

End-of-Program Review 2009-10

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.
Climate Solutions	Robert Cole	Most students seemed to be surprised when they actually saw the physical evidence of global climate change. Workshop activities were crucial to their gaining a working understanding of the methods used by scientists.
Community Based Research: Knowledge in Place	Lin Nelson	Community tours, with the second more student led community projects with weekly responses and in-class group exploration/ critique.
Disturbance Ecology	Peter Impara	The research project is the most compelling intellectual experience in the program. Students must problem solve while conducting critical analysis and making judgments on acceptable assumptions and sampling and experimental design.
Ecological Agriculture	Martha Rosemeyer	Field trips
Field Experiments in Ecological Genetics	Carri LeRoy	Our program involved extensive work in the field where the students were able to make observations and synthesize the in-class work with their real-world experiences. Additionally, the students read a very compelling book and were able to meet with the author to discuss his work. This was a formative experience for many of the students. Students were required to present components of their research projects each week and continually add to their presentations. This gave them sufficient experience with public speaking and formatting presentations that by the end of the quarter they had improved these abilities 10-fold and were able to provide each other with meaningful and critical feedback.
Field Ornithology	Alison Styring	I'm not sure. I think our field trip to Louisiana was huge. The fact that we happened to be there as the oil spill catastrophe began has really influenced everyone in our learning community.
Introduction to Environmental Studies	Lin Nelson, Maria Bastaki	Population politics role-playing scenarios, legislative lobby day, case studies, biology and chemistry activities, quantitative approaches to interpreting information.
Ornithology	Rachel Styring	I'm not sure. It's too soon to tell. I do think the practice of having them show up four days a week to class (they got some credit for just showing up) in the morning, and having them submit work on a weekly basis kept them on their toes and kept them engaged. We did a lot of field work, and they were really into that even when the weather was bad.
Risk Assessment in Environmental Health	Maria Bastaki	Progressive increase in difficulty of material building understanding through team research applying material, reaching analytical and critical interpretation of real world health risk problems through leaning of the underlying principles (biological, chemical, physiological) and quantitative skills. Relentless quantitative reasoning approach along with reasoning on the basis of biological plausibility. Intentionally designed structure of program to achieve coordination among the project development milestones consistently expected weekly assignments work spread through-out the program (2-3 week) Primary research literature used for seminars instead of texts written for general consumption: this demanded and forced focus on the scientific details that construct knowledge.
SOS: Advanced Natural History	Alison Styring	Well, this was a unique program. An experiment in "FTE banking" so our enrollment was low. As a consequence, we could spend an hour or so each week on each student's project. We gave them in depth critique and provided them with lots of sources for their work.
Temperate Rainforests	Nalini Nadkarni	Helping students learn how to read a primary literature scientific paper and really understand it by giving a set of writing assignments around a single scientific paper; bringing down the "green wall" of the forest by teaching the 20 most common tree, shrub, and moss species. Extended field trips.
Tropical Rainforests	John Longino	Doing statistics by hand for field labs at remote field sites with no computer access.