

Tool Kit – Large Lecture with High-Stakes Exams

- Identify the primary learning objective for each exam (e.g., basic knowledge, analytical abilities, critical thinking) and construct the exam in light of that learning objective and the desired level of learning (e.g., Bloom's Taxonomy)
- Reiterate to students that learning is naturally challenging and some level of struggle is expected. Demonstrate support for this perspective by avoiding having a single make or break exam/assignment. More exams are preferred to fewer. This allows students to accept challenges in learning without condemning them to a grade solely dependent on that one hard moment of learning.
- Create a deep bank of questions and randomly assign each student to see a certain number of questions from the bank
- Know the tools available in your online platform, such as lock-down options, randomization, and timers; communicate the use of these tools clearly to students; recognize the pros and cons:
 - Lockdown Browser and Monitor use includes more restrictive technology needs on the part of students (e.g., ChromeBook will not accommodate). At SDSU alternative arrangements MUST be made for students without the technology, such as an essay alternative.
- Consider pre-emptive honor code and discussion of learning-based environment
- Use formative assessments (e.g., low stakes, open book, high feedback, simplistic grading) AND summative assessments (e.g., traditional exam seeking a normal course distribution)

<https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-in-specific-contexts/large-classes>

<https://cft.vanderbilt.edu/tag/large-classes/>

<http://sphweb.bumc.bu.edu/otlt/teachingLibrary/Engaging%20Students/Large-classes-teaching-guide.pdf>

<http://crlt.umich.edu/tstrategies/tsllc>

http://www.depts.ttu.edu/tlpdc/Resources/Teaching_resources/TLPDC_teaching_resources/TipsForTeachingLargeClasses.pdf

<https://teachonline.asu.edu/2018/09/best-practices-for-large-enrollment-courses-in-canvas/>

<https://www.insidehighered.com/digital-learning/article/2017/07/12/7-guidelines-effective-teaching-online>

<https://www.learnworlds.com/learner-assessment-best-practices-course-design/>