Understanding and reaching audiences of such multiplicity is a challenge. For the new faculty member, it can be a daunting task to master. For the new faculty member, it can be a daunting task to master. For the new faculty member, it can be a daunting task to master.

The increased enrollment in grades six through twelve has put enormous pressure on teachers. The increased enrollment in grades six through twelve has put enormous pressure on teachers. The increased enrollment in grades six through twelve has put enormous pressure on teachers. The increased enrollment in grades six through twelve has put enormous pressure on teachers.

Teaching Large Classes: A Brief Review

In February 1980, Mary McCarthe wrote in Academe:

The University of Texas, Austin
M. Elwin Porter
Texas A&M University
Christine A. Stanley

Teaching large classes: a brief review

What kind of support will the instructor need?
Facilitating student success in preparation and coursework:

Why would schools begin a preventive approach to large classes? How can we allow faculty to manage their time more efficiently? Some (e.g.,)

Faculty time:

Reducing a large class into several small classes

Cost:

Increased student-teacher ratio in a class lowers interest.

Advantages

- Reduced class size

Disadvantages

- Limited range of instructional activities possible
- Padded courses
- Students feel anxious at large enrollment
- Lack of personalized instruction

Definition of a large class:

Enlarging Large Classes

A Brief Review of the Literature

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A Brief Review of the Research

Recent Research on Class Size

The following review of research shows that large classes of students with semester-long evaluation of instruction conducted in a 1974 study of teaching effectiveness in college found the quality of instruction was significantly lower in large classes than in small classes.


Recent research conducted by the National Center for Education Statistics in 1990-91 found that large classes of 40 students or more had significantly lower levels of student achievement than small classes of 15 students or fewer.

McNiece et al. (1989).

Studies have also shown that large classes can lead to reduced student engagement and increased levels of student frustration, leading to higher dropout rates and lower overall academic performance.


Satisfaction with instruction was significantly lower in large classes than in small classes. Students reported feeling less engaged and less motivated to learn in large classes, while small classes were perceived as more stimulating and engaging.

Cohen et al. (1992).

These findings are supported by a large body of research conducted over the past several decades, which consistently shows that smaller class sizes are correlated with higher levels of student achievement and engagement.


In conclusion, the evidence from multiple studies points to the importance of reducing class sizes in order to improve student learning outcomes.

Cohen et al. (1994).
References

Continuous Challenges of Large-Class Instruction

Disciplines

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English Large Classes

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Exams across the Disciplines

Part Two

Enlarging Large Classes