

## **Teaching molecular life sciences in large auditoriums**

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Large classes are challenging to any teacher, but for some the challenge is higher than for others. In the minds of faculty which are responsible for teaching more than 50 students with no teaching assistants, there is an inevitable positive correlation between the number of students and the frustration of the teacher. Somehow, the idea that it is impossible to teach (molecular life) science with small ratios of teacher to student, has attained the status of solid truth. Nevertheless, some teachers, notably in Physics Education, have carefully documented that science can be learned by students, even when there are more than 100 of them in class. This communication will address successful teaching practices for large audiences. By successful, it is meant higher student motivation and deeper student learning of science, as judged by objective and reliable measurements. The talk will be documented by quantitative results drawn from the literature and present suggestions of interest to present day or future teachers of Molecular Life Sciences.