

Letter from the Director

Dear Colleagues,

Welcome back to campus and Happy New Year!

During Fall semester, faculty met at the TLC to discuss a wide range of issues, from identifying and meeting students' needs in the classroom to addressing the ongoing challenges of technology in course development. The calendar for Spring includes follow-up discussions on some of the same issues, an open session on technology and a student-led discussion on gay and lesbian issues in the classroom. The last of the First Year Seminar Workshops on oral proficiency is scheduled for February, and at the suggestion of one of the participants, the TLC has organized an open session on problems, issues, concerns, and suggestions related to teaching First-Year seminars.

One of the goals of the TLC is to enhance and broaden opportunities for communication about teaching across campus, and in a sense, all the brown-bag discussions this fall addressed issues of communication. In the discussion about cheating, faculty acknowledged the importance of being informed about WFU judicial procedures, and they also expressed concern about departmental support for faculty faced with a case of cheating. (To access WFU judicial procedures, search "honor code" on the WFU home-page.) The two-part discussion on student athletes made it clear that communication and dialogue between faculty and the Athletic Academic Services staff needs to continue, and that in advising situations, it would benefit faculty to contact the advising center directly. One of the concrete results of the CELI discussions was the decision to organize a campus wide on-line catalogue of the technology used by WFU faculty. Lindsay Coleman, the TLC student assistant, has already pulled this information

from faculty and department web pages. In the spring, Bill Padula (STAR), will help us set up the **TLC Pedagogical Tools Catalogue** available at our web site.

Campus-wide programs are another way to facilitate faculty communication between departments. This semester the Center will coordinate the application process for both the ACE (Academic and Community Engagement) Fellowship Program and the Hewlett Fellowships. **ACE Fellowships** provide resources and financial support for faculty who would like to develop a service-learning component for a new or current course. Faculty interested in developing a new course or revising a previously taught course to address issues of diversity are invited to apply to be a **Hewlett Fellow** (see related article). In February (23-24), we are looking forward to coordinating classroom visits by participants in the **Leadership and Civil Rights Symposium: Retrospective and Prospective Visions** (see related article). Participants in the 1960 sit-ins in downtown Winston-Salem will share their experiences and perspectives in classroom visits on both WFU and WSSU campuses during the mornings of February 23rd and the 24th. Current students will also be invited to lunch (Feb. 23rd) where they can meet in small groups to talk with the former student leaders.

Please contact the TLC if you would like more information about any of these opportunities, or if you would like to propose a topic for discussion this semester. I look forward to seeing you this spring and hope the semester gets off to a good start.

Sally Barbour

Romance Languages

Director, Teaching and Learning Center

From “ZZZ’s” to “A’s”: Using Rubrics to Improve Student Presentations

(Vicki Wilson, Wilmington College, Ohio; previously published in *The Teaching Professor*, December 1999. Reprinted by permission of Magna Publications (800-433-0499).)

As a new professor, I thought it would be hard to equal the learning potential of a scintillating presentation on a subject chosen by a student, researched from a variety of appropriate resources, backed up with a well-written paper, and produced for an audience of appreciative peers.

It didn’t take too many assignments – or too many yawning, glassy-eyed, or absent students – to make me realize that what might be a good learning experience for the presenting student was a deadly bore for the rest of us. I needed to do something to help students transfer the skills they were learning in writing and communications courses to the assignments they were getting in courses like the sociology one I was teaching. I needed to do something to change my fantasy into their reality.

Attacking the Problem

I presented the problem to the class: “What makes a good presentation?” I asked. “Not too long,” “Make eye contact,” and “Tell jokes,” they said. From these initial comments, we progressed to some general categories: length, delivery style, audience involvement, and use of audio/visuals. I had to remind them that the *content* of the presentation was also important.

I then divided the students into small groups, one for each category. Their assignment was to write a description of three levels of achievement for their category: not acceptable, minimal, or exemplary. Each group presented its initial ideas on an overhead transparency and solicited additional ideas from the class.

Developing the Rubric

Using the students' ideas and some of my own, I developed a five-category, 100-point rubric. Descriptions of unacceptable, minimal, and exemplary achievement were written for each category and given corresponding point values: zero, 10, or 20.

For example, the "Content" category varied from "Does not report on the chosen subject," to "Briefly covers the chosen subject but lacks organization and is hard to follow," to "Provides a clear explanation of the subject, presenting both pros and cons on both sides of the issue with both facts and opinions."

The "Delivery" category varied from "Does not speak" to "Reads from the paper, uses poor grammar, and avoids eye contact" to "Uses notes or overheads for guidance, speaks clearly and enthusiastically, uses correct grammar, and looks at the audience."

Weights of categories were adjusted so that more important ones earned more points. "Length," for example, received half the points for a typical category (zero, five, and 10), while "Content" received one-and-a-half times as much (zero, 15, and 30).

Waking Up the Audience

Two categories were responsible for changing the presentations from ho-hum to entertaining. "Audience Involvement" ranged from "Puts class members to sleep," to "relates the topic to the students' lives and uses concrete examples, stories, quotes, and questions to involve the audience."

An exemplary "Audiovisuals" category matched this description: "Supports presentation with effective and well-related overheads, pictures, video clips, newspaper articles, and/or guest." In meeting individual students prior to their class presentations I learned that they had never before considered techniques for enlivening a scholarly presentation. When presented with options, nearly all were able to strengthen the audience appeal of their talks.

Grading the Presentations

Working from the rubrics greatly eased my evaluation of the student presentations. I simply made copies of the rubric and wrote scores and comments on the forms. Most importantly, students were not surprised at their grades. In addition to improving their presentations, I removed the “black box” of unknown evaluation criteria.

Raising the Bar

I have used this technique over several semesters for different assignments and in different courses. And I keep embellishing the “exemplary” category, having learned that no matter how high you set the bar, there will be some students who reach for it. The results come close to fulfilling my early professional fantasies.

Leadership and Civil Rights: A Teaching Opportunity

Historical Background

On February 8, 1960, one week after the well known lunch counter sit-in movement began in Greensboro; a black man sat alone at a whites-only lunch counter in Winston-Salem. That man was Carl Matthews, a leader in the civil rights movement who promoted non-violent resistance before many national civil rights organizations were formally organized. Soon after he started the lunch counter demonstrations, Matthews recruited a number of students from Winston-Salem State Teachers College (now Winston-Salem State University) to join in the sit-ins.

A little over two weeks later, on February 23rd, ten white Wake Forest University students traveled downtown to join the demonstrations. After being asked to leave the store at 4th and Liberty, all twenty-two people were arrested and charged with trespassing. The two groups –

Blacks and Whites – were tried in separate courtrooms, the initial guilty verdicts were quickly changed to “Prayer for judgment” for all involved.

The Winston-Salem demonstrations were unique on four counts. Whites joined Blacks in a nonviolent protest. The February 23rd protest ended with the arrest of the protesters for trespassing. The Winston-Salem demonstrators were the first protesters in the area to be brought to trial (on March 2). The protest was successful in short order: a May 23rd agreement between city officials and store managers resulted in the non-violent desegregation of the lunch counters in Winston-Salem. Matthews was the first black served at the desegregated counter on May 25th; it was 107 days from when he first “sat-in” until he was served.

Present Opportunity

Wake Forest and Winston-Salem State Universities will co-sponsor the Leadership and Civil Rights: Retrospective and Prospective Visions Symposium on February 23 and 24. This celebratory event honors alumni from 1960 who took a stand for social justice by participating in the civil rights sit-in movement in Winston-Salem. A major benefit of this event is that current students and faculty can hear the former students tell their stories firsthand. There are public evening sessions slated but, more importantly, students will be able to meet and talk in their classrooms with the alumni from both campuses.

This is a unique opportunity to bring these former students into classes to share their stories; current students will hear how actions taken to right social injustice can begin at an individual level. Discussions of this historic action touch upon many disciplines; this opportunity is open to all courses. Among the most obvious connections are the historical significance and implications of the civil rights movement, philosophical and religious bases for individual action, the political and cultural implications of legal decisions from the 1960s, the dynamics of race relations in our country then and now, and the overarching influence of social

justice within a culture. To make arrangements to have alumni visit your class, contact Dana Moreland at moreladl@wfu.edu (x4587). Please include the course title, room number, and its meeting time in the message. Contact either Susan Faust (fausts@wfu.edu, x5891) or Earl Smith (smithea@wfu.edu, x1891) with questions regarding other aspects of the symposium.

NOTE: Classroom visits are being scheduled around other events during the symposium, only requests for morning classes (February 23 and 24) can be confirmed. If you have an afternoon class and would like to have an alumnus attend, submit the request and a time for your class will be secured if at all possible. An announcement of other symposium events will be sent out in early February.

Hewlett Fellows: Focusing on Pluralism and Unity

Wake Forest University is pleased to announce the Hewlett Foundation's support for a new initiative linking faculty and students in the common goal of promoting pluralism and unity. At its core, this program seeks to enrich understanding and appreciation of diversity through faculty driven curriculum enhancements and student leadership in training, programs, and activities. To build community alliances participants will be chosen from Wake Forest University (six faculty Fellows, six student Ambassadors) and from Salem College and Winston-Salem State University (four Fellows and 4 faculty each).

Summer Program

The group of fourteen Fellows and fourteen Ambassadors will work together to explore, discuss, and analyze historical and current issues related to diversity in their disciplines. Fundamental to the activities of the summer program will be an investigation of the ways in which our own biases affect our intellectual approach. Participants will attend two courses from

July 6 to August 2, “Race and Ethnicity in America” and “Prejudice,” and will receive a notebook including syllabi, articles and other resources. The summer program requires a commitment of 90 hours, approximately 25 hours per week including one Sunday afternoon (July 23). During that time Fellows and Ambassadors will be attending class, participating in social and recreational events, and working on service projects.

Interactive Workshops for Faculty and Administrators

In the academic year following the Summer Program, Hewlett Fellows will organize and facilitate one of two interactive workshops offered through the Teaching and Learning Center. These workshops are designed to give Fellows an opportunity to share the experiences they have had in their (new or revised) courses as they sought to apply the concepts explored during the Summer Program. An overall goal of the workshops is to provide a broad spectrum of faculty and administrators with tools for thinking creatively about the multicultural dimensions of engagement in the community, whether it is through teaching, research, mentoring, or service. In addition to the Hewlett Fellows, the workshops will feature external speakers.

Applications

Faculty with an interest in addressing questions or issues of pluralism, diversity, and unity are good candidates for the Hewlett Fellowships. Two types of fellowships are available: a \$3,500 stipend for developing a new course or a \$2,500 stipend for revising a previously taught course. Hewlett Fellows make a commitment to attend and participate in the Summer Program, act as a mentor to Ambassadors, develop a new course or revise a previously taught course to address issues of diversity and facilitate an interactive workshop, both within a calendar year. Applications are available in the Teaching and Learning Center in the Z. Smith Reynolds Library or at the TLC web site. Application deadline is **Thursday, February 24th**. A panel of representatives from the Teaching and Learning Center, the Hewlett Committee, and the Dean’s

Office will select Fellows; an effort will be made to select applicants who represent a variety of disciplines. Preference will be given to senior lecturers, tenured, and tenure-track faculty.

Charles E. Culpeper Foundation Summer Program for Technology Adoption

Wake Forest University has received a three year grant from the Charles E. Culpeper Foundation to establish a Summer Program for Technology Adoption. The goal of the program is to provide faculty members with incentive, assistance, and ideas for incorporating technology into classes to improve educational outcomes. Each summer (2000, 2001, 2002), the six week program will bring external speakers to campus to share their successful uses of technology, sponsor workshops open to all faculty members, and provide up to twelve faculty members, possessing any level of technological skills, with \$2,400 stipends to pursue independent projects. These faculty members will receive up to \$1,000 for software or computer accessories, have the support of the Advanced Technology Group (ATG, see <http://atg.wfu.edu/>) for software development, and have access to undergraduate student assistants for routine tasks, such as scanning large numbers of images and digitizing video.

In addition to attending the workshops and seminars and completing their independent project, faculty members receiving a summer stipend are expected to submit two copies of a final report to the Dean at the conclusion of their work (no later than August 20th, 2000). They are also expected to give a poster presentation at the Fall 2000 Tech Fair.

There are currently two unfilled slots for faculty members to participate in the program this summer. Proposals should show promise of *improving the learning environment*, not simply incorporation of technology with no measurable outcomes. All creative and feasible pedagogically-sound proposals from faculty members who meet the eligibility guidelines are welcome. Proposals should be sent as a Microsoft Word document attached to an e-mail

addressed to Angela King at kingag@wfu.edu. Applications will be reviewed on a rolling basis until all slots are filled. Please contact Angela King (kingag@wfu.edu, x5511) with questions regarding the proposal process.

Special Announcement from CELI

CELI--the Computer Enhanced Learning Initiative--is now in its final semester.

Although all release time grants have been awarded, some funds are still available for projects designed to encourage the use of technology in teaching. The funds could be used for discipline-specific workshops, invited speakers, or specialized training seminars, for example. Proposals may be submitted by either departments or individuals. There is no fixed deadline, but proposals received early in the semester have the best chance of success. For more information, contact Bernadine Barnes (x5303 or barnes@wfu.edu).

Upcoming Events

Peer Instruction
Thursday, January 20th, 4 P.M., Olin 101
Dr. Catherine H. Crouch, Harvard University Division of Engineering
and Applied Sciences

Describing her talk, Dr. Crouch 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.”

Please note that this talk is not limited to science faculty. Peer Instruction can be applied across disciplines. Co-sponsored by the TLC and the Physics Department.

Students' Thoughts on How Faculty Can Create Sensitivity to
Gender-Orientation Issues

Wednesday, January 26, noon, Teaching and Learning Center

Students from WST 321 Gay and Lesbian Theory and Culture will share what they would like faculty to know about gender-orientation issues on campus. Brown bag lunch; cookies and beverages provided.

What Do You Wish You Had Known As a Teaching Assistant?

Thursday, January 27, 11 A.M., Benson 401

Dany Kim-Shapiro, Physics; Betty LaFrance, Communication; Claire Schen, History;
Kendall Tarte, Romance Languages; and Eric Watts, Communication.

The Teaching and Learning Center presents its second series of seminars for graduate teaching assistants. The seminars are scheduled for 11 A.M. – noon on the following Thursdays: January 27, February 24, March 16, and April 13. The first session features a faculty panel who will discuss what they wish they had known as teaching assistants, what they learned from the experience, and what faculty expect from the graduate students they work with.

Participants will generate subsequent seminar topics following the first session.

Evaluating Oral Assignments for the First Year Seminar

Wednesday, February 9, 4:30 – 6:00 P.M., Carswell 107

Dee Oseroff-Varnell, Communication

Have you ever felt that you know a good presentation when you see it, but have a difficult time putting "it" in concrete terms? Using oral assignments in the classroom makes us face the age-old complaint that the grading of these assignments is "subjective." It is difficult to approach an oral presentation without our personal preferences influencing our evaluation, but that doesn't mean that objective grading is unattainable. This workshop will focus on evaluation strategies for oral presentations. We will look at a variety of oral and written evaluation techniques, and examine several evaluation forms that can be used for grading oral presentations. We will also view some student presentations to allow participants to practice evaluating oral assignments.

The TLC is developing a library of resources to aid in designing and implementing oral assignments. In the last year 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.

First Year Seminars: What Works/What Doesn't Work

Wednesday, February 29, 4 P.M.

Paul Anderson, Physics; Bernadine Barnes, Art; Mary Friedman, Romance Languages;
Tim Sellner, German and Russian; facilitators

Discussion and exchange of ideas. Wine and cheese will be served.

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.

Brown Bag Notes

By popular demand, the *TLC Exchange* will reprint handouts and notes, or summarize articles related to, the previous semester's brown bag discussions.

Enforcing the Honor Code in the Information Age
Jim Powell, Classics and Claire Schen, History, September 30

Although the honor code at WFU was reformed a few years ago, the judicial procedures for a case of cheating are unpleasant for everyone involved. Nevertheless, faculty (especially new faculty) need to be informed about procedures and supported within the department. A large part of our discussion became an exchange of ideas about how to discourage cheating. All agreed that it is important to call students' attention to the specific guidelines for writing assignments and group work. The more specific the faculty can be, the less is left up to the student's (sometimes overly creative) imagination. For a helpful explanation of plagiarism see the English department web page, <http://english.tribble.edu/english/writing>. and refer students to the *Bedford Handbook for Writers, 4th edition* (used in first-year and writing seminars). For exams, some faculty prefer a verbal reminder and others ask students to sign a pledge.

Recent articles supplement the discussion at this event. The proliferation of on-line term-paper mills requires measures to prevent and detect Internet based cheating. In their article *Preventing Internet Plagiarism (The National Teaching and Education Forum, Vol. 8, No. 5 1999)* Carolyn Johnson and Connie Ury of Northeast Missouri State University offer the following strategies for preventing Internet plagiarism:

- ◆ Require photocopies or printouts of the first page of sources cited.
- ◆ Assign unique, specific topics; many Internet papers lack specificity.
- ◆ Require progress reports that match the flow of the research process (reading notes, outline, drafts, etc.)
- ◆ Require students to turn in rough drafts of papers in advance of the final paper.

- ◆ Assign unique resource requirements that Web papers cannot fulfill (e.g., the references must include a government document or video from a campus library collection, an article or book on the topic which is on reserve in the library.
- ◆ Require documentation of one interview of an expert on the topic. This interview can be conducted via e-mail and documented with printouts of the messages.

If you suspect that a paper contains plagiarized material, there are on-line plagiarism detection services that will assist you in identifying plagiarized material – for a fee. Three of these services are Plagiarism.Org (www.plagiarism.org), Integriguard (www.integriguard.com) and the Essay Verification Engine (www.conexus.com/eve). For more information about these services, visit their websites or read the article *Cheat Wave* by Justin Ware in the May 1999 issue of *Yahoo! Internet Live*.

Athletes in the Classroom: Issues and Concerns

Tom McGohey, Writing Center/English and David Wilson, Math and Computer Science Department, October 21

Athletes in the Classrooms: Meeting the Challenge

Doug Bland, Director Athletics Academic Services and Don Frey, Economics and chair of the Committee on Athletics, October 26

The TLC held a two-part discussion about athletes in the classroom. In the first session, Tom McGohey and David Wilson led the discussion about issues and concerns. In the second discussion, led by Doug Bland and Don Frey, we looked for ways to meet the challenges identified in the earlier session. Below are some thoughts culled from notes taken by Sally Barbour and Dana Moreland during the two sessions. Some suggestions were made and some questions remain.

The question of student athletes in the classroom is both complex and simple. Simple in the sense that academics and athletics appear to have conflicting goals. In regard to athletics, WFU has chosen to be a NCAA Division 1 campus. As a result, a certain number of student athletes who are under prepared for college work (17 per year are admitted with SATs below the scores that WFU requires for admission) are recruited; when there is a choice between time committed to academics or to athletics, athletics often comes first. In regard to academics, WFU wants to maintain a high academic standard in teaching and research, which means hiring faculty and recruiting students who are committed to maintaining and expanding those standards. The question is complex in the sense that these two positions are influenced by a number of factors (including perceptions both founded and unfounded, often nourished by anecdotes and stereotypes) which work together to create two separate cultures on campus.

1) A certain group of athletes admitted to WFU, “high-risk students,” are not prepared to do college work, and a chronic problem of achievement exists.

Question: How can faculty meet the needs of these students without lowering the standards set in a course?

Some answers and suggestions discussed: As professors, we need to be aware of the student athlete’s time commitments. Early in the semester, have all students submit their weekly schedules so that a certain amount of flexibility can be built into the course program which will allow all students to complete the work in a timely fashion. It is essential to maintain the standards set for the course and to avoid at all costs being pushed to “make a deal” at the end of the semester.

2) The “high-risk students” are presented to the faculty as needing special attention, but when the faculty asks the athletic department to give these same students special consideration so that they can benefit from this special attention (that is, releasing them from practice on occasion so that they can complete course work), the athletic schedule takes precedence over academic needs.

Question: During the discussion of this point it was noted that it is often detrimental to the student athlete’s morale to be taken out of practice or a game, which does nothing to encourage the student’s academic achievement. Are there other ways in which the athletics department can be flexible in this regard?

3) Many academic advisors feel they have no authority vis-a-vis athletic advisors.

Question: What is the role of the athletic advisor? How can academic and athletic advisors work together? Some faculty reported that they maintain an ongoing dialogue with athletic advisors regarding the student athletes in their classes and that they feel they have a good relationship with the athletic advisors. How could a more consistent dialogue be established between advisors?

Suggestions: During advising, athletic advisors maintain that they only make suggestions concerning a student athlete’s schedule. If a faculty advisor has questions about information coming from athletic advising, the faculty advisor should communicate directly with the athletic advisor instead of going through the student athlete.

4) Stereotypes about athletes persist, in part because they are reinforced by anecdotes of students who only work to achieve the minimum course grade (“to get by”) or who

willingly admit that WFU is a “stepping stone” to professional sports; and in part, high-risk students feel intimidated in the academic climate at WFU and thus end up upholding these stereotypes. Contributing to this stereotypes is the fact that faculty have the impression that the majority of the weak students in our classes are athletes. Stereotypes about the merits of intellectual achievement also exist (it’s not “cool” to be intellectual). Question: Are the majority of our weak students, in fact, athletes? Do we (the WFU community) need to address (and dispel) such stereotypes before these two “cultures” can communicate effectively? If so, how?

Some suggestions discussed: Professors can use activities in class which allow student athletes to contribute their experience as athletes and which invite their fellow students to get to know them in their own terms, “on their own grounds.”

Addressing Gay and Lesbian Issues in the Classroom

Ulrike Wiethaus, Humanities, November 4

This session began with a viewing of a Central Michigan University produced video in which gay and lesbian students discussed their campus experiences. Extending the questions raised by the video to their experiences with students, participants discussed the need to offer support to students who may be anxious about disclosing their sexual orientation. One way to do that is to challenge stereotypes in the classroom and on campus. Specific suggestions included challenging the assumptions that heterosexuality is the “only” orientation and that homosexual culture is, or is supposed to be, invisible. These assumptions can be challenged by integrating examples of various forms of gender relationships in class discussion and encouraging students to respect the human and civil rights of fellow students.

Teaching Languages Across the Curriculum

Candelas Gala, Romance Languages, November 11

(Notes are excerpted from the American Council on Education's *Promises, Problems and Prospects: Next Steps for Languages Across the Curriculum*)

The long-term goal of Language Across the Curriculum (L.A.C.) is to integrate multiple languages into the teaching of all disciplines to enrich their intercultural and international content. The short-term goal is to enlist the support of faculty and administrators to expand opportunities for the content-specific acquisition and discipline-focused use of language and cultural knowledge by students regardless of their chosen areas of expertise and inquiry. Cross-cultural and multilingual inquiry leads to a more complete learning experience and provides a basis for comparative understanding unavailable when students and faculty are limited to the use of resources in only one language. Learners develop a deeper and more precise understanding of a new language and culture by studying how that language and culture address precisely defined topics about which they have already established a certain familiarity in their native language.

In some instances, L.A.C. involves non-language faculty working independently to enable students to use their language skills in the pursuit of knowledge and skills in other domains. In other instances L.A.C. involves joint efforts by language and non-language faculty teaching cooperatively in any of their respective departments. The potential range for integrating learning resources in multiple languages across the curriculum has no limits. Materials can range from classic philosophical texts to popular media, including videos and websites from around the world. Finally, the student

experience may be designed and led by individual faculty members, by interdisciplinary teams of faculty, or by qualified students.

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 (moreland@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](http://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

What is the one thing I would have like to have known when I came to Wake Forest University as a graduate student and teaching assistant? I've been pondering this question while working with Sally and our advisory committee on this semester's seminars for graduate teaching assistants. Our first session features a faculty panel discussing what *they* wish they had known as teaching assistants or what they learned from the experience. Using that discussion as a starting point, we'll ask the teaching assistants to generate topics for the subsequent sessions. The seminars are scheduled for 11 A.M. – noon on the following Thursdays: January 27, February 24, March 16 and April 13, and will meet in Benson 401.

I would have liked knowing that there was a resource center on campus committed to promoting the exchange of ideas and information about good teaching! One of the exciting aspects of working at the TLC is that we are always looking for information and ideas to enhance our services. A new service we're developing is a web based **TLC Pedagogical Tools Catalogue** which will catalog and promote the cross-campus exchange of teaching methods and tools. As a result of last semester's discussions on technology co-sponsored with CELI, we discovered that faculty want to know how other faculty are using technology in the classroom. I welcome your submissions to this catalog; please write to tlc@wfu.edu and let us know how **you** use technology in your teaching.

With warmest wishes for 2000!

Dana L. Moreland

Coordinator

Events at a Glance

Please see the Upcoming 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.

The Teaching and Learning Center is available for departmental and committee meetings. Please call x4587 or e-mail tlc@wfu.edu to reserve the space.

January

Peer Instruction – A Talk by Dr. Catherine H. Crouch, Harvard

20th, Thursday, 4 P.M., Olin 101, special event

Interdisciplinary Film Studies committee meeting

21st, Friday, noon

Graduate Teaching Assistant Seminar

27th, Thursday, 11 A.M., panel discussion

Students Thoughts on How Faculty Can Create Sensitivity to Gender-Orientation Issues

26th, Wednesday, noon, brown bag discussion

February

Evaluating Oral Presentations in the First Year Seminar

9th, Wednesday, 4:30 – 6:00 P.M., Carswell 107, workshop

Contact tlc@wfu.edu to register

Leadership and Civil Rights: Retrospective and Prospective Visions

23rd and 24th, Wake Forest University & Winston-Salem State University, symposium

Graduate Teaching Assistant Seminar

24th, Thursday, 11 A.M., Benson 401

Hewlett Fellows applications due

24th

First Year Seminars: What Works/What Doesn't Work

29th, Thursday, 4 P.M., wine and cheese discussion

March

Graduate Teaching Assistant Seminar

24th, Thursday, 11 A.M., Benson 401

April

Graduate Teaching Assistant Seminar

24th, Thursday, 11 A.M., Benson 401