GETTING STUDENTS (AND YOURSELF) PREPARED FOR CLASS

or

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

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Large lectures are a given...
but large lectures...

- are impersonal
but large lectures...

- are impersonal

- focus on information transfer
but large lectures...

- are impersonal
- focus on information transfer
- don’t necessarily address students’ needs
Move some of the information transfer out of the classroom
Strategy

- Move some of the information transfer out of the classroom
- Web based reading assignment
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
- graded on effort
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!)

SQL-based “notebook” project
Benefits

- better use of classroom time
- connects names and faces
- additional student-faculty interaction
Funding

National Science Foundation

For a copy of this talk and additional information:

http://mazur-www.harvard.edu