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V O L U M E T H R E E N U M B E R T W O

## Taking it back: What Teachers Take Back to the Traditional Classrooms After Teaching in Learning Communities

by Julianne Seeman

Accolades and conversions abound: It seems not enough can be said about the merits of learning communities: holistic content, student-centered instruction, small seminar groups, shared resources; and for community college faculty who often grapple with the worst of two worlds—the large numbers of a high school work load, and the expectations of a university curriculum, delivered at the relentless pace of a quarter system—teaching in a learning community means room to breathe, and to teach. For a quarter. Or a year. Then it's back to the real world.

For Jerrie Kennedy, a Bellevue colleague in English, returning to a traditional curriculum after teaching in "The Televised Mind," a coordinated studies program, "felt as if

I'd been tossed into an icy lake after crawling out of a warm bed. I missed the togetherness."

"I hate it," one student told me. "I feel like I am torn three ways and I'm trying to figure out what three different teachers want. And I hate listening all the time and never being able to say what I think. I want to go back. I learned so much in coordinated studies. I loved it."

On the one hand, grief, frustration and loss: on the other, "friendships that continue to support and enrich." Betty Lyons, a geologist at Bellevue, and I are still sharing students and assignments two quarters after we taught together. And thanks to the combined geology and mythology

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Julianne Seeman is an instructor in English at Bellevue Community College. She has taught in coordinated studies programs at both Bellevue and North Seattle Community Colleges. Photo: Lucy Hart

course I taught with her last year, when I saw Devil's Tower this summer, I could make geological sense out of the immense rock formation in front of me, and much of the rest of Wyoming as well. And we included what we learned from each other in our courses: Betty gained an appreciation for group dynamics; I am talking about geology and cultural anthropology in "The Bible as Literature"; Betty is talking about Indian mythology in "Geology of the Northwest."

"My awareness of learning styles has definitely improved and affected my teaching in all my classes," Jerrie said. In "The Televised Mind," the four of us had clearly different styles, and being both teacher and student in the class gave me enormous insight into what differences in learning/teaching styles mean. I learned to create different kinds of assignments. And I talk about learning styles more than I did before—in class."

Teaching in front of other instructors made Carl Waluconis "look at myself the way the students look at me and I thought about defining outcomes. I don't think I paid much attention to that before."

We re-evaluated content. We asked: "What has to be covered? How much? How deep?" We changed our reading lists. Many of us realized less is more, that the grinding pace of a-book-a-week more resembled an endurance contest than a thoughtful excursion into knowledge, and often had more to do with our interests than with our students' needs. We traded texts for primary materials. My developmental students loved "The Graywolf Annual Three: Essays, Memoirs and Reflections." My composition classes read "Habits of the Heart: Individualism and Commitment in American Life" and "On Writing Well," a popular trade book by William Zinsser.

**P**robably the single most important thing each of us took back was an almost evangelical commitment to the idea and practice of student-centered learning . . . And virtually every aspect of traditional education—content, scheduling, class size, and classroom design—wars against it.

Julianne Seeman  
*Bellevue Community College*

We slowed our pace, built in time for students to form a community, to get to know each other and to know us. We stepped out from behind the podium. Pauline Christiansen "wanted students to be more responsible for the course content and procedures, more actively involved." The most effective method for me was to teach the material and then suggest a specific focus for the groups before they met. In my writing classes, groups became editing teams for every assignment the day before it was due. I would also put problem sentences on the board and then have student teams attack them—like a treasure hunt, trying to search out and correct any errors. The procedure really helped energize the class and get some of the community spirit going that was the key asset in coordinated studies."

Some faculty learned new teaching methods. Others, like Craig Sanders,

found teaching in a learning community gave them the opportunity to improve what they had been doing all along. Although Patricia Alley said she often felt like she was "swimming up stream" in her attempts to use collaborative learning in English and American studies, the quarter she taught with Evergreen faculty gave her the "courage and confidence" to continue with student-centered teaching. Craig refined his use of collaborative writing assignments. Jerrie Kennedy now includes more and varied student presentations in all her classes: lower level reading, writing and literature. Her romantic/victorian literature students work in small project groups to present an interpretive reading of a poem by their favorite course poet. Their reading includes appropriate biography, followed by class discussion, and concludes with a re-reading of the poem.

As a result of our experience in learning communities, we found ways to individualize large classes and to ease the tyranny of the five-day week, fifty-minute hour. Some changed routine by reserving Mondays for reading or conferences, Tuesdays for lecture, Wednesdays and Thursdays for seminar discussion groups, and Fridays for work on group projects.

Craig Sanders "teaches" all over the room. I often turn the blackboard over to students, and Carl Waluconis held oral exams in his poetry class. Students, in groups of four, five or six prepared three poems, one of which they expected to discuss for 15 to 20 minutes. "They did miserably the first time, but by the final they really got into it. They had a lively discussion. And they really knew a lot. And they knew it. And they knew I did too. They were able to concentrate on the material, rather than on a performance/test level."

We became resources for other faculty. Craig is helping Louis Kahn design a student-centered approach to beginning psychology. After talking with Craig and me, Jackie Hartwich changed her writing courses into student-centered workshops and organized her literature classes around seminars.

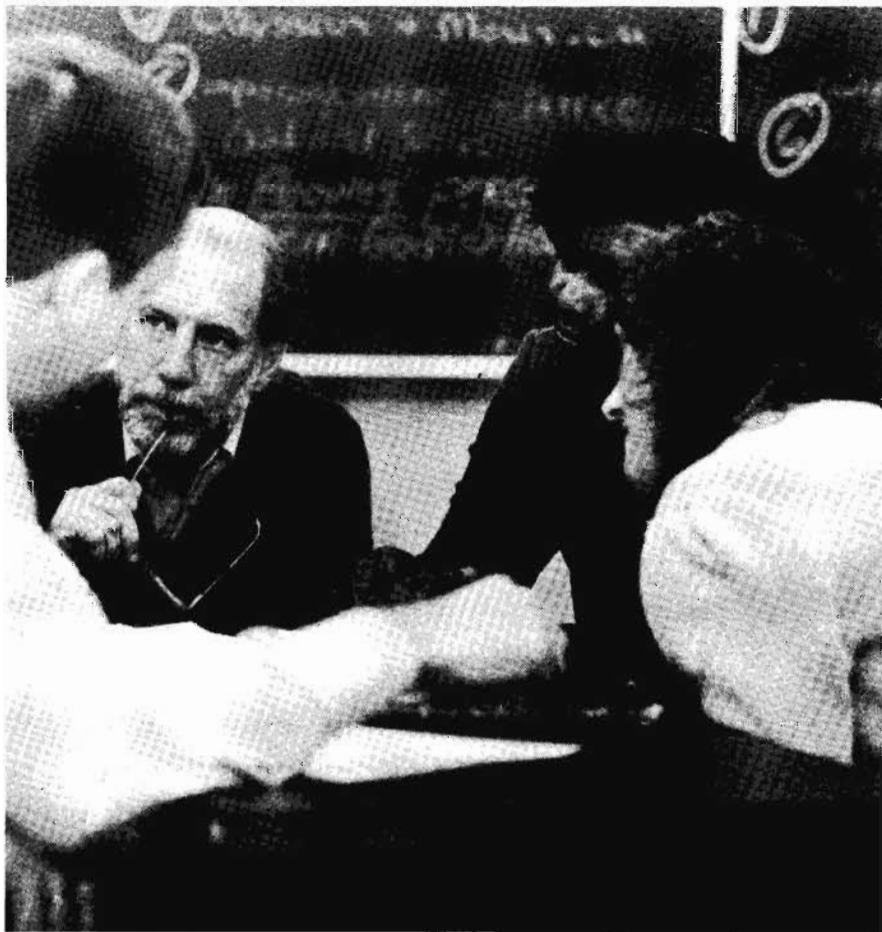
Probably the single most important thing each of us took back was an almost evangelical commitment to the idea and practice of student-centered learning. And it has proved to be no mean task to bring it alive in our classrooms. It requires knowledge, skill, finesse, and incredible amounts of energy. (A sense of humor, Ph.D. in group dynamics, private secretary and a significant hearing loss are also helpful.) And virtually every aspect of traditional education—content, scheduling, class size, and classroom

design—wars against it. It is extremely difficult, and frankly exhausting. But when it works, students say they love the cooperative atmosphere, and the high level of energy it generates. They feel they learn much more than they would in a straight lecture/exam/paper class where, as one of my students put it, they are primarily asked to "ingest and spit back."

Three things, I think, emerged from my conversations with my colleagues. First—while we learned or refined particular teaching methods, overall, we were already disposed toward the idea of a learning community. Second—the adjustment back was hard, even though, or perhaps because, the benefits were obvious.

And in the end this made many of us even more frustrated, knowing as we do that despite the party line, given current work load standards, our students in traditional classrooms simply are not getting a good education.

One thing stands out: At the end of the course I taught last winter quarter with Pauline Christiansen and Thornton Perry, one of the students said: "Oh God, now we have to go back to the real world." I thought about what he said, and I felt sad and angry. "No," I said, "We aren't going back to the real world. This is the real world." And we all applauded, together.



North Seattle Community College faculty member Jim Harnish working with coordinated studies students in small group workshop. Photo: David Gronbeck

## Fall Presentations and Seminars

The Washington Center's Fall conference attracted more than 225 people and was held in both Spokane and Seattle, with a conference theme "**Collaborative Learning: Theory and Practice.**" The keynote address, outlining some of the roots of the collaborative learning movement, was delivered by Zelda Gamson (Director of the New England Resource Center at the University of Massachusetts-Boston).

In both Seattle and Spokane the conference included workshops demonstrating practical approaches to collaborative learning. Dean Osterman (Oregon State University) presented a workshop on guided design. Sharon McDade (Harvard University) led workshops on the use of the case method. Karl Smith (University of Minnesota) presented a workshop on the use of structured controversy using cooperative learning methods.

James Cooper (California State University-Dominguez Hills) discussed the research literature on collaborative learning.

"What small group theory can tell us about managing collaborative groups effectively" was discussed in a workshop led by Judy Patterson in Spokane and Ed Dolan (Bellevue), Elaine Jessen (Antioch) and Margaret Walker (Antioch). Barbara Sylvester (Western Washington University) led a workshop in Seattle on using collaborative groups to promote writing and learning while Bruce Haulman, Crisca Bierwert, Richard Garric (all from Green River), Jean MacGregor (Evergreen), and Jim Harnish (North Seattle), discussed evaluating students working in collaborative settings. Finally, a Seattle-only fish bowl discussion on collaborative learning at Evergreen was led by Matt Smith, Betty Ruth Estes, Will Humphreys, and Gail Martin.

Other presentations Fall Quarter included Fran Brewer (Spokane Falls), Pat Alley (Bellevue), Jim Harnish (North Seattle), and Carl Waluconis (Seattle Central) on the theme of the American dream at the **Pacific Western Division of the Annual Conference of the Community College Humanities Association.** Rita Smilkstein (North Seattle) and Valerie Bystrom also presented a session at this conference, on writing in coordinated studies.

Steve Reames, Fran Brewer, and Thomas McLuen (Spokane Falls) made a presentation called "Beginning a Coordinated Studies Program on Seed Money from the Washington Center" at the **Washington Community College Humanities Association Annual Meeting.**



Presenters at the Washington Center's November 11 conference on "Collaborative Learning: Theory and Practice": Ed Dolan (Bellevue Community College), Margaret Walker (Antioch University), Barbara Sylvester (Western Washington University), Elaine Jessen (Antioch University), and Dean Osterman (Oregon State University). Photo: Margaret Colerick.

# Collaborative Learning: Recognizing It When We See It

by William Whipple

When people first encounter the concept of collaborative learning, they often ask just what it is. This entirely reasonable question is surprisingly difficult to answer. Indeed, it can befuddle even those who are most experienced in collaboration.

The steering committee of The American Association for Higher Education's Action Community on Collaborative Learning, consisting of eight veteran collaborators, met recently and struggled for several hours for a concise definition. While we did not succeed, we did manage to extract from the concept four key dimensions: (1) a distinct pedagogical style; (2) a distinct epistemology; (3) a distinct set of effects upon participants; and (4) a distinct culture.

Our best first attempt at a definition reads as follows: "Collaboration in undergraduate education is a pedagogical style that emphasizes cooperative efforts among students, faculty, and administrators. Rooted in the belief that learning is inherently social in nature, it stresses common inquiry as the basic learning process. Although academically and culturally challenging, it benefits participants

by making them more active as learners, more interactive as teachers, more balanced as researchers, more effective as leaders, and more humane as individuals"

Collaborative learning, however, encompasses an extraordinarily wide range of programs, projects, pedagogical techniques, and classroom strategies. In a recent compendium of collaborative projects, we find students being assigned to groups to develop reports to the class, serving as mentors in science classes or as writing tutors, working with faculty in research projects, and assisting in the redesign of courses.<sup>1</sup> It is no wonder that it is so difficult to explain just what all these models, and many others, have in common. It also explains why our definition is incomplete.

The term "collaboration" is itself difficult to define. Dictionaries approach the word as a synonym for "cooperation," particularly treasonable cooperation with occupying enemy forces. In an educational context, such definitions make little sense. Literally, to collaborate means to work to-



Bill Whipple directs the Honors Program at the University of Maine.



A student involved in collaborative group work at Evergreen's Tacoma Campus. Photo: Steve Davis

gether (co-labor), but this by itself is unsatisfying; a committee that approaches a problem by reducing it to a form that is offensive to none of the members may be working together, but it is not collaborating. Whatever it is, collaboration is not groupthink.

Perhaps collaboration is one of those words like "salad" or "game" that is, strictly, undefinable but that can be understood by looking at the characteristics with which it is often (though not invariably) associated. Not all salads consist of vegetables; not all are served cold, or precede the main course of a meal. But if the waiter does bring a plate of cold lettuce and other vegetables before bringing the main course, we can

safely call it a salad.

When a concept is characterized in this way, rather than by definition, the outer limits of the concept remain somewhat fuzzy (is a bowl of gazpacho, served before a main course, a salad?) but the concept is well enough understood to be useful. My aim here is to list some of the characteristics that commonly appear in collaborative approaches to education. While this may not uniquely define collaboration, it may help us to recognize the beast when we see it, and may possibly be of use if our aim is to make it appear.

Here, then, are a few characteristics of collaboration, particularly collaboration in educational settings.<sup>2</sup>

**1. Collaboration means that both teachers and learners are active participants in the educational process.** The need for active student involvement in learning was the theme of the National Institute of Education's 1984 report on higher education,<sup>3</sup> and continues to be emphasized as a means for improving teaching and learning. One of seven "principles of good practice in undergraduate education" developed by Zelda Gamson and Arthur Chickering speaks of the need for active learning techniques.<sup>4</sup> Not all forms of active learning are collaborative, but almost all collaborative situations encourage active involvement.

When students work together on joint projects, participate in learning communities, or help to shape the curriculum, it is difficult for them to remain detached from the process of common inquiry that underlies education. It should be noted that when collaboration involves *faculty* members, as it does in many cases, the result is a heightened degree of faculty involvement that complements student involvement in a synergistic fashion.<sup>5</sup>

**2. Collaboration bridges the gulf between teachers and students.** We are accustomed to sharp distinctions between those who deliver knowledge and those who receive it. Perhaps this arises from our earliest experiences in education—in elementary school where the teacher is physically so much bigger than the student that there can be no confusion as to which is which. In higher education, these physical differences may no longer exist, but still the instructor is the adult, the authority. Above all, the instructor is the one who assigns grades, a fact that inevitably places teachers and students on opposite sides of a “power line.”

Whether these sharp distinctions really benefit the educational process is open to doubt. At least in higher education, where students are adults (and an increasing number are adults older than 25), it is likely that this authoritarian structure is an impediment to learning. When students and faculty collaborate, the power line is easily crossed. The External Examination Program at Swarthmore College is a good example. Students are evaluated by panels of external authorities selected by the faculty, rather than by their instructors. This program has flourished for over 50 years and has been remarkably successful in generating a more collaborative atmosphere between faculty and students.

# **R**ooted in the belief that learning is inherently social in nature, collaborative learning stresses common inquiry as the basic learning process.

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Even in collaboration between students and their peers it becomes apparent that knowledge is not solely something that is delivered to students. Rather, it is something that can emerge from an active dialogue among those who seek to understand.

**3. Collaboration creates a sense of community.** One of the most powerful aspects of collaboration is its challenge to the ethic of individual competition. American culture, in particular, celebrates interpersonal competitiveness as a means to (almost a definition of) success. But many human activities require cooperation rather than competition; and some of the most important human values are best advanced when citizens respect and practice cooperation. There is evidence that some of the country's most effective academic programs are successful, in part, because they progressively encourage communal, rather than competitive, efforts among students.<sup>6</sup>

It is important to understand that the sense of community thus generated does not imply that all of the collaborating participants will agree on everything. What was said before needs to be repeated: collaboration is

not groupthink! In fact, it is precisely through the sense of community produced by good collaboration that individuals become better able to respect the differences and diversities that make them unique.

An analogy to family life may be helpful. A good family does not dissolve the individuality of its members, but provides a base of support upon which the individualities of its members can rest. Successful collaboration can do the same.

**4. Collaboration means that knowledge is created, not transferred.** Education does not consist merely of “pouring” facts from the teacher to the students as though they were glasses to be filled with some form of intellectual orange juice. Knowledge is an interactive process, not an accumulation of Trivial Pursuit answers; education at its best develops the students' abilities to learn for themselves. Collaborative learning situations encourage students to see their task as the making of knowledge for themselves and their lives, while encouraging

teachers to view as part of their craft the skill of creating effective situations for the creation of knowledge.

Another way to say this is that collaboration results in a level of knowledge within the group that is greater than the sum of the knowledge of the individual participants. Collaborative activities lead to emergent knowledge, which is the result of interaction between (not summation of) the understandings of those who contribute to its formation. This does not nullify the value of the individual points of view that combine to create the collaborative knowledge. It is a common misconception that collaborative beliefs about knowledge ignore the value of each knower's contribution. Rather, in a collaborative situation involving, say, six persons, there are *seven* distinct knowledges represented—those of each individual and that of the group as a collective entity. The latter is not antagonistic to the former; rather it complements these to provide richer soil in which ideas can take root.

**5. Collaboration makes the boundaries between teaching and research less distinct.** Traditionally, we think of research as the creation of knowledge and teaching as the transmission of that knowledge. But if, as argued above, knowledge cannot really be transmitted, then every act of teaching becomes an act of knowledge creation—that is, an example of research. In this regard it is interesting to recall the notion of the “classroom laboratory” propounded by K. Patricia Cross.<sup>7</sup> From a collaborative point of view, classrooms are necessarily laboratories; what takes place in the classroom is exactly the same thing that takes place in the laboratory: creation of knowledge.

**6. Collaboration locates knowledge in the community rather than in the individual.** We are accustomed to think about knowledge in a manner profoundly influenced by the Cartesian mind/matter distinction. Knowledge, in this view, is an approach to reality, and reality exists independently and outside of the mind; the mind's task is to “reflect” (in an almost visual sense) an accurate image of that external reality. The beneficiary of learning is the individual mind, and the process of learning consists of transferring into the mind reflections of “true” reality.<sup>8</sup>

Collaborative approaches to learning challenge the assumption that knowledge exists within the mind of the individual. If (as I have claimed above) knowledge is an emergent feature of the social interaction among people, then the knowledge lives in the community; individuals have particular viewpoints upon the collective knowledge, but they cannot absorb it in its pure form into their minds. Only in what Kenneth Bruffee has called “the conversation of mankind” does knowledge find its home, and only through the unending evolution of that dialogue can it be recreated and refashioned into new forms that will enlighten the understanding of future generations.<sup>9</sup>

As stated before, a particular project or pedagogical technique need not reflect every one of these characteristics in order to be called collaborative. But an approach that is related to several of these principles can legitimately be called collaborative, which means that it is part of the emerging revolution in our ways of thinking about the nature of learning and the structure of knowledge.

#### FOOTNOTES

<sup>1</sup>Romer, Karen T. (ed.) CUE: **Models of Collaboration in Undergraduate Education**, Providence, RI: Brown University, 1985.

<sup>2</sup>The Collaborative approach can, of course, be applied to other contexts as well. A session at the 1987 AAHE National Conference on Higher Education was devoted to collaboration in academic administration. (Session 41, Collaborative Leadership: How and Why Collaboration Works, organized by Zelda Gamson, Alan Guskin, and Nancy Hoffman, AAHE National Conference on Higher Education, Chicago, March 1987.)

<sup>3</sup>Study Group on the Conditions of Excellence in American Higher Education. **Involvement in Learning: Realizing the Potential of American Higher Education**, Washington, DC: National Institute of Education/U.S. Department of Education, 1984.

<sup>4</sup>Chickering, Arthur, and Gamson, Zelda (organizers). **We Can Do It Ourselves! Applying Principles of Good Practice in Undergraduate Education**. Session 71 at the AAHE National Conference on Higher Education, Chicago, March 1987.

<sup>5</sup>See, for example, Miller, Marjorie. On Making Connections. **Liberal Education** 1983, 69(2).

<sup>6</sup>SUNY College at Oswego, while in the process of evaluating its Honors Program, administered to students from each class the Spence-Helmreich scale of motivation, which measures several different components of academic motivation including mastery and interpersonal competitiveness. Researchers found that, while motivation for mastery was high for all students (as would be expected in an honors program), interpersonal competitiveness was highest for freshmen, lowest for seniors, and intermediate for other students. For more on this study see Reihman, J. and Varhus, S. **Goals and Means: The Methodology of an Honors Evaluation. Newsletter of the National Collegiate Honors Council**, 1984, 5(4), 6-9.

<sup>7</sup>Cross, K. Patricia. A Proposal to Improve Teaching—or What “Taking Teaching Seriously” Should Mean. **AAHE Bulletin**, 1986, 39(1), 9-14.

<sup>8</sup>The argument that a Cartesian model underlies much of our approach to knowledge is developed in Rorty, Richard. **Philosophy and the Mirror of Nature**. Princeton: Princeton University Press, 1979.

<sup>9</sup>Bruffee, Kenneth. Collaborative Learning and the “Conversation of Mankind.” **College English**, 1984, 46(7), 83-100.

This article originally appeared in the October 1987 *AAHE Bulletin*.



# Washington Center Seminars and Conferences, 1989

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**Workshop for administrators on learning community design and implementation issues. At two sites:**

February 24: North Seattle Community College

March 3: Yakima Valley Community college

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**Fourth Annual Curriculum Planning Retreat**

April 29-30

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**“Collaborating to Improve Developmental Education.”**

A Co-Sponsored Conference with the Washington Association for Developmental Education

May 4-5, Doubletree Inn, Seattle

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Washington Center Spring Conference:

**“Involvement in Learning”**

May 19 in Seattle

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Weekend Workshop on **Approaches to Assessment and Instruction** based on William Perry's scheme of student development in college

May 20-21

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For further information on any of these events please call the Washington Center, (206) 866-6000, Ext. 6606, or SCAN 727-6606.

## **Seed Grant Call for Proposals for '89-90 Issued**

Guidelines to apply for seed grants for the '89-90 academic year are now available from The Washington Center. Projects may begin July 1, 1989. The application deadline is **March 31, 1989**. Preliminary proposals are strongly encouraged, but must be received by March 1, 1989, to receive comments. Interested individuals are encouraged to contact the Center staff by telephone for assistance in developing project ideas.

## **What's Happening: Learning Community Programs and Faculty Exchanges at Participating Institutions**

In Winter Quarter **Bellevue Community College** is offering a coordinated studies program combining college transfer courses with developmental reading and writing and career development courses, titled “The Digital Dragon.” Eric Haines (history), Jackie Hartwich (literature) and Craig Sanders (English communications) are teaching the program. This program follows after a fully-enrolled, successful fall coordinated studies program for developmental students.

Two Bellevue faculty members are on faculty exchanges Winter Quarter. They are David Jurgi (anthropology) to Evergreen, and Mike Righi (economics) to Seattle Central.

**Centralia College** will offer a Winter Quarter learning community program titled “Who are You?” Heesoon Aust (psychology) and Sue Hendrickson (English) are teaching the program with Linda Streever (English) acting as a kibitzer. Centralia will shortly announce a Summer learning community program taught by Don Foran (English) and Dave Martin (biology) in London, exploring romantic and anti-romantic themes.

**Edmonds Community College** will offer a Winter Quarter coordinated studies program called “The Right Stuff” which will explore American values and beliefs and the events that shaped our national character. The program will be taught by Ruthanne Brown, Merl Deinhart, and Pat Nerison.

**Everett Community College** continues into Winter Quarter with its “Women on the Move to a Four Year

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Degree" program. Paul Marshall says that the first quarter was a great success and that the twenty-six returning adults are very much a learning community and an active force on the campus already.

**Lower Columbia College** will offer a Winter integrated studies program called "Humor in a Serious Age." Check out the poster for this program, which humorously features the instructors Dick Kelley (philosophy, psychology and theology), Jerry Zimmerman (law), and Gary Nyberg (music).

**North Seattle Community College** will offer three coordinated studies programs Winter Quarter, as it begins to integrate learning communities into vocational as well as academic transfer areas. "The Self across Cultures in Psychology and Literature" will be taught by Larry Hall (psychology), Marilyn Smith (literature), and exchange faculty Jan Kido (communications, on exchange from the University of Hawaii-Hilo). A coordinated studies program in electronics will be led by Linda Wilkinson (electronics), Marcia Barton (English), and Jim Harnish (history). This program will provide electronics students with a general education module and writing skills development. Finally, a coordinated studies program combining astronomy and English will be offered by Rita Smilkstein (English) and Dennis Hibbert (astronomy).

North Seattle faculty member Loretta Albright (early childhood) will spend Winter Quarter at Evergreen teaching in the human development program with Betsy Diffendal (anthropology) and Betty Kutter (biology).

**Seattle Central Community College** is offering nine learning communities Winter Quarter, after filling all of its Fall programs except one. "The Global Village: A Finite World in Infinite Expansion" will be offered for eighteen credits by Alison Duxbury (oceanography), Sandra Hastings (English), Sanford Helt (math), and Michael Righi (economics, exchange faculty from Bellevue).

"A Bite of Seattle" will be taught by David Dawson (English) and Larry Silverman (English) for thirteen credits. "Current Issues in Nutrition" will be offered by Cheryl Morse (English) and Meri Sennitt (nutrition). "The Future of Being Human" will be a thirteen-credit offering led by Nancy Finley (psychology) and Paula Bennett (English).

The first evening and weekend coordinated studies program will be initiated with faculty members Carl Waluconis (English), Audrey Wright

(English), and Sandy and Yasu Osawa (film-video) under the title, "The Televised Mind: Uses and Abuses."

Learning community programs will continue in the areas of English as a second language and business, after a highly successful pilot year in '87-88. "Business, Power and Communications" will be taught by Liz MacLennan (business), Minnie Collins (English), and Steve Soderland (math). "Cross Cultural Perspectives in American History" will be offered with Caryn Cline (English) and Cynthia Inanaka (sociology). The successful ESL program will be repeated with Andre Loh (ESL) and Verna Penland (ESL) teaching "Coordinated Studies Transitional Level One." In addition, "And Justice for All?" will be offered as a ten-credit program by Susan Helt (law) and Wendy Rader-Konofalski (English).

**Astrida Onat, faculty member in anthropology at Seattle Central Community College, was an exchange faculty this fall in Evergreen's "Health and Human Behavior Program."**



**Shoreline Community College** will offer several of its "combined courses" Winter Quarter. They include "Mass Media and Society," which will link English 102 with Communications 203W, taught by Diane Gould (English) and Carol Doig (communications); and a second set of linked courses titled "Music Appreciation," linking Music 107 with English 101, taught by Alexander Maxwell (English) and Barry Ehrlich (music). Shoreline also reports that it will again offer an overseas Summer integrated program in '89 taught by Richard Conway (geology) and Dennis Peters (English) after a successful Summer '87 program in Turkey. Shoreline will also initiate its first faculty exchange Winter Quarter—Sarah Hart (French) will be going to Evergreen to teach in the year-long "French Culture" program with Evergreen faculty members Susan Fiksdal and Marianne Bailey.

**Spokane Falls Community College** will offer a fifteen-credit Winter coordinated studies program, titled "Human Experience and Human Expression," with Steve Reames (communications), Dexter Amend (psychology), and Sharon Wilkins (art history).

**Tacoma Community College** will continue its joint Bridge program with The Evergreen State College—Tacoma and will also initiate a new ten-credit program on its main campus. The new program, "Swordsmen and Salesmen: How Do We Spell Success," will explore contemporary meanings of success and their connection to literary and mythological traditions. It will be taught by Richard Wakefield (English) and Violetta Clee (English).

TCC was recently named one of eight community colleges nationally with an exemplary humanities program. Under a recent award from the AACJC and the National Endowment for the Humanities, TCC will serve as

a mentor for other schools in disseminating its curriculum. Gael Tower is the contact person for more information on this project.

**The Evergreen State College** will enjoy several visiting exchange faculty members Winter Quarter. They include David Jurji (sociology) from Bellevue who joins Janet Ott (biology), Rob Cole (physics), and Ryo Imamura (psychology) in "Human Health and Behavior." Shoreline faculty member Sarah Hart (French) will join Susan Fiksdal and Marianne Bailey in the "French Culture" program, and Loretta Albright (early childhood) from North Seattle joins Betsy Diffendal (anthropology) and Betty Kutter (biology) in the "Human Development" program.

Evergreen reports that a new program assigning student writing tutors to its freshman Core programs has been a smashing success. Tom Maddox is the coordinator of this effort.

**The University of Washington** is rapidly expanding its freshman interest group program, which has gone from five to ten and now fifteen sections per year. The program will also be extended from a "Fall only" option for incoming freshmen to a year-long option. Dean of Undergraduate Studies, Fred Campbell, indicates that the department-based writing center program is also rapidly expanding and will soon involve the departments of sociology, history, geography, psychology, and political science. The School of Engineering is also reputed to be exploring the concept. This fall was the quarter in which the Ford Foundation-funded College Studies program was offered at UW; all sections of this program, which offers students a more integrated approach to general education, were filled. Professor Hazard Adams (English) is the coordinator of this program.

**Yakima Valley Community College** will have three Winter learning community offerings. "Asia and Asians: People, Art and Culture" will be offered as a linked course by Denny Konshak (English) and Dorothy Yim (English). "Speaking Evolution" will be offered by Mildred McBride (communications) and Eric Mould (biology). A fifteen-credit program titled, "Brilliant and Brutish: The Aspirations and Nature of Man," will be offered by Gordon Howard (history), Roger Carlstrom (English), and Inga Wiehl (English).

The other exciting news from Fall Quarter from Yakima Valley is that faculty members Judy Moore (biology) and Eric Mould (biology) have been experimenting with teaching their separate Biology 101 courses collaboratively with terrific results. Students report that if you miss one of these classes, you really miss something! Workshops carefully planned by Eric and Judy and learning groups are having substantial impact on student performance and the faculty report that they are having a terrific time teaching their individual courses somewhat together.

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## The Washington Center for Improving the Quality of Undergraduate Education

- established in 1985 at Evergreen as an inter-institutional consortium devoted to improving undergraduate education. The Center focuses on low-cost, high-yield approaches to educational reform, emphasizing better utilization and sharing of existing resources through inter-institutional collaboration. Established with funding from the Exxon and Ford Foundations, the Center is now supported by the Washington state legislature.
- includes 36 participating institutions: all of the state's public four-year institutions, 23 community colleges, and seven independent colleges.
- supports and coordinates inter-institutional faculty exchanges, the development of interdisciplinary "learning community" programs, conferences, seminars and technical assistance on effective approaches to teaching and learning.



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