

TLCExchange

The Newsletter of the Teaching and Learning Center of Wake Forest University ▲ Volume 7, Number 1 ▲ Fall 2003

Letter from the Director

September 2003
Dear Colleagues,

As the new director of the Teaching and Learning Center, the first few weeks of the semester have been especially busy with phone calls, meetings, and scheduling new events. Now things have settled a bit, allowing more time for reflection. It seems to me that the biggest challenge facing the TLC is letting faculty know what we do, how it can benefit them, and why they should come. The TLC has been in existence for six years now—the product of a lively debate among faculty about its purpose and form. A good many people have come to Wake Forest since that debate took place, and maybe a few others have forgotten what the center is or what it can be.

Let me start by saying what the Teaching and Learning Center is not:

- The TLC is not a place where “bad” teachers are sent—in fact, you’re more likely to find the very best teachers coming to our discussions.
- The TLC does not monitor what goes on in the classroom. We do offer videotaping and peer review services, but these are done only at the individual instructor’s request.
- It is not the Learning Assistance Center or the Writing Center. You do not send students to us; it is a place for faculty to exchange ideas.
- Our programs are not led by specialists in higher education (although we’re happy when they volunteer). Our experts are people just like you, teaching Wake Forest students in all the disciplines we offer.
- The TLC does not “push” particular techniques or programs. While we offer information about new opportunities, we strive for balance, offering suggestions to improve traditional strategies as well as implement new ones.

- The TLC does not “teach you how to teach.” We don’t have all the answers. We don’t possess a foolproof method that works every time for every student (but please contact me right away if you’ve got one).

Now here’s what the TLC is:

- A place to get a free lunch (yes, it’s true—you don’t bring your own lunch to “brown bags,” you tell us what you’d like).
- A central location to learn about new developments that relate to university teaching, and to learn about special programs that support teaching.
- A place to hear how they do things in other departments—you don’t have to do it their way, but maybe you’ll get an idea or two.
- A place to share your experiments, frustrations, and successes.

There are several types of programs that the Teaching and Learning Center offers throughout the year. Our small group discussions, affectionately known as “brown bags,” are led by other WFU faculty or staff members. Most often the topics will deal with perennial classroom issues: how to help students find, understand, and think critically about information; how to help students express their thoughts in writing and oral presentations; how to foster real discussion; how to assess learning. In this year of Fostering Dialogue, we will be giving special attention to bridging differences between and among students and faculty. Some topics that have been proposed include: differences in learning styles, gender differences in the classroom, or differences between departments.

We also offer information sessions and workshops related to other programs on campus, including the First Year Seminars, service learning, and languages across the curriculum. Some workshops are designed for participants in the specific program, although open question-and-answer sessions are also planned.

About once a semester, we will sponsor a panel discussion on a broader topic. Our first panel is still in the planning stages, but the general theme will be encouraging student responsibility. Plagiarism will be one issue,

but more broadly, we’ll consider matters of fairness, establishing and enforcing limits, and countering the sense of entitlement so many of us see in students today. Please, let me know your ideas on these topics.

Finally, last year we began the “Lunch with Five Strangers” program, which simply puts five members of the faculty together over lunch. Since one of the most-often heard complaints among faculty is that we never get out of our offices to just talk to each other, I hope you’ll participate in these lunches. Did I mention that lunch is free?

The Teaching and Learning Center is a place that should be responsive to your concerns. My predecessor, Sally Barbour, passed on many great traditions, ideas, and names of people to call, while Deborah Snyder, the Coordinator of the TLC, has made the transition a smooth one. But I am always on the lookout for new topics, new session leaders, and new participants. Please, let me know what you’d like to see happening here.

With best wishes,

Bernadine Barnes

Art

Director, Teaching and Learning Center

Increase Objectivity in Grading of Classroom Participation

By Jack Gifford, Miami University, Ohio
gifforjb@muohio.edu; previously published in *The Teaching Professor*, October 2002. This article reprinted by permission from Magna Publications and *The Teaching Professor*, www.magnapubs.com or 1-800-433-0499 for submissions and subscriptions.

Many of our courses depend heavily on stimulating student discussions in the classroom. In fact, with the exception of straight lecture, almost all other teaching and learning methods rely on interaction, between student and teacher as well as among students themselves. To encourage this behavior, many of us grade students’ participation. But we don’t always use very objective methods, and we rarely involve students in the process of clarifying expecta-

tions for participation. I would like to share a strategy that does add objectivity and gets student “buy in” as part of the process. As an added bonus, it takes less than 20 minutes of class time per semester. This strategy involves the creation and use of Behavioral Anchored Rating Scales, or BARS as they are often called. I did not create the idea for BARS, but they are now widely used.

In my case, both the student and teacher generate BARS. BARS are short statements that describe the observable classroom behaviors that will be the foundation for participation grades. On the first or second day of class, I break the class into five teams. Each team has the task of writing down the observable behaviors that they believe are representative of Excellent (A), Very Good to Good (B), Average (C), Poor (D) or Very Poor (F) participation. One team works on each of the categories. Collectively, they record 12 to 15 behaviors that describe participation for that category. If you want to devote extra time to the activity, these can be written on the board and discussed by the whole class. I have the students record the behaviors on 5x8 note cards that they hand in at the end of class.

Then it's my turn. Before the next class I review and refine what the students have submitted. Sometimes I add items. Sometimes I adjust the category: that is, if I believe some of the behaviors more accurately characterize C level than B level, I will move them to the more appropriate category. By the end of this process, I have pared the students' lists down to 5 to 10 descriptive phrases per category.

Once I have completed my work on the list, I distribute copies in class. I explain to students that with their guidance, these will be the standards used in grading their participation during the semester. I record their performance on a daily basis, but it could just as easily be done once a week or once a month.

Grading participation will always involve some subjectivity, but I have found that the use of these BARS adds both reliability and validity to the process. It also reduces dramatically the frequency of student complaints about their grades. Involving students in the process makes them aware of the guidelines and in my experience that usually improves the level of discussion. It encourages normally quiet students to participate and allows me to more effectively “model” the kind of interactive environment I desire for my classrooms.

A sample of the behaviors on the BARS that I'm using for the A and F categories in my 400-level marketing course appear below. If you'd like to see the entire scale, please visit my website: www.sba.muohio.edu. Discussion Rating Scale (2002-2003). You are welcome to borrow any of these phrases that you feel fit your courses and participation expectations.

“A” Excellent

- Provides a point for discussion/debate which no one had thought of before
- Adds significant new insights into the topic at hand
- Asks pointed and challenging questions that stimulate other questions
- Facilitates progress in small-group discussions; volunteers to record comments
- Stimulates critical thinking; imaginative and realistic
- Brings in outside experience related directly to the case decisions
- Persuasively argues a point and changes the opinions of classmates
- Displays logical outside-the-box thinking
- Intuitively understands and shares insights from “between the lines.”

“F” Very Poor

- Does not participate in classroom or small-group discussions
- Frequently comments in ways that provide limited new thinking and take time away from others; noise
- Very weak or no notes on case
- Being late or disruptive in class; unprofessional behavior
- Works on homework for another class during class time
- Not listening to others
- Unreceptive to the consideration of alternative approaches; dogmatic and close minded
- Asks question for which they already know the answer.

The Writing Center: A Sense of Audience

Tom McGohey, Director, Writing Center

The great 19th century French novelist Gustave Flaubert used to invite a group of friends to his home Sunday afternoons to listen to him read drafts of his latest work. Their unenthusiastic responses persuaded him to put aside an early novel he had been convinced was some of his best work. They also gave him much valuable

feedback on his novels *Madame Bovary* and *A Sentimental Education*, celebrated works still read today. In addition to the immediate and candid feedback from his peers, Flaubert found the practice of reading his work aloud so helpful that he continued it even in their absence, opening the shutters of his home and shouting lengthy passages over the heads of passersby in the street. Hearing his own words provided him with a sense of audience he needed to determine if what he had written actually sounded as good as he imagined.

Flaubert's technique seems an apt illustration of the main purpose of Writing Center tutors: to provide an audience that helps students of all abilities see, and hear, the gap between their intentions and their accomplishments. We've all experienced at some point that feeling of exhilaration when caught up in the flow of the creative process. While forming in our minds, our ideas always seem brilliant, but then something always gets lost in the translation as those ideas move down our arms, through our fingertips, and on to the page. The Latin poet Horace recommended that the best way to gain critical distance from one's own work was to put it aside for ten years—hardly a realistic schedule for students. Many of us have also experienced the dreaded “writer's block,” with the clock loudly ticking down the hours as the deadline for submitting articles or turning in papers loomed.

Writing Center tutors can help with both problems. They can shorten that timetable considerably by providing students with the audience needed to gain critical distance on their own work, and they can help remove the blockage that induces paralysis in writers. We do this not by telling students what **we** would write, or what they **should** write, but by first asking them what they thought they intended to write, having them read their work aloud, and then telling them if they fulfilled our expectations based on their stated intentions. Usually they have not. Then we start asking questions: *Who? What? When? Where? Why?* And the big one: *So what? Why is this important?* What if a student does not know his or her intentions yet? Then we keep asking questions and talking—*Tell me more about ...*—and having the student jot down notes until the page fills up and intentions, however tentative, begin to emerge.

When should students come to the Writing Center? Depending on their needs, the earlier the better. The American novelist Don DeLillo once said *Writing is a concentrated*

form of thinking. We find that most student papers are undeveloped and disorganized because the students who wrote them haven't yet figured out what they really think about the topic. Often, their confusing sentences reveal not necessarily "bad grammar," but confused thinking.

Who should come to the Writing Center? Anyone who has trouble reading his or her own work with a critical eye, or who has trouble getting started—which includes just about all of us!

What should you expect from a student who's been to the Writing Center? An "A" paper? Sorry, we can't guarantee that. To do that, we'd have to tell the students what to think or write their papers for them. We won't do that. What we can guarantee is that we will read every paper with the critical eye of an uninformed but interested reader who will explain when and how the writer has not fulfilled the expectations created in every sentence, and where the writer distracts us with errors. The student who shows up the night before an assignment deadline, however, with a paper lacking a thesis, development, organization, and filled with grammatical errors, will not walk out an hour later with a paper cleaned, pressed, and hanging neatly on a plastic-covered hanger.

What we hope all students leave their Writing Center sessions with are the sounds of their own voices, however dim and distant in the beginning, echoing in their ears.

TLC EVENTS

Fall 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

DESIGNING ORAL ASSIGNMENTS FOR THE CLASSROOM

*Wednesday, September 17, 12:00pm,
Teaching and Learning Center*

Host: Dee Oseroff-Varnell (*Communication*)

Oral assignments are often given at the end of the semester as an accompaniment to a student's paper or project. However, this

method does not help the students learn and practice the skills they will need for successful presentations. Incorporating informal speaking assignments throughout the semester will help your students develop the skills and the confidence that are critical when giving formal oral presentations. This session will discuss a variety of ideas for including both informal exercises and formal oral assignments in the classroom. **Please RSVP by Friday, September 12, with your lunch choice of a Vegetarian Delight Sandwich, Deacon Club Sandwich, Chicken Salad Sandwich, or a Vegetable House Salad.**

WHAT IS SERVICE LEARNING? WHAT ARE THE WAKE FOREST FUNDING OPPORTUNITIES?

*Monday, September 29, 3:00-5:00 pm,
Teaching and Learning Center*

Hosts: Betsy Taylor and Michele Gillespie, *Co-Coordinator of the Pro Humanitate Fund for Service-Learning in Action*

Light refreshments provided

Come learn about the opportunities offered through the *Pro Humanitate* Fund for course development and other projects involving service learning and community engagement. This informal question and answer session will help you as faculty understand what service learning is, how it can be incorporated into classes, and how to apply for grants to help develop service-learning components in your courses, no matter what your discipline. **No RSVP necessary; please drop in at your convenience.**

CREATING DIALOGUE ON DIFFICULT ISSUES

*Monday, October 13, 12:00-1:30pm
Teaching and Learning Center*

Host: Bob Evans (*Education*)

How do you get students to confront and openly discuss controversial issues in ways that lead to real learning? Join this faculty discussion to share strategies you've developed and learn some new ones based on research in the field of education. **Please RSVP by Wednesday, October 8, with your lunch choice of a Portabello Mushroom Sandwich, a Turkey and Provolone Sandwich, a Roast Beef and Cheddar Sandwich or a Vegetable House Salad.**

LAC - LANGUAGES ACROSS

THE CURRICULUM: A Way to

Internationalize Your Courses

Wednesday, October 15, 4-5:00pm

Teaching and Learning Center

Hosts: Candela Gala, Jennifer Wooten, Mary Friedman, Judy Kem (*Romance Languages*)

Light Refreshments Provided

Wake Forest's long-standing foreign language requirement recognizes the essential role of languages in the humanities. This role is even greater in today's world. Join us for this coffee discussion to discuss how we can incorporate the languages our students learn in courses all across our curriculum.

Please RSVP by Friday, October 10.

THE SILENT SOCRATIC DIALOGUE:

Moving Students from Topics to Ideas

Thursday, October 23, 12:00pm

Teaching and Learning Center

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 for this presentation and discussion on how you can help your students become more comfortable completing writing assignments. **Please RSVP by Monday, October 20, with your lunch choice of a Vegetarian Delight Sandwich, Ham and Swiss Sandwich, Chicken Salad Croissant, or a Vegetable House Salad.**

LILLY GRANT FIRST-YEAR SEMINAR

STIPEND OPPORTUNITY

Thursday, October 23, 3-4:00 PM

Teaching and Learning Center

Hosts: Betsy Taylor (*Pro Humanitate*) and Claudia Thomas Kairoff (*Dean's Office*)

The Lilly Grant (Pathways: Exploring Vocation through Service, Values, and Faith) provides funding for faculty to develop new First-Year Seminars on topics related to the grant project, the exploration of vocation, as well as exploration of our University's motto, *Pro Humanitate*. How can I learn more about the Lilly Grant First-Year Seminar stipends?

What is the Lilly Grant anyway? Come to the TLC to discuss these questions and share your ideas. No RSVP necessary; please drop in at your convenience.

EAST ASIA ACROSS THE CURRICULUM

Wednesday, November 19, 12:00pm

Teaching and Learning Center

Hosts: Angus Lockyer (*History*) and David Phillips (*East Asian Languages and Cultures*)

Please join us in discussing ways to integrate Asian Studies content into your courses and introduce new perspectives. We will be sharing useful information about grant and curriculum development opportunities, as well as listings of online resources. **Please RSVP by Friday, November 14, with your lunch choice of a Vegetarian Delight Sandwich, Deacon Club Sandwich, Chicken Salad Sandwich, or a Vegetable House Salad.**

WORKSHOPS

ITC FACULTY TRAINING CLASSES IN BLACKBOARD

Blackboard training classes are open to all interested faculty. Events will take place in the Information Technology Center 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.

What is Blackboard?

Thursday September 11th 3pm

Creating and Setting Up Your BB Course

Thursday September 11th 3:30pm

Adding Content and Assignments

Thursday September 11th 4pm

Content Issues: Getting Library Resources into Blackboard

Wednesday October 1st 2pm

Content Issues: Copyright in Blackboard

Wednesday October 1st 2:30pm

Content Issues: Multimedia in Blackboard

Wednesday, October 1st 3pm

Quizzing, Surveys and Gradebook

Thursday October 9th 3pm

Collaboration: Discussion Boards, Groups, Virtual Classroom and Chat

Monday October 13th 3pm

Free Lunch for New (and Not-so-new) Faculty

As a way to find out how the TLC can help new faculty, we will be organizing several informal lunches over the next few weeks just to meet, eat, and find out what's on your mind. You don't have to be tenure-track or full-time; you don't even have to be brand-new. You only have to call or e-mail Deborah Snyder, the Coordinator of the TLC, at x4587 or snyderdw@wfu.edu so we can find a good time and place.

Plagiarism Software Availability

Last year several plagiarism detection software programs were available through the Teaching and Learning Center. Since then the University has adopted the *Turnitin* program, which is available to all faculty as a web-based program. Contact Beth Boyd, boydmbet@wfu.edu, the Instructional Technology Consultant for the Religion Department, who will give you a login and password. Beth will also be offering training sessions. If you are particularly concerned with plagiarism and the Internet, you may want to attend the Tech Talk on plagiarism sponsored by the ITC, on Thursday, October 23rd, from 11:00 to 12:00, in the Information Technology Center in the Library.

SERVICE LEARNING FUNDING OPPORTUNITIES

The *Pro Humanitate* Fund for Service-Learning in Action is a series of grants that helps Wake Forest faculty members and students take what they teach and learn in the classroom into the community to benefit others. Service-learning involves using community service to complement and enhance classroom instruction. The grant opportunities include the following:

Service Learning Grants

Support for projects that propose a high level of integration with course content and community outreach. Maximum award: \$700.

Community Based Research Grants

Support of research and projects that are focused on the community. Projects may be evaluations of community programs, applied research on community issues, and programs that provide service to the community. A single award of up to \$5,000 per semester,

or several awards that total \$5,000.

Creativity and Innovation Fund

Support of projects that envision innovative approaches to service and learning. This fund is used to secure resources for the development and implementation of programs that address community needs. A total of \$5,000 is available each semester. The maximum award for a single project is \$3,000.

Pro Humanitate Scholars

Undergraduate students will commit at least 120 hours to a project that will combine academic study with service and outreach. Interested students should seek a faculty mentor to help develop and sign on to their projects. Student recipients will be awarded up to \$2,000 (domestic) or \$3,000 (international) to cover travel, living expenses, and stipend. Faculty will be awarded up to \$1,000 (domestic) or \$1,500 (international) for travel expenses. Faculty will also be awarded \$500 to be used as a stipend or professional development funding.

For more information, please attend the *Pro Humanitate* Fund Information Session in the TLC at 3:00 pm on September 29, or consult the website at www.wfu.edu/phfund. Facilitators: Michele Gillespie and Betsy Taylor, Co-Coordinator, *Pro Humanitate* Fund for Service Learning in Action.

Please bring all applications directly to the TLC (Room 330 ZSR Library) or send as an email attachment to snyderdw@wfu.edu no later than 4:00pm Monday, November 10. You will receive an e-mailed 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.

LILLY GRANT FIRST-YEAR SEMINAR STIPEND OPPORTUNITY

The Lilly Grant (Pathways: Exploring Vocation through Service, Values, and Faith) provides funding for faculty to develop new First-Year Seminars on topics related to the grant project, the exploration of vocation, as well as exploration of our University's motto, *Pro Humanitate*. Topics would approach the values and ethics related to the development and awareness of the world in which our students will be exercising

the meaning of *Pro Humanitate*. All College faculty members are invited to compete for one of five \$3,000 stipends to assist in the development of such a First-Year Seminar.

The competition will involve submitting a proposal for an appropriate First-Year Seminar to Claudia Kairoff, Associate Dean of the College Office, Box 7225 (or by email attachment at kairofct@wfu.edu), by November 17. Proposals will consist of a one-page description of your seminar and how you think it fits with the goals of the Lilly Grant. Further information has been mailed to all faculty, and you may also consult www.wfu.edu/pathways (click on Academic Leadership) for inspirational course descriptions of last year's stipend-winning courses.

A small committee of qualified faculty members will choose the winning First-Year Seminar proposals, which will be announced by mid-December so that arrangements can be made with Department Chairs to schedule the course in 2004-05, as well as to submit the proposal to the First-Year Seminar Committee in January.

Internal Funding Related to Teaching

Beginning with this newsletter, we will include a concise summary of grants that offer incentives to faculty for course development and other teaching innovations. These worthy initiatives can sometimes be difficult to understand, in part because of the complexity of the grants themselves. Most grants are not exclusively devoted to teaching, and some of them overlap with other programs already in place. Although the TLC will sometimes sponsor information sessions about these programs, and articles about them will appear in the newsletter, the enclosed grid is simply meant to put you in touch with the right source of information. If you have ideas for a new course that may fit the guidelines of any of these grants, please check the websites for eligibility information and contact the resource person listed. These folks are enthusiastic about their programs and want to find—and fund—good projects.

Past Program Notes: Spring 2003

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.

**WHAT ARE THEY TALKING ABOUT?
COMPUTING THE STUDENT WAY.**
Brown Bag Discussion March 17.

Host: Rosalind Tedford (ITC).
Reprinted from host's handout.

*"Computing the Student Way:
Web Logging or Blogging*

What it is

Web Logging, or blogging as it is commonly called is a way to do web-based journals that you can either post on your own web site or go to an online blog site to maintain. It began as a way to log interesting web sites you visit for others to see and has

WFU Faculty Incentives for Course Development

General Purpose	Type of project funded	Stipend or release time	Website	Contact
Program or Fund				
Service Learning and Community Involvement				
ACE Fellows	Course or project development for faculty new to service learning	\$1250 with commitment to training and implementation	http://www.wfu.edu/campuslife/phfund/ace_99_2000.html	Betsy Taylor x5146, taylorb@wfu.edu
Pro Humanitate Fund: Service Learning Grants	Integration of coursework and community service outreach projects	Up to \$700 for individual projects srv_learning_grants.html	http://www.wfu.edu/campuslife/phfund/	
Exploring the Concept of Vocation				
Pathways/Lilly Foundation: FYS	Develop First Year seminars on the ideas of vocation and Pro Humanitate	\$3,000	http://www.wfu.edu/undergraduate_college/phcenter/pathways/	Claudia Kairoff x5311, kairofct@wfu.edu
Pathways/Lilly Foundation: Faculty Seminars	Develop Faculty seminars which lead to course development	\$4500 for leader; \$3000 for participants	http://www.wfu.edu/undergraduate_college/phcenter/pathways/programs/aclead.html	
Internationalizing the Curriculum				
Mellon Foundation	Develop a new foreign language component for courses across the curriculum	\$3,000		Paul Escott x5312, escott@wfu.edu
	Lead faculty seminar on international topic, which is then incorporated into courses	\$4500 for leader; \$3000 for participants, plus travel		
	Develop a new course with international perspective or internationalize existing course	\$3,000		
	Develop a course that extends the international experience for returning students	course release		
	Develop new international course	\$3000 plus travel		
General Faculty Development				
Archie Fund	A general fund, which can be used for course development including travel	Varies	http://www.wfu.edu/rsp/archie.html	Paul Escott x5312, escott@wfu.edu
Ethics and Leadership				
Ethics and Leadership Fund	Curriculum development	up to \$10,000	http://www.wfu.edu/administration/ethics/	Samuel T. Gladding x4882, stg@wfu.edu

transformed into an expanding community of journalers who post their thoughts for others to see.

How they work

You go to a blog site (www.bloaaer.com or www.bloasDot.com or www.diarvland.com) and set up your blog. You then choose whether it will be hosted by the service or whether you want to have your blog posted on your own web page. If you choose the latter, they will ftp your blog to any web page you choose, but you have to give them your login and password to be able to ftp. If you choose to have the blog hosted on their site, you will see a banner ad at the top of your blog, but by in large they are ads for the blogging service, not outside advertisers. You choose from a list of templates for your blog and have some control over design by adding pictures, etc. but it is primarily a text medium. There are also some security settings and you can limit who sees your blog in some cases.

How it's used

It all depends on the person. Some use it to chronicle intimate details of their lives, others use it for political action and starting grass-roots movements, others use it to comment on the world around them.

What you need to use it

An Internet connection and something you feel compelled to say.

Examples

www.miahtygirl.net (Personal Blog)
domsblog.blogspot.com/ (Department of Media Sciences at Anna University)
davebarrv.blogspot.com/
 (Dave Barry's Blog)"

USING DIGITAL VIDEO IN THE CLASSROOM.

Brown Bag Discussion March 20.

Hosts: Sharon Andrews (*Theatre*) and Jolie Tingen (*ITS, Theatre*).

Reprinted from hosts' handout.

"Infrastructure

In early 1999, the university's Information Systems department purchased a MediaHawk video server to deliver video-on-demand technology to students and faculty throughout campus. This technology was chosen based on the specific needs of the campus: compatibility with IBM ThinkPads, the ability for each video stream to be used independently, and the ability to deliver thousands of simultaneous digital video streams over the campus network without degradation in video quality. Many departments started purchasing digital video capable cards, cameras and software to use this new technology. Information Systems is currently evaluating new technology to meet the increased video needs on campus.

Applications

Dr. Rick Matthews of the Physics department was the first faculty to adopt this new technology for teaching. Dr. Matthews recorded a series of concept lab demonstrations for use throughout the Physics department which are also being used by other colleges and high schools for teaching. Digitizing these experiments allowed for subsequent review and closer examinations by providing the ability to stop and start at any point or view the experiment in slow motion.

Digital video and the MediaHawk server were used by the Theatre department specifically for their THE 141, On-camera Performance class. Analog video was already an integral component to this class but digital video enhanced the class in many ways. It allowed students to repeatedly view their recorded performances on the server as well as other students' work - something that was not previously possible with VHS tapes or analog video.

The Theatre department found the capabilities of this technology to also be applicable for use in a First-Year Seminar: Theatre Alive to post videos of oral presentations for the class. This enabled students and faculty members to view presentations

multiple times and offer constructive criticism.

Additional uses in the Theatre department included digitizing old analog videos for classroom presentations and using digital video to record research material for plays and co-curricular courses. Digital video also became a useful tool for documenting grant projects on and off campus enabling faculty and staff to easily edit their material to create more effective presentations at a much higher quality.

The Health and Exercise Science (HES) department, while not posting the results to the MediaHawk server, effectively use digital video in HES 370, BioMechanics of Human Movement. This course covers the mechanical precision that influences human movement, sport technique and equipment design. These HES majors capture and edit digital video and with motion analysis software convert small segments of video into precise data to be extrapolated into Excel.

Benefits and Road Blocks

Digital video enhances classrooms and campus learning in many ways. The most significant improvement is the availability and accessibility of class materials or presentations online or through the campus network. This enables students and faculty to repeatedly view material for class discussions, for effective critique and to gauge a student's progress over course of the class. This accessibility is an important consideration for the future of learning because not all learning occurs in the classroom. To that end, the current infrastructure could be improved by allowing students off-campus high speed access to the internet and campus network. While on campus students benefited most by this technology, off-campus students could only view some of these materials while on campus."

DEVELOPING CRITICAL THINKING SKILLS IN THE CLASSROOM.

Brown Bag Discussion April 3.

Host: Dee Oseroff-Varnell (*Communication*)

Dr. Oseroff-Varnell's handout, "Critical Thinking Exercises for the Classroom," is available for interested faculty. Contact the Coordinator at x4587 for a copy.

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 midterm 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, Bernadine Barnes at Ext. 4559 (barnes@wfu.edu) or TLC Coordinator, Deborah Snyder at Ext. 4587 (snyderdw@wfu.edu). The Teaching and Learning Center is open Mondays and Wednesdays from 8 am. until 3:30pm, Tuesdays and Thursdays from 8:00am until 4:00pm, Fridays from 8:00am until 11:30am, and is located in 330 Z. Smith Reynolds Library.

The TLC faculty advisory committee is elected annually. Committee members for the 2003/04-year are: Natalie Holzwarth (Physics), Joe Milner (Education), Teresa Sanhueza (Romance Languages), Stewart Carter (Music), and Batja Mesquita (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 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

The Teaching and Learning Center is available for departmental and committee meetings. Please call extension 4587 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."

