Ask a Question

How can we more effectively assess what students have learned in each of the 4 LSE key learning areas so that we can better understand how students are meeting the program learning outcomes and how we might continue to improve the program?
Collect Data

Data Collection Tools/Methods:

End of program Assessment: Comprehensive (Comps) paper includes a reflective narrative on 4 LSE key learning areas

We created and are testing a new rubric for the LSE comps paper that more clearly focuses on the 4 key learning areas
LSE 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.

Based on Parkin’s (2010) Sustainability Literate Leadership Persona
Data:

We are currently testing the new Comps rubric with 12 students in Spring 2013 (see hard copy example).

Analysis/Conclusions:

In Process
Action steps:

We plan to continue to test and revise our end of program assessment/Comps rubric in action so that we can better understand how students are meeting the program learning outcomes and how we might continue to improve the program.
Follow up from 2011-2012 Action items:

Last year we implemented a new mid program assessment and said:

We plan to work on revising/reframing our end of program assessment so that we can better understand if and how students are meeting the program learning outcomes and how we might continue to improve the program.

This year we did it!