Deepwater Horizon Learning Community  
Center for the Environment, Ecological Design and Sustainability  
Sherrerd Center for Teaching and Learning

Teaching Arts Lunch  
19 November 2010

Center for the Environment (www.smith.edu/green)

Mission: to graduate women who excel at integrating knowledge to support environmental decisions and actions

Focus on the students; support the faculty; complement existing programs

Goals of Deepwater Horizon project
Use an authentic environmental issue to enhance student learning and to convey the need for and importance of multiple perspectives. Support faculty who wish to incorporate an aspect of the crisis in their teaching.

Approach
• Individual, faculty-designed modifications to existing courses
• Informal meetings to discuss common readings, vet course ideas, and explain issues from different disciplinary perspectives
• Moodle site to share documents and links
• Support for other activities

Examples
Literary Ecology  
Developmental Biology  
Marine Ecology  
Environmental Economics  
Mass and Heat Transfer

Meeting Dates for Fall Semester
8 September – plan for the year
22 September – Roundtable Discussion, Neilson Browsing Room
29 September – General discussion, individual project identification
13 October – summaries of course ideas
3 November (CC 103/104) – faculty reports
17 November (Dewey Common Room) – common reading, BP payouts (Susan Sayre)
19 November (Conference Center) – Teaching Arts lunch
8 December (CC 102) – chemistry of oil (Shizuka Hsieh)
14 December (McConnell Foyer, 4-6 pm) – poster session (Michael Barresi and Paulette Peckol)

Andrew J. Guswa
Discussion Questions

This learning community focuses on individual faculty projects. Should there be a collective product (such as a case study)? What would be the advantages and what would be the additional resources needed?

We have structured our gatherings such that we meet roughly every other week. What would be the advantages or disadvantages of other structures, such as a three-day focused workshop in January?

This project gets to student learning via the faculty and the courses they teach. What could be models of incorporating students directly in the project? What would be the advantages, disadvantages, benefits, and required resources?

This project focuses on Smith faculty bringing their own expertise and disciplinary knowledge to address an aspect of the event. Should more emphasis be put on outside expertise? What would be the advantages and disadvantages?

Andrew J. Guswa