



TILT Instructional Designers have some general recommendations for instructors planning for 4-week courses given the compressed nature of those courses. These recommendations are in addition to the Online and Hybrid Teaching Support document. Our suggestions to instructors are:

- Contact your students before the first day of class and check on technology issues. Support students in being prepared to be productive from the start of the class.
- Make sure you are setting expectations ahead of time for your students and make those clear to students.
- Make sure students are aware of how the course is going to be structured.
  - Ex: Will there be required, synchronous class meeting times? Will these classes be recorded? When are assignments due?
- Provide an overview in your Canvas shell, and on the first day, that describes the learning outcomes, how they are related to each other, and how they are aligned to the assignments. This framework will help students organize their learning in this fast-paced format. Revisit that as needed to keep everything organized.
- Do not lecture for extended periods. Do not require students to be on their screens on Teams/Zoom for extended periods of time if there are synchronous expectations.
- Find balance in online vs. independent and/or group work.
- Decide ahead of time which content your students can learn on their own. Let students know that.
- Have as much of your content ready to go as you can because of the compression of the course format.
- If you've taught this course before, which are the actual stumbling blocks in learning? That should be the focus of your lecture if you need to lecture.
- Consider what advantages there are that you might use when students have larger blocks of time to work in a day/across a few days.
- Have VERY frequent checks for understanding. Do not lecture for more than 15 minutes at a time without stopping to check for students' ability to comprehend.
- Think about your assignments and how you will structure them to have adequate time for your feedback and grading. Plan accordingly. Students need rapid turnaround on assignments to use that input to advance their learning.
- Possibly do a [Strengths, Weaknesses, Opportunities, and Threats \(SWOT\) analysis](#) for your course. Identify the strengths, weaknesses, opportunities and threats of teaching a four-week course online. Help focus efforts based on the SWOT. See this [guide](#) and an [example based on student feedback](#).