Transcript for Panel: Experiential Learning and Social Change Through Projects in Studios, Labs, and Maker Spaces (November 2, 2023)
Studio23, Day 2
Facilitator: Junsong Zhang
Panelists: Dong Sun, Jedidah Chiusa, Paola Ortiz

HELENA PRINS:
One of the things that we are very excited about is having Junsong here and later Seanna as well. They were part of the Studio20 that was the original online version of Studio23. We feel that's very special, the continuity to have you here, and all around. I think, Junsong, you capture what I think is a cool guy. Thank you, very excited to have you here. Thank you for putting this panel together. It was also very important. I remember Amanda also said, let's have student voice here. We have three students who's going to share their experiential experiences with us today. I'm going to try my best to do their names justice here. First, we have Jedidah. Thank you for being here. He is with UBC where he studies biomedical engineering. We are looking forward to hearing a bit more about your internship and everything that you're doing with prosthetics. We also have Dong. Thank you so much for being here. Dong is from the Centre for Digital Media. He's a web developer and product manager. And we look forward to hearing what you are going to share about your student experience. Then we have Paola here. We've worked with her a little bit too at BCcampus in some contracts. We are very happy to have you here, Paola, to represent the female student and she's of SFU and enjoys some design and user experience. Junsong is going to take you over the next hour and I just hope you enjoy this experience with them. Thank you.

JUNGSON ZHANG:
Okay, You hear me? Yeah. Okay, perfect. Thank you for your introduction. Helena, I just want to acknowledge that this theatre is so cozy and warm. And thank you for the set up and the students sitting here looking serious, nervous. Let's encourage them a little bit by welcoming them. How's everyone feeling? Yeah, this event, everything seems amazing. I love the food choices. Not too light, not too heavy, and it's just a perfect size. The snack is awesome. Thank you. Thank you to all the teams that supported and organized this. As you see, you have these students from different institutions and have different experiences and different projects to share. Today, I'm going to be honest, it was actually quite difficult to put this together. Helena, they will say a little bit more about this afterwards. But availability and also the courage just to be here as a student speaking in front of the best, from the best, from all the institutes. It's just nerve wracking sometimes. I'm going to start with asking you guys a couple of really quick questions so you guys get to know them a little bit better. Paola, where do you study?

PAOLA ORITZ:
Hello. I'm a sixth year student at SFU. I attend the School of Interactive Arts and Technology. It is my last semester, so that's good news. Thank you. Jedidah. Where are you? Do you study?

JEDIDAH CHIUSA:

Hello, everyone. I'm studying biomedical engineering at UBC. I'll take about six years to graduate, and I'm in my fifth year right now.

JUNGSONG:
A special note that Jedidah's mom is here today actually to support him. Hi! So lovely. Then we got Dong from Centre for Digital Media.

DONG SUN:
Yeah. Hello, I'm Dong. I'm from Centre for Digital Media. It's like the academic and interdisciplinary master program where a bunch of people gathered together to ship some digital products with real clients such as JIBC is one of our clients. My ultimate goal is to be a web front-end developer. Through those projects, I think my skills got strengthened. Yeah, and as I gear up for graduation, anyone who is looking for a professional who's eager to learn and passionate about these crafts, I'd like to chat.

JUNGSONG:
Yeah, that's awesome. I was telling them that this is a network. Right. We're all from different institutes. We all went to school. whichever school you go to, you probably get alumni here from all the institutes, right?

We do have an agenda here today. We're going to talk about experiential learning, experience learning, and social change. There's two themes here. We have a rough agenda, but what we're going to do is that we're going to have a conversation as you see. Do feel free to ask questions whenever you have. I will invite you to ask questions as well. I make sure you're listening. You're using the notes. I love the notebook that the team designed. Take notes and take down your questions. And ask any time. Before I start talking about their projects, I want to start with 4Ps in project based learning so that we have some context and common grounds for discussions.

Back in 2019, I took an online course from MIT Media Lab. Dr. Mitchel Rensick. It was a well-designed six modules and it took me six weeks to finish. I highly recommend it if you are interested in the course. It's called Learning Creative Learning. What I learned from this is that there's like four concepts in project-based learning. Guess what those are. They're on the screen. You don't have to guess. Let's go with the first one. The first one is called "project." Mitchel suggests that project-based learning is critical because it's key to fluency, a similar concept to mastery. We all know learning by doing right? A lot of people probably do a lot of that already. But he argues that learning by doing is not enough anymore. We need to learn by making. That's the process of designing, building something. That's what he meant by the project. The second is passion. One of the core ideas is that students want to have hard fun. Sometimes as instructors or teachers, we assume students want things to be easy. But that's not usually the case. When we work with students on projects, we find them to love challenges. They welcome challenges as long as they're enjoying what they're doing. There are a couple ways he talked about in terms of how to encourage that passion. First one is "low floor."

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Anyone guess what that means? Just low floor? Yeah, entry, that's really important. The technology and tools that we work with need to provide easy access for novices because if I'm not an expert yet, I need to get started. Right? So low floor means I need to enter that space first. The second one is called "high ceiling." Low floor, high ceiling. That means that we need to find ways to increase challenges along the way. Increasingly more sophisticated in a way so that we can provide challenges and development areas for students. The last one is called "wide wall." It's like UDL, Universal Design for Learning, right. From low floor to high ceiling, we want to build multiple paths so that students can actually work through the project from easy to complex, that idea. The third one is called peers. Mitchel basically suggests that we need to shift this mindset from "think it to yourself" to "make it together," right? That approach is more aligned with our society nowadays, because most of the projects you're going to work on will require collaborative effort. Most social issues require collective actions. Making it together is what peers is about. Now I have a question for you guys, is peers just students? Obviously not. We, as instructors, learning designers, educators, leaders in the education landscape, need to start shifting our roles. We don't just deliver or instruct. Mitchel basically point out, we have four roles. One is catalyst. We need to ask the right questions and catalyze that exploration and helping them to reflect. The second role is consultant. We don't just deliver instruction anymore. We need to understand why they're doing something and how to support them. The next one is connector. Now they're here today, but we're also connecting them with people that might be working in the future. Connector is also our role. The last one is collaborator. As educators, designers, do we need to have our own project? I would say yes, because that's only way for us to develop and that's also a way for us to invite students into our projects so that we can collaborate with them instead of just handling a project. Say, here you go. The last P is play. Play is important because it helps students to explore the unknown and uncertainty. But not all types of play are the same. Now I know a lot of the parents are here. Whoever put your kids in a playpen or play yard? Yeah, we all did that. Did you bring your kids to park, to social events? Right. Those are different things. They represent different ideas. Play yard represent restriction, protection. Helpful when you're younger, when you're little, but when they're growing a little bit, you want to take them out. That's encouraging social interaction, encourage exploration. Play is really important because that nurtures creativity. We need to encourage students to try out different approaches. They'll probably make mistakes and they'll learn how to deal with people and deal with conflicts along the way, so that they can switch strategies in real life.

Now that we talked about 4Ps, here are some of the strategies that we just talked about. Low floor, high ceiling, wide wall, play mistake and also room for unknown and happy reflection. I'm not going to quiz you on that, but if you want to take notes, be free to do so. And we're going to have discussions on those topics. And it's likely when they're talking about their projects, those themes will come up. Now with that, let's invite the students to talk about their projects. You guys ready? Okay.

We also did a lot of projects, sometimes with students. Actually most of the time with students and also with our faculty members. Now, I just want to emphasize that this is not just for students. We are learning along the way, right? We're collaborating with them, we're relying on

them. They are actually the innovators. We learn from them so that we can work with our faculty to innovate the way we teach.

The question, project for whom? Is it for students or for educators or both? Both, yes. Thank you. Okay. So Dong, it's your time. Dong got his notes ready here as you see. He's ESL so if you have questions, make sure you're loud and clear so that he can hear, and give him some time to respond if possible. So Dong, why don't you talk about your project. What's your role? What this project is about, and what technology tools are used to solve the problems?

DONG:
Yeah, thank you. I try to improvise but just in case I get stuck somewhere. Yeah, I got the script, that's great. So yeah, I think the project I used to work on, it's called Chat IT Out. It's like an AI-driven chatbot. We collaborate with JIBC. They want to use that to integrate their course content to let users to guide through their conflict resolutions. On this project, my major role is basically, it's basically around designers privacy research and video producers. It's an ongoing project. My role is more like a front-end developer by that time. It's basically where my span around. Yes. At that time I basically served out like a mediator between development and design teams. Alignment, some version control, and the product design. I identified some core design problems, streamline the user flow, and try to translate the design intent to our talented developers. That's basically what I've done. About the project itself, I think we have met a lot of challenges along the process. There's a lot of development issues that we need to solve. Uh, yeah. Yeah. Thank you. Thank you. Yeah, there's a trailer that you can scan the QR code, you can know more details about the project we've worked on. Yeah, we leverage many tools and technology to address these challenges. Let's say for development, we heavily rely on front-end and back-end stacks such as Reactis and a lot of framework and terminology. And I will mention or talk about more later on or just some short description about the project. Yeah. Okay?

JUNGSONG:
Yeah, Yeah, Yeah. Thank you. Yeah, we'll have more about their projects later on as well. This is a brief introduction about what they did, what the role was, and what the problem we're trying to solve. Now let's turn to Paola because I saw you lifting your mic. Let's talk about your project.

PAOLA:
All right. So I was part of a project called Mortgage Sense, which is for clients that bank with Tangerine. First of all, this was not affiliated with Tangerine, but it was within the bounds of a senior level design program that I took last year. The problem that we were trying to solve was that we realized that the home buying process for specifically first- time home buyers or young adults can be seen as stressful, overwhelming. And basically anything from initial research to what type of home can you buy, how do you apply for mortgage, the closing process. So all of this for someone that is new to it. Can be very overwhelming, especially when you don't have any background or support. Mortgage Sense was essentially just a proposed web platform that could simplify the steps of the mortgage process into more digestible chunks. For the tools that.. Oh yeah, sorry. My role, I focused more on art direction, the video producer to create

some clips to demonstrate what the product was like. I was also part of interaction design, which was a unique challenge because I don't think I've worked with so much orange before, but it was definitely interesting. It was fun. It was nice having these limitations to see what you could push and what you could not. For the technology and the tools that we used for this. We focus a lot on Figma. I'm not sure if some of you are familiar with it, but it's super collaborative, and thankfully, it's free for students. But it's super collaborative and very efficient when making prototypes. This wasn't actually developed with any front end or back end. It was just the idea of the prototype, but that's mainly the tool that we used. And then we used Adobe Suite for anything that needed or that required further development. Then finally, for the video ads, I used Final Cut Pro just because it's a program I'm familiar with and it's easier for me to use on a Mac. But yeah, my Mac did not handle that very well. But at least we finished. That's me.

JUNGSONG:
It's likely you would need a more powerful computer to add all the videos and stuff. I love that you mentioned about having too much orange and it is the same thing for Dong. You have too much blue from JIBC because that's what we are. Working with the limit and client expectations is definitely part of the process. Next to Jedidah. Let's talk about your project.

JEDIDAH:
All right. My project is a little different direction. It's prosthetics, users of lower-limb prosthetics. They have a socket, a pylon, and then their feet. A lot of times it's just the bare bones of the structure. The functionality of it doesn't provide a leg shape or the shape of a leg. And for a lot of people, that's a confidence booster, that's an integration into social activities. It's just being able to fit in, being able to not be like someone pointing out, "Oh, you got a prosthetic leg." The challenges within the industry in the clinical setting right now is they're using 30-year-old technology of carving out foam and gluing to a prosthetic. It's very craft-like rather than a medical thing. That poses a challenges getting dirty, ripping apart, it doesn't last more than six months. But then now outside companies have come in and offered 3D printing solutions, custom solutions. But they're very unaffordable and insurance companies don't cover it. They range from $600 per aesthetic coverage all the way to 1.2 grand. It's very, very expensive. My research project, working with BCIT plus their Applied Research Department and partnering with Barber Prosthetics. We're trying to use 3D printing approaches in clinic rather than outsourcing to another 3D printing mill or 3D printing manufacturer. We're trying to print it in clinic very cheap and just trying to reduce the costs for both the clinic and the users. I'm still doing it. We're just finished the phase of collecting some focus groups data and we're rolling on with the design portion. And some of the tools that we used is traditional software like Solidworks. Some newer ones Onshape and a lot of additive manufacturing, so 3D printing and some laser cutting, water jet cutting. My role on that is focusing on the design and really bring the idea to life. That's a briefing.

JUNGSONG:
As you can see, students got different projects. Some are for social justice, some are for social good, some for money. There are different clientele for sure. I'm sure we probably have

questions in the audience already. Because I do. I probably pause here a little bit just to get an opportunity to ask maybe one question or so for each of the projects before we continue. Anyone want to? Okay, Shawna, go ahead.

SHAWNA:
Thank you so much for sharing. I think these projects, they're wonderful, really inspired. I wish I could be 20 years younger and start over. Just thank you for sharing. I just, because I tend to be a person very interested in models. I was interested in what you think about your experience with this idea of walls and ceilings. As you're doing this work and developing this work, how did you feel in terms of the challenges that were available, but also maybe the restrictions that you had to work within beyond blue and orange.

JUNGSONG:
Now you'll have to say, who's going to answer this? Oh, are you asking Jedidah?

SHAWNA: Can everyone talk?

JUNGSONG:
Okay, everyone if you feel like it. Sure.

JEDIDAH:
So for my project, I guess the wall and ceiling is the ceiling for me was definitely understanding what does the user need, like are we designing something that's going to have the same problems? Are we fixing anything? And how do we, you know, kind of design for everyone? Although in the prosthetic spaces it is very, very difficult. Everyone is unique. And so that's definitely in the ceiling, trying to accommodate for everyone. And then, you know, I think the floor, if you have the technical background or if you have the interests, it's definitely something that at least students, if you're new to it, you can try and engage. Because a lot of these prosthetic clinics, they're all very friendly and they want to expand the field. If you want to do some research or you want to do engagement, a lot of them are very willing to help out because it's a very craft-like industry and they also want to move this industry forward.

DONG:
Yeah, I'd also like to echo on that question. Yeah. Because I just feel like for the ceiling, because one of our main challenge work goal within the project I mentioned is to implement artificial chatbots to provide an experience for users who feel like they are talking to a real person or human being. And it's more like a conflict coach who was trained using the course content. Actually this requires a lot of machine learning and large language model kind of thing. I think it's like a rapidly changing world. And those technology, to be honest, we have like three developers on our team, but we have totally new to this kind of thing. I would say it's still developing and we try to reach the ceiling, but it's really hard. I have to say we feel like climbing the mountain at the beginning. Yeah, I think there's a lot of things to learn. There's a steep learning curve on that. But what are the existing skills that support us, would drive us more

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forward. I think just as Jedidah said, we have to proactively seeking for external sources. There are always wonderful people. They are willing to help you. While I was doing my research, I joined a lot of groups for help and showed some emails to Open AI to see how it works. What are the privacy policies and how to use their technology? There's a lot of tutorials around that. I think the existing skills, how you set up your objectives. Consider the constraints, the people, the skill sets, everything. You just break down the steps and do that one by one. One day you reached the so-called ceiling. Or I don't think it's predictable or something just to follow your heart and set up your objectives and keep going.

PAOLA:
I think when we first chose our client to Tangerine, I think it was lovely having so many problems to choose from because there was mortgages, there was like credit, there was a bunch of banking terms, and I guess situations that we weren't really familiar with. I think that was something that was nice to have, like an array of problems to choose from , but when we ended up choosing mortgages. I think something that we found was very limiting was the mortgage process is meant to be very convoluted and there's hundreds and hundreds and hundreds of pages and obviously as a designer, you want to be able to simplify this and make it look pretty and make it easy. But you can't when such a process is already, it's meant to be so dense and difficult. I guess working within the constraints of having such a rigorous process. And it has to remain rigorous, because if we took that away, one, I don't think it'd be legal. Two, I did joke about the colour orange, for example. But it actually was a limitation. Because while we wanted to make the platform more appealing, or less orange, or more orange or whatever, we couldn't do that. Because if we took away from the original identity of Tangerine. For a client, that's the biggest financial decision of your life. And if you don't recognize or the platform doesn't look like Tangerine. Or if it looks too pretty, or if it looks too playful, or if it looks too robust, then you don't have that trust from the client to move forward with a mortgage with Tangerine. And if you're spending hundreds of thousands of dollars on this, you need to make sure you make a platform that still has that trust with the client. So yes, a lot of orange. But it went further than that because if we mistreated the colour, it would affect a bunch of other elements. It would affect the trust. It would affect, I guess, the security or how much people would see that Tangerine is worthy of going with the mortgage with.

JUNGSONG:
Thank you for sharing all those challenges and the ceilings and how you navigated this. It's amazing. Shawna, your question is actually on point. It's a really good segue for me to ask them. Now, looking back at your project, what would be the one thing that you'd do differently now?

JEDIDAH:
I'm still doing my current research project, but one of the things definitely already, you know, if I were to start all over again... Is to reach out to the users earlier. But of course, there's the research process of ethics and all that kind of thing. But if we had done that earlier, it would have shortened our time and delays by a lot more. Just understanding your stakeholders like who are you servicing? Do they need all this help? Like research papers and you can read all

about it, but actually hearing from people and hearing from what they are experiencing in long answer formats. There's limitations to surveys, right? You're doing a check box, you're doing this and that. But actually sitting down and talking with people was the most beneficial. And that's what we learned the most. Just engage with people earlier and do more of it.

PAOLA:
I can go next. I think if I could redo this project, our target audience was young adults, who assuming they grew up in Canada. And I just wish we could have explored a different demographic that we're not necessarily familiar with. For example, let's say those who lack financial literacy and a common pattern that we found was those who come from different backgrounds or that have immigrated to Canada. I wish we would have taken a more specific approach to explore and interact and have more empathy with different demographics, especially specifically financial literacy. Though, because we realized that's something that many people lack. Statistically, people with a not as a high level of financial literacy and different backgrounds have a higher chance of being taken advantage of by peers or by co-workers or even institutions when they don't already have support. And then on top of that you can get taken advantage of. I feel like it should have been a demographic that we could have focused more on.

DONG:
I wish I could have more time on the technical exploration. As I mentioned, large language modelling requires a ton of substantial effort to learn. At the beginning, we use an index. It's like a connector between users and this kind of thing. We use that because it looks very simple and a lot like tutorials like rigs about it. But we just find it very tricky to tackle this kind of users input because we have to recognize which stage because the chatbot that we're using integrates the course content. It's like a theory called Five Stages Conflict Resolution Model. Basically, once you start trying to resolve the conflicts, you should think about invite someone, exchange ideas. There's an existing pattern around that. The problem is that you have to use this chatbot to identify and translate through different stages. That can be very hard. The question is sometimes the input from users and the output from our servers like a huge dummy. Let's say if you ask what's weather will be look like it's an irrelevant question about a complete solution. It says, okay, I have an idea about the question is relevant, which makes sense, but The original answer will remain the same. We don't know what is mean by original answer. It's like a huge dummy and a lot of confusion created by our original method using LlamaIndex, so we make a jump into ChatGPT API using a prompt engineering to make it looks like a human being. What I want to say that this looks better, but if we have more time, we can definitely find more approaches on that. Because we also find LangChain maybe could be helpful and smart and can be more safe to store the data. If we want to build it like in-build models to train the model to use this data. I wish we could have more time to explore this technical thing. I have to say I'm very happy it's an ongoing process because we still have time to dive into the field we are unfamiliar but with desire to do. Yeah.

JUNGSONG:

Now we heard a lot about the project itself. And challenges and what they would do differently. I want to invite them to think or share with us about technology changes in the society because we've heard a lot of terms already. LangChain, LlamaIndex, and money tools. There's a lot of changes in the society. As educators, we need to keep up. I'm going to ask you guys the question, what are your observations in terms of technological changes? You touched on a little bit. Would you elaborate on that? What has not changed?

PAOLA:
Okay, I'll begin. I definitely feel like the implementation of AI is a lot more present in a lot of digital products. I think either from the development or to even, for example, chatbots. So when we were working with the Tangerine project, the topic of chatbots came up. And sorry, we were investigating the difference between actually being able to interact with a human versus interacting with a chatbot which is, I guess, also backed up by AI. And while the chatbot may be more informative on the spot, when it comes to building, again, that idea of trust, especially for someone who's not familiar, especially for someone who's stressed out or overwhelmed or not very financially literate, that need for humanity in chat or for support is still very required. Yes, AI is very helpful for some things, but establishing trust can be a little iffy when it comes to technologies that are coming out so quickly. However, I think something that hasn't changed is just, like I just said, the desire for that humanity in projects still, which I don't think AI can replace yet.

JEDIDAH:
I would say it on like additive manufacturing. So a lot of 3D printing, that field of the tabletop desktop 3D printers have been changing so rapidly and improving so rapidly that I find it sometimes it's going to be a point that comes up later. But it's difficult for I guess institutions or post-secondary to kind of keep up with that industry. For example, Maker Spaces that your institutions have like the UltiMaker, that was a classic one from 5, 10 years ago and but that is like obsolete to what is on the industry now. No one uses that anymore, but universities still have them. And so, you know, so that's one of the things, right? So it's like that side of the field is always changing and I guess, I don't know, it's very challenging for people, even industry itself to keep up.

DONG:
For me I think we have witnessed many revolutionary changes happening in this society. Like AI-driven revolution, they are reshaping our society, right? Like you know, the Chat GPT has taken the world by storm since December. So as you can see, we are using a chatbot to simulate a coach to help you navigate the complete resolution for let's say students. They can use this for practising their English and saving tons of money and time. And developers, we can use that to, you know, just debug some basic things. And some lawyers, I came across a person he said he used this kind of thing to finish tedious but very formal business letter, you know. I just feel like this has been changing our society a lot. But what hasn't been changed. There are some pressing concerns about that because when you type the question into the chatbot, actually, I think did you find the general question for that you really trust the answer you

received from the chatbot? I just feel like those constant questions towards the rapid changing technology remain unchanged. We definitely need to cultivate our critical thinking or have more comprehension towards the new technologies or evolving landscape. I just feel like education is very important and maybe paramount in this field. Let's say when we graduated, we realized that mastering or trying to comprehend or try to be like wise man, requires actually substantial time, timely reflection, and constant input or lifelong learning. I just feel like this helps us to cultivate the skills I mentioned about. Yeah, I feel like no matter how advanced technology becomes, our fundamental challenges still remain. How do we find genuine questions and how do we ensure the knowledge we acquire, authentic, accurate, and profound toward those questions?

JUNGSONG:
Yeah, thank you. I love that you guys mentioned that sometimes post-secondary institutes still keeping the old machines. We still need to really understand the ethical aspects of the knowledge. Dong actually did a lot of privacy research on AI, so we got a fairly decent document on the ethical aspect of the knowledge. I just want to start relying on you guys a little bit because I mentioned a little bit earlier we are collaborators, right? You are actually innovating a lot, doing things that we don't know, working with technology we're not familiar with. What are your suggestions for us people who work in post-secondary? How do we prepare better as students, instructors?

JEDIDAH:
I mentioned 3D printing, but there's also a lot of hype on 3D printing, right? But there's a lot of limitations still. One thing I find in the manufacturing or engineering design aspect for project-based learning, university, at least like at UBC, there's courses that encourage that. That have project-based learning and ask a doctor. We can ask questions to and refer to build that stakeholder, that user understanding. But I feel like, at least at UBC, there's not enough hands-on, actually getting down dirty, nitty gritty stuff. It's not encouraged enough or promoted enough. It's there for students to use, but they're just like, oh, it's a nice thing to have. I wish it was promoted more, it was encouraged more, or even like training is mandatory for every single student, rather than you having to reach out, really promoting the idea of when you design something. Yeah, it's very cool, it's very neat. You can put it on a slide show and present it to class. But have you actually tried it? Have you actually used it with people in the real world? That's a lot of the learning that I find is missing. You have design and you design something, that's great. Now you design something, Now what was the point of designing something if you don't know if it works or not? I think that's really missing in a lot of my engineering classes. I just wish there was more to do there. I know it's a lot of work from educators. You have to reach out to people, like willing to participate with students and all that kind of thing. But if there's a little bit more effort there, I feel like as an engineer, I really appreciate that.

PAOLA:

I think the biggest thing is I've had professors mention that or teach that we should learn to embrace and learn the new technologies coming out rather than be against them. Because I read an article that came out not too long ago about the top 30 jobs that are about to be replaced by AI. And guess what, my job is on that list. So that is a little daunting when I haven't even graduated and people are telling me that I'm going to be replaced in like the next 5, 10 years. So certain professors have been teaching students is to take, for example, something like a ChatGPT and learn how to combine it with yourself, to elevate yourself as a designer, rather than fear that AI will replace your job entirely because I think it'll still be a while before it can perfectly replace what a designer does. But we need to learn how to embrace it and learn it and keep up with these technologies that are coming out so quickly to be able to elevate yourself and your skills to be able to make something that is greater.

DONG:
My experience is slightly different, because Centre for Digital Media where I study, because it's like a project-based program, we have a lot of hands-on practice and project to, on our skills and to try to address real world problems. I haven't conducted any regional research. I don't have a universally applicable answer like how, what is happening in the post-secondary institution around AI kind of thing. But based on what I've experienced and what I've observed, I feel like a lot of educational institution are embracing the revolutionary and it becomes a norm. Yes. Because we have to recognize the growth and the influence of AI. They are unstoppable and we are like lazy bums. We just love convenience, right? I think this thing, try to stop that at a particular moment ain't going to happen. What do we do? I just feel like we sit around and chat more about the scary social ethical issue around that. Again, from where I studied CDM, we have a lot of branding session. Those topics over the past year such as we had around like design gym thinking about would be more convincing as a human. Would AI be more convincing as a human than us as game players. We also have many case studies around the rapidly changing technology like Microsoft. They tried to use deceased people, their data to remote like avatar, their relatives where their family members could talk with them. We also consider these ethical issues and try to come up with some possible solutions around that. From the industry projects we worked on like JIBC or Providence Healthcare, I also observed they care a lot about the privacy thing. Yeah. Because initially, or in essence, we are using these AI platforms because we trust them. They have the capacability to use our data reliably and responsibly. If there are any security or privacy issue happens, it will do harm to our trust in them and it will become a threat to their growth as well. I just feel like a post-secondary institution they are embracing and they try to promote this thing like design gems, Maker Space and a lot of tools that cultivate or promote keep thinking the real world problems. I think it's happening. I'm happy to be part of that.

JUNGSON: Thank you, Dong. We have about 4 minutes

JEDIDAH:
Can I just add something real quick. I don't want to seem like I'm bashing UBC. I haven't done the Capstone project, so you know, that's like a UBC people, that's like Capstone has a lot of

that process I'm talking about, but before that I just haven't experienced much. And another thing is access. Having access to spaces for students is so difficult. And I find that it's very segmented to faculties and majors. Like this major, you can't have access to this space, but this major you can. And it's like there's tools I want to learn, but just because I'm not in that major, I don't have access to it.

PAOLA:
Interestingly, I feel like it's the opposite in my program. Like we have so many studios that are open for like any level year student that I find that interesting that at engineering, I feel like it would be the opposite for you guys, but interesting.

JUNGSONG:
I love how you turn this into an advocacy stage. People of course, from UBC definitely record him and report to the... No, I think we appreciate your honest suggestion and that's why we're here learning from you, listening to what you need to be prepared for the future. Thank you for being honest and straightforward. We have about 2 minutes. I'm not going to ask more questions and turn it to the floor. If anyone have any burning questions, please ask now, 10 minutes. Perfect. Just motivation. Running the record.

PARTICIPANT:
As an educator, I'm often curious about how to motivate my learners. And I'm curious about your motivation through the learning process. And then also curious about how much you thought about the evaluation process.

PAOLA:
I think for motivation it's the classic like work on a project that you empathize with or have a passion for. For example, the mortgage issue that we've tackled. Or whenever I work on any project, I think of someone like my parents, for example, because there's different financial literacy levels and because there's different upbringings and different ways to approach things, whenever I design something if I can envision my parents using it. If I can envision that this product will make their lives easier. It makes that project for me so much more enjoyable. And it makes me want to do as much as I can with it. So for me, that's like a personal motivation. Coming from an educator, I think motivation can really help when you guys have that same amount of passion for us and empathize with us and give us critique. And I can't stress enough the importance of critique because I think you need to let your students know that critique is not against the student as you an individual. It's against your work. And you're there to give us the best quality critique so we can produce the best quality work. That's for me, I have a personal factor, so I encourage other students to also choose something that you have a personal tie to.

JEDIDAH:
I guess for motivating is just reiterating, be passionate and make it engaging. Make your lecture or whatever you're doing something that the student is looking forward to that day. There's

some classes, I'm like, wow, I want to go to that class. I'm definitely not missing that class. But there's some classes I don't care, I don't have to go to that class because the professor doesn't take the time to make it engaging. If he's not putting in the effort or the time or the incentive, what is in it for me? Right? So it needs to be reciprocated. Like sometimes professors, like, weren't you going, like they assume you're. I don't see that effort on your side. When you make it something that students will look forward to. I feel like that is the best educational experience for a student.

DONG:
Yeah, I just want to add on that. I just feel like the motivation for me actually, I just feel those kind of experiential learning process you'd like to be different from, like you learn from the book. Let's say if your parents want to let you know the functionality of the book instead of making a PowerPoint, I think they just give you a book and think about how the components would be because they're the reality. They're always slightly different from the things we learn from the book. If you do that from hands-on practice, from the real-world practice, I think you will differentiate the difference and try to use that to transformize your own knowledge. That can be one motivation I learned from CDM because sometimes when you dive into the unknown, uncharted territories, there's a lot of uncertainties you have to think about how can I conduct research. It's definitely brand new. I think that actually constantly help you think about when you made up the problems, how can solve that through a structured way. This can be integrated into both professional and personal life. Actually, at the end of the day, it will build up your confidence. That's basically, I think, what I've experienced and I try to think about the value or meaning of a master book...

PARTICIPANT:
On the previous question I was just thinking about our earlier keynote where you talked about giving students opportunities to take risk and maybe even to fail in their courses, so I was wondering if you guys could reflect, or maybe just one of you, since we're low on time, have a reflection on the way the course was structured. Whether that was opportunities for feedback or the way the groups worked, the role of the instructor, how those helped to create opportunities where you felt safe taking risks and maybe even failing. Thanks.

JUNGSON:
Silence. That's a lot. I don't know.

JEDIDAH:
Grades are very important, right? It's like, that's what a lot of scholarships, getting what major you want, this and that, coop, like, a lot of it is based on grades. And I've had different approaches by some educators where it's midterms, final exams, that's it. And then some were no exams and project-based learning. And I find that I enjoy classes way more. Yeah, you can switch and see how you do it, but everyone has a different learning style. I can't speak for every student. Some students love just having exams.

PAOLA:
I will be brief, but I definitely agree on the project- based learning rather than having, because that's what I'm used to. My six years were almost entirely just projects rather than exams. So when I had an exam, I was doomed. But something that I learned the most from the projects were the ability to be able to, because our projects were like a whole semester, so 12 weeks' worth. And every week. There would be weeks where we did terribly. And I think having that chance to do terribly, get the feedback that we needed to pick up the next week was incredibly valuable. And I just wish that was more present in a lot of other classes. Because having it all depend on a final or a mid-term, I don't think is very realistic in the real world. Because in the real world you will have the timeline to make a couple mistakes, get feedback from your boss, and then continue on. But I think that's it.

JUNGSONG:
All right, thank you for all the great questions and for the courage being here speaking in front of all the important people from post-secondary institutes. I assure you the voices are heard and you guys see people taking notes and asking us great questions. We're all very inspired. So thank you again for being here. And if you have more questions, the students will stay here for a little bit longer, right? Can interrogate them. All right,

HELENA:
Thank you. Thank you. Thank you to our online viewers. Thank you to each of you. Thank you for moderating Junsong.