

# Research Academy for University Learning at Montclair State University

## Resources

### Making Large Lecture Courses Interactive

Faculty members will find below a variety of different kinds of sources, from journal articles and books to brief opinion pieces from the Chronicle of Higher Education and videotapes of forums on this topic. The subject matter includes social science research on how students learn (or don't learn) in large lecture courses, chapters on lecturing from teaching handbooks, the reflections and reports of lecturers who have experimented successfully with small group or discussion strategies in large classes, and polemics both for and against the lecture as a viable teaching format.

#### Bibliography

Developed by Ken Bain

Bain, K. (1984). What Students Think About and Do in College Lecture Classes. *Teaching Learning Issues* 53.

Cashin, W. E. (1985). *Improving Lectures*. Newsletter No 14. Manhattan, Kansas State University: Center for Faculty Education and Development.

Brooks, D.W. (1984). Alternatives to Traditional Lecturing. *Journal of Chemical Education* 61 858-859.

Clayson, S. H. (Eds) (1994). *Is the Lecture a Dead Teaching Form?* Evanston, IL: Searle Center for Teaching Excellence, Northwestern University.

- Dubrow, H., Wilkinson, J. (1982). The Theory and Practice of Lectures. . Gullette, M. M. (Ed.). *The Art and Craft of Teaching* (25-37). Cambridge: Harvard-Danforth Center.
- Dunn, J. P. (1994). Reflections of a Recovering Lectureholic. *National Teaching & Learning Forum* 3.
- Frederick, P.J. (1986). The Lively Lecture - 8 Variations. *College Teaching* 34, 43-50.
- Gleason, M. (1986). Better Communication in Large Courses. *College Teaching* 34, 20-24.
- Gullette, M. M. (1992). Leading Discussion in a Lecture Course: Some Maxims and an Exhortation. *Change* 32-39.
- Hosley, C. J. (1987). How To Get Reactions From Students In Big, Impersonal Lecture Classes. *Chronicle of Higher Education* 15.
- Lewis, K. G. (1990). Taming the Pedagogical Monster A Handbook for Large Class Instructors. *Book: Center for Teaching Effectiveness*, University of Texas at Austin.
- Lowman, J. (1984). Selecting and Organizing Material for Class Presentations. *Mastering the Techniques of Teaching*. San Francisco: Jossey-Bass, Inc. 96-118.
- Lowman, J. (1984). *Mastering the Techniques of Teaching*. 1st ed. San Francisco: Jossey-Bass Inc., Publishers.
- McKeachie, W. J. (1986). Lecturing. *Teaching Tips*. Lexington, MA: D.C. Heath and Company. 69-85.
- Meredith, G. M. (1985). Two Rating Indicators of Excellence in Teaching in Lecture-Format Courses. *Psychological Reports* 56 52-54.
- Meredith, G. M. (1985). Intimacy as a Variable in Lecture-Format Courses. *Psychological Reports* 57, 484-486.
- Merrill Library & Learning Resources Program. The Large Class. *Instructional Improvement* 8 (1973): 1-3.
- Monk, G. S. (1983) Student Engagement and Teaching Power in Large Classes. Bouton, C., and Garth, R. Y. (eds.), *Learning in Groups*, 14, 7-12. San Francisco: Jossey-Bass Inc.
- Palmer, S. E. (1983). The Art of Lecturing: A Few Simple Ideas Can Help Teachers Improve Their Skills. *Chronicle of Higher Education* 19-20.

- Rosenkoetter, J. S. (1984). Teaching Psychology to Large Classes: Videotapes, PSI, and Lecturing. *Teaching of Psychology 11*, 85-87.
- Silverstein, B. (1982). Teaching a Large Lecture Course in Psychology: Turning Defeat into Victory. *Teaching of Psychology 9*, 150-155.
- Stanton, H. E. (1978). Small Group Teaching in the Lecture Situation. *Improving College and University Teaching 26*, 69-70.
- Weaver, R. L. II (1980). Effective Lecturing Techniques: Alternatives to Classroom Boredom. *Teacher Educator 16*, 2-8.
- Weaver, R. L. II. (1983). The Small Group in Large Classes. *Educational Forum 48* 65-73.
- Whooley, J. (1974). Improving the Lecture. *Improving College and University Teaching 22*, 183-185.
- Wick, J. W. (1974). Making a Big Lecture Section a Good Course. *Improving College and University Teaching 22*, 249-252.
- Zarefsky, D. (1994). *Lecturing as Communication*. Evanston. Searle Center for Teaching Excellence, Northwestern University.