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Lander University's

# White Board



Become An Effective Teacher & Save Your Valuable Teaching Time and Energy

Center for Effective Undergraduate Teaching (864) 388-8426

## Giving Interesting and Stimulating Assignments

YOU MAY WISH TO CONSIDER giving students at least one assignment which consists of five or six options.

One professor of English requires every student to write two essays on assigned topics. His third assignment, however, sets forth five or six options from which students may choose the one which sounds interesting and most allows them to do their best.

Examples of the options which he offers include: a piece of creative writing, a dramatic representation to be performed in front of the class (which can be a small group or team project); an original videotape to be shown to the class (which can also be a team effort); or a third essay (a "safe"

option generally selected by the most conventional students). In addition, with the permission of the instructor, students can create their own option if they wish.

"More than five or six options tends to confuse many students; it makes it too difficult to decide," he believes. "Too few options, on the other hand tends to restrict unduly the more creative and daring students." Although the optional assignments must be related to the subject matter of the course, he encourages students to take an interdisciplinary approach and to link content and skills from other courses.

*Regents of the University of California*

## Keep a Journal



*Profit from your own mistakes*

ONE HISTORY PROFESSOR has found it very effective to keep a brief journal or diary for each course. "After each lecture, I jot down a few notes about how the class went: explanations and examples that worked well and those that didn't, students' difficulties with the text, techniques for generating discussions, and so forth. If something went very badly, I correct it at the next meeting. For the most part, however, I keep the journal to help me improve the course next time."

Although a journal of this type could be beneficial to any teacher, its value is greatest for new instructors or for faculty members teaching a new course or a course they teach only every few years.

*Regents of the University of California*

## 2009 AmHighEd Conference in Nashville Call for Papers

THE 3RD INTERNATIONAL CONFERENCE of the American Institute of Higher Education will create an opportunity for both academicians and practitioners to come together and discuss their topics of interest through paper presentations, workshops, and informal meetings. All peer-reviewed accepted submissions will be published in the proceedings of the conference, and will be further considered for publication in one of two refereed journals: the *American Journal of Business Research* or the *American Journal of Educational Studies*. The best paper from each area of business and education will receive an award.

Please submit your manuscripts (maximum of 20 pages, double-spaced in APA Style) to one of our program chairs (for business-oriented manuscripts to [kdubas@uncfsu.edu](mailto:kdubas@uncfsu.edu), and for education-oriented manuscript to [Pooneh\\_lari@ncsu.edu](mailto:Pooneh_lari@ncsu.edu)) before **FEBRUARY 10, 2009**. For all the details about submissions and review process, please refer to the **CALL FOR PAPERS** or visit our conference website at <http://www.amhighed.com/nashville2009/>.

The 3rd International Conference of the American Institute of Higher Education will be held in Nashville, TN, on April 29 – May 1, 2009, at the Gaylord Opryland Resort and Convention Center. *Alireza Lari, Ph.D., CQM, CQA Nashville Conference Chair* [alari@amhighed.com](mailto:alari@amhighed.com)

## WHITE BOARD

2009 Publication Dates  
*First Monday of the Month*

January 5	July 6
February 2	August 3
March 2	September 7
April 6	October 5
May 4	November 2
June 1	December 1

**Article submissions encouraged.**  
**Send articles to: [sgrund@lander.edu](mailto:sgrund@lander.edu)**



*Center for Effective Undergraduate Teaching*  
Grier Student Center,  
3rd floor, Room 368. Phone: 388-8426