

Recent Sample Journal Articles on Effective Large Class Teaching and Assessment (August 2012)

NOTE: Many “large class” articles appear in discipline-specific journals on teaching and learning. The list below includes but a small and recent sample of the kinds of articles and the kinds of journals they appear in. Check your own discipline’s teaching and learning journal (or even those of other disciplines) for more. Such journal lists appear on these web sites:

www.fctl.ucf.edu/researchandscholarship/sotl/journals/#listdb and
www.kennesaw.edu/cetl/resources/journals.html#disciplineteaching.

- Babik, Dmytro, Lakshmi S. Iyer and Eric W. Ford. “Towards A Comprehensive Online Peer Assessment System Design Outline.” *Lecture notes in Computer Science*, vol. 7286 (2012), 1 – 8.
- Bailey, Cheryl P., Vicky Minderhout and Jennifer Loertscher. “Learning Transferable Skills in Large Lecture Halls: Implementing a POGIL Approach in Biochemistry.” *Biochemistry and Molecular Biology Education*, vol. 40, no. 1 (2012), 1 – 7.
- Bernold, Leonhard G. “Student-Centered Teaching Construction Equipment and Methods to 350 Students.” *Construction Research Congress 2012 Proceedings*, 2120 – 2128.
- Carnegie, Jacqueline A. “The Use of Limericks to Engage Student Interest and Promote Active Learning in an Undergraduate Course in Functional Anatomy.” *Anatomical Sciences Education*, vol. 5, no. 2 (2012), 90 – 97.
- Cathcart, Abby and Larry Neale. “Using Technology to Facilitate Grading Consistency in Large Classes.” *Marketing Education Review*, vol. 22, no. 1 (2012), 11 – 14.
- De Matos Ala, Jacqueline and David J. Hornsby. “Introducing International Studies: Student Engagement in Large Classes.” *Social Science Research Network: ssrn.com/abstract=2001968* (2012), 1 – 38.
- Deslauriers, Louis, Ellen Schelew and Carl Wieman. “Improved Learning in a Large-Enrolment Physics Class.” *Science*, vol. 332 (2011), 862 – 864.
- Diaz, Antonio. “Continuous Assessment in Large Groups: A Proposal.” *Social Science Research Network*, <http://ssrn.com/abstract=1949809> (2011), 1 – 30.
- Doran, John, Margaret Healy, Maeve McCutcheon and Steve O’Callaghan. “Adapting Case-Based Teaching to Large Class Settings: An Action Research Approach.” *Accounting Education: An International Review*, vol. 20, no. 3 (2011), 245 – 263.
- Flynn, Alison B. “A Post-Class Question Strategy That Provides Feedback and Connects In-and Out-of-Class Learning.” *Collected Essays on Learning and Teaching*, vol. 5 (2012), 153 – 160.
- Francis, Raymond W. “Engaged: Making Large Classes Feel Small through Blended Learning Instructional Strategies that Promote Increased Student Performance.” *Journal of College Teaching and Learning*, vol. 9, no. 2 (2012), 147 – 152.
- Gleason, Jim. “Using Technology-Assisted Instruction and Assessment to Reduce the Effect of Class size on Student Outcomes in Undergraduate Mathematics Courses.” *College Teaching*, vol. 60, no. 3 (2012), 87 – 94.
- Harris, Judy R. “Peer Assessment in Large Undergraduate Classes: An Evaluation of a Procedure for Marking Laboratory Reports and a Review of Related Practices.” *Advances in Physiology Education*, vol. 35, no. 2 (2011), 178 – 187.
- Hogan, Vivienne and Linda Daniell. “Creating an Environment for Active, Relational Learning and Teaching Educational Sociology in Large Classes.” *New Zealand Sociology*, vol. 27, no. 1 (2012), 132 – 139.
- Hund, Jennifer L. “Writing About Music in Large Music Appreciation Classrooms Using Active Learning, Discipline-Specific Skills, and Peer Review.” *Journal of Music History Pedagogy*, vol. 2, no. 2 (2011), 117 – 132.

- Jones, Harriet. "Providing Focused Feedback to Individuals in Large Classes of First Year Undergraduates." *The Higher Education Academy: STEM*, (2012), 7 pages.
- Keirle, Philip A. and Ruth A. Morgan. "Teething Problems in the Academy: Negotiating the Transition to Large-class Teaching in the Discipline of History." *Journal of University Teaching and Learning Practice*, vol. 8, no. 2 (2011), article 3: 1 – 21.
- King, Daniel B. "Using Clickers To Identify the Muddiest Points in Large Chemistry Classes." *Journal of Chemical Education*, vol. 88, no. 11 (2011), 1485 – 1488.
- Kukkamalla, Anand, K. L. Shabha and Jessica D'Souza. "Pathway MCQs as an Active Learning Strategy for Students in Microbiology: A Preliminary Study." *Recent Research in Science and Technology*, vol. 3, no. 10 (2011), 7 – 13.
- LeRoux, Ingrid. "New Large Class Pedagogy: Developing Students' Whole Brain Thinking Skills." *Procedia – Social and Behavioral Sciences*, vol. 15 (2011), 426 – 435.
- Marcoux, Sarah, Liv Catherine Marken and Stan Yu. "Establishing Peer Mentor-Led Writing Groups in Large First-Year Courses." *Collected Essays on Learning and Teaching*, vol. 5 (2012), 55 – 64.
- Mostert, Markus and Jen D. Snowball. "Where Angels Fear to Tread: Online Peer-assessment in a Large First-year Class." *Assessment and Evaluation in Higher Education*, vol. 37 pending (2012), 13 pages.
- Muncy, James A. and Jacqueline K. Eastman. "Using Classroom Response Technology to Create An Active Learning Environment in Marketing Classes." *American Journal of Business Education*, vol. 5, no. 2 (2012), 213 – 218.
- Murphy, Kristen. "Using a Personal Response System to Map Cognitive Efficiency and Gain Insight into a Proposed Learning Program in Preparatory Chemistry." *Chemistry Education Research*, vol. 89 pending (2012).
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- Pohl, Alexandra, Vera Gehlen-Baum and François Bry. "Introducing *Backstage* – A Digital Backchannel for Large Class Lectures." *Interactive Technology and Smart Education*, vol. 8, no. 3 (2011), 186 – 200.
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- Taylor, Lynne, Ursula Cheer, Neil Boister, Elizabeth Toomey, Sascha Mueller and Debra Wilson. "Improving the Effectiveness of Large Class Teaching in Law Degrees." *akoatearoa.ac.nz*, AKO AOTEAROA National Centre for Tertiary Teaching Excellence, New Zealand (2012), 1 – 51.
- Vuk, Jasna and David T. Morse. "College Students' Behavior on Self-Tailored, Multiple-choice Examinations." *Innovative Teaching*, vol. 1, no. 1 (2012), article 4: 1 – 7.
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