

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

Hi, Gloria.

Gloria Kreischer Gajewicz ([00:02](#)):

Hello.

Mark Royce ([00:03](#)):

How are you?

Gloria Kreischer Gajewicz ([00:04](#)):

I'm wonderful.

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

You're in Ohio. And how's the weather and how are you doing?

Gloria Kreischer Gajewicz ([00:12](#)):

It's absolutely beautiful today. It's sunny and warm and I cannot complain at all. We've actually officially begun our summer vacation.

Mark Royce ([00:23](#)):

Well, this is a good time. I know you're getting ready to go on vacation. Is it tomorrow you leaving? What are you doing?

Gloria Kreischer Gajewicz ([00:31](#)):

We're going to Europe. Our son graduated high school last year and we were unable to take him on a trip for his graduation present because of COVID. So now we get to take him this year, so we're flying into Berlin tomorrow.

Mark Royce ([00:48](#)):

Wow. That's really cool. Oh, I hope you have a wonderful time. It's really fun to be over there and check out some of the history and just see all those places that we hear about.

Gloria Kreischer Gajewicz ([01:00](#)):

Yes, absolutely.

Mark Royce ([01:02](#)):

You know, I wanna first just start by asking you, how did you get introduced to the modeling instruction pedagogy? Where were you first introduced to modeling and how'd that come about?

Gloria Kreischer Gajewicz ([01:18](#)):

In 2011, a co-teacher of mine, her husband was leading a workshop through our local university and she recommended that I check it out. It was a two-week commitment in the summer. And for someone with young kids at the time, that's a big commitment. But along with that, they were offering a stipend to help with daycare and they were offering some equipment to use in the classroom. And I thought, well,

this sounds like a really good deal. I should try this. I'm always looking for some new, innovative ideas. And at the time that I was introduced, I think I was a 16 year veteran teacher and I was starting to, you know-- things kind of felt flat in my classroom. A lot of the focus was on me being the performer and leading the discussion, the conversation, and basically telling kids everything that I know about science and it was kind of boring.

Gloria Kreischer Gajewicz ([02:23](#)):

So when I participated in this workshop, it really shook me up. It really changed everything I understood about teaching and learning. And for the first time, I really felt like what I had been doing all along was wrong. That the most effective way to teach students was not what I was doing. I was approaching it all wrong. And so I participated in this workshop for the two weeks. We learned about physics and chemistry content, which was what I was teaching at the time. And I just absolutely loved it. It was very challenging for me. I learned all kinds of new content. I realized that I was even perpetuating some misconceptions in my own classroom. And that was frustrating for me. How I'd been teaching for so long and still not necessarily truly understanding how to help students learn better in my own classroom. So, this was a really powerful workshop for me and one that I will never forget, and it has completely changed how I approach my own classroom today.

Mark Royce ([03:51](#)):

Wow. So you've been employing it in your classrooms since 2011, 12, somewhere in there?

Gloria Kreischer Gajewicz ([03:59](#)):

2011, correct.

Mark Royce ([04:00](#)):

And so, what do you feel like the biggest change that it's made in your classroom approach?

Gloria Kreischer Gajewicz ([04:10](#)):

I think more importantly, it made a huge impact on me as a teacher and realizing that I need to give more power over to my students in how we construct knowledge, that it's not about what I know, it's about how I help students find out what they know and maybe modify that or tweak it or develop it further. And giving that over to students is pretty scary, you know, trying to change that perspective. From a teacher-focus to a student-focused classroom. That's very scary to do. And I completely understand why some teachers hesitate in implementing modeling instruction, but once you do it, it's pretty-- it's powerful. It's really amazing to watch students develop their understanding and really take what we're developing in terms of models and apply them to new situations and new scenarios, and then decide, do we need to change what we understand? Do we need to modify it a bit? Do we need to go in a different direction? And when you give students the opportunity to really work on that, it's quite powerful.

Mark Royce ([05:34](#)):

Yeah.

Gloria Kreischer Gajewicz ([05:35](#)):

So I think the biggest change was really about me and how I step back and give students more ownership over their learning.

Mark Royce ([05:49](#)):

Yeah.

Gloria Kreischer Gajewicz ([05:50](#)):

I wouldn't have gone on to get my doctorate. I would not have gone on to even attempt to apply for that presidential award and, even think about looking at becoming a leader in science education. It completely changed all of that for me. And, and it certainly helped me feel a lot more confident about my teaching and about my craft. And I'm surprised --look, I got my doctorate. I'm so excited.

Mark Royce ([06:25](#)):

Yeah. That's wonderful.

Gloria Kreischer Gajewicz ([06:27](#)):

I had no idea that it was really going to have such an impact on me. But it really did. And then just being able to watch my students it's just so much fun to see how they develop over time. And they-- even the students that don't think they like science, it's fun to watch them really enjoy being in the science classroom.

Mark Royce ([06:54](#)):

Many of the conversations I've had with modeling instructors, tell me similar things. It just changed everything for how I approached the classroom. So it's pretty cool.

Gloria Kreischer Gajewicz ([07:09](#)):

I think if you really embrace, if you really embrace the pedagogy, it's super powerful. It's really such a life changing and wonderful experience if you really embrace it and jump right in. And I think that was the, and maybe another piece of advice that I give to teachers, you know, some people wanna like, well, maybe I'll try doing this little bit in my classroom, or maybe I'll try just this part. But I jumped in with both feet and said, let's just take this on and try it. And boy, am I glad I did. It was really hard to do it that way, but I'm glad I did because I really learned a lot about, "wow, I've doing it wrong for so long." You know? Just talking at kids and it really changed. It just changed how I approached it. So yeah, it was good. Yeah. It was a good thing.

Mark Royce ([08:00](#)):

Wow. Now you teach lots of areas of science in your experience. I noticed that you've taught gosh, everything from biology to chemistry, to physics, to physiology; you know, that's really a broad approach to, to science, especially for high school teachers most tend to focus on one or two of those areas. Talk to me about how modeling is implemented and how, how it's kind of different when you're teaching one versus another science discipline, like you're teaching biology. How does modeling work in the classroom for that versus how it works in chemistry? And, you know,

Gloria Kreischer Gajewicz ([08:40](#)):

I think biology and chemistry tend to be very similar in the approach because it's more kind of a story and try to approach it from a historical perspective and how we developed our understanding of science. I think a bigger difference is between biology and chemistry and maybe physics, because the models look very different. There are some portions of the model in chemistry, for example, where we can develop some mathematical relationships, but that's definitely a bigger focus in physics for sure. So it's more of a story-based approach, kind of a storyline. In chemistry in particular, we talk a lot about what are the particles doing and how do we change our understanding of what particles are doing as we gain more information.

Mark Royce ([09:30](#)):

Do you have a particular favorite focus in the science field, personally?

Gloria Kreischer Gajewicz ([09:36](#)):

I really enjoy biology and chemistry. Those are my favorites for sure.

Mark Royce ([09:40](#)):

Oh. Cool.

Gloria Kreischer Gajewicz ([09:42](#)):

Yeah.

Mark Royce ([09:43](#)):

I saw, I can't remember exactly where, when I was researching a little bit about you, that your school, Ottawa Hills high school

Gloria Kreischer Gajewicz ([09:54](#)):

Yes.

Mark Royce ([09:55](#)):

Was a top high school in Ohio, rated as one of the best for STEM subjects. And tell us a little bit about your school and how it's attained that kind of-- especially in STEM, which you have had obviously had a big influence in.

Gloria Kreischer Gajewicz ([10:14](#)):

Ottawa Hills is a very unique school district. It's a smaller school district within the greater Toledo area. And we have an opportunity to really focus on STEM subjects at our school because the community really values STEM in our district. They've provided me with a brand new lab space, which has been wonderful to work with this past year. And then my co-teachers in the department also, they're actually remodeling this summer a couple more of the science classrooms and then a co-teacher across the hall. He has a brand new biology space. And then they've also provided us a research lab for students to pursue research within the school.

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

Cool.

Gloria Kreischer Gajewicz ([11:04](#)):

So they definitely value STEM education in our district, which is wonderful. It's a great place to be.

Mark Royce ([11:13](#)):

Oh, that's awesome. I know it's really important to the teacher, the kind of tools and space that you have to teach in, like lab tables and, all the kind of sinks and all kinds of things that make the classroom more effective. Talk to me a little bit about how your space is set up.

Gloria Kreischer Gajewicz ([11:33](#)):

What's really exciting is I have mobile tables and chairs. So when we do group work, we're able to move around the classroom a little easier and, and really physically build our space around students working in groups, which is really nice. I think it's so important for students to construct that knowledge together and have really fruitful conversations. You gotta really be facing each other and really have that in-depth discussion and conversation. And having the mobile space has been quite a blessing. I really appreciate that. The other thing that's kind of interesting and a little different in my classroom space, they have installed a wall of windows and everybody's like, oh, isn't that distracting? Don't people distract you a lot of the time? I think it's kind of fun because then people get to peek into what we're doing, cuz there's a lot of exciting things happening in our room. Kids are really active. We engage in lab activities a lot and they're doing whiteboard sessions and they're working in groups. And so I think it gives everybody a sneak peek at how exciting chemistry really is. And I actually really like it. So I don't mind the big window that faces the hallway for students to kind of peek in.

Mark Royce ([12:56](#)):

That's cool.

Gloria Kreischer Gajewicz ([12:57](#)):

Yes. And they've provided me all kinds of equipment this year. I received... the parent association has gifted me some funds to purchase more Vernier Probeware so that we can incorporate more technology into the labs that we're collecting data for.

Mark Royce ([13:20](#)):

Yeah. Oh, that's awesome.

Gloria Kreischer Gajewicz ([13:22](#)):

It's a very supportive school district.

Mark Royce ([13:23](#)):

That's great.

Gloria Kreischer Gajewicz ([13:25](#)):

Which I think makes a big difference, you know, when you're given the tools that you need. I mean, we go from low tech using whiteboards and markers, but then, you know, Vernier Probeware is more of the high-tech end.

Mark Royce ([13:37](#)):

I'm glad you mentioned. Vernier, they're a real great supporter of this podcast as well as with the AMTA, so that's pretty cool. So another thing I noticed in a little research I did was that you said that you began using standards-based grading back in 2016. So for a while, you've been using, talk to me a little bit about why you made that change and how it's impacted things.

Gloria Kreischer Gajewicz ([14:06](#)):

One of the leaders of the modeling program that I was introduced to in 2011 was using standards-based grading. And I thought, well, that sounds a little weird. What's that all about? And it took me a few years to really ask a lot of questions and kind of dig deeper into what is this all about. And it really felt like it fit very well and naturally with modeling instruction, because we're really trying to focus on how students develop their understanding of science and breaking that down into kind of little steps or specific concepts or content ideas along the way, I think really helps with students to kind of evaluate where are they in their understanding of what's going on. And it helps me as a teacher really focus on how do I develop appropriate assessments so that I understand if the students are truly representing or truly understanding the content we're working on.

Gloria Kreischer Gajewicz ([15:19](#)):

And at the time that I implement it, my school that I was working in at the time did not truly embrace it very well. They didn't quite understand it. So I kept trying to explain -- I'm just providing more grading. Not just a simple grade, this is a more complex grade. It's a lot more information to give to students and parents to really focus in on how are they, in their development of science content. So, it was tricky in the beginning. Ottawa Hills has embraced it. They really do appreciate that the additional information about how their students are developing in science content. And, it also gives us an opportunity, as teachers to really help kids that need further development with specific content to really provide additional support in those areas, which I really like.

Mark Royce ([16:24](#)):

So you find that this standards-based grading helps you over time assess the student's progress.

Gloria Kreischer Gajewicz ([16:33](#)):

Absolutely. Yes.

Mark Royce ([16:35](#)):

Yeah.

Gloria Kreischer Gajewicz ([16:36](#)):

And I've had an opportunity to talk to Erica about it as well. And she's been a supporter of standards-based grading. I think she's running a workshop this summer about it as well.

Mark Royce ([16:50](#)):

Tell me who Erica.

Gloria Kreischer Gajewicz ([16:51](#)):

Erica Posthuma.

Mark Royce ([16:52](#)):

Posthuma. Okay. Yes. Yeah, Erica's great. She's been a guest and she works very hard to help AMTA and with the workshops, all kinds of things she's involved in. She's great.

Gloria Kreischer Gajewicz ([17:06](#)):

I met Erica in Texas in Houston a few years back before COVID. We were presenting at a workshop together. She was leading the chemistry workshop and I was, co-leading a workshop with Melissa Nolan on biology.

Mark Royce ([17:24](#)):

Cool.

Gloria Kreischer Gajewicz ([17:25](#)):

And that's when I first met Erica.

Mark Royce ([17:28](#)):

So you received your doctorate in 2019, just a couple years ago.

Gloria Kreischer Gajewicz ([17:33](#)):

Correct.

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

So talk to me about what your focus was in your doctorate. Talk to us about your doctorate and maybe a little bit of what you learned through it. The process.

Gloria Kreischer Gajewicz ([17:48](#)):

So I met Colleen Megowan-Romanowicz during a leadership training session at Columbia university in 2017. And it was about that time that I was really trying to figure out what is it that I want to study for my doctorate. And I've always been passionate about modeling instruction, and that was kind of the direction I wanted to head in. So after discussing it with Colleen, I came up with what I felt was a really good fit for my passion with modeling instruction and trying to look at some of the data that we've collected through AMTA workshops over over the years. And I actually looked at the change in science content knowledge, personal science teacher efficacy and science teaching outcome expectancy, due to participation in modeling instruction professional development.

Mark Royce ([18:55](#)):

That's a long title.

Gloria Kreischer Gajewicz ([18:58](#)):

It was a long title. Yes.

Mark Royce ([19:01](#)):

I'd have to unpack that one. I'd have to read it.

Gloria Kreischer Gajewicz ([19:03](#)):

Yes. So what we're trying, what I was trying to look at what is it about modeling instruction professional development that really helps teachers? And what's changing about their understanding of their role in the classroom? It was really interesting. So I was able to take the data that AMTA has collected specifically for physical science workshops. So chemistry and physics in particular, and was able to pull out about 530 sets of data to really evaluate how teachers were changing in their pre- versus post-test scores. Through participation in the workshop,

Mark Royce ([19:53](#)):

How teachers were changing.

Gloria Kreischer Gajewicz ([19:54](#)):

Correct. I really wanted to focus on teachers. I was really interested in the impact on teachers. Because it really impacted me a lot. And I thought, well, surely I'm not the only one that's being affected and changed by participating in modeling instruction. And I wanted to know how impactful is this workshop, this pedagogy, it's such a powerful tool, for teachers to change their classroom. So I was really interested in how does it impact other teachers,

Mark Royce ([20:29](#)):

You know, there's lots of studies on how the students are impacted by the modeling approach. But this is really interesting. So, tell us what you learned.

Gloria Kreischer Gajewicz ([20:40](#)):

So, what I learned was... I looked at gender. I looked at years of experience. I looked at whether or not a teacher was teaching within their content. So content alignment, and their level of education to see is there any kind of correlation in pre- and post-test scores? So part of the survey tool that we put out with participation in modeling instruction, there are content-specific questions. So I was able to look at content knowledge, but there's also questions that relate to self-efficacy and outcome expectancy. So I was able to kind of look for any patterns that would emerge based on that information. So what was fascinating, and not a surprise, I think, younger teachers had greater gains in content knowledge and self-efficacy. I guess I'm not as surprised outcome expectancy with not necessarily a predictor.

Gloria Kreischer Gajewicz ([21:52](#)):

I think it's more difficult for teachers because the workshop we're really teaching other teachers. So sometimes it's hard to imagine how would your students perform because all you're doing is witnessing teachers perform. So I think maybe looking at, in the future, how do we come back after having implemented into the classroom and evaluate teachers again, might reveal some information about that outcome expectancy. But I also found that female teachers had larger gains in self-efficacy and content knowledge, and those that had a bachelor's degree versus a master's or a doctorate. And that made sense. So one thing that Colleen and I talked a lot about is the content knowledge piece, because really modeling instruction is about developing that pedagogy and not necessarily content. It's interesting that content knowledge does increase, but it's more of an unintended consequence of participation.

Gloria Kreischer Gajewicz ([23:06](#)):



It really isn't the focus because we're trying to develop that pedagogy and how do we use modeling instruction? So it's fascinating that that's something that does increase through participation. And what I suspect is that when we have teachers that are not aligned to their content and they participate in a workshop like modeling instruction, they're going to gain some content knowledge. I wonder in the future since post COVID now, are we going to see an uptick in teachers that are teaching out of their content area, their content specialty. For example, are more biology teachers gonna have to teach physics, even though that's not their specialty and how are we going to help them with their content in teaching physics, if it's not their area of specialty. So I wonder how COVID is going to change how science teachers approach their classroom.

Mark Royce ([24:15](#)):

Interesting. I think that's another way that the AMTA can be a great influence is to give resources to teachers, you know, cuz I know there's a lot of content resources available through the AMTA and the fellowship of modeling instructors, even, you know, the community of modeling instructors. To help each other. I'm curious about in your research, how broad was your study? How many people took the surveys?

Gloria Kreischer Gajewicz ([24:46](#)):

So when I looked at the data, there were a lot of people taking the surveys, but the trick was to make sure that I was getting both the pre- and post-test and people that were answering all of the questions. So, I had to kind of pair down that data and I think I ended up with a sample size of around 530 people.

Mark Royce ([25:10](#)):

Oh. Wow.

Gloria Kreischer Gajewicz ([25:10](#)):

Which is a good number.

Mark Royce ([25:13](#)):

Great. And was this mostly concentrated in Ohio?

Gloria Kreischer Gajewicz ([25:18](#)):

No, this was the data provided by AMTA. So it would've been the workshops that we've done all over across the states. I can look up what states, if you'd like me to.

Mark Royce ([25:29](#)):

Oh, no, that's all right. Just knowing it's that broad of a coverage I think is important. To understand when you're pulling your data together. That's really good. So what would you say are your big takeaways from that whole study?

Gloria Kreischer Gajewicz ([25:45](#)):

So content knowledge-- a lot of our content knowledge as science teachers really comes from our training at the university level as an undergrad. The trick is then how do we take that content knowledge and turn that into something that's understandable for our students. And that's the pedagogical content knowledge. And I don't know that we are doing a very good job, at least in my experience of taking that

content knowledge and turning it into pedagogical content knowledge. I think modeling instruction workshops do a really superb job of that process. How do we help students understand that content better? And that's through the development of models, and then the deployment of those models in new situations to see how those models work and do we need to modify them in some way to kind of look at how do they correlate with the data that we're collecting. So, I think that's kind of where our niche is for sure is how do we help teachers develop that pedagogical content knowledge?

Mark Royce ([27:11](#)):

That's great. You've been teaching, using modeling for about 12 years now. And you've done all this study of work with your PhD. What would be your big tips, the most important things that you would share with like new modelers or people considering entering into modeling? What would you, what would you say to those people, that would be the best advice you could give them?

Gloria Kreischer Gajewicz ([27:44](#)):

<laugh> just do it. <laugh>. It's such a powerful tool. I think one of the other really powerful tools that we develop, especially with in-person modeling workshops is this cohort of people that you work with during a workshop. And I would rely on those people to keep that conversation going and rely on them, to like help you through some of the tough stuff, because making this switch from a teacher-based to a student-based classroom is challenging. But it is so rewarding and so worth it. And it's a big switch. So having your support network around you is important, finding people to go to, to kind of talk through things. And then, I think, having those workshops led by other teachers is really awesome as well because it's kind of showing, Hey, we're all in this together. We're all learning and we're all developing and it's an ongoing process and I totally relied on the workshop leaders that I've had in the past and reached out to them for help and ideas. And, you know, we've continued to get together over time and keep working and improving our craft.

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

So you still have relationships with those people?

Gloria Kreischer Gajewicz ([29:32](#)):

Yes. In fact one of the leaders for bringing Bowling Green the modeling workshop, I had her on my dissertation panel, so she was very helpful in that process.

Mark Royce ([29:54](#)):

And that's not-- you're not talking about Colleen?

Gloria Kreischer Gajewicz ([29:56](#)):

Colleen was on my dissertation panel as well. There was a professor at Bowling Green State University that brought modeling workshops to the community. And she was a professor on campus and she had reached out to a couple of community members, actually Nate Ash, who was the physics expert teacher and Mary Kate Haisman, whose position I replaced at Ottawa Hills, she actually retired. And then I took her job over at Ottawa Hills. So yeah, we've remained a tightknit community. Tracy Clark helped to bring modeling instruction to Bowling Green State University and she was on my dissertation panel.

Mark Royce ([30:51](#)):

Tell us about the workshops and conferences that you've been a part of and what you tend to bring to those. What are your strengths and how do you approach them? Talk to us about that.

Gloria Kreischer Gajewicz ([31:08](#)):

In the past, I have led kind of an introductory workshop about modeling instruction. So teachers get a taste of what that's all about and just kind of engaging them in the process of development of a model. I've done that a few different times in the past, locally, mostly here in Ohio and I've co-led biology workshops in Texas, and two online workshops for biology modeling. And I think one of the things that really work on a lot is how to ask the right questions of students. So I think one of my strengths is how do I scaffold questioning to help kind of bring people to, you know, kind of your end goal? How do you get people from point A to point B through questioning? And that's one thing that I really, it was very scary in the beginning. How do you do that with students? But I think over time, I've gotten a lot more comfortable with it and it's something that I work on all the time.

Mark Royce ([32:22](#)):

Yeah.

Gloria Kreischer Gajewicz ([32:23](#)):

And I think that's the part that makes the job really exciting is that every day is different. Every class is different. Every group of students is different in terms of what they understand in the beginning. And how do you ask the right questions along the way to help them develop their understanding?

Mark Royce ([32:41](#)):

Okay. You were the parent of the year for the Ohio, something of gifted children. Tell us about that. What was that? Your kids are gifted?

Gloria Kreischer Gajewicz ([32:52](#)):

My own children were in a special pullout class for gifted students and the teacher for the gifted program in our district invited me to come and teach their gifted students about science. So I would often go in and do modeling and we would develop models together about different topics. And each year she had a different focus, so I would bring in something different. And we would just have a lot of fun. One of my favorite activities that we did was trying to talk about states of matter. And I brought in oobleck, the corn starch and water and we-- okay, so what is this?

Mark Royce ([33:42](#)):

<laugh>

Gloria Kreischer Gajewicz ([33:43](#)):

Where does this fit? And it was a lot of fun.

Mark Royce ([33:47](#)):

Yeah. That's awesome. So Gloria, tell us how you feel that modeling instruction has informed your teaching and changed your approach to life, I guess is how I want, say it.

Gloria Kreischer Gajewicz ([34:06](#)):

My life in the classroom?

Mark Royce ([34:07](#)):

Yeah. Yeah.

Gloria Kreischer Gajewicz ([34:10](#)):

I didn't realize that in 2011, how much it was going to change how I approached teaching and how being convinced by my coworker at the time, this workshop that I thought, oh yeah, this sounds like fun. I'll go, sure. How much it has completely changed everything that I do. It has completely revitalized how I approach my classroom. It has completely made my classroom exciting again, and every year is different now. It's not kind of like rinse-and-repeat. It's every day is new. Everything is exciting again, and it's just made, I think, made me a better teacher overall, because I'm so excited and passionate about bringing this pedagogy to other teachers, and I'm very excited to share it and talk about it and try to help other teachers implement it into their own classroom.

Gloria Kreischer Gajewicz ([35:22](#)):

And then it really makes me think about how am I teaching and how am I approaching this and what are my student misconceptions and how can I help them better? And every year, their misconceptions are a little different, you know, one class may not understand a particular topic, but you know, the next year, maybe the teacher said something a little different, and now this group of students does understand it better. So every year's a little different and it's, it's made teaching exciting again for me, which is what it's all about. I got my doctorate in leadership studies and people often ask me, well, now that you have your doctorate, what are you gonna do next? Are you gonna become an administrator? Are you gonna go out there and become a professor? I do teach a class at a local university on the side, a biology class, once or twice a year, which I really like. But really I'm excited to be back in the classroom again. And I feel like that's the place I need to be. And that's where I can bring my leadership training, is really back to the classroom and how to help students and help other teachers.

Mark Royce ([36:40](#)):

That's awesome. Gosh, I'm sure glad you're a modeler. I'm glad that students are having the chance to be influenced by your teaching. I think it's awesome. And it's a great thing.

Gloria Kreischer Gajewicz ([36:54](#)):

Thank you.

Mark Royce ([36:55](#)):

I've enjoyed very much talking with you today. I hope that you have an awesome time in Europe.

Gloria Kreischer Gajewicz ([37:01](#)):

Thank you.

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

You guys gonna go around to several countries or you focusing on one major

Gloria Kreischer Gajewicz ([37:06](#)):

We're planning on going to Germany and Italy and England. And maybe another country in between there. We're not sure yet. I've never been to Berlin. So I'm excited about going to Berlin. I've only been in Southern Germany.

Mark Royce ([37:21](#)):

Well, again, it's been wonderful having you as a guest and thank you for sharing your insights and your knowledge with our listeners today. Thank you.

Gloria Kreischer Gajewicz ([37:31](#)):

Thank you.