

## Teaching Large Classes

Orla Hanratty

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11:00-1:00

### Setting the scene...



What constitutes a large group in your discipline?

### What are the opportunities and challenges associated with large group teaching?

**Task:** In small groups, discuss the question and categorise your responses:

#### Opportunities:

- Resource friendly
- Greater diversity of opinion
- Great potential for sml grp work
- Greater use of tech – e-learning
- Pacing - quicker

#### Challenges:

- Noise level
- Lack of engagement
- Physical proximity
- Assessment
- Weaker students – ‘fall thru gaps’
- Variety of learning styles

**Timing:** 3mins to discuss; 2mins to organise responses; Reporting: 5mins.

## Intended Learning Outcomes

At the end of this workshop, participants should be able to:

- Plan and structure large classes that prompt engagement and active learning;
- Design and use activities that encourage student participation;
- Apply principles of classroom management and presentation skills;
- Evaluate resources to promote student engagement.

## Session Outline

- Introductions
- Opportunities and Challenges
- Planning sessions
- Activities to encourage engagement
- Classroom management
- Evaluate resources
- Action planning - what will you do?

## Addressing the Challenges

- Planning
  - In class and outside of class (Handouts, Questions, online, task work)
  - Task guidelines including timings & remind
- Ground Rules - contract
- Resources: in-class and using ‘Blackboard’



## Over to Ed...Lecturer in Nottingham University

Lecturer in Nottingham University - insight into his teaching of Engineering:

- <http://www.nottingham.ac.uk/pesl/resources/largegroup/question698/>

## Pause Procedure

- 'Talk less and students learn more!'  
Ref: Ruhl, Hughes, Schloss (1987): Pause for 2 mins (to do pair work, notetaking) on 3 occasions (every 12-18 mins) within a 50min lecture – students' grades improved significantly
- Potential reasons for success
  - Short lectures (12-18mins)
  - Engaging in an activity

## Other useful Strategies for Large Groups...and small groups

- Questioning
- Pause Procedure
- Setting Ground Rules



## CATs - Angelo & Cross

Task: In small groups, review sample strategies:

- One Minute Paper
- Muddiest Point
- Gapped Handouts
- Timing: 5mins to review; 2mins -would you use it or alter it?5mins to report back

## Socratic Questioning

- Works wells – Maths
- Use it already!

## Concept Mapping

- Use it already
- Broad topics – linking theory with practice
- Suits visual thinker / style
- Shows connections
- Inspiration Software:

<http://www.inspiration.com/visual-learning/concept-mapping>

Or could prepare in PowerPoint

## Problem solving

- Teams
- Times and scores

## Questioning ????

- What is your current strategy?
- Planning - own or from students
- Structure:
  - Open: HWWWWW; Avoid Closed or Compliant
  - 3 Ps – Pose, Pause, Pounce / Pick
  - Time to think and write
  - Group responses (Think – Pair – Share)
  - Online

## Setting Ground Rules

- Consider 'ground rules' to aid the learning experience:
  - Lateness & Leaving early
  - Disruptions – mobiles, talking
  - Asking & answering questions
  - Others?
- Discuss these with class, negotiate and publish in Blackboard– revise if necessary

## Presentation Preparation

- Identify 'key concepts' and intended learning outcomes
- Schedule activities and plan them
- Notes beforehand -on Blackboard
- Take notes / points / comments within Presentation (PowerPoint or Sympodium)
- Gapped Handouts for 'problem solving' and diagrams (labelling)

## Summary - Key points

- Your key learning points:
  - Pause Procedure - do activity every 10-15mins
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- Action Plan - As a result of this session, I will...
- Dr Richard Felder - Active Learning in Large Groups (11:44 - full)
  - <http://www.youtube.com/watch?v=1J1URbdisYE>

## Resources for you

- Each other and Teaching and Learning Centre
- Networks-LIN / NDLR
- Texts:
  - Race, P. (2000) The Lecturer's Toolkit
  - Angelo, T.A. & Cross, P.K. (1993). *Classroom Assessment Techniques* (2nd ed.). San Francisco: Jossey-Bass - includes 'Muddiest Point' etc
- Online:
  - NUI Maynooth project on teaching large groups: <http://ctl.nuim.ie/projects/faculty-projects/large-group-teaching>
  - University of Nottingham - video clips: <http://www.nottingham.ac.uk/pesl/resources/largegroup/>
- 24 UK Subject Centres - <http://www.heacademy.ac.uk/disciplines>