

**Transcript for FLO Friday: Teaching with the United Nations Sustainable Development Goals: Earth Day Edition**

**BCcampus webinar held on April 22, 2022**

**Host: Helena Prins**

**Facilitator: Dr. Candy Ho**

HELENA PRINS:

Thank you, everyone, and welcome to the special Earth Day edition of FLO Friday with Dr. Candy Ho. I am so glad that you chose to spend part of your Earth Day with us. I'm also joined here by some of the members of my fabulous tech and support team, Paula Gaube, Pat Tarlit and Abigail Drews. Thank you for helping us behind the scenes. Just a few housekeeping items, we have enabled captioning for the session, so you can turn that on if you need it. This session is also being recorded so just turn off your camera if you do not want to appear in the recording. And then just to ensure that we all have a lovely audio experience, please put yourself on mute, unless you're called upon to share. So, on this Earth Day edition of FLO Friday, I come to you from my home office and I'm so thankful to the Lekwungen speaking people, which include the Songhees and Esquimalt nations for their hospitality. Thinking of Mother Earth gives us a moment to pause and consider our relationship with the land and our role to preserve it.

Most indigenous peoples consider themselves caretakers of Mother Earth and respects her gifts of water, air and fire. We should only take what we need. And we must use great care and be aware of how we take and how much of it so that future generations will not be put in peril. When we have a relationship with the land, we show it by being grateful to it, and also understanding that we have responsibility to care and protect it. Therefore, when we commit to the work of decolonization and reconciliation, it involves building a stronger connection to the land and to develop a sense of stewardship and responsibility to all our relations. I invite you to locate yourself in the chat. And then coming up with that land acknowledgement, you'll understand why I'm very excited about today's topic. I was so inspired by a post I saw on Dr. Candy's LinkedIn profile more than a year ago about how she uses these goals and career development that I implemented in my class last fall. And she's just continued to impress me of the work that she does and I'm therefore really excited to hand the session over to Dr. Candy Ho, and I look forward to what she's offering you today.

CANDY HO:

Hello, everybody. Happy Earth Day to you all and thank you Helena for the wonderful introduction. I'm so honored to be here and spending the hour with you all. And I also like to share that I'm coming to you from the unceded territory of the Squamish and Lekwungen nations. I've had the wonderful opportunity to train some career development practitioners from the Lekwungen nation and it's one of those impactful learning experience where myself as an educator, I took away more than I'd like to think that I taught. And the focus for me was on, the big learning for me was relationship-focused teaching. Relationship in terms of both with people and with the environments, and it's led me to this path and connecting with Helena and with all of you today. So, I'm excited to be here and I hope you are too. And thank you so much for coming. So we'll get started now. I wanted to share with you a story that have continued to impact me. One of my best friends is a self-proclaimed space geek. He's working on a documentary that involves actually interviewing some very high profile people such as Bill Nye, the Science Guy, Chris Hadfield, Wil Wheaton, etc.

And so when we talked about space, and one of the things that he's consistently tell me is that, you know, in his research, when he look at astronauts, when they're being interviewed, one of the things that they are asked, you know, when you're in your space shuttle, and spaceships looking at the

Earth, what's the first thing that comes out to you? And they said a common thing that's been said is there are no borders from the orbit where I'm coming from. And it's striking to me that, you know, the notion of a border is a human-made concept. So that when natural disasters take place, like wildfires, they don't stop at a nation and say, we're gonna stop at this particular border. So in that sense, what I'm really hoping to emphasize is that we're all connected. What impacts one individual in one nation will have a rippling effect on others. So I wanted to contextualize this by starting with this story. And that's, you know, Earth Day is more than just the environment, but also about people who are all of us who are inhabitants of our only planet.

So, we're gonna be talking a little bit teasing from you societal issues as well. And I'll start by saying as well, I don't claim to have, you know, the expertise on LMV environmental crisis, but, you know, and here learning with all of you as a concerned human being who cares deeply about the well being of our planet and humanity. So, I've only started. I feel like I started that journey of crafting using the SDG, sustainable development goals as a framework. So, I'm hoping to learn as much from you as well. So I'll share a little bit about my practice and I've also had a chance, thank you to some of you who completed the pre-survey before coming in, I will do my best to tackle some of your questions. There are two great questions that I wanted to highlight, that I'll share, my take in response. But keep in mind, this is a flow session. So, it's about facilitation. So, I'd like to think that the knowledge is already in the room. So your insights are already in the room where you're bringing in your dialogue with one another.

So I hope that, you know, the discussions and the interactivity components will also help us learn together, OK? So, we'll start from there. So with this in mind, there was one single question that I've asked, for everybody to contribute to the Padlet and I'll invite you to do more of that in a little bit. I asked everybody to respond to a quick question, which was, what are some of the global issues that you believe require our urgent attention and action? So here are some of the things that come up, probably doesn't surprise you, and how it relates to the 17 United Nations Sustainable Development Goals. Thank you, Paula, for putting up the Padlet. So throughout the session, and even after I invite you to go back to the Padlet. If you haven't contributed already, please add your two cents, respond to others comments as well. So, what I also like to do now is get sense of where everybody is, you're obviously here because you have an interest in, you know, experimenting with the Sustainable Development Goals.

I wanna know where folks are at just so we can see who's in the room. So Paula, if you and your team wouldn't mind, I'd like to launch the poll now to get your experience. So there are two questions in the poll. I see the poll has been launched, thank you. So I like to know, to what extent are you familiar with the SDGs? So from one, not familiar at all, to five, extremely familiar. And then also tell us, to what extent have you incorporated the SDGs in your teaching? Remember, there is no wrong answer here. So fun when you can kind of see the polls going up and down. OK, so 91% of participants have participated. So, I'm gonna share the results so that we can all see. So you can see this is widespread, right? You know, most of you, eight out of 22 said you're in the middle of familiar with high extreme familiarity with one person. And then let's see, to what extent have you incorporated SDGs? It's also, you know, range in the middle as well. So that helps me in terms of thinking of my content and my work and all of our activities today, how we can move forward and I'm so excited to be learning from those who have some experience and are willing to share what they've got as well.

So, again, I'd like to emphasize, the insights are already in the room. OK, so I've got a couple of background slides on the SDGs that I wanted to share for those that could use a refresher or are just arriving at the session wanting to learn more. So the context behind this is the sustainable

development goals are not new. They have evolved from the MDGs, the Millennium Development Goals. And one of the critiques in my research, learning about the Millennium Development Goals in the, you know, late 1990s and early 2000s is that they weren't as inclusive as United Nations and the countries and member states wanted it to be. And from my literature, and please feel free to also add in your two cents is that higher education, the post-secondary field was not well consulted. And now we're being identified as a key stakeholder in shaping and also disseminating and taking action towards these goals in our curriculum, pedagogy, research and community endeavors. So, we've got the United Nations Agenda for Sustainable Development.

And if you hear people referring to a term called decade of action, we're in the decade of action right now. Between now and 2030, we are to make advancement, tremendous advancements toward the 17 goals. And the 17 goals, you'll likely notice if you had a chance to take a look at them, they are interconnected. So, ending poverty will also go hand in hand with health and well-being, quality education, reduced inequality, etc. This is known as the five Ps where in order to, thank you, we're in the flow, right? It's all about going with the flow and troubleshooting. So the last thing you've heard from me were 17 goals, 169 targets and indicators. So those of you who are familiar with the SDGs would already know about this, but I'll share something that I've started to do in my curriculum. And the background I'll share is that I teach primarily senior career development capstone courses. And one of the things traditionally, these courses start with students telling us, what are their career aspirations?

Do they wanna go into employment, graduate schools, etc, or do they have an entrepreneurial endeavor? So when I started implementing the SDGs, and I'll share with you the masterclass that I did for the National Australia Education Career Development Association that I share with Helena, for those that are interested to hear me blog for another hour and a half. So, when I flip the conversation, instead, don't tell me what you want to go into, tell me about the SDG or SDGs that you're passionate about, it immediately open up their possibility. So instead of saying, I want to be a doctor, or I want to be a lawyer, like the typical traditions, when students don't have the full exposure, they start by looking at their SDGs first and say, "What possibilities are there?" Because guess what, if they don't get into med school and their dream of becoming a doctor is no longer available, they've got so many other possibilities to advance their goal of good health and well-being. And so it also helps them think about their multiple possibility as opposed to just eagle eyeing one, OK?

So this is what I've done with with the students and I like to emphasize because we have varying levels of experience with the SDGs. If you are just starting out, start small. And that's what I did. I just looked at, OK, students, please identified and SDGs, look at the definition. If you wanna go deeper, you can also look at the targets as well. And I apologize that the fonts are small, they're just here for you to see what's there and I'll also give you a copy of this presentation. Surely, you can also look on the website as well. So, I would say if you're teaching maybe first second year courses, start with the definition, get students to share with you why they're passionate about it and for the senior classes, go into the targets and indicators and ask them specifically, is there one or two that you see your area of discipline and what you wanna do is aligning? If so let's talk about how you're advancing toward any of these as well. One of the questions that came up in the survey is, somebody's interested in hearing how instructors integrate the SDGs for their discipline area and specific content and there's also, you know, really good question about what if there's overlap between assignments and content?

So I've shared the question in the chat there and I'll share, my quick comments is that in my research, talking with instructors who are working with the SDGs in their teaching, they infuse it in

multiple course aspects. So not just the activities and discussions, not just the assignments, but also reflected frameworks and in some of their debrief discussions. So one example is a instructor who has an e-portfolio as a final assignments. So that's, you know, part one, but when she sits down one on one with the students, they also have a conversation about the SDGs and then together, they work on finalizing the student's grade as a result. So, incorporated in a conversation in your teaching is also something that our instructors are working on. If you're interested in that research that I'm working on, I'm hoping to, I just wrapped up the research. I'm analyzing the data and so let's say by the end of this year, I should have something that's written and tangible for people to read and critique, so follow up with me after.

And I will also say that I definitely acknowledge the these participants' concern about, oh, what if there's overlap with the SDGs and students end up doing the same assignment? So I'll share with my own experience. So I started to do Learn about the SDGs through my role at KPU, where there's an open pedagogy fellowship centered around the SDGs. I was put in a group of two other participants. So I'm in education, my colleagues are in math and the other person is in marketing. So with the same assignment, we took different pieces of that assignment to emphasize. So, the common assignment was, getting students to think about their student experience and how to improve their campus environment. With the faculty member in math, she got students to conduct research on institutional facts and statistics, and conducted analysis based on her project. With my colleague in marketing, she got students to look at their own student experience and compare it against institutional recruitment activities.

How are their institutions marketing towards prospective students? And, you know, are we fulfilling our promise as, you know, future marketers. So for me, I looked at institutional programs and got students to look at policies and drafted recommendations for improvements. In our final class, when students did these presentations, we invited administrators to attend them to hear directly from the students and the administrators got some really cool things, which led to some of the programming activities that we saw at our institution. So this is just one example of, you know, multiple things. One single assignment can be divvied down into discipline-specific, I guess, assignments and activities, OK? So, I've got more to say about that. But I also want you to talk with one another now. So, what I like to do is put you in a breakout group randomly in pairs and share with one another. So, please return to the Padlet and I know that Paula has just shared it earlier in the chats. If you haven't had a chance to contribute, please do, you know, put up a post on a global issue that you've identified, that you've noticed, that needs are, you know, dire attention and action toward it.

And then why have you identified the issue to be an urgent one? so you could share with us a personal story. So, for example, mine is quality education. Education, and the value of education runs in my family so it's in my blood, where my grandfather, you know, was in prison because of his education in China. And despite that, you know, my grandma, my grandmother still wants to make sure that we are educated, which led to me talking to you about it today. So it comes to a full circle moment. So, you know, why is it an urgent one for you professionally, personally, however you choose to share, to whatever degree you're comfortable with? And then how might the issue that you've identified connect to the SDGs? OK, so we will see you in five minutes, we'll have a short discussion, and we'll come back. Thanks, everybody. So I hope you had a wonderful discussion and got to know a colleague. What I am sharing on my screen right now is, you know, how well-populated now the Padlet is. And I see some continual themes around, you know, climate justice, climate change, but also like, I love the discussion and how it relates to, you know, all of the other various goals as well.

And food security, thank you for the person who posted a visual there because, you know, a picture is worth 1000 words. So, it makes a lot of sense. And what we're gonna do is, after this session, Helena is gonna continue to invite folks to pokes on this Padlet, so this is going to be a living Padlet. If you'd like you're more than welcome to grab the link and also share it with your colleagues and invite them for contribution as well, OK? Alright. So I'm gonna stop share, and then I will go back to our slides. Zoom teaching for the last two years have really enhanced my digital literacy. OK, oh, sorry, my screen is black for some reason. OK, can somebody please confirm.

HELENA PRINS:

We can see this one. We just couldn't see the Padlet, Candy.

CANDY HO:

Awesome. Sorry about that. I don't know what happened. But you've got the link so I invite you to review and I think it's going to be sent along with them a follow up as well, right? Is that right, Helena?

HELENA PRINS:

Yes, yes, correct.

CANDY HO:

Thanks for that. OK, so let's move on here. So, within my contacts, I've shared with you earlier, I live and breathe in the career development world but something that, you know, I think we should all think about is, what happens to our students when they finish our classes and when they finish their university journey with us? So, you know, they move on to that next step, whatever it is. But, you know, with their career aspiration, I'd like to think that we're asking them a few questions here. When we incorporate the SDGs, it's a framework for us to get them to think about what is the world, the society that I want to live in. So more internal in thinking about the issues and opportunities that lies, that require our attention. So the same question that I've posed to you. And then actually looking inward again, is, you know, how am I responsible for this? What is it about these issues and opportunities that has my fingerprint in it? So, as a career expert, I'd like to know, what have you identified to be talents, skills and experiences that you've had that can help address these problems?

And then ultimately, what we're asking students to think about. And for us to think about too, as we revise our curriculum in hopes of incorporating SDGs is, what do I care about? And so when developing this the session, an aha moment that came to mind is the fact that when we teach, this teaching is care work. So often, to teach is to care about the things, the environment. So you are here, because you care about the well-being of our environment and you want to do something about it. I have had numerous student evaluations where consistently students have said, you know, I really like your passion and the way that you teach made me feel passionate about the thing that you care about as well. So I really liked the statement Abbott quote, who is a very well-known copywriter who's left a lot of legacy in the copywriting, not only that in the marketing world. So his quote is, put yourself into your work. That's why I also asked you, what did you care about as a global issue that you can infuse in your teaching?

Use your life, share your stories to animate your copy. If something moves you that you feel so passionate about, chances are, it will also impact and positively impact somebody else too. Beautiful quote, thank you. So with that, there is another question. So, this is two of the two questions that came up during the pre-survey. And I'll include that here. This is a good question. So, what recommendations do you have to address students cynicism, when they see how far the world is from achieving some of the goals in time? So I mentioned the research that I'm working on, I call it a

trilogy, it wasn't supposed to be a trilogy, but it's expanded now that I'm completing phase two, phase three. So phase one was talking to students. Phase two is interviewing faculty members, which has just completed. And then phase three, which I'm planning, is talking to the corporations on their stance on the SDGs. So I'll take us back to phase one, where I analyzed three years of data that I've gathered from my core, so over 500 student responses on their sentiment on how they did learning about the SDGs influenced the way that they live the way that they approach the career development.

It's led me to actually really interesting places, because now I'm working on another literature review on climate anxiety because guess what, this question is, you know, really valuable in terms of, I've got multiple students that said, you know, I feel so small and it's so daunting, these goals are so daunting, what am I supposed to be doing with that when I'm just one person, right? And so climate anxiety and anxiety, it's prevalent in millennial and Generation Z. So, in looking at that literature, part of it is, we have a responsibility to move people from the individual, thinking that they can't do it all to the collective, to the community base. And what that looks like when you and your daily actions matter but you're also doing it within your community. So, advocacy. And when we do that all together, that's where systemic change and structural change and the change that can make a difference that will occur. So part of the discourse and conversation right now is social climate and social activism, essentially.

There is a couple more names that I wanna throw in there. So I'll throw that in the chat right now if you're interested in learning more about this because I bet you, you know, part of your conversation as you work on this is students will be coming to you and asking, you know, why am I even in this course, when there's so much going on in the world? Shouldn't I put myself out there? That was one of the focus group quotes that came out when I was interviewing faculty members. So, Nicole Godwin is a name that you need to know, she works at Stanford University and she leads a social ecology lab. Please make sure you read some of her work because they are doing some ground-breaking work, not just on, you know, the data. One of the faculty members from the science view has said, the data has been there for decades. It's the fact that we now need social scientists and humanities experts to come tell us, what can we do to this? How can we get people to act emotionally to this, to pivot, to make change?

So Nicole's work is on motivations for and barriers to environmental behavior at both the individual and community level. So check out her work, OK? So caring work. I'm gonna send you back for another smaller group discussion now. So no longer in pairs, we're gonna send you to bigger groups right now. And now this time, I want you to connect your area of expertise and discipline to your peer. So describe what it is, what you're teaching and where you're from. Can you tell us, share with the group what connections, if any, can you make with the SDGs? What opportunities do you believe exist? And then now, we're moving towards action here. So we know that people have varying levels of incorporating the SDGs. So for those that are, you know, ranked themselves as four and fives, share with us, how are you currently using the SDGs and your teaching and curriculum? How do you think it's been beneficial for students so far? What are you learning that you can share with those who are just starting to put their feet in the water?

I wanna hear, you know, how is it beneficial for students and how is it beneficial for you? So in this discussion, when we come back, I'm gonna solicit, get a couple of you to share what you've learned, so be prepared for that. OK, so I know that there were four breakout groups so I'm hoping to hear from you at least four different pieces of insight. What did you talk about? What did you learn from one another? Or I'll revise the question too. So, for you personally, what was an important takeaway for you, that you're going to work on? Alejandra, good to see you. Thank you for kicking us off.

ALEJANDRA:

Hello, Candy. How are you? It's always great to see you. So, Candy, in a group, if I may, I'm going to go back to your first question. And I think we're not able to finish our conversation, we were actually just going into that one. And it was really, I think there's some great examples happening in all levels on academic work in my group. And but there is as well, a conversation that probably it would be great to debrief here. And is that a sense of cynicism that you mentioned, Candy. And two participants share as well in their previous breakout, that hesitation. And hesitation that it's a framework presented by the UN, which currently is suffering of challenging the effectiveness of the organization and why should we follow this? How were they constituted? So we were just having that conversation into as we got cut off is, it can be presented as a framework currently available to then depart and create greater research and investigation. We know there's no one absolute truth out there that we need to have that curiosity-driven up the learner to challenge and think about it.

But it is a good departing point. But I was just wondering, as well, you can guide us into that cynicism, because it can happen from undergraduate to graduate-level students.

CANDY HO:

Yeah. Yeah, so I get that a lot when I introduced the framework and the first thing that I do with my students is thanking them for their critical thinking skills. You know, the fact that they have done research, looking at United Nations, looking at, you know, no organization is perfect and when the pandemic period right now, the United Nations as well as who is under scrutiny for their effectiveness like you said. So, you know, it's one of those, you know, impromptu teaching moments where like it's too good to not talk about it. So, opening up the space to have conversations and in the career development world, I talk about, you know, the fact that some of the UN internships, they are unpaid yet they're supporting reduced inequalities and economic well being and infrastructure. So, what is that? So, you know, I invite you should you feel comfortable to is have opened the floor to have this conversation, which I'm more than happy to do now. If anybody has any further ideas on how, when you experiencing something like this in the class, what would you tell the students?

MARIAN MOORE:

I think Alejandra made a really good point. This is Marian Moore. Is that it could be used as a framework. But these are issues that are still going on in our communities, and how can we address it and just use it as a framework outside, of you know, we don't have, yes, we have to challenge the legitimacy of all institutions that we interface with. And I think that's an appropriate approach for our students. But yet, how can we help them, empower them to reframe it for themselves? So here's the student who was like, OK, I don't look to this organization as a model but however, they provided a great framework that I can use to solve problems in my own community or resolve issues in my own city or state or neighbourhood because there's some great things, I mean, housing does impact everyone. You know, poverty and health impacts us. All of these goals, and then help them reframe it and come up with our own. Maybe help them design, what will it look like for us, if we're not using UN's goals, what other goals or what kind of framework can we start in our own communities or our own, you know, environment?

That's what I would approach, is that it's a tool.

CANDY HO:

Well said, Marian, thank you so much.

MARIAN MOORE:

And I'm also in a career development field, too. So, just...

CANDY HO:

We haven't met yet but I'm so glad we're connecting here today.

MARIAN MOORE:

Me too.

CANDY HO:

Yeah. And Marian so well said. In one of my classes, right now, I've got a group of designers. And they were the one that pushed back on the goal. So, you know, after thanking them, we asked, what would be meaningful for you and can continue to have them identify those goals and also have them, you know, they basically design a local framework that would work that, you know, draws from the goals, but within the city of Richmond. And it worked for them, because they use it throughout their final or their, you know, midterm assignments. So, make it, get them to personalize it. And I think that's another beautiful way to make learning meaningful and relevant for our students. So take the guide on the side. OK. Jan or Janice, good to see you here.

JANICE:

Hi. Nice to see you, Candy. Yeah, I was just gonna say with that, that sometimes with the students, yeah, I see that there's this feeling of despair or anxiety or helplessness. And then sometimes, it's really a matter of them taking stock of like, things that are already happening in their lives or actions they're already doing that they may not even be aware, like kind of aligned with goals are some of the targets. I've had students say, you know, after thinking about their daily actions, and really looking at them more, OK, yeah, I take transit, and I do my recycling, like, even those little things like, because they're thinking in such this huge way of solving the whole world's problems. And when they can actually position themselves in a more specific way and share with each other, yeah, I can do this, or I could volunteer locally, or I already do this or I didn't actually see myself as contributing in this way. Sometimes it's just reframing for them or pointing out, even if they're critical of the framework but they're interested in the idea of doing something or action, helping them see that maybe you already are involved, just because we're bringing this big UN framework to you shouldn't be so you know, threatening or imposing or get your defenses up like in a way.

And you know that Margaret Mead quote too of, you know, it's only a small group of citizens that can affect change, however it goes, you know, fits very well with this as well. Like, if we start with our class, if we start with just our ourselves and it's gonna look different for everybody as well. So that's what I'd have to say about that, just food for thought.

CANDY HO:

Thanks for that. Reina, Jan, so important through collaboration we can bring about change. Any big challenge starts with thinking about and discussing with others, looking for ways to collaborate with colleagues, community or organizations, learning from and with each other. This is a way to model collaboration with students. And Jan, knowing you, you certainly do that very well in the work that you do, teaching students in global development. Yeah, thank you. Anybody else? OK, I'm cognizant of the time but we have three minutes left and so I will move towards wrapping up. However, I invite you to stay in touch and have further discussion. So we already did that, the most important takeaway from our hour today. And here's one more invitation and incentive, I'll make it optional. If you email me with your initial plans or ideas or currently, you know, how you incorporate the SDGs or, you know, the adopted version of SDGs as a framework, however you choose. If you do so by April 26, bye Candice, I will put your name into a draw for an SDGs pin.



So if, you know, swag, and you know that appeals to you, you're more than welcome to email me anyway, if whether or not you don't want the pin. I also will, I think this is a learning conversation. We've only had an hour, so this is kickstarting whatever it is to come, OK? So, oh, thanks, Paula, that's amazing. So with that, I will leave you to your Friday and your weekend and just want to say a big thank you for search for spending Earth Day with me and with our colleagues. I implore you to stay in touch and then there's already a group of very enthusiastic community of educators who are working with the SDGs and education for sustainable development in the field NPC. But we welcome any, you know, national and global collaborator. So join the community, if you'd like that, add your name to the Excel. Thank you, everybody, I hope you have a wonderful day.

HELENA PRINS:

Thank you, Candy, that is great. We can give her a nonverbal applause there, you find your icons or give her some love, whatever you can find at the bottom. Love the conversation and it feels like it's just the beginning, right? Now, take this conversation into your hallways, into your institutions with your colleagues and we are excited to see the ripple effect of this. I did pop in the chat there, some upcoming events on next FLO Friday is on May 6 with the lovely Taruna Goel. Please join us, it's on UDL Intentional Design. It will be also very participatory, looking at case studies. So I invite you to that. We also have a great liberating structures micro-course was basically overblown and leave a lead to amazing facilitators, that's coming up the week of May 9th. So, and it's just \$25 registration fee for that one. So please register or join our newsletter to see what's happening in higher ED NBC. I love the FLO community. Thank you for showing up on this Friday, and we look forward to seeing you at our next event.

Have a wonderful weekend.