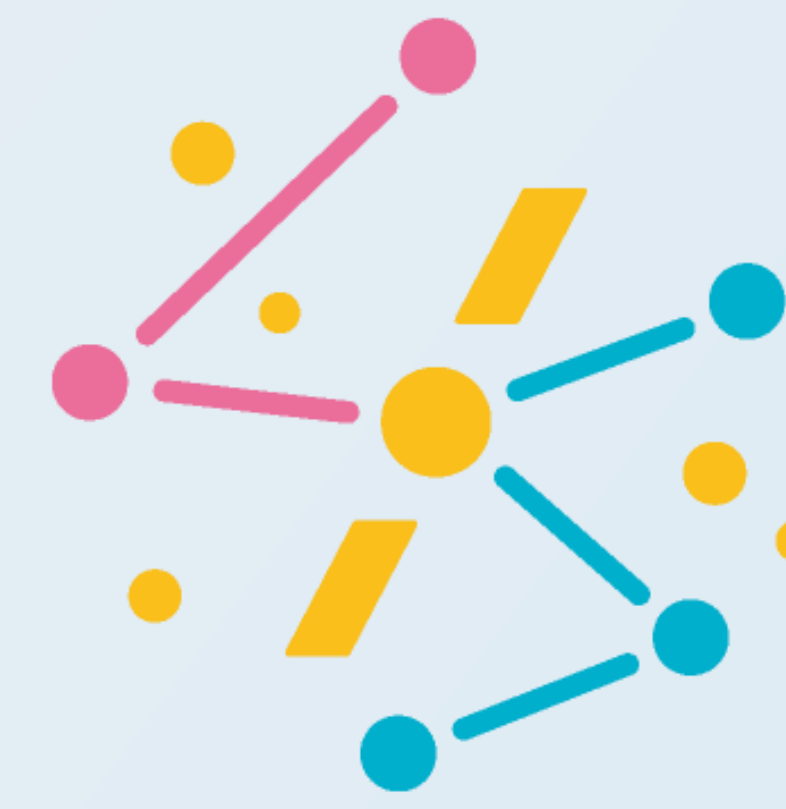




Hokkaido University
**Learning
Satellite**

ESD FALL-WINTER PROGRAM 2021-2022

**ON-DEMAND PROGRAM PLUS REAL-TIME ONLINE PROGRAM:
FEBRUARY 15-16TH**

HOKKAIDO UNIVERSITY WITH ONLINE



Sustainable Development Goals | UNDP

What are the Sustainable Development Goals? The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

www.undp.org



Registration Deadline: December 24, 2021
Register by email: support-edu@edu.hokudai.ac.jp



Key Concepts and Program Outline

The objective of this course is to make presentations about what you have learned during our ESD programs this year, and to discuss the sustainable development of our societies locally and on the collaborative global stage. We will broaden the discussion topics from our Summer ESD Campus Asia Pacific 2021 program to touch on topics such as Olympism, diversity, innovation, and the ongoing impacts of COVID-19, each presented through the lens of solving the issues of today while building a sustainable world future for tomorrow.

The real-time lectures portion of the program will host guest lecturers and a round-table discussion.

This year's ESD summer program consisted of three lectures examining the roots and global impact of Olympism in the context of sustainable development and the idea of games and global stage events for good.

Assignment for registered students:

Registered students must submit an impression report for each of the two (2) On-demand lectures, take part in the Real-time online lectures and roundtable on February 15th, and do a short individual final presentation. Presentations can be reflective of material from the summer program (for returning students) or examine topics from the lectures and roundtable discussion from the winter program. Assignments are reviewed and qualified with two undergraduate credits.

Programme Schedule

On-demand lectures (Available online Feb. 1 – 14th JST)

Lecture 1: Masaki Abe, Hokkaido University

Lecture 2: Yujiro Yamanaka, Hokkaido University

Assignment: Impression Report (1 page on A4 paper) (Deadline: Feb. 14)

Real-time online lectures (Feb. 15th JST)

13:00-14:00 Keynote by Seung Hyun Son & May Kim, Korea University

14:00-15:00 Q&A discussion

15:00-16:00 Roundtable Workshop

- ❖ 20 min Short presentation 1: "How was the environmental legacy inherited from the 1972 Sapporo Winter Olympic Games or not?" (provisional) by Keiko Ikeda, Hokkaido University
- ❖ 20 min Short presentation 2: "A Canadian case study related to the Olympics, resistance, and environmental issues" (provisional) by Russell Field, University of Manitoba
- ❖ 15-20 min Comments on these two short presentations led by Malcolm MacLean, University of Gibraltar

10 min break

16:10-17:00 30 min Q&A discussion together with floor

Closing: Comments from lecturers etc.

Final Presentation (Feb. 16th)

9:45 Introduction Remarks: Dale Whitfield, Hokkaido University

10:00 Presentation 1

12:00 Lunch Break

13:00 Presentation 2

16:00 Finished

Each student will give a 7-minute ESD final presentation on what they have learned through the Real-time online lecture and roundtable on Tuesday, Feb. 15 and in our summer program.

Presentation time: 7 min (subject to change depending on the number of participants)

Post-presentation question and discussion time: 3-5 min

Registration deadline: December 24, 2021

To register, please fill out the special auditor application form (attached) and send to our Support Office (support-edu@edu.hokudai.ac.jp) by 24 December.

On-Demand Lecture, February 1-14



“Cultural difference in reading other’s mind”

Prof. Masaki O. Abe, Hokkaido University

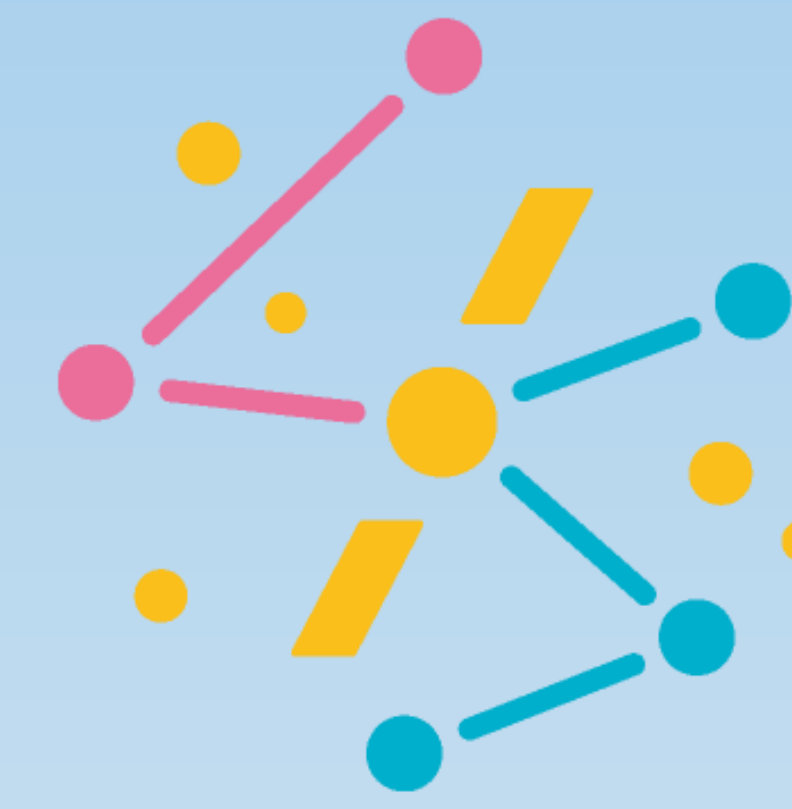
Abstract

We, humans, are social animals and need to communicate with others. In communication, accurately understanding others’ minds is crucial. We do it by using all information available to us: conversation, voice tone, facial expression, behavior, etc.

However, as you know, reading others’ “true” minds is not always easy; others do not necessarily explain their mind verbally and honestly. Even if you could obtain a few cues about their mind, these cues might convey different emotions. For example, what do you think when seeing a person who smiles with anger in their voice? We must somehow organize such chaotic situations and identify their mind for appropriate communication.

Then questions arise; how could we integrate such complex information to infer their “true” mind? Are there cultural differences for the integration of our communication cues? In this lecture, I would like to introduce interesting studies for these questions and explain significant differences between cultures.

In addition, let’s think about how COVID-19 affects our communication. People in many countries are encouraged to wear face masks to prevent the spread of infection. However, wearing masks could veil vital information necessary to read others’ mind. I would like to talk about how that impact might depend on the culture.



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On-Demand Lecture, February 1-14

“Basic concepts and unique feature of human circadian rhythms: Implications for human health”

Prof. Yujiro Yamanaka, Hokkaido University

Abstract

Most of all physiological function and behavior demonstrate robust 24 h rhythmicity (circadian rhythm) in the real world. These rhythms persist under constant condition, but the period is slightly longer than 24 h (about 25.0 h), suggesting that circadian rhythms are endogenously driven by an internal, self-sustained oscillator. In mammals including humans, the central circadian pacemaker is located in the suprachiasmatic nucleus (SCN) of the hypothalamus. In addition, bioluminescence imaging technique successfully revealed that most of peripheral organs (e.g. liver, lung and skeletal muscle) have similar self-sustained circadian oscillators, peripheral clocks. Thus, the circadian system in mammals is hierarchical multi-oscillator structure. The primary zeitgeber (time cue) for central circadian pacemaker is bright light (environmental sunlight) (Photic entrainment). The light information is transmitted from eye to the SCN pacemaker via eye (retina). In humans, bright light at early subjective day (morning sunlight) resets the SCN pacemaker. The entrained SCN pacemaker delivers the circadian time signals of neural/humoral to the peripheral organs. The major role of the SCN pacemaker is to coordinate circadian rhythm of physiology and behavior to keeping an internal temporal order in humans. Experimental and clinical studies in humans should pay careful attention to our internal biological clock and circadian rhythms. In the past decade, new research field is developed chronobiology in nutrition (chrono-nutrition) and medicine (chrono-medicine) etc. In this lecture, I will introduce basic concept and unique feature of human circadian system, and circadian rhythms of stress response and glucose metabolism in the real world. In addition, I will introduce the results of online survey to examine the effects of school closures caused by coronavirus disease 2019 (COVID-19) on self-rated health status and its relationship between sleep timing and physical activity in young college students.



Real-time Lecture, February 15th

“Olympic Legacy & Teacher Education in ESD”

Prof. Seung Hyun Son, Korea University
Prof. May Kim, Korea University

Abstract

The Olympic Games might be the world’s biggest event. Because hosting the Olympic Games requires tremendous amounts of various resources (e.g., money, time, human resources et al.), what the Olympic Games can bring to a host city (or country) and local residents in the long term is seriously considered these days. The Olympic Games can influence so many aspects of a host city and leave various effects within a host city, which is called “Olympic Legacy”. IOC categorizes tangible and intangible Olympic Legacies into five areas: sporting, social, environmental, urban and economic.

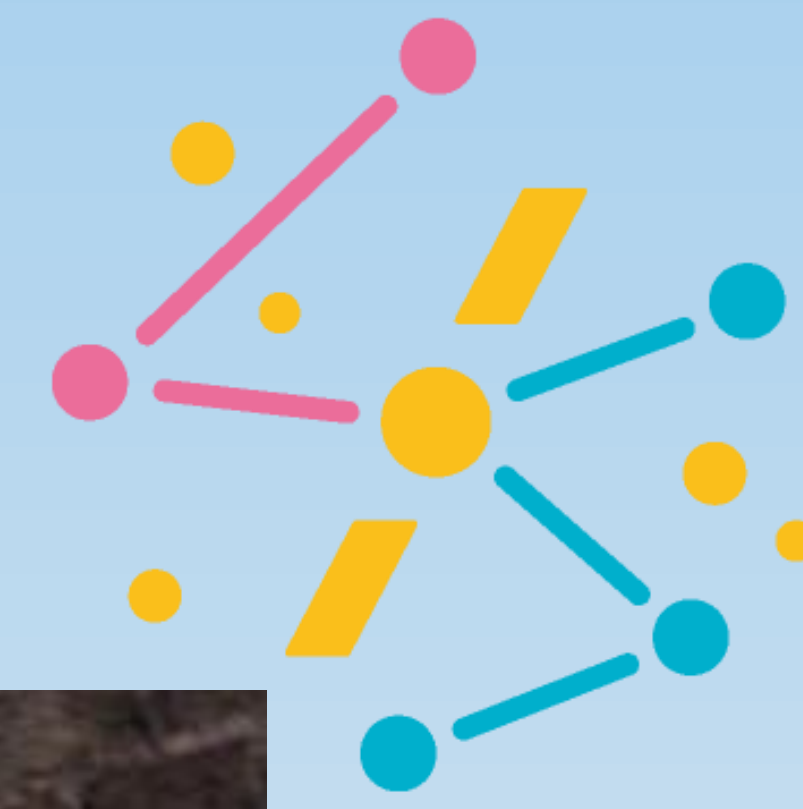
Right after 2018 PyeongChang Olympic and Paralympic Games, the Organizing Committee was transformed to a committee to build Olympic Legacies of the Olympic and Paralympic Games. A year after the Olympic and Paralympic Games, the PyeongChang 2018 Legacy Foundation was launched. The foundation has organized various works and events related to Olympic and Paralympic Movements, history of PyeongChang Olympic and Paralympic Games, sport participation in undeveloped countries, sport participation of the disabled, winter sport participation, and world peace. Along with the work of the PyeongChang 2018 Legacy Foundation, the Korean Paralympic Committee (KPC) has worked hard to build new sport facilities for people with disabilities and provides Para Sport education to people with/without disabilities as Paralympic Legacies.

This session will integrate Olympic legacy theme into teacher education in ESD. ESD is related to both local issues and appropriate global issues as well. Therefore, in order to reorient the education toward sustainability, it has to involve practice and general decision-making processes and knowledge transmission through interaction between teachers and students at the school (secondary & post-secondary settings) beyond simply reinforcing education processes which are already saturated. To achieve this, College of Education as a course of teacher training should practice responsibilities to develop the process of training teachers who can deliver and practice education for the sustainable future. Teachers and students will search for the ways to realize education for sustainable development as would teachers who will practice education for sustainable future at the school class.

keyword: ESD, Olympic Legacy, Teacher education

Discussion Questions:

1. How the Olympic legacy can be related to your local ESD issues?
2. How teachers can integrate ESD & Olympic legacy topic into school curriculum and teaching



Hokkaido University

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**Roundtable Workshop
February 15th**

**“Idealism or Realism?: SDGs and
the Winter Olympic Games.”**

**Coordinator:
Prof. Keiko Ikeda, Hokkaido
University**

Abstract

‘The IOC Sustainability Strategy’ issued in October 2017 focuses on 5 scopes: infrastructure and natural sites, sourcing and resource management, mobility, workforce, and climate, “- and their contribution to the health and well-being of athletes and society - that makes sport and other types of human activities possible...”

Regarding the above IOC sustainability Strategy, the roundtable workshop provides the opportunity to examine if the IOC strategy is a mere political gesture or containing realistic potential through various cases.

For instance, the Sapporo Winter Olympic Games in 1972 offers the case to examine opposition to infrastructure development for environmental reasons. In addition, the Mayor of Sapporo city and the Governor of Hokkaido revived the idea of bidding for the 2030 Olympic Games from their predecessors who mobilized an effort to bid for the 2026 Olympic Games. This is a popular narrative in Japan following the March 2011 tsunami and Fukushima nuclear power plant disaster that the Tokyo Olympic 2020 bidding team used to champion construction for the Olympic Games coinciding with recovery from the natural disaster. In addition, a Canadian case study related to the Olympics, resistance, and environmental issues makes another useful comparison.

In the age of the Sustainable Development Goals, which have a strong focus on improving economic, social, and environmental well-being around the planet, new considerations about the Olympic Games are required in light of the UNESCO objectives. In the workshop, we will explore how the modern Olympic Games can adapt to the new age of Sustainable Development through the cases of the various Winter Olympic Games during the period of coming mega sport event, the 2022 Beijing Winter Olympic Games.

Coordinator: Keiko Ikeda, Professor, Hokkaido University, Japan

Panel 1: Malcolm MacLean, Honorary Research Fellow of De Montfort University & Senior Research Associate, University of Gibraltar, the UK

Panel 2: Russell Field, Associate Professor, University of Manitoba, Canada