Letter from the Director

Dear Colleagues,

As I begin my two-year tenure as director of the Teaching and Learning Center, I look forward to working with the TLC faculty committee and with faculty from across campus as we continue projects so well put in place by Katy Harriger, and as we develop new projects in response to faculty needs in the area of teaching.

In conjunction with the ACE Fellows Program and the First-Year Seminar Committee, we have organized training workshops for ACE Fellows this fall and a brown-bag discussion in the spring, and we will host three First-Year Seminar workshops over the course of the academic year. The first noon brown-bag discussion at the TLC this semester (Thursday, September 30th) addresses an issue that affects us all as we think about the teacher-student relationship: how do we enforce the Honor Code effectively, how can we discourage cheating in the age of "papers for sale" on the Internet, what is the administrative procedure to follow if we think a student is cheating?

Later in the semester, a two-part series is planned to focus discussion on assessing and addressing the particular needs of athletes in the classroom. The first discussion, led by faculty, is designed to raise issues and concerns about this topic. At the second meeting we will meet with a representative from the Athletic Advising Center and the chair of the faculty Committee on Athletics to think about possible solutions.

Brown-bag discussions proposed for the spring include gender in the classroom, difficulties facing minority students, and an issue highlighted by the First-Year Orientation program this year, "Brown-Eyes Blue Eyes," strategies for talking about diversity with our

students. A related question, which continues last year's theme of globalization and faculty discussion of curriculum review, is the challenge to rethink the orientation of our disciplines as we design our courses with diversity in mind. In addition, in an effort to address the need to achieve the delicate balance inherent in our role as teacher-scholar, we propose a discussion about the reciprocal relationship between these two activities—successful examples of ways in which one directly influences the other, and possible strategies for increasing that reciprocity. Finally, in keeping with the 1999/2000 theme of Science and Technology, the TLC plans to co-sponsor with the Department of Physics an event related to issues of teaching science.

In addition to planning and hosting discussions and workshops, the TLC also serves as a resource and service center. Faculty are invited to consult materials housed in Room 330 of the Z. Smith Reynolds Library, to alert us to relevant bibliography in the area of post-secondary teaching, and to call on us to help you organize midterm evaluations, class visits, or videotaping of a particular class. The Teaching and Learning Center is a faculty initiative established to meet faculty needs. Please feel free to make those needs known to us by calling or dropping by!

I hope you have a good semester,

Sally Barbour
Romance Languages
Director, Teaching and Learning Center

Service-Learning and the Liberal Arts

**By Paige Wilbanks, Associate Director of Student Development/
Coordinator of Volunteer Services**

Just as nothing is truly learned until it has been integrated with the purposes of the individual, so no facts and principles that have been learned can serve any worthy human purpose unless they are restrained and guided by character. Intellect without humane feeling can be monstrous, while feeling without intelligence is childish; intelligence and feeling are at their

highest and in their best relation one to another where there is a taste for art and beauty as well as an appreciation of logic and knowledge.

Nevitt Sanford, 1962

Among the many experiences and lessons from my college days, one of the most memorable is the semester that I took a course in education. I distinctly remember the first day of Introduction to Education taught by Dr. Zach Kelehear at Furman University. During the discussion of the syllabus in that early eight o'clock morning class, I was introduced to the concept of service-learning. In addition to studying the history of American education and the theories of John Dewey, Erik Erikson, and Lawrence Kolhberg, I was required to volunteer as a mentor and tutor for high-risk students at a local middle school.

My work at Northwest Middle School extended my classroom learning to a larger

societal context. Each week I traveled to the rural school and tutored two seventh graders who

were below their grade level in reading and math. This experience brought me face to face with

many of the issues we addressed in class such as inequity and disparity of resources in public

education. I was a product of public education, but the schools I attended were very different.

The physical plant, student profiles, and learning resources of Northwest Middle seemed foreign

from the county middle school that I had attended just six years earlier. Northwest Middle

School had classrooms without computers, a scarcely stocked library, large classes, and no

teacher assistants.

Each week I reflected on my service work with the students and tried to further understand theories from our readings. Within a short two weeks of working at Northwest, the developmental and educational theories became real. The course and service work progressed, and I found myself passionately reacting in class to our readings by Johnathan Kozol, Paulo Freire, and Cornell West. I had a personal interest in their criticisms of the current state of public education. I began to understand the theories of moral and cognitive development as described in our readings and revealed through my students. I began formulating my own opinions on educational theories. Thus, my learning became seamless, and I began integrating my service experience and the academic content of the course. These connections had a ripple effect as the information I was learning in Western Civilization and Introduction to Psychology now became relevant in Survey of American Education. For the first time in my college career, I realized the vast interconnectedness of learning. Prior to this course, I compartmentalized the majority of my course work, never truly experiencing the intent of a liberal arts education. Never allowing what I was learning in one discipline to impact another. Never allowing my

experiences outside the classroom to influence what I was learning in the classroom walls. Never internalizing and applying what I was learning.

Never, having "truly learned."

Service-Learning and Higher Education

Early philosophers recognized the value of synthesizing formal instruction and experiential learning. Aristotle exemplified this theory in saying, "we become just by doing just acts, temperate by doing temperate acts, and brave by doing brave acts" (Ross, 1996, p. 24). John Stuart Mill also validated the value of experiential learning in his inaugural address as rector at St. Andrews University in Scotland. He explained that experience and formal learning combine to shape human beings (Houle, 1976). Nevitt Sanford acknowledged that effective teaching reveals the complexity of the social world of which the students are a part and "[broadens] self-awareness by inducing empathy with many kinds of people" and ultimately providing experience and creating opportunities to make decisions (Sanford, 1979, p. 110).

Though service is a part of the mission of many colleges and universities, the integration of service and the curriculum has only recently emerged. In the 1960's and 70's, government programs such as VISTA and the Peace Corps revealed a national focus on service. Higher education echoed the trend as student organizations began to adopt various philanthropic causes. However, service stayed on the periphery of education and was seldom integrated as a vehicle for instruction or associated with the academic mission of institutions.

In the 1990s, service-learning has become more widely recognized as a beneficial teaching method, and many colleges and universities are institutionalizing it. At its core, service-learning "reflects the belief that education must be linked to social responsibility and that the most effective learning is active and connected to experience in some meaningful way" (Giles, Honnet, & Migiliore, 1991, p. 7). Educators and researchers are acknowledging its

ability to contribute to the learning experience and facilitate a deeper understanding. Leaders in Higher Education such as Ernest Boyer and Alexander Astin have called for institutions to take a more intentional approach to educating good citizens and being good stewards to the community (Boyer, 1994 and Astin, 1995). In response to the increasing interest in service-learning, the American Association for Higher Education launched a monograph series that explores ways in which service-learning can be used in eighteen different disciplines. This series (found in the Teaching and Learning Center) is an attempt to enrich service-learning practice through the sharing of discipline specific approaches to integrating learning objectives and service experiences that address real-world problems.

Service-Learning at Wake Forest University

In the spring of 1998, Volunteer Services and the Teaching and Learning Center collaborated to institute the Academic and Community Engagement Fellowship Program known as the ACE Fellows. The primary goal of the fellowship program is to provide encouragement and support for faculty interested in incorporating service-learning into the existing curriculum. Last year the ACE Fellows program hosted a fall training series for six faculty from disciplines including math/computer science, English, physics, history, sociology, and politics. Each of the fellows received a stipend for their participation in the training and their work in integrating a service-learning component into at least one of their courses.

During the fall training program, the fellows explored the history and current trends of service-learning while also discussing topics such as service placements, evaluation and assessment, and reflection. According to one participant: "this program validated my personal commitment to service-learning and greatly helped me to expand my thinking to include many more components in my service-learning requirement."

Currently, the 1999 Fellows are participating in their fall training program. As a result of the ACE Fellows program more than a dozen courses will be taught with a service-learning component. By the third year of the program that number could easily reach twenty. Courses have addressed community problems from a discipline specific context that include service projects in the areas of: tutoring with adult literacy, promoting public health, surveying and assessing welfare and job readiness programs, evaluating substandard housing, tutoring children, mentoring hospitalized youth, and providing educational outreach and resources. Though the fellowship program is currently funded through the Mary Reynolds Babcock Fund for Leadership and Ethics, we are seeking outside funding sources to support this important initiative. Of course, the Teaching and Learning Center and Volunteer Services are available to help any faculty member interested in service-learning. The TLC has purchased a number of books and journals that highlight the best practices in service-learning. Volunteer Services maintains a number of community resources which include information on structured service experiences and contact names and numbers for local community based organizations.

In addition to promoting service-learning, the TLC and Volunteer Services are seeking ways to support community based research. A number of faculty are exploring ways to address community problems through their research. It is our hope that in the coming semesters, we can provide additional support for this type of work. By incorporating service-learning, faculty may discover community based research opportunities. Ultimately the partnership between the TLC and Volunteer Services strives to encourage faculty and students to apply knowledge in service to the greater community.

The education described by Nevitt Sanford in the opening excerpt is a combination of intelligence, feeling, emotion, and action. He writes specifically of the role of a liberal arts

institution in educating future leaders and citizens who use their knowledge in the benefit of the

larger community.   In much the same spirit, Wake Forest University asserts in its mission to

educate students to "[apply] and [use] knowledge for the benefit of humanity." ACE Fellows is

seeking to do just that and thus contribute to the community while also promoting "*true*

learning" (Sanford, 1962).

Astin, A. (1995). The cause of citizenship. Chronicle of Higher Education, 6 October, p. B12

Boyer, E (1994). Creating the new American college. Chronicle of Higher Education, 9 March,
p. A48.

Giles, Honnet, and Migliore (1991). Research agenda for combining service and learning in the
1990s. Raleigh, NC: National Society for Experiential Education, p. 7.

Houle, C. (1976). Deep Traditions of Experiential Learning. In Morris T. Keeton and Associates
(Eds.), Experiential Learning (pp.19-33). London: Josey Bass, Inc., Publishers.

Ross, W. (1996). The Works of Artistole, Volumn IX. In Reed and Johnson (Eds.),
Philosophical Documents in Education (pp.24-25). New York: Longman Publishers.

Sanford, N. (1962). Ends and means in higher education. In K. Smith (Ed.), Current issues in
higher education. Washington, DC: National Education Association.

Sanford, N. (1979). Freshman personality: A state in human development. In N. Sanford J.
Azelrod (Eds.), College and Character, pp. 107-112, Berkeley: Montaigne, Inc.

*The American Association for Higher Education has published a series of books on service-
learning in a variety of disciplines. The Teaching and Learning Center has purchased a
subscription to the series and has received volumes on the following disciplines: Accounting,
Communication, Education, Environmental Studies, Psychology, Sociology, and Spanish.*

Technological Perspectives
By Fred Horton, Albritton Professor, Department of Religion, fall 1999 CELI Director

        I thought I had died and gone to heaven when the department bought me a Hebrew

typewriter in 1973. For the princely sum of $129 plus almost that much again in shipping and

handling from Geneva I was going to be able for the first time to prepare course handouts on the

antique duplicating machine in Wingate 107. What I had not counted on, though, was the fact

that the venerable Olivetti portable couldn't cut into the stencil deeply enough to make readable copy. To my dismay I was reduced to hunting and pecking my creations on the unfamiliar keyboard and then driving them downtown to a print shop where the department had a good price on Xeroxing. As a result of acquiring my new typewriter the workload for generating Hebrew course materials had easily doubled, as had the cost of producing them, with only marginal improvements in readability. My first encounter with new educational technology at Wake Forest had not been all that successful.

With the revolution in instructional technology in overdrive on our campus, my experience in frustration retells itself hourly in offices all across Mr. Reynolds' north pasture. Anyone who thinks that it's easier to produce a quiz on CourseInfo than it is to hand out blue books in class and write the questions on the blackboard simply hasn't tried CourseInfo yet. (We'll not even mention Lotus Notes!) My preparation time for an illustrated lecture in PowerPoint is about three hours if I have the slides I need already scanned. Scanning adds about an hour to the process. I hope the results of all this are helpful to my students because I haven't got much hair left to pull out over the new way of teaching. Perhaps your experience has been similar.

Wake Forest received the CELI grant with professors like me especially in mind. What would it take to drag women and men who could still remember duplicating fluid and wire recorders into the twilight of the twentieth century? How can our younger colleagues avoid some of the cybernetic Angst we older heads have experienced in the technological development of our courses? We're now in our third and last year of a program of providing course reductions and continuing education opportunities for faculty to turn their IBM boat anchors into productive

tools for teaching. One more set of grants for course reductions remain for the spring term and then the experiment is complete.

The CELI Committee at its first meeting of this school year decided that we must devote much of our energy this year to assimilating and publishing the experience of our colleagues who have benefited from our grants. In addition to the personal visits I am trying to make with grant holders, we hope to create events on campus this term in which those grant holders may talk to each other, to administrators, and to other colleagues about the realities of teaching in the current computer environment. In the final report on the project the Committee's task will be to distill some of this experience into a useful tool for understanding the great opportunities of our situation along with a realistic assessment of its problems. We hope that an enhanced collegial discussion about computers and teaching across campus will compensate for the anticipated reduction in "how to" presentations under our sponsorship.

Readers who would like to pose release time projects for this last year of funding should have already received a call for proposals in the campus mail. The same document is available online at http://www.wfu.edu/CELI. Deadline for submissions is Monday, September 27. Please check our web page often for information not only about CELI undertakings but also about other offerings on campus that pertain to teaching and learning in Wake Forest's computer environment.

In the meantime, would anyone like to purchase a like-new portable Hebrew typewriter?

Upcoming Events

Workshops

The First Year Seminar workshop is designed for faculty members who are developing or preparing to teach a FYS, or faculty members who are revising a FYS. The focus of this year's workshop will be developing and evaluating students' oral competency. Addressing this theme in the opening panel discussion, where participants will discuss how they have incorporated oral presentations, role-playing, debate, and group discussions into their FYS. Following the panel discussion, four small group workshops are offered: designing and grading writing assignments, promoting meaningful class discussions, constructing a FYS proposal, and oral presentations in the FYS.

Two follow-up workshops for faculty who desire more experience with designing and assessing oral assignments are also planned. The first workshop, Designing Oral Presentation Assignments in the First Year Seminar, *is scheduled for November 16. A workshop on* Evaluating Oral Presentations *is scheduled for February. Space in these workshops is limited, please reserve your spot by calling the TLC at Ext. 4587 or e-mailing tlc@wfu.edu.*

First Year Seminar Workshop

Tuesday, October 5, 4:30 – 6:30 P.M., DeTamble Auditorium, Tribble Hall
Sponsored by the Teaching and Learning Center, First Year Seminar Committee,
and the Dean's Office

Presenters/Facilitators include:
Anne Boyle (English), Bob Evans (Education), Brad Jones (Chemistry), Tom McGohey (Writing Center/English), Dee Oseroff-Varnell (Communication), Sue Rupp (History),
Ulrike Wiethaus (Humanities)

The panel discussion on developing students' oral competency begins at 4:30 P.M. The small group workshops begin at 5:30 P.M. Workshop participants are invited to attend a dinner in the Oak Room following the workshop.

Designing Oral Presentations for the First Year Seminar

Tuesday, November 16, 4:30 – 6:00 P.M., Carswell 305
Dee Oseroff-Varnell, Communication Department

Often the difficult part of assigning oral presentations is knowing what type of assignment will best meet my learning objectives. Should I assign an individual speech or a classroom debate? Can I accomplish my goals by allowing students to use their creativity in a courtroom drama or a talk show? How do I decide on the format to use, and how do I develop appropriate assessment parameters for that format? These are some of the questions addressed in this workshop on designing oral assignments for FYS. In addition to suggested guidelines for designing oral assignments, this workshop will provide models for developing assignment and evaluation criteria.

The TLC is developing a library of resources to aid in designing and implementing oral presentations for their classes. In the last six months we have purchased the following videotapes: Small Group Discussions, The Art of Discussion Leading, and the Successful Speaking series with tapes addressing Delivery Techniques, Using Logic and Reasoning, Conquering Communication Anxiety, and Organizing a Speech.

Brown Bag Discussions

Enforcing the Honor Code in the Information Age

Thursday, September 30th, noon, Teaching and Learning Center
Jim Powell, Classics Department and Claire Schen, History Department

How can we discourage cheating in the age of "papers for sale" on the Internet? What is the administrative procedure to follow if we think a student is cheating?

Athletes in the Classroom: Issues and Concerns

Thursday, October 21st, noon, Teaching and Learning Center
Tom McGohey, Writing Center/English Department and David Wilson, Math and Computer Science Department

A discussion of the challenges for student athletes and the faculty who teach them.

Athletes in the Classrooms: Meeting the Challenge

Tuesday, October 26, noon, Teaching and Learning Center
Doug Bland, Director Athletics Academic Services and Don Frey, Economics and chair of the Committee on Athletics

Participants will brainstorm solutions to issues raised in the discussion of October 21st.

Unable to attend a TLC event you're interested in? Contact us at tlc@wfu.edu *to request handouts and/or notes from the event.*

For your future planning Dr. Catherine H. Crouch of the Harvard University Division of Engineering and Applied Sciences will be speaking about Peer Instruction on January 20th at 4 P.M. in Olin Hall. Describing her talk, she writes: "Education is more than just transfer of information, yet that is mostly what happens in large introductory courses – instructors present material and students take down as many notes as they can. This format tends to reinforce the idea that learning is about acquiring information rather than gaining new ways of thinking. In undergraduate science, however, learning consists primarily of developing new thinking skills; this mismatch between instruction and learning leads to students misunderstanding what science is, as well as frustration for both students and instructors. The problem has a relatively simple solution: shift the focus in lectures from delivering information to coaching students in the way of thinking we call physics. This talk will present one approach to lecturing that accomplishes this change in focus, which we call Peer Instruction."
Peer Instruction is an approach that can be used in many disciplines. Dr. Crouch's talk is co-sponsored with the Physics Department.

Brown Bag Notes

By popular demand, the *TLC Exchange* will reprint handouts and/or publish notes from the previous semester's brown bag discussions.

Energizing Classroom Discussions Through Role Play
Ulrike Wiethaus, Humanities, February 3

(Bibliographical Reference to the Work of the Mimesis Institute: Bjorn Krondorfer, *Body and Bible. Interpreting and experiencing Biblical Narratives* [Philadelphia: Trinity Press, 1992])

Goals
- Enhance class discussions and student interaction
- Encourage critical Thinking by Avoiding Polarization of Opinions
- Motivate quiet students to participate and gain self-esteem as speakers
- Support students to become independent learners by training them to construct rather than repeat knowledge
- Create a "conflict-friendly" pedagogical environment
- Benefit from student resources

Techniques

A. Textual Resources: Historical documents, speeches, poems, essays, stories, etc. – anything that provokes pro/con analyses; students should be familiar with resource and understand it well.
B. Dividing Up the Playing Field: 1. Two groups with randomly assigned pro/con position; 2. Impersonations: as historically true figures (authors, politicians, etc.) or fictional characters

relevant to textual sources; instructor tales position of neutrality/referee/timemanager; 3. Collective development of *ground rules*: no interruption of speakers at any time; no speaker may speak twice in a row to insure full group participation; fair exchange between groups by going back and forth between them in developing the discussion.

C. Play Techniques: 1. Allow for 5 – 10 minutes preparation time for assignment (collecting arguments, getting into role, anticipating counter-arguments) through small group work; 2. Class, assuming historical collective identity (e.g., inquisitors) and sitting in a circle, interviews a character seated in the center (e.g. Joan of Arc); 3. Pro/con/ groups with even number of students in each group, sitting across from each other (e.g., inquisitors' group versus Joan of Arc group); 4. Open discussion among different characters sitting in a circle with focus on a solution (French patriots, Joan's parents, Clerics, English patriots, etc.: "Shall we free Joan of Arc from prison?"); 5. Workshop format: combine all techniques and body work for a full narrative sequence; 6. Always schedule enough time for closure; permit students and yourself to express how the role play affected them/you; allow for a discussion of what has been learned through role play; share your own observations with the group; point to noteworthy insights or emotional highs and lows during role play session.

D. Do's and Don'ts: 1. Carefully prepare for role play sessions and anticipate arguments and controversial points; 2. Never permit verbal abuse or significant digressions from the integrity and focus of the exercise; you may stop the exercise at any point;
3. Encourage and protect "weaker" parties to counter-act strategies of dominance;
4. Time the event carefully (trust your own feelings) – stop when the energy level drops significantly, but also tolerate silences at the beginning or when group hits a new issue; 5. Conceptualize the exercise as "flow" with a beginning – middle – end. Beginnings and closures are a s important as the role-play itself. 6. When dividing up the groups and characters, random assignments help minimizing identification of student with position.

Using Film Across the Curriculum
   Mary Dalton, Communication, March 3

Why Film?

➢ Film is accessible to students and efficiently provides the class a "common text."
➢ Film is a good way to approach difficult issues – it removes controversial topics   from a student's direct experience and immediately establishes a cultural context for discussion.
➢ Two approaches:
   ➢ Link film to text, readings, or theories then have students make connections to their lived experiences.
   ➢ Or, these texts are so accessible to students that it can work the other way by providing a link between the lived experience of students and more theoretical concepts explored in the readings.

Technical Tidbits
➢ If you plan to use film often, hold class in a room set up to accommodate the media (tapes, laserdiscs, DVD)
➢ If you are unfamiliar with the equipment, practice before class.

➢ Keep the room as dark as possible to make the images more visible.

Clips or Features
➢ Consider whether your pedagogical goals will be better met by screening an entire feature or portions of one or more films.

Features
➢ For features, consider a special screening outside of class rather than breaking up the film.
➢ Or, require the students to see the film outside of class time the same way you would assign a reading.
➢ Information about ordering and reserving:
  ➢ Acquisitions contact: Linda Early x5479. A portion of your department's library budget is allocated for video, laserdisc, and DVD purchases. For feature films produced after 1951-2, please consider letterboxing!
  ➢ Reserve materials contact: Mary Reeves x4714. To put a tape or disc on reserve for your class, either to have available for your actual use in class or to have for students to view on their own, you must go through the library reserve process at the circulation desk, not through the Information Technology Center.

Clips
➢ Introduce clip(s)
➢ Use clips from films that are widely known
➢ Ask students questions to initiate the discussion
➢ In classes of more than 20 – 25 people, consider distributing questions to small groups.
➢ If you are integrating a series of clips into a lecture, have the tape pre-edited.
➢ You probably should limit clips to between two and three minutes if you are using several.

CourseInfo Comes to Wake Forest University
By Rosalind Tedford, Information Technology Center Manager

Last fall, as it became apparent that the Wake Forest University Template was no longer

meeting the needs of the university for a courseware application, the Committee on Information

Technology (CIT) formed a task force to study the issue. In December, after evaluating six

existing course shell products, the task force recommended that the University adopt

Blackboard's CourseInfo. With the help of the Academic Computing Specialists, the task force

identified 25 faculty willing to test the program for the spring 1999 semester. The pilot faculty

responded so well to CourseInfo that it has now been moved to a new server, and is available to the wider university community.

What is CourseInfo? It is a web-based application, accessible through any web browser on any machine, which provides a centralized location to conduct online aspects of a course. The program allows for the uploading of course-related documents such as syllabi, readings, announcements, web links and assignments.

Students can upload their papers or assignments into CourseInfo rather than turning in a paper copy. Once the papers are uploaded, faculty have the option of saving an electronic copy for themselves, which can then be graded in Word and returned to the student online. CourseInfo can be used to create online surveys and quizzes (multiple choice, true/false, short answer and essay) and also allows you to maintain an online gradebook, compatible with MSExcel. Faculty and students can carry on online threaded discussions about relevant topics, or even participate in real-time chat about an issue. Group discussion, file exchange and chat features are also available if a professor wishes to have his or her students work in small groups.

Over 70 faculty have been trained to use CourseInfo and there are more than 80 WFU courses using the program this semester. Wake faculty using CourseInfo are from many disciplines, Biology to Humanities, Economics to English. These faculty members are using CourseInfo for a wide variety of purposes. Some post discussion questions and ask all students to respond to them outside of class; others are asking students to gather in the chat area and discuss material in real time. Several faculty are posting all course readings online and have the students print the readings out for themselves rather than putting them on reserve. CourseInfo has allowed many professors to conduct nearly 'paperless' classes, with all course information available

online to the students. One department is even considering putting their course evaluations online using the survey feature.

Thus far the response from the faculty has been tremendous, and I look forward to monitoring the creative uses found for the application in the months and semesters to come. Faculty interested in taking our October CourseInfo training classes should contact Giz Womack in the Information Technology Center at x4314 or womack@wfu.edu. If you would like a feel of what CourseInfo is, visit the CourseInfo main page at courseinfo.wfu.edu and click on the first class in the list, **ABCs of CourseInfo**. Use your WFU login and password and feel free to look around our sample course, and even to take the tests and participate in the discussions. I look forward to working with interested faculty and am always available to answer questions and ease uncertainties! Please contact me at tedforrl@wfu.edu.

During the spring '00 semester the TLC will host a brown bag discussion for faculty members using CourseInfo to exchange ideas on its use and applications.

Wake Forest University Teaching and Learning Center

The Teaching and Learning Center was established in 1997 with a dual purpose: meeting faculty-identified needs for teaching support and promoting dialogue about teaching. Faculty are encouraged to fill out a Faculty Information Form available from the Center designed to help us target specific needs and concerns which are then the topics for brown bag lunch discussion and workshops throughout the academic year.

The Teaching and Learning Center also offers a number of voluntary and confidential evaluation services outside the traditional departmental evaluation process. These have included mid-term evaluations, videotaping, and peer class visitations, and a faculty mentoring program.

To learn more about the Teaching and Learning Center, and/or to discuss the programs and services the TLC offers, please contact TLC Director, Sally Barbour at Ext. 4559 (barbour@wfu.edu) or TLC Coordinator, Dana Moreland at Ext. 4587 (moreladl@wfu.edu). The Teaching and Learning Center is open Monday through Friday from 9 A.M. until 5 P.M. and is located in 330 Z. Smith Reynolds Library

The Teaching and Learning Center has a faculty advisory committee which is elected annually. Committee member for the '99 – '00 year are: Daniel Kim-Shapiro (Physics), Claire Schen (History), Kathy Smith (Politics), Harry Titus (Art), Robert Ulery (Classics), and Page West (Calloway School)

Evaluation Services

The center offers services to faculty who would like 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 faculty volunteers provide them. If you would like to schedule any of these services, please give us at least two weeks notice. You can call X4587 or e-mail tlc@wfu.edu for scheduling or more information.

1.   **Mid-term evaluations**

A colleague administers this evaluation to your class(es) at mid-term during the last twenty minutes of class. Students discuss in small groups the following topics: What is working in the class? What is not working? Suggestions? A secretary in each group takes notes of the discussion. After approximately five to seven minutes, the class comes together and each group reports. The colleague begins a list on the board of group answers in the three categories, coming to consensus with the entire class about which answers will be passed on to the professor. Three student secretaries are responsible for

making a clean copy of each list. After class, the colleague meets with you to discuss the results. 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 Genevieve Brock (Romance Languages) in the first issue of *The TLC Exchange*. It is available on-line at our web site www.wfu.edu.TLC.

2.   **Videotaping**

The Center owns a video camera and related multimedia/audio-visual equipment. You may use this service in two ways:

❖ 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.

❖ 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.

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 Bob Evans (Education) in the second issue of *The TLC Exchange*. It is available on-line at our web site www.wfu.edu.TLC.

Resources

The TLC has many resources available to the campus community, including books and 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. The Teaching and Learning Center maintains a vertical file of teaching related articles. Subjects include:

- ❖ Active learning
- ❖ Assessment
- ❖ Collaborative learning
- ❖ Critical thinking
- ❖ Generating discussion
- ❖ Syllabus construction
- ❖ Teaching portfolios
- ❖ Testing and grading
- ❖ Writing across disciplines

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

Coordinator's Notes

As my first year anniversary at the Teaching and Learning Center quickly approaches, it is very satisfying to look back at the variety of programs we've offered in the last year. Our brown bag discussions, workshops, and special events are drawing faculty from all over the undergraduate and professional campuses. If there is a topic you would like to see covered in one of our programs, please let me, Sally, or a member of our faculty advisory committee know.

Graduate teaching assistants are warmly welcomed at TLC programs! Last semester the Teaching and Learning Center offered a series of seminars specifically for graduate teaching assistants. This year the Center will continue these seminars, beginning in January.

The Center has received a number of requests to video tape brown bag discussions and workshops for the use of faculty members who are unable to attend an event. Beginning this semester we will begin taping events. We also maintain a file of handouts from workshops and discussions and copies are available for interested faculty.

Finally, the Center is a terrific setting for committee meetings. The Interdisciplinary Film Studies committee and ACE Fellows meet here on a regular basis and I invite other committees to consider reserving the Center for their meetings. E-mail your reservation request to tlc@wfu.edu.

Dana L. Moreland
Teaching and Learning Center

Events at a Glance

Please see the Schedule of Events article in this newsletter for event descriptions. All events will take place at the Teaching and Learning Center, 330 Z. Smith Reynolds Library, unless otherwise noted.

September

ACE Fellows workshop
20th, Monday, 3 – 5 P.M.

Teaching and Learning Center Open House
23rd, Thursday, 3 – 5 P.M.

Enforcing the Honor Code in the Information Age
30th, Thursday, noon, brown bag discussion

October

First Year Seminar Workshop
5th, Tuesday, 4:30 – 6:30 P.M., DeTamble Auditorium, Tribble Hall
Contact tlc@wfu.edu to register

Interdisciplinary Film Studies committee meeting
6th, Monday, 9 – 10 A.M.

Athletes in the Classroom: Issues and Concerns
21st, noon, brown bag discussion

ACE Fellows workshop
25th, Monday, 3—5 P.M.

Athletes in the Classrooms: Meeting the Challenge
26th, Tuesday, noon, brown bag discussion

November

ACE Fellows Training
15th, Monday, 3:00 – 5:00 P.M., Teaching and Learning Center
Designing Oral Presentations for the First Year Seminar
16th Tuesday, 4:30 – 6:00 P.M., Carswell 305, workshop
Contact tlc@wfu.edu to register