Abstract
Given the insufficient coverage of institutions of higher education (IES) in Mexico, the article proposes organizing the contents of a course in a model by separating tacit knowledge, inherent to the classroom, from explicit knowledge, which may occur through technology. The study attempts to estimate the classroom hours that would be freed if explicit knowledge were delegated to technology, and the classroom were used to transmit tacit knowledge. For this reason, the study was carried out in three IES. The results indicate that classroom capacity can be increased by 60%, and the attention given to students by 120%. The possibility of additional space and time is discussed, as well as a simplistic use of the results, which could deteriorate learning. With an increase in classroom capacity, the freed time would be used for follow-up, tutoring and the design of learning experiences.

Keywords
Educational technology, higher education, educational coverage, educational strategies.