

Teaching Large Classes and Effective Use of Technology

by

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Teaching Large Classes

▶ **Introduction**

- ▶ Demand for higher education at tertiary level is on the increase.
- ▶ Available infrastructure does not meet demand
- ▶ Large classes are inevitable and are being adopted by many institutions.
- ▶ But the size of the class does not really affect learning, what affect learning is the quality of the teaching or the quality of the teacher.

- ▶ Teaching large class may be a challenge, but it offers opportunity to the teacher to improve his organizational and managerial skills.
- ▶ In the classroom, large enrolments can promote student disengagement and feelings of alienation,
- ▶ This can erode students' sense of responsibility and lead to behaviours that both reflect and promote lack of engagement.

Traditional ways of teaching large classes in the BMAS.

- ▶ The traditional way in teaching large classes in the BMAS is through lecture,
- ▶ teachers are the main players in the classroom while students are mere listeners.
- ▶ the lecturer passes information to the students, or give them assignment and handouts.
- ▶ It is sometimes called the “Sage on the Stage” style, the teacher-centered model.

- ▶ It positions the teacher as the expert in charge of imparting knowledge to his or her students via lectures or direct instruction,
- ▶ students are to listen to and absorb information.
- ▶ Common ways of teaching are the use of marker and talk, visual aids, reporting, and different activities that lead to teacher-student interaction.

Strategies for Better Delivery of the CCMAS to Large Classes.

- ▶ Introduce yourself and explain your interests in the class on the first day.
- ▶ Make your classes interactive, and to the best of your ability learn the names of your students
- ▶ Make clear rules and stick to them, and post them for everyone to see, for instance, all cell phones should be off during classes.
- ▶ Be active, don't just stand by the whiteboard, move around.
- ▶ Prevent "Dead Time", plan what you intend to accomplish and cover for the day, a few minutes break can disengage the students and cause rowdiness.
- ▶ Give students opportunities to express themselves, tolerate contrary views .
- ▶ Pay Attention to Individual Student, especially those perceived to be a bit slow in learning
- ▶ Divide students into teams, and ensure participation of students during assignments
- ▶ You can reduce the grading load by having half the class assessed one week and the other half the week after especially during group presentations.

▶ Promote active learning

- ▶ Give students clear lesson aim and Objectives, refer to them at each stage
 - ▶ Explain the objectives of the lesson at the beginning of every class to keep the student focused and to:
 - ▶ 1. keep track of the lesson stages,
 - ▶ 2. clearly see the connection between what they are doing in class and what they are supposed to learn,
 - ▶ 3. know exactly what is expected of them, reducing anxiety and fear,
 - ▶ 4. self-monitor their progress
 - ▶ 5. play a more active part in the lesson flow

Lecturing

- ▶ shape the lecture for the specific audience of students
- ▶ see lectures as a means of helping students learn to think about the key concepts
- ▶ Rather than primarily as a means of transferring knowledge from instructor to student.

Prepare notes that will serve as a “road map” rather than a script to be read verbatim.

Notes that are too comprehensive will take your attention away from the students. Instead, write down key concepts and examples, including any essential details such as formulas, dates, or other information..

- ▶ If you are using PowerPoint, be careful to limit the amount of information you include on each slide so that your lecture, rather than the PowerPoint, is the focus.

During the Lecture

- ▶ **i. Show passion for the subject.**
 - ▶ Tell students what you find fascinating about what you are teaching.
- ▶ **ii. Focus on communicating with your audience: speak clearly, so that all students can hear you.**
 - ▶ Project your voice. When lecturing in a large room, use a microphone.
 - ▶ Ensure the students can hear you by asking them.

- ▶ **v. Use gestures, eye contact and movement around the room to engage student attention.**
 - ▶ Make eye contact with students in all areas of the room, not just with those students who routinely answer your questions or otherwise appear engaged.
- ▶ **vi. When asking questions, do not be afraid of silence.**
 - ▶ Give students 5-10 seconds to think and formulate a response.
 - ▶ If 10-15 seconds pass without anyone volunteering an answer and the students are giving you puzzled looks, rephrase your question.
 - ▶ Do not give in to the temptation to answer your own questions, students will hesitate to answer question in the future.

▶ **vii. Demonstrate respect for, and interest in, student ideas and questions.**

- ▶ Make it clear that you are interested in what and how students are thinking about the material.
- ▶ Show that you value their questions and insights by referring back to these responses later in the lecture or on a subsequent day.

▶ **After the Lecture**

▶ **Rethink, retool, revise.**

- ▶ Each time you deliver a lecture, you learn something about how best to present the material.
- ▶ Jot down brief notes on how each lecture went and use these as the basis for improving your presentation skills, rethinking the material included, rewriting the lecture, or developing ideas for future teaching and research projects.

Incorporate Writing Assignments

What strategies can be employed to improve written assignments?

- ▶ **Remind students that writing is a process that helps us clarify ideas.**
 - ▶ i. Developing ideas.
 - ▶ ii. Finding a focus and a thesis.
 - ▶ iii. Composing a draft.
 - ▶ iv. Getting feedback and comments from others.
 - ▶ v. Revising the draft by expanding ideas, clarifying meaning, reorganizing.
 - ▶ vi. Editing.
 - ▶ vii. Presenting the finished work to readers.

EFFECTIVE USE OF TECHNOLOGY FOR IMPLEMENTING THE CCMAS

- ▶ ‘Teacher quality is the factor that matters most for student learning’
- ▶ Therefore, professional development for a lecturer becomes the key issue in using technology to improve the quality of learning in the classroom.
- ▶ Many Academics still feel unprepared to take advantage of digital tools in and outside the classroom for efficient student engagement.
- ▶ Most often because of Lack of technical support, and inadequate routine professional development on the part of the teacher, to an extent on the part of the students.
- ▶ However, the need to mitigate this challenges is sacrosanct in order to implement the CCMAS.

Old Teaching Techniques without Technology.

Old teaching techniques

In this method, students learn through;

- ✓ Repetition and memorization.
- ✓ There is little or no scope for critical thinking.
- ✓ Teacher centered
- ✓ Fear for Use of technology



New Teaching method that Encourages Technology

- ✓ ICT in Teaching and Learning,
- ✓ Collaborative Learning,
- ✓ Spaced Learning,
- ✓ Flipped Classroom,
- ✓ Self Learning,
- ✓ Gamification,
- ✓ Crossover Learning,
- ✓ Brief Individual and Group Presentations
- ✓ PowerPoint Presentation
- ✓ etc



Approaches in Using Technology

Through technology, learning takes place throughout the day, both in and out of school, which impacts positively on the learners. Learning can take place anytime, anywhere and anyplace.



Be flexible with location and duration

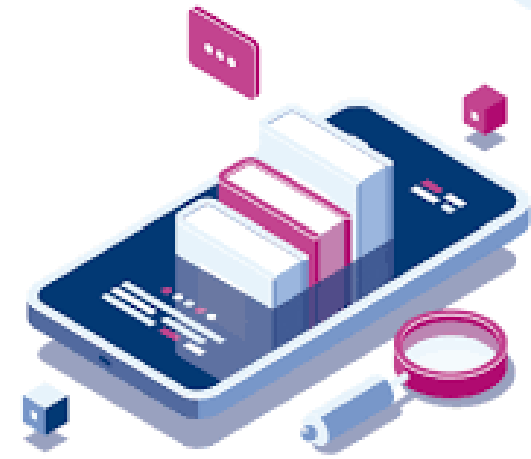
Use technology to vary the pace and space used to make learning more engaging and conduct virtual visits to other places using interactive internet resources.

Make learning more mobile

Make use of mobile technologies such as mobile phones, data bloggers and handheld computers



M-Learning



Social networks

Support the use of social networks technology to allow learners to collaborate safely and responsibly in the creation and management of their own learning.



Create Learning Platforms

Enable access to your study materials at any time using learning platforms and virtual learning environments,

Facilitate 1:1 support

Use online messenger services or email to encourage 1:1 support and mentoring for learners.

Wider audience:

Learn from other institutions through video conferencing and social networks. Allow learners as creators of content to present to a wider and authentic audience.



Use learners' technical expertise:

Listen to what learners have to say about technology, how they use it in their day to-day lives, and it helps their learning



Conclusion

- ▶ Teaching Large Classes can be challenging, but it offers lecturers the opportunity to become a better manager of students. Equally, Technology provides students with easy access to information accelerated learning, and fun opportunities to practice what they learn.

Thank You.