

design, grading will be based on the content and depth/level of information represented in the assignment.

To conclude the 'wrapper' portion of the module (i.e., metacognition – awareness of learning that occurred through group interactions and activities), students complete a reflection to summarize what they learned about ethics and sustainability, themselves, their group members, and process of resolving conflicts and disagreements from completing this group assignment.

Assessment Strategy

Formative

Formative assessment will be used for the mini lecture on group work and managing conflict and disagreement about ethical issues (to align with LO1). Students will complete the survey/quiz (graded as either complete or incomplete) before the group assignment to activate thinking about best practices in working in groups. Exposure to the content in the mini lecture and the process of completing the survey/quiz will both serve as a learning activity and a means of assessing students thinking about group activities and interpersonal competence. In addition, each student independently reviews the group assignment description that provides context on case study and learning activities.

Summative

In groups, students are assessed on their concept map, infographic (or other visual and text depiction) of the chosen sustainability case study/challenge. The completed assignment should thoroughly depict ethical aspects of the sustainability challenge, as well as the benefits and harms of different solutions in different categories: people, land, and animals (to align with LO2 and LO3). Individually, students are assessed on their reflection of their participation in the group activity and ability to identify conflict and conflict resolution strategies in their group's interactions.

References

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