CHBE/PLAN Mix

BC Carbon Tax Simulation

February 6, 2013

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Mix Description

Invitation: The classes are invited to a multistakeholder consultation called by the Finance Minister in advance of the upcoming 2013 budget.
Facilitator: Beth Schwartz
Location: West Annex – 1933 West Mall, room 240

Simulation:

- The Minister is seeking input from stakeholders on the future of the carbon tax. Student groups are invited to attend, on behalf of their organization or as observers, to the multistakeholder consultation meeting
- Each organization is allocated a 2 minute opening statement given from the stakeholders
- Each observer will respond to the opening statement given from the stakeholders
- As part of the class participation mark, the depth of research, clarity of presentation, and accurate representation of the positions of the group in question through the position statement, the opening statement and participation during the consultation would be considered
- Note that each group has to faithfully represent the interest of each stakeholder at the beginning, but can change the position after the discussion based on interest based negotiation

Stakeholder consultation representative groups

- BC Greenhouse Growers' Association
- Union of BC Municipalities
- Pembina Institute
- Business Council of BC
- FortisBC
- BC Tax Payers Federation
- Canadian Centre for Policy Alternatives
- BC Government

Potential positions:

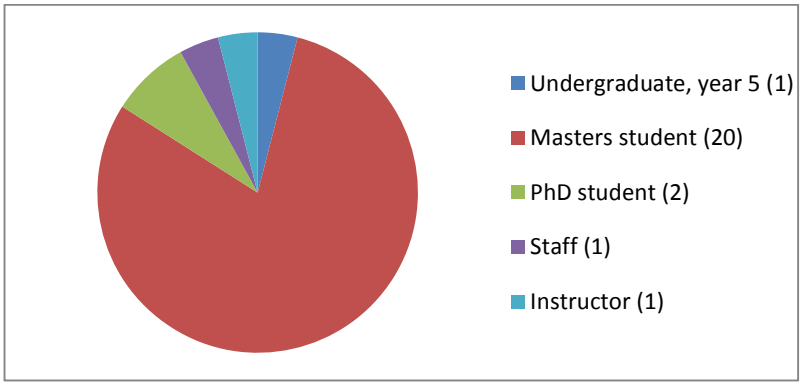
- Retain the $30 per tonne as the status quo
- Increase > $30 per tonne – keep the base tax as tax rebate with the rest as carbon off setting
- Decrease < $30 to revenue neutral
- Other options

Format

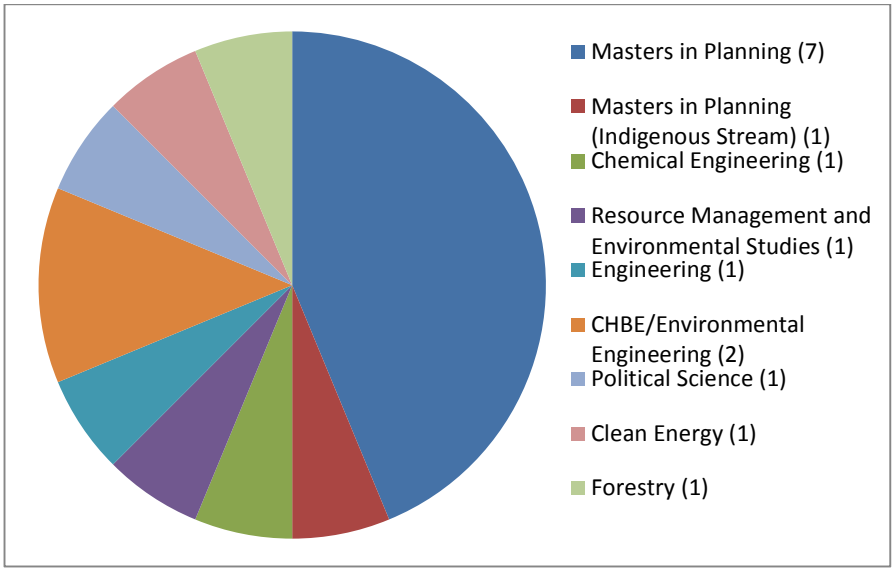
Time	Activity	Speakers
2-2:30	Opening statements from stakeholders	2 min opening statement from each interest group (who they are and where they stand)
2:30-2:45	Response from observers	
2:45-4:00	Discussion – open dialogue to find common ground (facilitated); Caucusing	All
4:00-4:20	Closing statements	2 min closing statement from each group (state the initial position, and the final if different)
4:20-4:30	Final position	Beth

Mix Feedback: Respondent Profile (25 respondents)

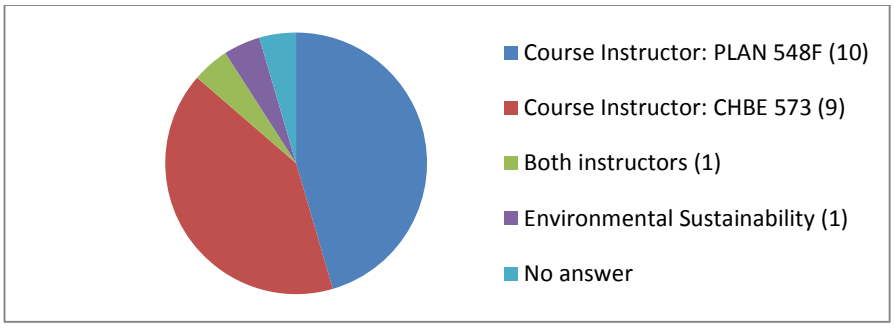
What is your level of study or position at the university?



What is your major, program, or department?



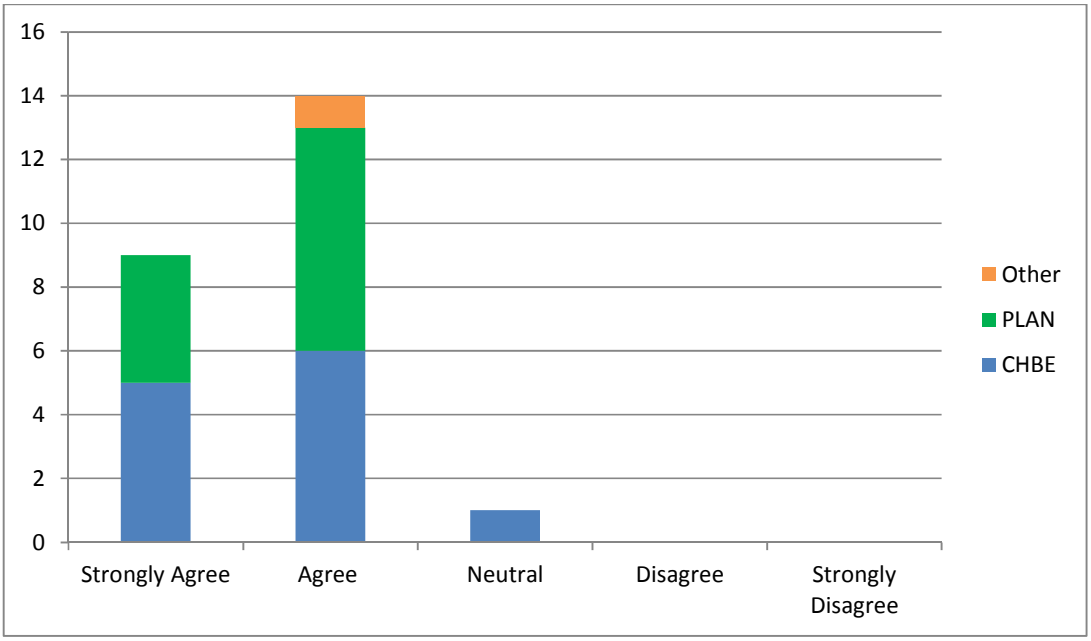
How did you hear about this event?



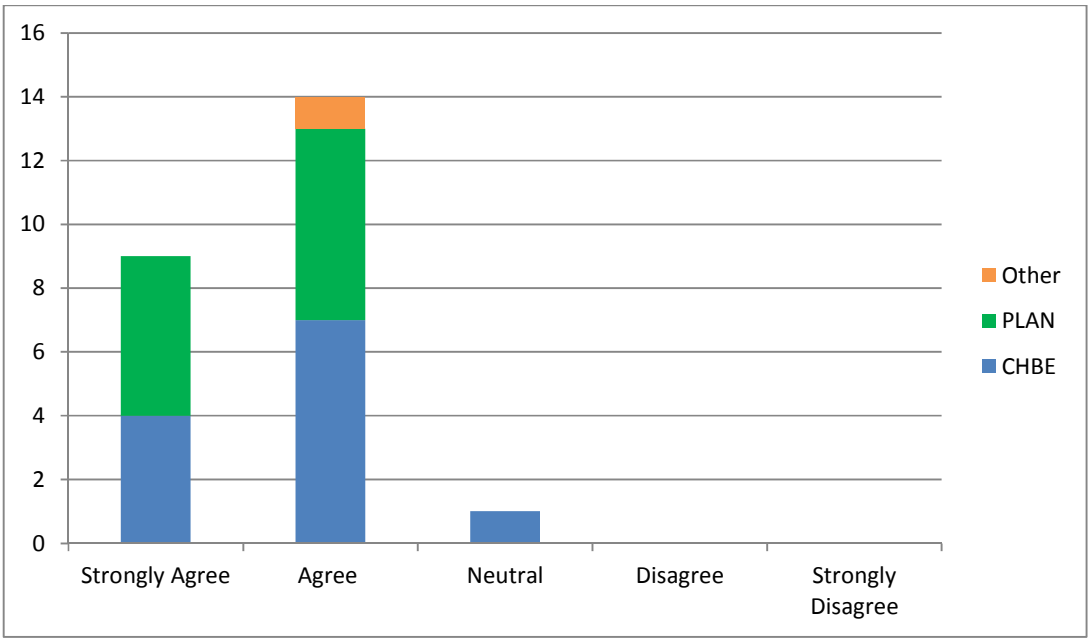
Interdisciplinary values

Please indicate your agreement with the following statements.

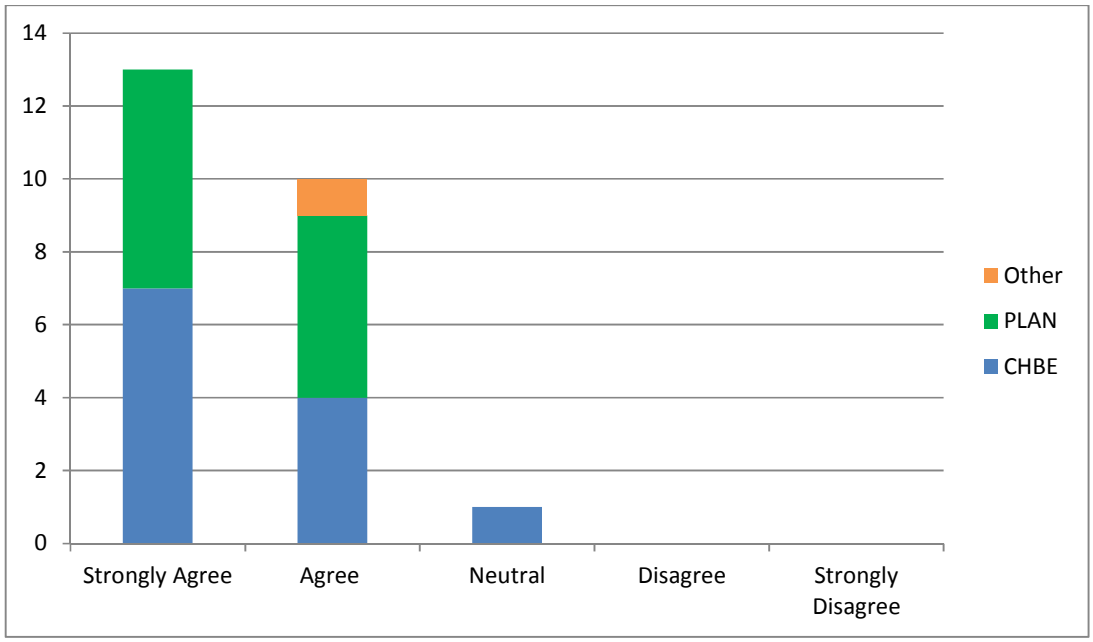
This event was educationally valuable to me.



The interdisciplinary nature of this event enhanced my learning.



In general, connecting with students and instructors in other disciplines enriches my education.



Qualitative Responses

What does interdisciplinary learning mean for you?

Please share your thoughts on the values, challenges, and possibilities for interdisciplinary learning. We also welcome your own definitions of interdisciplinary learning.

- **Different points of view**
  - Looking at the same problem from different angles
  - To understand about self and others through exchanging views and values with people from different backgrounds
  - Helped to share views both from technology views and economic and social perspectives
  - Learning about topics from different points of view and putting together information from various disciplines towards a common goal
  - Great opportunity to see different viewpoints. I brought more technical whereas partner was interested in social aspects
  - Connecting different ideas and backgrounds

- **Knowledge Exchange/Learning from others**
  - Interdisciplinary learning is the opportunity to learn from others' knowledge
  - I think it is incredibly valuable in order to better define and approach problems coming from an engineering perspective. I feel that there is a lot to be learned from other disciplines about theories of social change and psychology in order to better design technology and systems to be better for users
  - I believe interdisciplinary learning is all about sharing. It is an amazing opportunity to know more about other students' thoughts and concerns and be able to learn from each other
  - Interdisciplinary learning is how [?] acquire information. It's a [?] process for [?] with others to achieve common goals/sharing [?]
  - Interdisciplinary learning implies information exchange, whereas transdisciplinary learning evokes ideas of synthesis and co-creation of new knowledge

- **Innovation**
  - {To remain challenged} Avoiding waste in human energy and knowledge, redundancy… establishing efficient connections between departments working on similar themes. To think 'outside' the box, to have humility and an open mind
  - The opportunity to look at our important issues through new ideas – priorities, values, challenges, solutions

- **Exposure/Expansion**
  - It definitely exposes you to different points of view outside your own discipline, it helps develop a sense of empathy, allows you to meet other people, and sometimes you realize you have more in common than you thought
  - Breaking down academic silos to collaborate based on different expertise and knowledge bases is extremely valuable for expanding perspective

    - Being exposed to new perspectives/thoughts, understanding/communicating with those from a different background, and learning from one another

- **Problem Solving**
    - Importance of joint learning to resolve complex public policy issues
    - Interdisciplinary learning is sustainability planning in action

- **Challenge**
    - Challenging my knowledge systems, getting outside my comfort zone, learning new things
    - The challenge is that [we?] are from different backgrounds but it is again can be considered as an opportunity
    - Without the challenges of interdisciplinary teaching there's no chance to evolve

- **Logistics**
    - Coordinating schedules across different programs and meeting on this massive campus!

- **Holism**
    - A more holistic approach to learning. More reflections of real life

- **Creating**
    - Working together with another discipline to create a product -> simulation, paper, project. Not just discussion.

What kind of interdisciplinary learning activities would interest you?

Please share an idea for cross-discipline learning activities on campus. (For example, biology and fine art students collaborating to design diagrams of cells; or a debate between students in geography and mining on the environmental, social, and economic possibilities and problems for diamond mining; or a student symposium on globalization. Get creative!)

- **Professional Programs Mixing**
  - Opportunities to learn with other professional Masters programs (i.e.: nursing, social work, business, etc.)

- **Film, Presentation, or Speaker and Discussion**
  - Debates, presentations, reflection exercises based on film or presentation by a speaker

- **Collaborative Project Design**
  - Interdisciplinary design competition
  - Collaboration opportunities -> design/presentation opportunities

- **Panel Discussion**
  - This debate was a good idea, a joint panel/discussion in class or something similar

- **Debate**
  - We just had an experience with a debate and I really enjoyed the experience. It is a good way to do it.
  - I think the debate format we used was great. I think small working group discussions would also be valuable
  - Debate between technology people and commerce

- **Topical Ideas**
  - Discussion groups, talks, networking 'cafes' events, water is my area of study and I'd love to hear from the large array of faculties that work on water quality, distribution, and governance issues in Canada and abroad!
  - Group work on a shared project involves social media, such as an educational You-Tube video clip
  - Sustainability related projects – to come up with ideas through engaging with other disciplines

- **Specific Interdisciplinary Collaborations**
  - Law and engineering
  - Media and Engineering: song about sustainability, diagram of a reactor with innovative/fun info about the fxn and components of it
  - Planning and architecture design [challenge]
  - This all sounds good. Also, cross-discipline b/w First Nations Studies/disciplines and other groups to have cross-cultural dialogue and understanding
  - SCARP students learning from chemical engineers on most up to date green and renewable technologies

- SCARP, IRES, Geography, Civil Engineering engaging in discussion surrounding water governance challenges
- Debate between engineers, philosophy, students, and business students on what 'growth' will look like in 15-20 years, whether or not we are capable of further growth sustainably
- Intra-silences [?], business-engineering
- Idea = clean energy dept *and* Fine Arts producing sculptures, art, projects with the principles of renewables and clean energy, and b) to engage the public with principles from green energy and what sort of impacts it has on them
- Statistics and fine arts students to develop ways to express finding and summarize results in creative and visual manners

- **Research Series**
  - Co-classes, research dialogue series (student-based)

- **Other**
  - All of the above. Emphasis need to break down silo thinking in departments
  - The idea of planners and engineers sometimes are far from each other it is good to communicate more with each other

What did you find most interesting, surprising, or valuable about this event?

- **Different views, perspectives, and worldviews**
  - Different worldviews. Also, many similarities.
  - The different ideas generated
  - The active participation of students from both disciplines, even though they have very different substantive and training backgrounds
  - Good way of meeting students who come from different learning background b/c this is more like what we would experience in the real world
  - Interesting to gain perspectives from other discipline and realize our positions aren't that different
  - Putting together and understanding information and viewpoints from the different groups
  - There were fewer differences than I thought there would be in opinion – this was promising
  - Learning from other/opposing perspectives on the Carbon Tax and finding synergies/solutions

- **Collaborating with others**
  - Working together with students from other disciplines
  - Good interaction between classes, willingness to share ideas
  - Communicating with students who are in other program and cooperating with them on a project and having a presentation with a [?] was so interesting and also working on a real project

- **Real-world application**
  - That there were so many differing opinions but people still managed to somehow come to an agreement; made me appreciate the hard work done by the government (usually it's easy to gripe and complain about their not doing a good job)
  - People taking stands on governmental and regional issues

- **Productive dialogue**
  - Engineers and planners (and natural resource managers and foresters) can come into dialogue, understand each other and speak calmly about their different approaches!
  - Cross-disciplinary dialogue
  - How the teams made up of two different disciplines worked well and created a strong argument for discussion
  - Level of engagement and critical thinking by guest class

- **Memorable learning experience**
  - The outcome is predictable but the debate process is fun
  - It was very memorable
  - A good platform for teaching people to voice and articulate opinions in public
  - Ability for two classes to mix and get into character for a debate

Please share any other comments or questions about this event or about interdisciplinary teaching and learning:

- **Interdisciplinary Learning: Best Practices**
  - The more sustained the interdisciplinary learning is (i.e. 2 classes instead of 1, an ongoing assignment instead of a lecture, etc.), the better in terms of getting real benefits from the interdisciplinarity
  - I am a strong proponent of this form of teaching as current trend emphasize vertical thinking whereas we need to teach more lateral thinking

- **Possible Improvements for Future Events**
  - Wish there was more opportunity for everyone to speak
  - If we had more time to visit and have a face to face talk with those institutes to make the project closer to a real one it would be even better

- **Requests for More Interdisciplinarity**
  - Encourage further exploration of mixing classes across UBC

- **Positive Learning Experience**
  - Really enjoy hearing other perspective/viewpoints on same issues – what's important, what are potential challenges and solutions
  - This was a really valuable experience, hopefully for everyone involved – the classes were from engineering and planning, and I am from political science, acting as facilitator. I think we learned a lot about the issue, the various stakeholder positions and working in an interdisciplinary context
  - It was a valuable experience learning outside the class and coming to a standpoint
  - Great debate – enjoyed hearing other perspectives – almost wish it was more polarized in opinion (but it's good that we weren't)
  - The Carbon Tax debate was excellent to mix classes, learn about stakeholders, in an interesting, engaging format

- **Other**
  - Thank you!