



# Sustainability Learning Outcomes



- David Orr:
  - “The sustainability crisis cannot be solved by the same kind of education that helped create the problems”
  - “It makes far better sense to reshape ourselves to fit a finite planet than to attempt to reshape the planet to fit our infinite wants”

# Learning Outcomes

- Reflect skills, knowledge, and attitudes of students upon the completion of a course, program, or credential
- Action Verb + Object/Content Area + Qualifying Phrase  
Indicating Conditions or Criteria

Action Verb	Object/Content Area	Qualifying Phrase
Evaluate	their environmental footprint	using the framework provided

# Learning Outcomes

- What do we want students to be able to do—related to sustainability—as a result of the programs from which they graduate?
- What evidence will we examine to determine if they have met these outcomes?
- For example, “By the end of this course/program/credential, students should be able to . . . (map, measure, articulate, analyze, etc.)”

# Areas of Competence (from Lozano et al)

- Systems thinking
- Interdisciplinary work
- Anticipatory thinking
- Justice, responsibility, & ethics
- Critical thinking & analysis
- Interpersonal relations & collaboration
- Empathy & change of perspective
- Communication and use of media
- Strategic action
- Personal involvement
- Assessment & evaluation
- Tolerance for ambiguity and uncertainty

# Activity #1

- In groups of 3, compose interdisciplinary, institutional-level learning outcomes about sustainability-related skills, knowledge, and attitudes that students should have when they graduate
- Consider how their achievement might be measured

# Activity #2

- Individually, compose potential course-level learning outcomes that could align with the institutional-level outcomes
- Consider how their achievement might be measured