



Maurice Womack

Maurice Womack: [00:00:00] I'm hopeful that this may be one of the greatest generations from a STEM standpoint to go out and actually have some great innovations for humanity.

Annalies Corbin: [00:00:14] Welcome to Learning Unboxed, a conversation about teaching, learning, and the future of work. This is Annalies Corbin, Chief Goddess of the PAST Foundation and your host. We hear frequently that the global education system is broken. In fact, we spend billions of dollars trying to fix something that's actually not broken at all, but rather irrelevant. It's obsolete. A hundred years ago, it functioned fine. So, let's talk about how we re-imagine, rethink, and redesign our educational system.

Annalies Corbin: [00:00:49] So, this is Annalies Corbin, and I am, as always, super excited today about our guests on Learning Unboxed because we are going to be talking with a passionate engineer, turned educator by choice or by happenstance, Maurice Womack, who is the Co-Founder of OASIS, a steam learning company that's based in my own, Columbus, Ohio, so I'm incredibly proud of the fact that Maurice and OASIS are here.

Annalies Corbin: [00:01:18] Maurice is, by training, a mechanical engineer, but who is also an entrepreneur, extremely passionate about STEAM education. And one of the things that I love most about Maurice and the bio that he sent over to me ahead of the program is that as a youngster, he was heavily influenced by science fiction, Star Wars, Star Trek, you name it, Transformers, GoBots, Voltron. And so, he is a very hip-and-now, techie guy. So, Maurice, welcome to the program.

Maurice Womack: [00:01:57] So excited to be here. I'm not sure if I'm hip, but I like to think that I was at a time.

Annalies Corbin: [00:02:06] I don't know. I think you're pretty hip. The programs that you and OASIS do are pretty darn awesome. So, you're going to get the hip vote from me.

Maurice Womack: [00:02:18] Thank you. I appreciate it.

Annalies Corbin: [00:02:18] So, let's start, Maurice. I really sort of want to tackle two pieces. So, the first one for context because we have lots of different types of folks that have been gracious enough to share their stories with us on Learning Unboxed. They come from a variety of different backgrounds. And I think that the journey to the thing that we're ultimately going to talk about is as important as the thing itself.

Annalies Corbin: [00:02:42] So, we're going to get into the weeds about what's happening with OASIS, but I think that your path to getting to, and starting, and founding this organization or co-founding this organization is

a really important piece for folks to understand. So, could you give us maybe the five-minute version of how you went from, I'm a mechanical engineer, to, I'm passionate about STEAM education.

Maurice Womack: [00:03:06] Sure. So, I was working to get a job down at Columbus State Community College as an adjunct instructor of engineering technology. And so, I was teaching college students introductory engineering courses. And what I found was that the students were not very passionate about engineering. And that puzzled me because for me, I always know I wanted to be an engineer. And I had a lot of students who said, "Well, my counselor told me that engineers make good money and that it's hands-on. And so, I figured I'd check it out."

Maurice Womack: [00:03:43] But the problem is, is that as you progress through sophomore, junior year, and you start to get into some of the "harder and weirder classes", and typically, you don't have an anchor to say, "Hey, I really need to persist through this", right? Because you never really considered it a passion in the first place. So, I started to reflect on what was it about my own upbringing where I knew I wanted to become an engineer? Regardless of what took place in front of me, obstacles, or other opportunities, I knew I wanted to be an engineer.

Maurice Womack: [00:04:21] And I thought about it. And I was like, well, it's because I think my father, for me, he always made connections to science fiction and comic book characters and stories with technology present in the engineering and the STEM present in those stories. So, for instance, I was a big Star Trek: The Next Generation fan. And they're flying around in a star ship at warp speed. And they use eye pads, which at the time, I bet didn't exist, right? Their transport from the earth up to the ship.

Maurice Womack: [00:04:56] So, all these different sub-science, theories, new technologies were present in the stories, along with the characters that I was familiar with. And so, whenever I would watch these shows, my father would say, "Hey, that's what engineers do." And then, specifically for Star Trek, as African-American male, Geordi LaForge, LeVar Burton, that I was a fan of anyway because of Reading Rainbow, he was the chief of engineering.

Maurice Womack: [00:05:25] And so, for me to see an African-American man on the television who was the chief of engineering on the flagship star ship of the star fleet, all of those things kind of made sense to me. And so, every time I would watch any show, cartoon, my father would be sure to connect, to make the connection between the technologies or the science in those shows in engineering. And so, he kind of almost pushed me unwittingly into becoming an engineer because I love that.

Maurice Womack: [00:06:01] And so then, I would do things around the house where I would try to build some of the things I saw on TV or even some of the play time would be imagining that I was in these spaces with this technology that, at that time, a lot of it hadn't been developed. So, that imaginative play, I think, contributed to that passion, and then fueled me as I got older. And so, after pondering that and understanding that, I was like, well, maybe we need to, especially nowadays, at that time, I think Marvel was just starting to blow up with their movies.

Annalies Corbin: [00:06:37] Right.

Maurice Womack: [00:06:38] They were popular. And one of the things that struck me was Iron Man. The movie was just so realistic, even though he's—well, within the movie, Robert Downey Jr., he uses the engineering design process, develop his Mark 1 prototype suit, okay? So, I took that as a first stab from the college level, so I started to build some of my lessons around, this is what I call a science fiction and comic book stories, so I call it a sci-fi com at the time.

Annalies Corbin: [00:07:11] Are you still teaching this class? Because, Maurice, I want to take that version of an engineering class because I think it is part of what makes your story so great. And obviously, that's partially why OASIS works and as we get into that, because you hook these kids. I mean, that's the beauty of it, right? Your father figured out you love that stuff, and whether he loved it with you or not, you did. And he made it real for you. And so, for you to take those kids and say, "Hey, let's study engineering" because I want to take that class, Maurice. If you're now still teaching it, can we do a special section?

Maurice Womack: [00:07:46] I had several other students, and these are adults who said that they enjoy the class, they love the theme of the class, really can—nowadays, there is no excuse to be able to find innovative ways around what kids are interested in connected to science, and technology, engineering, art, and math.

Annalies Corbin: [00:08:07] Yeah, we don't. Right. But that's part of the reason why you and I do the work that we do, right? Because so often, we still see so many programs, schools, methods of instruction that are failing to connect directly with the audience, our kids.

Maurice Womack: [00:08:24] Yeah. And for me, like I said, I always and I'm not sure of this because—I mean, I know educators are under a lot of pressure to testing and things of that nature, but just connecting it to a sense of play has always been successful for us in terms of inspiring kids. And so, whenever I sit down and decided to develop a lesson plan, always use a form that I call, learn, build, play. It is the learning piece, then there's the hands-on piece, and then there's the play piece, and we-

Annalies Corbin: [00:08:59] I love that.

Maurice Womack: [00:09:00] Yeah. And so, I use that almost like a framework, and then we decide on what are we going to teach.

Annalies Corbin: [00:09:05] That is spectacular. I love that. So, Maurice, tell us about OASIS. So, what is it? And what does it do? And then, we'll sort of get into some of the nuts of some of the actual programs that you put on because I've been watching them over a bit of time, and I have some favorites, and I've got one that I was just really dying to sign up for.

Maurice Womack: [00:09:30] Well, OASIS is actually an acronym for Opening Access to STEAM in Informal Settings. And so, that really encompasses our missions. So, our goal is to go in to serve especially under-served, underrepresented communities, and increase access to quality STEM learning. And so, that happens in many ways. Here, locally, we partnered with schools, after-school programs to go out, meet kids where they're at, provide hands-on STEM learning opportunities around what we call emerging technologies, robotics, 3D printing, we do modeling, things of that nature.

Maurice Womack: [00:10:11] And then, we also have our online STEAM club, which we call Club OASIS. So, that provides access in a different way. So, if we're not able to do anything hands-on, then we have free resources on Club OASIS classes, things of that nature that you can take absolutely free. And it's mobile-accessible. So, you can take classes, video classes, lessons. There's a community on the site as well. And so, if you have internet access, which not everybody has, but most people do, at least through a mobile device, then you're able to access that content as well. So, those are the different programs that we have for it.

Annalies Corbin: [00:10:53] And what are the age groups that you're really sort of encompassing or specifically trying to reach through OASIS or Club OASIS, either one?

Maurice Womack: [00:11:05] Yes. So, we're focused primarily on K through eight. We really have curriculum that spans that entire grade of STEM, but we're also rolling out some things here shortly, which we haven't announced yet for nine through 12 as well. So, really trying to run the whole K through 12 gamut with fun and inspiring things, STEM learning for kids because we really do believe that you need to reach-in early and often when it's time to actually go out and learn the hard skills, they're able to do that.

Annalies Corbin: [00:11:39] Yeah, absolutely. And how far-reaching is this? You are in Central Ohio here in Columbus. OASIS, the physical piece of it, is it just in Ohio? And then, the virtual piece, Club OASIS, is that accessible anywhere? Sort of how do you differentiate between those two pieces in terms of who you're serving?

Maurice Womack: [00:12:00] Yes. So, our local presence, we do what we call Tech & Touch pop-ups. So, this is where we would go out to try to serve as many kids in one session as possible. Again, we're working with community organizations, schools, so budgets are thin. So, the decision makers are typically trying to touch as many kids as possible, lowest amount of cost. And so, Tech & Touch pop-up accomplishes that.

Maurice Womack: [00:12:32] But then, we use that as an opportunity to engage the kids and send them to Club OASIS, where they can continue to learn for free and access via a mobile device or computer. So, the Tech & Touch pop-ups, we do here locally in Columbus. We also have a presence in LeBron's I Promise School. So, we did some Tech & Touch pop-ups there. And then, we were partnered with them to do some STEM learning in their after-school programs as well.

Annalies Corbin: [00:13:02] That's wonderful. And then, the Club OASIS, the virtual, can kids come from anywhere?

Maurice Womack: [00:13:07] Anywhere, yeah. So, we have kids, and families, and educators as well from around the country, really around the globe.

Annalies Corbin: [00:13:14] That's awesome.

Maurice Womack: [00:13:15] Especially during this time with the COVID-19, I think people are looking for online resources and some of that stuff.

Annalies Corbin: [00:13:21] They are, in fact, and they are looking for quality online resources because there's a lot of stuff out there, and some of it, we'll just call it stuff, and leave it at that. But then, there's some really, really amazing and great content, the one that I saw that you guys were doing through Club OASIS most recently, that it was the one that I was like, oh, man, I'm too old to take it, I'll have to get a hold of Maurice, to see if I can play anyway. I loved the drone one that you guys just did.

Maurice Womack: [00:13:51] Yeah.

Annalies Corbin: [00:13:51] And I thought, this is, to your point, very, very timely in terms of trying to get out and reach kids who, A, they may or may not be struggling with learning in this sort of virtual environment that's been forced on them right now, but we know that at a minimum, they're isolated in a variety of different ways, and they're looking for other ways to engage. And so, I love the fact that the play component of that really allowed kids to be able to connect. That's pretty awesome.

Maurice Womack: [00:14:22] So, for that, we partnered with the DRL Academy amazingly. And you probably seen maybe their races on ESPN.

Annalies Corbin: [00:14:31] Yes, I have.

Maurice Womack: [00:14:32] Maybe in NBC. And so, they have a drone simulator, which is very real-to-life. And so, you can actually learn to fly just on the simulator. And then, we have races and things. But during the course of that course, we learn about drone technology, the science of flight, and all those things, while learning to also pilot a drone. So, it's pretty fun. Kids are loving it. We're still in the midst of that right now. That was a great partnership. Sure.

Annalies Corbin: [00:15:05] Yeah. No, it is a fabulous one. And I'm really, really excited to sort of see when it all wraps up, sort of what you're thinking about it. And I think it has tremendous potential because kids are just going to love it, right? Because, again, it taps right into the things that they're interested in. So, that's the beautiful thing about it. How do you manage the funding for these programs? I get asked this question all the time as well, right?

Annalies Corbin: [00:15:29] And I understand why people are really curious about it. And as folks are sitting in their own communities, a long way from Columbus, Ohio, and they're hearing you talk about not just your journey, but what OASIS is doing, and they're contemplating how can I do similar things in my own community with the resources that we have? One of the questions that always comes up is, how do you actually do it from the fiscal side of doing this type of work?

Maurice Womack: [00:15:56] Yeah. As you know, that's always the challenge, right in the middle of the resource areas. So, that was probably the thing that hit us so hard when we first said, hey, we're going to really focus on these communities, in these areas. A lot of organizations wanted us to come in, but it was, how do you fund it? So, we've done two things. So, first, we've tried to do as much to bring the cost down, right? What we're doing. And video, again, because we launched Club OASIS back in November.

Maurice Womack: [00:16:25] So, just thinking of ways to leverage technology to bring cost down and reach as many people as possible. That's number one. Secondly, we've done things like go after grants. So, we're a social enterprise, so we're not a nonprofit, per se, but we partner with nonprofits and have gone after grants. So, for instance, we've received close to 200,000 over three years from Battelle, which you're familiar to.

Maurice Womack: [00:16:54] So, Battelle has been a big sponsor of what we've been doing here locally to ensure, and other grants that we've gotten grants from Honda, AP Ohio as well. And so, we found that, that has worked for us, right? So, we typically find a partner who really is interested in having us come in, and then we do the groundwork of actually writing up grants, submitting them. Well, they would submit them under their nonprofit status as a partner, and then receive those funds, and then they pay for us to come out. So, that has been a mechanism that has worked very well for us.

Annalies Corbin: [00:17:34] Yeah. And I think that that's a fairly typical story of how you're able to get this type of programming into the locations and the schools to the student, who, quite frankly, would benefit the most from getting that experience. One of the other pieces that I really like about what OASIS is doing is that kids have no idea what's possible until they have the opportunity to have an experience, where they can try something or know that it's a thing.

Annalies Corbin: [00:18:07] I don't know this, but I would wager that those kids who showed up in your intro to engineering class because somebody told them, hey, it's a great way to make money or whatnot, would have been inspired to be in that class had they had an experience that inspired them around engineering. And

so, I think that the shame, I guess, of that is that, oh, my gosh, they were adults before they found somebody like you to inspire them and show them how awesome that career could be.

Maurice Womack: [00:18:38] And that was actually one of the things that pushed us to the lower grades. And then I feel it's kind of what led from being an adjunct instructor to teaching engineering to kids, so after experiencing that at Columbus State, we were like, hey, well, understanding that we needed to reach them at a younger age. We actually started teaching high school students in Gahanna Public. So, we reached out to the superintendent of Gahanna Schools at that time, which was Mr. Franz Richie.

Maurice Womack: [00:19:09] And we asked him, hey, could you give us some space to maybe run some classes and advertise it for us? And we came and we presented to him. He loved what we were doing and he gave us some space at Clark Hall there, across from the high school. And we know we sold out their first class. They are all high school students. But what I noticed was that all of them were already knew they wanted to be engineers of some sort.

Maurice Womack: [00:19:36] So, we had students who were born at Purdue, Ohio State to study engineering in a year or two. So, this was great. But we really need to reach a younger audience. And so, we started to really target younger kids, and then after-school programs as well with the goal of, again, reaching them early and often, hoping to spark this interest at an early age that would then turn into a fire that can't be put out.

Annalies Corbin: [00:20:04] And that's the beauty of it. And that's exactly what we find, too. We spend the majority of our time focusing on those upper elementary and middle school kids for a reason, right? And a big piece of that reason is we're really hopeful that kids will come and do multiple programs. If we offer a whole bunch of different things, that they will go from one to the other just to try something different, right? So, we want to see them be able to do robotics, and we want to see them be able to do techno fashion, and we want to see them be able to do coding.

Annalies Corbin: [00:20:37] And by the same token, we also want those same kids who are interested in those technology components to actually then go out and try field sciences, too. So, we want to take them out and let them explore bugs, or birds, or geology. And we do that because ultimately, we want the kids to discover hammer a little techie, but it just so happens that I like rocks, too, that they can find the fact that there's a career in the intersection of those two things. But if they don't have the opportunity to try it, they will never, ever come to that. It's interesting. Yesterday, I was on a webinar.

Annalies Corbin: [00:21:12] There's a fabulous a new book that's out. It's called The Adaptive Advantage. And it's written by a woman by the name of Heather McGowan, who's a futurist, future work. And I don't know if you're familiar with her work or not, but I wish everybody would go and read, and dwerb what she talks about because one of the things that she does so beautifully is point out the fact that we push kids really early on. We say, what do you want to be when you grow up? And as soon as we do that, we put them in a box or we have them put themselves in a box because the reality is, they don't know, and their imaginations are endless and boundless if we can just nurture them.

Maurice Womack: [00:21:53] No, I agree. I mean, I think it's hard for kids to contextualize a profession at a young age. Really, I think that the strategies should be to, like you said, expose them to as many quality learning experiences as possible. As they grow, they'll figure it out, right? They'll figure out what they have an affinity for and what they may consider. And I think it kind of all makes sense to your form. I think too many times, we try to pinpoint certain times in their lives where we need to spoon feed them certain things when I think that the thing about learning is that it doesn't have to be so regimented a lot of times.

Annalies Corbin: [00:22:34] Right. Oh, no, absolutely. I am a huge advocate for, let's not do that at all. I am also a huge advocate for, let's just toss all the standards, I'm a big proponent of standards-based education, but I think it's OK to toss them all in the air, grab a handful, and say, what do these random things have to do with each other? And let the kids explore and figure it out. Because reality is, they all do, but we compartmentalized them and we make it really, really difficult for the kiddos to understand, right? For example, what does chemistry have to do with building construction, right? The material science of steel, right? But helping them get there is really difficult if they only go to chemistry class, and they never tie that back to something they might be doing in engineering.

Maurice Womack: [00:23:22] Yeah, you're right. Right. And I mean, like you say, real-life problems are solved by being able to research, and look in different areas, and figure out how they all relate with each other. And so, yeah, I do follow you. So, I'm a big proponent on a problem-based learning as well, and throwing the standards out. I've actually tried to imagine what would the perfect educational system look like, so I do have some thoughts on that. But we will talk offline about that. But I think it's a combination formal and informal learning that happened in parallel in K through 12, what proportion of formal versus informal you have, I think, is effective. There are ways to do it. I just don't know if policy makers have the political will to make it happen.

Annalies Corbin: [00:24:07] Yes. And we will definitely talk about that more offline, Maurice, because I, too, have some ideas and 100%, I can just almost guarantee, you and I would be in alignment on what this thing should look like. Speaking of this thing, because it's not just kids that we force into a box when we ask them, hey, when do you want to be when you grow up, without allowing them to gravitate to this body of experiences as they could possibly have. And to truly, truly find the thing in this world that they're passionate about because that passion plays out.

Annalies Corbin: [00:24:39] Your story is a perfect example of taking a passion and turning it into something else. But I think the same thing happens as kids get older. And we shift from what do you want to be when you grow up to that big giant ominous question when you're 16, 17 years old, we say, hey, what do you want to major in college? First and foremost, sort of pushing every kid into college when that's not really what every kid should be doing. And second, again, we ask them to declare a career, again, except now, the stakes are higher because you're paying for it.

Maurice Womack: [00:25:16] Absolutely. Yeah. I don't know when that started. I think it's a combination of—I mean, raising two kids and you raising children is so competitive. I think parents struggle with whether or not, will give their kids everything or push them to be able to maybe go to more elite schools and give them as much education as possible because I think whether true or not, there's this boogeyman in their mind that if they don't, then their children won't be able to be successful in life. And I think, it is a confluence of things happening now that really feeds that narrative to parents and parents reactively. And then, that puts political pressure on certain people in institutions. And it's just a perfect storm of, I think, things not to do, right? And so, how do you work back from that? Is that the question?

Annalies Corbin: [00:26:18] Yeah. No, absolutely. And I completely agree. It's an intriguing sort of paradigm. And it's work that has to be done both with policymakers, but with families, with parents. I mean, the place that I see it most frequently is in conversations around manufacturing. Folks don't want their kiddos to go into manufacturing because they have these very old, almost 19th century images of the dirty, awful manufacturing. And that's not what manufacturing today looks like at all, right?

Annalies Corbin: [00:26:50] It's clean technology. It's incredibly highly skilled. Not all of it, but a fair amount of it. And so, the world is just different. But we have to somehow help our full sets of communities understand the world is different, and how do we then help our kids, kids in our communities navigate that to sort of, again, find

that thing that's going to be a lifelong passion for them. What are the things that you're thinking about? And as your influence in thinking about your programming, what right now is top of mind for you?

Maurice Womack: [00:27:23] Well, one of the things that we're really trying to part to kids is this idea of a moonshot, right? So, stepping back from deciding on a profession or a major, what are some of the problems that you see in the world today that you can solve, right? And back your career or profession now from that, right? So, what do you ask about as a child, maybe it's homelessness, maybe it's urban transportation, maybe it's food, deserts, whatever that may be from your own personal experience, how can you then, from my perspective, leverage technology, or design, or innovation around certain areas to solve those problems, right?

Maurice Womack: [00:28:06] And so, it's been around for a while, this idea of moonshot thinking, but it's something that I've really been trying to relate to the children and their families, this idea. So, don't necessarily pick a profession, but imagine what problems you're passionate about, and then as you grow into adult, young adult, try to attach, and grab those skills and knowledge that you need to then feed that passion of moonshot problem that you're trying to solve.

Annalies Corbin: [00:28:38] Yeah, we've done some playing experiment with this very same thing. And what we have found, as I'm sure that you have, is that when you turn kids loose and you ask them, what's the big thing, right? What is something that you care about, and then you give them the space to explore the possibilities and walk them through the how you solve a problem, whether they come up with the right answer or not, doesn't matter whatsoever.

Annalies Corbin: [00:29:05] I jokingly tell people when they come and tour the Innovation Lab, and they'll ask me, what's the thing that's most meaningful to you about what happens here, is that the place is just a place. And it's a great place, don't get me wrong, but the reality is it's just a place. And what's so special about it is the fact that every kid that comes in the door, we believe they are capable of solving any global problem. We don't know who you are. We don't know what your experiences have been.

Annalies Corbin: [00:29:34] But we have faith and confidence that you have or you can grow everything necessary to be the one to solve for that moonshot, so to speak. And then, I tell them all the time, I said, the kids, because you train them in design thinking in all the same pieces that you're doing with OASIS, when you give kids those skills, they can sit down and they can actually think through possibilities. And I think that's the big difference for me, is that you're giving kids possibility back.

Maurice Womack: [00:30:06] Absolutely. And when you teach them these skills, you're actually future-proofing anything that they decide to do because those skills are future-proof, right? They can be used in any industry, any capacity. And so, I know, and that's one of things that I definitely make sure when we're talking to kids and we're teaching them these skills that they can really take in any arena. A lot of, too, what I've been thinking about recently, even though there's so many, especially with the seniors who aren't able to graduate, because they failed and everything else, I'm an optimist, so I always look at it from the other side.

Maurice Womack: [00:30:45] And I can imagine that this generation will spawn maybe the person who cures cancer because they worked hard to go into medicine because of what's happening during this time. And so, I just think that so many children are going to be actually inspired and motivated to go into fields that had such an impact on their lives now during this time — medicine, epidemiology, even biomedical engineering, things of that nature — because there's a big push around ventilators, and 3D printing, and all of that. And so, I'm hopeful that this may be one of the greatest generations from a STEM standpoint to go out and actually have some great innovations for humanity.

Annalies Corbin: [00:31:32] Oh, I think you're absolutely right. I mean, I do believe this generation will be forever marked and impacted both negatively and positively by what's happened. And even though we're in it in the moment, we know the moment is going to stretch out, we know there's going to be a second wave, we know all these things are going to happen. And I agree with you. I think that if we step back and we look at those 10, 20, 30 years from now, we will find that it was a watershed event that sent many kids down a path they never imagined before all this happened.

Annalies Corbin: [00:32:08] And again, I think it's that experience component then. And in that sense, it becomes an opportunity, not so much a plight. So, it will be interesting. And I completely agree with you on that. And I love the fact that you're spending time with kiddos thinking about those moonshots. I would add to the list of all the health care, the things that we think these kids might solve is, I also think that today's kids are paying attention to the fact that as humanity has gone into a form of pause by going home, we have watched in a very short period of time the earth heal itself in some respects, right?

Annalies Corbin: [00:32:46] If you think about all those cities where the pollution has dropped so much, we can see a landscape we haven't seen in 30, 40 years, right? I suspect where kids are going to grab the valuable lessons to be had from that, but look how fast the earth is recovering. There's a long way to go, but I suspect when we look back, we're going to see some pretty amazing kiddos, I think you're right, that would come out of this.

Maurice Womack: [00:33:08] Absolutely. Yeah. And then, I mean, I was even amazed to see how quickly pollution levels came down, landscape features were able to be seen for the first time in decades. And at the same time, it shows you how important climate change is, and pollution, and how we need to really make some efforts towards, that really having a solution for that.

Annalies Corbin: [00:33:33] I always like to close the program, Maurice, with some last bits of advice. Imagine you're somebody in another part of the world who hears this episode and really is thinking to themselves, hey, I want to do something very similar, create a program that looks or feels very much like some components of what I heard Maurice talking about. What pieces of sort of sage wisdom, I guess, do you have for folks that are contemplating, hey, I want to do something amazing in my community?

Maurice Womack: [00:34:06] Begin. Start. I've learned so much just from starting. I think people tend to have a tendency to sit around and think of what they should do, what the perfect path is, but it's never a perfect path, right? You can imagine it to be one way and it's a totally different way. And I think the way you get around that is that you just begin. If you've been planning to do more work in your community, or in terms of volunteering, or to start your nonprofit, or social enterprise, start. You can start small. You don't have to have everything in place.

Maurice Womack: [00:34:48] And so, from that perspective, to fail, right? And so, things not to go the way that you imagined, re-assessing, and proceeding forward again. But you can't learn those things unless you actually start. So, I mean, if you're listening and if you're sitting around saying, hey, I want to start this or I want to do that, just begin. And so, people I've talked to will always tell me that they have ideas about things they want to do, I always just say, just start.

Annalies Corbin: [00:35:18] Yeah, get going.

Maurice Womack: [00:35:20] Just do.

Annalies Corbin: [00:35:20] Get going. That's right. Absolutely. Well, thank you so much, Maurice. I am so appreciative of you taking time out of your day to talk with us. And wish you nothing but luck. And I can't wait for PAST and OASIS to do something together.

Maurice Womack: [00:35:40] Absolutely.

Annalies Corbin: [00:35:40] I just think it would be a lot of fun and very meaningful. And please know, I'm such a huge fan of the work that you do. So, please keep doing that. And thank you for sharing with us.

Maurice Womack: [00:35:51] Thank you, Annalies. And thanks for having me on. I appreciate it, for sharing your platform and sharing your passion with me as well.

Annalies Corbin: [00:36:00] Thank you for joining us for Learning Unboxed, conversation about teaching, learning, and the future of work. I want to thank my guests and encourage you all to be part of the conversation. Meet me on social media at Annalies Corbin. And join me next time as we stand up, step back, and lean in to re-imagine education.