Large Class Collegium
August 13, 2014
Alder Hall, UW Seattle

8:30 – 9:00  Check-in

9:00 – 9:15  Welcome
Beth Kalikoff, Director, Center for Teaching and Learning

9:15 – 10:30  Planning: How do you set up your large class for success?
Colleen Craig, Lecturer, Chemistry
Peter Wallis, Instructional Technologist, UW-IT
Teaching a large-lecture course requires a higher level of practical and pedagogical organization than a small-lecture course, so it is crucial to prepare as much as possible before the first day of class. In this session, we will discuss the unique challenges of the 100+ to 1 ratio—which are as much about management and endurance as they are about pedagogy—and methods for overcoming them. Drawing on the diverse experiences of the collegium participants, we will explore issues related to course design, TA management, and student engagement in the large lecture environment.

10:30 – 10:45  BREAK

10:45 – 12:00  Teaching: What strategies do you use in your course to help students progress towards meeting your goals?
Karen Freisem, Instructional Consultant, Center for Teaching and Learning
Kathryn Rogers Merlino, Assistant Professor, Architecture
One challenge in teaching large classes is keeping the students engaged in course material while they progress towards meeting learning goals. What are ways to increase student engagement in a large class? What strategies help promote students’ interaction with each other, with the instructor, and with the material? In this session we will discuss how both in-class and out-of-class learning activities can engage students in the large class setting and help them meet the goals of the course. We will also talk about developing rapport and managing the in-class interactions.

12:00 – 1:00  LUNCH: Pick up in Alder 105
1:00 – 2:15 Assessment: How do you know if your students are meeting your learning goals?

Calla Chancellor, Instructional Consultant, Center for Teaching and Learning
Alexes Harris, Associate Professor, Sociology

In this session we will discuss traditional and not-so-traditional ways to assess students’ comprehension of the course material. It can be challenging to grasp how well our students understand the concepts and theories we present when we have two to three hundred students in a lecture hall. In this session, we’ll encourage instructors to think further about how we can formally and informally check-in with students to assess their level of engagement, understanding, and ability to apply concepts in various ways. Some of the strategies that we’ll discuss include: classroom discussions, small group exercises, extra credit options, “flipping the rows,” and the more traditional assessments of exams, final projects and participation points.

2:15 – 2:30 BREAK

2:30 – 3:15 Conversation, Collaboration, and Studio Time

In this session, participants will chat in small groups, taking the content from the day’s sessions, and sharing concerns, ideas for classroom management and organization. Participants are encouraged to solicit feedback. CTL consultants, UW-IT representatives, and presenters will be on hand.

3:15 – 4:00 Next Steps and Wrap Up

We’ll come back as a group and share what we’ve learned from colleagues. As we reflect on the day, we’ll use this opportunity to solicit feedback on how to continue creating a community of large class instructors and suggestions for how to go about doing so.

*Morning/afternoon refreshments and lunch can be found in Room 105