Jasmine DeGaia and Paige Love

Jasmine de Gaia: [00:00:00] How do I look beyond what my existing thing is, and take a blank sheet of paper, and figure out how to provide a new and really valuable experience that is completely like a step change from where you are today?

Annalies Corbin: [00:00:15] 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 reimagine, rethink, and redesign our educational system.

Annalies Corbin: [00:00:50] So, today on Learning Unboxed, we are going to continue our conversation about innovation and innovation strategies, and how that's impacting the future of work. This is the second part of a three-part series where we're having that conversation. And so, I'm super excited today to have back with us again, Jasmine de Gaia. Jasmine is the Executive Director of Transformation at JPMorgan Chase & Company and has been involved in innovation in corporations for many, many years. So, Jasmine, welcome back to the program.

Jasmine de Gaia: [00:01:27] Thank you, Annalies. It's a pleasure to be here. And joining Jasmine today is Paige Love, who is a Software Engineer at JPMorgan Chase, but she's also been involved for several years now in developing a middle school program for girls to get them interested in technology. We're going to talk about how these two things intersect in our program today. So, Paige, welcome to the program.

Paige Love: [00:01:51] Thank you. Super excited.

Annalies Corbin: [00:01:53] Excellent. So, ladies, let's dig in and talk about this relationship between technology, and the change in pace of innovation and work. And we're going to start sort of with you, Jasmine. If you could, please, sort of level set for us this conversation, because this is something that in your own work sort of near and dear and lots of different moving parts. So, set the stage for our listeners today about what's going on with technology, and why do we care about that so much in work, and how and what does this pandemic have to do with the rate and pace of change that companies are experiencing as it relates to technology?

Jasmine de Gaia: [00:02:32] Yeah, absolutely. So, there's just so much going on right now. And I think we've all seen, both in our professional and our personal lives, the speed of change, particularly in the technology space, has just been phenomenal. And I think that's really been accelerated in the last 12 to 14 months with the pandemic and everything kind of leading up to that time frame.

Jasmine de Gaia: [00:02:54] And one of the things that will be interesting to dig into a little bit further as well is how we anticipate some of those changes to continue going forward and that this is this kind of a pivot point for a lot of the changes that we expect to see. But one of the things that even before the pandemic that was a focus area and is for many organizations as we think about transformation is the speed of change and the importance of keeping up with that. And I think that really is key for two reasons. One is there's a natural tipping point that we often see in terms of how quickly things happen.

Jasmine de Gaia: [00:03:32] And if an organization doesn't keep up, once you hit that tipping point, it's very hard for incumbents to then catch up, because the change and the pace of that change is so great that it's hard to catch up. And I think the second piece is really the speed of change on the consumer side. So, the consumer adoption is just so rapid these days that it also really accelerates and accentuates the need for that first mover advantage or being a super fast follower to be able to keep up with that pace of change.

Annalies Corbin: [00:04:04] Yeah. And I think we definitely see that with our younger population. They're so unafraid in many ways of technology that I have to wonder sort of the where or the how that some of those influences are pushing back that consumer push, the very young consumer pushback at organizations and companies. How does that then translate into the work that the companies are doing internally, A, just to keep up, but also, to sort of be out there on that sort of technological cutting edge, if you will? And so, Paige, how does what Jasmine is just talking about, as real concerns in terms of what's happening inside of her work, translate back to the specifics of the work that you do? Because I would imagine that these two things overlap all the time, if not multiple times a day, right?

Paige Love: [00:04:53] Right. It's very clear that we are going to have that technical skill gap in the future. And if we look at it today, even like with minorities and women, women are at 26% right now in the tech industry, and we're graduating at 19%. So, if you look right there, that's an issue. So, just the ability to bring these more diverse thoughts in these just different populations into technology, I mean, that's going to be huge for businesses to be successful and succeed in the future. So, that's very overlapping, especially now with being in the digital age, access to. So, when I go to schools and talk like some of these students don't have access to internet, and trying to address these needs for the workforce of the future, I think, is going to be huge.

Annalies Corbin: [00:05:38] Yeah. And how do you think about that? As you sort of step back and think about all the variety of different things that happen, Jasmine, in the industry, and you've been involved in technology, and transformation, and quite frankly, innovation, sort of at that sort of corporate and industry level for quite a bit of time. And I assume that through that journey, you've seen a number of different sort of components in issue.

Annalies Corbin: [00:06:03] So, how do you continue to keep the pace of innovation and sort of leverage that with what's available, what's not available, and also, the sort of the back filling the gap or the expectations that I assume that you can see on the horizon as it relates to Paige making reference to the fact that not everybody even has appropriate access to technology, to the internet? We're really seeing this play out right now in the pandemic as it relates to an equity issue, but long term, that's going to impact workforce. And how do companies prepare for that?

Jasmine de Gaia: [00:06:37] Yeah, it's a great question. And I think one of the things that we, certainly, at Chase, have been doing and many other organizations that are very committed to their transformation initiatives have been doing is adopting agile methodologies. And whether it's a formal framework of agile or the principles behind agile, I think that's really foundational in creating that mindset of how organizations can adapt

to it. And one of the key components of that that we've really been very strong advocates of is this notion of continuous improvement.

Jasmine de Gaia: [00:07:08] So, always be open to the change to evolving your product and your practices, but also, this notion of, and we talk about this a lot, in that don't expect your first iteration to be perfect. And so, when you come into something, expecting that this is going to take half a dozen different iterations, it changes your mindset so that people are more open to, yeah, I didn't expect that to succeed the first time around, so I'm not going to take it personally that it didn't work. And so, this is just our second iteration and that becomes the new normal. And I think that really helps create that mindset and foster that innovation and transformation perspective to help accelerate that growth.

Annalies Corbin: [00:07:54] Yeah. And I think that is absolutely true. And one of the other interesting sort of, I guess, some individuals, classes of individuals, I guess, if you will, that I have found that Learning Unboxed seems to attract, and we have a fair number of entrepreneurs that I have interviewed over the course of this program, and interestingly enough, one of the things that they say over, and over, and over again is part of the success matrix for them, if you will, is the mindset of failure not just being okay, but more importantly, it's this amazing opportunity for us to learn and that we learn more through that.

Annalies Corbin: [00:08:30] And we certainly advocate for that at PAST all the time. So, it's great to sort of hear and see that at the corporate level, we're embracing the fact that we need those multiple iterations, and that it's okay, and that that mindset sort of shift, if you will, hide to ensuring that everybody who's participating can be part of the problem-solving process, I would assume.

Jasmine de Gaia: [00:08:55] Yeah. And I think that ties in well to, I'm sure you're very familiar with Dr. Carol Dweck's growth mindset methodology, which I know a lot of educators are adopting. And even in my kids' school, they told me, when I spoke to the teachers, like they said, this is a core principle that they really aim to teach. And so, it's great to see the workforce of tomorrow coming with those perspectives to start with.

Annalies Corbin: [00:09:19] Yeah, absolutely. And it's been sort of immersed in schools for the last few years long enough now, right? The kids actually, they spew that stuff at you, so you hear frequently from them. So, that's a really great thing. And it's, I think, a great segue, Paige, into sort of thinking about the program, for example, because I do want to dig in a little bit more about how the work that you're doing as it relates to a middle school program to move more women and girls into engineering and into technology, that that's a really key component.

Annalies Corbin: [00:09:54] But I also want to talk a little bit about sort of the where and how that we're talking about helping students foster that innovation mindset, because that obviously will play directly back to what Jasmine was just saying at the corporate level. So, tell us a little bit about the program and sort of where or what you're thinking about with it in terms of some of the long term impacts you're trying to achieve.

Paige Love: [00:10:16] Right. So, me, personally, I think the sky's the limit with the program. But overall, the program is aimed at middle school students to help them understand, girls understand how their passions can become IT careers. So, long story, but when I was in high school, which is a little while ago, my mom, with some hesitation, tipped me off to a women's and engineering camp. So, this is the first time I was ever with all females, high-level engineers.

Paige Love: [00:10:44] And the camp was amazing. And I think a moment like that can actually spark and make a difference in a student's life. So, that's kind of how I base this program off of. Over the past three years, we actually went out and reached over 2,500 middle school students across Columbus. And a good

portion of them actually did start taking computer science classes, which is great. And those are the kind of numbers we look at.

Paige Love: [00:11:08] There are tons of different stats and studies out there, but if you can get these students, these girls, and these minorities in classes, then you have such a higher chance to get them into STEM, and further and beyond. I think there's a big gap in the representation piece, so I think definitely, when I was in high school, I missed that. So, I think, oh, what are these engineers? And I just couldn't picture that female, that famous female engineer. So, I think as, hopefully, time progresses, they have more representation and role models out there for them. So, that's a big piece of the program.

Annalies Corbin: [00:11:43] And that's critically important, right? We hear people talk about it all the time. I can't be what I can't see, the flip side of that, though, and Jasmine and I talked about this last time a little bit, you also can't do what you don't know, which get sorted to that, sort of the bridging between what the program that Paige has developed in moving middle school girls. And hopefully then, they persist into that same interest in technology and engineering through high school, and ultimately, into post-secondary. And then, they eventually find themselves, Jasmyn, in Corporate America, right?

Annalies Corbin: [00:12:18] And so, I'm a bit curious sort of what does that sort of look like when these young women in particular, but any employee, so what does that look like? How do you ensure that if the new employees who come into any of these companies, don't already have a great solid foundation, and a growth mindset, and certainly, a mindset around innovation, how do you as a company then foster that? I'm really curious sort of about how you take the personal side of what's going on with the folks that want to work in these companies, and then just encouraging them to actually be part of that innovative team. What does that look like?

Jasmine de Gaia: [00:13:02] Yeah. So, I think part of it, it really does come back to the culture, and the mindset, and sort of those skills that we try and cultivate a lot of those soft skills. So, people may come in with the hard skills that you would expect. So, the technology, the data foundation, which is absolutely the right starting point, but then to continue on in a path that's very successful in an innovation or transformation-type career as some of those other skills, like almost as a wrapper around that become so critically important, like creativity and being able to think in very different ways.

Jasmine de Gaia: [00:13:38] And one of the things that we've tried doing is, so if you're a person who typically talks out your problems, try writing it down, try sketching out things on a whiteboard. Just try and like think about things from a different lens, or if you normally try and work through your problems by like just working out yourself, try brainstorming with a group of people. Like just kind of push your boundaries on how you even solve problems so you can open up your own creativity and kind of that different ways of thinking.

Jasmine de Gaia: [00:14:12] And I think the other piece is really around risk taking. So, encouraging people to not only assess the risks honestly with whatever initiative they're working on, but also, to be willing to take calculated risks and push the boundaries a little bit. And that kind of comes back to if you have a mindset of, I'm going to take this risk, but I don't expect it to be perfect on the first time, it gives you a lot more security net to kind of take those calculated risks.

Annalies Corbin: [00:14:42] Yeah, absolutely. It makes it a safe space for you. Absolutely.

Jasmine de Gaia: [00:14:48] Exactly. Yeah.

Annalies Corbin: [00:14:48] So, Paige, how does what Jasmine's talking about then translate into the actual application within the program or the work that you're doing with schools? And then, the same question. And because I assume that it does, how is it translating specifically into your work inside this company? Because I would assume that there are some parallels there, right? Because what you're doing with kiddos, you're drawing from your own personal experience as well as your professional experience. So, how does that intersection work out?

Paige Love: [00:15:17] Right. And I think a big piece of it is understanding that when we are working with students, we need to be able to create these pathways. Like we can spark that interest, but we got to keep stoking that fire. So, if you do something with a middle school girl, and then you don't talk to them again, they might lose interest. It's like continuum. And I think a big piece is trying to figure out how do we build these pathways from youth to Corporate America, and then how do we sustain these pathways in Corporate America? I think a big piece is the inclusion piece.

Paige Love: [00:15:45] I have been the only girl on my team countless times. I've been the only female in engineering classes. And I think with any type of minority, you need to feel included, you need to feel like, hey, I belong here, I can do this, too. So, I think a lot of those just confidence building and community aspects really will help hopefully drive the numbers up to make tech more diverse. But I mean, only time can tell. I know there are tons of programs like mine and others out there that continue to work, and try, and build that inclusive and great environment for people to work in.

Annalies Corbin: [00:16:20] Yeah, absolutely. And there are a number of really fabulous programs. The reality is they don't really compete with each other, we need them all, right? Because not every program is going to speak to every participant. And so, we need the variety of opportunities. And we also need the ability to scaffold folks. I'm going to go to Paige's program, and then a few weeks later, the following summer, I'm going to go to another one to sort of see if the experience that I had was real.

Annalies Corbin: [00:16:45] And then, that's a funny thing to say, but that is, in fact, the reality. And when I interview kiddos who've gone through, I like to call them the serial STEM tryers, right? Because they're literally going from experience to experience to experience to experience. And we encourage that, because in part, you want the students to find the thing that they can be passionate about, because they will persist if they can find the thing to love and they can see themselves in that potential career, in that opportunity. And I think long term, they become much better, or great, or fabulous, or spectacular, even, employees, because they have so much confidence and they've found the thing that matters to them.

Annalies Corbin: [00:17:26] But the kids do tend to want and need to try different things to figure that out along the way. And so, I'm really curious, Paige. I want follow up with this piece before we move on, is, so as the girls are having these experiences with you in the program, how do you help them understand or identify that pathway opportunity? Because to your point, in many, many places, the pathways do not exist. We almost have to, as mentors, as women in whatever field, sort of help quasi-craft the opportunity along the way, I guess, if you will. So, what does that look like?

Paige Love: [00:18:08] Right. So, my program's main focus is to get them excited, help them understand how their passions can become IT careers, give them that awareness. And then, the big piece of it is I work with the local school districts to hopefully kind of do that handoff and get them into those computer science classes. And then, the additional piece is just showing them and giving them the additional resources that are in the community. Here in Columbus, we have tons of other great resources for students to get involved in technology.

Paige Love: [00:18:35] And especially moving into this digital space, there's a lot of different things online. And then, we also do different programs. We'll have speakers come into the high school. So, I think a big piece is a lot of the schools have the material, have the classes, it's just getting the students into those classes, getting them in there and having them build that confidence so that when they go, hey, you know what, I am going to major in engineering, and I can do this, too. So, it's just trying to address those pieces.

Annalies Corbin: [00:19:02] Absolutely. And so, Jasmine, so let's sort of fast forward a little bit, because kids have this great experience. Again, we get them through post-secondary, whatever sort of training that they need to have to find themselves in the space of work at some point along that journey. And so then, they show up and you're going to have these folks become part of your team, for example.

Annalies Corbin: [00:19:29] So, how is it or what is it, I guess, just to make sure that the listeners are really, really clear? Because we've talked in the previous episode a little bit about this notion of digital innovation, and what does digital innovation actually mean from an industry standpoint? And I'm really curious for you to help our listeners sort of really understand, what does that mean? And how does that then translate into the way you think about fostering innovation within teams?

Jasmine de Gaia: [00:19:58] Yeah, great question. So, as we think about digital innovation, I mean, it's just generally a very broad, all-encompassing term. And I think as we had talked about in the last podcast as well, it can apply to a whole host of different industries. And we often think of digital innovation as being sort of limited to high-tech companies and startups out in Silicon Valley. And it's really not that in my view.

Jasmine de Gaia: [00:20:25] I think digital innovation now applies to virtually every organization that has some interface with the customer, because your customer is going to be looking for new ways to engage with your organization, whether that's through their phone, or through machine learning, or AI, or other tools that you're using behind the scenes to provide them with a better experience. And so, that digital innovation, I think, really spans a whole spectrum of different applications, but ultimately, really references a new way of connecting and engaging with our customers in a way that's more meaningful to them, and uses technology and data to provide a much better experience.

Annalies Corbin: [00:21:06] And so then, how do you go from that deep understanding of the customer experience to the employee's role in innovation process? What does that look like? Because I think that's a piece that when I step back and I talk with entrepreneurs, or when I talk with teachers who are really trying to foster innovation or that innovation mindset, one of the things that they really, really struggle with, clearly because I hear this over and over again, is, how do I help people, with students, future employees, you name it, doesn't make any difference, how do I help them understand when and what innovation is when they're standing right in the middle of it? Because oftentimes, I think folks get so hung up on process pieces that they forget to look at some of the bigger picture as it relates to the opportunities that can come from innovative thinking or that mindset around innovation. So, how do you reconcile that, Jasmine?

Jasmine de Gaia: [00:22:06] Yeah, I would say from kind of two different dimensions. So, one is looking at, what are the problems that your customers are struggling with today? And really looking at the customer feedback, watching how they use your product, looking over their shoulder, and really like behind that glass, but having a bird's eye view into how they're engaging with your organization. And I think that helps you do what I call incremental innovation. So, improving the existing products that you have today. But the other dimension is really going outside the box, and saying, I know I have these assets in my hand from a product or a technology perspective.

Jasmine de Gaia: [00:22:45] And I know that these are the kinds of experiences that my customer is looking for. And how do I look beyond what my existing thing is, and take a blank sheet of paper, and figure out how to provide a new and really valuable experience that is completely like a step change from where you are today? And so, thinking about it from both dimensions, because you're almost trying to build a new car while you're also maybe improving the car that you're driving in right now, right? So it's always a balance, I think, for organizations between running the business versus transforming the business.

Annalies Corbin: [00:23:20] It is. There is no question. I will say in my own work that that's the day-to-day struggle, right? How do I stay in business, and at the same time, be innovative and stay just far enough ahead to make sure that I don't, back to something you said right when we started the conversation, so that you don't get behind, because if you get behind, it feels like, whether it's true or not, it's very, very difficult to catch back up. And especially if the market place is so fickle, it doesn't take much for you to lose them. And then, oh, my gosh, what are you going to do?

Annalies Corbin: [00:23:53] So, I appreciate that very much. Thank you for that, Jasmine. So, Paige, my question back to you then is, how do you then take what Jasmine was talking about and translate that in a meaningful way for students and educators when you go into these school settings, and you start talking about, and delivering this program? Because what Jasmine's talking about, at the end of the day, in many ways, I suspect, is sort of ground zero for helping folks understand how to participate actively, not just passively in the process of innovation.

Paige Love: [00:24:26] Yes. So, I had a manager a while ago told me that the biggest thing is being customer obsessed. So, I definitely bring that up. Especially like coming from an engineering standpoint, sometimes, you're not focused on that, but taking a step back and understanding, hey, the product I'm building, this is how it's going to be used. And then, I think a big thing is when I go and talk to schools and talk to teachers, it's all about lean principles, agile fits into their well.

Paige Love: [00:24:54] Like at the end of the day, we're trying to eliminate waste. So, I think kind of doing those type of principles, and then probably the biggest thing that I learned myself about innovation and the mindset of changing is that you always have to keep learning. So, I was on a panel the other day, and when I was talking to students, and they're like, what is the biggest thing you didn't know? And I think that is it.

Paige Love: [00:25:16] I thought I would come in, I would know what I needed to know and I would just work. But at the end of the day, like I learn new things every day and I have to block off time to continue to learn new things. So, I think talking to the students that like at the end of the day, your job of learning is never over. And if you can continue to learn, and continue to adapt, and be able to take these topics, and apply them, then you will be successful with innovating.

Annalies Corbin: [00:25:40] Yeah. No, absolutely. And I appreciate that so much. I often tell students, tell my staff, tell myself, remind me, the minute you think that you're finished and you can sort of take a break, take a breath from learning, you're lost, because you're behind at that point. And it's an unfortunate thing, but a true thing. But I also actually think there's probably some greatness in that moment. So, Jasmine, that gets me back around, if you will, to the employees who are not our Gen Z, not even our millennials, but who have been working for 25, 30 years.

Annalies Corbin: [00:26:25] Life expectancies are much longer than they used to be and people are not retiring. It's sort of at the same rate and pace despite sort of the baby boomer thing that's happening, especially in the STEM fields. But the reality of it is people's working lives are much longer in their productivity. So, the flip side of this whole conversation then is, how do you take that same opportunity to be transformative,

and constantly innovate, and help older working populations be as much a part of the new innovations as before? Because in some places, that is not happening.

Annalies Corbin: [00:27:01] I have no idea what's happening within your own company, and it's a generalization more than anything else, but I do hear a lot of chatter about, well, what are we going to do about our workforce that is our institutional knowledge, but they're not they're not necessarily always amping up or their own professional development? Somewhere along the way, there was a halt or pause, because of expectations around work, and life, and retirement that no longer hold true. What do we do with that?

Jasmine de Gaia: [00:27:27] Yeah, that's a terrific question. I would say, even coming back to Paige's point as well, like regardless of what your age is, the objective is still to provide value to the customer. And if you can find a way to continue to do that, that's going to make the difference, right? And that's where the innovation and sort of that mindset will come from. And I think we've tried to break down sort of this telephone game of, well, the customer has some feedback, and then it has to go to a product person who's going to then write some requirements, and then they're going to throw it over the wall to a developer, who's then going to blindly code it.

Jasmine de Gaia: [00:28:06] And if you can eliminate all of those steps in the conversation, and I think regardless of your age, but particularly for older individuals in engineering organizations, get out there a little bit more, engage with your customer service team and see if you can get a hold of the customer complaints that are coming in or the feedback or suggestions that folks have.

Jasmine de Gaia: [00:28:31] I think it's a great way to really reframe someone's role in the organization as really being committed to the next iteration of the organization. And it may be that because they're not on their phone all the time in the same way that Gen Z individual might be, they may not be providing sort of some of the transformational innovation, but they can absolutely support that incremental innovation, which is still equally valuable to an organization.

Annalies Corbin: [00:29:01] Yeah. And in many ways, that's sort of the years of experience, right? We cannot underscore that, right? So, often times, I wonder if that sort of gets into one of the components that we really advocate a lot for in the K-12 space, and certainly, even into the undergraduate space and post-secondary is really around this idea that the greatest problems get solved by the most diversity, if you will, of thought around that team.

Annalies Corbin: [00:29:34] And so, I am really curious, Paige or Jasmine, either one of you opt in here in terms of the way companies are thinking about their teams and the work that they do. There was a period of time, it was very, very common, back to your point, Jasmine, about, we're going to take this call, we're going to get the feedback, and it's going to go here, and then it's going to go there, very, very siloed in the way that we thought about the work internally. Is that still the case or are we starting to really sort of see a greater diversity of components on teams?

Annalies Corbin: [00:30:08] So, your engineering versus your product design versus your customer experience being more integrated, or is that not the case? Because certainly, in the K-12, we're really advocating for us to lose some of the manmade boundaries, I guess, if you will, about the way we think about the things that we teach, in the way that, certainly, we're going to learn. So, what does that look like right now inside of industry?

Jasmine de Gaia: [00:30:33] Paige, why don't you take that first?

Paige Love: [00:30:35] Okay. I guess just the first thing that came to my mind is I actually read a book, it was called Extreme Ownership, but part of that is like everybody does have an ownership, everybody's a leader, and being able to take ownership of what you're building. So, for me, as a software engineer, I want to know like, what does that customer think when they're using it?

Paige Love: [00:30:54] And I think the ability to feel empowered, to have these conversations, to communicate respectfully to my peers, and be able to innovate. And at the end of the day, our job is for the customer. So, whatever I'm doing, I need to make sure that I'm being a leader and an owner of what I'm building from that software end and making sure that my communication is effective. And I've definitely seen a huge transformation since I've been there as well. And to just like being customer-obsessed.

Annalies Corbin: [00:31:26] Customer-obsessed, I like that. I also love the notion of, you're a builder and an owner. That's a fabulous piece of that mindset conversation, I think, that we were having before. Jasmine, do you have anything to add?

Jasmine de Gaia: [00:31:38] Yeah.

Annalies Corbin: [00:31:38] Yeah.

Jasmine de Gaia: [00:31:38] I wanted to add, from a diversity and inclusion perspective, we have seen even these small examples, and this was an interesting example we had, where the team was building out test accounts to validate some of the work that they were doing. And the names that we used for those test accounts were very simple, generic-type names. And as we went through it, we found that those test accounts weren't always working, because people have really long names from other countries.

Jasmine de Gaia: [00:32:08] They have hyphenated names. And so, even just having that diversity of thought, that really helps the team, as we thought through this, to say, hey, we're not going to catch some of these potential issues in our end product if we don't bring that kind of diversity of thinking into every aspect of the product design, and development, and release to really make sure that you're accounting for your entire customer base, not just a subset of them.

Annalies Corbin: [00:32:37] Absolutely. And super important. So, from an industry standpoint, you don't want to miss. So, absolutely. Absolutely. I always like to end this program recognizing that I've got folks who listen, who come from all over the world in different scenarios, sort of different ecosystems, imagining that they just heard this conversation, and they're sitting back, thinking, oh, my goodness, especially for our teacher followers, what could I be doing to make sure that my students are really embracing an innovation mindset? So, Paige, I want to start with you. What would your one piece of advice be if a teacher said to you, hey, what could I do to make sure that my students are really gaining this experience and the time that I have with them?

Paige Love: [00:33:23] I guess really, a big piece would be the empowerment and the ability for them to be creative and to design, but then have that ownership piece so that they can be innovative. So, it's like I own this product, I own this project, this is how I went through my whole design thinking and this is how I came to that conclusion, because I think those traits are still valuable today in any type of working environment.

Annalies Corbin: [00:33:46] Absolutely. I would agree with that. Jasmine, same question to you.

Jasmine de Gaia: [00:33:50] Yeah, I would build on that. I think Paige is exactly right, that ownership. And then, on top of that ownership, layer on top of it the notion of, it's okay to not be right the first time around, and to iterate, and to continuously grow, and keep improving, and just maintain that mindset of, my expectation is

going to take half a dozen iterations. And then, therefore, your first five are totally fine and you feel that momentum to continue, even though you may have some setbacks.

Annalies Corbin: [00:34:19] Absolutely. And there are great points to be earned in trying more than one time, as opposed to losing points for that, right? I always say, oh, no, no, no, the most points are when we get it wrong and we try again.

Jasmine de Gaia: [00:34:32] Exactly.

Annalies Corbin: [00:34:32] Ladies, thank you so very much for making time out of your day to talk with us about what it means to be innovative and to have an innovative mindset. So, thank you very much. I appreciate it.

Jasmine de Gaia: [00:34:45] Absolutely. Thank you, Annalies.

Paige Love: [00:34:46] Thank you.

Annalies Corbin: [00:34:48] Thank you for joining us for Learning Unboxed, a 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 @AnnaliesCorbin and join me next time as we stand up, step back, and lean in to reimagine education.