



Consortium for Innovative Environments in Learning

www.cielearn.org

CIEL Fall 2011 Conference

Theme: Inspiration and Integration: *Liberal Education in the Global Century*
Date: October 21-22, 2011
Location: Evergreen State College, Olympia, Washington

Friday, October 21

8:00 –8:30 Registration - Coffee and Tea available
8:30 – 8:45 Welcome –Nancy Murray and Gret Antilla

8:45 – 9:45 Plenary Session:

Rationale for the Liberal Arts and Sciences that include International Study and Global Perspectives

Panelists: Roger Gilman, Dean and Professor of Philosophy at Fairhaven College of Interdisciplinary Studies at Western Washington University; Kebokile Dengu-Zvobgo, Assistant Dean International Studies, Pitzer College; **TBA**

NOTE: Students may choose to attend the sessions or form their own discussion group.

10:15 – 11:15 Concurrent sessions

Title: Exposing the Hidden Curriculum Effecting Women in Adventure Education

Presenter: Denise Mitten, Prescott College

Description: (CIEL Mini-grant Curricular Collaboration)

Despite progress, certain academic fields and subsequent careers still find women underrepresented. This may be attributed to the level to which those disciplines are welcoming and respectful to women. Many undergraduate programs in adventure education, for example, have few women faculty, perhaps in part because early in their education or careers women are leaving the adventure field. Based on this background, three faculty from Prescott and Hampshire Colleges have engaged in a collaborative project designed to gather and disseminate information about the “hidden curriculum” affecting women in adventure education. The *hidden curriculum* generally refers to the subtle or not-so subtle messages not part of the intended instruction (messages that promote discrimination and exclusivity) in the formal curriculum. This multistage project incorporates a Delphi study, classroom involvement, and cross-college web-based guest instructing. Though the focus of the study has been on adventure education specifically, there are universal applications to academic programs.

Topics Addressed:

The hidden curriculum and its impact on students and in particular students from underrepresented groups, resources to use when teaching about social justice issues of gender

Title: The Sustainable Prisons Project: Connecting students, inmates and scientists as conservation partners (**60 minute workshop**)



Presenters: Carri LeRoy, Kelli Bush, Dennis Aubrey, Carl Elliott, Sarah Weber, Evan Hayduk, Brittany Gallagher (The Evergreen State College), Dan Pacholke (Dept. of Corrections), Nalini Nadkarni (University of Utah).

Description: In Washington State, an innovative partnership has been established between The Evergreen State College and the Department of Corrections called the Sustainable Prisons Project (SPP). The project has three main goals: 1) to increase the sustainable operations of prison systems, 2) to provide science education to incarcerated individuals and college students, and 3) to manage conservation programs and help with restoration in the state of Washington. The SPP is a collaborative program involving college faculty, staff and students, prison administrators, staff and inmates, and conservation practitioners at all levels. Sustainability experts are brought in to reduce prison costs, scientists give lectures in prisons on a diversity of topics and inmates are rearing rare and endangered plants and animals for restoration in threatened habitats. We are currently raising endangered frogs, rare and endangered prairie plants (16 species) and a threatened butterfly, all under the guidance of Evergreen students.

Topics addressed: Exploration of a science education program that brings science, nature and sustainability into prisons and allows for interactions between undergraduates, graduate students and incarcerated men and women. Gain feedback for a national conference on sustainability and science education in prisons, Provide resources to interested parties for replicating this program in other states, Foster collaborations.

Title: World Health as a Context for Teaching Chemistry, Biology, and Bioethics

Panelists: James J. Neitzel, Chemistry, The Evergreen State College, Olympia, WA, Kevin Francis, History of Science, The Evergreen State College, Olympia, WA, and Mike Paros, Biology, The Evergreen State College, Olympia, WA

Description: This talk will describe an experimental, year long, full time, team taught interdisciplinary program. The thematic organizing concept in the class was the examination of diseases that have a large impact on global health, based on the World Health Organization's list of the top ten causes of death. Case studies based on this list of diseases were used as the contexts to teach fundamental concepts in chemistry and biology. These cases included cancer and perinatal conditions, cardiovascular diseases, stroke, and diabetes, and infectious diseases focusing on HIV/AIDS, tuberculosis, malaria, influenza, and diarrheal diseases. Bioethics, history, and public policy were explored as they related to these diseases. Students also participated in community based learning, in which they linked with clinics, hospitals, government public health departments, or other health-related organizations for volunteer service. Our program offers one model of integrating natural sciences, social sciences, humanities, and service learning in the health sciences.

Outcome: Share best practices

11:30 – 1:00 Catered Lunch

12:00 – 1:00 - Working Lunch – Virtual Language Learning Project (VLLP) – discussion group – Gret Antilla

1:15 -4:15 Concurrent Sessions

Title: Using the case study approach in liberal education (**3 Hour workshop**)

Presenter: Barbara Smith



Description: For six years, Evergreen has been developing the Native Cases Initiative to address the need for culturally relevant curriculum on important issues in Indian Country. Our collection includes 80+ interdisciplinary Native cases. Teaching with Native cases is a powerful educational approach with Native & non-Native students. While the case study and problem-based learning approach has deep roots at Harvard and elsewhere, our project uniquely focuses on contemporary issues in Indian Country. It is central to our vision of a Native approach to liberal education. We have developed a robust website (<http://nativecases.evergreen.edu>) and our cases have been widely adopted in face-to-face and online courses. Faculty development through summer institutes & shorter workshops has been a key element of our work. This is a highly transferable approach easily adapted to different colleges & populations. In this workshop participants will gain experience by actually doing a case and discussing ways to use cases.

Topics addressed: Activist pedagogy; serving under-represented populations; new approaches to liberal education; promoting student access and student success; community-based education

Title: Human and Civil Rights Education (90 minute workshop; 50 minute discussion)

Presenter: Marc Brenman, Senior Policy Advisor, The City Project

Description: The presenter's experience, including teaching at Evergreen and working at the Washington State Human Rights Commission, is that undergraduate and graduate students are hungry for information on human and civil rights, and social justice. "The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure." (Teaching for Diversity and Social Justice: A Sourcebook, Edited by Maurianne Adams, Lee Anne Bell, and Pat Griffin) Students want to know how the world works, and what they can do to help repair and reform it. Globalism is only partly about economics; the human factors of needs and rights are important also.

Topics addressed: Participants will come away with a better understanding of how human and civil rights can be taught as part of a liberal higher education, and what key factors in such a curriculum would be.

4:30 – 5:30 Concurrent sessions

Title: Mediating Innovative Learning: Liberal Arts in the 21st Century

Panelists: Professor Tim Seiber, Adam Ghovayzi (student), Rose Gunson (student)
Johnston Center for Integrative Studies at the University of Redlands

Description:

In addressing the skills and needs of students pursuing a liberal arts education in the 21st century, we believe that a broadly conceived media education has become increasingly important. Consisting of technical skill development and critical debate, film and media has become both a field of study itself and a tool used to address questions posed broadly in the liberal humanities and sciences. This panel (one faculty member, two students) will present work that shows how students might creatively use contemporary film and media production as part of their learning process and examines the role of an innovative liberal arts education in creating fertile conditions for this kind of education, one increasingly necessary in post-collegiate life. How might the use and study of media technologies address the intellectual and cultural interest of students, while also preparing them for successful endeavors after college? Using the rapid growth of student interest in media-focused degrees at the Johnston Center as a case study, we will evaluate the role of media in 21st century liberal arts education, including screening student work.

Topics covered:

How the role of film and media in innovative learning environments like the Johnston Center has altered the way students and faculty learn and succeed; Lively discussion of practices relating to



the use of film and media at other CIEL affiliated institutions, perhaps resulting in shared practices and strategies for studying and using media in the liberal arts in the 21st century.

Title: The Future Face of Health Care: Applying Evergreen's Educational Principles in Practice (Panel Discussion)

Presenters: Elizabeth McHugh, Barbara Krulich, Caitlin Reed

Description: This is a showcase of some of Evergreen's best student work. The Student Medical Assistant (SMA) Program is an innovative program where undergraduate students work in the campus Health Center as part of a multi-disciplinary team providing care to fellow students. The SMAs integrate learning experiences from academic programs and clinical skills working in the clinic to create a holistic level of civic development beyond what is traditionally found in pre-med programs. The Health Center seeks to educate our student body to actively engage them in inquiry and decisions about managing their own health and well-being and to help them become effective advocates for themselves and others in the healthcare world. As a fully integrated Health and Counseling Services program, offering a continuum of care including alternative care options, the SMA program offers an example of how liberal education can transform an ideology into a professional reality.

5:30 Wine and Beer

6:00 Catered Dinner

Saturday, October 22

8:00 – 8:30 Coffee, Tea and conversation

8:30 – 9:30 – Opening session –

A conversation with Claudia Dreifus

Adjunct Professor of International and Public Affairs

Claudia Dreifus writes "Conversation with..." in the *New York Times*' Tuesday science section. She is known internationally for her unusual interviews with scientists, policymakers, and international figures. She teaches Magazine Writing with an International Dateline, has filed stories from places as diverse as Central America, Northern Ireland, Burma, South Africa, Chile, and Puerto Rico. In her course, emphasis is placed on developing practical skills with real world applications. Using the diverse possibilities of New York City as a base, students are encouraged to develop the skills they will need to produce feature length reporting from international locales. Dreifus is also a senior fellow at the World Policy Institute, a foreign affairs think tank which publishes the *World Policy Journal*. She recently published the best-selling non-fiction book, [*Higher Education?: How Colleges Are Wasting Our Money and Failing Our Kids---and What We Can Do About It*](#), co-authored with political scientist Andrew Hacker.

9:45 – 10:45 – Concurrent sessions

Title: CIEL Faculty Exchanges – Strategies for success

Panelist: Tom Womeldorff, faculty member at Evergreen, will discuss his experience with the CIEL faculty exchange process highlighting the professional rewards and potential challenges.

Title: Communicating Economic Ideas in the Public Sphere

Presenters: Lori Blewett & Anthony Zaragoza



Description: Economic debates seem to saturate the news and define political identities. Economic policy decisions shape the future, yet economic discourse in popular media often fails to reflect basic economic literacy. Recognizing the limits and flaws in public debates requires not only a sound understanding of economics, but also a basic understanding of media literacy and political economy. Traditional economics courses introduce students to micro and macro economics with little attention to real world contexts or current issues that the vast majority of people are facing. One of the current challenges of a Liberal Arts curriculum is to teach economics so that average citizens can participate meaningfully in conversations about economic policy without being hoodwinked by ideological agendas dressed up as economic facts. Empowering students to engage in economic dialogues using a variety of communication tools available to them, is an important step in the process of deepening and widening public understanding of economic policy. This presentation will highlight two interdisciplinary approaches to economics and public dialog: one using a combination of an “Economics is for Everyone” model developed by Jim Stanford with the “Reading the World” tradition of popular education, the other combining introductory micro and macro economics with political economy and media studies. Participants will be asked to join us in reading media and political economy while also brainstorming additional ideas for enhancing economic literacy and public dialog.

Topics and outcomes: Media Literacy/Fluency & Political Economy. Sharing curricular experiments & generating new ideas

10:45- 12:15 Concurrent sessions

Title: CHALLENGING EDUCATIONAL ALTERNATIVES: Contemplation Front and Center
Panelists: Marie Eaton, Fairhaven College/Western Washington University; Dana Jack, Fairhaven College/Western Washington University; Sarah Williams, The Evergreen State College

Description:
We will demonstrate the impact and importance of bringing contemplative approaches to the center of classroom experience. Through qualitative data from student narratives and engagement of the audience in discussion and experience of the methodologies and pedagogies of our classrooms practices (including sitting yoga nidra and the combination of first person and third person investigations of the mind) we will illustrate how we cultivate alternative cognitive practices and challenge the ethnocentrism and anthropocentrism of rationality as the dominant way of knowing in higher education. We also will address how a contemplative focus helps students develop habits of mind and spirit to engage the serious environmental and social problems we on this planet face, such as: Speechlessness and powerlessness in the face of environmental degradation, poverty, famine; the demise of the American educational-economic dream and the desire for alternatives to intellectualism and consumption as a models for successful living; and the tyranny of hierarchical binaries: body/mind, subject/object, mental/physical, secular/religious.

Topics and outcomes:
Share best practices. Our combined twenty-two years of forging contemplative studies curricula (including psychology of mindfulness and well-being, consciousness studies, somatics, creativity) have provided data that suggest that contemplative practices are not only beneficial, but critical to address the integration of spiritual, emotional and intellectual growth during college years and to offer students new ways to respond to the significant and challenging issues of the 21st century.

Title: Design as a Central Experience of a Liberal Education (Anthony Tindill, Rob Knapp)
Panelists: Anthony Tindill, Evergreen State College; Rob Knapp, Evergreen State College
Description: Starting in 1999 from the hope of bringing “green” attributes to a proposed classroom building at Evergreen State College, working from the studio-centered tradition of



design education, and finding ongoing opportunities since then for small-scale but genuine contributions to campus and community building projects, the teaching and learning of sustainable design at Evergreen have borne out Richard Buchanan's dictum:

We have seen design grow from a *trade activity* to a *segmented profession* to a *field for technical research* and to what now should be recognized as a *new liberal art of technological culture*.

After brief description of our methods for studio and field work with state-college student numbers, minimal budgets, and no prerequisites, and images and description of typical results, we hope for lively discussion of the proposition that design activity, naturally integrative and applied, offers students an unusually constructive platform for confronting today's issues.

Topics and Outcomes:

Develop creative collaboration, share best practices, demonstrate assessment strategies, etc.

12:00 – 1:15 Catered Lunch

12:00 – 1:00 - Working Lunch – CIEL Curricular Collaborations – Border Studies – Gret Antilla

1:30 – 3:00 Concurrent sessions

Title: Innovative Learning Environment through Practice (workshop)

Presenter: Heesoon Jun, Ph.D., Evergreen State College

Description: Innovative learning environment for liberal education of the 21st century needs to provide an opportunity for students to practice valuing, accepting, and respecting individuals who are different from them in terms of beliefs, values, thinking styles, customs, language, etc. This practice will prepare students to work collaboratively and respectfully with global citizens. The workshop explores the practical application of conceptual understanding of multiple worldviews by examining barriers (e.g. implicit learning, social projection attribution error, asymmetric perception, generalization, inappropriate hierarchical and dichotomous thinking, and automatic information processing) to implementation. The workshop discusses concrete strategies of deconstructing barriers and developing compassion for the other. Transformative learning raising consciousness, shifting thinking styles, understanding systemic and internalized oppression and privilege, and examining one's own intrapersonal communication are emphasized as strategies through experiential learning activities.

Topics and Outcomes: Share best practices in liberal education and global citizenship practices.

Title: What is a worthwhile international study experience?

Panelists: Fairhaven faculty and students (TBA)

Description: Service learning and study abroad in Kenya

3:15 – 4:00 – Closure

Dinner on your own