**Moving to 8 weeks? Course Design Considerations**

When preparing your courses to teach 8 weeks, it’s very important to note that the content should remain the same as when it was being taught in the traditional 16 week format. The competencies and learning objectives are still the same regardless of the delivery and still need to be the outcomes of the course. The goal is not to take content out, but to focus on a different way of delivering that same content. When transitioning your course to 8 weeks there are few different options, as you can see below:

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| Model | Definition | Considerations | Resources |
| Accelerated/ Active Model | Accelerated courses are delivered at a faster pace and expectations are aligned with real world experiences. Individual is **ACTIVELY** involved in the learning process**. Accelerated courses cover the same competencies at the same expected level of performance as traditional courses.** Collaboration among learners is emphasized, and the importance of contextual learning is reinforced.  \*\*\* This model also allows for courses that could be doubling up the face to face meetings in a shortened time. *For example: a 3 credit course that typically would meet 3 hrs/wk now meets 6 hrs/wk.* | * Recognize the need for long term planning * Reconfigure assignments into more frequent, shorter assignments. * Include all 4 phases of the learning cycle (Preparation, Presentation, Practice, and Performance) in your design. * Make your designs activity centered * Appeal to all learning styles * Alternate between physically active (standing up) and physically passive (sitting down) learning activities. * Build a flexible, open-ended design that keeps evolving and improving. * Follow the 30/70 rule. (30% or less of the time for presentations and 70% or more of the time for learning activities). | [Best Practices for Teaching Accelerated Courses](http://www.montana.edu/facultyexcellence/TLResources/documents/Final.4X4%20Guide%20with%20Pics%20Version%203.0%201_27.pdf)  [Accelerated Learning Teaching Tips](accelerated_teaching_tip.pdf) |
| Hybrid | Hybrid courses are a combination of online and in-person interactions with the instructor and other students. The hybrid model reduces the number of face to face meetings and replaces some in-class time with out-of-class online interactive learning. This is not an addition of homework, but actual learning for the student. | * Reduces the number of in-class meetings but does not eliminate all in-class meetings. * Replaces rather than supplements some in-class time with online, interactive learning activities. * Gives careful consideration to why and how often classes need to meet face-to-face. * Assumes that certain activities can be better accomplished online—either individually or in small groups—than in a face-to-face class. * May keep the remaining in-class activities more or less the same. * May make significant changes in the remaining in-class meetings. * May schedule out-of-class activities in round-the-clock computer labs or totally online so that students can participate anytime, anywhere. | [Ten Questions to Consider when redesigning a course for hybrid teaching](http://www4.uwm.edu/ltc/hybrid/faculty_resources/questions.cfm)  [Build Your Blended Course Toolkit](https://blended.online.ucf.edu/blendkit-course-diy-project-tasks/) |
| Flipped Classroom | Flipped courses retains the basic structure of the traditional course. It either supplements lectures and textbooks with technology-based, out of class activities or also changes what goes on in class by creating an active learning environment. | * Retains the basic structure of the traditional course, particularly the number of class meetings. * May simply supplement lectures and textbooks with technology-based, out-of-class activities to encourage greater student engagement with course content and to ensure that students are prepared when they come to class. * More frequently also changes what goes on in class by creating an active learning environment within a large lecture setting. | [Flipped Learning.org](https://flippedlearning.org/)  [Flipping the Classroom](Flipping-the-Classroom1.pdf)  [The Practical Guide to Flipping Your Classroom - Panopto eBook](The%20Practical%20Guide%20to%20Flipping%20Your%20Classroom%20-%20Panopto%20eBook.pdf) |