



TEACHING LARGE CLASSES

Teaching Large Classes Well

Frank Heppner



Teaching Large Classes Well:

Teaching Large Classes Well Maryellen Weimer, 1987 [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 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.

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.

Blueprint for Learning Laurie Richlin, 2023-07-03. An acclaimed educator presents hands-on advice on teaching that meets today's emphasis on learning outcomes and assessment. Informed by the most up-to-date research on how people learn, this book is for all instructors in higher education as well as high school teachers. Laurie Richlin has been running a workshop on course design for higher education for over fifteen years, modifying and improving it progressively from the feedback of participants and from what they in turn have taught her. Her goals are to enable participants to appropriately select teaching strategies to design and create the conditions and experiences that will enable their students to learn and, in the process, to develop the scholarly scaffold to document their ongoing course design and achievements. This book familiarizes readers with course design elements, enables them to understand themselves as individuals, and teaches them how their students adapt to the learning environment. It design courses that promote deep learning and assess the impact of the teaching practices and design choices they have made. She provides tools to create a full syllabus, offers guidance on such issues as framing questions that encourage discussion, developing assignments with rubrics, and creating tests. The book is packed with resources that will help readers structure their courses and constitute a rich reference of proven ideas. What Laurie Richlin offers is an intellectual framework, a set of tools, and best practices to enable readers to design and continually reassess their courses to better meet their teaching goals and the learning needs of their students.

Classroom Teaching and Management D. S. Chadha, 2004.

Engineering Education 4.0 Sulamith Frerich, Tobias Meisen, Anja Richert, Marcus Petermann, Sabina Jeschke, Uwe Wilkesmann, A. Erman Tekkaya, 2017-04-12. This book presents a collection of results from the interdisciplinary research project ELLI, published by researchers at RWTH Aachen University, the TU Dortmund, and Ruhr University Bochum between 2011 and 2016. All contributions showcase essential research results, concepts, and innovative teaching methods to improve engineering education. Further, they focus on a variety of areas, including virtual and remote teaching and learning environments, student mobility support throughout the student lifecycle, and the cultivation of interdisciplinary skills.

Automation, Communication and Cybernetics in Science and Engineering 2013/2014 Sabina Jeschke, Ingrid Isenhardt, Frank Hees, Klaus Henning, 2014-12-03. This book continues the tradition of its predecessors, *Automation, Communication and Cybernetics in Science and Engineering* (2009).

2010 and 2011 2012 and includes a representative selection of scientific publications from researchers at the institute cluster IMA ZLW IfU IMA Institute of Information Management in Mechanical Engineering ZLW Center for Learning and Knowledge Management IfU Associated Institute for Management Cybernetics e V Faculty of Mechanical Engineering RWTH Aachen University The book presents a range of innovative fields of application including cognitive systems cyber physical production systems robotics automation technology machine learning natural language processing data mining predictive data analytics visual analytics innovation and diversity management demographic models virtual and remote laboratories virtual and augmented realities multimedia learning environments organizational development and management cybernetics The contributions selected reflect the fundamental paradigm shift toward an increasingly interdisciplinary research world which has always been both the basis and spirit of the institute cluster IMA ZLW IfU

Encyclopedia of Development Methods Andrzej Huczynski, 2018-05-08 This title was first published in 2001 This title was first published in 2001 The core of this thoroughly revised book is a directory of more than 700 methods Each entry typically comprises an explanation a bibliography and cross references Other features include a review of different approaches to classifying the methods and two valuable appendices the first is to help practitioners analyse their methods the second providing details of relevant books journals and other information sources

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Course-based Review and Assessment Martha L. A. Stassen,2005 Designed to guide the practitioner through the steps of student learning assessment offering strategies for assessing student learning at the course level

Ophthalmic Literature ,1913 The Penn State Teacher Diane M. Enerson, Kathryn M. Plank,1993 Journal of Education ,1894

Science John Michels (Journalist),1914 Vols for 1911 13 contain the Proceedings of the Helminothological Society of Washington ISSN 0018 0120 1st 15th meeting Bulletin of the School of Education, Indiana University ,1928 Vol 1 7 9 10 include Proceedings of the High School Principals Conference 1923 1929 v 1 7 9 18 include Proceedings of the Conference on Educational Measurements 1924 1930 1932 1942 *Annual Conference on Educational Measurements* ,1929

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