We present some recommendations for instructors on how to organize their instructional time, and for students on how to structure their use of study time, in order to promote faster learning and better retention of knowledge. We then focus on assessment and present some sources of invalidity that should be taken into account when designing experiments. Other recommendations, specific to mathematics courses, are given, based on experiments that have been implemented in the last 25 years. (Received September 21, 2010)