

# Six

# Effective Ways to Teach Accelerated Courses

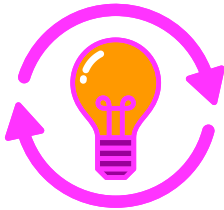
1



## **Organize and Plan for the Term**

Plan the entire term's course schedule before it starts. Regularly check and manage the pace of the course. Emphasize time management and focus on one course at a time when starting out (Kops, 2014).

2



## **Course Redesign**

Focus on essential topics. Determine what student needs to know and must know based on advanced course requirements. Address complex topics early. Adjust processes for faster pace (Kops, 2014).

3



## **Capitalize on Continuity and Smaller Classes**

Notion of engagement encompasses creating a relaxed classroom environment and fostering a sense of community through discussions, group work, guided reflection, and other activities facilitating student interaction (Kops, 2014).

4



## **Reconfigure Assignments**

Instructors should develop an evaluation plan for the course based on the expected outcomes and arrange assignments and exams accordingly. They can break longer assignments into smaller parts, create more frequent, shorter assignments, and provide early feedback for motivation and performance. For larger assignments, preliminary outlines contributing towards the grade should be required (Kops, 2014).

5



## **Maximize Support for Students**

Increase availability to students by scheduling longer and more frequent office hours. Provide guides and supports such as advanced organizers, textbook guides, and discussion questions to enhance student success (Kops, 2014).

6



## **Use Active Learning Teaching Strategies**

Consider learning goals, program content, participant backgrounds, and resources when choosing teaching strategies. Use active learning strategies like discussion groups and role-playing. Group participants based on their experience and encourage active learning in larger groups through small group work or colored voting cards (Lockyer et al, 2005)

References:  
Lockyer, J.M., Fidler, H., Ward, R. et al. (2005) Commitment to change statements: a way of understanding how participants use information and skills taught in an educational session. *Journal of Continuing Education in the Health Professions*, 21, pp. 82-89.

Kons. W. (2014) Teaching Compressed-Format Courses: Teacher-Based Best Practices. *Canadian Journal of University Continuing Education*, 40. <https://doi.org/10.21225/d5fg7m>

Created by Swenson, N., Williams, T., and CDL Graphics Team (2025). Division of Digital Learning, University of Central Florida, Orlando, FL.