

COVER SHEET

MODELS OF INNOVATION & BEST PRACTICES IN TEACHING & LEARNING AT UND

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STRATEGY: how to manage interactive and feedback strategies in "mass" classes

CLASS(ES) AND CLASS(ES) SIZE WHERE UTILIZED SUCCESSFULLY:

The strategies can be useful in any class of 15 or more but are particularly geared toward the large "lecture" courses such as CJ 201: Introduction to Criminal Justice which usually has 240 students in a single section or more if there is more than one section. The methods also work in my smaller CJ 361 Victimology course which usually has between 50-75 students in it.

STRATEGY'S APPLICABILITY: WHAT KINDS OF STUDENTS (FRESHMEN/ MAJORS/ GRADS, ETC.), COURSES, LEARNING ENVIRONMENTS, ETC.?

The strategies are applicable to all classification levels of students, whether majors or not, in the large class environment.

ABSTRACT OR SYNOPSIS OF STRATEGY YOU ARE SUBMITTING:

The strategy I would be submitting is a collection of techniques to use in the larger classes not small lab sections to encourage interaction and feedback with the students despite the large number of them. Often instructors feel they are forced to "lecture and test" only (and maybe use clickers) because to do anything else would be an overwhelming amount of work. While it is work to do more it is not "overwhelming" or "impossible" and I would enjoy sharing my strategies of how this can be done. For instance, one key strategy is the use of Graduate and undergraduate teaching assistants. I will share outlines of my contracts that I have developed to guide working with the different levels of TA's I will also share strategies of how work can be divided and still appropriately monitored. I will share suggestions of shortcuts that can be used when grading writing assignments and essay answers and offering feedback to hundreds of students at multiple times throughout the semester. I also will outline how creative thinking, technological competence, and cultural awareness activities can be encouraged, monitored and even reflected in the grades of students if desired. It is even possible to have limited group discussions in class with hundreds of people at once if certain guidelines are followed by the instructor and I would be happy to share my suggested guidelines. Overall, how can one encourage interaction with and between students in large classes – interaction which encourages a deeper engagement with and learning of material and skills? I would be honored to share with UND instructors how I do it.