

## SESSION DESCRIPTION

ID: E1

### Ecosystem services in the classroom: reflections on learning assessments

#### Hosts:

	Name	Organisation	E-mail
Host (s):	Alexander van Oudenhoven	Leiden University	<a href="mailto:a.p.e.van.oudenhoven@cml.leidenuniv.nl">a.p.e.van.oudenhoven@cml.leidenuniv.nl</a>
Co-host(s):	Louise Willemen	University of Twente	<a href="mailto:l.l.willemen@utwente.nl">l.l.willemen@utwente.nl</a>
Other organiser(s):	Marija Bockarjova	University of Twente	<a href="mailto:m.bockarjova@utwente.nl">m.bockarjova@utwente.nl</a>
	Nina Schwarz	University of Twente	<a href="mailto:n.schwarz@utwente.nl">n.schwarz@utwente.nl</a>

#### Abstract:

The ecosystem services concept is taught all over the world, in many different higher education programmes. We learnt this during a very successful exchange as part of the 2024 ESP EU conference. But how do we assess the students' knowledge and understanding of the concept and its various aspects?

Collectively, we teach about ecosystem services in the context of biodiversity conservation, environmental economics, governance, spatial planning, ethics and many other fields. But what does this mean for the assessments we use? Which aspects of ES are highlighted in our assessments? Do we assess students' ability to formulate viewpoints, or is certain basic knowledge considered crucial to be understood by them? What is the role of AI in this? As a student, what do you want to be assessed for?

In this session, we will learn more about examples of assignments and assessments in higher education. These could be, but are not limited to, examples from dedicated assignments that put ES central, or applied case studies, practicals and essays. In addition, we are interested in if and how multiple assessments are combined within a course, to explore the strength of having various forms of assessments.

To clarify, with assessment we refer to the more systematic process of determining what students know and understand. Hence, this goes beyond 'just' testing, but also involves formulating adequate learning goals and assessing the students' progress towards achieving them, in a summative and formative way.

#### Goals and objectives of the session:

We hope that participants and presenters will be inspired by a wide range of examples of assessing students' learning, and reflections thereof. By combining presentations with open conversations, we facilitate contributions from all.

#### Planned output / Deliverables:

During the session (and conference), we will also make an inventory of 'essential readings' - our community's favourite literature, and the reasons why.

#### Session format:

Open session with short presentations (speed talks), demonstrations of assessments, followed by a round table discussion / world cafe.

**Voluntary contributions accepted:**

Yes, I allow any abstract to be submitted to my session for review.

**Related to ESP Working Group:**

Other