

GEOGRAPHY AND PLANNING SEMINAR SERIES

PANEL ON GENERATIVE AI: CRITICAL CONTEXTS FOR TEACHING AND RESEARCH

Wednesday, October 2, 2024

3:30 PM to 5:00 PM

Mackintosh-Corry Hall, Room E229

Join us to reflect on the current place of GenAI in higher education.

Reception to follow at the Union Gallery, First Floor Stauffer Library, currently hosting the third annual Indigenous Art Exhibition



CARLEIGH MILBURN is a Métis artist and scholar specializing in art education, artificial intelligence (AI), Indigenous studies, and the intersection of digital technology. She is in the final year of her Ph.D. in Cultural Studies at Queen's University. Carleigh's research explores the transformative potential of artificial intelligence and Indigenous artwork as mediums for storytelling and decolonization. With a focus on reconciliation, Indigenous feminism, and healing, Carleigh aims to foster stronger relationships between Indigenous and non-Indigenous peoples through art and storytelling.



DR. CATHERINE STINSON is Queen's National Scholar in the Philosophical Implications of Artificial Intelligence and Assistant Professor in Computing and Philosophy. With graduate training in both machine learning and philosophy of science, plus experience in community arts organizing and policy, Dr. Stinson brings multiple perspectives to the study of AI. The research in their Ethics & Technology Lab includes methodological analyses of AI research, data-driven sociological studies of AI as a field, commentaries on ethical issues in AI, technical support for data justice initiatives, evaluations of generative AI art, and experiments in socially-conscious AI.



REBECCA SWEETMAN, formerly Associate Director of Educational Technologies with Arts and Science Online, has recently taken on the role of Associate Director, Digital and Physical Learning Environments at the Centre for Teaching and Learning here at Queen's. She is also pursuing a PhD, where she examines opportunities for intervention in the design of education for transformative justice. Rebecca sees education as critical for building pathways to a better world and works to bring transition design thinking into academic praxis.