
TLCExchange

The Newsletter of the Teaching and Learning Center of Wake Forest University ▲ Volume 6, Number 1 ▲ Fall 2002

Letter from the Director

September 2002

Dear Colleagues,

Just a few weeks after classes have begun, the fall semester already seems well under way. TLC coordinator Deborah Snyder was hard at work this summer responding to generous offers by faculty and staff to lead discussions on a variety of topics this academic year. For those of you who could not attend Tom McGohey's discussion on student writing last fall, he will make an informal presentation on the topic this fall. Programs on technology will include information sessions on computer resources available for use in the classroom and a brown-bag discussion about how technology affects both our teaching and our research. For the spring, Dr. Ray Purdom, UNC-G, has been invited to address with faculty issues related to the design and use of student evaluations. Check the TLC web-site or this newsletter for more information on these and other TLC activities for 2002/03.

The Pro Humanitate grant is in its second year. The article that Sally Sue Brown has written for this newsletter gives a good report on the many proposals supported by the grant last year, and the application deadline this semester is October 30. I will continue to work with Sally Sue and the planning board to organize programs and review applications made available by the grant; and the TLC continues to be a resource center for those interested in academic service-learning. Several department chairs responded to a letter sent out this summer inviting them to use funds from the grant to organize a discipline-specific workshop on service-learning for their department. The department of Sociology hosted Dr. Judith R. Blau (UNC-Chapel Hill) this month, and plans are under way to bring someone to campus in the spring for the departments of Political Science and

Romance Languages. Contact Sally Sue Brown or tlc@wfu.edu if you have any suggestions for workshops about service-learning.

A good number of faculty teaching first-year seminars have now received a copy of Dee Oseroff-Varnell's handout on suggestions for oral and written assignments. David Coates, Political Science, was also kind enough to share a copy of the teaching aid that he gives to students on essay writing, a topic he will discuss at a TLC brown-bag in the spring. (To obtain a copy of this or the other handout, contact Deborah Snyder, 4587.) The TLC was established as a way for faculty to exchange ideas about teaching. We spend a lot of time putting together guides for our students, and we may be re-inventing the wheel each time. Even if you are not able to attend programs at the TLC, please feel free to send Deborah any teaching tips that you would like to share with colleagues. Participation in TLC activities can be virtual!

The end of Spring term 2003 will mark the end of my second two-year term as director of the Teaching and Learning Center. Even though the 2002/03 academic year has just begun, personnel decisions need to be made at least a semester in advance. The new two-year directorship will begin in August 2003 and will continue through May 2005; it can be held for up to four years. In late September, the Faculty Committee to the TLC will send an announcement to invite applications for the position. If you have questions in the meantime, please don't hesitate to call me, or to contact Deborah Snyder.

Deborah and I are also happy to receive any proposals or suggestions for programs you would like to see organized at the Teaching and Learning Center, or for acquisition of library resources that would be useful to your teaching. Call us or come by anytime.

Sincerely,

Sally Barbour

Romance Languages

Director, Teaching and Learning Center

"Poor-Quality Students" Reveal Teaching Skill

by David Locher, *Missouri Southern State College*; previously published in the *Teaching Professor*, August/September 2001.

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Lately I find myself increasingly troubled by a trend among college professors. There seems to be a persistent belief that most students are just not good enough. All too often I hear references to "poor-quality students." The individuals who express this belief also seem convinced that this was less true in the past and/or is less true at other, better institutions.

I recently attended a teaching seminar where I learned something that drove this point home. A prominent researcher told us that faculty at a top-rated, highly selective, Ivy League university, when faced with evidence that their graduates had failed to learn fundamental principles within their fields, argued that they could teach better if only they had better students to work with. Of course, the joke here is that this university draws students from the top 2% of high school graduates. There are no better students to be had. If their students aren't "good enough," then there are no good-quality students. I simply can't buy that.

When I was a college freshman, many of my fellow students did not want to be in class and did not want to learn. I took many classes against my will. Even when I yearned for knowledge in a particular area, I lacked many of the skills needed to acquire it. I often signed up for classes with absolutely no idea what they would be about. In short, I was a "poor quality" student, and I suspect the same could be said for many of my colleagues. Yet some of them seem to have selective amnesia whereby they believe that *they* entered college eager, well trained, and with a broad

base of knowledge in a variety of areas. They seem to have forgotten that they once had no idea what sociology was, what calculus was “for,” or why the seasons change throughout the year. Fortunately, someone taught them these things.

Faculty members frequently divide students into three categories: those who teach themselves (“outstanding students”), those who are easy to train and teach (“good students”), and those who are difficult to teach (“poor students”). One could lock the excellent students in a dungeon, throw them a few books, and watch them quickly master the subject matter. Yet, we pat ourselves on the back for teaching them so well. “Give me a class full of those students,” our colleagues say, “and I’ll show you real teaching!” I always want to respond: “Give you a class full of those students, and they don’t need you to teach them!”

Good students do what they are told, can figure out how to do so, and seem to value what we give them. They often benefit most from our teaching, and walk out knowing more than when they walked in. We forget that we are merely helping them do something that they already want to do.

The “poor students” show us how well we teach. They are unmotivated. They often lack important skills. They might not know things that we assume they should know. To get upset over it or (worse yet) stop trying to teach them because of these inadequacies is both childish and negligent. Alternatively, I have developed a radical solution: I teach them.

I teach a senior-level, capstone course. It is abstract and theoretical. Students must read, understand, and write about some very difficult material. I used to get upset at the quality of the papers they handed in. There were always a few really outstanding papers, a number of good papers, and an equally large number of truly terrible papers. They just didn’t seem to know how to write. After a few semesters a bold thought struck me: why not teach them to do it? Teach them the skills required to read and understand abstract ideas expressed in difficult language. Teach them to paraphrase those ideas into their own words using their own examples. Teach them to synthesize the most important ideas, critique them, and apply them to the world around them. I did this by breaking down the assignment into several

pieces, with each stressing a different skill.

Students laughed when I gave them a paragraph written by an American author and asked them to “translate it into English”. They didn’t laugh when I made them do it over and over until they actually captured the essence of the words without plagiarizing the author. Now, they can paraphrase, summarize, and synthesize complex ideas in their own words. This is just one small example, but you get the idea. Rather than complaining about all the things my students don’t know, I teach them those things. As a result, I’m getting much better papers from the majority of my students. More importantly, rather than torturing them and myself for a semester, I am actually giving people skills that they can use in any major, any profession. Isn’t that what we’re supposed to be doing? I have learned that even “poor quality” students can master these skills.

Report on the Panel on Plagiarism

On February 6, the Teaching and Learning Center hosted a meeting, supported, in part, by the Culpepper Fund, in which a group of students, faculty, administrators, and technology representatives explored what appeared to many to be an upsurge in plagiarism in the nation and perhaps on our campus. Inspired by numerous articles in such publications as *The Chronicle of Higher Education*, by our growing awareness of how easy it is to download information and purchase made-to-order essays from online paper mills, and by specific cases of plagiarism in our classes, we discussed ways to decrease the likelihood of plagiarism through thoughtful assignment design and increasing awareness of the ways in which the internet has changed our research methods.

After discussing the different kinds of plagiarism that have recently cropped up on our campus, the various motivations that seem to lead students to plagiarize, and cultural changes that have led some students to consider the downloading of music and games, as well as ideas, a common practice, we came to consensus regarding the following practices:

- It is important that we explain to all students *why* proper citation and documentation is essential for scholarly discourse and community integrity. Rather than only emphasizing the punitive nature of our honor policies, we should emphasize that documentation serves as a roadmap charting our thinking and discoveries.
- It is important to construct writing assignments that allow students to feel they can be successful and to recognize that writing is not a perfunctory exercise, but an outlet for their critical, creative, and intellectual impulses.
- It may be important to assign more in-class writing assignments to gauge our students’ abilities.
- We can design assignments that are so specific to our readings, classes, or community that it would be difficult for students to plagiarize these (although students could still “order” these through the paper mills).

The Teaching and Learning Center has compiled a series of articles on plagiarism. After lengthy debate, we also decided to purchase, on a trial basis, plagiarism detection software, which will be housed in the TLC. Although we don’t want to set up a distrusting and antagonistic relationship and will not ask our students to submit their paper through a service, as do many other universities, we have purchased site licenses for two paid plagiarism detection systems, TURNITIN and EDUTIE, and we are testing a free site, PLAGISERV. According to Scott Claybrook, the Information Technician Specialist for the English Department, these three sites offer the best combination of resources to cover the ground in searching for plagiarized material.

The reading packet from last year’s panel discussion and the plagiarism detection software are available in the Teaching and Learning Center and can be used by faculty throughout the university. Specific information about the software, including review articles and lists of institutions using these, are available through the TLC. Please call (X4587) or stop by the office (Z. Smith Reynolds Library, Room 330) if you have any questions or would like to use these services.

Sally Barbour and Anne Boyle (English)

Successes in Service-Learning

Academic service-learning has grown in popularity in recent years among faculty at institutions nationwide. For many, the impetus comes from the belief that "service, combined with learning, adds value to each and transforms both" (Honnet and Poulson, 1989). In a recent survey of Wake Forest students involved in service-learning courses, students reported that they enjoyed the required service component (86%), and they felt it was an asset to the course; both because it enhanced the course (75.3%), and because they felt it helped them to connect course material with the "real world" (89.7%). Perhaps the most exciting finding is that most students intend, as a result of their participation in a service-learning course, to seek other opportunities for service, often with the same agency, during their years at Wake Forest.

Of course, developing successful connections between service and learning can be labor intensive for faculty and requires adequate resources and assistance. Wake Forest's Pro Humanitate Fund for Service Learning in Action supports faculty as they explore this unique approach to learning. The many opportunities that the Fund provides are becoming realities for faculty and students, as well as the communities they are serving.

Thanks to the commitment of a dedicated faculty Board during the academic year 2001/02, the PH Fund supported the creative endeavors of many individuals this past year. \$39,000 was granted in response to a diversity of service-learning proposals. Nan Stevens in Chemistry was able to purchase materials for students to conduct science experiments with children in local elementary schools. Michelle Gillespie in History secured resources to purchase archival supplies enabling her students to preserve important documents for local agencies connected with her New South course. Eric Stone in Psychology incorporated a service component in his FYS on the Philosophies of Living. Teresa Ciabattari in Sociology received support to prepare a service experience for a course on Women and Poverty in the US. Jennifer Burg in Computer Science found support for developing technology partnerships with WS/FC

schools. Earl Smith and Angela Hattery in Sociology traveled to different sites this summer to prepare for a future summer course allowing students to study and serve in the Deep South. Hattery also paired with Cynthia Gendrich in Theater to use service experiences with a FYS on the American Family in Theater.

Three Community Based Research projects were also supported. Jeanne Simonelli in Anthropology used resources to study autonomous community development in Chiapas, Mexico. Wei-chin Lee in Political Science will be studying recent changes in rural Chinese communities this fall, and David Phillips in East Asian Languages and Literature is making international connections closer to home through a project with the Hmong communities in Forsyth and Guilford counties.

Students responded with enthusiasm to the new Pro Humanitate Scholars program offered for the first time this spring. Six PH Scholar and Advisor pairs were named. Commitment from faculty and support by the Dean of the College made the summer service-learning experiences possible. These experiences were life-changing for many of the students involved. These projects will be shared with the campus through library displays and at an open symposium and reception on Sept. 30th at 4pm in Detamble Hall.

As a part of on-going Wake Forest academic and community engagement initiatives, thirty-one students and three faculty/staff advisors participated in service trips to Mexico City, Honduras and South Dakota. In addition, several faculty and students have applied to the Fund to explore other possible service trips to Benin, Russia, and Mexico.

You can read more about all of these projects and other service-learning initiatives at www.wfu.edu/phfund. Applications are also available online. In addition, the Fund will be sponsoring on-going Academic and Community Engagement (ACE) Workshops. 2002/03 ACE Fellows are Sylvain Boko (Economics), Anne Boyle (English), Brook Davis (Theater), John Dinan (Political Science), David Phillips (East Asian Languages and Literature), and Teresa Sanhueza (Romance Languages).

Please inform the TLC if you or your department has interest in a particular topic or speaker. The grant and program opportunities will continue through 2006.

Sally Sue Brown

*Assistant Director of Student Development/
Coordinator of Volunteer Services*

Pro Humanitate Fund Applications

Faculty with teaching or research interests in service learning or community engagement are encouraged to apply for grants supported by the *Pro Humanitate* Funds. Applications are available in the TLC, on the TLC web site under "Programs and Services", at the Office of Volunteer Services (321 Benson), or online from the *Pro Humanitate* web site <http://www.wfu.edu/phfund>. **Please bring all applications directly to the TLC (Room 330 ZSR Library) or send as an email attachment to tlc@wfu.edu by 4:00 p.m. Wednesday, October 30. You will receive an emailed confirmation of receipt of your application within twenty-four business hours; if you do not receive this confirmation, contact the Coordinator at 4587. Please do NOT send applications through campus mail, as they may not arrive in time to be considered by the reviewing committee.** The types of grants available are listed below.

Community Based Research Grants

(Award: up to \$5,000): Provides faculty support for multi-purposed research promoting the idea that knowledge should be used for the benefit of humanity; a project would include the following:

- engaging the community in problem solving
- providing service to the community
- producing scholarly work with publishing potential

Service Learning Grants

(Award: up to \$700): Provides support for faculty developing service-learning components to include as a part of coursework; examples of ways to utilize the funds could be, but are not limited to:

- Hosting lunch meetings for service placement supervisors
- Travel to explore volunteer opportunities at domestic and international sites
- Stipends for planning and coordinating service-learning integration
- Developing service-learning components of study abroad programs
- Purchasing supplies for large service learning projects
- Printing and distributing educational outreach materials prepared by students in a service-learning course

Requirement: attendance at one ACE Workshop or participation in the ACE Fellows

Creativity and Innovation Fund

(Award: up to \$3000): Provides students and faculty with support for projects that unite service and learning to address community needs; examples of uses might include, but are not limited to:

- travel to explore the possibilities of creating new international or domestic service trips (similar to the current programs, City of Joy, Honduras Outreach Project and Exchange and Tie that Binds)
- respond to a community, state, national, or international need with a creative idea involving the action of Wake Forest students
- establish an on-going partnership between Wake Forest and a community agency
- support a mentoring relationship between Wake Forest and local schools

TLC EVENTS

Fall 2002

If you do not already receive e-mail reminders about TLC programs and would like to, please e-mail your request to tlc@wfu.edu. If you are interested in one of the topics but find the time unsuitable, please contact the TLC. All programs take place in the TLC (Room 330 ZSR Library) unless otherwise indicated.

Brown Bag/Breakfast Bag/Coffee Discussions

THE SILENT SOCRATIC DIALOGUE:
MOVING STUDENTS FROM TOPICS
TO IDEAS

Monday, September 23, 3:00 P.M.

Host: Tom McGohey (Writing Center)

Ninety percent of writing problems are problems in thinking: it can take students up to one hour to come up with a topic idea. In addition, it is hard for students to focus on writing more than one hour at a time, so helping them "find a focus" can significantly make the writing process more productive for them. Join us over coffee for this informal presentation and discussion on how you can help your students become more comfortable completing writing assignments. **Please RSVP by Wednesday, September 18 to snyderdw@wfu.edu or x4587.**

COPYRIGHT AND PLAGIARISM IN A
DIGITAL AGE

Wednesday, September 25, 12:00 P.M.

Hosts: Rosalind Tedford (Manager,
Information Technology Center)

Elisabeth Leonard (Reference Librarian)

The line between what is and is not legal and ethical in the realms of copyright and plagiarism is often blurred by the ease with which information is accessible in a digital age. Come meet with members of the Library staff to discuss fair use, music and video files, multimedia, plagiarism detection programs and more.

Please RSVP by Friday, September 20, to snyderdw@wfu.edu or x4587 with your lunch choice of a Deacon Club Sandwich, Chicken Salad Croissant, Vegetarian Delight Sandwich, or a Specialty House Salad.

PRO HUMANITATE SCHOLARS SYMPOSIUM AND RECEPTION
Monday, September 30, 4:00 P.M.

Location: Detamble Hall

All faculty are encouraged to attend. Hors d'oeuvres and beverages will be served. Please see the **Successes in Service-Learning** article included in this newsletter for further information about this event.

THE COMPUTERIZATION OF ACKNOWLEDGMENT

(Breakfast Discussion)

Tuesday, October 1, 8:30 A.M.

Host: Michael Hyde (University Distinguished Professor, Communication)

A discussion of how the personal computer is affecting what may be "the essence" of teaching: acknowledgment.

Acknowledgment is an ontological necessity of existence: What would your life be like if no one took the time to acknowledge your existence? For both the student and the teacher, acknowledgment is a life-giving gift.

Continental breakfast will be available. Please RSVP by Thursday, September 26 to snyderdw@wfu.edu or x4587.

HOW'S YOUR FIRST YEAR SEMINAR GOING?

(Brown Bag)

Monday, October 7, 12:00 P.M.

Host: Eric Stone (Psychology)

The FYS discussions have become one of the most popular programs offered by the TLC. An excellent opportunity to obtain advice from experienced FYS faculty, offer suggestions, and express concerns in the relaxed atmosphere of the TLC. **Please RSVP by Wednesday, October 2 with your lunch choice of a Turkey and Provolone Sandwich, Grilled Portabella Mushroom Sandwich, Roast Beef and Cheddar Sandwich, or a Specialty House Salad to snyderdw@wfu.edu or x4587.**

THE FUTURE IS NOW

(Breakfast Discussion)
 Thursday, October 10, 8:30 A.M.

Host: Anne Bishop (Information Systems)

Classes from six academic departments are involved in exciting pilot projects this fall. Come hear about what your colleagues are doing and about opportunities for faculty to become involved in cutting-edge technologies such as eBooks, handheld computers, wireless computing, and testing through electronic bluebooks.

Continental breakfast will be available. Please RSVP by Monday, October 7 to snyderdw@wfu.edu or x4587.

PRO HUMANITATE GRANT PROPOSAL FEEDBACK OPPORTUNITY

(Brown Bag)
 Monday, October 14, 12:00-1:30 P.M.

The TLC is holding a drop-in lunch to offer feedback to faculty with ideas for grant proposals. **Please RSVP by Wednesday, October 9, to snyderdw@wfu.edu or x4587 with your lunch choice of a Turkey and Provolone Sandwich, Grilled Portabello Mushroom Sandwich, Roast Beef and Cheddar Sandwich, or a Specialty House Salad.**

INTRODUCTION TO ADOBE ACROBAT

(Brown Bag)
 Tuesday, October 15, 12:00 P.M.
 ZSR Library Room 204

Please bring your ThinkPad.

Hosts: Rosalind Tedford, Giz Womack
 (Information Technology Center)

What is a PDF and why should I care? Come to this session to learn about the latest addition to the standard software load, Adobe Acrobat. The program allows you to create PDFs, accessible files readable by anyone, from Word, PowerPoint, Excel and other applications. But Acrobat does much more. Participants with Acrobat will learn to create a PDF and add functionality to it with Acrobat, including Bookmarks, hyperlinks and digital signatures. NOTE: Faculty who did not receive ThinkPads this year can purchase Acrobat at a greatly reduced price through the Purchasing office.

Please RSVP by Friday, October 10, to snyderdw@wfu.edu or x4587 with your lunch choice of a Turkey and Provolone Sandwich, Grilled Portabello Mushroom Sandwich, Roast Beef and Cheddar Sandwich, or a Specialty House Salad.

INFORMATION LITERACY

(Brown Bag)
 Tuesday, October 22, 12:00 P.M.

Host: Elisabeth Leonard (Reference Librarian)

The Internet has changed the ways people communicate, learn, play, do business and solve problems. In this new landscape, Information does equal Power. Unfortunately, the Internet has provided a false sense of security to students who grew up in the Internet Age, believing that they can find, and sometimes create, all answers via the Internet. We must provide students with the skills to manage rich information resources: investigating, researching and making meaning from data, both in print and electronic formats. Information literacy provides a context for students to understand the nature of information and of research, to find, to evaluate, and to use information. **Please RSVP by Thursday, October 17, to snyderdw@wfu.edu or x4587 with your lunch choice of a Turkey and Provolone Sandwich, Grilled Portabello Mushroom Sandwich, Roast Beef and Cheddar Sandwich, or a Specialty House Salad.**

HOW CAN I USE SERVICE LEARNING IN A COURSE?

(Brown Bag)
 Monday, October 28, 12:00 P.M.

Host: Sally Sue Brown (Student Development)

An informal discussion for faculty who include service-learning in a course or who are considering including service-learning in a future class. An excellent opportunity to obtain advice from faculty who are experienced in this area, to offer your suggestions, and to ask questions.

Please RSVP by Thursday, October 24, to snyderdw@wfu.edu or x4587 with your lunch choice of a Turkey and Provolone Sandwich, Grilled Portabello Mushroom Sandwich, Roast Beef and Cheddar Sandwich, or a Specialty House Salad.

Pro Humanitate Fund Applications Due

Wednesday, October 30,
 no later than 4:00 P.M.

Bring all applications directly to the TLC (Room 330 ZSR Library) or send as an email attachment to tlc@wfu.edu by 4:00 P.M. October 30. Please do NOT send applications through campus mail, as they may not arrive in time to be considered by the reviewing committee.

THE LILLY GRAND DISCUSSION: OPPORTUNITIES AND IDEAS

(Brown Bag)
 Wednesday, October 30, 12:00 P.M.

Hosts: John Friedenber (Theatre), Claudia Thomas Kairiff (Associate Dean), Betsy Taylor (Pro Humanitate Director)

Please RSVP by Friday, October 25, to snyderdw@wfu.edu or x4587 with your lunch choice of a Turkey and Provolone Sandwich, Grilled Portabello Mushroom Sandwich, Roast Beef and Cheddar Sandwich, or a Specialty House Salad.

WHAT'S NEW IN BLACKBOARD 6.0

(Brown Bag)
 Wednesday, November 13, 12:00 P.M.

Hosts: Rosalind Tedford, Giz Womack
 (Information Technology Center)

The latest version of Blackboard will be here in January, and will bring with it improved functionality, more customizability, and useful new plugins. Come to this Brown Bag lunch to hear what's new in the new version and to find out about upcoming training. **Please RSVP by Friday, November 13, to snyderdw@wfu.edu or x4587 with your lunch choice of a Vegetarian Delight Sandwich, Ham and Swiss Sandwich, Tuna Salad Croissant, or a Specialty House Salad.**

Past Program Notes: Spring 2002

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

HOW'S YOUR FIRST-YEAR SEMINAR GOING?

February 11 Brown Bag Discussion.

Host: John Litcher (*Education*) and

February 20 Breakfast Discussion.

Host: David Finn (*Art*)

Improving students' discussions and writing skills were the main focus of the FYS brown bags. Recommendations to improve class discussions included:

- Call on students to participate instead of having them volunteer. This forces all students to participate. Also, assign topics on which each student will lead a discussion.
- Ask outgoing students to encourage quieter students to participate by asking them questions or their opinions.
- Advise students that their grade depends on the quality of their contributions to discussions. One rating scale recommended was "+" for excellent contribution, "±" for contribution, and "-" for no contribution during a class period.
- Students may feel more comfortable participating in discussions if they sit around a large table facing each other vs. in rows.

Recommendations to improve writing were:

- Give students limited leeway in choosing their topics, how they write their thesis statements, etc. Students write better papers when guidelines are specified and enforced.
- Schedule optional group sessions so students can meet and read/critique each other's papers.
- Choose a well-written student's paper, blank out his/her name, then make copies for the entire class so they may see what constitutes a well-written paper. Copies of newspaper and magazine articles can also be analyzed to discuss making an argument.

Participating faculty also discussed how students compare the workloads of different FYS's, realize they are not equal, and sign up for those that have fewer expectations from

the professor. It was suggested that guidelines be implemented for standardizing FYS workloads, including the numbers and length of papers.

ELECTRONIC COPYRIGHT ISSUES

February 19 Brown Bag Discussion.

Host: Rosalind Tedford (*ITC*)

Excerpts from material prepared by host Issues Surrounding the Use of Media in the Classroom

- Format:** As a general rule, you cannot change formats. In other words, if the original copy was a DVD, we cannot record that to VHS for you to show in a classroom. This also applies to music—you cannot take an analog CD you own, and convert it to MP3s or other digital format to play to your class or upload on a web site. You also cannot take a PAL formatted videocassette and convert it to VHS. If you find LEGAL MP3s on the web, these can be used. The one allowable conversion is when a format is 'obsolete' meaning the 'device necessary to render perceptible a work stored in that format is no longer manufactured or is no longer reasonably available in the commercial marketplace.' If, however, a version of that work is available in a non-obsolete format, that must be used. This means we cannot record our laser disc collection to VHS, we have to re-purchase the items on VHS or DVD.
- Location:** Performance and Display exemptions in the Copyright Law allow instructors to show videos or play audio recordings to their classes face to face OR to place these items on reserve for their students (library viewing areas can be considered extensions of the classroom). Although the pending TEACH Act may change this, you cannot stream a video across a network or cable system ever if the system restricts to just participants in the class.
- Purpose:** The media used in face-to-face instruction must be relevant to the topic of the course. In other words, you cannot show a Disney film to your class as a 'reward' for hard work if it has nothing to do with the topic of the course.
- Legally Obtained Copy:** The copy of the work you use in class must be a legally obtained copy, purchased by yourself or the library, received through ILL or other lending programs. Bootleg copies or items downloaded off the

Internet without permission of the copyright holder cannot be used. If you record a show off TV, this is considered legal to show once to your class within the first 45 days. After 45 days, the item must be destroyed.

DESIGNING POWER POINT SLIDES FOR ORAL PRESENTATIONS

March 21 Brown Bag Discussion.

Host: Dee Oseroff-Varnell (*Communication*)

Excerpts from material prepared by host. Some of the material for this handout was adapted from O'Hair, D., Stewart, R. and Rubenstein, H. (2001). A Speaker's Guidebook. Boston: Bedford/St. Martin's.

Power point slides can add professionalism and clarity to your oral presentation. It is important to remember that a power point presentation is only as good as the material and the presenter—in other words, a weak presentation will not be any stronger with the addition of power point slides. It is important to design and use power point in ways that highlight your presentation. The following guidelines will help you plan and design effective power point slides for use in oral presentations.

- Keep it simple
- Less is more
- Concentrate on one idea per slide
- Minimize text per slide
- Don't overuse your slides
- Use diagrams, maps, charts or graphs
- Be consistent
- Use color effectively
- Use large enough font to be seen from a distance
- Check and recheck your spelling and grammar

A strong and confident delivery is important in establishing your credibility as a speaker. Allowing adequate time to prepare and following some simple guidelines can help you minimize any distractions that may occur during your presentation.

- Set up early to arrange the room and check the equipment
- Know where you will stand during the presentation
- Practice coordinating your presentation with the visuals
- Look at your audience, not at your slides
- Use a laser pointer discriminately
- Remember that you are giving a presentation, not showing an automated program or reading a script of your paper
- Practice, practice, practice

Delivery tips for oral presentations:

1. Relax!
2. Make eye contact
3. Dress comfortably
4. Speak so that your audience can hear you
5. Don't race through your presentation to get it over with
6. Control your nonverbal behaviors
7. Use vocal variety
8. Have a strong ending
9. Try to speak extemporaneously
10. Continue to make eye contact.

EASY ANIMATED TUTORIALS WITH PAINT SHOP PRO

April 9 Brown Bag Discussion.

Host: Rick Matthews (Physics)

Information presented during this brown bag discussion can be viewed by going to the Teaching and Learning Center web site and clicking on "Animated Tutorials Using Paint Shop Pro."

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, Deborah Snyder at Ext. 4587 (snyderdw@wfu.edu). The Teaching and Learning Center is open Monday through Thursday from 8 A.M. until 4 P.M., Fridays from 8:00 A.M. until 2:00 P.M., and is located in 330 Z. Smith Reynolds Library.

The TLC faculty advisory committee is elected annually. Committee members for the 2002/03-year are: Doug Beets (Calloway School) Natalie Holzwarth (Physics), Joe Milner (Education), Mary Pendergraft (Classics), Stewart Carter (Music), and Charles Richman (Psychology).

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.

▲ 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.

▲ Videotaping

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

- a) Borrow the equipment and set up the camera in your classroom yourself. You keep the tape and view it yourself. This procedure requires less lead-time as long as the equipment is available and you know how to use it.
- b) Arrange for someone representing the Center who has been trained in using the equipment to tape the class and meet with you afterward to discuss the tape.

▲ 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. TLC hours are 8:00 AM to 4:00 PM Monday through Friday; if you need to consult or check out TLC resources when the center is closed, you may obtain a key at the circulation desk by showing your faculty ID card.

Books on order, which should be received during the fall semester, include:

- Diversity and Motivation: Culturally Responsive Teaching*
- Creativity in Education and Learning: A Guide for Teachers and Education*
- Better Teaching, More Learning: Strategies for Success in Postsecondary Settings*
- Turning Professors into Teachers: A New Approach to Faculty Development and Student Learning*
- The Work of Writing: Insights and Strategies for Academics and Professionals*
- Civic Responsibility and Higher Education*
- Beyond Teaching to Mentoring*
- Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting*
- Teacher Education: Learning with the Community*
- Composition: Writing the Community*
- Learning through Assessment: A Resource Guide for Higher Education*
- The Complete Guide to Teaching a Course (4 books)*
- Academic Service Learning: A Pedagogy of Action and Reflection*
- Writing to Learn: Strategies for Assigning and Responding to Writing Across the Disciplines*

The Teaching and Learning Center also maintains a vertical file of teaching-related articles. Subjects include, but are not limited to:

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

New articles include:

- "Active Learning: Creating Excitement in the Classroom"
- "How Effective Communication Can Enhance Teaching at the College Level"
- "Does Humor in Course Tests Reduce Anxiety and Improve Performance"
- "Sports Counseling: Helping Student-Athletes"

Listserv: The TLC has established a listserv to facilitate communication between faculty on issues of teaching. Use it to ask questions, make suggestions, or simply to "vent". Instructions for subscribing to and using the listserv are below:

1. You will send an email to subscribe to the TLC listserv.
 - A. The email address is listserv@wfu.edu
 - B. Tab through **subject** to get to the message box (do **NOT** type anything in the subject box).
 - C. Type **subscribe teaching**. Please note there is a space between subscribe and teaching, and the letters should **NOT** be in caps.
 - D. Click "Send" to send your email

2. You should receive a confirmation email within one to two minutes that states you have succeeded in subscribing to the listserv. If you receive an email that states "command 'this' is invalid", then:
 - A. Be sure you are in Netscape Communicator/Messenger
 - B. Click "Edit"
 - a. Click "Preference"
 - b. Click "Mail and Newsgroup"
 - c. Under "Mail and Newsgroup", click "Identity"
 - d. There is a box next to the line that reads, "Attach my personal card to messages (as a vCard)". If that box is checked, you must (temporarily) uncheck it. **You cannot subscribe to the listserv if this box is checked.**
 - e. Click "Okay"
 - f. Repeat steps 1A-1D.
 - C. Once you have received the succeed confirmation, if you removed the check in 2E, you may go back and re-check the box.
3. The address to send messages to the listserv is teaching@wfu.edu. All faculty who have chosen to subscribe to the listserv will receive your message.

Please call the TLC Coordinator at extension 4587 if you have any questions or if you encounter any problems subscribing to our listserv.

For information about other TLC services and upcoming events, see the recently improved TLC web site. The site also includes several articles from the IDEA CENTER that address topics frequently mentioned as concerns by faculty in TLC brown bag discussion, including how to improve lectures, discussions, and student writing, and helping students develop critical thinking skills. In addition, FYS proposals from several faculty members are now available. The articles and proposals, as well as other web-based information, are accessible by going to the TLC homepage and clicking on "Teaching Resources."