

# Storholdsundervisning

Erfaringer fra et første forsøg på omlægning fra  
almindelige hold til storhold

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# Helt kort om faget

## Persuasion – valgfag (BA sprog/kom/europæiske)

“The aim of this course is to enable the student to exploit the insights of modern persuasion theory and practice in planning and producing effective communication for a business or organisation”

Market communication, health communication, public communication, political communication

Eksamensform: 8 siders skriftlig hjemmeopgave

# Baggrund

## 2006

Udelukkende holdtimer + skriftlige opgaver  
Bogkapitel + øvelser

## 2014

Mange studerende – svarende til 4 hold

Omlægning af både pædagogiske, faglige (og økonomiske) grunde

- Få(!) forelæsninger kombineret med storholdsundervisning
- Studentercentreret tilgang (involvering, motivation, aktivitet, afveksling, læring)
- Største bekymring: kadence og feedback



# Struktur

4 x dobbeltforelæsning á 2 timer

8 x seminar á 3 timer

8 x spørgetimer

Altid to undervisere

110 tilmeldte studerende

- Fast base på cirka 90

- Faste grupper på max otte personer, vilkårligt sammensat efter bordene første dag



# Planlægning



Lectures & week no.	Themes
1. w36	<p><b>Persuasion explained through themes, perspectives and approaches</b></p> <p>In this opening lecture, we want to paint a broad picture of what persuasion is or isn't, which traditions have informed the science, and how and where persuasion is practised. This introduction should allow you to feel comfortable with the notion of persuasion and to understand and appreciate it as a resource that can facilitate human communication. The lecture addresses some of the central theories that have helped inform the study of persuasion over time.</p> <p>To be able to fully profit from the lecture, you should read chapter 1, <a href="#">Why Study Persuasion?</a>, and chapter 2, <a href="#">What Constitutes Persuasion</a>, in your course textbook by Gass &amp; Seiter. You may also want to watch the video clip <a href="#">The Rhetorical Triangle</a> by David Wright which gives a good overview of some of the building blocks of persuasion.</p>



2. w39	<p><b>Engaging with persuasion theory: Communicators, target audiences and message perception</b></p> <p>Read chapter 8, "Who Says It": <a href="#">Source Factors in Persuasion</a> and chapter 11, <a href="#">Cognitive Dissonance Theory</a>, by Richard M. Perloff (see reference below). This is a Library Closed Shelf source.</p> <p>This session also builds on chapters 4 and 5 in Gass &amp; Seiter and chapter 4 in Pelsmacker et al.</p>
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perception



# Work sheets

## Worksheet for Persuasion Seminar 1 (week 38)

In order to fully benefit from our seminar together, please read through this worksheet carefully and make sure to read, download and prepare the following:

**Please read:**

Perloff (2014): Attitudes: Definition and Structure (chapter 3)

**Revisit:**

Gas & Seiter (2014): Attitudes and Consistency (chapter 3)

**Download or print the following exercises and bring them to class:**

- Exercise 1: Present yourself to your group
- Exercise 2: Definition-conceptualization exercise
- Exercise 3: ELM exercise
- Exercise 4: Measuring attitudes

All exercises can be found in the week folder

**Prepare:**

- Exercise 1 (Present yourself to your group), task 1
  - Exercise 2 (Definition-conceptualization exercise), task 1
- (Please read the exercises for further instructions)

We look forward to seeing you all!

Best,

Poul Erik & Line



# Intern køreplan

HOUR 1	<b>PE (10 min.)</b> What is a theory? How many theories are there in persuasion?
	<b>LS (10 min.)</b> Measuring the effect of persuasion
	<b>LS (10 min.)</b> Cialdini's six principles
	<b>PE (10 min.)</b> Theory of Reasoned Action/Planned Behaviour
HOUR 2	<b>LS (15 min.)</b> Consistency/Reactance/Uncertainty Reduction Theory Cognitive Dissonance Theory Inoculation / Resistance Theory



HOUR 1

## message perception

Read chapter 8, "Who Says It": Source Factors in Persuasion and chapter 11, Cognitive Dissonance Theory, by Richard M. Perloff (see reference below). This is a Library Closed Shelf source.

This session also builds on chapters 4 and 5 in Gass & Selter and chapter 4 in Pelsmacker et al.

**PE (10 min.)**  
Follow-up on THINK exercise

**LS (5 min.)**  
Discussion of consistency theory

**LS (25 min.)**  
Exercise 1: Evaluating and categorising chocolate adverts for consistency (outline)

**LS (10 min.)**  
Exercise 2: Cognitive dissonance – Royal Copenhagen  
Recap of theory + introduction to exercise

# Øvelsestyper & aktiviteter

- Miniforelæsninger (maks 10 min)
  - Recaps som intro
  - Uddybning af emne fra forelæsning
  - Nye emner
- Øvelser
  - Identificer strategier/teoretiske begreber i real life eksempler (hurtig øvelse og hurtig gennemgang)
- Plenumdiskussioner (meget begrænset)
- Referat af + spørgsmål til hvert kapitel (laves hjemme)
- Peer assessment
  - Tekster – bud på persuasive messages

- Cases
  - Diskussionsspørgsmål
  - Analyse/produktionsopgaver m. aflevering samme dag eller næste uge
  - Mere tidskrævende opgavetype (mere styring)
- Jigsaw
  - Del af case
  - Gennemgang/repetition af emne
  - Notedeling
- Survey Monkey
  - Nemt tjek for både studerende og undervisere
- Spill overs

Fællesnævnerne: hurtige skift og stram køreplan  
Fokus på at der skal være et slutprodukt



# Slides, slides, slides...



## Division of questions:

	Section A	Section B	Section C
Consists of groups:	1, 2, 3, 4	5, 6, 7, 8	9, 10, 11, 12
Who will be working on questions:	1 and 2	2 and 3	3 and 1

# Og flere slides...

## Rotation between groups

Next, you rotate within your own section. Half of your group moves to the next group, etc. Here you discuss your results and compare and upgrade your notes. Be ready to present your final notes to a group from another section next week.

Section A	Section B	Section C
Half of group 1 moves to group 2	Half of group 5 moves to group 6	Half of group 9 moves to group 10
Half of group 2 moves to group 3	Half of group 6 moves to group 7	Half of group 10 moves to group 11
Half of group 3 moves to group 4	Half of group 7 moves to group 8	Half of group 11 moves to group 12
Half of group 4 moves to group 1	Half of group 8 moves to group 5	Half of group 12 moves to group 9

# Storholdsundervisning 2.0

Ændret eksamensformen fra skriftlig hjemmeopgave til mundtlig gruppeeksamen baseret på case

Langt færre cases/exercises i undervisningen – til gengæld endnu mere styring og detaljer på øvelser/cases

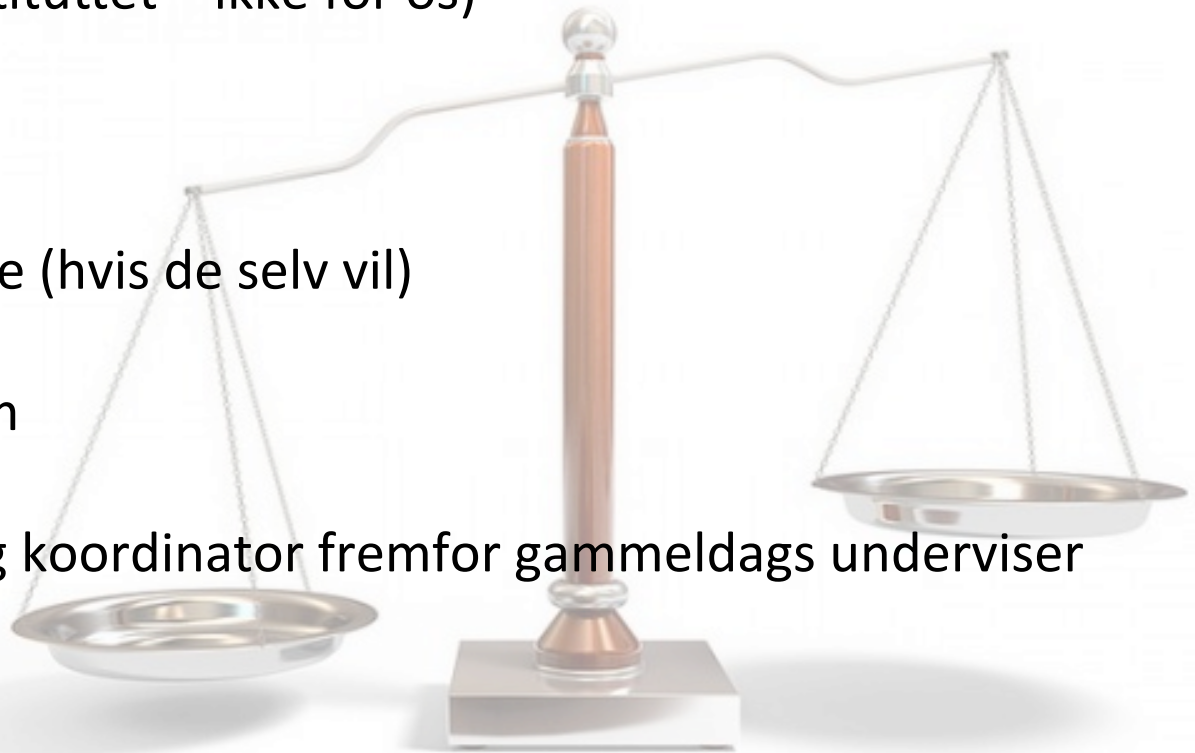
Pauser til tiden

Opdeling af holdet til plenumdiskussioner

Feedback via fælles gennemgang baseret på BB uploads

# Fordelene

- Økonomi (for instituttet – ikke for os)
- Dynamisk læring
- Aktive studerende (hvis de selv vil)
- Flipped classroom
- Konsulentrolle og koordinator fremfor gammeldags underviser
- Team-teaching



# Og ulemperne...

- Lokaler, tid & lyd
- Mangel på feedback
- Mangel på personlig kontakt
- Angst for at tale i store forsamlinger
- Kræver meget af de studerende – svage studerende (men grupper)
- Kræver meget forberedelse og koordinering – detaljeplanlægning, work sheets og forklaringsslides
- (men vi gør det igen alligevel...)

Spørgsmål?

