

**Transcript for Keynote Speaker 2, Joy as Antidote (November 2, 2023)**  
**Studio23, BCcampus event hosted November 2, 2023**  
**Keynote Presenter: Carrie Nolan**

TRACY ROBERTS:

Good morning. Good morning everyone. Welcome back. Are the folks online with us? Hello folks online, nice to see you. Good morning. Thanks for being here. I'm Tracy Roberts, and I'm glad to be with you again here this morning on the unceded territory of the Musqueam, Squamish Tsleil-Waututh Nations. I'm Tracey Roberts. I was born near here, just at Vancouver General Hospital a couple years ago. But my family and ancestors come from around the UK, mostly north and South Scotland and Cornwall. And I spent most of my time these days on the territory of the Songhees. Esquimalt First Nations working at BCcampus as the director of learning and teaching. The people in this community. The B.C. higher ed community and at BCcampus represent absolutely the best part of my job. My whole team is here today, which is very rare for us because we are provincial and we operate provincially. I would invite them to just stand up for a moment to be identified and adored. Helena, Leva, Christie, Britt, Kelsey, and Gwen, if you're here. I think Arianna is guarding all of our stuff, but she is also with us from the Open Education team at BCcampus as part of the event crew. These folks imagined and put together this event for you. They're the people who bring you so many other things, like the FLO program, Facilitating Learning Online, our research program, work on digital literacy, and work with groups like ETUG and BCTL and so many more things. But more than what they do, I want to tell you a little bit about who they are. If you don't know them, they are the most wildly creative bunch, experimental, detail oriented, some more than others. Brilliant hearts and minds who care so deeply about post-secondary education and what that means for people and their lives and the world that we live in. And they care very much about you as educators and collaborators and people who do this difficult and important work of teaching and learning and facilitation every day. And so I just want to thank you so much for showing up today and yesterday and in the past if you have and in the future. I hope you will be with us in the shared pursuit of higher education.

So about last night, I was not told that what stayed at the big mixer needed, or what happened at the big mixer needed to stay at the big mixer. So here's the scoop. No, it was just so much fun. We haven't had that much fun together at an event like this in, I can't even remember when. It was just such a rare and welcome treat to chill out. Yes, thank you. Have some snacks and just party a bit, have some fun. It was great. I have a few housekeeping reminders for you this morning. I was actually given notes that said, If folks missed yesterday or weren't here, if either of those are you, if you need anything at all, go to the reg desk. Someone left their umbrella there. If that was you, we have it; we'll give it back to you. There's a code of conduct in place to support a harassment-free learning environment for everybody here. Everyone would have agreed to it as part of your registration process. So if you have questions, concerns, or need support along those lines, please visit the registration desk. We do have a quiet room. It was actually quite well used yesterday, I understand. It's a lovely space. If you need a break, it's on the second floor, room 2065. You probably found that there's fidget toys and lap

blankets and we have comfort bags. We just want you to have a good time and feel good while you're here. If you need anything: reg. desk. Streeters, we have folks in cool T-shirts walking around asking for short interviews. Unless you're wearing a red lanyard, they may approach you and invite you to just chat with them. I did one yesterday and I swear it was a minute, maybe two total. Yeah. We appreciate your input on the event.

Our sponsors, we are extremely grateful to our sponsors for their contributions. And more than ever, and I really do mean in these times that we're in where the funding in higher ed is pretty thin on the ground. You may have noticed. We are very appreciative of those who contribute to these events. And so we have here the Hewlett Foundation longtime partner, a BCcampus, the Simon Fraser University Centre for Educational Excellence, PebblePad, UiPath the BC Federation of Students, BCIT, VCC, Thompson Rivers, BCCat Ed Planner BC, the JI, the Rebus Foundation, and our friends at Documents Solutions. Thank you all.

Yeah, I want to remind you, hopefully you have a journal. If you lost it or left it at a hotel or whatever, grab another one. We have extras, but there will be some fresh blank pages for you to fill in today with reflections and learnings and maybe an autograph or a to-do list or something. If you were with me in the drawing class yesterday, this is a good opportunity to make some visual notes. There will be a prize draw. Got to be here at the end of the day to win. If you haven't entered, BCcampus booth, you can do it there. Is there anything else, team? Okay. Well, okay.

Now it is my extreme pleasure to introduce our keynote speaker this morning. If you have not yet met Dr. Carrie Nolan, I am very excited for you and get ready. Carrie is one of those people who it would not matter what she was doing, A project, a workshop, some committee like a strata council. I would want to be on that because I would know it is going to be fun and it's going to be important and meaningful work. Carrie is a well-known, wildly adored leader and educator in post-secondary, an award-winning experiential educator, an avid lover of the outdoors, a very accomplished paddler, and has even been recognized officially as a kick ass Canadian. I first met Carrie when she was leading teaching and learning practice in innovation at Coast Mountain College in Terrace. By the way, there's a lot of Coast Mountain people here. We see you and we know why you're here [laughs]. At that time, her title was dean of strategic initiatives and learning transformation. But honestly, it could have been dean of only the awesome-sounding projects in the whole province, which I guess is the same thing if you're doing it right. She led innovative experiences for educators like Paddles and Pedagogy. How got a yurt built on the Coast Mountain campus to be used as a teaching lab space. And this is work that is deeply thoughtful and scholarly and transformative, and always presented in a fun way. And so Carrie attracts keen participation and energy wherever she goes. In planning this event, we knew that we, our friends, our families, our colleagues, were feeling pretty burnt out and really tired and often disconnected from some of the things that we used to love and love doing about teaching and learning. We just wanted to bring people back together and have some fun and try to remember that together. When we were talking about that as the big idea, I was just like, we have to ask Carrie. There's just, she was the first person that came to my mind. We

asked, she said yes. And I am so thrilled that she is here and came all the way from New Brunswick to be with us today. I am so ready to be inspired and learn how to welcome more joy as the antidote to all those things. And please join me in offering a wildly abundant welcome to Carrie Nolan.

CARRIE NOLAN:

Thank you, Tracy. All right, we're going to switch some things over here. Hey, that was smooth. Okay, I'm going to turn this off. Turn this on, great. Turn around. Tuck it into the special cell phone spot. Some of you know what I'm talking about? I think we're ready, right? Great. All right. Tracy, thank you for the welcome to many of you obviously, especially my Coast Mountain College folks, but many of you either through BCTLC, other events, BC is big and small all at the same time and welcoming our Yukon neighbors to the north. I've met lots of you before, some of you since I've gotten here. And hopefully the rest of you before this is over. Well, I'm so thrilled to be here to talk about joy. And when Tracy and the team, who are amazing, they always take care of their participants, said, we're looking at Studio23 and we want to talk about reigniting. Reigniting, well, that takes some joy. I think, like all of you, I've been on a journey the last few years and I wanted to dive into that a little bit more.

But of course, I also want to recognize, as Tracy said, I come from New Brunswick, which is from traditional Wolastoquey land Amanda mentioned where she started and that's sort of the same territories as where I currently am in Fredericton, New Brunswick, on the Wolastoq River and Wolastoquey People of the beautiful and bountiful river from one side of the country in Wolastoquey there's an island on the Wolastoq River called Eqpahak, which means "where the salt water ends." The salt water, just a little bit of it, reaches where we are in Fredericton, to the west coast and to the territories of the Squamish, Tsleil-Waututh and Musqueam Nations. And the salt water over here and the water coming down that reminds me both of my love I mean to be occasional like, wow, it's so wet on the west coast. I'm just thrilled to be here and want to acknowledge where I come from and where we are.

Hi, I'm Carrie. Tracy told you a lot of my accolades, which is so lovely to have someone else say. And a nice reminder like, whoa, I think you accumulate a lot of experiences and things, but to introduce myself to you, I wanted to start here. It's not a memoir. I'm not going to talk about this forever. But I think because today we show up in this room, I think we're all adults. We're intersecting with each other's lives at a particular moment in time. I see you today. You see me today, but behind each of us is a lot of days, right? And each of us was this at one point. Okay. Maybe not pigtails rocking the plaid coat, but we represent little people who went through wonder, trauma, amazing things. I don't see that in you. I don't see the little person that you were. You don't see the little person, except that I put a picture up there, that I was. But we were all little people. And somehow we're here today. We aren't what we were yesterday and we aren't what we're going to be, but we're pretty fricking amazing today. I'm having a little bit of a wow moment as well, which is why I wanted to put this up. Maybe you can relate. Maybe you've identified wow moments in your life. Because I'm keynote speaking at a BCcampus event, I'm like, what? Wow. She's doing that. That's awesome. I love that. Just to share maybe a

little bit about myself, another wow moment was on the metro in Paris. And navigating my way around that beautiful city. Because my hometown is Perry Sound, Ontario, a town of 6,000 people. I moved away from Parry Sound to go to university in Thunder Bay, a city of a little over 100,000. And that felt huge. I had this pink steel bike from Canadian Tire that I'd had since I was 12. And I was down by the Lake Superior where I lived and the university was up the hill, and I was so scared to take the bus that I rode that stinking heavy steel pink Canadian Tire bike up that hill, 5 kilometres to the university and then back down that hill till the snow started to fly. And I would call home every weekend and my dad would say, have you taken the bus yet? And I was like, "No." "Well, it's going to get cold, you better figure it out." And I had a friend teach me how to use the bus when I was 19 at Lakehead University in Thunder Bay. So when I was on the metro in Paris, I'm like, okay, we have come somewhere. That's what I mean by a wow moment, and I hope you've had some of those in your life too. Those moments where you can look back in appreciation for the way that you have journeyed. That's brought you to this room today, or brought you to the metro in Paris, or whatever it is for you that is a wow.

Today it's about joy as the antidote. As Tracy mentioned, the antidote to the things that we have lived through. We have a collective experience and then our own individual experiences through what has been the last few years. This title and concept, Joy as the Antidote, comes from my executive coach. I want to point that out to acknowledge her. Thank you, Catherine Knapp. But also because we need people in our lives. We need people that we are mentoring, that we are leading. We need people that are mentoring us and leading us. There's no point in your life where that's not going to be true. Who is below you that you're lifting up? Who's ahead of you that you want to be like when you grow up that can pull you forward, but have those people in your life. Because without my executive coach, I wouldn't have this talk today. I wouldn't have gone through what I've gone through to be able to stand here and talk about joy is the antidote. And so through COVID, I would say I hit two lows. Full on burnouts? Maybe. One of them, my partner, needed something from me and I was so done, I just started bawling and went to the floor. And I was like, I have nothing left to give anyone. I'm going to Mexico tomorrow. Maybe that's not how you deal with your hard times, [laughs] but for me, it's always escape and adventure. I did. I booked myself a flight and I went to Mexico by myself for two weeks. And I sat there and I was like, You're okay. Everything's okay, it's going to be fine. But I hit a low. That low I think was because I was holding the responsibility of the world on my shoulders in the sense of I am the college director at the New Brunswick College of Craft and Design. And I just was so worried about anyone getting sick and all the things, and it just wore me out. Made it through that. Second round. It wasn't the professional navigating of COVID, it was the personal navigating. I didn't get COVID till fall of 2022, but when I got it, I got long COVID. So if any of you long haulers are in the room, I see you, I hear you. It sucks. That personal health struggle last year put me into another low place. And I actually did go to Mexico [laughs] Burning up those airplane miles, taking care of myself. So I went to my executive coach. we meet monthly, and I was just like, I'm done, I'm done. What do I do? She was like, "Well, massages are good, pedicures are good. Self-care is good." Please hear that. "But the way out is joy. You're not doing things that give you joy. You're not finding joy. Figure out some joy things." And I was like, "You're right and I'm so tired. Can I not just get another pedicure?"

She's like, "You can, that's good. But you have to find your way to enjoy." The things I'm sharing today, it's not prescriptive, but it's what I did through my two burnout experiences in the last couple of years.

Some underlying assumptions about all of you. Some of these may be true, some of them not. Probably true for at least someone in the audience. First, you care, okay? I believe you care. I believe you face challenges, right? You don't get to adult age from that little pigtail kid age without challenges. Something drew you into education. I have the assumption that you're in this room today because something drew you into education. Some of you, like me, have or are experiencing burnout. Now, along with these assumptions, I want to put a whole list of things I'm trying to avoid. But then I was like, that draws your attention to it. Instead, I'll just say it, but I think I'm hoping today, like to avoid toxic positivity. It isn't like a cheer up. Everything's going to be okay. It's not always, and there is really hard work to be done, even in designing for joy. But also, I see a therapist, there are things we also need. This isn't the whole picture, but I hope some of you find some help in some of the things that I did.

With that in mind, let's talk about how to create joy, which the definition I'm working with is "being the experience or feeling of delight, deep connection, or appreciation." I want to talk about this for yourself, your life, but also for your learners. As we head into this talk and talk about how do we design for joy, when's the last time you felt delight? Maybe it's been in the last 24 hours, thanks to BCcampus's great work here. When's the last time you felt deep connection? When's the last time that you felt appreciation? How about your learners? Are they feeling delight? Are they feeling deep connection? Are they feeling appreciation? How might you play a role in that? Not be their everything and not do everything, but how might you play a role in that? That's what we're going to talk about.

So for joy, I want to talk about four things. These aren't all the things, but these are the four things I want to talk about today. I want to talk about how we need connection. We need relief. We need adventure. We need glow. Connection, relief, adventure, glow. That's where we're going to take our conversation today. Also, we're about to get to the participatory part. I notice a lot of you came in here ready to sit back and enjoy. You've got your coffee and I'm going to get you on your feet and using your hands and you need pens. So maybe we don't have more spills. Just saying. Okay, good. I see some good. Yes, some of you lids, that's also good. Passive receptivity is not how I do things. I wasn't named experiential educator of the year for no reason. You are going to be doing some things with me, but no trust falls, so take a breath. Relief there. Okay. For joy, I want to talk about how we need connection.

But first, Rock, Paper, Scissors World Championship. What are you talking about, Carrie Nolan? I don't understand. Okay. Most of you know rock, paper, scissors. Maybe it's how you decide small and big things in your life. But just in case you don't, I'll go over it. My rules. I'm on the stage today. I get to make the rules for it today. This is rock, everyone make a rock with me. I want to see that. Okay. And rock beats what? Oh, yeah. This is why we're doing this. Scissors, rock smashes scissors. Good. Okay, We got our scissors, but scissors beat something. What do

scissors do? They cut paper. Good. Good. And paper beats what? It covers the rock. Yes. Okay. Great. So rock, paper, scissors. And then there's always the like, is it 1,2,3 go or is it go on three? Today we are doing rock paper scissors, go. Go on the fourth beat. Okay, This is how it becomes a world championship. Likely you've all done rock paper scissors. Likely you may not have done a world championship. I have to tell you, we're in a fixed-seating stadium with stairs and I'm scared. That comes later in adventures. I think I'm living up to my own things I think you should do. You need to take care of yourself. Don't fall down the stairs. There's no rush. You don't have to move quickly. Take care of your bodies. Take care of each other. If you have headphones because you don't like a lot of noise, it might be a good time. But how it works. You're going to find someone, you're going to face off, you're going to do rock, paper, scissors, go. They did rock, so they just beat me. There's no best out of three, I'm done. But I still have a part to play. Say Tracy was the rock, she just beat me. I become Tracy's biggest fan because she beat me. I get behind Tracy and I'm like go Tracy, I'm Tracy's cheerleader. Yah, Tracy. Tracy finds someone else she faces off with Nikki. And she beats Nikki because she's really good at rock, paper, scissors. She's got this telepathic ability, Nikki and I become Tracy's biggest fan. Tracy keeps going until she's out, so she's either playing or she's a fan. And be good fans to one another, right? Like cheer each other on well. So we got it? 1, 2, 3, 4. Go. Hold on. Question, we have a question. We have two.

PARTICIPANT:

So if Tracy loses, all of her fans become fans of the new player?

CARRIE:

Yes. And this might seem like this is going to be the next hour, I promise you it's not. Go! Sorry, folks online. Not so much for this one.

[Chatter, laughter as participants play the game]

CARRIE:

Thank you. Find your seats. All right. Congratulations to Adam. Well done. Now you're all fired up and you want to keep going and talking. Okay? Thank you. You're back with me. I love it. Loud eh? Want to create some chaos and energy in a moment? That one never gets old. You can do it with the same class, every class, if you need a little energy. If you're faculty, if you're an end developer, if you lead meetings, don't just participate today, be like, oh, tool box, I just put that in my tool box. Okay. But also we're talking about connection, and Carrie just had us do a rock, paper, scissors world championship? Okay. Wait, what, what just happened? Don't answer out loud. What just happened in those two minutes, right? You learned names because you had to cheer on the person that you were either against or whatever, so you met some people. There was energy. It was physical. You were supporting one another. Isn't that interesting? It isn't just lose and go sit on the sidelines. It was playful. Now here's the risk. I thought, am I going to come keynote and make people play rock, paper, scissors? That sounds not smart, but I think sometimes we take ourselves so seriously that we forget to have fun like keynoting's serious business. I don't get to do this every day. I'm taking this seriously. But I

almost feel like the more serious it is, the more fun we should have. I love that yesterday Kathy shared that Alberta said, "Break the rules but have fun doing it." I don't think there's anything more serious to be involved in than education. It's why I've committed my life to it. But we better darn well have some fun while we're doing it and connect with one another.

So connection first in life. When I'm talking about life, I'm talking about you personally. Or me personally. Okay. A couple of things about me. I'm an introvert. I love a stage. I love a classroom. But then I go home by myself. Well, I also have my partner and dog. But like I say, "Hi John. Hi, Abby." And I go hide because I am an introvert at heart. So is John. We literally did this. We got ourselves those charts that you have for little kids and we got ourselves gold stars. We gave ourselves a gold star anytime we did something social because we were like, that deserves a star. Well done, me. Or well done, you. Because it's not natural or easy for us. It was a way like John would call someone on the phone and be like, "I get a star for that." I'm like, "Absolutely you do, you hate the phone." But as a way to gamify or appreciate ourselves, we're doing something that's hard. This is one of the ways we figured out how do we compel ourselves towards connection. Dancing. I love dancing. This summer I was a participant in an Art of Hosting workshop. Maybe some of you have done some Art of Hosting workshops that are amazing. Recommend them. One of the evenings we had first an untalent show, then we had a dance. We were like 30 people on an island on Lake Joe and Muskoka. Pretty posh place. Pretty nice, near my hometown. Anyways, we had a dance with 30 people and I had so much fun and I just had that feeling like I haven't been like this around people for three years, and I needed this so fricking badly. So how are you connecting? COVID said stay apart, stay home. In New Brunswick, we were really, it was pretty rigorous. At one point, it was like it was almost like a dance card. Like, you had your steady 10, you're only allowed to be around 10 people. But John and I were new in the province. We weren't on anybody's dance card. I remember someone saying, "Hey, do you wanna go for dinner? Still have room in your list of 10 for me?" I'm like, "I have John on my list of 10. Take me to dinner, please." Right. So we were for the good of each other, staying apart. We have to remember how to come back together. So think of ways that you can connect. And think of ways to find out how to acknowledge yourself.

How about connection and learning? This is talking about in the classroom now. I just want to share one principle for learning: connection before content. This isn't new. Maybe some of you haven't heard it phrased that way. Maybe lots of you have. But I just want to remind you today. Connection before content. We did it here. Impromptu networking yesterday was fabulous. I heard people this morning. Laura walked. "In those first 10 minutes, I met someone in that I got what I needed." It was amazing, right? Connection matters so much. We did it here. Do it in your places. What's interesting about that rock, paper, scissors as well, is there's this—and I should be able to quote it, I am an academic. But anyways, it slipped my mind. But the way that groups form like the phases, not Tuckman's, I love that one, Forming Storming. We know Tuckman's, but it starts with names. People need to know names and you know what the second phase is. Goofiness, you know what comes after goofiness? Communication, responsibility, trust, problem-solving, decision-making. And sometimes in our courses we have these amazing designs with this group project that's going to take all this communication and

decision-making. And we put a group together and they've never even laughed together. And we think that's going to go well. And then it doesn't. But I designed this amazing thing. Why isn't it going well? Don't forget about the laugh, like have you laughed together? That's how I know when someone's going to be my friend. When we have shared a laugh, like not the polite laughter like ha, ha, ha, that's funny, but like I'm dying, I'm going to pee my pants laughter. I know we're going to be friends, right? Because you've breached something there. Now you can move on to the harder stuff. Connection before content. It's not a waste of time and it's very serious work.

How can you create connection in your life and in learning? You've got a journal, you've got a pen. I want to take a moment, what sparked for you? We're one quarter of the way through my things. What sparked for you so far? Maybe you need connection in your life. Maybe it's something in your classroom or workplace. Just think of something that's sparked. Jot that down and we'll move on to the next thing. Thank you. We're going to do that three more times, especially during times like this. I love that BCcampus has a quiet room, but we often forget to pause to chew, right? This is from Jay Roberts, who keynoted five years ago when we had the Learning Symposium up north. But his book, *Experiential Education, The College Contexts* Chunk and Chew, right? We have to chunk things, and we have to give people time to chew. And often we're just racing through things, really important, serious things. We forget to give the space for chewing.

Second thing of four we're going to talk about is about how we need relief. Some of you are like preach it. I need so much relief. There's so much going on. And if someone could just find a way to give me some relief, I would love it. But that's not the kind of relief I'm talking about. You need your pens. You've already got them in your hand. That's good.

Do I have any geography instructors in here representing? Yes. Wonderful. We're going to talk about topography and relief.

For those of you who don't teach geography, my first degrees were in geography and outdoor recreation. So this is taking me back to the undergrad, using that BA. Relief is in geographical sense, the difference in elevation between two points. This is very important for later. Flat is low relief. I've lived in Saskatchewan, it's beautiful, but it is low relief. Steep is high relief. Here in Vancouver, there's some high relief around here. All right. Relief is that difference in elevation point. Second terminology, contour. Not the makeup tutorials on TikTok, but connecting lines, joining points of equal height. Okay. Some of you use maps all the time. Some of you, you're like, okay, I think I'm falling. That's okay. We're going to dig into this slightly.

This one. Those at home. Thank you for live streaming. You can join in on this one. I'm sorry about that rock, paper, scissors tournament. I want you to make a fist with your non-dominant hand. I want you to draw some contour lines. Now remember those connect points of equal height, right? The more steep, the more close the lines are. You've got the image up there. I've got a permanent marker. So we'll see how long this lasts. Not asking you to do something I



won't do. I want you to take a few moments, draw some contour lines. Boy being on stage, under the lights drawing, this is a mess. No one's evaluating this though. Hey, are you getting some contour lines on that hand? All right. The knuckles are pretty steep. It doesn't have to be perfect. I'm not giving you 10 minutes to draw your contour lines. Get some on there. Like what on earth is going on now? Now flatten your hand. Oh, look. It's a map. It shows you where the peaks are. It tells you the lay of the land, right? Actual map. teaching geography here. Yes. Amazing. Okay. Carrie, We have a map on our hand now what? Okay. If you did it in permanent marker like me, you've got a map for a couple of days. So what does this have to do with joy?

Well, first I want to read a quote by Diane Ackerman from a Parker Palmer book. Who I love of course. "The great affair, The love affair with life, is to live as variously as possible to groom one's curiosity like a high-spirited thoroughbred, climb aboard, and gallop over the thick sun-struck hills every day. Where there is no risk, the emotional terrain is flat and unyielding, and, despite all its dimensions, valleys, pinnacles, and detours, life will seem to have none of its magnificent geography, only a length. It began in mystery. (It being life.) and it will end in mystery. But what a wild and beautiful country lives in between." What a magnificent geography.

So relief comes in the steep spots. Actually, not an emotionally flat terrain. I think in COVID, life got pretty small and there wasn't a lot of relief, right? There was not a lot of relief. It's interesting, it's like that joy as a way out of burnout, relief as a way to joy. It's the thing you don't think. It's like I need pedicures and massages and someone to do half my work. Or you need some high relief, some variance. This is the S curve of learning. Some of you might be here, maybe you've taken on new roles or new jobs or what have you. I was there in 2020. I moved across the country to start leading a College of Craft and Design. It's slow in the beginning, not very steep. But then we get to this part. Step acceleration and learning. This is the S curve of learning, but this acceleration of learning, and then we get up here to master and maturity. Mastery matters a lot. Don't take me bashing mastery, but for someone like me, there's also a little bit of boredom in it. It's also a little bit flat. I want you to think about where am I on here, like professionally, personally, in this. Wow, this is a slog, I'm learning so much. Am I in this steep sweet spot? or am I in that mastery maturity? I need to figure out a way to re-enter the S curve. This steep sweet spot means something for joy. If there's not a lot of joy going on. I'm not saying this is the only thing, but I say like check in, Check in. Like where am I at? Is there anything going on that has me in this this steep learning? Sometimes some of you are like me and you think it has to be, it has to be a career change. John and I took up embroidery last Christmas, like neither of us had done needlework before. And we sat in our house at Christmas and we did needlework together. And it was hilarious, and I got so many holes in my thumbs from that. But just trying something new and taking on learning puts you in a place where there's high relief or variance in your life. I think COVID took that away. Think about how to put that back in .

So relief in life. I talked about embroidery, but this is another part. This is how I got on the steep curve and how I found some high variance or high relief. This is Black Mountain College. Anyone

know Black Mountain College? Creators in the room. Black Mountain College changed the face of art and also society. You may not know it, but chances are you've either worn something, seen something, done something, like it has influenced the way the world works. It was this little college in North Carolina that was only open, I think about 37 to 54. My dates might be fuzzy, I'm not that good at it. It wasn't an art school. It was a liberal arts learning place. But arts was foundational to the curriculum. Me, wilderness experiential educator, moved to New Brunswick from B.C. to lead a College of Craft and Design. I'm not an artist. I learned embroidery at Christmas, and what, what is going on? Does that even work? But what is interesting is as I started to learn and get myself on that steep learning curve, I'm a Deweyan. Any fans of John Dewey out there? One of the fathers of experiential education, John Dewey was on the board. What? John Dewey wasn't an artist, but he did write *Art as Experience*. He was involved with Bauhaus in Chicago and with Black Mountain College. Amazing. I was suddenly, like I did my PhD on John Dewey and Martin Buber and Nel Noddings. I was like, what? All of a sudden the world started to come together and I'm like, this is incredible. We have to go to Black Mountain College. Like the campus still exists. This is my dean, Jared and my manager of innovation and learning design, Anna. And we did a 5,200-kilometre road trip. We went down and we recreated photos from Black Mountain College and we brought some geographical relief into our lives by doing that wild road trip together. So what is it for you? What's going to bring relief?

And how about in learning? Relief is pretty arts based, it turns out. In learning, one of the ways to provide high variance is through strange land experiences. What strange land experiences, which are about "Making the strange familiar and the familiar strange." Make the familiar strange, and the strange familiar. Now, I had somehow gleaned this quote from somewhere. Maybe in my master's, maybe in my PhD, maybe because I hung out with a lot of people doing adventure education. But I was like, where did this come from? What does it even mean? And I looked it up and it was attributed to a poet in the 17th century, a novelist who said this. And from there, it really influenced the romantic period within art, where the artist wanted to take common everyday objects, so a glass, and find the mystery in it. How do we see mystery in a simple everyday object? But then they wanted to take the weird and the unexplainable and find the common in it. And they were using their art to do that. But I also think we can do that in our teaching. Make that strange familiar. Bring the things that are far, close, but bring the things that are close and give them some distance. And you can do this in a moment in a classroom. Also, Tracy alluded to me leading Paddles in Pedagogy, which was a very explicit, strange-land experience. I led three of these, and this is a shameless plug. I'm doing it again this spring, one for educators, one for educational leaders. Sea kayak trip in Baja, where we have class and we paddle and we camp. If you want to come on a strange land experience with me, I invite you to that. But I remember I was in Terrace, Coast Mountain College. We live in an incredible place. When I proposed it, folks were like, well, let's just go here. We live in an incredible place. Like you're right, and you all know it. I want to get you to a strange land where things are unfamiliar, so that you're in a place of learning. And it's high relief. There's variance there. If we'd gone where we knew, there wouldn't have been variance. Okay.

Those are two things so far. Connection, relief. We're going to take a little journal moment again. How can you create relief being high variance in your life and in learning? Again, whatever is juicy for you, right. You don't have to do a dissertation on this. Just what sparked in that last little 10 minutes.

All right, let's move forward to the third thing, which is how we need adventure. So again, this is for the people in the room only. I am sorry. I want you to reach under your chair and feel for, not grab a texturally interesting object. What do you feel? You know your neighbour's is different. With informed consent. Enthusiastic yes. Maybe they'll let you feel theirs or maybe they'll just tell you about it. In the back, we didn't get objects to you, so you felt smoothness. That's okay.

All right. What on earth, what on earth does that have to do with adventure? What does that have to do with adventure? Okay, I got to pull you back in though. Come on back to, back to me. Okay, you can do, I know I let you talk and then I'm like, okay, now I'm like, don't talk. It's a little hard, but you're riding with me pretty well. What does that have to do with adventure? I hope that... I've never done that before. I've a partner on the east Coast right now who's like, I don't even want to know what time you're doing this. I'm so sweaty. Like, I'm so glad I'm not you and I'm glad I'm not there. This stuff makes him nervous. I like it. Did some of you have a little like your heart beat, maybe a little skip, like wait what? Touch a thing. And is it going to be gum like, I don't know. Okay. What does it have to do with adventure?

Well, indicators of adventure, this is according to Bert Horwood, who was an educator at Queens. Five indicators of adventure. Uncertain outcome, you don't know what's going to happen. Risk, the potential to lose something of value. Obviously in this the risk was pretty low, but something sticky could have gotten on your fingers. I don't know. Then maybe the neighbour thing, like that's awkward, that's risky. Inescapable consequences. Energetic action, and willing participation. These are indicators of adventure. Now I've paddled across the country. My best friend and I were the first female duo to paddle ocean to ocean. That was a grand adventure. But you know what? You can have an adventure by reaching under your chair, and as an educator, you can design for it. Thank you to the BCcampus team and Katherine, who were in here taping things to the bottom of chairs. But like I was intentional about what space are we in and how do we do this? So often we say, "Well, I can't because of..." Right? But look at this list and think, is there a way to bring in uncertainty? Is there a way to bring in some appropriate risk? Well managed. But are there inescapable consequences? That sounds dire or big, but you know what? Inviting the public into a presentation that is like there's consequences there. Suddenly it matters maybe a little bit more than a transaction for a grade, right?

Okay. Adventure in life. My nervous partner John, You're going to hear his voice. I think if this works the way it's supposed to. It's a brief video, but again, this is thinking about you personally. How do you have adventure in your life, that unknown risk. Now you don't know what I said, but you get the impression, right? So I got an electric bike a couple of years ago. Eleanor Roosevelt, of course, said, "Do something that scares you every day." I think she was

talking about adventure, right? I think she was talking about that. That we need adventure. Some of you, like an electric bike would not be an adventure. But this is my first time on it. I thought I was going to die. This is going so fast and it was so fun. And I think it's different for everyone. But you need to figure out what it is for you and invite a little bit of adventure in. Find out what it is, and do a little bit of that.

Okay, how about in learning? How do we do adventure and learning? Again, Bert Harwood, I love him. "What is essential is the wholehearted, wide eyed spirit of adventure, in both teachers and students, who together seek to do utmost with their hands, heads, and hearts." Okay, so how do we do that?

Well, here's some of my instructors. The College of Craft and Design. Here's FAAFO. Do you know what that means? Some of you do. Think about it. We have two versions of it. Some of you are catching on one version, fine arts and fun opportunities, the other version. F around and find out. Okay, as a college we've adopted this as our ethos. It's on T-shirts, it's on stickers on faculty doors, it's on walls that students have painted. We are infusing our college with the FAAFO ethos. Wait, what. That sounds really wrong, Carrie. We've done that. I don't think it is wrong. I think it's genius. And it's not my genius, It's the genius of these instructors. And I said, "Can I talk about you? Can I brag about you? You're doing such cool things, I just have to talk about you." I do want to brag about them briefly. There's such a group of cutie patooties, they look so unassuming. And whatever this is, Janice Wright Cheney. She's one of Canada's foremost Canadian contemporary artists. Jillian Akerman, award winning filmmaker. Ari Martinez, another amazing filmmaker, Christina Drawer. We've got Kifa, incredible in the textiles. Greg there once helped ship a Salvador Dali from Fredericton to New York that took a transport truck. We've got Matt in metals and drawing and Kevin is an industrial designer. They're so creative. As a college we've been really grappling with things, pedagogical, philosophical things because I'm the leader and if we weren't doing that, then I'd be really bored. But we've been grappling with that. And one of the things we've been grappling with is how do we invite failure into the classroom? Everything about school says you can't fail, right? With this grading system that says if you fail, you're out. But my college has 10 creative programs from the digital, 3D digital design to the craft-based ceramics. Failure is a part of the creative process, but students are afraid to fail. We have a really big problem on our hands at my college, but I think probably at your schools too. The fear of failure is wrecking creativity. What do we do? How do we navigate this? What's the answer? That's when the FAAFO ethos starts to come in. And often that's used as a threat, like you better not do that f around, and find out. And we're like, we actually, we're not like, let's turn around. It started with students, let's be honest, Good things start with students. So in Greg's class, a student had done this really cool thing, and he was like, "Wait, what, what is that?" He picks up. He's like, "What, how did you come up with this?" Wasn't part of an assignment. Just f'ed around and found out. He was like, "Huh, that's what we want, how do we do it?" We've actually created, we have a Common Core Foundation Visual Arts in our first year program. In a time-design course, we have a FAAFO assignment, like it's in the course outline and it's 10%, and it's just take

something from the semester, go further with it. Do something. Please don't be afraid of failing. Then in our second-year in design concepts, you have another assignment.

I wanted to show off so much work. I hope you can see it. I hope it's big enough. Okay. You can. Make a hammer, a hair brush, or a scarf. With none of the materials used to make a hammer, a hair brush, or a scarf. The students didn't know this was going to be the outcome, they were just told. make a list of every material. We have three lists. Every material used to make a hammer, it's got to be extensive. It has to identify every material that's used to make a hairbrush. Every material that's used to make a scarf. Have we exhausted the little material list? Okay, great. Now make one of those. You pick. You cannot use anything on that list. Go do it. I love the results. This is one class's result. We've got a sweet grass hair brush. We've got a caution tape scarf that's been crocheted. They were going to put garbage bags into strips and they're like well caution tape is already in a strip, so that's good. We've got a Q-tip and cake pop thing. Hair brush. This is foam that was hair blow molded into a scarf. This student was like, I don't have any money, leaves are free. This is a string hammer because we all know bridges are like strings of metal wound together, right? Strong, strong, strong hammer of strings. These are food boxes like your cereal box, punched out and put together as a scarf. It was supposed to be functional. I don't think ramen and glue is a very good hammer, but it's cute. And a cassette tape scarf. And she was like, it was on a school already. It was so easy to crochet Smart students, right? What was this assignment about learning? What were they learning? What's your guess? What do you think they were learning? What was the learning outcome? I heard it, problem- solving, solve a problem. You might see these and not think problem-solving. But it's a design concept course and they're looking at four concepts. And one of the things design does is solve problems. This has students solving problems, but with the FAAFO behind it. It's like bring a leaf scarf, bring a ramen and glue hammer. This whole course is pass, fail. We're looking at like, how do we assess differently? Can we ungrade? We're working our way towards something that works better for a creative college community. Pretty exciting stuff. I think it's adventurous, learning in action.

How about you? How can you create? And again, maybe it's life where you need a little more adventure. Maybe it's in learning for your students or your staff. I know some of us, I don't teach very often anymore. I'm an administrator, but I do lead things for my staff. How do you do that? Take a few moments to think about that for your own positionality or location. All right. We're going to move forward, but first I'm just going to talk about facilitating silence. Some of you are so good at it, some of you are like me. And it's hard. I mean, I get a drink of water, so that's really helpful. I kind of like, okay, where am I time wise in my presentation? That's helpful. That takes 10 seconds and like, are we done yet? And I look around and some of you are still writing. I have a busy brain, I have a busy mouth. But not everyone is like me. These spaces matter so much for brains and hearts and bodies. As educators, noise isn't the only mark of success. If you're really good at noise, get comfortable with silence. If you're really good at silence, maybe get comfortable with noise. Rock, paper, scissors noise. But anyways, just to comment on that, that like while I'm up here, I'm like silence watching. I'm making myself wait a minute. If you need a timer, do it. Okay. Last one.

Finally, for joy, I want to talk about how we need glow. For this one, I have two hand activities for us, I think one's counter-glow and one's, I hope, glow. We'll see how it works out. Maybe the Tik Tok trend, maybe you've done this. Some of you are already trying it. That's great. I want you to do this. See, I already messed up. Pinky switch. Good. Some of you are laughing. This is hard, isn't it? Took me a long time to be able to do this. Okay. Now, some of you getting, some of you like, why isn't my body working? It's not working, Carrie. Pinky switch. Pinky switch. Pinky switch. Pinky switch. Okay. Now I've got you talking again. Okay. Stay with me. You can practise that at home later, I promise. It needs practise. That's like a learning example; that's not glow. Okay. When you're like, oh, oh, you're not glowing; you're frustrated. And that's good. We need learning, but sometimes we need glow.

In sign language, ASL, glow. Just do this with me, this is a lot easier. Glow. Okay? Glow. What does it mean? To give out a steady light without flame. A light emitted by or as a substance heated to luminosity. Can we read that one more time? I think it's pretty special definition. To give out steady light without flame; a light emitted by or as if by a substance heated to luminosity. Yes, please. I want to be a substance heated to luminosity. I want to glow. I started thinking about glow just in August. I had facilitated our all-staff day. I've got about 75 folks on my team at the college. I did rock, paper, scissors with them. I'm like, okay, you all. I'm going out to keynote in B.C. We're going to try something to see if this is a disaster or not. So I did try that one before and it worked. At the end of the day, my learning design specialist, because we created a learning design centre at the college since I've been there. She was like, that was great, I loved your facilitation. Dada. Dada. In the elevator, on the way down, I was like, oh, thank you. I was like, "It makes me glow." And I've never said that before. But just in the elevator with her, I was like, "I glowed today." It makes me glow to facilitate others.

I think I've even got a picture, not from August, but from five years ago. Some of you were there in our longhouse for the learning symposium. I'm up at the front with a microphone in my hand, like right now, so there should be some glow going on because I love this. This is what makes me glow. When I think about COVID, there was not a lot of glow moments. There was a lot of... In New Brunswick, it was red zone, yellow zone. This mask. This, that, study 10... Each day communicating common anxieties. Meeting with the public health doctor. All the institutions, all the stuff we all did to try and keep each other safe. I didn't glow for like, I don't know how many, two, three years, right? Then when I did that all staff, and I was like that made me glow today. I need that, I need glow. I think we need glow. And it's not a fully formed thought yet because it just started in August and then I put it into my talk. But there's something juicy here that I'm really excited to delve into a little bit further, So glow in learning. What does that mean?

Lots of you probably use this, especially if like me, you come from the experiential world. I worked high ropes courses for a few years and we always did this with our people. We talked about the comfort zone, we talked about the learning zone, we talked about the panic zone. I love this model, like it gave me a lot of language for things like, okay, I'm in the panic zone right

now and I just need a moment because I'm trying to decide whether I'm going to freak out, fight, or I'm going to flee. Maybe freeze. I'm not much of a freezer. I'm like a flee or fight. That's what happens in the panic zone, right? Way too difficult. You're overwhelmed, you're unable to learn. The learning zone, it feels good here. Oh no, that's the comfort zone. Sorry, it's uncomfortable like pinky switch. It's not too bad. Hopefully, that didn't make any of you panic. But it's perplexing. Like you're not comfortable. You're like, what the heck's going on here? But the comfort zone is where... We love comfort and that's good. We need comfort. Again, this isn't against comfort. I love this model, but there's no glow in this model. I was like, oh, can I improve upon this model that I've used for 20 years?

So this is the debut of the first iteration of the glow model. Maybe it works, right? Maybe it works. I also felt there could be a woe because there is fear too, right? Like no, whoa, glow, grow, hell no. That's the panic zone. But it's interesting to me. I know I chatted with one of my colleagues who we've been working together. I was telling Nikki about this. Nikki ran in and I was a glow and she's like flow and I'm like cheeks at Maslow. Flow is this fleeting state. Time loses all meaning you're in it. But to me, glow is lit from within, Doing what you're made for. Again, back to Kathi saying, "Remember to tell the little ones they have a purpose." I think we glow when we're living our purpose. I know how much I need of that. Yes, you're helping people learn and you're navigating this like I need to get them out of their comfort zone. I need to keep them out of the panic zone. I want them to learn. But don't forget how much it means to glow. Are there things that you can design and chew your learning for your students to help them glow? Because again, learning can be exhausting. Being in that zone of this all the time is like, oh man, I also need some of this. I need those moments where I know I'm living my purpose. How do you do that?

Ask yourself. Again, I don't have all the answers, but you have an inner teacher that's also pretty smart. So that's what journaling and also gives you access to is that inner teacher who has some really cool ideas. And I'm going to watch my clock to make sure I don't rush it.

All right. I love a good acronym. This just happened this week because I was going through the presentation. Wait those spell something: connection, relief adventure, glow spell something and it's even a geographical term, how did this happen? Thank you, world, for working to get together the way you should. So we've got John Dyck there for my Coast Mountain folks at the climbing crag. Crag is a geographical term, which means a cliff or a steep spot. I want you to leave here today remembering CRAG: connection, relief as in high variance, adventure, and glow. Some of you are over achievers and you're like, okay, I've got my 10- point plan and I'm going to connect and I'm going to like... Whoa, okay, this is the path out of burnout. I'm not trying to get you to burnout. I always say just one thing. Just one thing. Something sparked, you reflected on those four components of CRAG. Pick one of them and do a little bit of something in it. Once you've mastered embroidery, pick something else. Whatever is most juicy for you, pick it and do it. Then also, though, my mother had an expression that just came to mind, "What's good for the goose is good for the gander." Kind of relates, what's good for the educator is good for the students, the learners, right? This idea that we all need this, we all

need joy. I believe it. I know I did and I still do and so do our learners. They've really been through something as well. Think about how you design for this in the learning that you're offering. We're doing serious, important business. But take some time to play and take some time to create space for joy. That's my conclusion.

These are my fabulous students from the College of Craft and Design. I hope you will take something away today. That would make my heart so happy to hear how maybe you find ways to do that. I think our time is done. I don't know if we want to do questions or just move on. I'm looking to... Okay. We're going to give you a microphone because of the online people.

PARTICIPANT:

Hi. I am curious about the glow so my notes are not super. I guess I'm curious. How am I going to create the conditions for my students to glow if you only see them for a short amount of time? It takes so long to get to know them. I'm in a lucky position where I have low numbers in my classes. Do the conditions need to be there to really know them well as individuals.

CARRIE:

You know who knows your students the most? Themselves, right. Of course, it's always ideal to know your learners. I encourage that. But not every situation in context allows for it. But they know themselves well. How do you take their self-knowledge and give them opportunities to glow? I would say flexibility in the way they represent their learning to you. They're showing that they have achieved a learning outcome. But maybe their method of doing that is through photography through a film, through something other than a typical way that we measure learning. And that might be a way where they can do a bit of glow while they're also in the grow and showing you what they know at that point, right? That would be one of the ways that I would say is give them space to surprise themselves and you, whether that's in a class something or other, or in an assessment something or other. We get really locked in and here's the boxes and then there's no space for that or the keeners who really exceed, well in traditional learning, they'll shine and they'll glow. But I think just giving that space. Kind of like the scarves and the hammers and the whatever, students were learning, problem-solving. But there was, probably not for every student, I'm sure some of them were like, oh my gosh, this is so hard. Why do I have to take this class? I just want to take pictures, right? They're a photography student, but some were probably glowing through that. I think it isn't all dependent on your knowledge of them, but giving them space for their knowledge to come to the surface. Maybe, that was one of my answers off the top of my head.

PARTICIPANT:

Good morning. Thanks for that beautiful presentation. I was wondering more about the scarves and hammers and facilitating failure and you showed us some great projects. But I was wondering if you could talk more about the students that built the ramen hammer that completely fell apart. Or if there were some students at the end of the day that had nothing to show. And how you facilitated learning with that project specifically or more generally about facilitating failure.



CARRIE:

For sure. It's a great question. I'm not the instructor. I'm the college director. Just my instructors come into my office let me show up with my students. And I'm like, please, I love it. But I would say it's a pass/fail course. The only way there's consequences is that they don't try. they're going to get feedback on that hammer and be like, okay, one of the things we wanted was functionality. Probably not that functional, but we also wanted aesthetics. It's cool. The student would know and have feedback about that, but also part of it is FAAFO. Okay, his isn't going to work as a hammer, but this is cool. My instructors are trying to build this place where it Huh, it broke. The ceramic studio all the time like the kiln is like you're going to open it and everything's broken or the glaze didn't work, It's like, okay, oh well, a little bit of, oh well, keep going. If that was your final project and you were going to hand that in, how do we build that in? But I would also say we're two years into... I mean, I know that sounds, in some ways, a long time and a short... We're trying to answer it. My instructors are reading books on grading. And I'm, "Forget grades. I hate this." Okay. But let's dismantle the system. I hate it too, but also let's do it intentionally and thoughtfully. We're figuring it out. Sorry, that's not much of an answer. Excuse me. We're FAAFOing it. That we are. Yeah, one more. Maybe they can shout?

PARTICIPANT:

How would you measure? In this case, how you would evaluate or assess. Not necessarily just for assessment, or grading, or just for improvement. Like what would be your tools to evaluate the craft outcomes?

CARRIE:

So I would say, first off, find your people. Meet Karen McMurray. Sorry, Karen. Karen is a business instructor. She did an Econ final at an escape room. I'm just putting that out there. Not that that's necessarily exactly what you were asking. Now, Karen doesn't, yeah, you're here, but you can talk instead of me telling you. But I came to the final, I was like, this is so amazing. I'm so excited. I think sometimes we have, it has to be the certain way. But it's what is the learning outcome and how can they show you that they've achieved that? Is there a different way? I mean, they could have just done a paper pencil mark, multi-choice Econ exam, but they did an escape room where they had to solve things. The only way they could get to the next clue is if they solved it. Well then I knew. Well, Karen knew that they learned the thing, right? I know that might not answer exactly, but just to say like, I think there's a place for creativity and we are in systems that don't love creativity, but then the world needs creativity. So like what the heck are we doing in higher education? Then there's a soap box to end on. Thank you.