

Paper/Discussion Summary

“How Do I Effectively Cover So Much?”

Teaching Large Introductory Courses in Cross-National Policy Analysis

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Instructors teaching introductory level policy analysis courses in large formats (50+ students) face unique challenges in designing and delivering a course that is current, engaging and international. As a result, instructors often choose the traditional method for a large introductory course – primarily use a textbook, pre-assign readings for the semester and lecture most of the time. Drawing on my experience as a business professional, instructor and faculty lead for such a course, I argue that using the following techniques and methods can substantially improve student learning:

1. Write a syllabus as an outline only so that topics can be changed or re-arranged and readings can be assigned as the course progresses
2. Carefully craft lecture slides that act as the primary textbook
3. Assign readings from a variety of publications to build familiarity with trusted sources and keep students engaged in the reading
4. Design each class period to include a diverse mix of lecture, discussion, querying students, group thinking and short multi-media clip(s)
5. Analyze a policy in at least one other nation than the US for each policy topic covered
6. Internationalize yourself whenever possible through faculty exchange, research, service, professional work and leading study abroad courses