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## Introduction

- Summer camps improve students' learning, build confidence in AI and STEM fields.
- Facilitators play critical roles in informal learning settings (Owens & Browne, 2021).

### Purpose

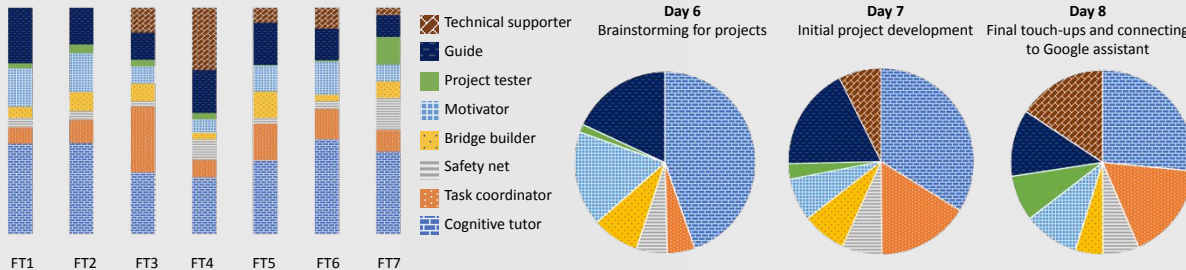
To explore the interaction dynamics between facilitators and learners in an AI summer camp and provide a theoretical ground for defining and systemizing the roles of facilitators in informal AI learning settings

### Research Questions

1. What are the roles of camp facilitators in informal AI learning settings?
2. How do the facilitators' roles vary by facilitators and the project phases?

## Results & Conclusion

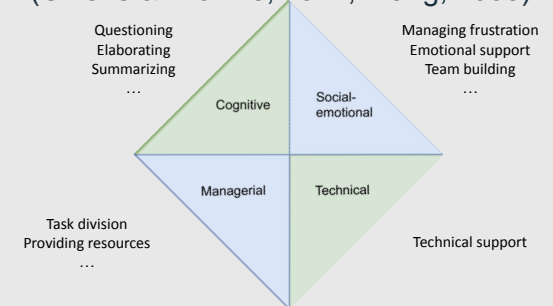
**Eight roles: Cognitive Coach (624; 33.8%), Guide (288, 15.6%), Task Coordinator (247, 13.4%), Motivator (198, 10.7%), Technical Supporter (168, 9.1%), Bridge Builder (126, 6.8%), Safety Net (117, 6.4%), and Project Tester (79, 4.2%).**



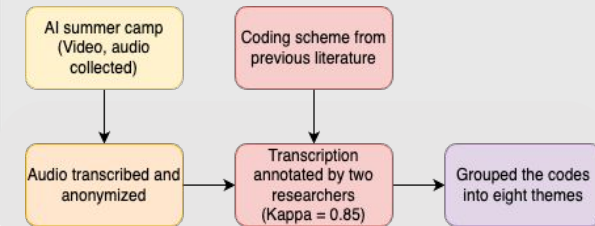
- Facilitators' roles differed depending on the group dynamics and the nature of the project phase.
- The portion of guide and motivator decreases; task coordinator and technical supporter increases.
- Researchers and practitioners can be informed by these roles when designing PD for informal AI learning facilitators.

## Theories & Methods

- ❑ Theoretical framework for facilitators' role (Owens & Browne, 2021; Wang, 2008)



- ❑ A basic interpretive qualitative methodology (Merriam & Grenier, 2019)



## References

- Owens, M. H., & Browne, L. P. (2021). Camp counselor as a role model for social-emotional learning skills in camp. *Journal of Outdoor Recreation, Education, and Leadership*, 13(1).
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: Examples for discussion and analysis*. New Jersey: John Wiley & Sons.
- Wang, Q. (2008). Student-facilitators' roles in moderating online discussions. *British Journal of Educational Technology*, 39(5), 859-874.