

A low-angle photograph of a brick clock tower and a modern building against a clear blue sky. The clock tower is on the left, featuring a clock face and a bell tower at the top. A modern building with many windows is on the right. The text "Guideline for 100-minute classes" is overlaid in white.

Guideline for 100-minute classes



WASEDA University

Guideline for 100-minute classes

In order to realize Waseda Vision 150 Core Strategy 2, “Reconstruction of the Education System to Nurture Global Leaders”, Waseda University aims to create an environment that practical activities by restructuring the academic calendar to allow for more flexibility. To do so, the class time per period will be changed from 90 to 100 minutes, and the class timetable will also be changed.

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1 Main changes

- (1) The class time per period will be changed from 90 to 100 minutes, and the class timetable will also be changed.
 (2) The number of class weeks each semester will change as follows.

Term	Before	After
Full year	30 weeks	28 weeks
Spring semester, Fall semester	15 weeks	14 weeks
Quarter	8 weeks	7 weeks

- (3) Ensure longer vacations.

2 Advantages of the change

- (1) Since the amount of class time per period will increase, it will be easier to conduct interactive problem finding and solving type classes.
 (2) The number of weeks of quarter subjects will all be equal at 7 weeks, making it easier to distribute quarter subjects.
 (3) By successfully combining 50-minute sections of 1 class period, it will be easier to promote think of different ways to conduct classes.
 (4) Provide opportunities for intensive discussions, such as 150 minutes for seminars, etc.
 (5) As the structure of the classes must be changed, this will become an opportunity to review the contents of past classes.

3 Changes in the class timetable

From AY2023						Until AY2022	
Whole University		Graduate School of Business and Finance		Art and Architecture School			
Period 1	8:50-10:30					Period 1	9:00-10:30
Period 2	10:40-12:20					Period 2	10:40-12:10
Lunch break	50 minutes					Lunch break	50 minutes
Period 3	13:10-14:50					Period 3	13:00-14:30
Period 4	15:05-16:45					Period 4	14:45-16:15
Period 5	17:00-18:40					Period 5	16:30-18:00
Period 6	18:55-20:35	Period 6	18:30-20:10	Period 6	18:10-19:50	Period 6	18:15-19:45
Period 7	20:45-21:35 (50 minutes)	Period 7	20:20-22:00 (100 minutes)	Period 7	19:55-21:35 (100 minutes)	Period 7	19:55-21:25

◆Changes

- ①Period 1 will start 10 minutes earlier.
 ②Ensure longer vacations.
 ③The timetable of Period 6 and after of the Graduate School of Business and Finance and the Art and Architecture School will be different from that of the rest of the University. However, other graduate schools may also apply the timetable for the Graduate School of Business and Finance.

4 Effects of and responses to the introduction of 100-minute classes

The number of class sessions will be changed from 15 to 14 (8 to 7). In response to the change in the number of classes, class structure, content, and methods must be reconsidered with 14 (7) classes in mind. For example, by dividing class time into two, lectures and seminars/discussions can be combined together. In these classes, the knowledge that students learned in the first half of the class can be put to use in the discussion during the second half of the class. Also, by further dividing class time into multiple segments, it will be possible to have discussions, have students teach each other, reflection time, etc. during the class. Please see “Tips for 100-minute classes” for information on these class methods. Though it is possible to have the same class structure for all 14 (7) class sessions, it is also possible to differentiate them. Also, in the last class session, class time can be put aside for students to fill out the student course evaluations. Below are some examples of class structures.

① Two 50-minute classes type

A 100-minute class is designed as two 50-minute classes. An example of a combination of two 50-minute classes is shown below.

I. A short time for review/reflection and discussion will be set aside between two lectures

50 mins.
Reflections, etc.
50 mins.

II. Have class sessions where lecture time and time for exercises discussions/are combined,

50 mins. Lecture
50 mins. Exercises, Discussions

III. The first half will be group discussions, and the second half will be whole class discussions and sharing

50 mins. Group discussions
50 mins. Sharing discussion content

② Class structure change type

As shown in the example below, the class time can be divided into smaller segments, and multiple lectures and discussions may be combined.

I. Lectures, exercises, etc. will be combined in units of 5-20 minutes

10 mins.	Intro (review of previous class)
20 mins.	Lecture
20 mins.	Group work
20 mins.	Class sharing
20 mins.	Explanations, Lecture
5 mins.	Q&A
5 mins.	Review sheet

II. Two 30-minute lectures + 20-minute discussions

30 mins.	Lecture
20 mins.	Discussion
30 mins.	Lecture
20 mins.	Discussion

III. Multiple short periods of reflection/review time will be held after lecture time

○○ mins.	Lecture
○○ mins.	Reflection
○○ mins.	Lecture
○○ mins.	Reflection
○○ mins.	Lecture
○○ mins.	Reflection

IV. Allocate 100 minutes of class time for discussion

15 mins.	Intro, form groups
35 mins.	Discussion
5 mins.	Reflection
30 mins.	Discussion
5 mins.	Reflection
10 mins.	Summary, Preparation of reflection sheet

*In this case, please keep the following points in mind.

- In the class session prior to the discussion, it is necessary to have a lecture class session to convey the knowledge required for the discussion. Another way is to assign the knowledge in the preparation assignment for the discussion to have students understand the knowledge.
Example) Have students read the necessary literature, watch videos, etc.
- Provide necessary feedback in the class session following the class session with discussion.
- Set aside time for review and reflection.

5 Precautions for 100-minute classes

It is possible that students will lose their concentration as class time is extended to 100 minutes. Therefore, it will be necessary to combine lectures and discussions, or to combine online classes with face-to-face classes. The necessary know-how to conduct online classes have been accumulated due to the spread of the novel COVID-19 in AY2020 as classes were forced to move online. It has also been noted that for some classes, there is no difference in the educational effects between online and face-to-face classes. Therefore, we believe that many instructors are considering combining face-to-face with online classes. When designing classes, please keep the following (1) to (3) in mind.

(1) Longer class time per period may make it difficult for students to stay concentrated

As described in [4. Effects of and responses to the introduction of 100-minute classes] above, it is necessary to devise ways to structure the 100-minute class so that it is not only a one-way lecture, such as by dividing the class to conduct discussions and group work. Also, if you are conducting a 100-minute class only with on-demand lectures, please separate the videos.

(2) Please note the requirements to be considered a face-to-face class

When face-to-face class sessions are combined with online class sessions, it may be considered a “face-to-face class” or an “online class” depending on the combination. Please refer to the table below for information on how the course in question is categorized (depending on its combination of face-to-face and online class sessions). For undergraduate students, the maximum number of credits for which online classes can count toward graduation is 60 (If the number of credits required for graduation exceeds 124 credits, the maximum number of credits will be the number of credits required for graduation minus 64 credits).

Classification		Face-to-face/Online
Course that are offered in whole or in part online, regardless of the effects of a sudden emergency such as the COVID-19 pandemic	More than half of total class time is conducted online	Online
	Less than half of total class time is conducted online	Face-to-face
Due to a sudden emergency, such as the coronavirus pandemic, classes that were originally scheduled to be held in classrooms but are now conducted in whole or in part online.		Face-to-face

(3) Preparation and review is also required for classes taught on-demand

For classes that combine face-to-face and on-demand, please keep the following points in mind to ensure that the on-demand class time is not considered “preparation and review” for the face-to-face classes sessions held before and after the on-demand class.

- On the assumption that the viewing period for the on-demand class is appropriately set, the deadline for “preparation and review” assignments and other work are also appropriately set, and appropriate feedback is given.
- It is written in the syllabus that the on-demand class material is not “preparation and review” for the face-to-face classes conducted before and after the on-demand class.

If you plan to combine a face-to-face and on-demand class by splitting a single class, please be sure to consult with your department where the course is offered in advance.

6 Example of a syllabus for a 100-minute class

Due to the spread of COVID-19, the University moved all of its courses online in the spring semester of AY2020. From the fall semester of AY2020, class implementation methods have diversified as hybrid class forms combining face-to-face and online classes have been developed. We have introduced various innovative methods for class implementation, but it is necessary to communicate to the students through the syllabus the implementation format and preparation/review that the instructors will be implementing.

*Concerning the study hours equivalent to credits

According to the standard set by Article 21 of the Standards for Establishment of Universities, 1 credit consists of 45 hours of study. In addition, depending on the class method, the number of credits is calculated according to the following standards and academic regulations, taking into consideration the educational effects of the class and required study outside of class hours. Please take these factors into consideration when designing your classes.

However, Article 21 of the Standards for Establishment of Universities and Articles 12 and 13 of the 早稲田大学学則, cited below, stipulate the required number of class hours within a certain range. The required number of class hours and the number of hours of preparation and review differs depending on the course category. If you have any questions please inquire at the department where the course is offered.

大学設置基準第21条 抜粋 (Japanese version only)

- 2 前項の単位数を定めるに当たっては、一単位の授業科目を四十五時間の学修を必要とする内容をもって構成することを標準とし、授業の方法に応じ、当該授業による教育効果、授業時間外に必要な学修等を考慮して、次の基準により単位数を計算するものとする。
- 一 講義及び演習については、十五時間から三十時間までの範囲で大学が定める時間の授業をもって一単位とする。
- 二 実験、実習及び実技については、三十時間から四十五時間までの範囲で大学が定める時間の授業をもって一単位とする。

早稲田大学学則 (Japanese version only)

- 第12条 各授業科目の単位数は、1単位の授業科目を45時間の学修を必要とする内容をもって構成することを標準とし、授業の方法に応じ、当該授業による教育効果、授業時間外に必要な学修等を考慮して定める。
- 第13条 講義科目および演習科目については、15時間から30時間までの範囲で各学部が定める時間の授業をもって1単位とする。
- 2 実験、実習および実技については、30時間から45時間までの範囲で各学部が定める時間の授業をもって1単位とする。
- 3 卒業論文、卒業研究、卒業制作等の授業科目については、これらに必要な学修等を考慮して単位数を定めることができる。

Next, we will introduce examples of syllabus of the class structures and preparation/review that we have introduced above. When preparing the syllabus, please include the class implementation method, class structure, and the time allocated for each of those. Also, please be as specific as possible when describing preparation and review study.

<p>A short time for review/reflection and discussion will be set aside between two lectures</p>	<p>Class 1: What is Comparative and Historical Research at Universities [Real-time delivery]</p> <ul style="list-style-type: none"> ✓ Lecture A: ○○ minutes ✓ Lecture B: ○○ minutes *Reflection and review between lectures <p>Preparation and review: Read the syllabus, and submit your thoughts/impressions of the lecture content to the designated place by ○○.</p>
<p>Have class sessions where lecture time and time for exercises discussions/are combined,</p>	<p>Class 2: University Education and Governance [face-to-face]</p> <ul style="list-style-type: none"> ✓ Lecture: 50 mins. ✓ Exercise: 50 mins. <p>Preparation and review: Read pages ○ to ○ of xx, complete the worksheet posted on Waseda Moodle, and submit it by ○○.</p>
<p>The first half of the class session will be group discussions, and the second half will be for whole class discussions and sharing</p>	<p>Class 3: Higher Education System in the U.S. [Hyflex]</p> <ul style="list-style-type: none"> ✓ Group discussion: 50 mins. ✓ Discussion sharing: 50 mins. <p>Preparation and review: summarize your thoughts on ○○, and discuss △△ on Waseda Moodle's BBS.</p>
<p>Lectures, exercises, etc. will be combined in units of 5-20 minutes</p>	<p>Class 4: Diversity in American Universities [face-to-face]</p> <ul style="list-style-type: none"> ✓ Lecture: 20 mins. ✓ Group work: 20 mins. ✓ Sharing with class: 20 mins. ✓ Commentary and lecture: 20 mins. ✓ (Introduction, Q&A, Reflection: 20 mins.) <p>Preparation and review: Summarize your thoughts on ○○, and submit what you have learned, etc., based on the group work and discussions of other groups, to the designated place by ○○.</p>
<p>Two 30-minute lectures + 20-minute discussions</p>	<p>Class 5: Early American Universities - The Formation of Colleges [Real-time delivery]</p> <ul style="list-style-type: none"> ✓ Lecture A: 30 mins. ✓ Discussion A: 20 mins. ✓ Lecture B: 30 mins. ✓ Discussion B: 20 mins. <p>Preparation and review: Read pages ○ to ○ of the handout, complete the worksheet posted on Waseda Moodle, and submit it to the designated place by ○○.</p>
<p>Multiple short periods of reflection/review time will be held after lecture time</p>	<p>Class 6: College Education [Hyflex].</p> <ul style="list-style-type: none"> ✓ Lecture A: 25 mins. / Reflection A: 10 mins. ✓ Lecture B: 25 mins. / Reflection B: 10 mins. ✓ Lecture C: 20 mins. / Reflection C: 10 mins. <p>Preparation and review: Review and preparation: Summarize your thoughts on ▲▲, and submit any questions you may have based on the lecture, review, etc., to the designated place by ○○.</p>
<p>Allocate 100 minutes of class time for discussion</p>	<p>Class 7: Higher Education System in Europe [face-to-face].</p> <ul style="list-style-type: none"> ✓ Group discussion: 35 mins. ✓ Class presentations and discussion: 35 mins. ✓ Summary, preparation of reflection sheet, etc.: 30 mins. <p>Preparation and review: In order to acquire the knowledge necessary for conducting group discussions, watch the preparation video. Based on the discussions and presentations, submit any questions you may have to the designated place by ○○.</p>

7 Tips for 100-minute classes

(1) Reflection and review of the class content at the beginning or end of class

① Conduct quizzes

Example 1: Present students with a few questions that can be answered with "○" or "×" regarding the content discussed in the lecture, and have them answer them individually or in pairs. If supplemental explanations are needed, the instructor will provide explanations. If there is time, share the answers with the class.

Example 2: Multiple-choice questions are presented to students to check their understanding of the class content, and they respond with clickers or by raising their hands. Depending on the results of the responses, the instructor may provide explanations.

Reference

• Clicker - Wasepochi version- [YouTube](https://www.youtube.com/watch?v=heBzkffft2Y)
[The Center for Higher Education Studies "Collection of Active Learning Tips"]
<https://www.youtube.com/watch?v=heBzkffft2Y>



② Have students write down what they remember and what they understand

Ask the students to write down on paper what they remember and understand about the previous class or that day's class, and share with the group. If necessary, provide explanations on the spot. Whenever possible, collect the papers, and the parts that students do not remember or understand should be explained in the next session. Minute papers or "daifuku-cho" (a type of accounting book) are examples.

Reference

• Methods of Reflection [YouTube](https://www.youtube.com/watch?v=bzGzEGdHbdM)
[The Center for Higher Education Studies "Collection of Active Learning Tips"]
<https://www.youtube.com/watch?v=bzGzEGdHbdM>
• The Handbook of Interactive Problem Finding and Solving Style of Education: An Introductory Implementation Guide for Your Classroom p.24



③ Questions

Have students write down questions about what they did not understand in that class and collect them. By having students write their questions on paper, it is easier for students to ask questions, and it is also easier for instructors to grasp the level of understanding by viewing the students' questions. Questions can be answered on the spot or in the next class.

④ Create questions

Students are asked to create their own problems based on the content of the lesson. This is effective for review and to cultivate problem-finding skills. After creating the questions, students will work in pairs to solve and discuss each other's questions. This will further their understanding of the class content. 20 to 30 minutes is required.

(2) Discussion methods to be used in class

① Think Pair Share

1. Present the question to the entire class.
2. Students think about the question individually.
3. Exchange opinions in pairs about what you have thought about individually.
4. When exchanging opinions, the speaker and the listener take turns, and students are to be aware of the similarities and differences, and the reasons for this, between their opinions and those of others.
5. Share the ideas that have been exchanged with the rest of the class as needed.

Reference

• 3-Minute Guide to Think Pair Share [Practical Version] [YouTube](https://www.youtube.com/watch?v=uVr7bGSzXFU)
[The Center for Higher Education Studies, "Collection of Active Learning Tips"]
<https://www.youtube.com/watch?v=uVr7bGSzXFU>
• The Handbook of Interactive Problem Finding and Solving Style of Education: An Introductory Implementation Guide for Your Classroom p.10



② Buzz group

Form groups of four to six people on the spot to answer questions related to class content. It serves as a warm-up for whole-class discussions.

1. Form groups and tell them what to discuss, as well as the time limit.
2. Have the members exchange their thoughts on the assigned discussion topic.
3. Resume the whole class discussion and reiterate the content of the discussion.

Reference

• The Handbook of Interactive Problem Finding and Solving Style of Education: An Introductory Implementation Guide for Your Classroom p.13

③ Round robin

Brainstorming technique. Take turns answering questions about a certain issue using words and phrases. Students will answer in the following order: One student answers, then the next, and so on, until all students have had the opportunity to speak.

1. Group students into groups of 4 to 6 people.
2. Explain that the purpose of the activity is to generate many ideas, and not to evaluate or question those ideas.
3. Let them know of the time limit (if there is one), and present the question.
4. Designate the first speaker, and have all students express their ideas/opinions in turn until all students have had a chance to speak.

Reference

• 2-Minute Guide to the Round Robin [Practical Version] [YouTube](https://www.youtube.com/watch?v=pNxfCaAGlZU)
[The Center for Higher Education Studies, "Collection of Active Learning Tips"]
<https://www.youtube.com/watch?v=pNxfCaAGlZU>
• The Handbook of Interactive Problem Finding and Solving Style of Education: An Introductory Implementation Guide for Your Classroom p.12



(3) Methods to encourage students to teach and learn from each other

① Peer instruction

Give out problems during class, and students are to discuss it with their neighbors. This is expected to increase the students' sense of participation in the class and to help them acquire active learning attitudes. In addition, it is also expected for knowledge retention to increase by having students think deeply about the problems. In addition, there will be a sense of community as the entire class thinks about the problems. This also has the advantage of being able to have a sense of the students' understanding as the class progresses. The key point of this method is to provide questions that allow for as much variation in the answers as possible.

Reference

• Peer Instruction [YouTube](https://www.youtube.com/watch?v=cYARZMfihTw)
[The Center for Higher Education Studies, "Collection of Active Learning Tips"]
<https://www.youtube.com/watch?v=cYARZMfihTw>
• The Handbook of Interactive Problem Finding and Solving Style of Education: An Introductory Implementation Guide for Your Classroom p.11



② Jigsaw method

Students work in groups to read materials written from multiple perspectives on a topic or theme, and then create their own explanation based on the extent that they were convinced. They then exchange information with others, and integrate the exchanged information to acquire an understanding of the entire theme. In a classroom setting, the materials are printed and distributed to students (expert groups) who will be in charge of the respective materials. After they have studied the materials, the groups will be reassembled (jigsaw groups) to discuss the theme.

Reference

• 5-minute Guide to the Jigsaw Method [Practical Version] [YouTube](https://www.youtube.com/watch?v=NevGXufzLTy)
[The Center for Higher Education Studies, "Collection of Active Learning Tips"]
<https://www.youtube.com/watch?v=NevGXufzLTy>



• The Handbook of Interactive Problem Finding and Solving Style of Education: An Introductory Implementation Guide for Your Classroom
<https://www.waseda.jp/inst/ches/assets/uploads/2018/06/IPFSSE-Handbook-EN-20171214.pdf>

CTLT Center for Teaching, Learning and Technology

The CTLT, located on the 1st floor of Bldg. No. 7 on Waseda campus, provides consultation services related to teaching and learning, including support for the use of IT equipment and ICT tools, interactive classes for large classes, and management of classes that incorporate active learning. Please feel free to contact us.

TEL: 050-3627-5981
Email: ctl@list.waseda.jp
Website: <https://www.waseda.jp/inst/ches/news-en/2020/03/26/2863/>

Service hours
During class term: Monday through Saturday, 9:00-18:00
Not during class term: Monday through Friday, 9:00-18:00/Closed on Saturdays

