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*A New Blended Model for Small-Scale Learning in Large-Scale Classes*

We describe a four-year old blended model for team teaching, in which three weekly lectures are replaced with a single faculty-led lecture and two smaller graduate student-led classes. This teaching model blends the benefits of small classes and active learning (Hake, 1998), while maintaining the pedagogical and pragmatic benefits of lectures (French & Kennedy, 2016). We review comparative, quantitative results on the impacts of implementing the recitation model in a section of first-year integral calculus. Our data suggests that this innovative, blended teaching model has a significant positive impact on students' final exam marks, as well as their attitudes towards mathematics. Furthermore, we argue that our blended model benefits administrators with its resource-lean nature and may benefit graduate students in their pedagogical development.