

Spring 2004 Calendar

Wed. Feb 4 **The Honor Code: Various Perspectives**

The first Academic (Technology) Roundtable of the new semester we will consider the Honor Code. Discussants will include John Salzer

(Astronomy) who just chaired a committee to evaluate the Honor Code, and Michael Roy

(ITS) and Peter Patton (E&ES, acting dean of the college) who both served on that

committee. Kendall Hobbs will also present on Turnitin.com, a plagiarism detection service.

Links:

Teaching Matters section on the Honor Code

Wesleyan's Honor Code

Colby/Bates/Bowdoin Plagiarism Resource Site

Wesleyan's Turnitin.com service

Wed. Feb 11 **2GFYI and the Office of the Dean: Academic Programs within Orientation and within FYI Courses**

What kind of introduction do first-year students get to Wesleyan academics and resources during orientation? What resources are available to FYI instructors to strengthen students' skills? In this session learn about selected orientation programs and successful integration of writing and research support into FYI courses. Participants include David Beveridge, Lisa Gates, Peter Gottschalk, Anne Greene, and a librarian to be named.

Academic Planning Guide

Writer's Workshop

Wed. Feb 18 **Nancy Kranich, The USA Patriot Act and its Impact on the Academy**

Nancy served as the President of the American Library Association in 2000–2001, and is currently a Senior Research Fellow at the Free Expression Policy Project in New York City.

Nancy's library career and research has been devoted to the role of libraries in democracies, in civic engagement, the "digital divide," and information literacy. Formerly Associate Dean of Libraries at New York University, she is well-versed on issues affecting academic libraries. During her ALA presidency and after, she has been deeply involved in the impact of the USA Patriot Act on academic libraries--privacy issues, FBI/library relations, and other legislative and legal issues affecting academe.

Wed. Feb 25 **Teaching Science to Non-science Majors:** Joe Bruno and Suzanne O'Connell

Join a discussion of the special situation that arises in developing courses suitable for non-science majors satisfying NSM expectations, and how this relates to general education and the FYI program.

Wed. March 3 **Roderick Coover (Art Institute of Chicago): Cultures in Webs, Working in Hypermedia with the Documentary Image**

In a talk that draws on the CD-ROM, *Cultures In Webs, Working in Hypermedia with the Documentary Image*, Roderick Coover looks at how multimedia tools can enable cross-cultural and multisite researchers to incorporate a range of discursive modes in their projects; the movement between differing modes of analysis and representation can be used to investigate how relationships between visual and verbal referents are dynamic and evolve. The talk suggests how interpretive positions can be constructed for the reader-viewer through the integration and juxtaposition of text, sound, and image. In the process, Coover will consider how digital tools can be employed in the critical analysis of cross-cultural media works, such as ethnographic films, and how the metaphors of digital media, such as "webs," "links," and "pages," might shape the ways new cross-cultural projects are imagined, made, and viewed.

Wed. March 24 **Focus on Key Capabilities: Public Speaking**
Continuing our series on the Key Capabilities, we will consider public speaking. Our discussants will be Michael Roberts

(Classical Studies) and John Seamon (Psychology), who offer courses in which the ability to deliver an effective and persuasive presentation is one of the desired outcomes.

Wed. March 31 Brian Weatherson on "Blogs as Scholarly Communication"

Brian Weatherson, who teaches Philosophy at Brown University, will be on campus to talk about Blogs. His Blog is at <http://www.brown.edu/Departments/Philosophy/tar/> .

One of the most striking things to happen on the internet in recent years has been the explosion of web-based diaries, or blogs. Many academics use blogs to record their thoughts, float new ideas, communicate with distant colleagues, inform people outside their discipline about what they are doing, or try to influence public opinion. There have also been some innovative uses of blogs in teaching.

We'll look at some of the more successful academic blogs, and talk about ways the format could be developed in the future.

Weatherson will also lead a workshop on how to create and manage a Blog that will take place directly after his talk in Science Center 72.

His links to Blogs in Academia are at

<http://www.brown.edu/Departments/Philosophy/bia/>

Wed. April 7 Barbara Jones, University Librarian: "Hidden Collections, Scholarly Barriers: A National Dilemma for Libraries and Academic Research"

Millions of rare books and manuscript collections are unknown to scholars because they are uncataloged in libraries around the world. Barbara Jones, University Librarian and Member of the Association of Research Libraries, Task Force on Special Collections, is heading up an effort to identify these materials and get them cataloged, with records available on on-line catalogs around the world. Barbara and the committee are looking for creative ways to use information technology to enhance this initiative.

Wed. April 14 MIT's OpenCourseware Project: What is it and does it matter to Wesleyan?

We will have a tour of MIT's Open Courseware Initiative from the perspective of faculty from various disciplines. The Open Courseware Initiative(<http://ocw.mit.edu>) makes available to the world the syllabi and learning materials from over 500 MIT courses. In the words of Charles Vest, President of MIT, "With the publication of 500 courses, MIT is delivering on the promise of OpenCourseWare that we made in 2001. We are thrilled that educators, students, and self-learners from all parts of the globe tell us that MIT OCW is having an impact on education and learning. We hope that in sharing MIT's course materials, and our experience thus far with MIT OCW, we will inspire other institutions to openly share their course materials, creating a worldwide web of knowledge that will benefit mankind."

Wed. April 21 **2GFYI: End of the Year Wrap-up**

David Beveridge et al will discuss the activities of the 2GFYI program in the last year and those planned for the coming year. Included will be the Sun eve "Meet the Profs" events in the Frosh Lounges, Special FYI related writing initiatives, support for special activities alongside FYI seminars, and issue of 'composing a general education' and its relationship to course clusters.

Wed. April 28 **"So, What Have We Been Doing All These Years? The Challenge of Making Teaching and Learning Visible."** Randy Bass, Georgetown University

This talk will explore several ways to think about the scholarship of teaching and learning in higher education, both in terms of individual reflective practice and new paradigms of collaborative inquiry. I'll explore this through three different cases of faculty and students who by stepping outside traditional or familiar roles, find new ways of linking "learning" to larger communities. We'll also look at the role that information technologies--especially multimedia--might play in helping faculty build knowledge around successful teaching practices.

Randy Bass is (among other things) Co-Principal Investigator & Project Director of the Visible Knowledge Project, as well as the Executive Director of the Center for New Designs in Learning and Scholarship, and Associate Professor of English and a member of the American Studies committee at Georgetown.

We ask that you read Bass' article *The Scholarship of Teaching: What's the Problem?* before his talk

Bass will also run a workshop immediately after which will focus on the use of the Carnegie Academy for the Advancement of Teaching's KEEP (knowledge, exchange, exhibition, presentation) toolkit, which is being broadly used as a way of allowing faculty to think about their teaching, and to share their insights into how they might re-think their curricular designs.

Wed. May 05 **Evaluating Blackboard as a Teaching and Learning Tool**

Blackboard (<http://blackboard.wesleyan.edu>) is the campus learning system environment. It provides an online space for faculty to easily post course documents, receive student work electronically, communicate grades privately to students, conduct bulletin board type discussions, post announcements, and more. It can be presented to students as richly featured or pared down to the bare minimum.

We will highlight some faculty uses of Blackboard from this semester to demonstrate how Blackboard is what you make of it--a tool that can be tailored to your needs. We will also briefly show new Blackboard features that will be available to campus some time this summer. The most important of these is the What-You-See-Is-What-You-Get editor for writing richly formatted documents and announcements in Blackboard.

Lastly, we invite faculty comments and ideas on evaluating Blackboard. Does it improve instruction? Does it improve learning? Is it simply an electronic substitution for certain classroom tasks such as distributing paper handouts? What are the right questions to ask to determine if Blackboard is a "successful" tool on our campus?