BEST PRACTICES FOR TEACHING LARGE CLASSES
Building an Interactive Classroom

INSTRUCTORS' PRESENCE/RAPPORT

- Since we learn more/better from people we know and like, we should share our personality and interests. Consider highlighting -
  - fun facts - such as what we like to read, watch, listen to, musical instrument we play, where we have traveled, etc.
  - favourites - food, drink, sports, pet, song, museum, book, movie, etc.

- Provide clear rules and expectations regarding participation and attendance - and follow them

- Talk to students before and after class. Arrive early; stay later.
  - try to talk with different students/groups of students before class

- During active learning tasks, walk around the room and talk with students (In synchronous online classes we can move into breakout rooms - being careful not to interrupt conversations and add to them when appropriate)

- Learn and use student names as soon as possible
  - consider having students say their name when they speak in class
  - in synchronous online classes, confirm students want to use their logon name

- Use welcoming and inclusive body language, tone and mood - before, during, and after class

CREATE COMMUNITY WITH OUR CLASS

- Promote an environment of trust and mutual respect starting with our first class

- Include low-stakes partner and small group activities early to help students get better acquainted

- Provide guidelines regarding discussion etiquette to balance students' voices
  - be careful of students dominating discussions
  - protect students from interruption
  - It is important to model the way here too!

- Online discussion boards/forums provide structured opportunities for students, who are not less likely to participate in class discussion, to be meaningfully included

INCLUDE ACTIVE LEARNING

- Incorporate at least one active learning strategy into each lecture
  - follow up with professor-led discussion
  - see -
    http://www2.mystfx.ca/sites/mystfx.ca.faculty-development/files/Active%20Learning%20while%20Physically%20Distancing.pdf

- Ask thoughtful questions, pause, allow students to reflect
  - do not be afraid of the silence

- Incorporate technology (e.g. clickers, smart phones, web-based course management software) and/or use active engagement for polls and Likert-scale type questions

Resources
Teaching LARGE Classes. (2018, January 25). Retrieved July 21, 2020, from https://facultyinnovate.utexas.edu/teaching-large
Teaching Large Classes. (n.d.). Retrieved July 21, 2020, from https://teaching.uwo.ca/teaching/engaging/large-class-teaching.html

TEACHING & LEARNING CENTRE
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