

## Adapting a Course from a 15-week to an Intersession

### Course (1 - 3 weeks)

#### Face-to-face course

- Begin with the final assessment(s) and work backwards
- Develop a daily schedule
  - Schedule breaks
  - Daily or every other day quizzes
  - Office hours on the weekend/evenings for those needing help
    - On campus
    - Online
  - Allow students to work ahead
    - Even when keeping to a schedule, several faculty mentioned that students could open future assignments in CNM Learn and work ahead
- Break up lecture time with other activities to keep students tuned in to the material
  - Multimedia presentations
  - Worksheets
  - Group activities
  - Computer lab activities
- Focus on the course Learning Outcomes
  - Students completing intersession classes should have the same mastery as students completing regular-term classes
  - Consider whether any assignments can be combined or cut without sacrificing student learning.

#### Online/hybrid course

- Begin with the final assessment(s) and work backwards
- Develop a daily schedule
  - Even when keeping to a schedule, several faculty mentioned that students could open future assignments in CNM Learn and work ahead
- Provide students with a list of technology tools needed (Adobe Reader, Firefox, Blackboard requirements, etc.)
- If giving online proctored exams, inform students that Chrome Book will not work with Respondus (proctoring assessment tool.)
- If exams are not proctored, design projects that require students to demonstrate knowledge in their own writing
- Open all of the modules/units/chapter assignments at the beginning of the course or the beginning of each week
  - Allow students to work ahead
- Office hours
  - Could be on Blackboard Collaborate/IM or other online system
  - In a large block of time 2 times a week (including some night hours)

- On the weekend
  - for those not passing an exam

## Both

- Recruitment
  - Works best for students who are strong in previous course (“A” students/ top 1/3 of pre-req completers, students dropped for nonacademic reasons, etc.)
  - Students need to “know what they’re getting into”
  - Consider contacting students as they register with a description of the course expectations and timeline. If possible, give students information about how to prepare for the course or access to course materials.
- Assign work every day – or at least Monday-Friday
- Combine some modules/units from full term course
  - Some use a slightly different rubric
- Communicate
  - Respond within 4 - 8 hours to student emails/calls
  - Grading policies and DUE DATES

## Challenges

- Peer feedback is difficult to manage due to time constraints
  - Reduce number of Discussion forum posts
  - Limit amount of peer feedback opportunities
- Not recommended for language courses (Spanish, French, etc.)
- Problems with student support when college is closed (winter break)