**Directions for getting input from students**

We hope to make this as easy for you as possible, while still getting plenty of input from students. Here’s what we are looking for:

1. Download this document (presumably you’ve already done this if you are reading it) from <http://serc.carleton.edu/integrate/participate/student_input.html>
2. Bring a group or groups of students together however you can. You can take a few minutes of class time, go to a club meeting, sit down with students at lunch, or whatever works best for you. Keep in mind that we are looking for input from diverse students: students in all majors, undergraduate and graduate, geoscience and non-geoscience.
3. Record some demographic data about who is in your group. We don’t need names or email addresses, but we’re interested in the number of students, their majors or disciplines, and what kind of degree program they are in. The demographic questions are listed below.
4. Give a brief overview of InTeGrate. If you are in a classroom, feel free to show the website. But that’s not necessary – we’ve written out a brief introduction that you can give to get the conversation going.
5. Ask the questions we’ve outlined and take notes on what you hear. We’ve separated these according to discipline: geoscience students and non-geoscience students. We realize that you might be talking to a mixed group, and that’s fine – you can pull questions from both sets as you go.
6. You can take notes directly in the word document, or take them by hand and summarize them in the word document later. You might consider asking one of the students or a colleague to take notes while you lead the conversation, since it can be hard to do both at the same time.
7. Upload their input and the demographic data you collected to the website: <http://serc.carleton.edu/integrate/participate/stu_input_upload.html> Feel free to upload additional documentation, such as photographs or graphics, that supplement their input.

If you have any questions or concerns, feel free to contact Grace Goldberg ([gracey4@gmail.com](mailto:gracey4@gmail.com)), the student representative on InTeGrate’s advisory board, or Anne Egger ([eggera@cwu.edu](mailto:eggera@cwu.edu)), a member of the InTeGrate leadership team.

**Introduction to InTeGrate**

By the time you send your children to college, there will be more than eight billion people on Earth. Our climate will be punctuated by extreme weather events. One or more major metropolitan areas may have experienced a devastating earthquake or volcanic eruption. Energy resources will be strained and more expensive. This future world requires both an Earth literate public and a workforce that can bring geoscience to bear on tough societal issues. Developing widespread Earth literacy amongst undergraduates and building this workforce that can help achieve a sustainable future are the objectives of the InTeGrate project.

One of our primary means to develop Earth literacy and motivate sustainable behaviors is through implementing new materials in a variety of undergraduate classrooms, from introductory geoscience to engineering, English, and sociology. We have a broad range of materials in development and testing now, all of which are designed use what we know about how people learn to engage students in the kind of interdisciplinary problem solving that is inherent in the grand challenges involving Earth and society. We are about halfway through our project, and we want to get broad input about what materials we should focus on in the second half of the project. We are asking you, our students, to tell us more about what you find compelling about these grand challenges, what kind of skills and knowledge you feel you need for that future world. Your input will help us shape our call for proposals for additional materials.

**Demographic data to record**

Please keep track of the following information, which you will be asked when you upload the responses to questions.

Number of undergraduate geoscience majors: \_\_\_\_\_\_\_\_\_\_\_\_\_

Number of undergraduate non-geoscience majors: \_\_\_\_\_\_\_\_\_

Number of graduate students in geoscience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of graduate students in other disciplines: \_\_\_\_\_\_\_\_\_\_

Number of recent graduates/alums from geoscience: \_\_\_\_\_\_\_

Number of recent grads/alums from other disciplines: \_\_\_\_\_\_\_

What disciplines are represented in your group?

How did you recruit students to this conversation?

**For geoscientists**

*The following questions are directed towards getting input from* ***current geoscience students*** *(undergraduate and graduate) and recent graduates:*

What attracted you to the field of geosciences? What attracts you to issues of sustainability?

What are the experiences you've had in your college-level courses that have had the greatest impact on your learning?

If it were your job to recruit someone from every major into an introductory geoscience course, from math majors to artists, what would you tell them? (What makes geosciences important and accessible to a wide range of students?)

How do we best integrate geoscience knowledge into the foundational undergraduate curriculum? Into courses for non-scientists?

What knowledge and skills do you think you will need to be an informed member of the workforce & to tackle interdisciplinary issues in your career?

How can we best ensure that graduates are prepared to approach issues of sustainability from an informed scientific perspective?

Any other comments?

**For non-geoscientists**

*The following questions are directed towards getting input from current students (undergraduate and graduate) and recent graduates in disciplines* ***other than the geosciences****:*

What attracted you to your field? What attracts you to issues of sustainability?

What are the experiences you've had in your college-level courses that have had the greatest impact on your learning?

What experiences have you had that have helped you to think across disciplines and address interdisciplinary problems?

How do we best integrate learning about Earth and interdisciplinary environmental problem solving into the foundational undergraduate curriculum? Into courses in your major, in particular?

What knowledge and skills are important for all college graduates to be able to be an informed member of the workforce when it comes to issues of sustainability?

Given the personal and societal challenges that students will face in the future, what knowledge and skills from the geosciences are important for all college graduates? What experiences will help prepare graduates to make informed decisions?

Any other comments?