

**Christopher Richmann:** Welcome to Professors Talk Pedagogy, a podcast from the Academy for Teaching and Learning at Baylor University. I'm your host, Christopher Richmann. Professors Talk Pedagogy presents discussions with great professors about pedagogy, curriculum and learning in order to propel the virtuous cycle of teaching. As we frankly and critically investigate our teaching, we open new lines of inquiry. We engage in conversation with colleagues and we attune to students experiences, all of which not only improves our teaching, but enriches and motivates ongoing investigation, and so the cycle continues.

Today, our guest is Dr. Dave Bridge, Associate Professor of Political Science at Baylor University. Dr. Bridge researches American politics, American political and constitutional development, American public policy, judicial politics, and the Supreme Court. He teaches courses on American constitutional development, public policy and campaigns and elections. In 2022, 23 academic year, Dave was named an outstanding faculty awardee in teaching. And in 2022, he also received a Core Curriculum Virtues Recognition Award for his efforts to facilitate the development of the virtue of respect in his undergraduate courses. We are delighted to have Dr. Bridge, along with a special student guest, Noah Falk, on the show to discuss using games and simulations in teaching, developing virtues in our students and much more. All right, Dave Bridge and Noah Falk, thank you so much for joining the show today.

**Dave Bridge:** Thanks for having us.

**CR:** All right. Well, I originally reached out to you, Dave, to have this conversation and you had the fantastic idea to bring a student into the conversation as well. And I'm kind of ashamed to admit that I've never had this idea myself. So, thank you so much for bringing a little kind of different life into this kind of conversation here where we talk not just with professors, but with students as well. So, I really appreciate that perspective. So, let's just start by congratulating you. You've been named an outstanding faculty in teaching this past year. So, what do you think that sort of affirms or recognizes in your teaching?

**DB:** Maybe more than anything, that even a blind squirrel finds a nut every now and then. I don't know if it affirms anything. I would hope it means that I'm doing something right. Namely, trying to meet these young people where they're at. If we learn some political science along the way, that's really great.

**CR:** Yeah. Fantastic. So, Noah, tell us a little bit about yourself, what you're studying, what courses you've had with Dr. Bridge.

**Noah Falk:** Yes, sir, of course. I'm a junior political science major here at Baylor University. I took two courses under Dr. Bridge here at Constitution and then his very politics, games and strategies course. I'd love to have loved having him as a professor and we've remained in good touch. And I am also on the pre-law track here at Baylor, so I aspire to go to law school upon graduation.

**CR:** Fantastic. And thank you for being here. So, Dr. Bridge, one of the first sort of contexts in which I met you and got to know your work was with this idea of using games and simulations in

your teaching. So, can you give us just a little bit of background of how you kind of got interested in that? My understanding is that it's more common in political science than, maybe, in a lot of other fields. But that doesn't necessarily mean that everybody's doing it right.

**DB:** Yeah. You know, I'd forgotten how many things that we've been through together.

**CR:** Several.

**DB:** And I think when I went through the course development, the course redevelopment syllabus thing, I think I did it with this syllabus that [inaudible] Yeah, so kind of come in full circle.

**CR:** Yeah, that's right.

**DB:** Yeah, Games and simulations are maybe a little more common in political science. The discipline itself lends itself to certain kinds of, especially what I call traditional role-playing simulation where you assign students roles and they bargain and negotiate over something. Classic examples are making legislation. Students take on the role of US. Senators and discuss. And another one would be international relations. I've used some of those and some of them are very good. But I think that there's more too games than just traditional role-playing simulations. In part because I don't think it's realistic to tell two students, "You be Israel, you be Palestine. You have 30 minutes. Make peace in the Middle East".

**CR:** Right. Yeah. Yeah.

**DB:** So, I really try to focus on games. Things that have specific rules where there are winners and students are incentivized to win, and it brings out a friendly competitive spirit that makes it a lot of fun.

**CR:** Yeah. There seems to be, when you're mentioning that kind of facetiously, you know, Israel, Palestine, you need to balance that...the game needs to be accessible. We need to be able to do it and learn it quickly. But also not, I think maybe like oversimplify something that's very complex, right? So, you find that that's kind of the way that you're trying to thread the needle with that?

**DB:** Yeah, in some of the games I've designed, it, I hate to say they are kind of oversimplified. But it's only to teach one aspect, politics. And to really focus in on one thing that is easy to overlook or maybe hard to understand. But once you gamify it, it becomes a lot more accessible.

**CR:** So how does the preparation for this sort of thing work? You used the term role play, and that's something that we do in my field of history as well. But people recognize it takes a lot of time to set it up right.

**DB:** Yeah. With the role-playing stuff, students to, the more you give them, the better the more that they can read their roles and prepare for them. But with games, it depends on the complexity of the game. I've used, for example, off the shelf board games. I've used the game Battleship. And there's not much prep for that game students know what they're doing. And I have him play

it just for 10 minutes as a regular game. And then I kind of tinker with the rules a little bit to teach about something. And tinkering with the rules, it takes a couple minutes of an adjustment period, but they always get it. In part because I think they'd rather be playing a game than listening to me lecture.

**CR:** Does that track Noah? Does that sound right?

**Noah Falk:** Yeah. A little bit. I won't lie. I really do agree with Dr. Bridges method of teaching through engaging us with things such as games in the classroom. I believe it made things, like you said, a friendly competitive nature. And I just really enjoyed being in that environment. I constantly would be checking the clock not to see when the class is over, but hoping that we could have more time to play again. Because, uh huh, I wanted to beat some of my friends in the class so badly. And I did like when we would mess with the rules and kind of like switch things up if anything I know to further a point or to teach a point but also it made things that much more interesting and kept things fresh and much more worthwhile.

**CR:** Yeah, that's great. So, as you know, Dave, you know, at the ATL we start a lot of our discussions with faculty, with learning objectives. You know, what are you trying to accomplish here? Let's start there, start at the end where you want your students to land. But I always tell folks too that that's kind of like the platonic version of course design. And we recognize that it's very messy and very iterative in practice. Do you find when you're either forming or reforming these kinds of learning experiences that you're starting with the learning objectives, or do you kind of find the learning objectives on the way?

**DB:** I'm so glad you asked this question, You don't remember this, but the syllabus redesign, you really pushed me on this and they said that's not how real teachers teach. You said you were very reasonable and you said, well, why don't you just try it? See how it goes. And so kind of pouting. And I said, fine, you're going to be wrong. But it works in this class more than any other. I type up a lesson plan for this class. In other classes, it's mainly PowerPoints, and that's my lesson plan. But at the top of the lesson plan, right at the top is the objectives. I always try to keep three things in mind: What's the concept I want them to learn? How do I want them to apply it or think critically about it? How can what we're doing today build community between the students? And so all of those are driving not just the way I think about the syllabus, but the way I think about every minute in classroom.

**CR:** I think most instructors would be nodding along as you say the concept and the application. But you might be losing some on the community aspect. You're not losing me on it, but can you sort of give some defense on that one?

**DB:** I'm going to pass it off to Noah here.

**CR:** Please.

**NF:** That's great. I think from the first day of class, my freshman year, when I walked in, Dr. Bridge always put students first. And he told us that he was helping us in our transition, not just

from high school to college, but just in general to opening up our minds and to new methods of learning, new practices and studying and all these type of things. But his point on community really just strikes me, resonates with me, I would say. Because everyone in that class became such a dear and personal friend to me, I think it was such a tight knit group, we met regularly outside of class with the original intention of studying and preparing and making sure we all kind of knew the rules of these sometimes complex games the next day that we were going to be playing. But they would almost always just kind of devolve into friendly hang out sessions. And I still maintain close relationships and ties to everyone in that class. And I think that's very unique and something that you can't really obtain in a lecture style. Or definitely not in a mass lecture hall, but even in more intimate smaller class sizes that don't teach in these engaging type of ways. So, I will definitely harp on the community aspect.

**CR:** That's great, that's great. I mean, this is something that I'm always working on in my own teaching. And I love to have conversations with faculty about community as well. Because many of us recognize that community is so important for the learning experience. And yet so many forces in the system, in the higher ed system push against that. There's the grades and all of these things kind of really emphasize the individual. And so it can be hard to find ways to lift up that community. And so I've been trying to lean harder into the belief that people will be accountable when they have individuals, peers to be accountable to. So it's, I'm not just doing this, you know, so I can get a grade... that can be very motivating and we can't ignore that reality. But there's a more, you know, wholesome kind of accountability, more organic, authentic accountability when you like look across the table at a classmate and go, oh, I was supposed to prepare this thing for our, you know, whatever a role play or whatever today and I let you down and I don't feel good about it. Right? So is that part of this mix here too?

**NF:** I would say so. I would definitely like to reemphasize the friendly competitive nature and I think that that's something that really brought the class together a lot and made it feel less like we were in competition with one another, but more so trying to like working together, and ultimately trying to reach the point and understand what Dr. Bridge was trying to teach us with each class. And that came through the fun of a friendly competition. But it didn't feel like we were or trying to outwork each other necessarily, if that made sense.

**DB:** Noah's group was pretty unique. They were a little more competitive than most, and I think they held each other accountable insofar as if you reduced the likelihood that your teammate was going to win, they were going to be upset with you. And it was so interesting the way the different personalities and leadership styles really that emerged. There was one student who would hold you accountable by...he wouldn't mock you, but he would make you laugh that you didn't really prep for your game. There was another student who was just deathly competitive. And she just really wanted to win. And another student who just really wanted to do her best and she felt like if you didn't do your best, she was going to let you know. And there were all these chiding of peers, it was actually done with love. And they could only do it I think because they felt so comfortable with each other.

**CR:** Yeah, I've been doing group daily quizzes in my course.

**DB:** How's that going?

**CR:** Very well. Very well. And so, I checked in with the students a couple of weeks ago and just said, just give me some feedback. We're about, you know, four or five weeks into the semester and, and I learned like what some of the students are doing to hold each other accountable. One student apparently is texting all the members in her small group the morning of class: don't forget to read, Here's the readings. And it's like, okay, well, that's one last thing I have to do as an instructor, right? Like I'm not going to take that role of, you know, reminding you what's already on the syllabus, but if, you know, out of concern for your fellow classmates and your group grade, one of your group members steps up and takes that role, by all means, right? That's community that's authentic.

**DB:** One of the things that really emerged in Noah's group that I, it wasn't a learning objective of mine, was just the leadership that they showed towards each other. I was, I was stunned by it. Really. Noah's group probably had the best leaders I've ever had.

**NF:** Well, if I could speak on that at all, I will say there were definitely some people who liked to take charge of any sort of group activity that we were doing or any team-based thing that I guess when someone took over, it really just it wasn't in a commanding or degrading way like I know more than you, I studied more than you, I prepared more than you. It was I want to help you out and I want to lead this because I think I understand this concept and I think that we working together this way will function the best. And that was something that I thought was really cool, kind of goes to the whole friendliness aspect of it.

**CR:** All back to specifically like games and simulations, are there broader principles about teaching and learning that you think are infused in this or that maybe you've learned retroactively by doing this that'd have affected other ways of your teaching.

**DB:** It really brings me back to the point that we have to meet the students where they're at and making the material accessible to them. And we can do that many different ways. And it doesn't have to be through games, it could be through any teaching style, lecture, discussion facilitation. But this is just one tool we have in our tool belt. And it really reinforces that they get excited about this tool and even if I'm not using a game, I have to do something to get them into the material because if they don't want to be there, they're not going to listen.

**CR:** Yeah, yeah, that's right, Yeah. Got to hook them somehow. That's right. Well, let's pivot a little bit to talk about. And I don't know Noah if you have experience with this as well, but Dr. Bridge was recognized a couple of years ago with an award for focusing on and instilling virtues in students. If I remember correctly, yours was the virtue of respect that you focused on. You know, at Baylor these are things that we talk about and think about, especially with the courses that are in the Common Core courses that most of our students take. You know, what are the deeper kind of character focused sorts of things that we're trying to accomplish with our curriculum. Knowing that students are not going to remember every detail, in fact, of our course, that is a common course, that's not part of their major and so on and so forth. Either one of you wants to give us some perspective on that?

**DB:** The respect one really comes into play with the constitution class. So, this is a class almost every student at Baylor has to take. And the core of American constitutionalism is that the people

are sovereign. And it's really the first time in a country this large where that was ever said. And it's been working for nearly 250 years. And the minute we as a republic lose respect for our fellow citizens, the Constitution doesn't really work anymore. And so, it's not just something that they should exhibit as a citizen, but also for their classmates, for their community, for the world. And in the same way that they have a responsibility to this republic, and whatever that might be is great if it's voting, if it's running for office, anything in between, that's fine. They also have a responsibility to their brothers and sisters.

**NF:** If I can, I agree with everything Dr. Bridge said. And I believe a big part of this is recognizing that everyone is an individual. And I think whether it was in my Constitution class or in the Games and Strategies class, there were a wide array of students and a lot of people that had different values, interests, personalities, and I really, really loved that, and seeing people with different lifestyles, different perspectives, and different, you know, just beyond political beliefs, but just, you know, human beliefs. And being able to respect those opinions and those ideals that each person uniquely maintained is something that I think is a trait that you can take out of college or take out of a classroom and really practice in everyday life as a citizen, as a United States citizen, as a person. So, I think that's something that Dr. Bridge did a great job.

**DB:** I think it's a little easier actually, at Baylor. For what it's worth. When I walk into class, I'm dealing with the most respectful students I've ever had at any institution. This kind of a shadow to our students here at Baylor. I think they really want to listen to people who disagree with them. They want to hear those ideas. I'm amazed every time they say, well, I disagree, but I want to hear more.

**CR:** That's great. So how do you conceive of that, either that bridge or that pivot between respect is part of just understanding the material, like how the Constitution and how the Republic works and, and it sort of makes sense as the glue that holds this thing together that we are studying? How do you make that pivot or bridge to...now let's talk about your lives and how you think about voting, or how you think about engagement in the public sphere, or how you think about your voice on Twitter or whatever it may be. Because I'm assuming that's in some ways where you're trying to go, right?

**DB:** Yeah. So, Noah was in a new student experience class where they're transitioning to college and I used a book. It was *iGen* by Jean Twenge. Actually, Dr. Lynn Wisely held a kind of study on it among professors. And I thought it was just a really enlightening book and it's short, it's very accessible. I had students read it and it talks about their generation and some of the trends and the traits, and we would just talk through about a chapter a week. And it was hard, in many ways, the hardest part of the semester, but hopefully it landed well.

**CR:** For those who haven't read the book, I'll put a link in our show notes for it. But do you want to say like one or two things that come to mind for you about what that book...

**DB:** I think should quiz my former student. [laughter]. The bottom line is that young people today have spent so much time on their smartphones that it affects almost every aspect of their lives. There's a direct causal link between rising levels of depression, anxiety, loneliness because

of social media use, and being able to talk to young people about that. I was amazed by the level of vulnerability that they were willing to show to each other and to me.

**CR:** Yeah, great.

**NF:** If I can add to that, I really like how you used vulnerability to describe it because I think sensitivity was a big concept that we had to kind of dive into with how almost desensitized it is to just have most of our communications nowadays through cell phones or social media, or over the phone behind the screen. I know that was a big theme behind the book. And then when you're forced to, not forced to, but I guess in the classroom setting, having interpersonal communications or in a discussion-based class, or as many political science classes are, you really realize that it's hard to have some of those communication skills. Or it can be hard to talk about things in person, face to face with someone, look someone in the eye and get deep, you know, talk about something that's very personal to you. And I really appreciated how we would devote a few minutes of each class just like, hey, well what did we learn? What did this make you reflect on or think about in your personal life like, and it really did make me value or really evaluate how much I use my phone use technology, rely on that as my primary form of communication nowadays.

**CR:** Yeah, so what's then the transition to thinking about respect?

**NF:** I believe that that kind of comes out in just recognizing that there's when you're not hiding behind a screen or you're not hiding behind an anonymous account somewhere, or you're not somewhere far away in the safety of your own home or room that there is someone else, there's another living breathing person that could hear some of the things that you say or see the way that you talk or the way that you treat them, or the way that you're very rash about your beliefs and it hurts. Words hurt. Or that they reach people. People hear it. And what you say, what you do, what you believe, they all mean something. And I think that builds respect because then you see someone when you put a face to a name, you actually have that physical in person interaction with people and foster those tough conversations. It's so much more real and palpable than doing it over the phone or leaving a comment.

**DB:** Actually I should send a shout out to Noel Forlini Burt in religion, she really works a lot at meeting students where they are in, as 1920 year olds and building friendship. And she and Darren Davis put together a few events that I was able to go to and it really made me think about how I could do things to do better on that dimension.

**CR:** Yeah, yeah. So, what specific activities or learning experiences did you require or give your students an option to do that were really focused on this issue of respect?

**DB:** You know, it was as simple as a short canvas response. Read a chapter which was about 15, 20 pages a week and just give me 100, 150 words on what you think. The problem wasn't getting them to get to 100 words. The problem was getting them to shut up. They really had a lot to say and some of them felt a little safer actually saying it in the privacy of an online learning management system. And we would bring it to class. And I would never call somebody out and say, well, you said this. If it was relatively benign, that was fine, but if it was very personal, I

wouldn't do that. And then some just felt even more comfortable talking about it with their peers in class.

**NF:** Yeah, if I can. I think it added comfort knowing that other people might have said the same thing that you said or similar things. Because I think we all share some common fears and personal kind of beliefs about certain subjects that might make us a little bit itchy or, you know. So, bringing those to class and hearing Dr. Bridge kind of be like, well I heard this around the responses. I think a lot of people said something along these lines. You'd realize in everyone would let out that sigh of relief like, oh, it's not just me that's dealing with these issues or it's not just me that put that in the canvas responses, so that fostered conversation very healthily.

**CR:** I don't think it's just me. I think a lot of thoughtful teachers are haunted by this concern whether or not what we're teaching or trying to help students learn will transfer to other experiences in life and in other courses. Because even though as professors we have our subject expertise, especially in courses that are like common general education courses, we're also focusing on a lot of things that we hope translate and are reinforced in other courses as well. So, from your experience, Noah, was there any way that you took that focus on respect and saw it being played out or that you could apply in other courses?

**NF:** Absolutely. I think when you look at courses as a whole, of course there's individual differences between the political science department and maybe some more like STEM department classes. But almost every course that I've taken here since coming to college has involved some sort of group project, group effort, some sort of collaboration with other students. And I think that utilizing some of those skills that maybe we're honed in upon in these kind of classes, and being able to have conversations that I may not have been able to have before, grow closer in relation to fellow students and just be more willing to participate in class discussion or kind of just take charge of some assignments or some group things while also doing that. Not again, from a degrading, I'm above your standpoint, but from, you know, uplifting others and encouraging others, those are things that I took away from the class that I was able to apply in any sort of class setting.

**CR:** Yeah, Dave?

**DB:** I always tried in the games class to say, okay, what's the real-world applicability to this politics concept? So, I don't know if you remember any of them, but one of them, we did some games and simulations on building coalitions under different governmental rules. And I would say, well, what's the real-world applicability to this? We started talking about building a coalition to pick the right dessert at a restaurant that people are going to share.

**CR:** Oh, that's wonderful.

**DB:** It was.

**CR:** No easy task.

**DB:** I know forming a government is hard.



**CR:** That's all right, brilliant. So, are there other virtues that you've thought about, Dave, that would work in the courses that you teach or that maybe you have found yourself kind of already doing and now maybe getting a name for it?

**DB:** I don't know if I'm getting a name for it or just stealing from my colleagues. Dr. Rebecca Flavian and I talk a lot about civic responsibility and empathy and it's no wonder she's now administering the engaged learning here at Baylor. But getting students, you know, they don't have to be excited about being engaged, but if they're at least a little more likely to do something for their community, their state, their country. An assignment I stole from her, actually she lent me. It was kind of a two-step assignment. And the first step was having students look up how to register to vote in their home state. And so that's easy. That took a couple minutes. They were allowed to copy, paste it from a website. And then the next week they had to find somebody and register them to vote. And I like to think that there are more voters now on campus.

**CR:** Yeah, yeah. Actually, getting out and doing that. And I recall, correct me if I'm wrong, but when you presented a Seminar for Excellence for Teaching on this, that you had students engage in some kind of find somebody that's on the different side of a political spectrum as you. Can you speak a little bit about how that works too, because that requires them to be doing that outside of class, right? Y

**DB:** Yeah, So the basis of it, and maybe Noah can speak more to it, is they, like you said, find somebody who they disagree with and talk with them about politics for a short while.

**NF:** I know one time during our constitution class, I believe you asked me and a fellow student who may not have seen eye to eye on certain political issues, to go and sit in on another political science lecture. And just doing it together. And again, going back to the whole respect thing, just being able to be friends and be cool and just be able to have that kind of engagement. And that talk was really, really cool. And just all that exposure to the other side is again, a very big awesome Baylor thing that I see a lot of is that being more open to other perspectives and other viewpoints and not being intimidated by it, or being so hard stuck in your own beliefs or your own systems that you're afraid to meet with other people, engage with other people, listen to other people. That's a big thing. So, I would really like that.

**CR:** So, for those who may be listening to this at a time removed from this, we are moving into election season I guess is the way people say it. I'm not a pundit, but it's a lot of gloom and it's a lot of hand wringing, and it's a lot of hair pulling, and, you know, we went through this two years ago, we went through it four years ago. I guess my question is for either of you, because we're focused here on the virtues that are part of our political system, or at least when our political system is working well. Are you hopeful?

**DB:** Do you want to go first, Noah?

**NF:** I am hopeful. This might be the youthful optimism that maybe.

**CR:** we will ride that way when we need it.

**NF:** That I think can characterize a lot of people my age. But maybe it's because of my exposure to just the subject as a whole or my fascination with it. But I definitely see more young people or people my age than ever getting invested kind of in the political sphere. And even if they're at a very surface level engagement with anything or they just kind of pick up buzzwords here there or start to follow certain celebrities that follow certain politicians or beliefs. I think just the increased amount of general knowledge surrounding not just our systems that we have in place, but the actors at play. And kind of familiarizing ourselves, building up those beliefs, getting more involved in the political system, is something that I like to see and I didn't expect to see as I grew up. I thought that was just kind of more of, ah, we're political science kids, we kind of stay in our own world. And for the most part that can be said. But I would say it's surprising how many more people I'm seeing get more involved, get more engaged, get more passionate about certain subject or actor that they want to support.

**DB:** I'd love to turn around on you. Are you hopeful?

**CR:** Depends on which side of the bed I wake up at the end of the morning. I'm a little pessimistic right now, but I'm not sure how well I can articulate at all either.

**DB:** Well, you're tracking with most Americans.

**CR:** Yeah. Yeah, yeah. And I'm aware of that so much of it is just the psychology of the moment too, you know. It's like the economy is doing well, but the grocery store prices are still so high. And so because people are paying more for the things they buy all the time and paying less for the things they buy very infrequently like TV's and things like that. There's a psychology that's at play there that, you know, you just have to go, well, don't trust my gut all the time on these things.

**DB:** Yeah, exactly. One of my colleagues pointed out a good example that if you see long lines at a governmental agency, you must think that the government's not working well though, because they're just not being efficient. But it really just so happens that it happened to be that day. It just happened to be the day you were driving by, which is another way of saying depends on which side of the bed you.

**CR:** Right. Yeah. Uh huh. Uh huh. Well, Dave, is there anything that you are working on in your own teaching that maybe you haven't gotten a chance to try yet or planning to do that? You can break the news here on the podcast.

**DB:** I don't think this is all the news that's fit, but I do research on this stuff too. I test to see whether these games work, whether they are, students are learning. And there's different ways you can do that. Eventually, I'd like to put all these together and maybe even write a book about it. The thing I'm excited most about though, this semester I get to teach the games class. And we're doing some new ones, and the students seem to be really into it, some really complex games. But they're starting to meet outside of class. They're getting excited about it. So, I'm hoping for the best.

**CR:** I think I saw a title, one of your papers that was like borrowing ideas of fantasy football, is that right?

**DB:** Yeah, yeah. I have a game where students have a fantasy draft and they draft US. Presidents. And so each team has a roster of US. Presidents. And I submit those teams to experts in the field and ask them to judge those teams on different dimensions of presidentialism. So, were they a good party manager? Did they make good appointments? One of them is, were they scandalous? So, actually having a Richard Nixon, or a Bill Clinton is a good thing for those dimensions. And it encourages students to research the presidents that might be ranked lower because of those scandals.

**CR:** Yeah, interesting. So that got me thinking about, you know, since sports betting is so common now these days, is there a way to infuse like DraftKings style into one of these games...

**DB:** Up-to-the-minute betting.

**CR:** Yeah, that's right.

**DB:** Political science classes, yes.

**CR:** Who knows? And anything you want to add there?

**NF:** I do not participate in any sports betting as it is now. If that were to become a part of my core curriculum, I don't think I'd be opposed.

**CR:** We won't get you in trouble though.

**DB:** One fun thing we did is I translated that into what I called the fast-food draft. Do you remember that?

**NF:** Oh, that was such an amazing highlight. I mean, we got so overly competitive over whether we were going to take Chipotle or Panera bread in the second round. And it was just like, it was such an interesting concept. But again, it just worked because it engaged everyone. And it was something that was applicable to everyone and something that I honestly like took from and went and got the food that we selected as our number one pick. I think we were Chick-Fil-A team. I think we probably were.

**DB:** The learning outcome there is that I tell the students that they have a roster of fast-food restaurants, and I tell the judges, all right, you can only eat at the places that are on each roster. Which one would you choose? And I tell the students, I'm just going to pick some other students to judge the contest. And it worked out perfectly last time. I went into the hallway, I found four young female students who were all wearing the same sorority T shirt. And they came in and judged it, and they left. And my students went berserk. They said, that is not an accurate representation.

**CR:** Not representative of the student body...

**DB:** And that was a lesson, it was a lesson about political science methods. Selection bias. And then they wrote a paper about it. It was quite a lot of fun.

**CR:** Fantastic. Well, Noah, what are you planning on after Baylor?

**NF:** I hope to apply for law schools. Um, pretty much in the next year. That's my current goal. I have kind of a primary focus in just maritime and environmental law right now. It seems to be my field of interest, to be completely honest. It's something I've always been involved in. My father was in the Coast Guard, and so we were surrounded by water a lot growing up. And I thought that was such an interesting field to kind of explore and look into. But I've heard that no one really knows until they go to law school or if that even is in the cards. But that would be my first goal.

**CR:** Fantastic. All right, well, Dave Bridge and Noah Falk, thank you so much for joining the show today. We're going to look forward to that book coming out some day of games and simulations and political sciences. So, we appreciate you being on the show.

**DB and NF:** Thank you.

**CR:** Our thanks again to Dr. Dave Bridge and Noah Falk for joining the show today. As I mentioned in our show notes, you'll find a link to Jean Twenge's book *iGen*. If you are enjoying this episode or any of our episodes, help us out by subscribing and leaving a five-star review in your podcasting app. That's our show. Join us next time for Professors Talk Pedagogy.