ENGAGING STUDENTS IN LARGE CLASSES

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&

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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 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