

Practical Tips For Teaching Large Classes



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Teaching Large Classes Well

Clive Harber



Teaching Large Classes Well:

Teaching Large Classes in Higher Education Graham Gibbs, Alan Jenkins, 2014-03-18 This guide combines theory on teaching methodology with advice on good teaching practice in order to help teachers face the challenge of larger numbers of students in their classrooms It includes a number of case studies which explore innovative teaching methods

Teaching the Large College Class Frank Heppner, 2007-10-08 Teaching large classes is a fact of life for professors at many institutions In addition to pedagogy instructors of these courses must also be concerned with legal ethical financial technological personnel and management issues Virtually all introductory courses are large ones as are the popular intermediate courses at large institutions Typically little or no training or instruction is provided to new professors about how to manage large classes successfully This book is a valuable resource for any college teacher adjunct or full time facing a large class It will also be useful for college administrators who might want to issue it to teachers especially adjuncts assigned to large classes for the first time A distillation of years of experience by the author who started his college teaching career in 1969 in teaching large classes and in coaching other professors to do the same this guide is concise and user friendly It employs teaching as acting as a common theme with many practical examples covering all of the major aspects of organizing managing and teaching a large lecture course in any field For more information and excerpts visit www.largelecture.com

Teaching Large Classes Elisa Lynn Carbone, Elisa Carbone, 1998-05-27 In this useful and practical book Elisa Carbone offers a wealth of sound advice on how to deal with a large class from the first day to end of term evaluations Full of examples taken from many different disciplines *Teaching Large Classes* will be an ideal companion for any teacher facing the challenge of the large introductory class *Teaching Large Classes Well* Maryellen Weimer, 1987 **Understanding the**

Nature of Motivation and Motivating Students through Teaching and Learning in Higher Education David Kember, 2015-11-17 This book is based upon three interrelated open naturalistic studies conducted to better characterise the motivational orientation of students in higher education Open semi structured individual interviews were conducted with undergraduates students at community colleges and students in taught postgraduate courses in Hong Kong The analysis used an exploratory grounded theory approach and resulted in a motivational orientation framework with six continua with positive and negative poles On enrolment students had positions on the six facets of motivation which shifted as they progressed through their degree according to their perceptions of the teaching and learning environment The framework can therefore be used to explain both initial decisions to enrol and motivation to continue studying The interviews included descriptions of teaching approaches and learning activities and their effects on motivation This made it possible to describe a teaching and learning environment conducive to motivation with eight supportive conditions Each facet of the teaching and learning environment is illustrated with quotations from the three groups of students resulting in a guide to configuring a teaching and learning environment conducive to motivating students The emerging community college sector in Hong Kong

is used as a case study of the effects on student motivation of the expansion of the higher education sector through private colleges Cultural issues are discussed particularly the performance of Asian students relative to those in the West Tools for Teaching Barbara Gross Davis,2009-07-17 This is the long awaited update on the bestselling book that offers a practical accessible reference manual for faculty in any discipline This new edition contains up to date information on technology as well as expanding on the ideas and strategies presented in the first edition It includes more than sixty one chapters designed to improve the teaching of beginning mid career or senior faculty members The topics cover both traditional tasks of teaching as well as broader concerns such as diversity and inclusion in the classroom and technology in educational settings

Classroom Teaching and Management D. S. Chadha,2004 Readings in English Language Teaching in India Shirin Kudchedkar,2002-08 The book is a contributory volume of essays on the teaching of English in Indian classrooms the sociolinguistic and psycholinguistic aspects the theories and practice syllabus design classroom methodologies and classroom management materials development and evaluation strategies It offers exhaustive concrete and supportive theoretical systems to analyse the situation of teaching English as a second language in India *Teaching Communication* Anita L. Vangelisti,John A Daly,Gustav W. Friedrich,2013-11-05 The field of communication was founded in part because of a need to make people better communicators That meant teaching them how to communicate more effectively whether it be in public settings or in private Most of that teaching has happened within the classroom and many professionals have spent their lives instructing others on various aspects of communication Inside this second edition the editors have assembled a fully comprehensive and contemporary discussion of topics and issues concerning the teaching of communication The chapters contained herein contributed by key voices throughout the communication discipline address conceptual as well as practical issues related to communication instruction The contents of this new edition reflect the dramatic changes that have occurred in communication education since the publication of the first edition in 1990 This book focuses initially on the goals of communication education then delves into the preparation of specific communication courses It includes assistance for instructors in organizing instructional content and discusses the use of instructional strategies and tools as well as offering ideas on evaluating the processes and products of instruction The volume also covers unique teaching assignments that may be encountered from the basic course to continuing education and addresses 2 year college teaching directing forensic programs distance education and consulting It concludes with important professional issues faced by both new and experienced communication instructors including ethics and political issues within classrooms and departments This volume is a necessity for anyone starting out a career as a communication instructor Veteran educators who know that learning to teach is a continual growth experience will find useful and invaluable information within the book s pages Whatever background and level of experience all communication educators will find this new edition to be an essential resource for their work **Research Anthology on Developing Critical Thinking Skills in Students** Management Association,

Information Resources,2020-10-02 Learning strategies for critical thinking are a vital part of today s curriculum as students have few additional opportunities to learn these skills outside of school environments Therefore it is essential that educators be given practical strategies for improving their critical thinking skills as well as methods to effectively provide critical thinking skills to their students The Research Anthology on Developing Critical Thinking Skills in Students is a vital reference source that helps to shift and advance the debate on how critical thinking should be taught and offers insights into the significance of critical thinking and its effective integration as a cornerstone of the educational system Highlighting a range of topics such as discourse analysis skill assessment and measurement and critical analysis techniques this multi volume book is ideally designed for teachers instructors instructional designers curriculum developers education professionals administrators policymakers researchers and academicians *Education for All and Multigrade Teaching* Angela W.

Little,2007-09-25 This book based on original research explores the challenges and opportunities in multigrade teaching in Colombia England Ghana Malawi Nepal Sri Lanka Sudan Peru Turks and Caicos Islands and Vietnam It raises awareness among policymakers and practitioners in education of the realities of multigrade classes Moreover the book explores the implications for teachers teacher educators curriculum developers and educational planners **Rethinking Class Size:**

The complex story of impact on teaching and learning Peter Blatchford,Anthony Russell ,2020-11-12 The debate over whether class size matters for teaching and learning is one of the most enduring and aggressive in education research Teachers often insist that small classes benefit their work But many experts argue that evidence from research shows class size has little impact on pupil outcomes so does not matter and this dominant view has informed policymaking internationally Here the lead researchers on the world s biggest study into class size effects present a counter argument Through detailed analysis of the complex relations involved in the classroom they reveal the mechanisms that support teachers experience and conclude that class size matters very much indeed Drawing on 20 years of systematic classroom observations surveys of practitioners detailed case studies and extensive reviews of research Peter Blatchford and Anthony Russell contend that common ways of researching the impact of class size are limited and sometimes misguided While class size may have no direct effect on pupil outcomes it has they say significant force through interconnections with classroom processes In describing these connections the book opens up the everyday world of the classroom and shows that the influence of class size is everywhere It impacts on teaching grouping practices and classroom management the quality of peer relations tasks given to pupils and on the time teachers have for marking assessments and understanding the strengths and challenges for individual pupils From their analysis the authors develop a new social pedagogical model of how class size influences work and identify policy conclusions and implications for teachers and schools *Videoconferencing Technology in K-12*

Instruction: Best Practices and Trends Newman, Dianna L.,Falco, John,Silverman, Stan,Barbanell, Patricia,2007-08-31 This book combines relevant and cutting edge information on the current and future use of videoconferencing technology in the

field of education It serves as the foundation for future research and implementation of K 12 technology professional development and integration efforts Educators will gain scientific evidence case studies and best practices from this book

Provided by publisher Schooling in Sub-Saharan Africa Clive Harber,2017-07-12 This book is a comprehensive text for those interested in formal education in sub Saharan Africa It provides a thought provoking overview of the key educational ideas themes and issues facing schooling in Africa today by drawing on a wide literature to examine evidence concerning both educational policy and the working realities of primary and secondary schools in Africa Based on the author s forty years of experience in researching and publishing on education in Africa it takes a balanced but critical approach to analysing education in Africa and discusses both positive and negative patterns across the region as well as identifying differences between and within countries The book examines major questions of educational provision structure content and process but does so in a way that raises challenging questions about gender inequality violence authoritarianism and democracy in education as well the fundamental question of whether education is achieving its desired outcomes It will be of great interest to students and researchers working in the fields of comparative and international education education and international development African education African studies and development studies **Forum** ,1988 Routledge

International Handbook of Social Psychology of the Classroom Christine M. Rubie-Davies,Jason M. Stephens,Penelope Watson,2015-05-22 The Routledge International Handbook of Social Psychology of the Classroom presents the first comprehensive and integrated compilation of theory and research on topics related to the social cohesion of the classroom Many of these topics have been studied independently for example motivation self concept class management class climate and teacher expectations are generally studied separately by different groups of researchers This handbook brings the evidence from different fields in social psychological classroom research together in one place for the first time to explore how these topics relate and how each factor influences students and their learning With chapters by established international leaders in their fields as well as emerging new talent this handbook offers cutting edge research and surveys the state of the art in the social psychology of the classroom Major areas covered include Motivation Belief self concept and personality Emotional engagement Teacher student relationships Teacher expectation Classroom management Culture and identity The Routledge International Handbook of Social Psychology of the Classroom provides a review of current theories related to the social psychology of the classroom including how these theories apply to classrooms and learners Current evidence clearly shows that areas explored by social psychology and brought together for the first time in this volume can have a very significant impact on classroom learning and student achievement J Hattie Visible Learning A Synthesis of over 800 Meta Analyses Relating to Achievement Routledge 2009 This handbook is a must for all academics whose research relates to the social psychology of the classroom It is also an invaluable resource for teachers and teacher education students who want to understand why they are effective instructors and yet still encounter students in their classes who are not responding as

expected materials *Elementary Physical Education* Rovegno, Dianna Bandhauer, 2016-02-15 Includes an access code for online materials The Theory and Practice of Grading Writing Frances Zak, Christopher C. Weaver, 1998-02-05 CHOICE 1998 Outstanding Academic Books Grading is one of the thorniest issues writing teachers must deal with yet surprisingly little has been written on this topic As writing teachers move increasingly toward practices that focus on writing as a process they face a growing need to reconsider their systems of grading to determine whether or not these systems support their pedagogies The authors interrogate the grading of individual papers as well as portfolios and the assigning of end of term grades This collection explores the issues and problems that have emerged as conventional grading practices have lagged behind and been challenged by new theories of language While the book will be of interest to theorists Zak and Weaver have also made the book relevant and useful to teachers whose primary interest is the practical consequences of theory in their classrooms Where theoretical discussion takes place the language is clear and accessible Many of the authors write directly from personal experience telling stories of the classroom or writing of new techniques and approaches they have tried They speak with the voices of teachers and the tone and content of their words convey a sense of the immediacy of the topic Global Crises, Global Solutions Bjørn Lomborg, 2004-10-25 A unique publication exploring the opportunities for addressing ten of the most serious challenges facing the world today Climate Change Communicable Diseases Conflicts Education Financial Instability Corruption Migration Malnutrition and Hunger Trade Barriers Access to Water In a world fraught with problems and challenges we need to gauge how to achieve the greatest good with our money Global Crises Global Solutions provides a rich set of arguments and data for prioritising our response most effectively Each problem is introduced by a world renowned expert defining the scale of the problem and describing the costs and benefits of a range of policy options to improve the situation Each challenge is evaluated by economists from North America Europe and China who attempt a ranking of the most promising options Whether you agree or disagree with the analysis or conclusions Global Crises Global Solutions provides a serious yet accessible springboard for debate and discussion *CSSHE Professional File* ,1995

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