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Collana	Professional and higher education
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Note generali	Description based upon print version of record.
Nota di contenuto	Cover; Disclaimer; Title page; Imprint information and credits; Contents; Chapter 1 Problems concerning the course; 1 Some of the students shouldn't be in higher education; 2 Interviewing all the applicants is impossible; 3 Staff can't meet all the needs of new students; 4 Students don't use their handbooks; 5 It's difficult to keep track of everything; 6 There isn't time to meet all the course objectives; 7 Large groups are too heterogeneous; 8 There aren't enough books in the library; 9 Students easily become socially isolated; 10 Students don't get the individual help they need 11 Students don't have independent learning skills 12 Students don't feel valued; 13 It's hard to tell what the students think; 14 Staff feel powerless; Chapter 2 Problems concerning lectures; 15 Informal lectures don't work any more; 16 The lecture room is too small; 17 Students can't see the overall picture; 18 Students find it hard to concentrate; 19 Students don't ask questions; 20 It's hard to tell if students have understood; 21 The lecture isn't enough; 22 There isn't time to cover the syllabus; 23 Students find big lectures uninspiring Chapter 3 Problems concerning discussion groups and seminars 24 It's difficult to cater for different needs; 25 Students feel anonymous in large discussion groups; 26 It's difficult to achieve rapport with such a large group; 27 Students find it hard to prepare for discussion groups;

28 Large discussion groups easily lose direction; 29 There's too much inconsistency between parallel groups; 30 Groups are too big for all the students to participate; 31 The noise level during group work can be disruptive; 32 Students' individual responses are not audible
33 It's difficult to get students' attention when they are working on a task 34 Some groups are just too big for any kind of seminar; 35 Tutors feel unsure of their new role; 36 There are too many students to teach them all every week; 37 Students can't be expected to give seminar papers in large groups; 38 Students lack group work skills; 39 There aren't enough classrooms for student groups; Chapter 4 Problems concerning practicals, projects and fieldwork; 40 There isn't room in the laboratory for all the students; 41 Briefing students for practicals is too time consuming
42 It's impossible to link the science lectures and the practicals 43 There isn't time to supervise individual projects; 44 Large groups can't benefit from fieldwork; Chapter 5 Problems concerning assessment; 45 Students' assignments are too late and too long; 46 It's difficult to motivate yourself to do all the marking; 47 There isn't time to do all the marking; 48 It's difficult to mark group projects fairly; 49 It's impossible to give students fully individualised written feedback; 50 Tutors can't do all the marking unaided; 51 It's impossible to give students one-to-one tutorials
52 There isn't time to detect student plagiarism

Sommario/riassunto

This book is a revised and updated edition of 53 Problems with Large Classes by Sue Habeshaw, Graham Gibbs, and Trevor Habeshaw, with new contributions and contributors. Chapters cover: course planning and implementation; lectures; discussion groups and seminars; practicals, projects, and fieldwork; and assessment. Key terms: assessment; classes; courses; group work; higher education; lectures; pedagogy; post-compulsory education; professional education; seminars; students; teaching; training.
