

How Do I Make Class Time the Meat in My Teaching Sandwich?

Overall: Many teachers consider class time their only contact with students! However, with the availability of online technologies, an instructor can design a **blended approach** whereby students are introduced to some material before class time and, additionally, can be directed towards the application of some class lessons once the in-class instruction is over.

- Blended teaching / learning powerfully utilizes something that has been demonstrated by education research: the more times that students encounter / see / address the instruction material / the instructor, the better will be retention of their learning;
- Decide on a portion of your instruction that you **will not have time to actively teach in class** but which is tied to your “BIG IDEA” – see sheet #2;
- **Do not teach** pre-class reading this during class but **DO** refer to it, ask a question about it or a conclusion that can be drawn from it. The more you refer to the pre-reading the more likely the students will see its importance to your overall strategy;
- Your pre-class material should be designed carefully in the context of what you will teach / do in class. While it is easy to pick and assign a whole article, you will likely have more success with something you have designed and which is just **one or two pages**. **Students tend not to read long articles** even if these are connected to your teaching topic;
- For the post-class portion of your “sandwich” teaching, consider carefully what you want your students to know and do **after you are finished** your in-class teaching. Many teachers place too much emphasis on factual material rather than how this will be used. Students need to see principles that illustrate approaches or that use the facts in an applied fashion;
- Consider including some “higher-order” [Bloom’s Objectives](#) (see sheet #3) when you write your teaching objectives. These would direct students to “compare”, “contrast”, “summarize” “evaluate” etc. Design a post-class exercise where students would be directed to apply some class teaching to a new area, for example;
- If you are able, design or **include a “reward”** for students who complete the post-class exercise. While students are traditionally rewarded by some sort of assessment, this is not always possible to do in large classes.
- Consider using electronic tools, e-mail or Forums in OWL whereby students may be “rewarded” by some direct contact with you, get an answer from you, receive some feedback etc

Please address any comments, questions or requests for support to:



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