

SUMMARY OF FINDINGS ON INTENSIVE TEACHING FORMATS
(Based on two major literature reviews and three articles)

AREA	ADVANTAGES OF INTENSIVE FORMAT	DISADVANTAGES OF INTENSIVE FORMAT	GUIDELINES FOR AN INTENSIVE FORMAT
Student preparation and management	<ul style="list-style-type: none"> • Students tend to prepare better for intensive sessions if they get their materials early on [A] • Students' time management skills improve [B] 	<ul style="list-style-type: none"> • Students have to move on to new material without having time to review or reread old material [C] • 40% of students in intensive formats agreed that these interfered with assignment completion, but only 25% said that they caused "undue hardships" 	<ul style="list-style-type: none"> • Give early access to materials [B] • Hold a pre-session study requiring advanced reading [B] • Give a graded requirement to be submitted on the first day [B]
<p>Student attitudes</p> <p><i>Overall conclusion by Scott and Conrad (1991):</i></p> <p>"Generally, students evaluate intensive programs favorably, particularly those that have experienced concentrated formats. Students seem to appreciate their convenience and efficiency, the opportunity they provide for concentrated and uninterrupted study, and the interest and the motivation they inspire. Conversely, they dislike the time constraints, stress, and fatigue" (p. 438).</p>	<ul style="list-style-type: none"> • Students felt increased motivation, commitment, and engagement during programs conducted in intensive formats [A, SC-28, SC-29, ED-12, ED-15] • Students find intensive formats highly rewarding and more stimulating [SC-12] • Better attendance is encouraged [B] • Better student concentration is achieved and students participate in a more in-depth manner [ED-15]. Concentration is fostered because program is conducted on a few long but intense days [A] 	<ul style="list-style-type: none"> • In one study, students were less satisfied with the subject, found it more stressful, and felt they would have achieved greater mastery in a traditional setup [ED-14] • Although students were satisfied with programs in intensive formats, majority in one study still preferred traditional 14-week arrangements [SC-36] • Students find intensive formats more difficult than traditional ones [SC-12, SC-33] • Students complain that there is far too much work and material [SC-34] 	

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	<ul style="list-style-type: none"> • Majority of students prefer intensive, time-shortened formats [ED-11, SC 25, SC-26], or found them favorable or highly favorable [SC-37] • Students report satisfaction with intensive formats [SC-31, SC-33, SC-35, SC-36] • Students perceive intensive programs as much more intense, more stimulating, and more exciting than those in the regular term [SC-24] • Students perceive experience in intensive subjects as more real, more efficient, more intensive, more integrated, more challenging, and certainly as more enjoyable [SC-25] • Intensive classes are perceived as convenient to combine with weekly classes [A] • There is no evidence that students prefer one format over another for the same 	<ul style="list-style-type: none"> • Students have difficulty in remaining attentive; get information overload; report “time off task” [C] • Students express that had it not been for the diversity, varying schedule, and other extras, overstimulation and strain would have been experienced [SC-25] • Students are critical of the volume of work and time constraints in intensive formats, but are more likely to endorse the inclusion of such in subject curricula [SC-30] 	

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<p>Factors affecting student attitudes and preferences</p> <p><i>Overall conclusion by Scott and Conrad (1991):</i></p> <p>“Research suggests that certain groups support intensive courses more than others. Preliminary findings indicate that part-time and non-traditional students often prefer intensive courses over traditional formats, as do students in certain disciplines such as social sciences and art” (p. 438).</p>	<p align="center">subject [C]</p> <ul style="list-style-type: none"> • Students felt that intensive subjects are suitable to students working part-time [SC-36] 	<ul style="list-style-type: none"> • Other working students prefer regular schedules [A] • Students who have not taken intensive subjects express concerns about it [A] • Students who are intimidated by quantitative, new or difficult subjects express concerns about it [A] • Students are more dissatisfied with intensive quantitative subjects [SC-42] 	<ul style="list-style-type: none"> • Enrollment status: full-time students prefer traditional subjects [SC-39] or 90-minute classes twice a week [SC-40] • Year in college/ achievement: Upper division students and students with higher GPAs rated intensive formats lower than their counterparts [SC-41] • Achievement: students with high GPAs benefit the most from intensive subjects [ED-16]; it is highly successful with honor students [ED-17] • Perceptions: students’ perceptions of intensive subject outcomes are more important than the subjects themselves [ED-10] • Age: Students in intensive [time-shortened] formats tended to be older [ED-2, SC-45] • Employment status: There are weak indicators that intensive schedules are

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			<p>preferred by working students and those who travel [A]</p> <ul style="list-style-type: none"> • Previous experience: Willingness increases after students have tried intensive scheduling once [A]; however, they vary on intensity of preference depending on subject matter [SC-38] • Learning style: students with experiential learning styles are most responsive [ED-18] • Address concerns, uncertainty and fears; not so much an issue of pedagogical issues [A]
<p>Short term student output and performance</p> <p><i>Overall conclusion by Scott and Conrad (1991):</i> “Intensive courses are effective alternatives to traditional course formats...there is modest but consistent evidence that intensive courses yield equivalent, and sometimes superior, outcomes in comparison with traditional</p>	<ul style="list-style-type: none"> • There is no significant difference in student performance between groups under intensive and traditional formats [A, SC-1, 2, 4, 7, 8, 10, 13, 14, 16; ED-2, ED-3] • Student performance is better under intensive formats as compared to traditional formats [SC-3, 5, 8, 11, 12, 15, ED-1] 	<ul style="list-style-type: none"> • In one study, students in a traditional format scored higher on achievement tests than those in intensive formats [SC-14] • Studies have reported lower results in intensive summer subjects [A] • Classes taught infrequently in long periods have lower survival rates [C] 	<ul style="list-style-type: none"> • Note: hard to determine if these are because of or in spite of intensive schedule [A] • Spacing appears to have little impact on outcomes [SC-1] • Calendar does not appear to have an impact on performance [SC-2] • Consider not just the length but also the timing

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formats” (p. 425)	<ul style="list-style-type: none"> • Student performance under intensive formats is equal or better than those in regular formats [SC-6, SC-8] • Actual quality of students in intensive sections was equivalent, if not better [A] • Students had several weeks to work on projects, which were of higher quality [A] • Quality of learning experience increases in terms of interaction, student commitment, academic performance [A] • There are lower rates for incompletes and withdrawals under intensive formats [SC-7] 		of the class [C]
<p>Long term student output and performance</p> <p><i>Overall conclusion by Scott and Conrad (1991):</i></p> <p>“Although the spacing literature...suggests that traditional formats may yield superior long-</p>	<ul style="list-style-type: none"> • There is no statistical difference between the performance of groups in intensive versus traditional formats [SC-18] • Tests administered nine months after the program show results slightly higher for students under 	<ul style="list-style-type: none"> • Retention was inferior for students under intensive formats [SC-9] • Mixed results: Students under intensive formats performed better in unit tests but worse in comprehensive exams [ED-4] 	<ul style="list-style-type: none"> • Conduct maintenance programs to aid retention [SC-9]

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<p>term outcomes...the studies reviewed suggest otherwise. It seems reasonable to conclude...that intensive courses are generally not representative examples of massed practice and therefore, one would not likely find significant differences in long-term outcomes between intensive and traditional formats” (p. 431)</p>	<p>intensive formats [SC-17]</p>	<ul style="list-style-type: none"> • Mixed results: Students under intensive formats performed better on achievement tests, but advantage disappeared when knowledge was measured after the program ended [ED-5] 	
<p>Instructor attitudes</p> <p><i>Overall conclusion by Scott and Conrad (1991):</i></p> <p>“Research reviewed...reveals mixed results. On the one hand, faculty do not perceive great differences in student performance or ability to meet course objectives. Indeed, faculty seem to appreciate smaller classes, increased faculty-student interaction, the curricular flexibility, and comradeship often present in intensive courses. On the other hand, it appears that faculty would prefer to teach in traditional time frames but have reconciled themselves to</p>	<ul style="list-style-type: none"> • Instructors did not see any major difference in handling intensive (summer) programs as opposed to traditional ones, although advantages and disadvantages were noted [SC-46] • High degrees of personal satisfaction were noted by instructors [SC-47, SC-49], one reason being able to see rapid student progress [SC-48] • More than half faculty reported that intensive (interim) sessions were more enjoyable, and only 10% found them less enjoyable [SC-51] 	<ul style="list-style-type: none"> • Instructor enthusiasm for intensive subjects, while present, is generally lower than that of students [SC-52] • Key words indicating disadvantages: no opportunity for extensive coverage; decreased occasion for extensive coverage; too rapid assimilation [SC-54] • Faculty perception of disadvantages: fatigue, lack of time to digest concepts, excessive preparation time [SC-55] • Instructors tend to prefer to teach in traditional time frames, but support 	

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<p>accommodate students' schedules. Moreover, faculty consistently mention fatigue, inability to cover equivalent amounts of material..., excessive preparation time, and concerns about student learning as impediments..."(p. 442).</p>	<ul style="list-style-type: none"> • Majority supportive of intensive (block) format [SC-59] • In terms of factors like content, objectives, methodology, majority of instructors felt that these were the same, better, or much better in intensive (intersession) programs than regular programs [SC-53] • Key words indicating advantages: integration, intensity, concentration, continuity [SC-54] • Faculty perception of advantages: accommodation of working students; combining theory and practice [SC-55] • Faculty perception of motivation: Intensive teaching instructors (weekend format) rated student motivation higher than faculty teaching traditional subjects [SC-60] 	<p>intensive formats to support student schedules [SC-56]</p>	
<p>Nature and magnitude of instructor</p>	<ul style="list-style-type: none"> • Teaching time is 	<ul style="list-style-type: none"> • 29% of instructors 	<ul style="list-style-type: none"> • Confirm activities well in

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preparation	compressed and short, allowing for flexibility and work/ life balance [A]	<p>reported an increase in work load; 26% indicated greater time pressure [SC-57]</p> <ul style="list-style-type: none"> • Constant pressure of reading, discussion, field trips too intense to allow for professional scientific work [SC-56] • Faculty complained about the work load [ED-19] • Intensive formats require (1) careful organization; (2) varied teaching approaches; (3) unique outcomes as perceived by student [ED-8] • One half of faculty state that the mode of presentation of a traditional subject will have to be adapted to suit an intensive format [SC-19]; Many instructors believe that subjects are incompatible with intensive formats [SC-58] • Teaching time is intense [A] • Instructors find it hard to maintain energy [B] 	<p>advance [B]</p> <ul style="list-style-type: none"> • Script each day's proceedings and adhere to schedule; use roadmaps [B]

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		<ul style="list-style-type: none"> • There is little time during the intensive schedule itself to organize and confirm activities [B] • There is little opportunity to adjust material or respond to student feedback [A] • Timely feedback for students is expected even when time for grading is difficult to find [B] • Instructors are expected to spend more time giving personal attention to students [B] • Instructors cannot deal with outside issues during the intensive schedule [B] 	
Appropriateness of discipline/ class type for the intensive arrangement			<ul style="list-style-type: none"> • Students rated intensive programs under social sciences, science, and math subjects highest, and general liberal arts and business lowest [SC-27, SC-43] • Art students favor intensive formats [SC-44] • Good for established subjects [A] • Works well for humanities

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			and social science [B] <ul style="list-style-type: none"> • Good for vocational subjects • Good for class sizes of 8-10, up to 15-20 [B]
Interactions and relationships	<ul style="list-style-type: none"> • Majority of students in intensive programs feel that there was more interaction [A, SC-36] • Relationships among students were closer [SC-5] • Intensive formats encourage intense working relationships between instructors and students [B] • Students' enjoy their classmates' company more [B] • Students were willing to debate/ discuss during breaks [B] 		
Program content and design	<ul style="list-style-type: none"> • Instructional time increases and administrative tasks (repetitive attendance checking) decreases [C] 	<ul style="list-style-type: none"> • Instructors are likely to cover less material [SC-20] • The instructor must structure use of time very well [A] • The instructor must be 	

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		careful about choice of illustrative material [B] <ul style="list-style-type: none"> • Instructors need to provide fewer but deeper topics [B] • 	
<p>Program methods</p> <p><i>Overall conclusion by Scott and Conrad (1991):</i></p> <p>“The results of these studies suggest that course requirements and practices often differ between intensive and traditional formats, but the significance of these findings is unclear” (p. 432).</p>	<ul style="list-style-type: none"> • Diversity: Allows for guest speakers, field trips, etc. [B] • Intensive subjects provide a context for learning that can have enormously high focus and impact [SC-23] • When certain attributes are present (variety in methods, etc.), intensive subjects present a better-quality learning experience than a regular class [ED-7] 	<ul style="list-style-type: none"> • Instructors need to modify instructional approaches in order to maximize learning experiences [ED-6] • Instructors must employ a variety of teaching methods and establish a comfortable classroom environment [ED-7] • 	<ul style="list-style-type: none"> • Vary teaching strategies [E] • Instructors are less likely to use some methods (standard textbook, term papers, tests and quizzes) and more likely to use others (in-depth group discussion, individual and small group projects, experiential learning, off-campus activities) [SC-20, 21, 22] • Instruction tends to be more-process oriented and experiential; instructors’ role is more facilitative [SC-23] • Instructors must employ alternative forms of assessment, particularly student performances and demonstrations [ED-10] • Student assessment should be chosen well: take-home

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			exams, papers [B]
Administration	<ul style="list-style-type: none"> Allows for staffing flexibility (experts can be flown in from overseas) [A] 		<ul style="list-style-type: none"> Certain administrative tasks may have to be coordinated with external departments (final exam scheduling, dropping, etc) [B]
Evaluation and feedback	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Less opportunities to see instructor outside of class and to review material in preparation for the next session [C] 	<ul style="list-style-type: none"> Look into issues like number of student review sessions and student appointments can be conducted outside class [C]

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