Appendix 3: Summary of Studies[1]

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Short term outcomes	SC-1	Psychology	INTENSIVE [I]: Five week summer session (24 hours of instructional time) TRADITIONAL [T]: ten-week quarter (28 hours of instructional time)	Comparison of test scores of 1 class under intensive program versus 2 classes under traditional classes. Controlled for instructors, lectures, textbooks and examinations.	No significant difference in achievement. Authors conclude that spacing has little impact on outcomes.	Kanun et al (1963). In SC, p. 419
Short term outcomes	SC-2	Macroeconomics	I: Three or five week format. Summer. T: regular 15-week semester	3 classes under intensive program versus 4 classes under traditional program. Pre-test measure of aptitude; post-test measure of achievement.	Those in intensive program scored significantly higher on the post-test than those in the traditional program. Groups not statistically equivalent. Author concludes that calendar period had no impact on achievement in economics class. Intensive courses are at least as effective as semester-length courses.	Gleason (1986). In SC, p. 419.

[1] Studies cited in Scott, P.A. and Conrad, C. (1991) [SC] and Daniel, E.L. (2000). "A review of time-shortened courses across disciplines." College Student Journal, 34, 298-308 [ED]. Prepared by Zelinna Pablo.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Short term outcomes	SC-3	Spanish; University of Nebraska-Omaha	I: Six hours a day, five days a week, eight weeks, total of 240 hours of instruction. T: 6 credits. Summer.	Comparison of performance, attrition rates, conversational skills.	Summer students' scored were equal to, if not better, than those earned in regular courses; attrition rates were lower; summer students exhibited greater conversational skills at the end of the course. Author concludes that this was because students were able to concentrate fully on the subject. Intensive course more demanding of instructors.	Eller (1983). In SC, pp. 419-420.
Short term outcomes	SC-4		I: 13-day intersession course. Interim type. T: 17-week spring semester	(1) Comparison of course grades in 11 matched courses. (2) Comparison of course grades after sorting students according to class standing, GPA, etc. Courses matched based on instructor, number, and content.	(1) Non-significant findings for 7 of 11. Intersession courses were favored in the remaining 4 by a ratio of 3:1. (2) 10 intersession groups out of 18 scored significantly higher than their semester counterparts. 2 favored semester students, one of which was a semester-length course: a class in graduate education. 6 showed nonsignificant findings. Authors conclude that student performance in the intersession equaled that of the semester term.	Richey et al (1965). In SC, p. 420.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Short term outcomes	SC-5	Computer science; Glassboro State College	I: 12-day interim term. Four full days per week for three weeks.	Case study. Comparison of final grades of students in intensive program with those in a 6-week summer program and in a semester-length program.	Intercession class compared favorably with those in other formats. Students' mean course grade was slightly higher than those in other formats. Relationships were closer and there was increased student productivity.	Masat (1982). In SC, p. 421.
Short term outcomes	SC-6	French, German, Russian and Spanish; School for International Training	Six hours a day, six days a week, for three weeks. Interim type.	Examination of seven intensive courses. Post test measure of achievement through MLA Cooperative Language Test	Author concludes that three weeks of intensive language instruction could yield equal if not superior learning outcomes to a 30-week class offered in a traditional semester-length format.	Wallace (1972). In SC, p. 421.
Short term outcomes	SC-7	University of Wisconsin-Oshkosh	I: modular schedule which divided the term into two 7-week and one 3-week terms. Modular type.	Comparison of course grades between 3-, 7-, and 14-week matched classes.	None of the courses exerted a differential impact on either student learning or student assessment of instruction. 3 week courses produced slightly higher course averages than 7- or 14-week courses. 14 week classes had higher rates of incompletes and withdrawals.	Blackburn et al (1977). In SC, p. 422.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Short term outcomes	SC-8	Speech, algebra, English and political science courses	I: Modular type. Four consecutive courses; each one meeting three hours a day for three weeks. [S]: semi-intensive. Two courses at a time, seven hours per week for six weeks. T: control group. Four subjects concurrently over the semester.	Random assignment of 75 students to intensive or semi-intensive groups. Comparison of pre- and post-test scores; comparison of final grades.	Three analyses yielded non-significant outcomes. 5 yielded outcomes in favor of intensive courses. Author concludes that certain courses are taught in a more effective manner under the intensified and semi-intensified systems of instruction.	Mazanec (1972). In SC, p. 422
Short term outcomes	SC-9	German; Colorado College	I: Two semesters of German taught in eight weeks, 14-16 hours per week.		Allowed students to concentrate on German; allowed faculty to recreate German culture and experiment with teaching methods. However, retention was inferior to that learned in longer courses. Maintenance courses were recommended.	Richardson (1973). In SC, p. 423.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Short term outcomes	SC-10	Public administration students in research methods course.	I: seven hours a day for seven days. T: semester-long.	Comparison of five measures of achievement between 18 students in traditional setup and 15 in intensive setup. Course content and requirements the same.	No statistical difference between the two groups in any of his outcome measures. Recommended that intensive formats become a permanent part of the graduate school curriculum.	Knowles, 1972. In SC, p. 423.
Short term outcomes	SC-11	Human sexuality course	I: Three hours a day, five days a week, three weeks. T: Three hours each week for 15 weeks.	Measured students' anxiety, knowledge, and attitudes using Sex Knowledge and Attitudes Test and State-Trait Anxiety Inventory	Students in intensive courses exhibited significantly higher pre- to post-test gain scores in sexual knowledge. Authors conclude that the duration of the course is less important than the method of teaching it.	Ray and Kirkpatrick (1983). In SC, p. 423-424.
Short term outcomes	SC-12	German	I: 20 hours per week for one semester, concentrating 4 German courses into one 14-credit hour intensive course	Report	Students found the course highly rewarding but difficult. Students scored consistently higher on comprehensive examinations and found the course more stimulating.	Frank (1973). In SC, p. 424.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Short term outcomes	SC-13	Philosophy of education class	I: Three weekend courses that met over four consecutive weekends. T: Two 8-week sessions and three 15-week sessions.	Comparison of final examination grades in 8 sections. Same instructor, course requirements, textbook, final exam. Duration of class was only difference.	Author concludes that there is no significant association between final exam grades and course formats. Varying course formats do not significantly impact on learning.	Brackenbury (1978). In SC, pp. 424-425.
Short term outcomes	SC-14	Graduate class in business administration	I: Two weekends. T: Two hours a week for 16 weeks.	Randomly assigned 39 students to two groups. Comparison of students' course grades and a cognitive achievement test	No significant differences on outcomes measures were found. Intensive group's mean course grade was higher. Traditional group scored higher on the achievement test.	Doyle, Morsi, and Wood (1980). In SC, p. 425.
Short term outcomes	SC-15	Statistics; University of Southern California	I: Eight hours each day for eight consecutive Saturdays. Lectures of 45-90 minutes alternated with problem-solving sessions.		Course received consistently high ratings by students, positive comments by faculty; attracted students from programs of other area universities	Berk (1979). In SC, p. 425
Short term outcomes	SC-16	Reading classes for government employees	I: 5 ½ weeks T: 11 weeks.	Comparison of results from Nelson-Denny Reading Test and McGraw-Hill Basic Skills System Reading Tests as pre- and post-tests of achievement.	No significant difference in outcome on the McGraw-Hill Test. 11-week group scores on the Nelson-Denny Reading test increased significantly more than the other group.	Ilika and Longion (1977). In SC, p. 429

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Short term outcomes	ED-1	General special education programming	I: two and three-week formats T: five and 15 week formats		Those in two and three week formats made greater gains than those in five and fifteen week formats. All students indicated that they learned as much or more as in regular formats.	Lombardi, Meikamp, and Wienke (1992). In ED, p. 2.
Short term outcomes	ED-2	Algebra and accounting			No significant difference in GPA or overall average, though the students in the time-shortened format tended to be older	Caskey (1994). In ED, p. 2.
Short term outcomes	ED-3	Weekend courses at a community college	I: Weekend courses	Data collection from 91 students in the form of questions on academic validity of such courses	Grades were comparable to those taught during the regular year	
Long-term outcomes	SC-17	Business administration class		Post-test administered nine months after the course	Results were slightly higher for the intensive group.	Doyle et al (1980). In SC, p. 430.
Long-term outcomes	SC-18	Elements of Earth Science	I: massed nine-week T: spaced 18-week	Two groups of students compared. Pre-test and three post-tests (immediately after, three months after, 4.5 months after)	No statistical differences between the two groups. Author concludes that massed and spaced learning conditions yielded equivalent results.	Waechter (1986). In SC, p. 430-431.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Long-term outcomes	ED-4	Macroeconomics course	I: two-week summer session T: 15-week formats	Comparison of experiences, satisfaction, and academic outcomes of three traditional versus one intensive class. Unit tests done on first half of course, comprehensive tests done at the end of the course.	Summer students performed better on unit tests but worse on comprehensive exams. Author recommended that macroeconomics be offered under the traditional format.	Petrowsky (1996). In ED, p. 2.
Long-term outcomes	ED-5	Microeconomics course	I: 3-week course T: regular semester		Students in the three-week course performed better on achievement tests but this advantage disappeared when knowledge retention was measured after the course ended.	Van Scyoc and Gleason (1997). In ED, p. 2.
Course require-ments and practices	SC-19			Survey of faculty who taught traditional and intensive courses	One half of all respondents felt the need to alter the mode of presentation in order to successfully adapt a traditional course into a compressed format. Only 45% agreed that both formats could use the same syllabus. Faculty also found that projects had to be shortened and the amount of material had to be cut or covered in less depth.	Kirby-Smith (1987). In SC, p. 431.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Course require-ments and practices	SC-20	I: intersession courses		Survey of faculty from 36 colleges nationwide	Less likely to lecture, use a standard textbook, cover as much material, assign term papers, and grade on the basis of tests and quizzes as compared to regular academic term. More likely to utilize in-depth group discussion, individual and small group projects, experiential learning, off-campus activities. Noted greater depth of coverage and depth of student comprehension	Allen et al (1982). In SC, p. 431-432.
Course require-ments and practices	SC-21	Colorado Block Plan			More audio-visual materials, more computer simulations, fewer labs, journal articles and fewer textbooks; more quizzes and short essay assignments as opposed to final examinations	Adelman and Reuben (1984). In SC, pp. 431-432.
Course require-ments and practices	SC-22			Sampling of weekend instructors	Fewer examinations; more class participation and term papers	Shapiro (1988). In SC, p. 432.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Course require-ments and practices	SC-23	Harvard's Graduate School of Education		Case study. Comparison of intensive versus traditional courses	More process-oriented; encouraged experiential learning; more facilitative role for teachers. Author concludes that intensive courses provide a context for learning that can have enormously high focus and impact.	Lasker et al (1975). In SC, p. 432.
Course require-ments and practices	ED-6			29 undergraduates enrolled in one of two sets of matched intensive and semester-long courses	Instructors need to modify their instructional approaches in order to maximize learning experiences	Scott (1995). In ED, p. 3.
Course require-ments and practices	ED-7				Instructors must employ a variety of teaching methods and establish a comfortable classroom environment. Faculty must exhibit these attributes to a greater degree and in greater number during intensive courses. Data indicates that when these attributes are present, time-shortened courses present a better-quality learning experience than a regular class.	Scott (1996). In ED, p. 3.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Course require-ments and practices	ED-8				Three key elements are necessary for any intensive course: (1) careful organization by the instructor; (2) varied teaching approaches; and (3) unique outcomes as perceived by the student.	Brown (1992). In ED, p. 3.
Course require-ments and practices	ED-9				Instructors should use alternative forms of assessment, particularly those use student performances and demonstrations.	Watson (1998). In ED, p. 3.
Student attitudes	ED-10				Students' perception of intensive courses are more important than the courses themselves. If students perceive a high quality of instruction, intensive courses were powerful learning experiences.	Scott (1994). In ED, p. 3.
Student attitudes	SC-24	University of Maryland-College Park	Summer course	Survey of 302 summer students	Students viewed summer courses as much more intense than classes in a regular term; considered summer courses stimulating and exciting.	Patterson et al (1981). In SC, p. 433.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Student attitudes	SC-25	Summer physics class, Massachusetts Institute of Technology	I: Four week summer course	Examination of student evaluations. Written comments solicited.	Top three rankings: got to know professor well; have discussion with instructor; work on something continuously. Students perceive experience as "more real, more efficient, more intensive, more integrated, more challenging, and certainly as more enjoyable" Had it not been for the diversity, the varying schedule, all the other extras with the course, overstimulation and strain would have been experienced Students overwhelmingly favored intensive format	Parlett and King (1971). In SC, p. 433.
Student attitudes	ED-11	Westchester Community College, New York		Study to determine characteristics and preferences of students who enroll in summer courses	80% stated that they preferred short, intensive courses	Lee (1996). In ED, p. 3.
Student attitudes	SC-26	Macalester College	Interim course	Survey of 15 to 20% of the students for four consecutive years following the inauguration of an interim course	¾ of students rated their enjoyment of interim sessions higher when compared with other academic terms	Rossman (1967, 1971). In SC, p. 9. 434.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Student attitudes	SC-27	Rider's College	Interim term		Students rated social science, science and math courses as highest; general liberal arts and business classes lowest. Students rated travel and off-campus programs as most effective, and lecture and library programs as least effective.	Centra and Sobol (1974). In SC, p. 434.
Student attitudes	SC-28	French; University of Maryland	Interim course	Case study	75% indicated that they felt more motivated to work and learn in the interim class	DuVerlie (1982). In SC, p. 434.
Student attitudes	SC-29	Computer Science (see SC-5)	Interim course	Case study	Students indicated the need to keep one's mind on the subject; to be totally involved; to keep up. Author enthusiastically endorsed intensive format as an efficient and effective alternative to traditional-length courses.	Masat (1982). In SC, p. 434.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Student attitudes	SC-30		Intensive course offered during the regular term	36-item questionnaire to students enrolled in 15 intensive and 12 matched semester long courses; comparison of group responses	Three items where differences were significant: students in intensive course critical of work volume; more likely to complain of insufficient time; yet more likely to favor inclusion of such course in curriculum. Author concludes that advantages as more for convenience (less travel, expense, able to take more courses) than educational merits. Disadvantages were fatigue, excessive workload, too short a time to process information, stress, could not cover all of the material. 86% of intensive students favored the format over traditional ones. Only 45% of the traditional group had the same preference. Author recommends limiting enrollment in intensive courses to a select group of students in special programs.	Kirby-Smith (1987). In SC, p. 434.
Student attitudes	SC-31	German; North Texas State University	I: Four traditional-length German classes completed in one semester	Student evaluations on a scale of 1-10	Students very satisfied; rated 2.08 (on a scale of 1-10, 1 as the highest)	Nahrgang (1982). In SC, p. 435.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Student attitudes	SC-32	Graduate class in business administration (see SC-14)	I: Two weekends. T: Two hours a week for 16 weeks.	Students asked to evaluate difficulty, scope, objectives, workload, interest, amount learned, enjoyment, overall value, recommendations to friends	No significant difference. 40% of intensive students agreed that concentrated formats interfered with assignment completion. 25% said that they caused undue hardships.	Doyle, Morsi, and Wood (1980). In SC, p. 434.
Student attitudes	SC-33		I: weekend classes that met over the course of two, three, or four weekends T: nine-week classes that met once a week	Comparison of student course evaluations of 117 traditional and 204 intensive	Weekend students reported greater service satisfaction, greater interest in the subject matter, and greater course difficulty. Weekend students were more likely to indicate that they learned more and that they would recommend the course to a friend.	Shapiro (1988). In SC, p. 436.
Student attitudes	SC-34				Students complain that there is far too much work; material too much. Students are enthusiastic about the learning experience but are also keenly conscious of the time constraints and additional pressure.	Doyle and Yantis (1977). In SC, p. 436.
Student attitudes	SC-35	University of Wisconsin-Oshkosh	Modular system		2/3 of students reported that they were satisfied or very satisfied with the intensive course	Blackburn et al (1977). In SC, p. 436.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Student attitudes	ED-12				Higher levels of motivation existed among students in an intensive program compared to those taking the regular program.	Christy (1993). In ED, p. 3.
Student attitudes	ED-13	New Jersey community college			91 students claimed that they learned the same or more than they had at regular courses. Majority felt that there was more interaction.	Messina (1996). In ED, p. 3.
Student attitudes	SC-36	University of Wisconsin-Oshkosh	Modular system		Students were satisfied or very satisfied with the intensive courses; students were able to concentrate on the subject; material was adequately covered; courses were suited to students working part time. Sample of student body asked for preference, 70% favored 14-week classes.	Wisconsin (1978). In SC, p. 436.
Student attitudes	SC-37	Colorado College	Modular system	Surveyed two large samples of graduating seniors in 1977 and 1978	Over 90 percent of both samples described their experience under the modular plan as moderately to highly favorable and recommended continuing such unchanged or with minor changes	Heist and Taylor (1979), in SC, p. 436.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Student attitudes	SC-38	Speech, algebra, English and political science courses (see SC-8)	I: Modular type. Four consecutive courses; each one meeting three hours a day for three weeks. T: semi-intensive. Two courses at a time, seven hours per week for six weeks. T: control group. Four subjects concurrently over the semester.	Students asked which format they preferred	Traditional students: no significant preference Semi-intensive: preferred semi-intensive over others Intensive: those in political science and speech preferred three-week format; those in English and math were equally divided between 3- and 6-week format. Authors indicate that students who experience intensive courses generally prefer them over traditional formats but vary in intensity depending on subject matter.	Mazanec (1972). In SC, p. 436
Student attitudes	ED-14	Macroeconomics course	I: two-week summer session T: 15-week formats	Comparison of experiences, satisfaction, and academic outcomes of three traditional versus one intensive class. Unit tests done on first half of course, comprehensive tests done at the end of the course.	Students found the course more stressful and were less satisfied with the course. Students felt they would have achieved greater mastery over traditional formats.	Petrowsky (1996). In ED, p. 2.

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Student attitudes	ED-15	British literature and marketing	Intensive versus semester long format	Comparison of students' learning experiences	Students and faculty felt that intensive classes promoted a continuous learning experience. Students felt that they could concentrate better and participate in in-depth discussions. Time-shortened classes required more mental investment and commitment.	
Factors influencing variations in student attitudes	SC-39	Small liberal arts college		Survey of students	Enrollment status: Full-time students preferred traditional-length courses which met two or three times per week	Friedman (1980). In SC, p. 437
Factors influencing variations in student attitudes	SC-40				Enrollment status: Students preferred 90 minute class meetings twice a week	Noonan (1977). In SC, p. 437.
Factors influencing variations in student attitudes	SC-41	Macalester College	Interim term		Year in college/ achievement: Upper division and students with higher GPA's rated the interim term higher than lower division and students with lower GPAs	Rossman (1971). In SC, p. 437
Factors influencing variations in student attitudes	ED-16				Achievement: students with higher GPAs would benefit most from intensive courses	Currall and Kirk (1986). In ED, p. 3.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Factors influencing variations in student attitudes	ED-17	Language courses		Study of honor students taking the course	Achievement: Successful results	Buzash 1994
Factors influencing variations in student attitudes	SC-42	Master's level classes in administration			Discipline and field: Course satisfaction is unrelated to time format, with one exception. Students are more dissatisfied with intensive quantitative courses.	Humphrey, in Shapiro (1988). In SC, p. 437.
Factors influencing variations in student attitudes	SC-43		Interim classes		Discipline: Social science, science and math courses evaluated interim classes higher than other fields of study	Centra and Sobol (1974). In SC, p. 437.
Factors influencing variations in student attitudes	SC-44	Art students	Intensive schedules	407 interim art students surveyed nationwide	Discipline: Favored intensive schedules over concurrent course formats. Allowed concentration, triggered interest, fostered faculty enthusiasm.	Mims (1983). In SC, p. 437.
Factors influencing variations in student attitudes	SC-45				More nontraditional students (25 and over) favored additional intensive courses	Kirby-Smith (1987). In SC, p. 437.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Factors influencing variations in student attitudes	ED-18				Learning style: Students with an experiential style of learning were most responsive to time-shortened formats.	Lasker et al (1975). In ED, p. 3.
Faculty attitudes towards intensive courses	SC-46	Large state research university	Summer school	Survey of faculty	Summer faculty did not perceive any difference between summer and regular classes. Advantages (more income, smaller classes, more interaction) and disadvantages (insufficient time to cover material and to synthesize) were noted. Overall faculty disapproved courses shorter than 4.5 weeks but were neutral about those longer than 5.5 weeks.	Tracey, Sedlacek, and Patterson (1980). In SC, p. 438-439.
Faculty attitudes towards intensive courses	SC-47	Foreign language	Summer intensive		High degree of personal satisfaction for the teacher	Deveny and Bookout (1976). In SC, p. 439.
Faculty attitudes towards intensive courses	SC-48	Foreign language	Summer intensive		Teachers are rewarded because student progress is very rapid	Eller (1983). In SC, p. 439.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Faculty attitudes towards intensive courses	SC-49	Physics	Summer intensive		The instructor found the intensive method more rewarding, and a more efficient and natural way of communicating his knowledge	Parlett and King (1971). In SC, p. 439.
Faculty attitudes towards intensive courses	SC-50	Foreign language	Summer intensive		In the instructor's opinion, the [intensive foreign language course] was a great success	Solecki (1971). In SC, p. 439.
Faculty attitudes towards intensive courses	SC-51	Macalester College	Interim	Site-specific survey of 130 faculty	More than one half reported that they enjoyed their interim session more than the regular term. Less than 10% found it less enjoyable. More than one half felt that the interim courses were no more difficult to teach.	Rossman (1967). In SC, p. 439.
Faculty attitudes towards intensive courses	SC-52	Rider College	Interim	Site-specific survey	Faculty less supportive than the students: 72% of faculty vs 77% of students evaluated the interim session favorably; 45% of faculty vs 69% of students said interim programs were very respectable intellectually and academically	Centra and Sobol (1974). In SC, p. 439.
Faculty attitudes towards intensive courses	SC-53	Psychology	Interim	Nationwide survey	Strong positive overall evaluation of the interim courses when compared to semester courses	Allen et al (1982). In SC, p. 439.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Faculty attitudes towards intensive courses	SC-54	Indiana University	Intersession courses	Survey of nine faculty who taught intensive courses; queried as to course content, objectives, methodology, accomplishments as compared to regular term	75% indicated that these factors were the same, better, or much better in intersession courses than in regular term classes Favorable key words: integration, intensity, concentration, continuity Unfavorable key words: less time, no opportunity for extensive coverage; decrease occasion for reflective comprehension; too rapid assimilation	Richey, et al (1965). In SC, p. 439.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Faculty attitudes towards intensive courses	SC-55		Regular term intensive course	Survey of 20 instructors (14 intensive course, 6 regular)	Intensive course faculty generally equated the academic standards of intensive and traditional courses. 79% of intensive faculty said that course material could be presented adequately in compressed formats. 86% said that students could grasp the material in compressed formats. Advantages for student: accommodation of working students; combining theory and practice Disadvantages: fatigue; lack of time to digest concepts; excessive preparation time. Faculty tend to prefer to teach in traditional time frames, but they support intensive time frames to support student schedules.	Kirby-Smith (1987). In SC, p. 440.
Faculty attitudes towards intensive courses	SC-56	Colorado College	Block Plan		Constant pressure of reading, discussion, field trips, grading, was too intense to allow for professional scientific work Intensive instruction was hard on the teacher	Taylor and Ware, in Kirby-Smith (1987). In SC, p. 441, 442.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Faculty attitudes towards intensive courses	SC-57	University of Wisconsin-Oshkosh	Intensive calendar format		29% of the faculty reported an increase in workload 26% indicated greater time pressure 50% negatively evaluated the new intensive format Advantages: Flexibility for students and faculty Professional growth and revitalization Increased student credit hour production Increased student options] Curricular flexibility Faculty members jump-started to rethink educational/ pedagogical matters	Blackburn et al (1997). In SC, p. 441.
Faculty attitudes towards intensive courses	SC-58				Many faculty teaching under modular systems believe their subjects are incompatible with modular formats	Kuhns (1974). In SC, p. 441.
Faculty attitudes towards intensive courses	SC-59				80-94% of Colorado College supported the Block Plan, regardless of field of study.	Heist and Taylor (1979). In SC, p. 442.

Aspect	Index	Discipline; Setting	Intensive Teaching Format	Nature of Study	Findings	Source
Faculty attitudes towards intensive courses	SC-60			Survey 1: faculty evaluated students on quality of written work, motivation level, quantitative skills. Survey 2: whether class format interfered with preparation, presentation, students' ability to learn.	Only one item, motivation, differentiated weekend and traditional faculty's response. Weekend faculty rated student motivation higher than did faculty teaching traditional courses.	Shapiro (1988). In SC, p. 442.
Faculty attitudes towards intensive courses	ED-19	Nursing	I: Eight-week accelerated program		While students were enthusiastic about time savings, faculty complained about the work load.	O'Mara (1996). In ED, p. 4.