

# COURSE DESIGN

# DESIGNING LONG CLASSES

VERSION 1.0 | JULY 2014

Class sections that meet twice a week last for 75 minutes. Those that meet once a week last three hours. These are long time periods for students to pay attention—and for you to teach. You should plan each class to keep students engaged for these extended periods.

A best practice for designing long classes is to divide the class time into segments, changing activity every 25 to 30 minutes. You can combine two segments if you include a short activity to refresh students' attention. For example, if you have a lecture that requires 45 or 50 minutes, you could ask a short, relevant question mid-way through that students discuss in pairs. Research shows that shifting the attention after 25 or 30 minutes can increase students' attention.

**Tip:** Review the agenda with class at the beginning of class so students know what to expect and know that your lecture won't be going on "forever."

Use the last part of the class for a knowledge check activity to ensure that students understand what you covered. These activities include pair-shares, teach backs, and one-sentence summaries.

## SAMPLE STRUCTURE FOR A 75-MINUTE CLASS

Time	Segment	Activity
8:00	15 min	Warm up activity/review
8:15	30 min	New content (lecture or other format)
8:45	10 min	Break
8:55	15 min	Activity (discussion, guided Q&A, etc.)
9:10	5 min	Wrap up and assignments

## SAMPLE STRUCTURE FOR A THREE-HOUR CLASS

Time	Segment	Activity
6:00	30 min	Warm up and review
6:30	25 min	Guided Discussion
6:55	15 min	Break
7:10	30 min	Lecture on new content/ Q&A
7:40	30 min	Team work
8:10	30 min	Case study analysis
8:40	10 min	Wrap up

## Example course plan for the first two weeks of a once-a-week class

Week	Focus/Topic(s)	Length	Activity	Readings and assignments
1	Getting to know one another, so we can collaborate effectively  Reviewing the HPT Model	30 min	Warm up: Students introduce themselves to classmates	<b>Readings:</b> <ul style="list-style-type: none"> <li>None</li> <li>Review the textbook with the class.</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>Assignment 1: Measuring Training Effectiveness</li> <li>Due Thursday Week 3</li> <li>Assign three students to summarize readings due next week. Selection is random.</li> </ul>
		25 min	Discussion	
		15 min	Break	
		30 min	Course overview	
		30 min	Lecture	
		40 min	Team activity: Think/Pair/Share  Report out.	
		10 min	Wrap up	
2	Identifying the needs and benefits of measurement and evaluation  Defining ROI Model and Process	15 min	Warm up activity	<b>Readings</b> <ul style="list-style-type: none"> <li>Phillips: Chapter 1, The Need for and Benefits of Measurement and Evaluation of Training Outcomes</li> <li>Phillips: Chapter 2 The ROI Model and Process</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>Three students to summarize readings due next week. Selection is random.</li> </ul>
		30 min	Group Discussion:  Student 5 minute presentations on readings  Report out	
		15 min	Break	
		30 min	Lecture  Q/A in pairs	
		30 min	3 students: 5 min presentation on readings	
		40 min	Team work: Case Study	
		10 min	Wrap up	