

End-of-Program Review 2006-07  
Compelling Intellectual Experiences and Successful Pedagogical Practices  
Environmental Studies Programs

Program Name	Faculty	For purposes of helping faculty reflect on the range of teaching practices and experiences at the college, please identify the most compelling intellectual experience(s) in your program or the most successful or innovative pedagogical practice in your program.
Energy Matters	Cheri Lucas-Jennings, John Perkins	Most compelling was that we started them out and kept trying to bring students back to basic conservation measures (using less) as a reflection of long-held traditional practices. This was an exceedingly difficult exercise in critical thought. Most innovative pedagogically were small scale, individual and group research designed to be part of the curriculum and as presentation before legislators at end quarter, to become viable policy.
Field Ornithology	Alison Styring	As a new faculty, I am still developing my voice and methods for teaching here, but my strongest practice is experiential learning. By the end of the quarter, I will have spent an average of 24 hours per week with my students in the field, and the students have spent on average an additional 10 or so hours per week working on field projects or doing hands-on workshops in specimen preparation etc. There is some depth of knowledge that comes from this type of learning that makes their understanding of the other components of the program more concrete.
Fungal Kingdom: Lichens and Mushrooms, Nature's Recyclers	Paul Przybylowicz, Steve Trudell	Forest ecology from a fungal perspective.
Introduction to Environmental Studies: Water, Energy, and Forest Ecosystems	Rob Cole, Dylan Fischer	Weekly field work on campus linked the ecological theory taught in lectures and workshops. A four-day field trip to H.J. Andrews Experimental Forest in Oregon illustrated a number of current forest and water research practices that were similar to, and expanded upon, the field work we did on this campus.
Living in Extreme Environments	Carri LeRoy, Peter Impara	We had students plan the bulk of our 8-day field trip to Death Valley. We learned how to step back and relinquish control so that students could develop their leadership skills. This was challenging, but also very rewarding.

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Nature of Natural History	Frederica Bowcutt, Alison Styring	The use of monographs in the nature journals and extensive field trips on and off campus
Nuisance to Negligence: Environmental Law	Cheri Lucas Jennings	Students' individual research projects where they learned how to go out and interview to add to their information base as well as sorting through a variety of texts to find information supporting or refuting the plethora of on-line contemporary news sources that have become their dominant info source - and reporting this research to other class members (through power point and pod casting) really assisted students in developing their writing skills with the particular addition of specific information demanded in this combo of scientific writing and legal case analysis. The development of both writing (presentation) and especially critical analytic skills was prime.
Practice of Sustainable Agriculture	Galilee Carlisle	Using workshops, breaking into small groups with assignments, coming back together, format for "hands-on" learning of various key concepts and skills was most valuable, as it allowed me to do a lot of prep ahead of time and then step back and watch/hear them work things through-giving me the real indications of what they were and were not understanding/using.
Sustainable Futures: Moving Into the Post-Petroleum Age	Rob Cole	[From an interview] Perhaps the most important aspect of this program was the students' increased awareness of self, particularly their own consumption/waste habits, but also their ability to draw their own conclusions regarding issues of climate change, sustainability, nuclear power, etc. Rob Cole sees his programs as introducing a new emphasis in the sciences, where students' goals transcend a critical mass of content and instead focus on a personal synthesis of content achieved through reflection. It is his belief that this will inculcate an ability to approach global problems through a personal awareness, e.g. global sustainability is more likely to be achieved through realization of individual habits of use/waste. This gives students an ability to affect change, not simply be overwhelmed by the immensity of doom/gloom perceived realities.