143. Developing a New Generation of Environmental Stewards with Dominic Wilcox and Mark Muzzin

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Annalies Corbin: [00:00:20] Welcome to Learning Unboxed, a conversation about teaching, learning, and the future of work. This is Annalies Corbin, Chief Goddess of the PAST Foundation and your host. We hear frequently that the global education system is broken. In fact, we spend billions of dollars trying to fix something that's actually not broken at all, but rather irrelevant. It's obsolete. A hundred years ago, it functioned fine. So, let's talk about how we reimagine, rethink, and redesign our educational system.

So, welcome to today's episode of Learning Unboxed. As always,t I am super excited because we get to have conversations about innovations that are happening in the world of education. And today, we are going to be talking about a program called Little Inventors, which is a creative education organization that inspires imagination by taking young people's amazing ideas seriously, and we're going to see what that's all about. And joining us today for this conversation are a couple of guests who've been heavily involved in this work.

First up, we have Dominic Wilcox, who is a British artist and designer who creates innovative and thought-provoking work that is shown in galleries and museums across the world. His inventive work includes GPS shoes that guide the wearer to their destination, we've got to talk more about that, because how cool is that? A stained-glass driverless sleeper car of the future and tiny sculptures balanced on the hands of watches. Dominic is also the Founder of the Little Inventors. So, Dominic, welcome to the program.

Dominic Wilcox: [00:01:58] Thank you. It's great to be here.

Annalies Corbin: [00:02:00] Excellent. Excellent. And joining Dominic is Mark Muzzin, who is a K-12 STEM consultant for the Macomb Intermediate School District, which I believe is in Michigan. Is that correct?

Mark Muzzin: [00:02:10] That's correct.

Annalies Corbin: [00:02:11] It is indeed, he says. Okay. And Mark loves to develop new initiatives, and collaborate and leverage his experience to empower others. So, Mark, welcome to the program as well.

Mark Muzzin: [00:02:21] Thank you. Glad to be here.

Annalies Corbin: [00:02:22] Excellent. So, I want to get started, Dominic, share with us a little bit about the reason, the why, so why Little Inventors, and quite frankly, why you?

Dominic Wilcox: [00:02:35] Yeah. So, I originally don't come from the world of education. As you said in your description of me, I am a creative person who thinks of ideas, looks around at the world, and tries to think of something surprising or thought-provoking. And actually, the reason why this whole thing started is I was invited to a creative education event, and there's an organization called STEAM Co. in the UK, and they invited me along, and they said there's going to be 100 children coming into this room.

And there were tables around the edge of the room, and on each table was a person doing a creative workshop, making something or drawing something. And he said, here's a table, what do you want to do, Dominic? And so, I got some sheets of paper and I drew some picture frames with my invention on the top. And then, I put some of my drawings, some of which, you can see behind, of sort of funny invention ideas.

I put them on the wall, and then the children all came into the room, and about 20, over the course of an hour or so, came up to my table, and I said, "Here are some of my ideas, do you want to be an inventor?", and they all say, "Yeah, I want to be an inventor". And I said, "Well, draw your inventions". And I remember there was an 11-year-old girl, drew a half sleeping pill, so you could send this side of your head asleep while you could keep on working with the other side.

And the other, a little boy, about five, came up with some—it was an in-built camera, where when you smile, it takes a photograph. And anyway, there were some really interesting ideas that I thought were a little bit like the ideas I'd seen on design degree level work, and I thought at that point, wouldn't it be interesting to take seriously some of these ideas? And that's where it started. And then, I got a commission to do something with the local community to engage them in creativity, and I decided to pitch this idea, and we ran this idea in my home town, which is in the northeast of England, in Sunderland it's called.

And yeah, it went viral. I did 19 workshops in two weeks, collected 600 invention ideas,

drawings, bonkers, crazy ones, and practical ones, all welcome, because this is about creative thinking. And then, I contacted local makers, manufacturers to bring to life those ideas. And we had a big exhibition in an empty shop on the high street, and I put it on the internet, and it went viral. And yeah, and that's how it sort of started. It was meant to be a one-off three-month project, just like my GPS shoes or my car, but actually it caught on and I started to get emails from people, so we decided to start Little Inventors.

Annalies Corbin: [00:05:54] Mm-hmm. So, created an organization out of an idea that was a lot of fun getting started. And I'm actually not surprised, Dominic, to hear how much of a response you got from this experience. Certainly, what we see in my organization in the PAST Foundation is any time we let kids be creative, we honor whatever they've got going on, and the ideas that we give them that opportunity to really be hands on and applied, sort of in whatever that happens to be, the kids are jazzed, because they can see themselves in whatever it is that's happening.

So, I'm not surprised, actually, that this has run sort of wild and congratulations for that, because that's super cool. Mark, I want to follow up with you a little bit. So, I assume at some point, you or your school district, or help us understand, so how did you, and Dominic, and the Little Inventors get connected? And what does that then look like in your application of this program?

Mark Muzzin: [00:06:52] Sure. So, at the MISD, we serve 21 school districts in the county, and we do a lot of the professional development and things like that. And I joined this team here right before COVID in January of 2020. And in a lot of my career, I've been very fortunate. I have a lot of great mentors along the way and they always were very much—I'm with engineers on there and they gave themselves permission to fail, and the best ones gave kids permission to fail, and said, hey, look, why don't I learn from that?

And some of the very best mentors I had were actually kids, just watching them. And we started coming to me, and say, hey, fix this, and I'd fix, and fix this, and we'd go through and fix everything form like, we're doing all the learning, I just happened to watch a student actually do some of the fixing, so we kind of started flipping the way we were teaching. I said, let's bring that idea to kids, give them permission to be creative, give them permission to fail.

And you do that through student agency, through giving them a choice, like we're saying, that creativity. And so, when I joined here, I was looking for opportunities to drive down those learning opportunities to the younger ages, because they typically don't get a lot of science and STEM experiences, and this is a great easy lift for teachers, one of the few that I think, Dominic, and you can clarify, I guess, that we have direct access to teachers as far as their challenge. I think that's what's really unique about our partnership here.

But that's kind of our goal, is to get kids to get that sense of agency and to drive that

down. I've always had in the past where if you try to teach someone to swim when they're in high school, a senior in high school, and they don't want to swim, they're going to be deathly afraid of it. They're not going to say it like, oh, I'm not going to do this, and I think we need all these people in STEM, we need people in creative industries. They keep saying it over and over again, but we have to get it in kids' hands when they're younger and give teachers permission to try this out. And I think this is a really unbelievable program and the feedback we had has been fantastic.

Annalies Corbin: [00:08:31] And what age group, just for clarity, because it is Little Inventors in the name of the program, so what are we talking about, Mark? In your application and your school, what age group are you utilizing this program?

Mark Muzzin: [00:08:44] Yeah. Thanks for the clarifying question. So, we're working with fourth-grade students, so nine, 10-year-olds, and we're targeting that range. The range is larger when Dominic runs these larger challenge, as I understand it. We want to make an annual challenge of fourth grade, and right now, we've got nine districts involved, and almost 800 students and 30 teachers. So, we doubled everything from last year.

We've had two makers the first year, and then we have five makers this year. So, the companies are also really enjoying it and the two companies that did it last year are coming back on board. And I think that really speaks highly of what Dominic put together and his team. And I can't speak highly enough about working with them and how they're able to kind of adapt to the curriculum and meet our specific needs. It's very custom in that sense.

Annalies Corbin: [00:09:27] Yeah, that's awesome. Alright. So Dominic, let's drill down on that a little bit, because I have no doubt, whatsoever, I can see the wheels turning on the folks that are listening to the program, they're like, that's super cool. So, how does that interaction work? Because I assume that as you're tailoring or doing specific work for Mark's schools and all those districts that are participating, that that's a common thing that happens across sort of the ecosystem of the program in your work, but I would also assume that there's carryover, that the work that's happening in the schools influences what you and your team are doing and the way you're iterating the program itself. So, talk with us a little bit about that component, the way those partnerships work, I guess.

Dominic Wilcox: [00:10:10] Yeah. I mean, we partner with schools, but we also partner with museums or any organization that has a large group of children, young people. And so, each challenge we set is on a specific subject. For example, the MISD challenge is about space and the Artemis project, which is about living on the moon, but we also worked with a big science project, a world international science project called the Human Cell Atlas, mapping all of the cells in the human body, and that's working with scientists. And really, the project is a huge example of collaboration.

And so, each side, the adults who have the skills, and the young people who have that

free imagination, and the teachers who know how to communicate with their class of children all adapt what we do in their own way, in a way. We're not very rigid on how you use our resources that we create, and we create the PDFs, and the PowerPoints, and the videos, and and all of that, but it's really flexible. So, I think it's sort of we're learning from the teachers, who are learning from the children, who are learning from the manufacturers, and it's a sort of ongoing process in that way.

Annalies Corbin: [00:11:41] Yeah. And one that I would assume means that the program is constantly having sort of this influx and influence of the things that are needed right now from the manufacturer side, what's the work that their industry, what they're engaged in, partnered with that creativity that kids have, because one of the things that you said early on, I think, that's super important, just to reiterate, is the fact that kids, and we certainly see this at PAST, we believe that every kid that walks through the door is capable of solving the world's greatest problems, in part because they are so creative.

They are unfettered by journeys, life, and the experiences of formalized education that says, content and progression runs in a particular linear fashion. Kids don't think that way, especially not in those early stages, where they haven't gotten into a space that constrains them. And I think that what we see certainly is that because kids don't know or don't understand the physics of their idea don't work, it doesn't make any difference, because the creativity around the idea might be the seed that leads to the next great solution.

So, how do you help schools that are struggling? Because one of the things that that Mark mentioned was, we wanted to shake things up a bit, and I hear that frequently about innovative programs, or curriculum, or instructional folks coming into schools as they find this thing that really gets them jazzed, and we want to shake things up, and yet shaking things up is not always that easy. So, Dominic, how does the work of your program, how do you feel like it sort of drives that sort of change?

Dominic Wilcox: [00:13:18] Yeah, I think we do a lot of the work, such as the design and the visual communication of these resources. We're experts in that. I come from design world, professional world. And so, we're treating this project as we would an adult, any other professional project. And so, the resources we create, and Mark can talk about that, really help anyone who's a teacher to inspire their young people more easily than if they were told, well, this is the project over to you, you do it in your way.

I think we breathed a life into these challenges. And with animation, illustration, it's very fun. So, we put a big focus on fun and delight. So, we're not just looking for ideas that are practical and helpful, although they are important, but we're also interested in funny ideas, like this waterfall umbrella. So, delightful ideas are welcome, which means we welcome the practical, logical thinkers, the scientific thinkers, but also the creative artistic thinkers, and they all come together in this.

So, I think it's a project that's very easy for teachers to use. With whatever subject

matters they're working on, you can always bring to life the subject of geography, or history, or science with a challenge that says, okay, you have learned this information, I've taught you this information, now, understand the information, and, okay, now, what are you going to do with it? So, you need to be a proactive student all of a sudden.

You need to use that knowledge to combine with your creative thinking ability, and then produce something to give back. And I think it's a nice thing for teachers to be able to do and many students are not used to it. It's normally a one way flow of information coming towards them, and they don't really know or have a feeling of, why am I using, learning this? This gives an answer of why.

Annalies Corbin: [00:15:56] Mm-hmm. Absolutely. And the why is critically important. And when you engage kids in the why, they'll buy in with you, right? We see that all the time as well. I agree with that. Mark, I'm super curious, sort of from your perspective, how do you get—I mean, clearly, the scale from the first year to the second year has been super, super successful, so let's start by acknowledging that it's working. My curiosity or query here is really around, how did you get the buy-in necessary to not just get the program off and going, but to get it so that it could come back? Right?

I mean, the preset is always one of the big things. There are initiatives that are thrown at schools, or new ideas or new things all the time. It's on this ongoing rolling cycle and longtime educators talk about it frequently, and about the problems associated with that, but there are really, really amazing programs out there that are worth not only starting, trying, but keeping for the long term. So, let's talk about that, and then we'll dig into a little bit of the curriculum, as Dominic suggested. So, talk to us first about actually getting the buy-in necessary to do this work.

Mark Muzzin: [00:17:00] Sure. So, I think a lot of it is just analyzing the different needs. So, companies have needs, we've got CTE needs, and, oh, that's so far out in the future, these are little kids, but kind of matching that, and I think for all the teachers out there listening, just the last two years have been really tough, so thank you for all the work that you're doing to acknowledge that. And we try to make this an easy lift for teachers to say, hey, we're doing a pilot, it's going to be completely unique, and you're going to love it.

And we went through, and Dominic, and I, and his team, we talked it through, and we kind of believe that, yeah, this is actually going to be great. And then, once you kind of get that first year going, the companies loved it. We had one of the schools that was on quarantine, and the teachers told us, they said, this is the only activity that all of their kids had their cameras on, because when is invention day, I want to show you my invention.

And if you can do that, that's a win, and who's going to turn that down? Right. And I always try to like, like Dominic was saying, like let's make it delightful and fun of building these things. If you can think about things, and say, hey, I want to build something great for one child, every child stands to benefit from that, and you just kind of scale it up from

there. And so, that was kind of the idea. There was a lot of needs there.

And we had some others, at my STEM network, it's a Michigan network where there are 16 regions, we're one of the regions in Macomb County. There's grant money that was there for us to use and that certainly helped kind of get the ball rolling. And anybody that we talked to is like, this is great, we love it. In fact, one of the companies just recently received, that worked with us last year, they highlighted Little Inventors' work in an award that they got for community service.

Annalies Corbin: [00:18:27] Oh, that's awesome.

Mark Muzzin: [00:18:27] And that's really rare to say, hey, how are we getting companies? They're usually working with high school kids, because they want to get jobs, and interns, and things like that, and they're saying, hey, work with these fourth graders, and we loved it, and it was pretty, pretty amazing.

Annalies Corbin: [00:18:40] Yeah, that's awesome. And so, let's talk a little bit then about the curriculum itself. So, you bring the program in, but I kind of want to get into a little bit of nuts and bolts, and, Mark, you can start off, and, Dominic, feel free to to pick up on this question, because this is one of the things that I know the listeners are thinking about, they're hearing, oh, this is amazing. So, we engage with Little Inventors, and then what happened, from the sort of the teaching sort of perspective, and launching the challenge and the curriculum? Help us understand sort of, what is it that you get, and how do you know how to use it? It's all those sort of typical questions that people have.

Mark Muzzin: [00:19:18] So, this is somewhat connected to the previous question. So, originally, we borrowed some of the curriculum, because Dominic, they're great about keeping everything open source, so we just borrowed some of the Oceans curriculum and connected it to Michigan watersheds, so that was an easy transition to say, let's just kind of test this out. And then, this year, we're building it off the Artemis program, and we've got a lot of manufacturers in space here, but it has equity built in.

It's going to send the first female and the first person of color to the moon, and this is the Artemis generation, as these kids get older, like, oh, I learned about this. So, we want to make something relevant. Dominic, he always has the advice of, hey, build around something that's unique around your community, so we want to kind of build it on this fun, delightful kind of space that's really novel and interesting. But we just kind of go back and forth.

We list the standards that we want in there. They kind of develop the curriculum. And I absolutely love that it's so kid friendly. So, if you look at any of the videos that they create, any of the diagrams they create that we put together a binder for the students to kind of go through, an invention log, we call it, you can tell it's made for kids. This isn't made for adults, it's made for kids.

And we put this together in a really fun, easily usable format that teachers can kind of use. So, it's a very easy lift. Right now, teachers are stressed. There's not a lot of times that we're hearing. And so, we said, hey, how do we make this so there's a nice cadence to the program, so teachers can kind of basically plug and play, and turn it over to their students?

And then, on the back end, once that curriculum is developed, we do a training and Dominic jumps in. He can talk a little about it. It's a great think like a child, which I think is fantastic. And we go through that and we just set the teachers loose. Everything is there on the website that they can use. It's open source. We limit the contestants to Macomb County that are participating, but they just do a fantastic job making this very user-friendly for teachers.

Annalies Corbin: [00:20:55] Yeah, that's awesome. So, Dominic, what's your team's take on that piece of the process? Because it sounds like, and just for clarity for our listeners, there are elements that are free and open source, you don't even have to formally engage with Little Inventors, but then there's opportunity to have a formal engagement, and obviously, there's more that happens with that. So, help us understand sort of the synergies between those two sort of approaches.

Dominic Wilcox: [00:21:21] Yes. Well, we have a website, littleinventors.org, and on that website is a gallery now of about 18,000 children's invention ideas uploaded, and that's for free. And we actually have a little team of moderators to write positive feedback for each of the uploaded ideas, because confidence is very important to creativity, being creative is a confident act. And so, yeah, so we give that little feedback, great idea, have you thought about this?

And also, we have a section which is for downloadable creative challenges, creative resources. So, every time we do a challenge, we put it on our website for free. And we also have things like, for example, with the Cove issue, obviously, we had to change and adapt, and we went online more so. So, we created an area on our website, which is called Mini Challenges, which are very simple one lines.

I think the very first one we posted, which was at the very beginning of COVID, was invent something to keep two meters apart from someone else. And that went viral, actually, got like 300 retweets, and it really caught the imagination. And then, yeah, the next one was invent something to give a hug to someone else from a distance. And actually, we're now up to 350 or something.

So, there are lots of little resources for free to use that are on the website. We also have the books that we've got out, which are great. But then, if an organization, a group of schools, the school board, the museum wants to work with us to create a challenge on a specific subject matter that they might be working on, we then develop a presentation, so the PowerPoint, the video, the PDFs, everything you need, based around that subject matter.

And that's the work that we do, that we then disseminate that to the different schools, who then the teachers run the workshops that has already been planned in the teacher guide how to do it, play this video, do this, and then each teacher adapts it in the way they want. So, the process is sort of like a waterfall, a trickle down approach, where we can focus on creating really engaging, fun, well-designed resources, and then the teachers can do their thing with it.

Annalies Corbin: [00:24:16] Right.

Dominic Wilcox: [00:24:16] Yes. And normally, the challenges last about three months, but we have done a full year one, all sorts of subjects, food waste, the oceans. I think any subject matter can be transformed into an invention challenge, and that's what we do.

Annalies Corbin: [00:24:34] Now, I absolutely would agree with that 100%, and I'm thrilled to hear you say that you're willing to tackle anything and that anything can be translated into a program and an opportunity for kids to learn something while they're having a great time being engaged in it. That's awesome. I always like to, as I just sort of start to wrap the conversation, recognize the fact that the journeys that the guests have had have always been—they're always unique, and they're interesting, and they're part of the story that makes the program that we're inevitably talking about, so remarkable, and part of that is the surprises along the way.

So, Mark, I'm super curious, as you implemented this program and you've launched this partnership with Little Inventors, I would assume that there are things that surprise you, a kid's product, something that a family said to you. I'm super curious and I'll toss the same question back to Dominic, so he gets to think about it for a moment, and, Mark, you're on the spot. So, what is something that sort of has surprised you along the way in a great way?

Mark Muzzin: [00:25:39] So, I guess there's a few. The first year that we ran that program, when Dominic did his his training, and then we were talking to the teachers after, one of the teachers, and she was a teacher of the year in the county, really respectable teacher, she actually cried a little bit, and she said, I am so excited to do this project, kids need this project, they need something fun. And it was almost like she was saying Dominic's words exactly, but she just felt such relief to be a part of this.

And then, the other side of it is a lot of my motivation with this project is it removes barriers to STEM, so we talk a lot that we have a lot of underrepresented people in STEM and these careers, and there's a great research paper that's called Who Becomes an Inventor in America, and the short version of it is that early exposure to innovation is key. And they're saying elementary, third, fourth grade is key to change trajectory in that confidence to kids. And one of the students that we had last year, she had the—was made real.

And so, we had a company that builds parts for stealth aircraft. They actually took her

idea, and built it, and made a working prototype out of this puffer sub. And I talked with a mom, I said, hey, well, how's it been? Well, the school district, she presented at the school board, and they gave her an innovation award, and she said she now wants to join STEAM classes when she gets in and she wants to join robotics clubs. And that's what we're looking for, because then these are cascading events, right?

Annalies Corbin: [00:26:52] Yeah.

Mark Muzzin: [00:26:53] I can do this, I can build off this, and all the kids get to see the blog. So, we talk about this early exposure to innovation, they're all seeing this process, it's messy, there's a little bit of failure involved, and then they get to see this end thing, and that, yeah, your ideas do matter, and it's pretty amazing. And the other student, she had the Ocean Snake of Doom, and this child was extremely, extremely quiet. And these are Dominic's words, but one of the things he said, a lot of kids are thinkers. He goes, I'm a thinker, and he goes, we don't know what they're thinking, this makes their thinking visible. And this child is so introverted. And the teacher said, oh, she's such a hardworking student.

When I showed her the Ocean Snake of Doom, we went to the school and presented it to her, she grabbed that thing so tight, and she held it almost like she was going to crack, and for a kid was really quiet, we don't want you to show it to anybody, somebody walked down the hallway, and she bolted around the corner to be like, oh, this is mine, and kind of see that sense of ownership and pride, and to see all that, those are life-changing events we can have, and a lot of kids benefit from that because of the blog, and I think it's just fantastic. The partners have been amazing. And if we're not doing it for the kids, and help elevate teachers, and what's going on in the classroom, I think I'm in the wrong field. So, I think it's great, and I'm so glad we found Little Inventors. Anyways, I could probably go on for a while. It's been great.

Annalies Corbin: [00:28:02] Those are awesome, awesome stories, right? And again, that's the reason I always ask that question, because those surprises along the way, they inspire people to say, I, too, can be part of or I can do in the same way that we want kids to believe that. So, Dominic, same question to you. Awesome surprises along the way, could you share a couple with us?

Dominic Wilcox: [00:28:25] Well, I think it's surprising every day, when we see the ideas coming in, I think a little thing popped to mind when Mark was talking about, we recently did a workshop and a teacher said that that boy over there who's very engaged with this, I didn't know what he was like, because I didn't know the type of student he was, because he's been very, very quiet throughout the year, and she thought that this project was a really good idea to do at the beginning of a year in order to see and reveal the personalities of the children.

So, I think that that's one of the powers of creativity, that it brings out different sides that you might not notice, and the teacher might not realize that that child has a gift for drawing, or communicating, or actually has brilliant ideas. So, I think, actually, the

teachers, themselves, get surprised by doing this type of project, seeing whatever. I think what's also interesting is looking at the demographics of the ideas we get, and the girls and boys are very equal.

I would say, actually, sometimes, the girls—sometimes, not every time, some brilliant boys, but the quality of the ideas coming out of the girls can be very thoughtful, very empathetic ideas, and it's a very well-balanced program. And I think that's it's great to get the children young, but then the challenge is to carry it on into the 15, 16-year-olds, where there is a divide becomes more so between the males and the females in those sort of certain areas,, but certainly, in the age group we're talking about, it's perfectly equal, and that was great to see.

Annalies Corbin: [00:30:38] Yeah, absolutely. We certainly see that as well. So, Mark has a quick follow-up that he wants to add in, so go ahead.

Mark Muzzin: [00:30:45] Yeah, thanks. One of the other stories that was pretty funny, I was a little nervous working with companies, because it's new, and we're like, hey, can you spend all your time and money, and build something for these kids, and kind of do it at your cost, and like, oh, yeah, they just jumped on board, but when we showed the final ones, one of the companies looked at the Ocean Snake of Doom, they said, oh, they're like, that paint job is awesome, and he goes, my guys are jealous, I've never seen 50-year-old men so possessive over a puffer sub.

And he said, they were like, we didn't get the airbrushers, and he goes, you didn't ask me, the owner is telling them, well, you didn't ask me for this stuff. So, they got really competitive and they really enjoyed it. They loved actually this kind of blue sky thinking, and it was PTI Engineered Plastics and J.M. Corbett that did that, and they're amazing. And the other thing for any educators out there looking, the long-term goal for us is to kind of have the fourth grade project, but to get high schools as part of the makers, because they say, bring to life, it doesn't have to be a prototype, it can be a rendering.

So, that's kind of in the works for us to say we get high school, and then we already have two colleges on board this year as makers to get some of these CT college courses, to have them as makers, to build their portfolio, and then have industry, to have this nice organic kind of pipeline where they're all going to start engaging around invention, and building, and get career exposure, and things like that. So, lots of potential in that area, and very, very excited to kind of keep growing it.

Annalies Corbin: [00:31:58] Absolutely. And thank you for sharing that, because I do hear that frequently from schools, that it's one thing to implement program, it's another thing to engage with industry partners. It's not something that they're used to doing. So, I appreciate you bringing that up, because it's just, sometimes, that giant unknown, it can be scary. Do I pick up the phone? Are they going to tell me no? And oftentimes, what we will certainly coach schools and teachers is just give it a try, right?

If the answer is no, there's a whole category. When you Google in your local

community, what's been a particular category? Just go down the line, right? Somebody will eventually tell you yes, and it will be an amazing experience, and everybody will have learned from it, so give it a try. So, Dominic and Mark, thank you so much for taking time out of your day to join us and to share the story of Little Inventors. And we will post resources on the website when we release the episode and I certainly hope that you both hear from folks. So, thank you so much today.

Dominic Wilcox: [00:32:50] Thank you very much.

Mark Muzzin: [00:32:52] Thanks for your time.

Annalies Corbin: [00:32:53] Thank you for joining us for Learning Unboxed, a conversation about teaching, learning, and the future of work. I want to thank my guests and encourage you all to be part of the conversation. Meet me on social media at Annalies Corbin, and join me next time as we stand up, step back, and lean in to reimagine education.