

End-of-Program Review 2007-08

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

Inter-Area 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	
Christian Roots: Medieval and Early Modern Science	Kevin Francis, Frederica Bowcutt	The most effective pedagogical practice was the use of weekly writing workshops and required revisions for each writing assignment.
Designing Languages	Susan Fiksdal, Judy Cushing, Brian Walter	Students reported that their final projects in which they collaboratively designed a language was an enormously beneficial culminating activity in which they applied (or finally learned) the linguistic or programming concepts they had been studying, and then presented them to the class. They worked very hard on these languages, including a cultural context and writing systems. The weekly synthesis discussions contributed to this final project work as students were testing their ideas on the case studies we presented, including Old English, Esperanto, and Klingon, for example.
Evolving Communication: The Ways Humans and Animals Interact	Susan Fiksdal, Heather Heying	Innovative pedagogical practice: We modified a practice that Heather Heying had used in another program: weekly synthesis discussions to explicitly integrate the work in biology and linguistics. In fall, we posed 2-3 questions which students responded to in short essays and then discussed in groups formed for that purpose. In winter, we posed one question and students posed a question of their own. Because the college was closed one day when synthesis was scheduled, we used the forum feature of our drupal website, and asked students to pose their own question, answer it, then comment on at least one other students' question. In this way all students could read everyone's work rather than just those in their group. This was a response to inclement weather, but would be a very fruitful way to conduct the beginning of a face to face discussion in the future. At the end of the program, students posed a big question that they either had when they began the program or had just developed. These questions and responses were thoughtful and integrative.

Fashioning the Body: Version of the Citizen, the Self and the Subject	Elizabeth Williamson, Julia Zay	Online conference: With the help of program aid, we designed a site for student work (including student responses to each other's work) www.fashioningthebody.org . Beauty parlor presentations: Weekly student presentations on elements of popular and everyday culture, strong focus field observation and on getting students to "slow down their thinking." Experimental critical writing: Writing workshop by Julia Zay on the "cut-up" and other forms of experimental critical writing (inspired several winter quarter projects). Vocabulary dissection: Etymology work, incorporated into handouts as well as in class lectures Other non-traditional writing workshops, including an analysis of historical census forms.
Health and Human Development	Carrie Margolin, Nancy Cordell	Individual project with empirical data collection to improve one aspect of student's health.
Studies: Native Identities, Ecology, and Resources	Martha Henderson, Gary Peterson, Karen Gaul	Research projects and visits to native groups in area.
Looking Backward: America in the 20th Century	David Hitchens, Jerry Lassen	Seminar discussions over the life of the program, Weekly student panel presentations by small groups from each seminar. Reflective writing over life of the program.
Made for Contemplation	Laurie Meeker, Sarah Williams, Joe Feddersen	Buddha Mind in Contemporary Art was a central text. We focused on the experience of being present through movement, observation, and artistic practice. Yoga Nidra deep relaxation practice- was also central to this focus.
Money, Molecules and Meds	Glenn Landram, Lydia McKinstry, Maria Bastaki	The integrating of AIDS awareness and scientific understanding with the economic, financial, social, and molecular biology involved. And it was all done around the Day of Absence/ Day of Presence with a particular emphasis on Africa and the lack of affordability.
Taking Things Apart: A Scientific and Artistic Exploration	Bob Haft, Donald Morisato	Workshops in science where students had to work collaboratively to solve problems. Mounting a public exhibition of photographs. Dual science and art lectures that made links between seemingly disparate ideas.
The Gypsy Road: A Study of Roma	Pat Krafcik, Llyn DeDanaan	Perhaps the most exciting learning for the students was in connection with two activities: small group research on pressing social and cultural issues of the Romanies, followed by class presentations of their research findings, as well as the students' poster projects at the end of fall term which were the result of extensive research and creative conveyance of this research.