

## End-of-Program Review 2009-10

### Compelling Intellectual Experience(s) and Successful Pedagogical or Innovative Practice Inter-Area 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.
Acts of Translation	Elizabeth Williamson	Group performance assignments combining music, writing and dance. Students were given certain formal constraints to work under, but total freedom over content. They were forced to make collective decisions about how to approach the assignment and address their audience most effectively. They were given significant feedback, though most of their rehearsal time took place outside of class.
Art and Place	Peter Impara	Multi-day experiential field trips in which the students were immersed in learning about the natural environment while studying its geologic and ecological processes. The intensive interaction included student run seminars on readings and involved a level of participation not available with the distractions of Olympia/Evergreen.
Development and Evolution: Form and Function Through Time	Donald Morisato	This advanced program considered and then synthesized the distinct disciplinary perspectives from field and laboratory biology, at a scale from the morphological to molecular.
Earth Stewards	Rob Cole	Most students claimed that their lifestyle inventory raised their awareness of our collective privilege more than any other activity.
Energy Systems and Climate Change	Cheri Lucas-Jennings	Most successful innovative pedagogical practice in our program were students formed into groups - through Moodle preparing 3 points, insights and questions (PIQs) on each reading - lecture and seminar, for follow-up discussion and most particularly student Brief Reports in class and on Moodle, bringing current news articles, reports and updated info to bear on technological energy developments. Most compelling intellectually were weekly Plato lectures on mathematical modeling.
Growing Up: Stories, Scripts and Performance	Rose Jang	Students had to use their understanding of human development as a foundation of their creative writing in poetry, fiction and one-act drama throughout the quarter. They then choose among their works eleven plays to stage at the end of the quarter. The physical embodiments on stage, as well as the collaborative nature of theatre arts, helped them envision and comprehend the realities of their growing-up experiences in a deep and reflective manner.
Human Health Evolution and Development	Scott Coleman	During the winter quarter of our two quarter program students each wrote an article for a class publication on the topic of human health, making use of extensive peer review and culminating in individual presentations and a completed publication.
India: Politics of Dance, Dance of Politics	Ratna Roy	Truly interdisciplinary: arts, social sciences, humanities, study abroad, intense collaborative work, kinesthetic learning.
Islam and Science: A Historical Perspective	Suzanna Simons	Students prepared presentations for Evergreen's science carnival. Each project linked journal (maybe rigid) Euclidean constructions with sacred Islamic art. Students experienced creative expressions give strong constraints and showed that combining widely diverging elements, via geometry, algebraic and calligraphy can create enjoyable tension and successful art.
Life of Things	Eric Stein	Students collaborated on year long group projects than involved research, seminar, public engagement and community service. In Winter and Spring we organized the Material Life Festival, a public DIY and Sustainability event in downtown Olympia that incorporated student writing and presentations. Students made things throughout the year, reflecting on how we experience of connecting body, craft, and mental changed their relationship with things.
Money's Value, Soul's Worth	Jules Unsel, Sarah Williams	Alumni lecture series, community based learning... interdisciplinary study, liberal arts, case study, retreat-meditative; indigenous research practices.

Northwest Developments: The Good, the Bad and the Ugly	Landram and Gerend	We read two texts by authors who later visited the program as guest speakers (Knuto Berger and Mark Hinshaw).
Performing Meaning, Translating Thought	Elizabeth Williamson	Performance assignments with specific constraints. Groups of 7-8 were randomly assigned and asked to respond to difficult (and often highly creative/abstract) prompts, given 3 weeks to construct a performance involving music & text that responded to the prompt. Significant problem solving/consensus building skillwork was required for the students; these also served as intensive seminars on the short texts that often accompanied the prompts.
Popular music and literature of the 1960s	Andrew buchman	Faculty colleagues provided compelling, well-prepared lectures and workshops that rose out of the program topics and materials, and yet also led in new directions. A model of how collaborative planning and teaching can lead, seemingly spontaneously, to new pedagogical directions and new teaching strategies!
Shelter	Jennifer Gerend	Public hearings workshop/roleplay, visited homeless shelter, visited very different community development models in Seattle.
Social Dilemmas: The Dynamics of Self-Interest and Cooperation in Social Behavior	David McAvity	We were involved in the first-year cohort, which involved combining three programs together one morning a week to engage in joint learning activities.
We're Here!	Charles Pailthorp	The Naturalist's Eye project became the center piece of the curriculum. Students were asked to risk using their own resources to discover how a particular organism survives and reproduces, to do so relying only on their own perceptions and problem-solving capabilities. The project was high risk, in a one-quarter program, and a test of students' willingness to risk, and learn from, "failure." Many discovered strengths that they had not recognized when they worked in a context in which they were asked to trust only the "experts."