

Episode 12 Transcript

00:00:17,359 --> 00:00:55,699 [Speaker 0]

As a reminder, any time a work is referenced, you will hear a ding. A timestamp document with references will be available in the show notes. In addition, anytime there is a direct quote, you will soft music playing underneath it. This will help you as listeners determine the difference between paraphrased information and quotes directly from other sources. This podcast is a unique opportunity to listen to the voices of educators. In doing so, they allowed their voices and opinions to be exposed while also allowing me to critically analyze their responses so that they relate to each episode's themes. This was all member-checked or checked for validity by the participants before publication. Welcome

00:00:55,699 --> 00:01:28,559 [Speaker 0]

back to Education Isn't a To Do List. I'm your host, Hannah Jimenez. In this episode, we are going to conclude our analysis to the recent interviews. The last theme I want to explore is how these educators feel about the onset of AI or artificial intelligence in K-12 education, and if it has an impact on culturally sustaining pedagogy in the classroom.

00:01:28,559 --> 00:02:33,539 [Speaker 0]

As a reminder, the following are our interview participants. Miss Kimberly Jones has been an educator for 19 years, and she was named North Carolina Teacher of the Year in 2023. She predominantly teaches high school English in Central North Carolina. Dr. Aaron Gabriel has been in education for 29 years and is currently serving as a superintendent in Central North Carolina. Miss Jill Irwin-Hardtle has been an educator for 28 years and is currently serving as an IB coordinator in Central North Carolina. Mister Silas Burke has been an educator for 13 years and is currently teaching middle school in Central North Carolina. Lastly is Miss Paula Januzzi-Godfrey, who has been in education for 41 years and currently serves as an elementary school librarian in Central North Carolina. As we listen, let us again suspend our preconceived notions and listen to how educators in the field are dealing with this idea. Let's start by hearing from Silas Burke.

00:02:33,539 --> 00:03:03,119 [Speaker 1]

Um, hm. [laughs] My thoughts are, [laughs] my thoughts are pretty complicated and I would say they change on a, on a daily basis. I will say that, um, as much as I would love to be one of those cool teachers that's like, "Yeah, AI is the future. Let's figure out how we can incorporate it into our classroom and how it can make a difference for you in your life," that

is not what I have done so far. Um, so far what I have done is told my students to not use it, and that if I catch them using it, then they won't receive credit. Um,

00:03:03,119 --> 00:04:39,819 [Speaker 1]

so, as a human being, I really don't like AI. This is even I would say outside of being a, a teacher generally speaking, especially an English teacher, um, but that has to do with my thoughts about what makes people human, and I think that knowledge is a really important part of that and knowing things is a really important part of that, um, and kind of constructing meaning out of your thoughts and stuff like that. Um, as a teacher, I don't like it for a couple of reasons. One is because this... So, you know, what I am obligated to teach is, is given to me by the State of North Carolina, not down to the minute, not... They don't tell me, you know, which books I have to use to, to teach concepts in my English class, but we have our state standards. We know students have to be able to do, you know, X, Y and Z before they're done with ninth grade or 10th grade or whatever. Um, and right now there's nothing in there about AI. The state has sort of loosely started working on some guidance about AI, but it's not a part of any of the standards. So, to me, um, that's kind of my, my first response when people think about AI in the classrooms. I, I think that the, um, the, the, the guidance is not necessarily there yet to really be able to incorporate it, because the state says, you know, uh, whatever, to simplify one of my standards like, uh, a student has to be able to cite evidence from the text, right? They've got to be able to, to use that to prove a point. Well, it says the student has to be able to do that. It doesn't say the student has to be able to use AI to do that for them, uh, AI to do that for them. So, um,

00:04:39,819 --> 00:04:47,299 [Speaker 1]

you know, I think that's like a really clear line of what the student is expected to be able to do. Now,

00:04:47,299 --> 00:05:21,919 [Speaker 1]

if the student can prove to me already that they're capable of doing that, then using AI to shortcut it, is that a problem? Well, no, not necessarily. I think if, if you know that you're able to do it and what it's doing for you is saving you time so that you can move on to something else or maybe take things a step further, take things a step deeper with your real human thoughts, I think that's good. Um, but then it, then it becomes how comes some people can do it and some people can't, and how do you determine if somebody has reached that benchmark where they're able to, and there, there's just so many, so many questions about it, right? Um,

00:05:21,919 --> 00:06:13,511 [Speaker 1]

uh, another thing about it that makes me really uncomfortable is that I think it's like broadly speaking, um, uh, plagiarist because it's trained on everybody's writing, because it's trained on, uh, you know, the, the summation of human knowledge that exists on the internet, but it doesn't really, you know, give, give sources for like what it's using as. If, if you say, "Hey, AI, can you help me write this essay about Hamlet?" And it maybe goes and reads 10,000 essays about Hamlet and gives you some essay about Hamlet based on the thing that it's read, it's not doing any kind of attribution to let you know like how it, how it learned those things. So, again, as an English teacher, that's really important to me. Citation is really important to me, um, giving credit where credit is due.[laughs] Um, and the, the last thing that I'll say about it that's a negative is that, like, um,

00:06:13,511 --> 00:06:29,371 [Speaker 1]

it feels like it's not, it feels like it's not there yet. Um, it makes a lot of mistakes. I saw [laughs], I saw a funny thing, uh, maybe it's been fixed by now, but, um, somebody was, uh, had finished watching John Wick 4.

00:06:29,371 --> 00:08:00,111 [Speaker 1]

I've never seen any of these movies, but you probably have heard of the franchise, right? And they wanted to know if there was a John Wick 5 coming out, so they Googled, they did a search for John Wick 5. And Google's AI, which I'm sure you know now if you Google things, there's the AI results at the top of the page. So Google's AI created John Wick 5. It said who was gonna be in it. It said, you know, when the release date had already happened. It gave a summary of the plot and all of this stuff, kind of, you know, unprompted. That's clearly not what the person was, was looking for. I think there's lots of screenshots like that out there of, um, people getting back information from AI that's inaccurate. And so, the same way that we have to teach students, or we had to teach students, you know, five years ago, even, "Hey, when you google something, you can't just put the very first thing that it says up at the top unless you've verified kinda what that source is." Um, the same way we've had to be careful about that, now we have to be careful about, about doing that with AI. I think people are gonna fall into a default position of, "It knows more than me, and so it's always gonna be right," and I think that is, um, really detrimental to, um, like, the learning process, or students using it for, for research or that kinda thing. Um, with that being said, like, you know, I think if anybody says that either it's not here to stay or that it's not something that's gonna change the world, I think they're, they're probably crazy. I- it's done enough already that that's probably the case. It'll be interesting to me to see

00:08:00,111 --> 00:08:19,931 [Speaker 1]

if the fad kind of dies down a little bit. 'Cause you can't go to a website now without there being a button for them to have, like, an AI assistant, which kinda drives me crazy. 'Cause again, most of them are not super great at their jobs, but if, when, when that dies down a little bit, if it dies down a little bit, and, um,

00:08:19,931 --> 00:08:38,211 [Speaker 1]

we can really use it to construct, like, 'cause I think it could be powerful for a student to have as, like, a personal tutor, right? You maybe can't afford to pay another human being, 'cause that can be expensive, or maybe you're from a, from a low-income family, but your school provides you with a device that you can take home.

00:08:38,211 --> 00:09:39,851 [Speaker 0]

From the audio, you can see that Mr. Silas Burk is a skeptic about how AI, as it currently stands, can work in educational spaces. He does offer some thoughtful strategies surrounding the use of AI as a tutor for schools or families that may have less to invest, especially if the school provides access to technology and AI. This strategy can be considered culturally responsive, but must be done well. How does this differ from the culturally sustaining practices and pedagogies that we've been discussing? Well, it is a direct response to an issue or situation instead of actively considering sustaining practices and student identities beforehand. We have mentioned before that technology as it stands is not without bias, and so to forget that can create harm, even when not intended. Next, we will hear from Ms. Jill Irwin-Hardl. She describes AI from different perspectives and helps highlight how AI can be useful for a teacher seeking to start using culturally sustaining practices and pedagogy.

00:09:39,851 --> 00:10:10,291 [Speaker 2]

So I think, I think, um, it's just a matter of perspective and, and who you're talking to about this. Um, I know as an English teacher, I watched many of my colleagues go into this state of depression, um, and fear with AI. But yet, I've watched, um, my own sister, who is a, a Spanish teacher, um, really look at it as an asset because she can go into AI, type that she needs, um,

00:10:10,291 --> 00:10:21,111 [Speaker 2]

an intermediate Spanish article of about 500 words, um, with 10 questions,

00:10:21,111 --> 00:10:46,291 [Speaker 2]

and then all she has to do is read it to edit it. I've watched the biology teacher in my school find an article, plug it into AI, and it'll create, um, EOC test prep questions for her students, where she would have had to do that on her own. And now she's just reading them to make certain that they make sense and that the s- they're at the level the students need to match the state standards.

00:10:46,291 --> 00:11:08,971 [Speaker 2]

Um, so I think it's just in how you approach the, um, adults. Um, AI will never replace the voice that each individual has, and I'm saying that as an English teacher. I can get AI to write anything for me, but my job as a

00:11:08,971 --> 00:11:19,351 [Speaker 2]

human is to go in and take that information and mold and shape it to fit the audience, as well as my own voice.

00:11:19,351 --> 00:12:30,532 [Speaker 2]

And so I think it's more important that we teach students and teachers that component of it. But as far as being culturally, um, sustaining, what an asset. I now don't need to spend 20 hours researching. I can go in and ask the computer, using artificial intelligence, "I need an article from this culture on this topic, with, um, these perimeters," and now I just have to review it. I don't have to spend the hours doing the work, but I still get the same result and the same quality, if not better. Our school just, um, was introduced, we beta tested a notebook that you can get, um, that allows you to pull in your standards, your textbooks, or your, um..... whatever website you're using. We can pull in the subject guides for IB. You put it all in this notebook, and then you ask it, and it'll create a podcast that you can play for the students on a specific topic that they could use as a review. Or

00:12:30,532 --> 00:12:42,952 [Speaker 2]

it'll help you create your individual lesson plans for, like, you could just say, "I need to use standard RL1. I'm using Beowulf, this text,

00:12:42,952 --> 00:12:58,751 [Speaker 2]

um, using this IB criterion," and it'll create the assessment for you as well. And it's... If you just pull all of the documents from your, um, computer and put it into this online notebook, it'll do everything for you.

00:12:58,751 --> 00:13:02,632 [Speaker 2]

That would have been amazing 20 years ago.

00:13:02,632 --> 00:13:31,291 [Speaker 0]

One thing we should consider, from something Ms. Jill Irwin-Hardell said, is that what happens when AI is not culturally sustaining? This is something I really want to discuss more in our next episode, but we would be remiss to ignore that bias does exist in technological programs and systems. [music] Dr. Gabriel will next discuss how his district is utilizing AI, and how they are giving teachers choice in its implementation.

00:13:31,291 --> 00:13:35,971 [Speaker 3]

I think, um, as a system, we started about a year ago,

00:13:35,971 --> 00:14:20,111 [Speaker 3]

uh, having conversations about artificial intelligence. Um, it started mainly at the university level, where it was already a thing that they were trying to then get ahold of and reel in a little bit. And so DPI had, of course, uh, provided some, some guidelines. And there weren't re- requirements, there were more guidelines and maybe recommendations. Um, and we have tried to take those infant steps. But the, the main thing we've tried to do is give the teacher the authority and power in their classroom on how it is used. So if I'm doing an assignment and I want it to be completely free of AI, then we have a s- basically a stoplight image, and then the color blue. And if it's the color blue,

00:14:20,111 --> 00:16:43,171 [Speaker 3]

that is, that is absolutely zero AI. Red light was limited. You know, it was... You know, and again, we gave some examples of what that looks like. Um, yellow was blended. You know, it d- you could utilize it to create your outline, but not to, to produce the, the paper or whatever. And then green is whatever resource you can provide, you are creating. We're

creating it. We wanted to put that power in the hands of the teacher, and I think that is the most important piece as a district, is to say, "This is what the expectation is." We're not telling people they have to use it. Uh, but we are training teachers. That's what our digital learning facilitators and instructional coaches are also doing now, uh, is, is exposing our folks to tools, uh, within, you know, some of, uh, uh, the AI products we use, Magic School being one of them. Um, we're able to, to show, here's what you can do to help with blank. We think for a lot of our kids, especially in essay writing, the hard part is the, uh, outline. You know, like, how do I... I can, I can provide the meat, I just can't provide the skeleton. So for kids who are struggling with that, being able to show them how to use that as a tool to help develop the outline, and then they can tweak it from there, but it gives 'em a starting point. Teacher control, I think, is very important. Because if a teacher feels like it's being done to them, uh... You know, 'cause the concern's always about cheating. Well, if... And there's also no really good AI checkers, s- cheating checkers, if that makes sense. Um, so at, to the best that I can, being able to control that usage, I think, is important, and teachers to know the tools that are there. But I think the big piece for teachers to realize, what labor savers are there. Um, I mean, honestly, I'd, I, you know, was in a, in a music class at our high school, and I was talking to our, our music, he's a chorus and piano teacher, and I said, "Tell me something that you guys are working on right now, one of your classes," and he spit it out. And so I go to, you know, uh, Magic School, but also could go to my phone and ChatGPT, [object slams] and I said, "I want to develop a, you know, five-point lesson plan, uh, on blank." And in seconds, it's spitting it out. And I email it to him. And he looked at it to see like the look on his face 'cause it gave examples of activities that you could do. Uh, i- it's limitless. And so where we're trying to look at this as a system is, this could be a labor saver. So like I told you about before, technology in general,

00:16:43,171 --> 00:17:56,251 [Speaker 3]

AI is kind of like an amplified technology, um, because it is actually helping to create content. Uh, as a district, uh, we struggle 'cause we're very small in terms of staff, so I don't have a marketing director or coordinator. I have a public information officer, but he's mainly the guy that tells people when we're gonna be out of school for snow, uh, or if there's some kind of a community announcement or a public records request. That's what he does mainly. Um, so we took some pictures that we've, uh, had over the course of the first semester of the school year. Um, we just kind of assembled 'em in, in order and went to AI, gave it some, some content and words, and it wrote a country song about our school system on our theme of for good. And I mean, when I say this, it happened in less than a minute, that it produced this. So the, the op- the, the opportunities and possibilities are limitless, uh, especially as we have to do more with less. So when you're talking about resource usage, I mean, it's, it's, it's unbelievable what can be produced and, uh, and what new products and new learning can happen. And so for a kid, in terms of their interest, I mean, what a great learning partner they've got with this, if they learn how to use it properly.

00:17:56,251 --> 00:18:31,807 [Speaker 0]

Dr. Gabriel describes how AI can be a labor saver for teachers. Unlike Mr. Burk, he is not necessarily as skeptical, but he does assert the need for teacher control over its use and the ability to find a compromise that teaches students how to use AI appropriately, while also allowing teachers the freedom to decide when and where that is. In addition, Ms. Kimberly Jones will discuss some specifics about utilizing AI as a teacher, but also warn us about the problems that must be considered when using AI in conjunction with culturally sustaining practices.

00:18:31,807 --> 00:18:36,647 [Speaker 4]

You know, I think AI has the potential to...

00:18:36,647 --> 00:18:45,828 [Speaker 4]

has an incredible potential to help teachers who personally may feel overwhelmed by either topic-

00:18:45,828 --> 00:18:46,187 [Speaker 0]

Mm-hmm

00:18:46,187 --> 00:18:59,868 [Speaker 4]

... uh, by literally asking the question of, "How can I incorporate culturally sustaining practices into and literally uploading one of those templates that you've already filled out?"

00:18:59,868 --> 00:18:59,987 [Speaker 0]

Mm-hmm.

00:18:59,987 --> 00:19:15,508 [Speaker 4]

What are three ways, three potential ways, and allowing generative AI to assist you so that you don't have to invent that wheel, you do not have to read the 49 books that this quantum computer just analyzed to give you this answer.

00:19:15,508 --> 00:19:15,947 [Speaker 0]

Mm-hmm.

00:19:15,947 --> 00:19:32,707 [Speaker 4]

Or to say, literally, "Based on Marzano's best practices, how can I incorporate technology into this lesson that you already love, that you're already comfortable with, that you're already proud of and you know academically is sound?"

00:19:32,707 --> 00:19:32,867 [Speaker 0]

Mm-hmm.

00:19:32,867 --> 00:19:46,207 [Speaker 4]

So then you're not having to do something completely new. You're literally starting from something you're comfortable with, going, "I know my kids need to have more access to technology. I need to incorporate it."

00:19:46,207 --> 00:19:46,228 [Speaker 0]

Hm.

00:19:46,228 --> 00:20:47,608 [Speaker 4]

"Here's a lesson that I've been doing with high success. What are two potential ways I can incorporate technology in it?" And you're still allowed to evaluate the options that these generative AI tools help you to create, and you choose the one you're most comfortable with. But at the end of the day, you've still augmented that lesson to give those kids that critical exposure. The same thing can be said for culturally sustaining practices. You can say, "Hey, here's, here's a lesson plan that I know is academically sound, it creates strong outcomes for my students, but my demographics of students have changed over time." Or, "I fear that it's only grounded in one perspective, and I have an increased number of multi-language learners in my classroom. What is a way that I can better infuse-" And here's, I will, I'll take a, a quick sort of detour to say that our, our push and our, our focus on culturally sustaining practices should not

00:20:47,608 --> 00:21:00,187 [Speaker 4]

only be in response to increasing diversity. Because even if I had a seemingly... Um, because I can have a classroom of white, full of white children, and it's not a homogenous group of people.

00:21:00,187 --> 00:21:00,207 [Speaker 0]

Mm-hmm.

00:21:00,207 --> 00:21:13,167 [Speaker 4]

There's diversity within all groups of people. I can have a, a classroom full of, you know, all Latino, all Black, or all Asian students, but they are still not a monolith. And they are living in the world with other people, diverse-

00:21:13,167 --> 00:21:13,187 [Speaker 0]

Mm-hmm

00:21:13,187 --> 00:21:36,207 [Speaker 4]

... people. So, even if there is no diversity in my classroom that I feel like I need to respond to, all of my kids need to be prepared to, to flourish in an ever-diversifying world. And so, exposure to different cultural perspectives, practices, norms is gonna be critical no matter what. So, I've said that tangent. But, um,

00:21:36,207 --> 00:21:42,267 [Speaker 4]

I can create prompts that speak specifically to who's in my room-

00:21:42,267 --> 00:21:42,287 [Speaker 0]

Mm-hmm

00:21:42,287 --> 00:22:00,307 [Speaker 4]

... without having to, you know, find or try to find the time to read 49 books about the 49 different cultures or backgrounds [laughs] um, in my classroom. And then, you know, condense that into something I'm already doing. I think

00:22:00,307 --> 00:22:05,907 [Speaker 4]

that's super helpful to a teacher, and I think it lowers the anxiety.

00:22:05,907 --> 00:22:06,247 [Speaker 0]

Mm-hmm.

00:22:06,247 --> 00:22:15,367 [Speaker 4]

Even to put into a prompt, "This is what I want to do. I am a novice, and I'm anxious about getting this wrong." [laughs]

00:22:15,367 --> 00:22:15,607 [Speaker 0]

Hmm.

00:22:15,607 --> 00:22:24,967 [Speaker 4]

"What are three simple steps that can aid my incorporating this? What is a rubric for evaluating-

00:22:24,967 --> 00:22:25,347 [Speaker 0]

Mm-hmm

00:22:25,347 --> 00:22:45,567 [Speaker 4]

... a, a digitally based project for a student? I want to cover this, this, this, and this. I want it to have, you know... I want it to be a rubric of up to five points. I want there to be at least three

criteria, and please create this rubric in language that is accessible to a level two English learner."

00:22:45,567 --> 00:22:46,707 [Speaker 0]

Mm-hmm.

00:22:46,707 --> 00:23:12,027 [Speaker 4]

That's, that's how specific we can get. I can, I can upload specifics from an individual student's IEP to say, "What would it look like to take this project that I've done forever and allow for 50% extended time and a limit of, you know, 30% of written expression when compared to the standard project?"

00:23:12,027 --> 00:23:12,087 [Speaker 0]

Mm-hmm.

00:23:12,087 --> 00:23:33,307 [Speaker 4]

And I'm gonna get a version of that project that meets those modifications. Now, do I have to follow those suggestions lockstep? No, but it is an incredible springboard for either a new teacher or certainly an experienced teacher to go, "That'll work for my kids. That won't work. That's too much. I don't have access to that, but ooh, I can definitely do that."

00:23:33,307 --> 00:23:33,327 [Speaker 0]

Mm-hmm.

00:23:33,327 --> 00:23:40,867 [Speaker 4]

And again, teachers are the ones able to make the choice of what they're doing in their classrooms, and then you own it. It's not just-

00:23:40,867 --> 00:23:40,887 [Speaker 0]

Mm-hmm

00:23:40,887 --> 00:23:49,627 [Speaker 4]

... this prescription you got from on high when someone came into your room and said, "Hey, you didn't check the ed tech box for the last three things, so I'm gonna need you to fix this."

00:23:49,627 --> 00:23:50,387 [Speaker 0]

[laughs]

00:23:50,387 --> 00:23:54,547 [Speaker 4]

You feel the ownership of, even if that is the expectation [laughs]-

00:23:54,547 --> 00:23:54,767 [Speaker 0]

Mm-hmm

00:23:54,767 --> 00:24:25,207 [Speaker 4]

... you still feel the ownership of it's not just the script someone handed you, and now I gotta go learn how to use fill-in-the-blank piece of ed tech that you bought. You're doing what's best for your students in a way that plays to your strengths. And even saying to the, you know, putting in the prompt, saying to the AI, "I am very comfortable with lecture and posters and illustrations. How can I incorporate technology in a way that plays to those strengths?"

00:24:25,207 --> 00:24:31,639 [Speaker 0]

Hmm.Do you feel like there are any concerns with AI?

00:24:31,639 --> 00:24:42,439 [Speaker 4]

Absolutely. Absolutely. Um, I think especially, um, on the culturally sustaining side, we have to be... And, and of course, there are, there are,

00:24:42,439 --> 00:24:48,380 [Speaker 4]

um... Every day [laughs] there are more and more filters and checks for things like hallucinations and-

00:24:48,380 --> 00:24:48,660 [Speaker 0]

Mm-hmm

00:24:48,660 --> 00:24:52,699 [Speaker 4]

... and false information, but that's a really big one.

00:24:52,699 --> 00:24:53,099 [Speaker 0]

Mm-hmm.

00:24:53,099 --> 00:24:56,759 [Speaker 4]

Um, if, uh, if, if this, you know, quantum,

00:24:56,759 --> 00:25:04,260 [Speaker 4]

quantum computing tool is searching all the internet, well, th- the, the, the internet is an ocean.

00:25:04,260 --> 00:25:05,019 [Speaker 0]

[laughs]

00:25:05,019 --> 00:25:27,619 [Speaker 4]

There's a lot of garbage in the ocean, and so you still have the duty to vet every resource, every option that's provided to make sure that you aren't, you know, passing on, uh, problematic or untrue misinformation, disinformation, et cetera, that you aren't, um,

00:25:27,619 --> 00:25:36,780 [Speaker 4]

being reductive in what you call culturally sustaining [laughs], uh, practice, even, even well-intentioned attempts.

00:25:36,780 --> 00:25:36,800 [Speaker 0]

Mm-hmm.

00:25:36,800 --> 00:25:52,299 [Speaker 4]

Making sure that, that it's not being hyper-reductive or stereotypical, et cetera, um, I think that's always going to be a challenge, but specifically because these tools do use the whole of the internet.

00:25:52,299 --> 00:26:16,559 [Speaker 0]

Ms. Kimberly Jones provides us some examples of how the use of AI can be a great resource for teachers and help them adapt to the changing educational systems. However, she also issues a more strategic warning about the dangers of allowing AI to think and learn for you. She brings up again the misinformation and false narratives that AI can create based on the systemic bias it has built within it.

00:26:16,559 --> 00:26:26,720 [Speaker 0]

Lastly, we will hear from Ms. Paula Jannuzzi Godfrey about her feelings surrounding AI and how it can look for both teachers and students.

00:26:26,720 --> 00:26:29,219 [Speaker 5]

Yeah, I think, um,

00:26:29,219 --> 00:26:32,539 [Speaker 5]

AI is an interesting, um,

00:26:32,539 --> 00:26:40,299 [Speaker 5]

phenomenon, and, uh, I'll say, again, there's pros and cons. But I think,

00:26:40,299 --> 00:26:51,959 [Speaker 5]

I think it's... If, if you know how to use it [laughs], uh, if you know how to use it for teachers, it's... It can be amazing. I mean, it,

00:26:51,959 --> 00:27:01,819 [Speaker 5]

it can write lesson plans. It can [laughs]... It can create things that I used to sit for days and hours creating, uh, and it does it in 30 seconds. Um,

00:27:01,819 --> 00:27:05,139 [Speaker 5]

it's even down to

00:27:05,139 --> 00:27:07,879 [Speaker 5]

writing

00:27:07,879 --> 00:27:24,719 [Speaker 5]

parent letters for permission for a field trip. I mean, it just like... Uh, th- the things that AI can do for teachers in practical ways, I think is, um, is great. I, I, I, I think it's a time-saver. I think it's all those things. Um, I

00:27:24,719 --> 00:27:29,379 [Speaker 5]

think for students,

00:27:29,379 --> 00:27:32,219 [Speaker 5]

it, it goes back to

00:27:32,219 --> 00:27:39,079 [Speaker 5]

teachers teaching about it, uh, teaching about the,

00:27:39,079 --> 00:27:49,299 [Speaker 5]

the good and the bad, um, and when it's appropriate and when it's not, and teaching... I'll tell you. I think, I think...

00:27:49,299 --> 00:27:54,919 [Speaker 5]

I've always been a firm believer in teaching critical thinking, but I feel like with AI,

00:27:54,919 --> 00:28:10,539 [Speaker 5]

we have to teach critical thinking [laughs]. Kids have to be taught how to think through and know what's real, what's not, what's, um, acceptable, what's ethical, what's not. And, um,

00:28:10,539 --> 00:28:21,019 [Speaker 5]

I, I do a little bit of, um... I do a little bit with students, the older students, on social media and, um,

00:28:21,019 --> 00:28:44,099 [Speaker 5]

and the dangers of it and the... and also, you know, again, like, how it can be a great thing and a fun thing, but then how it can be a dangerous thing. And AI to me is the same. I, I... Um, as a librarian, I'll tell you, there's a lot of people in the librarian world that don't like AI, because they literally, um...

00:28:44,099 --> 00:29:02,939 [Speaker 5]

If you really value, as I do, and especially in children's books, illustrations and artists, and, and the fact that AI can just, can do that and steal things from people, like, it's ju- it's just so... It's just happening so fast that I worry that, um,

00:29:02,939 --> 00:29:10,699 [Speaker 5]

that we're just not going to keep up with it. Uh, and, and this generation of children

00:29:10,699 --> 00:29:17,979 [Speaker 5]

is growing up with it, and they're, and they're not going to know any different, and that's a little scary to me. Um,

00:29:17,979 --> 00:29:27,579 [Speaker 5]

again, the same token, I think it can be an incredible thing, but I think that we can't lose fact of the human aspect again, of the humans teaching

00:29:27,579 --> 00:29:42,019 [Speaker 5]

children and teachers [laughs] how to use it and, and where to draw the line. Like, where, where's enough enough? And, and, uh, and again, that critical thinking, like,

00:29:42,019 --> 00:29:47,719 [Speaker 5]

not to just be so accepting of everything and to, um...

00:29:47,719 --> 00:29:54,239 [Speaker 5]

just to understand it, uh, i- you know, just like anything. But I...

00:29:54,239 --> 00:30:19,799 [Speaker 5]

That's what I see. I mean, it- it's not going to stop, and I... At- for a while there, I was skeptical and thinking this is going to be horrible, uh, but then now, it's not horrible. Um, I use it [laughs], so it's like... But, um, I don't use it to the degree that some people do, but, uh, for me, in my position as a school librarian, my...

00:30:19,799 --> 00:30:22,379 [Speaker 5]

I, I feel like my goal is to,

00:30:22,379 --> 00:30:24,079 [Speaker 5]

is to teach children about it.

00:30:36,891 --> 00:32:07,751 [Speaker 0]

The AI discussion reflects key ideas from Paolo Freire, Critical Pedagogy; Henry Giroux, Pedagogy of Resistance and Critical Citizenship; Gloria Ladson-Billings, Culturally Relevant Pedagogy; and Django Paris, Culturally Sustaining Pedagogy. The educators interviewed express a range of perspectives, from skepticism and concern to optimism and strategic adoption of AI in education. Freire's Critical Pedagogy opposes banking education, where students passively receive knowledge rather than constructing it through dialogue and reflection. [bell chimes] Several educators expressed concern that AI could undermine critical thinking by offering pre-packaged knowledge rather than fostering independent thought. Mr. Burke is deeply skeptical of AI, arguing that it risks removing students from the process of meaning-making by allowing them to generate essays or ideas without real engagement. His concerns align with Freire's view that true education must be an act of problem-posing and dialogue, not mere content retrieval. [bell chimes] Miss Jannuzi Godfrey echoes this concern, stating that AI can be dangerous if students uncritically accept everything it generates. She emphasizes that critical thinking must be explicitly taught, or students risk blindly trusting AI outputs, reinforcing Freire's belief that education must help students question authority rather than simply accept knowledge as truth. [bell chimes] While some educators resist AI's potential to replace authentic thought, others see it as a tool for inquiry, and that supports Freirian pedagogy.

00:32:07,751 --> 00:33:16,891 [Speaker 0]

Miss Kimberly Jones argues that AI can help teachers integrate culturally sustaining practices by suggesting lesson modifications, analyzing cultural context, and summarizing vast amounts of research. This approach aligns with Freire's belief that knowledge should be co-constructed, allowing teachers to engage with students more meaningfully. [bell chimes] Dr. Gabriel highlights AI's ability to scaffold learning by helping students organize their ideas and generate outlines rather than entire essays. This suggests a middle ground, where AI is not a substitute for thinking, but a support tool to help students develop their own arguments, an approach more in line with Freire's vision. [bell chimes] Henry Giroux argues that education is inherently political, and warns that technology often reinforces dominant ideologies. [bell chimes] Several educators in their interviews express concerns

that AI is shaped by biases embedded in the internet, potentially reinforcing Eurocentric and dominant narratives; a tool for corporate influence, adopted by schools before clear guidelines exist, mirroring how neoliberal policies shape education;

00:33:16,891 --> 00:35:10,391 [Speaker 0]

a labor-saving device that risks replacing teachers and eroding human connection, reducing education to efficiency rather than deep learning. Miss Kimberly Jones warns that AI might not be truly culturally sustaining if its data sets are biased. This aligns with Giroux's warning that technology can reinforce hegemonic ideologies rather than challenge them unless critically examined. [bell chimes] Dr. Gabriel discusses how AI is being introduced into schools without strong state-level guidance, creating a Wild West of implementation, where corporations and administrators shape its role in education. Giroux warns against market-driven policies that prioritize technology over student well-being, a concern reflected in Dr. Gabriel's description of AI's rapid adoption before its implications are fully understood. [bell chimes] Despite these concerns, these same educators frame AI as a potential tool of resistance when used intentionally. Miss Kimberly Jones describes AI as a means for teachers to integrate more culturally diverse perspectives into their lessons. Rather than relying on pre-existing Eurocentric curricula, teachers can use AI to generate materials that reflect diverse cultures and languages, disrupting hegemonic knowledge production, a key Girouxian principle. [bell chimes] Miss Erwin Hardel highlights how AI can assist overburdened teachers by helping them incorporate culturally sustaining content without requiring hours of research. This aligns with Giroux's argument that critical pedagogy should equip teachers with tools to challenge dominant ideologies rather than passively accept them. [bell chimes] Ladson-Billings' Culturally Relevant Pedagogy emphasizes that effective teaching should support academic success, affirm students' cultural identities, and foster critical consciousness about social inequities. [bell chimes] Many educators in this, in the interviews see AI as both a risk and an opportunity in this regard.

00:35:10,391 --> 00:36:42,071 [Speaker 0]

Miss Kimberly Jones argues that AI can help teachers diversify their lessons without requiring them to be experts in every culture their students represent. This aligns with Ladson-Billings' belief that culturally relevant pedagogy requires flexibility and responsiveness to student identities. [bell chimes] Miss Erwin Hardel describes AI as an asset in supporting multilingual learners, helping generate materials at different proficiency levels. This reflects Ladson-Billings' call for equity-driven instruction, ensuring that all students can engage meaningfully with the curriculum. [bell chimes] However, some educators warn that AI might fail to meet culturally relevant goals if implemented carelessly. Miss Kimberly Jones warns that AI-generated content may reinforce stereotypes if not

properly vetted, highlighting the need for human oversight in AI-assisted instruction. This reflects Ladson-Billings' insistence that culturally relevant teaching must be intentional and actively anti-racist, not just diverse in appearance. [bell chimes] Miss Jannuzi Godfrey warns that AI may deepen digital divides, benefiting students with access to high-quality, AI-supported learning tools, while leaving others behind, further entrenching educational inequities. [bell chimes] Django Paris expands on Ladson-Billings by emphasizing that education must not only be relevant, but must actively sustain the linguistic and cultural practices of marginalized communities. [bell chimes] AI is positioned as a double-edged sword in this context. Mr. Burke and Miss Kimberly Jones express concerns that AI might dilute cultural authenticity.

00:36:42,683 --> 00:36:42,723 [Speaker 6]

Mmm.

00:36:42,723 --> 00:38:39,903 [Speaker 0]

If AI-generated content is based on widely available sources, it may fail to capture nuanced, community-specific knowledge, leading to surface-level cultural representation rather than genuine sustenance [bell dings]. However, Ms. Erwin-Hardall suggests that AI can be a powerful tool for language preservation, enabling students to access multilingual content and historical narratives that might otherwise be inaccessible. This aligns with Paris' argument that culturally sustaining pedagogy should not just include diverse source- voices, but actively empower them [bell dings]. Some educators believe AI could help sustain minority cultures and languages. Dr. Gabriel describes AI's ability to generate multilingual content, allowing students from underrepresented linguistic backgrounds to see themselves reflected in the curriculum. This directly supports Paris' belief that education must sustain rather than assimilate non-dominant cultures [bell dings]. Ms. Erwin-Hardill's example of AI-assisted lesson planning demonstrates how AI can help sustain cultural identities by giving teachers the tools to integrate diverse perspectives without relying solely on preexisting, often Eurocentric curricula [bell dings]. These interviews present a diverse and nuanced debate on AI in education, reflecting themes from Freidé, Giroux, Ladson-Billings, and Paris. AI can help teachers incorporate culturally sustaining content, make diverse resources more accessible, and support multilingual learners and culturally relevant pedagogy. However, it also poses risks: AI-generated knowledge may reinforce dominant ideologies, bias in AI training data may marginalize certain cultural narratives, and students may become passive recipients rather than critical thinkers. Ultimately, the educators agree that AI must be approached with intentionality, critical engagement, and ethical oversight, aligning with the broader goals of critical pedagogy and culturally sustaining education.

00:38:39,903 --> 00:38:52,624 [Speaker 0]

Thank you so much for joining me today as we concluded our analysis of the themes from the educational interviews. I hope you will join me next time as we begin the conclusion of our dissertation journey. [upbeat music]