

Dear Colleagues,

The TLC will be hosting and co-hosting a variety of events this semester. Of particular interest, and related to the Hewlett Initiative on Pluralism and Understanding, will be visits to campus by Dr. Patricia Williams and Dr. Frances Kendall (see Upcoming Events). Their work on thinking about race in the U.S. is especially relevant as we begin designing and teaching courses that meet the newly approved cultural diversity requirement. It is my hope that in the coming months faculty will find time to get together and talk about what this requirement means, for our courses and for the way in which we approach our disciplines.

We continue to focus on oral proficiency this year. By having two programs on two different days and at different times, we hope more faculty will have the chance to attend discussions on constructive evaluation of oral assignments. The workshops on technology have been organized to support faculty as we attempt to master particular technology, at the same time that they will give us the opportunity to discuss how and when its use can be most effective in the classroom. Not every class needs a PowerPoint presentation, and sometimes they literally and figuratively leave our students in the dark. Used effectively, however, this technology can streamline the presentation of information. I encourage you to take advantage of the Magnolia Room Lunches and to offer suggestions for topics. Faculty who participated last semester enjoyed having the time to meet new people or to put faces to the people they had known only through memos, voice-mail or e-mail.

I would like to take this opportunity to thank the TLC faculty committee for accepting my application to serve as director of the Center for 2001-2003 (and to thank my chair, Candelas Gala, for her support). I look forward to continuing to work with them and with all of you to support you in your teaching. Please do not hesitate to come by or contact me if there are particular issues you would like to see addressed.

Sally Barbour
(TLC Director)

CASE STUDIES IN THE SCIENCES: FROM A CHEMIST'S PERSPECTIVE.

Christa L. Colyer, Department of Chemistry, Wake Forest University

In addition to, or perhaps in spite of, his recent endorsement of the use of the internet in education, Neil Rudenstine (President of Harvard University) stated that: "Sustained, direct human contact is absolutely essential to serious education, and always will be. Ultimately, there is no effective substitute for 'live,' face-to-face interchange...In the end, as we know, education is a fundamentally human process, a matter of values and significant action, not simply information or even knowledge."¹ Teaching by the case study method can provide such essential human contact, even in the sciences, which are sometimes viewed as impersonal and occasionally dehumanizing.

Case studies are, in the broadest terms, simply stories that educate.² All cases call for the student to actively participate in the learning process. Most involve engaging, up-to-date, real-life scenarios while confronting the student with a decision-making situation that goes beyond the

simple comprehension of facts. To be effective, case study presentations must be carefully managed and facilitated. Although the classic image of a case study presentation is by the Socratic method -- whereby the instructor asks pointed, closed-ended questions of the students during the lecture in order to advance the discussion -- case studies can, in fact, be presented by a variety of methods. These have been broadly classified into four major types³: individual assignment, lecture, discussion, and small-group activities. The method of presentation often depends upon the subject of the case, the physical restrictions of the classroom and number of students, and the experience of the instructor.

Regardless of presentation method, case studies, with their requisite human interactions and associations, can be viewed as vehicles of cooperative learning. Higher individual knowledge, better retention of knowledge, and greater student enjoyment relative to competitive and individualistic learning were the unequivocal results obtained from an analysis of over 1200 studies of cooperative learning.⁴ The promise of cooperative learning for underrepresented groups in the sciences, such as African-American and women students, is particularly great.⁵ Treisman, at the University of California-Berkeley, found that the performance of African-American students in his college calculus class improved spectacularly when group work was employed,⁶ and Mostellar at Harvard University found an especially significant improvement for women placed in learning groups.⁷ Hence, case study methods, which are inherently cooperative in nature, should improve the educational experience of all students, and underrepresented groups in particular.

The use of case studies as a structured teaching strategy, based upon the Harvard Business school model described by McNair and Hersum,⁸ has found favor in many business, law and medical schools. Despite this record of success, case studies have found surprisingly little use in science education. A chemist, James Conant of Harvard University, was perhaps the first science educator to teach exclusively by cases, using the unpopular lecture format to present his cases.⁹ In 1955, Bunce wrote of the virtues of employing cases in chemistry: "There is a large and important area of understandings and appreciations not developed by studying facts and principles organized in logical fashion".¹⁰ Despite this eloquent plea endorsing the use of case studies in chemical education, it was not until 1975 that another work was published describing this strategy, albeit at the high school level.¹¹ More recently, other chemical educators have begun to explore the power and promise of the case study method.¹²

Case studies alone, of course, are not capable of solving all educational problems. Critics and advocates alike cite the increased class time required for their execution relative to a conventional lecture. Thus, if cases are used exclusively, the question of coverage is raised. This is perhaps the most commonly cited reason for not employing case studies in the sciences, which historically have been taught in a rather content-driven, sequential fashion. However, when cases are used only infrequently, students may not develop an appreciation of the alternative learning style, and so may be resistant to its use. Furthermore, cases are time consuming to prepare, and so instructors will understandably be hesitant to abandon their collection of tried-and-true lecture materials.

Fortunately, none of these are insurmountable hurdles, even in the sciences. In particular, the National Center for Case Study Teaching in the Sciences (directors: Clyde Herreid and Nancy

Schiller) can provide beginning and expert case study teachers alike with training, professional development opportunities, and invaluable case study resources.¹³ Based at the State University of New York at Buffalo (SUNY-Buffalo), this Center serves as a "clearinghouse" for peer-reviewed case studies in a wide variety of scientific disciplines. Importantly, their web-published cases are available with extensive instructional notes to guide your classroom management of them. In addition, the Center offers a week-long summer workshop sponsored by the NSF, NSTA, and Pew Charitable Trusts, at which science faculty work with their peers to learn about case study teaching and to write and present (to a bona fide student audience) an actual fledgling case. Finally, the Center sponsors the Annual Conference on Case Study Teaching in Science, held for the first time last October. Information about the conference, workshops, case studies and more is available on their website:
<http://ublib.buffalo.edu/libraries/projects/cases/case.html>

CALL FOR APPLICATIONS FOR CASE STUDIES IN SCIENCE SUMMER WORKSHOP

Sponsored by the National Center for Case Study Teaching in Science with support from The Pew Charitable Trusts and the National Science Teachers Association. Workshop Dates: 1st workshop session: May 21-25, 2001; 2nd workshop session: June 11-15, 2001. Workshop Location: State University of New York at Buffalo. Application Deadline: Midnight, February 23, 2001. This five-day workshop focuses on training undergraduate college science faculty to teach with case studies and to write their own cases. The final two days, workshop participants teach a case before a student audience using a case they have developed during the workshop or from our case study collection. Participation in the workshop is by application only and is limited to 40 people per workshop session. Grant funding covers the registration fee. In addition, meals and materials are covered. Travel expenses and lodging are not. Workshop participants receive a \$200 stipend for producing a case study for the web site within six months of the workshop. Workshop participants and five of their colleagues also each receive a one-year gift subscription to the Journal of College Science Teaching.

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Effective Oral Presentations: A Videotape Series

Dee Oseroff-Varnell and Mary M. Dalton, (Department of Communication) have produced a unique series of instructional videotapes that focus on oral presentations. Their goal was to develop a set of instructional tools for students who are required to make oral presentations for their classes but do not have any formal public speaking training. These short videos offer tips for constructing and delivering a variety of types of presentations. The numerous “real life” examples used in these tapes specifically target college students. The series, “Effective Oral Presentations,” is available online at the Teaching and Learning Center web site: www.wfu.edu/organizations/TLC

Part 1: Planning your Presentation -- Identifies three important building blocks of effective speaking: researching the topic, organizing the information, and preparing the note cards.

Part 2: Preparing a Formal Speech -- Examines four basic components of a formal speech: the introduction, transitions, body, and conclusion. Suggestions for effectively developing each of these components are given, and a variety of examples are used to illustrate these techniques in student speeches.

Part 3: Adapting to your Audience -- Focuses on demographic and situational factors of a given audience. Students are encouraged to consider a variety of audience factors as they prepare their oral presentation.

Part 4: Delivery Techniques -- Highlights the nonverbal component of an oral presentation. The four nonverbal elements presented in this segment include the speaker’s appearance, use of facial expressions, appropriate gestures, and use of movement during an oral presentation.

Part 5: Options for Oral Presentations -- Offers a variety of examples for student presentations: the formal speech, a demonstration, debate, and role play.

Part 6: Supporting Your Ideas -- Describes building an argument in a presentation by stating a claim, backing it up with different types of evidence, and using reasoning to link the claim and the evidence.

Part 7: Overcoming the Fear of Speaking -- Explains why we feel nervous or intimidated when we speak, and how to combat that anxiety in a speaking situation.

Part 8: Using PowerPoint in Oral Presentations -- Gives the student some guidelines for preparing and using PowerPoint in an oral presentation. A variety of PowerPoint displays are shown, and suggestions are made for improving clarity, understanding, and overall effectiveness.

CRITIQUING ORAL ASSIGNMENTS

Adapted by Dee Oseroff-Varnell (Communication) from G. L. Grice & J. F Skinner, *Mastering Public Speaking* (3rd ed., 1998).

Criticism is “information (feedback) given to others in a way that enables them to use it for self-improvement” (p. 72).

--Criticism includes three parts:

1. Judgments—superficial statements of approval/disapproval, like/dislike
2. Reasons—generalized justifications offered for the judgments
3. Norms—standards set by critic that define excellence

--Examples of criticism:

1. Judgment: I liked your presentation.
2. Reasons: It was good because it was informative and it kept my interest.
3. Your presentation had good, clear organization, excellent use of interesting and relevant examples, and numerous sources that built your credibility and added substance to your points. You spoke a bit fast in places, which made some of your information hard to hear.

Guidelines for Critiquing Presentations:

1. *Begin with a positive statement.* Let the speaker know that he or she did something worthy. For example: “You did a great job of introducing a lot of interesting material through your PowerPoint slides. The pictures made this information quite vivid and memorable.”
2. *Organize your comments.* Use a pattern that makes sense to you and the speaker. Give comments chronologically (related to intro, body, and conclusion), or discuss strengths first and then weaknesses or areas for improvement.

3. *Be specific.* Tell students exactly what they have done or need to do, and how to do it. For example, saying that a presentation was “good” or that the delivery was “poor” does not help the speaker know exactly what the problems/strengths were and how to improve for the next time. Instead, try the following: “You did an excellent job of organizing your information and relating it to campus life, which made it easy for us to understand.” Or “You relied on your notes for a lot of the presentation. Try making eye contact for more of the presentation so that the audience feels more included.”
4. *Be honest but tactful.* Be diplomatic in how you phrase your comments. Telling a student that he or she was “dull” may be truthful but not tactful. Instead, you could comment that “The presentation was obviously well prepared—actually, in places it seemed too memorized and could have been more dynamic if you had tried to talk more to us instead of reciting or reading your notes.”
5. *Personalize your comments.* Use the student’s name in your comments. Also, focus on “I-statements” instead of “you-statements.” For example, instead of “your organization was confusing,” say “I had trouble following the reasoning in the second half of your presentation.”
6. *Reinforce the positive.* Although we want to give a list of ways for the speaker to improve, she or he also needs to know what things were done well so that they can be repeated the next time. Note, however, that sometimes a student’s strengths can also be weaknesses, as in the following example: “You had a great conversational style, which made your audience feel involved and interested. Sometimes you were a bit *too* conversational, though, and you drifted off the topic several times.”
7. *Problem-solve the negative.* Give specifics about the problem and then a solution to help overcome the problem. For example, “I liked your examples but had trouble following all of the statistics. It would be helpful to see some of those trends summarized on a chart, or even give us a summary of what the numbers mean.” As a general rule, don’t criticize what the speaker can’t correct. A nasal tone of voice, nervous shakes, or speaker “dry mouth” may be annoying for the audience but unavoidable.
8. *End with a positive statement.* It helps to begin and end with positive statements and “sandwich” your negative comments. This can help a student feel more encouraged and motivated. Be careful giving too many positive comments, however, as the student may interpret your reluctance to be too critical as an automatic “A.” This is why setting criteria and being specific about how adequately a student has met those criteria can be helpful in the grading process. It is easier to tell students that they received a “C” because they “had an interesting presentation but didn’t meet the requirements of using six separate sources and having a visual aid,” than it is to explain a “C” grade because a student gave an “average” presentation.

Culpeper Update

Technology and New Ways of Structuring Courses in Higher Education

Robert Althaus (Sociology), Indiana University
Tuesday, March 1, 2001, 4 P. M., Annenberg Forum (Carswell 111)

There is some evidence that college instruction in the United States is beginning a gradual shift from an instructor-oriented, passive learning model and more towards student-oriented, active learning approaches. Part of this shift includes enhancing instructional interaction during classes normally devoted entirely to lecture and a little whole-class discussion and to fostering learning experiences among students and faculty between classes. During this lecture, theoretical and pedagogical bases for using new technology for instructional purposes and the Web-based tools currently employed will be explored.

Dr. Althaus has been using new technology and collaborative learning methods in his teaching since 1992. His experience ranges from the use of electronic conferencing systems for required essays and peer reviews, to Web-based quizzes on assigned readings, and the combined use of learning groups, PowerPoint subtitles and video excerpts in his courses. He is an active member of the "Scholarship of Teaching and Learning" community of IU faculty. With Julie Matuga in the IU School of education, he has a chapter on the 'pedagogy of electronic instruction' in a 1998 volume entitled *Electronic collaborators: Learner-centered technologies for literacy, apprenticeship and discourse*. His paper (with Kim Darnall, a former GA) entitled "Enhancing Critical Reading and Writing through Peer Reviews: An Exploration of Assisted Performance" was published in the January 2001 issue of *Teaching Sociology*.

TLC EVENTS, Spring 2001

To receive e-mail reminders about TLC programs, please e-mail your request to tlc@wfu.edu

Special Events

PROFESSOR PATRICIA J. WILLIAMS
COLUMBIA U. LAW SCHOOL & 2000 MACARTHUR FELLOW
TUESDAY, MARCH 6TH 2001, 4 P. M.
PUGH AUDITORIUM (BENSON CENTER)
PLEASE NOTE REVISED LOCATION

An interdisciplinary legal scholar and public intellectual, Professor Williams is a thoughtful commentator on race and racism in the U.S. who has published widely in both scholarly journals and in the press. She has appeared on a variety of radio and television programs, and her column "Diary of a Mad Law Professor" appears regularly in *The Nation*. "Throughout her career, her essays and columns have challenged what many take for granted in our society, particularly with regard to cultural constructs of race and gender." (www.macfdn.org/programs/fel/2000fellows/williams.htm)

Williams' first book, *The Alchemy of Race and Rights: Diary of a Law Professor* received wide acclaim when it was published in 1991. *The Voice Literary Supplement* named it "one of the twenty-five best books of 1991" and *MS Magazine* called it one of the "feminist classics of the last twenty years" that "literally changed women's lives." (www.csuohio.edu/crossings)

Seeing a Color-Blind Future: The Paradox of Race, published in 1997, is described as a book that “brings a voice of reason and a warm reminder of the decency and mutual respect that are missing from so much of our public debate.” “In these pages we encounter figures and images plucked from the headlines. . . and see how their portrayal, encoding certain stereotypes, often reveals more about us than about them. What are we really talking about when we talk about welfare mothers, for instance? Why is calling someone a ‘redneck’ okay, and what does that say about our society? When young women appear on [a television talk show] to represent themselves as Jewish American Princesses, what else are they doing? These are among the questions Williams considers as she uncovers the shifting, often covert rules of conversation that determine who ‘we’ are as a nation.” (www.bkstore.com/columbia/fac/williams.html)

Professor Williams’ visit is sponsored by American Ethnic Studies, Women’s Studies Program, Teaching and Learning Center, and the Hewlett Program. If you would like more information about Professor Williams, her work, or her visit to WFU in March 2001, please contact tlc@wfu.edu.

DR. FRANCES KENDALL
Thursday, March 22nd, 3:30 P. M.
Pugh Auditorium(Benson Center)

Frances E. Kendall, Ph.D. has worked formally and informally in the field of diversity for more than 20 years. Author of *Diversity in the Classroom*, she received her doctorate from the University of North Carolina at Chapel Hill.

As a consultant and facilitator who focuses on managing issues of work force diversity and organizational change, Dr. Kendall consults with colleges, universities, school systems, government agencies, corporations, and non-profit organizations. Titles of presentations have included: “Communicating with People Who Are Different from You,” “Transforming Schools to Value Diversity,” “The Role of White Culture in U. S. Society,” “Going Beyond Awareness: Working Toward Institutional Change,” “Being a Change Agent in Your Organization,” “Creating a Multicultural Work Place Environment,” and “Understanding White Privilege.”

In her work, Dr. Kendall helps institutions address problems arising from a crisis situation, as well as issues raised when considering long-term institutional change. This includes developing distinct plans for various components of major institutions and consulting with many levels and aspects of an organization. Called in after a period of racial tension to the University of Michigan, for example, she worked with the staff and administrators of the Library for four years. At the Law School, she led several diversity leadership training seminars for faculty and students. She also consulted with the Office of Minority Affairs, the Academic Deans Services Board, the Office of Development, and the Program on Conflict Management.

(On Friday, March 23 from 3:30 – 5 P.M., Dr. Kendall will conduct a workshop for Hewlett faculty Ambassadors on addressing difficult topics in the classroom. There is room for additional faculty members, please register by calling the TLC.)

New Faculty Reception: The TLC director, coordinator, faculty advisory committee, and faculty presenters this semester invite all new faculty to an orientation reception on Tuesday, February 13th at 4:30. Come meet faculty involved with the TLC and learn what the Center has to offer.

Brown Bag/Breakfast Bag Discussions

◆ ***Academic Double Dipping – brown bag***

Thursday, February 22nd, noon

Facilitators, Simone Caron (History) and John Llewellyn (Communication)

The TLC is providing a box lunch for all participants who want one. Please indicate your sandwich choice, roast beef, turkey, or vegetarian by calling x4587 or e-mailing tlc@wfu.edu before Tuesday, February 20th.

On September 11, 2000 the faculty voted to amend the Honor Code to include the following statements: "If students wish to do one project for two courses, or to draw on work previously done in order to complete an assignment for a current course, they must get the expressed permission of all affected faculty in advance of turning in the assignment." "Approved combined projects should represent significantly more effort than the individual projects they supplanted." This discussion will examine these guidelines and discuss ways faculty can work together to enforce them.

◆ ***Using Oral Presentations as Teaching Tools – breakfast bag***

Friday, February 23rd, 8:30 A.M.

Facilitator, Dee Oseroff-Varnell (Communication)

The TLC is providing bagels, muffins, and beverages for our first breakfast program! Please RSVP by calling x4587 or e-mailing tlc@wfu.edu before Wednesday, February 21st.

◆ ***Using Oral Presentations as Teaching Tools – brown bag***

Wednesday, March 21st, noon

Facilitator, Dee Oseroff-Varnell (Communication)

The TLC is providing a box lunch for all participants who want one. Please indicate your sandwich choice, roast beef, turkey, or vegetarian by calling x4587 or e-mailing tlc@wfu.edu before Friday, March 16th.

Oral presentations are often assigned "to give students experience" speaking before a group. This discussion will focus on identifying and targeting specific learning objectives for students that go beyond the goal of "experience." Strategic plans for designing, implementing, and evaluating oral presentations for use in the classroom will be discussed.

◆ ***Classroom Discussion – brown bag***

Tuesday, April 17th, noon

Linda Nielsen (Education and Women's Studies)

The TLC is providing a box lunch for all participants who want one. Please indicate your sandwich choice, roast beef, turkey, or vegetarian by calling x4587 or e-mailing tlc@wfu.edu before Friday, April 13th.

What makes a productive classroom discussion? Are there guidelines for discussion that could be put in place early in the semester to assure that all participants are respectful of one another? How can you lead students to the information you want to convey, while at the same time eliciting their personal reactions? How can you get students to talk to and respond thoughtfully to what their classmates contribute?

***Magnolia Room Lunches:* These lunches are organized to give faculty the opportunity to have lunch together and discuss a topic informally. (Please RSVP by calling x4587 or e-mailing tlc@wfu.edu no later than two days before the discussion.)**

◆ ***How's Your First Year Seminar Going?***

Thursday, February 15th, 1 P.M.
Facilitator, Sue Rupp (History)

◆ ***Talking about Religion in Class; Creating a Climate for Open Discussion***

Tuesday, April 3rd, Tuesday, 11:45 A. M.
Facilitator, Mary Foskett (Religion)

Workshops

(Please RSVP for workshops a minimum of two days in advance.)

Using PowerPoint Presentations: The first part of this workshop will be an introduction to producing PowerPoint presentations for use in the classroom. In the second part, we will talk about ways both faculty and students can use PowerPoint presentations more effectively. Monday, February 26, 4:30 P. M., ZSR Library 204. Facilitators, Ros Tedford and Giz Womack (ITC), Dee Oseroff-Varnell (Communication).

Using DVDs in the Classroom: DVD-Video technology has had a powerful effect on the consumer market. Because of the many unique features DVD-Video can offer, this technology has great potential for the classroom, as well. This session will provide a background and overview of DVD-Video technology, as well as present some integration techniques that might excite students. Wednesday, April 18th, 4 P.M., Tribble C115. Facilitator, Ann Cunningham (Education).

PAST PROGRAM NOTES

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

What Constitutes a Good Course? The Senior Interview Project. Brown bad discussion, facilitated by Bob Shorter (English and Graduate Dean), November 14.

What do students think make a good course? Bob Shorter explored these questions by interviewing graduating seniors during the spring 2000 semester. The idea for an impressionistic survey of seniors was inspired by a similar project at Harvard. One hundred twenty students were invited to participate, the students who responded appreciated being asked their opinion on what makes a good course. The participants identified five characteristics of a good course.

- 1.) A clear outline of the course and expectations. A coherent plan for the course allows students to plan their work more easily.
- 2.) The faculty member is open to students' ideas and treats students with respect.
- 3.) The professor is available during office hours.
- 4.) Specific expectations for exams and papers are articulated well in advance. Students liked samples tests, especially before the first exam.
- 5.) Course content rigorous and at college-level.

Students particularly enjoyed their divisionals and appreciated professors with high expectations. The students felt that most of their courses were very good and found the WFU faculty helpful and interested.

The students' responses offered a few surprises.

- 1.) None mentioned their FYS as an outstanding course. When asked about their FYS most of the students said it was "okay".
- 2.) Class size does not matter. Students tend not to remember how large or small a class was. The important thing was that they got to make comments and participate.
- 3.) Group work was appreciated -- they liked hearing what other students had to say. Frequently groups that were constituted in class continued to study together outside class.

When asked about the ThinkPads, the students were enthusiastic. The computers are popular for doing coursework and few classes required that the ThinkPad be brought to class. The computers facilitate exchange and communication with the professors and classmates.

The conclusion suggested by these interviews is that the professor makes the course. Students may forget the specifics of course content, but they recall what the professor taught in terms of how to think about the subject.

What are Faculty-Student Research Projects? Magnolia Room Lunch, facilitated by Harry Titus (Art), November 16

The Wake Forest Research Fellowship Program is designed to encourage individual undergraduates to join their professors as junior partners on scholarly research projects. While improving opportunities for mentoring and helping students progress into advanced work, these are also means of supporting successful and dedicated students with financial scholarships.

There are three ways to initiate a proposal:

1. A student proposes a project and contacts a possible faculty mentor. Once the mentor agrees to participate in the project, the student and faculty member jointly complete their proposal.

2. A faculty member proposes a project, finds a student with whom to work, and together with that student develops a proposal.
3. A faculty member who wants to participate in a research project but has no student colleague with whom to work submits a project proposal to the Office of the Dean of the College. An interested student reviews the posted proposals, contacts a professor who shares a mutual research interest and they jointly develop a formal proposal.

Year-long projects can begin at (1) the start of the fall term, or (2) the start of the spring term. Summer projects are expected to begin in May or June. Proposals, each containing the signature of a student and a faculty member, are submitted to the Office of the Dean of the College or the Dean of the Summer Sessions (126 Reynolda Hall). Students applying for fellowships beginning in the fall term or the spring term must submit their applications by July 1 and November 1 respectively. Students applying for summer grants must submit their applications by April 15. The committee may consider applications after these respective deadlines, but the full spectrum of benefits may not be available to those applicants. Applicants should consult sets of guidelines for project proposals in Natural Sciences, the Arts, and Social Sciences. These guidelines, developed by the faculty committee, are available in Dean Hale's office, 126 Reynolda Hall. Proposals are evaluated and fellowships awarded by a faculty committee chaired by Associate Dean Toby Hale. To comply with the special commitment to the Women in Science Program, the committee will coordinate its decisions in part with that group's faculty committee. Designated Fellows and mentors are notified by Dean Hale's office. Faculty/student pairs agree to accept or decline their awards; final details, when asked for by the Committee, will be worked out for each accepted project.

For further information or to download an application, consult the Research Fellowship Program web page at: http://www.wfu.edu/undergraduate_college/research-fellowship/

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 (downloaded from the TLC web page) 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 operates in conjunction with a faculty advisory committee which is elected annually. Committee members for 2000/2001: Douglas Beets (Calloway School), Daniel Kim-Shapiro (Physics), Mary Pendergraft (Classical Languages), Claire Schen (History), Kathy Smith (Political Science), and Harry Titus (Art).

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

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.

NEW TITLES IN THE TLC COLLECTION

The TLC is constantly adding new titles to its library holdings. The titles listed below were received during the fall 2000 semester. These titles, and others housed in the TLC, may be checked-out at the circulation desk.

- Critical Thinking: Theory, Research, Practice, and Possibilities* -- Joanne G. Kurfiss
- Learning Style Perspectives: Impact in the Classroom* – Lynne Celli Sarasin
- Teaching to Promote Intellectual and Personal Maturity: Incorporating Students' Worldviews and Identities into the Learning Process* – Marcia B. Baxter Magolda
- Changing College Classrooms: New Teaching and Learning Strategies of an Increasingly Complex World* -- Diane F. Halpern and Associates
- Promoting Civility: A Teaching Challenge* – Steven M. Richardson (editor)
- Campus Climate: Understanding the Critical Components of today's Colleges and Universities* – Karen W. Bauer (editor)
- Developing a Comprehensive Faculty Evaluation System: A Handbook for College Faculty and Administrators on Designing and Operating a Comprehensive Faculty Evaluation System* (second edition) – Raoul A. Arreola
- Classroom Assessment and Research: An Update on Uses, Approaches, and Research Findings* – Thomas Angelo (editor)
- Language and Content: Discipline and Content Based Approaches to Language Study* – Merle Kruger and Frank Ryan (editors)
- Teaching Well and Liking It* – James L. Bess
- 147 Practical Tips for Teaching Online Groups: Essentials of Web-based Education* – Donald E. Hanna, Michelle Glowacki-Dudka, and Simone Conceição-Runlee
- Metateaching and the Instructional Map* – William A. Timpson
- What's the Use of Lectures?* – Donald A. Bligh

Learning and Development: Making Connections to Enhance Teaching – Sharon L. Silverman and Martha E. Casazza

Teaching Alone, Teaching Together: Transforming the Structure of Teams for Teaching – James L. Bess and Associates

Service-Learning: A Movement's Pioneers Reflect on Its Origins, Practice, and Future – Timothy K. Stanton, Dwight E. Giles, Jr., and Nadinne I. Cruz

Classroom Research: Implementing the Scholarship of Teaching – K. Patricia Cross and Mimi Harris Steadman

Preparing Graduate Students to Teach: A Guide to Program That Improve Undergraduate Education and Develop Tomorrow's Faculty – Leo M. Lambert and Stacey Lane Tice (eds.)

EVENTS AT A GLANCE

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

February

New Faculty Orientation – Introduction to the TLC

13th, Tuesday, 4:30 P.M.

First Year Seminars -- Magnolia Room Lunch

15th, Thursday, 1 P.M.

Please RSVP by calling x4587 or e-mailing tlc@wfu.edu

Academic Double Dipping – brown bag

22, Thursday, noon

The TLC is providing a box lunch for all participants who want one. Please indicate your sandwich choice, roast beef, turkey, or vegetarian by calling x4587 or e-mailing tlc@wfu.edu before Friday, March 16th.

Evaluating Oral Presentations – breakfast bag

23rd, Friday, 8:30 A.M.

The TLC is providing bagels, muffins, and beverages for our first breakfast program! Please RSVP by calling x4587 or e-mailing tlc@wfu.edu before Wednesday, February 21st.

Using PowerPoint Presentations -- workshop :

26th, Monday, 4:30 P. M., ZSR Library 204.

Please RSVP by calling x4587 or e-mailing tlc@wfu.edu before Wednesday, February 21st.

March

Technology and New Ways of Structuring Courses in Higher Education (Culpeper lecture)
1st, Thursday, 4 P.M., Annenberg Forum (Carswell 111)

Patricia Willams lecture

6th, Tuesday, 4 P.M., Pugh Auditorium, Benson Center

Evaluating Oral Presentations – brown bag

21st, Wednesday, 8:30 noon

The TLC is providing a box lunch for all participants who want one. Please indicate your sandwich choice, roast beef, turkey, or vegetarian by calling x4587 or e-mailing tlc@wfu.edu before Friday, March 16th.

Frances Kendall lecture

22nd, Thursday, 3:30 P. M. Pugh Auditorium, Benson Center

Hewlett workshop

23rd, Friday, 3:30 P. M. – 5:00

Dr. Kendall will conduct a workshop for Hewlett faculty Ambassadors on addressing difficult topics in the classroom. There is room for additional faculty members, please register by calling x 4587 or e-mailing tlc@wfu.edu before Wednesday, March 21st.

April

Talking about Religion in Class; Creating a Climate for Open Discussion – Magnolia Room Lunch

3rd, Tuesday, 11:45 A. M.

Please RSVP by calling x4587 or e-mailing tlc@wfu.edu.

Facilitating Classroom Discussion – brown bag

17th, Tuesday, noon

The TLC is providing a box lunch for all participants who want one. Please indicate your sandwich choice, roast beef, turkey, or vegetarian by calling x4587 or e-mailing tlc@wfu.edu before Friday, March 16.

Using DVDs in the Classroom -- workshop

18th, Wednesday, 4 P.M., Tribble C115

Please RSVP by calling x4587 or e-mailing tlc@wfu.edu before Monday, April 16th.