# TLC *EXCHANGE*

## In This Issue...

## Letter From The Director

Dear Colleagues,

Welcome back to another school year and welcome for the first time to our new faculty. This year, in the spirit of the theme year, we will offer a number of activities designed to explore pedagogical issues related to globalization and diversity. One of the central purposes of adopting theme years was to make a more concerted effort to build intellectual life on campus and to link academic studies to campus life. Our two feature articles in this issue are written by colleagues who have spent some time thinking through some of these issues. Mary Jane Berman and Tom Taylor are co-chairs of the theme year planning committee. They share with us the thinking of the committee as it organized the year's activities. Sally Barbour writes about a conference she attended last spring on Teaching and Learning Diversity in American Higher Education. Her article encourages us to think about the many ways that our classrooms are diverse and the many avenues through which we might recognize and enhance that diversity at Wake Forest. If you would like to write an article related to the theme year for the February newsletter please let me know. We are particularly interested in reflections on overseas teaching experiences but will entertain other ideas as well.

Our brownbag discussion schedule will also include some topics related to globalization and diversity, as well as the usual discussions about various issues of teaching and learning. As always, please let us know how we can serve you better as the year progresses.

*Katy J. Harriger*
*Associate Professor of Politics*

## Teaching and Learning in the Year of Globalization and Diversity

*A discussion with Mary Jane Berman and Tom Taylor, Co-Chairs of the Planning Committee*

**What does the Committee want students to learn from the theme year activities?**

**Tom Taylor:** I want them to learn about the many substantive issues arising from the increasing interconnectedness of different cultures and peoples in today's world. Also, I hope that the "year" will establish a new perspective for students to see world events and cultural differences. In other words, their horizons will be broadened and they will now look beyond the borders of the U.S. in interpreting and understanding the complexities of the world in which they live and work.

**Mary Jane Berman:** I would like the students to develop an awareness and an appreciation of their interconnectedness with other cultures and nations. The students must start looking beyond their own bounded worlds and their immediate interests and experiences. In their lifetimes they will be exposed at an accelerated pace to world views, practices, and beliefs that differ from their own. I want them to learn how to recognize, acknowledge, interpret, and respect those varying perspectives. I want to challenge people to think about whether globalization is bringing us together or tearing us asunder.

**What kinds of learning opportunities will the theme year offer?**

**Berman:** We want to expose students to the numerous themes engendered by globalization and diversity. We want to make them more aware of how their world is changing rapidly and

how this affects them in many ways. We have tried to make the learning experiences as broad as possible to include active, as well as passive learning. We want to engage and challenge them simultaneously through cerebration and celebration. We have organized programs that include experiential opportunities afforded by music, dance, food, and the material culture of other cultures and nations, as well as traditional presentations such as lectures. Through these learning opportunities we hope to provoke thought, debate, examination, and analysis inside and outside the classroom. I hope the students will take the concepts and talk about them with their peers. I also hope that greater discussion and thought encourage them to take on new experiences like international travel or living in another culture in an informed and non-ethnocentric way.

**Taylor:** We have aimed for having the students be stimulated to think for themselves in examining various issues. Thus, lectures, films, panel discussions, in-class debates, etc., should be provocative and somewhat unsettling, forcing students to see the potential for both conflict and harmony in the process of globalization. We also want students to find pure enjoyment in many of the year's events such as the performance of the Chilean musical group, Inti-Illimani, in October, the Ethnic Heritage Festival in October, and Earth Day in April.

### Why is it important to focus on globalization and diversity as a topic of study by the community?

**Taylor:** There are two primary reasons: First, to be better prepared to function in a world characterized by increasing interaction among people of different backgrounds. This interaction calls for greater understanding and tolerance if interaction is to be positive, cooperative, and peaceful. And second, understanding and appreciating differences provides a unique means of enriching one's life. Here I draw on Pope (this source was identified for me by Ed Wilson): "Blushing in bright diversities of the day."

The significance of globalization is easily seen all around us in events and relations that have an impact on our lives daily, sometimes in foreboding ways. We cannot turn away from the 'closeness' of other nations. Thus, we must seek to be more aware of this accelerating development and its implications. As we look through a different lens, we see diverse cultures and viewpoints. Perceptions of melting pots begin to look more like mosaics. We have the choice of working towards harmony as opposed to conflict, but understanding is the key.

**Berman:** Our local, political, economic, cultural, and environmental circumstances are affected by global factors. Similarly, events that take place globally are often shaped by events taking place at the local level, often originating in areas considered to be remote from our own. It is important to study globalization and diversity to prepare ourselves and our students for the changing world, so we can make informed decisions about the kind of world in which we and our children will live. Globalization and diversity generate conflict, as well as

*"As we look through a different lens, we see diverse cultures and viewpoints. Perceptions of melting pots begin to look more like mosaics. We have the choice of working towards harmony as opposed to conflict, but understanding is the key."*

enrichment. It is important that we think about our roles in contributing to these forces.

Globalization and diversity matter because we are affected by the process of globalization in so many areas of our lives. Diversity of perspectives, viewpoints, and cultural traditions confront us at every turn. I think it is important to understand that much of what we as Americans do, use, and enjoy comes from other cultures. Perhaps if we develop a greater awareness and respect for those aspects of our lives, we will respond to the increasing diversity of our own culture with greater tolerance.

### What were the Committee's operating premises upon which the program choices were based?

**Berman:** The premises included the recognition that globalization unmasks the diversity that characterizes the world. Our committee felt that the topic was enormous and that the best way to organize it so neither we nor the students would be overwhelmed would be to structure it thematically. Thus, each month is devoted to a different subject. We decided to present each subject through various means: traditional lecture presentations to performances. We tried to bring in as many people from other cultures or nations as possible to present their perspectives. Some of these viewpoints will challenge our traditional canons, others will sound familiar, illustrating in some cases, the power of globalization.

**Taylor:** I think our premises as the year was set up included first, the significance of globalization and its concomitant, diversity, as critical factors in the consciousness of our students. They should be aware of both the challenges and enrichment arising from these. Based on this general premise, we moved towards determining the different kinds of programs we wanted and the various categories of issues we thought should be examined. Our premises as this point were that the programmatic formats should be varied and effective and the issues should be of fundamental importance, like "War and Peace", "Human Rights," etc. We also built upon the premise that the year should contain elements of enjoyment and celebration. Thus, the Ethnic Heritage Festival, Inti-Illimani, Earth Day, etc. I think a key, ongoing premise was to provoke and challenge the views of our students.

*(Editor's note: The other faculty on the Planning Committee were Pat Dixon (Music), Joanna Iwata(Benson Center), Dilip Kondepudi (Chemistry),Richard Sears (International Studies/Politics), Earl Smith(Sociology and American Ethnic Studies), Helga Welsh(Politics), and Antonio Vitti(Romance Languages))*

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# Think Diversity

*By Sally Barbour, Associate Professor of Romance Languages*

(*Editor's Note: Last spring Professor Barbour represented the TLC at a conference on Teaching and Learning Diversity in American Higher Education. This article is a report on her experience at the conference. In the spring, when she returns from Dijon, she will share more of her experiences with the faculty through a workshop or brownbag.*)

Diversity... the ubiquitous buzz-word, considered *PC* in some circles. In conversations with faculty at Wake Forest the word is often preceded by "a lack of...." That was certainly the impression the institutional and regional affiliation on my name tag elicited from many participants at the Conference on Teaching and Learning Diversity in American Higher Education I attended in Monterey, California, last April. "Wake Forest? North Carolina? It's a private school, isn't it? Is there much diversity there?" In discussions and presentations at the conference, the term became the basis of our investigation of ways in which our students' ethnic backgrounds, race, socio-economic class, gender, sexual orientation, religion, age, learning styles affect instructional practice in college and university classrooms. In the two diversity workshops I attended—one facilitated by an ex-academic from Chapel Hill who kept eyeing me and my name tag with suspicion and curiosity—"diversity" was qualified by the modifiers "racial," "ethnic," "gender" to become the ground for a more personal investigation of fear of difference. Diversity meant more at this conference than any of its washed-out synonyms; it became a frame of reference by which each of us was diverted from our well-worn paths of knowing and perceiving the world, and one which opened up a space for exchange, growth, and renewal.

> *"Here at Wake Forest there is more diversity in our classrooms than we may think there is, and the success of our courses has increasingly come to depend upon our awareness of it."*

The conference was sponsored by the Center for the Study of Teaching and Learning Diversity in Higher Education (see their website, html://www.TeachLearn.fhda.edu). The planning of this conference was unique in that participants were invited to move beyond what the planners called a "narrow concept of best practices" and to engage in critical dialogue about the teaching-learning environment. That is, true to the philosophy of the Center, we became "active learners." Each session began with a keynote speech, followed by a question-answer period, and dialogue. Then participants attended their choice of either workshops or presentations. Topics were drawn from both the "cognitive domain," which combined theories of how adults learn with specific curricular and pedagogical approaches to teaching, and from the "affective domain," which included strategies for creating an effective classroom climate for students from diverse backgrounds and with diverse learning styles. The largest session I attended had about 25 people. We usually introduced ourselves before the session began and were involved in some kind of demonstration by the end of the allotted time. One of the more original activities was a "moving workshop" entitled "The City as Text," offered in three sessions (literature, history, the environment): a two-hour tour of different physical sites in and around Monterey designed to illustrate methods of using "hand-on techniques" for teaching out of the classroom.

After the opening remarks on the first morning, we were asked to divide ourselves into groups of ten to discuss two questions: What do you think you are doing in your classroom to reach a diverse group of students? What questions and concerns do you have? Some responses to the first question were familiar, while others offered new insights: try three different ways to teach the same thing; make connections between the lesson and something students know in the culture (a Hemingway story and a Seinfeld episode); teach skills before asking for a product (give frequent pop quizzes leading to a final, talk about notetaking and how to organize a paper); design a variety of tests to allow for assessment of diverse learning styles (students take 14 weekly tests and a final, then have their choice of letting one, test or set of tests, count 80% and the other count 20%); hold frequent student conferences; and get to know the students as individuals.

Many respondents spoke of the need to demystify stereotypes. This idea would resonate throughout other discussions and serve as the theme of the final key-note speech by Dr. Claude Steele, Professor of Social Psychology at Stanford University. A math professor in our group said that he begins each semester by openly discussing students' predetermined ideas about who succeeds in math. He ends the discussion by explaining that these stereotypes are not going to apply in his class. A Chicana psychology professor begins her methods course by raising questions about the limits of traditional principles of research and challenging the students to work together to overcome these limits. A final response that seems to me very much applicable here at Wake Forest was the suggestion that when making up syllabi we look for research and texts in our disciplines that make them multicultural. Recognizing diversity in instructional practices is not simply a matter of including so-called non-canonical works on the reading list of the courses of certain departments; it is a way of thinking and of looking at our research.

All the conference presentations focused on classroom methods for bringing students into the learning process and most included the audience in hands-on practice. It soon became clear that teaching strategies that take into account diversity in the classroom necessarily lead to a shift from monologue to dialogue, between professor and students and among students themselves. Several session leaders presented strategies to use with re-entry or first-time adult students apprehensive about technology. Others evaluated experiments in interdisciplinary approaches to learning by integrating history, political science, cultural anthropology and sociology in a literature course with writing assignments rooted in autobiography or "fusing" an introductory political science course with an English composition course. In some sessions we looked at specific issues in the classroom, such as deadline policies, strategies for initiating classroom discussions on racism, and gender issues in science and math classrooms. One group of sessions addressed the strengths and difficulties of specific

programs designed to link the community with academic programs as a way on encouraging understanding of diverse populations.

In an examination of possible ways to improve student performance by shifting more responsibility from the instructor onto the student, certain presenters focused on the complexity of the learning process as it has been discussed in terms of "domains of intelligence". This involves understanding learning styles (which includes linguistic, logical/mathematical, spatial, musical, bodily/kinesthetic, interpersonal, and intrapersonal) as well as the ways in which these styles are influenced by culture. In a session entitled "Creating Authors," a professor of Spanish demonstrated step by step, through our participation, an approach that seeks to integrate education and student life through creative writing. This process encourages and facilitates what she calls the "expression of all three building blocks of human experience": the affective level, which serves as the basis of all creative experience; critical thinking strategies, which develop writing skills through active learner participation; and cooperative approaches to learning through peer editing, which develop interpersonal skills and collaborative problem solving. In a session of particular interest to me, "Designing Cooperative Learning Tasks," Dr. Susan Johnston presented a specific set of guidelines designed to answer the following questions: What instructional purpose does each cooperative task serve for the instructor? Is it to capture students' attention? Provide an initial concrete experience to use as a referent during lecture? Check for understanding? Give students an opportunity to reflect on or practice newly presented information? Cover extensive textual information? Review for an exam? Or verify that students have learned from their more recent exam? When should the cooperative task occur and how long should it last? In the second half of the session, participants worked in groups to answer each of these questions as we created student activities designed to impart specific information.

The workshops that challenged participants in a most personal way were the ones on racism: " 'What if "They" Call Me a Racist?' " and Other Discussion-Stopping Concerns, led by Dr. Frances Kendall, and Dennard Clendenin's discussion of the video *Color of Fear* as a way of "unlearning racism." Both workshop leaders identified racism as an issue of power and presented ways to think about "white privilege," that is, the ways in which one's being white gives access to power. Dr. Kendall, a white woman, discussed ways to be "comfortable with being uncomfortable," ways in which she uses the power her race affords her to raise issues about racism. At the beginning of a course, identify yourself—explain why you have made the choices you made in the design of the course. In discussion, establish parameters that account for the power and politics of language; acknowledge that each of us is a spokesperson for his/her race, class, and gender, that there is no "norm." The question she asks her students to consider is one we can all contemplate in group situations: As a ...(white, African-American, woman, man, middle-class, etc.)... what do I bring to this discussion? This is certainly the question underlying the unrehearsed discussion in *The Color of Fear* by Lee Mun Wah, a 90-minute video "about the pain and anguish that racism has caused in the lives of eight North American men of Asian, European, Latino and African descent."

Diversity is out there, both the buzz-word and the rich reality I tasted in Monterey. Here at Wake Forest there is more

diversity in our classrooms than we may think there is, and the success of our courses has increasingly come to depend upon our awareness of it. The faculty and administration at Wake Forest are "committed" in varying degrees of success and seriousness to increasing diversity on our campus in terms of recruitment of students and professors from a broader range of backgrounds. Recruiting, however, must be accompanied by retaining and supporting these students and faculty, and tuition increases risk creating another kind of homogeneity. As we continue to review the college curriculum, we would be well served to consider the questions, issues, challenges, and possibilities offered by this all important frame of reference, diversity.  ▲

## ACADEMIC AND COMMUNITY ENGAGEMENT FELLOWSHIPS

The Academic and Community Engagement Fellowship Program is a collaborative effort between the Teaching and Learning Center and Volunteer Services funded by the Mary Reynolds Babcock Fund for Leadership and Ethics. It is a new initiative linking the University's commitment to academic excellence and service to humanity. The program provides opportunities and incentives for faculty to explore and implement service-learning into existing courses or first year seminars. Service-learning as a vehicle for instruction and exploration encourages civic development, multicultural understanding, servant leadership, moral decision-making, and critical thinking.

Through the ACE fellowship, the Teaching and Learning Center will provide support for selected faculty fellows who are interested in learning more about incorporating service-learning into their courses. For participation and commitment to exploring and integrating service-learning, ACE Fellows will be awarded a stipend of $1,250 and an additional $200 for professional development/resource expenses. Fellows will be expected to attend and participate in all aspects of the fall training program and integrate service-learning as a component in an existing course or first year seminar within a calendar year. The fall training program will include a workshop and dinner on the afternoon of Tuesday, October 20th and three shorter follow-up meetings on the afternoons of Oct. 27th, Nov. 10th, and Nov. 17th.

More information about the program and applications are available from the Teaching and Learning Center (Call X4559 and we'll send you one or drop by Room 330 of the Library on a Monday, Wednesday or Friday). Deadline for applications is September 25, 1998. Five faculty members will be selected in the first group of fellows. If the program is a success, the fellowship will be available again in the two subsequent years. We seek a diverse group of faculty interested in using community resources as a way of engaging their students in active learning. All full time faculty are eligible to apply. Applicants will be evaluated and selected based on the diversity of disciplines or colleges represented, the desire to integrate teaching with community engagement, and the potential as a future advocate for the ACE program and service-learning.  ▲

# Schedule of Events - Fall 1998

## October

- **5th (Monday)**
  ***Should We Reform the Curriculum:***
  ***A Discussion of the Curriculum***
  ***Review Report***
  Brown Bag Discussion,
  12:00 - 1:00 PM, TLC
  Led by Claudia Thomas and members
  of the Curriculum Review Comm.

- **15th (Thursday)**
  ***The Experiences of International***
  ***Students at Wake Forest***
  Brown Bag Discussion,
  11:00-12:00, TLC
  Led by Helga Welsh (Politics)
  and students

- **20th (Tuesday)**
  ***ACE Fellows Workshop and Dinner,***
  4:30-7:30
  (See article in this newsletter for more
  information)

- **21st (Wednesday)**
  ***Using On-Line Quizzes***
  Brown Bag Discussion,
  12:00-1:00 PM, TLC
  Led by Bill Meyers (History),
  Dan Pfeifer (ACS), and
  Yue-Ling Wong (ACS)

- **27th (Tuesday)**
  ***ACE Fellows Training,*** 4:30-6:00 PM, TLC

- **28th (Wednesday)**
  TLC/CELI Workshop, 4:00-6:00
  ***Working with the Web:  Using Web-based***
  ***Materials in the Classroom***
  (Location TBA)

## November

- **3rd (Tuesday)**
  ***Critical Thinking in the Sciences***
  Brown Bag Discussion,
  12:00 - 1:00 PM, TLC
  Led by Tom Concannon  (Physics)

- **4th (Wednesday)**
  ***Tough Love in the Classroom:***
  ***Where Do We Draw the Line?***
  Wine and Cheese/Tea Discussion,
  4:00-5:00 PM, TLC
  Led by Rob Ulery (Classics)

- **10th (Tuesday)**
  ***ACE Fellows Training,***
  4:30-6:00 PM, TLC

- **11th (Wednesday)**
  ***FIRST YEAR SEMINAR***
  ***WORKSHOP/DINNER***
   (Time and Location TBA)

- **17th (Tuesday)**
  ***ACE Fellows Training,***
  4:30-6:00 PM, TLC

## December

- **1st (Tuesday)**
  ***Dealing with Students Who***
  ***Come to Class Unprepared"***
  Wine and Cheese/Tea Discussion,
  4:00-5:00 PM, TLC
  Led by Genevieve Brock
  (Romance Languages)

# NEWS FROM CELI

*By Bernadine Barnes*
*CELI Director, Fall 1998*
*Department of Art*

Many of you know the feeling—you think using computers in your classes may solve specific problems, or increase student interaction, or add an interesting new way of presenting information.  But then you start to wonder if you can master the skills, if you'll have the time, if the results will be worth it.  Even those of us who have been using computers in the classroom for a while ask these same questions whenever a new technology opens new possibilities for the electronic classroom.   CELI—the Computer-Enhanced Learning Initia-tive—may not be able to answer those questions, but it just may be the resource you need to help overcome initial doubts and to share your experiences with others.

## ABOUT CELI

As many of you know, CELI and STARS (the Student Technol-ogy Advisors) are the result of an anonymous grant, which was designed to accelerate the adoption of information technology for teaching on the Wake Forest campus.  CELI is now begin-ning its third year. To date, twenty-six faculty members have benefited from CELI release time grants, which have provided course reductions for one semester in order to develop digital components for their classes.  By the time you read this you should have received our call for proposals for the Spring 1999 semester.  I hope that those of you who are thinking about incorporating technology into your classes, but who feel you simply don't have time to do so, will consider applying for one of these course reductions.   One of the real benefits of having a release time grant is the opportunity to meet with fellow recipients of the grants, to share successes and failures, and often to inspire each other to try a technology  we may not have considered.

## WORKSHOP

The release time grant program is probably the best known aspect of CELI, but we have also sponsored workshops, guest speakers, and bench-marking trips to observe ways in which other universities have encouraged their faculties to incorporate technology into their teaching.   This semester CELI and the Teaching and Learning Center will be co-sponsoring "Working with the Web: Using Web-based Materials in the Classroom."  The workshop will take place on  October 28, 1998 from 4:00-6:00 pm (location TBA). During the first hour we plan to have a general panel discussion on topics that would interest anyone using or thinking about  using WWW materials in the class-room.  Some of the possible topics include the critical use of published WWW documents, finding and using quality materi-als on the Web, and the joys and perils of publishing student work on the Web.  Susan Smith, our Electronic Resources Librarian, will be one of the members of the panel. In the second half of the workshop, participants will meet in small groups with people who can demonstrate, at a variety of levels, how to construct web pages.  Some of the people who will be leading these sessions include Rosalind Tedford, from the ITC, on basic web page construction; Randy Riddle, the ACS for the Art Department, on incorporating images, video, and sound into web pages;  and Yueling Wong  on advanced HTML editors, like Dreamweaver.   If you have an idea for the

workshop—a possible topic or the name of a participant—please send me an e-mail ([barnes@wfu.edu)](mailto:barnes@wfu.edu).  We hope that this workshop will appeal to many members of the Wake Forest community, so please plan to come and bring your own ideas and experiences to share.

## TECH FAIR

Another event that is open to the entire community is the semi-annual Tech Fair.  Here, CELI grant recipients, as well as ACS's and faculty who have been paired with STARS, gather to demonstrate the projects they have developed.   Last semester, forty-one projects were presented and more that two hundred visitors attended the Tech Fair. This year's Tech Fair will be held on Thursday,  December 3, 1998 in Benson 401.  This is a great opportunity to meet people from across the university who just may inspire you to try a new technology.

There are often other events on campus that involve technol-ogy in the classroom, but which are sponsored by other organizations or departments.  The CELI home page (access it via the WFU home page or http://[www.wfu.edu/CELI](http://www.wfu.edu/CELI)) is one way to find out about  these events.  We'll try to list the events we find out about, with links to other pages for further infor-mation. One such event is the Catalyst Institute sponsored by ICCEL, and scheduled for October 26 (for more information go to http://iccel.wfu.edu/events.htm#oct26.   If you are aware of a workshop, speaker, or resource that you would like others to know about, please send me an e-mail.

Finally, I wanted to say a few words about the future of CELI.  The anonymous grant which allows us to exist provides funding only through the Fall semester, 1999.  Throughout the upcom-ing year, the CELI committee will be discussing what we have accomplished, what we might do differently, and how we will continue.  It is clear that there will always be the need for some organization or person to encourage those who are not familiar with computers, to create opportunities to learn about new technologies, and to provide a forum for critical discussions about technology and education.  We welcome your thoughts.

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# EVALUATION SERVICES OF THE TEACHING AND LEARNING CENTER

The Center offers several services that may be of help to faculty who would like some voluntary and confidential peer review of their classes outside the traditional departmental evaluation process. All of these services require some lead-time to arrange since they are provided by faculty volunteers. If you would like to schedule any of these services, please give us at least two weeks notice. You can call X4559 or e-mail tlc@wfu.edu for scheduling or more information.

### 1. Mid-term evaluations

A colleague visits your class at mid-term. They discuss with the class those things that are enhancing learning and those things that are inhibiting their learning in the course. This information is derived from a group discussion process that involves discovering what a majority of the class feels about these issues. The information that is passed on to the professor is anonymous and reflects only those matters on which there is a consensus or majority opinion. For more information about the process and its benefits, read the article by Professor Genevieve Brock in the first issue of the newsletter from last year. It is available on-line at our web-site (www.wfu.edu./TLC).

### 2. Videotaping

This summer we purchased a video-camera and related multimedia/audio-visual equipment. You may use this service in two ways:

a) borrow the equipment and set up the camera in your classroom yourself. You keep the tape and view it yourself. This procedure requires less lead time as long as the equipment is available and you know how to use it;

b) arrange for someone representing the Center who has been trained in using the equipment to tape the class and meet with you afterward to discuss the tape.

The following is a list of the audio-visual equipment purchased during this past summer:

- Proxima Lightbook Multimedia Projector
- Sony Hi8mm Video Camcorder (includes camera, tripod, zoom microphone, lapel microphone, video light, long-life battery)
- Sony Hi8mm VCR (for playback of Hi8 tapes)
- Kodak DC-120 Digital Camera

Audio-visual equipment currently on order:

- Sony 20" Trinitron color TV w/S-video jack
- Mutimedia carts for projector, VCR, and TV
- Additional protective camera cases

### 3. Peer Class Visitations

A colleague whom you select from a list available at the TLC visits your class on one or more occasions and discusses their observations with you. To read more about the process and benefits of this service, see the article by Professor Bob Evans in the second issue of the newsletter from last year (also available at the web-site).  ▲

# PRINCIPLES OF TEACHING

The following principles of teaching were developed by the Task Force on Instructional Effectiveness in 1993 as part of the program planning process. The Task Force members were Joe Milner (Education), Bashir El-Beshti (English), Mary Friedman (Romance Languages), Ellen Kirkman (Math and Computer Science), and Richard Zuber (History).

Encourage students to develop concepts, build knowledge, create theories, and apply them in the world.

Challenge assumptions - those of students as well as those in the field - maintain an open intellectual conversation where all clear thinking is valued, and resist building an agenda, indoctrinating students, and requiring acceptance of a ready-made set of ideas.

Promote students' active involvement in class by eliciting their questions, posing yours, exploring ideas, and inviting students to extend the course's intellectual pursuits beyond the boundaries of the class.

Engage students with the ideas and materials of the course, by diverse and various approaches to student understanding and participation.

Develop strategies for students to learn collaboratively in groups as well as individually so that knowledge can be shared and cooperation encouraged.

Provide various ways for students to convey the knowledge and understanding they have developed in your course and make your evaluation of their work fair, quick, integral to learning, explanatory of your judgment of that learning, and invitational to student self-assessment, rather than merely a quantitative grading of the performance on a few end-products.

Encourage students to enter the full life of the university by your own enthusiasm for and participation in the intellectual, cultural, and artistic events of the university.

Profess to students your reasons for being drawn to your discipline, and its potential importance to their own lives.

Help students understand what advanced study in your discipline entails and how to prepare for it.

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