

End-of-Program Review 2006-07
 Compelling Intellectual Experiences and Successful Pedagogical Practices
 Evening and Weekend 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.
A Project Studio Environment (APSE)	Doug Schuler	To me the whole program may have been the "most compelling intellectual experience" in that it was very diverse, had lots of student autonomy, and combined creativity and discipline. The most innovative pedagogical practice was probably the collaborative project "pattern language" that we developed using a wiki.
Age of Irony: America in the 20th Century	Sarah Ryan, Susan Preciso	The best pedagogical practice was probably our construction of workshops where students applied specific tools of cultural criticism to works of art, poetry, and ordinary objects. The students published their research-based history articles in a class web-zine in the winter, which gave them a potential audience and raised the quality of their writing. For the spring creative project, they had fairly wide-open choices. This resulted in some excellent and engaging work, from animated films to songs, paintings, and publications. Also, for the first time, we had a twelve credit section with a curriculum in historiography in the winter and in cultural criticism in the spring. It was a small seminar of 10-15 students with both faculty, and provided some students with a more advanced study of history and/or literary theory.
Building Organizational Capacity to Thrive: Orientation, Conflict, and Cohesion	Marcella Benson- Quaziena, Kathy Kelly	Experiential learning, seminarng.

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Clinical Application of Mindfulness Meditation	Jamyang Tsultrim	One thing that I heard from students was about the usefulness of engaging in daily practice. The purpose of daily practice is examining what is learned in the classroom and whether it is consistent with daily experiences. Students were encouraged not to just accept what they heard in the classroom, but to engage in 20 minutes of meditation and learning through personal experiences. Students also mentioned the DVDs as being powerful in that they explained in concrete ways how mindfulness is applied, especially with certain populations. Through the DVDs, students found common experiences with inmates. Also, I learned that examples used in class should be well-known in the culture, for instance students benefited from analogies that related to what is happening in Olympia or the US rather than examples from Tibet. Also, program was designed for gradual development. It began with an emphasis on understanding theory and culminated in applying theory to a specific clinical situation. This application of theory required students to review what they have learned during the program and to synthesize it and the theory became more real to them.
Dynamics of Diversity: The Immigrant Experience in our Community	Thuy Vu, Lori Blewett	Panel discussions and group seminars. Learning feedback on reading materials. Peer study support.
Good and Evil: Concepts and Realities	Stephen Beck, Mark Hurst	Students in spring quarter participated in a quarter-long "jigsaw classroom" exercise (following Elliott Aronson's model), in which they first studied and then taught each other about various topics on the six virtues identified by positive psychologists Peterson and Seligman. As with (almost) any first-time activity, this one could use some tweaking, but on the whole students gained a strong understanding of the material as well as (according to their reports) built some of the "signature strengths" that they were studying.
How People Learn	Allen Olson	Letting the students drive the learning.
Human Development	Rick McKinnon	The blog was a great tool for building a learning community. I recommend it for almost all courses.
Integral Psychology and the Arts and Crafts Movement	Ann Storey, Jeff Bremer	Interdisciplinary writing, art history, art and psychology. Teaching design leading to drawing leading to printmaking.

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Legacy of Conquest	Mark Harrison, Tom Rainey	Three compelling intellectual experiences stand out: One was a kind of media literacy that came through the analysis of film aesthetics in relation to historical texts. A second was understanding the role of myth and genre in American history. Third, and this was noted by many of our students in their evaluations, was a kind of "paradigm shift" in thinking about American history in relation to conquest.
Mind and Brain	Candace Vogler, Joe Tougas	IDEALLY, and in fact much of the time: We were able to establish safety in learning context that allowed students to recognize and express their closely held ideas/opinions, and then 1) articulate connections between the texts and their current understanding of an issue 2) risk taking in new information, and integrating what is useful 3) build on ideas intersubjectively- with faculty and other students- in this process.
Silk Roads: China, the Middle East, and the New World	Hirsh Diamant, Char Simons	The Liberal Arts Forum with several other Evergreen programs, a Lunar New Year Celebration, the community service requirement, and the study abroad and local travel as peacemaking opportunities.
True, But Not Obvious	Allen Olson, Allen Mauney	We make the students struggle with ideas that don't make sense to allow them to realize that they can think about such things.
Why Businesses Succeed	Bob McIntosh	Seminar (Evergreen Style) I use Don's book on "Teaching With Your Mouth Shut." I also use a workshop program based on human development requirements for the workplace.
Why Shakespeare?	Mark Harrison, Laura Worthen	-Studying one of Shakespeare's plays in depth prior to attending rehearsals and seeing a professional production of the play -Group projects--research and presentation--examining how other art forms have been influenced by Shakespeare's plays. -Creating a Cornell Box in response to one of Shakespeare's plays.