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

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Visiting Committee Meeting
26 April 1999
Large lectures are a given...
but focus on information transfer
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(and the information often doesn’t sink in)
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Large lectures are impersonal
Move first exposure to the material out of the classroom
Move first exposure to the material out of the classroom: assign reading!
Strategy

- Move first exposure to the material out of the classroom: assign reading!

- Use class to deepen and broaden understanding
Strategy

- Move first exposure to the material out of the classroom: assign reading!
- Use class to deepen and broaden understanding
- by transferring some additional information
Strategy

- 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
Use assignments to:
Use assignments to:

▶ get to know your students!
Use assignments to:

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

- 2 questions on content
Reading assignment:

- 2 questions on content
- 1 feedback question
Reading assignment:

- 2 questions on content
- 1 feedback question
- due at 9 pm the night before class
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.”
What do you **do** with all this information?
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