ENGAGED LEARNING IN LARGE ENROLLMENT COURSES
A WINDOW INTO MY (90+ STUDENT) CLASSROOM
MY PREMISES

• **Students are more invested when they do not feel anonymous**
• **Peer interactions strengthen and create knowledge and understanding**
• **It is not possible to put knowledge or understanding in someone’s brain**
• **Natural attention spans for college students are < 20 minutes**
• **Learning is enhanced if students enjoy it**
• **Feeling psychologically/socially safe is a prerequisite for learning**
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Virtually impossible to address in traditional large lecture-based courses.
CAN WE ADDRESS THESE IN LARGE ENROLLMENT COURSES?
MY ENGAGEMENT STRATEGIES

**Groups of < 10 students with frequent interaction**

- Erases anonymity
- Creates peer network, sense of social safety
- Enables group-based projects and activities

**Student-centered activities interspersed with presentation**

- Breaks up class period
- Opportunity to synthesize information while fresh
- Gives students a sense of ownership of learning process
MY ENGAGEMENT STRATEGIES

Professor integrated into the classroom, able to physically move among students and interact

With group:
Think of a planet very different from Earth: A gas giant with no solid surface. Light does not make it far inside the atmosphere, and there is intense pressure inside. What characteristics might life need in this environment?
PREPARING FACULTY FOR MORE ENGAGED TEACHING

- Most faculty educated in traditional lecture-based courses
- Many do not know how to make the most of actives learning spaces
- Redesigning a course requires an investment of time

“I would love to be able to teach in an interactive room, but that is not how I learned. It is so unfamiliar and scary, I’m worried I would do a bad job.”

Faculty member in science
EXAMPLE PRODUCTS: GREATER THAN SUM OF THE PARTS