Large Classroom Engagement

Workbook

2014

McMaster Engineering
Faculty Development Academy
This Large Classroom Engagement Workbook was developed by Minha R. Ha, to complement the Faculty Development Workshop series led by Maria Massi. The Faculty Development Academy at the Faculty of Engineering wishes to thank the input of faculty members who provided feedback and comments on this document, as well as those who provided facilitation support for related workshops.

McMaster Engineering Faculty Development Academy, 2014

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Faculty Development Workshop: Large Classroom Engagement Workbook

Part 1 – Engagement & Scholarly Teaching

My goals for participation in this workshop:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What is scholarly teaching?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

How do I define large classroom engagement? (who, what, where, how, why/for which purpose)
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Part 2 – BOPPPS and Intended Learning Outcomes

Tips and examples for engaging large classes:

For Bridge-in

______________________________________________________________________________
______________________________________________________________________________

For Objective (outcome expectations)

______________________________________________________________________________

For Pre-Test

______________________________________________________________________________
______________________________________________________________________________

For Participatory Learning

______________________________________________________________________________
______________________________________________________________________________

For Post-Test

______________________________________________________________________________
______________________________________________________________________________

For Summary

______________________________________________________________________________
Part 3 – Peer Teaching on Classroom Techniques

Selected Teaching/Engagement Technique to Present:

__________________________________________

Use the space below to make notes and plan your presentation.
Reflection

What did I gain from the morning section of this workshop?

What are my remaining questions?
## Part 4 – Mini-Lessons and Peer Feedback

In between presentation cycles, take a few minutes to record ideas on the following, based on your experience and observations:

<table>
<thead>
<tr>
<th>Themes / Issues</th>
<th>Liked</th>
<th>Should avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom management skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitation skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
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<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 5 – Discussions & Reflections
For materials related to the following discussion topics, please refer to Appendices B and C.

**Grading for large classes**

What are the key issues?

What are my strengths / weaknesses in dealing effectively with these issues?

Tips gained from the discussion:

<table>
<thead>
<tr>
<th></th>
<th>Before Course Begins</th>
<th>During Course</th>
<th>After Final Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To do</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>To avoid</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Handling misbehaviour in large classes**

What are the key issues?

What are my strengths / weaknesses in dealing effectively with these issues?

Tips gained from the discussion:

<table>
<thead>
<tr>
<th></th>
<th>Setting the tone before incident</th>
<th>Immediately after incident</th>
<th>Follow up or going forward after incident</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To do</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>To avoid</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Final Reflections

What did I gain from this workshop?

What are my next steps?

How will I engage with my colleagues for continuous improvement?

What are my remaining questions?

What are my future goals for development as instructor?