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WEBVTT

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00:00:06.980 --> 00:00:13.139

Dan Krutka (Krut-kuh): Michael, we spend a lot of time talking about the social studies curriculum, what we teach.

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00:00:13.400 --> 00:00:14.270

Michael Milton: That's true.

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00:00:14.590 --> 00:00:17.800

Dan Krutka (Krut-kuh): But we don't spend a lot of time talking about who's teaching it.

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00:00:18.230 --> 00:00:22.239

Michael Milton: Oh... like, who are the people in your social studies neighborhood?

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00:00:23.270 --> 00:00:24.360

Dan Krutka (Krut-kuh): Who are they?

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00:00:25.010 --> 00:00:38.519

Michael Milton: They're the people that you meet when you're walking down the hallway, actually. So I work in associates department, and there's a lot of different folks there. They're all interesting people of varied ages, genders and life experience.

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00:00:39.070 --> 00:00:42.619

Dan Krutka (Krut-kuh): Yeah? I mean, is it... would you say it is,

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00:00:42.940 --> 00:00:52.979

Dan Krutka (Krut-kuh): Well, first, I'm just curious, like, what's the vibe? Like, or I... the kids... as the kids would say, what's the aura, right? What's... what's the feeling for... for this socialized teacher? What are they like?

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00:00:55.150 --> 00:01:08.829

Michael Milton: They don't... I always thought they liked more coffee, but that's not necessarily the case. There's a lot of tea drinkers there. But in terms of a general vibe, I feel like they are different than math teachers, because math.

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00:01:08.830 --> 00:01:09.310

Dan Krutka (Krut-kuh): I'm teachers.

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00:01:09.310 --> 00:01:10.370

Michael Milton: I don't know.

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00:01:10.480 --> 00:01:14.060

Michael Milton: Ha...

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00:01:14.640 --> 00:01:25.250

Michael Milton: I feel like with social studies teachers, they're... the discipline is a little more nuanced, and it requires a lot of, like.

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00:01:26.020 --> 00:01:29.490

Michael Milton: interpretation. So maybe they're into interpretive dance.

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00:01:30.170 --> 00:01:31.170

Dan Krutka (Krut-kuh): Yes, maybe.

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00:01:31.170 --> 00:01:34.120

Michael Milton: It is the interpretive dance of the departments.

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00:01:34.530 --> 00:01:40.399

Dan Krutka (Krut-kuh): when I think of the teachers I was with, right, I do feel like our social studies people were pretty fun.

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00:01:40.650 --> 00:01:44.270

Dan Krutka (Krut-kuh): They were varied, though, right? We had our people who were, like.

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00:01:44.370 --> 00:01:47.019

Dan Krutka (Krut-kuh): Super into history and got into it for that.

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00:01:47.020 --> 00:01:47.639

Michael Milton: Oh, yeah, yeah.

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00:01:48.220 --> 00:02:04.500

Dan Krutka (Krut-kuh): You know, we had our coaching group. Sure, sure. We had our people who, like, were... wanted to change the world and became social studies teachers, right? Like, wanted to make a better, more just world. I will say, like, in the high school that I taught at, it was pretty white.

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00:02:04.580 --> 00:02:23.719

Dan Krutka (Krut-kuh): there were... I mean, the... most social institutions were pretty white. You know, I had some colleagues who were Indigenous, I had some colleagues who were Asian, we had... I had some Black colleagues, but, like, overall, like, I feel, I had some, you know, Latine colleagues, but overall, like, my department was pretty big and pretty white.

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00:02:24.040 --> 00:02:27.009

Dan Krutka (Krut-kuh): I wonder if that's, like, fairly representative.

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00:02:28.160 --> 00:02:42.680

Michael Milton: That's interesting. One of the great things is going to, like, one of those NCSS conferences, because then you actually do get to see a great cross-pollination group, that, yeah, sometimes at, you know, different schools, it's probably not representative of everyone.

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00:02:42.830 --> 00:02:47.170

Michael Milton: But it is good to know that there... there's a lot of different folks out there who are teaching it.

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00:02:47.510 --> 00:02:54.399

Dan Krutka (Krut-kuh): Yeah, and it matters because, I mean, people bring their experiences into their teaching. The things that are important to them are based partially on

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00:02:54.530 --> 00:03:01.299

Dan Krutka (Krut-kuh): you know, how they were raised, what they learned, what values they have. What about... what about the teachers you had in school?

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00:03:02.220 --> 00:03:03.600

Dan Krutka (Krut-kuh): What were they like.

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00:03:06.210 --> 00:03:22.289

Michael Milton: Oh, that's a really good question. They were... I mean, so, I mean, they were definitely not very diverse. I'm fairly certain I only had two history teachers in high school.

Actually, I only had 2 history teachers in high school, and so they were...

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00:03:22.300 --> 00:03:28.169

Michael Milton: Two white guys, although very different politically. And very different interest-wise.

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00:03:28.770 --> 00:03:34.439

Michael Milton: But yeah, I would say that most of my schooling, it was not very diverse, but I think that's just in general, unfortunately.

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00:03:34.440 --> 00:03:36.170

Dan Krutka (Krut-kuh): Yeah.

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00:03:36.380 --> 00:03:43.689

Dan Krutka (Krut-kuh): The... you know, it was interesting, even in starting in elementary school, you know, I had a male teacher in second and third grade, Mr.

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00:03:44.200 --> 00:03:58.970

Dan Krutka (Krut-kuh): Which is not always common, and I actually think was really great. He was a really good role model, I think, and I thought... felt like that was important. My... and then my other elementary teacher, in addition to Mr. Engel, that stood out, was Ms. Johnson, who was my 5th grade teacher.

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00:03:58.990 --> 00:04:04.469

Dan Krutka (Krut-kuh): And she was a Black woman who played basketball, which I identified a lot with that, because I loved basketball.

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00:04:04.470 --> 00:04:04.800

Michael Milton: Awesome!

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00:04:04.910 --> 00:04:07.510

Dan Krutka (Krut-kuh): And so I think...

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00:04:07.510 --> 00:04:08.569

Michael Milton: Oh, like, cats?

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00:04:09.300 --> 00:04:17.500

Dan Krutka (Krut-kuh): Yeah, and, I had teachers named Miss Adelot and Miss Fuller. I tried to make that into, like, a little pun. Miss Adelot ate-A-Lot and became Miss Fuller.

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00:04:17.500 --> 00:04:18.729

Michael Milton: I thought that was pretty...

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00:04:18.730 --> 00:04:19.549

Dan Krutka (Krut-kuh): That was pretty clever.

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00:04:19.550 --> 00:04:21.439

Michael Milton: I don't know how they would, enjoy that.

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00:04:21.870 --> 00:04:24.500

Dan Krutka (Krut-kuh): Yeah, I didn't say it to them, I don't think.

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00:04:24.500 --> 00:04:25.910

Michael Milton: Oh, this is just... yeah, yeah.

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00:04:26.270 --> 00:04:38.339

Dan Krutka (Krut-kuh): But it was interesting, right? I did... I feel like I had some diversity of teachers, but then as I got older, my social studies... my teachers in general, I think, became less inspiring. I got... I had a lot of teachers that were...

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00:04:38.610 --> 00:04:46.199

Dan Krutka (Krut-kuh): we're not excited about teaching social studies or doing anything very innovative, honestly. I did not have, like, a lot of great examples of great social studies teachers, so...

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00:04:46.200 --> 00:04:47.100

Michael Milton: Oh, man!

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00:04:47.540 --> 00:05:10.800

Dan Krutka (Krut-kuh): But I think part of this stems, too, from post-Brown v. Board, right? I mean, one of the things that we don't talk enough about is that a lot of Black teachers lost their jobs in teaching, and right, like, that was a bedrock, I think, of middle-class Black families, and when school integration happened, it was Black teachers and Black administrators who lost their jobs, and it was a huge

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00:05:10.800 --> 00:05:24.969

Dan Krutka (Krut-kuh): loss for the teaching profession that is not, to my understanding, is not fully recovered, and so I wonder if that's somewhat reflective of what's happened, that our education system turned its... its, you know, back on the Black community.

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00:05:24.970 --> 00:05:32.789

Dan Krutka (Krut-kuh): And I'm curious to the degree and how that has ever, you know, bounces back, or maybe it has, and I'm not aware of it.

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00:05:33.150 --> 00:05:34.889

Dan Krutka (Krut-kuh): I feel like we gotta learn more on this topic.

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00:05:35.170 --> 00:05:44.880

Michael Milton: See, I knew you were coming around to something, and I'm very excited to see where it's gonna go. Did you bring anyone with you today? Because usually you have someone in your back pocket, maybe two people. I don't know, you have two back pockets?

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00:05:45.500 --> 00:05:55.600

Dan Krutka (Krut-kuh): Yep, that's right, you got two back pockets, two people, and so in pocket number 1, we have Dr. Amy Allen, and in pocket number two, we have Dr. David Hicks, and welcome to the podcast!

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00:05:56.700 --> 00:05:57.390

Michael Milton: Hello!

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00:05:58.090 --> 00:05:58.990

Amy Allen: Thank you.

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00:05:59.810 --> 00:06:02.540

David Hicks: Thank you, I'm in the, left back pocket.

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00:06:02.810 --> 00:06:13.799

Dan Krutka (Krut-kuh): Important clarification in case anyone's looking for you. Can we start with... Dr. Allen, can you tell us a little bit about your background in education? Of course you're a friend of the pod, but tell us a little bit more.

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00:06:14.350 --> 00:06:26.390

Amy Allen: Sure, so my background in education is, I was an elementary school teacher before I, came into higher education. I'm now an elementary methods teacher in social studies at Virginia Tech.

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00:06:26.390 --> 00:06:36.730

Amy Allen: But growing up, I had a lot of very diverse, education experiences. I moved around a lot, and so by the time I graduated from high school, I had gone to 10 different schools.

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00:06:36.730 --> 00:06:38.150

Amy Allen: And,

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00:06:38.310 --> 00:06:51.529

Amy Allen: in all of those spaces, I think what you are describing of having very, very white teachers was mostly true for me. When I'm thinking about my social studies teachers, in middle and high school.

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00:06:51.710 --> 00:07:10.000

Amy Allen: I can't think of a single one that was not a white man, and most of them were coaches. So it's a pretty consistent demographic for me, anyway, my experience. And that was

mostly in Texas and in Kansas. But when I was in elementary school, I actually had the same teacher in 4th and 5th grade who looped with us.

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00:07:10.000 --> 00:07:31.550

Amy Allen: And she was Japanese American, and she actually, Mrs. Tsukamoto is my favorite teacher, and I remember her very, very fondly, actually, after getting to Virginia Tech. I sent her an email and was like, I haven't talked to you since I was 12, but do you remember me? And she definitely did. She called my mom by name, and we had a great conversation. So, it was very,

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00:07:31.550 --> 00:07:37.760

Amy Allen: It's very sweet. So I would say, my education experience has really been shaped by,

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00:07:37.760 --> 00:07:43.090

Amy Allen: Moving so often, and being in a lot of, diverse school settings,

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00:07:43.230 --> 00:07:49.380

Amy Allen: In terms of student population, but maybe less so, for the most part, in terms of, teacher population.

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00:07:49.630 --> 00:07:58.510

Michael Milton: Amy, I have one question, and this is probably a really hard-hitting question, but how many different animals, was your school mascot? Like, was it.

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00:07:59.330 --> 00:08:03.670

Amy Allen: Yeah, I wish I could remember. I... I don't know, although...

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00:08:03.810 --> 00:08:10.669

Amy Allen: some of them were not... I can tell you my high school mascot, not an animal. It was the Indians, and I think it might...

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00:08:12.610 --> 00:08:13.220

Michael Milton: Yeah.

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00:08:13.480 --> 00:08:20.110

Amy Allen: But, yeah, I don't know. That would be a lot, 10 different schools, so... Yeah.

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00:08:20.110 --> 00:08:24.530

Dan Krutka (Krut-kuh): Well, when I was at Francis Scott Key Elementary, we didn't have a mascot.

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00:08:25.190 --> 00:08:26.340

Michael Milton: You weren't the keys?

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00:08:26.510 --> 00:08:34.939

Dan Krutka (Krut-kuh): And it's kind of funny to me, but we had a song about Francis Scott Key that was not, like, the Star Spangled Banner. It was, like, a separate song about someone who wrote a song, so it was, like.

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00:08:35.240 --> 00:08:38.570

Dan Krutka (Krut-kuh): you know... Inception, essentially, for kids.

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00:08:41.440 --> 00:08:48.459

Dan Krutka (Krut-kuh): Well, on that, Dr. Hicks, can we hear a little bit about your background? Introduce yourself to the pod. People in the social studies community know you well.

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00:08:48.890 --> 00:08:52.220

Dan Krutka (Krut-kuh): But we gotta introduce you to the Visions of Ed community now.

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00:08:52.780 --> 00:09:02.030

David Hicks: Okay, my name is David Hicks. I, work at Virginia Tech, worked there quite a while as a professor of history and social science education.

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00:09:02.450 --> 00:09:05.900

David Hicks: I grew up in England. I,

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00:09:06.610 --> 00:09:19.279

David Hicks: grew up in a town called Huddersfield, which is... was famous for being called a metropolis of discontent. 1812, Luddites. So all your Luddite talk and everything in, you know, civics of technology, I.

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00:09:19.820 --> 00:09:23.129

David Hicks: affinity to that. My dad was a loom mender.

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00:09:23.250 --> 00:09:36.630

David Hicks: Mum was a... worked in the cloth industry and did all the darning, fixing the holes and stuff. Woolen industry, I should say. So, I went to school in England. I was a schools council history project student.

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00:09:36.750 --> 00:09:40.690

David Hicks: Back in the day. So, actually.

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00:09:40.970 --> 00:10:00.859

David Hicks: learned with primary sources and historical sources, back then, and my, school was... it was industrial England, Northern England, so it was pretty much white. White teachers and, white students. I then taught, at, a school in a mining community that's in better days.

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00:10:00.860 --> 00:10:02.860

David Hicks: So it was very white.

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00:10:02.880 --> 00:10:04.240

David Hicks: So,

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00:10:04.430 --> 00:10:23.539

David Hicks: it was a mining... yeah, it was a mining community, so they came out of the pit black, but they were white. Then you also have, then I went to the States, and my first job was teaching in Job Corps, LBJ's, you know, Great Society program, and that was in upstate New York.

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00:10:23.940 --> 00:10:34.890

David Hicks: And it was... I was a GED teacher, and I was teaching a very diverse population, which was... 22 was a massive shock to the system.

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00:10:35.220 --> 00:11:00.119

David Hicks: And then I ended up teaching in Oxford, New York, and, Newfield, New York, which is just south of Ithaca, which, you know, there's kind of a lot of rural poverty, and it was, again, very white, white teachers, white social studies, and I learned that all of a sudden, instead of doing, like, these deep dives into historical sources and very kind of depth subjects, and you never really learned much history, but you learned a lot

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00:11:00.120 --> 00:11:01.390

David Hicks: Talked about the discipline.

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00:11:01.450 --> 00:11:18.790

David Hicks: So you didn't cover chronologically. Suddenly, I had to teach world history, in, like, you know, in two years, or American history, and they got a textbook, and I had to teach that, and I'm like, that's not how you teach history, that's just a narrative. That's not history. What the hell's that? So I was teaching this... this kind of...

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00:11:18.790 --> 00:11:31.369

David Hicks: curriculum that had been handed to me in a textbook, it was very much a quest for freedom and stuff like that. You know, occasionally, you know, bring out your blacks, you know, and then bring out your Indians, and then they can disappear. So that was a bit of a shock to the system.

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00:11:31.400 --> 00:11:33.669

David Hicks: But my first job, I got my first job.

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00:11:33.840 --> 00:11:39.050

David Hicks: In America, and the interview went, you play football!

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00:11:39.340 --> 00:11:50.919

David Hicks: Soccer! So, yes, I was a soccer player, and so I ended up coaching. Really, the interview had nothing to do with teaching. It was all about soccer coaching, and we needed to do blah blah blah.

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00:11:52.200 --> 00:11:58.069

Dan Krutka (Krut-kuh): So, if I could ask, what... what were the, you know, we've talked a lot about the, the, you know.

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00:11:58.070 --> 00:12:19.150

Dan Krutka (Krut-kuh): racial demographics of the teaching force and our experiences, because there's all kinds of research on cultural mismatch and how that affects the way you even look at why you would learn certain things in history. And that becomes really apparent when you have a cultural mismatch, right? When you walk into a classroom and the history that feels relevant to you does not feel relevant to the students in your classroom.

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00:12:19.150 --> 00:12:29.779

Dan Krutka (Krut-kuh): But also from, like, a national perspective, I'm very curious, and some of our... maybe some of our listeners would be curious, David, what... what was the, like, the biggest difference you noticed between the British and

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00:12:29.780 --> 00:12:38.410

Dan Krutka (Krut-kuh): American education systems, and I say American education system like it's one thing, but humor me, I mean, what differences did you notice?

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00:12:39.040 --> 00:12:45.349

David Hicks: immediately back in the day, I had not really done a multiple-choice test very much.

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00:12:45.350 --> 00:13:07.729

David Hicks: in history, it was a lot of essay writing, and all of a sudden, we were assessing students on multiple choice tests, and that's what the Regents exam was. And there was a couple of essays at the back that were kind of thrown in, or, you know, analyzing one source, and that was a shock to the system, where basically you were working with historical sources, having to... and having to write from a very young age, and also part of the

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00:13:07.810 --> 00:13:27.170

David Hicks: curriculum that I had with the school's council history was there was, like, different kind of depth studies, and they're all based around what we called gobits, or primary sources, and one of them included studying your school, studying your local community. And so, you know, you could do an attachment to your local community, you also would... I did Arab-Israeli conflict, medicine through time.

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00:13:27.660 --> 00:13:34.939

David Hicks: You know, what is history, and how to do that? And then come in here, and it was just this... this massive narrative.

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00:13:34.940 --> 00:13:51.149

David Hicks: And, you know, the expectation was it was very much for, you know, a lot of talk at students, and my class was different, so I had one teacher who was well known for lecturing, and then I was, kind of trying to work with primary sources and playing with things still, but the pacing was just totally different.

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00:13:51.500 --> 00:13:55.260

David Hicks: So that was one of the biggest shocks I had, when I first came.

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00:13:56.170 --> 00:14:15.830

Dan Krutka (Krut-kuh): Yeah, thanks for sharing that. It makes me feel like the American system has been... is so... we want to quantify everything, right? We want to measure everything, and that's why multiple choice tests are so often you go to. But I feel like, you know, one of the things I say the most often to my students is that,

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00:14:15.830 --> 00:14:23.320

Dan Krutka (Krut-kuh): Writing, in particular, is an incredible form of thinking. Like, working through your thoughts through writing is such a way of thinking.

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00:14:23.320 --> 00:14:42.209

Dan Krutka (Krut-kuh): And just having students write more is so much more valuable. You learn so much more from seeing that someone can write and think through, than you ever can from a multiple-choice test, in my opinion, which it just has limited value outside of schools, right? Those are just made... assessments made for schools. They don't have nearly the application, outside of them, so...

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00:14:42.620 --> 00:14:57.289

David Hicks: Yeah, one of the challenges, though, I know it's not on the topic, but you've already spoiled the answer to the... to the paper anyway, you've ruined it. You've given it all the way. Yeah, we might as well quit now. But the idea is, like, in England, it's an op... you know, you stopped taking... stopped taking history, or you did, at 14.

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00:14:57.290 --> 00:15:15.569

David Hicks: And it was... then become a choice, and so it was quite a challenging subject, so people could pick other subjects to take, that you could not have to do history, so it became an option. So in the States, though, it's... you know, it was... it's almost a requirement all the way through for people, and, you know, and it is an assessment tool in that sense. It became... so...

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00:15:15.570 --> 00:15:20.850

David Hicks: I'm not, you know, only certain people took it in, in England.

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00:15:20.850 --> 00:15:21.710

Dan Krutka (Krut-kuh): Okay.

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00:15:22.130 --> 00:15:24.670

Michael Milton: And did you have school mascots? Was that a thing there?

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00:15:24.670 --> 00:15:29.050

David Hicks: Oh, no, but this triggered. You triggered me, because I went to a flashback.

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00:15:29.180 --> 00:15:34.820

David Hicks: No mascots, but guess which house I was in? And it wasn't... go on, guess which house I was in?

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00:15:35.440 --> 00:15:36.610

David Hicks: You'll never guess.

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00:15:37.790 --> 00:15:40.899

David Hicks: It wasn't Slytherin. I was actually in the house.

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00:15:41.060 --> 00:15:41.420

Michael Milton: Oh!

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00:15:41.420 --> 00:15:42.510

David Hicks: It wasn't a Hufflepuff!

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00:15:42.540 --> 00:15:46.970

David Hicks: I was in Dartmouth, we had Dartmouth, Fenne, Jessup.

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00:15:46.970 --> 00:15:56.860

David Hicks: And another one, and all these were land... landowners from around the location, and so that concept of houses.

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00:15:56.860 --> 00:16:16.759

David Hicks: You know, that people were in, that JK Rowling invented, she didn't. That's what we had. That was... that was schooling. So, and we had competitions, we had drama competitions, sports competitions, you'd have points deducted if you misbehaved. We also took O levels and A levels, Owls and stuff. So, yeah, no mascot, but yes, I was in a Dartmouth house, and the color was, yellow.

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00:16:18.110 --> 00:16:19.450

Michael Milton: Wow. Thank you.

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00:16:20.350 --> 00:16:33.679

Dan Krutka (Krut-kuh): All right. Well, we've gone far afield enough. Let's bring it back to why we came here today, which is to first congratulate you on your publication in TRSE. It is titled, Representation Matters, But So Does Data.

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00:16:33.680 --> 00:16:42.809

Dan Krutka (Krut-kuh): A 15-year assessment of the assumed demographic imperative in the social studies teaching force. So, congratulations on this publication, and can you tell us

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00:16:43.220 --> 00:16:43.810

Dan Krutka (Krut-kuh): study?

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00:16:49.270 --> 00:17:10.130

Amy Allen: We're in, like, a contest to see who will talk first. Yeah, so this study was a presentation that we did a few years ago at CUFA, and it started from seeing the CUFA call. We had been doing some work about rural educators, Virginia Tech's in a very rural location, and so we had been looking at

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00:17:10.130 --> 00:17:16.779

Amy Allen: some of the data from the National Teacher and Principal Survey to see who is teaching in rural spaces.

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00:17:17.069 --> 00:17:37.049

Amy Allen: And, when we saw the KUFA call come out, there was a line in it that talked about how the structural game had changed, and we needed to think about, the conceptual future. And that sparked some conversation between the two of us that was like, well, has it? Because what we were seeing about rural teachers, it didn't really feel like that was true.

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00:17:37.270 --> 00:17:52.660

Amy Allen: And so we went to our colleague, Tom, who's not on the call tonight. Tom has access to this data, and he does a lot of quantitative studies about it, and we said, hey, how far back do you have this data? What can we look at? And so he had access to it all the way back through 2007.

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00:17:52.710 --> 00:18:11.579

Amy Allen: And so we decided, like, let's look at who social studies teachers are, what kind of questions can we answer about who social studies teachers are, starting in 2007 all the way through 2021, which is the most recent data that has been released from the Department of Education. And that's really what prompted the study, is thinking about, like.

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00:18:11.580 --> 00:18:25.599

Amy Allen: what do we know? Because I think a lot of times we make assumptions, like we've been doing this whole call, right? Like, who teaches social studies? And all of our assumptions are just based on our personal experiences of who we have encountered, who we've worked with, who taught us.

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00:18:25.600 --> 00:18:32.759

Amy Allen: But there was really no concrete evidence in the field of who was actually doing that teaching.

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00:18:33.100 --> 00:18:37.789

David Hicks: Yeah, so the call, and I like to call it the Beyonce Conference, it was in Boston.

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00:18:37.830 --> 00:18:42.069

David Hicks: And that was part of the, the write-up.

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00:18:42.100 --> 00:19:01.730

David Hicks: because, you know, there was quotes from one of the songs, but the call was almost celebratory about, look how diverse we are, and look at that, and it was very much, really about the teacher education diverse... diversity, you know, teacher educators when you look,

and like Michael said, you go to... you go to NCSS, and you might see a real mix of people type of thing.

137

00:19:01.790 --> 00:19:07.959

David Hicks: But we were like, that's not... it just seemed very kind of thrown out there.

138

00:19:08.070 --> 00:19:30.469

David Hicks: And so it was... it provoked us, in a sense, to go, so what about the... who are we training? And what about the challenges of what it means to... who are we training? What does the curriculum look like? Let's start with the demographics of social studies, and let's look over time. And, you know, James Banks talked about a demographic imperative and concern over, you know, being such a homogeneous group when the student population's changing.

139

00:19:30.470 --> 00:19:35.100

David Hicks: And so, yeah, they, we were... we were... they poked to the back!

140

00:19:38.950 --> 00:19:50.490

Dan Krutka (Krut-kuh): For anyone that doesn't know, the... in recent years at CUFA, which is the College and University Faculty Assembly of the National Council for the Social Studies, essentially the higher education faculty, are...

141

00:19:50.840 --> 00:19:58.050

Dan Krutka (Krut-kuh): people have gotten increasingly ambitious. I feel like this started, like, in the mid-2010s, and the programs are, like.

142

00:19:58.080 --> 00:20:00.270

Dan Krutka (Krut-kuh): Pieces of art in and of themselves.

143

00:20:00.270 --> 00:20:18.319

Dan Krutka (Krut-kuh): So, I think David's reference to the Beyonce call, if that lost anyone, is that they used Beyonce lyrics in their call, right, as kind of ways to think through, which was a very cool and ingenious way to kind of think about, like, how we organize and think about what social studies is.

144

00:20:18.340 --> 00:20:20.880

Dan Krutka (Krut-kuh): So, okay, so you're looking at the numbers.

145

00:20:20.980 --> 00:20:22.370

Dan Krutka (Krut-kuh): What did you find out?

146

00:20:24.650 --> 00:20:46.630

Amy Allen: Well, as David said, you kind of have already given away the findings of this, this research, because what we found is that between 2007 and 2021, the social studies teaching force is predominantly white. In 2007, it was around, 83%, and in 2021, it was...

147

00:20:46.760 --> 00:21:03.809

Amy Allen: 80%, and so there'd really been no, significant change over that 15-year time period, despite, a lot of the literature we were reading saying how many efforts have been made to diversify the field, it didn't really seem to have had any impact.

148

00:21:04.070 --> 00:21:14.760

Amy Allen: And interestingly, even though the field had gotten slightly more diverse overall, the percentage of Black teachers had actually gone down somewhat significantly

149

00:21:14.800 --> 00:21:23.100

Amy Allen: I shouldn't say significantly. Zach, don't say that. Cut that out. The percentage of Black teachers had actually gone down somewhat.

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00:21:23.100 --> 00:21:43.620

Amy Allen: So in, I have to look at the table to know the exact number, but in 2007, it was around 7-point-something percent, and by 2021, it was closer to 5%. So, despite all of these initiatives, what we're seeing is it hadn't really changed much at all, and maybe in some ways it had gotten worse.

151

00:21:44.450 --> 00:21:59.199

Dan Krutka (Krut-kuh): And I would guess one of the challenges in a study like this is you have numbers, but you don't always have explanations, right, for what it is. Now, some we could take a guess. My first guess is we're not build... we haven't done a good job of building a field that is appealing

152

00:21:59.200 --> 00:22:07.350

Dan Krutka (Krut-kuh): to, you know, Black teachers, right? To enter into it, based on whether it's what the curriculum is, or what the environment in schools are.

153

00:22:07.350 --> 00:22:12.340

Dan Krutka (Krut-kuh): Is there... what else did your data show, and what were you able to infer from it?

154

00:22:14.050 --> 00:22:14.850

Amy Allen: So...

155

00:22:14.850 --> 00:22:38.520

Amy Allen: One of the things that we did is we used a critical demography framework, and so, I mean, throughout our research, we really were trying not to make assumptions, because you're right, there's a lot of things that we can't tell based on numbers, and it's also probably important to say that this is a, like, a broad-level national portrait, and so there may be people who are listening to this call and thinking, like, oh, but that doesn't reflect my community, that's not what it looks like in my area.

156

00:22:38.520 --> 00:23:03.480

Amy Allen: But, but this is just based on these national averages, for the most part. But looking at it through a critical demography lens, critical demography is an interdisciplinary framework that examines the relationships between demographic factors, and so we weren't just looking at, like, okay, what's the race, what's the age? We were also looking at things like what are the pathways that teachers took in entering the field, so did they

157

00:23:03.480 --> 00:23:09.690

Amy Allen: Did they come through traditional pathways? Did they come through alternative pathways? We were also thinking about,

158

00:23:10.130 --> 00:23:21.849

Amy Allen: more traditional things, like, are they male or female, and then looking at, like, what is their level of satisfaction? Do they report being happy in their field? Do they, think about leaving the teaching profession? And things like that. So.

159

00:23:22.050 --> 00:23:38.319

Amy Allen: again, it's hard to infer, like you said, from just numbers, but with that critical demography framework, then we were able to think about, well, what's the interplay between these items? What is it, what sort of patterns can we infer? One of the things that we noticed

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00:23:38.510 --> 00:23:49.550

Amy Allen: In terms of alternative versus traditionally certified teachers, is that, the number of alternatively certified teachers has increased over the past 15 years.

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00:23:49.550 --> 00:24:11.760

Amy Allen: for all groups. So for non-Hispanic white teachers, for teachers of color, more people are entering the field through alternative, pathways now than they used to. And one thing we do point out in the paper is that's not really a criticism, that's just an observation, so we're not trying to say anything about the quality of alternative versus traditional pathways, but

162

00:24:11.760 --> 00:24:27.570

Amy Allen: More teachers are entering through alternative. But that number is higher for teachers of color, so even though there's always been a gap there, even as those numbers have increased, the gap has also increased, so it's more likely that teachers of color are entering the field through alternative pathways.

163

00:24:28.420 --> 00:24:28.950

Dan Krutka (Krut-kuh): Yeah.

164

00:24:28.950 --> 00:24:30.170

David Hicks: What we did...

165

00:24:30.350 --> 00:24:46.499

Dan Krutka (Krut-kuh): Oh, I was gonna say, my comment's very brief, David. Zach, go ahead and edit that first part out. Yeah, I taught in Oklahoma, and when I was for... when I was teaching, there were hardly any, you know, alternatively sort of... well, there were... sorry, let me say that again, Zach, second time.

166

00:24:47.960 --> 00:24:56.729

Dan Krutka (Krut-kuh): I obviously... I taught in Oklahoma, and while we always had alternatively certified teachers, I mean, we had non-certified teachers that have, like.

167

00:24:57.050 --> 00:25:19.390

Dan Krutka (Krut-kuh): grown immensely. Like, when I was teaching, there was almost none, and that number jumped a huge amount. So, I don't know if there's any information on... on things like people who even come in without certifications to teaching, but, that change, I could just see, you know, from kind of the end of my teaching career over time, and it was a little depressing because it just felt like a lack of commitment to the profession.

168

00:25:19.390 --> 00:25:24.449

Dan Krutka (Krut-kuh): Right? That so many... that we weren't finding people who were going through Systems to prepare them.

169

00:25:26.560 --> 00:25:38.629

Amy Allen: Well, in those systems, I mean, they... while... while we're not making a judgment call about whether one is better or not better, there are... they do provide different levels of preparation and different experiences, and

170

00:25:38.630 --> 00:25:52.539

Amy Allen: In other fields, science, STEM, there are more... there's more research that talks about what those pathways look like, but in the field of social studies, there are very few articles that really detail, like, what is the difference in preparation level between alternative and traditional.

171

00:25:52.540 --> 00:26:01.600

Amy Allen: traditionally certified teachers. So again, that limited what we're able to say about, you know, that data, but it does feel like entering through an alternate pathway

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00:26:03.070 --> 00:26:16.750

Amy Allen: And especially when it's teachers of color who are disproportionately entering in that way, it's possible that they are being equipped in different ways that may, affect their ability to stay, or their willingness or desire to stay.

173

00:26:18.390 --> 00:26:30.730

David Hicks: Yeah, well, I would say the same thing. It's the idea that it's... are those pathways adequately supported? And if teachers of color, which we see are disproportionately kind of entering through an alternative route.

174

00:26:30.830 --> 00:26:45.629

David Hicks: then the danger is that they're also being placed in schools that have low resources, fewer resources, more difficult working conditions, and so alternative certification may well then kind of reproduce, kind of, the inequity.

175

00:26:45.670 --> 00:27:01.910

David Hicks: They're arguing that these alternative pathways to get teachers of color in will address. So you drop in teachers of color in difficult situations that they're not prepared for, and you directly funnel them into difficult schools.

176

00:27:01.910 --> 00:27:06.599

David Hicks: Which, again, you've got all kind of discussions of equity and what you're trying to do.

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00:27:06.600 --> 00:27:09.709

David Hicks: But that's not... that's not fixed in the situation at all.

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00:27:09.940 --> 00:27:19.739

David Hicks: And what we were... what we did see is, yes, we have seen, maybe a little bit of an increased recruitment in teachers of color, but at the same time, they weren't staying long.

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00:27:19.780 --> 00:27:37.239

David Hicks: you know, their career path and their trajectory, or how long they lasted, was not mirroring what you saw with white social studies, or white non-Hispanic social studies teachers. And so that did suggest that there is a retention issue. So while you can talk about, oh, look, we've improved retention.

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00:27:37.700 --> 00:27:57.409

David Hicks: when you start to scratch the surface and you use a critical demographic lens that kind of asks questions like, you know, who's steered into alternative pathways, who has access to traditional programs, who's retained, who leaves, you know, who's supported once they enter the profession? That started opening up a way for us to make sense of some of the data that we were seeing.

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00:27:58.770 --> 00:28:05.369

Dan Krutka (Krut-kuh): In some ways, it's a little bit like disaggregating data for students, right? To make sure that there's no student groups who are

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00:28:05.470 --> 00:28:17.649

Dan Krutka (Krut-kuh): are... are not succeeding in school, or particularly that we're... we're failing, and I think, I just stole Michael's comment, so I think, teachers... teachers kind of see... we... we see some of these same patterns and things.

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00:28:18.070 --> 00:28:23.449

Dan Krutka (Krut-kuh): Well, what, what else? Are there any other major findings that came out of this study that you want to tell us about?

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00:28:24.660 --> 00:28:36.179

Dan Krutka (Krut-kuh): Real, real quick pause. I was gonna say, too, like, we can train... I want to make sure we give space for... I could ask you a more pointed question, if you want. Zach, hopefully you're editing this already. Or,

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00:28:36.180 --> 00:28:46.230

Dan Krutka (Krut-kuh): we could go to our, you know, somewhat soon to our, you know, what takeaways do you have for... for researchers, for teachers, others? What... is there a specific question you want to, or point you want to go to?

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00:28:48.670 --> 00:28:52.790

Amy Allen: Yeah, I was... I was thinking... I have... maybe have one more thing to say.

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00:28:52.790 --> 00:28:57.430

Dan Krutka (Krut-kuh): Okay. Do you want me to ask it in a certain way, or just... just ask about other findings? What do you think?

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00:28:57.620 --> 00:29:05.700

Amy Allen: Well, maybe you could ask something about the, the white men coaching thing, because there is a finding more white men than other.

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00:29:06.140 --> 00:29:22.719

David Hicks: And also, the other topic, maybe, is... we've kind of hinted at it, where people with quantitative data, they say things like, well, that's not my town, but we can't get that to that level, but we did look at regional differences. There are certain regional differences, and they are clearly products of history.

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00:29:22.720 --> 00:29:27.660

David Hicks: You know, and these more features of color in the south, you know, and up in the north.

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00:29:27.660 --> 00:29:28.160

Dan Krutka (Krut-kuh): Okay.

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00:29:28.160 --> 00:29:29.249

David Hicks: type of thing. So, I mean.

193

00:29:29.250 --> 00:29:29.570

Dan Krutka (Krut-kuh): Alright.

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00:29:29.570 --> 00:29:38.509

David Hicks: quick, but it kind of fits with some of the stuff. And again, it is a bit like watching the Titanic. You know it's gonna end, and I'll bring that up as well, so...

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00:29:38.510 --> 00:29:40.489

Michael Milton: Yeah, save there, save that, please.

196

00:29:40.490 --> 00:29:43.790

Dan Krutka (Krut-kuh): Yes, Michael, do you want to do one of those? We could eat two one.

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00:29:43.790 --> 00:29:44.800

Michael Milton: Questions?

198

00:29:44.950 --> 00:29:49.090

Dan Krutka (Krut-kuh): Okay, you do the regional, I'll do... I'll do the... the coach. Is that good?

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00:29:49.310 --> 00:29:49.910

Michael Milton: Yep.

200

00:29:50.270 --> 00:29:50.960

Dan Krutka (Krut-kuh): Okay.

201

00:29:52.060 --> 00:29:52.420

Michael Milton: What...

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00:29:52.420 --> 00:29:54.870

Dan Krutka (Krut-kuh): So, mo... Oh, sorry, am I going first?

203

00:29:55.210 --> 00:29:56.330

Dan Krutka (Krut-kuh): Nope. Okay.

204

00:29:57.610 --> 00:30:06.320

Dan Krutka (Krut-kuh): So, most people know social studies has a reputation for being a place for coaches, right? It's who...

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00:30:06.330 --> 00:30:25.999

Dan Krutka (Krut-kuh): maybe, or maybe don't want to be teachers, you know, sometimes they do, sometimes they don't. I feel like I, in my teaching career, I saw both coaches who were good teachers, and some who just had almost no interest in it, and were just, you know, kind of going through the motions with their students. Did your, research show anything about to... to...

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00:30:26.450 --> 00:30:30.299

Dan Krutka (Krut-kuh): To, you know, confirm those... those kind of beliefs about the profession.

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00:30:31.810 --> 00:30:53.950

Amy Allen: So, like I said at the beginning, most of my social studies teachers were, in fact, white male coaches. We don't have data about how many of them are coaches, but what we did see in the data is that there was an over-representation of men in terms of white social studies teachers. So, a major... more than half of the white social studies teachers were men. And, you know.

208

00:30:54.090 --> 00:31:19.000

Amy Allen: again, we can't make a lot of assumptions about this data, but we do think that says something about the field itself, when we think about these sort of, like, jokes that we make about social studies teachers being coaches, but then also about this representation of masculinity in this field, and then opposed to, if we're looking at teachers of color, there's

actually more teachers of color who are women than there are who are men. So it's an interesting sort of balance

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00:31:19.000 --> 00:31:23.289

Amy Allen: there. And so that's something that we do talk about and unpack some more in the paper.

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00:31:24.650 --> 00:31:34.870

David Hicks: That also goes to curriculum. So, and I think this is important to point out. So, when you, in a sense, have, you know, authority or curricular authority held by white men.

211

00:31:34.870 --> 00:31:47.340

David Hicks: it matters what students learn. And so, a lot of what we were talking about as well was, you know, the acknowledgement of the white social studies curriculum, and then what's perpetuated. Now, what we have to be very careful in saying is that we're not saying that having teachers of color

212

00:31:47.340 --> 00:31:48.999

David Hicks: We'll change the curriculum.

213

00:31:49.020 --> 00:32:03.289

David Hicks: And that all teachers of color can engage in culturally responsive teaching. And we're not saying that white, white teachers cannot engage in culturally responsive teaching, but there is a pattern there of, you know, white teachers

214

00:32:03.290 --> 00:32:18.550

David Hicks: biographic conceptions of what social studies is, is very comfortable, and they are teaching white social studies, and you've got people like Prentice Chandler's work on white social studies, and Hawkman, and groups like that, that really connected with what we were seeing there.

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00:32:19.130 --> 00:32:25.569

David Hicks: Which I think's... I think it's important to point out. We also looked at a little bit of,

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00:32:25.900 --> 00:32:30.390

David Hicks: We've faced people before saying things like, well, what you've described is not my town.

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00:32:30.690 --> 00:32:46.089

David Hicks: It is very diverse, and look at the teachers are very diverse, and things like that. And we can't drill down to towns, but we did look at, kind of, regional differences, you know, kind of, Northeast, Midwest, they have the least racially diverse social studies teaching forces, while South...

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00:32:46.090 --> 00:32:47.670

Michael Milton: East and Midwest. West, yeah.

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00:32:47.670 --> 00:32:48.620

David Hicks: So, yep.

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00:32:49.560 --> 00:32:50.230

Michael Milton: Okay.

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00:32:50.500 --> 00:32:51.950

Michael Milton: That was gonna be my question.

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00:32:52.110 --> 00:32:54.770

David Hicks: I know, and I just... I'll stop. Sorry, Zach.

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00:32:55.260 --> 00:32:57.439

Michael Milton: No, no, no, no, God! I'm trying to go.

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00:32:57.440 --> 00:32:58.150

David Hicks: Michael out!

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00:32:58.150 --> 00:32:59.939

Michael Milton: David, you're fine, you're fine!

226

00:32:59.940 --> 00:33:02.860

David Hicks: I'm trying to... well, you know, I'm trying to get... you know, the problem is.

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00:33:03.210 --> 00:33:22.280

David Hicks: Dan's already ruined it. It gave the answer away. It's like, you know, it's similar to watching the Titanic. You know how it's gonna end, apart from once. I was actually literally in the theater watching the Titanic, and as it hit... as it hit the iceberg, I heard this audible gasp from the woman behind me.

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00:33:22.310 --> 00:33:25.210

David Hicks: And I kind of looked around, I'm like, wow!

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00:33:25.300 --> 00:33:34.419

David Hicks: Like, she was shocked. So maybe there's somebody who's listening who's actually shocked about what they're hearing. And if they are, don't watch JFK. It'll upset you.

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00:33:34.420 --> 00:33:43.669

Dan Krutka (Krut-kuh): Hey, you know what? I mean, I know you all put a lot of time into this study, but if you want to know the findings for your next study, just give me a call and I'll let you know ahead of time that.

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00:33:43.830 --> 00:33:44.840

Michael Milton: My, my best friend.

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00:33:44.840 --> 00:33:59.100

Dan Krutka (Krut-kuh): Dan ruins everything, new show. Well, can you tell... so, what are the takeaways here, then? So, for researchers, for teachers, teacher educators, like, what can we learn from this, or what do we need to continue learning about the demographics of a profession?

233

00:34:01.980 --> 00:34:24.839

Amy Allen: So, one of the things that we found throughout the literature that seemed to have the most promise was that there are some sort of targeted initiatives, like Grow Your Own programs, things like Call Me Mister, or the Boston Teacher Residency. Those programs have had more success with recruiting teachers of color to try to even out this initiative. And so, I mean, if we're looking at these

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00:34:24.840 --> 00:34:43.509

Amy Allen: themes and patterns, what we're really seeing is, like, structural, exclusion in a lot of ways, and barriers that are put into place that prevent teachers of color from entering the field, but then also from staying in the field, whether that's sort of some of the curriculum stuff that David has talked about, or even just,

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00:34:43.820 --> 00:34:53.510

Amy Allen: tests that are required to, become teachers to begin with. But programs that are sort of, local.

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00:34:53.830 --> 00:35:09.220

Amy Allen: region-specific that are designed to recruit teachers to return to a specific area, have shown a pretty good amount of success, and so if we're thinking how might we, you know, address this problem, it needs to start

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00:35:09.220 --> 00:35:17.490

Amy Allen: Start with policy, but then we need to look at programs that have been successful and see what can we learn from people who are doing this work and doing it well.

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00:35:17.910 --> 00:35:21.760

David Hicks: Yeah, one of the challenges for us was, really.

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00:35:22.020 --> 00:35:28.810

David Hicks: There's no hard answer, because we're talking about structural change is really important, and not just relying on innovation.

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00:35:28.810 --> 00:35:53.670

David Hicks: And so, a part of writing this was to actually... representation matters, but so does the data. It was meant to be a foundational piece, so when people do talk about, whether they're doing a qualitative study or a quantitative study, when people do talk about diversity in the workforce, or, you know, or struggles that white teachers have, or struggles that teachers of color have, that they can actually reference data about the makeup of... about the demographics

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00:35:53.670 --> 00:36:10.499

David Hicks: of the social studies workforce at the moment. So for us to say, oh, well, this is the fix, this is what you need to do, they're hard fixes. It really is, especially in this era at the

moment, but there are structural changes. But in teacher preparation, that then does mean that we should be asking about things like

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00:36:10.550 --> 00:36:29.370

David Hicks: barriers. What are the barriers? The testing requirements, the financial costs, the field placement practices, mentoring? And when schools are hiring teachers, whether black or white, you know, the questions you really should be asking is, are teachers, social studies teachers, being supported? Are they placed in schools where they'll thrive, or do we just eat your own and throw them in the tough schools?

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00:36:29.370 --> 00:36:33.659

David Hicks: Are they being asked to do the disproportionate emotional, racial, and disciplinary labor?

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00:36:33.690 --> 00:36:40.020

David Hicks: You know, not just teach social studies, and that happens... what we've seen, that connects with a lot of the literature around teachers of color.

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00:36:40.040 --> 00:37:04.819

David Hicks: And then, you know, are they leaving because the institution they're in, however much they care for the students within that community, the institution itself, whatever it says about equity or diversity, it's all kind of lip service, and they're expected still to teach the white curriculum, or the environment's hostile and not sustainable for them. So, I think we've raised more issues than, or more concerns, but linked it and directly

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00:37:04.820 --> 00:37:07.890

David Hicks: We connected it to the data that we were seeing over this 15 years.

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00:37:09.020 --> 00:37:33.270

Dan Krutka (Krut-kuh): And there's people doing that work in our field, right, to help understand these issues. Particularly when you all were both talking, it made me think of Dr. Kristen Duncan's work at... she's at Clemson University. Also notable, every time I get on LinkedIn, I feel like I see that she's won another award. She's always winning at awards. But she has a lot of articles about the racism that, you know, Black teachers face, including from their white peers, right?

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00:37:33.270 --> 00:37:36.700

Dan Krutka (Krut-kuh): And if we don't address those types of issues in the field, like...

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00:37:36.790 --> 00:37:45.159

Dan Krutka (Krut-kuh): you know, Black... it makes sense why Black teachers would not want to stay. I don't want to take your data and add the causation to the correlations you all have found.

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00:37:45.160 --> 00:38:08.690

Dan Krutka (Krut-kuh): But we have some... some other evidence that those are things that, as teachers, we can start paying attention to and working on. So, I'm just gonna link in the show notes, I'll link to her Google Scholar page, and you can see there's... she's done a range of studies on those topics, and I think that that... her research and research of other people can inform and work with the demographic work you're doing to help us figure out, like, how to have a more inclusive field, because I think we all benefit.

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00:38:08.690 --> 00:38:14.509

Dan Krutka (Krut-kuh): From having teachers from racial, cultural, linguistic backgrounds that are diverse, and our students do, too.

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00:38:15.990 --> 00:38:40.989

Amy Allen: Yeah, absolutely, and that is what data shows, so you're 100% right. But I think also something that I would like to say, just to scholars who are doing, you know, work like this, work similar to this, is, you know, in social studies, there's not a whole lot of quantitative work that is happening, and yet quantitative work is really important for being able to influence policy and achieve structural change. And so, as people have opportunity to

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00:38:40.990 --> 00:38:43.719

Amy Allen: engage in quantitative work.

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00:38:43.720 --> 00:38:50.669

Amy Allen: be open to that, because we need more of it in order to really be able to,

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00:38:50.800 --> 00:38:52.220

Amy Allen: speak to...

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00:38:52.220 --> 00:39:12.450

Amy Allen: policymakers and, politicians, they want to see numbers. They aren't necessarily convinced by, qualitative work all of the time. And so, I mean, David and I would both tell you we are not quantitative researchers, but we found and were able to partner with somebody who is a quantitative research, who did have access to this data and was willing to work with us.

257

00:39:12.450 --> 00:39:23.120

Amy Allen: And so even if you don't feel... yes, Tom, Tom. So even if you don't, feel like you can do it, there's probably somebody in your department or in your, you know, in your...

258

00:39:23.120 --> 00:39:30.189

Amy Allen: I don't know, connections, that... that may be willing to work with you on it, and that would benefit the field as well.

259

00:39:30.370 --> 00:39:31.539

Michael Milton: Find your tom.

260

00:39:32.160 --> 00:39:38.950

Dan Krutka (Krut-kuh): And, hey, if you need an answer to your quantitative work, I have a feeling it might be 42.

261

00:39:40.600 --> 00:39:45.320

Dan Krutka (Krut-kuh): the answer, you know, to... Question of life, universe, and everything. Universe, everything.

262

00:39:45.430 --> 00:39:46.290

Dan Krutka (Krut-kuh): Yep.

263

00:39:46.480 --> 00:39:57.969

Dan Krutka (Krut-kuh): Well, thank you so much. Thank you two so much for joining us today. We certainly want to make sure people make their way, to reading this article.

264

00:39:58.430 --> 00:40:02.319

Dan Krutka (Krut-kuh): Sorry, I'm trying to switch over. Sorry, Zach, real quick.

265

00:40:02.460 --> 00:40:08.449

Dan Krutka (Krut-kuh): Here you go. Okay, sorry, I've got the page up. I got the spinny ball while I was trying to click on the page from.

266

00:40:08.450 --> 00:40:09.070

Michael Milton: No intro here.

267

00:40:09.670 --> 00:40:11.700

Dan Krutka (Krut-kuh): Okay, let me say that again.

268

00:40:11.920 --> 00:40:18.769

Dan Krutka (Krut-kuh): Well, thank you to both so much for chatting with us today. Where can our listeners find your work online?

269

00:40:20.130 --> 00:40:26.640

Amy Allen: I have a Google Scholar page, so you can find me there, and it's Amy Allen at Virginia Tech.

270

00:40:28.820 --> 00:40:36.880

David Hicks: And I have no idea anymore. I've just got stuff everywhere. Though most of the stuff I'm doing now is with Amy, because she makes me... makes me work with her.

271

00:40:37.060 --> 00:40:40.150

David Hicks: So, I'm run ragged. It's exhausting, it's like...

272

00:40:40.150 --> 00:40:43.129

Amy Allen: I actually love, because I'm a delight to work with.

273

00:40:43.390 --> 00:40:43.840

Dan Krutka (Krut-kuh): That's right.

274

00:40:43.840 --> 00:40:46.230

David Hicks: everybody. She tells them? Yeah. Yeah.

275

00:40:46.230 --> 00:40:59.659

Dan Krutka (Krut-kuh): Well, and I will say, we'll make sure to get your Google Scholar page, Dr. Allen, into the show notes, and then, I'm gonna go ahead and recommend everyone go to Dr. Hicks' page at Virginia Tech University, because

276

00:40:59.900 --> 00:41:06.330

Dan Krutka (Krut-kuh): I didn't know you were allowed to do what he does with his page, and if that's not a good enough teaser for you, well...

277

00:41:06.480 --> 00:41:07.849

Dan Krutka (Krut-kuh): I guess nothing is.

278

00:41:08.510 --> 00:41:09.130

Michael Milton: Donuts?

279

00:41:09.130 --> 00:41:13.630

Amy Allen: Well, because I have, I have directly responded to David in my bio now.

280

00:41:14.040 --> 00:41:31.039

Dan Krutka (Krut-kuh): Oh, wow. Okay. We've got more going. I'm telling you, this is worth... it's worth your time. Just search David Hakes, Virginia Tech, and look at his... his faculty profile page. But thank you, too, so much for joining us today. We certainly hope to continue the discussion online and in other spaces.

281

00:41:33.280 --> 00:41:45.959

Michael Milton: Alright, now, at the Visions of Education podcast, we're all about sharing the learning if you're doing something fun or creative in education, or you just want to chat. We get it. Dan figured out our blue... blue sky... blue sky password, so we're there!

282

00:41:45.960 --> 00:41:47.550

Dan Krutka (Krut-kuh): Visions of Ed.

283

00:41:47.720 --> 00:41:51.970

Michael Milton: Yes, and if you haven't already, and really, come on, come on, come on.

284

00:41:52.110 --> 00:41:58.689

Michael Milton: Subscribe to Visions of Ed on Apple Podcasts, Stitcher, Spotify, Google Play, and anywhere you'd like us to be.

285

00:41:59.740 --> 00:42:00.539

Dan Krutka (Krut-kuh): And if you raise...

286

00:42:00.540 --> 00:42:02.030

Michael Milton: behind you at the Titanic.

287

00:42:02.360 --> 00:42:17.109

Dan Krutka (Krut-kuh): Oh, yes, that's right. Don't gasp too loud. Not if you're sitting next to David, you're gonna get a look. If you write a 5-star review, we will read it on the air. In fact, we gotta... we probably need to pull up a couple of those, Michael. I bet we've had some recently that we need to get on there.

288

00:42:17.200 --> 00:42:26.179

Dan Krutka (Krut-kuh): Yeah, we are... we need some 5-star reviews. Let's go, people. We'd also like to thank Zach Seitz of Wiley High School and the University of North Texas for his editing skills.

289

00:42:26.320 --> 00:42:28.730

Dan Krutka (Krut-kuh): You can find us on Blue Sky.

290

00:42:28.900 --> 00:42:36.439

Dan Krutka (Krut-kuh): We will get that going, we're gonna start putting the episodes on there, and the other... the other 9 people who are there, you're gonna get to see it.

291

00:42:37.000 --> 00:42:38.050

Michael Milton: We will.

292

00:42:39.010 --> 00:42:44.419

Michael Milton: And, you can find me, emailing my 5th grade

293

00:42:44.710 --> 00:42:47.110

Michael Milton: Teachers to see if they remember my mom.

294

00:42:47.790 --> 00:42:51.880

Dan Krutka (Krut-kuh): Oh, there we go. Until next time, this is the Visions of Education podcast.

295

00:42:51.880 --> 00:42:52.880

Michael Milton: Signing off.