Engaging Students in Large Lecture Classes

Faculty Development Workshop

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The "Typical" Lecture

1) What is the purpose of lecture?

2) What do you expect students to get from lecture and what do you expect them to do on their own to master the material?

3) How should a student study for your exam?

The "Typical" Lecture

1) Do students have the skills needed to benefit from attending lectures and do they know how to study for your exams?

2) What do you do to teach them the skills they need to study effectively?

3) How much impact do you feel your skills lessons are having on student success? What could you do differently to increase the effectiveness of those activities?

Learner Centered Courses

1) Define "learner centered course".

2) List characteristics of the course.

Animations, Videos, and Demonstrations

1) Why do you use them?
2) How do you use them to maximum effect?

Illustrating a Concept:
Phototropism
http://www.youtube.com/watch?v=Ze8NV7cvW8k

Reinforcing concepts by stopping the animation for discussion and reiterating key points or places misconceptions occur:
PCR:
http://www.sumanasinc.com/webcontent/animations/content/pcr.html

Asking meaningful questions

Low Cognitive Level: What do we call the growth of plants toward light?

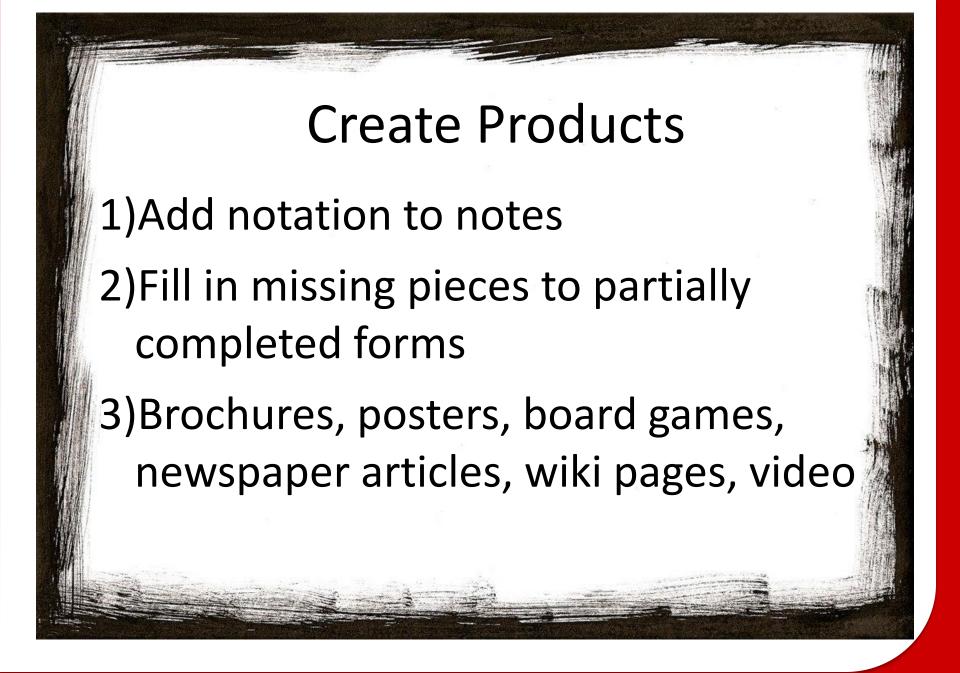**Higher Cognitive Level:** What changes must happen in the plant to allow it to grow toward the light?

Asking questions effectively

Wait time

Think-pair-share

Write down your response

Randomly select students: Nerf ball; names in a jar, wander up the aisle and select randomly. Benefits?

Create Products

1) Add notation to notes

2) Fill in missing pieces to partially completed forms

3) Brochures, posters, board games, newspaper articles, wiki pages, video

Preparing for Lecture

Daily Learning Outcomes:

1. Who will be doing the learning?
2. When and where will the learning be completed?
3. What will the students be able to do or know?
4. How will you know they learned it?