

Fall 2000 Events

CourseInfo. Who Use It? For What? How?

October 3rd, Tuesday, 12:00 P.M., Teaching and Learning Center

CourseInfo is a web-based application, accessible through any web browser on any computer. CourseInfo provides faculty with a centralized location to conduct online aspects of a course and allows the uploading of course-related documents such as syllabi, readings, announcements, web links and assignments.

Students can turn their papers and assignments in on CourseInfo rather than turning in a paper copy. Faculty can grade in Word and return assignments to students through CourseInfo. Online surveys and quizzes (multiple choice, true/false, short answer, matching, ordering and essay) are easily created with CourseInfo, and an online gradebook, exportable to MSExcel is available.

CourseInfo facilitates both online threaded discussions and real-time chat about relevant topics. Group discussion, file exchange and chat features are also available for professors who wish to have students work in small groups.

Join the Teaching and Learning Center for a two-part discussion on CourseInfo and its uses. The first discussion, facilitated by Rosalind Tedford of the ITC, is an introduction to CourseInfo.

The second CourseInfo discussion will be an open discussion among faculty covering how it has been implemented in specific classes. This discussion will be of particular interest to individuals who do not use the CourseInfo listerv. More details on this discussion are forthcoming.

Enriching the Educational Experience through Oral Presentations by Students

October 23rd, Monday, 4:00 – 5:30 P.M., East 317

What is oral competency and how can it enrich the classroom? This workshop will look at cross-disciplinary ways to integrate, measure, and determine the success of student oral presentations.

Helping Students Think Critically: Journals, Discussion, and Reflection

Monday, November 6, 3:00pm

Teaching and Learning Center

Pam Kiser, Elon College

Reflection is the bridge that integrates the academic content of a course with the students' experiences. Reflection challenges students to consider themselves as participants in the learning community. The process of reflecting encourages students to internalize the material and explore new forms of thinking.

ACE Workshop

Monday, November 6, 4:00pm

Teaching and Learning Center

What are Faculty-Student Research Projects?

November 16, 12:00pm

Magnolia Room

Have you ever worked on research projects with students? Would you like to know more about faculty/student collaborations? What University resources are available for faculty/student research projects? If you'd like to discuss this topic with colleagues from across campus, plan to attend this event.

ACE Workshop

November 20, 4:00pm

Teaching and Learning Center

Spring 2001 Events

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

How's Your First Year Seminar Going?

Thursday, February 15th, 1 P.M.

Facilitator, Sue Rupp (History)

Academic Double Dipping – brown bag

Thursday, February 22nd, noon

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

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

Using Oral Presentations as Teaching Tools – breakfast bag

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

Facilitator, Dee Oseroff-Varnell (Communication)

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

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

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

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

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

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

Using Oral Presentations as Teaching Tools – brown bag
Wednesday, March 21st, noon
Facilitator, Dee Oseroff-Varnell (Communication)

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

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

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

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

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

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

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

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

Classroom Discussion – brown bag

Tuesday, April 17th, noon
Linda Nielsen (Education and Women’s Studies)

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