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| C:\Users\bjaco\AppData\Local\Microsoft\Windows\INetCache\Content.Word\SLS-Teaching-Toolkit-Logo_Stacked-Initials.jpg | Getting to Know Our Georgia Tech Through Journaling |
| **Discipline:** All | **Type:** Take-home assignment/project; in-class exercise | **Time Commitment:** 45-60 mins | **Category:** GT1000, Sustainability in Atlanta  |
| **Big Ideas:** [Civic Design](https://serve-learn-sustain.gatech.edu/big-idea/civic-design); [Sustainable Urban Development](https://serve-learn-sustain.gatech.edu/big-idea/sustainable-urban-development); [GT as Living Lab](https://serve-learn-sustain.gatech.edu/big-idea/gt-living-lab); [GT as Anchor Institution](https://serve-learn-sustain.gatech.edu/big-idea/gt-anchor-institution); [Equity and Climate](https://serve-learn-sustain.gatech.edu/big-idea/equity-and-climate) |
| **OVERVIEW:**This journaling tool, based on a lesson created by Yelena Rivera-Vale and Kristina Chatfield, introduces first year students to Georgia Tech’s efforts to create a sustainable campus community. Touring sites on campus, documenting the tour experience through journaling and photography, and considering the ways that sustainable design can impact the environment, equity, and economy will teach students about how effective sustainable design impacts both Georgia Tech and the wider Atlanta community. |
| **INSTRUCTIONS:** 1. Place students in small groups and assign each group a section of the Georgia Tech campus. Mark the building they are responsible for.
2. Students should review the “[Sustainability Tour Pocket Guide](http://www.sustain.gatech.edu/sites/default/files/documents/sustainability_tour_pocketguide.pdf)” map before setting out on their observations. Ask student to mark the building they are responsible for on their pocket guides.
3. Ask students to complete a journal, logging descriptions about a) the people they met/observed using the locations they visited; b) how they see the assigned area as creating an impact on the community using the three E’s (Environment, Equity, and Economy) and c) their personal responses to the sustainable campus development sites they encountered.
4. Encourage students to take “selfies” to further document their trip.
5. Students should submit their journal log and “selfies” to Canvas. You may choose to accept individual submissions or submissions from the small group. (If you choose the small group option, remind students that their group should gather all logs and selfies and have one team member upload on behalf of their group.

Students should plan on a 5-minute PowerPoint presentation with their teams. Presentations will share highlights of what they saw, observed in their journals, and learned. “Selfies” from the visit can be included. |
| **SLS STUDENT LEARNING OUTCOMES & ASSESSMENT:**The Serve-Learn-Sustain toolkit teaching tools are designed to help students achieve not only SLS student learning outcomes (SLOs), but the unique learning outcomes for your own courses. Reflection, concept maps, rubrics, and other assessment methods are shown to improve student learning. For resources on how to assess your students’ work, please review our [Assessment Tools](http://serve-learn-sustain.gatech.edu/tool-category/assessment). **This tool achieves SLO 1. It also achieves GT1000 SLOS 2 & 5. See the end of this tool for details.** |

**Want Help?**

Kris Chatfield is the contact for this tool. You can reach her at kristina.chatfield@gatech.edu

# Journal Log

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| GT 1000Student NameGroup Name |
| Date | Time | Description |
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### Journaling Tips

### Include details about (1) the people you met and worked with or observed using the locations you visited; how you see your area as creating an impact on the community using the three E’s (Environment, Equity, and Economy); and 3) your response to the sustainable campus designs you encountered.

### Be creative and be thorough in the detailed descriptions you provide. Remember to add your name and the name of your group.

SLS Student Learning Outcomes

1. Identify relationships among ecological, social, and economic systems.
2. Demonstrate skills needed to work effectively in different types of communities.
3. Evaluate how decisions impact the sustainability of communities.
4. Describe how to use their discipline to make communities more sustainable.\*

\* *Note:* SLO 4 is intended to be used by upper division, project-based courses such as Capstone.

GT1000 Curriculum and Learning Outcomes

**University Culture**

1. Manage the university environment in ways that support academic and personal success and involvement at Georgia Tech.
2. Develop a sense for what it means to learn at Georgia Tech and create a list of resources to support that learning process.

**Academic Success and Time Management**

1. Create a time management plan and begin the process of implementing effective time management skills.
2. Develop a personal study strategy based on strengths identified in a self-regulated learning survey.

**Communication and Relational Skills**

1. Write reflectively on topics related to college major and first year college experience.
2. Participate as an effective member of a team to produce and deliver a high-quality, professional presentation on a topic of value to the class.

**Major/Career Research**

1. Describe the required skills, daily activities, current and future state (growth potential), and salary potential of the major/career selected.

**Career Development Skills**

1. Prepare a resume applicable to internships, co-ops, study abroad programs or leadership positions (as appropriate).

**Leadership/Involvement at Tech**

1. Identify organizations and activities for possible involvement that reflect personal, academic, and career goals and interests.