

What is accelerated learning?¹

Reduction of time in developmental courses through college-level content & high-support pedagogy

Design Principles of Accelerated Learning²

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.

¹ Andrew Kranzman, Kathleen Feinblum, and Michael Urquidez.

² For more information see <http://cap.3csn.org> and <http://cap.3csn.org/files/2015/09/Powerful-Acceleration-Strategies-CAP.pdf>