Rethinking large class sizes and the student and staff experience

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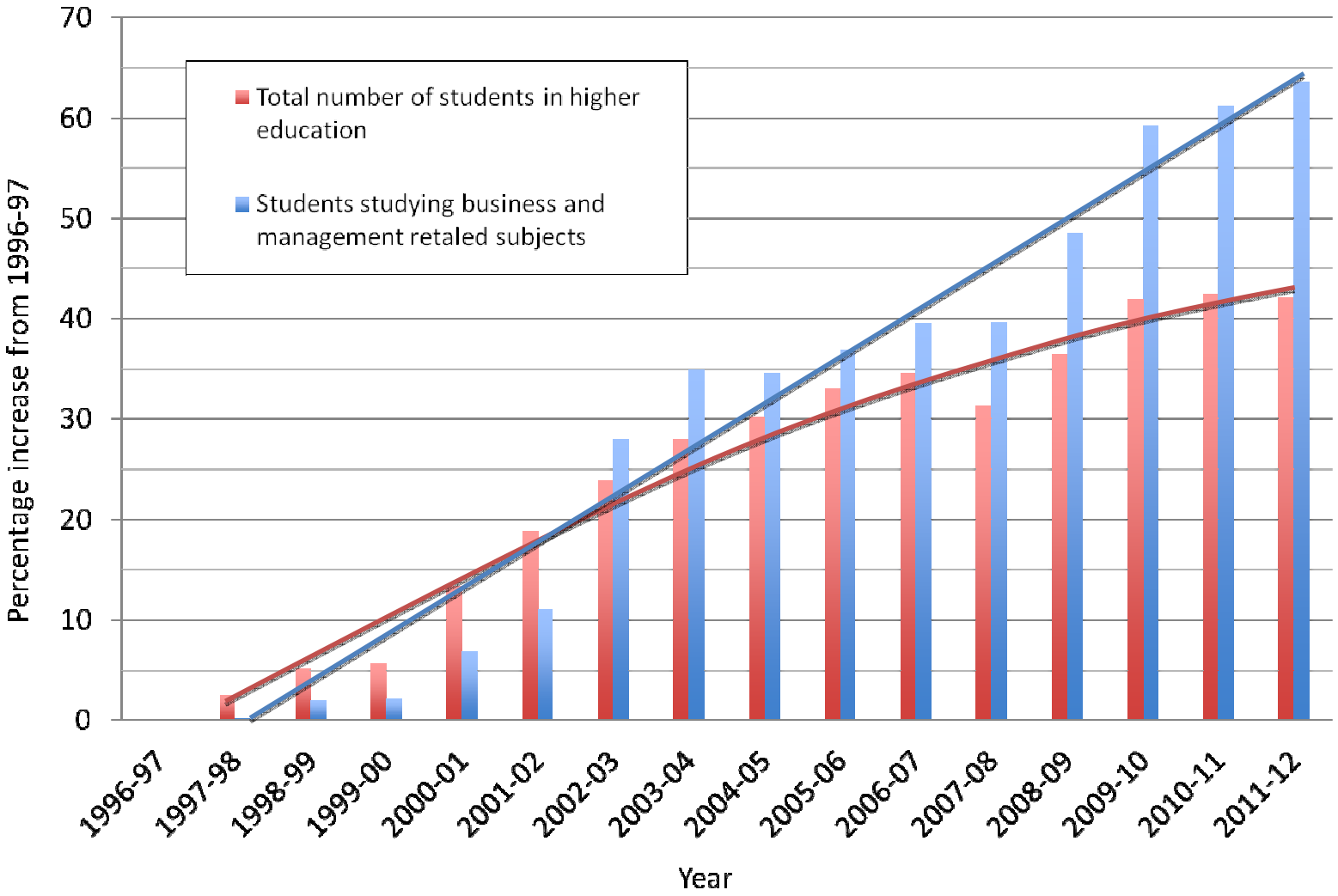
Growth



Based on data from the Higher Education Statistics Agency (www.hesa.ac.uk)

Impact on students

“

Students in larger classes have been found to take a surface approach (attempting to memorise) to a greater extent and a deep approach (attempting to make sense) to a lesser extent.

Higher education students judge teaching to be less good in large classes – even those led by teachers who gain good ratings when they teach smaller classes.

”

Gibbs (2013)

The challenge

Source: http://symposium.tlt.psu.edu/2011/03/symposium_stories_4_from_large_lecture_to_a_world_in_conversation/

Source: http://www.communitycare.co.uk/blogs/diary-of-a-social-worker/2010/07/a-student-associate-on-placement-in-a-school-writes.html

The Out-of-Office Reply

I hope the fact you got this response immediately after sending your e-mail didn't TOTALLY FREAK YOU OUT or get your hopes up.

Hi,

(Not that physically being IN my office would guarantee that I respond to you any sooner)

I will be out of the office and "unable" to answer your emails from _____ to _____.

Mysterious dates

I'll still see your e-mail on my phone but I'll just ignore it.

My poor assistant.

~~For urgent matters~~ please contact _____.

Only in case of the Apocalypse

For all other inquiries, I will reply to you "as soon as I return."

Several days after I get back.

Best Wishes,

Good luck!

Smith

Whee! I'm going on vacation!!

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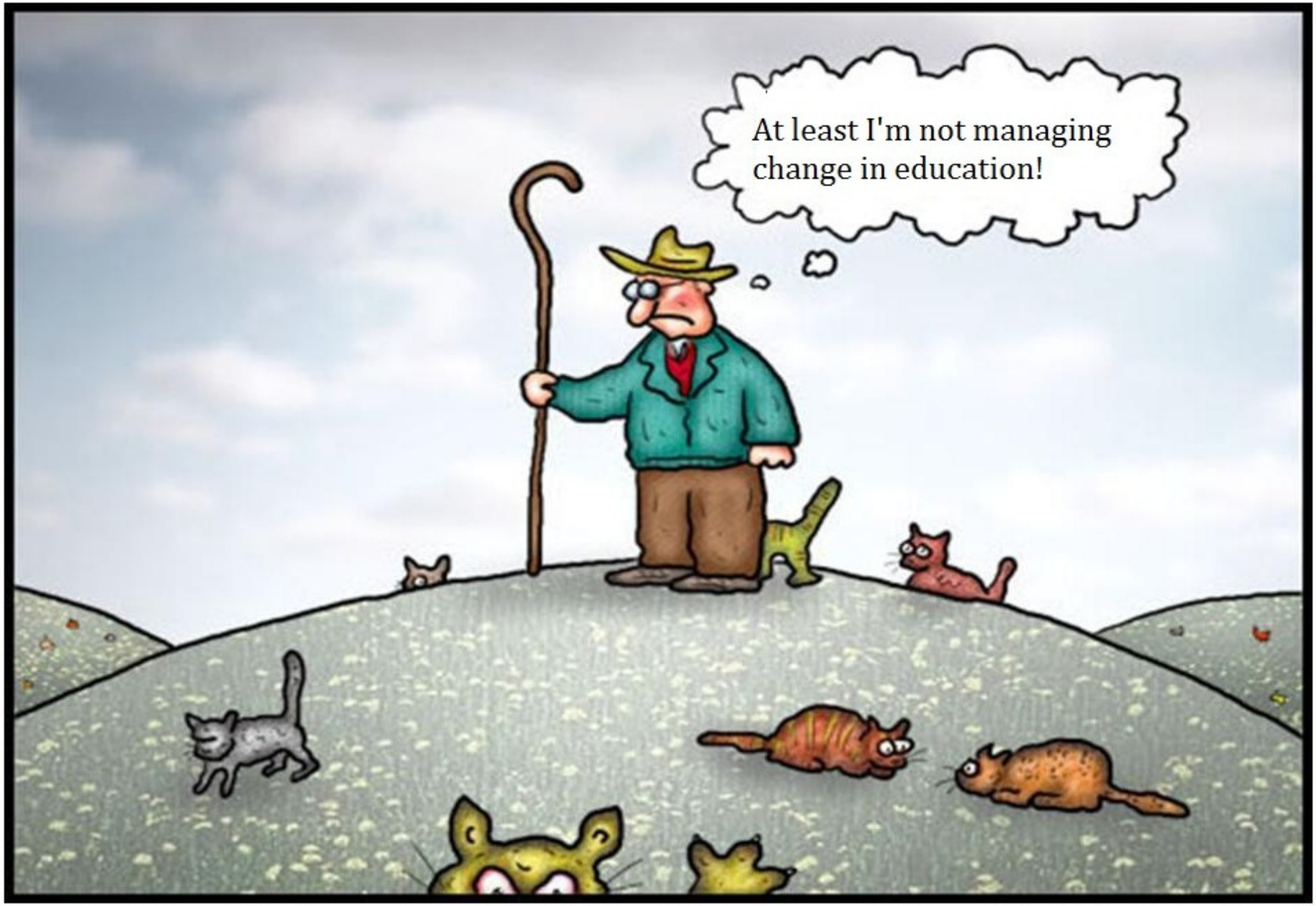
Course structure

- 10 credit course
- 2 Lectures
  - All students and tutors together
- Weekly workshops for 8 weeks
  - 2hrs long
  - Groups of 25 students per workshop with individual tutor
  - 18 workshop repetitions per week
  - Same teaching material

8 lecturers

4 senior lecturers

5 professors



Source: http://allthingslearning.wordpress.com/2011/11/06/herding-our-“cats”-to-change-3-0-part-1/

Source: http://mizzoumag.missouri.edu/2012/11/pyramid-scheme/

BMAN10101 Marketing Foundations

Market segmentation exercise: feedback sheet

Student number:

Mark on 1 to 10 scale (1 being v. poor, 10 excellent)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Answer to question 1										
Answer to question 2										
Answer to question 3										
Clarity of arguments given										
Legibility and standard of presentation										

Please note that the overall mark is a holistic judgment of performance, not a mathematical calculation based on the scales above.

The comments below are intended to help you improve your future performance in written university assignments and exams.

The best thing about this piece of work was:
The worst thing about this piece of work was:
Suggested improvements for future assessment:

MARK	

All marks are provisional and subject to moderation

Source: http://www.vintageseattle.org/2010/07/28/perkins-lane-no-slides/

Source: http://doniganmerritt.wordpress.com/category/writing/page/4/

Source: http://trice25.edublogs.org/2010/10/20/the-power-of-observation/

Main outcomes

- Student attendance over 90%
  - Potentially positive implications for retention
- Positive student evaluation of course
- Visible increase in student engagement and note taking
  - Few complaints about withholding of slides
- Improved attitude of staff towards undergraduate teaching
- Wider variety of teaching resources used by staff

Points for discussion

- "You've opened Pandora's Box, thanks for that"
- Is this approach worth the increase in resource requirements?

Source: http://seanrichie.wordpress.com/2011/02/26/the-most-critical-aspect-of-a-brilliant-idea/