Liesel Reinhart: [00:05](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=5.14) Welcome to the Magic Mountie Podcast. This is a podcast that's dedicated to helping faculty and other other college employees as they try and navigate the challenging fabric of serving students, especially at Mt. San Antonio College. But everyone's welcome.

Christina Barsi: [00:23](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=23.12) Hi, welcome. I'm Christina Barsi, your cohost and co-producer for this podcast, and today you're going to join us for the Inspired Teaching Conference called Student Success: What Textbooks Have to Do with It, led by David Middlebrook, who developed a technique called Text Mapping by creating scrolls out of textbooks. Inspired by his own experiences with ADHD and learning disabilities while he was in school. Let's get started.

Liesel Reinhart: [00:54](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=54.06) I'm here with Dave Middlebrook and he is our guest speaker today and trainer for our Inspired Teaching Conference here at Mt. San Antonio College up in the New Pod Loft and we're excited to speak with him. Can you tell us a little bit about where you came from and what you're going to be doing today?

David: [01:11](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=71.25) Yes. I'm from New Jersey, and I'm here to teach faculty at Mt. SAC how to use scrolls, paper scrolls, for textbooks. The basic idea is that in a book you can only see two facing pages. On a scroll you can see entire sections through the entire book if you have the wall space to hang that. Scrolls can go anywhere up to 100 feet before they really get difficult to handle.

David: [01:37](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=97.51) So you can do a lot of text. You can do picture books that are very long. Most of those run 40 feet and under. I use those in K to three classrooms. That kind of thing.

David: [01:47](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=107.27) I develop my work because I'm ... I have learning differences, learning disabilities, and for me comprehension was really tough. I have memory issues. That stuff doesn't go away. So for me I decided I ...

David: [01:58](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=118.97) It occurred to me that the book itself might be the problem. That when you ... With the noise, city facing pages, you turn the page, and whatever was there is now gone. One day out of frustration in school, I threw my ... Threw a textbook upon my lap, on my copy machine, and ran off pages for the chapter, and taped them together into a long scroll, and in a matter of half hour I've been struggling for hours on this one assignment and hadn't gotten anywhere.

David: [02:28](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=148.78) In about half hour I knew exactly what I needed to do. I understood the text, and I felt ... I really felt like I was at home with a book for the first time of my life. So that's what started it.

David: [02:38](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=158.57) I think basically often if you have a hard time with something, you can learn to be a ... I want to say a better teacher. But you can bring an important perspective to the game, if you've really struggled with something. So often the people who are really good at something are really good at that thing, but they're not necessarily so good at teaching it to other people, because it came more easily ...

David: [03:02](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=182.69) I won't say easily to them, it's always work. But it was easier, and they didn't have that struggle. I've had struggle, so I feel like I have a lot to share and I've been doing this for ... Since 1990. So you can do the math. This is 2018.

David: [03:15](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=195.97) So yeah, 28 years. I felt like I have a lot to share, and I've gotten the feedback from educators that that's definitely true. So I keep doing that.

Liesel Reinhart: [03:25](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=205.23) Great. Well, we're really honored to have you here for our Inspired Teaching Conference. It's our most important teaching conference of the year. You're a great speaker for us. Thank you.

David: [03:33](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=213.15) Thank you very much for inviting me.

Liesel Reinhart: [03:35](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=215.69) The walls of the ... learning space have a lot of interesting scrolls on them. We'll post a few pictures for the podcast. We've got "The Cat in the Hat Comes Back". "Harold and the Purple Crayon" and "Where the Wild Things Are".

Christina Barsi: [03:55](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=235.49) I'm here with Barbara.

Barbara: [03:57](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=237.4) Hi. I'm so excited about today. Been trying to get this guy here for a long time. I've met David Middlebrook probably 22 years ago. I have presented with him once at CRLA. He has opened up that hands-on experience that we try to bring to reading students. Most of our books in the field of reading are done with skills based and it's a struggle to confine how reading is right in this limited view of reading.

Barbara: [04:35](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=275.94) What this does, they ... Students actually use their own textbooks and they roll them out and get this beautiful view of what's going on. What do they see? What do they touch? What can they look at and recognize that might help them.

Barbara: [04:52](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=292.53) They've discovered sometimes that things are more useful than they thought they were. They learn to deal with the book and the course and the professor, just by doing the scroll.

Martha Hall: [05:05](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=305.97) All right. Good morning, good morning. Let me see those beautiful eyes. My name is Martha Hall and I'd like to welcome you to the 17th Annual Inspired Teaching Conference, formally known as Parachutes and Ladders: Developmental Ed Conference. What I like to do is kind of go over the agenda for today, and then give you a little bit of information about developmental education, and we have an award to present, and then an amazing speaker, David Middlebrook. We'll do a lot of learning today.

Martha Hall: [05:45](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=345.68) All right. So as a math teacher, I often find that in class I don't have enough time to teach all the concepts that we need to go over in class. I find that, and I'm sure that happens with everyone, no matter the topic. We run out of time.

Martha Hall: [06:07](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=367.29) So what we do often is we ask our students to read the book. So go ahead, read this section. Prepare for the lesson, read the book. Even after the lesson, read it again. Try to get some help from that. I found that none of my students were reading the book, and I couldn't understand why, because I knew that for me when I was a student, I had to.

Martha Hall: [06:31](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=391.86) There was no time for my instructor to go over everything. So I had to actually go in and read my textbook. But when I thought back to high school, pre-collegiate courses, I thought, "Did I ever get taught how to read a textbook?" I mean I learned how to read books.

Martha Hall: [06:56](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=416.73) I can think of lots of my favorite novels and things that I read, but when it came to textbook, no one really showed me how to do that. So I started thinking about that with my students, and I asked one of my colleagues, Barbara Gonzales, and also Pat Bower, because they teach reading here, academic reading. I was like, "What do I do? How do I get my students to read this? Because they need to be able to do this, especially when they go on to higher level courses."

Martha Hall: [07:26](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=446.69) There is even less time to cover more topics. So what I did with my students is I basically unrolled my textbook, kind of like how you see over here on the wall and I introduced them to it. I said, "Here's your book. Here's your textbook. Let's take a look at it." They will go over it.

Martha Hall: [07:48](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=468.92) But what I found was that the students, after having that opportunity of seeing I guess the big picture, they were able to understand how the book worked, how the textbook worked, where they could find different things, because in the past, the only thing they used their map before was for problems, exercises, and the answers. That was it. They didn't do any of this, the reading and the learning ahead time. They just go straight to that.

Martha Hall: [08:16](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=496.24) One of the reasons why we really appreciate Dave Middlebrook coming out for us is because a lot of us, we don't teach reading. Most of us don't teach reading, but we need our students to be able to read, especially academic textbooks. How we can turn that textbook from a $100 to $200 burden into a tool for learning that they will value and will not want to leave home without. Unless it's super big like yours.

Martha Hall: [08:47](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=527.81) But you just, it's ... That's what we're hoping to do today, so Dave, would you like to come up and get this party started?

David: [08:55](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=535.49) Thank you. So thank you so much for coming. It's really great. My name is Dave Middlebrook. I found the Text Mapping Project, textmapping.org. It's a very old website. I haven't had time to rebuild it, so when ...

David: [09:13](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=553.64) But you can look on it. There's still good information on it. You can find me on #textmapping. You can find me @davemiddlebrook for Twitter. Hashtag is text mapping. If folks want to take pictures or tweet today, happy go ahead. I'm not going to stop you. Something nice.

David: [09:33](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=573.25) I also have a piece I wrote a while back on textmapping.org, why use scrolls, which was a piece I really wrote for K through 12 teachers. To help them understand the fundamental idea behind using scrolls. This is what I'm really going to talk about today is that I think that the scroll is actually a better format for working with text information for classroom information that's being taught and have discussions about text.

David: [10:01](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=601.47) It's better when you can roll, unroll a book like this. But I started doing it just for myself. I have learning differences, learning disabilities. I've got memory issues. So for me I keep ... If I'm working at a book, it bothers me that first of all you can only see two pages.

David: [10:16](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=616.18) You never get to see the whole thing. You turn the page, the first batch is gone. Got two new pages. What do you do with that? The break in that information is not like you have a chunk of information that's this long and you can see the whole thing, and then a little piece like that. You see the whole thing, and then another ... a longer chunk.

David: [10:32](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=632.58) No, the break comes when you run out of space on the page. All right? That's just ... I'm not going to complain about that, that's what you do when you have book. Every book text now. Gee, every book format has its weaknesses. That's one for the book, that conceptually you're just cutting.

David: [10:48](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=648.1) You're just taking a knife and cutting the text, and starting over in the next page. To me that's very problematic. The other thing is your students can never see the whole thing, so they will not be able to see the type of graphic patterns that go across textbooks. Structured texts in general, general articles, many trade books that are say the history books or the sciences or whatever are highly structured.

David: [11:14](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=674.31) Our novels even actually have some interesting structure in them sometimes. So I use this for nonfiction and fiction. I may be talking today about nonfiction, but really focusing on textbooks. But you see I'm starting with picture books. I just thought it takes some of the heaviness out and start with that.

David: [11:31](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=691.91) So for me, the realization about all this came ... I tried law school. Most people don't just try law school, but I had learning disability. So when you have learning disabilities, you do things like you try something out with the knowledge that you might well not last.

David: [11:47](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=707.49) I didn't last very long, but I discovered a few weeks in to their courses that I would go to the cafeteria in the morning. I had a study group that I worked with, because that's what you do in law school. You have to have a study group.

David: [12:01](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=721.11) It's constructivist, right? We're constructing understanding and you need people to do that with. So I went in with the ... in the morning. Someone would start saying, "I think this case is about this." It point to a point up in the space there so to speak. Someone else would say, "Yeah, it's about that."

David: [12:16](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=736.55) Someone else, "Yeah, it's definitely about that." Then I would speak up and say, "Well, it's about that, that, that, that, that, that." They will look at me and I'd say, "Well, did you read the footnotes?" They said, "No, we don't need to read the footnotes." I said, "Well, how do you know that?" Where did you get this idea that you don't have to read the footnotes? There's a footnote there. You should read it. It's telling you these things.

David: [12:38](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=758.85) But I realized that I was on a different ... I was in a different world than they were basically, that I saw things very differently. I was very unstructured in my thinking. It didn't mean I wasn't getting a lot of valuable things out.

David: [12:49](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=769.13) In a lot of ways I was actually understanding these court decisions in much more depth. Because I would go back and read the cases that were then mentioned in the footnotes. I followed these things through. I had a really hard time though pulling it all together and saying, "It is about that."

David: [13:08](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=788.21) They were able to do that. So in frustration one night, after several hours of trying to work on a case. It was just not working for me. It's one of the first cases that you do in early law school. It's called "Marbury versus Madison." It's a famous case.

David: [13:26](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=806.06) It's the one in which the supreme court became the supreme court. Before that they were just a bunch of justices and nobody was listening to them. So they became a collegial branch of government at that moment, when they issued this decision. I was so frustrated. I just took the textbook and slammed it down on the top of my copy machine, and I hit the print button, and it was an old copy machine. So the deck goes this way, and the light goes on. It goes back that way, and it took forever to copy the whole thing.

David: [13:56](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=836.33) I taped all the pages together. I laid it out in the wall. Taped it to the wall in my apartment. I stood back and I looked at it. I saw no structure. All I saw was this over here.

David: [14:11](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=851.91) This is Marbury versus Madison. It felt great though because I can see the whole thing. As a law student, can you imagine I was trying to read this in a textbook, two facing pages at a time. I really couldn't keep it together. It was really hard.

David: [14:29](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=869.67) But laying it out as this one long piece made it possible for me to in a matter of minutes find what was this was really about. For me, that was a real ... important moment of a discovery. Because that said to me that maybe I shouldn't be reading from books. I should be reading from scrolls.

David: [14:48](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=888.84) So the short story is I didn't finish law school. I realized it was in way over my head, and I ended up taking this idea, and working with textbooks in the middle school level, and then somebody said to me, "Can you use this thing to work with preschool and elementary?" I said, "I don't know," and I went and tried it.

David: [15:12](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=912.09) Ultimately I came to this, and this is going to bring us back to textbooks. So this is cool. How many have seen "Harold and the Purple Crayon?" Yeah, isn't it a great story, "Harold and the Purple Crayon"? Well, this illustrates to me ... Which is really cool, because I can talk to three-year-olds and we can talk about seams. Structure, the beginning of structure.

David: [15:33](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=933.25) So the point of this is when you stand back from it, you see this marvelous structure. That can help you to understand, even at the age of three or four, what's actually going on in the story at a level that most people would figure a second grader maybe can start to handle. Surely not a four-year-old.

David: [15:52](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=952.88) So this is really ... This is really an interesting way to look at things for children, but I started to realize, because they had also done in textbooks, that maybe these things all run together, and you could ... That basically maybe the issue was not at what age can you use them. Maybe you can use them any time you can use a book. It's very tactile.

David: [16:13](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=973.43) I'm walking back and forth all the time, and you can't do that with a book, can you? You'd fall. But you can do it with a scroll. So with all that in mind, you have these blue books, a more beautiful question. I thought I would ask some questions for you today.

David: [16:32](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=992.73) So I got this quote from that book. It's very nice. A beautiful question is an ambitious yet actionable question that begin to shift the way we perceive or think about something, and that might serve as a catalyst to bring out change. So what if we could see an entire book at a glance? How it's organized, its full context, all the details in context, all the arguments, main points, key ideas, in context, how it all fits together. What's important and what's not. Here I'll note that what's important would include what's important to me. Importance depends on the audience, and on the needs, right? So if it's important to me that's one thing. If it's important to the author, you want to know that's why it's important. To my world, to people around me, to my teachers.

David: [17:19](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1039.94) Your students are going to want to know what's important to you when they're reading their textbooks. That might, they might find stuff that to them is important in their textbooks, but it's worthwhile for you to be able to point out the them that that's not necessarily important for this course. It's interesting, but it's not important.

David: [17:36](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1056.76) It's a good thing for them to learn how to do. Also from your perspective to my students, what's important to my students. That's not always going to be what's on the syllabus or something. Sometimes you might want to take a side trip of what's important. What if we could always know where we are in a book, where we've been and where we want to go next?

David: [17:54](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1074.96) It's a very kinesthetic connection to that text. You can't do that with a book. All right? I know where I've been and I know where I need to go to find something else in that. It's a very powerful sense and you're going to start getting that feeling. When you make your own scrolls soon, you're going to start getting that feeling too. You realize how connected you become to that wide expense.

David: [18:20](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1100.72) So what if we didn't have to sit still to read? That's an interesting question. I've been asking that for years, and getting various responses. In the New York Times, from the East Coast to ... Here you go. "Standing can make you smarter" written by a professor of clinical psychiatry and director of the psychopharmacology clinic at the Weill Cornell Medical College. He's a continuing opinion writer.

David: [18:46](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1126.71) So I'll just read a few little bits from the his. He says, "Sitting is bad for your brain." He said that, "What is it about walking? Besides increased blood flow to the brain that might facilitate thinking, what is it about walking that might facilitate thinking? Perhaps it's a fact that you are constantly bombarded by a new stimuli and input as you move about, which helps derail any of your thinking, and encourage a more associative, unfocused thought process.

David: [19:17](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1157.48) I do that naturally. I don't really need help with that. But it's nice that I can do that in the environment of the scroll. I cannot do it in a book. It's really difficult. He closed the article by saying, "Look, I know this all runs counter to received notions about deep thought. From our grade school teachers who told us to sit down and focus to Rodin's famous thinker, sitting with a chin in his hand. But they are wrong. You can now all stand up.

David: [19:49](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1189.08) Yesterday when I arrived in town, I came up to Barbara's classrooms and kind of got to talk with some of the kids. It was really cool. It was great seeing all the scrolls up. Of course I would like that. It was really neat seeing how every kid's scroll was different. In a few moments, we're going to make scrolls and I'm going to start you with mapping scrolls. I'll show you the way I do it.

David: [20:11](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1211.59) It does not have to be the way you'll be doing it. So anyway, I left one classroom. I was walking down to another one, and I find this girl in the hallway working on a math textbook. So I asked her if I could video tape her, and just do a little quick interview.

Female Teacher: [20:32](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1232.57) If you read the page and you notate it, the different highlighters or different markers, stickies, that can help you remember how to figure out the answer.

David: [20:45](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1245.66) You've a key there.

Female Teacher: [20:46](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1246.64) And I have a key hhere as well.

David: [20:48](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1248.74) A shot at that, so it could be ... The key could be anything, anything you want, any different colors. It doesn't matter. The point is to have some understanding of what you're shooting so to speak.

Female Teacher: [20:58](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1258.32) Yes.

David: [20:59](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1259.45) What's you're working on, fitting for.

Female Teacher: [20:59](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1259.45) What you're working for. Mm-hmm (affirmative).

David: [21:02](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1262.69) So this is very good. How long have you been doing text mapping?

Female Teacher: [21:04](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1264.85) I've been doing text mapping from the class ... probably, maybe a few weeks now, about a month. Or less.

David: [21:11](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1271.42) What's it feel like to work on the book versus to work on the scroll? How does that feel?

Female Teacher: [21:14](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1274.77) I feel like it opens up the whole book right in front of you. Rather than looking at it page by page. You can view the whole thing to see what you're actually going to be working with.

David: [21:24](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1284.59) Yeah.

Female Teacher: [21:25](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1285.69) Things that can help you figure out your problems, or your ... I'm sorry, your answers to the solutions throughout the page, with different examples, looking into different examples that it gives you. So when you start struggling and you're like, "Ah, I'm trying to figure it out, you could just look at each page, go through the ... If you have the key, you can look at each page and know, and see how they kind of all have the same thing on each page."

David: [21:51](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1311.57) Yeah. You have a feeling about where things are, spatially. I would say ...

Female Teacher: [21:51](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1311.57) Yes.

David: [21:56](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1316.76) Do you? As you move back and forth, do you feel it in your bones, so to speak? In your body, do you start actually moving to specific places? Kind of naturally like you would move around a room in a house?

Female Teacher: [22:08](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1328.7) Right, yeah. Yes.

David: [22:08](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1328.77) Yeah. That's a very powerful thing. That's kind of ...

Female Teacher: [22:10](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1330.18) Yeah, it's very powerful. Especially it's color coded too.

David: [22:12](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1332.83) Well, that's cool. Thank you very much. I'm really glad I ran into you in the hallway, and than you for ...

Female Teacher: [22:12](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1332.83) Yeah, me too.

David: [22:18](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1338.02) Allowing me to video tape you.

Female Teacher: [22:18](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1338.97) Oh, yes.

David: [22:20](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1340.07) All right. So that was pretty cool. So how well can we learn with books? I should say really, look. I have nothing against books except for I don't like to ... The form itself for me, but I got nothing against other people using them. In fact, I know that realistically we're not going to be using scrolls when you get in the business world or academia whatever, you're not going to use scrolls.

David: [22:42](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1362.08) So this is all about learning something that you could not see any other way. Why might we learn better with scrolls? I don't know any of you ... Have any of you heard of Mortimer Adler? He was a philosopher at a university in Chicago. He wrote the Paideia Proposal back in probably the early 80s. He was very interested in teaching, which makes a lot of sense, because he studied philosophers like Aristotle and Plato, and so he was interested in the methods.

David: [23:16](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1396.55) So why might we learn better with scrolls? He wrote this book about reading a book called "How to Read a Book" and in it he said the obstacles that stand in the way of comprehension of a difficult book arrives because the reader simply does not know how to marshal his intellectual resources for the task. Then he goes on no matter how quickly he reads, he will be no better off if as is too often true, he does not know what he is looking for and he does not know when he has found it.

David: [23:46](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1426.18) That's definitely true. If your student don't have a reading purpose and don't know how to find what they're looking for, and don't know when they found it in the first place, that's pretty rough. But to me, the big thing is how to marshal these intellectual resources, how to set things up so that the global workspace, which is your conscious mind has a rich, rich collection of information just humming out in the garage where it's dark.

David: [24:12](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1452.89) You're going to pull that stuff in and use it.

Liesel Reinhart: [24:15](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1455.72) Sun, what is happening right now?

Sun: [24:19](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1459.97) So the conference goers are working with their text scrolls and many of them have brought copies of chapters that they teach within a classroom, and so they're looking through the whole scroll that they've taped together and to long, long scrolls, maybe 15 or 20 feet long. They're looking for patterns, so they're highlighting the patterns that they see. For example, maybe the vocabulary words in pink, the pictures in orange, diagrams in green, so that they can figure out what the structure is of the chapter that they're working with.

Liesel Reinhart: [24:53](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1493.2) All right. What's getting highlighted in blue? How did you decide what blue is?

Male Teacher: [24:59](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1499.59) So we have the main topic, and then which is the chain roll, and then we are boxing in blue all the examples that correspond to that topic.

Liesel Reinhart: [25:11](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1511.5) What subject is this?

Male Teacher: [25:12](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1512.9) Mathematics.

Liesel Reinhart: [25:14](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1514.08) Do you all teach math?

Male Teacher: [25:15](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1515.25) Yes.

Female Teacher: [25:18](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1518.07) Oh, what happen here is apparently book can be very overwhelming to students, so here we are suggesting for every single assignment or even the chapter of the book or even your syllabus, you do something like this, a scroll, as a continuation, and then with highlighters who can actually mark and actually have a key explaining what each color represents to pretty much guide the students about what you want them to focus. Instead of being overwhelmed. Especially like biology.

Female Teacher: [25:48](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1548.3) Look, when they open the book biology, no majors, just like, "Oh, great." So now what she's doing there is she's putting the orange to all the figures that she think that is important. She's removing in red things that are just historical thing, that she's not going to cover that's interesting for them to read. But if they don't want to, it's fine.

Female Teacher: [26:10](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1570.72) Then she's actually marking the figures where the text is actually pointing, the reference for the figures, so in blue. So this way she can actually say, "Okay, look. This is the figure for this particular figure, and here is what the text says what the figure's about. Then she also highlight I think in green, all the key terms that are very important for them to know the concept, the key concept terms. So this way you give a visual to these students.

Female Teacher: [26:40](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1600.81) Instead of just being overwhelmed, because many times, when they are overwhelmed they just block themselves from ... I don't want to know. I don't want to go any further than here.

Liesel Reinhart: [26:49](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1609) It seems like the core concept here, maybe you can correct me, is that the book, the page of the book is not a good way of breaking down what's in the book. Pages are sort of haphazard. That the information if we actually broke it down by ideas, the ideas are spread across the chapter. It's not one idea per page, right?

Female Teacher: [27:09](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1629.66) So the pagination is artificial based on the size of the textbook. The content that fits on a page is based on the size of the sheet of paper, and the font that was chosen and how many images are put on. So a given content may be a quarter of a page, or it may be six pages. But the ideas, the length of the ideas are not well matched to a given page size.

Female Teacher: [27:34](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1654.61) So the scroll allows the student to see an entire idea at one time, instead of limiting their focus to what fits on a single page of the book.

Liesel Reinhart: [27:45](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1665.92) I also think it's nice to be able to see how it relates something early in the chapter relates to something later in the chapter, as opposed to being separate ideas. This makes it all seem like one unified idea in a way.

Female Teacher: [27:58](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1678.15) I agree.

Liesel Reinhart: [27:59](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1679.24) So what book is this?

Female Teacher: [28:01](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1681.1) This is the textbook that we use for our general biology class for majors, and this particular chapter is covering a really important concept of how DNA is used to make proteins. It's a really important process for the biology students to understand, and it's big. It's a long chapter in the textbook, but I think being able to look at all of the pieces at once allows the students to actually allow me to better appreciate the flow of the process. Going from DNA all the way to functional protein.

Elizabeth Kasin: [28:43](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1723.72) Elizabeth Kasin, I am a professor of American language.

Christina Barsi: [28:47](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1727.17) Great. What are you working on right now?

Elizabeth Kasin: [28:49](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1729.44) Right now I'm working on ... I made a scroll here of one of the chapters of the books that we're going to be using for AmLan 90, which is a new class. And I'm trying to map the chapter into sections, groups, coherent chunks, so I'm trying to figure out what's related. I'm using different colors just to group those ideas together.

Elizabeth Kasin: [29:15](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1755.37) So I'm trying to foresee any kind of problems that my students might have as well, and yeah. Just see how I'm going to be able to use this in class as well.

Christina Barsi: [29:26](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1766.63) What would you say your biggest thing that you've learned so far is?

Elizabeth Kasin: [29:29](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1769.45) The biggest thing is I think getting the students out of their seats and just having them ... The far standing and the near standing. Far standing seeing what big patterns arise from these and just that they can take away, "Hey, this is organized into some kind of logical, coherent pattern, and see if I can recognize this in another chapter."

Elizabeth Kasin: [29:54](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1794.73) Also just even within those patterns, what is connected. All the different ideas that are connected, so I want to ... I want for students to be able to see that and be able to go back and forth and refer to ideas that come up a little bit later in the chapter, and that are related to the ideas that were at the beginning, and yeah, I think that's my takeaway.

Elizabeth Kasin: [30:15](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1815.96) That, all that movement and the, the ... Being able to put things into perspective, different perspectives.

Dan Wheeler: [30:21](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1821.44) Dan Wheeler. I teach read and I teach writing. Yeah, the colors are great, because colors activate different parts of your brain. They allow you to look at something in a new and a different way. Looking at a chapter all scrolled out without the colors, you can see some of these patterns, but when you start marking them with different colors, for me anyway, I think your brain really recognizes that there's a map here.

Dan Wheeler: [30:47](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1847.2) There is a schematic. There is a logic to the way that these elements are working together, and you can see it when you color it. That doesn't pop out when it doesn't, and so, with my students, when I have them break down a chapter, all the elements get colors, I think they're seeing that chapter for the first time as it's really put together.

Dan Wheeler: [31:07](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1867.4) They're not just turning pages and just seeing black and white print. They're seeing that whole continuous chapter. One continuous body of work basically, and all these different repeating patterns that you would only see because of the colors. I always tell my students, I wouldn't expect you to use this technique every time you're going to read a chapter from a textbook.

Dan Wheeler: [31:29](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1889.38) That would be silly. You're not going to tape together every page from every textbook you ever read. But I think it becomes more intuitive once you've seen it that one time. It's just an exercise to get you to thinking about it in a different way. I think that's where the colors come in.

Liesel Reinhart: [31:45](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1905.04) What have you learned generally today about your textbook and having students interact with it?

Female Teacher: [31:52](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1912.1) After this experience, I actually like my textbook much more than I did before this experience. I found this mapping project to be actually very valuable for me, as an instructor, to help shape my lectures and my classes to better align with the text and hopefully make it easier for my students.

Christina Barsi: [32:13](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1933.79) So everyone made their scrolls, and they're now hanging them up all around the room. So as you walk along the wall, you can read the book from front to end, or you can start in the middle, or go back and forth, or have a discussion about the beginning while you're standing at the end, and it just opens the whole thing up. So that you can see all of it at once. So it makes it really interesting, kinesthetic experience.

Christina Barsi: [32:45](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1965.11) What's your biggest takeaway from what you've learned so far?

Laura W.: [32:47](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1967.13) My name is Laura Wohlgezogen. I teach math here at Mt. SAC. We were just talking about [camp holy 00:32:52], but it's really neat to kind of look at the textbook laid out that way, and so then they were able to kind of chunk it and look and kind of get a better idea of how even ... We're looking at a Calculus book. How he was laying it out and seeing the difference in the examples and how they relate the formulas and the proofs and everything along those lines.

Christina Barsi: [33:08](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1988.84) Do you plan on incorporating anything that you've learned?

Laura W.: [33:11](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=1991.06) Yeah. Especially I'm teaching Calculus in the fall for the first time here. So it's kind of nice to be able to see it that way, and it's making us kind of dissect it a little bit more than what I probably would have and see it differently.

Christina Barsi: [33:23](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2003.33) For the lesson plan, right?

Laura W.: [33:24](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2004.15) For the lesson plan. Definitely.

Christina Barsi: [33:24](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2004.15) That's great.

Laura W.: [33:25](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2005.68) Yeah.

Female Teacher: [33:26](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2006.8) I'm in the process of writing a textbook, and we just did the preliminary edition this semester, because I needed to get it out there as a start. So it's not where I want it to be by many reasons, for many reasons. I see that there are so many gaps in it. So this is helping me to see some other ways we can add things, and we're also going to be doing the textbook fully online too.

Female Teacher: [33:50](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2030.47) So trying to figure out how to have it best effective for students, so it's kind of ...

Christina Barsi: [33:50](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2030.47) That's great.

Female Teacher: [33:54](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2034.31) Yeah, that's kind of what I'm looking at with our list.

Jamie Ma: [33:58](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2038.21) My name is Jamie Ma and I teach in the learning assistance. I teach math, so beginning basics, but with math courses.

Christina Barsi: [34:06](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2046.07) Oh, great. Also can you tell me a little bit about what your biggest takeaway is today and how you think you can incorporate it in your class?

Jamie Ma: [34:13](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2053.72) Yes. My biggest takeaway is probably being able to see everything all at once and seeing the big picture, and then being able to also choose to see the more narrow view if we choose to. So having students incorporate all their senses, kinesthetically, like feel, touch, and see, and I was trying to speak of a way to incorporate sense too in there.

Christina Barsi: [34:45](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2085.29) Sense?

Jamie Ma: [34:46](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2086.78) Yeah. Smelling and then I was thinking of whether or not this would work in a circular format to be able to have them in a room that's in circle, round room, and post it all around. Be able to walk around from beginning to end, tape it. That was my thought. That's a great idea.

Barbara: [35:12](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2112.71) I was completely touched by the efforts I saw in this room. It almost makes me cry to think about it. We have the most thoughtful, wonderful faculty in ... on the planet. It's very evident by watching you be careful to share and be confident enough to ask for help when you need it. To be willing to try something that's a little bit weird. It's amazing to hear you debrief on what you got out of it.

Barbara: [35:45](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2145.93) Every single one of you said something a little bit different. I don't know if you know how wonderful you are, so thank you. Thank you so much. I've wanted this day happen a long time ago. So thank you.

Christina Barsi: [36:03](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2163.83) So David, I just wanted to get your feedback on how your experience was for today. How did you feel about how it went?

David: [36:11](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2171.23) It was really good. It's really fun seeing the different ... How in different disciplines and just with different teachers with different learning styles how they tackled the same basic ideas, scrolls and text mapping. But they individualize it. It's always fun to watch that, and it was ... This was a nice room for this, for a full-day workshop.

David: [36:30](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2190.43) We got a long exposure, and got to see them ... See their thinking evolve. It was really interesting and very rewarding for me.

Christina Barsi: [36:41](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2201.86) All right. So the day's over and I'm here with Sun Azel. Did I say your name correctly?

Sun: [36:47](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2207.16) Yes.

Christina Barsi: [36:48](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2208.24) So tell me Sun how do you feel like today went?

Sun: [36:50](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2210.87) I feel pretty good about it. I think the most engaging parts were the times when everyone got to be hands-on. I felt like there's this really interesting shift in the room that happens. It happens with our students too. There's this pause, and then everyone jumps into the activity, so people were standing up. They were walking around the rooms. There's the energy and the room goes away, way up, and you can tell that people are really engaged. So that was really exciting.

Sun: [37:16](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2236.11) I think it's so powerful to experience something for ourselves that we want to take into the classroom and create an opportunity for our students to have those experiences as well. For me, my discovery was just how powerful it is to have the time together as faculty. We don't get to see each other that much, and maybe you see someone once a year at a conference at a conference or once a year at Flex Day, but just to have the time and space to be together, to share about our teaching practice and our own discoveries and questions about teaching is so valuable.

Sun: [37:46](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2266.33) So for me that was a huge discovery that we need to make sure to make space for that in our conferences.

Christina Barsi: [37:53](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2273.13) Awesome. Then what do you think your biggest dreams are for something like this? Now that we've had it, what are you hoping the results are of doing a course like this? A workshop like this.

Sun: [38:05](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2285) Well, we would really love to kind of build out the inspired teaching conference, so that we can continue the conversation, and with the conference as a start to create a community of practice or folks who maybe want to try this out in their classrooms, could come back together, share how it went and maybe we can create that safe space for people to come in and say, "I tried it and it didn't go how I expected it to."

Sun: [38:28](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2308.66) To have the encouragement and the ideas from our colleagues to go back in and try something new again.

Christina Barsi: [38:35](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2315.63) What's your favorite thing about this particular methodology?

Sun: [38:39](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2319.62) I love how hands-on it is and that students when they're ... and the faculty in the conference today, they have complete ownership over what they're doing. They talk with such authority about the text that they've worked with.

Christina Barsi: [38:53](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2333.55) Do you feel like that's the progression that you noticed throughout today?

Sun: [38:57](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2337.33) Absolutely. I think there's always kind of that pause, that hesitation before we ask folks to jump in and do something hands-on, and for me that's a really scary time in the classroom, because it's so easy to jump in and start telling people what to do or doing it yourself. We need to hold back and just let that pause happen, because they always jump in and that's the time when they get to make those discoveries for themselves.

Liesel Reinhart: [39:26](https://www.rev.com/transcript-editor/Edit?token=6VkJ9eXudDAKsJEa01ScCt33vP4roQD0RItjigmsLR5RoXi7i7EaVWuhjGWJ8UBx5pZhJA&loadFrom=DocumentDeeplink&ts=2366.52) Hey, thanks so much for joining us for the Magic Mountie Podcast. We love your likes. We love your shares, and we love your comments. So please engage with our community. Download from wherever you love to get your podcast, iTunes, Google, Rate My Professors. We're there. We want you to be back with us next week. Remember any opinions that are expressed in this podcast do not necessarily represent Mt. San Antonio College or any of its agents. We'll see you next time.