2021 Teaching Academy Application
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Pedagogical Reflection

Introduction

With this application I hope to articulate my teaching philosophy and provide a brief introductory statement of my personal and professional development as a teacher in higher education. Then, I will provide three cases that highlight how I have applied my teaching philosophy to my course design and master's student supervision. Finally, I will describe some reflections on future teaching development.

Teaching Philosophy: *¿Por qué no te siembras?* (Why don't you sow?)

I was talking to my uncle, or rather, I was complaining to him, about how much I miss fruits and vegetables from Costa Rica. "*¿Por qué no te siembras?* (Why don't you sow?)" It seems to him very strange to hear someone complain about missing fruits and vegetables. If you care for the Earth, the earth cares back. If you care for your community, your community cares back. The work is in your hands. I come from a family of nurses and teachers. We are caregivers. We care for ourselves, our family, and our community. My great-grandparents were the last to speak our indigenous language. But, some cultural traditions were passed down, with it a strong sense of reciprocity of the Earth and of community. Much like someone who cares for the Earth, a teacher cultivates knowledge and helps empower students to give back to their communities and to their families. "Why don't you sow?" I had just moved to Iceland in 2016 coming from warmer climates. I had not yet learned to create a garden for Icelandic climates. However, I wanted to learn together with others, so, in 2019, I started a community garden with a youth group in Húnaþing vestra (https://www.hunaklub.org/the-garden-project.html). Learning together defines who I am as a teacher. "Why don't you sow?" My uncle's questions impacted me and made me reflective on why I teach.

Freire (1970) cultivated learners' social transformation using education as a process of open dialog. This creates a space where learning socially in action can combine with reflection, which leads to praxis (Freire, 1970). Learning reinforced through practice becomes hope while, hope, as Freire explains, is an ontological need (Freire, 1994). Without hope there is no action. I believe, much like Freire, that education is transformative. Educators like me have hope for the future. Through reflection and action, we practice empathy and stewardship—we build the foundations for hope. Educators have a responsibility to offer opportunities for experiences that will create an awareness of students' strength and develop their capacity and resiliency. Why is teaching, for me, similar to caregiving? Freire (1970)

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cultivated learner's social transformation much like someone who cultivates the earth. Being in nature offers opportunities to gain further understanding of how to preserve and protect the environment. Learning with nature entails working together in natural spaces (Warden, 2015). Learning together offers chances to "unveil opportunities for hope, no matter what the obstacles may be" (Freire, 1994, p. 3). Education is part of the life of communities and ecosystems—it is not abstract from them (Shannon & Galle, 2017). Together, through reflection and action we can practice skills to become future leaders—we nurture hope. For me, education is a way to nurture hope. Through teaching I care for myself and for my community.

I grew up most of my childhood in the USA. I lived in Arizona during a time when children were not allowed to speak Spanish at the school. They would tell us, "you can't speak Spanish any more. You will never learn English!" My mother did not speak English until I was 12 years-old. Speaking Spanish in public caused anxiety. I once had a teacher who called me a "stupid spic" (a derogatory word for Hispanic). I called her Ms. Hurt. I began to fall behind the other students in my 1st grade class. I did not learn to read; I did not learn to write. The other kids saw how poorly the teacher would treat me and they began to bully me. My mother moved me to a different school.

My new teacher helped me to catch up on reading and writing. I called my new teacher Ms. Kind. By the time I was in the third grade I was ahead of my class. It was all because of the help of Ms. Kind. She gave me hope. She showed me the strength that I had and helped me to develop resiliency. Because of my experiences with adversity I strive to make education accessible (see Appendix A). I believe that my students and I learn more together hearing from each other's experiences (see Appendix B). In the next sections I will provide three cases that highlight how I have applied my teaching philosophy to my course design and master's student supervision. In the first case study, I outline how in 2017, as a new faculty member at Hólar University (HU), I evaluated my courses using Whetten's (2007) tips of effective course design. The second case study describes an experimental course that I developed during an Erasmus staff exchange at the University of Lapland in 2019. The third and final case study focus on my contributions to master's student training and supervision. In the last section I will describe my hope for the future.

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Case 1: Development of My Course Design for EIR

I started to work for Hólar University (HU) as an Assistant Professor in 2016. One of my first courses that I was asked to teach was Qualitative Research Methods (EIR). The aim of my first case study is to describe how I developed my course designs for EIR from 2016-2019 using Whetten (2007) Principles. Coming from past experiences as a teacher, students often struggle with research methods. If students are allowed a place to practice their skills, then they will feel more confident about developing their own research projects. This became the main aim of EIR. In 2017, I was asked to attend the Teaching Development Conference (Kennsluþróunarráðstefna) at the University of Iceland. I thought that this would be a good opportunity to receive feedback from other teachers in Iceland before the course was implemented in Spring 2018. However, I did not get much feedback from my peers at this conference. I learned later that the best feedback on student learning was from the students themselves.

Although I used students' 2017 and 2018 evaluations to further develop the course (see Appendix C), I acknowledge that student satisfaction doesn't prove student learning. The 2017 and 2018 evaluations were used as one of the many tools to gather information for improvement of EIR. In 2018, my courses were peer reviewed by my colleagues within the DRT which helped to further develop my courses. Students in EIR show their progress of learning throughout the year by creating their own research project. Time is giving throughout the course to test their skills. I provide in-depth and timely feedback to help keep students on track and to help develop their confidence in the development of their project. In 2016, EIR had changed from six-weeks face-to-face instruction with recorded live lectures for distance learning to online learning only with two days of face-to-face instruction on campus. Students for my courses work together in small groups during face-to-face instruction on campus. EIR is designed where they gain the skills they need before they come to the onsite instruction so that they can put their skills to practice during a learning project. Then we discuss together any issues or things that happened during their assignment that may have surprised them.

I have taught at the University of Brasilia, Brazil and had experience with students learning in bilingual environments. Student feedback from both the University of Brasilia and HU have asked for clear and concise instruction. The majority of academic literature is in the English language. Also, considering that we learn in different ways, I provide a printed version to my lectures. Some students learn better by listening lectures, others need the words in front of them, while others would like both. This also benefits students who might be

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struggling with the English language and who may have hearing or visual impairments. Accessibility to education has always been important to me, that is why when developing my courses try to make communication of the courses clear as this has a large impact on student learning. In Appendix D, I provide examples of my grading rubrics to help communicate to students what is expected of them for each assignment.

Students in western-based educational settings struggle to understand philosophical concepts taught in the traditional lecture style classrooms and how these concepts connect to real world practice. The courses that I create also acknowledge that students benefit by learning together with others. Especially in learning environments where the teacher acts as a facilitator to help explore the space between the knowing and not knowing. Creation of these spaces within the classroom (face-to-face or virtually) encourages students to come to a shared understanding of concepts and have a stronger impact on human development. Using some key points from Whetten (2007):

- Most effective teachers focus attention on course design.
- Emphasizing classroom observation perpetuates the myth that the key to learning is a talented instructor.
- Ask yourself, "What do students need to learn?" and "How can I best facilitate the learning process?"
- Learning objectives is the most important step in the course design process because it informs all other design choices.
    - Learning Goals
    - Learning Objectives
    - Learning Outcomes

For the purpose of developing my courses I define learning goals as, "what do you aim to do?" Goals are seen as attainable milestones. I define learning objectives as, "How do you aim to do it?" This is the action, or tasks, towards completing the learning goals. I also define learning outcomes as the learning goals that were obtained. Learning goals, objectives, and outcomes should be clearly defined in the syllabus to better communicate what the course aims to do and what students will gain.

Whetten also suggests reflective questions that help identify suitable learning objectives, which are:

- What are the three or four most important things I hope students will master during this course?

- o What do students in this course need to learn to prepare them for subsequent courses?
- o What would I like my students to be doing consistently 5 years from now?
- o How can I engender a love of this subject matter that will foster my students' commitment to lifelong learning?
- o Assuming that students will master the content of this course, how might they use this information to accomplish something important in an organizational setting?

How the course developed for 2017 after course reflection?

Whetten describes that "through meaningful application that lasting comprehension takes place" (2007, p. 347). Therefore, using the reflective questions I outlined six learning objectives, which are:

1. Understand an overview of qualitative research methods.
2. Analyze and evaluate what constitutes qualitative approaches to research.
3. Compare and explain the difference between quantitative and qualitative schools of thought.
4. Evaluate the feasibility of different methodological approaches to different research settings.
5. Interpret their knowledge and skills gained by using an array of different techniques.
6. Have gained the confidence to start and complete a qualitative research study.

I felt that the best way to facilitate the learning process was trying to incorporate a cognitive constructivism perspective for EIR. For example, Effective learning takes place when the learner is actively involved in the construction of knowledge (Stewart, 2012). Therefore, I felt that assessments should focus on three areas.

1. Use writing to focus thoughts on specific ideas and concepts (Zinsser, 2001).
2. Use exams and study guides as a way to help recall information, activate prior learning; and to aid assimilation, encoding and memorization (Stewart, 2012).
3. Use a practical application of methodology and theory learned during the fieldwork exercise.

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Table 1: Course Syllabus in 2018 after reflection

Course Description
This course outlines fundamental philosophical and methodological frameworks relevant to qualitative research methods. Students will analyze and discuss all aspects in designing a qualitative research study—from ethical considerations, choosing among different approaches, to the final research report. This is a hands-on course where theoretical underpinnings are complemented by the development of practical skills in designing and undertaking of a research project. This course concentrates on developing the competency of the student in research methodology and gaining the confidence to start and complete a qualitative research study.
Learning Goals: What the Course Aims to Do
The goal of this course is to instruct inexperienced or novice researchers in effectively collecting, organizing, and interpret qualitative data. There will be a focus on current issues in tourism through global, national, and local perspectives.
Learning Objectives: How the Course Aims to Do It
This course will be taught in English and uses reading, writing and class discussions. Classes are held online every week and will consist of online lectures and group discussions posted to Moodle. The course is designed using a cognitive constructivist perspective, which believes that effective learning takes place when the learner is actively involved in the construction of knowledge (Stewart, 2012) and that lasting comprehension takes place through meaningful application of new knowledge and skills (Whetten, 2007). Learning goals will be accomplished through reconstructing and applying knowledge through participation of the online forum, creating a research paper, practical application in the fieldwork exercise during Lota, and assimilation and reflecting of knowledge and skills gained through online exams.   The assessment for this course consists of four components for students: 1. A creation of a concept map over what we have learned during weeks 1 and 2   2. A weekly contribution to an online discussion forum   3. Fieldwork exercise during Lota   4. A written research paper   5. A final exam
Learning Outcomes: The Skills that Students Have Gained at the End of the Course
Upon completion of the course the student should be able to: 1. Understand an overview of qualitative research methods   2. Analyze and evaluate what constitutes qualitative approaches to research   3. Compare and explain the difference between quantitative and qualitative schools of thought   4. Evaluate the feasibility of different methodological approaches to different research settings   5. Interpret their knowledge and skills gained by using an array of different techniques   6. Have gained the confidence to start and complete a qualitative research study

Conclusions

Overall, students in EIR show improvements in their skills in implementing a research project throughout the course. They also express that they feel more confident in creating their own research project by the end of the course. I would like to continue developing this course and hope to one day publish a course text book specifically for tourism research students.

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Case 2: Developing a Teaching Methodology[1]

I would like to use as an example of how I have been developing my teaching methodology by describing a learning experiment that was undertaken with students at the University of Lapland. The learning experiment was conducted during an elective wildlife tourism management course called *Wildlife Tourism Management: Reflections on Culture, Nature, and Wildlife*, which is currently under review for publication in the Journal of Teaching in Travel and Tourism. The course was an experiment for me, as an educator, to try for the first time to facilitate the co-construction of illustrative documents that outline the processes of how we come to know. Later, these illustrations were used to enable a dialogue on how these understandings may have an impact on wildlife tourism management. This course discussed some environmental philosophies that underpin wildlife tourism management and used reflection and illustration to understand our own ways of knowing and how we come to know—within a cultural context—and how these impact the understanding of nature and wildlife. The purpose of the class was to create a space where students and teachers can explore the space between the knowing and 'not knowing' (Boluk, Muldoon, & Johnson, 2019) and to bridge these gaps in understanding of their own philosophical views of wildlife tourism management. For this particular course I used arts-based methodologies for reflection and learning in the classroom.

The Need for this Course

Wildlife tourism managers are often expected to develop management plans that meet the needs of the local community and visitors, while also minimizing negative impacts on wildlife (Aquino, Burns, & Granquist, 2021). Therefore, interdisciplinary training that includes preparation in understanding the myriad of world views is critical to understand the diversity of stakeholder groups and issues in sustainability. Traditionally structured classrooms in higher education often are lecture-based "banking" educational models described by Freire's seminal book, Pedagogy of the Oppressed (Freire, 1970). As described in Case 1 above, before the covid-19 pandemic many students in western-based educational settings were already struggling to understand philosophical concepts taught in the traditional lecture style classrooms and how these concepts connect to real world practice (Jennings &

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[1] Excerpts from this section are taken from my submitted paper. Aquino, J. (in review). Teaching Wildlife Tourism Management: Reflections on Culture, Nature, and Wildlife. Invited submission to the Special Issue for the *Journal of Teaching in Travel and Tourism* entitled *Re-purposing tourism: Engaging our radical in tourism education*. Submission March 2021.

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Kachel, 2015). The Covid-19 pandemic's impact on student learning, switching from face-to-face to online learning, further underlined that there is a great advantage for students to learn together with others. Especially in learning environments where the teacher acts as a facilitator to help explore the space between the knowing and not knowing. Creation of these spaces within the classroom encourages students to come to a shared understanding of concepts and have a stronger impact on human development.

The course used Diagrams of Practice (DOP) to clarify the processes involved in exploring the space between knowing and not knowing through the use of illustrations and creative writing. Experience is not enough for the processes of learning, however, knowledge is created through reflection and analysis (Kolb, 1984). DOP, therefore, was used as a tool to qualitatively capture this process. The course focused on the philosophical constructs of our understanding of nature, wildlife, and culture to highlight how these are fundamentally processual affecting the approaches and actions used for wildlife tourism management. It was not my intention for the course to focus on the practices of wildlife management or nature-based tourism, rather, the focus was on the meaning-making, identity-forming, and sense-making emerging from the practices carried out from our understandings of nature, wildlife, and culture. Tourism should be seen within a global society, acknowledging the variability of cultural and historical contexts of sense-making and knowing. This learning experiment represents a work in progress of my own investigation and reflection on developing a course for higher education. In Appendix E, I take excerpts from my paper under review for publication focusing on curriculum development for wildlife tourism management and pedagogies and teaching methodologies used in this experimental course.

Course Development and Reflection

This experimental course was conducted over three days. However, I would like to provide the description of Day Two as an example. The following is a brief excerpt of day two activities with a note on how to set up the classroom.

Setting up the space for a community of learning

The classroom used for the course should be a room where the tables and desks are easily moved into a circle or into smaller groups. If possible, it would be best to be in a room where there are different places to sit, such as couches, bean bag chairs, floor pillows, and tables with chairs for small group discussion and reflections. The use of outdoor space is important where students can have the opportunity to connect with nature during some of these

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activities. An outdoor classroom or campsite would be the ideal. However, it is possible to make a traditional style classroom yours. For example, during the three days of teaching this experimental course we were in three different classrooms. Some extra time is needed to set up and redo the room again. The main requirement is that the room should be easily manipulated by both students and the instructor to help facilitate activities and enable a comfortable and equitable learning environment.

Day two: Confronting Our Own Ideologies with Nature

Critical pedagogy argues against seeing education as 'banking knowledge' (Freire, 1970), and focuses on empowerment of students, and the democratic potential of shared experience, knowledge, and power in the classroom (Boluk & Carnicelli, 2019). The following activities were aimed at helping students confront their ideologies of nature and wildlife and learning how these ideologies can have an impact on management actions.

What would the objects say?

Three objects found in nature were placed on a desk in front of the students. These objects were a rock, a small twig with leaves, and a tree bark. I gathered these objects before the start of the class as I walked in the woods. The objects were collected rather than harvested, meaning that they were already found on the ground or could be easily separated from the original plant. Students were asked to imagine that each of these objects had a voice and to draw and write the answer to the following question, "What would these objects say?" Some of the student drawings of the three objects were playful (figure 1) and others depicted the objects as silent.

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Figure 1: What would the objects say? Student illustration. Photo by Jessica Aquino.

Then, I divided the class into groups of two or three people. Students were asked to read the New York Times article by Shechet (2019). Once everyone has read the article I asked the class to focus the discussion on a quote from the article:

> *She believes like many scientists and environmentalists do that in order to save the planet we have to understand ourselves as part of the natural world* (Shechet 2019).

The outcomes from the discussion were rather quiet, many of the students were not sure how they felt about the newspaper article while others were rather conflicted. The next activity was aimed at helping further reflect on the quote above to help us understand ourselves as part of the natural world.

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Meditation with Trees

Students were then asked to come on a walk with me and to meditate with trees as I slowly read instructions allowing one or two minutes in between each instruction (Appendix F). Once inside the classroom, students were asked to draw themselves with the tree and to answer, "What did the tree tell you?" The discussion about the student's experiences with mediation with the trees students felt calm and happy (figure 2). They also felt a connection with their tree and felt receiving energy from their tree. At first some felt silly about hugging their tree, but they were very happy with the experience at the end and were surprised by their connection.
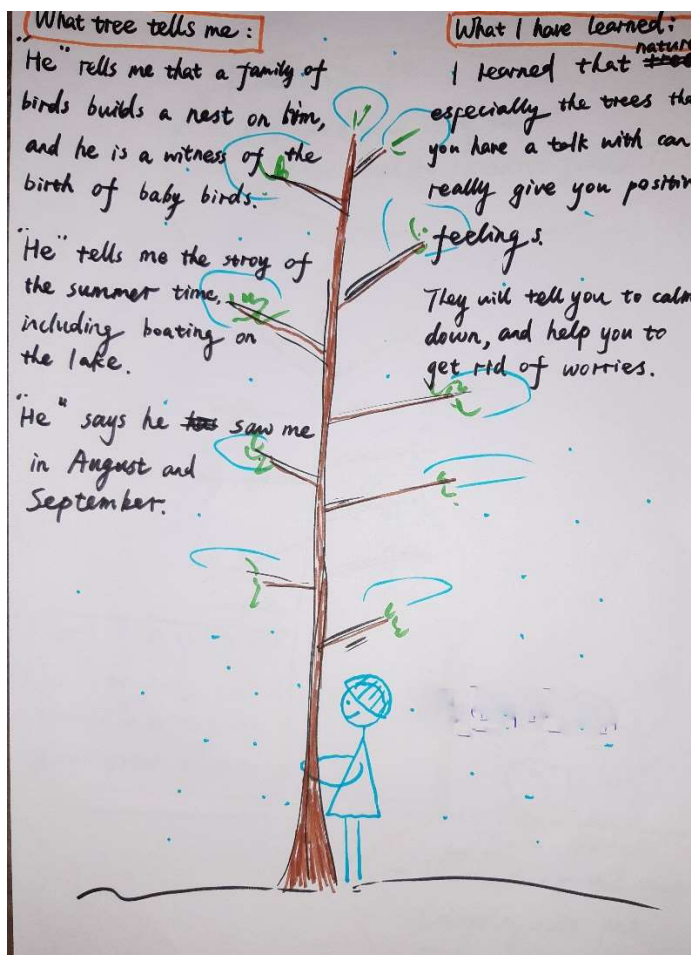

Figure 2. Meditation with Trees? Student illustration. Photo by Jessica Aquino.

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What would the objects say now?

Looking at the three objects again on the desk and reflecting on the day's activities I asked the students again to imagine that each of these objects had a voice. What would these objects say now? At the end of this activity, we reviewed the drawings and the meditation with trees. The second drawings with the three objects were calmer compared to the original with a deeper reflection (figure 3). Next, we had an activity in groups of two people to match the definitions with the concepts of anthropocentrism, biocentrism and ecocentrism and then match a list of quotes to each definition. This activity was learning-by-doing where students discussed the quotes and tried to match them without prior instruction. Then, we discussed each definition and quotes together as a class. Doing the activities in this order helped to focus on the meaning-making, identity-forming, and sense-making emerging from the practices carried out from our understanding of nature rather than definitions of each concept. We discussed the definitions of three concepts often used in wildlife management at the end to help focus on what wildlife management would look like from each of these perspectives.
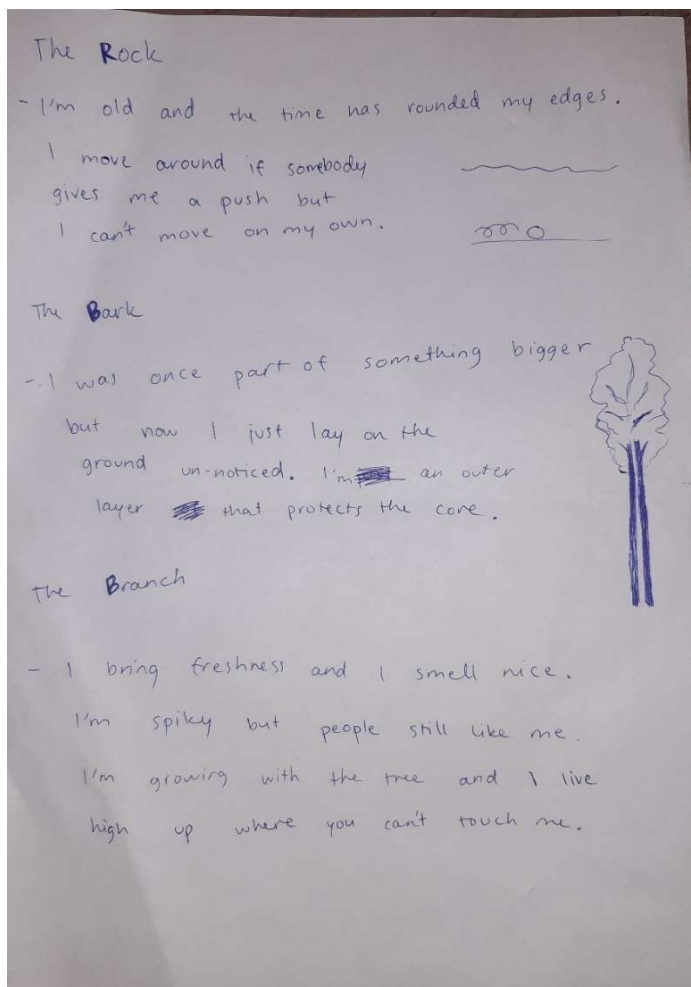
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Figure 3. What would the objects say now? Student reflective poetry. Photo by author.

Learning check: "Aha!"

This activity was used as a learning check to visually gauge the student's learning. Students were asked to write or draw their "Aha!", or realization moment(s) for the day. These realization moments are something that you didn't know about yourself or a moment when your opinion (or attitude) had changed during today's course (figure 4). Students' DOP demonstrated that through the day's activities they gained the skills to push through what they know and to think from a different perspective.
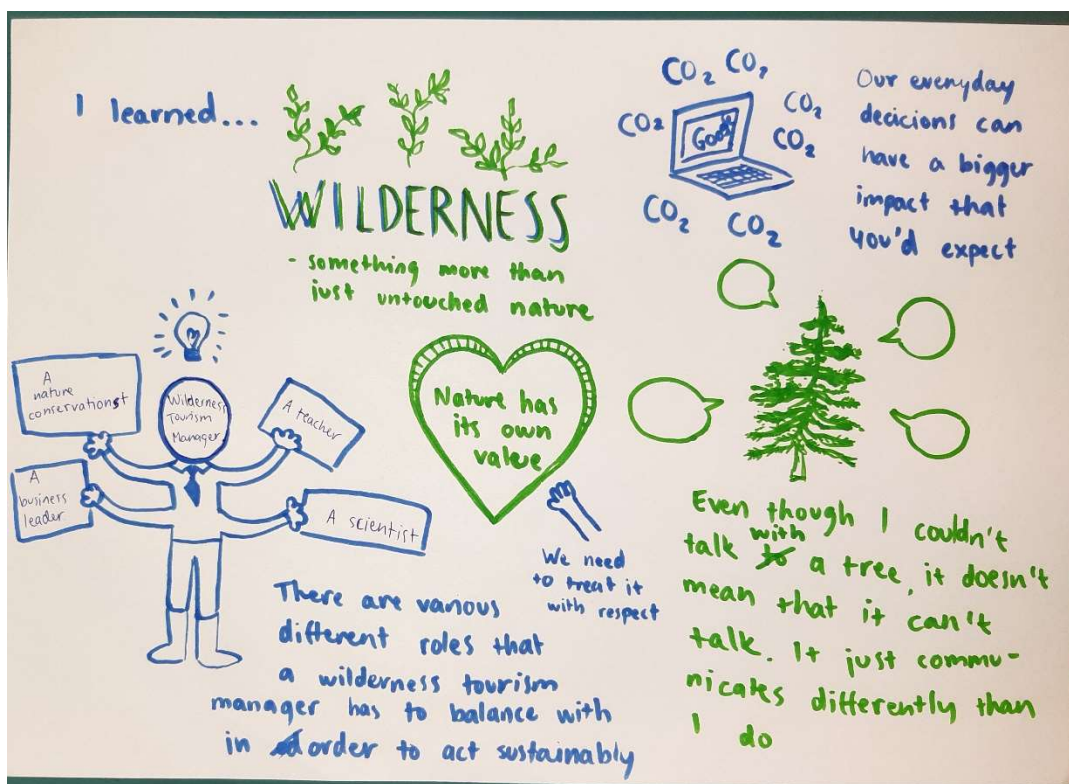
Figure 4. "Aha!" Realization moments for the day. Student illustration. Photo by author.

Conclusions

I created and administered the final survey evaluation of the course (Appendix G), students stated that, overall, they liked the "different and creative ways to reflect involving the students in multiple ways." They felt that the teaching methods were "refreshing" with "wide knowledge of subjects [that] haven't [been] discussed here in Lapland." They also liked the balance between the different learning activities and learning with nature. Students responded that they gained a deeper interest in learning more about different environmental philosophy

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with one student saying that she will, "start to make my own research about the topic." Students said that they liked the least about the course was it "should last longer." The topics were not too deeply discussed and the classrooms weren't the best for this kind of learning." Students said that they wished the class was longer (over more days or over the course of one semester). Although the students said that this was a negative, it should be seen as a positive as it means that the students were really engaged with the topic and teaching methods and that they wanted to learn more.

There are advantages to short-term courses such as this experimental three-day course as it is more accessible to practitioners who are interested in continued education. Having a mixture of practitioners and students in the classroom would be beneficial to the participants as it brings in different knowledge and a more varied perspective. However, it would be possible to do a 6 week, 5 ECTS course for either undergraduates or master's students with similar teaching methods used for this experimental course. As an educator, I am looking forward to this possibility in the near future as I work on my course development for the NoFri Master's program at HU.

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Case 3: My contributions to master's student training and supervision

I have kept a teaching journal since I started teaching in 2008. In this journal I write notes on outcomes of teaching activities, notes on feedback from students, research notes on teaching methodologies, teaching and course reflections, and quotes that help me center my teaching philosophy. On 5 June 2009 I was on my way to a conference with my PhD advisor Kathleen Andereck when I was asked for her advice on teaching and academia. "Professors impact students who will then put into practice what they have learned." Kathleen has always made me feel like I was her colleague and that she was training me in the field of academia rather than a teacher/student relationship. I remember how much confidence this gave me as a student being treated as a colleague. My philosophy on teaching and supervision is that it is transformative. Teachers should help students develop their own perspectives and voices in academia and as practitioners through dialogue. This dialogue in academia disseminated through writing. However, it can be very intimidating for students to develop their own voice through academic writing. Supervision of graduate students is reciprocal—a teacher cultivates knowledge and helps empower students to give back to their communities. I am grateful for the equitable and quality of supervision that my supervisor, Kathleen, gave to me. I feel that it is my duty to continue to nurture "intellectual leadership among those who are learning" (Blackmore, 2013, p. 269) and help to continue the sowing of knowledge together among students and teachers.

Working at HU was the first time I have ever supervised master's students. In 2018, I started to supervise my first master's student. I found it was difficult to find documents in Ugla (our on-line administration site) to explain the process of the MA program at HU. I felt very disorganized trying to figure out what is the best way to advise graduate students and decided to develop a timeline of master studies. Disorganization can destroy students' plans for graduation. Therefore, it is very important to communicate to students what is expected of them and what the deadlines are. I have developed a timeline for the graduate students that I supervise (see Appendix H). During meetings with students, I refer to this timeline often to make sure students are on task and if they need help on the development of their thesis. I have also drafted other documents that help students develop their research question, literature review, and agenda planning for their research project.

When planning work and supervision with graduate students I consider the following—adapted from Wisker (2012, p. 88):

- What are the graduate student's goals and expectations of their graduate program?

- How can I, as a supervisor, help students reach their goals?
- Is the student's work:
    - Realistic?
    - Manageable?
    - Problematic?
    - How can I organize my work to help support students at each stage of their graduate program?
- Have I helped the graduate student develop their agenda-planning?

It is important to establish clear roles and responsibility with the graduate student from the start. This will help manage student expectations and work out problems that might arise such as student advisement for elective courses and any issues with the research project.

In 2019, I was asked by the University Center of the Westfjords to supervise a master's student, Cécile Chauvat, on her thesis project. Cécile is one example of supervision of future colleagues as Cécile is now working on another research project with me after she accepted a position with the Natural Institute of Northwest Iceland (Náttúrustofa Norðurlands vestra). My view on supervision of graduate students is that it is an act of leadership because academics should be "at the forefront of what is being thought and done" in their field and practice (Blackmore, 2013, p. 268). Therefore, supervision work helps to develop future academics and practitioners. The main tasks of this work is to help develop the graduate student's professional identity, help them to understand their current skills and to identify skills needed for further professional development, and help them further connect with their network of peers in their field.

In the future, I would like to continue working with graduate students both from Iceland and internationally. For example, I have helped to develop the Icelandic Seal Center's program for graduate researchers, interns, and volunteer program in coordination with HU (see https://selasetur.is/en/graduate-researchers-interns-and-volunteers-at-the-icelandic-seal-center/). We are currently researching funding that will help to provide graduate researchers and student interns with a daily stipend to help support their learning at the Icelandic Seal Center to further develop the program.

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Future Teaching Development

The purpose for my application into the Teaching Academy is that I would like to continue developing my teaching philosophy, teaching methodologies and approaches within tourism studies. I would like an opportunity to work together with other colleges to further develop teaching methodologies and approaches that will help make universities places of social transformation. Boluk and Carnicelli (2019, p. 174) argue that, "collaboration and co-learning is about finding solutions together by creating new knowledge that will challenge dominant discourse, ideologies, and practices." In particular, these are the skills needed by students who work with diverse stakeholder groups. Interdisciplinary training that includes preparation in understanding the myriad of world views is critical to understanding the diversity of stakeholder groups and issues in sustainability within the field of community development and tourism studies. I would like to work together with other academic professionals who have a desire to share their breadth of experiences as educators so that I can better help my colleagues and my students. I have a desire to be at the forefront at further developing tourism studies and to develop different approaches that are transformative and challenges dominate discourse and empower students to further develop their professional identity. I would like to learn how to further develop the courses that I teach that help to instill a love for the subject matter and increase a desire for lifelong learning of the subject.

One skill that I lack is better documentation of my student feedback. I typically speak to students one-on-one or hear feedback from students from other colleagues about my courses. However, I would like other methods to encourage the co-creation of courses that are more relevant to the needs and learning goals of students. For example, Paulo Freire (1994) explains that hope in education is what emerges through critical and authentic engagement with real-life challenges at the local, regional, and global issues. As educators we cultivate hope through opportunities we help make available for students to practice their skills in combating real-world challenges (Le Grange, 2011). Ms. Kind, my first grade teacher, helped instill hope in me by showing me my strength and resiliency. Similarly, I try to cultivate hope in my students as we sow together the knowledge and skills needed for collective action on sustainable community development issues.

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