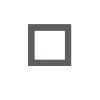
**Transcript**

November 28, 2024, 10:30AM

 **Lucy Finnegan** started transcription

 **Lucy Finnegan** 0:03  
So basically just give you the context.  
This is for my PG cert as I said so and I'm focusing around different assessment methods and looking at inclusivity in that, but it's sort of all been triggered for me by AI so and how that may change things.  
So I'm looking to get kind of expert viewpoint really on on that.  
So the questions will be really about AI and assessment and the different methods so.  
So. So just in terms of the 1st in terms of AR for you, when did you start kind of noticing that it's going to the impact it was having on higher education?

 **Sheldon Chow** 0:43  
Sure. I'm just gonna move just in two seconds because it's a bit noisy.  
Sorry.  
Oh, I wish to go.

 **Lucy Finnegan** 0:56  
Leaving rooms.

 **Sheldon Chow** 0:58  
Yeah.  
So I started noticing this in. I think it was probably December 2022.

 **Lucy Finnegan** 1:07  
Oh wow, yeah.

 **Sheldon Chow** 1:09  
So I think at that point you might have remembered that there are a lot of articles coming out about ChatGPT in particular.  
But I think that's where it was like there was a lot of media attention around.  
Kind of Gen. AI and obviously it's been in existence way before then, but I guess that was quite a for me like.  
A milestone, I guess.  
I'll use the word because I think.  
The public started hearing a lot more about it.

 **Lucy Finnegan** 1:41  
Yeah.

 **Sheldon Chow** 1:41  
So you know, so that's where a lot of the discourse around what AI is meant to be and how it may affect higher education or education in general.

 **Lucy Finnegan** 1:52  
Yeah, yeah.

 **Sheldon Chow** 1:53  
I really started to kick off.

 **Lucy Finnegan** 1:55  
Yeah. I mean, what do you think that we know more?  
You know, what do you think are the main challenges that's presenting for us, like right now and going forward or or do you see it not as challenges? But yeah, what do you think?  
The main things that we now have to kind of start addressing.

 **Sheldon Chow** 2:13  
Yeah. I mean, I think there's the obvious ones.  
I think there's the academic integrity aspect of of AI. You know, a lot of the conversations that I have with colleagues are more so around perhaps the.

 **Lucy Finnegan** 2:17  
Yeah.

 **Sheldon Chow** 2:27  
You know.  
Fear, rightly or wrongly, that there would be more academic integrity related issues.

 **Lucy Finnegan** 2:31  
Love you.

 **Sheldon Chow** 2:35  
And I guess I'm being very mindful of using academic integrity versus academic misconduct.

 **Lucy Finnegan** 2:41  
Yes, yes.

 **Sheldon Chow** 2:42  
I think they are slightly different things.

 **Lucy Finnegan** 2:44  
Yeah.

 **Sheldon Chow** 2:45  
I think you know the academic integrity aspect, but also I think it's, I guess my background is in technology as well. So like I did computer science undergrad and I think was really interesting.  
I've been having a lot of reflex reflections and I'm not necessarily at a point where I kind of distilled my thinking around this, but I do.

 **Lucy Finnegan** 3:08  
Yeah.

 **Sheldon Chow** 3:10  
Personally wonder whether or not.  
AI is a red herring.

 **Lucy Finnegan** 3:15  
Yeah, yeah.

 **Sheldon Chow** 3:17  
Has at the end of the day AI.  
Is the technology underlying a lot of tools?

 **Lucy Finnegan** 3:23  
Yeah.

 **Sheldon Chow** 3:24  
Right. So I think there's not a lot of fixation on the words artificial intelligence or generative artificial intelligence because it sounds super cool or it sounds very futuristic, right?

 **Lucy Finnegan** 3:35  
Yeah, yeah, yeah.

 **Sheldon Chow** 3:35  
It it evokes a lot of, you know, feelings or kind of, you know, synergies between kind of science fiction and, you know.

 **Lucy Finnegan** 3:45  
Yeah, like the robots are coming.

 **Sheldon Chow** 3:48  
Yeah, right.  
So I think you know, rightly or wrongly, there's been a lot of, like, you know, a lot of sci-fi is based around kind of very kind of like.  
You know, some some, some science fiction is is built around kind of this quite a doomsday kind of AI is going to take over. Like it's kind of like very bleak futuristic world, whereas other science fiction might not be so.

 **Lucy Finnegan** 4:05  
Yeah, yeah.

 **Sheldon Chow** 4:11  
But I guess my point being around this, it being a red herring is at the end of the day, these are set of very different tools.

 **Lucy Finnegan** 4:20  
Yes, yes.

 **Sheldon Chow** 4:21  
Right. So like a ChatGPT is completely then different than a mid journey.  
And that's really different than say, you know the AI that's in your phone. Like I I haven't used Apple intelligence yet, but you know, the ability to like kind of remove objects from a background.

 **Lucy Finnegan** 4:32  
Yeah.  
No, no.  
Yeah.

 **Sheldon Chow** 4:41  
Of a picture that you take even to me and I seen seen the ads where Google has where you can take the picture several times and put yourself into the picture like one person takes a picture and the next person swaps in and out.

 **Lucy Finnegan** 4:49  
Yeah, yeah, yeah.  
Yeah.

 **Sheldon Chow** 4:58  
I don't have to answer your question correctly, but I kind of feel like there's. I wonder if it is a red herring because we're talking about AI, but perhaps it's more about talking about and learning about the different tools that are now available.

 **Lucy Finnegan** 5:10  
Oh yeah, yeah.  
So maybe it's more about how I guess you embrace it and not panic.  
I mean, how do you think as a sector?  
We can.  
We should forget LCF just generally as a sector, but we should react to it in enough time, because obviously with the university system, things take time to change and approve and through quality or whatever.  
So we're almost a bit behind peers.  
So what do you think is the best kind of way to react to it in almost real time?  
So that we are responding in the right kind of doing the right things, but in and catching up you know.

 **Sheldon Chow** 5:48  
Yeah. I mean, I think this is where I think I have a certain bit of challenge in my role as a more central role that covers all these difference. People are coming to me and wanting advice from me and obviously I can give kind of high level advice.  
And that's what we did through the development of the guide.

 **Lucy Finnegan** 6:05  
Yeah.  
Yeah.

 **Sheldon Chow** 6:09  
But when it actually gets down to the individual and this is kind of links back to kind of my concept of red herring tools, the fact that you all will be very much more buffet with your particular discipline.

 **Lucy Finnegan** 6:24  
Yep.

 **Sheldon Chow** 6:25  
Right. So you will know what?  
Issues is doing with your discipline or you know your unit and your assessments. You know more in depth than I would about how.

 **Lucy Finnegan** 6:30  
Yes, yes.

 **Sheldon Chow** 6:42  
Or how how much?  
Or how little students could potentially use it, right?

 **Lucy Finnegan** 6:45  
Yeah.

 **Sheldon Chow** 6:46  
So I think it's.  
Guess it's more.  
You know, time for people to actually sit down and consider it, because I think the really interesting conversations that I've had is with, you know, like HS with marketing.  
With Sophie bar.

 **Lucy Finnegan** 7:05  
Yeah.

 **Sheldon Chow** 7:06  
In in SMC like.  
What I've you know, I think that's been where people have been able to kind of start figuring things out where you actually take the time to sit down and go, OK.  
This is this unit.  
This is this assessment.  
What to we expect students to be learning on this one?  
What are the different AI tools that are out there?

 **Lucy Finnegan** 7:25  
Yeah.

 **Sheldon Chow** 7:26  
Or what are the, you know, like let's not even call them AI cause what are the what are the tools that are out there right.

 **Lucy Finnegan** 7:30  
Yeah, yeah, the tools and application.  
Yeah. Yeah, exactly.

 **Sheldon Chow** 7:34  
Right. So I think that's where we can probably.  
Progress to the next level.

 **Lucy Finnegan** 7:39  
Yeah, yeah. I mean for me.  
Interestingly, actually it's come in as the cohorts are changing like the cohort dynamic is changing a little bit you know. So I mean much more.  
I mean even more Gen. Z is moving.  
Gen.  
Alpha is coming and they are very much more tech aware and actually embrace it a bit differently.  
So I think that would be a change, but it seems like it may trigger an assessment change maybe.  
Particularly when you talk about things like CHS, you know in terms of the the written work, do you think that's inevitable that we may have to?  
Look at changing assessment methods to move away from more lengthly academic writing.

 **Sheldon Chow** 8:20  
I think that's definitely like a lot of a lot of, you know, like when I read the literature, right, a lot of, you know, and not just myself, but kind of colleagues and other institutions.  
You know, it's it's more about kind of reflecting on an assessment design.

 **Lucy Finnegan** 8:35  
Yeah.

 **Sheldon Chow** 8:36  
Right. And again I, I I haven't fully reflected on the develop by thinking around it just yet. But yes, I think there there will be some assessments that will need to change. But at the same time too I think that there are other assessments that.

 **Lucy Finnegan** 8:47  
Yeah.

 **Sheldon Chow** 8:51  
It's more about reminding students what are they meant to be learning, right?  
So I was just reading an FAQ that central was developing and hoping to issue out Sue right?

 **Lucy Finnegan** 8:59  
Yeah.

 **Sheldon Chow** 9:06  
But you know, let's using a very simple example like, you know, we have a journalism course.

 **Lucy Finnegan** 9:11  
Yes.

 **Sheldon Chow** 9:12  
And you need to be able to write and you need to be able to do grammar and you need to be able to spell.

 **Lucy Finnegan** 9:15  
Yeah.

 **Sheldon Chow** 9:16  
You know what I mean? Like, right?

 **Lucy Finnegan** 9:17  
Yeah.

 **Sheldon Chow** 9:19  
You're not going to chain like I don't be changing this assessment in that anytime soon because you still need to learn those skills.

 **Lucy Finnegan** 9:23  
Yeah.  
Two minutes there. Yeah, yeah.

 **Sheldon Chow** 9:27  
Right. So you know, there are AI tools that do a grammar checking and spell checking and all that type of business, but it might be OK to do it in one unit.

 **Lucy Finnegan** 9:33  
Yeah.  
Yeah.

 **Sheldon Chow** 9:38  
But for that unit.

 **Lucy Finnegan** 9:40  
Yeah.

 **Sheldon Chow** 9:41  
In that course, we might not.

 **Lucy Finnegan** 9:43  
Not change it. Yeah, yeah.

 **Sheldon Chow** 9:43  
We might not change the assessment because that's what the core skills that you're meant to be learning.

 **Lucy Finnegan** 9:48  
Yeah, yeah. I mean, that's leaves me in terms of as we're in art school, maybe we're in a slightly better position from assessment changes in the fact that we could potentially look at things like live work more. So you know in all kind of more like supervised based.  
Projects you know, so you're in the classroom and you're being supervised and assessed in that instance.  
So I mean, how do you feel about that?  
Do you feel that's a good way to go for an art school or?

 **Sheldon Chow** 10:17  
I I maybe my answer to you is the fact that I think that we were already going there.

 **Lucy Finnegan** 10:22  
Yes, OK. Yeah.

 **Sheldon Chow** 10:23  
Right. So like if you think back during COVID and pandemic?  
You know, we didn't actually have the opportunity to see a lot of physical physical items, right?

 **Lucy Finnegan** 10:31  
Yeah.

 **Sheldon Chow** 10:35  
So a lot of we were moving into the emphasis of process versus you know like we look at our marketing criteria like instead of instead of realization. It was kind of like.

 **Lucy Finnegan** 10:41  
Yes, yes.

 **Sheldon Chow** 10:49  
Making shifting more emphasis on the process side of things, right.

 **Lucy Finnegan** 10:51  
Yes, yes, yes, yeah.  
Do you think though then for when you do that learning outcomes become a bit redundant?  
You know, so because it's in terms of arts, it's harder.

 **Sheldon Chow** 11:02  
Oh no.

 **Lucy Finnegan** 11:03  
Do you think or not in terms of when you're doing a process project or you're supervising and assessing like that, is it still learning outcome based?  
Do you think?

 **Sheldon Chow** 11:12  
Oh, that's a good question.  
I don't have.  
I don't have an answer to that, but my gut reaction is that we would still have learning outcomes.

 **Lucy Finnegan** 11:20  
Hello. Yeah, yeah.

 **Sheldon Chow** 11:22  
Yeah.

 **Lucy Finnegan** 11:23  
One thing that changed after COVID and which is where I'm sort of looking at, but for other reasons as well, was in person presentation. So being assessed and graded on you, standing up, presenting your work. So obviously that went in COVID. But also what we saw in is.  
A lot of an increase in students with anxiety and you know, this inability to communicate in person so.  
A lot of issue around that, I mean obviously.  
Was the story of the student in Bath who committed suicide because he didn't do present day. So the whole university system is looking at presentations as is it something we?

 **Sheldon Chow** 11:55  
Mm hmm mm hmm.

 **Lucy Finnegan** 12:01  
Is it a bit not?  
Are we moving away from that?  
But it was traditionally a very good method of having a student in a room, and, you know, do you feel that that has to return? And do you also feel it can be inclusive or not?

 **Sheldon Chow** 12:17  
OK so.  
Break down the questions again for me.

 **Lucy Finnegan** 12:22  
Yeah. So in terms of presentations in person, they've they've kind of dwindled a bit because of the controversy.  
I mean, in the wake of the fact, the written assessment may be going a bit, do you feel like we have to return to that more graded presentation scenario? And do you think it can be inclusive?  
Obviously there's lots of issues that it isn't.

 **Sheldon Chow** 12:40  
Yeah, yeah, there's definitely.  
Yeah. I mean, I think.  
I think again, I think it's really discipline specific.  
I think if we put on the employability hat right.

 **Lucy Finnegan** 12:51  
Yes.

 **Sheldon Chow** 12:54  
I think we need, you know, there will be different discipline to perhaps need presentation skills more than others. But like say in marketing like marketing course, you didn't mean like I did a business degree. I had one unit where I had 15 minute presentation every week for 12.

 **Lucy Finnegan** 13:02  
Yeah.  
Yeah.

 **Sheldon Chow** 13:12  
Weeks, right?

 **Lucy Finnegan** 13:13  
Yeah, yeah.

 **Sheldon Chow** 13:14  
And what a classic 40 page report.

 **Lucy Finnegan** 13:15  
Wow, really?  
God yeah.  
Oh God, yeah. Wow.

 **Sheldon Chow** 13:20  
In a group.  
Yeah.

 **Lucy Finnegan** 13:23  
And you felt fine about that.

 **Sheldon Chow** 13:26  
I by that point in my life, I actually really enjoy presenting.

 **Lucy Finnegan** 13:34  
Yeah.

 **Sheldon Chow** 13:35  
But I did actually learn quite a bit from doing it that many times because it was a consulting class.

 **Lucy Finnegan** 13:39  
Yeah, yeah, yeah. OK.

 **Sheldon Chow** 13:42  
Was a very specific type of presenting too.  
It wasn't like just a general presentation.  
It was like you putting yourself in the shoes of a A of a management consultant needing to pitch or present to CEOs and CFOs and things like that.

 **Lucy Finnegan** 13:51  
Yes, yes, yes.  
Yeah.

 **Sheldon Chow** 13:57  
So we learned like.  
You know, we were, we were told 15 minute every week, but then he would give us scenarios like Sheldon.  
You've missed the airplane.  
So now the three of you have to now in this 2 minutes, reformulate the presentation and only three of you can present or.  
The the the management team no longer have 15 minutes.  
They only have 5 minutes to take two minutes to reshift your presentation.

 **Lucy Finnegan** 14:20  
Yeah.

 **Sheldon Chow** 14:22  
Digit 5 minute presentation, right?

 **Lucy Finnegan** 14:24  
Yeah, God.

 **Sheldon Chow** 14:24  
So we're given a lot of live industry scenarios.

 **Lucy Finnegan** 14:27  
Yes. Yeah.

 **Sheldon Chow** 14:28  
I think there's employability side to it.

 **Lucy Finnegan** 14:31  
Yes, definitely.

 **Sheldon Chow** 14:33  
I also think that whether or not.  
You might see that there's an employability side, I think.  
You're always there is always gonna be opportunities for you to present and speak, right?  
So I think there's whether or not it's a presentation, but a communication element to it.

 **Lucy Finnegan** 14:50  
Yes.

 **Sheldon Chow** 14:52  
Can they be inclusive?  
I think if we.  
Understand the specific assessment and understand what we're trying to get the students to learn and try to understand the graduate outcomes.  
Students. Then we can either.

 **Lucy Finnegan** 15:05  
Yes.

 **Sheldon Chow** 15:09  
Support and coach the students through.  
Gaining their confidence in presenting or if it's not strictly necessary to stand in a room facing their peers or facing their tutors, you know there are all other.

 **Lucy Finnegan** 15:14  
Yeah.

 **Sheldon Chow** 15:27  
You know alternatives like maybe recording a presentation.

 **Lucy Finnegan** 15:30  
Yeah, yeah, yeah, good.  
I mean, do you?  
What do you think?  
For us as a college where we rely so heavily on international students as well. So we have obviously huge international cohorts.  
Some you know 80%.  
With language not in any way, shape or form.  
In English, it's kind of a weakness for them.  
Do you think?  
Like a course like that, that has such a large percentage, perhaps of Chinese or Asian students, it would be feasible to introduce more presentations.  
Or would that be? Are we kind of setting ourselves up for attainment issue?

 **Sheldon Chow** 16:10  
Use the words.  
Does it model?

 **Lucy Finnegan** 16:16  
Mm hmm.

 **Sheldon Chow** 16:17  
In terms of your question, I would maybe reframe it.

 **Lucy Finnegan** 16:21  
Yeah.

 **Sheldon Chow** 16:22  
And that instead of looking at.  
Students, we need to look at what we do to support the students.

 **Lucy Finnegan** 16:28  
Yes. Yeah.  
Good point, yeah.

 **Sheldon Chow** 16:33  
It shouldn't be about anybody having any deficit in whatever you know, capacity that we might think about.

 **Lucy Finnegan** 16:37  
Yes.  
Yeah.

 **Sheldon Chow** 16:42  
But how do we make sure that our assessments and our teaching and our support is inclusive?

 **Lucy Finnegan** 16:49  
Yeah.  
I mean, I personally think that.  
AI presents a good opportunity, not necessarily a problem.  
You know the tools that you can use, but that we can diversify methods and bring that in line.  
It's whether the cohort and the generations are going to catch up with that, you know, like I said, this COVID generation of no collaboration and communication issues is the.  
Maybe the issue?  
So I mean, there's an argument that I read about.  
Something to do with Critz, actually. And it's funny because in in the Business School crits are not seen the same as in SMC.  
So it's very different, but whether the guy was saying that quit's reinforce issues around.  
Racial bias, but also hierarchy.  
So the tutor versus the student. And if that's why he feels there's too many barriers and it's not inclusive, I mean, do you have any?  
Do you feel there's any thoughts on that?

 **Sheldon Chow** 17:49  
Again, I think it's also partially how you set up the scenario.

 **Lucy Finnegan** 17:53  
Yeah.

 **Sheldon Chow** 17:54  
Right. And I think you know, we can perhaps.  
You know, I think obviously we need to think about as much as we put in place.  
Sometimes there are just little things that.  
Will perceive, you know, like if if using you know you use the word power dynamics right like.

 **Lucy Finnegan** 18:11  
Yes.

 **Sheldon Chow** 18:14  
I was in a meeting with some colleagues at different universities and we were doing a design project and this is not even like any in relation to assessment, but we were we needed a local design and one of our call one of my colleagues in this committee that.  
I bought she works with design students, so she got one of she we were employing one of her students.  
Do the work.  
And then she came into this well, essentially, like a critically came into this meeting with us on my meeting with us.  
And we were giving feedback about the different options and what we like. We changed this, right.  
And then after the fact that the next week when we had the meeting and the student wasn't there, the the person said to us, oh, my student found that meeting really scary.

 **Lucy Finnegan** 19:01  
Really. Wow.

 **Sheldon Chow** 19:01  
Right. Because you have me.  
With associate Dean title, you have the person from New York with Dean title and you have the person from Pennsylvania with professor Unity. So like.

 **Lucy Finnegan** 19:16  
Yeah. Intimidating. Yeah.

 **Sheldon Chow** 19:17  
It is an intimidating experience, no matter what you do.  
Certainly seconds.

 **Lucy Finnegan** 19:21  
Yeah.

 **Sheldon Chow** 20:09  
So I think it's.  
I think going back to the question, I think it's partially how we set up the situation and how we can make it inclusive.

 **Lucy Finnegan** 20:19  
Yeah.  
But basically it's all about the I guess the tutor.

 **Sheldon Chow** 20:24  
I mean.

 **Lucy Finnegan** 20:28  
Or the teaching team and how you the situation right.

 **Sheldon Chow** 20:32  
It up.

 **Lucy Finnegan** 20:33  
Yeah, set up the situation, yeah.

 **Sheldon Chow** 20:34  
Yeah, it's how you set up the situation, but how you even just think about ahead of time.  
Like what is actually necessary for that situation, right, right. And also too, it's like we also like we have different levels.

 **Lucy Finnegan** 20:43  
Yeah.

 **Sheldon Chow** 20:49  
First, second, third, post. Grad Dr. World, right?

 **Lucy Finnegan** 20:53  
Yeah.

 **Sheldon Chow** 20:54  
Like you know, I think.  
Would you do?  
You know, would you do a so like in my? So when I did again my postgrad we had to do an elevator pitch.

 **Lucy Finnegan** 21:08  
Yeah, yeah.

 **Sheldon Chow** 21:08  
Right. And when we did elevator pitch, we had lesser plus a guest person plus all the students sitting in like because our classroom was like almost like a semi like AU shaped lecture theater.

 **Lucy Finnegan** 21:13  
Yeah.  
Yeah.

 **Sheldon Chow** 21:21  
So we got. We stood in the front of the room.  
Did our elevator pitch in front of everybody?

 **Lucy Finnegan** 21:27  
Yeah.

 **Sheldon Chow** 21:28  
And you might make the case that at a postgrad level.  
You kind of need to get used to speaking.

 **Lucy Finnegan** 21:35  
Yeah.

 **Sheldon Chow** 21:35  
In front of lots of people, whereas you might not, you know, might not necessarily do that for a first year.

 **Lucy Finnegan** 21:37  
Yeah, for beer.

 **Sheldon Chow** 21:41  
Undergrad, right?

 **Lucy Finnegan** 21:41  
Yeah, yeah.

 **Sheldon Chow** 21:43  
So I think it's it's how you set it up, but it's also thinking through at the beginning.  
What?  
Know what's the context of this assessment?  
Who are what?  
What level are we at? What is their experience?

 **Lucy Finnegan** 21:54  
Yeah.

 **Sheldon Chow** 21:57  
All like so many different factors.

 **Lucy Finnegan** 21:59  
Yeah.  
Yeah. I mean, I think.  
The crit used to be like a space where actually it might have been here seven years. In the beginning the crits were like, I hate to say it, but quite harsh.  
I mean we would, we would be like really quite honest, the idea isn't right.  
And she was being, like, really deflated. I mean, I feel seven years later, I don't think I could get away necessarily with that kind of criticism. So. And we've moved on, I think where we've kind of addressed the different cohorts that are coming in.  
So do you think even the word crit is kind of a word that?  
Learning that shouldn't exist or you know we use the word formative assessment FBS.  
We don't use the word crit, so it's formative assessment, and it's treated a bit differently.

 **Sheldon Chow** 22:45  
Yeah.

 **Lucy Finnegan** 22:46  
So which does actually break down a little barrier so.

 **Sheldon Chow** 22:51  
Yeah, I mean, I'm for me, like, I'm always interrogating language.  
I think that's one thing that I'm very, very much always being like, do we need to use that word? Is it appropriate?

 **Lucy Finnegan** 22:55  
Yes. Yeah.  
Yeah.

 **Sheldon Chow** 23:02  
Right. I think that word is very much in art design.  
Right. So I mean, with the Business School like you say, we might not necessarily?

 **Lucy Finnegan** 23:14  
Use it.

 **Sheldon Chow** 23:15  
Use. Use that word right and formative feedback you know is.

 **Lucy Finnegan** 23:19  
Yeah.

 **Sheldon Chow** 23:21  
Perhaps less scary.

 **Lucy Finnegan** 23:23  
Yeah, yeah.

 **Sheldon Chow** 23:24  
Right. So I think.  
Yeah, I never really thought of the word print in terms of it's like it has something negative connotation.

 **Lucy Finnegan** 23:33  
Yeah, yeah, yeah.  
And then obviously the criticism, I mean the challenge on my course is it's been invented to fuse business and creativity, which is, you know, the dream. But it means that, yeah, we're trying to merge bits of art and design cause with business, you know, so.

 **Sheldon Chow** 23:51  
Yeah, but but then I.  
But then again, it's like how do we introduce these terms?

 **Lucy Finnegan** 23:56  
Yeah.

 **Sheldon Chow** 23:56  
How do we get them to understand what it means?  
Because if you just say the word and don't explain the history of it, the context of it, where it's come from, what it means, right?

 **Lucy Finnegan** 24:05  
Yes. Yeah.

 **Sheldon Chow** 24:08  
Because it's really I was.

 **Lucy Finnegan** 24:09  
Yeah.

 **Sheldon Chow** 24:10  
I was reading.  
Book an art and design pedagogy on the weekend and.  
There was one section that I was reading about sticky curriculum.

 **Lucy Finnegan** 24:23  
Yep.

 **Sheldon Chow** 24:23  
Right. And it's really interesting that I reflected on the word sticky.

 **Lucy Finnegan** 24:28  
Yeah.

 **Sheldon Chow** 24:29  
Terms of keeping people together and I I I read it as a very positive thing.

 **Lucy Finnegan** 24:32  
Yeah.  
Yeah.

 **Sheldon Chow** 24:36  
But then this book was like it could also connotate this sense of being stuck.

 **Lucy Finnegan** 24:41  
Yeah, not moving. Yeah, yeah.

 **Sheldon Chow** 24:42  
Yeah, not moving right.  
So again, just one the the word can have multimetings and then if we go back to your example of kind of students from international areas, people will then also have different kind of feelings or understandings of what a word.

 **Lucy Finnegan** 24:48  
Different data.  
Words, yeah.  
I think that as well in terms of culturally, so, like in America, obviously presenting Americans presents so well every time I've seen an American President, there's so much confidence and at any age, gender, you know, any race, it's just doesn't translate necessarily in the UK, it's not as.  
You know, and then obviously international, there's a language barrier, but I think culturally it's a thing as well, right?  
Do you feel like that in terms of that's public speaking, that that's selling yourself type thing?

 **Sheldon Chow** 25:29  
I did.  
I.  
I I did share with my. We were talking about public speaking a few weeks ago in my office and I did actually say to them and I asked the question, did you do public speaking? Because in in my school system we did public speaking from grade one.

 **Lucy Finnegan** 25:46  
Yeah. So don't. Yeah, yeah.

 **Sheldon Chow** 25:47  
Every single year you had to do a speech in class, right?

 **Lucy Finnegan** 25:50  
Yeah.

 **Sheldon Chow** 25:50  
And then you can see where that you know you had to do like a 32nd speech.

 **Lucy Finnegan** 25:55  
Yeah.

 **Sheldon Chow** 25:56  
And then it was on any topic.  
And then, slowly, slowly, slowly, it became slightly more like academic, like, and then one person from each class got then chosen to speak in front of the entire school on a stage in the auditorium.

 **Lucy Finnegan** 26:00  
Wow.  
Yeah.  
Yeah.

 **Sheldon Chow** 26:12  
So our level of it building up the topic, speaking.

 **Lucy Finnegan** 26:15  
Yeah, it's very formative.  
Yeah, yeah. Is there, which is not the system here, you know. So unless you go to specific schools, you know? But yeah, it's not ingrained. So.

 **Sheldon Chow** 26:20  
Yeah, yeah.  
Yeah, I went to.  
I went to public school.

 **Lucy Finnegan** 26:27  
Yeah. So it's, but it's just not that it. And obviously each country has a different, you know sort of thing.  
So culturally, we have that bear as well, so.  
OK.  
Let me just try.  
I think that's everything, yes.  
So I think I've covered everything.  
It's really interesting actually.  
I could talk about the subject all day.  
I find it actually really interesting.

 **Sheldon Chow** 26:45  
Yeah.

 **Lucy Finnegan** 26:48  
So I kind of I'm looking to do this as a PG cert, but also I'm looking to make modifications on my work on my units to, you know, overcome some of these kind of things. But also just I think I think the word employability is really important you.  
Know kind of like using trying to get them more prepared, you know so.

 **Sheldon Chow** 27:09  
I might leave you on a final point in that I think on one hand, while employability is good, like industry might be using tools to do certain things.

 **Lucy Finnegan** 27:18  
Yeah.

 **Sheldon Chow** 27:22  
Is there a need for students to be able to understand how to do some of these things manually as a first step so they can understand going back to your word process?

 **Lucy Finnegan** 27:28  
Yeah, yeah, yeah.

 **Sheldon Chow** 27:35  
Of how these things are unpicked and done before they use the automated version.

 **Lucy Finnegan** 27:37  
Yeah, yeah, yeah.  
Yeah, that's really good point.  
Great. OK.  
Thank you so much.

 **Sheldon Chow** 27:47  
K.  
You're welcome. Good luck with your.

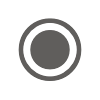
 **Lucy Finnegan** 27:47  
That's excellent. Thanks, Sheldon.  
And you don't mind.  
I've recorded and I'm going to be quoting you. Is that OK?  
Great. Thank you so much.

 **Sheldon Chow** 27:52  
Yeah, that's fine.  
And I mean, it'd be interesting to see kind of what you quote me on if you, if you are happy to share.

 **Lucy Finnegan** 27:58  
Yes. Yeah, of course.  
I'll share with you.  
Yeah, I absolutely would do that.  
All right.

 **Sheldon Chow** 28:03  
Perfect. Have a nice day. Bye.

 **Lucy Finnegan** 28:03  
Thank you, Sheldon.  
See you later. Bye.

 **Lucy Finnegan** stopped transcription