Managing and Connecting with Students in Large Classes

Please write one question or comment you have regarding teaching large classes. I will collect these momentarily.

Structure
- Getting organized
- Presenting
- Classroom management
- Assessment

Syllabus—The Course “Contract”
- Contact info
- Office hours
- Course description
- Learning objectives
- Assessment
- Readings and daily schedule
- DRC accessibility statement

Blackboard
- Go to NIU’s Blackboard website: http://webcourses.niu.edu
- Use your zid and password to log in
- AHRS 200 will be listed as one of your courses. Follow the link.
Guest speakers and/or activities?

- Make requests **before** the semester but **not too far before**.

Presenting

Presenting yourself

- Comfort with public speaking
- Appearance, body language, and movement
- Boundaries—Dual relationships
- Self-awareness re biases (e.g., gender, race, SES, disability, sexual orientation)

Public speaking—Anxiety can be your friend

- Hones attention
- Find what works for you
- Experience helps

Appearance

- How do you want to be viewed?
- First impressions matter

Body Language

- Consider
  - Stance
  - Arm position(s)
  - Gaze
  - Facial expression
  - Proximity
  - Other???
Movement

- Don't stand behind the podium. Let students see you!
- Use gestures to animate your presentation

Boundaries

- Dual relationship problems
- Respect for differences

Greetings and salutations

- Preferred...
  - Professor Long
  - Dr. Long
- Not...
  - Mr. Long
  - Dr. Greg
  - Dude, hey there,
    - Thanks.

Self-Awareness of Biases (Creating an Inclusive Classroom)

- Language
- Story-telling examples

Presenting Course Content

- Day One structure
- Universal Design for Learning
- Attention span
- Using stories
- Demonstrations, videos, and guest speakers

Day One Structure

- Remember, first impressions matter
- Introductions, syllabus review
- Course policies
Universal Design for Learning
- Multiple means of presentation
- Multiple means of assessment
- Incorporating Blackboard

UDL and Page Design
- Simplicity
- K.I.S.S.
- White space
- DON'T USE ALL CAPS

UDL and Poor page design
- Simplicity and ease of understanding
- K.I.S.S.—Keep It Simple Stupid
- White space—Leave plenty of room without text
- DON'T USE ALL CAPS
- K.I.S.S.—Keep It Simple Stupid
- White space—Leave plenty of room without text

Attention Span
- Change activities and input every 10-15 minutes

Using stories
- Stories evoke emotional responses which increase students' receptivity to learning.

Story Types
- Personal
- Family
- Media
- Current events
Demonstrations, Videos, and Guest Speakers

Classroom Management

Distractions
- Use of laptops and other mobile devices?
- Newspapers
- Talking
- Arriving late or leaving early

Civility
- You are the role model
- Develop strategies for dealing with difficult conversations and individuals

Course Policies
- Attendance
- Exams and quizzes
- Assignments (content, structure, and submission)
- Grading
- Extra credit
- Academic Integrity

Accommodations
- Syllabus statement
- Accommodation letter
- Expected behavior (student and instructor)
Assessment—Exams and Quizzes

- Test what you teach
- Consider study guides and/or review sessions
- Make-up exam policy

Assessment—Written Assignments

- Openness to providing feedback on writing assignments?
- Develop and use rubrics for grading

Summary and Final Tips

- Keep students’ attention
- Use eyes more than ears
- Become a story teller
- Gesture and move
- Emphasize real-world application
- Avoid change (during the semester)
- Have fun!
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Fall 2015 Teaching Assistant Orientation

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In addition to the information shared in today’s presentation, some books and links I’ve found helpful include:


Center for Teaching and Learning (n.d.). A survival handbook for teaching large classes (http://teaching.uncc.edu/learning-resources/articles-books/best-practice/large-classes/large-class-handbook)
