

Talk Story Cafe #3 Notes

Wednesday, Dec 28, 2022

Attendees

Nicole Dan, Mary C. Norris, Krystina Ramos

Notes

What are you willing to share today?

- Florida Community Innovation is working on a playbook for how Code for America can engage with universities.
 - Nicole wants Project Workshop participant's perspective who worked with Code for America on her graduate thesis. What advice should we give to Code for America?
 - Nicole: "University students are sort of an untapped resource. Another concern that I heard brought up, I think, before last year's Brigade Congress was just how we recruit younger members. And so I think that'll help with that, too."
 - Brigades might bridge that connection gap with students through mentorship. Nicole considers it a "big ask," but it will be driven by individual grade interest in doing that.
- Mā'awe Pono is helpful to Code for America, Brigade, and ACP work
 - Nicole: Helpful for projects that Code for America takes on, especially individual Brigades. "Ma'awe Pono kind of helps be more deliberate about what the impact will be on those communities."
 - Helps create an awareness that might be missing
 - Mary: It opens you up to a whole different way of a thought process
 - Why won't people enroll in the Affordable Connectivity Program? It's not easy according to Nicole, Mary, and Sung's Brigade Congress ACP workshop.
 - Nicole: Learning more about Mā'awe Pono could help people learn about the barriers and implement the programs. "It could help people think more about the materials that they write and how they connect with different communities to get them enrolled."
- Lesson progress: Nicole (finished Lesson 3), Krystina (lesson 4/5), Mary (lesson 5)
- Course lesson likes
 - Distinction between quantitative and qualitative video. Nicole: "That's super enlightening."
 - Lesson three worksheet. Mary: "It was very helpful for me too, so that you kind of created your own questions."
 - Nicole: Reflection helps realize issues. "The reflection kind of made me realize how disconnected sort of my neighborhood is."
- Course difficulties

- Nicole in response to the quantitative and qualitative video: “Sometimes it can be difficult to come up with those tangible examples.”
- Mary in response to lesson 5 article: “That was a little bit of a confusing article for me.”
- Nicole: “My main barrier to finishing the course is just like, you have to sit down and do it.”
- Krystina has been trying to find different ways to keep herself engaged with the course. For example, she uses Text to Speech to read to her. “Unfortunately, there’s no Hawaiian accent included in their Hawaiian language in there. But it’s close enough to like okay, I can follow along.”
- Course Wants
 - More audio aspects would be helpful
 - Nicole: “That would be great if they did, like a sort of podcast to guide you through it. And maybe like, even recorded discussions about the topics in Ma‘awe Pono.”
 - Mary: “It should be kind of like a podcast type thing.”
 - Nicole: “That would make it so much easier to consume.” “With audio, it’s easier for me to stay interested because I can set it at like 2x speed. And like, because sometimes when people sometimes when I just hear too, too slow, I kind of like zoned out.”
- Alternatives to knocking on doors on how to get to know your community
 - Find activities in the neighborhood
 - Nicole’s been going to the library which has classes and activities
- Some curiosity about Brightline problem in Florida
 - Brightline is actually the deadliest train in America
 - For some reason, visitors and residents lack familiarity with stopping before the bar goes down
 - People can unintentionally turn down train tracks
 - Krystina: Similar problem with Orlando’s Sunrail. “That’d be interesting to like, know, it’s like why, like, I mean, we can assume, like come up with our assumptions. But we don’t know until we conducted that.”
 - Nicole: “I think it would help to have someone come in with like a more qualitative approach to like, why do people do this? Because why is this a problem in South Florida, and it’s not a problem anywhere else?”
 - Mary: “What’s the disconnect there?”
- What is the work of non-indigenous people in the service of a decolonizing agenda?
 - Author of Lesson 5 article suggests it’s education
 - Hard to answer
 - Mary wants to be educated by the Indigenous people themselves
 - Part of it is educating other people, not Indigenous peoples. Lift the burden.
 - Nicole: “It must be exhausting as an Indigenous person to like have to explain things to people all the time.”
 - If there is any background research being done on Indigenous people, educate yourself beforehand.
- General ideas on how to go about researching and educating yourself

- Qualitative Research Practice Guide section had bullet points on when should you do research and when should you not
- Search engines, library
- Nicole: “Part of it is not just wanting to sort of Google obvious things.”
- Think about the books you read nonfiction and fiction. Try to read Indigenous authors and watch more movies/TV that include Indigenous perspectives.
- Nicole: Build trust with those communities. “Think about ways that you can connect with more people that are part of Indigenous communities.”
- Krystina: Immerse yourself in research. Get involved with events or practice the language. “We’re learning bits and pieces of Hawaiian as we go. Just to get that closer connection to you know, understanding this material.”
- Code for Tulsa’s Carlos Moreo has a YouTube with talk stories from elders talking about their own stories to make they have their culture embedded so it can be taught to the younger generation.
- Think about education gaps. Learn about your local communities, but also Indigenous history.
- Mixed responses on moving forward with this type of research
 - Possible interest in specialize research group to help community to know about train issue
 - Mary personally found that not everybody can do this.
 - Nicole thinks it depends on how isolated you are within your culture and how you’ve interacted before.
- Some limited knowledge of the local Indigenous communities in Florida
- [Useful Tools](#)
 - Find what Indigenous land you’re on with the Code for Anchorage Land Acknowledgement and Native Land websites
 - If you’re looking for a book recommendation to learn more about Native American history, Killers of the Flower Moon.
 - If you want to listen to or read the articles in a different way, check out the Text to Speech browser extension or Bionic Reading
 - Krystina made a playlist of the videos from the course
- How do you learn to listen and not respond?
 - Nicole: Honed in on the skill because she was a journalism major in college. “I learned that like letting people talk you get like the most interesting information.”
 - Krystina: It’s an ongoing skill that she wants to practice. “Just giving, letting the conversation breathe.” Pause and count 1-2-3.
 - Mary: “We live in a culture where everybody wants to keep the conversation going. Nobody knows how to do this”

What wins, challenges, or appreciations do you wish to highlight from our time together?

- Nicole: Something non-indigenous people should do in the service of decolonization is educating themselves (and their community) so that doesn't fall on indigenous people. I am also thankful for all the conversation and knowledge!

- Mary: My appreciation is for the knowledge both Krystina and Nicole shared! I also am thankful for all of the conversation
- I want to celebrate that we're still in this, taking what we're learning and trying the ideas on. Oh, and that we've made it past Lesson 3!

Action Items

- Join us for next Friday, December 30 for [Talk Story Cafe #4](#)
- Continue working on the [course lessons](#)
- Take the [post-session survey](#)
- Mary connect Beth Farmer to Nicole.

Links

[Land Acknowledgement](#) by Code for Anchorage

[Native-Land.ca](#)

["Killers of the Flower Moon" by David Grann](#)

[Readme - Text to Speech TTS](#)

[Bionic Reading](#)

[Mā'awe Pono - YouTube Playlist](#)

Chat

Krystina

17:28 PM

What is the Work of Non-Indigenous People in the Service of a Decolonizing Agenda?



Mcn1972

17:42 PM

<https://land.codeforanchorage.org/>

<https://native-land.ca/>



Nicole

17:45 PM

https://en.wikipedia.org/wiki/Killers_of_the_Flower_Moon



McN1972

17:50 PM

<https://chrome.google.com/webstore/detail/readme-text-to-speech-tts/npdkkcjlmhcnaoobfdjndibfkhhdfn>

<https://bionic-reading.com/>

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Nicole

17:58 PM

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McN1972

17:59 PM

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Nicole

17:59 PM

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Krystina

17:59 PM

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