

## **Paper 16 – Pecha Kucha**

### **Managing Teaching, Learning and Assessment with a Large Level 4 BA (Hons) Graphic Design Cohort or Typographic University Challenge - A Case Study.**

Gabrielle Hass

Senior Lecturer (Graphic Design) ghass@aucb.ac.uk

Over the past three decades the United Kingdom's university student/staff ratio has increased by 150% (Baty, 2010). This figure has not always correlated with pro-rata increases in funding for resources (Shattock, 2010, p.23). The result is larger classes. This has posed numerous challenges for lecturers. These include increased administrative/assessment loads, difficulties maintaining noise/crowd control, cramped teaching spaces (University of Queensland, 2003, p.42), problems sustaining student motivation/participation (Stanley & Porter, 2002, p.148) and circumventing potential feelings of anonymity sometimes experienced by students in this type of learning environment (Michaelsen, 2002, pp.67-68).

The presentation will outline how some of these challenges were met. It will do so by documenting a Spring Term typography lesson with 78 Level 4 BA (Hons) Graphic Design students enrolled at the Arts University College at Bournemouth.

Drawing from Constructivist educational philosophies, which maintain that effective learning occurs from individual social interactions/experiences with an environment (Warrick, 2001, p.12 & 13), the lesson is loosely based on the format used by the BBC 2 television programme University Challenge.

As will be evidenced the 'University Challenge' format addresses numerous challenges associated with educating large classes. Teaching spaces are utilised in a dynamic manner, teamwork is encouraged and role-play and competition enable sustained levels of student/teacher motivation and engagement. High noise levels (cheering/clapping) are viewed as positive attributes.

Assessment is formative and learning will be tested via two relevant techniques; both are short survey questionnaires. The first gauges individual learning experiences, while the second gauges group opinion regarding lesson structure and environment. As noted by Theall and Arreola (2002. pp. 36 & 39), both techniques provide valid, reliable data, which can be used to improve learning quality.

To summarise, this presentation will evidence that it is possible to successfully rise to challenges presented by large student cohorts thereby supporting quality learning.

## References

- Baty, P. (2010) *Class Size Adds Fuel to AUT Fire Over Pay*. [online] Available from: <http://www.timeshighereducation.co.uk/story.asp?storyCode=199704&sectioncode=26> [Accessed 1<sup>st</sup> September 2010]
- Michealson, L. K. (2002) Team Learning in Large Classes. *In: Stanley, C. A. & Porter, M. E. (eds.) Engaging Large Classes – Strategies and Techniques for College Faculty*. Bolton: Anker Publishing Company, Inc. pp.67-83.
- Stanley, C. A. & Porter, E. M. (2002) Teaching Large Classes: A Brief Review of the Research. *In: Stanley, C. A. & Porter, M. E. (eds.) Engaging Large Classes – Strategies and Techniques for College Faculty*. Bolton: Anker Publishing Company, Inc. pp.143-152.
- Shattock, M. (2010) Managing Mass Higher Education in a Period of Austerity. *Institute of Education, University of London, UK. Arts and Humanities in Higher Education*, Vol. 9 No.1. pp.22-30.
- Theall, M. & Arreola, R. A., (2002) Planning and Assessing Large Classes. *In: Stanley, C. A. & Porter, M. E. (eds.) Engaging Large Classes – Strategies and Techniques for College Faculty*. Bolton: Anker Publishing Company, Inc. pp.28-43.
- University of Queensland. (2003) *Teaching Large Classes Project 2001 Final Report*. Australian Universities Teaching Committee (AUTC) Teaching and Educational Development Institute.
- Warrick, W. R., (2001) *Constructivism: Pre-historical to Post Modern*. USA: George Mason University.