

Assessing What Students Have Learned

(What should they learn and how will we know if they have.)

<personal accountability>

- They will have an understanding that their individual practices have wider impact (on the system, the campus, society)
 - They will be motivated to engage in sustainable practices (campus, industry, beyond).
 - They will engage in less wasteful, more sustainable practices.
 - Greater involvement in campus sustainability initiatives.
 - Greater diversity of problem-solving, innovation, motivation to act (on sustainability).
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- Ted talks (student videos that explain and are fun).
 - Storytelling: tell yours, hear others, notice differences and convergence.
 - Observations: create exercises for each other.
 - Reflections – analysis.
 - Engage Heart.
 - Be able to communicate the history of sustainability (the use of the term).
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- Self-reporting: during program, after graduation.
 - Psychological testing (contrary to Research Ethics Policy!).
 - Student to demonstrate understanding by:
 - Apply framework: analyze a problem – show solution.
 - Presentation or paper demonstrating importance of sustainability in ... (e.g., civil engineering).
 - Explain place of ethics, citizenship, and critical thinking in moving the sustainability agenda ahead.