


# REIMAGINING: THE LARGE CLASS DILEMMA BY JANET ORR

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## How many is too many students?



- 20
- 30
- 40
- 60
- or more?

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## Challenges for teachers and students

Think Pair Share

**Challenges for teachers' teaching**

- Paper work
- Distractions
- Movement
- Student Evaluation
- Individualizing

**Challenges for students' learning**

- Anonymity
- Lack of interaction
- Group work
- Sharing materials
- Losing attention

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## Four Essentials to Effective Instruction

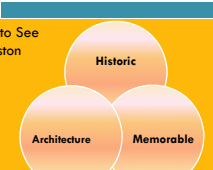
Chart It! Assignments: Discussion Leader, Recorder, Presenter, Time Keeper

Teaching Style	Characteristics of the Learners
Goals and Objectives of the Course	Resource Allocation


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## Note Making

Sites to See in Boston



All My Web apps: I  
 1. GHIILISAN  
 2. ...  
 3. ...  
 4. ...  
 5. ...  
 6. ...  
 7. ...  
 8. ...  
 9. ...  
 10. ...


WORD SQUARE	
Word	Symbol or Picture*
Obstacle Translation: (Arabic) 3aeq	
Meaning My Meaning: Something in the way of progress or movement. Dictionary. n. Something that gets in the way and stops action or progress, hurdle (Newbury House Dictionary, Heinle)	Sentence My Sentence: The tree that fell across the road, was a big obstacle. From the selection: "So I carry a (Rubik's) cube in my backpack as a reminder that I can attain my goals, no matter what obstacles I face."



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## Teacher Organizers

- Daily or Class Agenda on the Board
- Establish Routines
- Physical Arrangement of the classroom
- Carefully Target Assessment Gathering
- Move around the room



Students read the posted instructions

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### Student Responsibilities



- Hand in assignments in groups/folders
- Be an Independent Learner/Autonomy
- Create Class Rules and follow them
- Do your jobs everyday
- Ask questions
- Participate!

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### Student Jobs Chart

Student Name	Attendance	Pass out books	Pick up books	Group Leader	Job Monitor		
<b>Group 1</b>							
Rosa	April 5						
Purushoth		April 5					
Tsidi			April 5				
Ndaletso				April 5			
<b>Group 2</b>							
Carlos	April 5						
Alex		April 5					
Ana			April 5				
Kamil				April 5			


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### Promote Active Learning

- Problem solving model
- Walk around the room- connect with students
- Move groups around the room monthly – back to front, side to side
- Active Language – Singing/music, movement, group recitation, task/project work, practice with purpose
- Assessment
  - Self or pair checking of home work (Chart it!)
  - Sheet on the teacher desk to record observations
  - Finish the syllabus vs essential learning

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### Line Ups



- Alphabetical Order
  - Say Names of letters
  - Say Words that begin with the letter
  - Word with that begins with the ending sound of the previous word
  - Say Sentences that begin with a word that begins with the letter
- Numbers
  - Count by 1,2,3,4,5,6,7,8,9
  - Forward/Backward
- Birth
  - Birthday – month, day
  - Birth place – East to West/North to South

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### A small-class atmosphere

<b>Groups</b>	<b>Pair work/Elbow Buddies</b>
<ul style="list-style-type: none"> <li>❑ Mixed ability, ethnic or gender groups</li> <li>❑ Change make up of groups regularly</li> <li>❑ Have groups prepare lessons to present</li> <li>❑ Award participation to the whole group</li> </ul>	<ul style="list-style-type: none"> <li>❑ Pair front, pair side, pair back, pair square</li> <li>❑ Move students from the back of the room to middle to the front</li> <li>❑ Check each other's work</li> </ul>

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### Research Based Best Practices

- ❑ Create a small-class atmosphere in a large class setting. (Schreyer Institute, 1992)
- ❑ Gain student attention – Present a problem to solve
- ❑ Short learning events – 10-15 minutes (Bligh, 2000)
- ❑ Present only 4 or 5 ideas at one time
- ❑ Organize new learning into mental patterns (graphic organizers/note making)
- ❑ Opportunities to rehearse new language and connect to current knowledge framework (scaffold)
- ❑ Pay attention to each student (Blatchford, 2003)

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