

Podcast Episode 1

Engaging Students Beyond the Classroom

Interview Excerpts

In Remix Podcast episode 1, Karen continues her ongoing conversation and engagement with [David Adams](#), CEO of Urban Assembly. [Gizzelle Gonzales](#), a senior at the [Urban Assembly School for Collaborative Health Care](#), also joins the conversation. Their discussion explores Urban Assembly's multiple avenues for meaning making and how they are activating all adults to fully integrate academic, social, and emotional development and career readiness.

On Relevant Learning Experiences



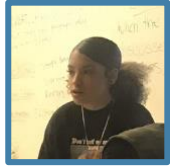
Karen: Gizzelle shared how significant and important it is to come out of school, not even 18 yet, with relevant, real-life skills and experiences and ahead of the game from other high school students. How does that fit into your commitment to really create equitable learning opportunities for the young people in Urban assembly Schools? And why is it so important that we think about these kinds of bold strategies when we talk about educational equity?



David: Many young people go through school and they're just trying to find relevance. What is the role of exposure and teaching our youth that they have responsibility to contribute to their community? We've got bills to pay. We've got challenges in our home or in our community. There's a lot of things going on in young people's lives. So when you give them opportunity and give folks like Gizzelle a space to say, "I will graduate, ready to contribute to my home, ready to contribute to my community, ready to give the skills that have been developed in me back to the folks who expect something from me," that's an identity. That's a shift in what we're asking of our young people.

Every single young person has something to contribute to the world. And our job as in public education is to uncover that, unleash that and make sure that they know what those skills are.

Karen: When we talk about what this kind of real-world experience has done to make learning relevant for you, can you give us an example of why doing it this way and having these kinds of real-world experiences is different from just sitting in a classroom?



Gizzelle: I feel like being in real-world experiences prepares me for other things that other people don't really have the opportunity to do being straight into the field – having the internships where I'm able to use my medical assistant skills on real patients. It gives me a kind of glimpse of what I'm going to be able to do in the near future when I do have my certification. It's fantastic in my opinion.

I believe if we just learn from straight books and just lectures, you're not putting those skills into your work.

**When you put those skills into your actual work,
you're able to learn and make mistakes.**

And you're just able to use it properly and you learn and do things over and over again on actual human beings. You just learn from your mistakes and you're able to grow. When we do graduate with our certification, we also have that under our belts to say I also have experience of internships and working in a hospital. We can be able to get hired faster.

David: Gizzelle said something that just really deeply resonates with me. In most places when we want to develop young people, when they make a mistake we give them feedback and they correct themselves. And then they do it again.

When you're drawing blood the goal is to develop mastery. The notion is not you got a 70 on a test, maybe do better on your next test. It's, "How do I figure out how to get to the 90 or 85 that I'm trying to do so that I have learned that skill?" And that's how most learning happens in the real world, because we need people to do their work effectively. Gizzelle talked about this notion of getting feedback, trying again, and moving to a mastery level that allows her to be effective in her role and her position with regards to the work that she's doing.

