



Teaching Large Class Size

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Outline

- What is large class size?
- Advantages of large class size
- Challenges of large class size
- How to manage a large class
- Overview of learning styles
- Conclusion



What is a large class?

- No agreed definition
 - Any class that include more than 30 students (Bloxham et al., 2015).
 - Classes that include more than 1500students (Broadbent, 2017)
- Class size depends of different factors (Hand and Clewes, 2000)
 - ◆ Content type (subject matter)
 - ◆ Room size
 - ◆ Perception of learning

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Advantages of teaching large class

- High chance of having some students well versed in the specific area, facilitates learning
- High synergy/collaboration
 - enhancing body of sharable knowledge
 - encourage positive learning experience
- Instructors gain great teaching skills, be creative
 - Opportunities to think outside of your sphere of thoughts and the typical teaching strategies

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The Challenges of large class size to students – lack of individualism

- Lack of engagement
- Lack of concentration
- Lack of courage to ask
- Lack of confidence to share thoughts
- Lack of proper comprehension
- Feeling of anonymous and isolated- leading to lower motivation, lower attendance, and more distracting behaviors
- What else?**

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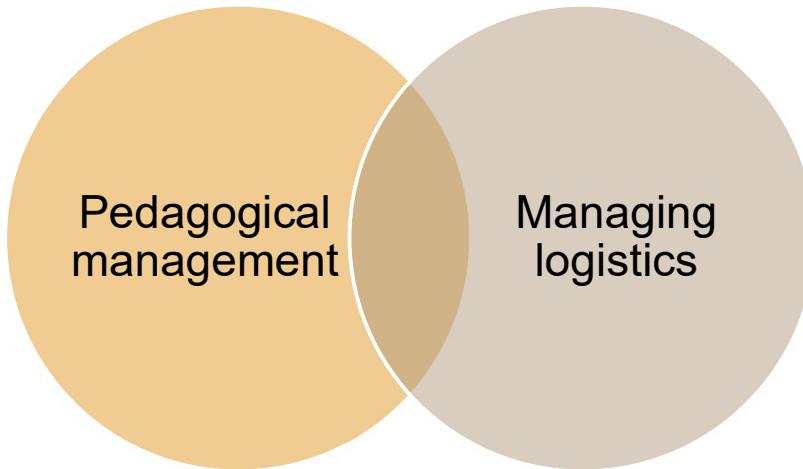
The Challenges of large class size to instructors

- Taking attendance
- Grading
- Providing frequent and detailed feedback
- Physically demanding, if teaching aids are not properly used
- What else?**

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How to manage a large class: two issues



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Pedagogical Management

- Less is more! Focus on the most important content and spend your time designing activities for them
- Good PowerPoint design and font
- Steady eye-contact
- Constant Mobility
- Use a variety of teaching techniques; no one way traffic
- Add pedagogical activities (active learning strategies)
- Build a positive rapport with your students

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Pedagoigcal activities

(2-5-10) networking

- Ask students to work in pairs, then small groups, then large groups.

Polling questions

- Pose opinions for polling and discuss the outcome/ results

The minute paper

- Ask students to write the answer to a question on a piece of paper and then pass on the paper to a peer.

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Managing logistics

Attendance

- Taking attendance randomly
- Names of the minute paper

Disruptive Behavior (talking, texting, surfing online)

- Stand beside students who keep side talking or constantly checking their phone

Communication after class time

- Online sessions
- Emails
- Text message allowed for certain number of hours
- No response to "meaningless" e-mails, text
- Generally, do not allow phone call

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Build a positive rapport with your students

- Introduce yourself, your experience!
- Establish ground rules and expectations from the beginning.
- Use your time fully- dismissing early and/or day off can send the message that class time is not valuable.
- Learn (and use) students names- can help personalize your interactions with students.
- Be approachable/accessible: Arriving early and staying a few minutes after class to answer students question.
- Be mindful of students 'other lives'.

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Create Learning Environment

- Establish a climate conducive to learning.
- Design training to mix lecture and application/discussion.
- Give break or energizer when the level of attention is poor.

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Use a blend of adult learning styles

- Visual:** Learning through watching, observing, and reading.
- Auditory:** Learning through listening.
- Kinaesthetic:** Learning through doing, and practicing.
- No one style is “good” or “bad”; all styles are useful and needed
- Use a blend of methods to reach the greatest number of adult learners.

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Conclusion

- Teaching a large class is an opportunity and a challenge.
- Design your pedagogical activities well to create a conducive and rewarding learning environment.
- Blend learning styles to enhance learning and educational quality.
- Be prepared, but no panic with the size!

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