



Teaching Large Classes

Incorporating Best Practices

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- Psyc 420: First & Last Assignment
 - Expectations/reflections
 - Comparison: tracking growth
- Journals
 - Self-reference effect

Encouraging Reflection

- Journal Article Critiques
 - Relate concept to one learned in another course
 - Psyc 420 (emotions: vary by culture) → Psyc 311 &/or 304 (aggression: nurture > nature)
 - Similarities/differences matrix: synthesizes all concepts into overall picture/conceptual framework
- Final Reflective Assignment
 - How met course objectives
 - Bigger picture: how met departmental outcomes (view mission statement)

Facilitating Application & Integrative Learning

- Overview
 - Rationale for course
 - Course outcomes (final assignment: how met)
- Expectations
 - Of them/of you
 - EQ: use fundamental attribution error as example of how the classroom environment is a group experience & that success is a shared responsibility in order to overcome egocentrism (Appleby, 2001)
- Empower
 - Collaborative experiences
 - Enhancing autonomy
 - Grading rubrics – takes away ambiguity; establishes clear cut choices & consequences
- Rapport
 - Maximize interaction
 - Recording demonstrations
 - Gift of self

Promoting Active Learning

Mathie, et al (1993)

- Ryan & Deci's (2000) Self-Determination Theory
 - Competence
 - Autonomy
 - Relatedness

Fostering Self-Regulated Behavior

- Grading Rubrics
 - Breakdown for each assignment
 - Excel: streamlines & standardizes grading
- Study Tips
 - Greater awareness of meta-cognitive skills
 - Total time effect; distributed-practice effect; depth of processing
- Test Results
 - Student view: incorrect choices
 - Look up correct choices on own; develop better strategies going forward

Enhancing Competence via Feedback

- Psyc 420: Creative Flair Menu
- Helping students understand the rationale of assignments
- Highlighting the volitional role students play in the educational dynamic
 - Ultimately what you get out of it is what you put into it
- Increasing choice
 - Choose 4 out of 5 assignments
 - Extra credit optional

Providing Opportunities for Autonomy

- Using own assignment as example
 - Psyc 304: Self Portrait
 - Self-reference effect
- Peer Review
 - Reference groups: peer opinion more meaningful
 - Accountability higher
 - Give feedback/incorporate feedback (both graded)
- Discussion Forums
 - Peer interaction

Embedding Relatedness

- Appleby, D. (2001, April 30) The teaching-advising connection. *The Mentor: An Academic Advising Journal*. Retrieved from <http://dus.psu.edu/mentor/>
- Mathie, V. A., Beins, B., Benjamin Jr, L. T., Ewing, M. M., Hall, C. C. I., Henderson, B., ... & Smith, R. A. (1993). Promoting active learning in psychology courses.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68.

References
