

End-of-Program Review 2008-09

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

Environmental 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.
Natural History Expedition Leadership	Steve Scheuerell	Reflective synthesis essays- make students organize and explain their learning- take ownership. Extended field trips- immersion in nature as tool to learn natural history and reflection on personal values and learning styles.
Animal Behavior and Zoology	Heather Heying	Take-home exams which provide hypothetical scientific situations that students must decipher and interpret; in-class debates between biological trade-offs (e.g. generalist vs specialist: which is it better to be?); five weeks in Central America--immersion in tropical ecosystems and Panamanian culture.
Educating on the Wild Side	Amy Cook	At the core of all program activities was the goal of getting students to think about how they learn and to link their experience of learning to developing better ways of teaching. Giving students real experience in teaching others at science carnival and on two fieldtrips.
Environmental Health: Science, Policy and Social Justice	Maria Bastaki	Laboratory activities were key to convey important concepts and skills; Hands-on activities with data and exercises; Research projects gave students opportunities to explore their interests within the scope of the program and experience individual research challenges and team work; Presentations give opportunities to develop related skills; Peer review activity engages students to each other and allows for broader reflection on their own skills; Discussing challenging science and other material with no clear solutions or answers engages students in critical thinking and opening boundaries of opinions; Strong interdisciplinary nature bridging natural science with policy and social sciences very powerful context for developing more sophisticated thinking.
Introduction to Geology	Paul Butler	The opportunity for students to see examples of the geologic processes they previously read about during our field trip to the Grand Canyon and to see the impacts of a large hydroelectric dam on the downstream riparian corridor.
Marine Life:Biological Oceanography	Gerardo Chin-Leo	Preparation and evaluation of a formal proposal for research
Practice of Sustainable Agriculture	David Muehleisen	The most successful pedagogical practice in my program was our problem based learning exercises. I presented an TESC organic farm specific problem for small groups of students to work together and solve the problem. I made the problem, when possible, a TESC organic farm specific problem, and a real problem at that. For example we have a disease that can live for 7+ years without the host present. Composting won't kill it, so how would you work around this problem. We then have the opportunity to try their solutions in the organic farm field.
Microbial Ecology	Steve Scheuerell	Integration of learning activities- workshop, lecture, lab, field trips, seminar, student research projects- helps students see social dimmentions of technology and science.

Community Planning: The Future of the Organic Farm	Karen Gaul	Perhaps the charrette we arranged as a finale following interviews, questionnaires and focus groups. We brought many stakeholders together for a half-day set of discussions and activities to collectively plan next steps for the organic farm. The students organized and ran almost every aspect of the charrette. It was done in a very professional way. It was a great experience for them and for the Evergreen community.
SOS: Community Development	Russell Fox	SOS program model with 2-4 credits of common readings, essays and classes so that students who otherwise would have Individual Contracts or Internship Contracts had to reflect on and examine their applied/experiential work through lenses that provided a theoretical or broader context for their community work. Synthesis paper requirement where the internship or community project was a case study to be examined from the perspective of the program readings and essays. On-line essays with student responses.