PROMOTING DEEP LEARNING IN A LARGE COHORT BIOLOGY CLASS

Sham Nair

Presenting Author: Sham Nair (sham.nair@mq.edu.au)
Department of Biological Science, Macquarie University, North Ryde NSW 2109, Australia

KEYWORDS: Large class sizes, biology education, constructivism, deep learning

ABSTRACT
Large class sizes are fairly common in many undergraduate programs. This places severe constraints on lesson delivery, assessments and logistics. Are large class sizes the antithesis of quality lessons? In this presentation, I will give examples of strategies and approaches used by my colleagues and myself to promote deep learning in biological sciences. Strategies based on constructivism and social constructivism enable students to develop deep learning of biological concepts and to link disparate concepts in order to explain complex phenomena.