

ENGAGING STUDENTS IN LARGE CLASSES

Amanda Kowalsky, Department of Psychology

&

J.T. Bandzuh, Department of Geography

Amanda Kowalsky

- Philadelphia, PA
- Elizabethtown College
- Cognitive Psychology doctoral student
- About me
 - I have two dogs – Gizmo & Cleo
 - I like to cook
 - I like to crochet



J.T. Bandzuh



- University of Pittsburgh at Johnstown (BA, 2014)
- Virginia Tech (MS, 2016)

- Courses taught: World Geography & Geography of Wine

- Interests: hiking, kayaking, politics, movies, and sports

What is your perspective?

- What is a large classroom?

A. 50-75 B. 76-100 C. 100-150 D. 150-200 E. 200+

- What's the largest classroom you ever taught?

A. less than 20 B. 21-75 C. 76-150 D. 150-200 E. 200+

- What are some of your concerns about teaching a large class?

The art of the instructor

- Co-production of knowledge
- Talk *with* your students not *at* your students
- Instructors have the ability to change the environment

Barriers to student participation

- What are barriers to student participation in large classes?
- How have you and your experiences helped overcome barriers regarding engagement?

Barriers to student participation

- Sharing barriers from our experiences
- Co-creating community in the classroom

Teaching Large Classes: Unpacking the Problem and Responding Creatively (Carbone and Greenberg 1998)

- Perceptions: instructors vs. students
 - A. Conflict between large class format and learning goals
 - B. Perceived lack of accessibility to students and personal contact
 - C. Lack of student motivation and preparation for large class format
 - D. Lack of reward structure for successful large class teaching
 - E. Lack of accountability in student classroom performance

Teaching Large Classes: Unpacking the Problem and Responding Creatively (Carbone and Greenberg 1998)

- Perceptions: instructors vs. students
 - A. Lack of interaction with faculty (in and out of class)
 - B. Lack of structure in lecture
 - C. Lack of/poor discussion sections
 - D. Inadequacy of classroom facilities and environment
 - E. Lack of frequent testing/graded assignments

Promoting student participation

- Start early! Engage your students from the beginning
- Using iClickers
 - Attendance



Break
Time

Creating an active classroom

- Hands-on activities specific to your course
 - **Things to consider:** time available in class, time available for grading, class size, expectations you created in your syllabus
- iClickers
 - **Things to consider:** accessibility to students

Right or Wrong

- What are things you should be creating in-class activities for a class larger than 100 students?

Four corners

- It is the instructors' responsibility to maintain class attendance.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagreed

Think-Pair-Share

- What activities have you used in the past that have worked well? Or not so well?

Grading

- Creating assignments
 - **Things to consider:** What you want to do vs. what you have to do
- Giving feedback on assignments
 - **Things to consider:** 1) your ability to give timely feedback, 2) give some graded feedback by last date to W, and 3) consistency

Working with TAs

- How many TAs do you have?

A. 0 B. 1 C. 2 D. 3+

- Expectations
 - Grading, rubrics, deadlines
- FAQ list
- Problem TAs – what to do?

Logistics

- Attendance
 - Will you require attendance? **A. Yes or B. No**
 - If so, how will you measure attendance?
- Cheating
 - In class assignments v online assignments
 - **Things to consider:** additional proctors, time limits, multiple versions of exams

Logistics

- Emails

- Let students know how you'd like to be contacted
- Things to consider:** promptness, explanation, drafts

- Syllabus

- universal design, approachability/readability