Tips for Teaching Large Classes

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Introduction

Teaching large classes can be a daunting experience. How do you keep students engaged and active without losing control of the classroom? With so many students, how do you know if they are learning? Should you attempt to take attendance or risk losing students? How do you build rapport when learning 200 names isn't a possibility? If you have taught (or are preparing to teach) a large class, you have probably asked yourself these questions. Here, I will discuss possible solutions for these challenges and more.

This paper is organized to be a quick and efficient reference for challenges that you are experiencing in your classroom. You do not need to read the entire paper to get valuable information – simply locate the heading that relates to your challenge. I've also included two appendices that will help jump-start efforts for improving your students' learning experience: a quick list of active learning strategies (page 9) and a troubleshooting guide (page 10). Lastly, if this paper does not provide the information you need, I've included a list of scholarly articles and websites that discuss strategies for teaching large classes.

What is Considered Large?

What is considered a large course? This question isn't easily answered because it's dependent upon many factors, for example, institution, discipline, and even the class itself (Mulryan-Kyne, 2010). A large creative writing class may have 40 students while a large biology class may have over 200. If the workload for the course is higher than normal because of the number of students enrolled, then I think it's safe to be labeled a large class. In addition to the number of students, Mulryan-Kyne (2010) suggests that the diversity of student characteristics (e.g., ability, age, background, and experience) as well as instructor characteristics (e.g., experience, skills, competencies) should be considered when labeling a class as "large." In the end, these labels are not important. What's important is that you recognize when to tweak your instructional strategies to better cater to a large number of students and/or workload.

Advantages and Disadvantages

Teaching large classes can be challenging. Logistical concerns, such as taking attendance, grading, and providing frequent and detailed feedback, can quickly become unmanageable (Allen & Tanner, 2005; Mulryan-Kyne, 2010). To account for these logistical concerns, many instructors may use unproductive teaching methods like relying strictly on lecture (Cuseo, 2007; Carpenter, 2006). A lecture-based, large classroom leads to very little interaction between instructor and student, causing the student to feel anonymous and isolated. These feelings of isolation lead to lower motivation, poor engagement, lower attendance, and more distracting behaviors (e.g., students talking, texting,

surfing online, etc.) for the students (Cuseo, 2007; Mulryan-Kyne, 2010). In large, lecture-based classrooms students are also more likely to report low satisfaction levels on semester evaluations (Cuseo, 2007; Walker et al., 2008).

It's easy to name the challenges that come with large classes, but you can balance those challenges with positive outcomes! Teaching large classes provides you with a large and highly diverse population of students (Wolfman, 2002; Wood, 2009). Whatever topic you are teaching, there is a good chance that one of your students is well versed in that area. Further, by using active learning you can leverage the diversity in your classroom and improve the students' learning experiences (for examples see "Active Learning & Student Participation" on page 3). Large classes also have their own synergy, where students from all backgrounds come together and form a body of knowledge that is greater than its parts. This synergy is dynamic and can be used to encourage positive attitudes toward the overall learning experience when you use best practices in teaching (Wolfman, 2002). For those instructors who are in the early stages of their career, large classes look great on CVs and tenure dossiers by showing the hiring/promotion committee that you have diverse teaching experiences. Lastly, teaching a large class is simply a great professional development experience. It requires you to think outside of your typical strategies and be creative.

Best Practices

Many complications from teaching a large class can be addressed by following best practices that work for all classroom sizes. The box below reviews a few best practices that will allow you to lay a foundation so that other challenges are more easily recognized and addressed. This is certainly not an all-encompassing list, but it's a good place to start.

Best Practices for All Class Sizes
This is not a comprehensive list but it's a good place to start!

- **Write specific and measurable overall course outcomes** using Bloom's Taxonomy as a guide. Click here for tips on writing an effective syllabus.
- **Write learning objectives** for each individual lesson and base your active learning strategies on those objectives.
- **Less is more!** Focus on the most important content and spend your time designing activities related to those essential concepts.
- **Make the material relatable** to the students by showing them how it applies to their majors or everyday lives.
- **Use a variety of teaching techniques and active learning strategies.** This will allow you to engage all learning styles and therefore all students. Click here for more information on learning styles and active learning.
- **Be very clear and explicit in your syllabus**. Students should know what to expect in your class. Click here for tips on writing an effective syllabus.
- **Be transparent about your pedagogy.** Explain to your students why you use the strategies you do, what you expect them to learn, and how they will be assessed.
- **Base your assessments on overall course outcomes and the learning objectives for individual lessons.** Click here to learn more about designing exams and creating assignments.
- **Build a positive rapport with your students.** To learn strategies for building rapport in any sized classroom, click here.

References: Allen & Tanner, 2005; Bain, 2004; Knight & Wood, 2005; Nilson, 2010; TTU TLPDC online resources; Walker et al., 2008; Wood, 2009.

Strategies for Overcoming Challenges

If you have read through and addressed the best practices previously described, then you are off to a great start! In addition to the best practices listed here, there are a few other things to consider when teaching a large class: active learning and student participation, building rapport, assessment, attendance, and classroom management. Below I've included a few tips to help you address these issues. If you have limited time and need help with a single issue, please refer to the troubleshooting guide on page 10. It briefly describes solutions to common challenges and refers you to detailed tips within the paper.

Active Learning & Student Participation

Active learning is an effective strategy for increasing student participation because it gives students the opportunity to reflect, analyze, synthesize, and communicate the material they learn during class (Mulryan-Kyne, 2010). The Prince (2004) review provided evidence showing that active learning improved academic achievement, interpersonal relations, self-esteem, and the perception of social support in undergraduate engineering students. To learn more about the benefits of active learning and why it's important, read the TLPDC's white paper.

Using active learning does not have to be a replacement for lecture. It fact, using a mixed methods approach that incorporates both lecture and active learning can be a powerful tool for increasing student engagement (Carpenter, 2006; Mulryan-Kyne, 2010; Walker et al. 2008). Shifting from a lecture methodology to a mixed methods approach can be a difficult transition because it can be time consuming (Huerta, 2007; Knight & Wood, 2005) as well as logistically difficult (Allen & Tanner, 2005) to design and implement active learning strategies into every class period. The key is to start small. On page 9 I've made a list of active learning strategies on a gradient: low-stakes (easy to implement), intermediate-stakes (takes a little more planning but still achievable), and high-stakes (may require help from a TA to implement). If you don't know the strategy, search online – there are ample resources available for active learning. Below I have included a few general guidelines to help you implement active learning in the large classroom.

1. **Incorporate at least one active learning strategy into each lecture**. It doesn't have to be something that takes a lot of preparation; a simple think/pair/share (T/P/S) can go a long way. T/P/S gives students time to think through a problem on their own, talk about it with a peer, and then discuss it with the class. (Active Learning #3) *(Allen & Tanner, 2005; Wood, 2009; Mulryan-Kyne, 2010)*
2. **Ask thoughtful questions**. It may be easy to have students respond to a short multiple choice question in class, but does the question foster higher-level thinking skills? If not, consider revising it. Your goal is not to have students merely regurgitate facts from the lecture, but to be able to use that information to solve real world problems. A great strategy is to link the day's material to a current event and have students pose possible solutions. (Classroom Management #2) *(Allen & Tanner, 2005; Deslauriers et al., 2011; Mulryan-Kyne, 2010)*
3. Using **small groups** is a great way to get students involved with their own learning. It allows a safe place where students can work through their ideas with their peers before sharing their ideas in a large class. This helps students teach each other as well as identify and address any misconceptions. Additionally, small groups capitalize on the diversity inherently found in large classrooms. If you give students a controversial prompt, you'll likely find that students will discuss all sides of the issue, leading to a rich and lively debate. *(Allen & Tanner, 2005; Deslauriers et al., 2011; Mulryan-Kyne, 2010; Wolfman, 2002; Wood, 2009)*

4. Have individuals do **short writing exercises** related to the material. Even though small group discussions can be a great learning experience, try to incorporate individual active learning strategies as well, for example, short writes. Many times, you can ask students to think (and write) possible solutions on their own before sharing with a group. *(Deslauriers et al., 2011; Mulryan-Kyne, 2010)*

5. **Follow active learning exercises with instructor-led discussion**. Active learning allows you to see how students are thinking through a problem. Instructor-led discussion gives you the opportunity to provide feedback, correct misconceptions, elaborate, re-explain, and connect the material they are learning to other concepts. *(Allen & Tanner, 2005; Deslauriers et al., 2011; Wood, 2009; Mulryan-Kyne, 2010)*

6. **Use a variety of activities**. Using classic active learning strategies (e.g., think/pair/share) are a great way to get your students actively involved in the learning process and they help set a precedent for the classroom environment and structure. But don't get into the trap of using the same activity every day. Challenge yourself and your students by adding new activities – small groups, individual writing exercises, social media, etc. *(Deslauriers et al., 2011; Wood, 2009; Mulryan-Kyne, 2010).*

7. **Incorporating technology** (e.g. clickers, smart phones, web-based course management software) can make active learning in large classrooms more manageable. Using technology may also encourage students to stay on task because they'll be using their devices for in-class activities rather than texting or surfing the web. (Attendance #2; Classroom Management #2) *(Deslauriers et al., 2011; Knight & Wood, 2005; Mulryan-Kyne, 2010)*

Rapport

A positive student rapport is important for all class sizes, but it is especially important in large classes because you will not be able to develop a one-on-one relationship with all students. First and foremost, you should appear approachable to your students. Below I've included a few tips for increasing approachability and building a relationship with those students who would otherwise feel anonymous and isolated in a large class. To learn more about good strategies for building rapport in any-sized classroom, read the TLPDC's [white paper](#).

1. **Share personal information about yourself with your students.** This is probably one of the easiest strategies for building rapport. On the first day of class talk a little about your research interests; tell them what you enjoy about teaching. You can even tell them about your family and hobbies. This shows the students that you are a real person with a real life, which will help them feel like they know you on a more personal level even if they never talk with you one-on-one.

2. **Talk to students before and after class.** This is easier than you think. Come to class a little earlier, get all your materials set up for the day, and then start a conversation. If it's during football season, make a comment about the game on Saturday. Maybe you just saw and new movie – ask the students if they've seen it. If it's raining outside, talk about the weather! You don't have to talk about the class, simply getting to know the students as people can go a long way! Even though you don't do this with all students, it still builds rapport with the class as a whole because students see that you are interested in building relationships. *(Mulryan-Kyne, 2010)*

3. **During active learning assignments, walk around the room and talk to your students.** This does two things: 1) it can help you learn student names and personal information about them, e.g. their majors; and 2) it can help you to address questions and identify misconceptions on the spot. This shows students that you care about them individually and that you want to ensure they understand the material discussed. When you address the class as a whole you can call on individual students to answer the question, discuss their process

for solving the problem, and pose additional questions. It's always a good idea to publicly praise students for their good work and it might help you remember their names! (Active Learning #5) *(Huerta, 2007)*

4. **Be yourself.** Don't be afraid to show your personality and interests in class. If you are an artist, incorporate those skills into the presentation of your material. If you are a storyteller, find a case study that relates to the day's material and teach through stories. If you're funny and lighthearted, use jokes in your lecture – the students will certainly appreciate the occasional laugh! (If you're not naturally funny, don't try to use humor in the classroom. It will probably be awkward and could damage rapport.) If you have a professional demeanor, that can also be appreciated by your students. The key is to be yourself!

5. **Learn student names.** Make a personal goal that you will learn at least 20 students' names in the first month and use them throughout the semester. If you can learn more, do! Learning students' names and regularly using them in class shows other students that you care about individual people and that you are approachable (even if you can't learn them all!).

Assessment

If you need help designing an assignment or an exam, please start by reading the TLPDC's relevant white papers. Once you have established a good foundation for assessment, you'll have to think about how to implement them in a larger class because the logistics of grading and giving feedback can be a challenge. In an ideal class, we want to provide students with many opportunities to practice the material and give them ample feedback in return. However, you may not have the time or resources to meet both of these goals. Below are a few ways you can approach this challenge.

1. Have the students do some kind of active learning assignment that they turn in after every class, but **only grade a small subset of these assignments**. Spot check the assignments before the next lecture so that you can address common misconceptions. You could also use the ungraded assignments to check attendance randomly throughout the semester. (Active Learning #1; Attendance #1)

2. **Incorporate technology** (e.g. clickers, smart phones) to check student understanding. In real time, you'll know if students are getting the material or not, which gives you the opportunity to reteach topics that students don't understand. You can also use it as an opportunity for students to teach each other. If it's clear that your students are not getting a concept, then ask students to convince their neighbor of their answer. This will start a dialogue and hopefully students will teach each other (or at least bring up good points for debate). (Active Learning #7) *(Allen & Tanner, 2005; Deslauriers et al., 2011)*

3. Provide the students with **frequent feedback**. This does not have to be formal, graded feedback. Feedback can easily occur after an active learning exercise by having an instructor-led class discussion. You can also provide frequent feedback by incorporating technology. For example, if you run out of class time but would like to expand on a topic discussed during class, you can easily do so via an online discussion board. (Active Learning #5; Assessment #2) *(Deslauriers et al., 2011; Wood, 2009)*.

4. When possible, try to **provide exam questions/assignments that relate to the active learning exercises** you use in class. This will help the students understand that they will be held accountable for these activities and will hopefully increase participation, engagement, and attendance. In fact, you don't have to grade any in-class activities if class logistics make it too difficult to do so. The material you covered could be assessed via exam only. However, giving students the occasional bonus points for in-class activities never hurts and could increase attendance and rapport! (Attendance #1) *(Allen & Tanner, 2005; Walker et al., 2008)*

5. **Develop a policy for grade disputes** and clearly articulate that policy in the syllabus. For example, you may want to use a version of the 24/7 policy. Students have to wait 24 hours after receiving a grade before they can dispute it. This allows the student to think through their disappointment and hopefully approach the issue in a professional manner. Students are also required to dispute a grade within 7 days of receipt. This ensures that students don't come to you at the end of the semester, fearing a bad grade in the class, and ask you to regrade Exam 1. In addition to the 24/7 policy, require that students dispute grades via email. This will encourage them to think through their response and it gives you a digital record if any problems arise later. (Assessment #3)

6. You can implement **peer grading for informal (ungraded) in-class activities**. This will allow students to get immediate feedback on their work and provide an opportunity for students to be the teacher by giving helpful feedback to their peers. (Active Learning #3) *(Deslauriers et al., 2011)*

Attendance

Students tend to feel anonymous and isolated in large classrooms which makes them less likely to attend regularly, especially if they feel the class doesn't apply to them directly (e.g., non-majors taking an introductory history class). Attendance can also be logistically difficult to record when you have many students to account for. Before writing an attendance policy, you need to determine your philosophy on the issue. Is it important that every student attend every class day? If so, then writing a clear attendance policy would be important for you. If you do not plan on taking attendance, and feel that it is the individual student's responsibility to choose to attend class, then you will not need an attendance policy. With either attendance philosophy, you'll need to implement strategies to encourage students to come to class: engaging lectures, active learning, and relating the material to students' lives. If you choose not to take attendance, you may want to give students the occasional extra credit point when they come to class and participate in active learning. Click here for more information on attendance policies and examples from different disciplines and universities.

1. **Incorporate active learning into your lecture**. Active learning increases attendance because students are more engaged in the material and therefore more motivated to attend class. In addition to promoting student engagement, active learning gives you opportunities for formal and informal assessment. These activities can also provide a tool for keeping track of the students who attend. (Active Learning #1-7; Assessment #1; Attendance #2) *(Deslauriers et al., 2011)*

2. **Use technology as an efficient method for taking attendance** (e.g. clickers, smart phones). Use one of the day's active learning assignments to check for attendance. This technology will give you a digital record of attendance that can be easily downloaded into a grade spreadsheet. If you decide to use technology, try to not take attendance at the same time every day. You'll want to stagger your efforts to prevent students from leaving early or showing up late just to get the attendance credit. (Active Learning #7)

3. **Create clear policies that discourage missing in-class assignments or exams**. In large classes, it can be very difficult to manage make-up work. To decrease the number of requests to re-take exams and assignments, build flexibility into your syllabus by allowing students to drop their lowest grade. For example, if your class has five exams, allow the students to drop one. In the syllabus, make it very clear that there are no make-up exams. Period. The students are allowed to drop their lowest grade, so if they miss an exam due to whatever reason, they can drop that grade without it damaging their final average. This policy would be in addition to any absences permitted by university policies (e.g., observance of religious holidays).

Classroom Management

In large classrooms where students feel anonymous, you're more likely to have distracting behaviors such as coming in late, leaving early, side conversations, texting, and students doing other activities on their laptops (Mulryan-Kyne, 2010). The unfortunately reality is, you cannot control all of these aspects (nor should you try to!).One of the most important lessons in managing large classrooms is that you need to pick your battles. For example, students who check their cells phones frequently in a small classroom can be very distracting – both to you and other students. However, in a class of 200 students, cell phone use might be the last of your problems. Before you write the course syllabus, think through the most important aspects of your classroom environment and make those a priority. Every instructor will identify different classroom aspects that are important to them.

1. This may seem counterintuitive, but a great method for managing a class is to **keep the students active**. Even though the environment will be loud and a little chaotic, the students are (or should be) working on the material. If they do not feel engaged then they are more likely to get on their phones, laptops, start side conversations, or leave class. (Active Learning #1-7) *(Mulryan-Kyne, 2010)*
2. Instead of preventing technology in your classroom by banning laptops in lecture, **try to use technology to your advantage**. Pose a critical thinking question to the class and allow them to use their cell phones/laptops to identify a possible solution. The key is to make the question difficult enough that there isn't an explicit answer they can find online. You also want to encourage them to use online resources to think *through* a problem, not to simply answer it. (Active Learning #2)
3. **Walk around the classroom as you teach.** When lecturing, don't stand in a single spot. Walk around the room; walk up the stairs. Move! You don't want to be so active that you become a distraction, but if you find that you've been standing in one place for 5 minutes, move to the other side of the stage. The simple act of moving could deter people from getting distracted with other activities, and it can re-engage students who may have lost interest. Remember that you shouldn't be lecturing the entire period. You should be moving around to check student work and answer questions as they work through problems. (Rapport #3)
4. **Curb conflict appropriately.** Conflict can arise in any class, but is likely to be more pervasive in a large class due to the diversity of personalities mixed with the potential feeling of anonymity. Following best teaching practices and establishing a clear syllabus are the first steps to curbing potential conflict. Dealing with conflict is beyond the scope of this paper, but you can find helpful resources in the TLPDC's white paper.

Conclusion

Good teaching methods are a result of time, practice, thoughtful reflection, and purposeful change. Incorporating all of these strategies will not happen overnight, so don't put unrealistic expectations on yourself. Set realistic goals and change one or two aspects of your teaching each semester. This makes the transition easier on you as well as your students. If you need any help as you work towards positive change in your classroom, feel free to contact us at 806-742-0133 or through the TLPDC website.

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Additional Resources

- University of Maryland. Teaching and Learning Transformation Center.
  http://www.cte.umd.edu/library/teachingLargeClass/guide/index.html
- University of Michigan. Center for Research on Learning and Teaching.
  http://www.crlt.umich.edu/tstrategies/tsllc
- Penn State. Schreyer Institute for Teaching Excellence.
  http://www.schreyerinstitute.psu.edu/Tools/Large/
- UNC Charlotte. The Center for Teaching and Learning.
  http://teaching.uncc.edu/learning-resources/articles-books/best-practice/large-classes/large-class-handbook
- Brown University. The Harriet W. Sheridan Center for Teaching and Learning.
  http://www.brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/lectures-large-classes/tips
- Berkeley. Center for Teaching and Learning.
  http://teaching.berkeley.edu/large-lecture-classes
- Iowa State University. Center for Excellence in Learning and Teaching.
  http://www.celt.iastate.edu/teaching-resources/classroom-practice/large-class-instruction/large-class-teaching-tips/

Active Learning Quick List
Organized by simplicity/efficiency

Low-Stakes Activities: less prep-work and grading for instructor, easy for students to understand and complete in class

- Think / Pair / Share (T/P/S)
- Concept maps
- Brainstorming (consider writing the names of students on the board who have great ideas)
- Writing on the board (could be used to explain graphs/concepts, work out problems)
- Groups write on butcher paper (students draw out explanations, pathways, formulas, etc. – could be approached with a T/P/S)
- Polling students (using clickers/cell phones, pass out colored cards for students to raise, or simply raising their hands)
- Fishbowl (students write questions about a topic and instructor answers them)

- Frame lecture with a question/animation/video – students are asked to apply knowledge to prompt
- Short Writes (great for introverts):
  - Summarize last lecture/reading
  - Listing (list the properties of ___)
  - Muddiest Point
  - Give me an Example of ___
  - Explain in your own words
  - How does this idea relate to your experience
  - One last question
  - How do you feel about ___
  - Two minute paper
  - Everything you know about ____
  - Explain the purpose of an assignment

Intermediate-Stakes Activities: requires a moderate amount of work for both the instructor and student

- Structured group discussion
  - Opened Ended Questions:
    - e.g. - How might this setting create deeper meaning in the narrative?
  - Question Stems (you can provide the prompt, or you can have students come up with their own prompt based on the lecture – these prompts could be used for test reviews or in-class activities the next day):
    - What does ___ mean?
    - Why is ___ important?
    - How could ___ be used to ___?
    - How are ___ and ___similar (or different)?
    - How does ___tie in with pervious material?
    - What are the advantages/disadvantages)?
  - Value-Based Questions:
    - e.g. - Based on what you know about viruses will you vaccinate your children? Has your viewpoint changed after taking this class?

- Debates / Dialogues of different view points
  - Debates – put students into groups and have them argue opposite sides of an argument
  - Panel Discussions – ask students to be panelists in a discussion on a controversial topic (e.g. evolution and religion)
- 3-2-1 Writing Assignment (for individuals or groups)
  - Students write down 3 ideas/issues/topics they learned that day/week/unit
  - Students give 2 real-world examples of each
  - Students ask 1 question about each
- Jigsaw (students are given an individual task but must work together as a team to solve a problem)
- Shark Tank (basic fishbowl method but the students are expected to answer other students' questions)
- Dramatization (students act out event, pathway, etc. This activity needs to be highly organized and can be directed by the instructor or the students.)

High-Stakes Activities: more prep-work and grading for instructor, requires additional outside work from students

- Group Work – assign groups (3-4 students) at the beginning of the semester and have them work as teams throughout the course. Typically students in these groups are assigned roles such as: leader, recorded, reporter, time keeper, etc. Changing these roles throughout the semester provides new opportunities for students to be involved and practice the material.

- Projects
- Have students follow an explicit learning model while doing all activities, e.g., one model used to promote critical thinking I s the 5E Learning Cycle: Engagement, Exploration, Explanation, Elaboration, Evaluation. Make sure you explain the model to the students and teach them how to apply it. Be transparent!

Troubleshooting Guide

This is a quick reference guide to troubleshoot challenges that you may be experiencing (or expect to experience) in your large class. Each challenge references a section in the paper that discusses possible solutions. Don't be afraid to discuss your challenges with other instructors, specifically those who are known for being good teachers and who have developed strategies for dealing with the issue you are concerned about. By leveraging the experiences and wisdom of others, you are more likely to implement strategies that will work the first time. If you need any help as you work towards positive change in your classroom, feel free to contact us at 806-742-0133 or through the TLPDC website.

Challenges	Possible Solutions
Absence for an Exam	Create a clear policy regarding missed exams before the semester begins and include it in your syllabus. (Attendance #3)
Active Learning	Start small with low stakes activities on page 9 and try to include at least one activity every class day. (Active Learning #1-7)
Assessment	Have students frequently turn in work that they do in class (via active learning assignments) but only grade a subset of those or implement peer grading. Design your exams around the activities you do in class. (Assessment #1,4,6)
Attendance	If attendance is important to you, create a clear policy in your syllabus. If not, give students an occasional bonus point for attending and put all active learning exercises on the exam. (Attendance #1-2)
Classroom Management & Distractions	Keep students active, develop a positive rapport, walk around the room, and write clear policies to address distractions. (Rapport #1-5; Classroom Management #1-3)
Course Policies	Develop clear policies before the class begins. If previous policies have not been successful in your course, revise them by consulting with other instructors who have been more successful in that area. (Best Practices, page 2)
Covering ALL the Content	Less is more! Focus on the most important content and spend your time designing activities related to those essential concepts. (Best Practices, page 2)
Grading & Feedback	You'll want students to have ample feedback, but giving feedback in the traditional way is unrealistic in a large class. Develop more efficient feedback strategies by reading the sections on active learning and assessment. (Active Learning #5; Assessment #1-6)
Grade Disputes	Write a clear policy that outlines how students are to address grade disputes. (Assessment #5)
Learning Objectives	Write specific and measurable overall course outcomes using Bloom's Taxonomy as a guide. Moreover, write learning objectives for each individual lesson and base your active learning strategies on those objectives. (Best Practices, page 2)
Rapport	Be yourself by sharing personal (appropriate) information with your students and try to get to know a few of them as well. (Rapport #1-4)
Relevance	Make the material relatable to the students by showing them how it applies to their majors or everyday lives. Pose big picture questions at the beginning of each lecture that relate to that day's content. Have the students answer those questions at the end of class. (Best Practices, page 2; Intermediate-Stakes Activities, page 9)
Resources	Some instructors have ample resources (TAs, budgets, access to polling software, etc.) while others may not have additional resources when teaching a large class. With access to more resources you may be able to implement higher-stakes activities with your students (page 9) and take attendance regularly. Without additional resources, you may be limited to one low-stakes activity per day while never taking attendance. Know your limitations while still doing the best you can with what you have. (Low-Stakes Activities, page 9)
Student Participation	Students are more likely to participate in class if they feel comfortable and safe. This can be accomplished by building a good rapport and incorporating active learning strategies that allow students the opportunity to share their ideas in small groups rather that in front of a large class. (Active Learning #1-7; Rapport #1-5)
Time Management	Your time management strategies will likely be related to the amount of resources you have. With fewer resources, you need to focus your energy on the most important aspects of the class, e.g., content, delivery, active learning, and assessment. Remember that finding a balance between work and home-life is important! Do your best without burning out.