What is accelerated learning?  
Reduction of time in developmental courses through college-level content & high-support pedagogy

Design Principles of Accelerated Learning

1. **Strength-based rather than deficit-based**
   - Choose high-challenge, transfer-level examples, content, texts, themes, or concepts applicable and relevant to learners’ lives and/or future professions
   - Build expertise in a subject area and continually add to it throughout semester
   - Accommodate emergent curriculum in planned curriculum

2. **Shift focus from front-loading subskills content toward college-level reading & writing**
   - Teach writing skills through class readings, not as isolated lessons
   - Use “just-in-time remediation” to provide help with writing skills when the need arises
   - Use “backward design” to introduce skills that scaffold major assignments in transfer-level composition courses (research, etc.)

3. **Focus on affective domain**
   - Address emotional or psychological barriers that prevent learning (anxieties, concerns, past failures, learned habits, etc.)
   - Establish and maintain positive relationships
   - Provide regular opportunities for learners’ metacognitive reflection
   - Intervene when learners show signs of struggle or disengagement
   - Maintain a “growth mindset” approach to feedback and grading
   - Provide incentives and accountability for coming to class and doing the work

4. **Stress progress toward acquisition of skills rather than the grade**
   - Provide opportunities to improve grade (rewrites, conferences, tutoring, etc.)
   - Provide class time for learners to process content and practice skills
   - Use low stakes assignments in- and out-of-class
   - Consider a final portfolio where performance is measured against SLOs
   - Stress learning as a process not a product

5. **Use Reading Apprenticeship**
   - Focus on comprehension of complex texts and triangulate with earlier readings
   - Create a climate of collaboration between learner to student and student to instructor
   - Make the process of reading transparent (share struggles, model reading habits, activate schema, use metacognition, etc.)
   - Emphasize learner independence (serve as a facilitator and stress learner accountability)

Above all, recognize reading and writing as emerging proficiencies that learners refine throughout their college and professional careers.

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1 Andrew Kranzman, Kathleen Feinblum, and Michael Urquidez.

2 For more information see [http://cap.3csn.org](http://cap.3csn.org) and [http://cap.3csn.org/files/2015/09/Powerful-Acceleration-Strategies-CAP.pdf](http://cap.3csn.org/files/2015/09/Powerful-Acceleration-Strategies-CAP.pdf)