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 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).
- The TLC does not “push” particular strategies 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).
- The TLC does not send students to us; it 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
gifforj@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 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/DiscussionRatingScale (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, will not walk out an hour later with a paper lacking a thesis, development, and 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, and 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-Coordinators 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: Candelas 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 can we incorporate the languages our students learn in courses all across our curriculum.

Please RSVP by Friday, October 10.

THE SILENT SOCRAITC 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.

**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 xs4587 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-Coordinators, 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 4:00 pm 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 things that you visit for others to see and has

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<th>Program or Fund</th>
<th>Type of project funded</th>
<th>Stipend or release time</th>
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<tr>
<td><strong>ACE Fellows</strong></td>
<td>Course or project development for faculty new to service learning</td>
<td>$1250 with commitment to training and implementation</td>
<td><a href="http://www.wfu.edu/campuslife/phfund/ace992000.html">http://www.wfu.edu/campuslife/phfund/ace992000.html</a></td>
<td>Betsy Taylor x5146, <a href="mailto:taylorb@wfu.edu">taylorb@wfu.edu</a></td>
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<td><strong>Pro Humanitate Fund: Service Learning Grants</strong></td>
<td>Integration of coursework and community service outreach projects</td>
<td>Up to $700 for individual projects</td>
<td><a href="http://www.wfu.edu/campuslife/phfund/">http://www.wfu.edu/campuslife/phfund/</a></td>
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<td><strong>Pathways/Lilly Foundation: FYSE</strong></td>
<td>Develop First-Year seminars on the ideas of vocation and Pro Humanitate</td>
<td>$3,000</td>
<td><a href="http://www.wfu.edu/undergraduate/college/phcenter/pathways/">http://www.wfu.edu/undergraduate/college/phcenter/pathways/</a></td>
<td>Claudia Kairoff x5311, <a href="mailto:kairofct@wfu.edu">kairofct@wfu.edu</a></td>
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<td><strong>Pathways/Lilly Foundation: Faculty Seminars</strong></td>
<td>Develop Faculty seminars which lead to course development</td>
<td>$4500 for leader; $3000 for participants</td>
<td><a href="http://www.wfu.edu/undergraduate/college/phcenter/pathways/programs/aclead.html">http://www.wfu.edu/undergraduate/college/phcenter/pathways/programs/aclead.html</a></td>
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<td><strong>Mellon Foundation</strong></td>
<td>Develop a new foreign language component for courses across the curriculum</td>
<td>$3,000</td>
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<td>Paul Escott x5312, <a href="mailto:escott@wfu.edu">escott@wfu.edu</a></td>
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<td>Lead faculty seminar on international topic, which is then incorporated into courses</td>
<td>$4500 for leader; $3000 for participants, plus travel</td>
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<td>Develop a new course with international perspective or internationalize existing course</td>
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<td>Develop a course that extends the international experience for returning students</td>
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<td></td>
<td>Develop new international course</td>
<td>$3000 plus travel</td>
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<td><strong>Archie Fund</strong></td>
<td>A general fund, which can be used for course development including travel</td>
<td>Varies</td>
<td><a href="http://www.wfu.edu/rsp/archie.html">http://www.wfu.edu/rsp/archie.html</a></td>
<td>Paul Escott x5312, <a href="mailto:escott@wfu.edu">escott@wfu.edu</a></td>
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<td><strong>Ethics and Leadership Fund</strong></td>
<td>Curriculum development</td>
<td>up to $10,000</td>
<td><a href="http://www.wfu.edu/administration/ethics/">http://www.wfu.edu/administration/ethics/</a></td>
<td>Samuel T. Gladding x4882, <a href="mailto:stg@wfu.edu">stg@wfu.edu</a></td>
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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.bloaadar.com or www.biaasDot.com or www.dianvand.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.

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)"
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.”