Complete this worksheet after you have modified your course, delivered it, and assessed it. Attach a syllabus/course outline, Activity Sheets for new activities, summary of your assessment, and essential copies of teaching materials to help the mentor team evaluate your achievement of workshop goals.

Course Name: Business Spanish 3510

Instructor Name: Isabel Dulfano

List learning goals for your course, lesson, or activity that highlight new sustainability elements.

Students will learn how to articulate in their final project, country development goals in relation to preserving and revitalizing culture, sustainable environmental practices, equitable long term economic growth, and alternative concepts of human well-being.

Students will learn about the various global indicators and organizations involved in assessing ranking, and monitoring country specific sustainable cultural practice; country-specific sustainable health, human and food security policy and measures of well-being; country-specific governance and corruption, transparency, and equity.

Students will possess a deeper and more complex understanding of sustainability, and its application to international business practices.

Develop communication skills-verbal, written and electronic in Spanish- enabling the integration of sustainable business practices.

Explain the new sustainability element(s) you incorporated into your course and how they related to the learning goals above (at course, lesson, or activity level). Describe how you see these elements relating to sustainability.

Several of the components of the final country assessment project require students to incorporate definitions and measures from various agencies or NGOs that rank country effectiveness in sustainability areas along a spectrum: Millenium Development Goals, Sustainable Tourism Goals, Intangible Heritage Preservation, transparency, corruption. In examining and taking into
account these supplemental resources, we broaden the discussion on business and measures of “development” beyond economic GDP metrics etc. The students come to know and compare cultural traditions and values increasing intercultural competency with regard to how development or well-being is defined in the non-Western world. They learn about sustainable practices inscribed in Epistemologies of the South that are experiencing a recuperation and revitalization around the globe. These alternative epistemologies are involved in framing the questions and solutions in new ways to advance locally-informed global responses.

What motivated you to change your course?
I needed a structure to articulate some of the ideas I had been grappling with in my research, and the Wasatch Experience brought a concrete meaningful and effective framework for implementing this perspective into the curriculum.
Complete one Activity Sheet for each activity you developed that incorporates sustainability into your course.

Activity Name: Country data

Instructor Name: Isabel Dulfano

State the activity learning goal(s).

Become familiar and utilize the data available on sustainable tourism, human development indicators, Millenium Development Goal indicators in relation to the data collection on your country (education, health and food security, etc).

Summarize activity.

The students are given a list of 35 different data points to collect ranging from for instance: GDP per capita, infrastructure measured by paved roads, telephon lines and internet usage (# and fiber optic etc); Human development index for country in various topics; natural resources (location and extraction material); tourism and sustainable tourism metrics. These include as noted above the sustainability areas including tourism (#, location, type of activity); natural resource management and control (location and production/extraction levels or quantities); Human development Index ranking; transparency international.

At what point in your course is this activity delivered?

At the beginning of the course. It is part of a large country analysis project. By including these points on the data sheet, it helps them think about the sustainability and viability of the revenue streams the country is pursuing in relation to global issues.

Provide teaching tips to help other instructors implement your activity in their courses.

If you can include resources and data sources that measure or rank sustainability in relation to the topic of your class, it starts to normalize the idea that sustainability is an integral part of, in this case, international business.

Describe your assessment strategy and instruments for student learning and attitudes. Attach grading rubric and/or assessment instruments.
This assignment is graded based on the student finding the data requested. If they do not provide the data, they cannot move forward to the analysis. It is an assignment worth 10% of the final big group project on sustainable business development in a Latin American country.

How effective was the activity? What are your ideas for improvement in the future?
I have been doing this for a few semesters without the explicit sustainability indicators on the list, and slowly, the sustainability metrics are starting to take shape in the student’s minds. I say this, because I just wrote a letter of recommendation for one of the students from the class, who was the leader of his group on a research project about Bolivia. He studied the natural gas and hydro project markets. One of the key findings involved the environmental impact of pursuing these natural resource revenue streams long term. In his presentation with the group, he focused one part on only sustainability (even though I was not required). After discussion he noted it was because the metric actually resonated with his personal commitment to environmental green projects.