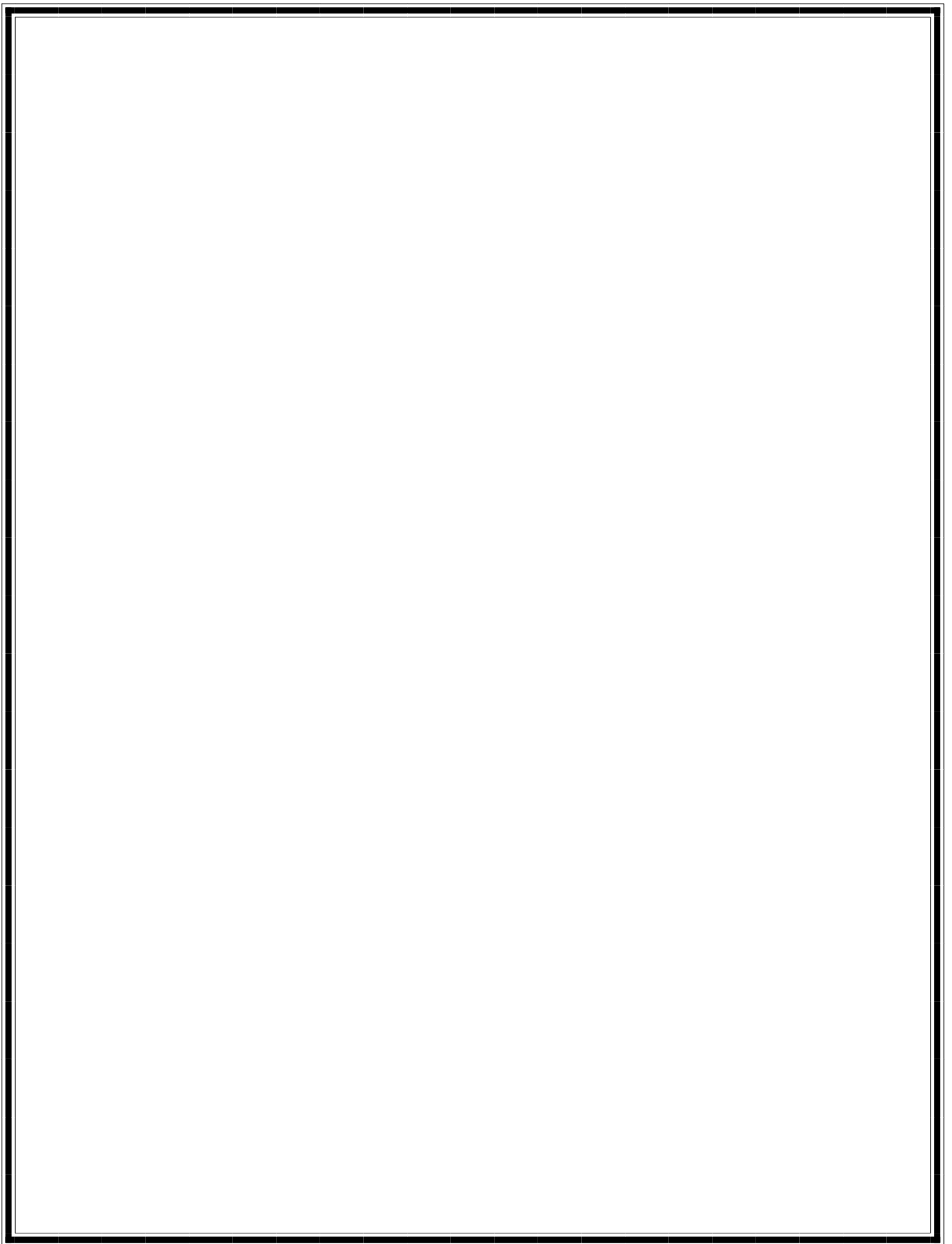




# Study Group Leader Handbook

Osher Lifelong Learning Institute @ Brandeis  
**BOLLI**



## **INTRODUCTION**

The success of BOLLI rests strongly on the team efforts of the Study Group Leaders (SGLs) and BOLLI members who enroll and participate in your classes. In order to attain and maximize a mutually satisfying experience, this handbook was developed to guide SGLs in their highly appreciated efforts. We acknowledge and thank our SGLs for the time and energy they devote to developing and leading interesting and challenging courses.

The information presented in this handbook articulates what SGLs need to know about the program in terms of its mechanics and classroom management. We recognize that peer teaching and learning present unique issues, and that it is often the task of SGLs to address them in a positive manner. This handbook provides some examples and recommendations that we hope will be useful in addressing these situations.

BOLLI also provides you with personal support, help or advice as needed via the Resource Committee (RC). The purpose of the RC is to offer SGLs support, help, or advice as needed. An RC member is assigned as a liaison to each SGL and that person will be contacting you before the semester begins, to assist you in any way he or she can. SGLs encountering concerns at any time during the semester who would like to discuss those concerns, are invited to bring them to the attention of this committee. The RC will make every effort to assist you with the goal of creating a successful and stimulating learning environment.

Thank you for your commitment to the BOLLI Program.

**Study Group Leader Handbook revised June 2008  
by the BOLLI Resource Committee**

## TABLE OF CONTENTS

	Page
<b>INTRODUCTION</b>	1
<b>TABLE OF CONTENTS</b>	2
<b>I. MECHANICS AND LOGISTICS</b>	3
A. Emergencies	4
B. Fire Drill	4
C. Snow Days Cancellation Policy	4
D. Library Facilities	4
E. Class Membership	5
F. Withdrawals From Class	5
G. Classroom Assistants	5
H. Classroom Set-Ups	6
I. SGL Audio/Visual Information	6
<b>II. STUDY GROUP LEADERS</b>	<b>7</b>
A. Principles	8
B. Preparing the Syllabus	8
C. Create the Class Structure	8
D. Provide for Class Coverage	9
E. Facilitating Discussion	9
F. Assign Readings & Follow Up	10
G. Classroom Presentations	11
H. SGL Teaching Tips	12
I. Readings: Books, Copied Materials and Costs	13
J. SGL Benefits	14
K. Study Group Evaluations	14-15
L. Air and Share	16
<b>APPENDIX</b>	17
<b><i>A. Welcome Letter Samples</i></b>	18
<b><i>B. Promote Discussions- Open Ended Questions</i></b>	23
<b><i>C. Classroom Presentations</i></b>	24
<b><i>D. Copyright Information</i></b>	25
<b><i>E. Benefits for Long Term SGLs</i></b>	26
<b><i>F. Interim Group Feedback Form</i></b>	27
<b><i>G. Final Evaluation Form</i></b>	28

# **I. MECHANICS & LOGISTICS**



### **E. Class Membership**

- The BOLLI office will provide an initial class list before the semester begins. Usually ,by the second or third week. you will then receive a current class list.. Please compare it with the initial class list ,make any necessary corrections, and return this final list to the hanging file at the front desk in Gosman.
- The BOLLI office will then provide a list to you and for all members of your class.
- Compare the attendance you take with your list of enrolled members. If there are any inconsistencies after the second week, contact the BOLLI office so that they can be corrected.
- Remind the class to inform you about future known absences.
- The Classroom Assistant is responsible for tracking the weekly attendance.

### **F. Withdrawals From Class**

Please notify the BOLLI Office if members withdraw from your class. Please let the office know the reason for the withdrawal. Members are required to notify the BOLLI office of any change in class registration.

### **G. Classroom Assistants**

Classroom Assistants should make themselves known to the SGL the first day of class. It is up to those involved to decide what the specific tasks of each Classroom Assistant will be. The following suggestions include:

- tracking the attendance sheet each week and returning it to the BOLLI hanging file located at the entrance desk. Use attendance sheet as guide to collect and later distribute material for absent members.
- checking and distributing class material that is contained in the BOLLI hanging file. Make sure old material is removed.
- making phone calls (e.g. to members without e-mail).
- helping to collect copy (Xeroxing) money.
- locating white board markers for the show and tell sessions.
- passing out/collecting evaluation forms.
- helping the SGL with audio and movie/slide presentations.
- asking SGL if reminder is needed to indicate that the class time is almost over.
- informing SGL if a class member has 2 or more consecutive absences.

## H. Classroom Set-Ups

One of BOLLI's strengths is its convivial, social and warm atmosphere. "BOLLI's space" is in Gosman, across the street from the main campus. We have five rooms that we use for study groups and a large "BOLLI Gathering Place" where coffee is available and members may convene to socialize and/or read to prepare for their classes.

BOLLI classes meet on Tuesday and Wednesday. There are four time slots during which classes meet and a time slot for the Lunch and Learn Program. Each of the five rooms has four classes assigned to the different time slots throughout the day. Please be aware that sound travels and may be heard in adjoining rooms. We suggest that classrooms be set up in an open rectangle to facilitate member discussions and be able to see presentations.

## I. SGL Audio/Visual Information

A list of equipment that BOLI has available for SGLs during the semester follows:

- Visual Equipment
  1. LCD Projector (3)
  2. Overhead projector (2) [for use with transparencies].
  3. Slide projector (1) with wireless remotes (1). [Our projector has a zoom lens. We have plenty of extra trays to borrow for your slides]
  4. Screens (4) [for use with overheads and projectors]
  5. TV/VCR [small and large size, dependent on room and class size] (4)
  6. DVD player (3)
- Audio Equipment
  1. CD and tape player (2) Keyboards (2)
  2. Set of speakers to use with a laptop for presentation (1)
  3. Full sound system that can be used in conjunction with projectors in Napoli Room (1)
  4. Wireless microphones and speakers for amplification in classroom (2)
- For Writing and Display
  1. White boards (2 affixed to wall in classrooms)
  2. Easels with paper (white board underneath) (4)

## **II. STUDY GROUP LEADERS**

## A. Principles

BOLLI is committed to collaborative peer learning whereby members and SGLs team up to share their knowledge and experience. Some principles to guide you follow:

- Recognize that members come with a significant body of knowledge and experience.
- Create an inclusive environment where members interact with one another and the SGL creates a stimulating creative learning experience.
- Foster learning opportunities that empower members to think creatively and challenge ideas.
- Be flexible, informed, and open to differing and/or new perspectives.
- Validate, assist, and respect members' efforts.
- Address issues in a positive and constructive manner.

## B. Preparing the Syllabus

- The syllabus is a well thought out, organized outline or general framework of what the class will cover in each week of the semester and what the assignments will be for each class.
- The purpose of the syllabus is to enable members to be prepared for their classes.
- Many SGLs include the syllabus with their welcoming letter to class participants before the class begins. Others pass them out at the first session.
- **For your convenience, all appendices may be copied and distributed.**  
*See Appendix A for samples of Welcome letters.*
- It is important to adhere to the general outline of the syllabus and any substantial changes should be communicated to the class.

## C. Create the Class Structure

- **At the beginning of the first class, the SGL should read the course description from the catalog to confirm that all members have the same course expectations.**
- **Cell phones and other electronic devices should not be on during class except for emergency situations. Ask members to alert you about any potential emergency calls.**
- **Begin and end each class on time.**

- Create opportunities and invite participation of all class members.
- Foster an inclusive environment whereby members can feel their contributions are valued and acknowledged.
- Encourage novel approaches to learning and sharing, such as team reports, forums, and debates.
- Consider making special arrangements for those members in your course who do not have email (e.g., assign class buddy). Classroom assistants may help.

#### **D. Provide for Class Coverage**

The SGL should consider preparing for class coverage in the event the SGL is absent. One suggestion is to ask a class member who you think would be able and willing to lead the discussion in your absence.

Please notify the BOLLI office if you will be absent (781-736-2992).

#### **E. Facilitating Discussion**

- Please speak loudly enough to ensure that everyone can hear and encourage members to tell you about any difficulty. Do whatever is necessary to assure proper communication (e.g. seating arrangements) Portable microphones and speakers are available at the BOLLI desk upon request to the Assistant Director.
- Note that AV equipment and classroom discussions are easily heard in adjacent classrooms.
- It is also often helpful to begin each week with a summary of what was covered in the previous session.
- In preparing for each class, it is helpful for the SGL to decide the key points to be covered. A good idea is to put these key points up on the board, on a slide, or on handouts, so that everyone is aware of the focus of the discussion in order to participate.
- Have a clear idea of what you want to cover in the session, keep the discussion focused, and summarize key points in the discussion, or ask others to do so
- Provide a participatory context for members.

*See Appendix B for Questions to promote discussion.*

**Examples for promoting member discussion and questions, including differing points of view.**

- Acknowledge an individual's contribution (e.g. "It sounds like you have an interesting idea"), then follow up with a question that helps the individual share how that idea evolved from the topic.
- If a question arises to which the SGL does not know the answer, the SGL, might say: "I don't know" and then could suggest: "Would someone like to research that question and present it to the class?"
- If the discussion strays from the immediate subject, the SGL can use the opportunity effectively to refocus the discussion by saying to the class:
  - i. "That's an interesting point, how do others view that perspective in relation to what you have heard in class or learned from the readings?"
  - ii. "What are the advantages or the disadvantages of viewing the issues from varying perspectives as they relate to our topic?" Are they saying something different? How do they differ?
- If side conversations interfere with the class discussion, the SGL should say, "Please only one conversation at a time." Remember each person speaks once before another person speaks again.
- Summarize the discussion occasionally, particularly as you move from one point to another, (e.g., "We seem to have covered that point pretty thoroughly. Thank you. Let's move on to the next key point.").
- End with a summary of what has been covered.

**F. Assign Readings & Follow Up**

- Discuss and refer to assigned materials required for the course.
- Distribute study questions in a timely manner in preparations for class meetings making it more likely that members will focus on assignments with greater understanding.
- Make clear what the assignment is for each week, or refer to the syllabus.
- If members feel the text is too difficult, address the concern early on.
- It is important that SGLs ensure that the reading assignments are reasonable in length, and that during the next class the highlights of the reading materials are discussed.

## **G. Classroom Presentations**

### **Assign Reports if Appropriate, Based on the Following Guidelines**

- Present topics to the class at the initial meeting or a preview of topics by mail prior to the first class with a clear indication of what dates are appropriate for each topic.
- It is more productive for a presentation to be given at the beginning of class to assure that it is presented in its entirety and discussed before class ends.
- Take time to allow members to volunteer. Classroom Assistants can be helpful in confirming and rescheduling the presentations.
- In some cases, you may have the best book on the subject to lend him/her or the title, author, and perhaps the call number of good research material.
- Plan each meeting with care. Don't over-schedule presentations. Two each meeting is plenty (one may be enough) allowing time for discussion of the presentation and of the readings (if there has been common reading).
- When appropriate, participants can collaborate in their presentations.
- In assigning presentations, the SGL can suggest a variety of formats (e.g., Q & A, panel discussions or debates, or evidence to be provided for a particular perspective).

### **SGL Assistance for Presentations**

- Need to offer resources and provide guidelines
- Some SGLs find it helpful to ask presenters how his or her report is coming along before the delivery date e.g., steering the presenter away from the unimportant and toward the significant.
- Need to be prepared to clarify the material and integrate the presentation with the other materials the group has been studying.
- Need to encourage class participation.
- Encourage use of the AV resources. Assistance is available from the BOLLI staff and the Technology Committee.

### **Class Members' Role**

Appendix C form , if applicable ,will be available in the hanging file for distribution to members.

*See Appendix C for Suggestions for Classroom Presentations*

## H. SGL Teaching Tips

Study groups usually go smoothly, but there are challenges in any group process.

Suggested strategies for dealing with common difficulties follow:

- Establish ground rules.
  1. Everyone gets an opportunity to speak once before giving opinions, facts, etc. a second time.
  2. One person speaks at a time. Some leaders find it helpful to have members raise their hands and be recognized before speaking.
- Try to draw out quiet members without putting them “on the spot.” It may be helpful to speak with the member outside of class to determine how he or she wishes to participate. Some people are more comfortable speaking in later sessions.
- When talkative members dominate the discussion.
  1. In the event a member dominates the discussion, the SGL should intervene and remind the group that “air time” is to be shared.
  2. Address such instances by inviting other class members to participate.
- Try to handle any enduring difficulty through a private and considerate conversation with the member(s) involved.
- Try not to see conflict as a personal matter. Encourage members of the group to interact with each other and not address all comments to you. Remember the goals should be reasoning together, clarifying issues, and enhancing understanding, not necessarily reaching consensus.

If an SGL encounters a difficult situation pertaining to a class member please contact your Resource Committee Liaison and if appropriate, the BOLLI Director or Council Chair.

## I. Readings: Books, Copied Materials and Costs

*See Appendix D for Copyright Information*

Some common logistical information related to reading materials follows:

- The BOLLI staff orders the books that SGLs request in their Course Descriptions from the Brandeis Bookstore. Books can also be purchased elsewhere. Members receive a list of local bookstores and online booksellers with their registration confirmation.
- The Curriculum Committee and the Council have set **\$40.00** as the guideline for materials for each member. This is not a fixed rule, but a guideline.
- Many Study Group Leaders photocopy readings instead of and/or in addition to books.

The process for obtaining these materials follows:

1. Packets (more than 5 pages) that are prepared at least 6 business days in advance of when you need them can be dropped off, emailed, or mailed to the BOLLI office to be sent to Brandeis copy center. We will let you know how much the printing costs are and how much the class should put in for reimbursement to BOLLI.
2. If your packet is not going to be ready that far in advance it would be best to go to a copy center, have them made, and request that your class reimburse you.
3. If you have 5 pages or less that you need copies of, you can set up an appointment and bring it to the BOLLI office.
4. If you or someone in your class needs a one or two page document on a BOLLI day, we can use the Gosman office copier. You, or a Classroom Assistant, can make the copies or find a BOLLI staff person or one of our student workers to show you how the machine works. Directions for the copier will be in the hanging file folder at Gosman.

## **J. SGL Benefits**

*See Appendix E for Benefits for Long Term SGLs.*

SGLs may take up to two study groups (and a third if space is available). They may also avail themselves of all BOLLI membership benefits, (e.g., Lunch & Learn, use of the library, reduced cost for Spingold Theater tickets, and attendance at many lectures across campus). SGLs who are taking courses also have to pay for parking/shuttle fee.

The SGLs for each course get a half tuition fee discount. If 2 (or more) SGLs are leading a course together, they should divide up that half fee discount among the group. All SGLs taking courses then should pay the parking/shuttle fee (unless you are walking or take the T). If you are not taking any courses, you do not need to pay any fees.

## **K. Study Group Evaluations**

Please encourage the class members to be candid as their interim feedback and final evaluation of the course are critical to BOLLI's success, continuing improvement and growth. It is an important element of participation in BOLLI. In addition, to the BOLLI forms, you may wish to create your own evaluation forms.

During the semester, your Resource Committee Liaison will contact you about visiting your class. SGLs will have the opportunity to discuss any issues with the visiting RC Liaison after class or during another mutually convenient time.

### **1. Interim Semester Feedback**

*See Appendix F for Interim Semester Feedback Form*

- The Feedback forms will be in your folder in the hanging file at the BOLLI desk.
- Please pick up the forms or ask your Classroom Assistant to pick up the forms before class begins.
- The Interim Feedback Forms are given out to the class at the third BOLLI class for 10 week courses and at the end of the 2<sup>nd</sup> week for 5 week courses.
- This mechanism provides an opportunity for members to give SGLs feedback early in the semester and is for SGL use only. Please take time at the end of the applicable session to have the class fill out these forms and return them to you. It is helpful to share the suggestions with the class.

## 2. Final Evaluation

*See Appendix G for Final Evaluation Form*

**Please tell class that a black pen must be used.**

- In order to give class members an opportunity to reflect upon the course before writing their evaluations, please review course description during the 9<sup>th</sup> week session.
- A blank Final Evaluation Form will be emailed by the BOLLI Office to all class participants after the 9<sup>th</sup> week
- Forms may be completed prior to the 10<sup>th</sup> class and brought in by class members or completed during the 10<sup>th</sup> class.
- Paper forms will still be available in your folder in the hanging file at the BOLLI desk to be picked up by Classroom Assistants on the day of the 10<sup>th</sup> class.
- Please take enough time during the 10<sup>th</sup> class so that all evaluations can be completed and returned to you.
- Please place completed final evaluations in the envelope provided and return them to the BOLLI hanging file at the BOLLI desk.
- The evaluations are sent to the BOLLI Director. Copies are sent to SGLs, and a committee comprised of 2 members of the Resource and Curriculum Committees for review. When appropriate, the evaluations will be discussed with the SGL. All evaluations are kept on file at the BOLLI Office.

## **L. Air and Share**

- The RC offers an “Air and Share” workshop to be given mid way through each semester.
- The purpose of this low-key session is to bring together experienced SGLs and those anticipating becoming an SGL. Although there is no formal agenda, the RC would expect to hear about issues that SGLs often experience in conducting their study groups. Topics may include class participation, different class formats, member presentations and classroom management strategies.
- The RC will make every effort to ensure that the group includes experienced SGLs willing to share their wisdom, as well as new and prospective SGLs. Members of the RC will be present at each meeting to facilitate the discussion and be available for further assistance.
- Please think in advance about the issues you want discussed and the questions you want answered. Notices for meetings will be sent in advance.

# **APPENDIX**

All pages in this appendix may be copied.

## Welcome Letter Samples

### Date

### Dear Class Members,

This note, I hope, will serve both as a warm welcome and a brief introduction to our up-coming seminar, "Meditations On Aging." When we first meet on Wednesday, February 15th, I will hand out a printed schedule of readings, and copies of the eight short stories we will be discussing. Additionally, I will ask each of you to be responsible for three texts, each of which is easily obtainable either at your library or book store:

Saul Bellow, *Seize The Day*

Leo Tolstoy, *The Death Of Ivan Ilych*

Samuel Beckett, *Endgame*

My intention is to use our initial meeting to begin a reflective discussion of aging in America; what is unique about this life stage; what are the challenges and the promises. One writer sees aging in America as paradoxical dilemma: an aging society caught in a youth culture. Give some thought to historical changes toward aging and cultural attitudes and their manifestations. Should you have an opportunity, please read Bellow's *Seize The Day* which we may get to, but which will be the selected reading for our second meeting. This will be the maiden voyage for this course, and I am eagerly looking forward to trying it out with you.

Sincerely,

Michael Kaufman

Date

Welcome to New Voices. We are delighted that you have selected this course, and we are looking forward to sharing with you the readings we have chosen.

In 1965, a new law, the Hart-Celler Immigration Act, was passed which visibly transformed American society. Explicit national origin quotas favoring Europeans were lifted, and many of the 20 million newcomers arrived from Asia and Latin America. These post-1965 immigrants included an increasing number of writers. The issues of identity, cultural and generational conflict, and assimilation are recurrent themes in their writings.

We will examine and celebrate the new voices of four Asian-American novelists from Korea, China, Vietnam, and India whose books reflect the problems of many twentieth-century immigrants. We will also recognize other immigrant groups (Russians, Africans, Hispanics) through an examination of short stories. This literature will be supplemented by occasional factual information pertinent to our topic.

Members will be asked to volunteer brief biographical sketches of the authors studied, supplement our readings if they wish, offer brief summaries of news articles which we will provide, and participate in class discussions based on prepared study questions. Participants are responsible for printing these study questions, reflecting on them, and bringing them to class.

We will be using an eboard in this class.

You can access it by going to: [www.newvoices.eboard.com](http://www.newvoices.eboard.com)

The password is: bolli

We are looking forward to exchanging ideas on this highly topical subject. Through the sound of New Voices, we hope to better understand these newest Americans and to examine American culture from a unique perspective.

Bernice Baran  
Sandy Traiger

Dianne Hoaglin  
Carole Grossman

Elaine Dohan  
Anne Walker

We are enclosing materials for you to read before our first class.

## Autumn In Darkness: A Study Of Film Noir

Date

Dear Fellow Film/Culture "Buff:"

Due to the fact that we have so much material to cover and so little time in which to do it I am taking the liberty of enclosing two handouts (as well as the first reading assignment as shown in the syllabus) that I would like you read in preparation for our first class. The material contained therein will provide the basis for our first class discussion.

I am enclosing the course **syllabus** to give you a "heads up" on the reading assignments and a *suggested supplementary bibliography* for those of you who would like to delve deeper into our subject matter. The required readings are not onerous. I would hope however that you will reflect upon them and form questions and focus points which you will bring to class and participate in the debates and discussions which will form a vital part of this course. **I would also ask you to re-read the course description as shown in the catalogue so that there are no misconceptions about the part that you will be expected play in the course.**

You will also note that I have included a list of reports that I feel are vital to the understanding of the foundations of film *noir*. They are easily researched (especially) over the Internet and will take a very small amount of your time to prepare. **Please contact me as soon as you have made your choice of topic.**

Lastly, the supplementary readings (by definition) **are not required nor are the optional film sessions** shown on the film schedule. The topic of *film noir* is controversial and debatable in the minds and writings of the scholars and critics who have studied and commented upon it. Thus, I have found these optional materials to be fascinating and have gained from them an even deeper insight into the art form and its cultural background that we will be exploring together.

I look forward to meeting and greeting you (**promptly**) at **1:25 P.M.** on Tuesday September 26, 2006 when the balcony will be opened.

Bob

Date

Dear Fellow-Student:

Welcome to Ethics & Issues. There are now 25 class members. Our first session is scheduled for Wednesday, September 27 from 3:00 to 4:25.

There are no textbook readings required for this course. All of our discussions will revolve around the material which is distributed. In this envelope you will find the discussion material for the first two sessions. I hope to be able to distribute the remaining material at least two weeks before the session in which it will be discussed. It may well be that all of the material distributed will not be discussed in the designated session because of the length of other discussions and the time constraints. Should this occur, the material may be covered at the next session, at some later session, or not at all. Much will depend on the class interest in the subject. I have not attempted to prepare a syllabus because my procedure is to allow as much time as is necessary for a full discussion without the pressure of trying to follow the schedule of a syllabus. I will further discuss this at our first session.

The material for the first session consists of:

1. Definitions of ethics.
2. The Wall Street Journal Workplace-Ethics Quiz.
3. Two articles dealing with Lockheed Martin and the teaching of ethics.
4. Two Codes of Ethics for journalists.
5. One article on the adoption of a media shield law.
6. One article dealing with the Illicit Market for Vital Medicines.
7. One article re Investing in the Deaths of Strangers.
8. One article entitled "Death Pays Off".
9. A letter to the editor "Life Insurance Speculation"

You should read each article, identify the issue(s) and be prepared to express and support an opinion. Take the Wall Street Journal quiz. I will collect them, score them and next week I will tell you how your scores compared to the Wall Street results and to the results of college students who took the quiz.

During the first session we will introduce ourselves, discuss the definitions of ethics and see if we can agree on at least the fundamentals of a definition. As a "warm up" I will pose some more fundamental everyday ethical situations for discussion, after which we'll begin discussing the above material.

While the success of the class will hinge on the involvement of the class, 25 students may constrict the ability to have total expression and involvement. Nobody should feel compelled to speak up. Relax, listen, and enjoy as well as learn. I will further address this issue when we meet.

Robert

Date

Dear Class,

Welcome to the “Story of Science”, and I am looking forward to seeing you all at Brandeis University soon. This is a new course and I was delighted to see such a strong interest in learning about the development of science since the ancient times.

Since my childhood I was fascinated by nature and enjoyed taking classes in physics, astronomy and other sciences, and later wanted to know the historical origins of our quest for knowledge.

In the first class we will start with the stories of creation, and compare them to our newest version according to the Big Bang picture. The first session will be an introduction to what will be covered in the course, and for me to become familiar with your areas of interest. I will try to make these lectures interesting even for students with no previous training in science. I will be using PowerPoint presentations and relate many of the ideas to the movements in the arts, religion and philosophy.

For the second session we will be discussing the book “Pendulum: Leon Foucault and the Triumph of Science” by Amir D. Aczel. Reading this book is an excellent way to learn about how a scientist thinks, and the passion which drives one to experiment and share the joy of the new discoveries with others. In the third session we will discuss Plato’s Timaeus, and an introduction to Aristotle’s Natural Philosophy. The next three sessions after will be dedicated to science in the Middle Ages, and the last three lectures will be about science since the time of Copernicus.

I have every ones e-mail address and I will try to keep you posted about the course and answer your questions when needed. I prefer using e-mil, but if needed you can call me during the day hours at my office (978 443-1632).

Looking forward to our first meeting,

Fara Faramarzpour

## Promote Discussions- Open ended Questions

- Open Ended Questions:
  - What are your reactions to\_\_\_\_\_?
- Diagnostic Questions:
  - What is your analysis of\_\_\_\_\_?
  - What conclusions did you draw from\_\_\_\_\_?
- Information Seeking Questions:
  - What? Where? When? How? Why? Kinds of questions.
- Challenge/Testing Questions:
  - Why do you believe that?
  - What evidence supports your conclusions?
  - What arguments might be developed to counter that point of view?
- Action Questions:
  - What needs to be done to (implement, finalize, improve, create policy.....)?
- Questions on Priority & Sequence:
  - Given certain facts, what are the first, second, third steps to be taken?
- Prediction Questions:
  - If your conclusions are correct, what might be the reaction of or to....?
- Hypothetical Question:
  - What would happen if.....?
- Questions of Extension:
  - What are the implications of your conclusions about.....?

## SUGGESTIONS FOR CLASSROOM PRESENTATIONS

### WHY HAVE PRESENTATIONS?

*PRESENTATIONS* supplement basic assigned readings.

*PRESENTATIONS* are a principal component of the learning process.

*PRESENTATIONS* engage the student in the learning experience.

### Guidelines to Assist You with Your Presentation

#### Planning

- Select a topic of interest to you that correlates with class parameters
- Be clear, concise, and meaningful
- Identify the kinds of information you need
- Develop a schedule to accomplish the work
- Brainstorm/prepare a tentative outline/summary
- Pare the material to fit within the allocated time

#### Researching

- Use local libraries for hard copy materials (catalogues, directories, periodicals)
- Access INTERNET SEARCH AGENTS (like Google) to locate computerized databases

#### Preparing

- Review the materials and put in chronological order
- Summarize the source of your information and evidence that leads you to your observations and conclusions
- Record items to help you expand and/or revise your presentation
- Write a rough draft – use an outline and/or note cards

#### Presentation and Possibilities

- Avoid reading from your paper(prepare note cards)
- Possibilities that could be used in your presentation
  - Start discussion with question(s) to engage class
  - Brainstorm ideas around topic (use flip chart)
  - Use visuals (overheads, pictures, illustrations, etc.)
  - Check with SGL to reserve VCR, DVD, tape etc.
  - Decide ahead if you will take questions DURING the

#### presentation

- Prepare a closing statement of summary in advance
- Save time for questions at the end
- Prepare a controversial question that would review material and stimulate a discussion

- Distribute copies of visuals or other materials AFTER your presentation

- Remember that you MUST FOLLOW THE TIME LIMITS SET BY THE SGL. Practice your presentation so you will adhere to these strict guidelines.

**COPYRIGHTED MATERIALS  
For Study Group Leaders**

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## **Benefits for Long Term SGLs Adopted by Council, April 14, 2008**

### **Purpose**

Now in its 8<sup>th</sup> year, the BOLLI program relies on its SGLs to provide a quality curriculum and to sustain the program. Each SGL receives a bye in any lottery that is held for course the SGL has selected, in the semester the SGL is leading another course. Many of the BOLLI SGLs have been multiple-semester contributors and it is proposed to recognize and reward these contributions in a new way.

### **Proposal**

The fundamental benefits to be extended to long term SGLs will be to allow lottery byes in the semesters in which the SGL is not teaching, based on the frequency of the SGL's contribution. This proposal also addresses the "penalty" sometimes experienced by an SGL in being unable to take a course because it is scheduled in the same time slot as the one the SGL is teaching.

The program will work in the following way:

1. An SGL who has led 10 BOLLI courses will be exempt from the lottery process in one semester in which he/she is not teaching. An SGL who has led 15 courses will be exempted for 2 semesters.
2. SGLs that co-lead courses or do so for a partial semester (e.g., 5 or 6 weeks), will obtain pro-rata credit toward the minimum requirements.
3. The SGL will be expected to pay the full Active-member fee in the semester in which the added benefit is claimed.
4. The 10-and 15-semester minimums will be re-evaluated by the Director and Council periodically and may be adjusted at that time.
5. In order to recognize and compensate for scheduling conflicts, an SGL can indicate a desirable course that is held in the same time slot as the SGL's course, and get a lottery bye *in the next semester in which the same course is scheduled.*

## **BOLLI INTERIM GROUP FEEDBACK – Spring/Fall 200\_\_**

**THIS INTERIM GROUP FEEDBACK FORM is an important tool toward assuring the quality and improvement of BOLLI courses. Please respond to the questions below. Feel free to comment on the back of this form.**

**Course Name:**

**Study Group Leader:**

- |  |            |           |
|--|------------|-----------|
| <b>1. Is this your first course at BOLLI?</b>                | <b>YES</b> | <b>NO</b> |
| <b>2. Is the course properly described in the catalogue?</b> | <b>YES</b> | <b>NO</b> |

**If not, how would you describe it?**

- |  |            |           |
|--|------------|-----------|
| <b>3. Are the readings and preparation times essentially as described?</b> | <b>YES</b> | <b>NO</b> |
|--|------------|-----------|

**If not, how would you describe them?**

- 4. Do you have any specific suggestions for improvement that could be valuable to implement for the rest of this course? Please comment with specific feedback with regard to:**

**Content/text**

**Class Management**

**Class Participation**

**Your Level of Participation**

**Other**

**Your assistance in helping to make mid term course adjustments to improve the quality of BOLLI courses is appreciated.**

## Final BOLLI Study Group Evaluation- Spring/Fall 200\_

Your assistance in helping to sustain and improve the quality of BOLLI courses is appreciated. It is an element in your participation in BOLLI. Please respond candidly. THANK YOU.

Course Name:

SGL:

1. Are the assigned readings and preparation time properly described in the catalogue?

Yes

No

If not, how do they differ?

2. Were projects, reports or presentations by class members part of the course?

Yes

No

If so, were they valuable and effective learning tools?

Yes

No

3. Did the SGL:

Encourage and manage broad class participation?

Yes

No

Facilitate and focus class discussions?

Yes

No

Know the subject matter well?

Yes

No

Present a well-organized course?

Yes

No

4, Considering all aspects of this course, including subject matter, readings, classroom discussion, level of content, and quality of instruction, please rate this course.

Excellent   Very Good   Good   Fair   Other(Please specify)

5. What did you like about this course?

6. Do you have any suggestion(s) that would be helpful for this course?

7. Your level of participation:

Completed class assignments: All   Most   Some   Few or None

Participated in discussions: Frequently   Sometimes   Occasionally   Seldom

Classes Missed:            0-1            2-3            4            Over 4

PLEASE INCLUDE ADDITIONAL COMMENTS ON THE REVERSE SIDE.