

End-of-Program Review 2007-08

Compelling Intellectual Experience(s) and Successful Pedagogical or Innovative Practice

Evening and Weekend Studies Programs

		For purposes of helping 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.
Program name	Faculty	
American Literature of the 1850s: Shaping a Nation	Susan Preciso	This was the first time in 16 years that I taught a program alone, but I had a wonderful faculty seminar with two librarians, Jules Unsel and Sarah Pedersen. I continue to place high value on the faculty seminar, both for my own learning experience, but also for what I bring back to the program. I've continued to construct workshops for each text as part of the program preparation for seminar. Students do work in small groups, and bring that work to the larger seminar discussion. I've also done a very structured mid-quarter reflection, which students will use in their (required) self-evaluations at the end of the quarter.
Art and the Sacred	Ann Storey	Having high expectations of the students [in completing] tasks provided an atmosphere where the students took their program responsibilities seriously and so they learned and accomplished at a high level. Having many creative opportunities reinforced the academic experiences. Having the students synthesize their learning through a final essay exam was important too.
Children and Education: A Silk Roads Perspective	Hirsh Diamant	The wikipages interfaced the classroom with the community. Students had international study - they went to China for three weeks. Students went on individual pilgrimages as well, created large community events and forums. Links to program page and wikis: http://academic.evergreen.edu/curricular/sr and http://www2.evergreen.edu/wikis/childrenandeducation .
Clinical Application of Mindfulness Meditation	Jamyang Tsultrim	Awareness/direct experience.
Cognition and Computation	Ab Van Etten	Team development of programs using diverse problems solving strategies and analyzing cognition with respects to computability.
Design in Nature: Beautiful Accidents	Allen Mauney, Karen Hogan	Students were assigned to modify the design of an organism in response to some change in environment or even whim on the part of the designer.
Developmental Psychology	Jeff Bremer	Use of case studies to focus/guide seminars in applying material from week's readings.
Group Dynamics	Marcella Benson-Quaziena	Process observation - most compelling. Adult learning theory.

Justice at Work? Civic Rights, Labor Law and the Workplace	Sarah Ryan, Arleen Sandifer	We had an "after class group" that worked with faculty to negotiate the curriculum and evaluate and plan class activities. We also made use of very complex conceptual workshops to encourage collective inquiry and problem solving.
Language, Literature, and Schools	Lester Krupp	Writing groups based upon Peter Elbow's model. Observations/field work in schools. Response journals (literary; analytical).
Liberty and Justice for All: Political Philosophy in Historical Context	Stephen Beck	What made this work compelling was attention to the question of whether theories of political philosophy played a significant role in the political history of the US, and if so, what role that was. To make headway on this question, we spent most of our time on the minute particulars of history.
Modern Art and Bronze Casting	Ann Storey,Bob Woods	Combining metal casting and art history was unique and rewarding. Students eventually found themselves learning in each area and synthesizing across areas.
Positive Psychology	Mark Hurst	Seven positive psychology experiential activities. Field trips - applying theory to practice.
Public Management, Leadership and the Power of Inclusion	Marge Mohoric	Guest Speakers, Learning through interaction in seminar and through presentation by other members of the program. lots of overlap in teaching techniques by both Marge and other members of the learning community so everyone was able to participate.
Religion and Society	Stephen Beck, Char Simons	The Faith community project in order to evaluate our students' faith community projects, Char and I interviewed their sponsors at the end of spring. More than anything else in the program, these interviews buoyed my spirits about the value of an Evergreen education. The sponsors unanimously reported wholly positive experiences with our students. Many of our students were working with faith groups very different from their own beliefs. One pair of charismatic evangelical Protestants worked with a Catholic church; another worked with the church of Latter Day Saints; a liberal Episcopalian worked with a congregation of Southern Baptists; and so it went. Our students were curious, respectful, eager to learn and eager to help. The sponsors were thankful--glad, I think, that people outside their own circle genuinely cared about their views, attitudes and practices. Many sponsors were surprised that these students were from Evergreen--they hadn't known Evergreen students were "like that". So, the sponsors and their faith communities learned something too. By the same token, our students came back with new respect for different faiths. I doubt any of our students converted. But they did learn something of people of other faith traditions, the intellectual as well as the emotional sources of their faith, and
The Authentic Self: Becoming an Instrument for Change	Marcella Benson-Quaziena, Marla Beth Elliott	Experiential learning, seminars, adult learning theory, guest speakers, performance.

The Fifties: Fab and Fraught	Susan Preciso, Marla Beth Elliott	We relied heavily on structured workshops--focused on cultural criticism/analysis of film, of artifacts, of image and text--e.g. magazines, cartoons, pieces of music. Each workshop was quite detailed and always provided time and means for students to share their thinking at the end. The program wiki was useful as students worked in pairs or alone on their research projects. It made the work at least somewhat public--and the collaborative nature of the wiki facilitated group work. It was also a place where students could post and share interesting articles, web sites. Another plus is the ease with which one can learn to use wiki formatting.
Ways of Knowing	Allen Mauney	Assigning and evaluating Cornell boxes (3-D collages using found objects) was amazing.
Why Businesses Succeed	Bob McIntosh	The focus of the program is to aid in the evolution of the student to come to the understand that they are either a passionate business person or not. Without passion they will fail. They learn who they are and become and "authentic person" who understands how small business can save the environment with a cradle to cradle model that support doing good with passion.
Leadership in Action: Transforming Self and Structure	Rick McKinnon, Mary Dean, Joli Sandoz , Arlen Speights , Steve Marshall , Joanna Cashman	The use of a course blog and wiki was transformational for many students. I was most inspired by how the students embraced the ancient Vedic philosophical concepts and applied them to contemporary life. They openly shared personal insights gained and identified practical changes they intended to make in their lifestyle choices. A multiple intelligences pedagogical process integrated intrapersonal, interpersonal, symbolic, linguistic and kinesthetic learning. Following Lecture with self reflective writing, small group dialogue and mind mapping of holistic health principles worked very well.
Politics, Performance, and the Public	Doug Schuler, Mark Harrison	Hard to say... The "Politics, Performance, and the Public" theme is a rich one -- especially in an election year (as this was). The Cornell Box assignment is good because it allows a good way for students who don't consider themselves artistic enjoy themselves and produce (often) thoughtful and engaging pieces. I was satisfied with their engagement in research of mine: pattern language development and exploring the idea of "civic intelligence."