

Impact of Large Class Size and Adult Learning Principles

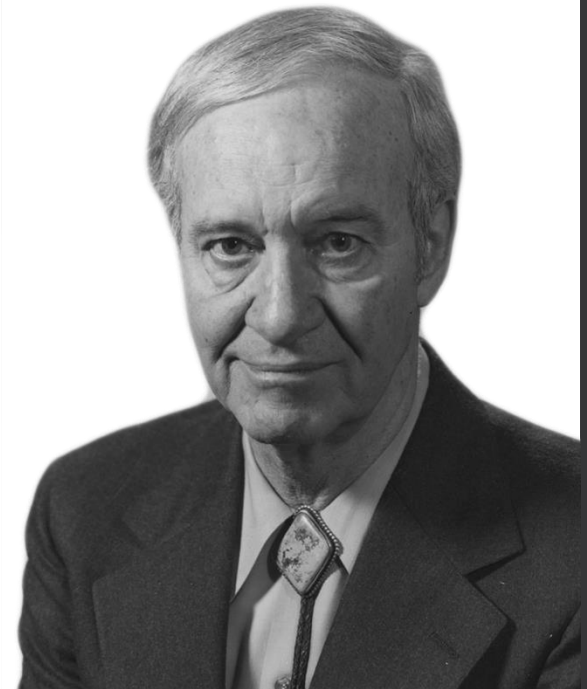
Instructional Strategies, EDUC77003

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Knowles Adult Learning Principles

- **Internally motivated and self-directed**
- Bring life **experiences** and knowledge to learning
- **Goal oriented**
- **Relevancy oriented**
- **Practical**
- Like to be **Respected**



Learning Outcomes

- List the Adult Learning Principles
- Describe the advantages and challenges of large class sizes
- Identify strategies that work in large classes

Advantages and Challenges for Large Classes

Advantages

- Classes **high energy** and **exciting**
- Students learn **independence** and **self-motivation**
- Increases **diversity** / multiple perspectives
- Opportunities for **creativity**

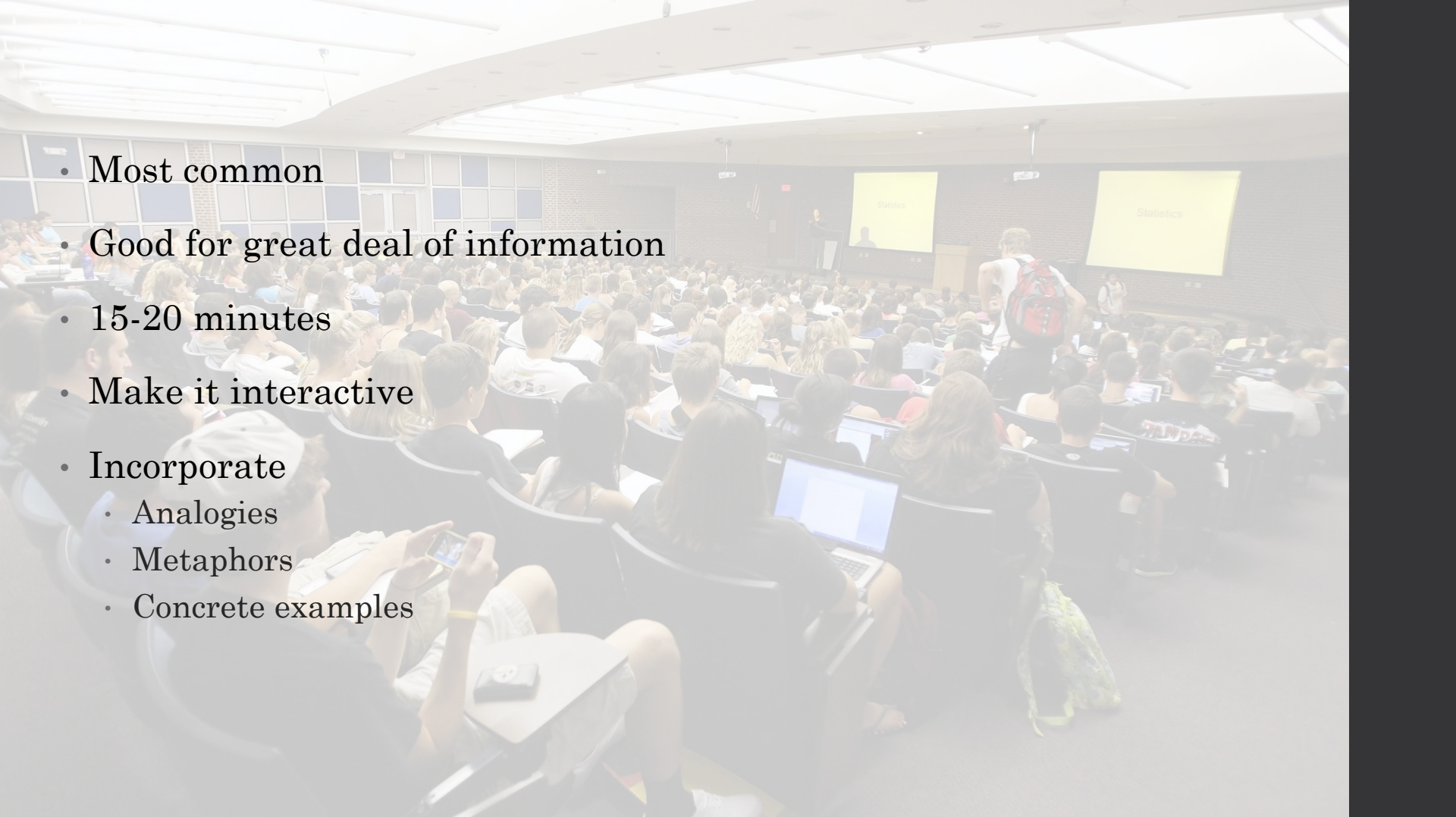


Challenges

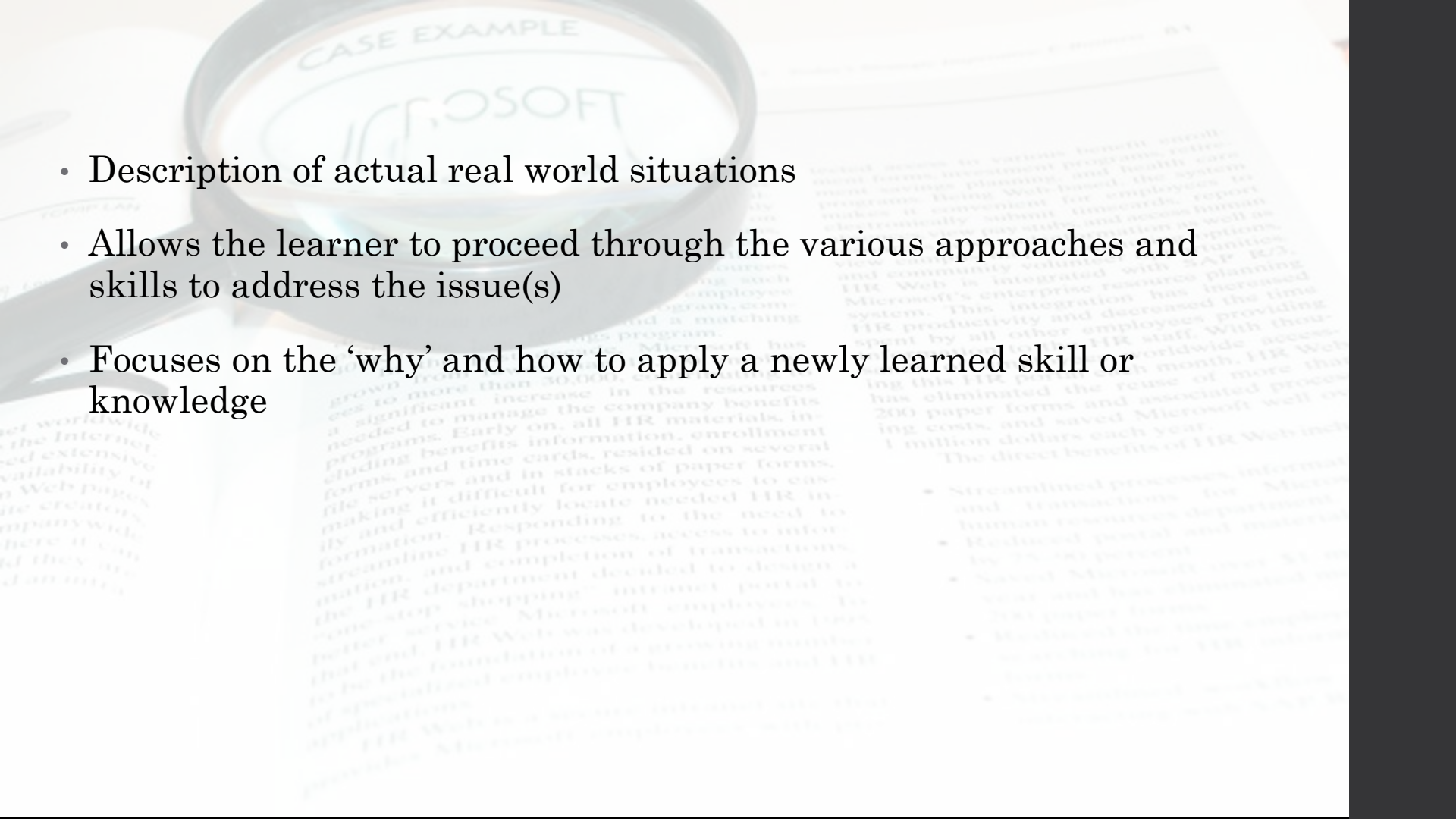
- Getting to know students
 - Names
 - Learning styles
 - Why in course
 - Background/experience
- Things take longer in a large class




Strategies for Large Classes

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- Most common
 - Good for great deal of information
 - 15-20 minutes
 - Make it interactive
 - Incorporate
 - Analogies
 - Metaphors
 - Concrete examples

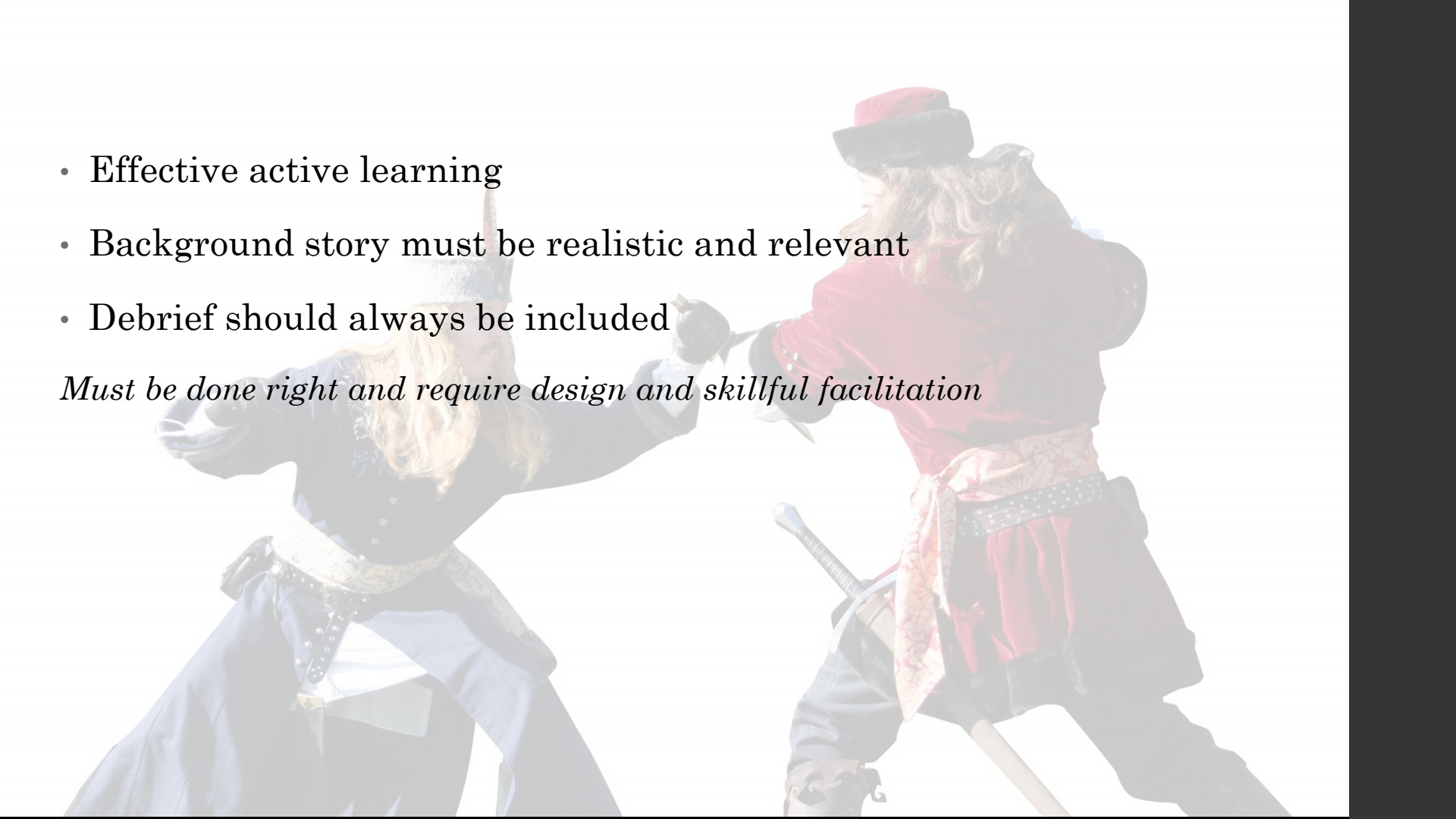
Lectures

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- Description of actual real world situations
 - Allows the learner to proceed through the various approaches and skills to address the issue(s)
 - Focuses on the ‘why’ and how to apply a newly learned skill or knowledge

Case Studies


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- A photograph of three business professionals (two men and one woman) sitting around a white table in a bright office setting. They are all wearing white shirts. The woman is in the center, smiling and looking towards the man on the right. The man on the right is pointing at a laptop screen with a pen. The man on the left is looking at the laptop screen. On the table, there is a laptop, a white mug, and some papers. The background is a bright, out-of-focus office space.
- Students are more likely to talk in small groups
 - Discussions should be focused on a specific topic and relevant to the course content
 - Prepare learners to have valuable discussions

Small Group Discussions

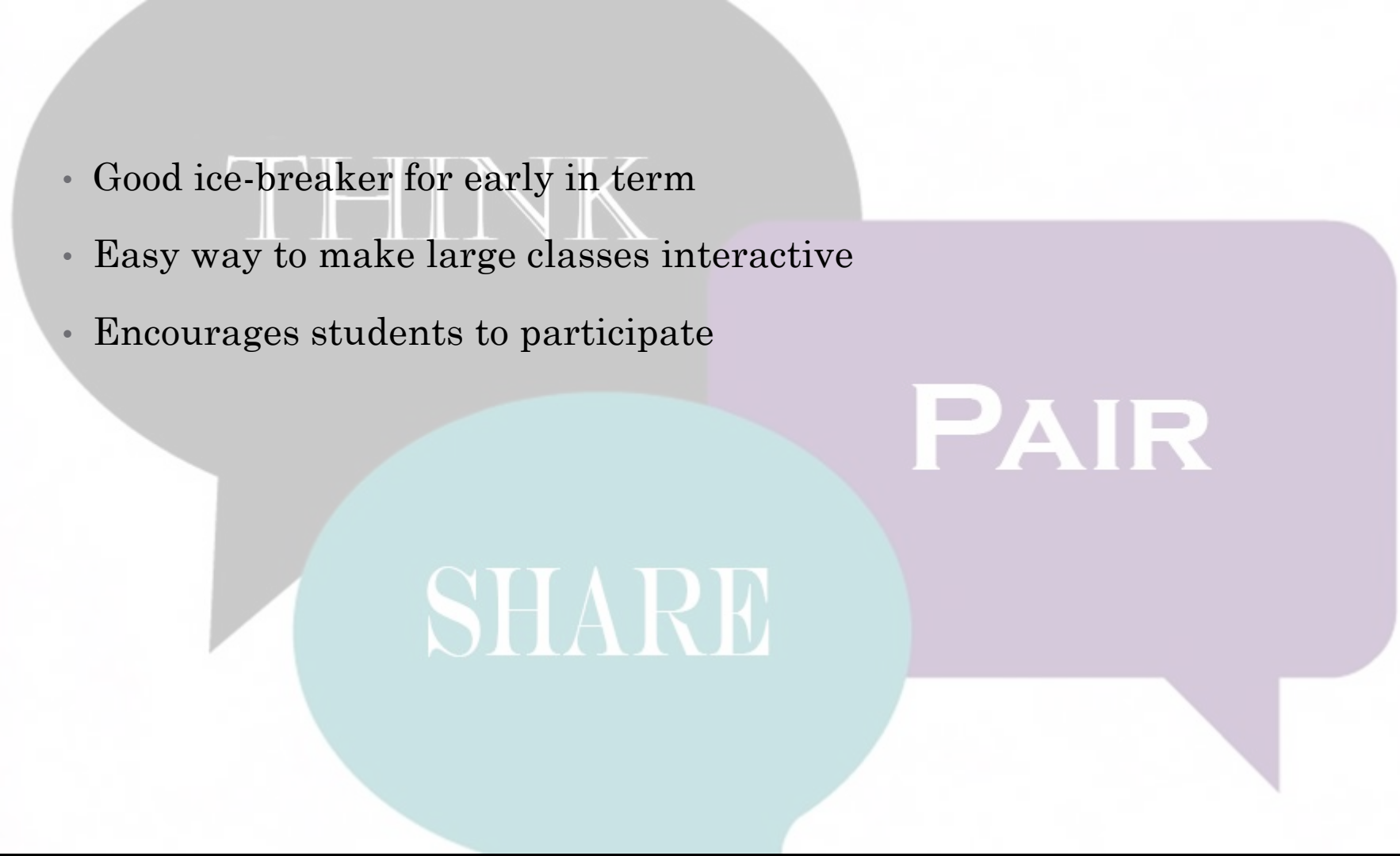
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- The background image shows two individuals in medieval-style costumes. The person on the left is wearing a blue tunic with a gold belt and a tall, pointed hat. The person on the right is wearing a red tunic with a patterned sash and a red hat. They are both holding swords and appear to be in a dramatic, confrontational pose. The image is semi-transparent, allowing the text to be overlaid.
- Effective active learning
 - Background story must be realistic and relevant
 - Debrief should always be included

Must be done right and require design and skillful facilitation

Role Play

- 
- Can be used to share with others or as an individual learning tool
 - Learners or Instructor share personal experiences or experiences of others
 - Relevant narratives are valuable in large and smaller breakout groups
 - Learner can develop own story as a memory tool using various mediums

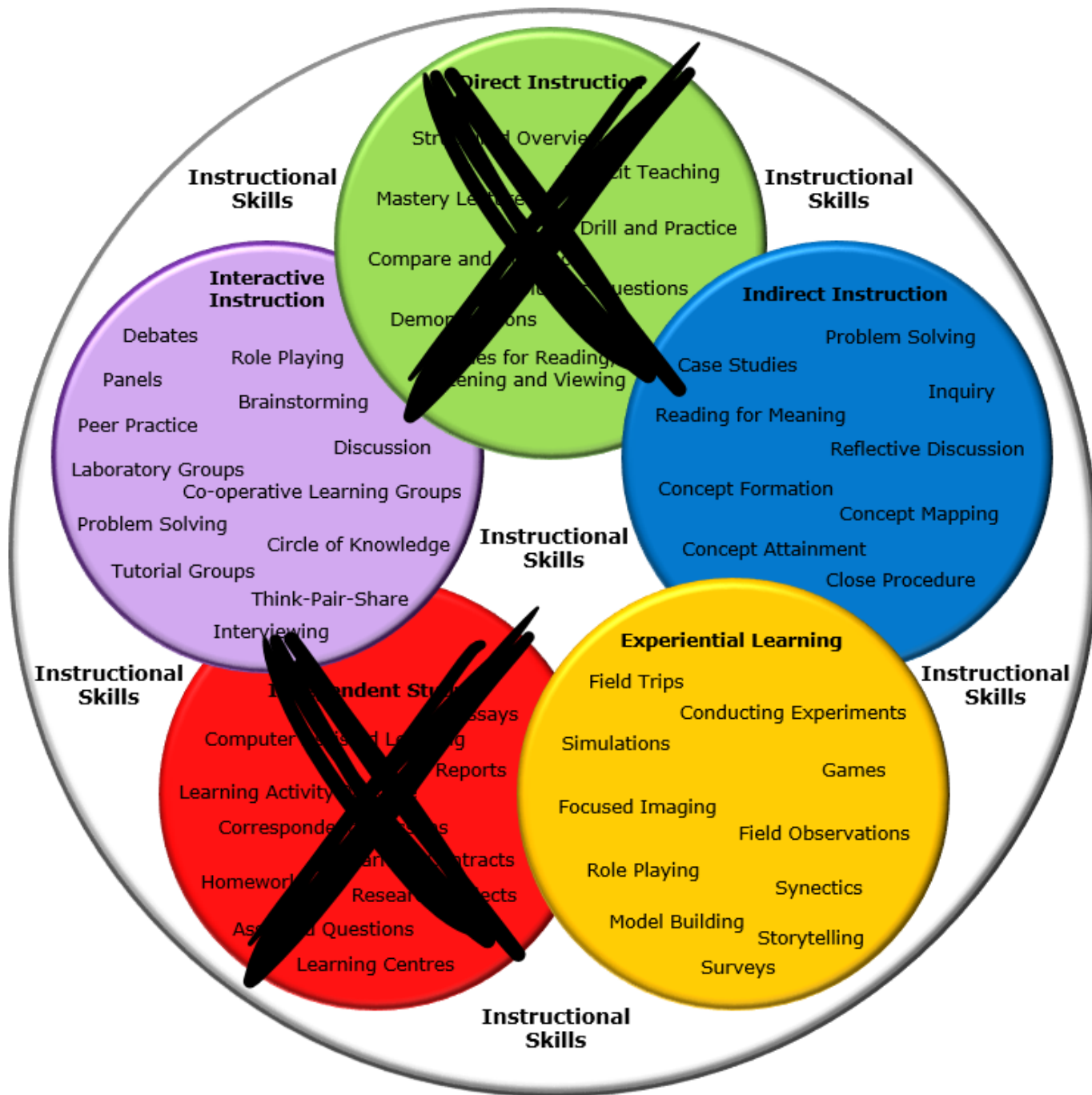
Storytelling

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- Good ice-breaker for early in term
 - Easy way to make large classes interactive
 - Encourages students to participate

SHARE

PAIR

Think-Pair-Share



Instructional Strategies for Large Classes

Interactive Instruction

Debates
Panels
Peer Practice
Laboratory Groups
Problem Solving
Tutorial Groups
Interviewing

Role Playing

Brainstorming

Discussion

Co-operative Learning Groups

Circle of Knowledge

Think-Pair-Share

Indirect Instruction

Problem Solving

Case Studies

Inquiry

Reading for Meaning

Reflective Discussion

Concept Formation

Concept Mapping

Concept Attainment

Close Procedure

Instructional Strategies for Large Classes

Experiential Learning

Field Trips
Simulations
Focused Imaging
Role Playing

Conducting Experiments

Games

Field Observations

Synectics

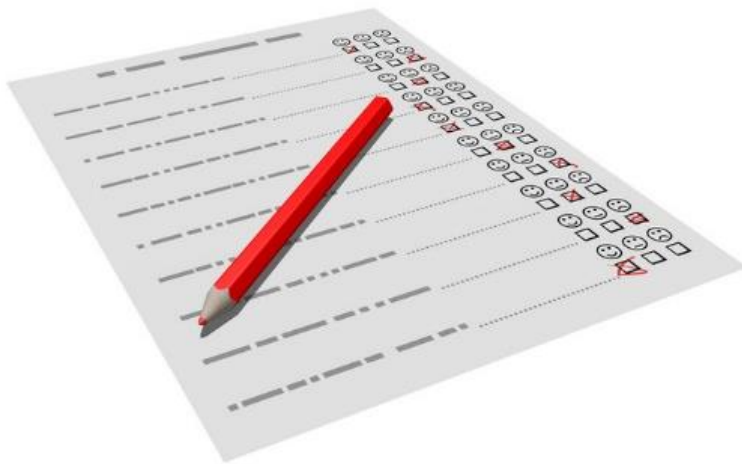
Model Building

Storytelling

Surveys

Instructional Strategies for Large Classes

Engaging Strategies to Check for Understanding/Feedback



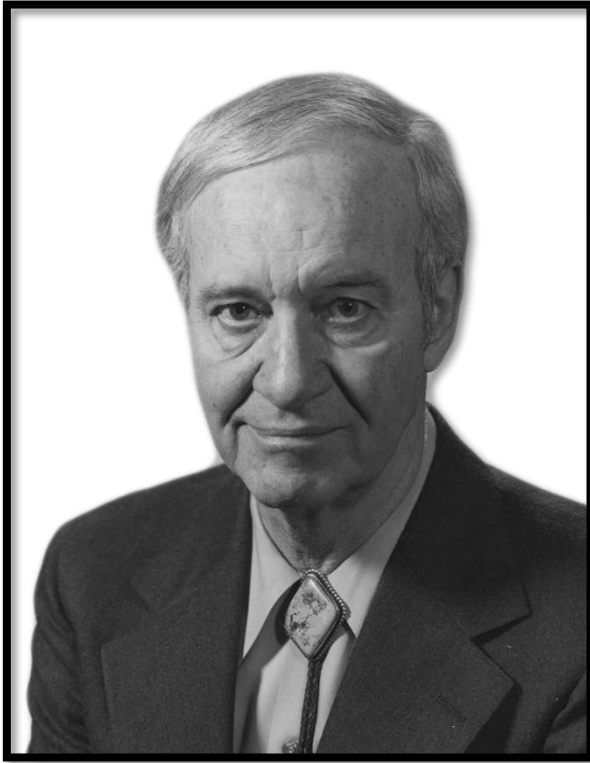
LARGE

How large is large and why?

Summary

- List the Adult Learning Principles
- Describe the advantages and challenges of large class sizes
- Identify strategies that work in large classes





*“Given the choice
between two
techniques, choose
the one involving
the learners in the
most active
participation”*

Malcolm Knowles