

HOW I GOT TO KNOW MY 200 STUDENTS (ALMOST) OVERNIGHT

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Visiting Committee Meeting
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Large lectures are a given...



Background

- ▶ **but focus on information transfer**

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- ▶ **Large lectures are impersonal**

Strategy

- ▶ **Move first exposure to the material out of the classroom**

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- ▶ Move first exposure to the material out of the classroom: **assign reading!**
- ▶ Use class to deepen and broaden understanding
- ▶ by transferring some **additional** information
- ▶ and giving students opportunities to **think**

Strategy

Use assignments to:

Strategy

Use assignments to:

- ▶ **get to know your students!**

Strategy

Use assignments to:

- ▶ get to know your students!
- ▶ find out what needs to be “lectured” on

Strategy

Reading assignment:

Strategy

Reading assignment:

- ▶ **2 questions on content**

Strategy

Reading assignment:

- ▶ 2 questions on content
- ▶ 1 feedback question

Strategy

Reading assignment:

- ▶ 2 questions on content
- ▶ 1 feedback question
- ▶ due at 9 pm the night before class

Strategy

Feedback question:

“Please tell us what you found most difficult or confusing. If you did not find anything difficult or confusing, please tell us what you found most interesting.”

Problem (with a nice solution!)

What do you *do* with all this information?

Problem (with a nice solution!)

What do you *do* with all this information?

SQL-based “notebook” project

Summary

- ▶ better use of classroom time
- ▶ better interaction with students
- ▶ students learn to learn

For a copy of this presentation and
additional information, see:

<http://mazur-www.harvard.edu>