

## Popular Podagogy: Episode 10

[music]

**00:08 Nathan Cheney:** Hello and welcome to Popular Podagogy. I am your host Nathan Cheney. This podcast is brought to you by Queen's University, Faculty of Education. We're joined here today by Allison Cummings. Allison, thanks for coming on.

**00:25 Allison Cummings:** Thank you Nathan.

**00:27 NC:** So, we're gonna jump right into it here. Rumor has it that you speak five languages and [laughter] one of them is Ancient Greek. So, are you able to give us a little bit of a sample today?

**00:38 AC:** Oh, did someone say I speak five languages, who said that?

**00:42 NC:** I think your LinkedIn page said that.

**00:43 AC:** Oh, my LinkedIn page says I...

**00:45 NC:** Yeah. So it was you that said that you speak five languages.

**00:47 AC:** Here's the thing. [chuckle] I know five languages.

**00:51 NC:** Oh, it's the key to the words.

**00:53 AC:** When you study dead languages, you don't necessarily speak those languages. Some people do. There is a movement for Latinists that they are very big into the pronunciation and you'll have little fights between classicists and medievalists and that sort of thing. Ancient Greek, I don't know that many people actually speak that, and it's very, very different from modern Greek. Very different language.

**01:19 NC:** Well, that's really interesting.

**01:20 AC:** Yeah.

**01:21 NC:** So how did you get into learning all of these different languages? Did you just up and decide one day I'm gonna go and learn a bunch of languages and that was that or how did you come about to...

**01:30 AC:** See, that's where it shows Nathan stopped on my LinkedIn profile. [laughter] I actually... I started university and one of my first year classes was first year Latin. It happened every day, five days a week, and the class was at 8:30 every morning and oddly enough, that was the only class I enjoyed my first year of university.

**01:54 NC:** Really?

**01:54 AC:** So I... And I was very, very good at it. And my Prof said, ooh, you should take Latin Mrs. Cummings.

## Popular Podagogy: Episode 10

**02:00 NC:** Well, I mean, it's so useful in everyday life?

**02:01 AC:** He didn't say that, 'cause I wasn't Mrs. Cummings at that time. [chuckle] You should, and you know what, I took Latin only because my mother had taken Latin. She went to a convent school, and she had studied Latin and loved Latin, so that was the only reason I just added it to my transcript in my first year, and so, he said I should take Greek. So my second year I studied Ancient Greek, and before I knew it, I was a Latin and Greek major.

**02:27 NC:** And that helps... You did classics, as well, right? So that's probably helped with that.

**02:31 AC:** Well, my major was Latin and Greek and so then I did a little bit of history, I did horribly in ancient history, I did a bit of archeology, but I only did that so I could travel in the summers and go on digs to Italy and Greece and...

**02:44 NC:** Which there are worse reasons to take a course.

[laughter]

**02:45 AC:** There are a lot of worse reasons to take courses. And yeah, so most of that, I did a lot of Greek and Roman literature courses in the languages and an English minor, just because I knew I'd have to get a job.

**03:02 NC:** Alright, so this is an education podcast, and you're in a little bit of a different educational setting than probably most of the people that are listening to this podcast. So, for the people out there that don't know, you're the training coordinator for Queens HR. I got that title officially, right?

**03:20 AC:** I am, yes.

**03:22 NC:** So, how did you get into this type of position, and what are some of the things that you do in this role, in this capacity?

**03:30 AC:** I came to HR just about maybe a year-and-a-half ago from the International Center here at Queens. And so, kind of considering myself more an interculturalist from that experience and an educator really, that's where my education started. And I found my way to HR because I had been doing a lot of training and they were looking for a training coordinator and I was looking for a bit of a change at that point. So my experience in Human Resources has allowed me to really expand my repertoire as a... Especially as a facilitator, so in-person workshops, on a lot of different topics that I had no idea I would ever be training people on.

**04:18 NC:** And so what...

**04:18 AC:** Things like time management. [laughter] You know what I'm saying, Nathan?

[laughter]

**04:25 NC:** For those of you that are wondering, Allison showed up right on time for this podcast.

**04:28 AC:** Right on time.

## Popular Pedagogy: Episode 10

**04:29 NC:** She was right there. So, Queens is obviously a big organization, so why is it important for big organizations to have this type of training and learning and opportunities available to their staff?

**04:42 AC:** To their staff? Yeah, that's a great question. Staff, I think, always need training for a number of reasons, to stay engaged in a job. I think professional development is really important. I think a lot of staff and especially at a big university like Queens in a big organization, there are opportunities to advance, and if you're not keeping up with your skills and constantly looking for something new to challenge you as far as your professional skills, you're gonna get a little bit stale. And I think also the workplace is constantly changing. I think the intercultural training that I do especially, is really, really pertinent to every staff member, because we are constantly becoming a more diverse workplace and the principal has a huge emphasis in his strategic plan on internationalization. We have the Comprehensive International Plan, and that emphasizes diversity, and bringing more international students bringing more international faculty and that sort of thing, increasing our partnerships and all of that requires intercultural skills. And that happily is my specialty area, so there are all sorts of opportunities that I'm finding, especially now being out of the International Center that was solely focused on student service.

**06:12 NC:** Right.

**06:13 AC:** Now looking to staff and faculty, and some of the people who are here on campus more permanently, that's really where investment in those skills can I think, be of great benefit.

**06:25 NC:** So, your background like you said, is in intercultural communication, intercultural studies. So how did you get into that field? 'Cause it wouldn't be something that you likely... Especially with your Latin and ancient Greek majors, how did you transfer that into that?

[chuckle]

**06:40 AC:** Yeah, sadly the Latin and Greek didn't... I knew they wouldn't get me a job. The English didn't either. Really I think it was just my charming personality that got me the job at Starbucks, [laughter] which with all the other good humanities graduates. We moved here in 2000, and I took a year off, I'd been working for a while and then the International Center happened to advertise a job that was a half-time job and I thought that might be a nice in Queens and I got that job in... It focused on risk management and international student housing, which happily was sort of the two sides of international education in a very basic sense. And because I was the only one on the team that was working half-time we, a couple of years after that, maybe one year after that and then two years after that we started the program, but we got some funding to try developing a training program for people, staff members, who work in international education. And because I had half a day free I got a contract to do that job and develop that training program. So the International Educators training program right came from that, and then I was in full-time and within a few years I was coordinating that program full-time and then became, from that, training coordinator in the International Center.

**08:12 AC:** And when they made that full time then I had to think about the whole campus and not just international educators across the country who needed professional development. So it just sort of started to roll into this role of more interculturalist. And I think that that's maybe because in my

## Popular Podagogy: Episode 10

training role I wasn't working on the international student side, specifically, or the study of abroad side specifically, so the intercultural started to come out in me and I had some opportunities to do some training as an administrator of things like the Intercultural Development Inventory and brought that tool to campus. And then, yeah, 16 years later here [laughter] here I am.

**09:01 NC:** You just sort of fell into it?

**09:02 AC:** I fell into it.

**09:03 NC:** It wasn't an intentional means of it.

**09:06 AC:** No.

**09:07 NC:** You just found the job and then fell into it that way. And have you found it to be rewarding to have that kind of background and to be doing that type of training and intercultural study or...

**09:18 AC:** Yeah, I'll tell you story about my graduate degree from when I was graduating with Latin and Greek because, I knew there were jobs in that. I went on and did a Master's, or started a Master's I should say, and went to the University of Victoria where I met my husband, he moved to Ottawa to do his PhD and I followed him there and kind of played around with finishing my Master's for a few years and then decided that wasn't happening, so de-registered. And it wasn't until I had been doing, for maybe about three or four years, intercultural stuff here at Queens that I kind of started thinking, "It would be really interesting to think about the intercultural competence of the ancient Greeks", and I had been working with ancient Greek drama, Euripides in particular, thought, "I wonder if we could tell anything about Euripides intercultural competence through his characters in his dramas?" and used the Intricate Development Inventory Theory. And it was the first time I'd ever been excited about doing my Master's. [chuckle] And so in 2013, I finished my master's in just under 25 years and I'm quite proud of that.

**10:29 NC:** Congratulations.

**10:29 AC:** Thank you very much.

**10:30 NC:** Not everyone finishes their Master's, not everyone does that.

**10:33 AC:** It's fun to tell international students that, when they're working in the office and they're getting all stressed out about getting their program finished. I said, "Hey 25 years, you can do it!" And that would make them laugh at least.

**10:47 NC:** So your background, intercultural awareness, it's a really big topic right now in workplaces and in classrooms, and particularly with cultural sensitivity. So does that change the landscape of your field and how have you kind of adapted your intercultural practices to help others become more competent?

**11:13 AC:** I guess, through training opportunities I've been able to at least get my perspective and the way I think about culture out. And I feel like I have a way that helps people understand that culture is a little bit more prevalent all around us, all the time. Really, intercultural is just about

## Popular Pedagogy: Episode 10

understanding difference, and relating to difference. And I think a lot of people, especially when I was in the International Center, and perhaps this is why it was more satisfying for me to come out of there and go into HR, people always thought, "Oh, culture International. It's all based on one's nationality or ethnicity or that sort of thing". And really... And I had been sort of a training in this way for a long time, it's not. It's about any difference. We all have a number of cultural identities that we carry around with us. And so understanding differences we really just have to look for difference because it's around us all the time. And if you think of culture as a set of values and beliefs and behaviors if you think of your cultural identities that can apply to your gender, it can apply to your age it can apply to a sports team that you play on.

**12:31 AC:** They have a distinct set of behaviors, set of values, and if you think about it, you probably behave a little bit differently with your sports team members than you do, say, with your grandmother or with your kids, or... So that all of those differences, gender, with age, with sports, with sexuality, with... And indeed with ethnicity and nationality and that, it's all about a set of behaviors, and values and understanding your actions and the way you exist in the world in relation to those things. And I think when people start to realize that and understand how important their own culture and all those various cultural identities that makes up their unique culture... How important they are, it's not just about kind of recognizing, "Oh, the international students, they're the only ones with culture". We used to have, when I was training students, and Canadian students would say... You know, we'd have a mixed group doing intercultural training and they'd say, "Yeah, but we don't have culture". And you'd see all the international students just go, "Look... " with your big eyes, and think, "Oh really?" Because you really... Sometimes if you haven't been out of it and been exposed to...

**13:43 NC:** Maple syrup and lumber jacks, what are they talking about?

**13:44 AC:** That's all it is, Tim Horton's Coffee, yeah. Hockey. Yep. That's it, that's the Canadian culture. And it's funny and maybe I'm really astutely.

**13:53 AC:** Aware of that, I think I meant acutely aware, of that because I don't like Tim Hortons coffee, I don't watch hockey. And so when you hear those things, you kind of feel like, "Oh, that's not my culture" and that makes you feel like, "Oh what is my culture? And what are my cultural identities? What are my values compared to, you know? Okay." And that's the thing, is if you don't know your own culture first you're never gonna be successful interacting genuinely and effectively with others. You need to get that clear, you need to get yourself clear first.

**14:27 NC:** And how would you suggest to people that they could identify their own culture? Because it sounds a lot easier than it probably... Or, a lot more difficult than it probably is.

**14:38 AC:** I don't know, I think it's... If you just want to start and be reflective, if you wanna look around yourself and think... I sometimes I walk my dog every morning, and on a dog walk even I will kind of be aware of things that are happening. And it's early in the morning. I remember once this... We would always come across this woman. This same woman, and I'd see her about a block away and she would go out onto the street and walk around us, she never looked at me, she never made eye contact or anything and then I would kind of watch her as she passed and she'd go back on to the sidewalk. And I always thought, "Well that's just odd. Why wouldn't she just walk by me on the street?"

## Popular Pedagogy: Episode 10

**15:20 AC:** And then I got thinking about... She was apparently of Asian descent, and then someone once mentioned to me, how dogs have a very different place in Asian cultures. And it sort of... Everything went, "Bing! Of course!" She didn't actually like dog's, it wasn't me, it wasn't... And that space made her feel much more comfortable passing us than having to... And the thing is, my dog, if she passed right beside him, he would probably nuzzled her hand or something and that would be very uncomfortable, and that's fine.

**15:57 AC:** But it's that kind of self-awareness of things going on around you and, "Why are they going on around? Okay, and so she... Okay" and you start thinking, "My values, okay, my values, I'm a dog owner, my dog actually... I don't have kids. My dog's a big part of my life." That then gets me thinking about myself and my values. And that's what you really need to do is just watch your interactions be aware of your interactions and start kind of reflecting on them. What do they say about you? And I guess, yeah, your behaviors are the easiest thing to then, I think, indicate what your beliefs are that relate to those behaviors and what the values are that actually relate to those beliefs. So it's self-reflection. That's how to, I think, get in tune with all the different cultural identities that you carry.

**16:45 NC:** So aside from self-reflection, this is a podcast for teachers. So, what tips or advice would you offer to teachers who are trying to better accommodate different cultural communication styles within their lessons in classrooms?

**17:03 AC:** I would say that being curious, being respectfully curious with your students and asking questions. Ask questions, try and understand where they're coming from and try and be sort of in tune with when people are challenged or when they're having difficulty when they feel uncomfortable, and then try and probe into that. Maybe it's because of a difference in a way of learning, or even a classroom situation. At the international center when we used to deal with international... When I was working more with international students, I got to thinking more about things like power.

**17:49 AC:** And there are certain dimensions of culture that are really... They're recognizable patterns and interculturalists have studied them and found all sorts of evidence for certain ways in, especially in national cultures, and you'd hear there'd be students, international students, who had a lot of trouble with group work. They just were really uncomfortable, there were all sorts of things going on, and I always used to think why wouldn't the professor notice these things. Notice, for one, that all of the domestic students were getting their groups together with just domestic students, they didn't want the international students. They, for some reason, thought that that's gonna slow them down.

**18:32 AC:** It's gonna make things difficult, it's gonna bring their mark down. They, for one, weren't recognizing how that diversity does actually bring value to a group. But the other thing with Asian students, they have a very high, what's called, power distance so they have great respect for the professor. They don't necessarily feel the value of learning from their peers. So group discussions in class they would find really, really tiresome and really almost like a waste of time. They didn't understand that there's stuff to learn from the people around them, but they also had come to learn from that guy at the front, or that woman at the front, that that's where that respect that they had for the professor was above all. And at university that's who you learn from. So that makes it difficult then. And I think if instructors and teachers are aware of those things, they can then maybe try and, even if it's explaining the value of group discussions in class at a start, if it's maybe if they don't

## Popular Pedagogy: Episode 10

wanna make up the groups, maybe right off the start say there's some marks that are given for the diversity of your group, and you have to identify what that diversity is. It doesn't have to be.

**20:00 AC:** From all different countries, but maybe you can identify the diversity of your group and what value that's bringing to the project. Things like that I think, just being really aware of what's going on and how people are having... How people and students are interacting and how they're existing in the classroom and their comfort levels, because I think you can sense people's discomfort pretty easily. And then be curious about why would that be? And I think that probably comes from talking. I do feel like we have to communicate more, and we have to be respectful, but we're not gonna learn if someone doesn't tell us.

**20:39 NC:** Right. And choosing when to have that communication is very important as well, because you don't wanna have, especially with particular students you have to know the students and understand the students, and it might not be that they wanna address that at that time and you might have to come back to it and understand it that way as well.

**20:56 AC:** Or in a group, you don't wanna "other" people and make them feel all uncomfortable. But I think showing some curiosity, and respectfully. And like you say, in the right time in the right place.

**21:06 NC:** Right. And just like any other time, if you're a teacher and you're making a group you wanna be aware of what students are gonna work together and how they're gonna work together, and that all comes back to what you were talking about earlier, where everyone has their own culture and everyone has their own identity. And even if it's not necessarily blatant where it's ethnicity or gender or whatever it may be, it might be that personality-wise, you have to identify how they're going to interact with each other and that kind of ties back to intercultural communication as well.

**21:36 AC:** Absolutely, yeah.

**21:38 NC:** So we're gonna transition a little bit here. So you wrote and taught a course, for the Professional Studies Unit at Queens. Now, this program is kind of the evolution of the IETP program that you were talking about earlier, so now it's called the Certificate for International Education Professionals. So how did you adjust in preparing a course for distance education and how does that compare to training and teaching in person?

**22:09 AC:** It's quite different. I did that, I have to say, with the help of my curriculum development person at the Faculty of Education, I can't say enough good about the team there and how they helped with just adjusting... I have, I think, a real curiosity about people and how they learn and how to help people learn something. So I love always... Like I never... When I do a workshop, I'm always changing things, I'm always changing activities to keep it fresh and to sort of apply stuff I've learned from previous experiences. But yeah, Corina at the Faculty of Education is how I managed to do it.

**22:54 NC:** There's your shout out, Corina.

**22:55 AC:** Yeah, there we go. [chuckle] I had a great set of material because, like you said, the old IETP had three level-one face-to-face courses and essentially what I did was combine those three in

## Popular Podagogy: Episode 10

the IETP course, or the certificate course, that I've developed for the faculty. And so there was a great foundation of information but then taking it and thinking, "Okay, how do we combine it, first of all, and make it relevant, all the material?" because they were from separate courses. It was actually the intercultural one that helped me tie everything together, is because we look at study abroad and we look at International Student Services but we do it from an intercultural perspective, and I think that helped to make it more coherent than it might have otherwise been.

**23:50 NC:** Did you have any challenges with teaching an online course in comparison to a face-to-face course.

**23:56 AC:** It has... There have been challenges. I think a lot of it is, though, from teaching a course, a long-term course. I'm really used to doing workshops, and in three hours you start and you finish, and that's good. But when you've got eight weeks and you're going through things and you're marking things and there's all sorts of processes in line. I'm obviously having to get to know the learning management system and how that works, and that's fine, I think it's working itself out. I'll have my grades in on time, I just want them to know that, at my grades will be in on time.

**24:32 AC:** It was just yesterday, and it was a funny thing because I was reading through... Someone had posted something and I had remarked on it and then a few other people had come into the conversation, and there happened to be two Nicoles in the class. And wouldn't you know it, one of the first person's post was the Nicole, and then their last initial is M and W too, so my mind immediately think of those as the opposite and so kind of connect them together too, and it's like... Anyways, Nicole M had talked about something.

**25:06 AC:** And then I had answered, and she had answered and asked about something, and then Nicole W got in on it and then asked about something. And I answered Nicole W, but it was actually Nicole M who had... And it was like this thing and I kind of said to them, "You know what, having two people with the same name in an online course it's like twins". It's like having twins in your course that you... I kind of felt like they were messing with me. And there are certain things like that that there's so much in communication, teaching is a lot about communication, and there's so much of communication that isn't about the words, whereas online it somehow does become so much about the words and the names of people and things like that, but it's a different way of teaching. But it can be really fun, because I think the other thing is, is it's not as immediate so you get more reflection even in your answer. Like if I were doing, say, one of those topics live, we could probably do it in an hour. But I can spend an hour thinking about one person's answer and responding to it.

**26:13 AC:** So it is way more reflective which is something that I love and I really always, as you know, just even today gone on about self-reflection. I think all of learning is so much about reflection, so it almost is a more effective way of learning in some ways.

**26:32 NC:** We're gonna take a quick break, but we'll be back with more Allison Cummings after the break.

**26:38 NC:** Are you an occasional teacher looking to improve your job prospects? Are you an experienced teacher trying to reach the next pay scale? Are you interested in improving your overall teaching practice? Queen's Continuing Teacher Education has you covered. With easy to access online courses you can log onto your course from anywhere you have access to the internet. Courses offered by CTE range from special education to technological education to, to safe and



## Popular Podagogy: Episode 10

accepting schools. Queen's CTE courses work with your schedule, have supportive expert instructors that want to help you succeed. Registration is fast and easy with no commitment to pay until the Friday before the course starts. What are you waiting for? Visit [coursesforteachers.ca](http://coursesforteachers.ca) for more information or to sign up today. That's [coursesforteachers.ca](http://coursesforteachers.ca).

**27:39 NC:** And we're back with Allison Cummings on Popular Podagogy. So Allison, as you know we have a section on the show that is called The Classroom Confession, and this is an opportunity for teachers to come on and talk about whether or not they have had something funny happen to them, or one of their students in their classroom. We obviously leave out any identifiers, or anything like that, because we don't want the students writing in.

**28:06 AC:** Except for us [chuckle]

**28:08 NC:** Yeah, except for us, we're okay to embarrass ourselves. But when I presented this to you you actually had an interesting idea in that you wanted to do an intercultural confession, of which you had a view stories where there were a intercultural faux pas. So I'm gonna let you take it away and kinda discuss those.

**28:27 AC:** Right, and this nicely circles back, Nathan, to my language, the first language, how many language do you speak?

**28:33 NC:** Oh I can't wait.

**28:37 AC:** Yes, you'll have noticed one of those was Italian. And I don't remember that it said speak, because I'm not sure I would have put all those on, because I did study French, German and Italian. As soon as I knew that I was gonna go to grad school in Classics, I made sure that I had taken some of those courses so I could at least read the stuff. And with a background in Latin that sort of opens you up to a lot of the romance languages and makes the reading of them especially easier. But I don't know that I would have said I spoke Italian, this was in my first summer in Italy as a student, going on an archeological dig, and we were in this little town, it was close to Rome, I think it was a little bit south of Rome. And in the first few weeks it was just... It was my first time away on a big trip, kind of free in Italy, of all places. We lived in an apartment that was on a beach, we walked down the beach to go to the dig and we walked back up the beach... It.

**29:40 NC:** Sounds like a real rough gig.

**29:42 AC:** It was a really rough time, and it was just so fascinating to me. Anyways, and we were in this little town, we were this group of Canadian students and most of us were female, and so we were a little bit of a presence in that town. And there would be quite often just sort of groups of Italian males of a certain age just hanging around, happening to fall upon us, and things. So we got to interact to fair bit with Italian males, and I was just so astonished for the first week or so. How many of them their name was Louie and it was like, "Wow. Is that just like this area or something? Is that..." Well, of course, those of you who know Louie is "he" in Italian. And so they call each other "Louie" when they say "He" a lot. And I felt like such an idiot when I finally realized that, because I had been calling this guy Louie all night [laughter] and he looked at me a little bit funny every once in a while, but it didn't seem to matter, it was that, "We don't speak the same language what we mean the same thing" sort of situation, so that was a little bit of a... Yeah, a linguistic intercultural confession.

## Popular Podagogy: Episode 10

**30:55 NC:** The fact that he was still speaking to you as you called him Louie for the entire night though...

**30:58 AC:** Yeah, it didn't matter, it just didn't matter. [laughter]

**31:00 NC:** That's a good time.

**31:00 AC:** Yeah Yeah that's one. Oh, you want more?

**31:06 NC:** Do you have another one. Yeah, we can go for another one.

**31:08 AC:** I have another... Yeah, I remember once... I'm not a big drinker, and I don't know if you've traveled abroad and that's something that, sometimes, maybe alcohol gets a little bit crazy, but this was the second or third year, I think it was the third year, and we had been invited to the mayor's house I think, of this little town that we were digging in. I was part of the sort of... I was a leader, like a dig leader that year, and so we got special treatment, we got to go to the mayor's house for dinner and had pizza right out of the backyard pizza oven and things like that. It was... Now thinking about things intercultural so much more. I kinda like, "Oh my goodness, what a lot of wasted years". But I remember after dinner, this night, and there's the Canadians and maybe... And some family members and stuff, there's probably a dozen people around the table, and they get out this bottle of something and little glasses. And sort of my only kind of experience that I could connect to it was at home when you get the liqueur out after dinner and you'd have your glass of liqueur. And so the head of the family kind of passes it to me first, I think I must have been sitting beside him and my glass is there, and so I pour my liqueur glass of this... Whatever it was.

**32:32 AC:** All of these Italian men at the table are kind of like, "Whoa!" kind of, and I'm thinking, "Oh my goodness, what did I do? You know, I haven't drunk it yet, am I still okay?" But then when they poured, they poured maybe about a centimeter into their glass and I had poured a full glass of this and it was sort of like, "Okay, so do you drink it? What do you do? Is this gonna actually kill me? How drunk am I gonna be if I do drink this amount of it?" It was just one of those really... It was one of those awkward kind of moments where you feel so naive and so oh, unworldly.

**33:08 NC:** And did you drink it or did you put it back?

**33:10 AC:** I drank it. I drank it.

**33:11 NC:** Oh wow. And you're still here. So...

**33:13 AC:** And I lived to talk about it.

**33:15 NC:** You lived to... And you remembered it, which is, the more important thing.

**33:17 AC:** Yeah that's right. That's right.

**33:17 NC:** Yeah.

**33:18 AC:** So it wasn't so horrible, but I did kind of feel like this family must have thought I was

## Popular Pedagogy: Episode 10

just a complete lush or something and it's like, "No I'm not. I'm really quite a nice girl." anyway. That was an embarrassing...

**33:32 NC:** And just speaking now that we're on the topic, but speaking of your exchanges did you find that they were valuable for you? Did you really kind of appreciate those experiences? Would you recommend that people do those exchanges if they are in university now?

**33:46 AC:** If they are now absolutely, I think we have come such a long way in just preparing students and recognizing the value of that experience in a way that... This was 1988, this was 30 years ago, wow.

**34:03 NC:** Right.

**34:03 AC:** That was my first and there was no pre-departure. We, I think we met with the archaeologist faculty members once. But it wasn't like we talk about pre-departure and it certainly we didn't ever talk about what this was gonna be as an intercultural experience, or as an experience for us to grow in our sort of perception of the world and our interactions and our experiences. So I regret that, but, it was the time.

**34:36 NC:** Right.

**34:36 AC:** I don't think there was anything that I did differently than a lot of other people, but now absolutely I do think. I think there's something to be said but on that same vein I would say you can do that, you can have that same experience if you go across town and volunteer in a soup kitchen.

**35:00 NC:** Right.

**35:01 AC:** And probably even there that's that old thing I was talking about about difference being all around us and we can have those experiences, it doesn't have to... We don't have to cross a border, but that is that's certainly one way to have the experience. For sure.

**35:18 NC:** So before we go, I'm just gonna ask you if you have anything that you want to plug maybe that fine LinkedIn page of yours, or.

**35:26 AC:** That's full of all sorts of interesting information. I've to go have a look at it. Get to know my self.

**35:32 NC:** I'm gonna tell people that I speak seven languages on my LinkedIn page. I think that's what I'm just two up Allison there.

**35:37 AC:** Yeah, yeah, yeah, yeah.

**35:41 NC:** Does pig Latin count? .

**35:41 AC:** Pig Latin is fun. I have a sister-in-law that I used to write in Pig Latin to all the time, before I knew the real thing. My LinkedIn here's a little tip for you if you ever want to get a lot of people to look at your profile change something, like say you're doing some little thing add it to your profile and all of a sudden everyone's looking at your profile. "Oh, my goodness." And it

## Popular Podagogy: Episode 10

happened to be that I put this course that I was doing for you. I put on course writer and instructor or something that... 'cause I am, I'm doing it. It's legitimate. And I got all these "Oh goodness congratulations on the new job. Oh wow, how fabulous Oh when did you start doing that?" That's like "wow." I had more people getting touch with me over that little change on my profile and it was great, and my views went up I think about 700% that week.

**36:34 NC:** And this is actually the last week that we're going to be able to get Alison on because she's gonna become so famous after she changes another little thing on her LinkedIn profile next week where.

**36:43 AC:** Yeah. When I finish that gig.

**36:44 NC:** We just won't be able to have her anymore. Allison thanks.

**36:49 AC:** Sad Isn't it?

**36:49 NC:** Thanks for coming on today, this was fun.

**36:52 AC:** Thanks Nathan. Thanks for the opportunity.

**36:54 NC:** If you liked what you heard, make sure that you subscribe and review us on Apple Podcast, Google Play and Stitcher, you can also find us on the CFRC website and the Faculty of Education website. Thank you for listening and we'll see you next time.