

5-25-08

0728-1

Case Study:
A Study Abroad Trip in an Environmental Curriculum

Summer 2008

Learning Goal: Students will develop a greater sense of responsibility for human impact on natural systems. First, they need to understand the components of ecosystems, then they need to understand how those components interact systemically, then they need to understand the ways that humans impact those systems, then they can think about their own responsibility for such impacts.

Where's the Learning in Experiential Learning?

Curriculum:
100% Facts regarding ecosystems in the country
100% Data
100% Site visits to natural ecosystems in the country, including a variety of the learning project
100% Guided reflection on experiences in the country, structured in terms of 2 key areas of learning ("new environmental paradigm" and "cross-cultural understanding") and informed by standards of critical thinking
> oral reflection at the end of each of 3 modules
> continuous reflection (e.g., on van rides, during meals, during the opening activity for each day)
> exam question on key learning re: "thinking like a mountain"

Student products for assessment:
> Pre-post quantitative scales for 2 key areas of learning
> (1hr) Reflective essay produced after Module #1, focused on "thinking like a mountain"
> Reflective mini-essays produced after reflection sessions in the end of Module #2 and Module #3
> (1hr) Reflective essay produced at the end of the course, focused on "thinking like a mountain"

Facilitator:

Patti H. Clayton, PhD
Director, Center for Excellence in Curricular Engagement
Office of the Provost and Executive Vice Chancellor
NC State University

Senior Scholar, Center for Service and Learning, IUPUI

[patti_clayton@ncsu.edu]

2008 NC State Undergraduate Assessment Symposium

April 2008

0728-2

Case Study:
A Study Abroad trip in an Environmental Curriculum

Summer 2008

Learning Goal: Students will develop a greater sense of responsibility for human impact on natural systems. First, they need to understand the components of ecosystems, then they need to understand how those components interact systemically, then they need to understand the ways that humans impact those systems, then they can think about their own responsibility for such impacts.

Curriculum:

- 70% Facts regarding ecosystems in the country
- 20% Discussion of human impacts on ecosystems in the country
Site visits to natural ecosystems in the country, including a one-day service-learning project
- 10% Guided reflection on experiences in the country, structured in terms of 2 key areas of learning (“new environmental paradigm” and “cross-cultural understanding”) and informed by standards of critical thinking
 - oral reflection at the end of each of 3 modules
 - continuous reflection (e.g., on van rides, during meals, during the opening activity for each day)
 - exam question on key learning re: “thinking like a mountain”

Student products for assessment:

- Pre-post quantitative scales (on 2 key areas of learning)
- (Pre) Reflective essay produced after Module #1, focused on “thinking like a mountain”
- Reflective mini-essays produced after reflection sessions at the end of Module #2 and Module #3
- (Post) Reflective essay produced as part of final exam, focused on “thinking like a mountain”

Summer 2008 trip follow-up

Collaborative review of 2008 essays against 2007 essays

Collaborative review of pre and post reflective essays, against one another

Collaborative review of pre and post reflective essays, against pre and post scales

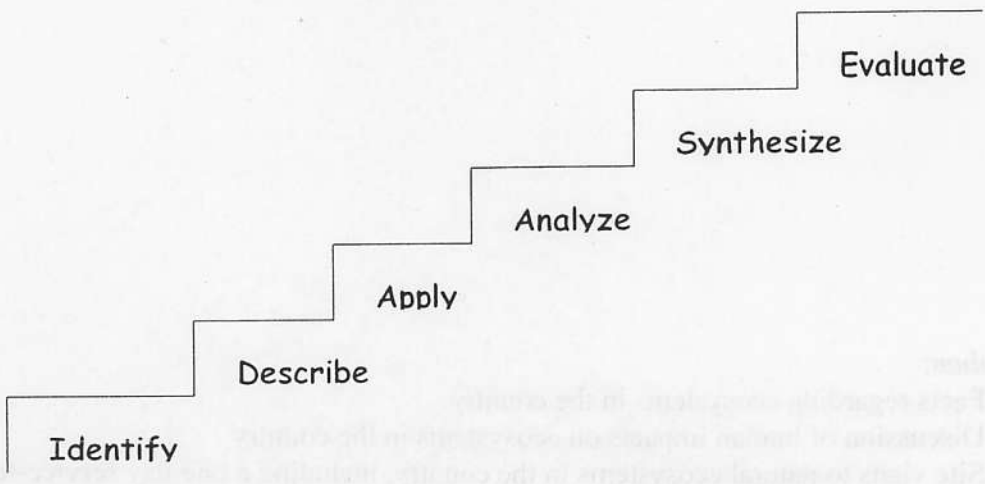
Collaborative scoring of pre and post reflective essays, against critical thinking rubric

Development of learning objectives within the learning goal and adjustment of curriculum accordingly, as feasible

Development of learning objectives rubric(s)

Refinement of reflection prompts and of service-learning project

Bloom's Classification	Examples of Learning-Related Behaviors
Knowledge	<i>Identify, define, order</i>
Comprehension	<i>Describe, explain, restate</i>
Application	<i>Apply, solve, choose</i>
Analysis	<i>Analyze, compare, contrast</i>
Synthesis	<i>Synthesize, develop, propose</i>
Evaluation	<i>Evaluate, assess, judge, critique</i>



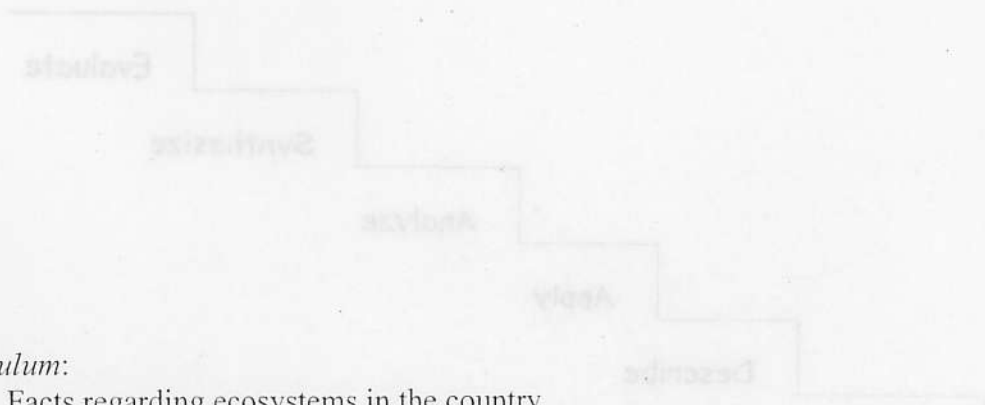
Learning Goals	Learning Objectives (LOs)
Academic Enhancement: I want students to understand and be able to use Chickering and Gamson's 7 principles for good practice	LO #1 Students will explain the 7 principles in their own words
	LO #2 Students will apply the 7 principles to their roles as teachers in the community
	LO #3 Students will evaluate both their implementation of the 7 principles with their "learner" population and the relevance of the principles for this population

Case Study: A Study Abroad trip in an Environmental Curriculum

Summer 2009	Examples of Learning Objectives	Bloom's Classification
	Behavior	Evaluation
	Comprehension	Synthesis
	Application	Analysis
	Analysis	Application
	Synthesis	Comprehension
	Evaluation	Evaluation

Learning Goal: Students will develop a greater sense of responsibility for human impact on natural systems.

Learning Objectives:



Curriculum:

- _____ Facts regarding ecosystems in the country
- _____ Discussion of human impacts on ecosystems in the country
- _____ Site visits to natural ecosystems in the country, including a one-day service-learning project
- _____
- _____
- _____ Guided reflection on experiences in the country, structured in terms of _____

- _____
- _____
- _____
- _____
- _____

Student products for assessment:

- _____
- _____
- _____
- _____
- _____

Rubrics:

- Critical thinking rubric
- Learning objectives rubric(s)
- _____
- _____