

## End-of-Program Review 2009-10

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

#### Evening and Weekend Studies Programs

Program name	Faculty	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.
After a War: Repair, Recovery and Reconciliation	Nancy Anderson	The group projects, focused on postwar effects/ conditions in several different societies, culminated in final presentations that included a number of different modes of explanation. Most group presentations used photo services to develop professional level posters of their central points, as well as power-point presentations. We did a walk-around final presentation that the students (and faculty) loved, similar to poster presentations at professional conferences. The level of student engagement throughout the presentation time far exceeded the usual for sit-down presentations. The individual back-and-forth discussions were intense and all of the students learned a lot from each other.
Anatomy & Physiology I & II	Cindy Beck	Peer teaching using visual models that the students make from playdoh.
Art and Mosaic	Ann Storey	A complete integration of theory and practice- i.e. art history and hands on art. Also integrating design theory, design, practice and writing about design.
Art Culture, Spirit	Hirsh Diamant	Service Learning, Arts, Cultural Studies.
Business Management, Leadership and Diversity in Social Enterprises	Bob McIntosh	Workshops are always the most rewarding for me and the students seem to gain from each other. This is old news but still very powerful.
Civic Intelligence in the Real World	Doug Schuler	Use of civic intelligence and social imagination orientation. Modeling of social phenomena; pattern language workshops. We also had an "Evolving Evergreen" project in which student teams developed a proposal for
Composing A Life	Mark Hurst	Seminaring with offenders who participate in my prison programs. Taking personality tests on positive character
Feminist Theory and Practice	Lori Blewett	1) Instead of a traditional response paper, students were required to overtly identify the thesis and primary arguments of each reading and then list brief response notes to particularly engaging or problematic sections of the text. Weekly practice in this basic argument analysis, across a variety of texts, greatly strengthened students analytical skills and enhanced seminar discussion of complex theoretical material for both advanced and introductory level students. 2) Students in the class formed short-term Consciousness Raising groups outside of class after reading about CR history and theory. They evaluated their experience in relation to contemporary theorists' calls for a revival of CR as a movement building strategy. For many students, this was not only the closest they had ever come to feminist activism, but it was also their first experience with an open-ended "study group" experience. Many students described a sense of empowerment both politically and academically from their experience.
General Chemistry	Peter Pessiki	Engage students by giving them work and feedback of lot of both. Also, Lab work, lots of hands on Lab work.
Making A difference/ Doing Social Change	Larry Mosqueda	A lecture each day with a relevant film and seminar.
Making Your Place	Marla Elliott	Leading students to do creative work (acting, making visual art) and awakening them to their creative selves. Most students did not think that they could be "artistic" or creative prior to this work.
Public Thinking and Public Health	Nancy Anderson	1. The students really began to understand pattern language as the quarter went on. I think they will use this tool in the future. 2. Also, the community inquiry method was very useful- start with what's important to you and "spiral" outward or upward into an examination of the overarching issues. 3. Youtube made it much easier to teach some bio and health concepts, the animations were helpful.
System: From Fragmentation to Holism	Kathy A. Kelly	Students kept a log of their encounters with health care systems. Then together we charted them on a wall, drew patterns recognized themes, small group, then whole group, values apparent from systems behavior. Then we looked at how structures explored by compress in the recent health care reform debate would affect systems behavior. (Small, the whole group activity) Community, inquiry, and discovery! Fun!
Writers Workshop	Nancy Parkes	Student collaboration