

# Ideas and Resources for Teaching to ILO #5: Community and Environmental Responsibility

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## Assignment, Assessment and Activity Ideas to Support Students in Achieving ILO #5

- Continue to enforce expectations of community cooperation and respect for one another in the classroom and lab. Tool accountability and an understanding of Human Factors will consistently be reviewed. Environmental stewardship is exercised in our activities in accordance with local, state and federal regulations and best practices. (AMT)
- Students make their own natural organic paints and present the process to the class and discuss in groups how paints organically made compared and contrasted to chemically , industrial made paints can affect the community as well as the environment globally. Students used cave paintings as examples of pigments made with natural sources as well and compared and contrasted those pigments with what we are using in tubes in class manufactured by M.Graham Company in West Linn Oregon. (ART)
- We build a sense of community responsibility in how the classroom runs, such as how we stack the kiln so that everyone's product has enough space. We have to make social arrangements just to address the physicality of getting the class work fired. (ART)
- Students regularly apply their existing knowledge to contemporary cultural contexts when exploring similarities and differences in behavior and culture systems. This requires a greater understanding of the way cultures operate and interact both on local and global scales. (ATH)
- I have supported institutional efforts in this area by encouraging students to apply content from the course to examples in their communities or personal experience. (ATH)
- One area which applies to this ILO is our exploration of primate conservation and the ongoing need to educate the public and provide safe habitats for at-risk populations and species. Since much of the impact on non-human primates is the direct result on human encroachment, students are deeply engaged in brainstorming successful avenues to assist this issue. (ATH)
- Changes have included being more awareness of current science in the news and discoveries, supported by classroom discussion. (BI)
- Gender Issues Research Paper (COMM)
- Students examine the implications of waste in the building trades, and how to implement green building practices (and why). (CT)
- Students evaluate various solutions, compare factors in choices of materials and weigh which ones to choose for the greater good. (CT)
- Construction world & fabricating world as the organization and how to get more yield from the materials to clean up our carbon footprint. (CT)

- One week focuses on technology recycle. One of assignments that week requires the students to learn about and respond to the topic of responsible recycling of technology. This assignment also touches on the ILO#3 objective of analysis. (CT)
- Every year we do five projects for the community (CT)
- Use real life examples to motivate students to provide a reasonable analysis of theory in support or non-support of written media articles. This includes defining the situation and provide a forecast from economic supply and demand shifts. Exploration of different market structures sometimes involve global interactions. World events from the COVID-19 provided a real-life "lab experience" in applying theory and expectations. (EC)
- Used real life examples to motivate students to provide a reasonable analysis of theory in support or non-support of written media articles. Used current event articles for homework questions in applying theory and thought process. This included students to define the situation and provide a trend expectation of unemployment, price level, and real output from macroeconomic shifts. Exploration of different market structures sometimes involved global interactions. World events from provide real-life "lab experiences" in applying theory and expectations. (EC)
- Students were asked to complete an action plan in which they consolidated and operationalized information learned in class for a struggling student and implement it. (ECE)
- Students complete advocacy projects related to contemporary issues and systems. (ECE)
- Students were asked to evaluate how institutions can minimize vicarious trauma and put systems in place to support the well-being of the staff and students. (ECE)
- Students were asked to evaluate their own strengths and weaknesses and put a plan in place to support their own resiliency. (ECE)
- Advocacy in Action project required consideration of the knowledge and perspectives of others to create an informative and persuasive article, letter, handout, or slide presentation. (ECE)
- Students evaluate our education system in comparison with another cultures, demonstrating an understanding of their place within these structures. (ED)
- Include readings that focus on inclusion in educational settings and, specifically, in discovering and analyzing their own, and their students', identities in order to understand and evaluate the impact of identity within understanding experiences within the educational system. (ED)
- Ethical implications of civil rights in education (ED)
- Students demonstrate that they were INFORMED and can APPLY and take action as pre-service teachers to have an impact when attempting to solve some of the issues when it comes to equity in education (whether it is funding, teacher quality and preparation, bias, etc.) (ED)
- Eliminating old technology for new. Recycle old technology Understanding global systems like why is there a chip shortage now and what can be done so it doesn't happen again. (EET)
- Ubaldo Hernandez a community organizer and worker for Columbia River Keeper. He is frequently visiting our classes to engage, inform and motivate the LatinX community in environmental issues and civic responsibilities. (ESOL)
- Climate change is increasingly causing more discussion of understanding global systems and how humans are being impacted by changing conditions. This seems to get more intense every term. (ESR)
- I have added a Chapter Quiz and LearnSmart related to the Food Supply which includes information on Environmental Contaminants, and Food and Water Safety, (FN)

- This is achieved during week 10 in their readings, lectures, and Discussion Forum when we discuss the Social Determinants of Health. (HPE)
- Through the related assignment, students were asked to identify and explain aspects specifically related to the manufacturing process that influence the world we live in today. From the materials sourced, to manufacturing scale, students provided their perspectives of the interconnections between these aspects of their project (MFG)
- Students identify, in practical contexts, the interconnection of manufacturing technologies and practices upon natural and human systems. Taking a holistic approach to their manufactured product and identifying specific natural environmental impacts, as well as metallurgical changes to the design process that change the impacts. They were also able to express the effects of changing practices on economic and political environments. (MFG)
- From our work in labs with multiple mediums. Students were able to recognize, and develop processes that directly correlated in reductions of environmental waste, energy consumption, and increased economic growth and provide data from labs that expressed these correlations. (MFG)
- Understanding how to make manufacturing efficient part of global systems to reduce total waste. (MFG)
- Through applications of solutions to real life scenarios, students are brought into project management scenarios with industry partners as well as community project committees. This real-world application of the foundations built in our classroom has shown a large gain in confidence building within the students and in their own abilities to move forward into a working environment. (MFG)
- Current math topics in the news. Weekly graphs with current topics.; The entire math class is laser focused on how to apply math to our everyday life and to destroy the assumption that math is difficult. Math is for all students. (MTH)
- Added stewardship to mental health care, care plans and lectures. (NRS)
- Students address the mental health disease related to the United States looking at the bigger picture in how it affects the world globally. (NRS)
- Students learn environmental safety practices in the clinical setting. A core competency of the program is gaining a sense of the nurses' role in the healthcare system, including stewardship of resources. (NRS)
- Students examine the interactivity in human ethical and social systems as evidenced through the core the ideas of Social Contract. (PHL)
- Students apply knowledge of the historic role of social structures, historic inequities and appropriate responses (as related to Feminist Ethics of Care position) (PHL)
- Forums on Cultural Relativism. (PHL)
- Forums on about Natural Law Theory (PHL)
- Forums about Feminist Ethics of care (PHL)
- Personal Ethical Theory Paper (PHL)
- We don't necessarily always discuss concepts in terms of global systems, but we do discuss concepts in the context of family systems, community systems, organizational systems, etc. (PSY)

- How does personality influence behaviors, both individually and in groups; contemporary theories vs original theories; how personality awareness fits into contemporary psychology. (PSY)
- Many of the forum questions have been altered to incorporate consideration and application to current events and what is going on in the world in a more global sense. (PSY)
- I have guided my students' research topics to respond to a greater world/environmental/community need. Their topics of choice are framed around how they may be able to respond to what the world needs and how they may improve it. (RD)
- An assignment that references climate change and ways in which societies and individuals impact climate change as well as proposing and evaluating possible solutions. Students examine the interrelationship among the self, local and global communities in reference to climate change. (SOC)
- Students were required to complete a final research essay that summarizes and analyzes an issue of their choice related to the content/topics addressed in class. Then, students were required to evaluate solutions, including the impact on different people and institutions globally as well as locally. We study "socially-lived theorizing" so they must articulate their place (and responsibility) within the context of these issues. (WGS)
- Students are asked WEEKLY to apply knowledge to contemporary contexts. (WGS)
- Students examine the development of the journal mission statement and ethical framework for publication decisions. In addition to mission statement drafting assignment, each student submitted reflective writing on this process, including personal values and how those values impacted their contributions to the mission statement and their individual approach to editing and publication decisions, and analysis of the power of local publications to connect with broader world movements. (WR)
- The team had the opportunity to solve a complex problem related to free speech and self-expression when a poem confronting the situation in Palestine received enough points in blind judging to be published. Each student researched and read before deciding how to move forward with publication. We invited a guest speaker, Lisa AbuAssaly George, to class to help students better understand the current situation in Palestine. After research and consideration, each student voted on publication. (WR)
- The final essay assignment is a research paper on ways an ordinary person can help improve problem of plastic waste in the world. (WR)
- Students read and analyzed Peter Singer's Essay "Famine Affluence and Morality" which discusses global water shortage and famine (WR)
- Students hear from professionals in a variety of fields, including science, engineering, business, and nutrition, and gain an understanding of these and their own roles in the community. There is also an emphasis on ethics in technical writing. (WR)

## Resources, Assignment, Assessment and Activity Ideas Specific to Dimensions

### Understanding Global Systems and Applying Knowledge to Contemporary Global Contexts

#### Instruction Ideas

- Incorporate real world/global examples
- Create assignments where students compare/contrast using community/social examples
- Incorporate global themes to assignments
- Provide global views to different themes, i.e. studying the idea of community from a global perspective
- Identify/discuss cultural origin of knowledge

#### Activities

- Encouraging students to participate/volunteer in more community events
- Incorporate trips where students can actually see effects of the natural world on the community (i.e. volcanoes) and the effects of the community on the natural world

#### Institutional

- Current Events as a Gen. Ed. Course

#### Resources

- [Teaching Sustainability](#)
- [Using Art to Teach Environmental Responsibility](#)
- [Teaching about Teaching Sustainability](#)
- [Environmental Education Activities for Teacher Educators: A Sampling from Wisconsin](#)
- [What is Service Learning or Community Engagement?](#)
- [Eportfolios and internationalization: Meeting the Needs of the Emergent Global Learner](#)

#### Resources from Association of American Colleges & Universities

- [Models of Global Learning](#) (eBook can be downloaded for free)
- [AACU Office of Global Citizenship for Campus, Community and Careers](#)