

Fall 2005 Events

GETTING TO THE CORE

Date: Thursday, September 8, 3:00 p.m.

Location: The Teaching and Learning Center, Room 330, ZSR Library

Host: George Graham (Philosophy)

Core curriculum design is not easily done. Should Wake merely abbreviate its current core curriculum or reconstruct the core in novel ways? The aim of this discussion will be to examine the case for reconstruction. It will be lead by George Graham, A. C. Reid Professor of Philosophy, a faculty member with experience in collaborative multi-disciplinary curriculum design, and author of 'Getting to the Core'.

ENCOURAGING DISCUSSION IN THE CLASSROOM

Date: Thursday, September 15, 11:00 a.m.

Location: Room 330, ZSR Library

Host: Dee Oseroff-Varnell (Communication)

Engaging your students in a discussion can be one of the most challenging yet rewarding aspects of teaching. It is challenging to draw students out and get them to make thoughtful contributions to the topic. It is challenging to not know what direction the discussion may take, and to be able to bring your students back on topic if they stray too far. It is challenging to get students to talk to one another and not "through" you, asking for your permission before they speak and looking for your approval after they comment. Yet it is rewarding when, on occasion, the discussion you initiated takes on a life of its own and your students get involved and passionate about something in your discipline. How do we effectively encourage discussion in the classroom? Let's meet for a brown bag lunch and discuss.

JUST-IN-TIME TEACHING

Date: Thursday, September 22, 11:00 a.m.

Location: Room 204 (the electronic classroom), ZSR Library

Host: Fred Salsbury (Physics)

Just-in-Time Teaching (JiTT) is a teaching strategy used in physics education to maximize the efficacy of in-class time, and to structure the students' out-of-class time lecture preparation. The method centers around using web-based reading quizzes, with primarily qualitative and essay questions, due shortly before class. These quizzes encourage students to engage the material prior to class, and allow the instructor to gauge the students understanding of the material. The lecture and discussion portions of the class are then modified so that areas of specific difficulties are addressed in class. Aspects of how JiTT is being implemented in Physics 114 (General Physics II) will be presented and discussed.

OPEN FORUM ON FIRST-YEAR SEMINARS

Date: Tuesday, September 27, 11:00 a.m.

Location: The Teaching and Learning Center, Room 330, ZSR Library

Host: Angela King (Chemistry)

The FYS discussions have become one of the most popular programs offered by the TLC. Join us for an opportunity to obtain advice from experienced FYS faculty, offer suggestions for improving students' FYS experience, and express concerns about your current and future FYS classes. You do not have to be currently teaching, or scheduled to teach, a First-Year Seminar to attend!

FIRST-YEAR SEMINARS FOCUSED ON ENTREPRENEURSHIP: OPPORTUNITIES FOR WAKE FOREST FACULTY OFFERED THROUGH THE KAUFFMAN CENTER FOR ENTREPRENEURSHIP IN THE LIBERAL ARTS

Date: Monday, October 3, 12:00 p.m.

Location: The Teaching and Learning Center, Room 330, ZSR Library

Host: Bill Conner (Biology)

In December, 2003, the Ewing Marion Kauffman Foundation agreed to fund a five-year program to instill a culture of entrepreneurship at Wake Forest. The proposal for the program was developed by a committee largely composed of faculty from the arts, sciences and humanities. Though ordinarily associated with business pursuits, a broader definition of entrepreneurship resonates closely with the goals of liberal arts education. The approved program provides significant funding for curriculum development efforts across departments in the college, encouraging faculty and students to think innovatively about their fields of study. This session will provide general information about how to incorporate entrepreneurship in the first-year seminar format.

OPEN DISCUSSION ON INTERDISCIPLINARY COURSES

Date: Wednesday, October 12, 3:00 P.M.

Location: The Teaching and Learning Center, Room 330, ZSR Library

Host: Judy Kem (Teaching and Learning Center Director)

An interdisciplinary approach is "a knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience." Do you teach or team-teach interdisciplinary courses? Or do you feel "discipline-bound"? Is team-teaching necessary for a truly interdisciplinary course? What do you think about adding interdisciplinary "Senior Seminars" to the core curriculum? Come join us and bring your questions and concerns, and, if you have a syllabus from a course you have taught or team-taught or from one you would like to teach, please bring it for discussion. You do not have to have taught an interdisciplinary course to participate.

ANTHROPOLOGY IN ACADEME: "MY FRESHMAN YEAR" AND WHAT IT CAN SHOW US ABOUT OUR STUDENTS AND OURSELVES

Date: Tuesday, November 1, 11:00 A.M.

Location: The Teaching and Learning Center, Room 330, ZSR Library

Host: John Llewellyn (Communication)

The 2005 publication of "My Freshman Year: What a Professor Learned by Becoming a Student," ("Rebekah Nathan," Cornell University Press) is an invitation to understand the college experience from the perspective of its newest inhabitants. An anthropologist spends a sabbatical year at her university as a freshman and returns with accounts of life unfamiliar to faculty and administrators. Come and discuss this book and its insights for what we are doing with and to our students. A copy of this book has been placed (under course title TLC 101) on three-day reserve at the circulation desk of the ZSR Library for those interested in reading it before this event.

ALL FACULTY ARE CORDIALLY INVITED TO A "MEET AND GREET" RECEPTION

Date: Wednesday, November 9, 3:00-4:30 P.M.

Location: The Johnson Room, ZSR Library

We hope you will join us and take this opportunity to socialize with other faculty members before the hustle and bustle of the Thanksgiving and Christmas holidays arrives. There will be no formal presentation: just come and meet new faculty members, our special guests for the event, and greet old friends. An assortment of delicious hot hors d'oeuvres and wines will be served.

Spring 2006 Events

DELIVERING AN EFFECTIVE CLASSROOM LECTURE: AN OPEN DISCUSSION

Date: Tuesday, January 17, 2006

Time: 11:00 A.M.

Location: The Autumn Room (Reynolda Hall, second floor, room 232, across from the Magnolia Room)

Host: James Powell (Classical Languages)

The lecture can seem the old-fashioned, slightly disreputable member of the educational family, at least as compared with the more upstanding seminar and tutorial. But faculty members do sometimes need to deliver a classroom lecture and experience indicates that a good lecture can lead to good learning. This TLC session is intended as an opportunity to exchange ideas about what does and does not work. If we are going to deliver a classroom lecture, how can we do it as effectively as possible?

INCLUDING DIVERSITY IN OUR COURSES: SUGGESTIONS ON WHY AND HOW

Date: Tuesday, February 7, 2006

Time: 11:00 A.M.

Location: The Teaching and Learning Center (Room 330, ZSR Library)

Host: Charles Richman (Psychology)

Humankind has been blessed with diverse peoples, yet this blessing often turns to a curse where dominant cultures oppress/exploit less empowered ones. Overcoming the 'isms' is a major task that requires individuals knowing they are prejudiced and that at times they discriminate based on race, sex, sexual orientation, religion, etc. How can we encourage our students to better know themselves and to recognize the positive contributions of all groups of people? This mini-exposure will generate more questions than answers.

WORKSHOP ON WRITING LETTERS OF RECOMMENDATION FOR PROFESSIONAL AND GRADUATE SCHOOLS

Date: Tuesday, February 14, 2006

Time: 3:00 P.M.

Location: Benson 401-C

Co-Hosts: Professor Hugo Lane, Director of the WFU Health Professions Program, and Stacy Poindexter Owen, Director of Admissions and Financial Aid, Babcock Graduate School of Management

Part of our job as teachers and mentors is to write letters of recommendation for our students for entry into graduate and professional schools. What are graduate and professional schools' admission committees looking for? How can we increase our good students' chances of gaining admittance? What should one avoid in such letters? When and how should you say "no" to writing a letter of recommendation? Professor Hugo Lane, Director of the WFU Health Professions Program, and Stacy Poindexter Owen, Director of Admissions and Financial Aid for the Babcock Graduate School of Management, will answer these questions— and yours—during this workshop.

OPEN FORUM ON THE USE OF TECHNOLOGY IN THE CLASSROOM

Date: Thursday, February 23, 2006

Time: 12:00 P.M.

Location: The Teaching and Learning Center (Room 330, ZSR Library)

Host: Alycia Silman (Psychology)

Faculty often agree that technology can either improve or distract from teaching. How can you tell whether it's working for you? We will look at what the research tells us about the effectiveness of technology during lectures and students' perceptions of their learning experience. We will also discuss the unintended

consequences of technology in the classroom, such as how faculty should deal with students surfing the Internet (IM, etc.) during lecture and other related issues. Come prepared to discuss your experiences and to share your concerns and remedies.

THE MINI-RESEARCH PROJECT

Date: Wednesday, March 1, 2006

Time: 12:00 P.M.

Location: The Teaching and Learning Center (Room 330, ZSR Library)

Host: Tom McGohey (English, and the Writing Center)

The traditional research paper is often viewed as the concluding point of knowledge for a course; the place where students apply skills and knowledge gained earlier in the semester to a big topic beyond the daily syllabus. One problem with this approach is that typically the information acquired through research remains unread or unheard by anyone but the student and the professor. It is an end in itself that closes off instead of opening up further discussion about a topic. The mini-research project, assigned throughout the semester and combined with oral presentation, provides opportunity for students to extend class discussions that deepen their thinking about course material. This talk will describe a mini-research assignment that involves practice in the kind of intellectual activities fundamental to a liberal arts education: research, writing, presentation and discussion. This assignment is designed for, but not limited to, the First Year Seminar.

APPLYING INSIGHTS FROM COGNITIVE SCIENCE TO HIGHER EDUCATION

Date: Tuesday, March 14, 2006

Time: 12:00 pm

Location: Teaching and Learning Center, Room 330, ZSR Library

Host: Dale Dagenbach (Psychology)

What constitutes effective learning? What is the optimal route for getting people to that destination? How do our educational practices, including testing, impact that progression? Potential applications of insights from cognitive science regarding learning and memory to optimize college level instruction will be discussed. Audience participation is encouraged.

MENTORING: CREATING A PLACE OF HOSPITALITY FOR PERSONAL AND PROFESSIONAL GROWTH

Date: Monday, March 20, 2006

Time: 12:00 P.M.

Location: The Teaching and Learning Center (Room 330, ZSR Library)

Host: Linda McKinnish Bridges (Associate Dean of the College), Claudia Kairoff (English), and Rick Matthews (Physics)

In this discussion we will explore the role of mentoring as a way to meet the challenges of faculty recruitment and retention. How does a department create a place of hospitality for personal and professional growth? How do we create positive learning communities within departments, where new faculty are encouraged and challenged and senior faculty are appreciated and productive? Creating a collegial atmosphere takes intentionality and hard work. We will discuss the various ways that collegiality can be developed through mentoring.

THE ENGAGED CAMPUS: EXTENDING THE CONVERSATION

Date: Tuesday, March 28, 2006

Time: 11:00 A.M.

Location: The Teaching and Learning Center (Room 330, ZSR Library)

Hosts: Christy Buchanan and Betsy Taylor (Co-Chairs, *Pro Humanitate* Fund for Service-Learning Planning Board)

On Feb. 29, Dr. Andrew Furco from the University of California at Berkeley met with a number of faculty and administrative staff to discuss the concept of the engaged campus and its application to Wake Forest and higher education in general. You are invited to attend this brownbag lunch to extend these conversations as we examine issues such as campus-community collaboration, service-learning, community-based research, faculty roles and rewards for community engagement, and institutionalizing these efforts on our campus

TEACHING AND LEARNING CENTER END-OF-YEAR BLOWOUT/FACULTY APPRECIATION ICE CREAM SOCIAL

Date: Monday, April 3, 2006

Time: 3:00-4:30 P.M.

Location: The Teaching and Learning Center (Room 330, ZSR Library)

Hosts: Judy Kem and Deborah Snyder (TLC)

Join Judy Kem and Deborah Snyder for our second annual Ice Cream Social . No program, no speeches, just an informal reception to enjoy scintillating conversation and a delicious cold treat with fellow Wake Forest faculty! Please feel free to arrive and depart as your schedule dictates. We look forward to seeing you there! Co-sponsor: *CAP REFORM: AN OPEN MEETING WITH THE COMMITTEE ON ACADEMIC REFORM*. Thursday, April 6, 3:00 P.M., Scales 102. See [this link](#) for additional, updated information.

E-MAIL USE AND ABUSE: AN OPEN FORUM

Date: Tuesday, April 18, 2006

Time: 3:00 P.M.

Location: Benson 401-C

Host: Christa Colyer (Chemistry)

E-mail has become a ubiquitous form of communication in all settings, and the university campus is by no means exempt from this trend. By facilitating around-the-clock communication between students and faculty members, e-mail influences the teaching and learning experience in ways that might surprise us. A recent article in the New York Times (J.D. Glater, Feb. 21, 2006) identified some of the great and not-so-great consequences of campus e-mail communications, and in this TLC forum, we will address some of your e-mail success stories and some of your e-mail concerns. What can e-mail do for us and our students, and what do we NOT want it to do? Does e-mail etiquette really matter? Does e-mail response time influence student evaluations? What role should e-mail play relative to other internet-based resources (blogs, IM, webpages, chatrooms)?