

## Teaching Evening (or other extended time) Classes

Teaching classes that meet for more than the usual 50 or 75-minute class period creates a different set of challenges for both the faculty member and the students. Consider the ideas below for maximizing learning in evening classes. If you'd like more detailed suggestions and resources for each tip, just ask! [molly.h.baker@svcc.edu](mailto:molly.h.baker@svcc.edu)

1. During the first class, help everyone get to know each other.
2. Include opening activities in each class that assist students in quickly shifting gears from whatever they were doing during the day or before class to focus on that class's topic/content.
3. Structure the learning environment in any of 7+ ways to reduce the mental fatigue that learners may bring to class or develop during a longer class.
4. Coach your students to "eat for learning" prior to class. Specific kinds of protein, carbs and fat produce energy; others make you relaxed and sleepy. Not eating at all before class is the worst!
5. Employ small group activities often during class, based on research for how to use them effectively to promote learning, motivation, and engagement.
6. Employ *incomplete* handouts, review sheets, worksheets or other printed resources that students work with while listening or doing throughout the evening
7. Engage students in learning how to learn, through experiencing your disciplinary networks, researching or using tech tools that lend themselves to work in your field, participating in authentic class projects that simulate ones that they might do when working in your field, and getting started on meaningful assignments that require various types of library research.
8. Invite guest speakers to attend your class LIVE in person or via chat, speaker phone, or web conference; or in a recorded fashion such as via video on-site scenarios; or as an asynchronous critic of student projects.
9. During one evening class, devise several ways for the students to experience the content multiple times, such as responding to clicker questions, working through problem sets in small groups, developing exam or study questions from the readings, practicing sample exam questions with a partner, exploring case studies or scenarios in which the content is applied to solve novel problems, or listening to short presentations with 1-3 slides.

Submitted by

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