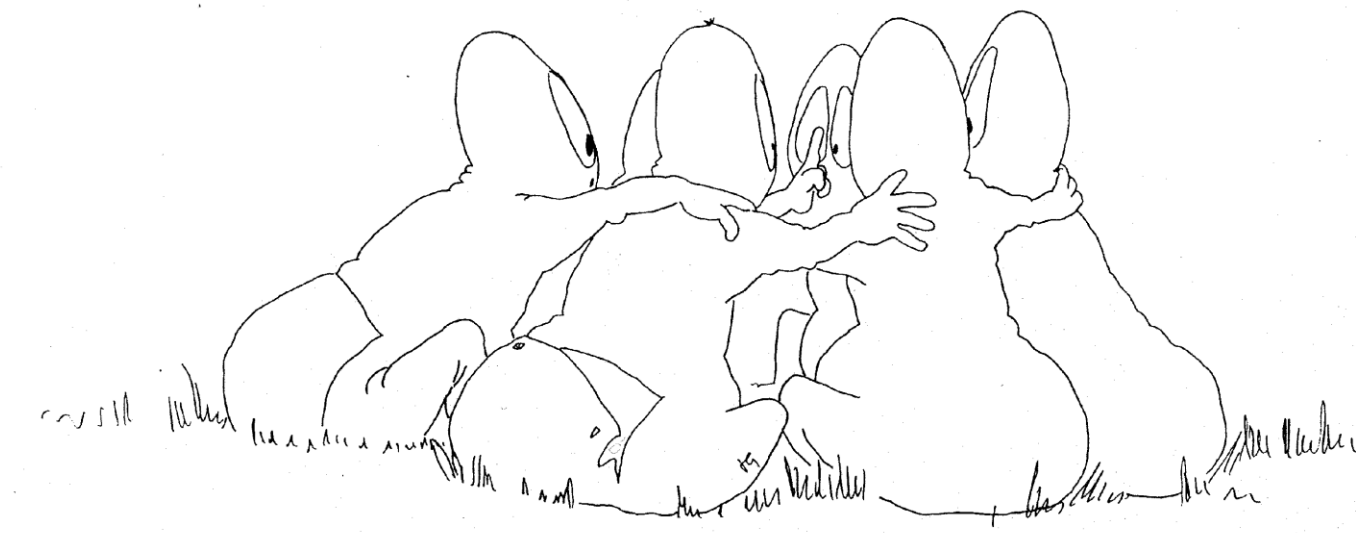




Enabling Learners in Big Classes



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Introduction

- The structure and teaching environment of large undergraduate classes often poses challenges for students in their first years of university
- Most students have not been exposed to classes of more than 30 students, yet are expected to adapt to large undergraduate classes of 100 to 400
- MMI 133 (Medical Microbiology for Health Professionals) is offered to pre-nursing, nursing and dental hygiene students. Class sizes vary from 140 to 330
- Some strategies used to enable students as individual learners were:
 - synchronous chat rooms
 - individual feedback on assignments and quizzes
 - self-quizzes and learning games
 - replacement of a midterm with 5 quizzes
- To evaluate the impact our strategies have on student attitudes with respect to their how they assess their learning in the large class situation, we utilized the “SALG” (Student Assessment of Learning Gains)¹, an online standardized survey instrument to assess how our learning strategies affect student experiences

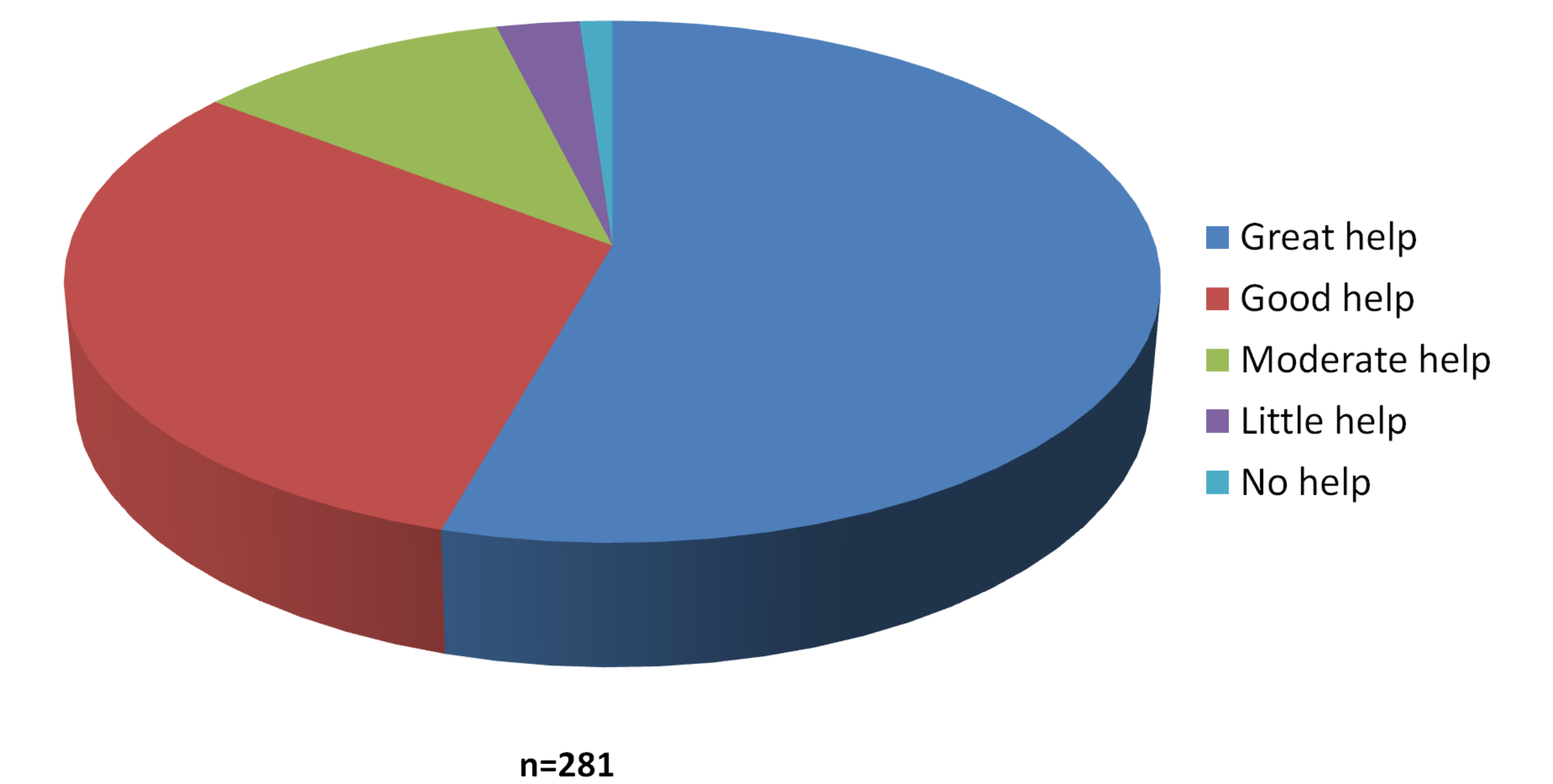
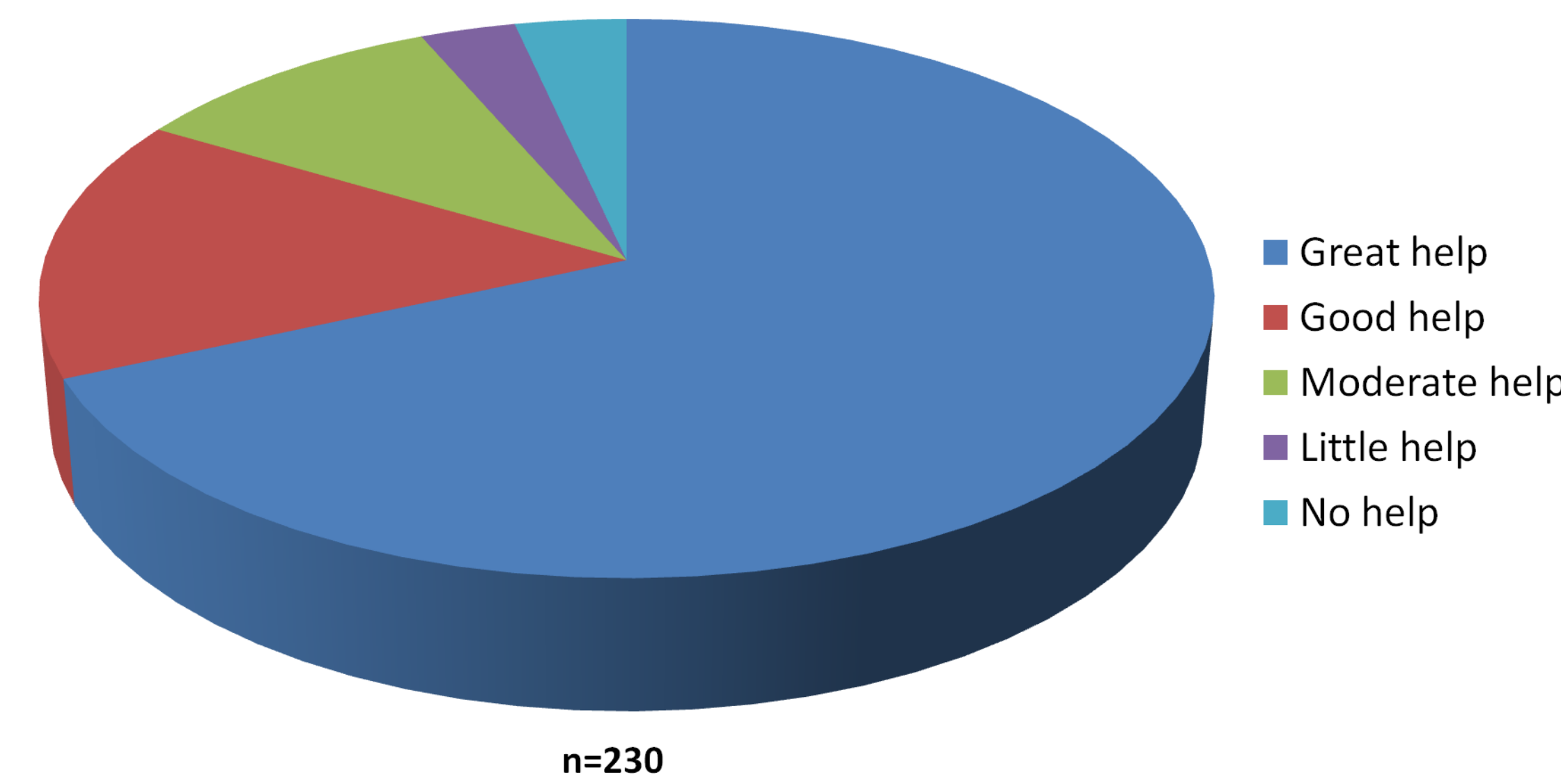
Methods

- The SALG¹, an anonymous online survey instrument, was modified with appropriate questions pertaining to the e-resources that students in five terms of MMI 133 had available to them during their course
- Students were invited to complete this survey about their course experiences at the end of term
- 281 students of a possible 1039 participated, a response rate of 27%
- Results are collected automatically through the SALG site and basic statistics are provided
- Survey questions were designed to evaluate all facets of the course and the instructional technique, including the e-learning resources supplied or linked through eclass
- likert scales were used, where 5=great gain/help; 4=good gain/help; 3=moderated gain/help; 2=a little gain/help; 1=no gain/help

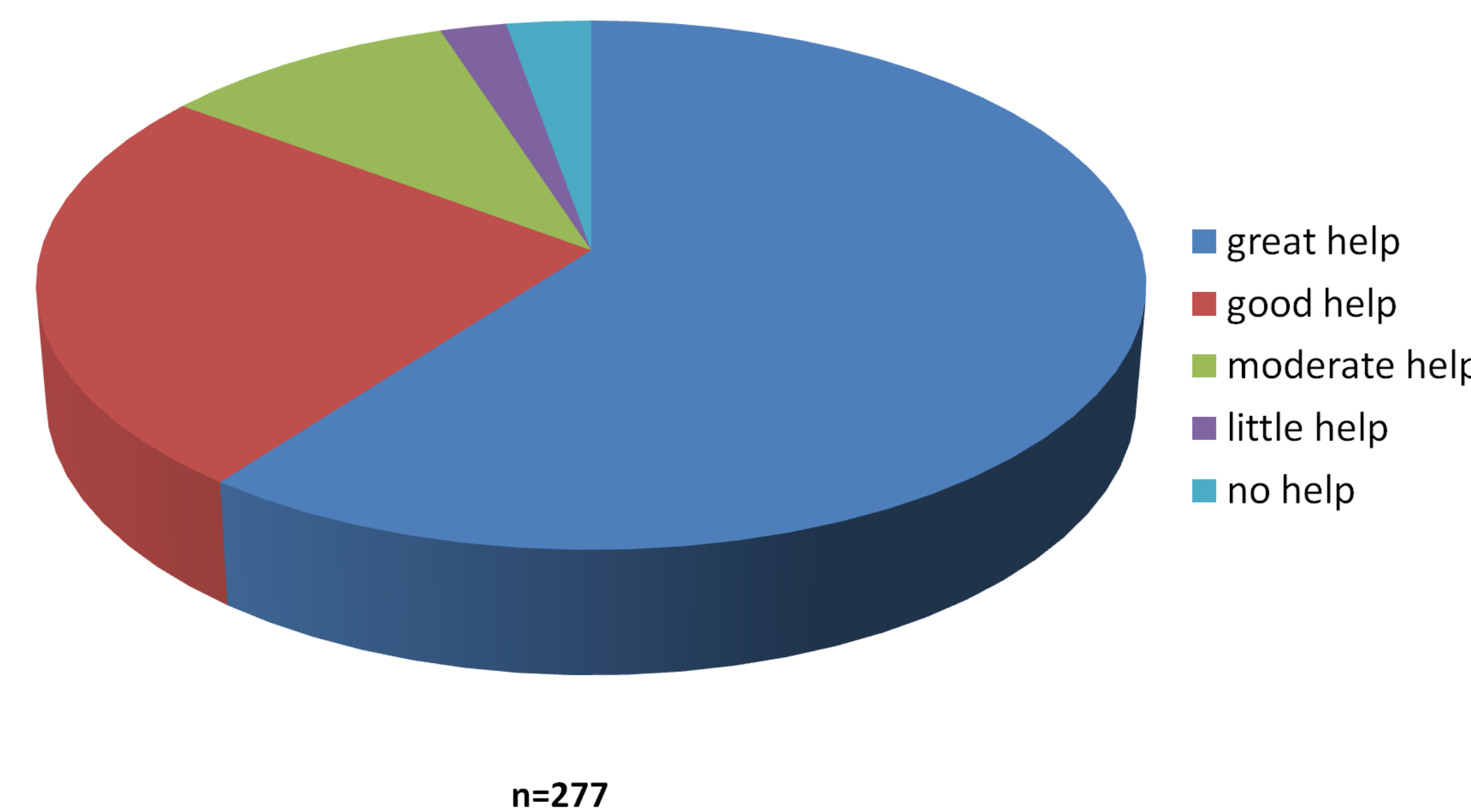
Results

Feedback received (assignments and quizzes)

Chat rooms (total 12 X 1 hr)

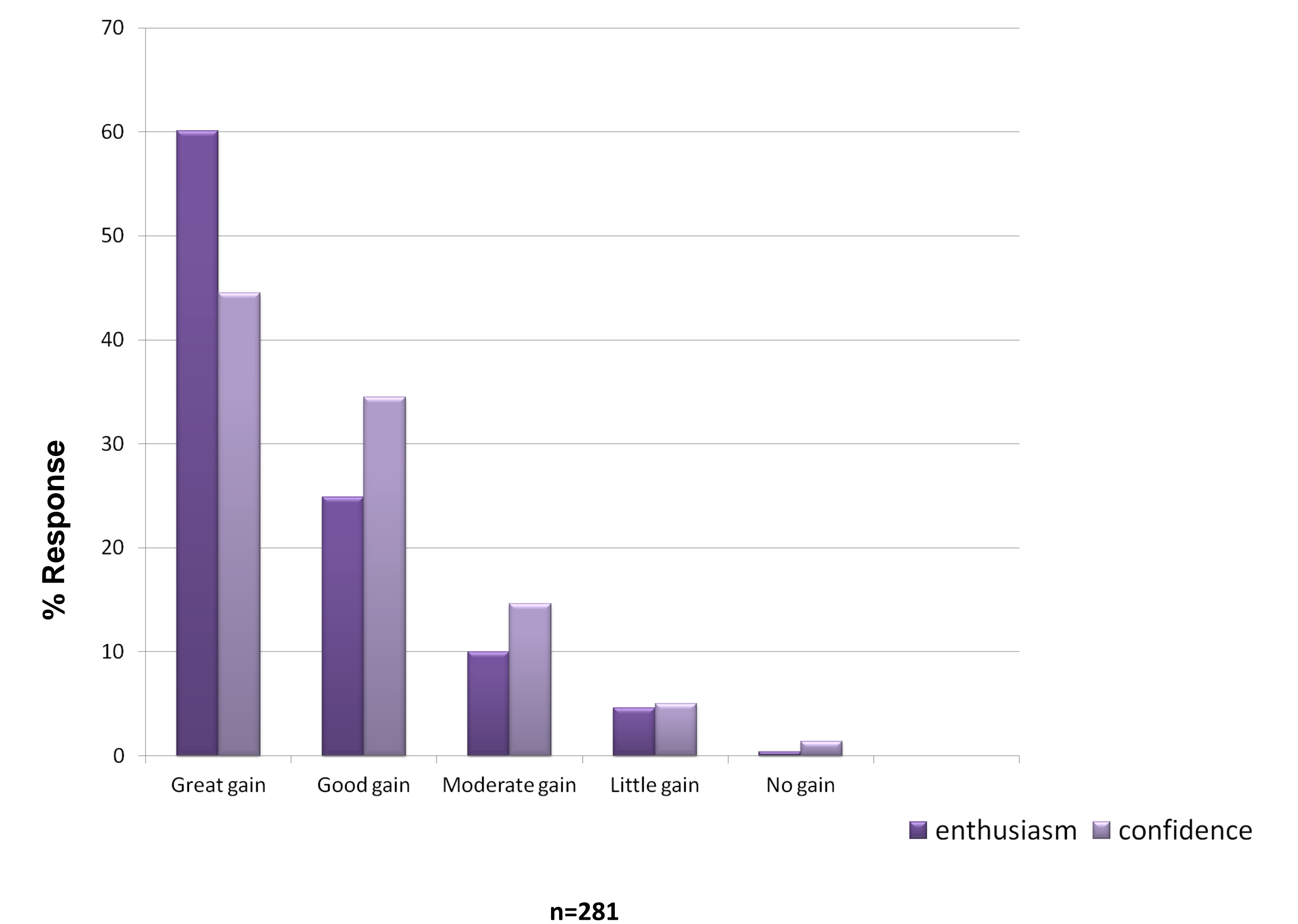


and spacing of tests (5 per term)

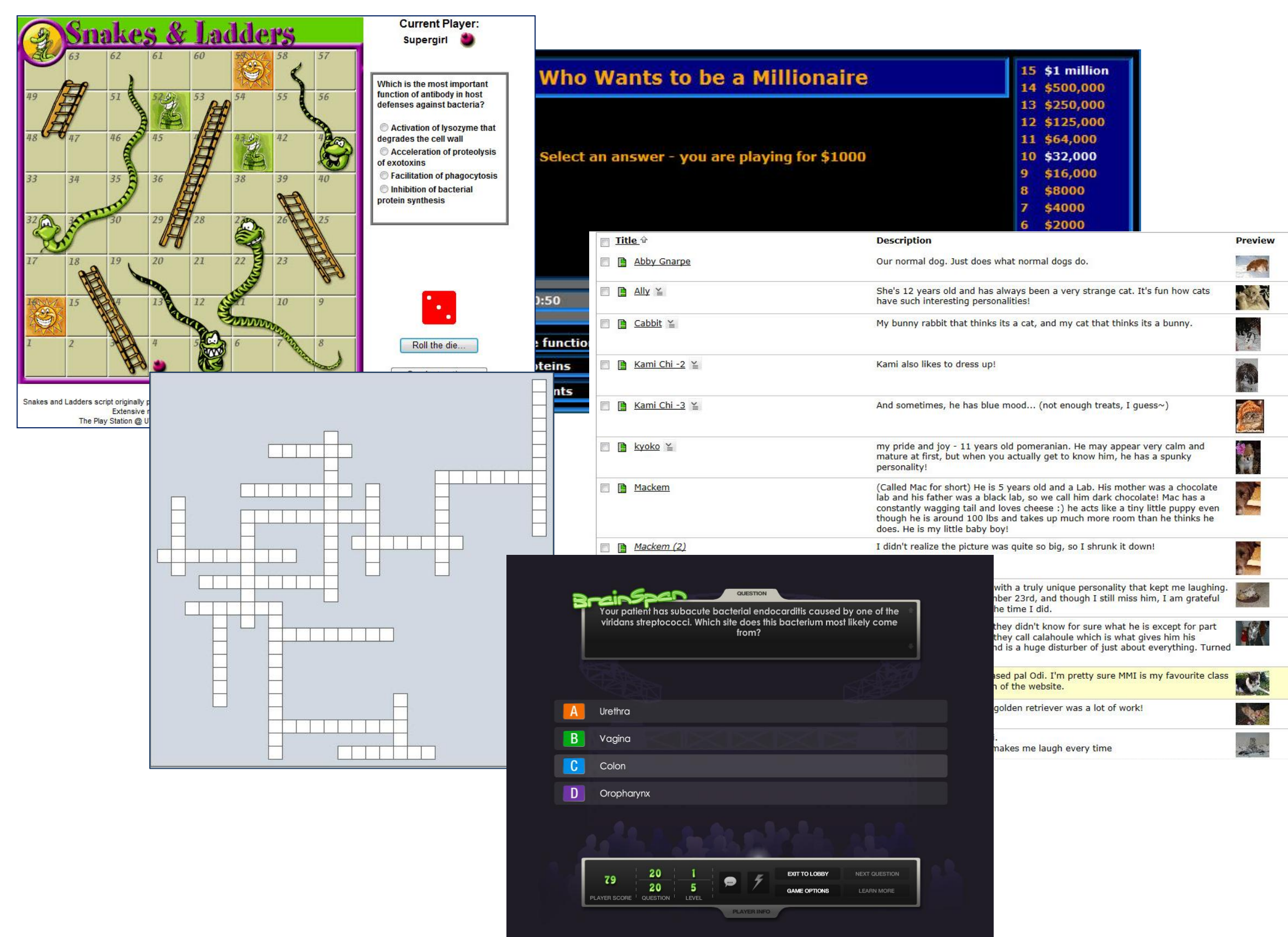
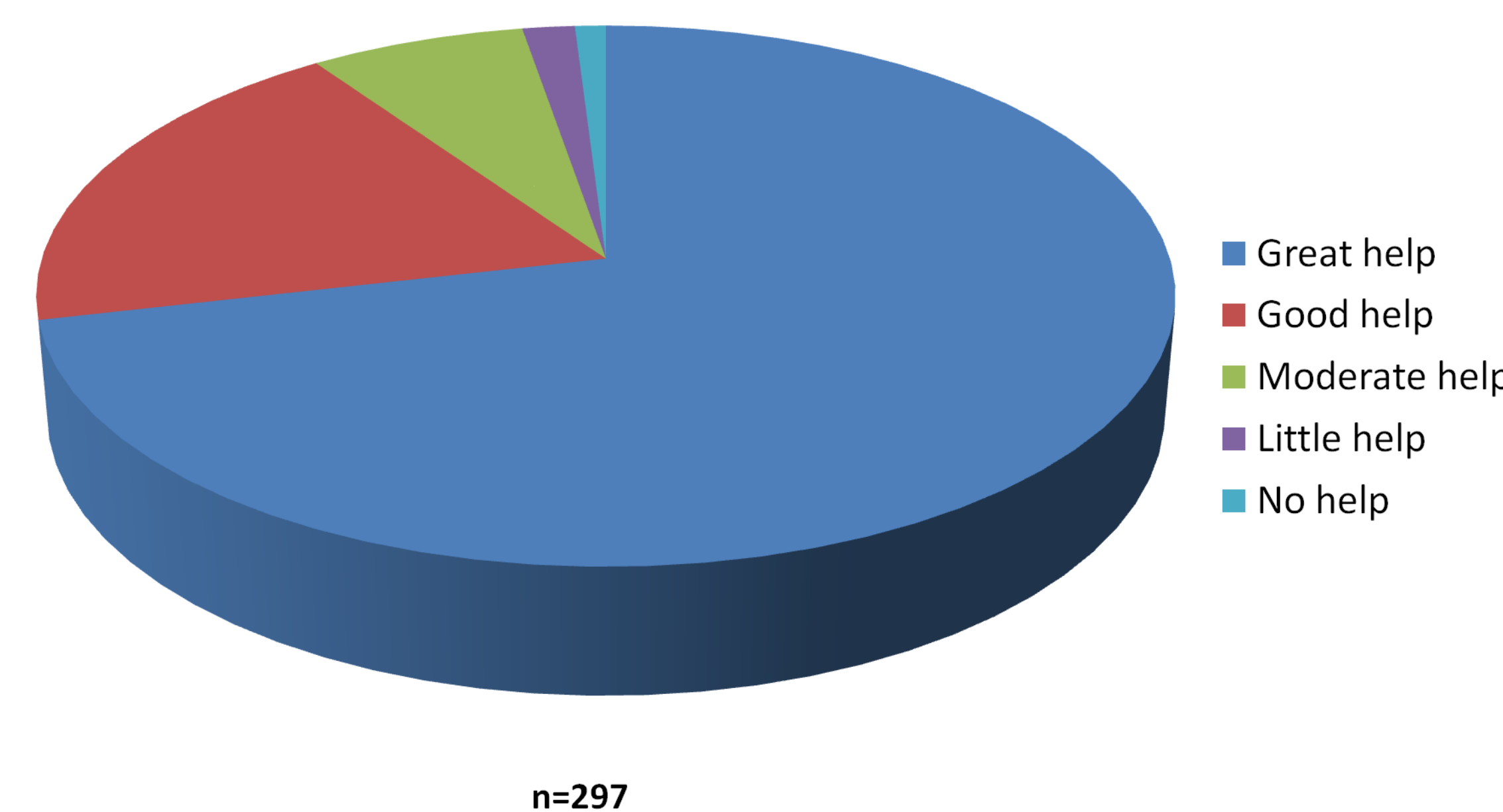


Summary

Gained enthusiasm & confidence for subject



Self-quizzes/games



References

¹Seymour E, Weise DJ, Hunter A-B, Daffinrud S.: Creating a Better Mousetrap: On-line Student Assessment of their Learning Gains. “Using Real-World Questions to Promote Active Learning”, National Meeting of the American Chemical Society, San Francisco, 2000. SALG Site: <http://www.salgsite.org>