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| C:\Users\bjaco\AppData\Local\Microsoft\Windows\INetCache\Content.Word\SLS-Teaching-Toolkit-Logo_Stacked-Initials.jpg | The Georgia Tech Sustainability Timeline: A Guided Conversation | | |
| **Discipline:** All | **Type:** Take-home assignment; in-class activity | **Time Commitment:** 45 minutes – 1 hour | **Category:** Intro to SLS and Creating Sustainable Communities; GT1000; Sustainability in Atlanta |
| **Big Ideas:** [Collaborative Problem Solving](file:///\\CSLS.nas.gatech.edu\CSLS\Staff\Toolkit\1.%20Intro%20to%20SLS%20and%20Creating%20Sustainable%20Communities\Published%20Tools\Sustainability%20Timeline\serve-learn-sustain.gatech.edu\big-idea\collaborative-problem-solving); [Systems Thinking](http://serve-learn-sustain.gatech.edu/big-idea/systems-thinking) | | | |
| **OVERVIEW:**  [The Georgia Tech Sustainability Timeline](http://www.sustain.gatech.edu/our-history) offers a detailed portrait of the university's commitment to sustainability, from humble beginnings to its introduction of major initiatives like Serve-Learn-Sustain. This tool pairs the Timeline with a Guided Discussion strategy known as ORID (Observe, Reflect, Interpret, Decide). Using ORID, you will generate productive conversations about the University's past, present, and future as a leader of sustainability.  You can use the ORID framework to guide almost any conversation, in the classroom or the workplace. Read more about it [here.](http://serve-learn-sustain.gatech.edu/sites/default/files/documents/Toolkit-Docs/oridguidedconversationsguidelines.pdf" \t "_blank)  This tool was contributed by Bethany Jacobs and Delaney Rickles. | | | |
| **INSTRUCTIONS:**   1. Ask your students to spend 15-20 minutes exploring [The Georgia Tech Sustainability Timeline](http://www.sustain.gatech.edu/our-history), as individuals or in pairs. They can do this in class or ahead of time as homework. 2. You can give them the worksheet below, or simply use it to guide the proceeding conversation.   While you may find it useful for students to write some of their answers, remember that ORID is a conversation tool, and works best in open discussion. | | | |
| **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. See the end of this tool for further details. It also achieves GT1000 SLO 9. See the end of this tool for further details.** | | | |

**Want Help?**

Jennifer Hirsch is the contact for this tool. You can reach her at [jennifer.hirsch@gatech.edu](mailto:ellen.zegura@gatech.edu)

The Sustainability Timeline

[The Georgia Tech Sustainability Timeline](http://www.sustain.gatech.edu/our-history) offers a detailed portrait of the university's commitment to sustainability, from humble beginnings to its introduction of major initiatives like Serve-Learn-Sustain. This tool pairs the Timeline with a Guided Discussion strategy known as ORID (Observe, Reflect, Interpret, Decide). Using ORID, you will generate productive conversation about the University's past, present, and future as a leader of sustainability.

1. Follow the link above to the Timeline.
2. Read the introduction to the Timeline.
3. Spend 15-20 minutes reading through the entries. There are a lot of them, so feel free to jump around, or read them chronologically.
4. Answer the four sets of questions below in order, preferably in a discussion format.

Focused Discussion

**I. Observe**

Answer the following questions either in writing or group discussion:

1. What images did you see in the Timeline that stuck with you?
2. What phrases or terminology did you notice?
3. Overall, what caught your attention?

**II. Reflect**

Answer the following questions either in writing or group discussion:

1. Did any of the Timeline entries remind you of something?
2. What do you think you'll remember about the Timeline?
3. Where were the high points or low points?
4. What emotions did you feel while studying the Timeline? What made you happy? Sad? Frustrated?
5. Where did you experience confusion?

**III. Interpret**

Answer the following questions either in writing or group discussion:

1. What more could the university do to promote sustainability?
2. Where are there new opportunities for sustainability?
3. According to this Timeline, what patterns of sustainability practice are emerging at Georgia Tech?
4. What difference does the University's sustainability practice make?

**IV. Decide**

Answer the following questions either in writing or group discussion:

1. What have you gained from this conversation/activity?
2. How will you use what you've learned?
3. Where do we go from here?
4. What are the next steps?

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.