

## Time Management in the Classroom Tip Sheet

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You find yourself with more course content than the time allotted in class; how do you ensure that you're covering the material, but leave enough time for questions, feedback, and conversations that may slightly deviate from your structure? The classroom component is only one part of the challenge; most of the suggestions listed below pertain to *preparing* for class. Consider trying a few of the suggestions below to address students' questions both in and out of the classroom.

- Decide what is the **one big thing** you want to accomplish that day, what the big take-home point should be – whether it is a something students will know or something they will be able to do.
- Develop a plan for accomplishing your objectives. Usually you can cover **only three or four aspects** of your topic (at most) in a 90- minute session.
- Think of **provocative, interesting questions** for each of your topics.
- Create **online discussion posts** or blog posts prior to class, to which the students will respond – what do you want your students to think about or focus on before they arrive to class?
- Provide **multiple options** for students to respond to online discussion posts; 7 out of 10 discussion posts over the semester, 2 to 3 questions per discussion post from which to choose, etc.
- Consider the **balance between your lesson plan and addressing questions** that come up. Build in questions that students will answer in Think-Pair-Share format: instead of immediately asking for volunteers, have students speak with a partner for a few minutes, then share out with a couple of volunteers for the whole class.
- Identify parts of your lesson you're **willing to cut**, and prepare to cut information in real time! If using slides, skip over the ones that students can “catch up with” online after class.
- **Vary what you do** within the class and from class to class. Use debates, slides, student presentations, small-group discussions to vary the pace.
- Don't over-prepare. Take in **one sheet** with an outline, some critical questions, and a few notes on it to help you remember particular questions or facts.
- Create online discussion posts or blog posts after class – **what questions do they still have?** How can you address them in the next session? You could also create a more unstructured online discussion area that is open-ended, where students can reflect on their own at their own pace.