

Dan Reeve: Hi and welcome to another Applied Learning podcast. I'm your host, Dan Reeve. This week I sit down with Emrys Prussin to talk about how Emrys uses Applied Learning practices in the field and in his classes. Enjoy.

Emrys Prussin: I teach Geography, and I teach in a few Geography classes now. One of them is Surveying, but as far this interview goes, the one that's kind of ... I've been doing the applied stuff in has been Geography 100, which is an environmental studies class basically...and the program I'm teaching in is, well, Geography and Environmental Technology.

Dan Reeve: Okay. Great. Now, in a broad sense, what are the things that inspired you to start getting on the track for like, getting students hand started or doing some Applied Learning? What was the starting motivation?

Emrys Prussin: Well, for me, when I was in school, the most fun things we ever did were activities or lessons, classes, where you get to go outside and do things hands-on in the outdoors, or hands-on inside, but things that involved not necessarily just sitting there listening to someone or taking notes. I've been working with an organization called "Surfrider" and we've doing this program where we get kids out to water sampling, local water ways, and we've collaborated with community groups. And so, for me getting outside and working with local community groups is the really the inspiration for doing this project.

Part of the work we've done in the community was partnering with the local First Nations group, where we go and sample waters, clean up beaches on the reserve there. Yeah, so I also try to really incorporate field trips into my classes as much as possible. So, historically for GEOG 100, which I've done a few times now, we go to the bog, on field trips into nature, but we also work with the local First Nation's group. So, we go with Earl Claxton to peek holes on Mount Doug. And he gives us a tour and tells us all about the native plants that are there.

So, I really love getting students involved in the community and outside. And then this project just kind of melded all that together.

Dan Reeve: Okay. So, that's great. So, can you briefly, and then we'll get into more detail here, but maybe you could just briefly describe the Applied Learning activity or program that you built here for GEOG 100.

Emrys Prussin: Sure. I've done a bunch of different field trips that I feel like are Applied Learning. Maybe should I just talk about anything?

Dan Reeve: Sure.

Emrys Prussin: Yeah. So, the field trips I've done that have been really Applied Learning I think is like I said, going to peek holes with Earl and we do the tour and he tells us all about what's up there. I think any field trips like that that I've done ... I've done a lot... I won't talk about all of them, but one of the other ones that I thought

was really awesome was going to Haida Gwaii, so we took our class up to Haida Gwaii for a week and we spent a night at the local high school there and met the kids that were there and then we had a tour with First Nations fellow and then we stayed at long houses on the north end of the island. Randomly, these people showed up from their First Nations guys locals and they had a big truck and they were going clam digging.

So, they took us out clam digging with them and the students just ... I always think what our students can actually remember later on and I think that will definitely be one of those things. That was just really neat to see how the students responded in such an inspired way. And then the project that we're working on together now is involving outreach partnership with the local First Nations group, the WSÁNEĆ nation, where we're including ... trying to incorporate technology into the classroom. So we're heading out to peek holes to go on a tour with Earl, again, Earl Claxton, who just I love working with.

And we're taking photos sequentially along the trail and then Earl comes with us and he points out areas that are of interest and we take a bunch of notes. Two weeks ago, two students volunteered and they took notes and took photos. We're collecting all this information to create a virtual tour where the students will take all that media and they'll combine it on a platform called "Hollow Builder" and then they annotate the photos. I know, Dan, you already know this, but they annotate the photos with clickable links. So you'll click on like a plant for instance.

And then, the name of the plant will appear in SENĆOŦEN, which is the WSÁNEĆ language and then also that will be spoken. So, the outreach we're doing also involves recording new audio clips of language because the first voices organization that we're partnering with, which is a nationwide organization, they have a database of SENĆOŦEN words, but they're missing certain words. So, part of our reach is to collaborate with them, and we have some funding to pay them a bit of money to record new words that they don't have.

So, not only are the students kind of meeting and interacting with community members, but they're part of a broader project that contributes to a nationwide language revitalization program basically. So, the stuff they're doing actually has real meaning, which I love and they love too. They see how it's going to impact the community in a long term. It's not just some little project for class, which is really cool. That's that innovation project that I'm working on and we're hoping to potentially partner with the tribal school out there to get the little kids to do it as well. So, the Elders and this language program and the kids will all work together and then maybe the kids will come up here and teach the college students how to annotate those photos.

So that's that project and then it just got me actually thinking about another applied thing that I did before. Students really love it when they see that the work they're doing isn't just like busy work or like an activity just for class. So, I

partnered with friends at Mountain Park Society and we went and for a GIS class. We took GPSs and we mapped out trails that they're hoping to close because there's so much environmental impact. So, the students got to map out all these great trails that I actually really like, but with the intention of closing them in the future.

Emrys Prussin: And it was a real partnership because that information, the GPS tracks we took, will get shared with the CRD, who can't afford to hire people to do this. The students saw the real world applications of... they're doing like a real thing and they loved that and I did too.

Dan Reeve: Awesome. Thank you very much. There's so much on the plate and so many great activities. So, let's move on now to the question about intention. So, intention can mean a lot of things, but it's sort of the starting spirit, which you take on an idea and make it a project. How did you decide that your experience ...? Let's go and use the peek holes example. Was the best way for students to learn an idea like... why get out there and do what you're doing with...at peek holes, what was the inspiration behind it?

Emrys Prussin: So the inspiration was getting out of the classroom, I think first and foremost. I knew that getting out of the classroom, if you ...that was the first intention. And then the second one was where you can't just get out of the class, you have to have some purpose behind it. From my experience before seeing that students really respond when they work with people from the community and when what they're working on is something that will actually be used by members of the community, that's when it really sinks in and has kind of a lot of meaning for students.

So, my intention was just "Let's get out of the class, let's partner with someone in the community" I don't know, I guess I tried thinking ... well, actually what got me to think about doing it was the tours we'd done with Earl before. And then Dan had this idea of using 360 cameras to make a tour and we saw one, a tour that UBC had done, and that just got me thinking "Why can't we make a tour with the information that Earl knows so much about?" He has been doing tours for our classes in the past.

Dan Reeve: Right. Now, when you were planning this activity, what did you hope the students ...? It sounds to me, and then you may have already answered this, but what did you hope the students would really get out of this activity? What was the hope, that intention?

Emrys Prussin: Yeah, so my hope was that they would remember this into the future because a lot of the things I teach them ... I don't think I'm cynical, but I just kind of assume they're going to forget after the course finishes and I'm okay with that, but for me, what I remembered was these kinds of things that felt meaningful, were going outside with people from the communities. What was the question again?

Dan Reeve: No, I think it would be ... what was your hope for the students? and just to leave a lasting memory.

Emrys Prussin: And leave a lasting memory. Yeah, that's what it was. And that Haida Gwaii trip really made me realize that's the kind of thing that you can do in your class and it's great.

Dan Reeve: Okay. That's excellent. We're going to change gears a little bit. Moving onto the second principle. It's a little bit about planning and preparation. So, how did you kind of build up to know "Okay, I'm ready to do this kind of Applied Learning activity?"

Emrys Prussin: Yeah, there's some risk involved when things can go sideways pretty easily, but for me I thrive on things going sideways because then you have to really think on your toes, it kind of makes it exciting. For instance, we went on a tour with Earl and Earl left his cell phone at the grocery store, and then he forgot that it was his day to come meet us, which is fine, like I lose my cell phone all the time. So, we got there and he didn't come so I just had to on the fly give an ethnobotany to a little bit of coles, which was fun and it was fine. For me, I knew I was ready just because I wanted to and we just did it like even have the smallest shred of an idea of something that could work outside.

And for me, I think it's so important to get out of the classroom that you just go with it and it worked out pretty well. Yeah, and then it developed, so maybe you have a little idea at first and then you hone it down every time. Like hanging out with her other first time was maybe a little bit less organized, but every time you do it, it just gets more solid.

Dan Reeve: And is that how the project began? It began and ended with a spirit of being outside, making a meaningful activity to then transitioning to, "Hey, maybe we can make this a ..." you've kind of built the story of how this all begins.

Emrys Prussin: Absolutely. Yeah, exactly. It definitely did grow organically and then it solidified a little bit when Dan showed me the tour that they'd done out at UBC with the virtual reality stuff. Yeah, it started with one idea and then it just melded into another. And then the planning process just happened organically really.

Dan Reeve: Okay. Awesome. When you got to actually thinking about this specific "Okay, let's go do this" I know there was a lot of planning work. Well, the process was organic. The actual activity, the planning of "Okay, we're going to record this, we're going to photograph that" How did you plan that? What were the steps you took to plan that? What was your thought process really, in terms of equipment but just sticks learning for the students? Maybe you can walk through a little bit of that.

Emrys Prussin: Sure. Yeah, so having started from a place where we already did our field trips with Earl, that was a great place to start. Making those community connections

was where it all really started and that had already happened for me before coming to Camosun. So, I had taken a class with Nick Claxton, who's Earl's nephew. I just contacted him actually and I just said, "I'd like to go on a tour somewhere." And he's like, "Oh, well you need to get in touch with Earl and he'll take you." So, those early community connections, just getting in touch with people and pitching them the idea and then everyone's really Gung Ho about it. So, working with community, you need to make sure you talk to everyone a lot so everyone feels included, I think.

Emrys Prussin: That's the community part, just reaching out to people, cold calling everyone ... no one minds that you're offering them something and they just say we have time or we don't have time. And that worked out pretty well for us, but as far as the technology goes, just copying what someone else did basically. So, calling, emailing UBC, those guys, and they were more than happy to chat because they're psyched on and are passionate about it. So, they told us about hollow builder, which is the platform to use to host the tour that we're going to make. That was a good resource, just basically copying what they did.

So, the platform we needed to figure out and they told us about that and the camera to use. They told us what cameras they use. And then it was just a matter of applying for the money than spending the money. But the other thing that was interesting is that, cold calling community, people in the community, that's awesome. And then, I didn't realize that you could also sort of do that for companies. So, for the platform Hollow Builder, we are using, their fees were very high. It was \$500, \$600, \$700 a month to use their hosting service. But just reaching out to them and saying that we part of an educational institution, they said, "Well, you know, we can knock that down to \$5 a year."

So, it's great. Nothing ventured, nothing gained and no one minds if you asked. So, this was really just putting your feelers out and then having a come together.

Dan Reeve: And then the specific class itself, so you've laid out a nice picture of the sort of broader. What about the specific class itself? Like getting the class ... starting to think about how you're going to plan the class itself.

Emrys Prussin: Yeah, right. That's a good point. So the logistics of it are a bit tricky because it's care intensive, like you need a camera to go take the photos. So, to plan that out, we tried to buy more cameras, which we had some funding for, so now up to like six I think. Yeah, basically, we're going to have students pick spots along the trail that they're interested in and then they're going to sign the camera out and take a photo at that spot and then they'll submit a proposal to say "What plants do I want to do within this photo?" And then, they can do some research on the plants and then they know how to get to the language website where they can download that language audio for free.

Emrys Prussin: And like I said, there's some gaps in the audio that's available, so they can identify those gaps. They might say, "Oh, we have this plant here," and there's no audio recorded for it. So, then we'll compile a list and then I don't know who's going to do the recording, whether students probably will be interested or just me will go record or Dan as well, obviously, the Elders speaking those words we don't have data for.

Dan Reeve: Great. We're going to move on now, and it resonates through everything you said. It's the notion of "authenticity" and then, I think, and you've been pretty clear in your discussion so far, just right at the front. What is it about that experience that you've set up that really ties to the current foundation of the work you're doing in geography?

Emrys Prussin: Yeah, for sure. Well, for Geography, this is perfect. You're going outside, you're using GPS, you're interviewing people. Yeah, it's basically a lot of the things we talk about in class get applied. You talked about theory in class and then you get to see how it's done and then even sweeter, not only are you just doing it, but you're doing it with a community partner and you're making something that will be a long lasting legacy.

Dan Reeve: Right. So, and that's the authentic like...?

Emrys Prussin: Yeah.

Dan Reeve: That this is a real activity. This isn't that game.

Emrys Prussin: Yeah. It's like the principles you teach in class directly applied, the exact principles you talk about in class.

Dan Reeve: Okay. We're going to turn our attention a little bit to reflection and the idea of reflective practice as you go through all of the stages of development or circles, if you will, of "How are we going to do this? What's going to be involved?" So, the first question then is like what reflective questions or practices do you have students consider once they've completed a patten or a full cycle of a project to help them appreciate what they've been through?

Emrys Prussin: Yeah, for sure. So usually whenever I do anything outside like a field trip, the reflective part will be some writing piece, so questions like guiding questions that help them focus on different things they should have seen out there. For this project in particular, they head outside, they collect all the data and then the reflective part is I'm compiling it on the platform, so annotating it with the text and the audio links and things like that. So, I think just that process of creating the product in the end, that's how reflection happens. I suppose also just informally asking them, "Did you like it?" Like "What did you see out there?" Just chatting with people can be reflective, it is reflective.

Dan Reeve: So, other times when you sort of pull students aside or things that happen, you're like "Did you take that in?" You were talking about going up Haida Gwaii and when you went clam digging and you said ... and you were pretty confident that will be experience that the students will take with them, where if they forget everything else... Maybe you don't need ask the reflective question, maybe it's so obvious that it...

Emrys Prussin: Exactly. Yeah. No, you're totally right. You know, obviously, when the significant moments happen, you don't have to hammer it home, but yeah, when they do, obviously, you don't even think that you're "Oh, being reflective" You're like, "Wow, that was so cool" And then they're like, "Yeah, of course. That was so cool" And that's it. You're there and you experience it and it sinks in. Sometimes, for sure, on field trips if people are zoning out a bit, you're like "Wow, look at that" Like you just kind of show them what maybe you think is cool.

Dan Reeve: Okay. What about for yourself? How and when do you sort of reflect on Applied Learning activity? Is there a formal process or just an informal process for you to look back and think about what's happened for yourself and for other students?

Emrys Prussin: Yeah, so I think it's not formal for me, it's definitely pretty informal where it'll be before, during and after. So, before I try ... I don't know... I think I'm pretty good at thinking through, just imagine exactly what the day is going to look like, like step by step and that helps me plan out exactly what should happen. And then, you get there and you see how it went. Usually, for me a sign of success is "did people seem like they're having fun, basically?" Actually, that's about it. Yeah, did we get through everything we wanted to? So, in the day, you observe and then after the fact that you go and think back "What could I have done differently?"

Like printing out the class list or making sure you had clipboards for everyone, like little things that are technical that would make everything run a bit more smoothly. Yeah, so pretty informal, but I always try to reflect and then tweak for the next time.

Dan Reeve: Now, what about the students' reflections? Is there a connection between you reflecting and then is there any process in place for students' reflection to kind of meet with yours?

Emrys Prussin: Yeah. No, that's really true. I think that's actually a great idea. I should ask them, you know "What could've been done differently for our field activity? What would you have done differently?" That would actually be pretty good to put on the activities, the paper thing they hand in. But honestly, the quality of their work really determines how you're going to run it next time. You know, if they do kind of not the best job. For instance, we go down to clover point and they create maps of all the hazards and mitigation stuff that's down there. So, if the maps they produce aren't very good, then that will cue me in next time, you

know, I have to make a super solid rubric, show them an example of exactly what I want because they can't just have me tell them and then that's good enough.

Emrys Prussin: I think it'd be nice to have an explicit question actually saying "What could we do different next time?" but as it is now, I just tweak it based on how they perform.

Dan Reeve: Okay, fair enough. Okay, let's move on. Now, we're sort of on the next realm of questions. And this is a little bit about, and these all blend together, so pardon me if there's a bit of overlap here. How do you prepare yourself to guide an experiential or any learning activity like taking the students out to peek holes? What preparations do you go through, whatever that means, to do that?

Emrys Prussin: Yeah. Well, like I said a little bit before, I just try to imagine exactly minute by minute what's going to happen and see what do I need to make it run smoothly and then for the peek holes project, you have to solve these technical things you can imagine, right? Like the camera has to be charged, you have to know how to use the camera, you have to make sure that the people you're going to meet will be there, and what's your backup plan if they're not going to be there. Just all these little details that I could go through, but there's so many of them. I basically just try to imagine what the day is going to look like.

Dan Reeve: Do you chart them or do you do anything like that?

Emrys Prussin: Yeah.

Dan Reeve: Do you have a list or?

Emrys Prussin: No, I don't really have a list actually. I probably should, but for me I just think about it and then just try to remember to make it happen. Usually, it's pretty good.

Dan Reeve: Okay. So, here's two related questions regarding that training, the orientation for your students: How do you explain the "why are we doing this?" question? And then how does that connect to the "how are we doing this?" Because the "why" and the "how" aren't always obvious to students. "Why are we out in the forest or why are we out at peek holes?"

Emrys Prussin: Yeah, that's a good point.

Dan Reeve: Maybe you can explain, answer the first question, which is the "Why are we doing this?" And then, how does that connect to the "How are we doing this?"

Emrys Prussin: Yeah. For sure. I always try to make sure that I justify to everyone, why we're heading outside to do anything. So, when we went to map the trails at peek holes with the friends at Mountain Park Society, I started out by saying this is a

skill that you can put on your resume when you're done. I volunteered for the CRD, essentially, to map trails at peek holes or Mount Doug. And so, that just gets them thinking, basically justifies "why are we doing it" and lets them know that it's kind of important, then they get interested.

Emrys Prussin: So, I try to have a hook. So, for that, it was you can put it on your resume and then for going out to do the virtual reality project at peek holes, just explaining to them about working with First Nations communities for reconciliation and language revitalization program that's going on, and they see some intrinsic value to that where it's not just about a resume thing, it's about being part of community and making meaningful connections. And that's good. That's a good enough hook for them really. And then, when we get out there, before we go out I'll explain the project well enough that they ... the "why" is there, but also the "how" happens at the same time so they know what the game plan is for before we get out there.

And usually, we will have practiced with the cameras beforehand when we went out and just the one time actually. Yeah, it went well. The "how" they knew beforehand and it seemed like they were okay with it.

Dan Reeve: And did they connect the "why" more than just the moral reason, but this sort of pedagogical reason of "We're getting your hands dirty in the forest?" Now, maybe it's self-evident in Geography, but the "why" of we do it like this because ... and then wherever the education of we're not just staying in the classroom or we're not just staying on campus because it's obviously more work for you to do all this extra work.

Emrys Prussin: That's a really good point. You think Geography and you usually think hands on like getting outside and exploring or whatever, and so I think for them they just intrinsically have an idea that this is how it should be. And then when it happens, they're like, "Oh yeah, that makes sense. Yeah, of course we should get outside and do stuff hands on."

Dan Reeve: Right. Okay. And you've talked about this, and I'm going to ask you to keep ... because I think it really makes sense for the work you're doing, but maybe you can expand on this just a little bit. Does your preparation differ when you work with a community partner? It seems like you often work with community partners.

Emrys Prussin: It does, for sure. There's a lot more communication involved. I can kind of get away with ... when you go out on a field trip with the class, you tell them before and what the plan is a bit and they know where to meet you and then you just can kind of fly by the senior pants a little bit more, but when you're involved with a community project, I think communication's a lot more important to spell out exactly what the plan is and who the partners are, who the players are, what the end product will be used for. So, for me, you have to be a lot more

organized when you work with a community group and lay everything out in advance. So it's really transparent.

Dan Reeve: Right. Yeah, so you've been very active on that front. Okay. So we're going to talk, again, about assessing, monitoring activities, and sometimes activities go sideways. So, you recognize that sometimes things don't go as planned, sometimes for better and sometimes for worse. How do you assess or make sense of students' experience in light of "Okay, your objective was to teach them X" but this ... either something else happened that was more memorable, like the clam fishing or something went totally silent, got washed out. How do you recognize that that's happening then?

Emrys Prussin: Yeah, when you're out there, it's really apparent. "Are they on their cell phones chatting or are they engaged with what's going on around them?" When you have a community partner there, everyone's on their best behavior because they don't want to be rude. They have that basic politeness so that actually helps quite a bit. So, when we go on the tours with Earl, everyone is just quiet, listening really well, and just like hanging onto all of his every word. So, that's pretty easy. But when we go and do stuff outside where there isn't someone like that involved, even if everything goes completely sideways and no learning happens, which is never the case, you always come together as a class more, and then you create rapport with your students. If nothing else, that's what you get out of it and it's great.

But as far as judging how things go at the time, you just basically see how engaged people are with the activity when they're out there. And then you can adjust accordingly out there if you can rein everyone in. One example is down the clover point making the maps for the hazards, was a high school class to do a credit class. And they were "I'm going to work on this back, when we get back to school and chatting and stuff" There's not a lot you can do to super crack the whip at the time and that's one experience that I reflected on. It's like "Well, probably one of the better things that came out of that, at least for the second athletic class was just like bonding with everyone" But still, I mean at a certain point it just... they're great because people have to be responsible.

They get that one chance to get all their data and if they don't, that's it, they don't get the mark. So, it's good learning experience, that way for students.

Dan Reeve: Okay. What tools do you have in place if things don't go as planned to set a reset and go "Okay, it's not working out."

Emrys Prussin: Yeah. Well, like I said, you can use the stick, which I just said you don't threaten, but you just let people know "this is your time to collect the data and if you don't, it's up to you" I don't know. For high school, that's definitely a good thing. But for other things like when Earl couldn't make it that one day, one of my tools which just my background, so I studied Botany and so I could just draw on that and give the tour myself.

Emrys Prussin: I mean, minus a lot of the, obviously, First Nations' knowledge that he brings, but like identifying plants and stuff. I was able to just do it on the fly. So, that was a good tool, that I had my experience.

Dan Reeve: Do students play any role in that feedback loop of like, "Oh, oh?" You've said if they're on their cell phones, that's an indicator and not in a good way. Is there any kind of ways that students play a role in that feedback loop of how are things going in the live moment?

Emrys Prussin: Yeah, absolutely. And I ask them constantly how things are going. So, that works pretty well. I just say, you know, are you understanding? Do you get it? Are you having fun? Yeah, they play a huge part just because you notice what they're doing and how they're doing.

Dan Reeve: Okay. All right. So let's move on to assessment and evaluation. How do you structure your formative and summative assessments of the students?

Emrys Prussin: Yeah. Formative assessments for field trips, so always involve some kind of written thing they have to do in the end. Then summative assessments, I just chat with people when I'm out there and be like, "Oh, what's that plant?" Or basically just asking them questions about what they should have taken in. And they like to chat and they like to talk about what they've learned. I think the summative part is sweet because when you do a field trip it's so much easier to do that compared to the formative assessment, like paper, writing stuff down. Everyone's used to that in the classroom, but you go on a field trip and it's great.

You chat with people. It's like everything is summative. You're constantly just talking to people. I think when people talk about something they learned about, it really sinks in even better. Yeah. That's great.

Dan Reeve: Yeah, that's great. Okay. What evidence do you have or what do you believe, what have you seen that might make you think that Applied Learning activities deepen your students' understanding of a concept or a theory, an idea? Anything that you're teaching out there in the Applied Learning?

Emrys Prussin: Well, they remember it a lot better and the reason I know that as I just asked them. I'm like "Oh remember when we did this?" And they're like "Yeah, that was great. That was so fun." Compared to "Remember when we did our paper lab inside of..." like, they're just less enthusiastic. I think that enthusiasm, even if you're trying to resist learning as hard as you can, if you're outside and having fun, you're going to learn stuff. The evidence is basically talking to them after the fact and seeing if they're still excited about it and what they thought and invariably they always are.

And then also what I found is that when it comes time to doing the test, if I ask them questions about what were ... I keep thinking about the high school class at clover point, but I'll ask, what did they use to stop erosion by the cemetery

down there? And any questions relating to the field trips they usually can answer, they do better.

Dan Reeve: Right. Why do you think that is?

Emrys Prussin: Well, it's more fun. Every day, all day, pretty much, you're sitting in the classroom, you're learning stuff that's written on the board and so to go outside... it's a special thing and you perk up and then you engage more. If you're engaged and you're having fun outside, you're just going to absorb things so much better.

Dan Reeve: Okay. So, the last part is the idea of acknowledgement, which is recognizing them when things go as we hope, there's a transformation. It could be knowledge, behavior, group cohesion. There are a million other ways that students are transformed by Applied Learning. How do you celebrate that transformation?

Emrys Prussin: Yeah. The products they create, so the formative assessment they do afterwards, like I'll celebrate that and say ... I'll just show it off to other people in class, and be like, "Wow, look at this awesome map this person made." And usually, it's done a lot better than the stuff we do in class I find, which is fine. Yeah, and then, I'll talk about it and we'll just go back to it and talk about, "Oh, isn't that fun when we headed outside?" I think just talking about it and telling them how much I liked it, I think that's a way of celebrating it as well because it just shows them like I enjoyed spending time outside with them.

It makes a difference when you say things like that. For instance, when we did a beach clean-up down at the beach, they rescued a seagull, at the start of the year in September. And so, they took this seagull. Three students drove it to the animal shelter because it was injured. And then at the end of the ... just for classroom, I was like, "Oh, remember when we rescued that seagull and everyone was so excited and stoked?" I don't know, I think celebrating isn't just saying like how awesome you guys did, but you celebrating what we did together and saying it was really positive, cool thing.

Dan Reeve: Okay. Right. Do you have any final thoughts that percolated up because of these questions or just reflections about Applied Learning that you'd like to add?

Emrys Prussin: Well, not in particular, but maybe a comment that I think it's awesome you guys are doing this because I think it'd be great if we could have more of this around, and I definitely want to do more of it in my classroom. So, any support so we can have to, to make that happen would be great.

Dan Reeve: Okay. Thanks Emrys. Thanks for much for your time and your amazing teaching. Yeah, and [inaudible 00:34:39].

Emrys Prussin: Thanks.