| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | Assessment Activity/Artifact:  Virtual meetings with students and professors in other countries (Great Britain, Mexico, and Brazil) to discuss topics over the semester, including: soil types, methods of germ plasm preservation, plant defenses, and plant diversity and conservation.  Students will plan questions for discussion to be shared with international colleagues prior to virtual session. Afterwards, they will write a reflection on similarities and differences in challenges faced by plants and ecologists in these different parts of the world.  Prior to connecting virtually, students will prepare information on the diversity of several plant families in Florida. We will compare numbers with international colleagues, then share information about the most important and interesting ones, including those used by humans.    Evaluation Process:  The instructors will evaluate the questions composed: two thoughtful questions written and shared for full credit (more will be better).  We will also evaluate online journal entries on each international interactive session, with at least two similarities and one difference. These will also be peer-reviewed by other students (each student will review two others, or others in their group).  Minimum Criteria for Success:  Accurate plant family preparation: 20%  Effective questions proposed: 40%  Journal entries: 30%  Peer reviews: 10% | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to recognize that plants and their habitats in other countries face some similar, and some different threats. These threats may be natural and gradual, but most are the result of human activities. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. | Assessment Activity/Artifact: How human beings have collected certain plant species to extinction.  Students will investigate a plant (Florida or USA native) species of current concern, and the reasons for its rarity. We will learn about rare plants in other parts of the Americas and look at ways different states and countries have dealt with the problem.  One example: Compare and contrast the harvest of wild orchids and ferns from natural areas in Florida with the use of cycad leaves for floral arrangements and spiritual structure construction in Mexico. Consider the impacts of bans on harvesting vs. cultivation and ex situ propagation on the natural populations and species survival.  Students will share information on the course discussion board and in class. We will share our findings with students in the other countries, and all students will write reflective journal entries after class discussion and communication with international colleagues.  Evaluation Process: Instructors will grade students on participation in each phase of this activity, as follows:  Identification of rare US species and investigation as to reasons for its rarity; what measures are needed/ have been taken for its protection; any cultural or other considerations.  Minimum Criteria for Success:  Collection and presentation of info: 40%  Participation in discussion in class: 20%  And with international colleagues: 20%  Journal entries: 20% | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will consider various means to protect plants and the costs and benefits of the various solutions. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | **Assessment Method**  Assessment Activity/Artifact:  In groups, students will examine the history and role of one of a selected group of conservation organizations whose activities protect plants and habitats.  Groups will present to the class, and each student will reflect in online journal which of the organizations are most likely to be effective, and which they would consider joining and/or participating in activities of the organization.  We will record and share these group presentations with international colleagues by posting them on course web sites, and vice-versa. All students will reflect on the presentations by their international colleagues.  Example:  The Florida Native Plant society raises awareness of native plants, has monthly meetings at Pinecrest Gardens, field trips, and work days e.g. at Everglades National Park where they have landscaped the visitor center. Students might participate in one or more of these activities.  Evaluation Process: The instructors and all class members will evaluate the presentations according to a rubric. The students will also write journal entries reflecting on the content of presentations of each group and their overall feelings about them.  After sharing, students will write a reflection on how the international organizations compare with those in the US.  Minimum Criteria for Success:  Group presentation on conservation organization: 50%  Peer evaluations of FIU student presentations: 10%  Journal entries about FIU student presentations: 20%  Journal entries about international student presentations: 20%.  Journal entry evidence of some thought put into comparing the groups. Exceeding criteria would be actually joining or being a member, and/or participating in an activity to improve habitats and conserve or protect plants! (extra credit given for these activities, up to a limit) | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will become aware of projects around the world investigating the important role that plants play in regulating the global climate, projects and organizations that conserve habitats and the biodiversity contained within, and become personally involved in one or more of these as a member or contributor of ideas and other resources. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |