

The Learning Curve

Episode 8: Community Building Design with Andrew Hart

Presented by the Academic Commons

[00;00;00;07 - 00;00;12;08] **Demi Harte**

Welcome to The Learning Curve, a podcast presented by the Academic Commons.

[00;00;12;11 - 00;00;16;00] **Demi Harte**

Your host for today's episode are myself, Demi.

[00;00;16;01 - 00;00;17;23] **Jacob Santos**

and me, Jacob Santos

[00;00;17;25 - 00;00;37;21] **Demi Harte**

Our mission is to illuminate higher education, teaching and learning through the power of shared experiences and research informed practices through engaging discussions and expert insights, we aim to empower educators to transform their teaching practices, enrich student learning experiences, and contribute to a culture of evidence based pedagogy in higher education.

[00;00;37;23 - 00;01;07;25] **Jacob Santos**

On this episode of The Learning Curve, we'll be discussing community building design with Andrew Hart, registered architect, N-CARB, NO-MA, Associate AIA. He is an assistant professor of architecture in Jefferson's College of Architecture and the Built Environment. His work centers on teaching students to ethically and responsibly engage with and learn from the cultural experiences of historically underrepresented communities through storytelling and history.

[00;01;07;27 - 00;01;36;00] **Jacob Santos**

He creates immersive, collaborative environments that connect students and community members to co-author values and envision future design solutions using creative media like collages, sculpture, and photography. Arts contributions to design justice and community engagement are reflected in his service with organizations like N-CARB, JADE, DMU, and NO-MAS, and his work has been exhibited and published widely. Welcome, Andrew.

[00;01;36;02 - 00;01;38;12] **Andrew Hart**

Hello. It's good to be here.

[00;01;38;14 - 00;01;40;09] **Demi Harte**

Thank you for joining us today.

[00;01;40;12 - 00;01;47;07] **Jacob Santos**

Could you describe for us your teaching practice in three words?

[00;01;47;09 - 00;02;04;07] **Andrew Hart**

Three words. Okay. I think I'm going to say we build community. And because I'm an architect and I'm a professor, so I talk a lot. If I had to, if you didn't like those three words, I would say that, it's intentional collaboration and amplification.

[00;02;04;12 - 00;02;22;21] **Demi Harte**

I love those. Those are great. We build communities is awesome. And you know, that is perfect for our topic. Right. So, we're going to kind of steer that conversation toward classroom community and start with, how did your journey with community building begin?

[00;02;22;23 - 00;02;46;14] **Andrew Hart**

Great question. I grew up in, very rural Pennsylvania, northeastern Pennsylvania. Kind of an hour from everything on a dirt road. But the thing that was really important was community, right? So, you know, volunteer fire department was an active part of community, not just for putting out fires at people's houses. Right, but also the the fair and fundraiser for that event.

[00;02;46;14 - 00;03;02;11] **Andrew Hart**

Right. All of those events that I grew up in were really a central part. And I think that's a big part of everybody's lives, right? Like, everybody has this moment of community where you kind of realize the world was bigger than you. It's not only a part thing that you're a part of and that you give to, but it's also something that you receive from.

[00;03;02;13 - 00;03;24;06] **Andrew Hart**

And, that was made abundantly clear to me when I moved to Philadelphia to go to college at our neighboring institution, Temple University. And, you know, very quickly met neighbors on my block. And I had never had a neighbor that was closer than a half a mile away. So to the that you could hang out on a porch and chat with somebody across the street was amazing to me.

[00;03;24;08 - 00;03;52;14] **Andrew Hart**

And I learned as much from my neighbors as I have from my professors when I was a student. And I think that when I started teaching, students are really interested in making something that is impactful and that is meaningful. They've had a meaningful experience themselves, and they want to communicate that with other people. And so bringing community into it and not just drawing the thing, but drawing the people.

[00;03;52;16 - 00;04;15;20] **Andrew Hart**

And that was made abundantly clear. In 2020, you know, because of the how much we missed it. And it was definitely one of those things that you didn't realize how important your community was to you until you couldn't go out and see and interact with them. And every group of students that I have had since 2020 are, I think, uniquely aware of the importance of community because they had that experience.

[00;04;15;22 - 00;04;36;04] **Andrew Hart**

And so what is community mean to them and how can they be a part of it has become a essential part of who they are. And a question that I think that they're interested in asking. And so bringing that students voice into the into the classroom and saying, okay, you have said that this is important to you. Now we need to start to address this.

[00;04;36;09 - 00;04;56;11] **Andrew Hart**

So so for me, I have paralleled in that. And it is always, you know, my my teaching in community. It came from the people that I lived around. And then I brought it to work with me. For better and worse. And then it turns out that my community in the classroom, my students were also asking for it, too, because communities are everywhere that we are.

[00;04;56;11 - 00;05;02;24] **Andrew Hart**

Right? It's part of it's your friend group. It's your family. It's where you live. It's where you work. Those are all communities that you're interacting with.

[00;05;03;00 - 00;05;30;01] **Jacob Santos**

I really love how you talk about the idea that community is something that you give to and receive from, and especially following the Covid 19 pandemic, how students were really yearning for community and looking for it. You've been talking about the importance of community in both the classroom and outside the classroom, and looking in the classroom. Can you talk a little bit about how you go about building that community?

[00;05;30;06 - 00;05;49;04] **Andrew Hart**

If we build community, you have to define what community is and community is intentional. Community doesn't happen. You know, if you're on a bus with a bunch of people and you're not talking to each other, right? That's not an intentional community. But if you decide to talk to the person next to you on the bus and you start, you start connecting, right?

[00;05;49;04 - 00;06;08;15] **Andrew Hart**

That's an intentional act. And you have to do the same thing in the classroom, right? Everybody has an idea of what they think the professor is going to be, what they think their job is as a student. And so you kind of, you know, you come in and maybe the professors at the front of the classroom and the students kind of set up their position and they kind of go into receiver mode.

[00;06;08;18 - 00;06;32;29] **Andrew Hart**

And that's not an intentional community, right? That's just like getting on the bus. The intentional community is when you ask a student, so why are you in this classroom? What do you think you're going to learn out of this class? Here's what I've planned for you to learn about this class. Interestingly enough, when I start asking students what they think they're going to learn in my photography class, the answers are wide.

[00;06;33;02 - 00;06;51;11] **Andrew Hart**

You know, some students are in because they want to be more creative. Some students are in because somebody in their family was really engaged in photography, and so they were kind of inspired to do it. Some students are just like, well, I just need three credits. You know, there's a but but getting that out in the open and starting is the how.

[00;06;51;14 - 00;07;13;29] **Andrew Hart**

Why are we gathered here as a group? Who are you in the group? What do you have to offer to the group? What do you have to challenge the group to start to have the students realize that they are not just receivers in the classroom, but they are active participants and that they too, can impact the direction that we go across the semester.

[00;07;14;03 - 00;07;40;23] **Andrew Hart**

And I think this is not unfamiliar to anybody who's teaching right at the end of the semester. Every class has its own personality. And by the end of the semester, right, you have a rapport with the students and there's a certain personality. So in my classroom, I try to do the things that start to uncover that earlier and make it, obvious to the students.

[00;07;40;23 - 00;08;01;01] **Andrew Hart**

And this is not just a photography class that does. This is any class that I teach that makes the students aware that they have impact. They should come to the they should come to class with questions and materials. And and I think some of the favorite comments that I've had from students is, oh, well, something was happening in the world and I brought it in and we incorporate it into class.

[00;08;01;01 - 00;08;18;13] **Andrew Hart**

Right. I think that makes it, I see this a lot. Students really want to make sure that what they're learning is real. And air quotes, you know, they're they're very concerned that it's real and applicable to the real world. So saying that, hey, this classroom is a community, you're going to be a part of it. That means that you need it.

[00;08;18;15 - 00;08;45;22] **Andrew Hart**

So and bringing that in and using, using the language of community is a very helpful because everybody's gone to a potluck or a birthday party or a block party or, fundraiser or, community cleanup day. Right? Everybody's done a version of that in their own space. And the more that we can make that a part of the classroom, I think the more students feel ownership.

[00;08;45;24 - 00;09;08;27] **Andrew Hart**

They feel responsibility. And I think the most important thing is that they feel empowered. And for me, as a teacher, that often means that I have to kind of give up some of the power as well. Right? I can't be at the front of the classroom. I need to be in the circle. Also, I need to dwell in some uncomfortable silence and let the students kind of move into and fill up that silence.

[00;09;08;29 - 00;09;32;22] **Andrew Hart**

Which is challenging. I mean, it makes sometimes it makes for, like, some awkward classes, but but by the middle of the semester, by the end of the semester, it means that the students are driving the direction that we're going, you know, or suggesting directions that we can go or opening up stuff into the into the curriculum. And that's been really exciting.

[00;09;32;24 - 00;09;42;21] **Andrew Hart**

And the other thing that I think is really important to that is that students come back to the class after they've taken the class. And maybe we can talk about that more a little bit later.

[00;09;42;22 - 00;10;03;11] **Demi Harte**

I think that's so important to let the students know that they have impact and make them feel empowered. And when I think back to some of my favorite classes, it's always been classes where I feel like there was, community, you know, we all bonded with each other and the teacher and we all just had this, great relationship with each other.

[00;10;03;11 - 00;10;29;13] **Demi Harte**

And, so I think that's really important. And I do think a lot of students now are thinking differently, like, how does this relate to myself and what I need to learn in the world? So that's that's really great. And so moving to engaging with the external community, with your students, how do you take teaching beyond the walls of your classroom, and why is it essential to your teaching practice?

[00;10;29;15 - 00;11;01;28] **Andrew Hart**

So so it goes back to making it real, right? That's why it's essential. I think I had never had a student who in, in their own words, hasn't say, said something like, how am I going to use this in the real world? And so I think by getting students out of the classroom and, and showing them that it's real, that what they're learning is not just theory, not just history, but it's the application of all of those things in a dynamic environment with people who matter.

[00;11;02;00 - 00;11;27;11] **Andrew Hart**

I think it teaches them responsibility. It teaches them empathy. It teaches them patience and looking at different viewpoints, perhaps, than their own. I also think it gets them to start to realize that a lot of the professions that we go to college for are serving other people. If you're a doctor, you're taking care of patients. If you are a lawyer, you're taking care of clients.

[00;11;27;11 - 00;11;54;15] **Andrew Hart**

If you are in civil service, right, you have a public obligation. So, so making it about people makes it real. And I think it makes it meaningful. And and so that connection is critical. Now how do we facilitate that connection in an ethical and responsible way. Is it constantly changing dynamic situation. I have taught classes where students were from the neighborhood.

[00;11;54;15 - 00;12;17;09] **Andrew Hart**

We were teaching it. So I had a student who's from the north side of my neighborhood. We didn't find that out until we were out on site and walking around and he let us know. It was amazing. I was like, would you feel comfortable giving part of this walking tour? You know, for our class? And this really quiet student started to show people around and and show what he saw in the neighborhood, which was not what I saw in the neighborhood.

[00;12;17;10 - 00;12;38;28] **Andrew Hart**

That was amazing. But also, I've had students who and, you know, I live in North Philadelphia. I've had students who have never been to North Philadelphia, have a lot of maybe, you know, concerns or preconceived notions. And so saying, well, this is where we're going to go. And, how do you think you need to present yourself? Right.

[00;12;38;29 - 00;13;01;09] **Andrew Hart**

Of course, we we all put on our gear so everybody knows that we are from Thomas Jefferson University. And then we go over things like, you know, please. Thank you. Good morning. You know, all of the stuff that you would do with your grandma. But also it allows students to start to expose themselves to something that maybe they're not experienced with.

[00;13;01;11 - 00;13;36;00] **Andrew Hart**

Or maybe it's something that you think, you know, but of course, every neighborhood has a slightly different flavor. And so what do you need to do to listen, to be respectful, to engage with and actually get the most out of getting that flavor from the neighbors. And it's not extraction, right. It's not it's not like we're going here to say to give us this information because we're going to fix something, we're going to do something or we're going to and but just going to listen to maybe be invited to participate, to observe.

[00;13;36;03 - 00;13;58;13] **Andrew Hart**

It goes back to that word that I said, amplify. I use that word a lot with my students, which is that. So your job isn't to make the noise. Your job is to listen and then to amplify. Right? So if you listen closely enough, you're going to hear the the choir practicing in the church. Your job is to record that, tell it to other people, amplify the impact of that.

[00;13;58;15 - 00;14;15;15] **Andrew Hart**

And I think it gets students out of this mindset of like, there's a right and a wrong answer. It shows them there's a dynamic environment, that there's real people that it's meaningful for, and that your job is not to

have the answer, but rather to listen to what the answers are that are already provided out there and amplify some of them.

[00;14;15;18 - 00;14;34;09] **Andrew Hart**

I think it starts to take some of the weight off because, you know, as soon as you do something that's meaningful, it's like, oh man, I have a lot of responsibility. This could be really intimidating. But if your job is to just be an amplifier, right then, then you're a participant in the community. It's not about being, you know, it's not about a leadership as in you being number one.

[00;14;34;09 - 00;14;58;19] **Andrew Hart**

It's not about it's about you being a part of this larger thing, about part of this larger system amplification of that out and up. And, you know, by the way, while you're doing that, maybe you incorporate that to your own learning, your own progress, the next class that you're going to take and you put that forward. So, so by, by by integrating this external community, it also ends up powering students.

[00;14;58;22 - 00;15;17;18] **Andrew Hart**

The other thing is, is that we want to work with these communities long term. We're not in for just one semester right. So I work I started by working in communities that were my community, my neighbors. They could knock on my door and say, hey, your students out on my stoop I don't like that. That's important. That keeps me accountable, keeps my students accountable.

[00;15;17;25 - 00;15;40;08] **Andrew Hart**

But it also means that we're accountable to the people we're working with. So it also we're constantly adjusting. How best do we interact with everybody. Right. Like my neighbors are been very gregarious, but they don't necessarily need to chat with us every single semester. You know? Or maybe there's a better way we can serve by working with the rec center this year or the library another year.

[00;15;40;11 - 00;15;58;00] **Andrew Hart**

But it starts to build a relationship. And I think the other thing that it does by working with an external community is it makes me as a professor, it makes our university. It makes my students responsible for a long term relationship. And it also means that the community is that oh, hey. Well, you guys are going to be here next semester.

[00;15;58;00 - 00;16;21;00] **Andrew Hart**

Why don't you work on this? So. So I think that builds a more sustainable and a more responsible and mutually beneficial, practice as well, which is different than I'm in this class to get a grade and then move on to the next class. Right. So like, I've had students that have moved in or I have had students to the community or I've had students that start volunteering with local organizations.

[00;16;21;02 - 00;16;37;14] **Andrew Hart**

It has changed the way that I teach. It has changed the way I interact with my community too and also like we're constantly checking with the community members, what do we do that works? What do we do that not works? How should we change this going forward? More engagement, less engagement. So that's an important part of it as well.

[00;16;37;16 - 00;16;57;15] **Jacob Santos**

I have absolute goosebumps after listening to some of those responses. That was incredible. Like my brain is firing on all these different ways I could transition to the next question. I don't even know where to start. So, a couple things I really loved, you talking about, you know, the importance, the significance of bringing your learners out to the community.

[00;16;57;15 - 00;17;30;24] **Jacob Santos**

It really makes me think of a teaching practice that I loved and wish I could have done a little bit more of when I was a teacher. Looking at your lesson and looking at your material and asking yourself the question, is there a way that I can bring my learners outside of my classroom space to make this learning more impactful, more meaningful, and really make sure they're getting the most out of this content, you know, is there ever an opportunity, even if for those listening, you know, if this is overwhelming, one lesson that you can think of, where you can say, how can I get out of my classroom and into the community, that

[00;17;30;24 - 00;17;59;08] **Jacob Santos**

my learners will interact with to help them learn this lesson? So in that regard, you're talking about building relationships, long term relationships, respecting the communities that you're interacting with, listening to them. Can you speak to or and answer, what are some of the most impactful outcomes you've seen, both in students when they engage with the community and the community members themselves?

[00;17;59;10 - 00;18;29;01] **Andrew Hart**

And so, Jacob, that's a great question. So the the biggest measurement for me is watching how student language changes. So in the very first classes, right, I asked them, why are you here? What do you think you're going to learn? What are you interested in learning. Right. And so, you know, we usually do a, I do a survey and the survey has questions from like, you know, where do you hail from to, you know, are you working while you're also in school?

[00;18;29;03 - 00;19;16;22] **Andrew Hart**

What level are you at? What are you interested in this classroom also like what's your favorite sandwich? Who's your favorite superhero? You know, so we get a more rounded understanding of that student. It starts with the student answering, I write, I am a student. I am from here. I like chocolate, peanut butter chunk ice cream. But by the end of the semester, the students language changes and when they start talking about designs, they start talking about the community says, or, our research indicates or we as a group are trying to provide this, it moves from this singular individual to student to operating as a we.

[00;19;16;24 - 00;19;38;13] **Andrew Hart**

And that's important because professionally in an architecture firm and I have a lot of professional experience, you're never presenting to a client where you say, I. Right. Because you're, you're we're using the client's money, you're building the client's community, and there is a team of people that you're working with. There's other designers, there's engineers, there's contractors. So it's always we professionally, it is always we.

[00;19;38;17 - 00;19;56;20] **Andrew Hart**

But in a community, right. It takes it takes a lot more to be able to use the word we. It means that you have to have trust. You have to build rapport. You have to be responsible. So you have to. But there's a lot of there's a lot to changing the language from I to we. That's the first thing.

[00;19;56;20 - 00;20;19;09] **Andrew Hart**

So I watch as students start to try out that language and move across the spectrum, and then it starts to stick with them. I have specialized in teaching beginning designers, so I watch them progress up through our curriculum, and I see that that attitude sustain itself. That's the first big one. And I think the second one for impact is it's really impactful.

[00;20;19;11 - 00;20;47;15] **Andrew Hart**

Oftentimes what I'm asking students learning is hard. What I'm asking students to do in my classroom is difficult. But in the quote from one of my students, I will never forget this. He goes, oh man, this is the end of the semester. This learning is hard. But he's like, but hard things aren't worth it. And I'm just I wrote it down and it's called Sam's Rule of Studio, which is that the studio should challenge you, but the challenge should make it feel worthwhile.

[00;20;47;15 - 00;21;08;15] **Andrew Hart**

And consistently, students come back after being in the studio or the photography class and they say, so this is the experience that I had. This is where you're at and this is how I use it. Those have become the most impactful because, you know, I'm just a professor. But the students are like, oh, this person was where I was at.

[00;21;08;18 - 00;21;30;21] **Andrew Hart**

They wearing the shoes that I'm wearing and they're telling me what what it means to them because having other students come back and say, as an elder to you as a peer, here's how I'm using this now. And at the end of this semester, we were invited to go to a community meeting, and there was some designers and they were presenting their design, and they had some questions.

[00;21;30;23 - 00;21;50;08] **Andrew Hart**

And my students knew the answers, not because they knew the answers, but because they had talked to enough community members and they got to do amplification. Right. They they had gotten the answers

from a sidewalk conversation they had had with some folks, and they said, this is what I have heard. Here's my notebook. This is where I wrote it down in my sketchbook.

[00;21;50;08 - 00;22;09;03] **Andrew Hart**

This is the photograph that I had and, you know, my student Danny came over to me and I was like, so how's it going? He's like, it's real. And that's right. That's the that's the stuff I live for. And the object. And I said, Danny, you know what? You have two responsibilities. Now. You have to tell everybody else in class.

[00;22;09;05 - 00;22;36;06] **Andrew Hart**

That's the experience you had, and you have to come back next year and let everybody know, because it's sometimes it's hard to see that when you're in the middle of that hard, tough learning for other professors that want to do this. You know, I've been doing this for a while. It's taken a long time. I had the benefit of saying I was going to work in my own neighborhood and the, the, the amazing neighbors who would come up and knock on my door and tell me what I was doing wrong.

[00;22;36;09 - 00;22;56;20] **Andrew Hart**

I've had students that have telling me what I've been doing that's wrong. So engaging stuff in your classroom, it's not all wins. Oftentimes the best things that I've learned have been through what we've done that hasn't worked. So it's also about taking some risks. It's about taking yourself out of the position of power and putting yourself in with students.

[00;22;56;22 - 00;23;16;07] **Andrew Hart**

But you don't have to go all in. You can start small. You have to start small, right? Acts of community start small. They start intentionally. It's by saying hello to the person that you're sitting on the bus next to you, right? You don't make a community out of a bus ride. You just engage with conversation while you're getting a coffee with somebody.

[00;23;16;09 - 00;23;32;20] **Andrew Hart**

Acts of community start very small. And so I would say for other faculty that are interested in doing this, you have to start small. And it might just mean changing the format of the class for a day. I think that the, the best example that anybody knows, if you're a teacher, somebody asks, do you have class outside?

[00;23;32;23 - 00;23;57;09] **Andrew Hart**

That's an active community, IT class in the library. Is it asking students to bring in something to add to the enrichment of what's going on in the course? Is it asking students if maybe you have a guest speaker saying, you guys are going to do the introduction for this speaker today? Those types of things start to build those interconnections between students where it's about that experience.

[00;23;57;11 - 00;24;21;08] **Andrew Hart**

The assessment of it comes later through a change in language, but starting out small. I mean, I have always been teaching community in my classroom. I just didn't realize it for the first couple of years. And

it's about starting small, about taking those risks, about getting feedback. And then I think also being very intentional about going and seeing what didn't work.

[00;24;21;11 - 00;24;37;04] **Andrew Hart**

And why didn't it work? Because, again, if the learning is going to be hard, it's going to be hard for me to, which means I'm going to mess up more than I succeed. And so being able to do that and being honest about it and being accountable for it, that's that's important too.

[00;24;37;05 - 00;24;59;29] **Demi Harte**

Yeah. You did such a great job with discussing so many things. You actually answered a few more questions. And so we're just kind of skipping ahead. But so you were just talking about, you know, how other educators can get started with this. Could you just emphasize, you know, maybe like one piece of advice that you could give them for, for wanting to build community within and beyond their classrooms?

[00;24;59;29 - 00;25;02;24] **Demi Harte**

And it can pretty much be what you just said, but just it and.

[00;25;02;24 - 00;25;03;21] **Andrew Hart**

Yeah, I think.

[00;25;03;23 - 00;25;03;27] **Demi Harte**

I.

[00;25;03;27 - 00;25;19;27] **Andrew Hart**

Think so Demi, I think I want to say start small, right? I think I'm going to say start small. I think I'm also going to say that you have to embrace a little bit of discomfort as a professor. We know a lot about what we teach. And so I think it's very easy for students to look to us as the person with the answers.

[00;25;20;04 - 00;25;41;23] **Andrew Hart**

And I think it's actually comfortable for us as professors to step in and say, I know what to do here. But I think the other key is giving up a little bit of that power because teachers and professors are really good. They're good at their subject. But I would say that we're actually better at knowing how people learn.

[00;25;41;26 - 00;26;02;03] **Andrew Hart**

And so if you can kind of back away and like, a routine, like I said, I've learned more from what I, what I've done wrong. A routine criticism that I get from my students is, oh, I know you had the answer for this, and you're just keeping it from me. And, and, and I acknowledge that that's coming from a very real place and that students like heart.

[00;26;02;07 - 00;26;22;01] **Andrew Hart**

That's how they feel. But I'm like, we are in a dynamic environment that's constantly changing. And I've asked you to participate. I actually don't know what our destination is. I know the direction we're headed

in and I know that we're going to get there, but but it is reliant and be giving up a little bit of power that freaks out students.

[00;26;22;03 - 00;26;51;28] **Andrew Hart**

And it's a little scary for me too. But I think that that also keeps us sharp. I think it keeps us a little vulnerable. And when you're a little vulnerable, when you're a little scared, that's kind of when you lean on other people a little bit more, too. And so I think by starting small, by asking students to participate and actually giving them some, giving up power and giving students some power, and then I think that the last thing is like, how are you going to keep yourself accountable and announcing it ahead of time?

[00;26;51;28 - 00;27;12;17] **Andrew Hart**

So, you know, I have I have, surveys that I give out during the semester so that students can give me feedback, not just at the end of the semester, but during the semester. So if we need to change, we can change immediately. Not not for the next students, but for the current students. It's impacting. And then also asking, yeah, we have a lot of really great colleagues.

[00;27;12;17 - 00;27;34;28] **Andrew Hart**

Right. So there's you guys, are a resource, right? This podcast is a resource. There's some awesome colleagues who have already been on this podcast that I've learned stuff from, but also asking another professor to sit in on a course or to offer up constructive criticism. You know, those have been so valuable. And sometimes that's a little scary.

[00;27;35;00 - 00;27;54;28] **Andrew Hart**

But embracing those moments, you know, whenever those alumni come back to my class to, to talk again, I always really value taking a moment aside from the students with them and say, hey, you know, I'm not scary anymore. I can't possibly give you a grade. You're not in my class. I have no impact on what your future is.

[00;27;54;28 - 00;28;12;27] **Andrew Hart**

It's all yours. Can you tell me what I should be doing better? Can you tell me what was something that worked for you or didn't work for you? Or a new idea that you have? And I think, you know, as a, as a professor that might be interested in this, pick any one of those ingredients, but don't pick all of them, right?

[00;28;12;27 - 00;28;24;16] **Andrew Hart**

Just pick one ingredient to add to whatever you're cooking with and test it out and see if you like it. And if you don't like it, that's fine too. Those would be my my my points of advice.

[00;28;24;18 - 00;28;49;13] **Jacob Santos**

Those are all excellent pieces of advice. And we're coming to our final question of our interview. So what you do in your classroom is something we often, refer to as experiential learning, right? Where you

provide the learners with direct experiences, focusing on learning by doing, and then kind of reflecting on their actions and how that impacts their learning.

[00;28;49;16 - 00;29;01;23] **Jacob Santos**

So can you provide one piece of advice you would like to give educators who would want to build experiential learning into their classroom?

[00;29;01;25 - 00;29;32;27] **Andrew Hart**

Yeah, I it starts with people that, you know, right. So I talked about my neighbors. But also like I talked about at the beginning of the podcast, we were talking about how there's lots of communities, right? There's your family, there's your neighbors, there's your friends, there's your professional community, there's your colleagues. So I think by starting with somebody that you trust and that trusts you because community is built on a relationship of trust and communication, you have to be able to have the conversation.

[00;29;32;27 - 00;29;58;19] **Andrew Hart**

What worked, what didn't work and why. And it's very hard to do that with a stranger. It's easier to do that with someone you have a rapport with. I think we all have this catalog of people who are important to us, and we are important to them, and you can do your own amplification by giving that individual a chance to have an impact with students.

[00;29;58;22 - 00;30;29;02] **Andrew Hart**

And so if that means inviting an outside person to come and talk, maybe one semester and then maybe the next semester saying, can we visit you in your place of business or your work? You can do that by zoom, which starts really easy. But if you can go and visit that place, that's an even bigger. So by starting to do that, engaging in the connections that you might not realize you already have, that person might be really anxious about how do I talk to students?

[00;30;29;04 - 00;30;53;10] **Andrew Hart**

Well, that's where you as a teacher are uniquely skilled, right? You can basically be the translator, so you're not responsible for how it's going to go that day. You're responsible for translating that, learning to students. It's nice because it allows you to flex that muscle and show students how good you are at flexing that muscle. The external experiences that I first started with were things like having my neighbors zoom in, right?

[00;30;53;16 - 00;31;09;06] **Andrew Hart**

Or saying, hey, I'm going to go home and I'm going to ask a bunch of questions to this client that you guys have, give me ten questions. You guys have to figure it out. Right? And so so it didn't mean that I had to organize an entire field trip for students to go talk to my neighbor, but I gave my neighbor ten questions.

[00;31;09;07 - 00;31;28;29] **Andrew Hart**

I said, hey, what works best for you? Can I buy a coffee? Can I talk to you while we're outside on your porch? Can I email it to you? And can you send it back to me? And and in a couple of days, only answer the questions that you want. It started small. And so there's those experiential learning.

[00;31;29;01 - 00;31;51;26] **Andrew Hart**

Things do not have to be a big, robust lab experiment. It doesn't have to be a super expensive special guest speaker. It can start with the connections that you have and you use as a professional. And, and the students kind of appreciate it because they, they get to see you being a professional. They get to see you doing the thing that you're supposed to do.

[00;31;51;26 - 00;32;10;27] **Andrew Hart**

And they can then, you know, not only can they kind of emulate that behavior because you're modeling it for them. I think it also kind of gives you some legitimacy because it's like, hey, I don't just teach this. I do this because, you know, everybody that I have interacted with on our campus, they're not just teachers, they're doers as well.

[00;32;10;29 - 00;32;28;21] **Andrew Hart**

So look around and see what is in who's on the bus with you, right? Or who's on the porch next to you. Who's your neighbor at the garden? What might they have that they could offer? Because that'll make it real for the students. And it'll allow you to be your best to you.

[00;32;28;23 - 00;32;47;18] **Demi Harte**

This has been such an insightful and incredible discussion on community, and I know I feel inspired. I'm sure Jacob feels the same way. But is. So thank you so much. That is. This is the end of our interview, an episode so thank you again for taking time out of your day to speak with us.

[00;32;47;20 - 00;32;56;11] **Andrew Hart**

Thank you, Demi and Jacob. I think this is really amazing and I'm really looking forward to hearing what's coming up on the next podcast.

[00;32;56;13 - 00;32;57;29] **Demi Harte**

Thank you so much.

[00;32;58;02 - 00;33;01;22] **Andrew Hart**

Thank you.

[00;33;01;24 - 00;33;28;00] **Leah Miller**

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[00;33;28;05 - 00;33;29;14] **Leah Miller**

Thanks for tuning in