



Writing in Large Classes

- Consider offering writing assignments during class time that can then be shared and workshopped during class.
- Encourage critical thinking and writing skills by **emphasizing writing process over end product**.
- **Incorporate writing groups and peer review** for high-stakes writing assignments. Provide clear instructions or rubrics to help students assess peer work appropriately.
- **Sequence or scaffold** large writing assignments, such as research papers, into tasks that build on each other over time.
- Consider a **variety of formats, audiences, and purposes** when choosing writing assignments:
 - Examples: advertisements, speeches, blog posts, D2L discussions, proposals, study questions, concept papers
- Keep writing feedback short and useful, with no more than 4 points addressed on any given assignment.

Additional Resources:

- [Teaching Writing in Large Classrooms Self-Study Module](#)
- [Writing Across the Curriculum \(WAC\) Tip Sheet](#)
- [Low-Stakes Writing Exercises - University of Michigan](#)

Engagement and Interaction

- Large and small group discussions about homework, projects, or course material facilitates critical thinking, human connection, and a dynamic classroom experience.
- Provide guidelines for email communication and office hours:
 - Set expectations for response times and detail what types of questions are best suited for email.
 - Promote group office hours to assist multiple students with similar needs at once.
 - Clearly outline your expectations in course syllabi.

Additional Resources:

- [Class Participation Techniques for Larger Classes - PSU](#)

Flipped Classrooms

- Assign introductory materials, such as readings, short videos, or interactive resources to be completed before class.
- Students can focus on **application of course content** in class, with the instructor present, to **reinforce comprehension**.

Additional Resources:

- [Northeastern Center for Advancing Teaching and Learning Through Research](#)

Assessment and Evaluation

- Incorporate **low-stakes activities**, such as short reflection writing exercises, that can be quickly graded for completion.
- Quizzes built in D2L can be automatically recorded to your gradebook and also help identify knowledge gaps in course content.
- **Holistic grading, ungrading, and criterion-referenced grading** strategies can reduce the amount of individual assignment grades needed and provide valuable formative assessment opportunities to students.
 - **Holistic grading:** a scoring method to evaluate writing in which a score is awarded for the overall quality instead of for individual traits, such as grammar and mechanics (D'Angelo & Maid, 2009)

Additional Resources:

- [Scored Holistically - Southeastern Missouri State University](#)
- [What is Ungrading? - Duke University LILE](#)

Online Classroom Strategies

- Incorporate **meaningful interactive communication** into each class through discussions.
- Request that **cameras stay on**.
- Create small-scale opportunities for discussion and collaboration with **breakout groups**.
- Programs, such as Kahoot!, Mentimeter, or Poll Everywhere promote **engagement** throughout lessons.



Faculty Resource Guide for Teaching in Large Classes

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