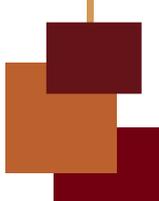




# Intensive Mode Teaching Guide

## Summary of Recommendations



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# Purpose of the Recommendations

This is a summary of the recommendations listed in the full Intensive Mode Teaching Guide on how to plan, develop, resource, coordinate and teach in an intensive mode unit.

## 1. Focus on thresholds.

With intensive mode teaching it is important to understand the thresholds in the unit and their troublesome features to:

- focus class time on the thresholds and ensure that during class time students enter the liminal space, face the challenge of the troublesome features of the thresholds, and are held in the liminal spaces with the correct balance of challenge and support to overcome the troublesome features; and
- understand, accommodate and exploit pre-liminal variation.

## 2. Support and exploit student diversity.

- Prepare students;
- support students to develop a learning community (see Recommendation 5); and
- track students' progress.

## 3. Design of the learning space and environment.

The learning environment should support:

- interactive activities and real-world learning activities that are known to support threshold capability development;
- development of a learning community among students and teachers; and
- optimisation of the opportunity for continuity between learning activities.

## 4. Activity design.

Design interactive, real-world activities with ample opportunity for practice, reflection, and especially asking questions.

## **5. Support development of a learning community.**

Proactively create an inclusive environment with interactive activities (see also Recommendations 2 and 3).

## **6. Assessment design.**

Carefully structure assessments for early and timely feedback without overloading the assessor.

## **7. Student preparation.**

With intensive mode, it is critical that students prepare for each class and if possible even prepare before the first class.

## **8. Optimise learning.**

Use strategies to motivate students towards their learning and avoid overloading them.

## **9. Resourcing.**

Consider the complete environment. Intensive mode units are often held outside normal teaching periods.

## **10. Design to reap the potential benefits of intensive mode teaching and mitigate potential disadvantages of the mode.**

Do not assume that the potential enhancements to the students' learning that are offered by intensive mode teaching will be natural consequences of using intensive mode teaching. Identify the learning outcomes, thresholds, and optimal learning experience, and design to reap the potential benefits of intensive mode teaching and mitigate potential disadvantages of the mode.

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<http://www.linkedin.com/groups/Intensive-Mode-Teaching-6937072/about>