Agenda for Large Course Discussion

1. **Ways to think about distance learning:**

2. **Brainstorm approaches:**

3. **Special Issues with Large Courses:**

4. **Next Steps: Organizing, Resource-Sharing, Checking in**

5. **TAs**

2. Possible Approaches:

- Assessing your situation:
  - Numbers,
  - Audience/Purpose of Course (Gen Ed, Major, etc..)
  - GAs & Other Resources

- Clear instructions and expectations

- Establishing contact with students // Creating community between students

- Learning goals : how to define them and then align activities and content to meet them online

- Less is more, especially with large numbers: plan to do less in smaller increments.

- Change things up

- Synchronous vs non-synchronous: different meeting formats

- Importance of re-thinking teaching goals, activities, and learning outcomes for new contexts.

3. Special Issues with Large Courses:

Building contact and community

Assessment strategies – lots of low-stake activities, evaluation on a large scale, spot checks, pub questions

Synchronous activities and discussions

Student check-ins/office hours

Getting feedback over the semester

Peer-to-peer learning: activities and self-assessment/peer assessment

Opportunities for students to co-study online (small group presence)

Chunking (making large, small / flipping lectures and making space for student-driven responses in online environments

Roles for Tas in this environment