

Episode 98-Batsheva Frankel

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SPEAKERS

Batsheva Frankel, Moira McCullough

M Moira McCullough 00:00

Welcome to the College Scoops podcast. I'm your host, Moira McCullough and today we are talking with Batsheva Frankel about how we can learn and teach in a different way.

B Batsheva Frankel 00:10

But certainly there were other ways you could have totally expressed what you knew, especially if it was in an authentic way that actually had meaning to you, or in a creative way that tapped into something that was creative. That would have changed your entire school experience. So that is why it's for those students and really for all students, to show what they actually know, in a way that is meaningful for them, and helpful and relevant for them. That to me is how teachers should assess for understanding.

M Moira McCullough 00:53

This is the College Scoops podcast and I'm your host, Moira McCullough, we focus on everything college related from the admissions process to where to eat, stay and explore on and round campuses. Our guests include founders, educators, authors and experts in the college space. Join us as these experts share their knowledge, experiences and lessons learned to help you have stress free, informative and tasty college journeys. Whether it's your first or last child going to college, or you're just interested in going to a college town for a game or meal, we've got you covered. If you haven't already, please subscribe to the College Scoops podcast to get the inside scoop, send everything college related, and leave us a review. Thanks to all of our sponsors partners in the entire College Scoops Ambassador team for helping us bring valuable content to our community. If you would like to support College Scoops as a sponsor, please head over to Patreon at patreon.com/collegescoops and sign up as a sustaining listener, insider or Deluxe sponsor. We have exclusive benefits for our members, even a College Scoops care package. Batsheva Frankel, the producer and host of the podcast, Overthrowing Education, is a veteran educator of over 25 years and the founder of New Lens Ed, through which she gives online and in person workshops, courses and coaching for universities, conferences, schools and educators across the US and around the world. In 2017 Behrman House published her book, The Jewish Educator's Companion. She's currently working on her second book

which explores creative and authentic assessments, check out her podcast on all podcast platforms and at www.overthrowingeducation.com. Welcome to the College Scoops podcast. Batsheva, thank you so much for joining us today.

B Batsheva Frankel 02:47

Thank you so much for having me. I really appreciate it.

M Moira McCullough 02:49

You are a rock star with podcasting. So the fact that you're even coming on this show, I am so honored and grateful for you taking the time. Because I love listening to your Overthrowing Education, so many interesting topics. I'm binge listening to you.

B Batsheva Frankel 03:05

That's awesome. I love that. I love it. I love it. Thank you so much. I really appreciate it.

M Moira McCullough 03:10

When we first talked, we needed to go to cafe, right, and like continue the conversation. How did you move your your background is so diverse, and you were in the film industry? And then you move into education? What prompted you to make that transition?

B Batsheva Frankel 03:24

Oh, such a good question. I did not take a traditional route to education. I was in drama school at NYU, I went into the film industry, working in film. And I really loved it. First I was in New York, and then I moved to Los Angeles and I I loved working in film for a while. But after a bit, it really seemed to, for lack of a better way to say it sucked my soul out. And I thought you know, I'm just not happy anymore. And I love film. And I always will. But I just wasn't happy. And I thought I wanted to do something I didn't feel like what I was doing was meaningful. And I always wanted to do something meaningful. And I knew that I could be a good teacher because I had taught acting since I was 19 years old. And I love teaching and had such respect for teachers. And I had been blessed with great educators in my past. And so I thought, You know what, I want to make a real contribution to education. There's a lot of issues with education that I didn't even know what I know now about really how many issues with education there are, but I knew that I wanted to try to work towards fixing those and do what I could. So I made the change into education.

M Moira McCullough 04:40

I can imagine what it would be like in your class. I just think with the background of teach acting and teaching and being able to transfer that information in a way that as a student, I would probably be so engaged with that type of delivery is did you find that was Did you find it an easy transition where students gravitating to you?

B**Batsheva Frankel 05:01**

So the easy part was that part the students and generally speaking the students and doing kind of the more creative things that I was doing, because honestly, when I first started teaching, I didn't really know what I was doing. There were times when I, you know, my acting training came in, because I would act like a teacher, but I thought that whatever that meant, and again, I was blessed to have some great examples of creativity, and wonderful teachers in my background. So that helped. But yeah, I just naturally was doing things that I didn't realize what they were until later, like creative assessments and feedback, and different different things that it was doing, but so put so much creativity into it. And, and that was really, the kids really loved that. It sometimes was harder to convince certain administrators there certain schools who absolutely love that about me, they thought it was fantastic. And, and they helped push my training along by sending me to workshops and to, you know, that that I could really use and conferences and things like that, which was great. But there were some educators who didn't understand what I was doing and why I was doing it. And because I wasn't very traditional in that sense. And anytime I Yeah, conformed me anytime I tried to do something traditional, I did it in a very untraditional way. So even if I had to give a test, like for whatever reason, my tests are really wacky. So, you know, I just, it was great. And I think, you know, for most students who really connected with it, and appreciated it.

M**Moira McCullough 06:41**

Did you do some things that you wish you had experienced as a student in class? Like, was learning easy for you?

B**Batsheva Frankel 06:47**

Yes, no, that's actually important, because it really was easy for me. And, you know, I was a good student, meaning I am good at memorizing. So if the teacher was doing, where you just need to spit it back out on a test, a great test taker. So I think it's even more important when I explained to people why I don't believe in tests and quizzes that they understand. It's not because I wasn't good at them. I was totally good at it. But I don't think it actually reflected necessarily, unless it was a really well written test, what I actually knew. And so there were teachers who, who did a better job of it. So yeah, so for me, I was a good student. And sometimes that was because I had a great teacher who really motivated me to learn, but I even being a good student, I could tell the difference between a class I was really engaged in and a class where I was going through the motions, because I was a good student, and, and therefore, you know, what did I actually get out of it? Hmm, probably not a lot. Except the grade, which is, to me ridiculous. That's not the reason to learn. But there were teachers who really plugged into and tapped into my curiosity, my interest. And that, to me, was really wonderful. And so for those classes, anybody who was in my situation would have been a quote unquote, good student, because it was fascinating. It was interesting, I loved what we did, I had an experience, I just have to say, I had an experience, because I'm so used to being a good student, and not really understanding for a while, what my students who had challenges were going through, it was hard for me to relate. But thank God, it was early on in my teaching career, I went to this intensive to learn a language, it was to learn Hebrew. And I was they only had two levels. It was like, either beginner, or advanced, and I was neither. And so I didn't want to start from the beginning with the beginner. So I went into the advanced class. And I was lost for so much of the time, absolutely lost, and I was terrified. And this is me as an adult, terrified that the teacher would call on me, and I would my mind would freeze and everything else. And I was so grateful for that experience after it was over. Because it really helped me understand how certain students feel like when they're called on and they don't

understand the question, or they don't understand, you know, or they're shy, or they don't want to embarrass themselves. Like all of those reasons. I went through it all. And it gave me a new empathy for students who go through those things. And it changed my teaching because of it.

M

Moira McCullough 09:41

That is so important because I was not a good test taker. And I had some great teachers who only if I could go back to them and just say, Oh, my gosh, you were amazing. I just was struggling so much with trying to learn in a way that was hard for me and then going to Business School I'll never forget when I walked into a classroom, my confidence just was my worst enemy. I forgot everything. It didn't matter. I knew it. I went in, and I flunked my econ exam. Now, I know I knew it. And I remember I asked the teacher, professor if I can meet with him. And he was a traditional professional, who maybe didn't think that women should be in the classroom maybe. And I'll never forget, he only asked me one question. He said, Where did you go to undergraduate school? And I'm thinking, Oh, that's an easy question. But why is that of any value? And I told him, he closed the book. And he said, I have nothing else to help you with. That explains it. And I'll never forget, that was such a teachable moment to me because I thought, I've been my worst enemy for so long. But how dare you treat me like that. So I looked at him and I thought game on. I went outside told every single person in class - they had study groups, they were like, Team McCullough, we are going to get you through this. I go into the exam, sat in the front seat, because I used to sit in the back and tie my shoe whenever he was going to call on me. But he always called on me - even when I wasn't in the classroom! And the first question was a mathematical question. And he wrote it wrong. So within five minutes all of a sudden, I'm like, this can't be right. I know this. And then the smartest person in the class raises their hand. Now this is in my MBA class. So I'm in my late 20s, right? There's always a smart person, raise his hand, and he said, Professor so and so I think you got the equation wrong. That man did nothing but look at me, his face went pasty white. And he said, I'll give you extra time. I said, I don't need any extra time. I went, I aced that exam. But I walked out of there and I thought, why couldn't that have happened to me earlier? All of a sudden, for me, I had the confidence to say game on I will not be treated like that I can learn in this in a different manner.

B

Batsheva Frankel 11:57

Right. But that and that also might be because you were in your 20s, can you imagine that you're in high school? It's just going to beat you down and make you feel defeated. And so but certainly there were other ways you could have totally expressed what you knew, especially if it was an authentic way that actually had meaning to you, or in a creative way that tapped into something that was creative. That would have changed your entire school experience. Absolutely been so rich. So that is why it's for those students, and really, for all students to show what they actually know, in a way that is meaningful for them, and helpful and relevant for them. That to me is how teachers should assess for understanding, not a test that that. I mean, I've I remember, as I said, I had to test sometimes, and I remember getting something wrong or not being clear about a question. And having and having students, my seventh graders pointed out to me, and I was like, Oh, you're right. You're absolutely right. So yep, you'll get credit for that, because that answer also works. So you know, that kind of thing. But but it's where I just saw that tests are flawed.

M

Moira McCullough 13:14

What did you do? You were teaching for a while, and then you started Arete Institute and New Lens Ed. I'd love you to share a little bit about both of those institutions.

B**Batsheva Frankel 13:25**

Sure so even before I started, it's now called qualia, the school for deeper learning. But it used to be Arete Preparatory Academy. But before that I started independently with I was working in other places. I was giving workshops, and were in positions where I was training teachers, and I really, really love that. So then I started, I actually had won a contest that was a Los Angeles wide contest. And I got a grant to create these games that were educational games that dealt with big philosophical issues. And so I did that. And I thought, well, I'm going to do that until I realize that I'm not a business person. At least it wasn't at that time. I've since worked on it. And so I, I thought I kind of actually need another job teaching, I need to go back into teaching really. So I because I was working on that project. And I went into I started working at RTA and immediately became very involved because I saw that it was a school that really valued so much of what I valued, and in terms in great education, and it was also a school that was evolving and growing and interested in growth. And so I was working there. I was also an administrator there for a long time and the head of the school and I started something called the Arete Institute. And the main thing that we did while I was part of it, the main thing we did some kind of cool workshops and and these conferences on game based learning, but Was this podcast overthrowing education, and that he kind of handed it to me and said, You know, it's your baby, you know, do it. So I really poured a lot into that. But at the same time, I was finding that I really was getting more and more work pre COVID, flying all over the country and to the UK and working with teachers from Japan, to really start training teachers, I developed this methodology called lenses of questioning, which maybe we'll talk about later. But I started teaching like all over and I, I was enjoying that so much. And I felt like it had a great impact, I had a book of mine published. And so I was just really enjoying that aspect of it. And so I kind of went all in on that. And just for me, just being Batsheva Frankel, doing these things, I became, I created New Lens Ed. This organization of an actual company. And so I've been really working on the podcast, still still sponsored by Arete Institute, and now the school Qualia and also doing a New Lens Ed, which has been very exciting. And, of course, it really hit big during the time of COVID, because all the teachers needed so much help with online and how to do that. So I really, I know a lot of edtech and how to use it, how to use it thoughtfully and creatively. And so I was doing a lot of my workshops and just doing them online all the time. Presenting, you know, I used to go to conferences and present, suddenly, I was doing all my conferences online. So it was really, that was really it. And my impetus was always the same as it was from the very beginning, when I first went into education, which was I wanted to have the biggest hopefully, you know, deepest kind of effect on education, like positive effect on education to really make help be one of those changes of everything that's going on to like really contribute to that conversation and make things happen. So to that end, still working on it.

M**Moira McCullough 17:03**

And is that more from when you talk about that, and some of the changes. Going in and giving those workshops to teachers to kind of take them out of that traditional mode of teaching and sharing with them different ways that students learn and you had in this may, may or not be relevant to this. But when we talk to you mentioned discovery that one or discover, I think there was a philosophy that you write, discover, and I took notes, so demonstrate, indicate synthesize, continue, offer, verify, and exhibit.

B**Batsheva Frankel 17:40**

Yeah, well done. Yeah, that specifically, those are discover assessments. So as I said, I really then that's the book that I'm running now is on a discover assessments, because I'm trying to help teachers understand, and administrators and everybody understand the damage, or just the non helpfulness of

tests and quizzes, and how it would change education entirely. If we would focus on authentic and creative assessments. And I call them discover assessments because they do so much more than a test or quiz could and they not only tell the teacher so much more, but they also help the students so much more. So those are all the things that you mentioned in that acronym, are all things that I want to go into an assessment.

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Moira McCullough 18:34

So what would it that assessment? Can you give us some idea of what that assessment might look like?

B

Batsheva Frankel 18:40

I'll give you an example. And I've used this a lot, because when I was first before I had solidified what all of this meant to me, but I just had an instinct, that it would be more helpful. I had to give a final in an English class. And we had done Macbeth was when I had to give a test on a test. I'm like that. So instead, what I did is I offered all of these sort of very creative ways to for students to express what they know. And it was a whole list of very creative things. They could do it through creating a CD, where every that's about the time of CDs folks. Were the students would put together like a sort of a soundtrack for Macbeth, every scene and every minute, it would show the emotion and then they they would put together all these songs, and then they would write liner notes. Remember liner notes that would explain why each song for each, you know, each character might have a theme song, each act each scene and they would go through and explain it and I could really tell from that so much more than from a test. Did they really understand the mood, the tone the what was happening in the scene who the cares or what the relationship was, what that scene was trying to say, that was such a clear way to do it. I also or they could do, you know, the, but I would give many, many choices of how they could express it. I had one student who was an amazing artist, and she did five panels, one for each act, and she did these incredible panels, I can't describe, I still have the paintings because she gifted them to me, which is amazing. Showing everything that kind of happens in the acts, but in a very not. Some of it was symbolic, and some of it was representational, and kind of a combination. So smart. So like, you could just look at that. Anybody who looked at those would be like, Oh, that's Act One, Act Two. Like she nailed it, it was so amazing. But I had this one student who came up to me, and she was crying. And she said, You gave all these creative options, but I'm not a creative person. And so what do I do? And so I said to her, Well, what are you interested in? And she said, look, I mean, I said, well, like, what do you want to do with your life? And she said, Well, I want to be a therapist, like a family. You know, marriage therapist was like, well, that's really great. And so do you think that Macbeths had a great marriage? Which is like, No, it was horrible. And I said, so what would happen if you were their marriage counselor, and you gave me you know, you know, the, all the sessions, from your counseling with them over the course of the play. And she came, she was like, her eyes lit up, she was so happy, she went home, she gave me the most amazing assessment, where she was in the, in the files, and it was like, the files of you know, and, and she had every session, and it was so creative, and it was so amazing. And she delved into every bit of it, and I could tell that she knew that play inside and out and all the deeper things and everything about it was so and I was like, Don't you ever tell me that you're not a creative person, because this is the most creative thing I've ever seen. It was amazing. So how, but you can see once she tapped into the thing that made it relevant or interesting or creative for her, she was able to show me everything she knew in that way.

M

Moira McCullough 22:23

But it was because you asked the question, like you cared enough, or you were thoughtful enough in the

question line of questioning that us right you. Right? Because that's, I could see when you when you first presented that I thought, Oh, I'm not creative. So that would have just given another layer of stress, right. But as a teacher, you asked a question that led to another question, that light bulb went on for that student.

B

Batsheva Frankel 22:47

And I always give a thing at the end where I say, you know, after I give whatever my choices are, and I talk about what each one would entail, or maybe I'm only giving two choices, or three choices, I always give a space to say, other, you know, come talk to me if you have an idea. Come talk to me. So and I think that that's really important, because like you said, not everybody connects with the different things, you know, so you have to figure out, what is it that would connect for that student, I once had a class where it just happened that everybody loved baking. They just were all super into baking, and cooking and everything else. So I actually did. I had done a different creative assessment for *Midsummer Night's Dream* the year before. But for this class, I felt like baking. So I totally changed up my assessment for something they were interested in. And I did something called the *Midsummer Night's Dream*, the dessert challenge. And so they had to come up with a dessert based on the play. And all the ingredients had to make sense for different parts of the play. And they had to explain it, and they had to actually bake it. Okay. And then we had I brought in some judges to come and be like the judges, and then they gave and they had to present their dessert and talk about why this dessert and you know, it was like the whole it was it was a whole big thing. Now, there's a lot of kids who are just like, oh, just give me a test. It's a lot easier. That's not the point. Yes, for some kids, it's easier to take a test because they know that I said it means nothing, and they're gonna forget everything two weeks later. But that's not the point A discover. Assessment is really to synthesize the material and if there are students out there that hear this, then you know if you can gently suggest or talk to your teacher about it, you know, different ways for you to express your learning. It's hard for kids to advocate for themselves, but it's really important just like that student did for me even though I was trying to do these, you know, creative and whatever assessment She's still had to advocate for herself. And that's really important

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Moira McCullough 25:03

As a teacher and an administration, how do you assess that? So that's probably the pushback that from an administration point of view, okay, great. How do you assess that piece of work? And then how do you transfer that into a GPA or into the transcript?

B

Batsheva Frankel 25:23

So in the days when I was grading, I would do things like rubrics or whatever, to show them, that kind of thing. But in my later years, I didn't grade things. And not only that, if it was, for instance, presented, and even in my earlier years, it was presented. I always had the class kind of start out and critique everything like, you know, first I let the people talk did did that go the way you wanted it to? Is there a place in there that you would have changed it if you could? Like, if, especially if it's like a performance or something like that, like, what would you do differently? I have the audience taught, you know, the audience, which is the class or me or whoever the audience is, say, start out with what you like about that, like, very specifically, you can't just be like, it was good, you have to be very specific. And I did this with middle school admission, you could do with any age High School for sure. What specifically worked for you? And let students say that, and I do the same thing. This is what really worked for me on that, or here's some things that really worked for me. Are there areas that you might want to ask a question about? Like, I wonder if

you would have tried this? What do you think might have happened? You know, those kinds of wondering questions that kind of might lead to some constructive thought about doing better. In my later teaching years, I actually would allow students to go back and fix whatever it is or to, to, you know, because I'm not interested in a grade, like, I want you to get the A, if you have to get a grade. That's what I want. And until you get that, then what why am I giving somebody a C, or a D, or an F, or even a, b, or whatever, like, my goal as a teacher, is that you master this material. And therefore, I'm going to do everything I can to help you master material. Now, if a student doesn't even try, if they're not even going to give the effort. That's a different story. I can't I can't help you learn. If you don't, at least give it a shot. But I'm willing to let you in the same way that like I'm gonna play right now. We rehearse all the time, right? We keep rehearsing to make it better and better. We get to that performance. Even when we do that performance. The directors have felt like, Okay, well, that's just the way it's gonna go. And I guess we'll go that way. Tomorrow night, the director gives notes so that you can improve the next performance, right? It's never done. So it's really an even if you nail it, like there's, that's great. So for my students, I really want them to be able to not feel afraid of failing, if they try. But knowing that it's a rehearsal, potentially, unless you like what you did, and it's all good, then you mastered it, you showed me mastered it, we're good. If not, keep working it keep working it bring it back.

M Moira McCullough 28:23

So is that when you referenced it earlier, in terms of the the lens of questioning is that kind of ties into that in terms of the framework and how you get students engaged and curious, and teachers knowing or having the skill sets that they need to embrace that type of teaching method and get their students to be active participants in that lesson?

B Batsheva Frankel 28:52

Absolutely. It's absolutely everything that you said is very connected. One of my biggest one of the things that I'm seeing, and I've seen it for I've been teaching for 25 years. And I would say I've watched this happen for at least the last 20 years. And maybe it was before that, because I see it in a lot of adults, that students aren't really taught critical thinking skills and how to really analyze something. And the key to doing that one of the keys to doing that is to ask good questions. But mostly students either don't really ask questions that really lead to deeper learning. They asked, you know, I don't know, teachers are also asking a lot of what I call teacher questions, which means that they're asking for things that students could find in the text. Right? It's like sort of comprehension kinda, but I remember doing that as a student when teachers would ask that and I just beat I was just really good at knowing where to look. I don't know if I knew the answer. I just knew how to find the answer. I was like, oh, because they took it like straight out of the text and I go back in and find it, which is why it was really good at standardized tests when I was a kid, because those are the kinds of questions that they asked, Is it this, this, this and this, I go back and I just peruse I just happen to be really good at it.

M Moira McCullough 30:11

But it's also easy. Right? Because it's not thoughtful.

B Batsheva Frankel 30:21

Which is why I'm really not into multiple choice or as one of my teachers call it multiple guests, and

sometimes it works. And I just have to be good guesser. But yeah, it's and it's not teaching you anything, it's not. Right. So I wanted to help students ask a wider variety of kinds of question. And in order to do that, you actually have to sort of train people to do that, if to train them for how to do that. And the teachers themselves also need to have that permission to oh, I can ask a wider variety of kind of question is with teachers usually have kind of a go to kind of question. And if a student connects with that kind of question, they'll do well, and if they don't, they're either not going to answer, they're not going to know how to answer it, or they're not going to connect to it. But if both teachers and students understand how to ask a wider variety of kind of question, than that's really helpful, and because everything I do, I try to make it student centered, and an engaging, and fun. So there's also a game based aspect to it and a fun aspect to it. So it's really, lenses, a question is really based on the business model called the color hats of thinking, which was big. And I'm hopeful, it's so basic, it's very clever. But I wanted to do that, through education, which is really the lenses that we see things through, which is why I changed it to lenses of questioning. And, and so each color, there are six different colors, and each one of them represents a different kind of question. And so, the teacher, I trained teachers to do this, to do all of these activities with their students, to help them first of all, understand all these lenses and how to use them. And it really helps students, first of all, focus their questions, to know how to ask different kinds of questions that are very focused, and to get the kind of information that they want. And they also, the activities that I do with the teachers are trained the teachers to do with their students also allow all the students to participate in a conversation in a discussion in you know, instead of just having those one or two students that are always going to answer the questions or whatever, especially if they're just raising their hands. This is very much about trying to provoke curiosity, deeper learning, help students with how to analyze things. So that those are my goals. And it's really fun.

M

Moira McCullough 32:59

Well, because each one, each color represents a different role, a different way to approach a situation. So you could say, I'm the conductor's hat, because I was wearing the blue hat, right? Or you're going to go along the basis of the Red Hat, the hat for the heart?

B

Batsheva Frankel 33:20

So the differences for the color hats of thinking their idea was that instead of having a whole group try to approach a situation, you should put people in groups with the hats, they wear the color hats they wear. And so that, so that kind of helps them focus, right? So there's other hats, but with the color lenses of questioning, it's what are the kinds of questions so sometimes, you would put students in groups like this group is going to ask five yellow questions, and this one's going to ask, you know, five green questions by blue questions. And each kind of question is completely different. And it's a way of like, if you have a piece of text, you can analyze that piece of text as because I used to ask my students, you know, give me three good questions on this piece of text. Right, what are questions? And inevitably, they would either not answer because they didn't know even what I meant. Or they would ask me what, like I said, those teacher questions. And I would say to them, can you find the answer to the question you just gave me in the text itself? And they said, Yes. And I said, So then do you actually really care about that question? I'm like, no. So give me questions that you care about. But once I started, but that was before the lenses that was still really hard for them, because they're not trained to do that. They don't understand how to do that. It's actually been trained out of them. You know, kids used to ask those questions when they're really young when they're in kindergarten, first grade, and then somehow it's, you know, I don't know, tree out of them.

M

Moira McCullough 34:50

M Moira McCullough 34:50

I also think when they were younger, and they used to ask those questions, you were exhausted. You're like, oh, my gosh, another one because it's thought provoking. Right? And now you will have a teenager as well, I had three, all of a sudden you're you wish it would be back to that five year old, where you they were asking all those questions!

B Batsheva Frankel 35:11

And they really wanted to know, they were so curious, right?

M Moira McCullough 35:15

So it's bringing back that curiosity that, I love the word that you use, to ask permission both from the students perspective to be able to ask and get out of the comfort zone, and teachers to be able to teach in a different way. So I love that you have a difficult challenge, right, a charge that you're leading. And I think it's absolutely wonderful, because the critical thinking and just kind of the basics and technology, I think has not helped. But you can use it in a way as you said to, to promote that learning.

B Batsheva Frankel 35:52

When I first started coming up with this, when I first came up with this, and I was teaching it, I wasn't teaching it visibly tech so much, because we're doing a lot of in class stuff. And then I started to like in class activities, movement and all kinds of stuff was really fun and exciting there was I have a kit that people can do, where they can make themselves with a dye a special dye that has the different lenses on it. And then there's games I give to play. But when I started doing more tech stuff online, I or just more tech stuff, I kind of added in that component, like a second kind of a workshop, part two kind of thing. And then when everybody kind of went remotely, I was like, Okay, I got to figure out all these things, I was teaching all of these different tech tools. So then I thought, Oh, well, they should be doing these not just remotely, but using the same tech tools out, you know, like, how do you use them to do these activities. So then I really came up with how to really integrate technology to so it can be both it can do just the sort of non technology activities, but also the technology activities. And I've, it took me a long time to figure this out. But I also I was always teaching my course in person. And I was like, How can I replicate the amazingness of that. And so I made some modifications, but I actually turned it into a asynchronous or a, you know, do at your own pace course that they can do online. And it was really fun to put together.

M Moira McCullough 37:23

And it's good timing - to try to go to that virtual environment, people were at a loss and how do you transfer that knowledge that that curriculum in a way that could engage, engage students, so anything else that you would like to kind of share with, with any teachers listening, or students listening in terms of how they can find your classes or the curriculum, because you said, you suitcase that as well to different district.

B Batsheva Frankel 37:55

So I'm doing workshops online, and as well as in person at some point, it's gonna start happening soon. So

any of that can be found on my website is NewLensed.com. Or you can find me at Batsheva at NewLensEd.com. And my podcast, Overthrowing Education, which is on every platform and also Overthrowing Education.com. People can find it there. And you can really hear a lot for both students. I really love when students listen to that, because students also need and parents do need to know what great education could and should be, they really do. Otherwise, if it's just the teachers who are trying and I know the teachers out there that listen to my podcast, they're doing this work, they're trying they want to grow, they want to make some real changes. But they also need the students to know and they need the parents to know as well.

M

Moira McCullough 38:58

Absolutely. I was going to say, you can have the administration and the students but you do need the buying and the parents because it's a team approach. And it's one that is a partnership.

B

Batsheva Frankel 39:09

Yes. Really, really is super important.

M

Moira McCullough 39:13

What do you wish I don't have a game show like you do. Listening, get ready for the game show? I know we're not overthrowing education, but I do game shows exactly. What do you wish you knew before attending college?

B

Batsheva Frankel 39:27

It's such an interesting question. Yes. First of all, I attended college so long ago, I was really lucky. So things were really different. And I had such an amazing experience there. It was just so incredible. So I think one of the the one regret that I kind of have was I was having such a good time. I went to drama school at NYU. And I I really loved it so much. And at that time, I love New York City so much much. And I toyed with the idea of doing like a semester abroad or junior abroad, and I knew that, you know, I'd have to rustle up the money for it and figure out how to make it happen. And I kind of just didn't do it because I felt like I loved New York so much, like, why go to all that trouble. But looking back on it, it's really my only regret. I wish I had done that when I was younger, I wish I had found a way, I wish I had just even a semester or a year abroad or something, just to get different ideas and different perspectives and just, you know, have that experience. Because once you get older, it's really hard to have that experience when you have to start, like pay your bills. And I mean, you know, and paying back your student loans and all of those things. So I think that's one of the things I wish I would have known how important that experience would have been to me. And the other thing, which is, I had no idea at the time, which friends of mine, were going to be my lifelong friends. So I had a ton of friends in the drama department, and who are performers and all of those things. And some of them I'm still actually friends with. But my dearest friend, one of my dearest friends in the whole world, was a business student who then went on to become a lawyer. Now, I don't think I would have even realized I would have been friends with her, I don't even I sort of know how we became friends. But she became so important in my life. And so that's the other thing is just open yourself to all kinds of people, it's so easy to stick with the people who are interested in the

things you're but you never know who's going to be your lifelong friend, and change your life and be there for you and all and new for them and all of those things. So just I would say, I kind of wish I knew more about that more to open myself up to other people. Oh, it's so smart.

M Moira McCullough 41:51

You think about it now with each one of my kids, they had a questionnaire to fill out for their roommates. And my whole thing was, throw it out, if I wouldn't have picked my roommate who to your point, you explained how you're very, very good friends with this person who on paper would have been very different from you. And the same thing with my roommate, as we are so opposite yet I am grateful that she's been in my life and continues to be as strong and very supportive friend.

B Batsheva Frankel 42:20

And actually, the only reason why I met that person is because my original roommate, my freshman year, who they threw me in with, I had two roommates, one who was gone all the time. And the other one who made my life so miserable, it was so awful. That who, a million years later, we found each other and she apologized, which is lovely, but still saying, but at the time she made my life. so awful that I went and got my room change for the second semester, it's because I did that room change, that I was on a different floor. And I met this this other person who then the next year became my suitemate. And now is my friend for life.

M Moira McCullough 43:03

Well, that is something else that everyone needs to know. Students, if you're in a situation - advocate for yourself, and it doesn't matter where it is, when it is but it will, there's so much good that can come out of it. Yes, that it's worth worth doing.

B Batsheva Frankel 43:18

I would say always make sure to advocate for yourself. Always, always always in a nice, polite, respectful way. Absolutely. But never, never not stick up for yourself. Right?

M Moira McCullough 43:31

There's a way to do it. And there's a way to do it where you will be successful. Exactly.

B Batsheva Frankel 43:36

And it was only because of that, by the way that I was successful in doing that, because I was a freshman. And they put me second semester with a senior in a gorgeous big room. And it's because I was super polite and respectful. And I wasn't demanding and, and because of that the person who was doing it gave me

that opportunity. And that was really it was really life changing. So on so many levels. So always if people do it with respect, don't be afraid to stand up for yourself, but and that goes for teachers to by the way, and everybody in the world at large is you know, stick up yourself but in a in a really respectful way.

M Moira McCullough 44:20

I say it's so easy to be kind and it gets you so far, so much so hard that people don't do it. And I'm like that's a no brainer,

B Batsheva Frankel 44:29

So in that kind, not in a doormat way, and it just the way we deal with people.

M Moira McCullough 44:36

Well, it's the art of debate, but doing it in a way that you you agree to disagree,

B Batsheva Frankel 44:43

And the world would be different if everybody did that. Yes, it'd be a different way.

M Moira McCullough 44:47

So we also talked about desserts or food on a college campus. But I would love to hear since you were in New York. I remember when I went to school, we would cross the state lines to go out for nightlife. So if you have any nightlife suggestions, I'm all ears for that as well.

B Batsheva Frankel 45:07

Well, the nightlife was a little different because it was the 80s, early 80s and mid 80s. And so I don't even know the places that we used to hang out still exist. I was in the village, which, as a young person was like the most fun place ever. It was such a blast.

M Moira McCullough 45:29

That was your semester abroad!

B Batsheva Frankel 45:32

Yes, my four years abroad. Because I grew up in Colorado, it was definitely four years abroad for sure. Very different than Denver at the time. So yeah, I mean, we had places like our big hangouts where a place called gooeys, the olive tree, there were lots of good places, you know, any, any place where the Sangria

was cheap, and good. And, you know, and if they had good food bonus, just go down the street and be anywhere in the world, almost. It was really, really nice. But that's,

M

Moira McCullough 45:58

That's the beauty of New York. And that down in that area around NYU, you just find a whole different culture different. Yeah. And it's so much fun just to explore. So yeah, thank you so much for joining us today. You had, I love the energy. And I'm, I'm so glad that I can see you and the spine. And everything that you're doing with helping students and helping teachers and parents like myself to embrace a new, fresh, new way to kind of learn and be curious.

B

Batsheva Frankel 46:32

Well, I thank you so much for having me and giving me this opportunity to chat with you and share with you and I love what you're doing and it's just so important. So keep it up.

M

Moira McCullough 46:42

I will thank you. Thank you, Batsheva for joining us today. As a change agent in education you highlighted various methods for how students, parents and educators can work together to have the biggest, deepest and most positive effect an impact on education with a new lens into learning and teaching. Questions are at the core of learning. training our students and teachers to as a greater variety of questions will create a richer learning environment. The Art of asking questions is to ask questions that lead to a deeper discussion, questions that provoke curiosity and develop critical thinking skills. Every student has different challenges learning and teachers can learn to teach in a way that engages students at every level. You can find all of our show notes and links to the helpful resources mentioned throughout our conversation on our website at [Koscripps.com/podcast](https://www.koscripps.com/podcast). You can learn more about Batsheva and New Lens Ed at [Newlensed.com](https://www.newlensed.com) Please take a couple minutes to rate review and subscribe to College Scoops. Thank you for listening to our College Scoops podcast. Our entire College Scoops team strives to make the college journey a little bit easier, less stressful, fun and tasty by sharing all the insights groups we have curated along the way. We would love to hear from you about topics to cover and your ideas and everything college related. Reach out to us at [Collegescoops.com](https://www.collegescoops.com) or follow us on Instagram, Twitter and Facebook.