CT2 Faculty Institute

Sustainability Leadership CU2010

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Critical Thinking Assignment Examples

- **Discussion Leadership**
- **Create Your Own Exam**

- Description of the assignments
- Student samples
Discussion Leadership Assignment

• Teams of students will meet with instructor to discuss ideas. Then they will create student learning outcomes and design a class for their classmates.

• Team submits plan a week prior to class (50 Points)

• This plan must include:
  
  Student learning objectives

  A proposed structure for the class (including estimated times for each activity)

  Any questions and concerns

  Plans for rehearsing the presentation

  Descriptions of why class will warrant high scores on the grading rubric

  A completed canvas page template
Class Discussion Leadership Session: **100 points**

With the assistance of an approved contributor, a group of 3-5 students lead a class discussion on a sustainability topic of their choosing. The discussion will actively engage their classmates and include activities that require their peers to utilize their critical thinking skills.

The class should conform to the 75-minute structure of the class. The expectation is not to prepare a slide presentation. In fact, no more than 15 slides may be used. The goal is for students to design a meaningful learning experience that is targeted to their audience. It may include discussion, activities, site visits, quizzes, games, assignments, reading, etc.
Reflection Due within One week: **50 Points**

Students provide a critical reflection on the assignment. It must include what they learned in the process, what went well, and what could have improved.

This is also their opportunity to provide candid feedback on their team members.
I was able to learn a lot from this experience, both as an educational experience as well as a self-reflective experience. I learned a lot about how watershed restoration occurs, what proper waterways should look like from vegetation to animal life, ways to take care of invasive species, and how to get involved in such sustainability activities at Clemson. I also learned a number of things that went beyond just factual knowledge. I learned that a project on paper, however pure in intention, does not always translate to success in real world application. As an architecture student, I found this to be a very valuable lesson. I also learned that developing creative solutions to problems, such as using goats to curb invasive species growth, can provide a sustainable solution that is actually simpler than previously used methods.
There are numerous things that I have learned from this experience. To begin with, I learned what strengths I have which help me work better with group work situations. By taking the Kolbe A Index exam, I was able to learn, not only how I succeed in group work, but I also learned how to better acknowledge other student’s strengths with group projects. Each member of the group worked to their own strengths and to complete the project in an efficient and effective manner.
The project as a whole was successful and a great way to get the class out of the classroom and learn about the sustainable practices within the Clemson area. The project was a great way to learn how to successfully work in groups, as well as lead and orchestrate a class lesson plan. I highly enjoyed working on the project and getting to know other members of the class through working on this project.
I think the biggest strength of our Discussion Leadership, however, was the emotional appeal. The information was tremendous and singular in its value, but I think that the ethos of the tour is a showcase of what really drives sustainability. Being able to walk around the Gardens, learn the history and the work that goes into it, and to learn about the meanings of all the different exhibits is invaluable.
Create Your Own Exam Assignment

This written assignment has three parts: you create of the questions, you answer the questions, and then you grade yourself on how well the exam captures what you know about sustainability. You should develop exam questions you believe illuminate what we have learned in this course this semester, and then answer the questions to the best of your ability. Be sure the questions evoke critical thinking about the topic and challenge your own thinking. The final product should be an accurate reflection of your learning process throughout this semester. Part of the exercise is for you to determine how many questions and what type of questions will be on your exam. Will you use short answer questions? Essay questions? True/false? Will your exam consist of a concept map for sustainability or an illustration or will you develop a new syllabus for a sustainability course? These are all possibilities, you have to to decide what will work best for you to capture what you've learned.
Create Your Own Exam Sample Questions

The world we live in today runs on the internet, and the availability of it extends to all corners of the globe due to extremely affordable electronics. How could the proliferation of internet access in developing countries be used to improve the quality of life for people living there? (Think healthcare, education, employment.)

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During this course, we have discussed many of the sustainability related issues that face the world today and in the future. We have also discussed some of the potential solutions for several of these issues. Pick three topics we have discussed in class, define them, and list and briefly discuss 2 potential strategies to alleviate them. Give a description and discuss pros and cons to each solution you mention. Potential topics include but are not limited to: climate change, high poverty, limited fossil fuels, food shortages, overpopulation, and stream health.
leadership: translating vision into reality

at the start of the semester, during a class activity, we have discussed the many attributes of a successful leader. Over the course of this class, you have had the opportunity to showcase these qualities during your group presentations as well as by being agents of change within our Clemson community.

reflect

In one or two paragraphs, describe the qualities necessary for leadership, elaborate on which qualities you have improved and/or would like to most improve on, and synthesize on how you have applied these skills within your community.