**Research Question**

How does students' ethical comprehension and reasoning change -- in both content and perspective -- as a result of intensive writing and an orientation toward future sustainability through ethical problem-solving?

**Preliminary Results**

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>%Superficial</td>
<td>33</td>
<td>25</td>
<td>9</td>
</tr>
<tr>
<td>%Objective</td>
<td>67</td>
<td>75</td>
<td>91</td>
</tr>
<tr>
<td>%Invested</td>
<td>0</td>
<td>18</td>
<td>27</td>
</tr>
</tbody>
</table>

Since data was accumulated over the course of the 2013 Winter Term, data is still being analyzed. A preliminary analysis of data shows a movement from Superficial to Objective understanding of an environmental issue, as well as a slight trend toward a more invested educational outcome.

**Further Investigation/Unintended Consequences**

- Class size was 15-17% higher than in any of the previous three years. It is unclear whether this is an anomaly or is related to student need to complete ULWR requirements;
- The percentage of second semester seniors taking the course was higher than in two of the previous three years and may have affected writing outcomes;
- The number of students taking the course Pass/Fail increased significantly;
- The effect of assignment specifics and instructions on outcome classification should be assessed.

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1Adapted from Meena M. Balgopal, Alison M. Wallace & Steven Dahlberg (2012): Writing to learn ecology: a study of three populations of college students, Environmental Education Research, 18:1, 67-90.


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