



## UN SDG ASSIGNMENT: Student Success

### Introduction:

This is a renewable assignment that is designed to strengthen the relationship between domestic and international students in your community through the framework of the United Nations Sustainable Development Goals (SDGs). For this work, you will be integrating the disciplines of **education, marketing and numeracy** towards achieving SDG #3: improve good health and well-being and SDG #10: reduce Inequality within and among countries. **Specifically, Target 10.2:** By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status. This active learning practice is designed to create awareness of resources in the community while sharing your personal experiences (as both domestic and international students). This interdisciplinary assignment has 4-parts:

### Part 1: Assess current situation

Watch Video "All that We Share": <https://youtu.be/jD8tjhVO1Tc> and then in your small groups, share your experiences regarding the following:

- What was your initial experience applying to post-secondary education? How did you learn the steps to apply to KPU/MC? What challenges did you experience and how did you overcome them? Did you do it yourself or did you have help (siblings, parents, friends, agents?)
- Share how each of you arrived at school on the first day? Did your parents drop you off, did you come on your own by car, transit, or did you just get come from the airport?)
- What was your first day on MC/KPU campus and recall as many details as possible, as if you were there back on your first day. What thoughts and feelings rose for you throughout the day?

Assignment: Drawing from your own experience, write a 250-word reflection paper on how your experience and challenges might impact students, considering both domestic and international viewpoints.

### Part 2: Review an Open Teaching and Learning Project from CMNS 1140

This Introduction to Business Communications class (CMNS 1140) spent the term studying barriers to international student success.

<https://docs.google.com/document/d/1zUxfC9u69U84em2M4ZTt4rLvDIYKSN4SgOaKWMfnWDM/edit#>

- Review the table of contents. Based on your discussion from part 1, what topics attracted you?
- Teams will vote on a topic with which to proceed.



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### Part 3: Choose your own adventure assignment.

Teams will be formed with both domestic and international students. (4-6 students per team)  
A progress report(s) will be submitted and each team has a rotating project lead. With your team, brainstorm ideas to advance your passion/cause. Be sure to consult and seek instructor approval prior to starting your project. For example:

If your team is passionate about international students' career exploration and development, you might pursue one (or more) of the following:

- Conduct an in-depth survey of international student career issues at MC/KPU
- Survey friends from other institutions to see if they face similar issues
- Learn more about services available to students for jobs/careers. (
- Create a marketing/communications plan to promote these services to help international students be feel supported in their education at KPU
- Research a list of services available to help students at school and in the community (list the organization and the services and if there are costs involved). Create an infographic to highlight what is available and for what purpose.

### Part 4: Shift in Mindset (Diversity and Inclusivity)

You've now had a chance to work in teams in this class, and likely in other classes as well. This final component is designed to help you develop appreciation for the need to be inclusive whilst working in diverse teams so that we view differences as strengths and not weaknesses. Working in diverse teams benefits everyone. Studies show that working on diverse teams and having contact with classmates from other cultures is an advantage for students' academic success and social success.

Review these articles on working in culturally diverse and inclusive teams:

<https://www.hult.edu/blog/benefits-challenges-cultural-diversity-workplace/>

<https://hbr.org/2018/07/the-most-creative-teams-have-a-specific-type-of-cultural-diversity>

Statistics: <https://www.international.gc.ca/education/report-rapport/impact-2017/index.aspx?lang=eng>

<https://cbie.ca/infographic/>

Madhany, S. (n.d.) Retrieved from <https://www.ontario.ca/page/ops-inclusion-strategic-plan-2013-2016-inclusion-now>

Silveira, E., & Walters, J. (2017). *Building Blocks of Workplace Inclusion*. Retrieved from <https://apps.uqo.ca/LoginSigparb/LoginPourRessources.aspx?url=http://www.books24x7.com/marc.asp?bookid=130364>



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Assignment (choose one):

1. Conduct research that shows the positive correlation in working in or being part of a diverse team. What could be done in the classroom itself to improve interaction. How can our campus environment be improved to make all students feel welcome. OR
2. Research and explain how to create an inclusive team. What could be done in the classroom itself to enhance inclusion. How can our campus environment be improved in order to make all students feel included.

**Notes:**



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