

White Board



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

Center for Effective Undergraduate Teaching (864) 388-8426

Possible uses of Facebook

(NOTE: "links" will open in a new browser window)

For those who want to explore academic uses of Facebook, Caroline Lego Munoz (Farleigh Dickinson) and Terri Towner (Oakland University) have developed some useful materials, including an **article** that outlines a range of best practices. At one end of the spectrum, faculty members can use a Facebook page in much the same way that many of us already use webpages, as a way to inform students about who we are and our professional interests. At the other end, it is possible to replicate on facebook many of the functions of more traditional course management systems, posting materials, or creating opportunities for students to communicate with each other.

Step-by-Step Guides

Towner has created some guides (posted on YouTube) that can talk a new user through the process of **creating** a Facebook page, setting up a **course group** on Facebook, and **using a Facebook course group**.

And Action!

Promote Problem-Solving with Web-based Action Mazes

Quandary (NOTE: This link will open in a new browser window) is an application for creating Web-based Action Mazes. An Action Maze is a kind of interactive case-study; the user is presented with a situation, and a number of choices as to a course of action to deal with it. On choosing one of the options, the resulting situation is then presented, again with a set of options. Working through this branching tree is like negotiating a maze, hence the name "Action Maze".

Finishing Strong

What should we do on the last day of class? James Lang has collected a number of interesting ideas: have students write down the three most important things they learned and then share them; have students write a letter to students who will take the class next year, giving them advice on how to do well.

-Chronicle of Higher Education.
Monday, November 27, 2006

Enhancing Class Discussion

Ever since Socrates interrogated the slave boy, teachers have been trying to get young people to participate in class discussions. Discussions have strengths and weakness, often opposite to lectures

- **Advantages:** discussions support active learning, give instructors feedback on student learning, and can support higher-order thinking.
- **Disadvantages:** discussions can be uncomfortable for students, time consuming, and difficult to control or keep on topic.

Students say that they like class discussion, but often it is hard to get them to engage. Often times the problem is that students might like to participate but that there are obstacles preventing them from doing so (for example, they are shy, or they haven't read the assignment). Instructors need to analyze those obstacles and overcome them. Here are just a few obstacles and possible ways to deal with them.

Students may be shy and lack confidence.

-- Let students get support from other students. For example, divide students into groups of three with one student in each group as "talker" for the group and others as "consultants." Only talkers can talk, but give frequent opportunity for talkers to consult with consultants. Rotate roles after a few minutes.

-- Reward non-talkers when they do talk. Use their comment for your next point, or thank them after class for their contribution.

-- Use role play exercises (e.g. recreate the trial of Socrates). Shy students get confidence from playing a role with an assigned part.

Didn't do assignment.

-- Set reasonable goals, better to assign fewer pages that they actually read. -- Maintain accountability. Develop some way (such as quizzes or reaction papers) to make students accountable for doing reading.

Fear of other students.

Students are scared of us, but terrified of each other. This fear kicks in most when a teacher addresses a question to the whole class, expecting a student to volunteer an answer.

-- If the question is easy, the fear is that other students will think the student who answers is a "suck up."

-- If the question is difficult and the student gets it wrong, the fear is that other students will think the answerer is a dumb suck up.

A suggestion. "Don't ask a question if you already know the answer." If you know what you want, why don't you say it? Instead, favor questions that have many answers that you don't already know:

- *What does this mean to you?*
- *How would you apply this?*
- *What is an example of this?*
- *How would you compare this to another idea you have heard?*

Mark your Calendar

April 17

**Educating Lander Students:
An Examination of Who
We are Teaching**

12:45 - 2:00 pm

Dawson Room

Speaker: Amber Morgan

(new date, was April 3)

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

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

