TLCExchange

Letter from the Director

February 2003
Dear Colleagues,

Topics for brown-bag discussions at the TLC this semester range from exchanging ideas about how to help students write better essays, to using oral assignments to develop critical thinking and looking at ways to accommodate students with disabilities in the classroom. In the continuing effort to find strategies to reduce plagiarism in student writing, the TLC will host a panel discussion about how assignment design can encourage both critical thinking and originality. In March, Ray Purdom, Director of the TLC at UNC-Greensboro will conduct a workshop on student evaluations. Many of these brownbag topics were generated by colleagues.

Technology continues to challenge us, and there is support available if we know where to look. The *Technology Network* on the TLC web page has been designed as a site showing general use of technology tools, and a schedule of workshops offered by the Information Technology Center can be found on their website. Departmental Instructional Technology Specialists (formerly known as departmental "ACS") often work jointly with faculty to create specific technology tools for use in the classroom. These projects will be highlighted on an ITS/ACS web page soon to be made available (and accessible from the TLC web page). At a brownbag discussion next month, Sharon Andrews (Theatre), working with Jolie Tingen (IT Specialist), will help to demystify use of digital video in the classroom by showing how it has enhanced student experience in the course On-Camera Performance. Thinking about future programs at the TLC, I encourage faculty to contact us at tlc@wfu.edu if you have worked with your departmental IT Specialist or with a STAR student to develop technology tools that have worked well in your classes. It's always uplifting to share success!

For the growing number of faculty interested in service-learning as a teaching tool, there are various opportunities to learn more this semester. The departments of Political Science and Romance Languages are working with the TLC and the PH Fund to sponsor discipline specific workshops this semester, with some events open to all. Please contact us if you would like to organize a workshop on service-learning for your department in 2003/04. Information about current PH Fund grants is available at the Pro Humanitate website. With support from the Dean's office, the ACE Fellows Program will continue next year. Applications are available on-line (via the Dean's Page or the TLC) and are due by April 15.

As this semester marks the end of my second two-year term as Director of the TLC, I want to extend congratulations to Bernadine Barnes (Art) who has been chosen to serve in this position beginning in August 2003. The Teaching and Learning Center provides a stimulating and unique environment for faculty at Wake Forest. When I took the position as Director in Fall 1999, we were in the first stage of carrying out plans for the class of 2000. Faculty from across campus were designing and teaching first-year seminars and sharing thoughts about how to teach writing across the disciplines. We were attending workshops on the use of technology in the classroom and struggling to manage e-mail. For the last three and a half years, I have had the privilege of seeing campus life from this vantage point and of meeting and working with colleagues from every department. This experience has not only afforded me the opportunity to expand my own teaching strategies, it has also given me a new appreciation for the talent and energy of the faculty at Wake Forest. Anticipating the theme for 2003/04, "fostering dialogue," I invite you to inquire about the TLC "Lunch with Five Strangers Program," and I encourage you to join with Bernadine to think about ways in which the TLC can foster dialogue about this important aspect of our professional life.

Sincerely,

Sally Barbour
Romance Languages
Director, Teaching and Learning Center

Clinkers in the Classroom: We Can Learn From What Doesn't Work Too

By **Sharon Hollander**, *Georgian Court College, NY; previously published in the Teaching Professor, August 2002. Reproduced with permission of the author,* **The Teaching Professor** *and Magna Publications [www.magnapubs.com (608-227-8182)].*

Books and Journals on college teaching are chock full of best practices, compelling activities, and successful ideas for the classroom. These resources do help, but also helpful are experiences at the unsuccessful end of the teaching spectrum. I am referring to clinkers - those practices that go off track or great activities that students greet with disdain. With all the attention paid to those of examples of what works, where's the coverage of what didn't work and what might be learned from failure?

What should a professor do with a clinker? Should an unsuccessful teaching activity be scrapped or salvaged? These are important questions and ones I've tried to answer on many occasions. For example, I recently planned to link students in my Psychological Basis of Education with Chinese college students via e-mail. A colleague helpfully gave me the name of a contact person in China to provide e-mail addresses. I imagined the activity broadening my students' cultural horizons. Furthermore, I believed I was making an excellent use of technology. Rather than isolated students working at their desks, my class would be building lasting international friendships. I could envision the e-pals exchanging interesting information about their lives at home and in school. Despite all these wonderful intentions and substantial efforts on all sides, this innovation did not work. There were a variety of problems. Many of the Chinese students did not have regular access to computers and e-mail, and their addresses winked out intermittently. The e-mail text did not always come across clearly. Sometimes the messages looked like strings of elaborate graphics. In addition, the

Chinese school calendar does not correspond to ours. None of the holidays are the same and this made building connections over a short period of time even more challenging. To be fair, two or three of my students did successfully exchange messages with their e-pals, but it was nowhere near the glorious multicultural communication fest I had imagined.

Of course, the problems associated with any clinker can be researched and addressed, even though confronting the failure is sometimes embarrassing and painful. In my case, the assignment, with its many kinks early in the process, may be better suited for a year-long course. A call to the technology department at my college might yield helpful advice on the situation. In the future, I would like to offer my students a selection of potential e-pals from different countries. Students' names and addresses could be pursued through the international arm of one of my professional organizations. In fact, I am all for reworking and retrying teaching activities with less than stellar results, but that doesn't change the fact that it didn't work in this particular class.

I was fortunate in some ways. The e-pals assignment was not a linchpin of the course – which might be an important bit of advice when attempting to implement any new assignment. Because it was my first effort, I offered the activity to students for extra credit only. I planned an alternative because sometimes I have students who are not comfortable online. As the problems with the e-pal assignment emerged, I adjusted the assignment. Instead of reporting on their e-pal experience, I asked my students, largely educators and educators-in-training, to write about their own teaching mistakes and how they were addressed. The responses were fascinating.

I see the whole experience as an unplanned lesson for my students and for myself. Here are some of the lessons I learned:

- First of all, when one of those great new ideas turns out to be a clinker, don't panic or get discouraged. Acknowledge the problem to yourself and your students, and take responsibility for it. Consider letting the class discuss the situation and propose ways to fix what's not working. My students told me they wanted to keep trying to make contact with the Chinese students. They proposed a viable extra-credit strategy, and some shared experiences trying to locate pen pals for students in their own classes.

- Second, always have a backup plan in mind, even if you're convinced the new strategy is heaven sent and fail-safe. This is especially true when the new strategy involves an assignment.
- Finally, get closure on the unsuccessful activity, and don't let it haunt you all semester.

Teaching is a fascinating and dynamic process, but it can also be isolating and secretive, especially if we only talk about what works. Professors should share their clinkers with trusted colleagues. They probably have plenty of their own stories and ideas for remediation. Furthermore, reporting what didn't work may prevent others from making the same mistake, a service in itself. Instructional innovations don't come with a successful implementation guarantee. All have the potential to go awry. But when that happens, there are just as many important lessons to be learned by everyone.

TLC EVENTS

Spring 2003

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

DEVELOPING STUDENTS' ESSAY-WRITING SKILLS
Wednesday, January 29, 12:00 PM
Host: David Coates *(Political Science)*

Dr. Coates will talk about strategies for developing essay-writing skills, particularly in students with little essay-writing ability or confidence. He will draw on experiences of developing such skills among adult learners studying with the Open University in the United Kingdom. Lunch will be provided. **Open to all faculty. Please RSVP by Friday, January 24, to snyderdw@wfu.edu or x4587 with your choice of a Chicken Salad Croissant, a Deacon Club Sandwich, a Grilled Portabello Mushroom Sandwich, or a Specialty Salad.**

WHAT IS "ClassAct"?
Wednesday, February 5, 12:00 PM
Hosts: Brook Davis, Leah Roy (Theatre)

ClassAct is a class of theatre students available to visit your classroom and perform a short scene from any dramatic literature you are using in your curriculum. Emphasis would be placed on multiple interpretations to highlight themes and ideas that might not be readily apparent on the page. Following the performance, ClassAct can work with you to facilitate a discussion about what your students have seen and how a live performance impacts the students' encounter with dramatic literature. If you are currently using dramatic literature in your curriculum, or if you are interested in using dramatic literature in your classroom but are not sure if there is any relevant material out there, this event will be of great interest. **Open to all faculty. Lunch will be provided. Please RSVP by Friday, January 31, to snyderdw@wfu.edu or x4587 with your choice of a Chicken Salad Croissant, a Deacon Club Sandwich, a Grilled Portabello Mushroom Sandwich, or a Specialty Salad.**

ACCOMMODATING STUDENTS WITH DISABILITIES IN THE CLASSROOM
Tuesday, February 18, 12:00 PM
Hosts: Michael Shuman *(Learning Assistance Center)*, Jamie Dean *(WFU student)*, and guest staff/faculty panelists

Interested faculty members will be offered the opportunity to learn more about accommodating students with visual and auditory impairments in the classroom. The hosts will serve more as a panel than as true presenters, and faculty are encouraged to actively participate in the discussion. **Open to all faculty. Lunch will be provided. Please RSVP by Thursday, February 13, to snyderdw@wfu.edu or x4587 with your choice of a Chicken Salad Croissant, a Deacon Club Sandwich, a Grilled Portabello Mushroom Sandwich, or a Specialty Salad.**

WHAT ARE THEY TALKING ABOUT?
COMPUTING THE STUDENT WAY
Monday, March 17, 12:00 PM
Host: Rosalind Tedford *(ITC)*

Our students are constantly using the computer to do more than research. They chat online, download music and movies, and keep online journals often all at the same time. Come to this session to understand instant messaging programs, peer-to-peer file sharing programs and web logs (blogs) and join in a discussion about how to tap into their potential for classroom use. **Open to all faculty. RSVP by Wednesday, March 12, to snyderdw@wfu.edu or x4587 with your choice of a Chicken Salad Croissant, a Deacon Club Sandwich, a Grilled Portabello Mushroom Sandwich, or a Specialty Salad.**

USING DIGITAL VIDEO IN THE
CLASSROOM
Thursday, March 20, 12:00 PM
Hosts: Sharon Andrews *(Theatre)*, Jolie Tingen *(ITS, Theatre)*

Sharon Andrews, Associate Professor in Theatre, found switching from an analog medium, VHS tapes, to digital video increases the flexibility of using video in the classroom. Students in her On-Camera Performance class are required to bring VHS tapes with them to class in order to tape their performances. Switching to digital video allows them to review not only their own work but also the work of their classmates. Professor. Andrews and Theatre's Instructional Technology Specialist, Jolie Tingen, will visit the TLC to discuss the benefits and challenges of using digital video in the classroom. **Open to all faculty. Please RSVP by Monday, March 17, with your choice of a Chicken Salad Croissant, a Deacon Club Sandwich, a Grilled Portabello Mushroom Sandwich, or a Specialty Salad.**

STRATEGIES TO ENCOURAGE STUDENT ORIGINALITY AND CREATIVITY/DISCOURAGE PLAGIARISM
Wednesday, March 26, 3:00 PM
Hosts: Paul Ribisl *(Health & Exercise Sciences)*, Earl Smith *(Sociology)*, Lisa Sternlieb *(English)*
As many of us have unfortunately experienced, the availability of documents on the internet, combined with student stress about completing written assignments, have increasingly led them to submit work that is not their own. This panel has been organized to open discussion about ways to design written assignments that can help minimize this temptation and encourage students develop their own critical thinking. **Open to all faculty. Refreshments. RSVP by Monday, March 24 to snyderdw@wfu.edu or x4587.**

DEVELOPING CRITICAL THINKING SKILLS IN THE CLASSROOM
Thursday, April 3, 12:00 PM
Host: Dee Oseroff-Varnell *(Communication)*

If you have attended any of the workshops on oral proficiency led by Dee Oseroff-Varnell, you have probably seen the handout she has put together on informal speaking and writing assignments, "Writing Assignment Ideas/Speaking Assignment Ideas." (The TLC regularly sends copies to faculty teaching first-year seminars.) In this session, we will discuss innovative ways to use these and other informal speaking assignments as strategies for developing critical thinking skills in the classroom. **Open to all faculty. RSVP by Monday, March 31, with your choice of a Chicken Salad Croissant, a Deacon Club Sandwich, a Grilled Portabello Mushroom Sandwich, or a Specialty Salad.**

WORKSHOPS

SERVICE-LEARNING AND CAMPUS CLIMATE: BENEFITS BEYOND THE CLASSROOM (ACADEMIC AND COMMUNITY ENGAGEMENT WORKSHOP SERIES)
Tuesday, February 4th, 4:00-5:15pm, Autumn Room in Reynolda Hall
Presenter: Rick Battastoni, Ph.D., Providence College
Location: Autumn Room, Reynolda Hall

An author in the field of political theory with a principal interest in the role of education in a democratic society, Battistoni has served on a number of community and not-for-profit organization boards, has led or facilitated workshops for several national educational organizations (*e.g.*, AAHE, AACU, NSEE, Campus Compact, The Kettering Foundation), has lectured or made presentations on a number of college campuses nationwide. He is Professor of Political Science and Director of Project 540, a National Civic Engagement Initiative funded by a grant from The Pew Charitable Trusts. From 1990 to 2000, Battastoni either established or developed and directed service-learning efforts on three different campuses, from 1994-2000 with the Feinstein Institute for Public Service at Providence College (before that, he directed the service-learning programs at Rutgers and Baylor Universities). His most recent service-learning publication is "Civic Engagement Across the Curriculum: A Resource Book for Service-Learning Faculty in All Disciplines" (Campus Compact, January 2002). His presentation will address how service-learning can relate to other campus initiatives such as civic engagement, diversity, the first-year experience, and recruitment and retention. **Refreshments will be served. RSVP by Jan. 31st to the Teaching and Learning Center at x4587. This event is made possible by *Pro Humanitate* Fund for Service-Learning in Action. Information on grant opportunities will be available.**

STUDENT EVALUATION OF INSTRUCTION - MYTHS AND FACTS, USES AND MISUSES
Wednesday, March 19, 3:00 PM
Host: Ray Purdom, Director of the Teaching and Learning Center, UNCG
Location: Autumn Room (Reynolda Hall)

Student Evaluation of Instruction is probably the most researched subject in higher education. The ERIC database lists over 2,200 publications on the topic. We will discuss these research findings to analyze frequent misconceptions, to look at a disturbing list of misuses, and to explore how we can use this teaching evaluation practice effectively.

In our examination of student evaluations, we will include consideration of their
• validity and reliability
• proper administration
• proper interpretation
• use in improving teaching
• use in decision making
• limitations

Open to all faculty. RSVP by Friday, March 14, to snyderdw@wfu.edu or x4587.

Lunchtime Tech Talks

These presentations are open to all interested faculty. Events will take place in room 204 of the ZSR Library and are coordinated by the Information Technology Center and the Teaching and Learning Center. RSVP to Rosalind Tedford (ITC) at tedforrl@wfu.edu. Bring your lunch; beverages will be provided.

Digital Media and Copyright
Tuesday, January 28, Noon-1:00pm

Buying a New Computer
Tuesday, February 11, 11am-11:45am

Intermediate Adobe Acrobat
Wednesday, February 12, 12pm-1:00pm

Cell Phone Technologies
Thursday February 20, 11am-11:45am

Technology and Plagiarism
Thursday, February 27, Noon-1:00pm

Handheld Devices
Tuesday, March 4, 11am-11:45am

High-Speed Internet Access from Home
Tuesday, March 25, 11am-11:45am

Digital Cameras and Scanners
Thursday, April 8, 11am-11:45am

Digital Video
Thursday, April 24, 11am-11:45am

Lilly Grant Faculty Awards

The Lilly Grant, funded by a $2 million grant from the Lilly Endowment, Inc., is a five-year program that encourages vocational discovery among Wake Forest undergraduate students through a variety of programs, including the design of new courses which focus on the elements of values, morality, and service. Associate Professor Sarah Watts (History) received funding to develop a faculty seminar titled "Global Wealth and Poverty." Faculty members David Phillips (East Asian Languages), Mary DeShazer (English and Women's Studies), Eric Stone (Psychology), Will Fleeson (Psychology), Angus Lockyer (History), and Claire Hammond (Economics) will join Dr. Watts during the fall semester to pursue this topic, and will then develop new courses or expand existing courses based on their studies.

Six new first-year seminars proposals were also funded. They include:
- *Theatre and Social Change*
  Sharon Andrews, J.K. Curry (Theatre)
- *A Vocation in the Arts*
  Brook Davis, Leah Roy (Theatre)
- *The Interplay Between Science and Religion in Western Culture*
  Paul Anderson (Physics)
- *Emerging Issues in Information Ethics*
  Adrian Bardon (Philosophy)
- *Skin Deep? Human Biological Diversity*
  Ellen Miller (Anthropology)
- *Neurological Disorders*
  Terry Blumenthal (Psychology).

Additional information on the awards or the Lilly Grant is available at http://www.wfu.edu/wowf/2003/011503.html.

Pro Humanitate Scholars Program

Last year the *Pro Humanitate* Fund made it possible for Wake Forest to launch the *Pro Humanitate* Scholars program. Six academic service-learning projects were funded for summer 2002. Students collaborated with faculty advisors to propose and execute their ideas. Projects ranged from creating a marketing plan for a children's museum to studying non-profit management at a legal aid center for immigrants. Students worked at a variety of sites in the United States as well as in the nations of Cuba and Ghana. The selected student scholars received academic credit for completing these independent service-learning courses in a range of departments including: Business, Communication, Sociology, Economics, Romance Languages and Political Science.

This opportunity is being offered again this year. Students may apply to this fund for self-initiated projects that incorporate independent and directed academic study with service and outreach. Faculty can become involved by encouraging individual students to apply and serving as their advisor. Students who are selected as Scholars will receive a stipend and summer school credit. Faculty advisors will receive an $800 stipend and have their expenses covered for a brief visit on site with the student. Interested students and faculty are encouraged to begin preparing proposals. The proposal deadline is March 18th. Applications are available at www.wfu.edu/phfund. This site also contains information about the *Pro Humanitate* Scholar projects from 2002. This program is sponsored by the Dean of the College, the Teaching and Learning Center, and the Office 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 snyderdw@wfu.edu by 4:00 pm Monday, March 3. 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 x4587. 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

ACE Fellows Applications

A precursor to the Pro Humanitate Program, the Academic and Community Engagement Fellowship Program is an initiative linking the University's commitment to academic excellence and service to humanity. The ACE Fellows Program is made possible with the support of the Office of the Dean, and it is sponsored through a collaborative effort between the Teaching and Learning Center and Volunteer Services. The program provides opportunities and incentives for faculty fellows to explore and implement service-learning into existing courses, new courses, or first year seminars. 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). Information on this program, as well as an online application, may be obtained from the Volunteer Services web site at www.wfu.edu/Student-Services/Student-Life/volserv/Ace.html or from the Teaching and Learning Center web site (click on "Programs & Services"). Additional applications are available in the TLC. Deadline for applications: 4:00 P.M, Tuesday, April 15. Please bring all applications directly to the TLC (Room 330 ZSR Library) or send as an email

attachment to snyderdw@wfu.edu. 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 x4587. Please do NOT send applications through campus mail, as they may not arrive in time to be considered by the reviewing committee.

Former ACE applicants have often found it helpful to consult a series of titles on service-learning developed by the American Association for Higher Education and housed in the TLC. Volumes available are devoted to the following disciplines: accounting, biology, communication, engineering, environmental studies, history, management, medical education, nursing, peace studies, philosophy, politics, psychology, sociology, Spanish, teacher education, and women's studies.

Past Program Notes: *Fall 2002*

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

THE SILENT SOCRATIC DIALOGUE: MOVING STUDENTS FROM TOPICS TO IDEAS
September 23 Coffee Discussion
Host: Tom McGohey (Writing Center)

Information prepared and presented by Mr. McGohey during this discussion can be viewed by going to the Teaching and Learning Center web site and clicking on *Teaching Resources/Using Portfolio Pieces as Preparation for Writing Essays.*

THE COMPUTERIZATION OF ACKNOWLEDGMENT
October 1 Breakfast Discussion
Host: Michael Hyde *(Communication)*

Acknowledgment is an ontological necessity of existence. Without acknowledgment, individuals become anxious, depressed and suicidal, because it is "written into who we are" to want to be acknowledged and to feel we have a place to go to receive that acknowledgment.

For both the student and the teacher, acknowledgment is a life-giving gift. Teachers who do not want to acknowledge

their students should not be teachers, and students who do not wish to take the responsibility to acknowledge their teachers should not be in a classroom. Acknowledgment between teachers and students is not always instantaneous, however; it must be cultivated. One way to cultivate this relationship is the use of I Pac's, which students use to instantly react to and rate a teacher's presentation. The teacher can respond immediately to these reactions and ratings by changing the presentation to make it more understandable and even more interesting to the students. The use of emails between students and teachers to respond to each other's questions and concerns is another way to cultivate acknowledgment between the two groups.

HOW'S YOUR FIRST-YEAR SEMINAR GOING?
October 7 Brown Bag Discussion
Host: Eric Stone *(Psychology)*

As in prior FYS discussions, faculty expressed concerns about the quantity and quality of class discussions. Participants brought up several possible solutions:

- Tell students what the discussion topics will be that are related to the material they are to read for the next class. Students may then reflect more on the material as they read it and be better prepared to discuss the material in depth.
- Have each student be responsible for one solo presentation to the class.
- Divide the class into smaller groups to initially discuss a topic. Some students feel more comfortable participating in discussions if the group is smaller, and may then transfer this comfort level to a larger group.
- Sometimes discussions get off track from what the instructor intended. Getting students to respond to a question using Blackboard might diminish this problem since students may be more direct in addressing an issue if they type instead of speak.

The issue of how to grade students' class participation in an FYS was also addressed. Since some students find it difficult to regularly address a large group, other factors such as attendance and coming to class prepared to analytically discuss a topic, even though the quantity of participation may not be high, are also factors in determining grades.

THE FUTURE IS NOW
October 10 Breakfast Discussion
Host: Anne Bishop *(Information Systems)*

Several academic departments are participating in pilot projects that include significant advances in technology. **Secure Exam,** which is currently being used in the Calloway School, is software that allows a bluebook type exam to be given to students on a computer but does not allow students to access web or folder sources in order to get information to complete the exam. The exam is then downloaded to the instructor to be graded. One major advantage of this technology is that it is easier for instructors to read typed exams vs. hand-written exams, so time spent grading the exams can be greatly reduced. A disadvantage is that the keying noise generated as students complete exams can be distracting.

Electronic textbooks are also being used in classes at Wake. An entire text can be accessed from a student's laptop, and students can electronically highlight desired portions of the text. Students can also electronically add notes to the material as they read. Specific topics within the electronic textbook can be quickly accessed, and portions can be cut and pasted into another document, or printed.

INFORMATION LITERACY
October 22 Brown Bag Discussion
Host: Elisabeth Leonard *(Reference Librarian)*

A PowerPoint presentation presented by Elisabeth Leonard during this discussion may be viewed by going to the Teaching and Learning Center web site, clicking on "Teaching Resources", and then clicking on "Information Literacy for Faculty and Staff."

ORAL PRESENTATIONS: PLANNING, GRADING, AND CRITIQUING
November 14 Brown Bag Discussion
Host: Dee Oseroff-Varnell *(Communication)*

Faculty may obtain a copy of the handout "Oral Assignments: Designing, Evaluating, and Critiquing," prepared for this discussion by Dr. Oseroff-Varnell by contacting the TLC Coordinator at x4587.

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 x4559 (barbour@wfu.edu) or TLC Coordinator, Deborah Snyder at x4587 (snyderdw@wfu.edu). The Teaching and Learning Center is open Monday through Thursday from 8 am 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 Thursday, and 8:00 AM to 2:00 PM 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.

The TLC has received several new books, including:

• Cropley, Arthur. *Creativity in Education and Learning: A Guide for Teachers and Education,* 2001.
"This book looks at creativity in the context of education, an issue of great importance for teachers and students alike, and considers just how creativity 'works' and how it can be encouraged."

• Rankin, Elizabeth. *The Work of Writing: Insights and Strategies for Academics and Professionals,* 2001.
"Professional and academic writing is often seen as dull, dry, and as boring to write as it is to read. Rankin challenges these assumptions by encouraging the professional writer to develop a strong writing voice and become fully engaged with the writing process, thus producing written work that is lively and engaging."

• Ehrlich, Thomas. *Civic Responsibility and Higher Education,* 2000.
"With profound and practical, insights, 21 inspiring essays engage the reader with concrete examples of civic learning in action, sparking creative ideas about how civic involvement can be incorporated into the higher education curriculum."

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

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 listerv 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 x4587 if you have any questions or if you encounter any problems subscribing to our listserv.

Plagiarism Detection Programs: The TLC subscribes to three programs to help faculty detect plagiarism: EduTie, PlagiServe, and Turnitin. Contact the Coordinator at x4587 for additional information.

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.

For information about other TLC services and upcoming events, see the 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."