Ask a Question

Does student learning in each of the 4 LSE key learning areas change between mid program assessment and end of program assessment?

How we might continue to improve LSE learning outcomes based on this information?
Data Collection

Tools/Methods:

2012: We created a mid-program assessment: Students complete a reflective narrative and rating of their learning in 4 LSE key learning areas.

2013: We revised our end of program assessment: A new rubric for the LSE Comps paper that more clearly focuses on assessing the 4 key learning areas.
1. Self Understanding and Commitment:
Developing an understanding of self by: developing and articulating sustainability values and ethics; developing a personal educational and leadership philosophy; reflecting critically on your own learning and practices; establishing a commitment to leadership for sustainability education

2. Systemic View of the World:
Developing an understanding of sustainability issues as interconnected and holistic by: developing systems thinking; developing a historic and current understanding of the sustainability movement and sustainability education; understanding and valuing the importance of multiple perspectives; critically examining dominant systems and paradigms; analyzing complex sustainability issues globally and locally; articulating a broad-based understanding of sustainability education including its interconnected relationships between ecological, socio-cultural, political, economic and ethical aspects
3. Bio-cultural Relationships:
Developing relationships and strategies for working collaboratively with diverse groups to affect change by: understanding how power, privilege and injustice impact relationships; developing sustainability networks and partnerships with diverse others; creating learning communities; demonstrating a theoretical and practical understanding of sustainability leadership and the skills needed for effective leadership; developing ecoliteracy.

4. Tools for Sustainable Change:
Developing a toolkit for enacting sustainable change by: developing leadership skills; effectively communicating ideas in writing and presentations; synthesizing and applying research including ELP and LSE core courses and grassroots initiatives to improve sustainability education practices; envisioning and creating sustainable solutions using a whole systems perspective; educating others about complex sustainability issues using interdisciplinary, participatory, transformational, place-based and culturally relevant learning theories and pedagogies.
Data:
At the end of Spring term 2014, we will have one full set of mid program and end of program assessments to compare.

Analysis/Conclusions:

In Process
Action steps:

We plan to review the newly aligned mid-program and end-of-program assessments so that we can better understand how students are meeting the program learning outcomes and how we might continue to improve the program.