

THE TEACHING AND LEARNING CENTER

ANNUAL REPORT 2012-2013



WAKE FOREST
UNIVERSITY

WELCOME

MISSION

The Teaching and Learning Center is a resource center for all Wake Forest University faculty throughout all phases of their careers. The TLC offers funding, workshops, individual and departmental consultations, learning communities and retreats to bring together faculty to share research-based expertise, explore innovations and discuss the challenges of learning-centered teaching both in and across the disciplines.

GUIDING PRINCIPLES

- Participation is voluntary
- All records are confidential
- All practices follow the ethical guidelines established by the Professional and Organization Development Network

STAFF

Catherine E. Ross, Director
Kristi J. Verbeke, Faculty Development Specialist
Deborah W. Snyder, Administrative Coordinator

TLC COMMITTEE

Brook Davis, Theatre and Dance
Kyle Denlinger, ZSR Library
Steven Giles, Communication
Hugh Howards, Mathematics
Bradley Jones, Chemistry
Lee Knight, Schools of Business
Soledad Miguel-Prendes, Romance Languages
Veronice Miles, School of Divinity
Monique O'Connell, History
Wendy Parker, School of Law
Mary Redmond, Education
Catherine Ross, Teaching and Learning Center
Sue Rupp, History
Rebecca Thomas, Dean's Office
Kristi Verbeke, Teaching and Learning Center

LETTER *from the* DIRECTOR



As director of the TLC, I am delighted to share with you this overview of the many wonderful happenings from the 2012-2013 academic year. It has been a whirlwind of exciting opportunities and projects, many of which are the result of welcoming into the Wake Forest community our new colleague Kristi Verbeke. Kristi brings to the TLC many new ideas and a wealth of experience in faculty development.

A major project we were able to launch was our first ever ePortfolio Faculty Learning Community. We worked with faculty across schools and disciplines to integrate reflective learning opportunities for students into their courses, and several of our faculty participants have now shared their successful piloting of these techniques. Just this past August, Kristi and I, along with Jolie Tingin, presented on the use of a learning community to introduce ePortfolio to Wake Forest faculty at the national ePortfolio learning conference, sponsored by the Association for Authentic, Experiential and Evidence-Based Learning's (AAEEBL), in Boston.

Additionally, we've been busy collaborating with other offices on campus. One very exciting opportunity came in the form of a collaboration with Alta Mauro in the Office of Multicultural Affairs, to produce a series of workshops for faculty called *Engaging and Supporting the Wake Forest Student: Pedagogical Approaches to Success*. Over these five workshops we were able to gain a deeper understanding of who our students are and how our teaching can respond to the needs and strengths they bring into our classrooms. In another inspiring collaboration, this one with my colleague Amanda Horton in Student Affairs, we were able to bring student voices to the table in our discussions of how learning happens in college. We ran two sections of the most amazing faculty-student discussions about learning in college, based on the reading of a new book by Ken Bain, *What the Best College Students Do*. The discussions were transformative for both sets of participants and Amanda and I presented on our efforts just this October at the International Society for the Scholarship of Teaching and Learning (ISSOTL) conference.

Of course the 2012-2013 landscape wouldn't be complete without some discussion of Massively Online Courses (MOOCs)! Everyone (or so it seemed) was either launching them or talking about them. The TLC recruited a group of Wake Forest faculty and students to check out MOOCs for us and in May we had a very lively discussion with them about what they had learned.

I think I could go on and on about all the wonderful ideas faculty have shared with us, and the amazing things they have done in their classrooms, but you will see their efforts in our report. Let me simply say thank-you to all the faculty with whom we have engaged and from whom we have learned. Thank you for being so passionate about your teaching and for sharing that passion with us.

Catherine Ross

FACULTY LEARNING COMMUNITIES

NEW FACULTY TEACHING COMMUNITY

Every fall semester the TLC invites new faculty members (within their first two years) at Wake Forest to join together to create a peer support and mentoring group. The group will meet every other week throughout the fall semester to talk about teaching, share classroom problems and ideas, and observe senior faculty in their classes and talk with them about teaching. We will also read *How Learning Works* to jump-start our conversations and get ideas. While the conversations will vary depending on the interests of the group, we will most certainly engage in lively discussions on the practice of teaching!

REFLECTIVE LEARNING IN STUDY ABROAD THROUGH EPORTFOLIOS

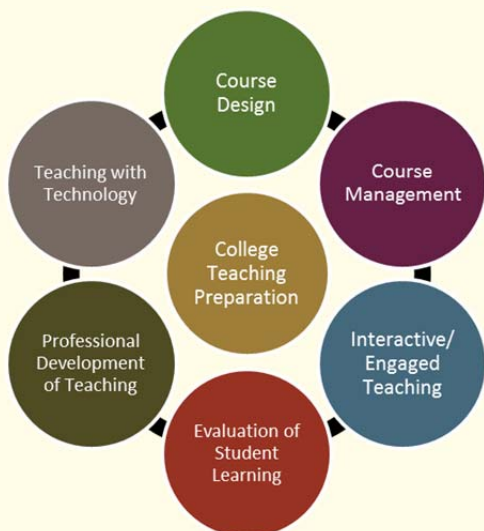
Given the effectiveness of reflective learning, particularly for a study abroad experience, this faculty learning community is for those interested in exploring reflective learning in the context of leading a WFU study abroad program and/or teaching overseas, using ePortfolio as a platform for reflective learning. ePortfolio can be a valuable tool for promoting critical thinking and engagement that comes through reflective learning.



CONTEMPLATIVE PEDAGOGY

This learning community is for those interested in exploring the use of contemplative pedagogy in their teaching, and is being led by a TLC Faculty Fellow, Dr. Ulrike Wiethaus, Professor in the Religion Department and the American Ethnic Studies Program. Contemplative or mindfulness pedagogy practices represent a growing trend across colleges and universities. The group will meet throughout the fall semester to explore the purpose and best practices in contemplative pedagogy use in the classroom by engaging with assigned readings and web resources through at least one hands-on contemplative pedagogy technique per session. The last meeting of the fall semester will be a student-led workshop for the faculty. FYS students enrolled in the fall course “Contemplative Traditions” will be the facilitators and will share their new skill sets and insights with the faculty cohort.

COLLEGE TEACHING PREPARATION PROGRAM FOR GRADUATE STUDENTS



The Teaching and Learning Center invites graduate students to enroll in our College Teaching Preparation program. Participating in this program will prepare graduate students to meet teaching-related challenges and provide them with the opportunity to work with professional educators to learn and practice new teaching skills. This comprehensive program focuses on six areas of teaching and requires students to participate in TLC events, observe a faculty mentor, practice and reflect on their own teaching, and create a teaching portfolio.

Interested students should email Kristi Verbeke (verbekkj@wfu.edu) for more details and to enroll.

LOOKING AHEAD: 2013-2014

FACULTY FELLOWS PROGRAM

The TLC Faculty Fellows program seeks to create a partnership between the faculty and the TLC to deepen engagement with teaching in the disciplines. Through this partnership, faculty can expand their expertise on teaching in their discipline and share that expertise with their departmental and disciplinary peers.

Those faculty who are selected as fellows will gain professional recognition for the innovative and thoughtful work they are doing in promoting teaching excellence



Dr. Ulrike Wiethaus
Professor, Religion
and American
Ethnic Studies

within their discipline. The TLC will gain deeper insights into how disciplines can build on learning research. Faculty

Fellows can serve any number of roles: working with TLC

staff on projects to enhance the teaching and learning resources within their departments and divisions, creating their own faculty development initiatives, acting as informal advisors on TLC programs and services, offering discipline-based workshops, and serving as TLC contacts for other faculty on campus and for colleagues elsewhere.

Fellows receive a stipend and can request additional funding (reimbursement of up to \$1000) for books, materials or other expenses associated with their project.



Leah Roy
Senior Lecturer,
Theatre and Dance

BOOK DISCUSSION GROUPS

The TLC book discussion groups meet for 3 to 4 sessions in both the fall and spring semesters. A new book is discussed each semester. All participants receive a free copy of the book. Participation is limited to 12 per group and registration is on a first-come, first-serve basis. Registration information, the dates, times and locations are available on our website.

The Fall 2013 groups will run between September and October. Participants will choose from one of the following books. Spring books will be announced later in the fall.

Learner-Centered Teaching: Five Key Changes to Practice (2nd edition)

Maryellen Weimer, 2013

Facilitators: Catherine Ross (rossce@efu.edu) and Kristi Verbeke (verbekj@wfu.edu)

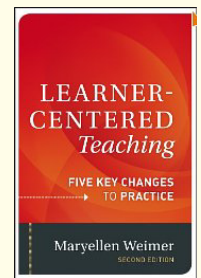
In the author's own words, this is "a book for faculty who think learner-centered ideas might be of interest, but they have questions or concerns. It's even a book for those who may not think they're interested in learner-centered teaching but who are concerned about students—their passivity, lack of motivation, disinterest in learning. It's for teachers who wonder if there might be better ways to connect students with the power and joy of learning."

What the Best College Students Do

Ken Bain, 2012

Facilitator: Catherine Ross (rossce@wfu.edu) and Amanda Horton (hortonaj@wfu.edu)

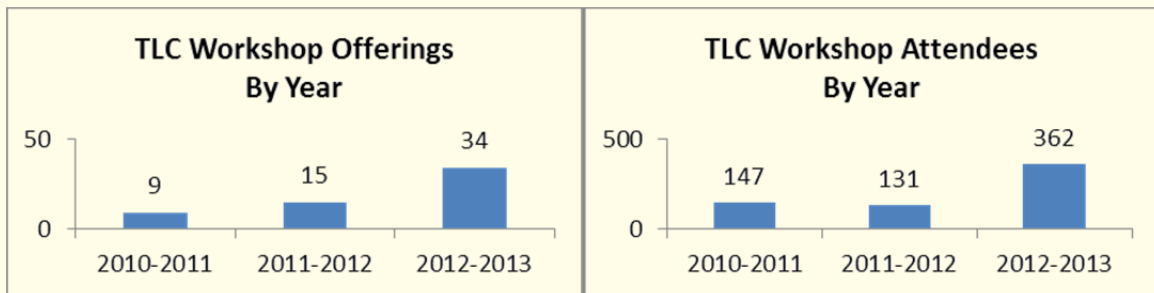
Combining academic research on learning and motivation with insights drawn from interviews with people who have won Nobel Prizes, Emmys, fame, or the admiration of people in their field, Ken Bain identifies the key attitudes that distinguished the best college students from their peers. This unique experience brings together WFU faculty and students to discuss Bain's work regarding successful students.



HIGHLIGHTS: 2012-2013

WORKSHOPS

This year, we increased the number of workshops offered to graduate students and faculty at Wake Forest University and also saw a boost in attendance from previous years.



NEW INSTRUCTOR WORKSHOPS

Our New Instructor workshops are specifically designed to target the needs of post docs and teaching assistants on the Reynolda and Bowman Gray Campuses. 2012-2013 workshops included topics such as

- Teaching Mistakes from the College Classroom
- Interactive Teaching
- Writing a Teaching Philosophy
- Syllabus Design
- Dealing with Challenging Students

INSTRUCTIONAL DEVELOPMENT WORKSHOPS

Each workshop in the Teaching and Learning Center's Instructional Development series centers on one specific challenge in course design or pedagogy and provides faculty with concrete teaching strategies and tools for use in their very next class. Many workshops were led by Wake Forest faculty. 2012-2013 workshops included topics such as:

- Responding to Student Writing
- Sounding Like a Scholar: Helping Students Express an Academic Stance in Their Writing
- Concept Maps: How to Use Them and What You Need to Know
- Designing and Planning Better Discussion
- Introduction to Scientific Teaching

"ALL ABOUT MOTIVATION" SERIES

In Spring 2013, the Teaching and Learning Center offered a very popular series of workshops around the topic of motivation. Based on a framework adopted from *How Learning Works* (Ambrose et al., 2012), we explored issues of student motivation around preparation, class participation, writing, and deep learning. The series ended with faculty reflecting on their own motivation and subsequent impact on teaching and learning in their classrooms.

SEMESTER START-UP SERIES

In August, December, and January, the Teaching and Learning Center offered an accelerated series of workshops designed to help faculty focus on upcoming semesters. "August Roundup" included five workshops in two days before the Fall semester. December's "Winding Down, Gearing Up!" series included three workshops at the end of Fall semester, in preparation for Spring. January's "Spring Ahead!" series offered three workshops before the Spring semester.

HIGHLIGHTS: 2012-2013

TEACHING INNOVATION AWARDS

Each Spring, the Teaching and Learning Center recognizes faculty who have reworked traditional courses or introduced new courses, using new methods or finding ways to apply theories of learning to the practice of teaching. The recipients of the award receive \$1,000. The award is not a reimbursement grant, but rather a monetary prize to recognize faculty achievement. The call for applications for this award goes out early Spring semester and are peer-reviewed by the TLC Faculty Committee. All faculty teaching on the Reynolda Campus are invited to apply.

2012-2013 AWARDEES



Sarah Mason, Department of Mathematics
Grace Wetzel, Department of English
Christa Colyer, Department of Chemistry
Cynthia Gendrich, Department of Theatre and Dance
Jack Dostal, Department of Physics and Stewart Carter,
Department of Music (co-recipients)

FACULTY-STUDENT BOOK DISCUSSION

Spring 2013, the TLC partnered with Campus Life to offer a faculty-student book discussion in an effort to bring student voices into the discussions about teaching and learning. Five faculty and five students met three times to discuss Ken Bain's new book, *What the Best College Students Do*. This experience was incredibly powerful for all who participated, with many faculty reporting that it had changed their view of their students and impacted their teaching. The students likewise felt that it was a powerful learning experience in being able to examine their own motivations around learning in their college experience. Due to the popularity of this book discussion, it will be repeated again Fall 2013. Catherine Ross from the TLC and Amanda Horton from Campus Life also presented on this program at the annual International Society for the Scholarship of Teaching and Learning (ISSOTL) conference, Fall 2013.

WHAT'S UP WITH MOOCS?

Massively Open Online Courses (MOOCs) were a hot topic of discussion in 2012 and 2013! In an effort to better understand MOOCs and their potential here at WFU, the TLC recruited a group of faculty and students to explore a MOOC in their discipline. Each faculty member identified a MOOC of interest, recruited a few students and then participated in the MOOC. In May 2013, the group came together as a panel for a very well-attended, lively discussion of their experiences.



ADVANCING DIVERSITY AND INCLUSION

This year, the TLC also partnered with the Office of Multicultural Affairs to offer a workshop series around *Engaging and Supporting the Wake Forest Student: Pedagogical Approaches to Success*. The goal of this series was to give Wake Forest faculty the opportunity to learn about various demographic groups represented among the incoming freshman class as well as strategies to engage them in the learning process. Student groups discussed included first generation and high need students, students of color, international students, students with learning disabilities and ADHD, and today's students (Millennials).

HIGHLIGHTS: 2012-2013

EPORTFOLIO FACULTY LEARNING COMMUNITY

Fall 2012, the TLC hosted a learning community for faculty interested in exploring the integration of ePortfolios into their teaching. Members were selected as part of a competitive proposal process and received a \$500 stipend. The learning community met five times in the fall to discuss the purposes, issues, technologies, challenges and best practices when using ePortfolio in the classroom. Members of the group all designed their own ePortfolio as well as a plan for ePortfolio integration into their classes the following Spring or Fall semesters. This community-based approach was the subject of a presentation given by Catherine Ross, Kristi Verbeke, and Jolie Tingen at the Association for Authentic, Experiential and Evidence-Based Learning's (AAEEBL) annual conference in Boston in August, 2013. ePortfolio continues to be a topic of interest for faculty at WFU and members of the group will be discussing their experiences at upcoming TLC events.

GRAYLYN TEACHING RENEWAL RETREAT

The Graylyn Teaching Renewal Retreat was held June 3 - 6 at the Graylyn Estate of Wake Forest University. In addition to four Wake Forest faculty participants, sixteen other advanced career faculty participated from Elon University, Marist College, NCA&T University, Salem College, Stetson University, University of North Carolina at Asheville, and University of Virginia. The group came together to focus on teaching renewal. This program has been extremely well-received over the years and the TLC plans to open it up to a national audience next year.

Mary Dalton, Communication, Film Studies, and
Women's and Gender Studies
John Friedenberg, Department of Theatre and Dance
Simeon Ilesanmi, Religion
Ulrike Wiethaus, Religion



PARTICIPANT COMMENTS

"This was a fantastic retreat! The deep exchanges with colleagues renewed my sense of professional and personal union and gave me a few important tools and new concepts which I can move towards realizing my sense of purpose. The workshops, working groups, coaching sessions, and time for personal reflection provided the perfect framework for renewal."

"I thought there was a good balance of thinking, listening, sharing, learning, and rest. The setting for the retreat is perfect and the amenities make the whole experience seem like a reward, which is conducive to bringing a playful, happy attitude to the sessions. I cannot think of anything that was missing."

"I've been to several conferences on teaching, and generally came away from each with several good ideas that I can use to tweak my teaching for the better. This is the only conference I've been to that renewed my teaching—that gave me a re-energized and transformed vision for what I can be doing as a teacher."



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Teaching and Learning Center of Wake Forest University

Room 307, Reynolda Hall

P.O. Box 7421

1834 Wake Forest Road

Winston Salem, NC 27109-7421