

Letter from the Director

Dear Colleagues,

In this issue we continue our focus on teaching issues related to the Year of Globalization and Diversity. Several colleagues share their experiences with teaching overseas and discuss both the benefits and challenges of teaching and learning in a different setting. We share with you the results of one of the brown bag discussions held last semester on the experiences of international students at Wake Forest. Each of these pieces reminds us that globalization of the curriculum and diversification of our student body brings both opportunities and challenges to our institution and to the way in which we approach our teaching. We have also included a full list of the library holdings of the Center. If you would like to borrow one of these books, drop by the Center to pick it up. You will need to check it out at the main Circulation Desk. Due to the very welcome addition of our new Administrative Coordinator, Dana Moreland, the Center is now regularly open between 9-12:30 and 1:30 and 5:00 every week day.

We look forward to another semester of brown bags, workshops, and seminars that serve the varied needs of faculty across the disciplines. Please let us know how we can serve you and how you would like to be involved with the Center.

Sincerely,

Katy J. Harriger
Associate Professor of Politics
Director of the Teaching and Learning Center

Ten Suggestions to Improve a Lecture

Excerpted from *Active Learning: 101 Strategies for Teaching Any Subject*

By Mel Silberman, Allyn & Bacon, 1995

Lecturing is one of the most time-honored teaching methods but does it have a place in an active learning environment? It does if an instructor builds interest first, maximizes understanding and retention, involves students during the lecture, and reinforces what's been presented. There are several options to do just that.

Building Interest

1. *Lead-off Story or Interesting Visual.* Provide a relevant anecdote, fictional story, cartoon, or graphic that captures the student's attention to what you are about to teach.
2. *Initial Case Problem.* Present a problem around which the lecture will be structured.
3. *Test Question.* Ask students a question (even if they have little prior knowledge) so that they will be motivated to listen to your lecture for the answer.

Maximizing Understanding and Retention

4. *Headlines.* Reduce the major points in the lecture to key words which act as verbal subheadings or memory aids.
5. *Examples and Analogies.* Provide real life illustrations of the ideas in the lecture and if possible, create a comparison between your material and the knowledge/experience the students already have.
6. *Visual Backup.* Use flip charts, transparencies, brief handouts, and demonstrations that enable students to see as well as hear what you are saying.

Involving Students During the Lecture

7. *Spot Challenges.* Interrupt the lecture periodically and challenge students to give examples of the concepts presented thus far or answer spot quiz questions.
8. *Illuminating Exercises.* Throughout the presentation, intersperse brief activities that illuminate the points you are making.

Reinforcing the Lecture

9. *Application Problem.* Pose a problem or question for students to solve based on the information given in the lecture.
10. *Student Review.* Ask students to review the contents of the lecture with each other or give them a self-scoring review test.

Teaching Abroad: Reflections on the London Semester

By Kathy Smith, Department of Politics

When I was asked to write about teaching abroad my instinctive reaction was that teaching is constant from setting to setting. But as I reflected upon my experiences as a faculty director of the Worrell House in Spring 1997 the differences began to seem more important than the similarities.

The first consideration is that advance preparation is both more important and more difficult than it is for on campus courses. While we all like to plan our courses ahead, it was imperative for me to plan the Worrell House courses a full twelve months before teaching them. My Urban Politics course, for example, included a major service learning (internship) component so that our students could have contact with London's urban challenges and the government agencies responsible for dealing with them. This component required me to establish personal

contacts with London agencies because they are very thorough – for security reasons – before accepting volunteers. The intern relationships took months to establish before leaving North Carolina. The advance work was crucial for the students to begin meeting their neighbors in service settings at the beginning of their semester. London agencies had little interest in foreign student assignments that were perceived as too brief or sporadic. Additionally, ordering books and locating relevant research collections abroad was more time consuming than on campus. Of course, we could have studied the same urban politics materials that we study here on campus, but that would have overlooked the unique resources and opportunities afforded us by one of the world's great cities. In short, advance planning should begin at least a year ahead of the courses if you plan to take advantage of the locale's resources.

A second difference between teaching on campus and teaching abroad is that the Wake Forest resident house programs make it easy to become part of a real community of learners. Faculty and students can join together in courses offered by the local professors. Although you can leave your students' other courses to the local professors, it is well worth your time to share the art museums, theatre excursions and other cultural experiences with them. Reading and attending plays together provides a great source of conversation and mutual enjoyment. These shared experiences form a solid base for the most important component of the program – the building of a community.

Third, it is important to bear in mind that some seemingly mundane activities can assist in the formation of a cohesive group. Although our students chose their own roommates, their roommate pairings were divided for class projects and house committees. We all ate together once a week and took turns preparing the meal. The house shared a video rental card from the local Blockbuster Video and random groups gathered downstairs to eat and watch

movies together. The students routinely organized soccer games and they usually included my children among the players. All birthdays were celebrated with cakes and songs. But the favorite group activity was the playing of board games – Pictionary, Taboo, and Trivial Pursuit – on into night, usually with near 100% participation from all house residents. The students still talk about one marathon Trivial Pursuit that saw people leave the game for the library and rejoin it hours later. Students traveled in groups whose membership varied as much as the sites they visited. What was the product of all this group time? We had a group of mutually supportive and open individuals who were ready to learn and grow.

A fourth difference is that the classroom experience benefits from the fact that there were few excuses for not attending classes held right downstairs, and attendance was near perfect for all students. They came well-prepared and provided personal reflections and active class interactions. Knowing each other as well as they did, there was a carryover from one class to the next; students held one another accountable for the logic and consistency of their positions. Although I expect this in my classes, I have rarely seen this dynamic operating in such a consistent and forthright manner.

Fifth, the teaching resources abroad are as varied and valuable as the faculty director's vision. Local authorities can come to the house and provide unique seminar presentations. Students can visit the places being studied and experience the different culture. For example, while studying urban redevelopment we were fortunate to have a half-day guided tour of Docklands, one of the largest urban development projects in Europe. Overnight trips, such as our trip to Stratford-upon-Avon, allow the whole group to widen their shared experiences no matter what their individual financial resources might provide.

A sixth consideration is that flexibility is more central to teaching abroad than in the more controlled campus environment. Although we could have imposed and enforced strict hours on the kitchen and the TV room, the students responded perfectly to my policy of reasonable and considerate conduct. Unforeseen events can occur that may necessitate changes in the course schedule. Once, for example, my students had difficulty returning to the house at the expected time because IRA bomb threats had forced the railroad stations to close. Although the students were in no danger they could not get back to the house as planned, and their experience taught them quite a lesson about life in Great Britain. Events occurring anytime in the students' lives may impact on the academic environment and need prompt attention. Teaching abroad is a round-the-clock enterprise with substantial returns for all participants.

In short, the balance between academic class work and travel experiences is an issue that each faculty member teaching abroad must address. Because learning occurs in many ways, teaching abroad widens a faculty member's options and may permanently change (for the better) how one engages students in the learning experience. It did for me.

Establishing a New Summer Program In Africa

By Sylvain H. Boko and Perry L. Patterson, Department of Economics

As we fast approach the 21st century, our students will enter, upon graduation, a world where cross-cultural experience is becoming a requirement in many aspects of life. In their business dealings, chances are high that they will at some point, encounter business partners from Africa, Asia, Latin America, as well as Europe and the US. In such a world, knowledge of cultural practices other than one's own, experience with and sensitivity to different ways of

thinking, are prerequisites for a successful career in the business world. Therefore, exposure to truly different cultures is becoming a necessary part of a college education, particularly a Liberal Arts education.

The Wake Forest University Program in Benin was established to help fulfill this aspect of our educational mission. The first trip took place in the summer of 1998, when a group of six WFU students led by two faculty members of the department of economics, traveled to Benin, a small French-speaking country located on the coast of West Africa to study the economy, the culture, and other aspects of life in this nation. We attended lectures given by faculty members of the National University of Benin. The lectures covered topics ranging from the Political Economy of Benin; Overview of African Literature; Intercultural Relations; Democracy and the Constitution, to the Impact of Multinational Institutions such as the World Bank on the development process of the country. These lectures were complemented with field visits. In fact, the field visits constituted a major aspect of the program. For the most part, these visits consisted of traveling to projects sites financed by the World Bank, Catholic Relief Services, and local Non Governmental Organizations (NGOs). Projects visited included Microbanking Projects; Food Security Projects; Human Rights Promotion Projects; a Women's Promotion Project; an AIDS Project; Health Care Projects; Mother-Child Health (MCH) Projects, and so on. Each of these visits constituted a learning experience in and of itself.

In addition to its academic content, the program gave the students an opportunity to learn about the cultural practices and values of the country. Visits to local Kings; attending dancing ceremonies by the "Revenants" or Spirits of the Dead; a visit to the temple of Pythons (with a chance to have a live Python placed around our necks); a visit to the Gate of No Return (built in remembrance of the times of slavery); interaction with local villagers; and above all, homestays,

were all occasions for students to not only be exposed to the country's cultures and rituals, but also, in some cases, to even become participants.

Overall, it is hard to imagine anyone coming away from such an experience without developing a new perspective about the world around us. There is a lesson to be learned from the unparalleled generosity and hospitality accorded to us, often by people who do not have much at all in way of material wealth. Several of the students have declared their desires to pursue careers in international development. In the end, we believe programs such as this will become more and more important in the education of our students, as we prepare them for the New World.

THE EXPERIENCES OF INTERNATIONAL STUDENTS IN THE CLASSROOM

By Katy Harriger, Department of Politics

During the fall semester Helga Welsh, Department of Politics, led a brown bag discussion on the experiences of international students at Wake Forest. She brought with her three international students from India, Malaysia, and Bermuda. Our discussion was focused on the classroom experience - the difficulties faced by international students and ideas for how to overcome them. The insights of the group seemed worth sharing with the entire faculty, especially as we seek to recruit and retain more international students.

CHALLENGES:

The greatest challenge students mentioned was the difference between educational practice in their countries and in the U.S. Most of them did not realize these differences existed until they arrived and began their classes. For most international students there is presumed to be a far greater distance between the faculty member and student than they encounter here. Traditionally, their education has involved listening to the professor and taking notes. This has

consequences for their experience both in and outside of class. In class, most have learned that it is inappropriate to ask questions or to challenge ideas presented by the professor. They have little experience with class discussion. They also feel uncomfortable visiting professors during their office hours. In the Asian countries represented the students had also rarely been expected to write papers and essays, especially ones that are to convey their own ideas. Most of their assignments were homework and exams.

These different experiences translate into particular problems in the first year. The First Year Seminar is designed to focus on critical thinking as it develops through class discussion, debate, and writing. In this class and others class participation is often a percent of the final grade. Their lack of experience and hesitancy to speak in class thus effects them negatively early on. In addition, some students are afraid to express their views because they know they are very different from those of the majority of students. This problem is compounded by the fact that there are so few international students and rarely more than one or two in any given class.

SOLUTIONS:

We discussed a number of possible solutions to the challenges identified. The first would be to provide information to students when they are accepted about the differences in pedagogical approach. Another would be to identify faculty who will have international students in their classes and arrange for some kind of opening reception. The students seemed to believe that this would help them feel more comfortable when classes began. Students who come from countries where they have had little experience with writing should be encouraged to take the Writing Seminar in their first semester and the First Year Seminar in the second. There could be a more conscious effort to assign advisers who have some knowledge of the different experiences of international students and to put more than one international student in an

advising group. Generally, it was agreed that there needed to be a more intentional effort to recognize these challenges and support international students during the first year. Finally, faculty are encouraged to participate in the activities of the newly formed Wake International Student Association (WISA) and to contact Helga Welsh, who has been named the ombudsperson for international students, with any problems or ideas.

Upcoming Events

Special Presentation

Exercising Healthy Skepticism About Using Technology in Teaching

Wednesday, February 10, 4 P.M., Scales Fine Arts 102
Ed Neal, Director of faculty development at the Center for Teaching and Learning
University of North Carolina at Chapel Hill

Ed Neal's article in the June 19, 1998 edition of *The Chronicle of Higher Education* argues that university faculties should have a healthy skepticism toward the efficacy of technology in the classroom. He will discuss the ideas presented in his article at this special presentation.

Workshops

Following up on interest generated in the TLC's first-year seminar workshops, these two workshops are for faculty who desire more experience with writing assignments. Space in these workshops is limited, please reserve your spot by calling the TLC at Ext. 4587 or e-mailing tlc@wfu.edu.

Writing in the Disciplines: Overcoming The Angst of Assessment

Wednesday, February 24, 4:30 – 6 P.M., Tribble A209
Kristen Kennedy, Department of English

For most of us who teach courses that focus equally on content and writing, evaluating our students' writing can be a complex and frustrating activity. Do we grade a student's essay based on her mastery of course content or on her ability to present effectively that material in writing? Is it possible to teach both content and writing in a primarily content-driven course?

This workshop will address these larger questions by providing specific strategies for assessment in writing-intensive courses, especially the first-year seminar. We will use student essays from your courses to draft general criteria for evaluating students' writing. This workshop will also offer suggestions and resources for implementing writing portfolios in writing-intensive courses.

If you plan on attending this workshop, please send a copy of a student essay you would like to workshop to

**Designing Writing Assignments for the FYS:
"So What?" Or "What's the Point of This Assignment?"**
Wednesday, March 31, 4:30 – 6:00 P.M., Tribble A209
Tom McGohey, Writing Center

"So what?" is the question we often find ourselves writing in the margins of a student's paper when it has no point, or, more disturbing, it seems that the student is writing a different paper than the one we assigned. We have to ask ourselves the same question, however, about our own assignments before we can expect the students to answer it. Aside from mastering basic writing skills or proving that they did indeed read that chapter in the book, what do we expect them to do in a particular writing assignment? How do we get students to "think on paper" in a meaningful way and not just summarize the main ideas of a course?

This workshop will provide strategies for designing writing assignments that answer these questions. We will model assignments from previous FYS's, and we will discuss and critique potential assignments of workshop participants.

Please bring a copy of an assignment you are considering using for your FYS; this can be a very rough draft of an assignment.

Brown Bag Discussions

Energizing Classroom Discussion Through Role Playing

Wednesday, February 3, Noon, Teaching and Learning Center
Ulrike Wiethaus, Humanities Program

This is an interactive discussion, be prepared to participate!

Integrating Film Across the Curriculum

Wednesday, March 3, Noon, Teaching and Learning Center
Mary Dalton, Department of Communication

Popular films can be used to exemplify or clarify concepts in a variety of disciplines. Mary Dalton offers five suggestions for successful integration of film in the classroom.

Just in Time Teaching

Tuesday, March 16, Noon, Teaching and Learning Center
Daniel Kim-Shapiro, Department of Physics

Just in time teaching is a method used in many disciplines; it is a web- based method of improving students' preparation for class and enhancing student-teacher communication.

Service Learning

Tuesday, March 23, Noon, Teaching and Learning Center
Angela Hattery, Department of Sociology;
Jeryl Prescott, Department of English and Assistant Dean;
Paige Wilbanks, Volunteer Service Corps

Learn more about service learning and the ACE Fellows program.

Experiences of Minority Students in the Classroom

April, day TBA, Noon, Teaching and Learning Center
Barbee Myers Oakes, Multicultural Affairs

Part of the TLC's participation in the Year of Globalization and Diversity.

Seminars

Graduate Teaching Assistants: Resources and Experiences

Thursday, February 11, March 18, April 8, 11 A.M., Tribble C316
Katy Harriger and Dana Moreland, Teaching and Learning Center

A series of seminars designed to address the needs of teaching assistants at Wake Forest University.

The Teaching and Learning Center – An Introduction for New Faculty

Monday, February 22, 5 – 6 P.M., Teaching and Learning Center
TLC Steering Committee

Part of the Dean of the College's orientation program for new faculty members.

Teaching and Learning Center Resources

The TLC has many resources available to the campus community. These resources include many books and two journals promoting teaching excellence. These items are available for use in the Center and/or can be checked-out at the circulation desk of the Z. Smith Reynolds Library.

Journals

The Teaching Professor Volume 3 1989 – Volume 11 1997

College Teaching Volume 33 1985 – Volume 45 1997

Books

Allen, George. *Rethinking College Education*, 1997.

Angelo, Thomas A. and Cross, K. Patricia. *Classroom Assessment Techniques: A Handbook for College Teachers*, 1993

Assessing Impact: Evidence and Action. Presentations from the 1997 AAHE Conference on Assessment and Quality.

Astin, Alexander W. *What Matters in College?*, 1993.

Austin, Ann E. and Baldwin, Roger G. *Enhancing the Quality of Scholarship and Teaching*, 1991.

Axelrod, Joseph. *The University Teacher As an Artist*, 1973.

Beidler, Peter G, ed. *Distinguished Teachers on Effective Teaching*, 1986.

Bosworth, Kris and Hamilton, Sharon, eds. *Collaborative Learning: Underlying Processes and Effective Techniques*, Fall 1994.

Breivik, Patricia Senn. *Student Learning in the Information Age*, 1998.

Brookfield, Stephen D. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*, 1990.

Burbules, Nicholas C. *Dialogue in Teaching*, 1993.

Bouton, Clark and Garth, Russell Y, eds. *Learning in Groups*, 1983.

Buxton, Thomas H. and Prichard, Keith W., eds. *Excellence in University Teaching*, 1975.

Claxton, Charles S. and Murrell, Patricia H. *Learning Styles*, 1987.

Cross, K. Patricia. *Accent on Learning*, 1976.

Davis, James R. *Better Teaching, More Learning: Strategies for Success in Postsecondary Settings*. 1993.

Donald, Janet. *Improving the Environment for Learning: Academic Leaders Talk About What Works*, 1997.

Dubinsky, Ed, Mathews, Dave and Reynolds, Barbara E., eds. *Readings in Cooperative Learning for Undergraduate Mathematics*, 1997.

Eble, Kenneth E. *The Aims of College Teaching*, 1983.

- Eble, Kenneth E. *The Craft of Teaching*, 1977.
- Eble, Kenneth E. *Professors as Teachers*, 1972.
- Edgerton, Russell. *The Teaching Portfolio*, 1995.
- Elbow, Peter. *Embracing Contraries*, 1986.
- Fairweather, James S. *Faculty Work and Public Trust*, 1996.
- Fink, L. Dee. *The First Year of College Teaching*, 1984.
- Fisch, Lini, ed. *Ethical Dimensions of College and University Teaching: Understanding and Honoring the Special Relationship Between Teachers and Students*, 1996.
- Flood, Barbara J. and Moll, Joy K. *The Professor Business*, 1990.
- Frost, Peter J. and Taylor, M. Susan, ed. *Rhythms of Academic Life: Personal Accounts of Careers in Academia*, 1996.
- Frost, Susan. *Academic Advising for Student Success: A System of Shared Responsibility*, 1991.
- Gage, N.L, ed. *Handbook of Research on Teaching*, 1963
- Gardner, John N., Van der Veer, Gretchen, and Associates. *The Senior Year Experience: Facilitating Integration, Reflection, Closure, and Transition*, 1998.
- George, Pamela Gale. *College Teaching Abroad: A Handbook of Strategies for Successful Cross-Cultural Exchanges*, 1995.
- Gleason-Weimer, Maryellen, ed. *Teaching Large Classes Well*, 1987.
- Goodlad, John I, Soder, Roger, and Sirotnik, Kenneth A, eds. *The Moral Dimensions of Teaching*, 1990.
- Grasha, Anthony F. *Teaching With Style*, 1996.
- Greenberg, Elinor Miller, eds. *New Partnerships: Higher Education and the Nonprofit Sector*, 1982.
- Gullette, Margaret Morganroth, ed. *The Art and Craft of teaching*, 1984.
- Hativa, Nira and Marinovich, Michele, eds. *Disciplinary Differences in Teaching and Learning: Implications for Practice*, 1995.

- Hutchings, Pat, ed. *From Idea to Prototype: The Peer Review of teaching. A Project Workbook*, 1995.
- Hutchings, Pat. *Using Cases To Improve College Teaching: A Guide To More Reflective Practice*, 1993.
- Jacobi, Maryann, Astin, Alexander, and Ayala, Frank Jr. *College Student Outcomes Assessment: A Talent Development Perspective*, 1997.
- Jussawalla, Feroza, ed. *Excellent Teaching in a Changing Academy: Essays in Honor of Kenneth Eble*, 1990.
- Katz, Joseph and Henry, Mildred. *Turning Professors into Teachers*, 1988.
- Keig, Larry and Waggoner, Michael D. *Collaborative Peer Review*, 1994.
- Krantz, Steven G. *How to Teach Mathematics*, 1993.
- Kridel, Craig, Bullough, Robert V, and Shaker, Paul. *Teachers and Mentors*, 1996.
- Kuh, George D. *Indices of Quality in the Undergraduate Experience*, 1981.
- Lacey, Paul A, ed. *Revitalizing Teaching Through Faculty Development*, 1983.
- Langer, Ellen J. *The Power of Mindful Learning*, 1997.
- Laurillard, Diana. *Rethinking University Teaching: A Framework for the Effective Use of Educational Technology*, 1993.
- Levine, Arthur and Careton, Jeanette S. *When Hope and Fear Collide: A Portrait of Today's College Student*, 1998.
- Light, Richard J. *Explorations with Students and Faculty About Teaching, Learning, and Student Life*, 1990. 2 copies.
- Lowman, Joseph. *Mastering the Techniques of Teaching*, 1984.
- Lucas, Ann F, ed. *The Department Chairperson's Role in Enhancing College Teaching*, 1989.
- MacGregor, Jean, ed. *Student Self Evaluation: Fostering Reflective Learning*, 1993.
- McKeachie, Wilbert J, ed. *Learning, Cognition, and College Teaching*, 1980.
- Meehan, Eugene J. *The Thinking Game*, 1988.
- Menges, Robert J, Weimer, Maryellen and Associates. *Teaching on Solid Ground*, 1996.

- Minahan, John A. *Teaching Democracy: A Professor's Journal*, 1993.
- Morganroth-Guette, Margaret, ed. *The Art and Craft of Teaching*, 1984.
- Morill, Paul and Spees, Emil. *The Academic Profession*, 1982.
- Murphy Jr, Richard J. *The Calculus of Intimacy: A Teaching Life*, 1993.
- National Association of College and University Attorneys. *Am I Liable? Faculty, Staff, and Institutional Liability In the College and University Setting*, 1989.
- Nilson, Linda B. *Teaching At It's Best: A Research-Based Resource for College Instructors*, 1998.
- Nussbaum, Martha G. *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*, 1997.
- Palmer, Parker J. *The Courage to Teach*, 1998.
- Pollio, Dr. Howard R, ed. *Teaching-Learning Issues: The Professor at 60*, 1996.
- Ratcliffe, James L. and Associates. *Realizing the Potential: Improving Post Secondary Teaching, Learning and Assessment*, 1995.
- Sharan, Yael and Sharon, Shlomo. *Expanding Cooperative Learning Through Group Investigation*, 1992.
- Shor, Ira, ed. *Freire for the Classroom: A Sourcebook for Liberatory Teaching*, 1987.
- Silberman, Mel. *Active Learning: 101 Strategies to Teach Any Subject*, 1996.
- Sutherland, Tracey E, and Bonwell, Charles C, ed. *Using Active Learning in College Classes: A range of Options for Faculty*, Fall 1996.
- Tompkins, Jane. *A Life in School*, 1996.
- Toombs, William and Tierney, William G. *Meeting the Mandate: Renewing the College and Departmental Curriculum*, 1991.
- Warren, Russell G. *Carpe Diem: A Student Guide to Active Learning*, 1996.
- Whitman, Neal A. *Peer Teaching*, 1988.
- Whitman, Neal A., Spendlove, David C, and Clark, Claire H. *Increasing Students Learning: A Faculty Guide to Reducing Stress Among Students*, 1986.

Wilkerson, LuAnn, Gijsselaers, Wim H, ed. *Bringing Problem Based Learning to Higher Education: Theory and Practice*, Winter 1996.

Willimon, William H, and Naylor, Thomas H. *The Abandoned Generation: Rethinking Higher Education*, 1995.

TLC Services

A reminder that the TLC service offerings include mid-term evaluations. A colleague visits your class at mid-term and discusses with the students the things that are enhancing learning and the things that are inhibiting learning in the course. This information is derived through a group discussion format to determine what the majority of the students think about these issues. The information passed on to the professor is anonymous and reflects only those matters on which there was a consensus or majority opinion. For more information about the process and its benefits, read the article by Genevieve Brock in the first issue of the *TLC Exchange* available on-line at www.wfu.edu/TLC.

For information about other TLC services and upcoming events, check the TLC web page.

Coordinator's Notes

Working at the Teaching and Learning Center is a joy! The Center's mission – to promote excellence in teaching – is a vital one. There are two projects we've recently started that I'm particularly enthused about.

The first is our series of seminars for the graduate teaching assistants at Wake Forest University. The TLC's is working with teaching assistants and the faculty members who supervise them to create a curriculum geared toward specific and unique needs teaching

assistants have. As a former graduate teaching assistant on this campus, I welcome this additional resource.

The other project the TLC is developing is a resource guide for faculty who direct the residential programs at London, Venice, and eventually, Vienna. This guide will compile useful information in a centralized location and includes information from past directors on diverse topics such as finding schools for young children, the rewards and drawbacks of teaching abroad, and suggestions on selecting student participants.

If you would like information about these new programs or other services offered by the Teaching and Learning Center, please contact me at Ext. 4587 or via e-mail.

Best wishes for 1999!

Dana L. Moreland
Teaching and Learning Center

Events at a Glance

Please see the Schedule of events article in this newsletter for a description of each event.

February

Energizing Classroom Discussion Through Role Playing

3rd, Wednesday, Noon, Teaching and Learning Center, brown bag discussion

Exercising Healthy Skepticism About Using Technology in Teaching

10th, Wednesday, 4 P.M., Scales Fine Arts 102, special presentation

Graduate Teaching Assistants: Resources and Experiences

11th, Thursday, 11 A.M., Tribble C316, seminar

The Teaching and Learning Center – An Introduction for New Faculty

22nd, Monday, 5 – 6 P.M., Teaching and Learning Center, seminar

Writing in the Disciplines: Overcoming the Angst of Assessment

24th, Wednesday, 4:30 – 6 P.M., Tribble A209, workshop

contact tlc@wfu.edu to register

March

Integrating Film Across the Curriculum

3rd, Wednesday, Noon, Teaching and Learning Center, brown bag discussion

Just in Time Teaching

16th, Tuesday, Noon, Teaching and Learning Center, brown bag discussion

Graduate Teaching Assistants: Resources and Experiences

March 18, Thursday, 11 A.M., Tribble C316, seminar

Service Learning

March 23, Tuesday, Noon, Teaching and Learning Center, brown bag discussion

Designing Writing Assignments for the FYS: “So What?” Or “What’s the Point of This Assignment?”

31st, Wednesday, 4:30 – 6:00 P.M., Tribble A209, workshop

contact tlc@wfu.edu to register

April

Graduate Teaching Assistants: Resources and Experiences

8th, Thursday, 11 A.M., Tribble C316, seminar

Experiences of Minority Students in the Classroom

date TBA, Noon, Teaching and Learning Center, brown bag discussion