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
Strategy

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.”
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