00:07 Speaker 1: Hello, and welcome to another episode of Popular Podagogy, a podcast brought to you by the Faculty of Education at Queen's University. I am extremely excited today to be joined by Dr. Andrew Campbell, who is an instructor in our professional Master of Education program and is going to be speaking at our upcoming Knowledge Forum, which is going to be in a little bit of a different online format this year. Andrew, it's nice to be able to have you on.

00:33 Andrew Campbell: Thank you for having me. And it's a pleasure to be here to have this conversation with you.

00:39 S1: So I wanted to start off by talking a little bit about your adopted name, DR.ABC. Is there a story behind this? How did you come up with this? Why did you decide to brand yourself this way?

00:51 AC: Yes.

00:52 S1: And would you recommend that for some upcoming PhD candidates who are looking to set themselves apart?

01:00 AC: Well, I'm gonna tell you this, and this is what... People ask me that question more than once. Here is the answer, it may not be as exciting as you anticipated. These are actually my initials. My...

01:11 S1: I thought that might be the case.

[chuckle]

01:13 AC: My name is Andrew Bruce Campbell, ABC. But it was an interesting story. I had no idea my initials were ABC until 2002. No joke, never occurred to me. I was teaching in the Bahamas, Nassau, Bahamas to be exact. And kids are always like that. If you teach kids, they always want to find out something more about their teacher. And so these kids kept asking, "Sir, what's your middle name?" And so, of course, after a couple tries, I told them what my middle
name was.

01:42 AC: And they said, "Yay, I know Mr. Campbell's middle name." Went away. The next morning, I came to school and one of my students blocked the door, and he said, "Tell me the magic word." And I was like, "Kids are... What is it you're talking about?" And he says, "Your initials." And I go, "Okay." And he said, "Sir, your initials, they're A-B-C." And I was like, "What?"

02:03 AC: And he said, "Sir, Andrew Bruce Campbell, ABC." I was like, "Whoa." I literally, I tell you no lie, and this is what many people don't know, I literally changed my signature that very day, literally changed my signature. So that's where the story is important. I used to sign my name, "A Campbell." As of that day, 2002, I started signing my name, "ABC".

02:27 AC: And so of course, I've been to the bank many time to do a cheque or something and I initial it "ABC", and they look at me like, "Hmm, maybe he cannot read, So he use those ABC." But those are my initials.

[chuckle]

02:39 S1: So you really have that student to thank for changing your entire marketing around yourself.

02:42 AC: Yes, yes. [chuckle] Yes.

02:46 S1: And so have you found that it's been helpful for you, when you're actually promoting your research and promoting your book to have this separate moniker? I know, I've talked with other PhD candidates who have branded themselves in their own way, or other doctorates that have branded themselves in their own way. So I was wondering how that's helped you and affected your career?

03:07 AC: It has, it has. It becomes familiar, but it's... Also becomes familiar, it becomes easy and it becomes accessible. And I didn't know anything about branding until I did my website, and the website, person who did my website, I remember she called me one day and she asked me for a number of stuff. And I said... Like, I figured out if she wanted, she should have asked for more stuff.

03:29 AC: And then she said to me, "No, I don't need to," she said, "You are your brand." And what it has done after is that she has taught me that I've used the term or the title "DR.ABC" in so many spaces, in so many ways it has taken up traction. And so the branding has happened. But absolutely, having an initial or having whatever name you wanna call yourself, that is one part.

03:55 AC: But the next part of that is how you use it. And so this is what I would give to everyone, PhD candidate out there, is that I have used it in every single space. So I have used it on my resume, I have used it on PowerPoints, you'll never see a PowerPoint from me without seeing my full name and then in bracket, "DR.ABC".

04:15 AC: And so I think you have to make sure you're intentional about your branding. And I wouldn't... I wanna be very honest to say, I didn't... I didn't start out being intentional. After a while, I realized the value of being intentional. And so I have done it many places. And to add something
to that, I have had opportunities where persons have corrected it.

04:35 AC: For instance, I write DR.ABC with a capital R, not a common R and there's no space between the word. And I've gone to a space where people have corrected it. And I said, "That's not what it is. It's supposed to be a capital R," without realizing that I am actually being very authentic to my brand. And I was like, "Wow."

04:56 AC: So even in using it, I have learned lessons and I've grown about the value in branding and marketing. So yeah, there's a lot in there for students listening.

05:05 S1: And just to confirm that you are very consistent with this, on your Zoom account where your name is appearing right now you can see "DR.ABC" in brackets next to "Andrew Campbell".

05:14 AC: Absolutely. [chuckle]

05:15 S1: You are true to your word on that one.

05:18 AC: Thank you.

05:18 S1: But we're very fortunate at the Faculty of Education because we do have DR.ABC coming and speaking at our Knowledge Forum this year. Could you give us a little bit of a taste of what you're gonna be talking about?

05:31 AC: You know what, I wanna talk... I'm gonna be talking about equity. Addressing diversity and equity in online setting. And two things that I think I wanna leave with everybody right now is that there's a lot of learning that is happening through in the pandemic, at this time. There is a lot that is happening. Absolutely a lot. And many of us did not ask to be online. I'm one person who chose to be online. I teach in the PME, the online PME program.

06:03 AC: So I signed up for online, and the students in the PME signed up for online. But there are many students who are online that did not sign up for that. And so what does that look like for education, for teaching, for learning? And so for me, it's about surviving first, so everyone is in survival mode. When this hit in March, we all went into survival mode.

06:28 AC: What I want people to do right now is to move from surviving to thriving. And I want people to deliberately, I'm gonna talk about how to move from surviving to thriving online. And there are ways to do that, there are growing ways to do that, there are good practices to do that. And it's about being intentional, that's one of my favorite word, I'm sure you've figured out by now.

06:52 AC: It's intentional about how we grow, how we learn. Even... You know what? It's funny, even how we posture ourselves at the computer, it's important, because we have to posture ourselves like we are in school. I have had students who I say to them... Who are not doing well, they're struggling, and I say to them, "Because..."

07:09 AC: I pull them aside and I say, "Because I see you literally roll out of bed and sit on the chair. You have to posture yourself for learning. You have to get up and wash your face, brush your teeth, change your top. You have to go downstairs or wherever you go, walk to the nearest Starbucks, go to Tim Hortons, get your coffee, get ready for school."
07:28 AC: And I would surprise you when I tell you the number of persons who have said to me, "I didn't think about that. I think because I'm on the laptop, I just chill and do it." You can't chill and do this well. This is real school, it's academic, it's real school. So even your physical posture for online learning has to be important for you to move from just surviving but thriving. And I'm gonna talk a little bit about that as well in the Knowledge Forum. So that's what's we're gonna talk about, some tips and bits.

08:00 S1: And I think that's a good message, actually, beyond just students in the class or in the virtual class.

08:04 AC: Yeah.

08:04 S1: It's a message that anyone who's working online can take, because I think that that is something that you heard a lot of when the pandemic first started, of people who worked. "Dress like you're going to work, act like you're going to work, do what you're doing." But then it slowly faded away as time went on because people just became more and more comfortable with what they were doing.

08:25 S1: And with that, as that faded away, it could have also resulted in people not having that same mentality, that same idea. So I think that is something that's really important. Yeah.

08:36 AC: Before you move on, another big one I wanted to leave with us, 'cause I think it's important is... As about... For me, what has changed also is about accommodations. So I've always believed in accommodating students because they have different experiences. And I can tell you this, I have never done so many accommodations as a teacher before than now. And I'll be honest and I say this, I do it with pleasure.

09:00 AC: Because I am learning that... I have a luxury of being in a home office and I consider it a luxury, a privilege, and I'm very humbled by that. Because I didn't grow up in a space like this. If this was my 10-year-old self back in Jamaica, there'll be one bedroom with my brother and my sister and my niece. There'll be four persons in that one bedroom.

09:24 AC: And I share that very specifically because I want people to understand that traditionally, are we created online? We created online with the idea of privilege, find a good space, find a good home office, pull up your chair to the desk, get out your laptop. But the truth is, a 10-year-old with a laptop would have been luxury item for my home, and I guarantee, if this was when I was 10, there'd be maybe one laptop in the house. And myself, my sister, my brother and my niece would be sharing that laptop.

09:52 AC: And I say this and I can feel it because... So this is what I think about myself. And I hear parents, I talk to parents a lot and they are struggling. And so, we have students who are parents. Sometimes, we forget that many of our undergrad students are also parents. So they're trying to do my work, but they are home having a child that they're trying to assist.

10:13 AC: So I'm very intentional about the accommodation and that not everything is emergency, and I'm open to that. I am learning how to be a better teacher. I call it teaching through the pandemic. I am learning lessons myself, and so I wanted to say that.
10:29 S1: Yeah. And I think that's a really good point, because we've always talked, and you hear about it in teacher education, you hear about it in your Masters programs, about what are students bringing in their backpacks? What is their baggage that they're bringing to the classroom?

10:43 AC: Oh yes, oh yes.

10:43 S1: And never has it been more visible than when they're actually having to stay surrounded and not have an escape from whatever space that they might be coming from. And there are a lot of students who are privileged and can have a home office, or can have their separate space, or work from their own separate bedroom, but there are also a lot of students who might not have that, and that goes across all levels of education from K to 12, to undergrad, to graduate, to PhD and beyond.

11:09 AC: Every level.

11:09 S1: And I think, it's important for all instructors, as well as even if you're an employee or an employer, recognizing that not everybody has that same space, and that our baggage and our home lives are mixed in with our school or work, or our professional lives more than they ever have been before.

11:33 S1: And so, it's important for us to kind of have that recognition that things aren't the same and things will be different, and even though we're trying to keep a sense of normalcy, we have to recognize that normal is different now. And I think that's something that is really important, and once we get that and we get our heads around that, that'll help with what you're talking about from that shift from surviving to thriving, because then we can incorporate some of those things and build it into what we're going for. So I'm really happy to hear that you have that focus on accommodation, yeah.

12:03 AC: Thank you. Yeah. And I like what you said about normal is different. It is. It is. Absolutely. So yeah.

12:09 S1: Yeah. So continuing with this idea of online learning, a lot of the work that you do is about diversity. So how is it different in an online setting? And this is something, again, that will be really relevant right now because a lot of people have shifted to online.

12:25 S1: But just in a normal online class, diversity is a little bit different of a topic to address in that scenario, especially if it's an asynchronous class where you're not having that face-to-face contact or that face-to-face interaction. How do you address diversity in an online setting?

12:42 AC: So diversity is... You know what? I would say this, diversity is always there. We choose to see it or not. It's always there. You said something about home. When you log into, for instance, a page, you will see the different background and you see what's going on. And you understand the difference.

13:02 AC: First of all, you see the faces, you see the accessibility, you see where people are sitting, you see people who are sitting in very very comfortable, luxurious spaces, and you see people who may not even wanna turn the camera on. If they trust you enough, they will say to you, "I can't turn the camera on." I've heard that. "Because this is what... This is the way I'm staying, this is the way
I'm living."

13:23 AC: As a matter of fact, not the camera, I can't even turn my mic on because there's sound is just going on. There are people in the house, there's people cursing, there's violence. There's stuff, there's real stuff happening. What we have done is bring... You remember the days when... And I say, "Remember the days," as if it was years ago, but when a child would come to school or a student would come to school and said, "I had a rough morning at home because domestic violence."

13:47 AC: Well, guess what? All that home is online. And so it's happening while they're at home. Sometimes, it break my heart to know that people cannot leave their homes. I want you to realize something. School, and I say this with so many emotion, school was the escape for many kids. And when I say "kids", I'm talking about all levels, including ourselves. For adult. When I say "kids", I talk about everyone. School was the escape.

14:15 AC: There are persons who are in horrible relationships, and their time to breathe is when they come to school. And how do I know that? Because I've had students who have said to me... I have had students, more than once, has been a compliment, I've gotten this compliment maybe quite a bit in my career, and it sound really off to some people, but I know what it is.

14:37 AC: I've had students say to me, "Dr. Campbell, I'm not even sure what I learn in your class, but what I could tell you is that every time I come to school, I leave inspired, I leave feeling better." I've had students say to me, "I am not well, but I'm coming to school so I could feel better when I leave your classroom."

14:56 AC: Because when I teach content, no matter how heavy the content is, I sprinkle it. I sprinkle it with inspiration and I sprinkle it with love. We forget that love is a part of teaching. We forget that. And I'm talking about adult classroom. Love is a part of teaching. Teaching is a kind of occupation that is very personable. I tell people otherwise, "Show me a professor who knows the content in their sleep, but they have no approach, no interpersonal skills." They're not good teachers.

15:24 AC: And I say that without apology. They're not good teachers. Teaching is really 40% content. The other 60% is connections. Is that smile, you can smile to a student and just say, "I got you." Is a student trusting you to tell you, "I have been so emotional." Because I've had students who will tell me the most personal stuff, and I know the only reason why they told me is because they trust me, and here comes the equity, and they find a sense of belonging in my classroom.

15:57 AC: Many students are having problem in the face-to-face classroom, and the same problem is in the online classroom, they do not feel they belong. We have to create a space of belonging. We have to create a space of belonging. The other day I was in Jamaica, and I was doing a class from Jamaica. So I didn't have my usual office like I have now, and I found one of those Zoom background and I found the beach.

16:19 AC: 'Cause I was in Jamaica, I wanted to give you some beach. I was also wanting to tease my students that, "Hey, you're in Toronto it's snowing, it's cold. I heard it snowed the night before Halloween. And here am I. I'm in Jamaica. I'm living my best life." You're teasing them a bit. And it's good 'cause they wanna laugh for that.
16:37 AC: And I'd set my camera a certain way, and in the middle of my lecture, my camera fell, 'cause I have a detached camera, fell three times. And each time the camera fell, it looked like I fall over in the water. And the class went in an uproar, they said, "Dr. Campbell, it looked to be like you were falling in the water because of the background."

17:00 AC: And that was just a beautiful moment for them to realize, "Hey, your camera can fall in the middle of your lecture." We don't plan on all of these things. The sound may go low, the sound may go high. They said to me, "Sir, I know where you're at 'cause I could hear a truck outside blowing," and that is real.

17:17 AC: And so, you have to allow people to realize, we're living a real situation, this is a real pandemic, you are real people, we are teaching real courses, and I recognize you and I see you as a real person. And so, teaching is about, right now at this time, the diversity and inclusion, it's there, but I'm gonna end like how I started, we have to see it. We have to see it.

17:40 AC: I've seen persons who are looking just sad. I've seen sadness on online, and I've sent them a private message, "Are you okay?" And they'll be like, "I'm having a bad day, sir." And I say, "You wanna stay back afterwards?" So the days where we pulled people in the passage way and tell them, "Stay back for five minutes," we are still doing those, "Stay back for five minutes," in Zoom.

18:03 AC: So you can humanize it, you can transfer a lot of these diversity, inclusion stuff. And I have many more stuff I could say about, but I really wanted to talk about belonging and about seeing your student, when it comes to inclusion and diversity.

18:17 S1: And... First of all, thank you, because I think, especially what you said about 40% content and 60% love, is something that can often get missed. Especially in a higher education setting, we're very focused on the experts and the content and the level of instruction, but we don't necessarily think about the connection that comes between an instructor and their students or between, even if it's a teaching assistant and their students.

18:51 S1: It's very rare that you look back on your, even your university career and you think, "You know what, I really remember this class because of this subject." But what you do remember is, you look back on your university career and you say, "I really remember this class because of this instructor, or because of this faculty member, or this teaching assistant."

19:05 AC: Absolutely, absolutely.

19:09 S1: And from there, you'll remember the content better because you were so connected to that individual, and like you said, you felt a belonging in that class and you felt like you existed in that class.

19:20 AC: Yeah.

19:23 S1: I think... I like to see the world in the best way possible, I try to. And so, I like to think that everybody wants to have that feeling towards their students, and every faculty member wants their students to feel a sense of belonging in their class. I really wanna believe that.
19:40 S1: So for those people who maybe, they wanna have that feeling, but they aren't necessarily as naturally inclined to make that welcoming environment, what would be some ways that you would recommend they set up their class so that it can become more welcoming?

19:55 AC: I'm gonna go back to my favorite word, yes, if you don't mind. You have to be intentional about this. Not... You have to be intentional. Let me tell you something. We are so busy, all of us are so... I guarantee after this session, each of us have tons of stuff to do for today. We have to be intentional about stopping, to do these things.

20:17 AC: So what I've seen... When I used to go and watch teachers on practicum, you go with a form, you try to watch them teach you fill up, fill up, it's a lot and you're gonna drive to another school. But I've learned how to stop and intentionally speak to a teacher about various things. And it's funny, she said that, I got an email from a student just this week, and she said, "You know, you're no longer teaching me DR.ABC, but I follow you on LinkedIn," and she said, "You still inspire me."

20:43 AC: She said, "I love teaching." She said, "Because you have inspired me." Can you imagine the kinda teacher she is gonna be, when she loves teaching in a time when people are screaming and don't wanna teach, and some persons are only teaching because it pays a good salary? You know I speak the truth now. Some people are only in teaching because it pays a good salary. Some persons, they don't like anybody else children except their own.

21:06 AC: Teaching is a funny job. Teaching is a funny job because you have to like other people's children. You can like, and I hope you like your own children, but teaching is different. Teaching is about liking and loving and caring for other people's children, and that's a skill. So what you need to do, you be very intentional. You need to also reflect on who you are. Constant reflection.

21:31 AC: I think as a profession, we need to be really reflective people, but also checking your bias and your prejudice. Why is it that you may not be so inclined to be more personable to particular students? Think about that, think about that. I remember a story where a student was very, very harsh with me. I tried to get to her and I couldn't get to her. I was feeling like, okay, I was failing at this student 'cause everything was a problem, and I really tried. And I let go after a while.

22:00 AC: And then I was... Once... It was a Saturday class, I was teaching at a college. And one Saturday morning, I think a group of students watch me trying to connect with this student and I couldn't connect. And I walked away, and one of the students walked behind me. And when I was reaching a far pace, she said, "Dr. Campbell, this is a hopeless case for you to try because she's not connected with you because she said because you are gay."

22:22 AC: And she said that to me, she said, "Because of your sexual orientation, there's no connection. Because she has a problem." And so why did I put that in? I put that in because I want you to realize that even our biases, our stereotypes, our preconceived notions, our ideas of what should be, we... Those things impact how we connect with people. Those things impact how we connect with people.

22:47 AC: I have had people say to me, "You are really nicer than I thought." And I assure you... You met me the first time, you saw everybody laugh, you think I was a nice person. I am a nice person. But there are people who think I am a very strict and rigid teacher. And I can tell you, I
have been the strict teacher on staff.

23:03 AC: You remember those old schools where you know that teacher don't, is no nonsense, let's tip-toe past his classroom? That was my classroom that you had to tip-toe past, because I'll be teaching and I could hear you outside, and I'd be like, "You're not passing my class with noise. No, you are not." So I was that teacher. [chuckle] But the more people get to know me, they'll be like, "Mr. Campbell is the funnest teacher." I had kids who used to say that. Because I am, but, because they had to get to know you.

23:30 AC: The other tip is that, as educators, we should get to know our students, but we should allow our students to get to know us. We really should allow our students to get to know us. I have a thing that whenever I come online, I would have a cup of tea and I would talk about it what I'm drinking. And after a while... It was just very, very relaxed.

23:51 AC: After a while, the student would say to me, "But sir, you didn't tell us what's in your cup," 'cause they say, "You always tell us about if you're drinking good, old Jamaican ginger tea, or I'm having coffee, or I'm having ginger tea with a squeeze of lemon 'cause my voice." And those little tips, they got... They allowed them to get to know who I am more and get to know me more, and I become more personable.

24:12 AC: I became a person, not just somebody on the website, or somebody on a Zoom, but they get to know who I am. So it's important. Those are some of the tips, it's very important.

24:24 S1: So just thinking of what you were saying there, and especially in regards to your own bias. One of the things that my first principal always said to me was, "Think about what their mother thinks of them, and always think of how their family sees that child and what do they love about that child."

24:45 AC: 'Cause some days... You're right, some days you see a student and they're doing five different things that can irk you and irritate you, and it's... Your bias and your intent is... You're frustrated with that student, but you always have to come back and think about, "Okay, what can I do to connect with this student? What can I do to make this student feel welcome?"

25:05 S1: And then once you build that relationship, it makes it so much easier for you to manage that relationship, and to have that student succeed and thrive in your class. And I think that's something that's always stuck with me, and that reminds me a lot of what you're talking about here, because it's about recognizing that. "Okay, why is it that I'm not connecting with this person? What can I do differently to make it so that I do connect with this person?"

25:31 S1: And then once I have connected with this person, how can I use that relationship or manage that relationship to make it so that they'll get the best out of themselves, and I'm getting the best out of myself as a teacher? And so, I think that's a really strong message, and it's something that's really important and it's something that every teacher could think about and work on.

25:46 S1: And it's kind of like a mindfulness technique where you stop and pause and think about what you're doing and you're thinking and you're saying before you actually go and think and do and say, so that you can make it as effective of a classroom for your students as possible.
26:03 AC: Absolutely, absolutely.

26:05 S1: Alright, we're gonna take a quick break, but we'll be right back with more of DR.ABC.

[music]

26:15 S1: 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.

26:36 S1: Courses offered by CTE, range from special education to technological education, to safe and 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 for more information or to sign up today, that's coursesforteachers.ca.

27:10 S1: Alright, welcome back to Popular Pedagogy. We are fortunate to be joined again today by DR.ABC. Dr. Andrew Campbell. Andrew, thank you so much for coming on again. But we just wanted to touch, before we get to our classroom confession on a topic that's on the front of a lot of people's minds right now, and it's something that you've done research in, which is anti-Black racism.

27:40 S1: So would you be able to just give us a little bit of a tip or an idea of what teachers or instructors or faculty members can be doing to address such a serious topic?

27:52 AC: Yeah, thank you for that. I've done a lot of workshops in this area. A lot. And something this common happens almost every time you do a workshop, especially, with educators, they want something to take away. They want another pamphlet, a worksheet, a book or whatever. And what I've been doing very, very intentionally, there goes my word again, lately, is saying to people, "You don't need something else. Use the tools you already have. You don't need another piece of paper." And I'm gonna leave it to you, a major tool that I leave with people, and it's their... It's self.

28:30 AC: When I spoke into rooms filled with principals and leaders, and they do look at me when I finish, I said, "Yourself." The power that you have as a person, you are principals, you are leaders. You have titles, you have your names on the door. You don't have a regular pen ink, your pen ink signs contracts and offers and access and open doors and close doors.

28:56 AC: Use the power that you have. You do have power and influence, use it. And I say something, I said, "Act your title, act your title." You are dean, you are chair, you are lead, you are team lead, you are task force, you are committee chair. You have power, use it, and one of the things you use first is who you are, who you are as a person.

29:18 AC: Have you taken the time-out in this whole idea of anti-Black racism to think about the power that you have, the influence that you have, and how you use that to create space and to create access? And it's not about always being a part of a task force or being a part of policy draft, or policy regulation, but it's about how you talk.
I said to somebody the other day, I was in Ottawa, and I said, "I don't really wanna hear much about the conference presentation, what I want to hear is your conversation this morning in Starbucks. What is it that you said to the person with you when you saw certain things around you? Tell me about you. I'm sure you all remember, the Starbucks incident? If you were in Starbucks that day, what would have been your reaction?"

I didn't say you must spring into action. I said, "What would be your reaction? How would you walk out feeling, how would you maybe the intention about what you saw, what you said, how you interfere, how you interact, how you disrupt that setting?" So I want people to realize that in this work of anti-Black racism and disrupting, we like to use the word "disrupting", you have power, you have your own power to use.

Use that power, and don't always think about, "I need to be a part of some big, big movement to get this work done." Even how you smile to your new neighbour, that Black neighbour that came into your community, that nobody on the streets have spoken to, 'cause I know what that looks like. How do you be the neighbor to knock on the door, and said, "Hello, welcome to the community". Try that, and you'll be dismantling, disrupting major ways, than trying to sit on some committee. So I wanna leave that with you.

Thank you. And I think I don't have much else to add to that, other than I think that it's really important that what you said is focusing on the little actions, and focusing on the little things that you can do day-to-day, and all of those little things together really add up to make a difference.

And there is importance in policy and importance in committees, and they matter, but they don't necessarily matter as much as changing the attitudes and behaviors and thoughts of people so that they can continue to work on themselves and work on improvement and make it so that it's there. So thank you for sharing that. That's a really important message and important topic.

Thank you.

So this is a complete shift in gears, but we are going to move now to our classroom confession. So for those...

Shifting gears is good.

[laughter]

So those who are listening at home, our classroom confession is, if you haven't heard it before, it's just meant to have these very important, very serious people that we have on the podcast, give a little bit of a confession about something funny or embarrassing or humorous, that's happened in their classroom before.

Because any time you've been teaching for a number of years and you're around students, whether they're younger students or K-12 students or students in a university, something funny happens. You stick yourself in a group of people all the time, something funny is gonna happen, and we like to end the podcast with a little bit of light-hearted fun that way. So DR.ABC, do you have a classroom confession for us today?
32:42 AC: Do I have a classroom confession? I should ask which one do you want? Number 250, number 375, number 1500? If you've been teaching as long as I have, you have a lot of classroom confessions. I'm gonna go to... One of the confessions... I'm gonna go to something to do with doing workshops, and... And I also teach people about how to do presentations. And none of us is perfect.

33:08 AC: And I want us to realize sometimes we are so hard on ourselves. So one of the confession I have to make is that when I do my workshops, I go very, very... I go hard. And one of the places I go hard at is talking about examining your role. I go very hard with examining your role. And on my slide, I have, starting from things like, "Being a denier, being a racist, being a pretender, being a box checker, being an advocate," being a whatever.

33:36 AC: And one of the words there, of course, it's, "Being an ally." And I'm going to tell you this, I have done some amazing workshops, and I'm sure the video is out there to prove it. And when I get to ally, I go in deep. After about the fifth workshop, in a series I was doing in the same topic, someone pointed out to me at the end of the presentation, that the word "Ally" was spelt wrong, it was A-L-L. It's not A... I didn't spell it A-L-L-Y. I spell it A-L-L-E-Y, "Alley."

34:08 AC: And I literally almost died to bits when I realized. I said to myself, "I have presented this slide?" Maybe in the biggest, most fabulous forum and spaces. The word was spelt wrong. So, you know what? Yeah, I'm allowed to tell the tales. I'm allowed to tell the tales. [chuckle]

34:31 S1: But you know what, kudos to that one person. Because you went through five other presentations...

34:36 AC: Can you believe it?

34:38 S1: Without anyone saying a word to you. And in that fifth one, that person had the courage to come and talk to you.

34:45 AC: Absolutely.

34:46 S1: Shout out to that person.

34:47 AC: Shout out to that person. [chuckle]

34:48 S1: Congratulations. And you know what, it's okay.

34:52 AC: It's okay, it's okay.

34:52 S1: It's okay that you made a mistake. And it's okay that he pointed it out and everyone was friends after, and then on your sixth presentation, you looked real strong at that word.

35:04 AC: I got it.

[chuckle]

35:07 AC: You know what? I have to say this to educators, teaching is growing. I say to my teacher candidate, quickly, I always say to my candidate, "Most of what you will do as a teacher, you'll
learn while teaching. I can only give you basic. You learn to teach, while you teach, and you end up making those mistakes, while being a teacher." I look back at some of the things I did as a young teacher and I go, "Whoa, whoa." So that's it. That's it. Confessions are good for the soul, they say.

35:37 S1: Confessions are good for the soul.

35:39 AC: And my soul is feeling good today.

[laughter]

35:44 S1: Well, I'm feeling good today, because we got to have this conversation. So thank you for coming on. Before we go, I want to give you an opportunity to tell people where they can find more of you. So I know the Knowledge Forum is coming up, if you want to speak a little bit about that? And you have a few books that are out, if you want to talk to them. But take it away.

36:03 AC: Yeah, you can definitely find me on my website, drabc.ca. Look at that. What happened, it was available. It was available, drabc.ca. You couldn't be more happy to find that that website was still available. So that is it. You can also follow me on Twitter @dDRABC14. You can also find me on Instagram, @TeachableMomentsWithDrABC, and that's the name of maybe my most popular book, I have a copy of it somewhere, yay. I have a copy of my book, it's somewhere.

36:32 AC: It's, Teachable Moments With DR.ABC: A Spoonful For The Journey. And it's just filled with stories and inspiration and love and mistakes and all that kind of good stuff. So yeah, they can find about me via my social media and on my website.

36:49 S1: Well, thank you again Andrew, for coming on. I really appreciate it. And thank you to everyone who's tuned in today and listened. And a big thank you goes out to our producer, Josh, who cleans this all up and makes us sound fantastic. If you liked what you heard today, please make sure that you subscribe to our podcasts.

37:06 S1: We're found on the Faculty of Education website, on the CFRC website at Queen's, as well as on Apple Podcast, Spotify, Stitcher, SoundCloud, pretty much anywhere you can find a podcast. We really appreciate you listening and we'll see you next time.

[music]