

Sustainability at



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Teaching and Learning (T&L) Activity **Submission** Framework¹

Requested format for **final, published** curriculum ideas for the Edmonds Community College Sustainability Initiative Website.

1) **Abstract:**

Title: Can I really make a Difference?

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Students who are learning technology for the first time are often oblivious to the problem of E-waste, regulations and laws regarding it, printing wastes, and steps they personally can take to conserve energy and materials. Through this integrated learning activity the student will gain a sense of the problem, how they can do their part to solve it and in doing so will come to see themselves as an important piece of the “world health” puzzle. As a side benefit they will learn how to use technology to gain increased understanding of sustainability issues and search other topics of personal interest using the world-wide-web.

2) **Introduction and Overview**

- a) Introductory information about context, rationale, and purpose for this activity. Context would include the type(s) of courses for which this activity would be appropriate.

This activity is appropriate for basic computer classes such as P.C. Basics 129, Computer Fundamentals 130 and Computer Keyboarding 100. It allows the student introduction to sustainability by viewing through video the problem of E-waste and gives the student opportunity to personally respond to the world problem by making small behavior changes. The student will come to understand the power they hold in solving world waste issues and feel empowered that they can make a difference.

- b) Timeframe: how much class-time, and/or how much of the course, this activity will require to carry out. Also, where you use this activity in the term: early, middle, late.

Two 50 minute class periods are needed to complete this activity. The learning segment should occur in the second or third week of the quarter. This gives students a chance to settle into the class, learn how to log on the computer and gain more confidence in their basic technical abilities. During the second and third week students are starting to print

¹ This submission framework is adapted from The Washington Center’s Curriculum for the Bioregion Initiative and from the book *Scientific Teaching* and Diane Ebert-May’s class “Pathways to Scientific Teaching” at Michigan State University.

assignments and building good conservation skills at this time starts them on a good path to sustainable living.

- c) The assignment: a brief description of the integrative assignment that includes both the “big idea” in your discipline and the sustainability “big idea;” also any skills or habits of mind you hope the activity will foster.

The big idea in sustainability is “Interconnectedness and Interdependence.” Students will see how they are interconnected to the college campus, the college campus is connected to the local community and the local community is connected to the U.S. and the U.S. is connected to the world. The big idea in business technology is E-waste: how to prevent it, minimize it when prevention is not possible, and understand local and federal laws regarding it. Supporting skills achieved through this learning segment is the ability to search the Internet for specific videos and sustainability information sites.

NOTE: Keep the number of the “big ideas” as low as possible to focus your activity and the student learning on the main, key ideas you want students to learn. Using only one idea in your discipline and one idea in sustainability is recommended.

3) The actual teaching-and-learning activities:

- a) a description of the set-up or preliminaries;

A computer lab is the ideal location. A projection system is necessary. A PowerPoint should be developed that moves beyond the text book concept of E-waste. A handout that can serve as a guide to the personal response paper should be developed that can be handed out to the students listing criteria and paper description. Rubrics should be developed and printed so students can see how the paper will be assessed.

- b) the main learning activities;

Students will view several video clips on E-waste and observe a PowerPoint that teaches them about the issue. Students will then search the internet for other short subject related video clips their group would like to share with the class.

- c) the assignment task.

Students will then complete a personal carbon footprint online. They will then write a personal response paper, summarizing what they learned from the video and PowerPoint and what specific actions they can take on a daily basis to do their part to make the world a better place.

4) **Optional Assessment elements** --- if not already described in (3), describe how you will assess student learning in this assignment. The students will be assessed through the personal response paper using the rubrics for scoring and feedback.

5) **Resources, if needed:** Community partners, websites, written material, videos/film, etc. Limit these to resources that support or extend this activity, not resources related to your entire course.

Video search engines such as:

YouTube.com

Google.com

6) **Optional Teacher notes:** Any reflections or cautions, or special suggestions or observations related to the student learning you have observed.

One danger in approaching sustainability with students is overcoming the mental attitude “I know it all”, “this is not necessary to learn”, or this is “political propaganda from the Democratic Party”. So when picking video clips focus on ones that are non-political and graphically demonstrate the problem. An example: a visual of e-waste being processed in a dump. A picture is worth a thousand words in overcoming preconceived ideas and attitudes.