1
00:00:05,333 --> 00:00:07,500
My name is Richard Chapleau.

2
00:00:07,500 --> 00:00:08,833
I work here for NASA as what's

3
00:00:08,833 --> 00:00:10,500
called an EPD Specialist, and it

4
00:00:10,500 --> 00:00:11,500
took me about two months to

5
00:00:11,500 --> 00:00:13,500
realize I'm a teacher trainer.

6
00:00:13,500 --> 00:00:16,500
[Music]

7
00:00:21,500 --> 00:00:22,667
What I'm trying to give these

8
00:00:22,667 --> 00:00:25,167
teachers is ways to bring real

9
00:00:25,167 --> 00:00:27,167
world information into their

10
00:00:27,167 --> 00:00:28,000
classrooms.

11
00:00:28,000 --> 00:00:28,833
They've spent a lot of time

12
00:00:28,833 --> 00:00:29,833
with textbooks,

13
00:00:29,833 --> 00:00:30,500

and that's how they were all

14
00:00:30,500 --> 00:00:31,500
trained- use the textbook,

15
00:00:31,500 --> 00:00:32,833
use the textbook, use the

16
00:00:32,833 --> 00:00:35,000
textbook...

17
00:00:35,000 --> 00:00:37,000
[High-pitched whistle]

18
00:00:37,000 --> 00:00:38,333
[Background]
...high frequency doesn't move

19
00:00:38,333 --> 00:00:39,000
as much air...

20
00:00:39,000 --> 00:00:40,333
[Low-pitched hum]

21
00:00:40,333 --> 00:00:41,333
[Background]
...there it is...see

22
00:00:41,333 --> 00:00:43,333
ahh, is that pretty!

23
00:00:43,333 --> 00:00:45,500
[Laughing]

24
00:00:45,500 --> 00:00:47,000
The new model now is to let them

25
00:00:47,000 --> 00:00:48,500

do more experiential learning,

26
00:00:48,500 --> 00:00:49,500
and they weren't trained that

27
00:00:49,500 --> 00:00:50,000
way.

28
00:00:50,000 --> 00:00:51,000
Where do they go to get real

29
00:00:51,000 --> 00:00:52,500
world applications?

30
00:00:52,500 --> 00:00:53,667
Well NASA kinda has a pretty

31
00:00:53,667 --> 00:00:55,333
good track record in real world

32
00:00:55,333 --> 00:00:56,333
applications.

33
00:00:56,333 --> 00:00:58,133
We're sending a signal down this

34
00:00:58,133 --> 00:00:59,667
tube and we're measuring it with

35
00:00:59,667 --> 00:01:01,600
this LED laser.

36
00:01:01,600 --> 00:01:02,500
Because we could go over there

37
00:01:02,500 --> 00:01:03,833
and measure that, couldn't we?

38
00:01:03,833 --> 00:01:05,167
And you could stand a foot away,

39
00:01:05,167 --> 00:01:06,667
two feet away, three feet away

40
00:01:06,667 --> 00:01:07,500
if you were working with grade

41
00:01:07,500 --> 00:01:08,500
school students.

42
00:01:08,500 --> 00:01:13,667
[Guitar strumming]

43
00:01:13,667 --> 00:01:14,667
[Background]
It doesn't like that D,

44
00:01:14,667 --> 00:01:15,333
does it?

45
00:01:15,333 --> 00:01:17,333
[Whooping]

46
00:01:17,333 --> 00:01:18,333
[Background]
It's just so fun...

47
00:01:18,333 --> 00:01:20,000
[Laughing]
Oh my gosh...

48
00:01:20,000 --> 00:01:21,333
So what we're gonna go to now is

49
00:01:21,333 --> 00:01:22,667
the FPG-9, the foam plate

50
00:01:22,667 --> 00:01:23,667
glider 9.

51
00:01:23,667 --> 00:01:25,000
Again, my goal is to give

52
00:01:25,000 --> 00:01:26,667
you things that are fun, that

53
00:01:26,667 --> 00:01:29,500
you can still say I am changing

54
00:01:29,500 --> 00:01:31,500
stuff, I am changing a variable,

55
00:01:31,500 --> 00:01:32,500
I am asking the students to

56
00:01:32,500 --> 00:01:33,833
predict, I'm asking the students

57
00:01:33,833 --> 00:01:35,000
to judge, I'm asking them to

58
00:01:35,000 --> 00:01:36,833
change things. Let the kids

59
00:01:36,833 --> 00:01:37,667
experiment a little bit, don't

60
00:01:37,667 --> 00:01:39,667
cut that part off.

61
00:01:39,667 --> 00:01:41,000
My job is to go out there and

62

00:01:41,000 --> 00:01:42,667
find what the NASA genius

63
00:01:42,667 --> 00:01:44,000
engineers and scientists are

64
00:01:44,000 --> 00:01:45,833
doing, and pull the pieces out

65
00:01:45,833 --> 00:01:46,833
that will match those national

66
00:01:46,833 --> 00:01:49,500
standards.

67
00:01:49,500 --> 00:01:51,667
By doing it in a real world, fun

68
00:01:51,667 --> 00:01:53,000
activity, they're gonna

69
00:01:53,000 --> 00:01:54,000
translate that fun to their

70
00:01:54,000 --> 00:01:55,500
kids,and we're gonna get more

71
00:01:55,500 --> 00:01:57,500
kids to pursue careers in STEM.

72
00:01:57,500 --> 00:01:58,000
I hope you got some good

73
00:01:58,000 --> 00:01:59,000
information.