon, feed them, and they just kind of nudge them off the cliff a little, you know, like you can do this. You're you're gonna struggle like my new favorite term is like, hop on the struggle bus. Let's go and through like the struggle they're gonna learn. And they're gonna learn more than if you just give it to them. So I guess the mantra for the year is get on the struggle. Bus for everybody. Try something new. Have your kids try something new. This stuff's not easy, but it's so worth it, I think. And I appreciate what you guys are doing to help spread this idea and to give hope to a lot of people that are maybe in their 1st or second year of trying this, and are thinking that they're floundering. But it takes time. It takes a good 3 years to implement anything and don't give up like, just keep going it. Your kids are worth it. Our future is worth it. I feel like I should run for Congress now, like we can do it.

Jen Ferrari (she/her)

01:02:39

It can be done.

Becky Broyles

01:02:40

Can be done.

Jen Ferrari (she/her)

01:02:43

Well, Becky, thank you so much for joining us. Before Abi has any like parting words I just wanted to remember to mention. You know, we were speaking about online communities and learning communities. And I just wanted to say that if anyone right now is thinking, I wish that I could be a part of something like that. Well.

I have news for you. If you go to the teaching participants behavior.org website, you can actually navigate to the top right hand corner, and there, it says, join our community on a little blue button, and if you click that it'll redirect you to mighty networks, which is currently sort. It's like Facebook. But it's like minus the

the cute kitties and the the politics and everything. It's just tab teacher, administrative. Anybody who has a love for tab and wants to learn more.

They go there. They share all kinds of resources, all kinds of topics being discussed. And more and more, I think, as we move forward, we'll be offering other professional development type things so definitely something to check out but thank you for bringing that up, because I wanted to make sure I mentioned that.

Abi Paytoe Gbayee (she/they)

01:03:54

We just are super grateful for your time, and thank you for being here.

and if people need to find you  
where should they look for you?

Becky Broyles

01:04:04

Gosh!

I didn't think of that question.

you can.

I guess you can look at my website, Broyles design group.com or dot no.org

royals design design group.org

is my class website. Oh, I don't know if I want you looking at it. It's okay. It's all right. You can follow me  
on

Facebook. Maybe you can look at. See what I'm doing. I don't know. I don't know. How do people follow  
you. You can email me

Becky broyles@waea.net. You can find me there if you want to email me with any Tab related questions.

Or Abi's got my number. You can just contact storytellers at

storytellers. Tab. What is your website?

Storytellers.

Jen Ferrari (she/her)

01:04:57

What is it?

I think it's story storytellers.

Abi Paytoe Gbayee (she/they)

01:05:01

I think.

Jen Ferrari (she/her)

01:05:02

It's no definitely, not. We manage. We do have an email.

We do have an email. It's storytellers at teaching for artisticbehavior.org.

Becky Broyles

01:05:14

Yes, yes.

Jen Ferrari (she/her)

01:05:15

Yeah.

Becky Broyles

01:05:16

Ask any questions to that, and they will relay them to me. And I'm gonna put that on my to do list like,  
make a make, make some sort of professional conduit website or something.

Abi Paytoe Gbayee (she/they)

01:05:28

You need a link tree.

Becky Broyles

01:05:30

A link tree. Yes. Oh, I'm on LinkedIn.

Abi Paytoe Gbayee (she/they)

01:05:34

You know, link a link tree that like goes in like your Instagram handle, because you can't put all of the things that you do so. It's like it's like a space where all of your links, all of your different things, can get put into one.

Becky Broyles

01:05:46

I know I need to up my Instagram game. I am. So I'm kind of lame on insta.

Abi Paytoe Gbayee (she/they)

01:05:52

Same, it's my least amount of followers anywhere. Well, no, that's not true. Youtube. I think I have like 27, but, like compared to the thousands that I have in other places. It just doesn't matter.

Becky Broyles

01:06:04

Yeah, or every 3rd Saturday you'll find me on a virtual workshop at Waea Net. So check out that website and come to our virtual workshops. They're free and open to the public, and if you're.

Abi Paytoe Gbayee (she/they)

01:06:16

Yeah. And you had a really great like, Guest host.

Becky Broyles

01:06:19

Abi was a guest a few months ago, and she was fantastic.  
It's not all tab, but it is all about our education. So come and come and check us out.  
Good to me. We don't have a podcast yet.

Abi Paytoe Gbayee (she/they)

01:06:38

Thank you so much for being here. We appreciate it.

Jen Ferrari (she/her)

01:06:42

Yes, thank you.

Becky Broyles

01:06:43

Thank you very much. I appreciate it. Bye, everyone.