

Captions  
**Track 2: From Obstacle to Asset: Tapping  
Our Diverse Students' Funds of Knowledge**

Zoe Plotnick

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Zoe Plotnick: Right is one o'clock hello, and welcome, whether you are live or viewing recording of this presentation on eCommons, and I want to thank you for joining me I know this has been a really long year and we all have zoom fatigue, so please know I appreciate you.

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Zoe Plotnick: i'm really hoping all goes smoothly, with the technology.

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Henry Handley: Since.

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Zoe Plotnick: Full disclosure, I don't think I've ever had to switch between sharing quite this many different windows in one single presentation.

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Zoe Plotnick: And that is because we were actually going to be trying out the virtual versions of these activities together, so we are going to look at not only how to build background knowledge, but what that means, and why it's important, First we'll go over, I guess, the background of background.

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Zoe Plotnick: And some of the theory behind it, but most of this presentation is going to be focused on the strategies themselves since

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Zoe Plotnick: I know people probably mostly want tools that they can put to use right away, and these tools are going to not only support the students with

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Zoe Plotnick: different cultural knowledge than what we might think of as the so called typical student, but really every single student in your classroom is going to benefit from it.

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Zoe Plotnick: So we can implement most of these strategies in both the traditional classroom setting and also through virtual learning, so I will show examples and demonstrate both wherever I can.

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Zoe Plotnick: So there are two sets of strategies that we're going to look at one is priming,

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Zoe Plotnick: in which students are called upon to think about what they already know that's related and the idea is to sort of bring

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Zoe Plotnick: those key ideas, those thoughts, to the very front of their minds as they're learning the new material and that kind of that process really helps them know

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Zoe Plotnick: what they're looking for.

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Zoe Plotnick: And it helps them identify their own connections that they can make with what you're teaching, and then the other type of strategy is collaborating which I love, because the students themselves do all of the work that knowledge building for you.

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Zoe Plotnick: So since people are still starting to tune in I'll tell you a little bit about myself.

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Zoe Plotnick: I'm the student services coordinator at Roesch Library so

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Zoe Plotnick: all those students whose lovely smiling faces are greeting you at the Hello desk, they're mine I'm very proud of them. They're a very diverse group that brings in a lot of different skills and interests to the library.

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Zoe Plotnick: They really do so much, we absolutely rely on them to keep the library running smoothly and one part of my job is coordinating training and professional development for library student workers.

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Zoe Plotnick: But I also have a background in K-12 education, I spent a number of years teaching English language learners -- that's what most people in the US call ESL.

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Zoe Plotnick: I've worked with students from at least 20 different countries, I also worked as an intervention teacher for at-risk students and then I spent some time teaching

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Zoe Plotnick: special education and I'm also certified language arts. I've taught reading and writing in some schools that were 100% free reduced lunch.

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Zoe Plotnick: And a lot of the students were refugees, or they came from really challenging life circumstances where maybe the education that they had before we met was interrupted or incomplete, in one way or another.

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Zoe Plotnick: And, believe it or not, I have found that what works with kids and teens also works with teaching adults.

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Zoe Plotnick: What works in a hard-to-serve middle school actually also works in a university, so I want to show you some of my favorite things to do to prepare students for learning.

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Zoe Plotnick: So maybe you've seen this picture book before, it's called Fish is Fish by Leo Lionni, I hope I'm pronouncing that right, but it's basically a story about a fish and a tadpole who are best friends, and then the tadpole turns into a

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Zoe Plotnick: frog, as

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Zoe Plotnick: tadpoles are wont to do, and this one grew up and moved out of the water.

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Zoe Plotnick: And then one day he comes back to visit his fish friend and he's telling them about all the wonderful things he sees on land, and the fish tries so hard to imagine what the tadpole is describing.

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Zoe Plotnick: But he can't really get a good understanding, and it all sounds very weird and maybe a little bit nonsensical for the fish because

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Zoe Plotnick: he has no experience on land and therefore the only frame of reference he has is what he himself has seen during his life in the water.

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Zoe Plotnick: And that's kind of how it is for our international students and for students in general who have life experiences that are very different from the instructors',

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Zoe Plotnick: or experiences that are different from maybe what the instructors might expect or assume about their students.

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Zoe Plotnick: The thing is, the fish also has a lot of really rich understandings that the tadpole doesn't -- probably the tadpole just kind of hung out at the edge of the water and nibbled on vegetation

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Zoe Plotnick: The fish has probably seen all kinds of different cool stuff from all over the lake, so this is why having students share all of their different knowledge from their backgrounds and their life experiences, that's why it's beneficial to every single

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Zoe Plotnick: person in your class, and I'm going to keep

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Zoe Plotnick: saying that this benefits everybody. Since I was an ESL teacher first, my training at the very beginning of my teaching career was of course centered around English learners.

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Zoe Plotnick: And these are strategies I've taken them with me all the way through my teaching career, no matter who I was working with.

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Zoe Plotnick: All these strategies come from the SIOP methods, or Sheltered Instruction Observation Protocol, and what that is is a set of research based best practices.

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Zoe Plotnick: It's designed for teaching ESL, but I use it in all of my teaching because, like I keep saying, it really helps everybody, and there are a couple of types of background knowledge we're talking about here.

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Zoe Plotnick: The type that instructors are usually think of first when you say prior knowledge they usually think of academic knowledge.

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Zoe Plotnick: So what do the students already know about math and science before they enroll in engineering school? How well do they speak and write French when they're starting out in the French lit course?

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Zoe Plotnick: it's really important to know about that and it's really important to connect the new material with the foundations they already have in the content.

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Zoe Plotnick: But a type of background knowledge that's really often overlooked is, what have your students experienced about the world?

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Zoe Plotnick: What are their kind of enduring understandings about how life works, and you know that are they bringing with them to class?

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Zoe Plotnick: You have students who don't know what Halloween is, or the Simpsons, or different conventions about things as simple as greeting people. Like,

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Zoe Plotnick: you know English speakers greet people by saying, "How are you?" and probably you've had the experience where someone says, "Hey how are you?" and then they just walk away without waiting for you to answer the question.

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Zoe Plotnick: Because here in the US, "how are you" is a greeting in and of itself and a really large part of the challenge is you don't always realize how much of what you know and assume falls into this category.

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Zoe Plotnick: Like, I don't know if you've ever stopped to think about it, but how ridiculous is it that in the United States there are commercials for prescription drugs?

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Zoe Plotnick: That is not a thing literally anywhere else. But of course the students do have experience of different things and that's why they bring so much value to the UD community.

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Zoe Plotnick: And if you don't give all of your students a chance to explore these different experiences and perspectives you're failing to tap a lot of potential and really, you're doing them a disservice.

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Zoe Plotnick: So the first strategy category of strategies we're going to talk about, and there are definitely more out there than what I'm covering, but we've got an hour.

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Zoe Plotnick: First category is priming, and the basic principle is that students process information better when they've been exposed to it in some form or another right beforehand,

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Zoe Plotnick: or when they've been exposed to something related right beforehand, so it works with all kinds of associations.

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Zoe Plotnick: If you read the word "library," you will be able to read and process the word "book" right after that faster than you would process the word "snake," for example.

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Zoe Plotnick: And the way we can apply that in the classroom is by having predictions at the beginning

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Zoe Plotnick: about, talk about kind of what they already have had with the topics. There are generally some kind of essential questions that you're trying to teach them how to answer in your course or in the learning module.

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Zoe Plotnick: You want them to start thinking about some of those questions and you want to do that before you start teaching material.

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Zoe Plotnick: So one strategy for priming is to use an anticipation guide, and that is a set of questions.

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Zoe Plotnick: Typically, students decide whether they agree or disagree with something or they predict whether a statement is true or false.

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Zoe Plotnick: And you can make the questions about things that they'll learn in the readings that they predict what might be true about whatever they're learning.

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Zoe Plotnick: Or you can even make a list of questions that have no single right answer and they're just opinions related to the theme of whatever you're teaching.

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Zoe Plotnick: So here examples of to kind of anticipation guides that you might print on paper.

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Zoe Plotnick: And the one on the left, you would use it at the beginning, before you start the material and you can use something like this, even at the very, very, very first lecture before you start anything.

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Zoe Plotnick: And kind of get them to start thinking about the really important questions your whole course is going to help them answer.

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Zoe Plotnick: And then, on the one on the right there's a pre- and post-instruction or post-reading column that is nice because you can really see what they've learned, you can actually kind of

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Zoe Plotnick: use it as a post assessment, a little bit and kind of see how their opinions might have changed, based on what they've learned.

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Zoe Plotnick: And, as promised, we will also see how to do it online, and you can do it this way in an in person class to if you have a projector you can see all the answers come in.

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Zoe Plotnick: I think it's really fun and a lot of the tools, if not all of the tools I'm showing you are probably things you've got experience with, or at least most of them are.

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Zoe Plotnick: But we're going to be kind of looking at them in different ways than might have otherwise tried them, so I put an anticipation guide into poll form on polleverywhere.com.

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Zoe Plotnick: Your students can use their phones if they want, any device with an Internet browser, and they go to a link and this link right there you can start heading that way.

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Zoe Plotnick: grab your phone now, log into your browser and type that link, and I can also put it in the chat.

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Zoe Plotnick: The questions for this poll style anticipation guide are pulled right off of one of my anticipation guides that I made for a high school senior English lit class a few years ago, we read Deseree's Baby,

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Zoe Plotnick: and actually display the results live as they come in, and let me

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Zoe Plotnick: get us there. So if you haven't used this before it's really cool. To activate the quiz I'm gonna hit "present" or this can be used in the quizzes.

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Zoe Plotnick: It can be used, besides anticipation, you can use it for all kinds of cool stuff. It's totally free. If you haven't used it before you can make those little word cloud things, you can make all kinds of stuff.

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Zoe Plotnick: So grab your phone navigate to the link I already see some people are starting the survey.

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Zoe Plotnick: So I will go ahead and read the questions Oh, some people are in. This is great, alright.

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Zoe Plotnick: So next up.

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Zoe Plotnick: Alright, so do we agree or disagree -- your family determines who you are as a person? Interesting results

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Zoe Plotnick: come in and sometimes if you are doing this with your students, the results might absolutely surprise you.

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Zoe Plotnick: So people have very kind of different views, and we can watch as they change as more more come in and that's pretty awesome and you can go through them one, at a time.

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Zoe Plotnick: can go to the next one.

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Oh.

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Zoe Plotnick: It just got small again for me - see this is what I mean, for no technical difficulties - all right, hopefully that's the worst thing that will happen during this presentation, I am knocking on wood.

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Zoe Plotnick: Some people are born to be in charge of other people - agree, disagree, not sure.

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Zoe Plotnick: So is this something, and this gets your students thinking about, is this a skill that you know, some people are kind of predisposed to, or is it something that people can learn, is it a teachable thing.

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Zoe Plotnick: Is that a skill, you can develop in life, it looks like a lot of people are thinking, no, leadership is totally something teachable it's not something

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Zoe Plotnick: that's necessarily innate, and then there's some people it's like well you know i'm either not sure or i'm kind of in between, you can put however many.

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Zoe Plotnick: And next up: people should overlook the flaws in those they love - ah, yeah, so a lot of disagrees, but a lot of not sure is because it's kind of

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Zoe Plotnick: one of the the good and bad things about poll everywhere, I see it as a plus,

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Zoe Plotnick: is that it forces them to make a choice, and it kind of really makes them think about all the ambiguity, because it's not sure it could mean well, there are some situations in which I agree, and others I don't.

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Zoe Plotnick: And sometimes not sure is just "I need more information," so you kind of get the idea. Secrets and lies are always dangerous. Haha, so we are in a culture that believes in white lies being possibly a good thing.

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Zoe Plotnick: So you can kind of see how these responses, you know really tell you a lot about your students, but if

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Zoe Plotnick: it's in and of itself it's a good way to get them kind of just thinking about the questions and I don't know how many of you read Desiree's Baby,

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Zoe Plotnick: but if you read it, you maybe you read it in high school and have some kind of very vague recollection of what the story is about but

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Zoe Plotnick: you know, if you've read it, none of these questions are directly addressed in the text, they are sort of themes. It's sort of asking students to think about kind of what themes,

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Zoe Plotnick: what the themes are and kind of their opinions and attitudes about them.

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Zoe Plotnick: Right, so yeah and when you put them together, you can set it up so that the responses are anonymous, or not, that one happens to be anonymous, it's really up to you.

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Zoe Plotnick: So another strategy or set of strategies -- there's kind of a bunch in this category, there's anticipation guides, after anticipation I've got think-write-share.

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Zoe Plotnick: It's got a lot of variations, you can definitely use it at any point you don't have to just use it at the beginning, you can use it sort of as an assessment at the very end of the module.

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Zoe Plotnick: I like this background builder, you can ask them the same kinds of questions you would for an anticipation guide.

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Zoe Plotnick: Again, they can be questions that may or may not have a right answer, but whatever you ask the question should be evocative and have a lot of potential for discussion.

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Zoe Plotnick: So the way it works is you pose the question and you give the students a minute to jot down some notes to respond to it, and then you may or may not choose them to have them hand them and

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Zoe Plotnick: I usually don't, I don't collect the notes, I tell them These are for you, you can you can kind of brainstorm and organize your thoughts.

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Zoe Plotnick: I find that giving students a minute or two to write their ideas and organize their thinking leads to a much richer discussion.

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Zoe Plotnick: And then, after they've written down some ideas, they talk it over with a partner or maybe in a group of three.

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Zoe Plotnick: And then you know you might have them share out their ideas with the rest of the class, and what I like to do is tell them that they can share either one of their own ideas with everyone or share something interesting they heard in their small group.

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Zoe Plotnick: If a student has absolutely no background knowledge and feels like, I'm totally unqualified to answer this question,

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Zoe Plotnick: they couldn't think of anything to write down and share with their partner, you know it is really demoralizing, but if you give them that choice,

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Zoe Plotnick: You can share something that you heard in your group that you thought was interesting, that's another way to allow them to participate, and there are a lot of variations on the strategy:

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Zoe Plotnick: drawing a quick picture is kind of fun - so it's sort of quick draws. You draw a picture instead of writing out your thoughts - this is a really nice study tool, by the way, for some people for reinforcing kind of like new terminology.

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Zoe Plotnick: This image, right here it's a quick draw that happens to be from a middle schooler, but you can totally, totally do this or something similar, with adults, I promise.

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Zoe Plotnick: I definitely knew people in college who doodle things in their notes to help them remember a concept, I did it sometimes if something was really tricky to verbalize or put into words.

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Zoe Plotnick: You know, you can imagine, some of these drawings can be really abstract.

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Zoe Plotnick: And they definitely don't have to be fine art, obviously, but if you have students talk and explain their doodles or their drawings that are diagrams, whatever they made.

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Zoe Plotnick: and have them spend time explaining their little illustrations to each other.

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Zoe Plotnick: It's similar in a lot of ways, it activates the same kinds of knowledge and there really are a lot of variations, it's really simple

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Zoe Plotnick: but also really quite powerful. And trying to get to strategies that don't necessarily require a ton of preparation, because

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Zoe Plotnick: you're busy if you're teaching, I get it, some other kinds of priming strategies - there's word splash and there's mind maps.

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Zoe Plotnick: So for word splash you give them a list of words from the lecture that they're about to hear or the text that they are about to read.

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Zoe Plotnick: You have them look at the list and they circle the words that they know, and maybe they put a star or number another symbol next to the ones that they think they might know or that they're familiar with, but maybe they aren't sure about.

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Zoe Plotnick: Then have them make a prediction about what they think that lecture or the reading might be about.

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Zoe Plotnick: You might give them that vocabulary list with some sort of you know, challenging new academic vocabulary, but I personally think it works best if you also include some words that express thinking processes

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Zoe Plotnick: and talking about kind of thinking processes related to the type of work, you would have them do with the topic or the discipline, like

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Zoe Plotnick: for example, "analyze" and "scientific method" and "estimate." So these are words they've seen before they probably have some definition in mind, but they might be looking at it in a new way or applying in a new way. And then mind map:

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Zoe Plotnick: You may have very likely done something like this before - mind maps - but there's a way to look at a few new ways to do the mind maps, involving brainstorming words or concepts.

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Zoe Plotnick: And then there's a few ways to do it, but you can just - very simple - just arrange them or draw lines to connect them to kind of illustrate their relationships to each other, or maybe how you think they could be related.

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Zoe Plotnick: It should be mostly concepts they've already learned about with maybe a few related topics that they may or may not know about.

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Zoe Plotnick: But the strategy helps them organize and focus the information to prepare them for what's new and you can do something really similar virtually by creating a Google slides presentation, not even to present necessarily just for them to work with.

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Zoe Plotnick: I like using Google slides like this. It might not be the intended use for the slides but it's free, they don't have to download anything, they can drag and drop and add stuff really easily. So here's an example of what I mean: I actually made this slide for

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Zoe Plotnick: class. I'm sorry, I just picked it out of my archive activities, because I think this picture is so freaking funny.

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Zoe Plotnick: You can, I just took little text boxes, I can click on them, I can arrange them for this particular activity.

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Zoe Plotnick: You know they they look at these words and decide, you know which describes the the Prime Minister, there you know, is he boring i'd say he's pretty boring goes in the middle.

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Zoe Plotnick: But yeah if you're doing something like this and you do, by the way, want to have images that the students can't move, you can actually right click on something and

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Zoe Plotnick: there is a thing you can hit, "add to theme" and then, if you add it to the theme it'll stay put and it won't go anywhere, so fun fact extra tidbit there.

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Zoe Plotnick: But yeah, this was very easy to create. You just make text boxes and then the students, what they can do if you share a link,

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Zoe Plotnick: And you share it to "view."

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Zoe Plotnick: Oh it's thinking - Okay, so you share it to view, you hit copy link, and the people you know can view it, and then your students can make a copy, and so they can edit the copy, if that explanation makes sense, I don't know how much

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Zoe Plotnick: it's a lot of fun, there's so much you can do with Google slides like that, and I, you can probably tell, I have a lot of fun creating that stuff.

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Zoe Plotnick: So this example, right here, this is a mind map that could prepare students for learning about the chivalric code, you know if you're reading

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Zoe Plotnick: medieval or Arthurian literature, this is, this is a good thing you know you'd want to do, and they may have some idea about what chivalry might mean and what it, you know, maybe some points that they don't know.

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Zoe Plotnick: But you know you can just this was something you can do on Google slides you make text boxes like that you put the text boxes kind of like you line them up on the side of the page and then let them drag and drop to show their relationships.

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Zoe Plotnick: And some of the things are little islands, because the student might be unfamiliar with the term of concept, or maybe they know what it is, but

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Zoe Plotnick: they don't yet know how it all fits into the big picture, and that's okay. It's totally okay to have a little island.

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Zoe Plotnick: And then the other category of strategy, I want to discuss besides priming is collaborating.

00:21:33.504 --> 00:21:44.304

Zoe Plotnick: And I love these because the students pretty much do all of the work for you. For most of these it's just a little bit of front loading before class, you know you write some things on

00:21:45.084 --> 00:21:51.834

Zoe Plotnick: giant post its and hang them up, or you make a chart that they can use - if you just make copies of the chart and then this comes to all the groups.

00:21:52.344 --> 00:21:56.064

Zoe Plotnick: So the idea, if you've ever studied any learning theory at some point,

00:21:56.514 --> 00:22:07.194

Zoe Plotnick: something we know about how people learn, no matter what their ages, is that, in order to learn something new, you need to have something kind of already existing in your brain to hook it on.

00:22:07.764 --> 00:22:11.754

Zoe Plotnick: If there is absolutely nothing to hook the information onto, it's not going to stick.

00:22:12.384 --> 00:22:21.894

Zoe Plotnick: So these strategies are different ways that students, they all have different hooks and they can share their little hooks with each other, and then they come out of the activity with way more hooks so

00:22:22.674 --> 00:22:29.124

Zoe Plotnick: let's try to do this, it's carousel and also heard it called gallery walk but if you're doing it in person,

00:22:29.724 --> 00:22:37.374

Zoe Plotnick: Well, either way you do it, you start out thinking of some really open ended higher order thinking questions with lots of possible answers.

00:22:37.914 --> 00:22:44.634

Zoe Plotnick: You write each one of those questions on, if you're doing it in person, use giant post-it notes. We're going to see how to do this on jamboard also.

00:22:44.844 --> 00:22:49.134

Zoe Plotnick: Or you could take like big pieces of butcher paper, but you hang up the questions around the room.

00:22:49.464 --> 00:22:56.754

Zoe Plotnick: And then students go around with a marker and they can respond to the questions or they can respond to other people's responses.

00:22:57.204 --> 00:23:06.234

Zoe Plotnick: So there's a lot of ways, this can be done to if you want to use this as a pre-assessment and see what individual students know. You can actually

00:23:06.654 --> 00:23:12.864

Zoe Plotnick: get one of those gigantic packs of different colors skinny markers and each student picks a marker.

00:23:13.164 --> 00:23:20.484

Zoe Plotnick: And then they all write their names on one piece of paper with their markers and then they go around and use that same markers through the activity.

00:23:20.874 --> 00:23:27.804

Zoe Plotnick: And then you keep the piece of paper with all the names, so you know which color goes with which students and they're anonymous to each other.

00:23:28.134 --> 00:23:36.474

Zoe Plotnick: So, you know that all the sky blue writing is Tasha's, and all the emerald green writing is Hakim's and all the orange writing is Michael's writing.

00:23:37.074 --> 00:23:42.144

Zoe Plotnick: You know what they know and what they don't know, and if you know what they know and what they don't know, that's helpful for YOU to know.

00:23:43.014 --> 00:23:50.514

Zoe Plotnick: You want about ideally one question for every three students, so that you don't have overcrowding in each question and you don't have people

00:23:50.814 --> 00:23:58.044

Zoe Plotnick: milling around with nowhere to go, so if you have a lecture of 160 students, this is probably not the strategy for you, but

00:23:58.434 --> 00:24:06.264

Zoe Plotnick: if your class is huge, a variation you can do is just do like four or five questions, a small number of questions and split them into groups.

00:24:06.624 --> 00:24:16.794

Zoe Plotnick: And then they can nominate a scribe and they can you know, be given a certain number of minutes and then rotate each question at set times. Now, here's how it can be done virtually.

00:24:19.914 --> 00:24:25.824

Zoe Plotnick: I've already got too many screens up - yeah you can do it virtually.

00:24:28.284 --> 00:24:33.324

Zoe Plotnick: It wants to let me try to get it to reload because it did this thing yes.

00:24:34.794 --> 00:24:41.394

Zoe Plotnick: Okay, the technology gods are maybe on my side today, after all, so i'm gonna share this link with y'all in the chat.

00:24:44.514 --> 00:24:49.014

Zoe Plotnick: I think my laptop does really does not like me having this many windows open.

00:24:53.244 --> 00:24:53.634

Come on.

00:24:56.934 --> 00:25:14.604

Zoe Plotnick: Alright, see if that works that should work so when you're on this jamboard - all right, I see some folks already joining, they can actually flip back and forth across the screens do them in any order they want, so you hit the little sticky note on the left.

00:25:15.774 --> 00:25:16.704

Zoe Plotnick: And you can type

00:25:18.084 --> 00:25:23.064

Zoe Plotnick: whatever it is. so what role in the university, I'm going to put library.

00:25:24.384 --> 00:25:25.284

Zoe Plotnick: A sticky note.

00:25:26.754 --> 00:25:39.774

Zoe Plotnick: I'm gonna stick it and something that's kind of annoying about jam board, I don't know how much experience everybody's had with it, it tends to put like all the sticky notes in one place together, so you have to kind of drag them and move them, and if you want them to

00:25:40.854 --> 00:25:53.574

Zoe Plotnick: resize you can do that um but yeah you guys can flip back and forth, and you don't have to wait for me to flip. So are we good with the sticky notes, you guys want to try it? Let's try it.

00:25:54.594 --> 00:25:55.554

Zoe Plotnick: Let's give it a try.

00:25:58.374 --> 00:26:00.684

Zoe Plotnick: I will help you out yeah we can drag them and drop them.

00:26:04.554 --> 00:26:06.564

Zoe Plotnick: Again, we can do them in any order.

00:26:09.804 --> 00:26:12.414

Zoe Plotnick: So we're, starting with the easy one, I see, most of us.

00:26:14.724 --> 00:26:16.734

Zoe Plotnick: Shout out to my friends from the library.

00:26:22.254 --> 00:26:33.834

Zoe Plotnick: we've got there's some kind of this is, this is the easy question and then we've got you know, do you pre-assess your students if you're an instructor or not, have some I know i've got some from the library, who may not be actively

00:26:34.284 --> 00:26:39.594

Zoe Plotnick: teaching classes right now, but for those of you who are teaching or have taught before.

00:26:39.894 --> 00:26:52.974

Zoe Plotnick: You pre assess your students, do you test what they know before you start teaching, if you do, how do you do it, what kind of knowledge, do you assess so again, just like with you know they you can reply to

00:26:54.654 --> 00:27:04.044

Zoe Plotnick: what other people say so, what do you think would be helpful to know about your students and I actually have an example of what this looks like complete.

00:27:05.394 --> 00:27:11.634

Zoe Plotnick: Are you guys have, are you guys able to switch across the screens? It's up at the top, the little arrows, there we go.

00:27:18.054 --> 00:27:18.294

Good.

00:27:22.164 --> 00:27:29.784

Zoe Plotnick: Do you pre assess students, only the first sophomore class - testing chemistry - math otherwise I assume they know, proof that they've taken prereqs, yeah.

00:27:32.724 --> 00:27:40.554

Zoe Plotnick: If they have prereqs then probably yes, you want to make sure they know yeah so you're assessing a skill, if you have some kind of familiar and

00:27:40.884 --> 00:27:46.854

Zoe Plotnick: analyzing primary sources, that's a skill that you're going to need in so many classes and yes.

00:27:47.334 --> 00:27:59.034

Zoe Plotnick: You don't have an opportunity, you know you may assume that they have certain knowledge or if it's an intro level class they they you know that it's probably very likely self-contained so a lot about academic knowledge.

00:28:00.594 --> 00:28:02.724

Zoe Plotnick: We covered any of the other, yet not yet.

00:28:04.344 --> 00:28:09.804

Zoe Plotnick: But yes, if we want to see an example of what these are looking like - sorry, I'm flipping a bunch -

00:28:11.304 --> 00:28:18.084

Zoe Plotnick: Is it free? That's a great question - so yeah, this is jamboard, if you go to jamboard.google.com

00:28:19.044 --> 00:28:24.084

Zoe Plotnick: it is totally free, everything i'm giving you today does not cost money.

00:28:24.654 --> 00:28:34.134

Zoe Plotnick: Everything is free, some of them have like a premium version, maybe, where if you want to give them your money you can, but I never have - everything I use is free.

00:28:34.764 --> 00:28:44.964

Zoe Plotnick: um yeah jamboard.google.com, everything that you make with it is going to save to the same Google cloud where

00:28:45.954 --> 00:28:58.794

Zoe Plotnick: like all of your docs are. if you're using Google slides all your stuff goes to the same place, so you can find your jamboards that you create in the same spot generally you're using.

00:29:00.414 --> 00:29:08.214

Zoe Plotnick: He's got - yeah, the Librarians use the software, it's really nice, it's interactive and then the students can respond to each other, to which is kind of fun.

00:29:08.784 --> 00:29:22.854

Zoe Plotnick: And just using the sticky notes - that's the thing I use most frequently, but there are lots of other ways to use this. You know you can pull in some images and they can do their own text boxes, if on sticky notes or just like real quick ways to participate.

00:29:24.324 --> 00:29:31.854

Zoe Plotnick: There's a lot of potential with this if you haven't used jamboard much or at all, I would encourage you to play with it.

00:29:32.664 --> 00:29:45.294

Zoe Plotnick: See if it's something you might put to work in your class and then, if you want to see an example of how this might look I would love to spend lots of time with everyone doing all of the things.

00:29:46.614 --> 00:29:47.934

Zoe Plotnick: But if we

00:29:49.074 --> 00:29:59.034

Zoe Plotnick: it's going to do the reload thing - I don't know why all of my things decided to spontaneously reload themselves - if you're sort of an example of what it could look like completed was thinking.

00:30:00.114 --> 00:30:05.604

Zoe Plotnick: So you can see that different people you know might respond to each other and they kind of

00:30:05.604 --> 00:30:06.054

Zoe Plotnick: stuck their

00:30:06.384 --> 00:30:07.734

Zoe Plotnick: notes to each other's notes.

00:30:08.814 --> 00:30:19.914

Zoe Plotnick: If a person, so this one, good question - so if we're in person um what I would say, you can do it in person, if they are they It can be done on a phone but it.

00:30:19.914 --> 00:30:28.464

Zoe Plotnick: sucks, I'll be straight with you, it sucks to be on a phone, this is more if you're teaching a virtual class, because I know that you know the light is visible at the end of the COVID tunnel.

00:30:28.914 --> 00:30:35.004

Zoe Plotnick: But it really seems like to some extent online teaching is not going to go away with COVID.

00:30:35.664 --> 00:30:41.934

Zoe Plotnick: we're really seeing kind of all of the potential that as much as we're like, "I'm done with zoom right now, I never want to zoom again,"

00:30:42.744 --> 00:30:47.124

Zoe Plotnick: there's actually you know things like this are an example, so this is it's very easy if you're

00:30:47.694 --> 00:31:00.054

Zoe Plotnick: doing an online, especially an asynchronous course, it's very easy to feel disconnected, and this is kind of one way, one of a lot of ways to encourage your students to interact with each other.

00:31:04.584 --> 00:31:06.684

Zoe Plotnick: Do it and so they've they've stuck to each other.

00:31:07.434 --> 00:31:13.464

Zoe Plotnick: It is easier on a computer than on a phone, but it's functional on a phone. They can draw on it that's absolutely true so.

00:31:13.704 --> 00:31:28.734

Zoe Plotnick: yeah you can use it on a phone and it's, like I said, it sucks, it's not great, I'm not gonna lie and tell you it's wonderful to use on a phone, but it can be done if you're doing something really you know fairly simple with it, you still have a lot of potential, even if they're just us.

00:31:31.194 --> 00:31:39.954

Zoe Plotnick: On Warpwire I'm gonna have links to all of these, and if you some of the things there will be on eCommons links to that you can make a copy and use as a template.

00:31:41.994 --> 00:31:44.064

Zoe Plotnick:

00:31:45.924 --> 00:31:46.674

Zoe Plotnick: All right.

00:31:48.654 --> 00:31:55.914

Zoe Plotnick: So yeah that's that's like one of my favorite tools and then ABC brainstorming, this is another type of jamboard.

00:31:57.024 --> 00:32:05.274

Zoe Plotnick: it's it's really fabulous it's similar to carousel in that you give them a prompt and the students can respond to the prompt or they respond to each other.

00:32:05.964 --> 00:32:24.504

Zoe Plotnick: If you've got you know, a larger rather than smaller group, I'd say that dividing them into groups, I'd say 6 to 10 seems like it's the magic number for this. And then you give each group a grid... so it's going to spontaneously reload.

00:32:25.734 --> 00:32:27.954

Zoe Plotnick: Thank you, Google Chrome. Alright.

00:32:29.784 --> 00:32:30.594

Zoe Plotnick: So here's this.

00:32:31.614 --> 00:32:40.134

Zoe Plotnick: This one you can so I will give a prompt, I will say let's brainstorm everything that we know about.

00:32:41.394 --> 00:32:50.754

Zoe Plotnick: So some of us know more things about Haiti than others, so I might say, you know Okay, well, I know that Haiti has beaches so under the

00:32:51.804 --> 00:32:52.494

Zoe Plotnick: letter B

00:32:53.184 --> 00:32:53.664

Zoe Plotnick: I'll put

00:32:54.294 --> 00:32:55.884

Zoe Plotnick: beaches.

00:32:58.344 --> 00:33:06.474

Zoe Plotnick: And then I'll probably want to make it smaller so that everything - because we're going to do a bunch of them - can fit. I'm going to drag it to, you guessed it, B.

00:33:07.254 --> 00:33:20.244

Zoe Plotnick: And then someone else might say, I know, absolutely nothing whatsoever about Haiti, but I know that beaches have sand, so they might make a sticky note with sand

00:33:21.324 --> 00:33:29.514

Zoe Plotnick: and put that - guess where? - you put it under S. I know, difficult... but yeah, this is this is something that

00:33:30.804 --> 00:33:44.964

Zoe Plotnick: can be - you can take this and copy the template if, if you like it if you think it's something you can use, but again, this requires very, very, very little prep and the students do the work for you and you just you give them instructions and they do it.

00:33:46.944 --> 00:33:56.514

Zoe Plotnick: Fun tip: if you're doing it in person, I'm very sneaky, I like to force them to talk to each other, so I will put down only one or two markers for each group.

00:33:56.964 --> 00:34:11.394

Zoe Plotnick: And then, this only one person is writing the whole time they have to talk about their ideas with each other, they just can't they can't just sit and do it in silence. It will probably help if I gave you this link, if you want to participate.

00:34:13.614 --> 00:34:14.214

Zoe Plotnick: here we go.

00:34:16.074 --> 00:34:17.754

Zoe Plotnick: pasting it into the chat.

00:34:24.504 --> 00:34:29.094

Zoe Plotnick: All right, try that jamboard let's see if we can brainstorm about Haiti together.

00:34:33.894 --> 00:34:39.024

Zoe Plotnick: Yeah and, and this is another one that they can do asynchronously if you're in a virtual class.

00:34:41.064 --> 00:34:56.424

Zoe Plotnick: it's not as great as when it's in person they're talking to each other, but you can kind of foster that interaction, if you put them in breakout rooms and then they can talk as they do it, so they can talk live while they're doing this.

00:34:58.344 --> 00:35:11.364

Zoe Plotnick: Right, the earthquake, we remember that. Revolution, 1804 for independence, so yeah we all as a group have a ton of different knowledge about about Haiti.

00:35:13.404 --> 00:35:23.304

Zoe Plotnick: And then, if somebody doesn't know about Haiti, they might say Okay, well, I know about earthquakes, I know they're they're mentioned they're measured on what is the Richter scale so, then they can put that under R.

00:35:32.424 --> 00:35:47.034

Zoe Plotnick: let's see what else we can come up with so revolutions, those can be - oh yeah, US intervention, I know US intervention can be controversial, type controversy, you can get really abstract with this.

00:35:48.444 --> 00:35:51.294

Zoe Plotnick: It doesn't have to be all concrete facts.

00:35:52.404 --> 00:36:04.104

Zoe Plotnick: And as far as numbers go I usually put the numbers under so like 18 would start with E so you would put under E, but if you want to make a separate box for numbers, you can do that too.

00:36:05.304 --> 00:36:12.744

Zoe Plotnick: I didn't because it disrupts my nice little four by four grid and i'm very anal about my four by four grid, but there's a few ways you can do it.

00:36:14.454 --> 00:36:19.194

Zoe Plotnick: and then US intervention, yep, I for intervention, hot climate.

00:36:20.664 --> 00:36:22.074

Zoe Plotnick: We could do tropical.

00:36:25.884 --> 00:36:29.334

Zoe Plotnick: You know, tourism is a bit of an industry there when things are

00:36:30.354 --> 00:36:37.014

Zoe Plotnick: in good circumstances, I know now not as much, but there have been times when tourism has been a big industry.

00:36:39.174 --> 00:36:40.704

Zoe Plotnick: We have there in the Caribbean.

00:36:43.164 --> 00:36:44.904

Zoe Plotnick: And i'm hope i'm spelling that right.

00:36:46.674 --> 00:36:49.854

Zoe Plotnick: I'm not the best, greatest speller under pressure.

00:36:51.024 --> 00:36:54.324

Zoe Plotnick: All right, so you kind of see the potential for this.

00:36:56.184 --> 00:37:11.754

Zoe Plotnick: And yes, you can rotate them. I've done this with younger folks and if they think they're very clever, they will rotate things and commit all sorts of malfeasance and that that just kind of comes with the territory it happens.

00:37:13.434 --> 00:37:14.334

Zoe Plotnick: This is fun.

00:37:15.534 --> 00:37:26.274

Zoe Plotnick: But it really it's perfect in a breakout room, they can talk to each other or you know in person, and what I usually would do is I would give them, depending on the complexity of the topic.

00:37:26.994 --> 00:37:33.804

Zoe Plotnick: I would give them anywhere between five and 15 minutes, you have to kind of judge how much they might already know.

00:37:34.344 --> 00:37:43.824

Zoe Plotnick: How different they all are from each other, in terms of what knowledge they bring in beforehand and again this is assessing not just academic knowledge, but just kind of what they know.

00:37:45.054 --> 00:37:55.554

Zoe Plotnick: You know, knowing that beaches have sand that's not exactly academic knowledge, but making even those really simple associations, you know they're all sharing hooks with each other.

00:37:56.574 --> 00:37:58.194

Moving forward.

00:37:59.964 --> 00:38:19.254

Zoe Plotnick: We can keep doing this, these kinds of things on into forever, but right. Jigsaw - I have jigsaw projects with students in groups of equal size, usually four to six people's really good, and then someone in each group takes a particular role so and this works in

00:38:19.284 --> 00:38:28.104

Zoe Plotnick: all disciplines, like I've done these in my language arts class, but you know you could really find different ways to do this project so, for example, the roles could be

00:38:28.644 --> 00:38:35.664

Zoe Plotnick: each person reading a different article, where all of the articles are interconnected, they're all different kinds of use have the same concept.

00:38:36.024 --> 00:38:46.704

Zoe Plotnick: Or different applications of the same thing, or each role can be a different perspective of different people involved, you know different stakeholders in a topic, or

00:38:47.274 --> 00:38:56.814

Zoe Plotnick: maybe each person has a different job to do to create one big project together. So that group with one person in each role that is the students' home group.

00:38:57.564 --> 00:39:08.604

Zoe Plotnick: And then you also have expert groups where the group members of one role all gather together so, for example, you might be doing something where students are learning about domestic life during World War II.

00:39:09.324 --> 00:39:16.644

Zoe Plotnick: And each of the roles in the group they study one perspective so in each home group, you might have one person researching

00:39:17.064 --> 00:39:27.744

Zoe Plotnick: the experiences of a woman going to work in a factory and another learning about you know what it was like to be a farmer facing you know, during these labor shortage, and then another learning

00:39:28.074 --> 00:39:34.644

Zoe Plotnick: the perspectives from Japanese American citizens, or children growing victory gardens, and so on, and then

00:39:35.004 --> 00:39:44.154

Zoe Plotnick: all of the people who are looking at the woman's life gathering and expert group, so this is, you know they go and each each individual those their own kind of research, and then the next day

00:39:44.694 --> 00:39:55.104

Zoe Plotnick: they gather in their expert group so all the woman's life people gather in a group and all the people studying the farmers are an expert group, and so on, they all gather with their expert groups and they share notes with each other.

00:39:55.704 --> 00:40:01.254

Zoe Plotnick: And then the home groups reconvene and all of the different findings are shared in the home groups.

00:40:01.554 --> 00:40:11.004

Zoe Plotnick: The thing is that you have to make clear at the beginning that students are responsible for knowing all of the material covered in their home group, I will be honest,

00:40:11.424 --> 00:40:21.534

Zoe Plotnick: I used to do jigsaws wrong when I was first starting out teaching, I used to forget. This assessment stuff is really, really important. That's how they get the most out of it.

00:40:22.194 --> 00:40:34.344

Zoe Plotnick: Here is example, something I made again for high school English class, so this is a literature circle, I did a literature circle in college, it was super fun and awesome I loved it and I decided, I wanted to do it also

00:40:34.734 --> 00:40:44.574

Zoe Plotnick: when I was teaching because I loved it so much in part, so really that if there isn't an age limit on this, these roles might be more kid like, but the activity itself has such potential so

00:40:45.054 --> 00:40:49.824

Zoe Plotnick: in each group home group they have these people in different roles and then

00:40:50.394 --> 00:41:00.324

Zoe Plotnick: the expert group, so you have the expert group of discussion directors and they depending on where they are you might give them- I gave them something structured like this, they all had this paper so

00:41:00.984 --> 00:41:07.854

Zoe Plotnick: You have a discussion director and they have their questions, you have a literary luminary, so those experts meet, you get the idea.

00:41:09.174 --> 00:41:10.074

Zoe Plotnick: And then

00:41:12.204 --> 00:41:26.184

Zoe Plotnick: Give one take one, this is what it sounds like, students take a minute or two to brainstorm their ideas about a concept, again on a piece of paper, and then they walk around and they mingle and the idea is for students to talk to each other as they

00:41:27.294 --> 00:41:31.674

Zoe Plotnick: talk in pairs and each student gives the other new things.

00:41:32.334 --> 00:41:37.974

Zoe Plotnick: And at the end, after a few minutes of this everyone should have a huge list of words and concepts related to the topic.

00:41:38.424 --> 00:41:47.154

Zoe Plotnick: Unfortunately I don't have a really excellent way to do this virtually, if you can think of a way to do it virtually please absolutely contact me because I want to hear it.

00:41:47.604 --> 00:41:56.424

Zoe Plotnick: However, something kind of close that I have found if you combine these, especially the jamboard stuff if you do like a combination of ABC and mind map.

00:41:56.874 --> 00:42:07.194

Zoe Plotnick: Did you have a group, all together, you know, again, you can do the breakout rooms, whatever you have the students create and arrange and rearrange all their sticky notes, so they generate their own sticky notes.

00:42:08.244 --> 00:42:23.904

Zoe Plotnick: And they can talk over their reasoning out loud with how they work with stuff so it's these slides along with links to examples of jigsaws and all of the other activities, these are all going to be up on

00:42:23.934 --> 00:42:26.004

Zoe Plotnick: eCommons with this presentation. I

00:42:26.034 --> 00:42:35.124

Zoe Plotnick: Really really hope that gave you some ideas that you might be able to use. Thank you so much for joining me, whether you're here live or you're watching this later on.

00:42:35.484 --> 00:42:42.834

Zoe Plotnick: This list of sources includes some other things that you can do for building background and other interactive activities at different points

00:42:44.214 --> 00:42:53.364

Zoe Plotnick: of my favorite here, there's other ideas that you can use, not just to build background knowledge at the beginning, but, for assessing knowledge as you go through, things you can do in the middle.

00:42:54.054 --> 00:43:00.144

Zoe Plotnick: ways you can support all of your students, before, during and after instruction and i'd like to add

00:43:00.384 --> 00:43:08.274

Zoe Plotnick: that all of the print sources on here are part of UD's collections, so if you want to look at any of them come to rush library, and you can come say hi to me.

00:43:08.934 --> 00:43:20.784

Zoe Plotnick: I really hope this was useful, I will gladly take any questions that are alive participants might have you guys have been asking really good questions, all the way through, but if there are any right now, I will be happy to answer them.

00:43:22.494 --> 00:43:24.114

Zoe Plotnick: You can unmute or you can type in the chat.

00:43:37.074 --> 00:43:48.474

Zoe Plotnick: If you think of any later my email address is up on that screen, so if you're viewing this later on eCommons or you just think of something later, that is where I can be found, or you can just visit me at the library.

00:43:49.824 --> 00:43:56.634

Zoe Plotnick: I'm really happy you guys join me thank you so very much I hope you'll have a really fantastic summer, thank you.