

**Transcript for Lunchable Learning 26 - Paul Henderson, Paula Hayden**

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**Hosts: Leva Lee and Helena Prins**

**Guests: Paul Henderson, Paula Hayden**

<https://lunchablelearning.opened.ca/2022/05/03/may-is-teaching-and-learning-month/>

HELENA:

(MUSIC PLAYS) (MUSIC STOPS) Hello Lunchable learning listeners. Thanks for joining us today as we discuss trending topics, tools, and tricks for those who teach and love to learn. My name's Helena Prins and I'm joining you from the unceded traditional territory of the Lekwungen-speaking people, which include the Songhees and Esquimalt Nations. I'm joined by Leva Lee and our tech producer, Harper Friedman. Hi Leva.

LEVA LEE:

Hi, Helena and Harper. Hello, listeners. As you know, Lunchable learning has been about teaching and learning. And for the rest of this month, we will continue to profile interesting people and interesting work in the BC post-secondary sector. Please note that the next three shows will be our last for this spring, we will feature students and learning leaders. And how things have been for them during the pandemic. What was learned? What are they looking forward to and their hopes for the future? We'll wrap things up on May 30th with a special celebration show. So you won't want to miss that.

HELENA:

Very excited about that. But first, let's think about today. We have two guests. Paul Henderson is a student from the University of Victoria, and we got to know him as he was a top student at the BCcampus last year. And they were also looking forward to a great conversation with Paula Hayden from the College of New Caledonia. But let's start with Paul. (MUSIC PLAYS) We are so happy to have Paul Henderson in the studio with us. Paul was the top student on the BCcampus last year. Paul, it's great to see you. Welcome.

PAUL:

Thank you Helena. It's great to be here.

HELENA:

We would love to hear your story today, and I hope you can tell us a little bit about your program, the co-op experience, and just some of your highlights and challenges.

PAUL:

For sure. So I'm a fourth-year student in computer science at UVic. Some of the courses I've enjoyed taking are artificial intelligence, music, information retrieval databases, and digital logic. And I'd say my favorite part of the program is when you have a really big assignment and you can organize a study group and kind of just power through and collaborate on it, kind of like a mini hackathon, my co-op experience was also a big part of my first degree at UVic was in bio psych and one of the main reasons I went back for computer science was to take advantage of the amazing co-op program they have there. And I think one of the most difficult things about kind of getting into the tech field is getting your foot in the door. And the co-op program kind of bridges that gap and gets you that desirable work experience. I chose BCcampus as my first co-op experience since it has such a large focus on teaching and learning.

And both of my parents were actually teachers growing up, so BCcampus kind of felt both familiar and like something I knew.

So getting to work on projects with our Information Services report team all remotely during the full lockdown days definitely helped feel like more connected during the pandemic. And I'd say a major highlight was when I got to join the development team as well because they realized that I could code, I had experience with it, so I got to work with them on the Teaching Resources website and join in with their Agile scrum. So that was invaluable experience as well. And I'd say the biggest challenge with the co-op for the huge events that we did Studio 20 and Cascadia, and to try to wrap my head around something that big, but trusting the team, trusting Christy and Paula and their experience and just doing what needed to get done, that's how we kind of overcame that.

LEVA LEE:

That's wonderful to hear, Paul. So great to be able to see you again here today. You mentioned something about an award or something that you had. Yeah. Please tell us what that was then.

PAUL:

Oh, yes. We were talking before we started recording. This year I got chosen to be a career scholar, so I was working on a research award with Dr. McGill in the center throughout my whole two terms. And it was a research project working on making documents more memorable and navigable, using SVG images, kind of like landmarks that correspond to the text.

LEVA LEE:

That's great. Yeah. Well, congratulations for that. So I wanted to ask you, I'm curious about this. So can you tell us a little bit about your experience, though, during this past while as a student during the pandemic? So we were wondering from a student's perspective, like, what have you learned and maybe emailed a little bit about yourself and just about our working in the post-secondary system as you have.

PAUL:

For sure. I'd say as a student, I found it quite difficult during the pandemic. I became incredibly hard to like maintain the level of focus needed to excel at university when you're spending 4 to 7 hours on Zoom, paying attention in class, then doing all your schoolwork on the computer and for any social activities. Since we are all isolated, you would do those on Face Time or Zoom as well. So it was a lot of screen time and also I missed that in-person. You get that accountability aspect. Like I always sit at the front of the class because it minimizes distractions. But when you're online, you're always just three clicks away from being on YouTube or Facebook. So that was definitely a bit difficult. Also, I can be pretty shy just in like a big kind of group setting. And a lot of people, for whatever reasons they had, would keep their cameras off. So it became kind of the default that it was just the professor there and then all of these blank screens. And I think that created a huge disconnect for both student to professor kind of interactions as well as student to student interactions.

Like if I'm in a class and I don't understand something that's going on, as long as there's at least one other person that also doesn't get, then I don't feel bad about putting my hand up right away. So I'll ask the person beside me. I go, Hey, did you get that? And if they go, No, then I'll right away I'll just put out my hand and ask the question. But with everyone off, I was like, Maybe I'm the only one that doesn't know (GASP) and I just didn't ask any questions and I feel like it kind of hindered my learning. And then probably also for professors, they missed out on that. It was kind of like non-verbal cues that they would

use to like gauge your class is understanding like maybe a bit of that murmuring that happens or the deer in the headlights look, they don't have that. So they just keep tracking along full speed and lose some students. So I think that is probably difficult for everybody. I would say overall, though, for the post-secondary system, very adaptable. Like right away, it only took less than two weeks to kind get everybody online, get back to learning.

I just think that the best part about university are those in between things, not just the classes, like where you run into somebody on the quiet, whether they're a friend or a classmate, and you kind of get that little spark where you just talk for half an hour or a while, you're packing up your bag as class is ending. Those are kind of small moments that you missed during the pandemic at online.

HELENA:

Yes, I can just imagine how difficult it must be to feel connected to your peers and your facilitators. Did they do something specific that stands out to you to make the experience a little bit easier and better?

PAUL:

Yeah, definitely. I would say overall, my professors, like a lot of them, are quite understanding that this was a very stressful time, just life in general for everybody. So a few of my professors would give like the entire day to complete a final exam and make it open book. So it was essentially like a mini take home, final assignment in exam format. So that definitely like helped lower the stress of the exam, made it more doable kind of given the whole situation. I would say that one drawback to that, though, was it made it really hard to get motivated to kind of like thoroughly learn the material and have like it down pat because you could just relearned it during the exam from your notes. So even though exams then were still written, totally take the 3 hours since I was looking through the notes to get things down pat, triple checking the answers and taking lots of snack breaks throughout it. Like exams would have taken me like 8 hours to do (GIGGLES). So yeah, but I think that their understanding that students were already stressed out and trying to accommodate that was something really great the professors did.

LEVA LEE:

Now, that's really that's really heartening to hear. So thank you for those insights, Paul, we've heard lately, you know, now as we're coming out of the pandemic, that let's take a little time and this is a great opportunity to think about how we can to do and be better. I have a question for you. So what are your hopes for the future of learning now that you're fully engaged as a student moving towards finishing? Something that you might be able to share.

PAUL:

Yeah. I was thinking about this question. I was thinking that one of my hopes for the future learning is that I hope from a younger age that we make failing at things more acceptable and also like a desirable activity. I feel like our current system is so adverse to failing that in a sense we limit students potential. Like, I'm 26 now and I'm still terrified of failing at things. But I also have that strong belief that mistakes are some of the best opportunities to learn. Like when I compose a new song on the piano sometimes, like making a mistake and playing the wrong chord, I'm like, Whoa, that sounds way cooler. And I add that to the piano piece instead, and it's like those little kind of things where it's actually a benefit. I would say in general, part of me kind of resents being so successful during elementary school and high school with my grades and like not failing at anything because it was kind of just like in a sense a big fish in a small pond since I could just achieve the high marks for exactly what was expected and you could really like test the limits of where you could go.

So I think this happens to a lot of bright students in the school system, and I think it has a lot to do with like wanting those high grades and wanting that validation. So I think maybe like I was brainstorming maybe ways that this could be tackled and I was thinking like once you demonstrate a strong enough understanding the material, then you could get a grade that equals up to like 80 or 90% of your work. And then after that, that last 10% onwards is just focusing on a project, working on it until the point of failure. And you don't get that grade until you've demonstrated that you tried something, you failed and then you learned. And I think this would help both normalize and celebrate the act of failing at something.

LEVA LEE:

What an amazing idea. (CROSSTALK) Really is brilliant. Helena Yeah.

HELENA:

I hope everyone who listens to this take this out of this conversation fit into their whole ways, because that is a brilliant idea. Paul I'm not worried about post-secondary. If they produce something as beautiful and wonderful as you are so wise. And we enjoyed this very short time with you. We do want to play this a cool song of your choice. So what would you like us to play at this?

PAUL:

My favorite artist in the whole world is Marina, and my favorite song by her is 'Man's World'. I think it's just a very pretty and thoughtful song, so that's what I would want to share and play out. Well.

HELENA:

Thank you for being here, Paul.

LEVA LEE:

Thank you, Paul.

PAUL:

Thank you. (MUSIC PLAYS) (MUSIC ENDS)

HELENA:

We are so excited to have Paula Hayden with us in the studio today. Paula, thank you for being here.

PAULA HAYDEN:

Happy to be here. Absolutely.

HELENA:

Paula, you wear so many hats. I would love it. If you can tell us about your role at CNC and BCTLC. And if I left out any hats, just add them.

PAULA HAYDEN:

Sure. Thanks. Yeah. So at the College of New Caledonia, I am the dean of teaching and learning. And that's a pretty broad name for what has turned out to be a pretty broad role. So under that umbrella, I'm responsible for our center for Teaching and learning, which I'll say is traditional support for faculty and expanding ever to support students and others as well. And so that's part of the traditional CCL work. But then my portfolio was kind of expanding because we're also involved now in developing some protocols around program quality assurance. And so those processes are also going to be under my umbrella. And then over this past year, I've also become responsible for applied research innovation,

which is completely brand new to me. And so that's also a growing area for our college. And so I'm kind of excited about that. And so in addition to my day job, I am also the outgoing co-chair of the BCTLC. And that's been an exciting time, kind of a strange time over the pandemic to be leading a group of like minded educators through some pretty challenging.

But I'm going to say exciting times in education. And so, yeah, it's been it's been really great. And yeah, I'm a little bit busy (LAUGHS).

LEVA LEE:

Yes. You've got many hats. And Paula, I must say, I've watched some of the work of BCTLC this past two years, I guess, and they've been doing some wonderful. So congratulations on that. And for the end of that, you're done with them. (CROSSTALK) Thanks very much. Yeah. Now we want we were very interested to know maybe from your perspective and your experience as a leader in higher ed, how was your experience through the pandemic?

PAULA HAYDEN:

It's interesting now because you can look back on it. And in hindsight, you can see what was challenging, what was exciting. Where you had success that you perhaps hadn't anticipated having success. And where you maybe had some challenges that you hadn't anticipated either. I can't say that I'm glad the pandemic happened (LAUGHS). That's going a bit far. But I'm actually quite excited what we all learned through that and kind of the catalyst that the pandemic became for change, because I think we were all working on things just as part of our normal way of being, that we were thinking about the future, we were thinking about innovation, we were thinking about how to engage students and how to make the learning experience the best it could be. I mean, that's what we do. So we were already thinking about things and working towards things, but we were doing it as kind of a part of normal business and there were probably pockets of non excitement (LAUGHS). And then when the pandemic hit it was like, whoa, hair straight back every day for quite a number of days (LAUGHS) and so it was stressful, but it wasn't overwhelming overall.

I mean, you know, yes, we had days we were worried that are we doing this well at all? Are we meeting anybody's needs? So we did have that. But then as every day went by and we knew we were meeting needs and we were finding solutions to problems and we were being innovative and collaborative and creative and all of that, it was like, you know, this is kind of exciting. This is an exciting opportunity. So it's too bad that it was a pandemic (LAUGHS) that caused that and all the terrible things that came with the pandemic. So, of course, illness, death and just disruption. Of course, those things are terrible. But if you just think about our work, I'll say kind of in isolation, but as part of the pandemic, it was kind of an exciting time. So (LAUGHS).

LEVA LEE:

Wow. Yeah, that sounds great. Well, how about for yourself? What have you learned about yourself and the post-secondary system?

PAULA HAYDEN:

I think I've learned that we are actually more resilient than we give ourselves credit for. So I'll say as an individual and as a system that, you know, higher education generally sometimes gets a bad rap as being a little bit slow moving, a little bit traditional, not always open to change. And that has not been my experience. Generally and certainly not through the pandemic. So I would say on a personal level, yes,

definitely resilience and positive energy and things that I already knew about myself. I'll say as a leader, like, yeah, I'm positive and solutions oriented and I think I do a good job of rallying people around me and that was true because nothing would have happened at our institution without my team as far as adapting to the pandemic. And each and every one of them stepped up in ways that they didn't have to, but they did because they all care about education, they all care about our students. And so that was wonderful to see. And it kind of made me relieved as a leader (LAUGHS) also to know that, hey, I'm a part of that, and I think I had some part in nurturing that, but then also just being a part of it too.

So that was really good. And then as far as our system goes, I know certainly through BCTLC, all of the Centers for Teaching and Learning across the province were connected. We were all very supportive of each other. We shared as much as we could in terms of resources and ideas. Sometimes we probably felt more disconnected than we would have liked because we were so busy just making sure that we were adapting and learning and just meeting the needs of all of our learners. Absolutely. But I think it made us closer in lots of ways that we face very similar challenges. We had sometimes different approaches to solving the same issues, and it was kind of exciting to see how people in different contexts could come together to solve similar problems. So that was kind of exciting. So I'm, I think education is on a good path despite the reputation it has for being a bit slow and maybe not as creative and innovative as we would like it to be at any given moment. I think we're proving that wrong.

LEVA LEE:

Sounds wonderful.

HELENA:

Yes, I really like hearing your optimism. And I mean, I've met some of your team through the High Flix event and you are really they showed up in such a wonderful way. So I can see why you would enjoy working of them and just I love hearing about the collaboration. You did mention some successes through the pandemic and I wonder if you want to share one or two success stories that stands out to you.

PAULA HAYDEN:

I'll say just very generally, I was really proud of all of our faculty who engaged in new ways of thinking about teaching and learning and how committed they were to finding ways to cope with the realities of the pandemic and our students who were in various situations. And so like many institutions, we have students overseas, we have students in rural and remote areas, people who have some disadvantages when it comes to accessing technology or Wi-Fi and all that kind of stuff. So it was really exciting to see that faculty were committed to finding solutions and sometimes those solutions involved quite a bit of learning on their part and that they were quite happy to do that. And so that was exciting. So we introduced a lot of new tools, but we introduced a lot of people to tools that they had not necessarily been engaged with before. So if you think about collaborative tools, even the online communication tools like Zoom or teams, but people did that and even the people who were stressed about it or who didn't really see it as a permanent way of being engaged.

So that was really good. And then in addition to that, I think beyond also the immediate work of meeting students needs, I think that educational leadership also saw the opportunity and they had some realization about, hey, we have the capacity to do great things. So through our faculty, through our centers for teaching and learning, through listening to students. And I think that became a bigger point that I think we always try to get feedback from students and to understand their needs. I'm

not sure that we always do it in as timely manner as the pandemic forced us to so that, hey, there are immediate needs and there are immediate solutions, and so we can figure that out. And then we can also do some assessment of, OK, this immediate solution. Is that the long term solution? It may be, it may not be, but we're ready to have that discussion and we're ready to think about what do we need to do to really meet the needs of our students. And so I think that was exciting. And I think, as I already mentioned, the notion of greater collaboration overall.

Right. Saw I've seen faculty collaborate more with each other. I've seen we had a lot of uptick of business, of course, with our own Center for Teaching Learning that has. Carried on. Right. So people that weren't necessarily engaging with us regularly are now more regular customers of ours and they're more excited, I think, about talking about teaching and learning. And I think everybody has I'll say the walls have come down that people often build up around themselves because we all have that, I'll say kind of fear factor about are we doing a good enough job? Do I want anyone to know what I'm really doing or not doing in my classroom? I think we all have those normal kinds of anxieties or apprehensions, and I think some of those walls have been broken down. Now that it's OK to say, Hey, I don't really know what I'm doing about this, who's got an idea?(LAUGHS)

LEVA LEE:

It's like recognizing that we do really need each other and (CROSSTALK) the vulnerability that showing the vulnerability has been OK because we have had to do it during the pandemic and continue the need to do that. What wonderful positivity, Paula. I love it. I'd follow you as my leader, that's for sure. So with that, that positive note, we really would love to hear what your hopes are for the future of learning, then.

PAULA HAYDEN:

Oh, my gosh. (LAUGHS) (CROSSTALK)I don't know if you could say that in a short little bit. Well, really, what I think I really hope for is that (PHONE RINGS) we keep the best of what we've learned. We keep the best of what we've learned over the pandemic. And we continue to put the needs of students first. But we're willing to be innovative and creative and collaborative so that. We continue to have, I'll say, the flexibility of experiences that we saw during the pandemic and since. Because I think flexibility is becoming a bigger buzz word. And I think it's having things it's actually meaning something these days. And people talk about being flexible. They're like, yeah, I'm flexible. What does that mean? But now we're actually thinking about what does it mean to be flexible in our course offerings, in the way we deliver, in the way we engage students, the way we assess learning. It's like, Oh, there are different ways of doing things that are valid, robust, ensure a quality learning experience.

So let's keep doing that. And I think that's what I see for the future that we continue that that atmosphere of communication, collaboration, innovation, creativity and just always with, how is this benefiting the learners? And then where those learners go in the world, how is it benefiting the environments that they're now creating or being part of?

HELENA:

It's wonderful. There's nothing I can add to this. I thank you so much, Paula. We want to thank you for your service, your leadership throughout the pandemic and the continued leadership you offer the post-secondary sector. Thank you for also giving us some of your time today, and I look forward to finding some new ways of collaborating in the coming year.

PAULA HAYDEN:

Thank you so much.

LEVA LEE:

Thank you, Paula.

PAULA HAYDEN:

Take care. (MUSIC PLAYS) (MUSIC STOPS)

LEVA LEE:

Oh. Next, we have something very special. We are pleased to be launching for the first time a new segment created by Tracy Roberts, our director of Learning and Teaching at BCcampus. On the topic of 'What's fun'. (MUSIC PLAYS) (MUSIC STOPS)

TRACY ROBERTS:

Hi, I'm Tracey Roberts. I live, work and record this on the lands of the song. He's in Esquimalt Nations of the Lekwungen Ancestors and Families. I'm also the director of Learning and Teaching at BCcampus. Welcome to the fun show, where I talk to colleagues in B.C. Higher ed about fun. Because my hunch is that fun is the method, the vibe, the ultimate engagement strategy we need right now to help us get more connected and engage with each other and with our work. I also ask them to pick us a fun song. Let's get into it. (MUSIC PLAYS) (MUSIC STOPS) And here with me today is Venecia Williams, who is a colleague from the BC higher ed sector who is no stranger to the BCcampus audio adventures having recently come to Lunchable learning to talk about UDL Universal Design for Learning EDI Equity, Diversity and Inclusion. And today she's here to talk about F-U-N. Will you introduce yourself to the people in whatever way you like? And then we'll dive into the topic of fun.

VENECIA WILLIAMS:

Hello, everyone. It's so great to be here to talk about fun. This is a topic I never really think about for myself, although I feel like I'm having fun in my job, but I never really think about how much fun I'm having or definitely when I'm doing course design (LAUGHS). I don't design for fun for myself, for my students yes for me, No. So I'm happy to be here. Thank you for having me.

TRACY ROBERTS:

Right. OK, well, let's dive into your job. We'll start there. Yeah. So what is fun about your job or what parts of your job do you feel like fun when they're happening?

VENECIA WILLIAMS:

So it's interesting when the pandemic started and you know, for lots of instructors, everything just got turned upside down, especially if you weren't teaching online and before. For me, that became a real opportunity because BCC where I work, there was this new position created for online developers to help instructors who were with Moodle, or just to give a hand to the online aspect of things that we had to quickly transition to. And for me that's really interesting. I really like to learn about technology, but it was a great opportunity. I feel like as an instructor, I don't always have time to learn. And then the second year, because, you know, Tracy, we've been in this pandemic for a while.

TRACY ROBERTS:

It has been a while. Yeah,

VENECIA WILLIAMS:

It has been a while. I started working with my colleague Heidi and we work with instructors or we make videos about universal design for learning UDL and it's been really fun sitting with her and talking to her and coming up with ideas, writing the script, doing the editing, because that's a side that I really like. I, you know, I like to make movies, but I rarely (LAUGHS) will go and do something like that. So this has given me a really, really great opportunity to have some fun in my job.

TRACY ROBERTS:

So it sounds like if you're learning something new. That feels like. Fun.

VENECIA WILLIAMS:

It does. I think if I'm learning something new that I know will benefit students, then it's fun, even if it's challenging, which sometimes is, but it's fun. I just get to again learn something new and it's really rewarding, especially if it's challenging and I figure it out. Then I'm (LAUGHS) really happy.

TRACY ROBERTS:

It feels like a win.

VENECIA WILLIAMS:

Yeah, it does.

TRACY ROBERTS:

Yeah. OK, well, what about outside of work? What kind of things do you like to get up to for fun outside of work? Reading. But I rarely have time for that. So one fun thing I do is done. So, again, we're talking about the pandemic. At the beginning of the pandemic, I reached out to a few parents from my daughter's school, and I said, you know, do you want to get together and exercise? Because we weren't able to go to the gym and I was eating (LAUGHS) a lot like everyone.

VENECIA WILLIAMS:

Yes, absolutely.

TRACY ROBERTS:

So we got this group together and we would share videos on YouTube and we would workout together and I would try to find a dance. And they found most of the dance out very difficult. And so I said to them, Well, do you want me to choreograph something? Oh, yeah, I know your side story. I used to live in Japan and I used to teach dance in a club in Japan ages ago. And so I started putting something together and I really love to dance. So it was just really great for me. And then the December of that first year, my husband gave me a gift. It was for a Zumba instructor training. And so (LAUGHS) and so I did that. I don't know if I'll ever go and teach anyone else, but I do teach my friends and we have just an amazing time (LAUGHS).

VENECIA WILLIAMS:

That's so fun. It sounds like. So fun. Yeah. So the music is a big piece of it. Hey, I noticed that for myself too. It just I can be doing something very mundane, but somehow if I had music to it, it. Oh, definitely. And I sometimes people ask me about the kind of music that I like, and it really depends on the mood when I need energy, I'm just really tired and I need to get to the end of the day. I put some music on, I sing, I dance, and I just kind of get through the rest of what I have to do. So yeah, music is, is wonderful for me. It's really great for my mental health.

TRACY ROBERTS:

OK. Well, thinking then, about what you've told me so far, what do you think are the elements of fun? What has come together to make fun occur?

VENECIA WILLIAMS:

You need some kind of motivation right? I think you have to be interested in it and not think about it too much. Just. Just try to be there within the moment and enjoy it. And I think the same about reading for me when I, I have time and I sit and I read, I just kind of I get lost. If it's a book I'm interested in (LAUGHS).

TRACY ROBERTS:

Right. So there's an engagement piece.

VENECIA WILLIAMS:

There is engagement. I think it's with everything. If you're not motivated to do something or if it's not engaging for you, then it's not fun.

TRACY ROBERTS:

Yeah, it isn't. And, well, if I think about the opposite. Right? To me, the opposite of fun. What do you think?

VENECIA WILLIAMS:

The opposite of fun for me is boredom. (CROSSTALK) Just a boring boredom.

TRACY ROBERTS:

Yeah. So that is like no engagement, right? You're very disengaged, so. Yeah, there is. There's something there about the engagement. Anything else you'd like to say about fun?

VENECIA WILLIAMS:

I just think it's important. I know it's really difficult. Even I was saying to you, today has been just a really long day, but I looked forward to having this opportunity to talk about fun because it just allows me to pause a little bit and reflect on fun. And so I think that's really important. I know, especially as instructors, a lot of us are really busy designing curriculum or, teaching or doing research, but just making, making the time even, I don't know, ten, 15 minutes to do something that we like that's engaging to us. I think it is really helpful and I know for sure when I feel happy, I step into the class happier, but also more determined to make my students feel happy or engaged. I'm really I want to share this joy or this fun feeling with them. And I try to put that into my lesson. So it really and of course my interactions with everyone. Right. You know, sometimes I'm grumpy and I feel like, OK you need to either sit down or read a book (LAUGHS) or you need to go dance (CROSSTALK) or go down.

Yeah, yeah, you need to.

TRACY ROBERTS:

Well, it's probably generative, right? When you walk in or with a fun way, it invites you to (CROSSTALK). Yeah. Show up in that. Yeah.

VENECIA WILLIAMS:

And students respond to that. So you know I always try when I can, I normally try to start my class with some music or I'll ask them what kind of music they like and they will share something. I teach a lot of

international students, or sometimes they share something from their culture and they get energetic and they immediately start smiling. And then it really sets the tone for a great class. So

TRACY ROBERTS:

Nice, like making a music that you pick a song.

VENECIA WILLIAMS:

I will dance to anything from the Supremes that just puts me in a great mood. I'm thinking about my Zumba playlist. I have a lot of reggaeton on it, lots of anything that's like an afro beat, anything with drums. So it's really hard (LAUGHS). I think that's a very long way of think. It's hard to pick one. I just, I respond to it.

TRACY ROBERTS:

Well we'll pick one. Yeah, we'll pick something from that great list that you suggested and we'll play it.

VENECIA WILLIAMS:

OK. Wonderful. (MUSIC PLAYS) (MUSIC ENDS).

HELENA:

We hope you enjoyed that friendship between Tracey Roberts and Venecia Williams as much as we did. We came to the end of our show today. Go out, have some fun and walk the walk, people. We are playing out of a song then for Venecia and all of you, feel free to dance often you can't hurry love by the Supremes. Enjoy. (MUSIC PLAYS) (MUSIC ENDS).