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Teaching LARGE CLASSES

*in
Higher Education*

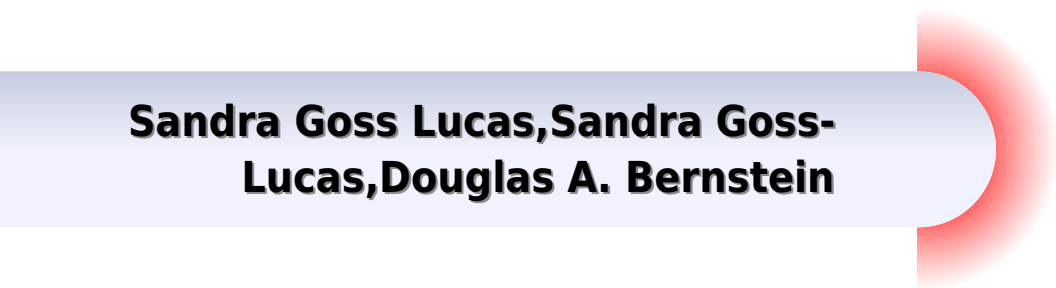
**How to Maintain Quality
with Reduced Resources**

EDITED BY

Graham Gibbs and Allan Jenkins

Teaching Large Classes In Higher Education How To Maintain Quality With Reduced Resources

**Sandra Goss Lucas, Sandra Goss-
Lucas, Douglas A. Bernstein**



Teaching Large Classes In Higher Education How To Maintain Quality With Reduced Resources:

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 The Lecturer's Guide to Quality and Standards in Colleges and Universities Professor Kate Ashcroft, Kate Ashcroft, Dr Lorraine Foreman-Peck, Lorraine Foreman-Peck, 2005-08-12 A follow up volume to *Managing Teaching and Learning in Further Education and Higher Education* this text provides a guide to managing quality and standards from the lecturer's point of view It covers key issues such as teaching learning student support assessment evaluation course design bidding for and managing resources marketing and research Based on the model of lecturer as reflective practitioner this book is intended to help enable the lecturer to make sense of the changing climate of quality control and academic standards Its interactive design introduces stimulating ideas and suggestions for further reading and provides guidelines on issues of relevance to individual readers

eLearning for Quality Teaching in Higher Education Nan Yang, 2020-04-20 This book explores the impact of eLearning on the quality of teaching in higher education focusing on three main issues university teachers perception of quality teaching their strategies for achieving quality teaching in practice and interventions that design and implement online collaborative activities in a large class The book argues that if eLearning targets the real problems in practice and is appropriately designed and implemented it can improve the teaching quality at universities It also demonstrates the complexity of teachers perception of quality teaching and contextual factors that affect teaching practice and quality Further it explores university teachers perception of quality teaching in Italy the UK and China an aspect that is rarely addressed in the literature and reveals why the impact of ICTs on university teaching is not as great as in other fields by explaining the issues that threaten the quality of day to day teaching Lastly it confirms that traditional lecturing combined with online collaborative activities improves the quality of teaching compared to traditional lecturing alone As such this book is a necessary and important resource for the research community

Managing Teaching and Learning in Further and Higher Education Kate Ashcroft, Lorraine Foreman-Peck, 2013-10-14 The role of the teacher lecturer is to manage and facilitate the process of teaching and learning in a two way interaction between teacher self and taught other This handbook covers ways of managing the teaching learning and assessment process to improve students learning It guides readers through paths of enquiry and reflection to create a learning programme designed to meet students specific needs The focus includes student learning and tutors teaching and how these are effected by institutional arrangements the interpersonal skills of tutors and course design and teaching methods The text includes enquiry tasks which invite the reader to explore issues introduced in each chapter in the context of their own institution An annotated reading list at the end of each chapter enables the reader to take their particular interests further

Teaching Psychology Douglas A. Bernstein, Sue

Frantz, Stephen L. Chew, 2019-11-08 This thoroughly revised third edition of *Teaching Psychology* synthesizes the latest pedagogical research on effective teaching and translates it into recommendations for classroom application. It also takes into account the many changes in the teaching landscape that have taken place in recent years. Covering key topics such as planning a course, choosing teaching methods, assimilating technology, and the integration of teaching into the rest of your academic life, this book also includes an abundance of supportive supplementary content to guide and inform new teachers. This content will also benefit seasoned teachers who wish to reevaluate their current teaching practices and explore new teaching ideas and techniques. Presenting a comprehensive and cutting edge teaching guide for psychology teachers, this book is a vital resource for those who are training psychology instructors or undertaking a teaching psychology course. It is also a useful text for more experienced faculty looking to update their current teaching practices.

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 Psychology
Sandra Goss Lucas, Sandra Goss-Lucas, Douglas A. Bernstein, 2004-12-13 Most new psychology instructors enter their first undergraduate classrooms with little or no formal preparation for their role as a teacher. The goal of this book is to review the body of teaching research that is available as well as some of the well accepted lore so as to make the first foray into teaching psychology a positive experience. *Teaching Psychology* outlines the major problems and issues confronting psychology teachers. It presents an overview of the nuts and bolts of teaching psychology including dealing with troubled and troubling students, choosing and using technology, developing evaluation instruments, and selecting methods for self evaluation. Written by two award winning psychology professors with over 50 years of combined teaching experience, the book offers a wide range of down to earth suggestions and immediately usable materials intended to help psychology teachers teach better and help students learn more. The chapters are organized to roughly parallel the sequence of tasks that new psychology teachers face, beginning with goal setting and ending with evaluation of one's teaching. Each chapter is chockfull of helpful tools including checklists, sample lecture notes, writing assignments, and grading criteria. To make it easier to customize this material, these tools are available on an accompanying CD along with a rating sheet for choosing a textbook, a student grade record sheet, a sample statement on academic integrity, and a pool of less than perfect test items to hone item writing skills. This book offers guidelines for teaching such as setting goals in line with 10 basic principles of effective teaching, planning the basics including choosing a text, writing a syllabus, and creating a grading system, setting a positive tone in the classroom, providing tips on asking and answering questions, promoting critical thinking, and

evaluating student performance Intended for psychology graduate students who are learning to teach faculty who train psychology instructors and new psychology faculty at institutions ranging from high schools to universities as well as experienced faculty wishing to hone their teaching skills *Annals of Entrepreneurship Education and Pedagogy - 2016* Michael H. Morris, Eric Liguori, 2016-11-25 The second edition of *Annals of Entrepreneurship Education and Pedagogy* provides entirely new insights into a number of the leading issues surrounding the teaching of entrepreneurship and the building of entrepreneurship programs Prepared under the auspices of the United States Association for Small Business and Entrepreneurship USASBE this book features fifteen scholarly perspectives on a range of entrepreneurship education issues

Accounting Education Research Richard M.S. Wilson, 2015-04-10 An annual prize is awarded for the best paper appearing in *Accounting Education* an international journal and this book contains the prize winning papers for every year from 1992 to 2012 The journal's primary mission since the first issue was published in March 1992 has been to enhance the educational base of accounting practice and all the papers in this book relate to that mission These papers reporting on research studies undertaken by accounting education scholars from around the world build on research findings from the broader domain of education scholarship and embrace a wide array of topics including curriculum development pedagogic innovation improving the quality of learning and assessing learning outcomes Of particular interest are three themes each of which runs through several of the papers students approaches to learning and learning style preferences ethics and moral intensity and innovation within the accounting curriculum Accounting educators will find many ideas in the book to help them in enriching their work and accounting education researchers will be able to identify many points of departure for extending the studies on which the papers report whether comparatively or longitudinally This book is a compilation of papers originally published in *Accounting Education* an international journal *Higher Education in the United States* James J. F. Forest, Kevin Kinser, 2002-06-21 Surveys the changing landscape of American higher education from academic freedom to virtual universities from campus crime to Pell Grants from the Student Privacy Act to student diversity In the years following World War II college and university enrollment doubled students revolted faculty unionized and community colleges evolved Tuition and technology soared as did the number of first generation minority and women students These changes radically transformed the American system of postsecondary education Today that system is in trouble Its aging professoriate prepares for retirement but low academic salaries can no longer attract the best minds to replace them A flood of corporate dollars funds commercial research but money for basic research the seedbed of American scientific preeminence has dried up Colleges and universities also face heated competition with for profit education providers for students faculty and external financial support along with the costs of providing remedial education to growing numbers of students who are unprepared for postsecondary education *Higher Education in the United States* provides a comprehensive analysis of these issues and others that scholars and practitioners of higher education study discuss and grapple with on a daily basis

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