**Suggestions when teaching an accelerated class**

1. **Cut content to the bare minimum**. Think through what you want the students to be able to “do” (not “know” or “understand”) by the end of the term, and only provide the minimum content needed for those abilities. Also select activities designed to help them practice specifically those skills. Choose “depth” over “breadth.”
2. **Use both interleaving and distributed practice constantly**. Rather than tackle course content in blocks that get mastered and then possibly forgotten, distribute practice throughout the semester—this can also take the form of the instructor raising questions they should know the answer to in successive classes. Interleaving is mixing content types; literally switch between unrelated subject matters back to back.
3. **Vary everything**. Continuously use different techniques to be interactive with students (interactivity itself being an important quality to seek). Avoid thinking of the class day as divided into \*equal\* time blocks—vary activity length too.
4. **Add more breaks than you think you need**. If the class is all day, certainly there’s a big break in the middle. But add in five (or ten) minute breaks every hour. Yes, you’ll be able to “cover” less material as a result. But also as a result, students will have a better chance of actually learning and remembering what you do discuss.
5. **If classes are under 4 hours a day, consider flipping the classroom**. With the “facts” (information, content) of the course moved online—examples include readings or pre-recorded video lectures—you free up class time for case studies, role plays, group work, problem solving…all things that are more useful to do in person, and ones which will more productively fill the day than just providing face to face lectures.
6. **If classes are 4+ hours per day, minimize or remove homework**. Students may not have time or energy to do homework and reading, particularly for “all day” classes. Build in all content delivery and all necessary practice/homework into the lesson plans directly.
7. **Prepare your entire semester before the first day of class**. With long hours of the day taken up by teaching, the remaining hours are usually not fruitful for lesson planning due to exhaustion. And there is assessing student work to consider during the term, as well.
8. **Leverage the feeling of community**. With long hours together, students may unite into a stronger-than-usual community, helping each other and practicing content together even outside class hours. This is especially true in classrooms where active learning rather than lecture is the basic modality.

**“Blocked vs Distributed”**

***An example from Elementary School***

Blocked Course (40 hours)

1. Basics of Addition (10 hours)
2. Basics of Subtraction (10 hours)
3. Basics of Multiplication (10 hours)
4. Basics of Division (10 hours)

Distributed and Interleaved Course (40 hours)

1. Addition – Theory (2 hours)
2. Addition – Practice (2 hours)
3. Subtraction – Theory (2 hours)
4. Subtraction – Practice (2 hours)
5. Addition – Practice (2 hours)
6. Multiplication – Theory (2 hours)
7. Multiplication – Practice (2 hours)
8. Addition and Subtraction Practice (2 hours)
9. Addition – Remaining Basics (2 hours)
10. Addition – Practice (2 hours)
11. Multiplication – Practice (2 hours)
12. Subtraction – Practice (2 hours)
13. Subtraction – Remaining Basics (2 hours)
14. Division – Theory (2 hours)
15. Division – Practice (2 hours)
16. Addition and Subtraction – Practice (2 hours)
17. Multiplication, Addition, Subtraction – Practice (2 hours)
18. Multiplication – Remaining Basics (2 hours)
19. Division – Remaining Basics (2 hours)
20. Division, Multiplication, Addition, Subtraction – Practice (2 hours)