



Pedagogy for Higher Education Large Classes (PHELC) Community

This reference list is provided to help you include relevant literature regarding pedagogical approaches in large classes. Also, the www.phelc.ie website may be of use to you. Go to the [Published Symposia Proceedings](#) page of the website where you will find previously published papers and presentations from PHELC events.

Reference List

Allais, S. (2014). A critical perspective on large class teaching: The political economy of massification and the sociology of knowledge. *Higher Education*, 67(6), 721-734.

Arvanitakis, J. (2014). Massification and the large lecture theatre: From panic to excitement. *Higher Education*, 67(6), 735-745.

Arvanitakis, J. (2021) That was fun: The pleasure and excitement of large class teaching. *Keynote paper presented Pedagogy for Higher Education Large Classes (PHELC) Symposium*, 25 June, 2021.

Auslander, G. K. (2000). Using large classes to positive advantage: Involving students as research subjects and active learners. *Social Work Education*, 19(4), 375-385.

Black, S.L., DeGrassi, S., and Sweet, K.M. (2021). Multisource feedback as an experiential learning enabler in large-format management classes. *Journal of Management Education*, 45(3), 479-517.

Broadbent, J., Panadero, E., & Boud, D. (2018). Implementing summative assessment with a formative flavour: A case study in a large class. *Assessment & Evaluation in Higher Education*, 43(2), 307-322.

Cole, S., & Kosc, G. (2010). Quit Surfing and Start "Clicking": One Professor's Effort to Combat the Problems of Teaching the U.S. Survey in a Large Lecture Hall. *The History Teacher*, 43(3), 397-410.

Cuseo, J. (2007). The empirical case against large class size: Adverse effects on the teaching, learning, and retention of first-year students. *The Journal of Faculty Development*, 21(1), 5-21.

Dean, T., Lee-Post, A., & Hapke, H. (2016). Universal design for learning in teaching large lecture classes. *Journal of Marketing Education*, 39(1), 1-12.

De Matos-Ala, J. (2022). Teaching large classes with diversity in mind – Adopting knowledge plurality in a large class. *Keynote paper presented Pedagogy for Higher Education Large Classes (PHELC) Symposium*, 10 June, 2022.

De Matos-Ala, J., & Hornsby, D. J. (2015). Introducing international studies: Student engagement in large classes. *International Studies Perspectives*, 16(2), 156-172. 43

DeRogatis, A., Honerkamp, K., McDaniel, J., Medine, C., Nyitray, V., & Pearson, T. (2014). Teaching very large classes. *Teaching Theology & Religion*, 17(4), 352-368.

Donovan, P., & Hood, A. (2021). Experiential learning in the large classroom using performative pedagogy. *Journal of Management Education*, 45(3), 344-359.

Dublin City University & National Forum for the Enhancement of Teaching and Learning in Higher Education. (2022). *Promoting engagement in large class environments: Exploring teaching strategies used to encourage student engagement in large undergraduate classes within the Faculty of Humanities and Social Science, Dublin City University*. Can be retrieved at <https://drive.google.com/file/d/1HQ3M8IkV4yPIEfPpOKos04ASRC8K3bQD/view?usp=sharing>

Exeter, D. J., Ameratunga, S., Ratima, M., Morton, S., Dickson, M., Hsu, D., & Jackson, R. (2010). Student engagement in very large classes: The teachers' perspective. *Studies in Higher Education*, 35(7), 761-775.

Farrell, A.M. (2021). Embedding universal design for learning in the large class context: Reflections on practice. In: Frederic Fovet (Ed.). *Handbook of research on applying universal design for learning across disciplines: Concepts, case studies and practical implementation*, 365-388, Pennsylvania: IGI Global.

Farrell, A.M., & Logan, A., (2018). Increasing engagement and participation in a large, third-level class setting using co-teaching. *4th International conference on Higher Education Advances (HEAd'18)*, 20-22 June 2018, Valencia, Spain.

Farrell, A.M., Buckley, K., Glynn, M., Lowney, R., Smyth, S., & Stone, S. (2021). *Moving large classes online: Illuminating the experience of the sudden transition of large, face-to-face programmes to the online environment in Dublin City University, in response to the Covid-19 crisis*. Dublin, Ireland: Dublin City University.

Foley, A. R., & Masingila, J. O. (2014). Building capacity: Challenges and opportunities in large class pedagogy (LCP) in Sub-Saharan Africa. *Higher Education*, 67(6), 797-808.

Fovet, F. (2022). Including learner diversity in large class teaching - Using Universal Design for Learning to sustain a systematic proactive reflection on social justice and accessibility. *Keynote paper presented Pedagogy for Higher Education Large Classes (PHELC) Symposium*, 10 June, 2022.

Hornsby, D. J. (2020). Moving large classes online: Principles for teaching, learning and assessment. *Keynote paper presented at the Pre-conference event at Higher Education Advances (HEAd) Conference (virtual): Pedagogy for Higher Education Large Classes (PHELC) Symposium*.

Hornsby, D., & Osman, R. (2014). Massification in higher education: Large classes and student learning. *Higher Education*, 67(6), 711-719.

Hornsby, D.J., Osman, R., & De Matos-Ala, J. (Eds.). (2013). *Large class pedagogy: Interdisciplinary perspectives for quality higher education*. South Africa: Sun Press.

Huber, E. (2023) Scaling New Horizons in Higher Education: Empowering Educators and Reimagining the Student Experience in Large Classes. Keynote paper presented *Pedagogy for Higher Education Large Classes (PHELC) Symposium*, 9 June, 2023.

Isbell, L. M., & Cote, N. G. (2009). Connecting with struggling students to improve performance in large classes. *Teaching of Psychology*, 36(3), 185-188.

Laria, G., & Hubball, H. (2008). Assessing student engagement in large and small classes. *Transformative Dialogues: Teaching and Learning Journal*, 2(1), 1-8.

Long, H. E., & Coldren, J. T. (2006). Interpersonal influences in large lecture-based classes: A socio instructional perspective. *College Teaching*, 54(2), 237-243.

Lund Dean, K., & Wright, S. (2017). Embedding engaged learning in high enrolment lecture-based classes. *Higher Education*, 74(4), 651-668

Lyons, R., & Buckley, K. (2021). Stakeholder engagement in a large enterprise class showcase. *Journal of Management Education*, 45(3), 404-437.

Mantai, L., & Huber, E. (2021). Networked Teaching: Overcoming the barriers to teaching experiential learning in large classes. *Journal of Management Education*, 45(5), 715-738.

Maringe, F., & Sing, N. (2014). Teaching large classes in an increasingly internationalising higher education environment: Pedagogical, quality and equity issues. *Higher Education*, 67(6), 761- 782.

Mulryan-Kyne, C. (2010). Teaching large classes at college and university level: Challenges and opportunities. *Teaching in Higher Education*, 15(2), 175-185.

- Nicholl, T. A., & Lou, K. (2012). A model for small-group problem-based learning in a large class facilitated by one instructor. *American Journal of Pharmaceutical Education*, 76(6), 117-117.
- O'Connor, C., Mullane, K., & Luethge, D. (2021). The management and coordination of virtual teams in large classes: facilitating experiential learning. *Journal of Management Education*, 45(5), 739-759.
- Page, N.C., Nimon-Peters, A.J., & Urquhart, A. (2021). Big need not be bad: a case study of experiential leadership development in different-sized classes. *Journal of Management Education*, 46(6), 990-993.
- Persky, A.M., Pollak, G.M. (2010). Transforming large class lecture course to a smaller group interactive course. *American Journal of Pharmaceutical Education*, 74(9), 1-6.
- Prosser, M., & Trigwell, K. (2014). Qualitative variation in approaches to university teaching and learning in large first-year classes. *Higher Education*, 67(6), 783-795.
- Roberts, C., Lawson, M., Newble, D., Self, A., & Chan, P. (2005). The introduction of large class problem-based learning into an undergraduate medical curriculum: an evaluation. *Medical Teacher*, 27(6), pp. 527-533.
- Snowball, J.D., & Boughey, C. (2012). Understanding student performance in a large class. *Innovations in Education and Teaching International*, 49(2), 195-205.
- Stoerger, A., & Kreiger, D. (2016). Transforming a large-lecture course into an active, engaging, and collaborative learning environment. *Education for Information*, 32(1), 11-25.
- Straits, W. (2007). "She's teaching me": Teaching with care in a large lecture course. *College Teaching*, 55(4), 170-175.
- Trinh, M.P., Van Esch, C., Martinez, H.A., & Messer, T. (2021). Appreciating large classes: using appreciative inquiry to foster a hospitable learning space for experiential learning. *Journal of Management Education*, 45(5), 786-819.
- Voelkel, S., & Bennett, D. (2014). New uses for a familiar technology: Introducing mobile phone polling in large classes. *Innovations in Education and Teaching International*, 51(1), 46-58.
- Yazedjian, A., & Kolkhorst, B. B. (2007). Implementing small-group activities in large lecture classes. *College Teaching*, 55(4), 164-169.
- Zorn, J., & Kumler, M. (2003). Incorporating active learning in large lecture classes. *The California Geographer*, 43, 50-54.