

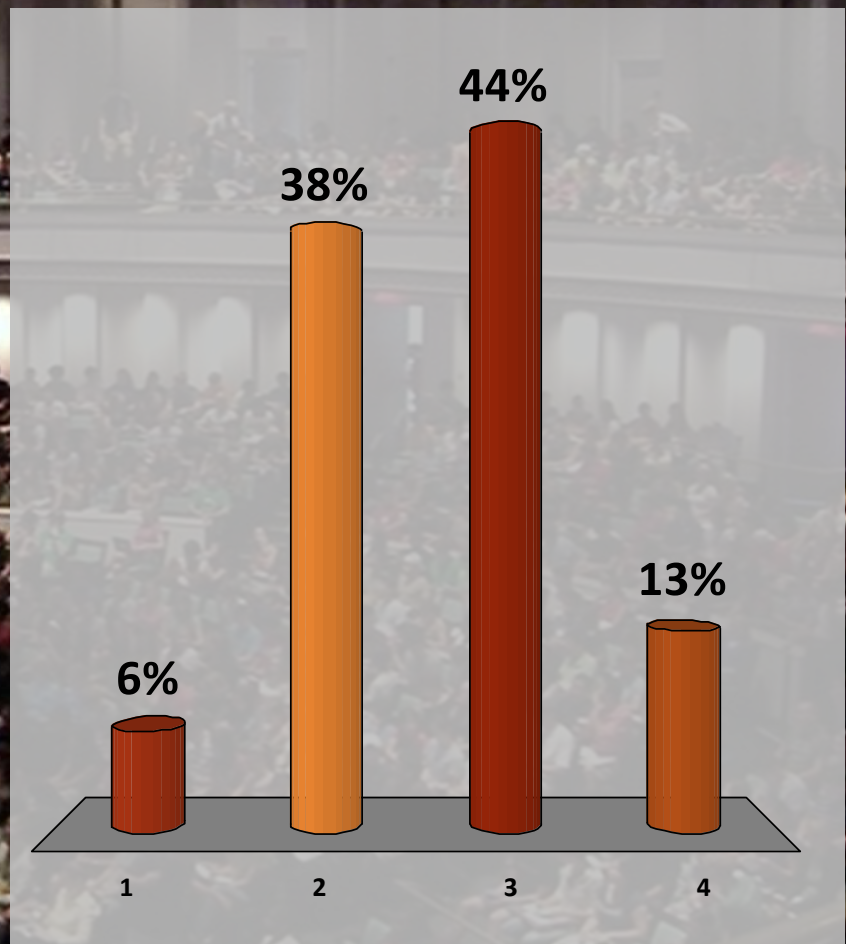
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Faculty Development  
Center for Teaching,  
Learning, and Assessment

# Engaging Best Practices

## Teaching in Large Classes

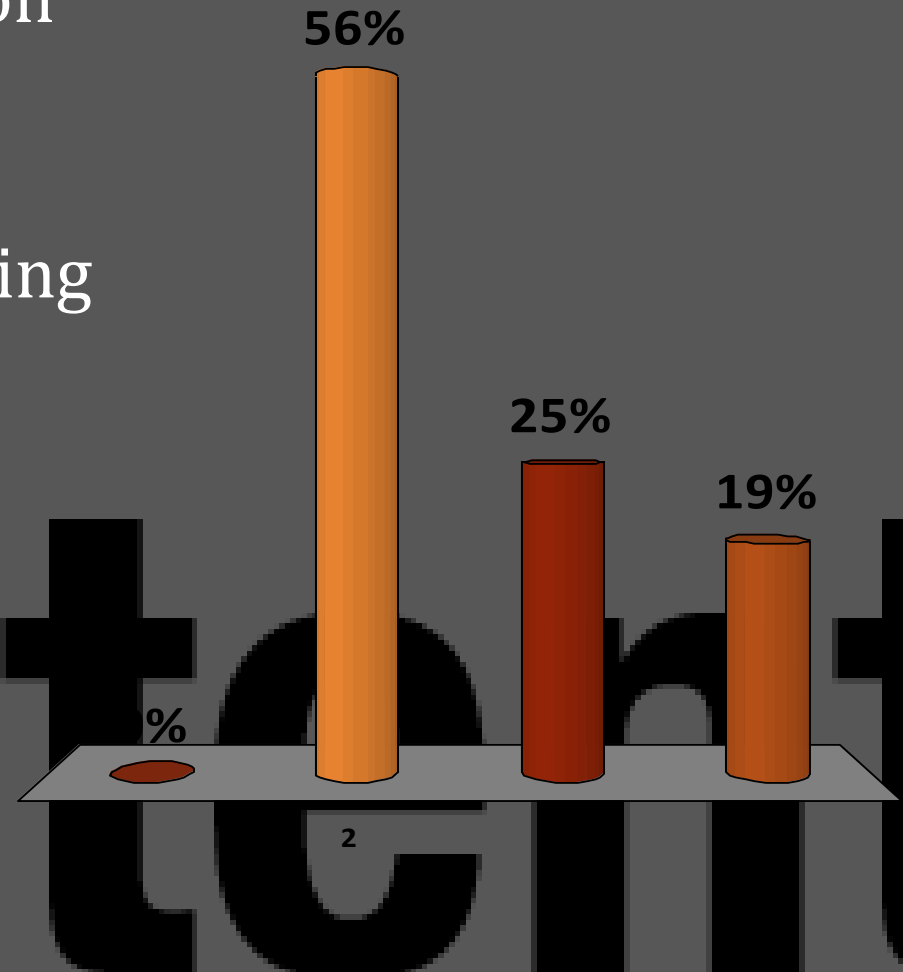
# I enjoy teaching in large classes.

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly Agree



# Which is the most difficult aspect of teaching in large classes?

1. Content dissemination
2. Content interaction
3. Assessment of Learning
4. All of the above



# Your Context

## **Syllabus—**

Your Philosophy of  
Teaching/Learning

What's the best  
way to teach?

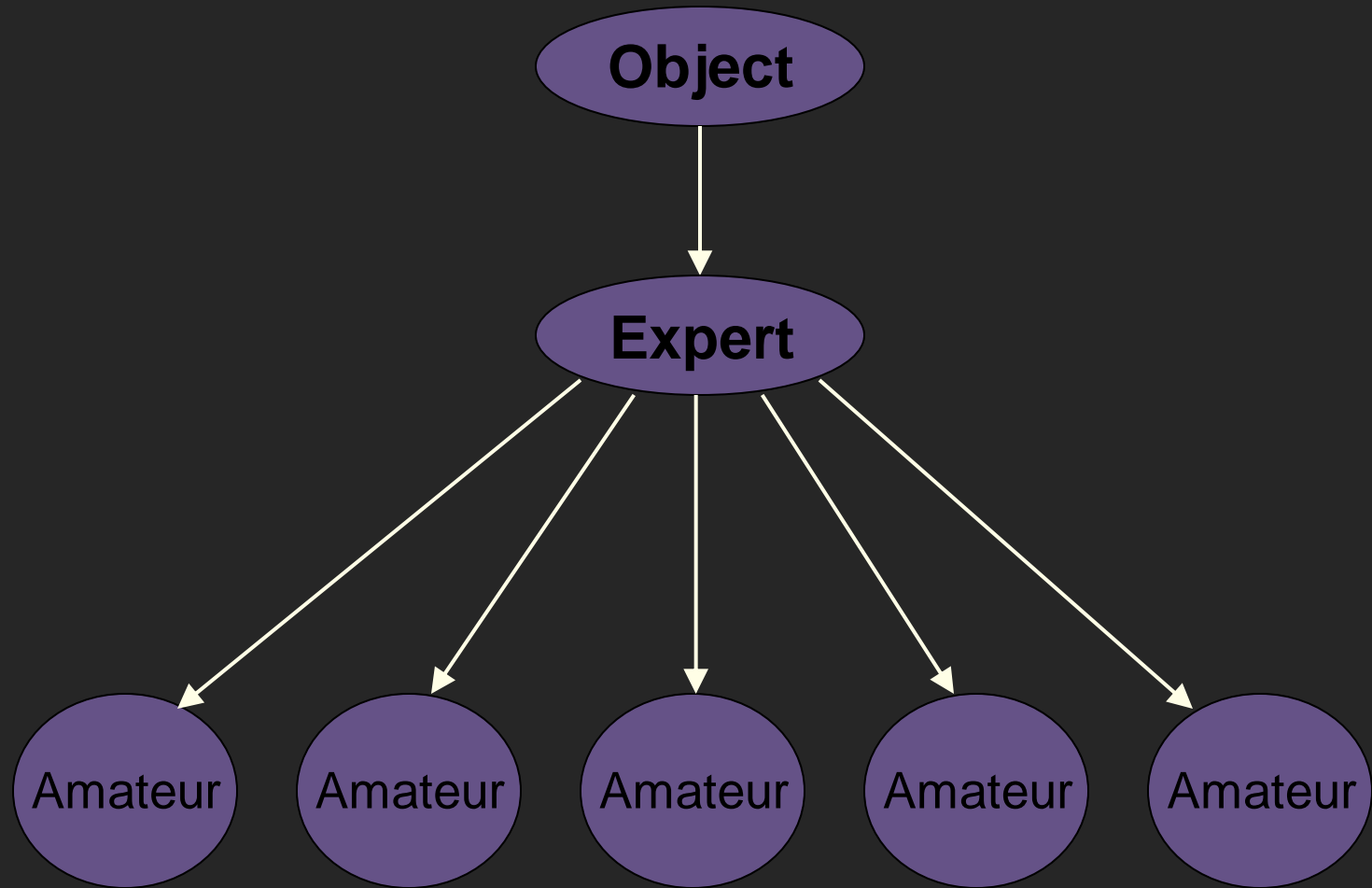
What's my role  
as teacher?

# Reality is Communal

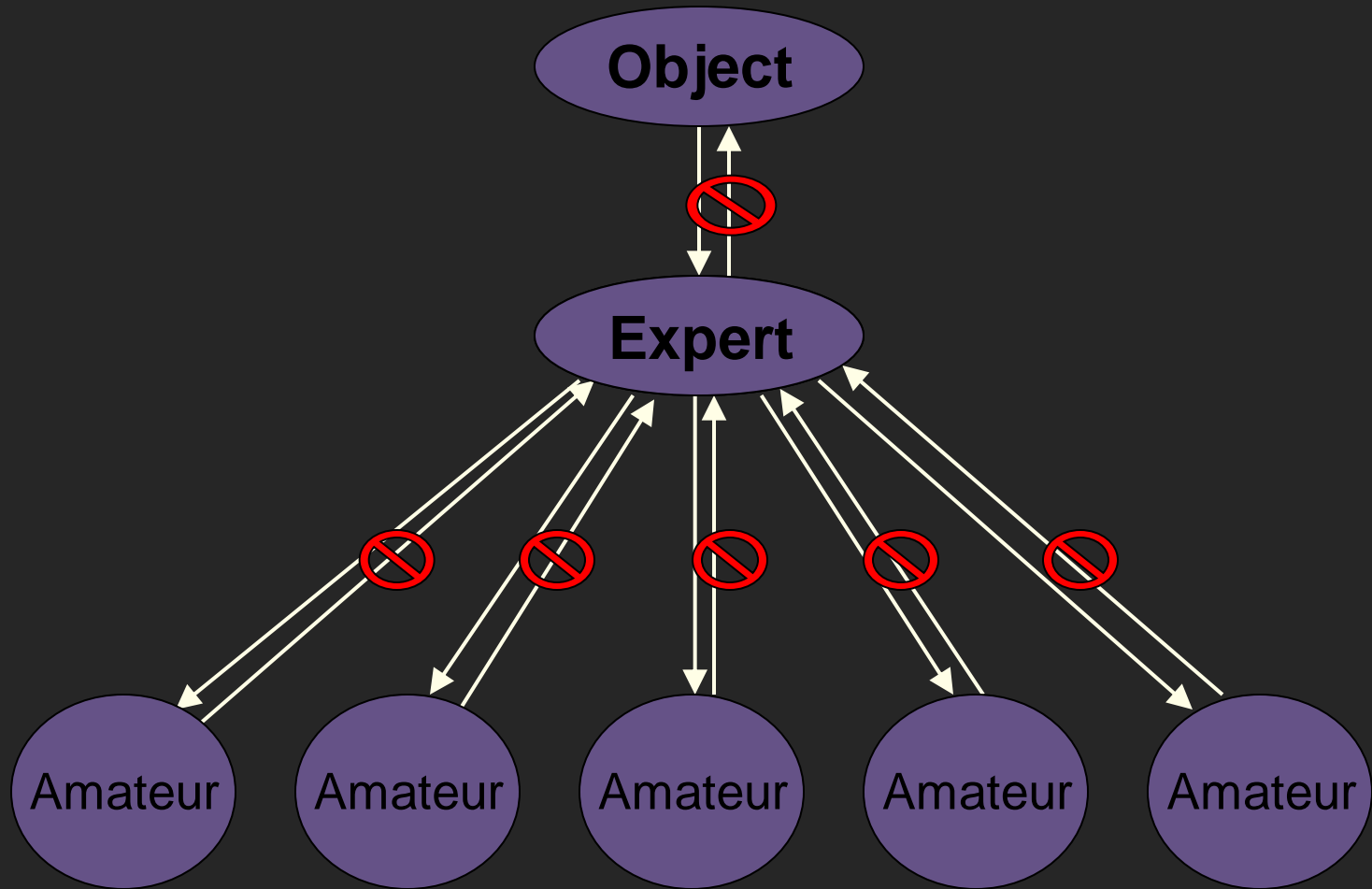
## o Palmer's "Community of Truth"

*"...Reality is a **web of communal relationships**,  
and we can know reality  
only by **being in community** with it."*

# Truth Revisited: *Myth of One-Way Knowing*

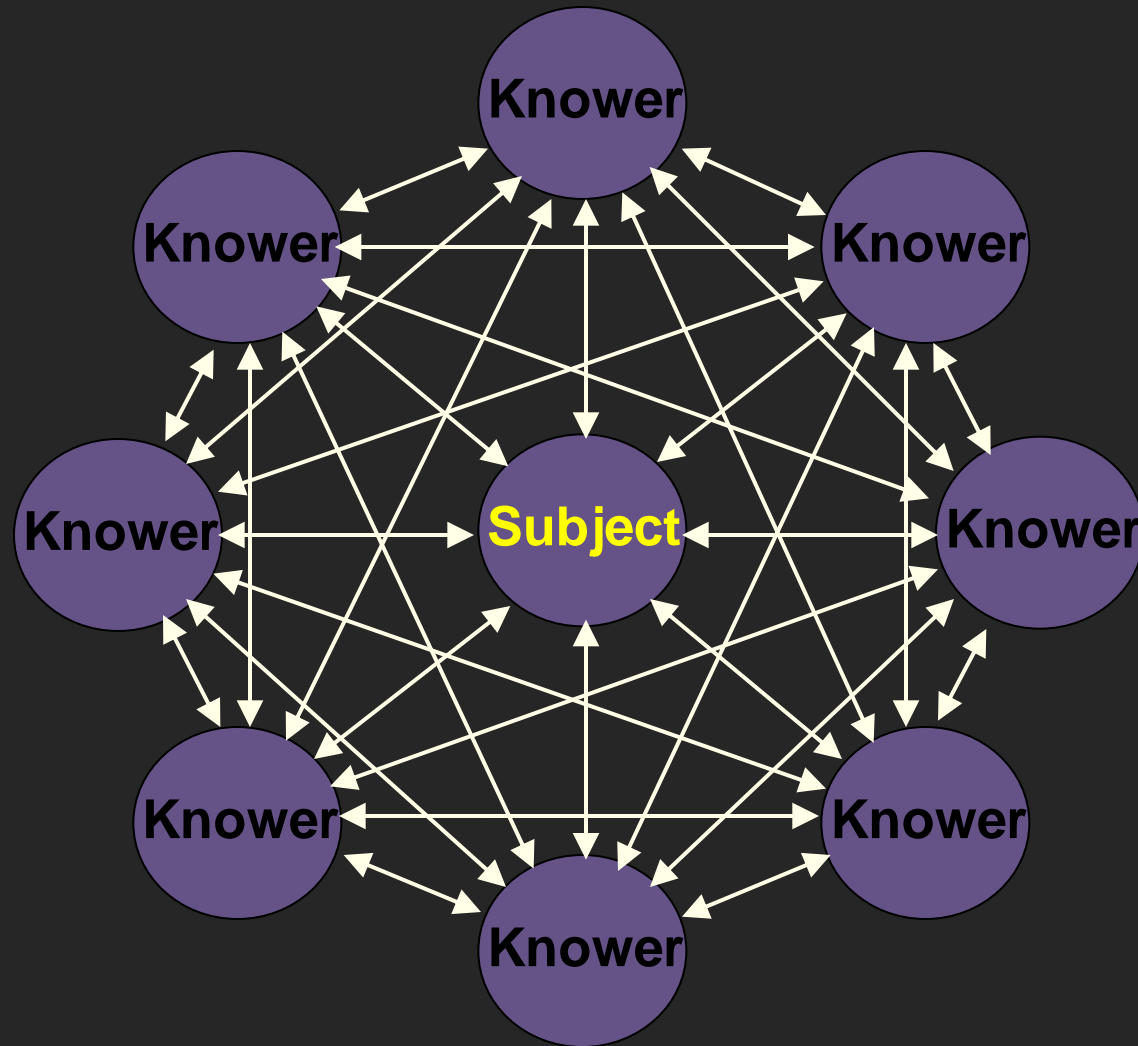


# Truth Revisited: Myth of One-Way Knowing





# Truth Revisited: Community of Truth





# Your Context

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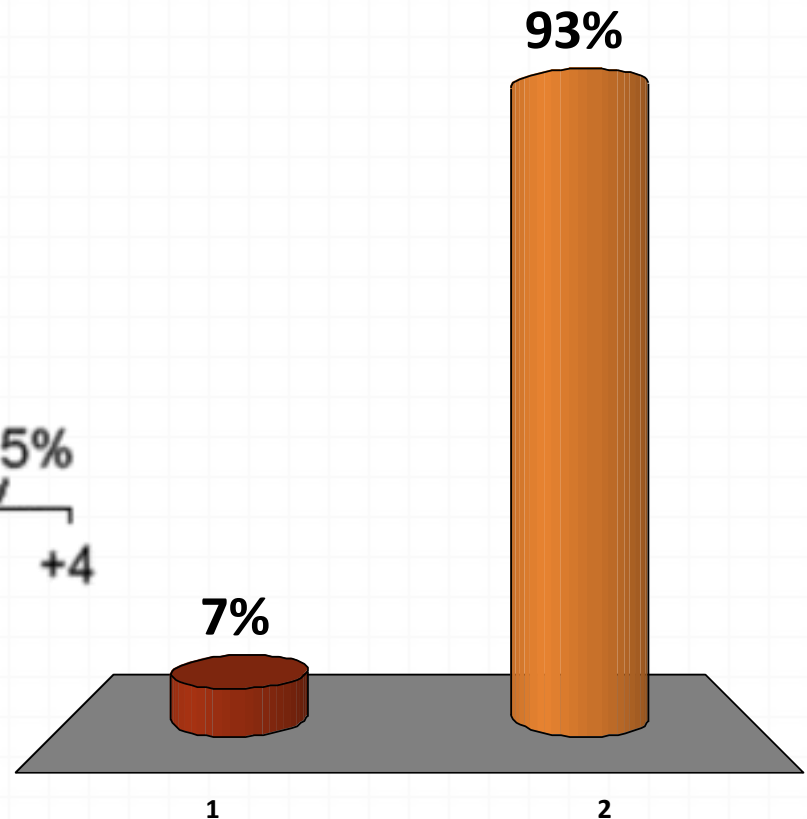
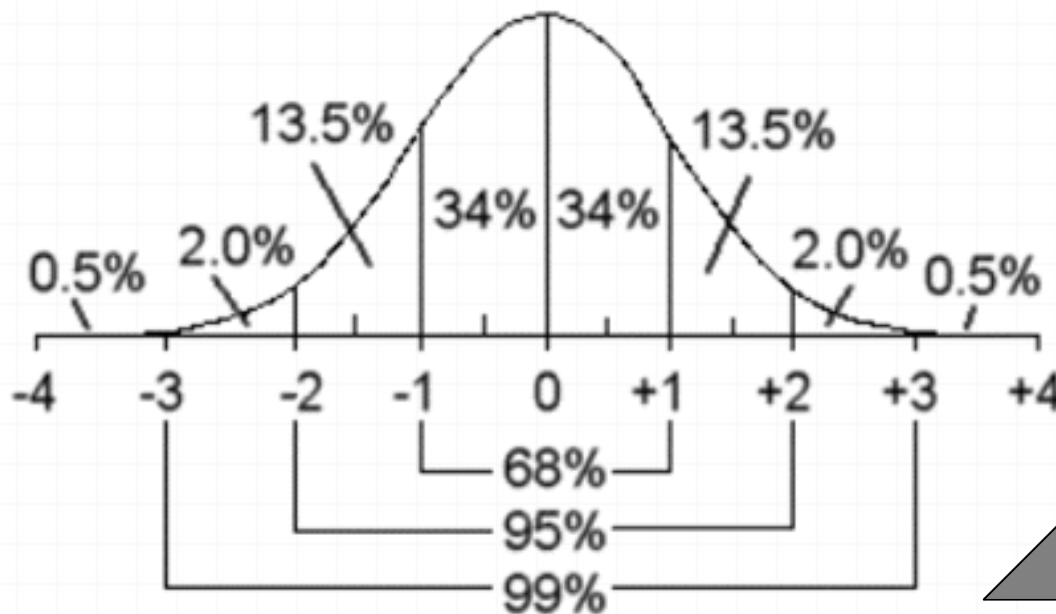
What's the best  
way to teach?

What's my role  
as teacher?

It is near impossible to teach research methods successfully in a large-class format?

1. True

2. False



## Graduate research methods course (N=19)

“How do you feel about the clickers as a learning tool in the classroom?”

16 (84%): very helpful; 3 (16%): helpful

## CIQ responses regarding clickers:

- The clickers are so cool, so relevant, so interesting.
- It's great to know that other classmates have the same questions.
- I am actually having fun! This [learning research methods] is not supposed to be fun!
- I'm glad that our opinions matter.
- The class was an interactive forum.

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**Student Learning  
Outcome—**  
IDEA Objective?

How do my  
course outcomes  
relate to IDEA  
objectives?

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

1-No apparent progress

2-Slight progress; I made small gains on this objective.

3-Moderate progress; I made some gains on this objective.

4-Substantial progress; I made large gains on this objective.

5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 21. | ① | ② | ③ | ④ | ⑤ | Gaining factual knowledge (terminology, classifications, methods, trends)   |
| 22. | ① | ② | ③ | ④ | ⑤ | Learning fundamental principles, generalizations, or theories   |
| 23. | ① | ② | ③ | ④ | ⑤ | Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)  |
| 24. | ① | ② | ③ | ④ | ⑤ | Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course |
| 25. | ① | ② | ③ | ④ | ⑤ | Acquiring skills in working with others as a member of a team   |
| 26. | ① | ② | ③ | ④ | ⑤ | Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)                                 |
| 27. | ① | ② | ③ | ④ | ⑤ | Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)                 |
| 28. | ① | ② | ③ | ④ | ⑤ | Developing skill in expressing myself orally or in writing  |
| 29. | ① | ② | ③ | ④ | ⑤ | Learning how to find and use resources for answering questions or solving problems  |
| 30. | ① | ② | ③ | ④ | ⑤ | Developing a clearer understanding of, and commitment to, personal values   |
| 31. | ① | ② | ③ | ④ | ⑤ | Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view  |
| 32. | ① | ② | ③ | ④ | ⑤ | Acquiring an interest in learning more by asking my own questions and seeking answers   |

<b>Learning Outcome</b> By the end of this course, students should be able to:	<b>IDEA Objective</b>	<b>Assignments Used to Assess</b>
Recognize the <b>books</b> and recall the <b>general structure</b> of the <b>Old Testament</b> .	<b>Gaining factual knowledge</b>	Quizzes, Exam #1
Recall the <b>content and structure</b> of the books of <b>Exodus and Deuteronomy</b> .	<b>Gaining factual knowledge</b>	Quizzes, Exam #1
Recognize that various theories exist for the <b>composition and authorship</b> of the books of Exodus and Deuteronomy.	<b>Gaining factual knowledge</b>	Quizzes, Exam #1, Reading reflections
Define the word <b>canon</b> and describe the differences among various religious groups' canons.	<b>Gaining factual knowledge</b>	Quizzes, Exam #1
Describe the <b>historical, social, political, and geographical</b> world of the Old Testament.	<b>Gaining factual knowledge</b>	Quizzes, Exam #1
Identify and analyze <b>obscured themes, characters, and/or motifs</b> that are highlighted by interpreters that represent <b>marginalized voices</b> .	<b>Gaining factual knowledge</b>	Quizzes, Exam #2
List <b>key genres</b> found in the Old Testament and be able to label passages according to genre.	<b>Gaining factual knowledge</b>	Quizzes, Exam #2
Identify proper <b>exegetical principles</b> [hermeneutics] and compose a paper/project which utilizes them.	<b>Learning how to find and use resources for answering questions or solving problems</b>	Homework Assignments, Exegetical Paper/Notebook
<b>Compare</b> how various religious communities use the books of Exodus and Deuteronomy for <b>constructing a biblical world view</b> and <b>evaluate</b> what can be learned from this encounter as they <b>integrate class material</b> into their own walk of faith.	<b>Learning to analyze and critically evaluate ideas, arguments, and points of view</b>	Reading Reflections, Discussion Questions/ Sessions, Quizzes, Exam #2
Explain the <b>Wesleyan Quadrilateral</b> and assess the merits of this approach to reading Scripture.	<b>Learning to analyze and critically evaluate ideas, arguments, and points of view</b>	Reading Reflections, Quizzes, Exam #1

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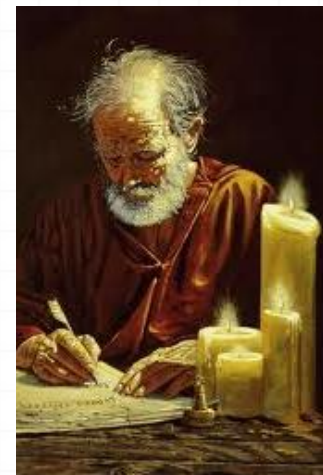
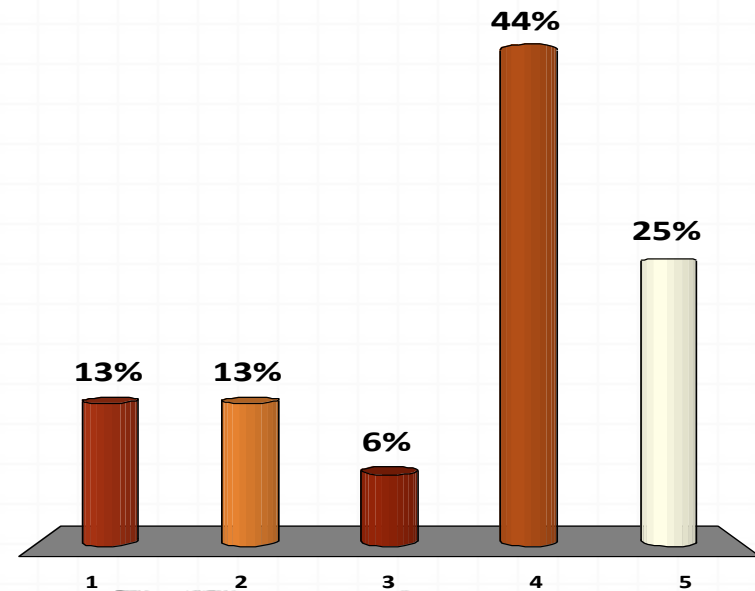
**Student Learning  
Outcome—**  
IDEA Objective?

How do my  
course outcomes  
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objectives?



# What biblical/church character reflects “shifting”?

1. Ruth
2. Paul
3. Saint Ambrose
4. #1 and #2
5. All of the above



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What's the best way to teach?

What's my role as teacher?

**Student Learning Outcome—**  
IDEA Objective?

How do my course outcomes relate to IDEA objectives?

## **Teaching Methods**

for Large Classes

What is one method I could add?

# Large-Class Best Practices

## ◊ Content Dissemination

- ◊ Active Lecturing, Technology (Clickers, Wordle, Voicethread, Google Hangout), Peer Learning, Moving Pairs, Note Comparing, Modeling (Fishbowl)

“Make the class feel smaller”

## ◊ Content Interaction

- ◊ Inside- vs. Outside-Class Interaction (Reading Prep, Task Groups), Accountability (Minute Paper--Lecture/Reading)

“Students own their own learning”

## ◊ Assessment of Learning

- ◊ Meaningful assessment/feedback (Comment Guides, GradeMark), Scaffolded Assignments

“Smarter, not more”

Thank you!