

THE TEACHING AND LEARNING CENTER

ANNUAL REPORT 2013-2014



WAKE FOREST
UNIVERSITY

WELCOME

MISSION

The Teaching and Learning Center is a resource center for all Wake Forest University faculty throughout all phases of their careers. The TLC offers funding, workshops, individual and departmental consultations, learning communities and retreats to bring together faculty to share research-based expertise, explore innovations and discuss the challenges of learning-centered teaching both in and across the disciplines.

GUIDING PRINCIPLES

- Participation is voluntary
- All records are confidential
- All practices follow the ethical guidelines established by the Professional and Organization Development Network

STAFF

Catherine E. Ross, Director
Kristi J. Verbeke, Associate Director
Deborah W. Snyder, Administrative Coordinator

TLC COMMITTEE

Kyle Denlinger, ZSR Library
Adam Friedman, Education
Bradley Jones, Graduate School
Angela King, Chemistry
Soledad Miguel-Prendes, Romance Languages
Veronice Miles, School of Divinity
Ellen Miller, Anthropology
Anthony Parent, History
Wendy Parker, School of Law
Jonathan Pinder, Schools of Business
Catherine Ross, Teaching and Learning Center
Christina Soriano, Theatre and Dance
Lynn Sutton, Office of the Provost
Rebecca Thomas, Dean's Office
Kristi Verbeke, Teaching and Learning Center

LETTER *from the* DIRECTOR

Dear Colleagues



As we present to you another year's work here in the TLC, we would like to take a moment to reflect on the place of the TLC in the WFU ecosystem.

In 2006, when President Hatch and the Reynolda campus put together the strategic plan to establish clear priorities for WFU, one of the resources deemed necessary to support the teacher-scholar ideal was "comprehensive faculty development". An even more explicit passage called for a need to "provide for ongoing faculty development through the Teaching and Learning Center", and to "create a first-rate faculty

development program to support faculty in their roles as teacher-scholars..."

Since my arrival in 2010, we in the TLC have heeded this call and looked to offer the very best in teaching development opportunities. The choices we offer derive from best practices in the field of faculty development nationally, and are based on a deep and evolving understanding of the research on learning. Some, such as *Pedometers & Pedagogy* and the *Graylyn Teaching Renewal Retreat for Advanced Career Faculty*, are unique to Wake Forest. Others, such as workshops, book discussion groups, faculty learning communities, course design, individual consultations, and classroom observations, are foundational offerings for any teaching and learning center at an institution of higher education.

In addition to these offerings, I have taken another part of the strategic plan to heart in shaping the character of the TLC. This passage, from one of four supporting White Papers, is titled *Educating the Whole Person*, and was written with students in mind:

Too many aspects of life are governed by thin, transactional relationships, focused more on exchanging information than exploring ideas, reflecting on one's own core beliefs, or building friendships. Streams of anonymous transactions dominate professional and personal lives, creating a creeping sense of isolation...we [at Wake Forest] have the opportunity to ensure that every aspect of our educational enterprise is marked by our commitment to educating the whole person-mind, body and spirit. (<http://strategicplan.wfu.edu/whitepaper4.html>)

While this quote speaks about students, I believe that these same words apply to the work of faculty development. Our primary mission in the TLC is to create a *community* of teachers, where we know and care about the people we work with. Making teaching an ongoing conversation reduces the isolation of faculty work, creates an opportunity to share ideas, and allows us to discuss the struggles that are a normal part of the teaching process. In order to facilitate the kind of learning that Wake Forest embraces for its students, the work of faculty development must allow for deep thinking, reflection, and connection, but this only happens when we attend to the whole person.

In this document you will see the work of the last year, the work of our community of teachers who themselves continue learning. As we begin the upcoming year, we will be reaching out to you in order to listen deeply, to find out what else is needed, to hear how you feel about the work of the TLC, and to solicit your ideas for how we can make it even better in the years ahead. I look forward to hearing from you.

Catherine Ross

FACULTY LEARNING COMMUNITIES

NEW FACULTY TEACHING COMMUNITY

Every fall semester the TLC invites new faculty members (within their first two years) at Wake Forest to join together to create a peer support and mentoring group. The group will meet every other week throughout the fall semester to talk about teaching, share classroom problems and ideas, and observe senior faculty in their classes and talk with them about teaching. We will also read *How Learning Works* to jump-start our conversations and get ideas. While the conversations will vary depending on the interests of the group, we will most certainly engage in lively discussions on the practice of teaching!

REFLECTIVE LEARNING IN STUDY ABROAD THROUGH EPORTFOLIOS

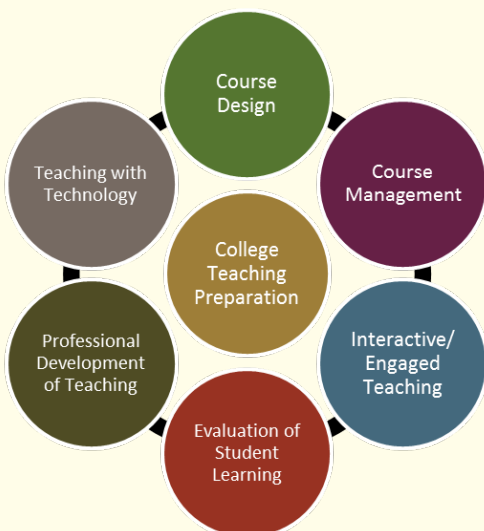
Given the effectiveness of reflective learning, particularly for a study abroad experience, this faculty learning community is for those interested in exploring reflective learning in the context of leading a WFU study abroad program and/or teaching overseas, using ePortfolio as a platform for reflective learning. ePortfolio can be a valuable tool for promoting the critical thinking and engagement that comes through reflective learning.



CONTEMPLATIVE PEDAGOGY

This learning community is for those interested in exploring the use of contemplative pedagogy in their teaching, and is being led by a TLC Faculty Fellow, Dr. Ulrike Wiethaus, Professor in the Religion Department and the American Ethnic Studies Program. Contemplative or mindfulness pedagogy practices represent a growing trend across colleges and universities. The group will meet throughout the fall semester to explore the purpose and best practices in contemplative pedagogy use in the classroom by engaging with assigned readings and web resources through at least one hands-on contemplative pedagogy technique per session. The last meeting of the fall semester will be a student-led workshop for the faculty. FYS students enrolled in the fall course “Contemplative Traditions” will be the facilitators and will share their new skill sets and insights with the faculty cohort.

COLLEGE TEACHING PREPARATION PROGRAM FOR GRADUATE STUDENTS



The Teaching and Learning Center invites graduate students to enroll in our College Teaching Preparation program. Participating in this program will prepare graduate students to meet teaching-related challenges and provide them with the opportunity to work with professional educators to learn and practice new teaching skills. This comprehensive program focuses on six areas of teaching and requires students to participate in TLC events, observe a faculty mentor, practice and reflect on their own teaching, and create a teaching portfolio. Visit: <http://tlc.wfu.edu/resources-for/graduate-teaching-assistants/> for more information. Interested students should email Kristi Verbeke (verbekkj@wfu.edu) for more details and to enroll.

FACULTY FELLOWS PROGRAM

The TLC Faculty Fellows program seeks to create a partnership between the faculty and the TLC to deepen engagement with teaching in the disciplines. Through this partnership, faculty can expand their expertise on teaching in their discipline and share that expertise with their departmental and disciplinary peers.

Those faculty who are selected as fellows will gain professional recognition for the innovative and thoughtful work they are doing in promoting teaching excellence within their discipline. The TLC will gain deeper insights into how disciplines can build on learning research. Faculty Fellows can serve any number of roles: working with TLC staff on projects to enhance the teaching and learning resources within their departments and divisions, creating their own faculty development initiatives, acting as informal advisors on TLC programs and services, offering discipline-based workshops, and serving as TLC contacts for other faculty on campus and for colleagues elsewhere.

Fellows receive a stipend and can request additional funding (reimbursement of up to \$1000) for books, materials or other expenses associated with their project.

BOOK DISCUSSION GROUPS

The TLC book discussion groups meet for 3 to 4 sessions in both the fall and spring semesters. A new book is discussed each semester. All participants receive a free copy of the book. Participation is limited to 12 per group and registration is on a first-come, first-serve basis. Registration information, the dates, times and locations are available on our website.

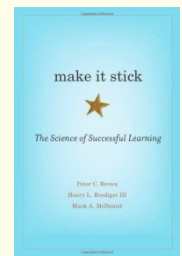
The Fall 2014 groups will run between September and November. Participants will choose from one of the following books. Spring books will be announced later in the fall.

Make it Stick: The Science of Successful Learning

Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel, 2014

Facilitators: Catherine Ross (rossce@efu.edu) and Kristi Verbeke (verbekkj@wfu.edu)

To most of us, learning something “the hard way” implies wasted time and effort. Good teaching, it is often argued, should be creatively tailored to the different learning styles of students and should use strategies that make learning easier. *Make It Stick* turns fashionable ideas like these on their head. Drawing on recent discoveries in cognitive psychology and other disciplines, the authors offer concrete techniques for becoming more productive learners. We’ll talk about how we can help our students “make it stick” in our own classes.

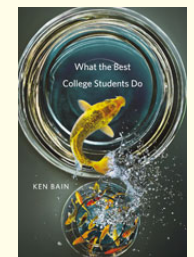


What the Best College Students Do

Ken Bain, 2012

Facilitator: Catherine Ross (rossce@wfu.edu)

Combining academic research on learning and motivation with insights drawn from interviews with people who have won Nobel Prizes, Emmys, fame, or the admiration of people in their field, Ken Bain identifies the key attitudes that distinguished the best college students from their peers. This unique experience brings together WFU faculty and students to discuss Bain’s work regarding successful students.

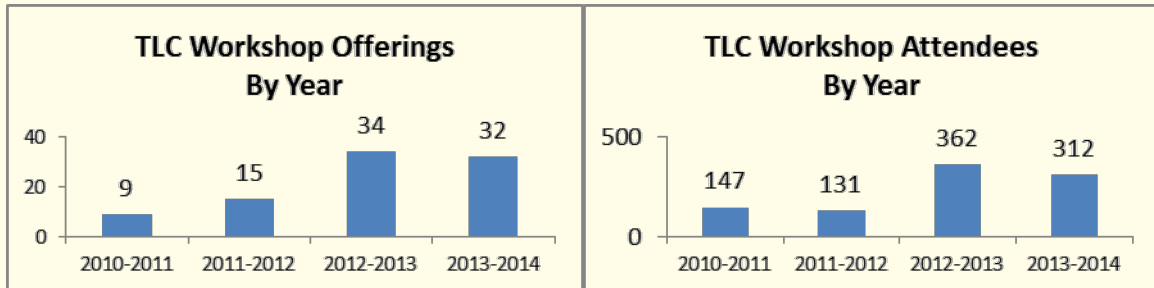


Dr. Ulrike Wiethaus
Professor, Religion
and American
Ethnic Studies

HIGHLIGHTS: 2013-2014

WORKSHOPS

The TLC has been very successful at increasing visibility for, and engagement with, teaching and learning issues at Wake Forest University as evidenced by the increased number of workshops offered and attendees at workshops from 2010-2014.



NEW INSTRUCTOR WORKSHOPS

Our New Instructor workshops are specifically designed to target the needs of post docs and teaching assistants on the Reynolda and Bowman Gray Campuses. 2013-2014 workshops included topics such as

- Instructional Strategies for the Inclusive Classroom
- Writing a Teaching Philosophy
- Syllabus Design
- Free (and Easy!) Technology Tools to Enhance Your Classroom

TEACHING AND LEARNING WORKSHOPS

Each workshop in the Teaching and Learning Center’s Instructional Development series centers on one specific challenge in course design or pedagogy and provides faculty with concrete teaching strategies and tools for use in their very next class. Many workshops were led by Wake Forest faculty. 2013-2014 workshops included topics such as:

- An Introduction to Learner-Centered Teaching
- Wake Forest First Year Students: What They Know (and Don’t Know!) about Academic Writing and Reading
- Teaching for Transfer: Learner Centered Practices for Helping Students Plan, Monitor, and evaluate their Learning
- Creating Assignments and Assessing Learning
- Preparing for a Flipped Class (two-part series)

“LEARNER-CENTERED TEACHING” SERIES

In Fall 2013 and Spring 2014, the Teaching and Learning Center offered a very popular series of workshops around the topic of learner-centered teaching. Based on a framework adopted from *Learner-Centered Teaching* (Weimer, 2013), we explored learner centered practices around student resistance, teaching for transfer and grading. The series also incorporated sessions given by faculty currently using learner-centered strategies in their courses.

SEMESTER START-UP SERIES

In August and January, the Teaching and Learning Center offered an accelerated series of workshops designed to help faculty focus on upcoming semesters. “August Roundup” included fourteen workshops in four days before the Fall semester. Two of those days were specifically targeted at new instructors. January’s “Spring Ahead!” series offered five workshops before the Spring semester.

HIGHLIGHTS: 2013-2014

TEACHING INNOVATION AWARDS

Each Spring, the Teaching and Learning Center recognizes faculty who have reworked traditional courses or introduced new courses, using new methods or finding ways to apply theories of learning to the practice of teaching. The recipients of the award receive \$1,000. The award is not a reimbursement grant, but rather a monetary prize to recognize faculty achievement. The call for applications for this award goes out early Spring semester and are peer-reviewed by the TLC Faculty Committee. All faculty teaching on the Reynolda Campus are invited to apply.

2013-2014 AWARDEES



Lynn Neal, Department of Religion
D. Stokes Piercy, Department of Communication
T.H.M. Gellar-Goad, Department of Classical Languages
Jeremy Rouse, Department of Mathematics
Ron Von Burg, Department of Communication

FACULTY-STUDENT BOOK DISCUSSION

Spring 2014, the TLC partnered with Campus Life to offer a faculty-student book discussion in an effort to bring student voices into the discussions about teaching and learning. Five faculty and five students met three times to discuss Ken Bain's new book, *What the Best College Students Do*. This experience was incredibly powerful for all who participated, with many faculty reporting that it had changed their view of their students and impacted their teaching. The students likewise felt that it was a powerful learning experience in being able to examine their own motivations around learning in their college experience. Due to the popularity of this book discussion, it will be repeated again Fall 2014. Catherine Ross from the TLC and Amanda Horton from Campus Life also presented on this program at the annual International Society for the Scholarship of Teaching and Learning (ISSOTL) conference, Fall 2013 and at the Elon University Teaching and Learning Conference, Summer 2014.

ADVANCING DIVERSITY AND INCLUSION

This year, the TLC continued its efforts around diversity and inclusion. Catherine Ross attended the 3-day *Winter Institute for Intercultural Communication* in Spring 2014, offered by the Office of Diversity and Inclusion (ODI) and met with attendees interested in learning more the integration of inclusive practices in the classroom. Dr. Ross will also partner with ODI late-summer on a session for new Wake Forest faculty.

CONTEMPLATIVE PEDAGOGY

In an effort to support the wellness initiative launched by the university, the TLC began supporting faculty and building resources around contemplative pedagogy. In addition to supporting a faculty learning community around the topic of contemplative pedagogy, the TLC also funded travel for four faculty to visit Naropa University to learn more about contemplative practices in the classroom. A webpage dedicated to contemplative pedagogy was also launched (<http://tlc.wfu.edu/contemplative-pedagogy/>) and a second faculty learning community is planned for Fall 2014.

HIGHLIGHTS: 2013-2014

EPORTFOLIO FACULTY LEARNING COMMUNITY

In partnership with Global Studies, The TLC hosted a learning community for faculty interested in exploring the integration of ePortfolios into their study abroad courses. Members were selected as part of a competitive proposal process and received a \$1,000 stipend. The learning community met several times over the Fall and Spring semesters discuss the purposes, issues, technologies, challenges and best practices when using ePortfolio in study abroad experiences. Participants all designed an ePortfolio as well as a plan for ePortfolio integration into their classes in upcoming semesters. ePortfolio continues to be a topic of interest for faculty at WFU. The group will be discussing their experiences at upcoming TLC events and the TLC will be offering another learning community for others interested in ePortfolio.

GRAYLYN TEACHING RENEWAL RETREAT

The Graylyn Teaching Renewal Retreat was held June 2 - 5 at the Graylyn Estate of Wake Forest University. In addition to four Wake Forest faculty participants, fifteen other advanced career faculty participated from Elon University, Marist College, NCA&T University, Salem College, Stetson University, Tulane University, University of North Carolina at Wilmington, and University of North Carolina School of the Arts. The group came together to focus on teaching renewal.

Michelle Gillespie, Department of History
Sherry Jarrell, Department of Finance
Ralph Kennedy, Department of Philosophy
Angela King, Department of Chemistry



This program has been extremely well-received over the years.

Catherine Ross presented the program at the *International Consortium of Educational Developers* (ICED) in Stockholm, Sweden in June 2014 and also has a publication pending in Fall 2014. The TLC will continue to offer it to a national audience next year.

PARTICIPANT COMMENTS

“Thank you for this time, the space, and the guidance. I feel as though I have come back to myself, back to the pedagogical and personal path I have wanted to feel for some time now. You created a respect filled, generous space in which we could explore our needs, questions, and pedagogies.”

“A renewal and refocusing of this scaffolding I have been building on for years-the book brought old practices into focus and the promise of the revitalization and introduction of new practices. I can build a legacy. I am capable. I will be a revolutionary in the time I have left. I loved my work group-things were so well organized. So many opportunities to get to know people. Most valuable! I relearned the teacher/person I meant to be..”

“First, the recognition that educators who have served education, specifically higher education, are in need of inclusion in the academy and can benefit in a renewal retreat. The most valuable part was the “food,” not just the edible but the inedible food to revitalize our mind, body, heart, and soul to continue to strive for truth, excellence, and the best in terms of accommodating the learning and development of our students.”



WAKE FOREST
UNIVERSITY

Teaching and Learning Center of Wake Forest University

Room 307, Reynolda Hall

P.O. Box 7421

1834 Wake Forest Road

Winston Salem, NC 27109-7421