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Eric Cross (00:19):

Welcome to Science Connections. I'm your host, Eric Cross. My guest today is Valeria Rodriguez. Valeria is a science educator, instructional technologist, and illustrator, who is currently part of a steam team where she teaches third through fifth graders in Miami, Florida. Valeria has presented and led workshops at education conferences like NSTA, ISTI, and SXSWedu. In this episode, we discuss how she uses real-world projects to make lessons more meaningful, and why teaching students how to sketchnote increases their conceptual understanding in science. I hope you enjoy this pun-filled conversation with Valeria Rodriguez.

New Speaker (00:58):

Now you're in Miami and you have a biology background. We're like kindred spirits. Like we do the same thing. I teach biology here in San Diego at a middle school called Albert Einstein Academy. So I'm in a seventh grade classroom teaching life science.

Valeria Rodriguez (01:11):

That's so cool. That's how I started.

Eric Cross (01:13):

Is it?

Valeria Rodriguez (01:13):

Mm-Hmm <affirmative> I started teaching middle school science for seven years, doing life science in my biology background.

Eric Cross (01:20):

How'd you get started? Like where did you kind of begin?

Valeria Rodriguez (01:22):

Well, I went to UF for undergrad as a runner, and I thought I was gonna go to the Olympics, but you know, running in college is hard. And you quickly like realize a path as a full-time athlete is really hard.

And one of the days that I was having one of those, like "come Jesus moments" of what am I gonna do with my life, I walked by a sign that said life is calling. And I'm like, okay, <laugh>

Eric Cross (01:52):

You literally had a sign.

Valeria Rodriguez (01:53):

There was a sign. So I was like, I'm reading the sign. I'm following the arrows. And it was for the Peace Corps. And so I went to this meeting and everything that I've ever done student government, athletics school education, my background my family's from Columbia--everything in that meeting came together and they're like, we need all these skills. And I'm like, I have those. Those are my skills. And they're like every Peace Corps volunteer teaches. And so I went in as an agriculture volunteer to Panama because of my major and my background in biology. And while I was in the Peace Corps doing the work, I was teaching at the local school. And I realized that the most sustainable way to create any change is through education. When I came back, I was like, well, what do you do if your first job in the world is in the Peace Corps? Like my background was, you know, managing a machete in a field and teaching second through eighth grade in one classroom, on a chalkboard, you know, in English and in Spanish, while teaching the teacher and the students. So I found that going into teaching allowed me to put some of those skills, that wide array of skills that I had collected until that moment, into practice. And it allowed me to do the arts, do the running, do the science, do the connecting with the community in one place here in the states.

Eric Cross (03:34):

I don't know if I'm just romanticizing, but you were in Panama and you were doing this amazing teaching. I don't know. Do you compare it to teaching now in the classroom? Is there anything that ever like makes you wish that you were kind of in that environment again? Or are you kind of, do you like the more kind of technology side of things?

Valeria Rodriguez (03:48):

I tell my students all the time that I miss it, because when I was in Panama, I was in Licencia. They looked at me like this, all knowing being. If they couldn't come to class because the kids literally had to work, they would bring me their assignment, like run it to me and then run back to their parents. Like, "I had to turn it in, but I have to go to work." And I'm like, oh my gosh. And like here, sometimes I feel like, you know, I have to negotiate and convince my students to want to give me their work. And maybe it's because we take a lot of things for granted. I mean, I didn't have running water in my community. Here, you know, we have everything. I miss how we appreciated -- like, my parents would send suitcases of materials for me to hand out to my students, like color and stuff, notebooks, things like that -- and the kids would like, hold that notebook, like pristine and here sometimes my students aren't as careful with materials. And I'm like, why are you breaking the crayon box? <Laugh>

Eric Cross (04:54):

I'm thinking about that. Just even just bringing pens and crayons and how that's valued. And then a culture that's built around esteeming teachers, and you're this essential member of the community -- and you feel that. It's palpable.

Valeria Rodriguez (05:08):

Yeah. And here, sometimes I ask students like, what do you wanna be when you grow up? And you get all sorts of answers, but in my community, it's gonna sound funny, but they were like, we wanna be a teacher. Like, that means that we would know a lot of stuff and they would put their hair up in a bun, 'cause I always have it in a bun, and they would write stuff when they were playing and they would act me out <laugh> and I'm like, do I, do I do that? <Laugh> I genuinely got a very rich experience in the time that I was there. And what I learned the most was how to try to not do as much, it's like a lesson that I'm still trying to learn because like I'm here with the U.S. Mentality of go, go, go.

Valeria Rodriguez (05:58):

And they're like, but we already did, you know, two things like now we stop. And I'm like, but, but why? And they're like, you can do that tomorrow. And I'm like, but no, like we're gonna run out of time. For me. It was a lot of struggle of like slow down. And as a teacher, I feel like I'm always like on the treadmill at a thousand speed. And sometimes I have to tell myself like slow down, be in this moment, like a parent texted me today that her daughter was walking with her dad and said, daddy, let's talk about the layers of the soil. And I was like, I need to stop right now and acknowledge that this happened. She's in third grade and she's asking her dad, you know, she could ask him about anything, and she's asking him about soil. That's essential for everything. And we don't even think about soil here. Like my community had tons of erosion and every year there were less and less crops being able to be produced. We're not talking about that here. And yet, my student asked her dad here in Miami, <laugh> about soil. And that conversation happened because of our class.

Eric Cross (07:03):

And you allowed yourself to be present and experience and feel that that communication came to you.

Valeria Rodriguez (07:09):

Yeah. We put so much stuff out there and we don't know where it lands. If it lands on dirt or soil, <laugh>

Eric Cross (07:16):

There you go. I like it. Yeah. Bringing it back. But you're, I think you're what you're saying. Resonates with a lot of educators that'll be listening to this is that there's so much that you do. And there's even times when we do get the feedback, there might be a letter or a card or something, but like, to your point, like we look to the next thing instead of stopping, being present and allowing yourself to absorb it. I think I

need to put that up on my, like on my wall, like this, just be present. Now you came back and then you went into the classroom here and you started off teaching science.

Valeria Rodriguez (07:46):

I didn't go straight into the classroom. I knew that I wanted to continue teaching. But I wasn't back here in Miami. When I moved back, I moved to Austin. And I ended up getting married and there, I started teaching Spanish as a second language like corporate classes. And I was kind of like tiptoeing around, like, do you dive into education? 'Cause The idea of a teacher here is very different than the teacher idea that I had while in the peace Corps. So he, a lot of people were like, you can do so many things. Why would you teach? And I was like insulted <laugh>. I was like, wait, what do you mean? Like even to this day, I've started a blog post, maybe 20 times with that statement because people all the time are like, you're so talented. Why do you teach? And it drives me crazy because it makes me feel like they're looking down on my choice <laugh> but I came to terms with it that it's just like a societal thing. Cause of that quote, like those who can't do teach. And I was like, let me let this go.

Eric Cross (09:01):

I find though that educators who come in as a second career, come in with a, a, a variety of skill sets that I, I think you can only get when you're outside of academia. I mean, you can, you can develop them, you know, going kind of K12 education college and then into the classroom. But those soft skills, the business skills, a lot of those things you really develop. And it's funny 'cause your, your story almost sounds like some of the people that I know that work in big tech firms, they have this eclectic story and then now they're, you know, working for Google or Facebook or something, but that actually was a as set to them because they are able to see the world through multiple perspectives. And I'm hearing kind of a distinguish between art of teaching and the science of teaching. Like you had the, maybe the art connecting ideas, these things, and then the science, like the quote unquote like formal teaching. Okay. That had to get built on later. Like am I hearing that right?

Valeria Rodriguez (09:55):

Yeah. The that's what rocks I'm teaching the rock cycle right now. So I'm, I'm under a lot of heat and pressure <laugh>

Eric Cross (10:02):

We got the funds, we got the funds rolling. All right. All right. So bringing in the, so the, the art side or the science side we have, and then we just have this amazing illustrator. Now you mentioned your website and we're gonna post it somewhere, but just so we have it here to, and you say, what is your website where all your majors and sketch notes can be found,

Valeria Rodriguez (10:21):

Www dot Valia, sketches.com.

Eric Cross (10:23):

Okay. So folks that are listening, if you wanna check out the art, there's some awesome stuff on there, as well as Twitter and Instagram. And we'll make sure we have it handles in the, the bio of the podcast and the notes. Your art's amazing. I looked, I checked it. I saw inauguration. I saw astronauts. I saw all kinds of different things. How do you use that in the classroom

Valeria Rodriguez (10:45):

To draw connections? The ones? So what I do is I airplay my iPad onto the board. And sometimes as I'm talking, I'll draw things, draw things I'm saying, or assignments I'll sketch out different ideas, or maybe like the schedule I'll have an icon of some sort that represents things. I use it for everything and anything, because just the way that I tell my students that science is everywhere. I, we don't realize how programmed we are to use images to for, for information they're in the street. Bathroom signs, we see the zoom little link, like the image, the icon of zoom. And we know that it's a call the apps. You know, our phone doesn't have the words for everything that we're opening. We just have a list of images that represent information. So we're programs for this. And all I'm doing is showing my students how we're programmed for it because we're so used to seeing images, to represent things that we're taking it for granted again.

Valeria Rodriguez (12:03):

And sometimes my students will like, I'll write something and I ask them, make your own visual vocabulary. So I give them the word of the definition for every unit, the younger ones, I give them the definition they have to plug in the word and an image, the older ones, I give them the word they have to plug in the definition and an image. But I don't tell them what to draw because they need to create an image that will help them to remember the definition. Not me. I tell them, I wrote the list. I know the words, you're the one that needs to think of something that's going to help you to remember this. You need to draw a connection to this information. Like I use it and I mess up all the time. And I, I scratch things out because I feel that my students or the student that I've had in general are risk averse.

Valeria Rodriguez (12:57):

They don't want to make mistakes. And drawing is one of those things that it taught me that it's okay to make mistakes. Like people won't buy commit to buying houses or they won't commit to things because they're gonna make a, I'm like, you can sell the house. You can move again. I mean, I've lived in a lot of cities. I've been married, divorce, gone out with people. It's worked out it hasn't you know, there's, there's so many things that drawing to me makes an essential connection to <affirmative> that it tells me no matter what I can continue placing lines on my paper and creating the image I want. And if a line doesn't necessarily go in the direction, I want it to, I can continue shaping it so that the overall image is in the direction I want. And I can look past those line here and there that some people will say they messed up the drawing. You know what? They gave it character. I, I cycle and I have scars everywhere.

They give me character and I keep writing. The overall image in my head is I'm a cyclist, not I'm banged up. <Laugh>

Eric Cross (14:14):

I feel like there's so much to mind in what you just said. This was like a mini-Ted talk. And I couldn't write fast enough because there were so many gems of the things that you said, but let me say something worse. And this is I'm gonna be surface with this because, and it's your fault because you got me thinking in puns and you said, take it for granted. And I said, take it for granted because you're talking about the rock cycle. So that's what I heard way back. Anyways, you have your students creating what, but it's low tech, which is really cool because a lot of times we think of creating content and it's kind of high tech, but they're creating something. And this is for us, like as biology folks, like you're using kind of like this neuroscience that exists about students, creating an art to help them learn.

Eric Cross (14:55):

And this is something that I, I feel gets missed a lot in. When we talk about the quote unquote, the formal teacher training is the element of how creating an art can actually lead to improved learning in the classroom. It's something you have to go to like a conference to kind of go and see or something, but it's not as, it's not as pervasive everywhere. And that thing about risk averse. I feel like I, you spoke to my own life. What I see 'cause with my own seventh graders, I see the same fear or anxiety when I ask them to draw. As I do, when I ask them to give me a hypothesis about a phenomenon that I'm gonna teach and I say, it's okay to be wrong, but I see them drift to the Chromebook and want to Google it. You know what you just said about just try it and you can always change and giving character, I feel like is just a great message for everybody to hear

Valeria Rodriguez (15:48):

Today. Students made fossil, right? 'Cause They're learning about rocks and we made using plaster, but then I put the green screen up and not only did they make it and they excavated them, but then we put it on the green screen. And they're like all of a sudden at a dig site,

Eric Cross (16:04):

What I'm seeing right now for those of you who are listening is, is students who are on, is this on IMO?

Valeria Rodriguez (16:10):

This is on we video

Eric Cross (16:12):

Video and they're holding up fossils that they made. But in the background, because there was a green screen, there's an overlay of like a, a rock dig site. So the students legitimately look like they're paleontologists or something somewhere.

Valeria Rodriguez (16:24):

Exactly. And so it's, it's not just creating lines, right? The sketching transfers to so much be because even the want, not wanting to make a mistake with their fossil. One of the kids today, when he took off the, the Plato, 'cause we put the Plato at the base. Then we put in either a shell or some sort of artifact that they were going to fossilize. And then we put in the plaster when he took off the Plato, a piece broke off and everybody's like, I can't believe you broke your fossil. And I'm like, not the first. Okay. Do you know how many of these guys and girls have been out there? And all of a sudden they find a dinosaur bone and they're walking and they fall. And this fossil that took billions of years is all of a sudden broken. I'm like this selfie, the original selfies, these animals died in commitment to their selfies.

Valeria Rodriguez (17:19):

And here you are dropping the bone. So they were all laughing, but it was to go away from the fact that, oh my God, you broke it. You made a mistake. You drew the wrong line. You asked the wrong question. Like no big deal. Keep digging, shout out to the teachers that try doing the projects that they have. They don't feel completely comfortable with or you know, that they take risks doing. Because even though in theory, it's like suggested and schools want that or communities want that when it comes down to it, people also expect us to do things at work. But part of our job is also taking risks. Like we did a tethered weather balloon launch the other day because we couldn't get approval to release the weather balloon in the atmosphere since we're near an airport. And it was too short of a time.

Valeria Rodriguez (18:14):

And I remember a parent said, oh, you're not releasing the balloon. And I was like, well, this is a lot of work too. <Laugh> we, you know, we're, we're doing the tethered launch. This is a hard project. So the other day when I heard that comment, like I went back to my class and I was like, you know what? I took a risk to do this project. I could have played it safe with a handout of a weather balloon <laugh> or you know, a YouTube video. It's it's the, the fact that we're continuing to push. And so I wanna like really thank the teachers that keep trying to do the hard things that aren't like tried and tested because it's scary. Yeah.

Eric Cross (18:57):

Yeah. There aren't a lot of opportunities for them to have adults that they see in positions of authority or that they respect or admire model failure. And I don't mean failure in the, like the negative pejorative sense, but like things just not working out and then seeing how you respond to it, 'cause you're modeling, taking a risk. But like with real stakes, it's authentic. I had students swab the campus and we put it in auger dishes and Petri sealed it up and then let it grow room temperature, but we kept it you

know, cool enough at 75 degrees. So it wouldn't be able to survive any, anything pathogenic. And then students, you know, I took pictures of them and then showed them the results. So the students never interacted with it and some things grew and some things didn't, it was mostly, you know, fungi and some bacteria, but I showed them like, how come mine didn't grow? And I was like, well, you know, it could have been how we swabbed. It could have been some things don't grow the temperature, we kept it at, but some of the experiments didn't yield the cool results. And that was okay. But I front loaded the expectation so that if everything did go great, sweet, but managing expectation, I found really helps to mitigate the pressure.

Valeria Rodriguez (20:01):

Yeah. Well another project that we've participated in is growing beyond earth where we're planting seeds that contribute to like a huge set of data for cultivars that are being considered for growth on the international space station. And my students are like, well, you know, we just have six little pots, like what is this? And I'm like, yeah, we have two little seeds in each of these pots. And we are one data set in like hundreds of data sets that they're collecting. But we are contributing two research on the international space station. You don't have to be the next bill gates or the next, you know, Steve jobs. Like everyone thinks they're gonna be the next big thing. Like you can also be a seed. That's part of a really big project and that is okay. Like everyone can't be the next big thing

Eric Cross (20:48):

And the other. And the other thing, I think what Gladwell talks about this in outliers and there's another book called bounce, but a lot of the people that we see is successful or famous, we don't realize that their background and their exposure to things was one of the things that led them there, both jobs and gates had access, you know, gates had access at, at the university of Washington to like one of the first computers and then jobs at, at Hewlett Packard. The story goes on and on, but we don't see the lineage of some of these people and where they come from. We just see the end result. You just see LeBron James winning a championship or something. We just want the, the end result the, the glory, but not the sweat that it takes to get there. They don't, we don't really see that as much, which leads me to like the next thing I wanted to ask you is how do you, and I kind of saw it just now, but how do you engage your kids in the classroom?

Valeria Rodriguez (21:36):

Well, I think I'm funny. Some of them don't do

Eric Cross (21:38):

They like the puns

Valeria Rodriguez (21:39):

<Laugh> some of them do. And some of them don't get them. They get them later. And I see when they get it, I like to engage them by bringing in real people, real examples of things, real research when possible. Right. I can't put them in a real dig site. So the green screen helps me do that. But one of my students yesterday, other day before was like, you have such cool friends because I'll say, oh, one of my friends does blah, blah, blah. Or, or, oh, when we go to Kennedy space center, we're gonna, you know, talk to one of my friends. Who's doing research on, you know, chilies in space and they're like, wow, your friends are so cool. And I took that moment to tell them, be mindful of the people that you collect as friends in your life, like make good choices, surround yourself with awesome people, people so that you can share ideas. Like you connect with friends who you inspire you to do more. I try to engage them by giving them examples of things that people around me are doing that connect to what we're doing. Do

Eric Cross (22:43):

You, do you explicitly or intentionally teach soft skills or is it just something that you just kind of organically do natural or are you mindful about making sure that you're doing that

Valeria Rodriguez (22:52):

A hundred percent? You have to be explicit about it with amplify? Actually, we, we did a poster for incorporating social, emotional skills and other soft skills into the classroom because sometimes we just like other things like writing and, and reading, you know, we silo all these things in education and the school counselor, can't be the one to deal with everything. You know, you have to deal with things as they surface. And sometimes my kids ha are frustrated because I ask them to think I don't have yes or no answers. I have, you know, we are gonna launch a high altitude weather balloon. We don't know how high it's gonna go. We don't know what's gonna happen. We don't, we don't know if we're gonna find it when the <laugh>, when the balloon bursts and it lands in the ocean, are we gonna find it? Is the GPS tracker gonna work?

Valeria Rodriguez (23:47):

Are we gonna lose all that money? I don't know, but we have to do all the steps and find out. But with kids, they don't have the skills yet. And I can't wait for the counselor to come in and talk about handle the frustration that they're feeling over. Not knowing the correct question to ask, because by the time they go meet with her, the moments pass, I have to stop and say, Hey, like check in with, with what you're doing. It's okay to be frustrated. You can't take it out on a classmate. You can't take it out on me.

Eric Cross (24:14):

So you were, you, you were intentional about teaching these skills to your students and you had the relationship. So it makes sense that you were the one to bring it across 'cause you see them more than anybody does. You know, we've, we've, we've imagined. Teaching is for a long time. It's been okay, you're the science content expert. You're the English expert, but so much as teaching evolves, there are these skills or like EQ emotional intelligence that you kind of have to have kind of coming in. Because like those

moments, like not having the presence of mind to stop and why a young person through identifying how they feel, why, where it came from. Those aren't always covered in those aren't really covered in your methods classes when you're in college, getting your, your degree or something. Now when you're you're sketch noting and for teachers who are, or one, could you just maybe give like a brief explanation of sketch, noting for somebody who may not be familiar with it, like how I was sketch any different than just drawing a picture randomly or something.

Valeria Rodriguez (25:10):

Okay. So you're creating visual summaries. You're using text and images combined in different ways to take notes. And before you know how we had like these shorthand things that the squiggly meant an indent and something else meant something else. And we had these lists of things when they would edit our papers, that represented things. It's kind of like that for your brain. So you're making a list of maybe icons or small sketches that represent things for you. So as you're taking notes, you hear things. And when people talk now and they, they say, you know, I'm on the fence about this. Like I literally see a fence. And when they're talking, I write the note, it's almost like a T toe with pointy tops and I put a stick figure on top of it. And so later when I look at it, I think, oh, that's right. My friend is on the fence about that decision

Eric Cross (26:08):

For a new teacher or even a, a, a experienced teacher. That's interested in sketch noting, where, where would you recommend? They start like the structure? Like, do you give creative freedom? Are they doing this paper and pencil vocabulary words? Are they up? Like, what are some just kind of maybe three basic things to kind of get started for someone who was just curious about it.

Valeria Rodriguez (26:29):

So it has to be simple because if it requires a lot of energy to go in, then you're gonna be more hesitant to do it. For example, I wouldn't start summarizing a video because it's moving really fast or a live presentation is really hard. So with students, I would start with here's a paragraph, make a visual summary of it, or here's a vocabulary list, make an image to represent each word. Then you would move into, well, you know, here's a unit summarize the three main topics in unit. Then you can move onto like a little YouTube video. That's like 10 minutes a Ted talk, make a visual summary of the Ted talk because they can pause it.

Eric Cross (27:11):

Mm. Okay.

Valeria Rodriguez (27:13):

The hardest thing is live presentations, 'cause in conversations you can say, oh, can you say that again? Sketch, noting. You start seeing how people organize or don't their thoughts when they speak. Because

when you start writing things down and all the information is about one thing and then like two blue ORPS about something else. You're like, wow, that was really unbalanced. So then when you start teaching, you tell them what you're gonna tell them, you tell them and then you tell them what you told them. So they can check that they put the notes in the right places and you tell them what you're gonna tell. So they can prep the pathway that they're gonna set up their notes and I have to be explicit. And I have to say like, I'm gonna talk about the rock cycle. So if I were you, I would put, you know, these four boxes. Oh, but there's three types of rocks. See? I'm like, yeah, but magma. So let's put it in the cycle, you know? And, and then I'm like, if I were you, I would put an arrow from here to here because this is how, you know, after erosion and then, you know, heat and pressure. But then it connects like this. So the arrows are gonna help me to remember the directions

Eric Cross (28:13):

As we wind down. There's there's one question I wanna ask you there, you are bringing together this science, the, the art, the social, emotional learning, the relationships with your students outside content, like there's so many different things that you bring in the classroom that is clearly gonna make you a memorable educator for your kids. It just, it's just, I'm just listening to your learning environment. And it's so rich who is one teacher that really inspired you. So

Valeria Rodriguez (28:38):

There's a few people that stand out overall. I had very encouraging teachers. I had that one teacher that didn't like my drawing <laugh> she also stands out <laugh>

Eric Cross (28:49):

We have those too.

Valeria Rodriguez (28:49):

Yeah. So I have colleagues that stand out to me that inspire me every day to like keep trying. And then I had a teacher in high school who I actually work with her daughter now at the school that I work at. And I didn't even know her mom would make us write almost the whole class. And it was world history. And I remember hearing her say when she was talking about the Roman empire that it fell because it reached more than it can grab. So it kept extending too far out. And I heard that, like I think about, yes, I can keep reaching for things in education and reaching for things in my classroom. But I have to come back to like, what can I hold? I don't wanna reach further than what I can hold. And yes, I have to believe in myself. And I tell my students to believe in themselves,

Eric Cross (29:38):

I'm in this, I'm in this sketch noting mindset. Because when you said what Ms. Brown shared with you, I thought of a hand reaching out, but then things kind of slipping through it. And I another hand with like a fist right next to it. So even in our conversation here last hour, I I'm thinking in pictures now. And so I'm

like, if I can do it, they can do it. Like if you know, 'cause I am just not the person who spends a lot of time committing to draw. Because a lot of times when I was that student who tried to draw and we get frustrated and look around and now I feel like this is, I wanna try this again. I wanna share this with my students and encourage them. This is gonna be a lot of fun. I look forward to continuing to see the sketch notes that you do. And maybe I'll, I'll show you one of mine. Like eventually I don't know if you can see that there that's my stick figures. Those of you who are listening right now, I drew, I was drawing stick figures and taking notes while Blair was dropping all of this, these like gems and wisdom in here. So

Valeria Rodriguez (30:31):

Maybe we can do a challenge that once people hear this podcast, they can tag us somehow in the sketch note that they create I'm in. So we see what they take from it. Because that's the other thing about sketch noting, you think you're emphasizing something and all of a sudden people are walking away with something else that resonated to them. And you're like, wow. And here I was thinking that this was what we were talking about. And this is what really jumped out at them.

Eric Cross (30:57):

Your kids are lucky that you're in front of them, not just because of how you teach, but how you access all of these different parts of their creativity and their thinking and apply, integrate all of these soft skills and social, emotional skills and just life skills and your experience connecting them to the outside world. They, and like you said, and how we started, you know, where you started in Panama, the students realized what you represent and what you meant to them. And I feel like your students, when they get older, they may not realize it in the time, but as they get older and reflect back, they'll be telling stories about you. So yeah. Thanks for making time and thanks for being here.

Valeria Rodriguez (31:34):

Well thank you too, 'cause I know you're in the classroom and making time to do other things outside the classroom. Isn't always easy, but it's what keeps us going in different ways.

Eric Cross (31:49):

Thanks so much for joining me in Valer today. We wanna hear more about you. If you have any great lessons or ways to keep student engagement high, please email us@stemamplify.com. That's TM five.com. Make sure to click, subscribe wherever you listen to podcasts and join our brand new Facebook group science connections, the community for some extra content.