# Welcome to Space Mapping

1. Write your Name
2. Write your Class Size Number
3. Go to https://pollev.com/brucepoll
4. Get to know your neighbour

NEW

# COURSE DESIGN WORKSHOPS

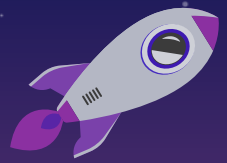
## to intensify your large class

Learn from expert faculty members on campus.
Experience a hands-on, guided visual mapping workshop.

- Large Class Space Mapping // Oct 10, 2019
- Large Class Activity Mapping // Oct 30, 2019
- Large Class Grading & Feedback // Nov 21, 2019

Register now at **ctl.gosignmeup.com**

CTL



# Intensify your large class

## Three Workshop Series

**Large Class Space Mapping**

October 10, 2019

**Large Class Activity Mapping**

October 30, 2019

**Large Class Grading & Feedback**

November 21, 2019

# Welcome to Space Mapping

## CTLEP026 Intensify Your Large Class: Large Class Space Mapping

This guided workshop will cover the following topics about managing space in large classes: - Attendance - Student Groups - Physical Space: Movement - Physical Classroom Materials and Tools - Technology, Resources, Mobile Devices - TAs Attendees will work in groups, guided by a facilitator and subject-matter-expert, to plan how to best utilize space in their large class.

### Contact

Center for Teaching and Learning
704-687-8080

### Credits

**Professional Development Hours** : 1.5

### Location

### Dates and Times

**Starts:** 10/10/2019 11:30 AM (EST)

**Sessions:**

10/10/2019 11:30 AM - 1:00 PM (EST)

**Registration closes:** 10/10/2019

### Facilitators

▾ **Bruce Richards**

Workshop 1

# LET'S BEGIN!

# Large Class Space Mapping

# Agenda

| | |
|---|---|
| 30 min | Introduction and Buffer (10 min) Bruce R. (facilitator) |
| | Pilar Zuber (20 min) - Faculty Presenter |
| 30 min (Group) | Space Mapping Activity (10 min) |
| | Considering Invisible Layers (10 mins) |
| | Considering Constraints/Solutions (10 mins) |
| 30 min (Group) | Group Presentations (25 min) |
| | Summary (5 min) Bruce R. (facilitator) |

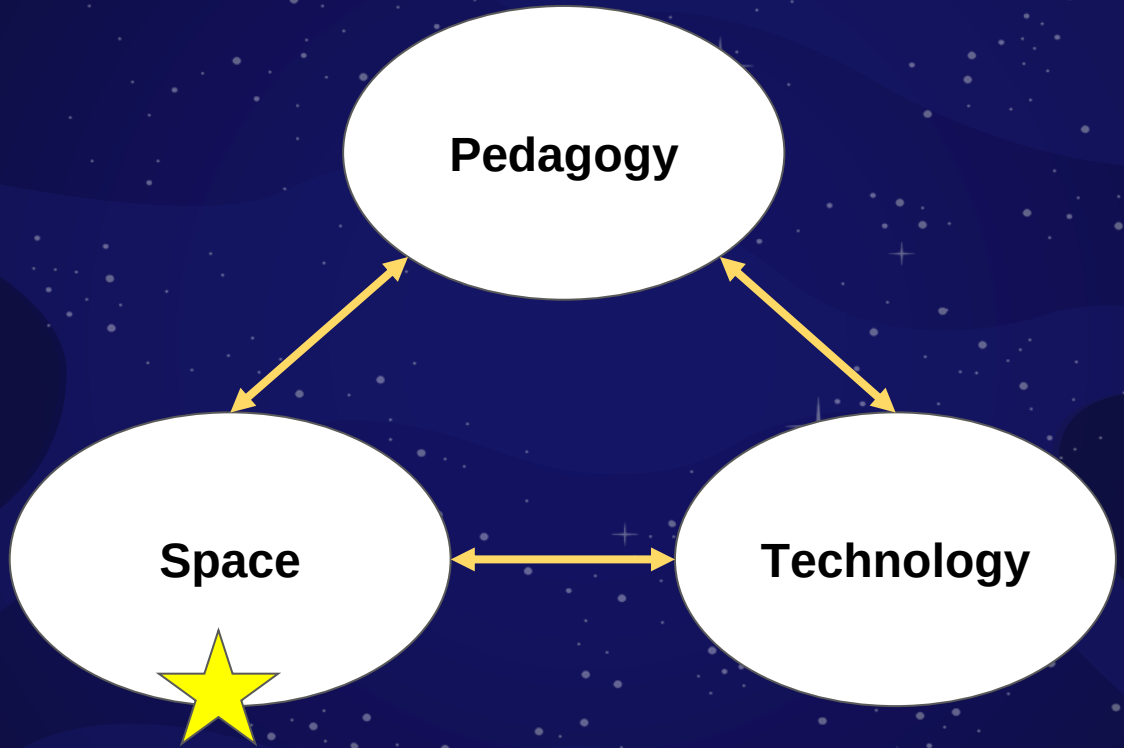

## Research: Learning Intent Should Determine Online Class Size

Recently published research project, large classes — those with 40 or more students — are best for "***foundational and factual knowledge acquisition***," and smaller enrollments — 15 or fewer students — are better for courses intended "***to develop higher order thinking, mastery of complex knowledge and student skill development.***"

**Sources:** 58 articles from 43 online education journals

**Reference:** Taft, S.H., Kesten, K., & El-Banna, M.M. (2019). One size does not fit all: Toward an evidence based framework for determining online course enrollment sizes in higher education. *Online Learning, 23*(3), 188-233. doi:10.24059/olj.v23i3.1534

# Conceptual Framework




Radcliffe, 2009

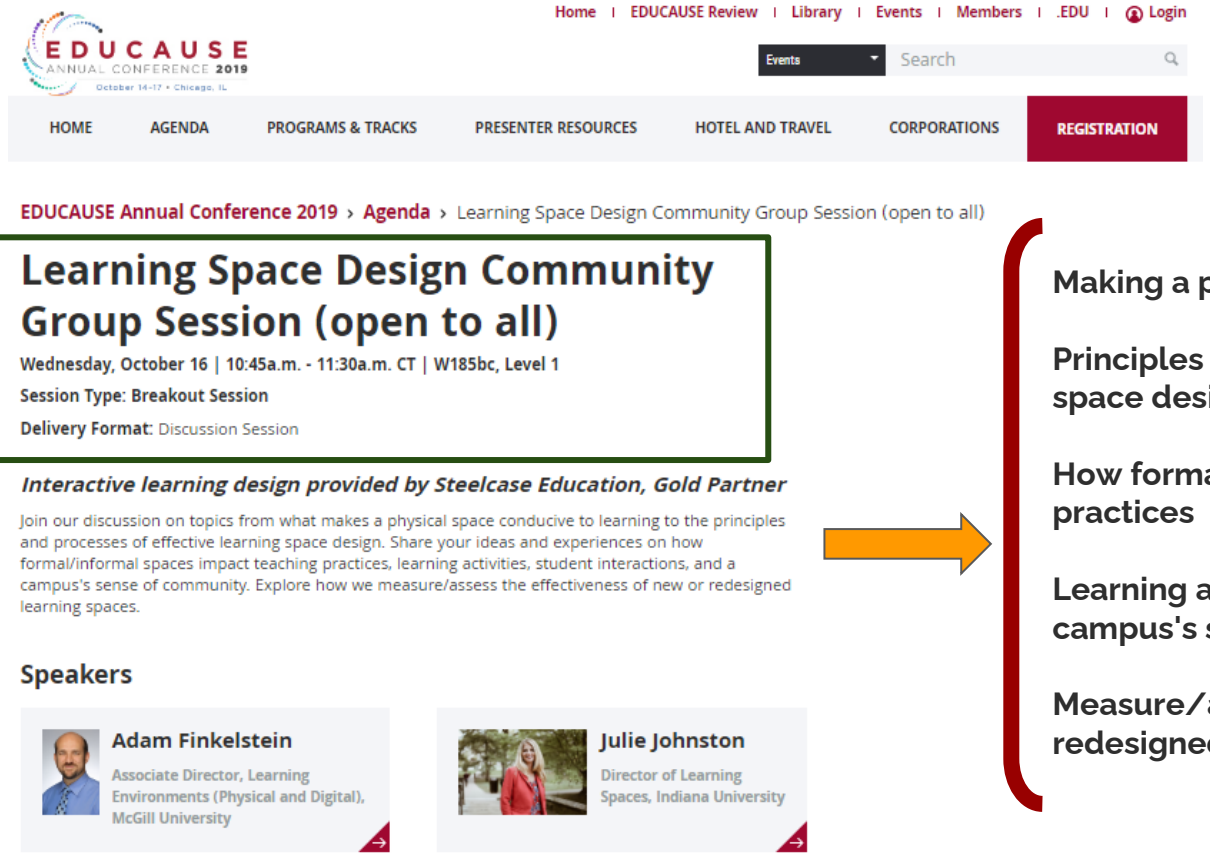
# PST Framework

…. “enable institutions to create new teaching and learning spaces with the objectives of promoting student engagement and learning outcomes.”

Learning Spaces in Higher Education: Positive Outcomes by Design

Radcliffe, 2009

# Conferences and Conversations




- Making a physical space conducive to learning
- Principles and processes of effective learning space design
- How formal/informal spaces impact teaching practices
- Learning activities, student interactions, and a campus's sense of community
- Measure/assess the effectiveness of new or redesigned learning spaces

# Challenges of Large Space

- Classroom **configuration**
- Choosing activities that **motivate** students
- Motivation of students to **review** notes and readings
- Managing the effective use of **technology** in the classroom
- Implement a **peer review** evaluation system (group projects)
- Provide partial **class handouts*** posted prior to class and completed during lecture

*Cost of printed Kinesiology exam: 4-page, 50 question exam, color images = $1,000.00 per exam (UNC-Charlotte, Kinesiology Junior-level course, 2014)

# Benefits of Large Space

- **Staffing:** If there are multiple TAs, they can specialize in different kinds of work. When one TA is busy with student groups, another one is available to cover for general questions

- **Community:** Students have more opportunities to partner with other students on projects, and receive quicker feedback

- **Assessment:** More opportunities to receive feedback from class members (peer-to-peer feedback) on which specific techniques or exercises have worked

# Benefits of Large Space

- **Content generation:** Both TAs and students can help out by making up questions or problems that might appear on future homework or exams

- **Research:** It's much easier to do statistically valid studies with a control group and an experimental group in the same class

- **Recruitment:** In a large class, you have much more opportunity to attract students to work with you as your research assistants or independent-study students

What instructor strategies motivate students to engage with the material and their peers?

https://seercenter.uga.edu/realisevideos_immerse/


Time: 6:58
Created by REALISE Originals
Keywords: Whole-class discussions, students explain reasoning, clickers, case study, addressing misconceptions


Time: 5:20
Created by REALISE Originals
Keywords: Students generating hypotheses, soliciting ideas from students, redirecting discussions, promoting participation


Time: 14:51
Created by REALISE Originals
Keywords: Discussions, undergrad teaching assistants, clickers, students evaluating answers, promoting participation


Time: 5:30
Created by REALISE Originals
Keywords: Worksheets/diagramming, responding to unexpected student ideas & questions


Time: 8:29
Created by REALISE Originals
Keywords: Small-group discussions, Peer Instruction, clickers, students explain reasoning, reducing student apprehension


Time: 5:19
Created by REALISE Originals
Keywords: Whole-class discussion, cold-calling, graduate teaching assistants, pre-class work drives discussion

# Pilar Zuber

Department of Public Health Sciences

- 20 min -

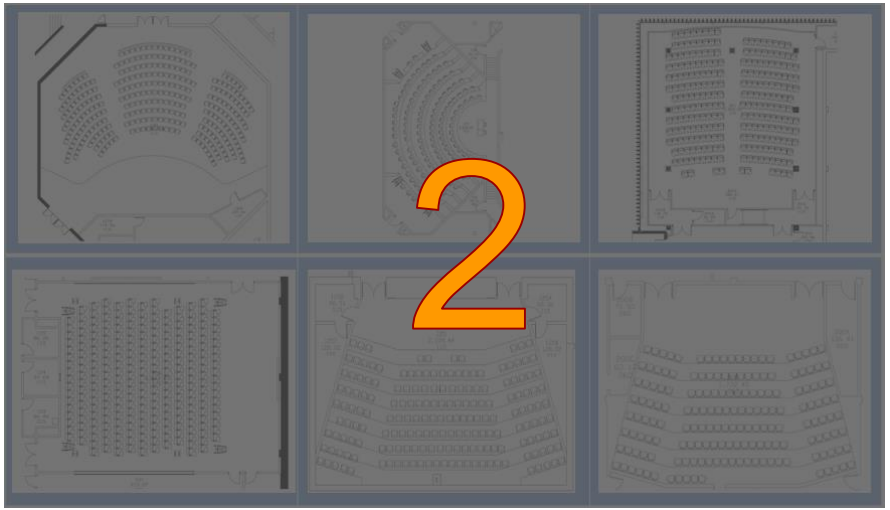
# Time to Work

# Bruce Richards

Center for Teaching and Learning

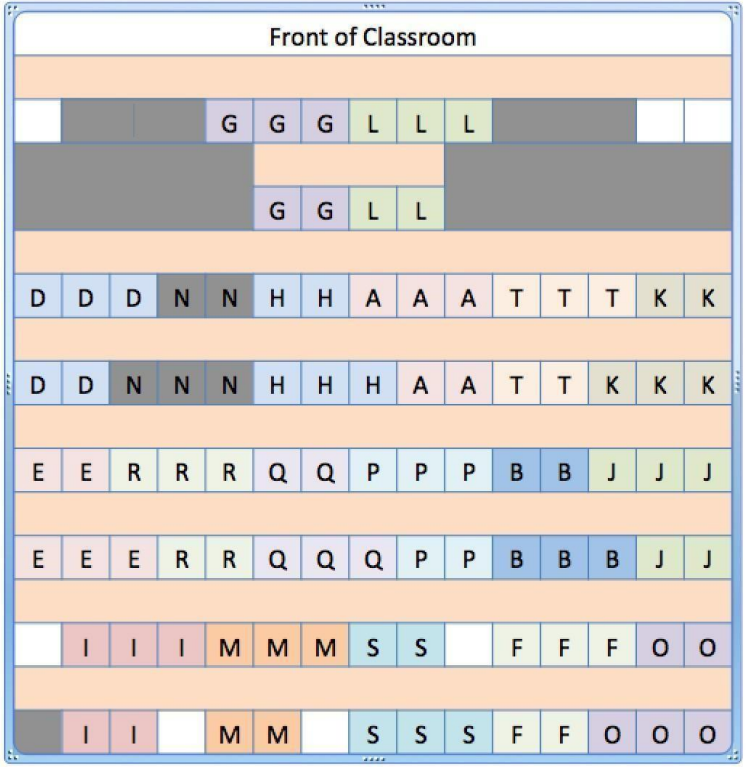
- 30 min -

# Show Poll Results

# Why Space Mapping

- Classroom Design
- Student Roster
- Teaching Logistics (classroom)
- Student Engagement/Participation
- Classroom Management Strategies




**Student Groups**

# Space Mapping
## Group Activity

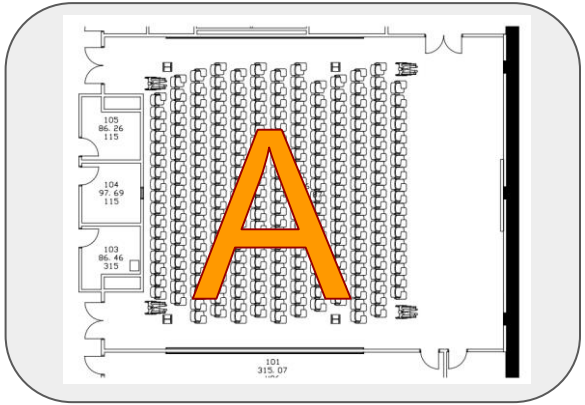
**Select your map (class size)**

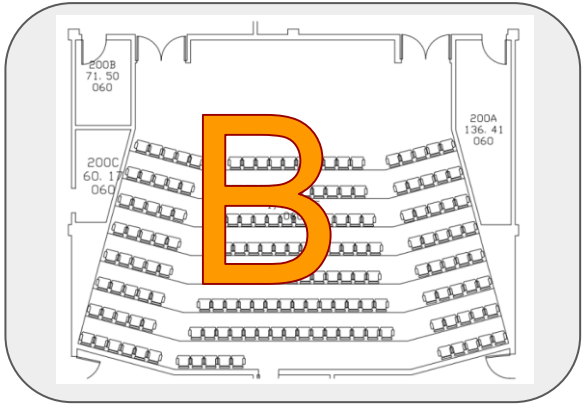
**Form groups based on common maps**

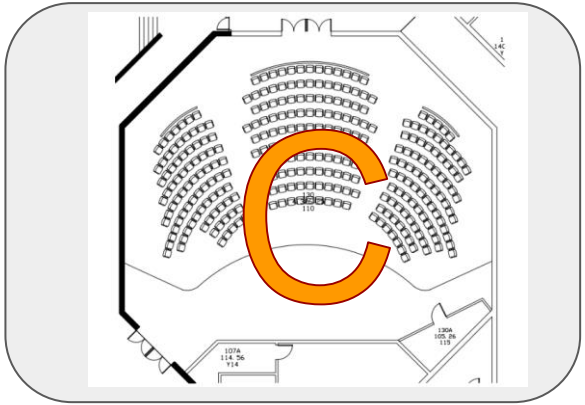
**Select type of activity**

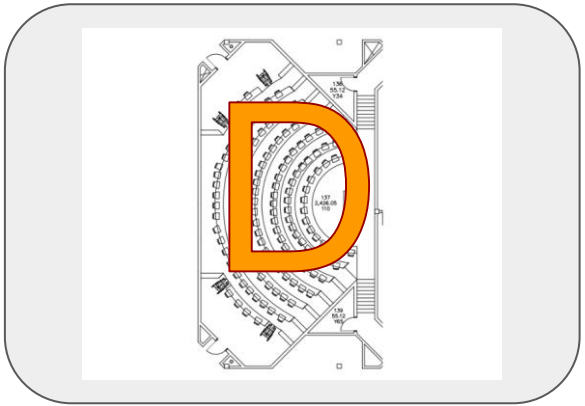
- **Discussion**
- **Project**
- **Problem**

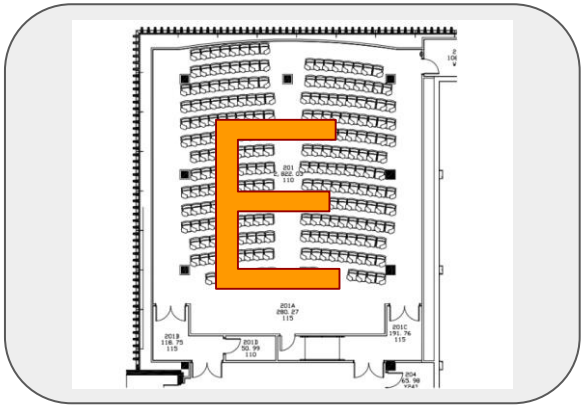
# Select a Map



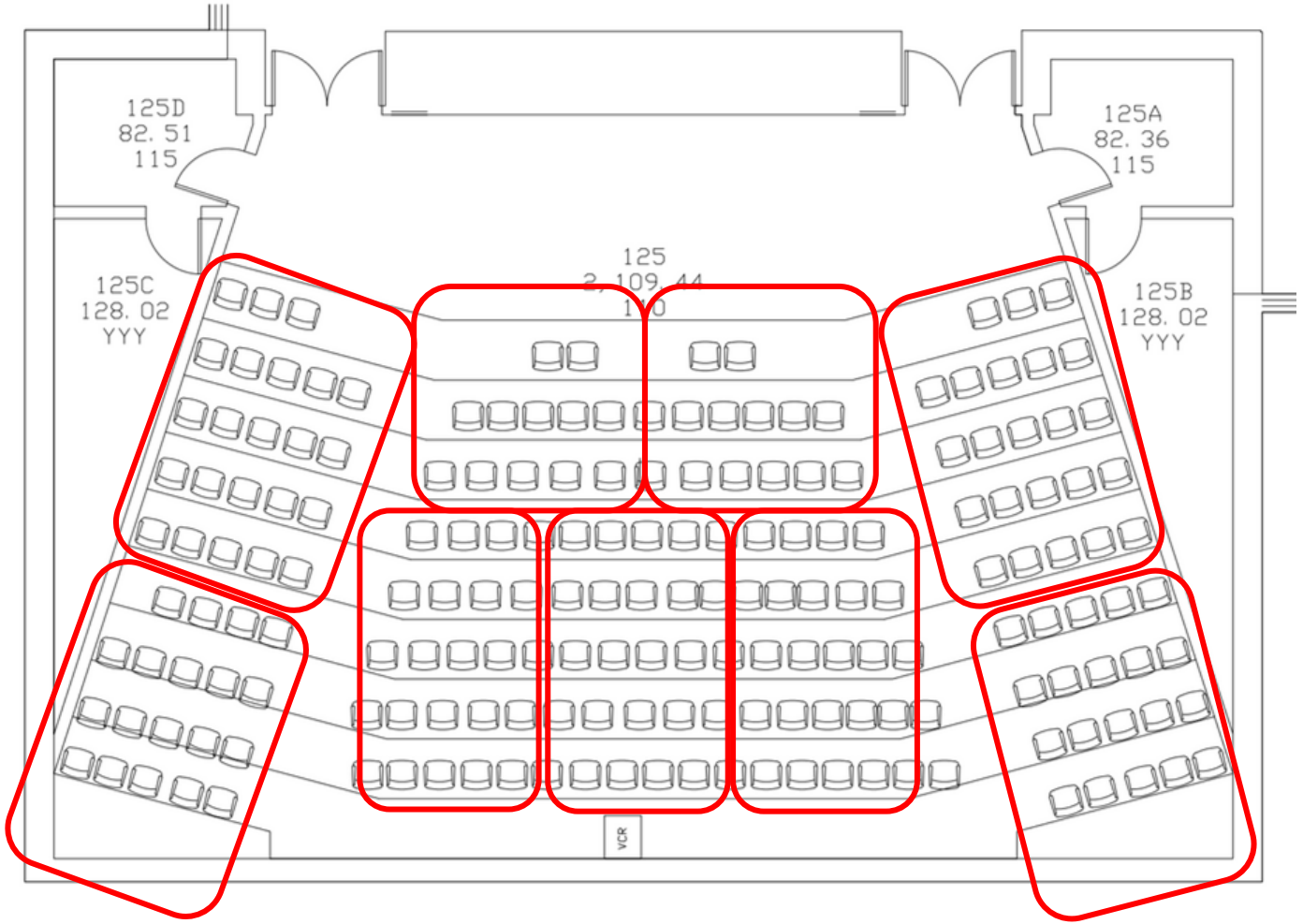



# Space Mapping
## Group Activity

**Break the class into blocks**

**Decide how many students per block (physically draw on map)**


125D
82. 51
115
125A
82. 36
115
125
2, 109, 44
125C
128. 02
YYY
125B
128. 02
YYY
VCR

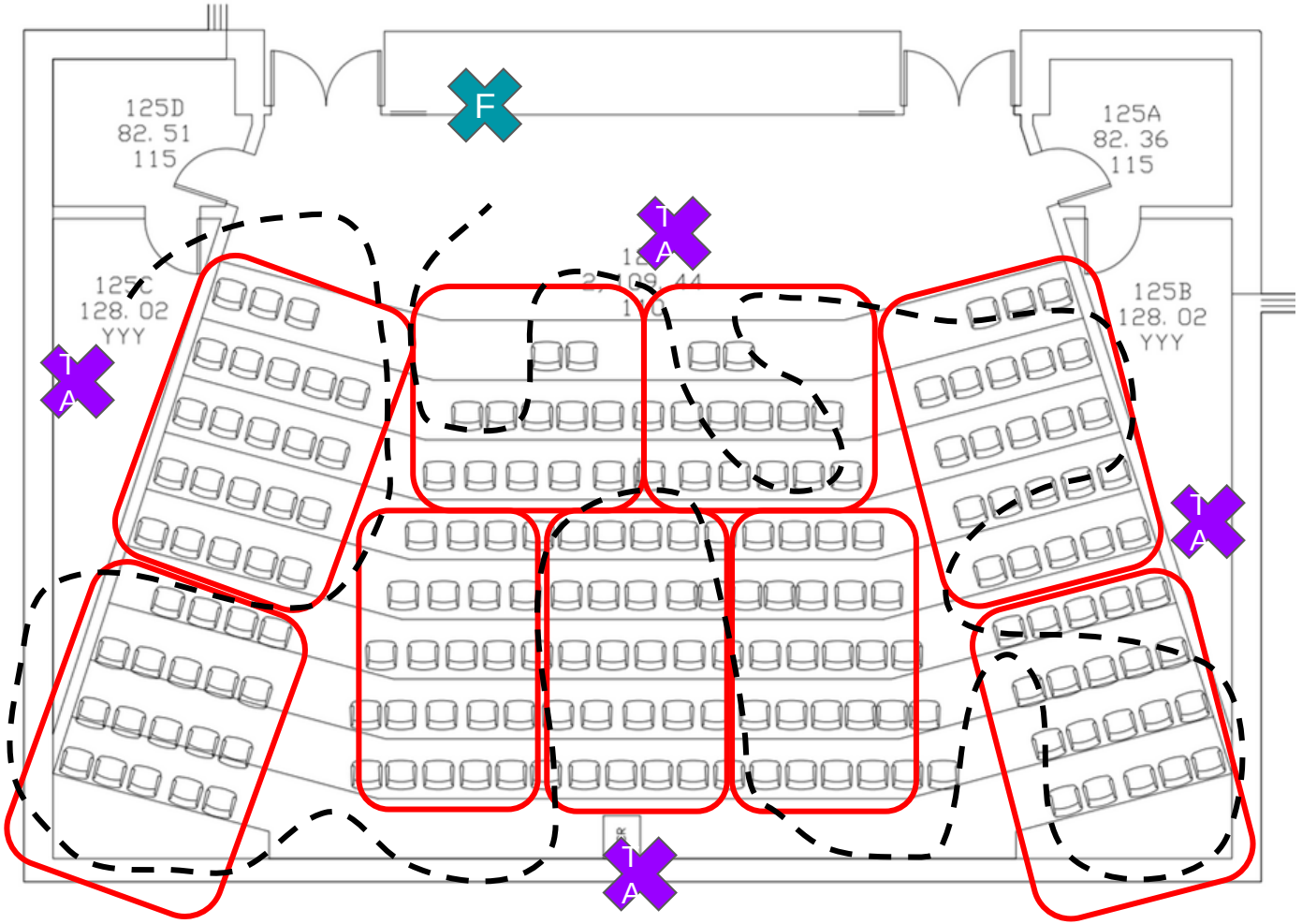
# Space Mapping

## Group Activity

**Identify position of TAs**
**Identify position of the Faculty (F)**

**Mark them on the map with a ‘X’**

**Draw the footprints to illustrate the movement of each TA and F**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T
A

# Invisible Layers

What are you **currently doing** to address these layers?

OR

What do you **intend to do** to address these layers?

| Tracking Attendance | Student Safety | Academic Integrity |
|---|---|---|
| | | |
| **Technology Requirements** | **Classroom Resources** | **Time Management** |
| | | |
| **Student Devices (BYOD)** | **TAs** | **Accessibility** |
| | | |

# Constraints and Solutions

What are my constraints and solutions?

| Constraints | Solutions |
| --- | --- |
| | |

# Intensify Your Large Class: Space Mapping

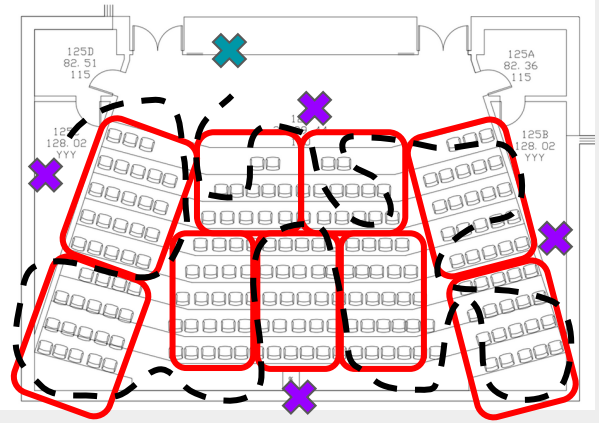
How will I address?

| Tracking Attendance | Student Safety | Academic Integrity |
|---|---|---|
| | | |
| **Technology Requirements** | **Classroom Resources** | **Time Management** |
| | | |
| **Student Devices (BYOD)** | **TAs** | **Accessibility** |
| | | |

What are my constraints and solutions?

| Constraints | Solutions |
|---|---|
| | |

| | | | |
|---|---|---|---|
| Layer | Layer | Layer | Constraints |
| Layer | Layer | Layer | |
| Layer | Layer | Layer | Solutions |



# Time to Work
# Show and Tell

## - 20 min -

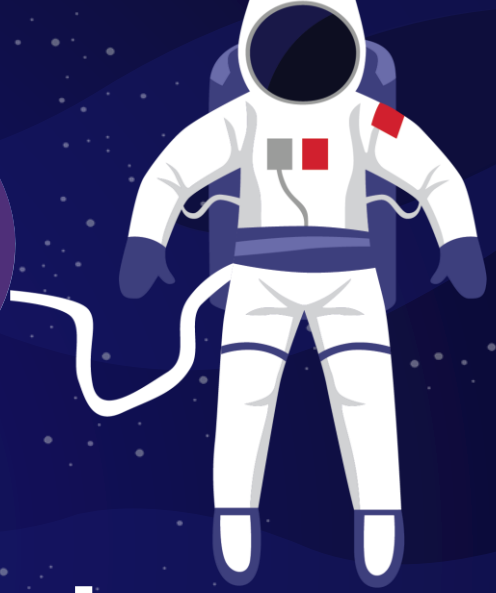
# Thank you

Workshop 2

# Large Class Activity Mapping

October 30, 2019

Workshop 3



# Large Class Grading & Feedback

November 21, 2019