

End-of-Program Review 2006-07  
 Compelling Intellectual Experiences and Successful Pedagogical Practices  
 Expressive Arts 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.
Flat Art: Two-Dimensional Art Intensive	Lisa Sweet	Rather than researching and delivering weekly art history lectures myself, I formed the "Art History Forum" which essentially guided and supported students as they did the research, lecture writing and presentation of the topics that ordinarily a faculty member would have. Students also created the exam questions for the final exam out of their own research. Rather than using my time to research topics, I spent my time in small, peer-review groups working with students as they developed their research, wrote their papers and practiced their lectures. Students were involved in these mentoring groups and became reviewers of their peers work (while also learning about their peers' subjects in detail). It required a lot of structural overhead and a lot of prodding students to meet deadlines, but so far has worked well as a teaching/learning strategy.
Foundations of Performing Arts: The "Me" and the "Mob"	Arun Chandra, Kabby Mitchell	The assignment of historical and fictional reading matter on which to develop contemporary performances.
Foundations of Visual Art	Susan Aurand, Lara Evans	Intellectual experience: helping students examine critically the ways in which art embodies cultural norm, ideologies and values. Pedagogical Practice: teaching students to work in series as a means of developing their ideas, style, insights into their own creative process and insight into the formal aspects of art. New pedagogical practice: using Moodle for on-line
Indigenous Art and Community Art Organizations	Lara Evans	"White guilt" can be a substantial barrier to students experience learning about Native cultures. I work on shifting their understanding of what "culture" is, its fluidity, and aid them in analyzing not just what they don't like in American culture, but what they DO like. All students need to feel like they have a culture of their own, and that they have some ability to contribute to that culture.

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Lens Based Image: History, Theory, Criticism, Practice	Matt Hamon	Through an academic exchange with the Molecule to Organism program, students collaborated on the production of "genomic art" pieces. The work was put on public display during the annual TESC Science Carnival.
Performance Collaboration in Music and Dance	Arun Chandra, Kabby Mitchell	To have a group perform a text (The Fever) intended for solo speaker. (Final project) to meet with the final project groups every week with the faculty, to go over script creation and rehearsal.
Working Small	Jean Mandenberg	Strategies for collaboration outside visual project models. Visual research paper linked to proposed studio work.