INTRODUCTION

The success of BOLLI rests on the combined efforts of Study Group Leaders (SGLs) and the BOLLI members who enroll and participate in your courses. This Handbook is a guide to help SGLs attain and maximize the mutually satisfying experience that is the hallmark of a successful course. It also provides practical information ranging from dealing with emergencies to preparation needed for using audio-visual equipment in the classroom.

Peer teaching and learning present unique challenges. The Handbook gives examples of these along with recommendations for addressing them.

As an additional resource, the Study Group Support Committee (SGSC) selects a liaison for each course to offer the SGL(s) support and help, as needed. This liaison will contact the SGL at the start of each semester and will be available for consultation throughout the semester.

Thank you for all your contributions to the BOLLI Program.

Mobility Memo

Classroom Assistants and SGLs are asked to locate and reserve suitable space for class members who use wheelchairs, walkers or crutches. In most cases this seating can be near the door, at or near the end of a table. Also, designate space for their mobility equipment so it will not block the aisles or doorway. The goal: to enable these participants to enter and leave the room easily, with a minimum of delay, and to allow other class members space to pass them, safely. This will enhance comfort and safety for everyone in the room. Since maximum class size has been reduced to 20 in 2017, more space will be available for everyone.

The office will try to identify members who have mobility issues and with their consent, will notify SGLs and Classroom Assistants in advance.
# TABLE OF CONTENTS

INTRODUCTION ................................................................................................................................. 1

TABLE OF CONTENTS .......................................................................................................................... 2

I. MECHANICS & LOGISTICS .................................................................................................................. 3

A. EMERGENCIES .................................................................................................................................. 3
B. BRANDEIS FIRE DRILL PROCEDURE ............................................................................................... 3
C. BOLLI Office Contact INFORMATION .............................................................................................. 4
D. SNOW DAYS CANCELLATION AND MAKE-UP POLICY .................................................................. 4
E. LIBRARY FACILITIES: LIBRARY AND TECHNOLOGY SERVICES (LTS) ........................................... 4
F. CLASS MEMBERSHIP ......................................................................................................................... 5
G. WITHDRAWALS FROM CLASS .......................................................................................................... 6
H. CLASSROOM ASSISTANTS (CA) ......................................................................................................... 6
I. CLASSROOM SET-UPS ....................................................................................................................... 7
J. CLASS TRIPS AND WAIVER FORM .................................................................................................... 7
K. SGL Audio/Visual INFORMATION ...................................................................................................... 7

II. STUDY GROUP LEADERS .................................................................................................................... 9

A. PRINCIPLES ....................................................................................................................................... 9
B. PREPARING YOUR SYLLABUS AND WELCOME LETTER ................................................................. 9
C. CREATE THE CLASS STRUCTURE ...................................................................................................... 10
D. PROVIDE FOR CLASS COVERAGE ..................................................................................................... 10
E. FACILITATING DISCUSSION .............................................................................................................. 11
F. ASSIGN READINGS & FOLLOW UP ................................................................................................... 11
G. CLASSROOM PRESENTATIONS BY CLASS MEMBERS .................................................................... 11
H. SGL Teaching Tips ............................................................................................................................ 12
I. READINGS: BOOKS, COPIED MATERIALS AND COSTS .................................................................... 13
J. SGL Benefits ...................................................................................................................................... 14
K. STUDY GROUP INTERIM FEEDBACK AND FINAL EVALUATION FORMS ........................................ 17
  1. INTERIM FEEDBACK FORM ........................................................................................................... 17
  2. FINAL EVALUATION FORM ........................................................................................................... 17
L. AIR AND SHARE ............................................................................................................................... 18

III. APPENDICES .................................................................................................................................. 19

APPENDIX A: WELCOME LETTERS - SAMPLE 1 AND SAMPLE 2 ....................................................... 20
APPENDIX B: TECHNOLOGY* IN THE BOLLI CLASSROOM – A CHECKLIST .................................... 22
APPENDIX C: DISCUSSION QUESTIONS / READING GUIDE – SAMPLES ........................................... 23
APPENDIX D: PROMOTE QUESTIONS – OPEN-ENDED QUESTIONS .................................................. 25
APPENDIX E: SUGGESTIONS FOR CLASSROOM PRESENTATIONS .................................................... 27
APPENDIX F: COPYRIGHTED MATERIALS .......................................................................................... 28
APPENDIX G: BOLLI INTERIM GROUP FEEDBACK – SPRING/FALL 20__ ............................ 28
APPENDIX H: FINAL BOLLI STUDY GROUP EVALUATION - SPRING/FALL 20__ ......................... 29
APPENDIX I: RELEASE AND WAIVER OF LIABILITY ........................................................................... 30
I. MECHANICS & LOGISTICS

A. Emergencies

Campus Police and Medical Emergency Personnel - DIAL 6-3333; Non-emergency – 6-5000

1. If there is any kind of emergency during class, call for help. A red phone with a direct connection to Brandeis Police and Emergency Medical Services is under the exit sign leading to the elevator and stairs. There is a black phone in each classroom; dial 6-3333 to be connected to Police and EMTs. That emergency number is posted near the phone. If you’re calling from a cell phone, dial (781) 736-3333. Always notify a staff member of all calls for emergency help. DO NOT DIAL 911 as that will get to the Waltham Police; Brandeis can provide a quicker response and decide whether Waltham is needed.

2. Once notified, the On-Campus Emergency Team will show up within minutes. Meanwhile, Public Safety will have called for an ambulance. It is the BOLLI staff policy to call 6-3333 for any injury more serious than a paper cut as we cannot offer medical assistance.

B. Brandeis Fire Drill Procedure

BOLLI students follow the safety policies of Brandeis University. When the alarm sounds, go toward the front door or emergency door at the rear of the Gathering Place. Exits and routes are posted in each classroom.

- Classroom assistants and SGLs direct the exit from the classroom, and building captains will direct you from there.
- If you are in the Green or Purple Rooms at the time of the drill, you will be asked to exit by the main stairs and wait in the grass adjacent to 60 Turner Street.
- If you are in the Gold or Blue Rooms, you will be asked to exit by the emergency exit next to the podium and wait in the back parking lot.
- If you are unable to climb stairs during the drill, please wait in the Gathering Place near the appropriate exit for your classroom and you will be evacuated by trained
personnel. The fire department responders will escort you up the stairs after everyone else has exited.

C. BOLLI Office Contact Information

For questions about registration, class lists, and general information, reserving a classroom, AV/technology and lost personal items, please contact Lily Gardner at 781-736-2992 or lgardner@brandeis.edu.

D. Snow Days Cancellation and Make-Up Policy

BOLLI closes anytime Brandeis University campus is closed, and may also decide to close 60 Turner Street out of weather-related safety concerns even if Brandeis University does not close its campus. An email from the BOLLI office will be sent by 7:30 a.m. of the day in question at the very latest. A closure message will also be recorded on Lily's office phone at 781-736-2992 and left in an out-of-office message on Megan and Lily's email. It is the member's responsibility to check his or her email before departing for 60 Turner Street. Your safety is our paramount concern.

For 10-week classes: If a class is missed due to BOLLI closing, the make-up date will automatically be the class day following the last scheduled class. Snow days are included in the publicized BOLLI class schedule. For 5-week classes: If a class is missed due to BOLLI closing, the make-up date will be scheduled by a BOLLI staff member in consultation with the SGL. Make-up classes cannot be scheduled during Lunch & Learn, religious or secular holidays or in conflict with BOLLI events.

E. Library Facilities: Library and Technology Services (LTS)

1. Everyone with a BOLLI ID (“activated” by going to the circulation desk at the library) can borrow books. The library phone numbers are:

Goldfarb Library (Circulation)  781-736-4624
Gerstenzang Science Library (Circulation)  781-736-4728
2. Although SGLs can place copies of books on Library reserve, it is not realistic to expect BOLLI members to go to the Brandeis Library to use them.

3. The Library cannot order books for you from Inter-Library loan. Many local libraries can order them; check with your library.

4. SGLs have access to library databases while preparing courses and during the course. Check with the office for the procedure.

5. If you are preparing a course, your library registration can be extended through the summer.

6. The library has several scanners in the central area where you can scan a document and then email it to yourself. After scanning, you can check your email to see if the document is in your Inbox. Use of the scanners is free. Very good help is available, provided by technology support in the same area. LTS has prepared an online guide on library privileges for BOLLI members – click on this link or paste it into your browser:  http://brandeis.libguides.com/content.php?pid=309614.

7. Questions pertaining to borrowing books or putting them on reserve can be directed to the specific library or pursued on the website - http://lts.brandeis.edu/

F. Class Membership

- The BOLLI office will email SGLs an initial Class List before the semester begins.
- Either the SGL or the Classroom Assistant will compare the Attendance List of the first class with that initial Class List of enrolled members and, in the event of inconsistencies, contact the BOLLI office, which will correct the list.
- At the first class, the Classroom Assistant will circulate the initial Class List to class members for any corrections (e.g., of personal data), and return it to the box containing the hanging file folders for each class.
- The BOLLI office will subsequently provide the SGL an updated (and corrected) Class List to share with class members via email (or by post if a class member does not have email). For questions or assistance contact the BOLLI office.
- Remind the class to alert you, the SGL, to future absences.
• The Classroom Assistant is responsible for tracking the weekly attendance and informing the SGL of any continued absences so you, the SGL, might contact these class member(s).

There is no auditing of classes – only those enrolled in a class may be there. A guest may sit in when the visit is arranged by the Membership Committee or the Director, but only if agreed to by the SGL.

G. Withdrawals from Class

Please notify the BOLLI Office if members withdraw from your class and inform the staff of the reason, if known. Class members are required to notify the office of any change in their class registration.

H. Classroom Assistants (CA)

Classroom Assistants are assigned by the Study Group Support Committee, selected from class participants.

On the first day of class, the Classroom Assistant (CA) should identify himself/herself to the SGL, and the SGL should introduce the CA to the class. The SGL decides, in consultation with the CA, what tasks he/she would like the CA to perform. (see below)

CA routine tasks include:

• completing the attendance sheet during each class and returning it to the BOLLI hanging file at the BOLLI desk; using the attendance sheet as a guide when collecting or distributing material (e.g., for absent members)

• circulating the initial Class List at the first session and asking that class members make necessary additions and corrections (as mentioned under Section E. Class Membership)

• checking for and distributing class material contained in the BOLLI hanging file at the BOLLI desk (and making sure old material is removed)

• managing the announcement, distribution and/or collection of the Interim Feedback forms. informing the SGL if a class member has two or more consecutive absences

• arriving on time to class. If unable to attend, inform the SGL and when possible, find a replacement. The CA will need the SGL’s phone number and/or email)
• signaling the SGL five minutes before the class is scheduled to end (if desired by the SGL)
• with the SGL, ensuring that everyone exits the room in the event of an Emergency Evacuation
• reminding class members to clear tables and remove trash at the end of class

Additional tasks may include:
• collecting money for reimbursement (e.g., copying, e-board)
• locating white-board markers as needed
• passing out/collecting waiver forms in the event of a field trip

I. Classroom Set-Ups

Four classrooms are used for study groups. There is a large common space - the “BOLLI Gathering Place” – where coffee is available and members socialize, relax, and prepare for class. A warm and inviting atmosphere with conviviality is a BOLLI hallmark.

We suggest that classroom tables be set up in an elongated diamond arrangement to facilitate discussion and viewing of presentations. If you use a different arrangement, return the tables to the elongated diamond arrangement at the end of class.

Please be mindful that sound travels and may be heard in adjacent rooms.

J. Class Trips and Waiver Form

If you plan to take your class on a field trip, complete the necessary waiver form found on the last page of the Appendices. Your Classroom Assistant can manage the forms and is responsible for turning them in to the office.

*See Appendix I for a sample Waiver form.*

K. SGL Audio/Visual Information

The following equipment is available for SGLs during the semester:

• In each classroom:
  – Laptop PCs
  – Projector and cables needed to hook up PC.
  – Projector screen
  – DVD player
- White board and appropriate markers
- Easel with paper
- Microphone system (built-in in Green and Purple rooms; portable in Gold and Blue rooms)

- In the Gathering Place:
  - Projector
  - Projector screen
  - DVD player
  - One sound system
  - Laptop PC
  - Hearing assists

- Equipment available on request
  - Microphones (for SGL or to share among class members)
  - Lapel or other ‘wearable’ microphone for SGL
  - Additional laptops (several PCs and 1 Mac)
  - Portable CD player
  - Document camera (functions similar to overhead projector)
  - Music keyboards
  - Laser pointer
  - Wireless presentation remote (advance power point slides remotely)
  - 5 different adapter cables to hook Macs up to projector system.
    (SGLs with a Mac laptop are encouraged to bring their own adapter cables AND to have a walk-through to ensure that the cables will work. Check with the office to ensure that BOLLI adapters work with your Mac.)

Using Audio-Visual Equipment

- If you plan to use Audio/Visual equipment of any kind in the classroom, whether BOLLI’s or your own, it is essential that you know how to use it and feel comfortable with it. The training sessions offered by the BOLLI Office and the Technology Committee prior to each semester are a necessary part of achieving this level of self-sufficiency.
- Mac users will need to disconnect the PC to hook up to their Mac, and then reconnect the PC after class. You are expected to learn how to do this and be self-sufficient.
SGLs are encouraged to bring their presentations on flash drives and/or email them to themselves, to ensure access to them when needed (i.e., in case of download problems from YouTube or a website).

In addition, you can arrange with a class member to be your technical assistant. Do not rely on BOLLI staff except for unavoidable difficulties. Also, always have a Plan B ready if the AV equipment were to fail.

Notify office staff at least a week in advance that you will be using AV equipment. They need to know that so they can plan for equipment use and potential assistance.

IMPORTANT: do not place any beverages on tables near the laptops; keyboards are vulnerable to liquids.

*See Appendix B for a Checklist for Technology Use in the Classroom.*

## II. STUDY GROUP LEADERS

### A. Principles

BOLLI is committed to a collaborative peer-learning experience in which knowledge and experience are shared by both SGLs and class members.

Some guiding principles:

- Be mindful that members may come with a significant body of knowledge and experience.
- Create an inclusive, stimulating environment wherein members can interact comfortably with one another, and where they can feel empowered to think creatively.
- Be flexible and open to different or contrary views, and to other perspectives.
- Respect and validate members’ efforts to contribute.
- Deal with class members’ concerns in a positive and constructive manner.
- Be organized and informed.

### B. Preparing your Syllabus and Welcome Letter

SGLs are asked to send a welcome letter to class members after receipt of the class list. SGLs should include a syllabus with this letter; that includes information on reading materials, a week-by-week course layout and at any assignments to be completed by the first class.

It’s important for class members to receive information in advance; so they can locate needed books and prepare for the course. If you will be teaching a 5-week course during the second
half of the term, it’s helpful to inform class members of books and reading lists at beginning of the semester, noting that more information will be sent before the actual course begins.

- The syllabus is an outline, a general framework of material to be covered week by week; it should be carefully thought out and clear.
- The purpose of the syllabus is to enable members to prepare for class.
- It is important to adhere to the general outline of the syllabus, but if you expect to deviate from it let the class know

  *See Appendix A for samples of Welcome letters.*

C. Create the Class Structure

- At the start of the first class, review the course description in the catalog with the class to confirm that all members understand the expectations.
- Explain your ground rules for managing class discussion (e.g., recognizing class members, giving everyone an opportunity).
- Understand that some class members prefer to be listeners and are averse to being put on the spot (i.e., being called on when they haven’t raised their hand).
- Cell phones and other electronic devices are to be turned off during class except for emergency situations. Ask members to alert you to potential emergency calls.
- Plan to have enough material to cover the entire class period.
- Begin and end each class on time.
- Introduce your Classroom Assistant.
- Where appropriate to the objectives of the course (and agreeable to class members), consider novel approaches to learning such as team reports, forums, role-play, and debates.

D. Provide for Class Coverage

In the event of your absence, and as an alternative to rescheduling the class, consider asking a class member to lead the discussion in your place. In any event, notify the BOLLI office of your anticipated absence, at (781) 736-2175 (Megan) or (781) 736-2992 (Lily).
E. Facilitating Discussion

- Make sure that everyone can hear you when you speak. Make necessary adjustments if they cannot (e.g., speak toward a member at the far side of the room; re-think seating arrangements).
- Portable microphones and speakers are available, upon request to a staff member.
- Be aware that AV equipment and classroom discussions may be heard in adjacent classrooms.
- It may be helpful to begin each week with a summary of what was covered the previous week.
- In preparing for a class, choose the key points to be covered and consider putting these points on the board, on a slide, or in handouts.
- Keep the discussion focused on the material to be covered during the class.
- At the close of class, consider summarizing the discussion (or invite others to do so).

> See Appendix C for a sample of Guided Reading and Discussion Questions

> See Appendix D for promoting open-ended classroom discussion

F. Assign Readings & Follow Up

- Ensure that reading assignments are reasonable in length, and remember to refer to them in class. If they are for background learning and will not be used in class, note that in the syllabus or inform class members each week, with reminders for the current assignment.
- Make clear what the assignment is for each week.
- Distribute assignments a week in advance. Send them soon after one class ends, for the next week. Class members need time to read them.
- If you use study questions, distribute them a week in advance to optimize class members’ preparation and participation.
- If members feel the text is too difficult, address that problem early on.

G. Classroom Presentations by Class Members

Guidelines for Classroom Presentations:

- Present topics for presentations at the initial class meeting or by email prior to the first class along with dates for these presentations. Presentations are voluntary unless you have stated otherwise in your course description.
• Provide enough time to allow class members to volunteer and then to prepare the presentation.
• It is wise to set presentation time limits in advance, and to ensure that presenters adhere to them.
• A presentation should be scheduled early in the class session to ensure that it will be given in its entirety without time pressure.
• When feasible, help to guide the presenter by pointing out relevant materials (such as texts, papers, or websites).
• Encourage interesting presentations. Discourage reading from a book or website; it can be boring.
• Don’t over-schedule presentations. Two per class is plenty; one may be enough. Remember to allow time for discussion of each presentation if that is your intention.
• Consider that participants may want to collaborate on a presentation.

SGL assistance to presenters (including Guest Presenters and BOLLI Scholars)
• Offer resources and provide guidelines
• Some SGLs find it helpful to ask presenters in advance how they are progressing on their presentations, and to view them beforehand. This can ensure they are on task as well as on time.
• Be sure to integrate the presentation with materials the group has been studying.
• A/V resources are available; coordinate with the BOLLI staff at least one week in advance.

Class Members’ Role:
• See Appendix E for Suggestions for Classroom Presentations
• The Appendix E form, if applicable, will be available in the hanging file for distribution to class members.

H. SGL Teaching Tips
Study groups usually go smoothly but sometimes there may be rough spots. The following strategies can be effective:
• Establish ground rules – e.g., everyone gets to speak once before any class member speaks a second time, or, one person speaks at a time, or, speakers must first raise a hand and be recognized by the SGL before speaking.
• Be alert to notice “quiet” class members when they might like to contribute to discussion.
• When one or several talkative members unfairly dominate the discussion, intervene by pointing out that “air time” is to be shared. Look for other raised hands to call on, or take charge of the discussion again.
• Some difficult situations are best handled through a private conversation with the member(s) involved. Feel free to call on your Study Group Support Committee (SGSC) liaison for help.
• Try not to see such conflicts as personal matters.
• Remind group members to address their comments to the others, not just to you.
• Remember that it’s the fullest range of views you seek along with their underpinnings or rationale, not consensus.
• Should you encounter difficult situations in the class for which you need support, please contact your SGSC liaison or BOLLI staff.

I. Readings: Books, Copied Materials and Costs

Information related to reading materials for courses:
• Members receive a list of online booksellers and local bookstores with their registration confirmation.

• The Curriculum Committee and the Council have set $45 as the guideline for the maximum cost of materials for each member. This is not a fixed rule, but a guideline. Check for availability and affordability of the books. Please use the list price when estimating costs.

• An eBoard is a convenient way for the SGL to provide class information (e.g., syllabus, discussion questions) and materials (e.g., documents and website links). The cost is $39 per year, and may be charged to class members, as with copied materials. BOLLI offers eBoard training for SGLs.

• Many Study Group Leaders photocopy readings instead of and/or in addition to books.

Please note:
• The copier in the Turner St. office is small and does not have the capacity for sets of materials.
• Plan ahead! Handouts can be valuable additions to classes but they are not free. Photocopies of most materials for your classes need to be made outside of BOLLI. You can charge class members for the materials, up to @ $45 for all materials for the semester. It's helpful to let them know in advance that there will be a fee to cover these.

• Please copy double-sided as often as possible. Some SGLs post readings on line, on an e-board or a website. Be aware that some class members find it difficult to read long articles or small print on a computer screen and may have difficulty printing them out. Consider the option of a course packet for those individuals.

• If you are preparing a course packet, check the quantity needed with course members before printing. Some couples or friends may decide to share a packet. Avoid color or fancy covers, to minimize the cost.

See Appendix F for Copyright Information

J. SGL Benefits

BOLLI Community

Study Group Leaders at BOLLI play a special leadership role in the BOLLI Community and often form a strong and rewarding connection with each other. The majority of SGLs affiliate with the BOLLI community - we explain the advantages of affiliation below. All SGLs, regardless of affiliation, enjoy regular invitations to BOLLI teaching workshops and collegial conversations. These gatherings offer the SGL opportunities to consult with one another about the distinctive challenges of the classroom and to connect with one another about the satisfactions of leading study groups. Many friendships and mutually supportive relationships form as a result.

SGL Membership Types and Discounts

Pricing reflects substantial discounts. Details and explanations follow the chart below.

<table>
<thead>
<tr>
<th>SGL Membership Types</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special SGL Seasonal Membership, including BOLLI Lectures &amp; Activities</td>
<td>$60</td>
</tr>
<tr>
<td>SGL Seasonal Membership* (Teaching a 10-week course solo)</td>
<td>$175</td>
</tr>
</tbody>
</table>

*Study groups eligible. Annual pricing also available.
The Benefits of SGL Membership Affiliation at BOLLI

If I would like to take a study group – SGL Discounts

Some SGLs would themselves like to take study groups, either concurrent with their own teaching or in the next term. These SGLs will want to affiliate at the $175 or $265 level, as reflected in the chart above. Annual pricing is also available – contact the office for details.

If you are leading a ten-week course
- by yourself, you are entitled to two (2) course lottery exemptions and a 50% membership fee reduction;
- with one or more co-leaders, you are each entitled to two (2) course lottery exemptions and a 25% membership fee reduction.

If you are leading a five-week course
- by yourself or with one or more co-leaders, you are each entitled to two (2) course lottery exemptions and a 25% membership fee reduction;

The membership fee reduction applies only to the semester in which your course is being taught.

If I would like to take a study group – SGL Lottery Exemptions

The course assignment lottery exemptions mean that SGLs are guaranteed a spot in the two courses of their choosing. The lottery exemptions for SGLs may be exercised in the same semester as they are teaching, or in the subsequent semester. Exemptions may not be “banked” for longer than one semester. Both exemptions must be used in the same semester. The lottery exemptions will be considered as applying to the semester in which the SGL is teaching unless the SGL notifies Staff in writing at the time of registration for their “teaching” term.

SGLs not taking courses are normally expected to purchase a specially discounted Lecture & Activities membership for a 75% reduced rate of $60, entitling them to enjoy a host of outstanding programs over a six month period, faculty lecture courses, lunchtime lectures, member presentations, Brandeis Library use, and reduced cost for Spingold Theater tickets and other campus events. Note that the SGL Lecture & Activities membership runs not only in the term in which the SGL is teaching, but also the following term (i.e. not only fall but also winter; or not only spring, but also summer.)
If you would prefer to refrain from membership during your time as a BOLLI SGL, please speak with our Membership Coordinator, Lily Gardner at 781-736-2992 or lgardner@brandeis.edu. She will be happy to help you get properly oriented and ensure that we have your contact information in our database.
K. Study Group Interim Feedback and Final Evaluation Forms

Please encourage class members to be candid on Interim Feedback and Final Evaluation Forms. Their honest feedback is critical to the ongoing conversation between SGLs and class members that ensures the success of the courses. As such, it is a vital element of participation in BOLLI. In addition to these BOLLI forms, SGLs may want to create their own evaluation forms.

Early in the semester, your Study Group Support Committee Liaison will contact you about visiting your class (such visits are optional). SGLs will have the opportunity to discuss any concerns with the visiting SGSC Liaison after class or at another mutually convenient time.

1. Interim Feedback Form

   See Appendix G for Interim Feedback Form

   - The Interim Feedback forms provide the opportunity for class members to give SGLs feedback early in the semester for making any course adjustments. Make sure that you, the SGL, explain the purpose of these forms to the class. Ask class members to fill out these forms; explain that their comments will benefit both you and them. During the following class session, please take some time to acknowledge the class comments on the forms and explain any course adjustment that you plan to make.
   - For 10-week classes, Interim Feedback Forms will be distributed during the 3rd session and should be handed in to SGLs.
   - For 5-week classes, Interim Feedback Forms will be distributed during the second session and should be handed in to the SGLs.

2. Final Evaluation Form

   See Appendix H for Final Evaluation Form

Final evaluation forms are now completed on-line. Evaluation forms will be emailed to all class members after the class in the next-to-last semester week and before the class in the final semester week. This applies to second-half 5-week courses as well as 10-week courses, and even to courses that extend past the semester because of make-up classes.
• Encourage class members to reflect upon the course before writing their evaluations. **Consider asking them to** review the course description, or do so with them during the 9th week session.

• Evaluations will be e-mailed to SGLs within a week after the course is completed. They are also kept on file in the BOLLI office.
• After you receive them, your SGSC liaison will contact you, and may discuss the evaluations with you.

Immediately after semester end, the evaluations are reviewed by the Coordinating Committee, consisting of two members each from the Study Group Support and Curriculum Committees.

**L. Air and Share**

• The Study Group Support Committee (SGSC) offers an “Air and Share” workshop midway through each semester.
• The purpose of this informal session is to bring together all SGLs, both experienced and new, teaching during this semester. There is no formal agenda; rather it is a time to share the full range of SGL issues and insights. Topics may include but are not limited to teaching strategies, class participation, class formats, member presentations, and classroom management tactics.
• Give thought to issues you want covered and questions you want addressed at “Air and Share”.
• “Air and Share” minutes are distributed to the SGLs and posted on the Study Group Support Committee section of the BOLLI website.
III. APPENDICES

All pages of these appendices may be copied.

Appendix A: Welcome Letters – Samples 1 and 2
Appendix B: Technology in the BOLLI Classroom – a Checklist
Appendix C: Discussion Questions / Reading Guide – Sample
Appendix D: Promote Questions – Open-ended Questions
Appendix E: Suggestions for Classroom Presentations
Appendix F: Copyrighted Materials for Study Group Leaders
Appendix G: Interim Feedback form
Appendix H: Final Evaluation form
Appendix I: Release and Waiver of Liability
Appendix A: Welcome Letters - Sample 1

Dear Fellow Myth Seekers:

Welcome to this new class at BOLLI! I am delighted to be able to share this ongoing study and search with you, and very much hope you will enjoy this rich topic as much as I do.

Most of us know something about the Greeks and Romans, since they are highly detailed and the most publicized myths. In Comparative Myth, however, we will spend more time on the roots of myth and how various cultures probably developed their own perspectives on life’s fundamental questions. Multiple ideas exist around the topic since we do not have written records until relatively late in our history. I am looking forward to lively class discussions. Polite dissent, of course, is always welcome on a subject so open to interpretation. All I ask is that you come with questions, ideas, and a mind open to serious consideration of the concepts we will examine.

The texts are listed in the catalogue. I am asking you to do some reading for the first class so that you will already be thinking about the nature of myth. I encourage you to mark up your books liberally. If you are inclined to keep a journal of your own reflections, this should be very much to your advantage. Since the class is large (25), we will not necessarily be able to hear every voice each class, but I am hopeful that everyone will have multiple turns to speak over our ten weeks together.

Here is your first assignment:

Read (before the first class):
Karen Armstrong, Chapter one, "What Is a Myth?"
Joseph Campbell and Bill Moyers, Chapter I, "Myth and the Modern World"
and Chapter II, "The Journey Inward"

Write (or make notes on):
What questions do myths try to answer? What definition(s) of myth seem most meaningful to you?
What is the truth of myth?
Pick at least one point from Campbell that stood out for you and be ready to speak about it.

I will email future assignments and will also have a hard copy for you in class. I am available for any questions at aloriebp@verizon.net or aloriebp@aol.com. I am an early to bed, early to rise type, but I do not mind receiving calls in the mornings or early afternoons (978-443-8223).

I am very much looking forward to meeting all of you and sharing your important ideas.

All the best, Alorie
Welcome Letters – Sample 2

WELCOME!               A TIMELESS ISSUE: GREED

“Money makes the world go round, the world go round, the world go round” (from Cabaret)

Does ‘money make the world go round’? What do you think? How does greed relate to this?

Clearly ‘greed’ is a timeless issue in plays, books, paintings, poetry, in the news, etc. The recent spate of scams that have come to light whet my appetite for this as a subject for a BOLLI course. Indeed, it has proved to be a virtual treasure hunt and a stimulating topic for conversation.

I welcome you to join me as we seek to learn more. Those of you who have taken courses with me know that I am neither an expert on drama nor on the topic chosen. However, I am a seeker of information, enjoy the exploration of ideas and the fun of sharing thoughts and insights with others.

Please read the material enclosed. We will go over this in the first class.

FIRST CLASS WED. FEB. 24

----Check your newspaper for an article relevant to ‘greed’.

Cut it out and bring to class. Think about your concept of ‘greed’

----View the video WALL STREET

Printed versions of the 1905 VOYSEY INHERITANCE are costly and limited in number.** (I tried many avenues and after I had printed the enclosed materials, finally found the full play on the internet.) It is a perfect example of a Ponzi scheme. David Mamet’s adaptation (accessible for purchase at the Brandeis bookstore and on line) is an American version of this British play. Please start now to access both. It is worth the effort to refer to them for comparison after reading both. We will discuss them in the 2nd and 3rd sessions.

** 1905 version: go to GOOGLE BOOKS and type in VOYSEY INHERITANCE. You can read the whole play on line.

Looking forward to our joint venture! Elaine
Appendix B: Technology* in the BOLLI Classroom – a Checklist

Is the use of technology essential for this class session? Does it add value?

Am I sufficiently prepared to run the equipment, and to handle simple problems, by myself?
Alternatively, have I signed up someone to help (a class member or other non-staff person)?

Do I show or play only what’s needed, no more and no less?

Have I set up the selections to play or show in advance to avoid lengthy searching in class?

Have I kept the number of changes of equipment to a minimum in each class session?

PowerPoint:
  Have I limited the amount of material on each slide?
  Have I ensured that slides do not repeat what I plan to say (i.e., no slide reading)?
    Have I made the information readable at the back of the room?
    Have I minimized unnecessary features and effects?

Have I notified staff at least one week before I need equipment for a class session?
  (Sign-up sheet before beginning of semester, and special requests)

Have I done a dry run in the course classroom to ensure compatibility of the equipment?

Do I have a backup plan if the equipment fails?

Class Presentations using equipment:
  Have I notified staff at least one week before use?
  Have I checked out the presentation at least one week before use?
    (e.g., PowerPoint file format, CDs, DVDs)

- Technology is defined as equipment to be used in the classroom – it includes projection systems, computers, DVD/CD/VHS players, speakers and microphones, PowerPoint or similar applications, web pages on the Internet, music keyboards, etc.

P.E.S.

July 29, 2010; rev. May 17, 2011
Appendix C: Discussion Questions / Reading Guide – Samples

The intent of discussion questions is to guide class members in their reading and to help them prepare for the classroom subject. Depending on the type of course and the SGL, they may range from open-ended to specific, from minimal to detailed. A particular SGL may call them “discussion questions”, or “thinkpieces”, or “points to ponder”, or “things to think about” – they all serve a similar purpose, so choose what works best for you and your class. Samples from several courses follow:

Women's Fate: the Cinderella Story Meets the Sexual Revolution
Eleanor Jaffe and Marjorie Roemer

We hope that you will come to each class with some notes on your own responses to the readings. What resonated with you? What offended you, or shocked you, or annoyed you? Where do you identify and where do you dissent?

Science Fiction: A Platform for Speculation about Society, the Future, and What It Means to be Human
Naomi Schmidt

Things to think about

Arthur C. Clarke: Childhood’s End

How might the arrival of intelligent aliens affect believers in the major religions of the world? Would it destroy the “myths” of these religions or might believers just restructure their world view so as to accommodate this new knowledge about the universe without giving up their long held beliefs and myths?

During the Utopian age that the arrival of the Overlords ushers in, it appears that the world has become so perfect that it cannot be improved. Would you like to live in such a world, or would you find it unsettling? Is it true that without discontent, without strife and struggle, artistry and creativity will necessarily suffer? Remember the statement in The Time Machine that “we are kept keen on the grindstone of necessity.”

The Future of the American Empire
Harriet

Janel-Starrett

Discussion Questions/Reading Guide

Week 1: What is an Empire?


Note that the Introduction to the paperback edition was written after he was roundly criticized for Colossus.
1. “We’re an empire now, and when we act, we create our own reality”. (p.VII). This is the quote from the GW Bush administration. What do you think of politicians who say this?

2. What is “imperial denial”? According to its author, why did Colossus antagonize both liberals and conservatives. What do you think of the comment by GW Bush: “We’re not an imperial power. We’re a liberating power.”?

3. Why does the author want Americans to ADMIT they run an empire?

4. “Freedom means on close inspection, the American model of democracy and capitalism.” (p.X) “Yet the very fact of imposing freedom simultaneously subverts it.” Do you agree?

5. Ferguson notes (legitimately, I believe), that “history shows that the most violent time in the history of an empire often comes at the moment of its dissolution.” What does this tell us about the coming century?

6. Who are today’s empires? What, according to Ferguson brought down the empires of the 19th century (British, French)?

7. Ferguson makes meaningful comments on American behavior in Iraq. On what does he fault us?

8. Ferguson states that America has failed to learn from history (p. XVI). This will be a recurring theme. What had the British experienced in Iraq prior to World War II?

9. “Limited sovereignty” is legitimate, as far as Ferguson is concerned. What is it? Do you agree with Ferguson? What does such a policy imply for the “imperial” power...think money.

10. Ferguson makes a financial argument about American Empire. Read it, and we will discuss it briefly. We will pick it up later in the course. But note than Europe was an eager participant when the Soviet Union was at the gates; that is no longer the case.

11. “A world with no hegemon may be the real alternative to US primacy. Apolarity could turn out to mean not the pacifist Utopia in John Lennon’s dirge “Imagine”, but an anarchic new Dark Age”. What do you think?

12. What do you think of Ferguson’s comments e.g. Europe as “a kind of fortified retirement community.”?
Appendix D: Promote Questions – 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:

• 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.....?

Other - based on reading assignments
What concept was most meaningful for you? Explain. What concepts were difficult from the reading?
Examples for promoting member discussion and questions, including differing points of view.

Some techniques that SGLs have found helpful in facilitating discussion:

- Acknowledge an individual's contribution: “That’s an interesting point of view” followed by “Could you say more about it?” or “Could you clarify how you came to it?”
- When you don’t know an answer: “I don’t have the answer” followed by “Does someone else know?” or “Would you or someone else like to look this up for us for next time?”
- If the discussion goes too far off topic: “We seem to be getting off topic; could we get back to ...?”; “Could you relate this to the subject under discussion?”; “I don’t see the connection; does anyone else see it?”
- When side conversations interfere - “Please, only one conversation at a time.”
- When it’s time to move on to another topic - “We seem to have covered that point pretty thoroughly. Let’s move on to......”
- When it’s time to end the class: “It’s almost time to stop; let’s summarize what we’ve discussed”, followed by “Next week we’ll .......”
Appendix E: Suggestions for Classroom Presentations

Why have Classroom Presentations? They …
- supplement basic assigned readings.
- are a principal component of the learning process.
- 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
- Prepare 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 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.
- If you are using audiovisual equipment, you must request it one week in advance, realizing there may not availability
- If needed, please have your SGL provide necessary assistance when using A/V equipment
Appendix F: Copyrighted Materials

You should be aware that material you copy for use by your class may be copyrighted. Improper usage of this copied material without permission is illegal.

However, "fair use" by an educational organization – BOLLI classes -may be exempted, and allowed if certain conditions are met. The factors by which to assess whether or not your materials come under “fair use” are whether they are:

1. for educational purposes and do not have an economic effect;
2. essentially factual, rather than creative in nature;
3. used verbatim, without being transformed;
4. a small portion of the total work from which they are extracted.;
5. are properly attributed, including source and authorship.

If you are posting materials on a class internet bulletin board (eboard), restricting access by requiring a password also helps (and avoids detection by most Web search engines). You also should remove these materials from the bulletin board when they are no longer needed.

If you wish to see Brandeis University's position on copyrights, go to: http://www.brandeis.edu/about/copyright.html
Appendix G: BOLLI INTERIM GROUP FEEDBACK – Spring/Fall 20__

This is not an evaluation. It is an Interim Group Feedback Form to help us make mid-course corrections!

Course Name_________________________
SGL___________________________

1. What is working well in the course?

2. What adjustments might help?

(to be printed horizontally)
Appendix H: Final BOLLI Study Group Evaluation - Spring/Fall 20__

Final BOLLI Study Group Evaluation --
The continuing strength of the BOLLI program depends on the quality of its courses. We appreciate the hard work SGLs put into their courses and their willingness to volunteer. Your honest evaluations help maintain the standards which support BOLLI’s excellence.

Course name
_________________________________ SGL ______________________________

1. What did you like about this course?

2. Were the readings relevant? Interesting?
   Please explain your answer
   Comment

3. Please explain what you liked or didn’t like about the readings.

4. Was the course well organized and the material well presented?
   Please comment here on how well the course was organized and presented.
   Comment

5. If used, were Guided Study Questions useful?
   Comment

6. Were class discussions and presentations effective?
   Comment

7. 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)

8. How many class sessions did you miss?

9. Do you have any additional comments that would help the SGL or strengthen the course?

Name (optional) ____________________________________________
Appendix I: Release and Waiver of Liability

By my signature below, I indicate my voluntary consent to participate in _________________________________ on ______________________, 20___.

(Event) (Date)

I hereby acknowledge and understand that neither Brandeis University nor the Osher Lifelong Learning Institute at Brandeis (BOLLI) assumes responsibility for my welfare, or for any injuries, claims or losses arising from my participation in this event. On behalf of myself, and my executors, heirs, administrators or assigns, I hereby release and forever discharge Brandeis University, its Trustees, officers, employees, agents, or volunteers and BOLLI, its employees, agents and volunteers, from any and all claims or causes of action arising from my participation in this event.

Each person attending this event must separately sign this Release and Waiver of Liability.

Signature ___________________________________ Date________________

Name Printed ____________________________________________