

Assessing Fleming College’s Sustainability Learning Outcome

Fleming’s Sustainability Learning Outcome:

Students will be able to explain the interconnections between the broad principles of sustainability - which include human health and well-being, ecological health, social issues, and secure livelihoods- in order to support a better world for all generations.

Sustainability Rubric (Course Level): Sustainability Principles, Structures, and Contexts

Sustainability Knowledge: Clearly explain interconnections between the broad principles of sustainability (human health and well-being, ecological health, social issues and secure livelihoods).

Type of Learning	Meets Outcome		Exceeds Outcome	
	1 Emerging Knowledge	2 Developing Comprehension	3 Proficient Application	4 Capable Analysis
Learning Goals	Identify principles of sustainability using UNESCO* Teaching and Learning for Sustainability definitions.	Clearly explain the interconnections between the broad principles of sustainability.	Show how the broad principles of sustainability can be applied to sustainable practices in various contexts (human health and well-being, ecological health, social issues and secure livelihoods).	Examine the ways in which the impacts of unsustainable practices are connected to all the broad principles of sustainability and support a better world for all generations.
Assessment Ideas /Strategies	List, name, locate, select, label or locate examples using a glossary, readings, definition, events or people	Paraphrase, predict, discuss in story, visual representation (photograph, poster, cartoon, collage, video), speech, analogy, recording, matching, summary, outline	Diagram, list, illustration, project, puzzle, build or construct, service learning, problem solve, produce or modify practice...	Report, debate, investigate, examine through survey, model, graph, argument construction / examination ...

Big Ideas	Personal and Social Responsibility	Global Systems, Global Learning, Context & Structures	Applying Knowledge to Field, Local and/or Global Contexts, Service Learning, Experience, Engagement	Sustainability Communication, Action, and Reflection, Global Citizenship
Context	<p>Ecological health – deals primarily with Natural Systems and the value of Conservation</p> <p>Social issues (social/cultural stability) –deals primarily with Social/Cultural Systems and the values of Peace and Equity and</p> <p>Political Systems and the value of Democracy</p> <p>Economic Systems defined by secure livelihoods –and the value of Appropriate Development</p> <p>Human health and well-being – interconnects with all Systems</p>	Making interconnections between Natural Systems and the value of Conservation, Social/Cultural Systems and the values of Peace and Equality, Economic Systems and the value of Appropriate Development, Political Systems and the value of Democracy.	<p>Demonstrate skills for sustainability (e.g., project based activities, case studies, assignments, reflections, etc.)</p> <p><i>Resource links in assessment questions below.</i></p>	<p>Describe sustainable practices (broadly or within a vocation) e.g., Indigenous Perspectives, green buildings, corporate social and environmental responsibility (including reporting and accounting), public health programs, environmental protection initiatives, locally grown sustainable food, social equity programs, personal consumer and behavior choices etc.</p> <p><i>Sample resource = Green Citizen</i> http://thegreencitizen.ca/</p>

Some questions to help assess sustainability in your course or program...

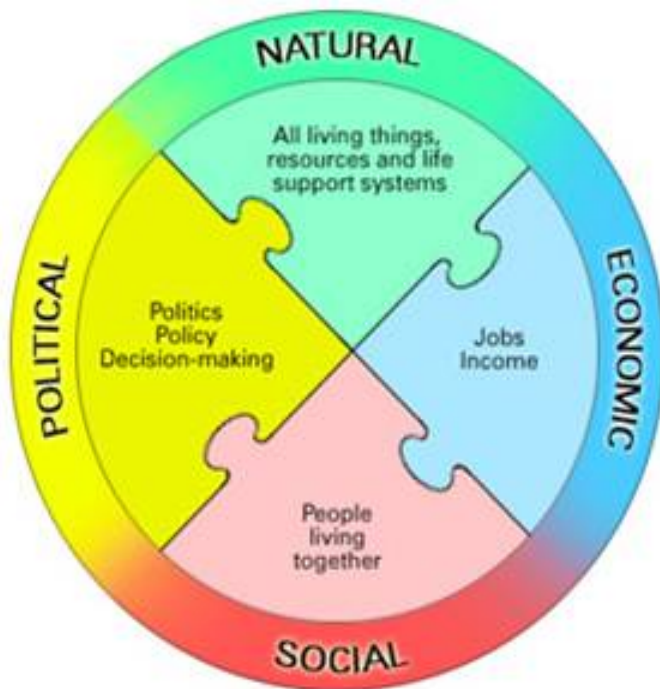
1. At what level of learning are your students engaging with sustainability in your course? (Knowledge, Comprehension, Application, Analysis etc.)
2. What assessment strategies are you using to assess the sustainability outcome? (Identification, description, reflection, construction/creation, planning, reporting, debating etc.)
3. What associated principles and values are already part of your course assessment? (Indigenous Perspectives, Conservation, peace and equity, appropriate development, democracy, identity, commitment, communication, action, global citizenship, personal and social responsibility).
4. How do your assessments align with the course level sustainability outcome?
5. Have you considered how sustainability relates to Essential Employability Skills? (MTCU Linked Sustainability Defining Skills (Knibb 2012) <http://oucqa.ca/wp-content/uploads/2014/10/Neill-3.15-3.45pm-Gerrard-Room-Handout-3-of-3.pdf>)

For more resources for Faculty, please visit the Office of Sustainability website at <http://flemingcollege.ca/services/office-of-sustainability>

Glossary:

Sustainability "Sustainability encompasses human and ecological health, social justice, secure livelihoods and a better world for all generations" - AASHE (Association for the Advancement of Sustainability in Higher Education)

Sustainability UNESCO Resources for Teaching and Learning for Sustainability -Interconnected Elements and Principles



Natural Systems: Principle = Conservation: which is needed to ensure that natural systems can continue to provide life support systems for all living things including the resources that sustain the economic system.

Social/Cultural Systems: Principle = Peace and Equity: which results when people are able to live co-operatively and in harmony with each other and have basic needs satisfied in a fair and equitable way.

Economic Systems: Principle = Appropriate Development: which is needed for people to be able support themselves in a long-term way. Inappropriate development ignores the links between the economy and the other systems.

Political Systems: Principle = Democracy: which provides ways for people to be able to have a fair and equal say over how natural, social and economic systems should be managed." (UNESCO, 1997)

Service-learning: Class appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

Global Citizenship combines the local and international as an educational outcome.

According to OXFAM, "A Global Citizen is someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works
- is outraged by social injustice
- participates in the community at a range of levels, from the local to the global
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for their actions."

(OXFAM)

Personal and Social Responsibility the ability to recognize one's responsibilities to society--locally, nationally, and globally--and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action. (AAC&U VALUE Rubric)

Knowledge Application in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others. (AAC&U VALUE Rubric)