

Teaching large Classes



Teaching Large Classes Well

D. S. Chadha



Teaching Large Classes Well:

Teaching Large Classes Well Maryellen Weimer, 1987 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

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 Classroom Teaching and Management D. S. Chadha,2004 **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 **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 **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 *Blended Learning* Anthony G. Picciano,Charles D. Dziuban,Charles R. Graham,2013-11-07

Blended learning which combines the strength of face to face and technology enhanced learning is increasingly being seen as one of the most important vehicles for education reform today Blended learning allows both teacher and learner access to radically increased possibilities for understanding how we transmit and receive information how we interact with others in educational settings how we build knowledge and how we assess what we have taught or learned Blended Learning Research Perspectives Volume 2 provides readers with the most current in depth collection of research perspectives on this vital subject addressing institutional issues design and adoption issues and learning issues as well as an informed meditation on future trends and research in the field As governments foundations schools and colleges move forward with plans and investments for vast increases in blended learning environments a new examination of the existing research on the topic is essential reading for all those involved in this educational transformation

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