

Teaching large Classes



Teaching Large Classes Well

Graham Gibbs, Alan Jenkins



Teaching Large Classes Well:

Teaching Large Classes in Higher Education Graham Gibbs, Alan Jenkins, 2014-03-18 This guide combines theory on teaching methodology with advice on good teaching practice in order to help teachers face the challenge of larger numbers of students in their classrooms It includes a number of case studies which explore innovative teaching methods

Teaching Large Classes Well Maryellen Weimer, 1987 *Teaching the Large College Class* Frank Heppner, 2007-10-08 Teaching large classes is a fact of life for professors at many institutions In addition to pedagogy instructors of these courses must also be concerned with legal ethical financial technological personnel and management issues Virtually all introductory courses are large ones as are the popular intermediate courses at large institutions Typically little or no training or instruction is provided to new professors about how to manage large classes successfully This book is a valuable resource for any college teacher adjunct or full time facing a large class It will also be useful for college administrators who might want to issue it to teachers especially adjuncts assigned to large classes for the first time A distillation of years of experience by the author who started his college teaching career in 1969 in teaching large classes and in coaching other professors to do the same this guide is concise and user friendly It employs teaching as acting as a common theme with many practical examples covering all of the major aspects of organizing managing and teaching a large lecture course in any field For more information and excerpts visit www.largelecture.com Understanding the Nature of Motivation and Motivating Students through Teaching and Learning in Higher Education David Kember, 2015-11-17 This book is based upon three interrelated open naturalistic studies conducted to better characterise the motivational orientation of students in higher education Open semi structured individual interviews were conducted with undergraduates students at community colleges and students in taught postgraduate courses in Hong Kong The analysis used an exploratory grounded theory approach and resulted in a motivational orientation framework with six continua with positive and negative poles On enrolment students had positions on the six facets of motivation which shifted as they progressed through their degree according to their perceptions of the teaching and learning environment The framework can therefore be used to explain both initial decisions to enrol and motivation to continue studying The interviews included descriptions of teaching approaches and learning activities and their effects on motivation This made it possible to describe a teaching and learning environment conducive to motivation with eight supportive conditions Each facet of the teaching and learning environment is illustrated with quotations from the three groups of students resulting in a guide to configuring a teaching and learning environment conducive to motivating students The emerging community college sector in Hong Kong is used as a case study of the effects on student motivation of the expansion of the higher education sector through private colleges Cultural issues are discussed particularly the performance of Asian students relative to those in the West **Innovative Techniques for Large-group Instruction** National Science Teachers Association, 2002 Size does matter When you're faced with a class of

50 150 or even 250 college students it's tough to head off boredom much less promote higher order thinking and inquiry skills But it's not impossible thanks to the professor tested techniques in this collection of 14 articles from the Journal of College Science Teaching The book starts by examining what research shows about the effectiveness of popular teaching styles Surprise Lectures don't stimulate active learning From there the authors offer proven alternatives that range from small scale innovations to completely revamped teaching methods Suggested strategies include using quizzes in place of midterms and finals student forums interactive lectures collaborative groups group facilitators and e mail and computer technology

School work. with revisions, additions by J.W. Jarvis Frederick John Gladman,1898 **Teaching Large Classes** Elisa Carbone,1998-05-27 You have finished your Ph D and landed your first academic job Scanning the fine print you realize the introductory class you have been assigned to teach is being held in an auditorium A really big auditorium Panic begins to set in In this handy and practical book Elisa Carbone offers a wealth of sound advice on how to deal with a large class from the first day to end of semester evaluations Full of examples taken from many different disciplines Teaching Large Classes will be an ideal companion for any teacher facing the challenge of the large introductory class

Pitman's Journal of Commercial Education ,1875 *The Journal of the National Education Association* National Education Association of the United States,1933 **The Juvenile Instructor** ,1899 Models for Improving College Teaching Jon E. Travis,1997 This report presents a collection of teaching models to help college faculty improve their teaching Six categories of teaching models are presented 1 assessment and feedback models including the Classroom Assessment model created by Angelo and Cross and already widely used among community college faculty 2 discussion and sharing models such as the Great Teachers Seminar which provide faculty with an event and an environment especially conducive to sharing ideas among colleagues 3 dissemination models which dispense an extensive assortment of ideas to large audiences of faculty 4 clinical development models such as the Instructional Skills Workshop which uses a laboratory setting common to teacher preparation programs 5 teaching and learning models such as Anderson's Adaptive Control of Thinking model which describes the learning process and presents specific procedures to facilitate specific learning types and 6 instructional planning models such as Gagne's Instructional Event Design that can help the faculty member through the process of course and lesson planning Three appendixes provide teaching resource lists and sample questions using classification systems Contains approximately 240 references MDM *Journal of Education* ,1894 **Appendix to the Journals of the House of Representatives of New Zealand** ,1883 *Strategies for Teaching Large Classes Effectively in Higher Education* Jonathan Golding,Catherine Rawn,Kathi Kern,2017-12-31 Strategies for Teaching Large Classes Effectively in Higher Education helps educators effectively harness the power of the large class to support student learning The book features advice from instructors across disciplines results from the initiatives they've tried and scholarship to support their claims The text emphasizes the ideas that a large class represents an opportunity and scholarly teaching can occur in a class of any size

The book begins with practical advice for planning ahead increasing the efficiency of the administration of a large class implementing pedagogical strategies and using physical demonstrations to increase engagement Later chapters focus on building community with students through the application of technology and gathering feedback Instructors learn various approaches to course development and student assessment including active learning the flipped classroom method concept sketches and two stage exams The book concludes with chapters dedicated to leveraging technology to promote innovation interactivity and learning outside the classroom Featuring experience driven and scholarly insight Strategies for Teaching Large Classes Effectively in Higher Education is an ideal resource for instructors who wish to successfully engage large classes and provide students with an optimal environment for learning Jonathan Golding Ph D is a professor in the Department of Psychology at the University of Kentucky He is the creator and author of the Beginner s Guide to College Success blog as well as numerous books journal articles and book chapters within the field of psychology He received his doctorate degree in Psychology from the University of Denver Catherine Rawn is a tenured senior instructor in the Psychology Department at the University of British Columbia where she earned her Ph D She has taught more than 6 000 students typically in introductory psychology quantitative research methods and statistics courses Kathi Kern is associate provost for Teaching Learning and Innovation and an Endowed Professor in the Chellgren Center for Undergraduate Excellence at the University of Kentucky She earned her Ph D at the University of Pennsylvania

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