Webinar Transcript: Closing the Digital Divide Through the Power of Community
Monday, September 11, 2023

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00:00:13.740 --> 00:00:19.739
Julie Keane, Ph.D.: All right. Welcome, folks. I can see folks pouring in. We'll begin shortly. Give folks a couple of minutes to come on in.

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00:00:55.420 --> 00:00:57.260
Julie Keane, Ph.D.: Bring my son's mention.

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00:00:57.640 --> 00:00:58.749
So we did

4
00:01:00.530 --> 00:01:01.900
Julie Keane, Ph.D.: alright.

5
00:01:02.010 --> 00:01:05.790
Julie Keane, Ph.D.: and you'll wait again, maybe smooth conspirement. Love it there.

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00:01:09.650 --> 00:01:35.369
Julie Keane, Ph.D.: I know that Crystal and I can talk forever, so I will probably get started now that we have 20 or so folks. I'm gonna welcome everyone. And then again, for anyone coming in late, or who signed up and not able to attend. We will be sending out the recording after that. So Hello, everyone. I'm Julie Kane. I'm the chief learning officer at participate, and

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00:01:35.370 --> 00:01:56.949
Julie Keane, Ph.D.: together with my best team and partners like California State University, Dominguez Hills. We help people learn and work better through inclusive, engaging, online community practice. And I am so pleased to welcome you to this third webinar in our lifelong learning conversation series. It's literally one of my favorite things to do as part of my job. I don't know how I got to do this, but

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00:01:56.990 --> 00:02:10.789
Julie Keane, Ph.D.: it's pretty great. So this virtual conversation series offers an informal opportunity to learn from a range of experts

on topics related to empowering lifelong learners. And before we get started, just some technical notes.

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00:02:11.730 --> 00:02:35.699
Julie Keane, Ph.D.: The captions are available for this webinar. But let us know. In the QA. Function. We have our wonderful support partners. Watching that chat. If anything is not working, please just let them know and please submit questions through the QA. Function? We'll monitor this throughout the session. And again we'll try to maintain some time at the end. To get that, go to answer any questions that you have.

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00:02:35.700 --> 00:02:44.980
Julie Keane, Ph.D.: And also the chat function is going to be used to share resources. So QA. For questions and the chat will be sharing a lot of resources.

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00:02:45.150 --> 00:03:05.940
Julie Keane, Ph.D.: Please follow up with all of the resources that are gonna be shared here. Crystal has a lot to teach and she's just a wonderful fountain of knowledge for many, many things. And then, as I mentioned earlier, we'll share a recording of the webinar. So I am thrilled to welcome today's featured guest, Dr. Crystal walls. Welcome crystal

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00:03:06.000 --> 00:03:19.300
Julie Keane, Ph.D.: hey? Crystals! A program leader and a storyteller. Crystal's demonstrated her ability to analyze and translate data into actionable items. And truly, honestly, that is a very unusual gift

13
00:03:19.440 --> 00:03:42.749
Julie Keane, Ph.D.: as the workforce integration program development designer and director at California State University. She works to continuously improve the overall student experience guiding them towards personal and professional growth. And I know we're gonna be getting into that crystal. And one of crystals notable accomplishments really is includes her role. As the co-author of a 5 million dollar Federal grant aimed at

14
00:03:42.750 --> 00:03:56.969
closing the digital divide, which is really amazing, and we are so privileged to be supporting this work. The grant enables 10 community-based organizations to serve 7 0 members, ensuring that everyone has access to the tools and resources

15
00:03:56.970 --> 00:04:01.869
Julie Keane, Ph.D.: in a meaningful way to thrive in the digital age.
So welcome, welcome, Crystal.

16
00:04:02.800 --> 00:04:19.309
Krystal Rawls, Ph.D.: Thank you so much. Hi, Julie! Hi! Thank you so
much for having me today for allowing me to share my work with you
folks and share what I've come to understand about the work that Win
is doing with and for our community partners

17
00:04:21.010 --> 00:04:21.709
awesome.

18
00:04:21.839 --> 00:04:26.610
Julie Keane, Ph.D.: So there's gonna be a poll coming up.

19
00:04:26.750 --> 00:04:51.609
Julie Keane, Ph.D.: and we would love to just get a sense of who's on
the call? So if you can sort of answer some of these these questions,
how familiar are you with digital communities of practice? I know
certainly during the pandemic, and and probably many of the folks on
the call before are familiar with online communities. But we'd love to
know as well as the more specific question related to the conversation
today is, what do you believe is the most effective

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00:04:51.610 --> 00:05:00.419
Julie Keane, Ph.D.: effective way for communities to close the digital
divide. And I'm particularly interested in this answer, because I know
this is something that we have

21
00:05:00.420 --> 00:05:08.750
Julie Keane, Ph.D.: been really struggling to address for for many
years now, not just in the recent past. so I'll give a second for
folks to

22
00:05:08.850 --> 00:05:11.569
Julie Keane, Ph.D.: to get in there and to answer that, poll.

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00:05:13.490 --> 00:05:16.169
Julie Keane, Ph.D.: Just so. We know who is there.

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00:05:16.780 --> 00:05:27.550
Julie Keane, Ph.D.: By the way, this is not one of my competencies.
Crystals. I'm terrible with wait time. So I'm I'm going to wait just
another minute. And then again, I'm gonna

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00:05:27.610 --> 00:05:31.999
Julie Keane, Ph.D.: get started because I know I really want to dive
into this conversation

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00:05:32.520 --> 00:05:42.140
Krystal Rawls, Ph.D.: see? Luckily, as faculty, they tell us that
people have to have a moment to think about their answers. And so we
just have to allow that space. And that time

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00:05:42.250 --> 00:05:44.760
Krystal Rawls, Ph.D.: and I'm very eager

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00:05:45.080 --> 00:05:51.510
Julie Keane, Ph.D.: to. I don't see what people have to say,
especially about closing the digital divide.

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00:05:55.680 --> 00:06:01.639
Julie Keane, Ph.D.: Alright, I'm gonna do one more, and if we have,
you know, just some more passive. Here we are, all right.

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00:06:01.830 --> 00:06:09.940
Julie Keane, Ph.D.: So we have some folks that are new folks that are
investigating, and many folks that are feel pretty familiar.

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00:06:10.200 --> 00:06:31.449
Julie Keane, Ph.D.: and then, interestingly, ensuring affordable
access. Right? So that's something. If you wanna touch on crystal, the
training education to help people develop those digital skills. And I
know we've talked a lot about that about how to really invite folks
into that process as opposed to a top down process of offering that
training.

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00:06:31.450 --> 00:06:58.079
Julie Keane, Ph.D.: creating that physical space and collaborating
with business. So really, across the board of kind of a multi-pronged

approach to to dealing with the digital divide. And I know that you sort of are really jumping into that work in that way. So let's get started. Can you tell? Our folks here, the participants, the work of the workforce integration network and the impact you've been able to make on learners across the community. And I know this work is still building, but

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00:06:58.480 --> 00:07:00.769
Julie Keane, Ph.D.: just in terms of what the center's been up to.

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00:07:01.080 --> 00:07:13.040
Krystal Rawls, Ph.D.: Certainly. Certainly. So the workforce integration network came about from my experience as a faculty member, honestly helping students in the classroom

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00:07:13.200 --> 00:07:38.959
Krystal Rawls, Ph.D.: understand that their experiences, even prior to coming to the class combined with their education makes them powerfully competitive in their future successes, right, personal and professional. And then the relationship with California State University, Dominguez hills. It was just a natural bond, because they were really at the beginning of the pandemic right? So not really as a reaction

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00:07:38.960 --> 00:07:49.839
Krystal Rawls, Ph.D.: to the pandemic, but at the beginning of the pandemic. Really looking at, how do we ensure our students understand the wealth that they bring to the community

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00:07:49.840 --> 00:08:13.050
Krystal Rawls, Ph.D.: as well as to the workforce. And so it was just this beautiful marriage. And so that's the really the work of the workforce integration network is bringing everybody into a conversation of how do we make sure that the knowledge and experiences of students can be seen? And can help students reach their next goals in life.

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00:08:13.840 --> 00:08:14.800
Julie Keane, Ph.D.: And

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00:08:15.120 --> 00:08:36.790
Julie Keane, Ph.D.: you know, so as you thought about that, I mean, what practices do you think I'm just gonna of course I'm gonna go a

little off scripted. What practices, just even in the beginning of that work did you put in place to really invite those students in? Because so often it it becomes again, this sort of power relationship between the university and students. And I'm just curious how you have really worked to kind of

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00:08:37.020 --> 00:08:50.289
Krystal Rawls, Ph.D.: certainly. So it really is a combination of both practice and theory. Right? So there are sociology theories. There are culturally relevant pedagogies. The there are particular ways

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00:08:50.310 --> 00:09:00.250
Krystal Rawls, Ph.D.: that we can work within our community to acknowledge their own wealth, and it really was as simple as inviting students

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00:09:00.430 --> 00:09:07.069
Krystal Rawls, Ph.D.: to see themselves the way I see them right. And so I see them through their potential.

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00:09:07.130 --> 00:09:35.320
Krystal Rawls, Ph.D.: not through what it is in that moment that they have, and sometimes those 2 things together are very, very powerful for students, so I simply invited them to do work that they wanted to do. I asked them, what's important to you? How can this class combine with things that are important to you. And what was fascinating was 64% of a very large body of students chose to do community service work

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00:09:35.440 --> 00:09:43.189
Krystal Rawls, Ph.D.: here at Cal State Dominguez Hills. That's about the percentage of our students that do community engaged work

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00:09:43.270 --> 00:09:45.230
Krystal Rawls, Ph.D.: within their 4 year degree.

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00:09:45.390 --> 00:09:55.430
Krystal Rawls, Ph.D.: And I felt the same thing with my students. They want to be a part of impacting work in their communities. So I leaned into what they wanted to lean into.

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00:09:55.450 --> 00:09:57.880

Krystal Rawls, Ph.D.: and when married with curriculum.

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00:09:57.900 --> 00:10:12.880
Julie Keane, Ph.D.: That's just a powerhouse, right? Passion and
education together, that social and economic uplift. Yeah. And it
seems so obvious and simple. But we know that it often does not happen
that way. So I think that approaches again.

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00:10:12.880 --> 00:10:34.990
Julie Keane, Ph.D.: I think, why we have felt so powerful in our
connection to each other. So let's talk about communities of practice.
We talk about it a lot and sort of in the way that you're thinking,
sort of building on, on, how you talked about your students tell us
how you define it and how you think the the approach a community
practice approach can close that digital divide in your community.

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00:10:35.110 --> 00:10:54.929
Krystal Rawls, Ph.D.: Absolutely. Well, so I have a community of
practice. And most of the work that I do is as a community member,
right? And so the work that I do and I'm gonna share my screen just to
give a visual to go with my conversation. The work that I do

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00:10:55.060 --> 00:10:56.080
Krystal Rawls, Ph.D.: with.

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00:10:56.700 --> 00:10:59.779
Krystal Rawls, Ph.D.: Well, let's get this screen shared with

53
00:10:59.970 --> 00:11:04.329
Krystal Rawls, Ph.D.: students, with faculty, with staff, with
community members.

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00:11:04.340 --> 00:11:11.540
Krystal Rawls, Ph.D.: It just encompasses everything that I do. So
it's nothing that I can personally do alone.

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00:11:11.550 --> 00:11:15.769
Krystal Rawls, Ph.D.: So, for example, in closing the digital device
specifically.

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00:11:15.890 --> 00:11:25.390

Krystal Rawls, Ph.D.: we have a program called Toro impact here at our campus community. And of course, this is my participate platform. And

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00:11:25.440 --> 00:11:46.159
Krystal Rawls, Ph.D.: we are currently building out this space. But the idea here is a space where the students who are working in their internship can work with the community partners who are sponsoring the internship and all of a time. All of the time learning management systems are exclusive to the school

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00:11:46.300 --> 00:11:52.130
Krystal Rawls, Ph.D.: or other platforms. You know, there has to be a certain there are

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00:11:52.200 --> 00:12:14.239
Krystal Rawls, Ph.D.: barriers to who can be in certain communities. So this allows some barrier breaking frankly. For example, here we have strategy documents. It's a sub community within our community for the American Association of colleges and universities we have. There's a institute on digital equity. And within this community.

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00:12:14.580 --> 00:12:29.649
Krystal Rawls, Ph.D.: people will be able to work on that and very easily share with our community partners what's going on in the community. And it's simple to navigate. And so a community of practice brings together

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00:12:29.770 --> 00:12:57.370
Krystal Rawls, Ph.D.: the groups of people who want to share information in a space where they can share, not a whole lot of structure, but a whole lot of opportunity to build your structures to co-create. And that's just really important. The co-creation part and so a community of practice to me is where we bring all of our partners together in one space. And we say, Hey, this is the problem we're gonna work on. Let's work on it together.

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00:12:58.100 --> 00:13:10.599
Julie Keane, Ph.D.: Yeah. And we've taught. I remember when we were sort of thinking through this. You know, one of the things that we are really passionate about, and I know you are, too. Is that co-design piece? Because I think we've been talking about digital divide, for you know.

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00:13:11.100 --> 00:13:39.760
Julie Keane, Ph.D.: whatever 20 years, you know, ever since the sort
of Internet came certainly into learning environments, and the need to
sort of have equitable access, and what that looks like. And I think
it's that student voice. So what is the tooling alongside that
curriculum, that passion to get folks as they're built up skilling in
any kind of digital environment where they get to Co build. I seem to
be hearing twice and

64
00:13:39.760 --> 00:14:04.729
Julie Keane, Ph.D.: so I think that I have to talk to myself more. So
I think that is the really key part is, what are the learning
experiences, community members have cause. One other thing I wanted to
draw out is the structure of the grant. You're gonna have students and
work with community folks. Can you talk just 1 min about that before
we sort of shift into talking

65
00:14:04.730 --> 00:14:13.889
Krystal Rawls, Ph.D.: about our other favorite talk, Rick of. Yes.
Well, it's gonna it's gonna segue beautifully into open recognition.
So let's go right. So

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00:14:14.010 --> 00:14:20.869
Krystal Rawls, Ph.D.: one essential part of the grant, as mentioned,
is access to technology, right? And so in the poll.

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00:14:20.890 --> 00:14:40.320
Krystal Rawls, Ph.D.: Of course, getting people equipment to
participate is important. So that is one element of the work we're
going to do is to put devices and connectivity support into the
community. However, the second part is where our faculty come together
with community partners and Co create

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00:14:40.320 --> 00:15:02.510
Krystal Rawls, Ph.D.: again, right cause. That's what community work
is when you work together to get something done, they're going to Co
create projects for students to work on to help close the digital
divide. So those projects will allow students to become a part of the
solution right now, using the skills and knowledge that they have to
day. So there is a cultural wealth aspect.

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00:15:02.630 --> 00:15:07.759
Krystal Rawls, Ph.D.: There's an empowerment aspect. Right? Students
aren't working on projects that are gonna

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00:15:07.820 --> 00:15:31.900
Krystal Rawls, Ph.D.: just be one and done. And over. These are projects that are going to impact their community greatly. And they get to see that and be part of that and then, of course, there's the research component. And like I mentioned Aacu. And what are the next steps? And how do we keep this sustainable? And so that's really a a quick snapshot of what we're working on and hoping to achieve with our Grant initiatives.

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00:15:32.380 --> 00:15:50.370
Julie Keane, Ph.D.: Awesome. Alright. So you know, in terms of you've talked a lot about seeing your students having your students see themselves. And I think we met as part of the open recognition work through the open skills network. And that was such a you know. Fortuitous meeting. Right? Of.

72
00:15:50.370 --> 00:16:02.989
how does recognition actually operate in communities of practice? Obviously, we've been working at with through the technologies of digital badges. We have many friends on this call. Who have been also supporting us in that open recognition work.

73
00:16:02.990 --> 00:16:22.589
Julie Keane, Ph.D.: So talk to us a little bit about how you see the role of open recognition. Obviously operationalize through verifiable credentials, digital badges, etc. Sort of what? How do you see? How do you define open recognition? What do you think it is? How? Why is it important? And how do you think it operates within a community and practice?

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00:16:22.600 --> 00:16:42.679
Krystal Rawls, Ph.D.: Certainly. And so all of those questions are answered simply through just explaining how I'm using it or how it's worked in the practice that we've written about in this grant. Right? So I've used this particular model of training students right? Allowing them to choose the projects that function in their community.

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00:16:42.680 --> 00:16:56.550
Krystal Rawls, Ph.D.: And it was difficult because the students didn't really immediately see how bringing their immediate experience, what they know into a conversation was impactful in a community.

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00:16:56.550 --> 00:17:18.220
Krystal Rawls, Ph.D.: So I could see their potential, but they couldn't see the potential beyond the curriculum rubric. This is what I have to do to pass this class, but once they started seeing, oh, wait. I can work on a project that feeds the homeless, or I can work on a project that can provide supplies into various communities.

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00:17:18.349 --> 00:17:19.390
Krystal Rawls, Ph.D.: Then

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00:17:19.720 --> 00:17:45.649
Krystal Rawls, Ph.D.: they saw themselves with the potential of Oh, well, what else can I do? What are other things? And so I used a tool within our learning management system. So every time they had an achievement, let them claim it when they would write in their journals. I did this, or I did that. We create little badges for it. And then it became this moment where they were really seeking to earn this recognition.

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00:17:45.650 --> 00:18:08.769
Krystal Rawls, Ph.D.: And so it was a beautifully mutual kind of symbiotic moment where they saw what I saw. But more importantly, they saw themselves. That's open recognition and its finest right, not necessarily the verifiable credential, but that open recognition gave them empowerment. It helped. It helped them see themselves their potential and helped them persist.

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00:18:08.840 --> 00:18:25.930
Krystal Rawls, Ph.D.: Right? A lot of students gave feedback like I've never liked working in teams. Now I see why teams are sh a good thing to do, and I can't wait to work with my other teams. A lot of the information was transferred to their other classes immediately. So I saw the power

81
00:18:26.090 --> 00:18:30.180
Krystal Rawls, Ph.D.: in that moment of this system of just saying, Hey, I see you.

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00:18:30.220 --> 00:18:42.140
Krystal Rawls, Ph.D.: I see what you're doing. Do you see what you're doing? Right? And just watching them blossom? So I integrated that into the practice right? When students claim a skill

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00:18:42.200 --> 00:18:45.390
Krystal Rawls, Ph.D.: that skill is just as valid

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00:18:45.970 --> 00:18:53.860
Krystal Rawls, Ph.D.: as when a campus verifies that a student has completed a class so that ownership.

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00:18:54.060 --> 00:19:02.400
Krystal Rawls, Ph.D.: that right of self assertion is powerful within a community, so the community should be setting the standard

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00:19:02.420 --> 00:19:09.469
Krystal Rawls, Ph.D.: of what it is they want to achieve, and once they achieve it, they should celebrate themselves. I celebrate them

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00:19:09.830 --> 00:19:24.860
Krystal Rawls, Ph.D.: and A and that's in a very long winded nutshell at all. And I think that's the power of the the technology to what it can do right? So it can either replicate or reify existing hierarchical systems.

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00:19:24.880 --> 00:19:49.879
Julie Keane, Ph.D.: That's one. But this open rec the power of this open recognition, the ability for folks to tell their story. And I think one thing I'd love to to tell folks about if you can. I know you're doing a no and I see that Christine put this in the chat around our experience. You project. I can see Phil Long is on the on the call here. Just briefly talk about our our collaboration

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00:19:49.880 --> 00:20:00.040
around, experience you and using AI to do that storytelling piece. And I thought if you wanted to touch on that, or at least give us a preview of how are you going to be talking about it at your next webinar?

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00:20:00.330 --> 00:20:05.739
Krystal Rawls, Ph.D.: Absolutely, and thank you for mentioning that that was one of the most

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00:20:05.980 --> 00:20:10.279
Krystal Rawls, Ph.D.: impactful experiences of seeing open recognition work

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00:20:10.310 --> 00:20:19.569
Krystal Rawls, Ph.D.: outside of seeing it myself in my own classroom
with my students, and now with my interns. And so this project was,

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00:20:19.620 --> 00:20:30.240
Krystal Rawls, Ph.D.: a collaborative effort where a lot of technical
people, ethics, people, a lot of professional groups, including the
open recognition and open skills network, came together

94
00:20:30.280 --> 00:20:39.199
Krystal Rawls, Ph.D.: to solve a community problem. And this problem
is, how do we get learning and earning records for people right? These
kind of

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00:20:39.470 --> 00:20:43.389
Krystal Rawls, Ph.D.: comprehensive documents that really show the
wealth

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00:20:43.450 --> 00:21:09.639
Krystal Rawls, Ph.D.: of what people bring to the table, because
experiences come in all sorts of methods, and I was lucky enough to
get to work with yourself, of course, and Work Bay on a project. Now
this project, as you mentioned for long is on the call, so won't
belabor what it is too much. But the network and education design labs
put together this project. And so our project specifically looked at
how artificial intelligence

97
00:21:09.640 --> 00:21:16.180
Krystal Rawls, Ph.D.: could use natural language processing elements,
speech to text to help

98
00:21:16.420 --> 00:21:26.309
Krystal Rawls, Ph.D.: incarcerated persons recognize their skills that
they've gained and learned within their system of incarceration.

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00:21:26.450 --> 00:21:31.319
Krystal Rawls, Ph.D.: And if you can only imagine, talk about imposter
syndrome right?

100
00:21:31.400 --> 00:21:41.059

Krystal Rawls, Ph.D.: This idea that incarcerated persons, they don't really believe that they have skills because they're in a penal situation. But being able to talk through this

101
00:21:41.070 --> 00:21:47.039
Krystal Rawls, Ph.D.: with an A I chap bought frankly and identify and recognize their skills was empowering.

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00:21:47.210 --> 00:21:55.549
Krystal Rawls, Ph.D.: And that's one element, one part of anti recidivism. Believing that you have a future once you are released.

103
00:21:55.580 --> 00:22:04.879
Krystal Rawls, Ph.D.: and so just again. I can't say how proud I was to be able to be a partner on that project that not only recognize the individual

104
00:22:04.980 --> 00:22:29.440
Krystal Rawls, Ph.D.: and their right of self assertion. Right? I have these skills, but also their right to not exist. Right? So prison incarcerated persons don't always have rights when they're incarcerated. But within this project we were able to even look out for that element. Right? So not only the right to say, This is who I am and be respected in that space, but also the right to say, Well.

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00:22:29.590 --> 00:22:45.360
Krystal Rawls, Ph.D.: maybe I don't want to share all that with the world quite yet. Maybe I still need to work through that and think through that. So I'm gonna talk a little bit about that in the Aacu Webinar. I it's Wednesday in a couple of because

106
00:22:45.460 --> 00:22:59.409
Krystal Rawls, Ph.D.: technology can be brought to bear on some very complex problems like workforce development. For under, or, you know, untapped talent, hidden talent markets, like

107
00:22:59.430 --> 00:23:10.069
Krystal Rawls, Ph.D.: young people who don't see the potential. They have to impact the world until somebody kind of puts it out there in front of em and says, Hey, this is what I see.

108
00:23:10.490 --> 00:23:27.770

Krystal Rawls, Ph.D.: This is what I see doing. And so I'm really proud to be able to do this work, and I'm especially proud to be able to do it at Cal state doing itself. The students are just incredible partners. Yeah. And I, you know, I learned a lot about that with you and Mary is the the amount of work.

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00:23:27.770 --> 00:23:55.049
Julie Keane, Ph.D.: right? The amount of like kind of beautiful emotional labor to draw stories out. But it also, you know, there's a lot we always think with AI is like, either it's like doom, or it's like tech tech Utopia. And there is this, there is this channel in the middle, where a there and you taught us that, too, which is the sort of equitable state where someone might be more comfortable, maybe talking to a chat, but because.

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00:23:55.170 --> 00:24:04.739
Julie Keane, Ph.D.: you know, in a penal system, you there's such a power relationship that maybe you'd be more open potentially just talking to an AI

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00:24:04.820 --> 00:24:22.229
Julie Keane, Ph.D.: About your own story, and I think the the you know, the real art of that is going to be at the control over the data. And I, I'm really excited that there's going to be some opportunities to extend that work and also to really connect using your model frankly, of this community learning model. So

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00:24:22.530 --> 00:24:46.009
Julie Keane, Ph.D.: what is the best way to support folks? So yes, we give them the tools to sort of tell their own story, to potentially turn those into leds. And then what right? How does that sort of then play out in a community setting? What are the community supports in this case to ultimately really give people you know, a a power of to have their own life, and to really self assert that in a meaningful way.

113
00:24:46.480 --> 00:25:11.460
Julie Keane, Ph.D.: Well, alright, I think it's almost 5 min to the hour again, Crystal and I can go on forever. But I wanted to give us a chance to do another poll. Little interactive sort of just in terms of, you know, folks on the call. Hopefully, this conversation again, I learned so much from Crystal every time we meet. I just love the fact that we're able to learn together

114

00:25:11.460 --> 00:25:20.570
Julie Keane, Ph.D.: work together. And just if there's one thing in today's webinar that you'd be able to apply within the context of your own work with the folks that are on this call.

115
00:25:20.570 --> 00:25:31.030
Julie Keane, Ph.D.: And you know, let us know we are always open to feedback. So this is just our our closing poll. And oh, from Doug

116
00:25:31.030 --> 00:25:54.300
Julie Keane, Ph.D.: I have a question, does any of your work, facilitate educators, deep reflection about their previous experience of the learning with digital technology over the course of their curricular biography, and how those experiences might influence their current practice. Interesting? All right, I'm gonna pose that to you, crystal

117
00:25:54.610 --> 00:26:23.350
Krystal Rawls, Ph.D.: feedback on the reflections. Quite yet. However, we did hold a community of practice for faculty who are really looking to engage in this digital equity work. And so we are learning about their experiences. But we have not, I would not say deep reflection yet. Right? We're just broaching this topic. As we come together looking at this initiative

118
00:26:23.350 --> 00:26:33.409
Krystal Rawls, Ph.D.: because it is a community of practice, we're gonna have to all come together, and share our understandings. And that takes time.

119
00:26:33.470 --> 00:26:37.920
Krystal Rawls, Ph.D.: And so that's something I want to point out is community work

120
00:26:38.210 --> 00:26:40.310
Krystal Rawls, Ph.D.: takes investment

121
00:26:40.460 --> 00:26:42.279
Krystal Rawls, Ph.D.: in time

122
00:26:42.480 --> 00:27:06.920
Krystal Rawls, Ph.D.: to do well. You have to have time to hear all of

the voices and make sure that you're going in a direction that the community needs to go in. Not just that your organization is most interested in going in. So it it it's a it's gonna take a little time. But yes, we are broaching the topic, and we did a 32 h community of practice about a dozen faculty

123
00:27:07.050 --> 00:27:09.369
Krystal Rawls, Ph.D.: at cal state dominicos

124
00:27:09.380 --> 00:27:10.430
Krystal Rawls, Ph.D.: this summer.

125
00:27:11.220 --> 00:27:35.550
Julie Keane, Ph.D.: and I think, engaging everyone. Yeah, I mean, I think that's it. Says a lot about the university, too, to really open that space. I know certainly, being faculty being academics. There are, you know, work requirements and publishing and research and students. And you know, it's it's it. Sometimes there is not that space to collaborate with your peers. And to really, just create some

126
00:27:35.550 --> 00:27:51.400
Julie Keane, Ph.D.: space to think about and reflect about that, the work that you're doing and it is sometimes really difficult to follow where the students are going right when you have other requirements. And I think the the magic is really being transparent about that.

127
00:27:51.480 --> 00:28:20.770
Julie Keane, Ph.D.: I think that's the first step which is like, you know, we're all in have some design constraints, you know, so designing a good community practice, you know, taking that design approach. Kind of, you know, can start with what are our constraints, you know not only our wishes and dreams, but what are some constraints, and just being open and and coming at it with a lot of empathy for for everyone at the table. And I think that's a really powerful approach. But again you're right. It takes time. Alright.

128
00:28:20.770 --> 00:28:39.429
Julie Keane, Ph.D.: sadly. I'm going to have to wrap this up, but I just want everyone to know that the recording will be following up with this, so it will come with a transcript. Please save the chat. These resources will also be in a follow up for everyone who signed up for the webinar. So all don't worry. If you didn't catch any of the links,

129
00:28:39.620 --> 00:28:48.620
Julie Keane, Ph.D.: And resources that are being shared from crystals work and I look forward to seeing you in the next

130
00:28:48.620 --> 00:29:13.400
Julie Keane, Ph.D.: episode of our lifelong series with David Wyrick, and he is not far from me. I'm in Chapel Hill, North Carolina. He's at Unc. Greensboro, and really interesting. A really interesting academic and community entrepreneur does an enormous amount of work in a local community in Greensborough, has worked on student health. I mean, there is nothing that this man has been involved in

131
00:29:13.400 --> 00:29:27.079
Julie Keane, Ph.D.: in in raising up really the community of you, and see Greensboro, and certainly State of North Carolina. So please join us next week. I mean, I'm sorry. Next month. And that will be Tuesday, October tenth, 1230. Eastern time.

132
00:29:27.190 --> 00:29:50.429
Julie Keane, Ph.D.: Well, Crystal, we will be seeing you in the community. Please join us christine told us all how to connect via Linkedin. Crystal and I are very active in the open recognition group. There's lots of ways to join that, and we can also share that out in the resources as a way to continue this conversation with us around open recognition and community practice.

133
00:29:51.400 --> 00:29:59.130
Krystal Rawls, Ph.D.: Alright, I'll thank you so much for having me. Yes, it's always a pleasure. We'll see you soon. Thanks everyone.