



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. .



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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:

Themes / Issues	Liked	Should avoid
Classroom management skills		
Presentation of materials		
Responding to students		
Activity structure		
Facilitation skills		
Other:		
Other:		
Other:		

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:

	Before Course Begins	During Course	After Final Assessments
To do			
To avoid			

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:

	Setting the tone before incident	Immediately after incident	Follow up or going forward after incident
To do			
To avoid			

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?