

Bonni Stachowiak [00:00:00]:

Today on episode number 593 of the Teaching in Higher Ed podcast, Analog Inspiration, Human Centered AI in the Classroom with Carter Moulton.

Production Credit: Produced by Innovate Learning, maximizing human potential. Welcome to this episode of Teaching in Higher Ed. Hi, I'm Bonni Stachowiak, and this is the space where we explore the art and science of being more effective at facilitating learning. We also share ways to improve our productivity approaches so we can have more peace in our lives and be even more present for our students. On today's episode, I welcome Carter Moulton, an educational developer, facilitator, and media researcher from Colorado School of Minds. Carter is the creator of Analog Inspiration, a card deck that helps get us talking about in a playful way, the ways we can explore human centered teaching, values driven design, and intentional AI integration. And we're actually going to play a bit with the deck, have some conversation, and hear more from Carter on today's episode. Carter Moulton, welcome to Teaching and Higher Ed.

Carter Moulton [00:01:29]:

Hi. Thank you so much for having me.

Bonni Stachowiak [00:01:31]:

I'm having this flashback to that movie, and it's going to be a really bad flashback, but I'm actually having two movie flashbacks. The HAL computer. Can we play a game? But then also there was that movie called War. Can we play a game? Anyway, I'm mixing my metaphors here. It's bad because we just started and I'm already mixing metaphors. But you're gonna do something with us a little bit different today. You're gonna introducing us to a game. Before you start guiding us into the play part, would you tell us a little bit why this particular game came into being?

Carter Moulton [00:02:09]:

Yeah. Well, again, thank you so much for having me. I'm here to talk a little bit about the Analog Inspiration card deck, which really is a professional development resource under the guise of a game. But I think it is a game in the

sense that we're bringing people together. We've got some cards that people are shuffling, picking, flipping. There's an element of randomness to it, but it's called Analog Inspiration because it centers around my own kind of personal tension. I think you'll see tension in this card deck with what we think about generative AI in education. So AI Analog Inspiration, the sort of in joke there, but really I wanted to create something that would bring faculty together and talk with.

Carter Moulton [00:02:52]:

Talk with each other and wrestle with these moral and ethical questions. So the card deck is 48 cards, and each card includes a different human skill or value or concern. Things like hope. You may not talk about hope. Very Much with faculty, but other things like critical thinking, critique, iteration, different skills and values that we as humans want to talk about. And so I created that with faculty in mind to bring faculty together. There's a lot of different ways to play, and some of those are on my website, but really just as easy as picking a card, reading it, and going from there, because each card has one idea for how you could integrate AI into the classroom in a way that aligns with or explores that value. So hopefully we can kind of model that today together, just shortly have some fun together with it and see how it goes.

Bonni Stachowiak [00:03:46]:

Yes. So Carter has a deck in front of him. I have a deck in front of me, and I do want to say thank you to Tolu Noah, who is the person who told me this deck. She knows that I love all things card decks. And thank you to you, Carter, for creating it and for being willing to play this game together. So I am. I am. Whatever you'd like to tell me to do.

Bonni Stachowiak [00:04:06]:

I'm ready to follow instructions.

Carter Moulton [00:04:08]:

Okay. Well, there's a few different ways. I mean, the first way, if we weren't on a podcast and you were alone, you would just flip a card and you would read it. So let's. Let's go ahead and pretend that is the case. And so just pick one card.

Bonni Stachowiak [00:04:20]:

Okay. I'm going to shuffle because I can't help it.

Carter Moulton [00:04:22]:

Go ahead and shuffle.

Bonni Stachowiak [00:04:23]:
Just love that.

Carter Moulton [00:04:23]:
They do come in alphabetical order, so give them a good shuffle.

Bonni Stachowiak [00:04:26]:
Yeah. I don't know if people can hear how good I am at shuffling cards. They're actually a good size because I find that if they're too small, some of the cards we play with kids, I'm not actually as skilled as I remember being in my younger days. But with this one, it's a good, perfect size for, like, shuffling. All right.

Carter Moulton [00:04:42]:
Yeah. Yeah.

Bonni Stachowiak [00:04:43]:
Okay. I am shuffled, and I am drawing a card. Are you going first or am I going first?

Carter Moulton [00:04:49]:
I'll go ahead and go first.

Bonni Stachowiak [00:04:50]:
Okay.

Carter Moulton [00:04:50]:
So I got perspective, and the little AI idea on this card says, ask students to share their working thesis, hypothesis or project pitch with AI and ask it to point out stakeholders, variables, counterarguments, or other things they've overlooked. Students can then revise their work to address these gaps, reflecting on how these perspectives have impacted their own. If I were alone. This is really just an ideation, an inspiration moment for me as an educator, where I'm saying, where in my course do I have my students turning in a project pitch or a thesis or some sort of work in progress where they can actually ask AI to look at what are the things I'm overlooking in my work, how can I address those? How can I get a new perspective on this? And so that's one way that we can build perspective and empathy, I would argue, through that card idea. What do you got, Bonni?

Bonni Stachowiak [00:05:42]:
All right, I have the card play and it says host an AI supported sandbox session where students work in teams to creatively build something using course concepts. This could be anything. A speculative design, prototype, business

plan, simulation, game app, or even a comic or theme park ride. I love that idea. Encourage openness, connections and creative risk taking. Save time for students to share what they've made, explain how they use the course concepts, and reflect. And then there are three questions at the bottom. I don't know if all if this is the case.

Bonni Stachowiak [00:06:21]:

So why did you choose to make this? Who is your audience and what did you learn through open play?

Carter Moulton [00:06:28]:

Sure. So there we see a sandbox of some kind, right? Maybe this happens in class or maybe it's an online digital space where it's a low stakes assessment or low stakes activity where we can actually invite students to have some fun with AI and play with AI and create something. And those three questions underneath at the bottom of the card are really just trying to foster that critical thinking with students about what it is they're making and what it is they're doing and how they're engaging with AI. So that is maybe the most boring way to play, I suppose, where you're flipping a card. But each of these cards, you know, some are student facing where it's asking students to do something, it'll say, you know, for the hope card, for instance, we ask students to upload some of some writing about what they want in their life and what they hope for, and then actually turn that into an image and a mantra and share those with each other in the classroom. So those are more student facing activities where some of them will invite faculty to like the variety card, for instance, will ask faculty to upload a course element that you have and ask AI how can I add variety so that students can engage in different ways? How can I take this assessment and add variety to it? So some is more professional development for faculty using AI to develop course materials that are effective and engaging and tell.

Bonni Stachowiak [00:07:47]:

Actually maybe we should just do one more round. So why don't you pick one more and I'll pick one more.

Carter Moulton [00:07:52]:

Okay. Discernment. This is one of my favorite cards.

Bonni Stachowiak [00:07:55]:

Do you want to hear something so funny? That's the same one I picked. So maybe we'll both.

Carter Moulton [00:07:59]:

Oh, my gosh. That's how you win. You pick the same card. I believe we won.

Bonni Stachowiak [00:08:03]:

What have I won? I cannot wait. I did not know there were prizes involved. All right, we're both going to do discernment. You want to go ahead and read this? Read our cards.

Carter Moulton [00:08:10]:

Let's do it. Okay, so I'm looking at a big image of an eye, and then it says the word discernment and it says, what am I trying to avoid by using AI right now? Ask yourself this question and encourage students to do the same. Is it confusion? Perfectionism? Boredom? Do I really need to use AI right now? Encourage students to jot down these observations. Even a 30 second pause can lead to more intentional engagement with AI.

Bonni Stachowiak [00:08:37]:

I'm glad that we picked this card. What a random chance, by the way. What are the chances? I love it because it kind of brings us into the next part of the conversation, and that is that we've been having a lot of conversations about redesigning assessments. And I particularly, of course, am reflecting on all the conversations with people for whom teaching writing is a central part not just of their job, but really of their sense of purpose and their sense of mission in their lives and wanting to think how to redesign assessments and just how challenging that is for people. And you used the word tension earlier. Carter and I certainly feel those tensions both here on the podcast and also where I work. You are encouraging us not only to think about redesigning assessments, but you'd like to encourage us to think about redesigning something else. What is that?

Carter Moulton [00:09:32]:

Yeah. As I've tried to stay up to date on all the AI takes and research out there, I see a lot of discourse about redesigning our assessments as we should be thinking about to center learning and redesigning our policies to make sure that we're not just prohibiting, but we're also bringing students into that conversation in some way. A lot of different takes on redesigning those two items of our course, but I'd like to focus a little bit on how we can redesign the relationships in our courses. I think it's going to take that in order to integrate AI in a way that's supporting student learning. So a lot of the cards on here, you'll see that they involve more than just one human interacting with AI. They involve AI as a launching point for conversation between students. So you'll see a card like critique where as an instructor, I'm going to ask AI for an output. Maybe it's an essay, maybe it's a problem, a snippet of code that AI is going to produce.

Carter Moulton [00:10:26]:

And I'm actually going to bring that to class and I'm going to invite my students to critique that using a rubric that we have and come together and actually talk about these things and develop more shared understanding as a group of assignment expectations. But also AI's limitations, or something like the critical thinking card also has. It's almost a variation of Think Pair share, where we include AI in the middle of that to then have different perspectives. The moment you include multiple humans in the loop, as we've seen the terminology of human in the loop, all of a sudden we have more opinions, we have more disagreements, more friction that can help the learning process, but also bring folks together. And I think another point that I want to make is the student instructor relationship as well. There's a moment in Ethan Mollick's book *CO Intelligence*, which is a. A fascinating book, and it's just maybe one or two sentences of the book. But he mentions this moment where a student comes up to him.

Carter Moulton [00:11:25]:

He notices that students aren't raising their hands in class as often as they were before. And he asked the students why. And a student comes up to him and says, why would I raise my hand when I can just ask chatgpt at home? And I think that it's not a big part of the book, but for me it really resonated because I think as educators, we need to provide students with that answer. Why would they take that risk? How are they investing in the relationships in this learning community, not only personalized learning through AI, but as a group? So I hope we don't abandon the decades of research that has shown the benefits of peer learning, of caring, belonging, relationships in the classroom. And I think it's going to take that to build trust as we all try to figure this stuff out. And I think maybe that's also what the card deck's doing, is bringing folks together, humans in the loop, wrestling with what we're going to do about these things. So some of the cards are really positive and exciting about the potentials of Gen AI. And a card like REST is a little tongue in cheek, but REST just says, don't use AI and drink some water and tell your students to do the same, because we're more than what we produce.

Bonni Stachowiak [00:12:35]:

I'm about to break the time space continuum. And by that I mean that I'm about to reference a book I'm in the middle of reading, but by the time people listen, should be well done with it. When Bryan Dewsbury was on recently, he mentioned David Yeager's book *10 to 25*. And I don't have the subtitle in front of me, but I'll link to it in the show notes. But it is really about how to motivate young people at that ages. And I've been really fascinated so far at just the similarities

between. So our kids right now are 10 and 13. So you know on the lower end of that spectrum of ages that this book about this research is embodying.

Bonni Stachowiak [00:13:14]:

But one of the things that keeps coming up, both in the book and then in what you just shared is the importance of, yes, definitely. Still have high expectations. Absolutely. Do young people, old people, everything in between people not want to be challenged? No, we like to be challenged. That's why we like games and puzzles and things like that. But that it needs to accompany the high support. And specifically the book is going into how important it is for this age range to be respected and regarded highly by their peers and also by trusted or highly regarded people older than that age range. And it's really making me think not just about my parenting, but also my teaching.

Bonni Stachowiak [00:13:58]:

And I'm thinking also about the work around dignity and Donna Hicks work and research around dignity, because you could imagine all of the ways in which we might inadvertently violate others. Dignity. And we certainly didn't intend to do it. But when we're asking for these kinds of risks to be taken, it doesn't seem for some of us like raising a hand in a class would be that great of a risk. And yet if that's not perceived by you as a risk, I think it's time to maybe challenge ourselves a little bit just to recognize the risk that is involved there. So anything else you'd like to share about what that means to raise the hand and maybe some ways not to reduce the challenge, but actually to create the sense of trust to be able to risk and do it anyway, even if someone might look foolish.

Carter Moulton [00:14:51]:

Yeah, that's really great thoughts. And I think just hearing you say dignity, it's like, why is that not on a card? But do you do that a lot?

Bonni Stachowiak [00:15:00]:

Because I do that a lot with my cards as well. Like, oh, we need an expansion pack now, don't we?

Carter Moulton [00:15:05]:

Yeah, I actually made too many cards, so I had to remove some because I had 48 and I had to take Joy off and that felt really bad. So. But. But the card was just of. Upload a piece of your course and ask how you can insert some more joy into it, which is something we're not using AI for. I don't see this talked about of just starting with that value of care. How can I build more care into this and just trying to explore being more caring or adding more joy. So to get back to your thought there though, I think with AI we have an opportunity to actually, as

Bowen and Watson have said in teaching with AI kind of raise the bar on our assessments a little bit.

Carter Moulton [00:15:49]:

But that does doesn't mean that we have to. It's mutually exclusive with the care and the community. And I think agency. Right. We may be in a space where students can really help us co create in a radical way the course. So one of the ideas on here, both in the community card and the agency card are to provide students maybe in a radical way. This would look like leaving the last week of your class open and actually asking students to tell me what you think the last week of this class should be and use AI to explore beyond what we've learned in this class and develop a learning module or create a presentation and teach your peers. Teach us what that module looks like.

Carter Moulton [00:16:35]:

So I think that's actually asking our students to move beyond what they're learning in class. It's drawing connections with their own interests but it's also keeping that sense of co creation and community which I think so I think there's ways we can be creative in designing a assessments where we're making sure that our students are at that high level of Bloom's taxonomy, but also doing so in a way that feels authentic and feels meaningful. Right. And so the question of trust and cheating, it's why do students cheat? We know that students cheat because it feels like busy work and it doesn't feel like they understand why they should care or why their work matters. And so that's another argument in redesigning relationships perhaps is to think of those relationships as assessors as well and peer evaluators as part of the community that we all have a shared accountability and responsibility to do. So. That's something I'm really passionate about.

Bonni Stachowiak [00:17:27]:

Yeah. Tell us more about what those relationships and the peer feedback and peer critique might look like. Give us maybe a couple examples that come to your mind.

Carter Moulton [00:17:36]:

Yeah. So if you've ever done a peer review activity in class, whether that's a writing classroom or a project based peer review, one simple way is just to add AI to the mix. I believe it's Anna Mills has the P A I R Pair initiative, but there's a few other initiatives out there. To structure it in such a way where students can provide peer reviews, a human review, and then an AI review. And then they get together and actually talk about those reviews. And that's a really nice way to build some more friction and tension and create critical thinking into that

process. Another one that I thought of and is actually in the. I think it's in the card deck.

Carter Moulton [00:18:16]:

Yeah. The collaboration card is using AI as a way to foster those first meeting discussions on group projects. Right. That usually we want to do some sort of team norming or setting agreements as a team as we move forward. And, you know, all too often there's one or two students that may dominate that conversation or because I don't know this peer, I don't feel comfortable sharing what I really think or my workflow. One idea is to actually, before you even meet, is to do some writing about norms that you think would be good for this project, this teamwork, some of your availability. And then actually each team member would upload all of those things to AI and AI would synthesize all those things and work. Make a draft of like, here are our team norms.

Carter Moulton [00:19:04]:

Here are some of the things we agree to, some of the responsibilities we're interested in pursuing on this project as a way to just set the foundation for the idea that everybody has value in this team and responsibilities that are going to tap into their interests. So those are a few other examples of ways that I think we can be creative with AI to center those. Those relationships. One more that I'll mention is the belonging card, and that that invites students to write on the first day of class a really simple, quick essay, even if it's a paragraph or so. What I want you to know about me as a learner. Right? And you know, if you've got 100 students, you probably aren't reading all of those. But the idea is that students can actually upload that to AI and then ask AI to write a similar letter that is generic, have them prompt AI to write a generic version of that same letter, and then actually do some comparative work. What's missing in AI's letter? What's uniquely you? And then everyone brings those letters to class and shares with peers.

Carter Moulton [00:20:08]:

Here's what I noticed. Here's what I guess, what I've learned about myself. And then as a professor, you kind of facilitate a conversation about that. What does it mean to belong in this classroom and to learn as yourself? And then as a bonus, you may also want to write a letter to your students. What I want you to know about me as a teacher. Right. And you could share that on your canvas or whatever. So fostering some of these relational ways of being through AI is something that I think we can do early on and throughout the learning process.

Bonni Stachowiak [00:20:37]:

You have a cautionary note for us regarding personalized learning. Before I get to it, though, I want to just make a quick mention of a new podcast that's come out called Learning Curve, and that is from Jeff Young, who some listeners may be familiar from his work back when he was a journalist for the Chronicle and more recently for edsurg. And so he started this new endeavor and I loved this episode. And it does have to do with Carter's car. Caution to us. The episode is titled what if College Teaching was Redesigned with AI in Mind. It was a very interesting premise. The first half of the conversation is with Paul LeBlanc.

Bonni Stachowiak [00:21:22]:

He is a former university president and he's now started a new AI company that's really sounding like it's leaning in on what some people refer to as personalized learning. Spoiler alert. And then it was an interesting format because in this second half of the episode he has Maha Bali, who's been on this podcast, of course, many times, a professor of practice at the center for Learning and Teaching at the American University in Cairo. She listens to the conversation between Paul LeBlanc and Jeff Young and then has some nuanced critiques about maybe the promise of personalized learning and what AI can and can't do. You should just, I can't even do it justice. It was one of the really good examples, I guess, of pushing back. So I'm going to put that link in the show notes and encourage people to take a listen if you haven't come across Learning Curve yet. And Carter, please tell us more.

Bonni Stachowiak [00:22:24]:

What. What should we be cautioned when we start hearing about? All the promise of AI is going to come in and it's going to solve all of our problems because every student gets to have an entirely customized course. Just for me.

Carter Moulton [00:22:36]:

Yeah, I think the vocabulary we use to talk about AI and generative AI really matters because it kind of frames our imagination about it and what we conceive, what we think about in terms of our assessments, our courses, our universities, and words like personalized learning or co intelligence or human in the loop, even some of these terms that we're using, I think imagine a scenario of one human being in isolation with a screen. So cointelligence, of course, referring to the collaborative potentials of human and AI. And I think I'm pushing to in terms of human in the loop, try to think about humans in the loop and to add some of that friction where we're all exploring this together and making sense of it. And then with cointelligence, not forgetting the original co intelligence of humans and the students and instructors and how knowledge emerges and how we create an experience where knowledge emerges for our students. And with personalized learning, there is a history of that term that dates

way back, thinking of Audrey Waters book Teaching Machines. And she asked the question, what values and ideas about education are baked into these machines? Right. So we have the Automatic Teacher from 1924 or B.F. skinner's Teaching Machine from 1957.

Carter Moulton [00:24:05]:

The idea of kind of making it very efficient where assessment and marking happens at the same time, or where there is this personalized randomness maybe, but yet the human on the other side is removed. So I think it all comes down to, for me, when we think about approaches to generative AI and using this tool, using this machine, making sure that we're being human centered. And for that I look to Stanford University's Human Centered Artificial Intelligence Institute. It's been really helpful for sorting through a lot of the research. And they provide three principles for human centered AI, which of course which gen AI is a part. The first is that it should be inspired by human intelligence. We should be in the driver's seat. The second is that AI should augment, not replace human capabilities.

Carter Moulton [00:24:54]:

So this really gets into questions of what skills and knowledge our students are going to need to know. What are they offloading? And the friction card in the card deck actually invites faculty to just take one of your assignments, upload it to AI and try to get a response without doing any learning, totally offload it. What do you notice? What is the real learning opportunity here? And how can you redesign to add more friction? So we don't want to offload or replace those human capabilities and skills. But the third one is that AI should be guided by a concern for its impact on human society. So the move that they're making there is moving beyond just the user, the individual user, but towards the betterment of society, toward the betterment of community as humans. And I think the only way that we understand that is by coming together, maybe over a card deck and wrestling with these questions together. And some of these cards, a card like kinship for instance, is grounded in indigenous AI approaches that make us think beyond the classroom, beyond the career, but toward the environment, towards our non human friends, the animals, and how all of these sorts of course concepts that we're learning Link out to those and impact those ecosystems. So being mindful of those three things together has led me to make this card deck.

Carter Moulton [00:26:18]:

Hopefully the conversations will be rich among faculty.

Bonni Stachowiak [00:26:22]:

This is the time in the show where we each get to share our recommendations. I have two. I guess I have three. I think it's probably already obvious. Please go to Carter's website and if you're so fortunate to get it while he still has cards left, you should buy yourself an analog deck. He does have a digital deck available if you're too late or if you would prefer that. And you got to check out the resources. So all of those will be in the show.

Bonni Stachowiak [00:26:46]:

Notes, notes. If any of you were ever thinking about creating a card game yourself. I went through this at my work of trying to decide should we have the mail and Copy center print it? Do you know, do it on nice card stock. I am here to tell you, spend the money. Get custom card decks professionally printed. I'm holding Carter's in my hand right now again, because I can't resist as I close out the show here and the ones that I had done for the Go Somewhere card game that I created, I mean, it makes. Makes such a difference. And so I linked to the company that I used.

Bonni Stachowiak [00:27:22]:

It's called makeplayingcards.com but there certainly are a lot of companies out there like this. I liked it in terms of the price point. I liked it in terms of the simplicity. And it. It does. Most of these companies, they are shipping likely from another country. And so you do have to have a pretty long Runway to be able to wait for those shipping times. But I will tell you the cost and the wait time, it was so well worth the wait.

Bonni Stachowiak [00:27:50]:

So that is my first recommendation is just do it. Just do it. You know you want to, so you should just do it. I found it really worth it. And then the second thing that I wanted to share is in the realm of analog as well. And that is most of the time these days I do my reading on digital platforms. And so if it's a. Sometimes the publisher.

Bonni Stachowiak [00:28:09]:

Actually a lot of times the publisher will send me an advanced copy of a book that's in a PDF. So I'm reading that in an app called [devonthink](http://devonthink.com). If it's something that I bought, I'm typically buying an ebook and doing the highlights and doing digital reading. There are some books which you need to hold in your hands and some books which you just need to be able to see those on a page. And the digital books just absolutely can't do it justice. And so I came across this book over the summertime. Our kids, they were a lot of times they'll kind of send out books for, you know, this is good summer reading to get you ready for whatever the next grade is or whatever. And I love that sort of thing.

Bonni Stachowiak [00:28:46]:

So I was on all these different book lists of, like, these are the best, best books about X, Y or Z. And I can't even retrace my steps because I did not do a good job of saving the bookmarks of all these different lists of books I came across. But one of them is called Hidden Water, Electricity, the Internet, and the Secrets behind the Systems We Use Every Day by Dan Nott. And that's N O T T. I was instantly intrigued because I know for myself these are absolutely hidden systems. I knew more about Internet just because of my technology background, but I knew hardly anything at all about our water systems and about our electricity systems. And it was really a fascinating read. I don't tend to gravitate toward more graphically written books like this.

Bonni Stachowiak [00:29:39]:

I tend to get impatient. I'm just used to reading more long form and not in that format. But for this, I needed those pictures, I needed those diagrams and just a sense of place and spatial knowledge that just would not have been possible with solely the written word. And even if you weren't interested in these three things, which I would say everyone should be interested in these hidden systems. But even if you weren't, I found a lot of inspiration from the author's use of keys and symbols throughout the book. So I'm just intrigued by this symbol. You'll notice across the book always means this and this symbol always means that. And I just think when, boy, when you get these little glimpses of the behind the scenes of how somebody created a work of art like this, I just find it super intriguing.

Bonni Stachowiak [00:30:28]:

And it made me want to pull out my Apple pencil, which has been sitting in my backpack, not attached, so not charging for a while, and get it out and just start doing a little bit of sketching. Try some sketch notes the next time I'm in a meeting or something or at a conference. It just made me want to draw color and experiment and think about things more visually. So those are my two recommendations, and I get to pass it over to Carter for whatever he would like to recommend. And by the way, Carter, definitely not cheating if you have anything you want to say about printing custom card decks, because I didn't know if you, like, wanted to, like, chime in there, but you're welcome to say anything in reaction to either of those two things and then whatever you'd like to recommend.

Carter Moulton [00:31:06]:

Okay. Yeah. I love that your recommendations are playing with the analog digital. I'm going to. I'm going to do that as well. Well, but I do want to say two

things before you get into the recommendation or one thing before we get into the recommendation is I'd echo what Bonnie said about the cards. I think for me, the design work was the most enjoyable. And I'm most proud of the design work, to be honest, because I think that at least in professional development resources, even when we think about our student resources, our course materials, think about seeing that blank white piece of paper with some text on it or that that index card, these spaces.

Carter Moulton [00:31:43]:

I think we can maybe put design into our pedagogy in a way that shows whether it's professional development or it's our students, that we want to create a certain kind of experience where maybe it's a little bit different from what they've experienced before. And I think that in and of itself can foster that maybe courage or curiosity or exploration of whatever the content is, be it AI or anything else. So just a plug for all the design work that goes into resources as well as the Go Somewhere cards in terms of recommendations. Is it. I want to just recommend your recommendations page, honestly. But it's a very good page. I was on there. I saw Derek Bruff did Wingspan, somebody somewhere.

Carter Moulton [00:32:25]:

You did, Bonni. But if we're keeping it on the analog digital question, I would recommend two cookbooks, actually. I've been doing a lot of cooking, and honestly, I usually find myself watching YouTube videos, and I find that it kind of helps me. I can rewind and look at the technique and try to learn technique. But there's some books, like you said, that you just want to hold. You want to open. You want to look at those photos and read and have that contemplative moment. The first is Cooking with Vegetables by Jessie Jenkins.

Carter Moulton [00:32:59]:

And it's a really nice book because it appreciates vegetables for what they are not. Not in terms of being healthy or being vegetarian, but it really treats vegetables kind of like the main dish, whether that's searing a piece of cabbage and putting other sauces on it or the way that he treats vegetables is really fun. And his photography is amazing. And the second one would be First Generation by Frankie Gaw. He's a Taiwanese American chef and grew up in the Midwest, so ate a lot of fast food and chilies and these sort of staples. American staples but has twisted all of them to represent his culture. He has a really wonderful scallion Mac and cheese recipe, so that's kind of where I'm at. So that digital cooking versus sometimes I just want to sit with my book and cook that way.

Carter Moulton [00:33:49]:

So yeah, hopefully that made sense.

Bonni Stachowiak [00:33:52]:

Oh absolutely. What a delight. They sound so unique and it was also fun to have you share just about the design that goes into some projects like this and what a difference it can absolutely make. I want to say a generous thank you to Tolu Noah, even making today's episode possible, because I probably, I mean, who knows, maybe I would have come across your work, but certainly not as quickly as I did.

Carter Moulton [00:34:13]:

Thank you.

Bonni Stachowiak [00:34:14]:

I went to that order page faster than you could imagine. And just thank you so much for all the work that you put into these cards and your generosity. I've so loved following you on social media and we were joking about the expansion pack, but Carter has added cards as they go and he'll include them on the various pages so that you can keep keep modifying and adding additional elements into these conversations that are possible through the deck. Thank you so much for your time today.

Carter Moulton [00:34:42]:

Thank you Bonni. I really appreciate it.

Bonni Stachowiak [00:34:46]:

Thanks once again to Carter Moulton for joining me on today's episode and talking to us about Analog Inspiration. Thanks to each of you for listening. Today's episode was produced by me, Bonni Stachowiak. It was edited by the ever talented Andrew Kroeger Podcast Production support was provided by the amazing Sierra Priest. If you've been listening for a while and haven't signed up for the weekly updates, now is your moment to shine. Head over to the Teaching in higher ed website, teachinginhighered.com/subscribe and you'll start receiving the most recent Episodes show notes as well as some other resources that go above and beyond and can only be found in those updates. Thanks for listening and I'll see you next time on Teaching in Higher Ed.

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