

Active Learning Stage	Active Learning Application
Concrete Experience	Students first complete two online modules: (1) consumer motivation and values and (2) psychographics/lifestyle segmentation. The first online session includes a chapter reading assignment, supplemental reading assignments about LOHAS consumers (Lifestyles of Health and Sustainability), and related video viewing assignments. The second online assignment includes a chapter reading assignment, supplemental reading assignments about ecotourism, and related video viewing assignments on ecotourism. Each online assignment culminates with a short blog assessment about conscientious/sustainable consumption values and the psychographics of LOHAS consumers, respectively.
Reflective Observation	After completing the online modules; students participate in two separate face-to-face class sessions that include short review discussions of conscientious (sustainable) consumer behavior and psychographics, respectively.
Abstract Conceptualization	After each respective short review, students break up into small groups of 5-6 students each to complete active learning exercises that require a closer look at conscientious consumption (carbon footprint) and psychographics (Eco tourists), respectively. These active learning exercises typically result in high engagement and lively discussions that effectively “prime” the students for the major class project—the neighborhood ring study of sustainable consumption.
Active Experimentation	<p>Student groups of 5-6 students each are assigned the task of completing a neighborhood ring study with a focus upon sustainable consumer behavior. The steps below summarize the project tasks and activities:</p> <ul style="list-style-type: none"> ● Starting with a zip code list provided by the professor, student groups select a zip code within a 20-mile radius of the campus. ● Student groups must first visit the zip code and make a visual assessment of the neighborhood. ● After the initial site visit, student groups select a category of sustainable consumption to explore and document more closely (e.g., public transportation, alternative energy, water conservation, sustainable clothing, food consumption, etc.) ● Students conduct in-depth scholarly research on their approved, selected sustainable consumption category to gain a deeper understanding of the issues related to this topic. ● Using Simply Analytics geographic information mapping software, students conduct demographic and psychographic research on the zip code to gain a deeper understanding of the residents and their sustainable consumption patterns. ● Students also conduct several zip code/neighborhood site visits to visually document the neighborhood and their sustainable consumption category. ● After completing a 10-page research report on the history, demographics, psychographics, and sustainable consumption patterns of the zip code/neighborhood, students document their results in a 7-10 minute YouTube video that is shared with and evaluated by their fellow students.
Note: The four stages of active learning are adapted from Kolb, D. A. (1984), <i>Experiential Learning</i> , Prentice Hall: Englewood Cliffs, NJ.	