**Tips for Effective & Efficient Teaching**

**Limit Your Preparation Time**

* Remember the Pareto principle, or "80-20 rule": 80 percent of the benefit occurs in the first 20 percent of preparation time.
* Excessive preparation can result in too much attention to details and "covering content" at the expense of overall student learning.

***Schedule for preparing a class lecture\*:***

After each task, put it aside until at least the next day.

1. Create a title and conceptual outline *10-15 minutes*
2. Reread your outline and revise if needed. Jot down brief *30-45 minutes*

explanations and examples.

1. Finish the details. Decide where to put in activities and what *30 minutes*

those will be.

1. You now have lecture notes. If you want to use powerpoint, use *15-30 minutes*

this draft of notes to quickly create your slides. One last pass

through your notes will correct major spelling errors, etc.

1. Shortly before lecture, review your notes and prepare psychologically. *10-15 minutes*

 ~ 2 hours

\*from Robert Boice, *Advice for New Faculty Members: Nihil Nimus* (2000)

**Have a Student-Led Classroom**

Think of class time as an opportunity for students to learn, not for you to teach. Rather than you lecturing, fill class time with student activities, presentations, student-led discussions, etc. Let them do much of both the learning and the teaching. This requires much less preparation time on your part, and research shows improves student learning over traditional teacher-centered methods!

**Grade Efficiently**

* Create assignments that have clear instructions, goals, and criteria for assessment.  For example, create a grading rubric and give it to the students before they begin the assignment. The better students understand what you’re asking them to do the more likely they’ll do it!
* Use different grading scales for different assignments.  Grading scales include:
	+ letter grades with pluses and minuses (for papers, essays, essay exams, etc.)
	+ 100-point numerical scale (for exams, certain types of projects, etc.)
	+ check +, check, check- (for quizzes, homework, response papers, quick reports or presentations, etc.)
	+ pass-fail or credit-no-credit (for preparatory work)
* Limit your comments or notations to those your students can use for further learning or improvement.
* For each significant assignment, establish a grading schedule and stick to it.