Furthermore, you must have confidence in students’ capacity to prepare. And ultimately, you must sincerely believe that the most productive use of class time lies in the actively engaged learning represented by Teach One Another and other forms of collaborative and active learning.

The Strategic Placement of Content
Consider the following ideas as you structure and place your content:

- **Delete unnecessary content.** Check for alignment between content and learning outcomes. Decide what material is critical for the course and what is not. Cut what is unnecessary.

- **Pace the content.** Don’t overload students. Determine what can be realistically studied in the limited amount of time that students have for preparation (Generally 2 hours of study outside of class for every hour in class).

- **Choose content based on how it’s best studied.** Various types of learning are best achieved in different ways. Memorization, vocabulary, definitions, etc. often can be more easily approached through individual preparation. On the other hand, conceptual nuances, relationships, and causality are best achieved by collaborative activities. (Black, 1993) Select the best approach for the type of learning. Save class time for activities that can only be accomplished by gathering in class.

- **Align preparation with class activities.** When students invest their time to come prepared they expect to apply and draw connections in class. Design preparation material as preparation for classroom experiences. If not obvious, point out the relevance and application.

- **Select appropriate media.** Content can be delivered in a variety of ways. A picture may be worth a thousand words. I-learn provides a way for you to share text, animated illustrations, narrated slides, and videos (including YouTube videos). It’s even possible to post PowerPoint slides with a voice-over. Students can listen to the instructor explain the lecture material at home before coming in to class to move deeper.
The student approach towards preparation, however, would have to change. The text would have to become the primary source of content for the course so he could be liberated from reviewing material. Bryan decided that his study guides could not only point out the key elements of the reading, but must also require students to do more critical thinking. This would require developing some problems to go along with the reading. Furthermore, Bryan thought of requiring the submission of questions about reading as “tickets” to come to class. He could then use this information to modify the activities planned for the class period.

TIPS
• Establish your expectations early. Hold students accountable for their preparation with quizzes and self-assessment from the very first day.
• Focus and guide student preparation. Stick to the essential content so students are not overwhelmed with preparation assignments. 
Relevance. Help students see how preparation activities introduce core content and concepts for discussion and application in class.

PITFALLS
• Adding more content. Some see moving content to prepare as a way to open space to cover even more material during class. This overloads most students and diminishes learning.

KEY ARTICLES

OTHER RESOURCES
• Assessing Preparation