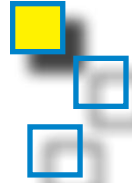


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Lander University's

White Board



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

Center for Effective Undergraduate Teaching (864) 388-8426

GREETINGS!

This is the first issue of *White Board*, the monthly newsletter of the Center for Effective Undergraduate Teaching (CEUT). In the upcoming issues we will present educational topics that we hope will stimulate, encourage and inform.

CEUT is committed to serving individual, departmental, school, and whole faculty needs through training, instructional support, faculty grants, publications, and other services. We look forward to hearing suggestions from you, Lander's Faculty, on ways that we can meet this challenge.

Eight Suggestions for Motivating Students

Even in "interesting classes," not to mention ones students say are boring or hard, motivating students to achieve is not an easy task. Lana Becker and Kent N. Schneider, East Tennessee State University, cover eight ideas for enhancing motivation. Their article was published in *The Teaching Professor*, August/September 2004. Here, we've summarized the main points and added some descriptive content.

Rule 1: Continually remind students of the most important topics and concepts. This means discussing them, not just in the lecture in which they are introduced, but throughout the course. Also, be sure to cover critical content on every major test to encourage retention and transfer of this learning to other courses and situations.

Rule 2: Graphics are a fantastic way to gain all students' attention and provide visual and spatial learners a learning aid in their preferred modality.

Rule 3: Separate content for students by reminding them which parts of their learning are facts for memorization and which parts require higher levels of thinking, application, analysis, evaluation, and creativity.

Rule 4: Students learn best when learning is active. That is, students need to be part of the action in a class, talking to each other, writing, asking and answering questions, and so on.

Becker and Schneider also suggest incorporating participation in active learning during class as part of a grade to encourage class attendance.

Rule 5: We store information by linking new material to what we already know. Hence, instructors can support student learning by calling attention to the connections between new learning and what they have already learned or practical examples. Expressing these links graphically through concept mapping further supports use and recall of new learning.

Rule 6: Support student learning of new concepts and terminology through alternative definitions and authentic examples of new vocabulary.

Rule 7: Respect students as people.

Rule 8: Consistently expect students to perform to high standards. We all feel a greater sense of accomplishment if a task is not too easy.

Much Appreciation

For the initiative and hard work of the many faculty members who instituted, maintained, and participated in the Center for Effective Undergraduate Teaching (CEUT). In addition, many thanks to the members of the CEUT Council who gave us input on the future direction for the *White Board*.

CEUT COUNCIL MEMBERS

Linda Carson, Gay Coleman, Cathryn Dooly, Virginia Dumont-Poston, Jim Kier, Andre Lubecke, Carlos Mentley, Gail Moore, Monique Sacay-Bagwell, Dave Slimmer, Kevin Witherspoon, and Carol Wood.



*Where in the world IS
the Center for Effective
Undergraduate Teaching?*

You can find us in
the Grier Student Center,
3rd floor, Room 368.
Chris Newton, Director
Shelley Grund, Assistant

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