

CETL Lunch: Large Class Strategies for Engagement in Learning

Thursday, Nov. 15th, 12:00 - 1:20 PM

Session description:

Large classes (where "large" is defined differently in different disciplines) offer special challenges for engaging students, promoting learning, and keeping demands on faculty time manageable. In this session, faculty who teach large courses (Patrick Derr, John Baker, and Mark Miller) will briefly share some of their large class strategies to get the conversation going. You are invited to bring your own large class syllabus to refer to and to share (if you wish) during small breakout discussions about learning objectives, teaching and learning strategies to achieve them, grading whether they have been achieved, promoting inquiry based learning, and keeping the work load manageable.

Opening presentations by:

John Baker (Biology)

Patrick Derr (Philosophy)

Mark Miller (Government and International Relations)

Small group discussion:

Select from the following list **one or two questions** to discuss with your small group in the next 20 minutes or so. Look at your syllabus, and/or think about a large class you teach. Please designate a reporter from your table who will share with the whole group a couple of really good ideas.

1. What do you want your students to know or be able to do at the end of the course? What teaching and learning activities help your students to achieve these learning goals in your large class? Given the constraints of a large class, how do students get graded on having achieved these learning goals?
2. Is inquiry based learning a component of your course, and if so, how? How, if at all, is inquiry based learning different in a large class?
3. What suggestions by the opening presenters, or by the colleagues at your table might help you achieve your learning goals for your large class? What changes might you need to make? What could you experiment with?
4. Given that at least some large classes are a fact of life, how can we as an institution do the best possible job of achieving meaningful learning goals in these classes?
5. How do, and/or how should, learning goals for your large course support the learning goals for your major?