

Mark Royce ([00:00](#)):

Hi Wendy. How's it going?

Wendy Hehemann ([00:02](#)):

Hi Mark. I'm doing good. How are you?

Mark Royce ([00:05](#)):

I'm well, thanks. And surviving the sheltering in place. How's it in the Netherlands right now? Tell me about how the pandemic is affecting you guys, how you guys are weathering it, what news you have from that part of the world.

Wendy Hehemann ([00:20](#)):

Well, we're a couple of weeks ahead of the United States and hospitals are still trying to recover. They had to move patients to different ICUs at different times, different places of the country. So now, the numbers seem to be slowing down so it is still increasing, but at a decreasing rate. I can see the graph. The prime minister had another press conference yesterday. Since people are keeping the distance, staying home as much as they can. Working from home, schools have been closed since spring break, which is early in in the Netherlands. But as of May 11th elementary schools, will be going back into session. They will just have half of the kids and then alternating dates. Children are also allowed to start playing sports again 12 years and younger. And for the rest of all festivals, sporting events. Football is really big in the Netherlands and uh, Europe. Uh, so they had to stop the competition. It will, everything will remain paused until September 1st for now.

Mark Royce ([01:29](#)):

When you say football, you're talking about what we call soccer, right?

Wendy Hehemann ([01:32](#)):

I do, but it's only in America where they call football soccer.

Mark Royce ([01:37](#)):

Yeah. I know most people are aware of that. In the Netherlands. Have you discovered some solutions for teaching online and sheltering in place? Have you guys discovered anything that would benefit others?

Wendy Hehemann ([01:52](#)):

It seems that teachers in the United States are better prepared teaching online using online teaching or Google classroom more than they do here in the Netherlands.

Mark Royce ([02:05](#)):

But you guys are -- elementary schools are going back in May, you said? Well, it's great to have you with us today. Wendy. Let me bring Colleen into our conversation. Hi Colleen. How's it going with you?

Colleen ([02:17](#)):

Great, Mark. How are you?

New Speaker (02:19):

I'm doing quite well. Thanks. So you staying safe and sheltered up in your neck of the woods?

Colleen (02:26):

Indeed. It's a beautiful time of year to be sheltering. Lots of gardening going on.

New Speaker (02:33):

Cool. I want to jump into our topic for today, which is kind of the evolution and history of the AMTA. I did an interview with Dr. Hestenes several months ago and he gave me his perspective as the founder of these ideas - in this ideology and methodology but I kind of wanted to get the perspective of someone who was kind of in on the ground floor. And he told me that in the early days it was grant funded, you know, the workshops and the opportunities that he was making available to teachers. But then when the grant funding wound up, there was a grassroots rising of teachers and modelers who said, we cannot let this stop. So were you there in 2005?

Colleen (03:23):

Um, I was not at the founding meeting, which was dinner at a Mexican restaurant. The next day I became the very first member, because those few teachers who were at dinner and decided to found the organization were in my class the next day. They came to class. Very excited. Guess what we did last night? We, we founded a nonprofit organization of modelers to carry on the work that David and Jane started with, modeling instruction program. So yeah, I was there first. I was their first member. I took out my checkbook and I wrote him a check for life membership.

Mark Royce (03:56):

But you were the instructor?

Colleen Megowan-Romanowicz (03:58):

I was the instructor of the leadership workshop, which was the class they were attending the next day. They were at ASU attending several classes that you could take -- three classes. Mine was one of the classes they were taking. It just happened to be the day after the Mexican dinner that started at all.

Mark Royce (04:20):

So take me from the 2005 dinner up until 2012 kind of give me a brief history of what happened during that period of time. And then when Wendy came on as the workshop coordinator

Colleen Megowan-Romanowicz (04:34):

in 2005, um, right after the founders decided to create the organization, about 25 of us joined in that summer. And then over the next six years, a few people joined every summer. There was a meeting of the board every summer. They felt like they wanted to grow the organization and they wanted to take over the work of organizing workshops, but they didn't have the bandwidth. These were all practicing teachers. They did not have the time during the school year to do the necessary legwork to take this on. And Jane was willing to continue to do it. Jane Jackson was willing to continue to do it herself at ASU. ASU kept the office space available to her. So she did it as a volunteer at ASU. She was, she was a volunteer coordinator of the ASU master of natural science program already.

Colleen Megowan-Romanowicz ([05:39](#)):

So she just added this to the duties that she did for the MNS program. So workshops continued to happen because many people felt like they were valuable and they didn't want to lose them. But AMTA didn't really do anything from 2005 to 2011. They had a little Moodle website where they had a few resources that they shared. They kept the nonprofit documents and the minutes of annual meetings and the constitution and bylaws and other things. But they didn't do anything. So in 2010, I was invited onto the board to fill someone's unfilled term. They had to resign and I became more aware of the fact that, you know, there were a lot of people that really wanted something to happen and yet there was no one with the time to invest to make it happen. And the organization was, was in a little bit of an existential crisis. They were considering just closing up shop. There were, at that time, 199 members. Um, in other words, 199 people at one time or another had written a check for \$25.

Mark Royce ([06:53](#)):

And that was from '05 until 2011 that it grew from 25 members to 199 members.

Colleen Megowan-Romanowicz ([07:00](#)):

Correct. Wow. I think people wrote their \$25 check was more or less a vote of confidence that we need to keep AMTA going, but it had no activities really other than that once a year, summer meeting. And so when the opportunity to devote some time to it came along, I decided to do it. Actually, this is just personal background. I was unhappy in my tenure track assignment at Arizona state university and Jack, my husband said to me, you know, if you don't want to do this, what do you want to do? And I said, I really want to make sure that modeling instruction is sustainable. I want to devote my time to AMTA and to making it a viable organization. And he said, then that's what you should do. Work. Don't work. Do what makes you happy was what he said. So this is what made me happy. And so that's why I resigned my tenure track position and volunteered to the board to be their executive officer. We were having a meeting less than a week after I had this conversation with Jack.

Mark Royce ([08:09](#)):

So it sounds like you were a part of a small group of very passionate people about modeling, but obviously people who have passions are often really busy doing things to make things work. So tell me a little bit about how the passion of that people led to where we pick up with Wendy.

Colleen Megowan-Romanowicz ([08:30](#)):

There was great commitment on the part of the people who served on the board of AMTA to keep the organization going. But there was just a lack of resources to invest the time. And so while they knew they needed to do something, they didn't know what to do or they didn't know how they were going to make it happen. What they needed was someone with the time and energy to step up and do the necessary daily work to make the organization stand up. So that was obvious to everybody that we need someone, you know, we needed Jane Jackson that can do the day to day work, do the necessary communications, figure out how to get some money. And until we have that asset in place, we may not be able to do any more than we're doing right now. So the question for the organization was, do we just say, well we tried but we can't do anything and let it go or are we going to, you know, is someone going to step up? You know, they were waiting for someone to step up, you know, it was very clear. And so, I stepped up,

Mark Royce ([09:49](#)):

talk to me about how it went from when you took over as the, was it the executive officer at that point?

Colleen Megowan-Romanowicz ([09:55](#)):

Yeah. Um, AMTA was patterned on AAPT and so the structure of their board is the same. And so the structure in the constitution specify that at some point in time they would have an executive officer who is a paid person that would manage the affairs of the organization.

Mark Royce ([10:15](#)):

So in 2011, you and Jane were kind of managing everything it sounds like. Is that true?

Colleen Megowan-Romanowicz ([10:21](#)):

Um, in 2011 when I began, Jane had set up the workshops for 2011. She had already made those arrangements. Workshop arrangements are made early in the year. Actually, we started arranging workshops as soon as last year's workshops are over. So September or so. So she had the workshops arranged for 2011. I didn't have to work on that. I worked on building partnerships and looking for money and basically communicating with the people that we had in the organization. Also reaching out to the workshop leaders who were leading this summer and persuading them to let their workshop attendees know that we have this organization and we're going to encourage them to join.

Mark Royce ([11:03](#)):

How did you find Wendy? What happened in the stretch between 2011 to when you found Wendy? Tell me that story.

Colleen Megowan-Romanowicz ([11:09](#)):

I had already actually found Wendy as she was a student in my master's program. I had a master of natural science program for middle school STEM teachers at ASU that I got a grant for in 2009 and she was in one of the classes of master of natural science students. So she's a hard worker and when she sees something that she can do, she steps up and offers to do it. I was looking for a volunteer and she volunteered.

Mark Royce ([11:47](#)):

So Wendy, you were a student of Colleen's at the time? Tell me about what your experience was like then and then take us up through your tenure of being in charge of workshops, how you got there.

Wendy Hehemann ([12:02](#)):

I completed my bachelor's for elementary education, realizing that there was something missing and I started to look around and I found this program, the MNS program for modeling STEM teachers with modeling instruction and that's where I met Colleen. I worked as a student worker during that time and gradually started rolling into the position that I still have building relationships with the workshop hosts, building relationship with the workshop leaders and with Jane Jackson,

Mark Royce ([12:35](#)):

Colleen called for a volunteer to help with managing the admin of the AMTA activities. Tell me about that period of time.

Wendy Hehemann ([12:44](#)):

I was in one of the buildings at ASU. I had a small, teeny tiny office with a laptop and I was contacting people who previously had hosted modeling workshops and letting people know that we were going to make a few small changes and that I was going to be the workshop coordinator. Previously, Jane Jackson had been doing that for all those years. And now it was going to be part of AMTA, not ASU, not the modeling instruction Institute at ASU anymore

Mark Royce ([13:18](#)):

From 2005 to 2011. When you got involved, the membership was relatively small with AMTA. Colleen, can you tell me about that? And those people?

Colleen Megowan-Romanowicz ([13:31](#)):

There were workshops every summer that Jane organized just as she had during grant-funded times. And at those workshops occasionally, leaders would let people know about AMTA and encourage them to join. The membership fee was \$25. So a few new members trickled in every summer. Interestingly, once someone joined, we never again charged them dues. There were supposed to be annual dues of \$25, but there was no mechanism in place to generate renewals. So in six years time, we accumulated a total of 199 people.

Mark Royce ([14:11](#)):

And that was growth from the beginning group, which 25 people?

Colleen Megowan-Romanowicz ([14:15](#)):

By the end of the summer of 2005, we had 25 people who had joined. We just accumulated a few every year as it stood at 199 in 2011 when I took over. These members were maintained on an Excel spreadsheet in the treasurer's computer.

Mark Royce ([14:31](#)):

grassroots. How many now? How many members are currently with AMTA?

Colleen Megowan-Romanowicz ([14:38](#)):

It settles at around 2,500. Right now it goes up and down. Every day as people expire and renew and join. But, the average is around 2,500.

Mark Royce ([14:53](#)):

Would you say Wendy had something to do with that growth?

Colleen Megowan-Romanowicz ([14:55](#)):

I would say Wendy had almost everything to do with that.

Mark Royce ([14:58](#)):

So Wendy, tell me you helped make that growth happen. Tell me about what you did.

Wendy Hehemann ([15:04](#)):

When I joined AMTA, people who completed a modeling workshop during that time were receiving a free membership. Part of my job was, and still is to entice these people to come back and pay for a membership. And sometimes with more luck than other times, but we hover around 2,500. So every year people take modeling workshop and we try to roll them all over into renewing a membership or pay for a lifetime membership. The lifetime membership increased since the initial \$25. Right now it is \$500 for a life membership and the annual renewal is how much? \$75 for an annual renewal.

Mark Royce ([15:49](#)):

how important to the work of AMTA are these membership fees?

Wendy Hehemann ([15:54](#)):

It's one of our revenue streams. The other membership stream is licensing fee for people who attend a modeling workshop, which is paid by the modeling workshop host. Those are the revenue streams that I'm responsible for.

Mark Royce ([16:12](#)):

Are those are the primary revenue streams?

Wendy Hehemann ([16:14](#)):

They are.

Mark Royce ([16:16](#)):

So it's really important for people to understand that if they love modeling and love AMTA, it's really important for the membership and them attending the workshops, not just for funding, but also for their own growth and development.

Wendy Hehemann ([16:30](#)):

That is correct.

Mark Royce ([16:32](#)):

So there's not a lot of grant funding and that kind of thing that's happening to support it.

Colleen Megowan-Romanowicz ([16:37](#)):

That's just starting. Grant funding is just starting. We've had a few small grants and some grants from family foundations that support our mission that is supporting science teachers and teacher community. But for a long time we were so small and so new that federal grants were not available to us because they couldn't verify that we were trustworthy. It turns out that federal grants really primarily, or the federal foundations who grant are primarily interested in fiscal responsibility. So we had to be able to demonstrate fiscal responsibility that we have the necessary accounting procedures in place and that we would be a good custodian of public funds. We finally achieved that in the past 18 months.

Mark Royce ([17:34](#)):

Oh, wonderful. That's great. Wendy, I'd like to ask you a little bit about over the time that you've been there now since 2012, tell me about the process that you go through in helping to expand the influence of AMTA.

Wendy Hehemann ([17:52](#)):

For the workshop part, I contact people who previously have hosted modeling workshops. There's also people who contact me. They are interested in attending a modeling workshop. We have workshops at 20 different States most of the time. But of course it's possible that if you are somewhere in, um, in Pennsylvania where there is no modeling workshop, maybe we can ask you to become the host for a workshop. So then we help the person who initially only wanted to attend a workshop transform into a workshop host. So we help set up registration. I will get him the qualified modeling workshop leaders in the content area that they would like to workshop to be in. I promote the modeling workshops. We promote the workshops on the AMTA website. We still have listservs. I post information out on the different NSDA list serves and I have a big database also to promote workshops. So it is hearsay. People hear about workshops and they want to attend one.

Colleen Megowan-Romanowicz ([19:02](#)):

Wendy is really the communications lifeline of the organization. She gets members information, she creates opportunities for members to get information. So some of that information is about workshops, but a lot of that information is just about how to be in contact with other modelers about things that you care about. That things have changed dramatically in the years that she has been here. In terms of the breadth of member services that we have available

Wendy Hehemann ([19:31](#)):

for the last several years. We have been hosting webinars. We would do a presentation and then we would start asking our members, is there something that you would like to share with the community? Initially we would have board members do a presentation. We have people talk about standards based grading, about techniques they use in their classroom, how to make whiteboards. This started to grow and more recently now with teachers being at home, we try to have at least one webinar a week. We have webinars that may have 10 people attending. We had one webinar for which more than 140 people registered and the webinars, we conduct them over Zoom so people can see one another. With the proper rules, people are also able to communicate. It's not just a one way with AMTA, we're not a Sage on the stage. Guide on the side, so we want to do that in the webinars as well.

Wendy Hehemann ([20:29](#)):

They need to be interactive. We want them to be interactive and we found that Zoom is a really good platform to do that. We also have happy hours, very informal get togethers. Colleen started with those and some people actually do have an adult beverage, depends on the time of the day. And it's a nice way for modelers to connect to one another.

Colleen Megowan-Romanowicz ([20:54](#)):

I think we were ahead of the curve on virtual happy hours. Because I know that other organizations since the pandemic began are starting to do this and I'm feeling really good about the fact that AMTA figured out how to do this a couple of years ago.

Mark Royce ([21:09](#)):

So if somebody is not tied into the system already, how do they get involved and connect with these events?

Wendy Hehemann ([21:15](#)):

Initially we would have the webinars and the happy hours just for our community. In order to grow the organization in order to get the word out about modeling instruction to people outside of our own bubble, we started to promote them on social media, so we put them out on Twitter, on Facebook, other organizations, networks, listservs. So using social media, we get the word out to a wider audience, an audience outside of the organization. People still will register through AMTA. So these people are in our database and then when other communication is being pushed out, they will receive that as well.

Mark Royce ([22:00](#)):

So Wendy, is there a way for people that want to get involved in these events and aren't already in the system? Is there a way that they can connect with AMTA?

Wendy Hehemann ([22:09](#)):

Yes. People can go to the public website modeling instruction.org and click on contact us and they will be connected to the organization.

Colleen Megowan-Romanowicz ([22:17](#)):

Yeah, so there are a couple more initiatives that have happened in the last five years that are important parts of Wendy's job that she has been a key player in launching. One is the STEM teachers, XYZ movement and the other is a formal path for training new workshop leaders.

Wendy Hehemann ([22:43](#)):

In the early days with AMTA or modeling instruction before AMTA existed, workshop leaders were people who had taken several modeling workshops and they wanted to take it a step further, the true apprenticeship. They would start assisting the workshop leader here and there and then gradually start taking over bigger parts. And then over the course of a couple of years they would become co-leaders and then workshop leaders. And in 2014 we thought it would be good to start a little bit more formal training. So we had a small group of about 10 people who had taken several modeling workshops in different disciplines. We had people who had taken physics workshops, chemistry and middle school workshops. They went to Florida International University and they spent a week there with two master workshop leaders, they were leader leaders and those people attended a workshop for one week learning the ins and outs of how it is different teaching teachers to use modeling instruction as opposed to your own students teaching them the content using modeling instruction.

Wendy Hehemann ([23:58](#)):

So first time was at FIU with a collaboration between the university and AMTA. AMTA sponsored the teachers. We would have travel grants, housing was provided by FIU. Then for the next three years, leadership training happens at Columbia University, the teacher college with STEM teachers NYC. And the last two years we have had leadership training at Arizona state university and we thought it was very appropriate to do it at ASU. Since that is where modeling instruction was founded, the leadership training will take place during the workshops because an important part is observing what happens in a modeling workshop. Looking at it from a leader perspective, not as a participant because it's a big difference.

Mark Royce ([24:49](#)):

People are listening and they are wondering what would it be like to be involved in a workshop and tell me a little bit about the credentials of those who are leading the workshops.

Wendy Hehemann ([25:01](#)):

The pathway to become a modeling workshop leader is the first step is you need, you need to be recommended by your own workshop leaders. The workshop leaders need to see something in you that they think you have the potential. Sometimes workshop attendees contact me -- may not be the best way to do it, but we still check the recommendations of their workshop leaders. People have to have taken at least two face-to-face modeling workshops. That is a rule that may change since AMTA is making some changes in the way workshops are being delivered and you have to have used modeling instruction in your classroom for several years. You cannot teach other teachers how to use modeling instruction if you don't know how to do it in your own classroom.

Mark Royce ([25:51](#)):

Sure. How many leaders do you have in place roughly.

Wendy Hehemann ([25:55](#)):

At this moment? Between 250 -300.

Mark Royce ([25:59](#)):

Wow. Okay, so the capacity to do workshops is great. The pandemic has kind of made that a little difficult, but uh, yeah, that's a really great to hear.

Wendy Hehemann ([26:13](#)):

Would having 250 plus workshop leaders and having between 50 and 80 workshops a year, not everybody will be able to lead a modeling workshop.

Mark Royce ([26:24](#)):

Sure. Which probably gives them some breathing room anyway.

Colleen Megowan-Romanowicz ([26:30](#)):

It's nice to have a little time off if you, if you need it. We're, we're also adding distance learning, which is one of the reasons that Wendy mentioned that there might be an exception to leader preparation leading a distance learning workshop. We're all discovering

Colleen Megowan-Romanowicz ([26:44](#)):

during the pandemic. We're trying to learn how to teach online. It's a different proposition from leading a face to face workshop and it requires training. It requires practice and it requires a different sort of-- it's not even a workshop. It's a course. We call it a course, not a workshop because it's not the same learning experience. That's not to say it isn't a valuable learning experience. Everyone who's attended a distance learning course that AMTA has offered in the last four years has, has given these courses, rave reviews, everyone except the leaders because the leaders who have been you know, who have been brought up in a face-to-face learning environment, just don't feel that a virtual setting is the same rich discourse environment that a face-to-face classroom is.

Mark Royce ([27:38](#)):

Can you describe what they are saying? The differences are like from an attendee's perspective, if I go to a face to face workshop, how is it going to differ from the, for lack of a better word, Zoom meeting?

Colleen Megowan-Romanowicz ([27:50](#)):

Well, you don't have the lab equipment at home, so we have to figure out how to do those labs in a different way. We can coach you through doing some kitchen table chemistry or physics, but more likely we are going to have to show you a video of that lab and let you use video capture software to collect your data or send you to a PhET simulation. PhET is a website that has lots of different simulations in multiple disciplines, not just physics, although the largest catalog of simulations is in physics. The lab experience is just different. The discourse environment is different. On a video call, one person can talk at a time. In a modeling classroom, there are often multiple simultaneous conversations. You have small groups working at many different tables. And the teacher can look around the classroom and see who needs help.

Colleen Megowan-Romanowicz ([28:54](#)):

They could walk around the classroom and listen in on conversations. It's not quite the same in Zoom. We have the ability to break people out into small groups in Zoom, but we don't have the ability to listen in on all of them simultaneously. So you have to plan a different learning experience. But it's still modeling and it's still of great value to the teachers who attend these courses.

Mark Royce ([29:19](#)):

One difference I'm aware of is that in the face-to-face sessions, it's two or three weeks of concentrated every day you're in the classroom. Whereas in the online learning, it's a series of what, like 15 classes over the period of 15 weeks or something like that. It's spread out.

Colleen Megowan-Romanowicz ([29:40](#)):

Correct. Up to now, our distance learning courses have been offered during the academic year and we meet three hours a week for 15 weeks.

Colleen Megowan-Romanowicz ([29:48](#)):

So a 45 hour course versus a 90 hour face-to-face summer experience. The good thing I think about distance learning is that you get a small dose every week and then you can go back to your classroom and practice with it. And so it's not quite as saturated as the summer workshop is where at the end of a six hour workshop day you're exhausted and you need to go back to your dorm room and do something else. There's time to actually let it soak in in the academic year distance learning course environment.

Wendy Hehemann ([30:24](#)):

Another advantage of the semester long courses is that not all teachers are able to travel to workshop sites. Sometimes they have to go out of state additional costs for housing, but people also have families. So we have heard so many people asking for first year modeling workshops to host those online. And for the first few years people had to have taken a face to face workshop before it would be able to take a distance learning course. So we reached teachers that otherwise would not be able to attend a modeling workshop.

Colleen Megowan-Romanowicz ([31:00](#)):

I did want to, as an addendum to that, the distance learning courses that we have been doing during the academic year, up to now. Now that it's pandemic time, we have decided to do distance learning courses this summer for the very first time. We will do introduction to modeling instruction in physics,

chemistry, biology, middle school science. This is the first time we will be offering content courses for people who have never taken a modeling workshop before. So, an exciting new initiative that is brought to you by Covid-19 and AMTA's desire to meet teacher's needs in whatever situation those needs arise.

Mark Royce ([31:50](#)):

That's great. Wendy, how would you pitch to somebody who's not been to a workshop to make sure they get to one, either distance learning or face to face down the road

Wendy Hehemann ([32:01](#)):

if you want to become enthusiastic about teaching. Sometimes again, or if you just want to become enthusiastic about teaching, taking a modeling workshop, being around other teachers with likeminded people, you're doing science. What's not to like who doesn't like to do science? You're doing labs every day. You're spending time with people who think the way you do because not everybody is taking a modeling workshop. So the colleague who wants to do the same thing each and every year is not going to attend the modeling workshop. Or maybe they do once they, how much a teacher who took a workshop enjoys teaching again, has these fantastic labs, has students who really enjoy the classes, take a modeling workshop. If, when I started as the workshop coordinator, I was a little bit intimidated by attending a modeling workshop. I took a few, I can be in student mode all the time.

Wendy Hehemann ([33:03](#)):

I did elementary education. So I am not a high school chemistry teacher. The materials are developed for high school students. So I did not have to be in student mode. In Modeling instruction, you have teacher mode to debrief and you have student mode to experience the academics the way your students do. I didn't have to pretend to be the student I was the student. It's a different way of learning. I learned so much during those workshops. Misconceptions were addressed. Misconceptions I didn't know I had. And it's addressed in a way that's not confrontated. They, nobody puts you on the spot. You can be your bad student. You know, the kids that are in the back of the classroom learning in a different way, hands on activities. The pedagogy is so well thought through. Everything is research-based. You can go back into the, into the history, see how everything has been developed.

Wendy Hehemann ([34:05](#)):

All the materials also have been developed by classroom teachers. It's not some hot shot who is sitting in an expensive office to just freeboard some paper. It is very well thought through, tested by teachers, tested by their students. If things don't work, if there's mistakes in the curriculum, teachers come to me, Hey, I don't think this answer is correct. So the people who take the workshops also sort of own the material you have influence and the way the materials are written, you can adjust them to fit your needs. If you are like I am, in Arizona, and if you have to do something in physics, to have something that doesn't have friction, snow may not be the best thing to use in Arizona where there's no ice and no snow. You can adjust the materials. So if you want to get excited about teaching again, take a modeling workshop. If you want to be around likeminded people, other teachers, take modeling workshop. If you want to address your own misconceptions and or your students' take a modeling workshop.

Mark Royce ([35:18](#)):

Wow, that's awesome. You know, it's interesting that you say if you want to be excited again about teaching. I have heard that time and time again from people I've talked to who have been through the workshops. It's a very common statement. I really found my passion for teaching. That's a wonderful

thing. Well, but Wendy, I want to say thank you for taking the time. I know it's getting closer to bedtime back there where you are in the Netherlands.

Wendy Hehemann ([35:44](#)):

Well, thank you for inviting me. This is a very different way of reaching other teachers and podcasts also reach a different audience and also to reach our current members. People who once upon a time were an AMTA member. Maybe they can renew. Hint, hint. Just a different way of connecting with the science community.

Colleen Megowan-Romanowicz ([36:08](#)):

and another way that AMTA has evolved in the last 15 years of existence. Wow. We're 15 years old. We're an adolescent organization.

Mark Royce ([36:17](#)):

Isn't that awesome, but adolescence also comes with some growth challenges as well, although I'm sure the AMTA will be fine as it continues its journey. Well, it's been a real pleasure for me to talk with you ladies. This has been a chunk of time out of your life and we very much appreciate you taking this time and the time that you spend helping the AMTA do what they're doing. Thanks to both of you.

Colleen Megowan-Romanowicz ([36:45](#)):

Thanks, Mark. It's always a pleasure to chat with you about AMTA.

Wendy Hehemann ([36:50](#)):

Thank you so much.