

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

Hi, Karle. Hi, Erica. Hello. How are you two doing?

Karle Delo ([00:04](#)):

Good. How are you?

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

I'm excited to talk with you guys today and have you share with our listeners about the cool ways that our, not only members, but you know, people in the science community, connect with the AMTA community. And I know you guys are both very involved in making that happen for people. So, what I would like us to do is to talk about ways that that can happen and have you share the things that you guys are doing to create different events and opportunities for people. So, let's--I don't care who starts, you guys can just jump in and share with our listeners what's going on with the AMTA and ways to connect. Now are you saying connect? Ed? Ed, like C O N N E C T. E D. Okay. Mm-hmm. It's all about, remind me again, when is that?

Karle Delo ([02:15](#)):

The upcoming one's gonna be February 4th. So it's a Saturday and it's at 11 Eastern time is when it will start. So it's just a two hour event. And you can find more information about it. Right on our homepage: modelinginstruction.org.

Mark Royce ([02:31](#)):

Is it gonna be available to view after the event? Will people be able to watch it or check in with it at all?

Karle Delo ([02:39](#)):

So the keynote, we will possibly record that one. But it would probably be a members-only benefit.

Mark Royce ([02:46](#)):

Mm-hmm. Okay. To be able to view it after the fact.

Karle Delo ([02:51](#)):

Yeah. And those breakout rooms are really, you know, it's more of a conversation, so it's less of a typical webinar. And so those will not be recorded, so you gotta be there to be part of the conversation.

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

Right. Okay. And information about, this is on the AMTA website, I assume?

Karle Delo ([03:10](#)):

Yep, yep.

Erica Posthuma ([03:12](#)):

And on all of our social media. I'm posting about it on Facebook and Twitter and our Discord channel. We started this connect.ed conference in response to the pandemic when we were unable to meet in person for our summer conferences. And we were trying to provide the community a way to connect,

even virtually. So we worked really hard to put together quality programming that would be beneficial and timely. And so, you know, during the pandemic, we had topics like how to engage students virtually. What are some best practices when it comes to virtual whiteboarding? Now in the upcoming one in February, I know we have four different breakout sessions, and we were very deliberate in our choices for those so that we span all the disciplines. We have biology, we have physics, we have astronomy, we have chemistry. We have something for everybody.

Mark Royce ([04:17](#)):

Awesome. That's very cool. So let's talk a little more in depth about the ways you guys are connecting with social media, connecting people. So specifically, like, let's talk about the specific channels that that's happening on. Like, I know you guys probably doing what Twitter and YouTube and all that kind of stuff. So why don't you break 'em all down and give us the, uh, URLs and or whatever, however you connect the at whatever, so people know where they can go to connect.

Erica Posthuma ([04:54](#)):

Well, we do have an official Facebook page, and Carly, that's facebook.com/

Karle Delo ([05:02](#)):

modeling Instruction.

Erica Posthuma ([05:03](#)):

Modeling instruction. In addition to that page, we've, because our community is, is so involved and looking for ways to talk to other modelers, individual modelers had started discipline-specific Facebook pages. So there is a modeling instruction in chemistry Facebook page. There is a physics modeling mechanics Facebook page, and there is a biology modeling Facebook page.

Mark Royce ([05:32](#)):

Hmm. Awesome.

Erica Posthuma ([05:32](#)):

Those are very active. I know that the chemistry one is specifically very active people sharing, asking questions. You do not need to be a member of AMTA. You do not need to have taken a workshop to join these these Facebook groups. You just need to agree to follow the admin rules. In addition to Facebook, we have our Twitter account, which is at AMTA teachers, and we share a lot of information there. I do run that account, so if you tweet at that account, you will get me directly and usually I can answer your question pretty quick or I know who can answer it, and I'll connect you with that resource. We also have Instagram, and that account is Instagram. We are at,

Karle Delo ([06:20](#)):

Yeah, at AMTA teachers is our handle.

Erica Posthuma ([06:24](#)):

Then we started a Discord channel, to try and replace the listservs that are becoming more and more outdated. They're clunky, they're very difficult. You can't share resources, you can't share files, you can't share images on the Listservs. So Discord allows for a more fluid conversation. You can share resources,

you can share files, you can share images. Within our Discord channel, we have multiple different chats started in a variety of topics from chemistry, biology, physics, astronomy, specifically one on energy. We have one on standards based grading. We have a place you can post job postings if you're looking for a modeler specifically. So it's a tremendous resource for anyone who even wants to learn more about modeling. And you do not need to be a member of AMTA. You can join for free. And then I will let Karle talk about our YouTube channel, because she's done a really great job.

Mark Royce ([07:29](#)):

Before you go on, how do they connect with Discord?

Erica Posthuma ([07:32](#)):

Oh, sure.

Karle Delo ([07:33](#)):

Yeah, I'll talk about that a little bit. So, the link to join, it's a Bitly link, so it's a shortened url, so bit.ly/AMTAdiscord. And we have, at this point, almost 900 people involved in that. So that's a pretty big conversation. And one of the, the things that we're really trying to promote with Discord is, you know, for the people who take a workshop, so you take this workshop, you get all this new information, you're excited about trying it out, and then you go back and, you know, when you're trying it out in the real world, that's really where you need support, you know? So Discord is a great way to kind of continue that conversation. Our other social media channels are really good for staying up-to-date, so maybe you wanna know about what webinars are coming out, and we could talk more later about the specific webinars we've offered and how we plan to continue to go forward with that. Discord's great for those specific questions, like, Hey, I tried this lab, this thing went wrong. What tips do you have? Or, does anyone have any supplemental materials for this topic because my kids still aren't getting it? So those really specific questions, Discord is where you can have those conversations,

Mark Royce ([08:55](#)):

900 participants already in your group. That's amazing. That's really cool. So you were gonna tell us about, I don't remember Erica said you were gonna tell us about something else.

Karle Delo ([09:09](#)):

Yep. I'm gonna. I could talk about YouTube too. So we started a YouTube channel, probably a year and a half ago or so, and we have different videos on there that are about AMTA in general. So those are really good resources for maybe you have, if you're already part of the modeling community and you have a friend who's interested, or you wanna explain this to your administrator. Um, so there are some really good informational videos on our YouTube channel that just tell what we're all about and what you can expect in a workshop. But the series that we started, I believe it was in 2020, was the Meet a Modeler series. And the idea, again, is going back to the power of the modeling community and also going beyond a workshop and thinking, okay, but what does this look like when I implement it in the classroom?

Karle Delo ([10:13](#)):

And we know that there are modelers all over who've got these great tips and tricks and ideas. And so that's really what we wanted to showcase. So, on those Meet a Modeler, we have two seasons out. You could find those right on our YouTube page, in our playlists. And the YouTube is also at AMTA teachers.

So that's how you can find us on YouTube. But what you could expect to see in those videos is like usually a five-to-10-minute ish segment. We like to call it bite sized PD because most of us don't have half an hour, an hour to watch a tutorial or watch a how-to in our busy lives. So the nice thing is that, you know, once a month we put out this little short video and it's usually a new tip, trick or idea, that you can try.

Karle Delo ([11:16](#)):

And, with that we also try to be aware of all of the different subject areas. So we try to think of things that could help any modeler and just a couple of the topics that we've covered. We have a two-part series on claim evidence, reasoning conclusions, and I know that is a really important topic for science teachers. And Ben Meacham did a great job of that. So the first one, he's kind of explaining the basics. And then the second one, he gives great tips of what to do when your kids are struggling, cuz they do, especially with the reasoning portion, you know, it's not something that comes very naturally. So he's got some great suggestions of how you can scaffold that learning for them. We've got videos on whiteboard strategies, so different things that you can try in the classroom.

Karle Delo ([12:09](#)):

Summary tables are a great tool for organizing information. I know that, a lot of times when we use modeling instruction, there's no textbook. So, what do the kids go back to? A summary table is a great way to give students a concrete thing to go back to where they are recording their learning throughout the process. So George Nelson does a great job of walking you through how to use that and where to find resources, and even topics like growth mindset, how to cultivate that in your classroom. So there's just a wide range of topics and we encourage people to check out those videos, but also every time you share a video like that, even with someone who's outside of the modeling community, you're sharing the mission and vision and message of AMTA and kind of helping us, helping us out too, get out there a little bit more. So we encourage you to share those videos if you find something really helpful. And also, if you subscribe to our channel, you won't miss out on any new videos.

Mark Royce ([13:19](#)):

Yeah, that sounds like an incredible resource. I had no idea that the YouTube channel was developed that much. That's really exciting and I think that's really important for people to be aware of. We'll be right back to our conversation, but first we want to encourage you to help bring modeling instruction to your area. The AMTA is currently looking for individuals or organizations to host face-to-face summer workshops. We can help craft a workshop experience to meet the needs of your teachers. Our team can guide you in the process and provide facilitators and digital materials, learn more by emailing [kaylene@ modeling instruction.org](mailto:kaylene@modelinginstruction.org). That's K L O V E at modeling instruction.org. What else? What else are you guys connecting with?

Karle Delo ([14:22](#)):

Well, I guess kind of going back to the things we've talked about so far is what we're really trying to do is meet everyone where they're at. Like these podcasts are really good for people who like podcasts and have, you know, like listening to something while they're doing an activity. You know, some people maybe they prefer videos. So that's why we have that YouTube channel. And the reasoning behind being in all of those different channels is because again, we want, you know, if you're a Facebook user, Instagram user, Twitter user, we want that information to come to you wherever you are. So that's why we kind of span all of those different channels.

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

That's great.

Karle Delo ([15:11](#)):

Yeah. Erica, do you have anything you wanna kind of...we could talk about webinars.

Erica Posthuma ([15:18](#)):

We can talk about webinars. I don't know if it's important to mention that we, you know, a couple years ago, I don't know, Karle, was it two years ago where they created these jobs?

Mark Royce ([15:32](#)):

You're talking about? Are you talking about the jobs you two hold? Yeah. With AMTA?

Erica Posthuma ([15:37](#)):

Yeah. So, two years ago, our XO at the time, Bill Thornberg, and the board recognized that, um, we needed to, AMTA needed to have a cohesive and unified, presence, social media presence. And so, they created these positions, the director of marketing and director of communications, and those are the positions that Karle and I currently hold. And I think it's important to, to let people know, like if you reach out on social media, every one of our platforms is, is run by me and Karle. And so when you send a message like you're going, we all know the messages that are coming in. And so it's all coming into one place. And that's helpful when we go to the board and we say, well, this is what our members need. You know, this is what I'm seeing on social media. So it's not disjointed. It's very much like a full picture. You know, we create marketing reports and communication reports to the board so that we can allocate our limited funding to best meet the needs of the people that we're trying to serve.

Mark Royce ([16:55](#)):

Yeah. That's great.

Erica Posthuma ([16:58](#)):

I think it's important for people to recognize. We're trying to take what we hear they need and provide that to them. And so it would be really easy to only post to Facebook, but I have to post a Facebook four times cuz there are four groups. Right. And I have to check.

Mark Royce ([17:18](#)):

Oh,

Erica Posthuma ([17:19](#)):

Yeah. So I think people don't realize like how much of an effort, how much time it does take to maintain all of these separate platforms. <laugh>

Mark Royce ([17:33](#)):

Well, managing one is a job. And, you know, managing several is a bigger, bigger job. So, so let's go over it again. You're doing Facebook, you're doing Discord. The YouTube channel, what else? Twitter

Erica Posthuma ([17:50](#)):

And Instagram.

Mark Royce ([17:51](#)):

And Instagram.

Erica Posthuma ([17:53](#)):

And within Facebook there are four separate.

Mark Royce ([17:56](#)):

Yeah.

Erica Posthuma ([17:57](#)):

Four, you know, there's one national one and then there's four separate discipline ones, three separate discipline ones.

Mark Royce ([18:03](#)):

Yeah. And we haven't talked much about Twitter or Instagram, so run that down for me.

Erica Posthuma ([18:10](#)):

Twitter has been a place where a lot of educators have turned to do very quick, but powerful interactions between, like between two educators. I know, we were using it to share resources. If I find a great article, I'll just tweet it out. We have hashtags for each of our disciplines. There's Mod chem, mod Phys, mod Bio, but there's also hashtag #ITeachPhysics, um, it's a and hashtag SBGchat. There's different like education Twitter checks happening constantly and, and you're connecting with teachers from all over the world. So I know that there are certain, certain teachers that I follow and I know that they're reading a bunch of journals that maybe I don't have access to. And so if they come across something cool, like they'll share it out, or maybe they'll like, they'll take something and they'll create something new from it. So it just, it's very, it can be very inspirational

Mark Royce ([19:18](#)):

Mm-hmm.

Erica Posthuma ([19:18](#)):

If you know where to look and if you know where not to look. So, like, it is a very curated experience. So, you know, my Twitter feed is almost exclusively science education and a little bit of murder podcast, but it's a lot of science education.

Mark Royce ([19:38](#)):

So when you say your Twitter feed, is there an AMTA? Twitter feed separate. And then there's yours and

Erica Posthuma ([19:46](#)):

I do have my own personal Twitter. But, my personal Twitter and the AMTA Twitter are very similar because my personal tastes are gonna be like science education as well. So, um, there's a lot of overlap with what I see on my personal feed and what I see on the AMTA feed.

Mark Royce ([20:05](#)):

Yeah. And your link to yours is,

Erica Posthuma ([20:10](#)):

On Twitter? I'm at E Posthuma, E P O S T H U M A.

Mark Royce ([20:17](#)):

And then the AMTA Twitter

Erica Posthuma ([20:20](#)):

Is at amta teachers

Mark Royce ([20:23](#)):

Yes. Okay. So at AMTA teachers is Twitter. It's also Facebook, did you say?

Karle Delo ([20:31](#)):

Facebook's the only one that's different. Facebook is modeling instruction. The rest are AMTA teachers.

Mark Royce ([20:37](#)):

Okay. Okay. So on all the other, platforms like Instagram and, okay. Cool. What about Instagram? I know that's a lot of short videos that I see on Instagram and pictures and that kind of stuff. How is the AMTA part of it working out on Instagram?

Karle Delo ([21:01](#)):

Our main goal with Instagram is, well, it's usually where our younger members are. So, you know, it's, it's just a platform where, again, we can reach everyone. So our Facebook and Twitter are similar. You're gonna get similar things. We do share-- Instagram's nice cause we can share quick little videos or stories. And we also though connect those to Facebook. So again, it's really about where are you most of the time, you know, how do you want these updates to come to you, so that you know what's going on and can keep up to date. I know we're gonna talk about webinars in a minute, and so that's something that out of need and what people request. You know, we do set up webinars and, social media is a great way to stay up to date on what's coming up.

Karle Delo ([21:51](#)):

We also have been, you know, we have our member benefits and our member resources, but sometimes we also throw out some freebies on social media. So some examples of that would be like, claim evidence, reasoning, scaffolding kind of worksheet, a group tracker where you can, write down what the different groups are saying as you're walking around the room before a board meeting. We actually have some free NGSS, science and engineering practices posters you could print out. So we really try to provide resources that way too.

Mark Royce ([22:29](#)):

Cool.

Karle Delo ([22:30](#)):

So that's just another benefit of following us on social media.

Mark Royce ([22:34](#)):

Well, the webinars that we're gonna talk about now, a lot of these social media channels will help you find those webinars as well. Is that correct? Okay, cool. So tell me about what webinars are coming up, what are available, you know, are there things that are really exciting that are online and ready to be able to view on demand, and what's coming up? Let's talk about those things.

Karle Delo ([23:07](#)):

So Erica Yeah, go ahead and talk about the one we just...

Erica Posthuma ([23:10](#)):

We just did. So, in my monitoring of the multiple Facebook groups that we're in, there was a thread started in one of the chemistry groups, about BCA tables. And a BCA table is a tool that is used to teach stoichiometry in a conceptual way. So you, as the teacher in a chemistry room stoichiometry is usually like the big scary monster at the end of the end of the story there. And, a lot of students, it's very intimidating and students very frequently struggle with it. And then some students can actually, solve the stoichiometry problem, but have no conceptual understanding of what's going on because they've mastered this algorithm, that they rely on. So we use BCA tables, because it gives them a picture of what's actually happening and you can actually like, do stoichiometry without the algorithm.

Erica Posthuma ([24:16](#)):

So there were some questions in one of the Facebook groups about using BCA tables, because as a teacher who's never seen a BCA table before, it can be really intimidating. And I know when I teach modeling workshops to teachers, sometimes, BCA tables are real tough. They're sometimes they're really hard even for our teachers to come to grips with. So I was kind of, you know, talking in this chat and we had some people who had taken workshops and we had some people in this chat that hadn't taken workshops and didn't know what a BCA table was. And so I said, you know what, you know, it's a really busy time for me right now, but I'm like, I would be happy to put together a really short webinar. I can do some examples, tell you like how to use these, why we use these.

Erica Posthuma ([25:02](#)):

And it would probably be like 20 to 30 minutes. And so we talked to Larry Dukerich and he agreed, you know, he volunteered. He's like, I wanna help. So we picked a day and I put out on social media and we were like, it's probably gonna be about 30 people. We'll probably get about 30. We probably only need about 30 people. And so when we opened up registration, 30 filled immediately, so we pushed it to 50 and that filled immediately, and then we pushed it to 75, and then that maxed out and then, we pushed it to a hundred. Now we know when you register for webinar that things come up. And so we usually plan for about a 50% attendance rate. And so we, we opened it to a hundred and I think we had about 40 to 45 people show up last week.

Erica Posthuma ([25:43](#)):

So, this one in particular was really well-received. And because BCA tables are, gonna be useful to any chemistry teacher, like you don't need to be a modeler to use BCA tables, I asked if we could make this webinar available to everyone. Most of our webinars, the recordings are available to members only. It's a member benefit. But, this one was really short and again, like very useful, even to people who aren't modeling. So we were hoping to get people come in and see this and be like, oh, that's really cool. Like, I wanna learn more. Where are your workshops? So we are making this one, we're making this one freely available on YouTube. I'm, it's probably gonna post later this week. It'll probably post, and then I'll share it out on all of our social media. So you, like, you can go in and watch and if you need a refresher before you teach BCA tables, you can go watch this. You know, Larry and I give some examples and we show you how to incorporate particle-level diagrams into the BCA table. And people who attended the webinar also got two sample worksheets, using BCA tables.

Mark Royce ([26:54](#)):

That's really neat. Okay, so what you just said was that the most of the webinars and workshops are available only to members. Through the member portal, I'm assuming. Yeah. Okay. So, but every now and then, I hope, because I think in order to promote how cool AMTA is, there's gotta be some stuff out there like what you just did with this one and get it out there so it's available to others, hopefully to draw 'em into the exciting community that AMTA is. What's coming up?

Karle Delo ([27:38](#)):

So because we have connectED, which is such a huge event coming up, that's on our radar right now. So we don't have any upcoming webinars scheduled after February, but looking into the spring, March and April, hopefully we'll get some ideas for different webinars and a lot of time they do come out of a need that we see from our community. So if you have a topic, if you have an idea that if you have something you'd like to learn more about, letting us know through social media, go ahead Erica.

Erica Posthuma ([28:13](#)):

Or if you have something you want to talk about and you want to do a webinar, just contact me. We can make that happen for you.

Mark Royce ([28:21](#)):

Cool. Absolutely.

Karle Delo ([28:23](#)):

Yeah.

Mark Royce ([28:23](#)):

Yeah.

Karle Delo ([28:24](#)):

And in the past too, I know in October, Larry also did one on energy, which is a huge topic. And he talked about how it's really relevant in all of the discipline areas and how you can help make some of those connections for the kids. So I thought that was a, that's a great topic too. Um, and we've done some, yeah, we're just trying to feel,

Erica Posthuma ([28:49](#)):

Go ahead. I'm sorry. We've done some on standards based grading. I know I did one a couple years ago on standards based grading and I get requests probably, I mean, I got one last week from a webinar that was five years old, wanting me to update the links because Google did a security update. And so the links no longer are valid. The people are still going back and watching these. And if I get the request, I usually just Yep. You can have that.

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

So these webinars are available to members only. Is this part of the members only thing?

Erica Posthuma ([29:26](#)):

Anyone can come, anyone can come live. Our webinars are free and available to all. The recordings are archived in our member portal. So you do need to be a member to go back and look at the catalog. If you go and you attend one live, it's free and open to anybody.

Mark Royce ([29:45](#)):

Can people go to the modeling instruction.org website and find out even if they're not a member when the webinars are?

Karle Delo ([29:55](#)):

Yeah, so we have right on the homepage, we have a big button for member logins and then the calendar right next to it. So the calendar's a great place to check too. And, we also have a newsletter, which we are in the process of switching platforms. So you'll wanna follow us on social media to get updates on how to sign up for that. But we usually send that out monthly and that includes any upcoming events, any workshops that are coming up and different updates like that. So that's kind of a really consistent way that you can keep up to date on everything.

Mark Royce ([30:37](#)):

So just to clarify, there's the webinars and then there's the workshops, the AMTA workshops, which are a more, deep delving, you know, focus on a topic that usually more than one day and that kind of thing. And so I just want people to be aware you can get to these webinars and check them out, but ultimately as a teacher, you wanna get into a workshop cuz there's some great leadership in those workshops and a lot of really great information to help you in your classroom.

Karle Delo ([31:16](#)):

Yep. That's where the magic happens. And I think, you know, people are so passionate about modeling instruction because of that big aha moment that happens in the workshops where you're like, oh, this. This is how I'm supposed to be teaching science. You know, and, uh, something just kind of clicks. So highly recommend taking a workshop. If you found any of our free resources useful, the workshop is just so much more above and beyond what we're providing through our social media channels.

Mark Royce ([31:51](#)):

Yeah. So one more time, just because, you know, hearing versus seeing, go through your links to your different social media channels, just real clearly. Share the links again with our listeners

Karle Delo ([32:06](#)):

So you can follow us on Facebook at modeling instruction. So [facebook.com/modeling instruction](https://facebook.com/modelinginstruction). You can follow us on Twitter at [amta teachers](#). You can follow us on Instagram at [amta teachers](#). On YouTube, we are also at [AMTA teachers](#). And, you can join the Discord by going to bt.ly. Bitly slash [amta discord](#).

Mark Royce ([32:34](#)):

Cool. That's great. Before we wrap up here, I want to ask you two a little bit about you personally, where, where your future is, what you guys are up to and, you know, where you're headed. So Erica, share with us what you, what you're up to these days and kind of what you're excited about that's coming up in the future.

Erica Posthuma ([32:57](#)):

I, let's see. I'm in my, what year is it? <laugh> I'm in my 23rd year of classroom teaching. I currently teach at a very small, independent private college preparatory school just north of Indianapolis. I'm teaching chemistry, using modeling instruction. And I teach AP chemistry and I teach organic chemistry. And I am the coordinator of teaching and learning. So I kind of work with our administrative team, putting together best practices and resources and things for teachers at my school. And I work with AMTA as the director of communications. So, yeah. I stay pretty busy with that.

Mark Royce ([33:55](#)):

Yeah. But you have your hands full

Erica Posthuma ([33:58](#)):

Oh, and I'm gonna plug, I'm an associate editor for the ChemED Exchange, uh, [ChemEDx.org](https://chemedx.org).

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

Cool. Wow. Karle, what are you up to?

Karle Delo ([34:13](#)):

Well, just a little background. I taught middle school science for 10 years and then for the last three years I have been an instructional coach for my district. And, so I'm working with teachers on whatever their personal goals are and, it's been so interesting to see how modeling instruction and my knowledge of just that approach and that pedagogy has helped me so much. When I'm coaching teachers, number one, because I'm really good at questioning thanks to modeling instruction. Uh, that's a skill you kind of pick up. But on top of that too, just the practices that, that are embedded in modeling instruction are good for any classroom, any grade level, any subject, you know, that you can find ways to carry over, those practices to help teachers get kids more curious about school learning different phenomena. So I've really enjoyed that. I really do enjoy working with teachers and I am kind of the main PD provider for my district. So we are just wrapping up a two year series on student engagement. And so I'm looking forward to, to more of that.

Mark Royce ([35:31](#)):

And you've been the marketing director for AMTA?

Karle Delo ([35:36](#)):

Yep. For two years now. And I'm actually about to pass the torch on to Kaylene Love, who is also our workshop coordinator. So I've got, you know, a lot of responsibilities at school. We're a very small rural district, and so I'm taking on more of those roles with PD providing, you know, and all of that. So I am excited to... I've, I've loved this experience and it's been just an incredible opportunity to be part of AMTA and I still will be part of the modeling community, but I'm excited also to pass on the torch to Kaylene.

Mark Royce ([36:13](#)):

Cool. Well, we'll have to interview Kaylene. Set her, set her up for a podcast cuz it would be really fun to hear how she's doing and what she's thinking and, yeah. Yeah. Well this has been a blast. Is there anything we didn't talk about that you guys think we should talk about?

Karle Delo ([36:35](#)):

I just kind of wanna talk about ways that you can help support AMTA. If AMTA has made an impact on you personally, there are so many ways that you can help support AMTA, including sharing our information with other people. Word of mouth is the number one way that people hear about our workshops. Our distance learning courses that we offer in the spring, those are going on right now. But word of mouth is really, really important and impactful. So, share the good things that you've experienced with AMTA, through social media. We'll share like flyers that you could print with QR codes, hang 'em up, buy your copy machine. We just appreciate all of that so much.

Karle Delo ([37:25](#)):

It means a lot and it makes, it makes a big difference for us. And of course, if you have the means to support AMTA financially, with even a small one-time donation or a reoccurring donation, so even something like \$5 a month, which is, you know, a pretty doable amount for most people. Again, it makes a big difference because it allows us to spend more time doing things like putting together webinars and these ConnectED conferences. We also are trying to offer scholarships. We just had a scholarship open up for teachers to fill out. You can find information on how to donate at modelinginstruction.org. Same thing with if you are interested in the scholarship program, you can, you can find a link to that on our website as well.

Mark Royce ([38:16](#)):

Awesome.

Erica Posthuma ([38:17](#)):

We are also funding leadership training courses. So, you know, people who wanna become modeling workshop facilitators, they go through a training and we try to offset some of that cost. We offer... we have committees working on updating our curricular materials. Everything, everything has a cost associated with it. And, and so we, you know, we're, we're trying to do our best. We are an organization with one full-time employee, and three part-time employees. So, you know, we're Oh, more than a few volunteers.

Mark Royce ([39:03](#)):

I know another way, an important way is for people to become members. You know, a way, another way they can support the AMTA is to actually become a member and get active and and involved. That's very cool.

Karle Delo ([39:19](#)):

And just to add on to that, with that membership, you know, you can go back and watch every webinar. Like those are always going to be available to you as a member. So even if there's things you've missed out on. Our updated curricular materials are there. So yes, absolutely. Becoming a member is a great way to support AMTA and get something out of it as well.

Mark Royce ([39:41](#)):

Yeah. I think the membership fees are, are very worthwhile. It's a good bang for the buck. It's cool. Hey you guys, thank you so much. You two have meant so much to the AMTA organization and, you've helped so many people and I so appreciate the work that you guys do. It's, I've been watching it for the last few years and I get to see kind of how much work you're putting into it. And I just want to say thank you. It's, uh, you guys are great both of y'all.

Karle Delo ([40:18](#)):

<laugh> right back at you. Mark

Erica Posthuma ([40:20](#)):

<laugh>. Yeah, thanks Mark <laugh>.

Mark Royce ([40:22](#)):

So, um, I'll see you soon.

Karle Delo ([40:24](#)):

Okay. Okay. Thanks Mark. Bye.