Transcript of Conversation between:

Julie Keane, CLO, Participate
Katie McMillan Culp, CLO, New York Hall of Science
Live Conversation Date: Monday, May 20, 2024

1
00:00:25.720 --> 00:00:31.419
Julie Keane, PhD: Alright for folks that are flowing in here. We're just gonna give everyone one or 2 more minutes

2
00:00:31.570 --> 00:00:33.609
Julie Keane, PhD: before we get started.

3
00:01:00.450 --> 00:01:01.799
Julie Keane, PhD: How are you today, Katie.

4
00:01:03.500 --> 00:01:06.619
Julie Keane, PhD: while we're waiting for the phones to come in.

5
00:01:54.730 --> 00:01:56.430
Julie Keane, PhD: All right.

6
00:01:59.070 --> 00:02:26.431
Julie Keane, PhD: Hello, everyone and I. I know we have a lot of registrants, Katie, so we'll just start the webinar, and then we'll start our little conversation, and so happy to have you here today. And then for those that were unable to join us synchronously. We will be sending out the recording also all the resources that we sort of discuss today. So welcome. I'm Julie Kane. I'm chief learning officer here participate, and together with purpose driven organizations like our friends at New York Science.

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00:02:26.750 --> 00:02:31.769
Julie Keane, PhD: we help people learn and work better through inclusive and engaging online community practice.

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00:02:31.780 --> 00:02:49.036
Julie Keane, PhD: and I'm very pleased to welcome all of you to this webinar in our lifelong Learning Conversation series. And this Virtual Conversation series really is an informal opportunity. Anyone who knows me knows me. This is our conversational style, not a huge fan fan of a lot of slides. So this is again

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00:02:49.350 --> 00:03:12.553
Julie Keane, PhD: an opportunity for Katie and I to really talk about some issues and have it be more of an informal opportunity to learn from a range of experts on topics related to empowering lifelong learning. I want just some technical reminders. Captions are available for the webinar. Let us know with the QA. Function. If they're not working. And please submit any questions that you have through the QA. Function, we'll be monitoring those, and I'm happy to

10
00:03:13.119 --> 00:03:39.370
Julie Keane, PhD: interrupt our flow of conversation and get those questions answered. And we'll be using the chat function here to share resources. And then, as I mentioned in the beginning, we'll share a recording of this. With some follow up resources. Alright, I know we have some folks in the room, so before we begin, can we just set up a poll and ask you, who? Where are you coming from today? And I will do my best to just allow you to answer that, poll and not

11
00:03:39.470 --> 00:03:40.230
Julie Keane, PhD: talk.

12
00:03:40.658 --> 00:03:42.050
Julie Keane, PhD: Well, you do that.

13
00:03:46.640 --> 00:03:50.183
Julie Keane, PhD: Hmm. I need like waiting music, Katie.

14
00:04:00.050 --> 00:04:03.659
Katie McMillan Culp, PhD: Miss, like old fashioned music, like real music.

15
00:04:03.867 --> 00:04:04.490
Julie Keane, PhD: Good to find.

16
00:04:04.490 --> 00:04:04.990
Katie McMillan Culp, PhD: Ends.

17
00:04:05.281 --> 00:04:07.610
Julie Keane, PhD: We could do that. We could do that.

18
00:04:07.610 --> 00:04:08.289
Katie McMillan Culp, PhD: Test done.

19
00:04:09.990 --> 00:04:10.950
Katie McMillan Culp, PhD: bring it back.

20
00:04:11.320 --> 00:04:31.279
Julie Keane, PhD: I know. Well, while we have that, if that's still popped up for folks, I'm actually gonna just really get started. Because I know, Katie, we can talk for hours. We've spent almost the last 30 years old. Oh, here we act. We have some folks in K. 12. We have nonprofits here a couple of for profits. So welcome everyone.

21
00:04:32.160 --> 00:04:54.249
Julie Keane, PhD: Alright. So, Katie, this is really a special one for me today, since I've often called you my first work. Bff! We've known each other for an incredibly long time, and so this is really a special one for me. So Katie's the Chief learning officer at the New York Hall of Science, where she leads research and development initiative to support equitable high quality, stem education.

22
00:04:54.310 --> 00:05:17.476
Julie Keane, PhD: Her extensive background in developmental psychology and over 25 years of experience focusing on integrated education research into the design and development of formal and informal learning and environments that support impactful, inclusive stem learning. Katie's led multidisciplinary teams to design and study groundbreaking tools, experiencing and media that enhance science, learning for all learners.

23
00:05:17.890 --> 00:05:40.919
Julie Keane, PhD: and her work has been recognized and funded by the National Science Foundation, the Bill and Balloon Bill and Melinda Gates Foundation and the Us. Department of Education. Among others, she oversees collaborative efforts at nice side working with partners like us that participate to foster community practice that support teachers in developing computational thinking and engaging in Stem Practices. Welcome Katie.

24
00:05:41.170 --> 00:05:43.239
Katie McMillan Culp, PhD: Hey? Thanks for having me.

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00:05:43.450 --> 00:05:51.020
Julie Keane, PhD: Alright. Well, we do. We don't have a long time, and we have spent almost more than 30 years talking to each other. So we're gonna keep. I'm gonna.

26
00:05:51.020 --> 00:05:51.590
Katie McMillan Culp, PhD: We're going to.

27
00:05:51.590 --> 00:05:53.800
Julie Keane, PhD: In the rails. We're gonna do it.

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00:05:54.152 --> 00:06:17.730
Julie Keane, PhD: So let's get on started. So because of the extensive background that you have because of this unique model that nice I has promoted. I really love for you to talk about that nice. I is known for a collaborative approach to research and the development of innovative educational practices. So can you share how this collaborative model shapes the strategy for empowering teachers and students in stem Ed.

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00:06:18.200 --> 00:06:26.607
Katie McMillan Culp, PhD: Sure. So basics first. So I'm gonna talk about Nicei, which is our shorthand for the New York Hall of Science.

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00:06:27.404 --> 00:06:35.830
Katie McMillan Culp, PhD: Nice. I is one of I'm sure most of you are familiar with one or another in the sixties. A whole range. Excuse me

31
00:06:35.950 --> 00:07:00.229
Katie McMillan Culp, PhD: of hands on science. Centers were created across the country as part of the sort of post Sputnik push to engage sort of engage the public with science more broadly these days we usually talk about stem or steam rather than only science and nice I was, was really part of that part of that investment, and was actually connected to the 1964 Worlds Fair, which tells you where we are.

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00:07:00.520 --> 00:07:11.250
Katie McMillan Culp, PhD: One of nice size. Great assets is our location. We are in queens in New York. I don't know if we have any queens folks on them on the line, but besides Julie Queen's native.

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00:07:11.250 --> 00:07:36.240

Katie McMillan Culp, PhD: I am not. I cannot claim that. But we are located in this incredible neighborhood of Corona in Queens queens is a first stop for many, many people who come to the United States from other parts of the world. So, if you had been here on Saturday you would have been with a couple of 1,000 folks from all over the world, speaking lots of different languages. Bringing lots of different personal experiences.

34
00:07:36.560 --> 00:07:59.978
Katie McMillan Culp, PhD: and and knowledge to bear on their engagement with each other, with our exhibits, with our programs and exploring where stem fits in their lives, and how that set of tools and ways of looking at the world can really help them. Ask and answer questions that they're curious about, and that matter to their communities and their families. So that's how we really try to frame what we do and

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00:08:00.620 --> 00:08:12.753
Katie McMillan Culp, PhD: the phrase design make play is really it's baked into our mission statement. It is sort of our internal and sometimes external shorthand for talking about the kinds of learning that we wanna support.

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00:08:13.510 --> 00:08:24.169
Katie McMillan Culp, PhD: It's something that our last CEO Margaret Honey really kicked off here, and we've made a lot of investments in that over the last 10 or 15 years.

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00:08:24.550 --> 00:08:49.080
Katie McMillan Culp, PhD: design may play is really a shorthand for evidence based progressive student centered learner centered community, oriented stem learning. So using all the precepts, everything. If they're folks on the line who are learning scientists who are familiar with sort of the history of you know, if you're a Dewey fan or

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00:08:49.080 --> 00:09:12.879
Katie McMillan Culp, PhD: of a Gotski fan, that's the kind of learning we wanna support here. So giving people the tools and the time and the resources and the connections with other humans that will allow them to investigate phenomenon, to ask good questions, to learn from observing others, and to begin to explore how scientific concepts can help you better understand

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00:09:12.880 --> 00:09:23.300
Katie McMillan Culp, PhD: things that really matter to you in the world and and investigate things that you care about. So it's all about relevance. It's all about agency. It's all about shared authority.

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00:09:23.648 --> 00:09:52.249
Katie McMillan Culp, PhD: And like a lot of science educators. Recently, it's particularly about bringing those sort of cultural connections to the table and thinking about where sign scientific knowledge lies in a community in the students, in a school, in within a school building, beyond a science textbook, right or beyond lab equipment. So those are the some of the things we talk about all the time. I didn't really get to the research piece. But, Julie, why don't you redirect.

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00:09:52.250 --> 00:09:58.958
Julie Keane, PhD: Well, yeah, I'm gonna I I would love you to talk a little bit about that. So, as you said, our our former

42
00:09:59.584 --> 00:10:22.629
Julie Keane, PhD: both of us work together. Many years ago. When you think about the R&D model of nice size. So I think the community stem work that you do is remarkable. I our last visit, and we'll get into our partnership. Our last visit saw the you know, the local school district. They are having all of its you know folks support counselors come in.

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00:10:22.630 --> 00:10:47.619
Julie Keane, PhD: learn about all the community resources. So you had food organizations there. You had immigrant policy makers there. You had all of these different community resources, and the building has just is so porous and so open to the community that you're in. But I'm curious, really, I think what's unique about nice about nice. I is also the R. And D that you work. We mentioned in my garbled, beginning about the the Gates Foundation and National Science

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00:10:47.620 --> 00:11:00.759
Julie Keane, PhD: Foundation. So can you talk a little bit about that? Because I do think that's unique, at least from what I've seen in terms of what nice side does, both as a community stem museum, but also as an R&D as a leading R&D organization.

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00:11:01.060 --> 00:11:01.359

Katie McMillan Culp, PhD: Door

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00:11:01.400 --> 00:11:13.730
Katie McMillan Culp, PhD: so, and I should. This is a good point part
to save the obvious, because this is always true for all of us. But
everything I'm gonna talk about today is work that lots of us do
together. Right? So

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00:11:13.990 --> 00:11:34.539
Katie McMillan Culp, PhD: you know, I I sort of do a lot of
synthesizing and pushing forward with teams. But people here are
experts in so many parts of the puzzle. Right? And any of you that
work in schools know the same thing right? Like we all play these
different roles that all kind of comes together in a whole. So one of
my roles and one of the the bodies of expertise I bring to the work is

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00:11:35.170 --> 00:11:51.459
Katie McMillan Culp, PhD: working with particularly Federal funders,
but also private funders that are interested in supporting R&D, and
sort of non traditional spaces. So nice. I has a a track record that
predates me, but that I've I've been very involved in

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00:11:51.830 --> 00:12:16.060
Katie McMillan Culp, PhD: of pursuing grants from places like the
National Science Foundation, that, let us do what we call applied
research about how individuals and groups learn in in formal spaces,
which we actually, if you look at the literature, don't know that much
about so much research on learning happening happens in what in the
United States we consider traditional formal settings.

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00:12:16.060 --> 00:12:32.644
Katie McMillan Culp, PhD: And what we do at Nicei is a combination of
research on informal learning research in collaboration with schools
and research that explores the connection between the 2. So our most
recent collaboration with participate is a perfect example of that.
It's a project where

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00:12:33.350 --> 00:12:46.000
Katie McMillan Culp, PhD: researchers here at Nicei, researchers at
another or a third organization, education Development Center and
participate are all working together with teachers at several local to
us at Nicei

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00:12:46.426 --> 00:13:08.623
Katie McMillan Culp, PhD: elementary schools and exploring how we might use an online community practice to support teachers in really investing in and building their capacity to support computational thinking integrated into their teaching. With actually K through 2 classrooms a space. There's not a lot of focus on computational thinking.

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00:13:09.481 --> 00:13:33.899
Katie McMillan Culp, PhD: So you know, the R&D work is really, it's our innovation engine. It's where we try out new things, where we try to get better at things where we try out things that we don't know if where they're gonna work like an online community of practice for K, 2 teachers around computational thinking. You know, how do we make that relevant and accessible for teachers? In a way that's actually gonna make a difference for them.

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00:13:34.173 --> 00:13:43.466
Katie McMillan Culp, PhD: And that's what R&D work really allows you to do. And when we do that work in collaboration with schools which we do frequently, but it's not the only thing we do.

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00:13:44.970 --> 00:14:09.810
Katie McMillan Culp, PhD: You know, 2 of the things we're really 3 of the things we're really trying to focus on are, one is always starting where teachers are at right. So the last thing anybody from Nice I wants to do is bomb into a classroom and say, we have this all figured out right like, Come, do things the way we do them. To. Really, you know, what are the the challenges that teachers are grappling with today? You know. What's that first step you can take together?

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00:14:09.810 --> 00:14:33.570
Katie McMillan Culp, PhD: So that's one piece. Another piece is sort of at the other end of the spectrum, using what we know and what we do in this informal, really creative space, where that we have that operates very differently than a school to say, Look, what's possible, right like. Look when you have the time when you have the flexibility to engage kids in computational thinking in this way that way. Whatever.

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00:14:33.570 --> 00:14:38.090
Katie McMillan Culp, PhD: Let's look at that. Let's explore that together, and pay and and learn from that.

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00:14:38.430 --> 00:14:52.940
Katie McMillan Culp, PhD: and then using something like a community of practice to put those pieces together. And you know every teacher is excited about the things they expire to. Aspire to. Right? So what are the ways that

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00:14:53.289 --> 00:15:18.120
Katie McMillan Culp, PhD: an online community of practice or other professional development formats can let teachers sort of do that negotiation and experimentation of bridging where I am today, and what I know is possible for my students and sort of you know, it's like sailing, tacking back and forth toward that goal. And if you know, if what you're doing is helpful and productive like. That's our goal, right? We have that luxury.

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00:15:18.120 --> 00:15:23.039
Julie Keane, PhD: Yeah, I mean one thing, that another. You know. Incredible

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00:15:23.430 --> 00:15:52.560
Julie Keane, PhD: asset that you have at the Museum, which again, I think I mean. Maybe it's shared with others, but I have not come across. It is also the folks that you have on staff that support professional development that are kind of doing that bridging? So that's what I've experienced, you know, and collaborating with with you at Nice, I around. This is even watching, because part of the professional development model was actually bringing the educators into the museum to actually watch

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00:15:52.600 --> 00:16:14.509
Julie Keane, PhD: kind of with with camps. So when the students were actually when there were kids there in an informal environment during the summer. Because I think some of the interesting things around this product, the K 2 work is, how do teachers know it when they see it? How do they actually kind of observe, you know, how do they get the tools to both observe and document students thinking around that.

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00:16:14.720 --> 00:16:20.020
Katie McMillan Culp, PhD: And and you know, in giving teachers an opportunity to think

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00:16:20.420 --> 00:16:21.820
Katie McMillan Culp, PhD: in a space

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00:16:21.880 --> 00:16:28.900
Katie McMillan Culp, PhD: that's not operating under school rules,
right? That who every kid, and every teacher is in their building

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00:16:29.210 --> 00:16:34.609
Katie McMillan Culp, PhD: is a particular thing, and it depends on
your school like, maybe that's the best. You right like.

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00:16:35.160 --> 00:17:02.670
Katie McMillan Culp, PhD: You should all be so lucky right? Maybe it's
not and a space like nice, I I mean, not every day is perfect here,
either. But there's so much more opportunity. Right? So field trips,
you know, are chronically undermined opportunity. It's also a time for
everybody to take a break, and everybody has earned that, and I
respect that. But you can. You know we talk here all the time about
how could we use field trips

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00:17:02.670 --> 00:17:24.719
Katie McMillan Culp, PhD: as an opportunity to and and you know,
teachers do this off the cuff all the time. But to, you know, could we
maybe formalize or or better support teachers seeing their kids in
another environment, right? Seeing them with new investigation tools,
new materials, new opportunities to explore. And you hear teachers say
all the time, you know.

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00:17:24.720 --> 00:17:40.890
Katie McMillan Culp, PhD: that could never, you know, works on
something that long or you know, those 2 kids helped each other. They
would never do that under normal circumstances in my classroom. It's
just you kind of mix everything up, you know. It's like a A.
Everything's just on different terms in this space.

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00:17:41.190 --> 00:17:45.449
Katie McMillan Culp, PhD: and I think one of the things we've been
doing with the community of practice is

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00:17:45.986 --> 00:17:50.739
Katie McMillan Culp, PhD: particularly in this project is what are the
artifacts we can bring into the conversation

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00:17:50.870 --> 00:17:54.560
Katie McMillan Culp, PhD: that ground the teachers in that sort of

like

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00:17:54.660 --> 00:18:21.459
Katie McMillan Culp, PhD: concrete examples of kids behavior, whether
it's from us setting at Nice, I or from something in the classroom or
something else. But you know, looking at whether it's student work or
video clips of student, you know, collaboration or whatever, but
really focusing on not the ideas in the abstract, but the the
observable behavior and Deb, and discourse and evidence of kids,
learning and sort of making sense of that together.

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00:18:21.670 --> 00:18:46.860
Julie Keane, PhD: Yeah, I mean. So from the vantage point now, where
the project is, I mean in terms of the where, where do you wanna see
more exploration of both teacher understanding of computational
thinking skills. And we're gonna move on, you know, to the, to the new
technologies and the things that everybody is constantly talking
about, which is around. AI. But I think more importantly, like, what
are some shifts and teachers thinking that you've been able to see

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00:18:47.175 --> 00:19:07.650
Julie Keane, PhD: in. Maybe this project, in addition to other
projects that you're and so it is seeing kids sort of thinking this in
another way, integrating it into curriculum. I mean, are there other
things that you're seeing? Teachers sort of start to move the needle
on in terms of how they're working with students, especially in a time
when it feels really restricted.

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00:19:07.650 --> 00:19:08.980
Katie McMillan Culp, PhD: Really, really, tight. Yeah.

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00:19:08.980 --> 00:19:10.729
Julie Keane, PhD: Yeah, it's really tight. Yeah.

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00:19:10.730 --> 00:19:12.150
Katie McMillan Culp, PhD: You know, I I think.

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00:19:12.340 --> 00:19:18.690
Katie McMillan Culp, PhD: and you should weigh in on this, Julie, you
know, too, but that you know in in this particular project.

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00:19:20.230 --> 00:19:33.030

Katie McMillan Culp, PhD: I think the teachers have really leaned into, not the technology, right? And this has everything to do with the the professional development folks that work with us.

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00:19:33.360 --> 00:19:50.199
Katie McMillan Culp, PhD: and how they've supported the teachers. But into, you know, the the sort of Venn diagram of computational thinking and critical thinking skills right? That you're giving when you talk about whether or not you call it decomposition. But if you think of decomposition as one of the practices

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00:19:53.048 --> 00:19:55.232
Katie McMillan Culp, PhD: in computational thinking.

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00:19:57.330 --> 00:20:23.309
Katie McMillan Culp, PhD: if you, if you're just talking about that in the abstract, as part of computational thinking, a teacher might kind of be like, well, what does this have to do with my kids? But if you reorient it to being a problem, solving strategy, that is, doesn't naturally necessarily come naturally to kids. That's what computational thinking is. Bringing to the table is like, this is a tool you can introduce to your kids. It's not something. It sort of makes it visible as a as a learning opportunity, right?

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00:20:23.310 --> 00:20:36.469
Katie McMillan Culp, PhD: And once you get used to, and you, you acquire routines for talking about it with your kids and giving them ways to practice it. You know, that's a potentially really powerful problem solving school skill for your kids to use

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00:20:36.882 --> 00:20:43.578
Katie McMillan Culp, PhD: across all kinds of curricular areas. And I think, you know, jumping ahead to the AI conversation.

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00:20:44.000 --> 00:20:52.070
Katie McMillan Culp, PhD: I I was just having a conversation this morning with a a developer and sort of the equivalent thing there with AI is

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00:20:52.429 --> 00:21:02.550
Katie McMillan Culp, PhD: how do you know? Right? So about the whole big mess of evaluating claims being made by an AI by a chat bot, or you know, whatever it is.

88
00:21:02.910 --> 00:21:24.009
Katie McMillan Culp, PhD: What's the evidence behind it, you know, knowing to ask those questions, knowing to be considered about what the evidence is behind a statement. That's a core scientific literacy, skill, right? It's not unique. It's not new to AI. Just AI has made it. A huge headline for us, just like computational thinking has made decomposition of problems. A headline right?

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00:21:24.010 --> 00:21:45.646
Julie Keane, PhD: Right? Yeah, I mean, I think it's the core stuff that we've been working on for forever. Which is, it's not about the technology stupid, you know it is these sort of core, these kind of core literacies. And I'm I'm curious now, I guess you know, moving to this, I know. Nice, I hosted a really interesting, amazing event that I heard was amazing. Great. Around.

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00:21:45.960 --> 00:21:46.760
Katie McMillan Culp, PhD: There's.

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00:21:46.760 --> 00:22:10.469
Julie Keane, PhD: I know so dumb. You know, I really regret that you're gonna have to do it again. So our colleague wonderful Dorothy Bennett, has really been leading this charge at at the near cost science around AI, and sort of I'm thinking about like, what do you see? Nice size lane here, you know, it's very difficult to go to any technology conference, whether it's a Ed tech or whatever where this is not the dominant conversation

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00:22:10.746 --> 00:22:27.053
Julie Keane, PhD: it is sort of this, you know the shiny thing in the room sadly, because and I think it does. It does feel like everyone's sort of chasing a racing car. And so I think it's almost like I can sense this sort of manic energy around it, which is like we have to figure this out.

93
00:22:27.902 --> 00:22:42.800
Julie Keane, PhD: So I think it's either this sort of you know, we end up in this Utopian place where it's gonna fix everything or it's going. You know, I'm gonna have, like some bot like, kill me before this webinar is over. So I think you know, where is that middle space?

94
00:22:42.800 --> 00:23:02.139

Julie Keane, PhD: So I'm curious about a if you can just really briefly describe the event, and really what what you felt. The approaches was at that time, and I know that Christine just shared some shared some amazing resources. But again, what do you think? Your the contribution is of nice, I in this space? And where do you want to go forward with it?

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00:23:02.140 --> 00:23:21.204
Katie McMillan Culp, PhD: Sure. Yeah, I really encourage people to look at the Google site from the conference and and all credit to our colleague Dorothy who who really conceptualized this event. It was incredible. It National Science Foundation sponsored brought together about 30 folks.

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00:23:22.073 --> 00:23:33.202
Katie McMillan Culp, PhD: From, you know everything from some really well established AI cre, like creative design shops that are heavy into AI, to Google, to

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00:23:34.130 --> 00:23:52.384
Katie McMillan Culp, PhD: academics, to other museums, library people, different kinds of educators. It was a really mixed group. It was also a very diverse group in terms of people's backgrounds. Which is also notable in the AI world. So it was a really carefully put together group of humans.

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00:23:52.750 --> 00:24:16.099
Katie McMillan Culp, PhD: And you know, the phrase, Dorothy uses his humanistic approaches to AI literacy, which means it's really it's what it's not about is, you know how AI works, which is, you know, as you said, a race, a racing car that you will never catch but what Dorothy focuses on is the importance of getting people inviting people

99
00:24:16.610 --> 00:24:40.740
Katie McMillan Culp, PhD: to develop. Use cases to learn. You know enough about what some subset, whatever subset you want to pick of the things that AI might, you know, maybe could do for you and beginning develop use to develop, use cases around those of what might be an experience or an application, a piece of software, whatever it is. But to get people in small design groups and go through sort of a design process.

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00:24:41.175 --> 00:24:57.600
Katie McMillan Culp, PhD: Of just dreaming up. What what could you

make with this tool that would be compelling to the audiences that you want to have learn about AI and what you find. And if you go to that website, there are examples of use cases that that came out of this conference.

101
00:24:57.710 --> 00:24:58.880
Katie McMillan Culp, PhD: and

102
00:24:58.910 --> 00:25:08.090
Katie McMillan Culp, PhD: what that work does is the end product is less important, of course, in the conversation it generates, and what it generates is a conversation about

103
00:25:08.160 --> 00:25:10.700
Katie McMillan Culp, PhD: what are the potential

104
00:25:10.830 --> 00:25:25.120
Katie McMillan Culp, PhD: opportunities or benefits right? And what are the trade offs, and what are the the experiences you want people to have that the AI can't provide, and I'm gonna borrow. This is one of A colleague of ours name. Fa, what's favorite's last name.

105
00:25:25.270 --> 00:25:26.030
Julie Keane, PhD: Boy, just.

106
00:25:26.340 --> 00:25:44.600
Katie McMillan Culp, PhD: Pedro Boydress is example. Who's a a colleague at another institution, who is at the conference, but a story that she uses frequently. I think this is Phaedra. Story is, somebody was running a youth AI workshop where they were doing use cases, and they were talking about AI for fast food drive throughs.

107
00:25:45.110 --> 00:25:58.604
Katie McMillan Culp, PhD: and which you know you can immediately see like, Oh, yeah, sure. AI could take your your fast food order at 2 o'clock in the morning. So nobody has to, you know, work that shift, or you know, you can save money on humans or whatever your motivation is.

108
00:25:58.910 --> 00:26:11.434
Katie McMillan Culp, PhD: And so they brought up this example. And the kids they were like, well, so here's a really good example of of a

place that AI could solve a problem. And the kids were like, no, that's a terrible idea. You don't want AI taking your fast food orders.

109
00:26:11.690 --> 00:26:34.360
Katie McMillan Culp, PhD: And they were like, Well, why are they saying that like, maybe they just wanna be able to like order a special shake. Or, you know, whatever is that? They had a much more interesting reason why they thought it was a bad idea. And my point here isn't the particular case. It's the the the pattern or the the kind of insight which was that for the kids in whatever this particular community was, and I don't know where it was. But

110
00:26:34.630 --> 00:26:42.590
Katie McMillan Culp, PhD: they said the the people that work the fast food window are information. They didn't say information brokers, but that's what they meant.

111
00:26:42.590 --> 00:27:06.409
Katie McMillan Culp, PhD: These are people who know what's going on in the neighborhood on any given night. And if they're like, you know, what don't go on that block like things are not great today, like, just go the other way, right? Or there's an accident at exit 17. You wanna do a different way to drive home there. These people were not just taking orders, and they knew that because they actually knew the community that they were maybe designing something for right.

112
00:27:06.728 --> 00:27:21.370
Katie McMillan Culp, PhD: So again, my points, not the example. And whether they're right or wrong about that example, but the the insights that they brought to that that no software developer setting 2,000 miles away would ever know to think about. Right? So it's a lesson about

113
00:27:21.470 --> 00:27:48.599
Katie McMillan Culp, PhD: climbing out of the AI. Good or bad. Conversation to the let, like people can get smart. People can be smart about like, where do you put this right? What are, what's the actual problem this can solve? And what are the other things that this thing, in fact, is not good at that other that humans can keep doing. And and I definitely, personally, I feel like we consistently see that kind of in more productive conversations about AI.

114
00:27:48.600 --> 00:28:17.560

Julie Keane, PhD: Yeah. And I, you know. And unfortunately it can't, as I know we can keep going forever. But I one added point, I would say also, which is wonderful, because, you know, Phaedra, I'm so glad that she's collaborating with you. She's someone who is actually here in the research triangle here in North Carolina, but runs Ibm's ethics, and she is often called to talk to clients of Ibm. They're like we wanna put AI into every single hotel room. So let's say it's Hilton right? And then all of a sudden, she has to say, Okay, let's talk.

115
00:28:17.560 --> 00:28:29.610
Julie Keane, PhD: Talk about this for a minute. Let's like. Imagine what are the used cases here? What are the downsides here? And I think she's been a good proponent alongside the work that you're doing in this humanistic

116
00:28:29.610 --> 00:28:51.231
Julie Keane, PhD: approach, which is what are you know? Let's have everyone at the table. Not just this is not just code.org like, let's have historians here. Let's have kids in here. Let's have parents in here. Let's have philosophers in here, and artists like that. There's like this. This is a really a human conversation. And I think we've talked about this a lot, Katie, too, which is what is the foundational knowledge.

117
00:28:51.520 --> 00:29:05.965
Julie Keane, PhD: If you're using AI for anything, and I think we both have experiences. Well, well, maybe it'll assist me in writing a part of a conference proposal, but I would know if what I'm getting back from it is gobbledygook, because I have a foundational literacy in that thing.

118
00:29:06.260 --> 00:29:29.750
Julie Keane, PhD: So it's really kind of thinking through, especially now in educational environments, both informal and formal is what is AI literacy. I know that digital promises working on these AI literacy frameworks, and I think I think nice eyes. Humanistic approach is a really nice companion or integrative piece to these other frameworks that are also floating around out there that are trying to figure out what is this kind of critical literacy.

119
00:29:30.328 --> 00:29:39.000
Julie Keane, PhD: Alright, I know that we will have a hard stop at the top of the hour, so I wanna thank Katie. Thank you. Dr. Called for coming and joining us.

120
00:29:39.000 --> 00:29:39.820
Katie McMillan Culp, PhD: You.

121
00:29:39.820 --> 00:29:56.679
Julie Keane, PhD: Back and again just letting you know the recording
will be shared along with all of the resources that were shared in the
chat today. So please share this with colleagues. And again, thanks
for joining us and look for upcoming lifelong learning series from
participate.

122
00:29:56.870 --> 00:30:06.189
Julie Keane, PhD: Anyway, Katie, I hope you have a wonderful rest of
your day means, and we get another chance to explore this topic
further. And I really

123
00:30:06.200 --> 00:30:07.750
Julie Keane, PhD: appreciate your time today.

124
00:30:08.120 --> 00:30:09.450
Katie McMillan Culp, PhD: Absolutely thanks. Everybody.

125
00:30:10.055 --> 00:30:11.780
Julie Keane, PhD: Thanks, all bye.