

# MIRO VIRTUAL SYMPOSIUM

April, 2021

## Advancing Sustainability Goals: The Power of Tools and Data

### Symposium Registration Form Questions & Answers

**Q1: How do you build the frameworks for themes, indicators, and keywords?**

The theme and indicator framework you saw in our demonstration was built using a grounded theory. We first identified the keywords from reading the responses, then grouped the keywords into indicators after comparing the similarity and differences of the meaning. After that, we grouped similar indicators into themes. The framework is built upon people's understanding of these issues and topics, and hence is subjective. As you can imagine, different people may build the framework differently. The framework used in the earth day survey was built by the IR office and the sustainability office together.

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**Q2: How do you make sure that responses are accurately assigned to the appropriate themes and indicators?**

We associated keywords with their themes and indicators and had a complex system to identify appropriate keywords and reassign responses that were not captured accurately by the keyword system. Because we have many other job responsibilities and priorities, we haven't been able to apply most of the data cleaning and assigning procedures to the Earth Day Survey. Although the earth day survey web app tools can be improved to be better, we believe the current tools can still allow users to make better use of the

open-ended results without having to sift through tens of thousands of random pieces of information.

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**Q3: How do you protect data confidentiality and deal with answers with controversial or inappropriate information?**

Data confidentiality, especially for the open-ended survey results, is an important issue and something our office cares a lot about. We have a system to check if the respondents can be easily identified and if the qualitative data contains any sensitive information. For example, if a name is mentioned and associated with negative information, we will try to convert the name to a position or a general term like “a person”, “a teacher,” or a “student”. If a specific minority group is mentioned, we will convert the name of it to “a minority group”. We also de-gender the response if gender could be a factor to easily reveal the person mentioned. Converting, rather than hiding the results, can allow data users to read the results more smoothly but still protect the respondent’s confidentiality.

The earth day survey has less personal or sensitive data than other surveys we have conducted. This is one of the reasons that we felt it would be appropriate to give access to all UH students and employees.

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**Q4: I am interested in how to process stakeholder feedback from a workshop. We will be presenting different sea level rise adaptation strategies and getting participant’s opinion on them. How do I sort and quantify the verbal feedback?**

Maybe you can consider to use a grounded theory to identify keywords, then group keywords to more general categories. You can also quantify the number of different things people mentioned by counting how many times those issues were mentioned. We will be happy to talk to you more about the method we used, please feel free to contact us at m-i-r-o @ [hawaii.edu](mailto:m-i-r-o@hawaii.edu).

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### **Q5: What are some of the easiest ways to go green?**

Speaking from our own experience, we feel that learning from each other's life wisdom is the best way to go green. There are many easy things we can do that we may not be aware of. If you are a UH employee or student, we encourage you to visit our earth day survey data web apps, and look at the results of open-ended questions, especially the one that talks about choices people made to be more sustainable. If you are not a UH member and don't have access to our data tools, we recommend you visit our symposium page and review our presentations and executive summaries. We talked about a lot of practical things people do to go green. Reading those comments have inspired us at MIRO to become more sustainable, we hope you can be inspired by reading those comments as well.

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### **Q6: What surprised you in the 2021 and 2020 Earth Day Survey Findings?**

The most surprising result might be the drop of percentage of people saying they were "very concerned" about sustainability issues from 2020 to 2021. We don't know the exact reasons. *It could be that* the 2020 number was much higher because people were shocked by the changes the pandemic caused at the onset of the pandemic, so the number of people who chose "very concerned" was much higher than the number in the 2018 survey.

The number in 2021 is similar to the number in 2018. *It may be because* one year into the pandemic, people have got back to their old "normal". *It also could be that* the pandemic has made many people's lives much harder and when people were struggling, they might have less capacity to be concerned about other issues. *We also guessed that* the much higher survey response rate in 2021 could make a difference. One of the limitations of quantitative data is numbers cannot tell us why and how to make changes, so that's why we also collected a lot of valuable qualitative data and

developed the tools. We believe that the qualitative data can bring us more awareness, understanding, and real-life changes.

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## Live Questions from the Symposium & Answers

**Q: Yao Hill**

**Are there resources for informal educators, such as community educators and parents as educators?**

**A: Kim Smith**

<https://worldslargestlesson.globalgoals.org/>

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**Q: Pam Martin**

**Can you tell us how they are measuring the Aloha + challenge? We love their dashboard. Thank you!**

**A: Kim Smith**

Good question, Pam. I will defer to MIRO on membership, but here is a link to the Aloha+ Dashboard: <https://aloha-challenge.hawaiiingreengrowth.org/>

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**Q: Yao Hill**

**What are some opportunities for faculty professional developers to develop capacity in being a change agent?**

**A: Kim Smith**

I highly recommend the AASHE website and conference. They have one of the largest resource bases, with communities across sectors and institutional responsibilities. [www.aashe.org](http://www.aashe.org)

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**Q: Kaimana Bingham**

**Are there any tools that identify social justice courses in education systems?**

**A: Kim Smith**

Hmm.... good question. There are a variety of different tools out there across institutions. I suggest starting here:

<https://en.unesco.org/themes/education-sustainable-development/toolbox>

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## Helpful Resources

1. Shifting the Psychology of Climate Change Denial:  
<https://www.youtube.com/watch?v=wZ17pkldCus>
2. Eco-Anxiety: Facing Climate Change Together:  
<https://guides.pcc.edu/ecoanxiety>
3. Shifting the Psychology of Climate Change Denial  
<https://www.youtube.com/watch?v=wZ17pkldCus>
4. The World's Largest Lesson  
<https://worldslargestlesson.globalgoals.org/>
5. UNESCO World Conference on Education for Sustainable Development  
<https://en.unesco.org/events/ESDfor2030>
6. Earth Day 2021  
<https://www.earthday.org/earth-day-2021/>
7. Global RCE Network - Education for Sustainable Development  
<https://www.rcenetwork.org/portal/>
8. Greater Portland Sustainability Education Network  
[www.gpsen.org](http://www.gpsen.org)
9. The U.S. Partnership for Education for Sustainable Development  
<https://uspartnership.org/pages/resources>

