

## BIBLIOGRAPHY

### Primary Sources: Reviews of Research on Compressed Courses

Daniel, E.L. (2000). A review of time-shortened courses across disciplines. *College Student Journal*, 34, 298-308.

Daniel (2000) reviewed prior research comparing the effectiveness of compressed courses with the effectiveness of traditional courses. Consistent with prior reviews, it was concluded that compressed courses yield learning outcomes that equal and sometimes surpass those provided by traditional courses. Importantly, this conclusion holds true for both long-term and short-term learning outcomes and generalizes across different compressed course formats and different disciplines. Findings concerning the attitudes held by students and faculty concerning compressed courses were also discussed. Students generally have a favorable attitude toward compressed courses, whereas some faculty view them negatively.

Scott, P.A., & Conrad, C.F. (1991). A critique of intensive courses and an agenda for research. *Higher Education: Handbook of Theory and Research*, 8, 411-459.

Using the Educational Research Information Clearinghouse (ERIC), Social Science Index, Psychology Abstracts and Dissertation Abstracts data bases, Scott and Conrad (1991) identified prior studies on compressed courses. The literature review, which focused on studies published since 1965, identified two lines of research that are of key importance to the effectiveness of compressed courses: 1) studies comparing the educational outcomes of compressed and traditional courses, 2) studies of the attitudes held by students and faculty toward compressed courses. Reviewing the research on summer, interim, modular, regular term, and weekend courses, Scott and Conrad concluded that the learning outcomes produced by compressed courses generally equal and sometimes surpass those produced by traditional courses. Moreover, they concluded that compressed courses are effective across all academic disciplines, including the humanities, the sciences and the social sciences. Importantly, these findings generalize to both short- and long-term learning outcomes. Another noteworthy finding was that regardless of the compressed format that is used, students generally have a positive attitude toward compressed courses.

### Other Primary Sources

Allen F. A. (1974). *A comparison of the effectiveness of the intensive and concurrent scheduling plans for teaching first-semester English composition in the community college.*

Unpublished doctoral dissertation, North Texas State University.

Allen, J. L., Miller, T. A., Fisher, B., & Moriarty, D. D. (1982). A survey of January interim psychology courses. *Teaching of Psychology*, 9, 230-321.

Austin, T. L., Fennell, R. R., & Yeager, C. R. (1988). Class scheduling and academic achievement in a non-traditional graduate program. *Innovative Higher Education*, 12, 79-90.

Berk, R. A. (1979). Teaching statistics in an intensive semester program. *Improving College and University Teaching* 27, 87-88.

Bester, J. F. (1965). Student performance in summer programs. *American Journal of Pharmaceutical Education*, (February), 44-49.

Blackburn, R. T., Armstrong, E. C., & Dykes, M. D. (1977). Evaluation Report: UW-O FIPSE Project. Oshkosh, WI: University of Wisconsin-Oshkosh. (ERIC Document Reproduction Service No. ED150903)

Boddy, G. W. (1985). *Regular vs. compressed semester: A comparison of effectiveness for teaching in higher education (summer session, achievement)*. Unpublished doctoral dissertation, University of Nebraska.

Brackenbury, R. L. (1978). What is more elusive than the learning of philosophy. *ERQ*, (Summer), 93-96.

Brewer, D. W. (1974). Analysis of the effect on achievement of adult students using learning organizers in short, intensive management technique courses. Doctoral dissertation, University of Iowa. *Dissertation Abstracts International*, 35, 07A.

Caskey, S. R. (1994). Learning outcomes in intensive courses. *Journal of Continuing Higher Education*, 42, 23-27.

Daniel, E. L. (2000). A review of time-shortened courses across disciplines. *College Student Journal*, 34, 298-308.

Deveny, J. J., & Bookout, J. C. (1976). The intensive language course: Toward a successful approach. *Foreign Language Annals*, 9, 58-63.

Doyle, R. J. (1978). *Intensive scheduling: The evidence for alternatives in course scheduling patterns*. Paper presented at the Eighteenth Annual Forum of the Association for Industrial Research, Houston.

Doyle, R. J., & Yantis, J. (1977). *Facilitating Nontraditional Learning: An update on research and evaluation in intensive scheduling*. Mount Pleasant, MI: Central Michigan University, Institute for Personal and Career Development. (ERIC Document Reproduction No. ED144459)

Doyle, R. J., Moursi, M., & Wood, D. (1980). *The effects of intensive scheduling: A field experiment*. Unpublished manuscript, Central Michigan University, Mt. Pleasant.

DuVerlie, C. (1973). The disappearance of the academic foreign language program. *American Foreign Language Teacher*, 3, 16, 18, 23, 38.

Eller, K. G. (1983). Developing a summer intensive course at a commuter campus. *Foreign Language Annals*, 16, 223-227.

Frank, T. E. (1973). A practical approach to intensive German. *Unterrichtspraxis* 6, 5-8.

Gaston, W. E. (1974). *An analysis of student performance following two contrasting instructional methodologies in a modern foreign language program: A one course intensive strategy versus the traditional two-year sequence for university (lower division) French*. Unpublished doctoral dissertation, The University of Tennessee.

Geltner, P., & Logan, R. (2001). *The influence of term length on student success* (Report No. RR-2001.4.1.0). Santa Monica, CA: Santa Monica College Office of Institutional Research. (ERIC Document Reproduction No. ED455858)

Gleason, J. P. (1986). *Economic models of time in learning*. Unpublished doctoral dissertation, University of Nebraska.

Haney, J. J. (1985). *A comparison study of modular and semester schedules*. Unpublished doctoral dissertation, Mississippi State University.

Hazzard, T. (1993). *Programs, issues, and concerns regarding nontraditional students with a focus on a model orientation session*. Tallahassee, FL: University Continuing Education, Florida State University. (ERIC Document Reproduction No. ED357813)

Kanun, C., Ziebarth, E. W., & Abrahams, N. (1963). Comparison of student achievement in the summer term and regular quarter. *Journal of Experimental Education* 32, 123-132.

Kanun, C., Ziebarth, E. W., & Abrahams, N. (1962). Comparison of student achievement in the summer term and regular quarter. Unpublished manuscript, University of Minnesota, Minneapolis.

Kanun, C., Ziebarth, E. W., & Abrahams, N. (1961). *Comparison of student achievement in the summer term and regular quarter: A pilot study*. Unpublished manuscript, University of Minnesota, Minneapolis.

Keilstrup, D.V. (1981). Practical guidelines and activities for an advance foreign language intensive program. *Modern Language Journal* 65, 377-382.

Kirby-Smith, J. P. (1987). *Effects of intensive college courses on student cognitive achievement, academic standards, student attitudes, and faculty attitudes*. Unpublished doctoral dissertation, University of Southern California.

Knowles, L. (1972). The intensive semester: An experimental approach to academic achievement. *California Journal of Educational Research*, 23, 109-114.

Kuhns, E. (1974). The modular calendar: Catalyst for change. *Educational Record*, 55, 59-64.

Lasker, H., Donnelly, J., & Weathersby, R. (1975). Even on Sunday: An approach to teaching intensive courses for adults. Harvard Graduate School of *Education Association Bulletin*, 19, 6-11.

Masat, F. E. (1982). An immersion course in BASIC. *Journal of Educational Technology Systems*, 10, 321-329.

Mazanec, J. L. (1972). *The effect of course intensity on academic achievement, students' attitudes, and morality rate*. Unpublished doctoral dissertation, Michigan State University.

Mims, S. K. (1983). The impact of time on art learning: Intensive vs. concurrent scheduling in higher education. *Studies in Art Education*, 24, 118-125.

Murphy, D. R. (1979). Learning and intensive instruction. *The Journal of Economic Education*, 10, 34-36.

Nixon, R. O. (1996). *A source document on accelerated courses and programs at accredited two & four year colleges and universities*. Tucson, AZ: Pima Community College (ERIC Document Reproduction Service No. ED399827)

Parlett, M. R. & King, J. G. (1971). *Concentrated Study: A pedagogic innovation observed*. London: Society for Research into Higher Education.

Pascarella, E.T. & Terenzini, P.T. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass.

Patterson, A. M., Sedlacek, W. E., & Tracey, T. J. (1981). Attitudes and characteristics of summer school students. *Southern College Personnel Association Journal*, 3, 28-34.

Petrowsky, M. C. (1996). *The two week summer macroeconomics course: Success or failure?* Glendale, AZ: Glendale Community College. (ERIC Document Reproduction Service No. ED396779).

Pflanzer, R. G., & East, J. R. (1984). Weekend college: Teaching biology on Saturdays. *Journal of College Science Teaching*, 14, 10-14.

Ray, R. E., & Kirkpatrick, D. R. (1983). Two time formats for teaching human sexuality. *Teaching of Psychology*, 10, 84-88.

Reynolds, K. C. & Herbert, F. T. (1995). Cohort Formats and Intensive schedules: Added Involvement and interaction for continuing higher education. *Journal of Continuing Higher Education*, 43, 34-41.

Reynolds, K. C. (1993, November). *Students in cohort programs and intensive schedule classes: Does familiarity breed differences?* Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Pittsburgh, PA. (ERIC Documentation Reproduction No. ED365175).

Richardson, H. F. (1973). The teaching of college German under a modular system. *Modern Language Journal* 5, 189-194.

Richey, R. W., Sinks, R. W., & Chase, C. I. (1965). *A comparison of the academic achievement of students enrolled in the same courses in the spring semester of 1962-1963.* Unpublished manuscript, Indiana University, Office of the Summer Sessions, Bloomington.

Scott, P.A., & Conrad, C.F. (1991). A critique of intensive courses and an agenda for research. *Higher Education: Handbook of Theory and Research*, 8, 411-459.

Scott, P. A. (1996). Attributes of high-quality intensive course learning experiences: Student voices and experiences. *College Student Journal*, 30, 69-77.

Scott, P. A. (1995). Learning experiences in intensive and semester-length classes: Student voices and experiences. *College Student Journal*, 29, 207-213.

Shapiro, E. G. (1988). *Effects of intensive vs. traditional time formats in IPCD classes.* Unpublished manuscript. Central Michigan University, Institute for Personal and Career

Solecki, J. J. (1971). An intensive method of language teaching. *Foreign Language Annals* 4, 278-282.

Stephens, D. T. (1978). An illustration of "motivation students in the foreign language classroom" in an intensive French course. *Foreign Language Annals* 11, 25-29.

Studdard, A. L. Jr. (1975). *A study comparing a regular semester and an interim term college level physical science course based on changes in student attitudes and understanding of science processes.* Unpublished doctoral dissertation, The University of Alabama.

Troiani, E. A. (1986, April). *10 days or 10 weeks: Immersion programs that work. Paper presented at the Annual Meeting of the Central States Conference on the teaching of Foreign Languages, Milwaukee.* Milwaukee, WI: College of Saint Scholastica Minnesota. (ERIC Document Reproduction Service No. ED273122)

Tyler, D. (1970). 4-1-4 and the audio-lingual skills. *Modern Language Journal*, 54, 253-254.

Van Scyoc, L. J., & Gleason, J. (1993). Traditional or intensive course lengths? A comparison of outcomes in economics learning. *Journal of Economic Education*, 24, 15-22.

Waechter, R. F. (1966). *A comparison of achievement and retention by college junior students in an earth science course after learning under massed and spaced condition.* Unpublished doctoral dissertation, Pennsylvania State University.

Wallace, J. A. (1972). Three weeks equals thirty weeks? A report on an experimental intensive January language course. *Foreign Language Annals*, 6, 88-94.

Williams, W. (1992, February). *The relationship between class scheduling formats and the academic achievement of graduate students.* Paper presented at the Annual Meeting of the Association of Teacher Educators, 72<sup>nd</sup>, Orlando, FL. (ERIC Document Reproduction Service No. ED344513).

Wlodkowski, R. J. & Westover, T. N. (1999). Accelerated courses as a learning format for adults. *Canadian Journal for the Study of Adult Education*, 13, 1-20.

Wlodkowski, R. J., Mauldin, J. E., & Gahn, S. W. (August, 2001). Learning in the Fast Lane: Adult Learners' Persistence and Success in Accelerated College Programs. *Lumina New Agenda Series*, 4, 1-50. Retrieved on April 26, 2002 from <http://www.luminafoundation.org/Publications/New%20Agenda%20Series/FastLane.pdf>

Woodruff, J. C., & Mollise, (1995). Course performance of students in weekly and daily formats. *Journal of Continuing Higher Education*, 43, 10-15.

## **Secondary Sources**

Abbott, H. A. (1971). Three experiments in teaching languages. *Adult Education*, 43, 299-301.

Adelman, C., & Reuben, E. (1984). *Starting with students: Promising approaches in American higher education.* Presented to the study group on the conditions of excellence in

American higher education. Washington, D.C.: National Commission of Excellence in Education; National Institute of Education. (ERIC Document Reproduction No. ED257411)

Allen, L. E., Brooks, B. S., James, P. A., et al. (1961). All project. *Accelerated Learning*, 68, 497.

Anderson, J. R. (1990). *Cognitive psychology and its implications* (3rd Edition). New York: W.H. Freeman and Company.

Austin, S. (1921). A study in logical memory. *American Journal of Psychology*, 32, 370-403.

Ausubel, D. P. (1960). The use of advance organizers in the learning and retention of meaningful verbal material. *Journal of Educational Psychology*, 51, 267-272.

Bahrack, H. P., & Phelps, E. (1987). Retention of Spanish vocabulary over 8 years. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 13, 344-349.

Barker, B. O., Frisbie, G., & Patrick, K. R. (1989). Broadening the definition of distance Education in light of the new telecommunications technologies. *The American Journal of Distance Education*, 3, 20-29.

Barnes, B.R., & Clawson, E. U. (1975). Do advance organizers facilitate learning? Recommendation in future research based on an analysis of 32 studies. *Review of Educational Research*, 45, 637-659.

Battistella, M., Kaufman, D. M., & Talley, R. C. (2001). An online summer course for prematriculation medical students, *Academic Medicine*, 76, 499-500.

Belle, R. L. (1973). *The summer sessions rationale in the school of education*. Unpublished doctoral dissertation, University of Wisconsin, Madison.

Benseler, D. P. & Schulz, R. A. (1979). *Intensive Foreign Language Courses. Language in Education: Theory and Practice*, No. 18. Arlington, VA: ERIC Clearinghouse on Languages and Linguistics. (ERIC Document Reproduction No. ED176587).

Bergquist, W. H., Gould, R. A., & Greenberg, E. (1981). *Designing Undergraduate Education*. San Francisco: Jossey-Bass Publishers.

Bloom, B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*. New York: David McKay Co., Inc.

Breckon, D. J. (1989). Teaching college courses in compressed formats. *Lifelong learning: An omnibus of practice and research*, 12, 65-66.

Brown, D. H. (1992). *Teaching literature in the intensive weekend format*. Paper presented at the meeting of the College English Association, Pittsburgh, PA. (ERIC Document Reproduction services No. ED354519).

Caine, G., & Caine R. N. (1989). Learning about accelerated learning. *Training and Development Journal*, 43, 65-73.

Centra, J. A., & Sobol, M. G. (1974). Faculty and student views of the interim term. *Research in Higher Education*, 2, 231-238.

Conrad, C. F. (1978). *The undergraduate curriculum: A guide to innovation and reform*. Boulder, CO: Westview Press.

Conrad, C. F., & Pratt, A. M. (1986). Researching academic programs: An inquiry into an emerging field. In J.C. Smart (Ed.), *Vol.2. Higher Education: A handbook of theory and research*, pp. 235-273. New York: Agathon Press, Inc.

Csikszentmihalyi, M. (1982). Toward a psychology of optimal experiences. *Review of Personality and Social Psychology*, 3, 13-36.

Cumming, A., & Riazi, A. (2000). Building models of adult second-language writing instruction. *Learning and Instruction*, 43, 55-71.

Currall, S. C. & Kirk, R. E. (1986). Predicting success in intensive foreign language courses. *The Modern Language Journal*, 70, 107-113.

Davis, J. R. (1972). The changing college calendar. *Journal of Higher Education*, 43, 142-150.

Dempster, F. N., & Farris, R. (1990). The spacing effect: Research and practice. *Journal of Research and Development in Education*, 23, 97-101.

East, J. R. (1988). *Teaching on weekends and in shopping centers: A guide for colleges and universities*. Indianapolis, IN: Indiana University, Purdue University. (ERIC Document Reproduction No. ED291328)

Ebbinghaus, H. (1964). *Memory*. (H. A. Ruger and C.E. Bussenius, Trans.). New York: Dover. (Original work published 1885, trans. 1913).

Eckert, W. H. (1972). The modular calendar of Mount Vernon College. *Liberal Education*, 58, 492-500.

Eckleberry, R. H. (1958). Editorial comments—the Hiram Study Plan revised. *Journal of Higher Education*, 29, 225-234.

- Fall, L. T. (2001). Three-weekend course format and adult student satisfaction. *Journalism and Mass Communication Educator*, 55, 39-48.
- Frank, T. E. (1971). *An intensive program in German*. Speech presented at the Annual Meeting of the American Association of Teachers of German, Chicago. (ERIC Document Reproduction No. ED057701).
- Friedman, W. M. (1980). Class scheduling: Full-time students and faculty—an exploratory study. *College Student Journal*, 14, 341-346.
- Gettinger, M. (1984). Achievement as a function of time spent in learning and time needed for learning. *American Educational Research Journal*, 21, 617-628.
- Giddens, T. R. & Kenney, J. W. (1975). Research models for the evaluation of interim programs. *Research in Higher Education*, 3, 393-400.
- Gill, M. J., Meier, D. (1989). Accelerated learning takes off. *Training and Development Journal*, 43, 63-65.
- Glazer, N. Y. (1987). Questioning eclectic practice in curriculum change: A Marxist perspective. *Signs*, 12, 293-304.
- Gray, B. F. (1976). Who wants modular courses. *Radio and Electronic Engineer*, 46, 44-46.
- Grimes, P. W., Krehbiel, T. L., Nielsen, J. E., & Niss, J. F. (1989). The effectiveness of Economics USA on learning and attitudes. *Journal of Economic Education*, 20, 139-152.
- Grinnell, T. (1989). Accelerated learning not for everyone. *Training and Development Journal*, 43, 83-98.
- Harris, H. L. (1978). *Intersession '78: A Report for the Flexible Calendar Project*. Sacramento, CA: Cosumnes River College. (ERIC Document Reproduction No. ED154862).
- Hefferlin, J. B. (1972). Intensive courses: An old idea whose time for testing has come. *Journal of Research and Development in Education*, 6, 83-98.
- Heist, P. & Taylor, M. F. (1979). *The block plan: A preliminary report on a ten-year evaluation of the Colorado College block plan format for intensive study*. Colorado Springs, CO: Colorado College. (ERIC Document Reproduction No. ED246739).
- Henebry, K. (1997). The impact of class schedule on student performance in a financial management course. *Journal of Education for Business*, 73, 114-120.

Hottenstein, D. S. (1998). *Intensive scheduling: restructuring America's secondary schools through time management*. Thousand Oaks, CA: Corwin Press.

Ilika, J. & Longnion, B. (1977). *A comparison of five and one half and an eleven week reading course for governmental employee*. Paper presented at the Annual Meeting of the National Reading Conference, New Orleans. (ERIC Document Reproduction No. ED1493311)

Iverson, J. G. (1966). *A study of January interim programs with special consideration for secondary teacher education*. Unpublished doctoral dissertation, University of North Dakota.

Jabbour, M., Osmond, M. H., & Klassen, T. P. (1996). Life support courses: Are they effective? *Annals of Emergency Medicine*, 28, 690-698.

Jenkins, A. & Walker, L. (1994). *Developing student capability through modular courses*. London: Kogan Page.

Kalivoda, T. B (1975). Organization of intensive instruction: Dispelling misconceptions and facing realities. *Hispania*, 58, 114-121.

Karweit, N. (1982). *Time on task: A research review*. (Report No. 332.) Paper presented at a Meeting of the National Commission on Excellence in Education, Washington, DC. (ERIC Document Reproduction No. ED228236)

Karweit, N. (1984). Time-on-task reconsidered: Synthesis of research on time and learning. *Education Leadership*, 41, 32-35.

Klos, J.J. & Trenton, R.W. (1969). One semester or two. *Journal of Economic Education*, 1, 51-55.

Lawrenz, F. P. (1984). An evaluation of the effect of two different lengths of inservice training on teacher attitudes. *Journal of Research in Science Teaching*, 21, 497-506.

Lightfield, E. T. (1972). *An evaluative study of the effects of adoption of the 4-1-4 calendar-curriculum format*. Final report. St. Petersburg, FL: Eckerd College. (ERIC Document Reproduction No. ED068039)

Lozanov, G. (1979). Accelerated learning and individual potential. *Quarterly Review of Education*, 9, 414-425.

McKeachie, W. J., Pintrich, P. R., Lin, Y., & Smith, D. A. (1987). *Teaching and learning in the college classroom*. A review of the research literature (1986) and November 1987 supplement. Ann Arbor, MI: National Center for Research to Improve Postsecondary

Teaching and Learning: Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction No. ED314999).

Messina, R. C. (1996, June). *Power package: An alternative to traditional course scheduling*. Paper presented at the Consortium for Community College Development's Annual Summer Institute. (ERIC Document Reproduction Service No. ED 396787)

Nahrgang, W. L. (1982). Designing and teaching college-level intensive courses: A pragmatic approach. *Unterrichtspraxis*, 15, 27-35.

National Center for Educational Statistics. (1989a). *Digest of Education Statistics*. Washington, DC: National Center for Educational Statistics, Office of Educational research and Improvement, U.S. Department of Education.

National Center for Educational Statistics. (1989b). *Projections of Education Statistics to 2000*. Washington, DC: National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education.

Newell, J. (1984). Advance organizers: Their construction and use in instructional development. *In Instructional Development: The state of the art, II*. (ERIC Document Reproduction No. ED298908)

Noonan, R. L. (1977). *Student and faculty preferences for class scheduling patterns*, Nova University. (ERIC Document Reproduction No. ED145886)

Paden, D. W. & Moyer, M. E. (1971). Some evidence on the appropriate length of the Principles of Economics course. *The Journal of Economic Education*, 1, 131-137.

Plucker, J. A. & Gorman, M. E. (1999). Invention is in the mind of the adolescent: Effects of a summer course one year later. *Creativity Research Journal*, 12, 141-150.

Powell, B. S. (1976). *Intensive education: The impact of time on learning*. Newton, MA: Education Development Center. (ERIC Document Reproduction No. ED144195)

Quinn, T. F. J. (1978). Critical appraisal of modular courses and their relevance to system of higher education. *British Journal of Education Technology*, 9, 5-16.

Reid, G. (1985). Accelerated learning- Technical training can be fun. *Training and Development Journal*, 39, 24-27.

Richardson, H. F. (1973). The teaching of college German under a modular system. *Modern Language Journal*, 57, 189-194.

Rossman, J. E. (1967). Student and faculty attitudes toward the interim term: An evaluation of curricular innovation. *Liberal Education*, 53, 540-547.

Rossman, J. E. (1971). The interim term after seven years. *Journal of Higher Education*, 42, 603-609.

Ruble, D. A. & Yarber, W. L. (1983). Instructional units of death education: The impact of amount of classroom time on changes in death attitudes. *Journal of School Health*, 53, 412-415.

Schoenfeld, C. A. (1967). *The American University in Summer*. Madison, WI: The University of Wisconsin Press.

Settlemyer, C.A. (1973). *Learning and retention by two age group of registered nurses in an intensive course in coronary care nursing*. Unpublished doctoral dissertation, University of Pittsburgh.

Shallis, S. (1979). Learning languages intensity. *Training Officer*, 15, 84-86. (ERIC Document Reproduction No. EJ213801)

Smith, J. P. (1988). Effects of intensive college sources on student cognitive achievement, academic standards, student attitudes, and faculty attitudes. Doctoral dissertation, University of Southern California. *Dissertation Abstracts International*, 49, 746.

Stewart, H. H. (1934). *A comparative study of the concentration and regular plans of organization in the senior high school*. New York: Columbia University Press.

Theiman, T., & Marsh-Williams, P. (1984). Prediction of academic performance of adult women in a weekend college program. *Journal of College Student personnel*, 25, 260-264.

Thomas, G. (1993). Some reactions to the teaching of science using a modular scheme. *Educational Review*, 45, 213-225.

Thompson, A.D., Simonson, M.R., & Hargrave, C.P. (1992). *Educational technology: A review of the research (rev. ed.)*. Washington, DC: Association for Educational Communications and Technology.

Thompson, H. L. (1985). The ready-for-prime-time players: Colleges cater to the adult schedule. *Educational Record*, 66, 33-37.

Toombs, W. (1977-78). The application of design-based curriculum analysis to general education. *Review of Higher Education*, 1, 18-29.

Tracey, T. J., Sedlacek, W. E., & Patterson, A. M. (1980). *Perceptions of summer school faculty at a large university. (Counseling center research report No. 7-80)*. College Park, MD: University of Maryland, Office of Vice Chancellor for Student Affairs. (ERIC Document Reproduction Service No. ED208740)

Underwood, B. J. (1957). Interference and forgetting. *Psychological Review*, 64, 49-60.

Vaisburd, M. (1980). Accelerated learning of foreign-languages in the USSR. *Prospects*, 10, 313-317.

Walberg, H. J. (1988a). Creativity and talent as learning. In R.I. Sternberg (Ed.), *The nature of creativity* (pp. 340-361). Cambridge: Cambridge University Press.

Walberg, H. J. (1988b). Synthesis of research on time and learning. *Educational Leadership*, 45, 76-85.

Watkins, B.T. (1989). Many colleges offering intensive weekend programs to give working adults a chance to earn degrees. *The Chronicle of Higher Education (November 1)*, A35, A 38.

Watson, C. (1998). Instructional ideas for teaching in block schedules. *Kappa Delta Pi Record*, 34, 94-97.

Weare, W.L. (1973). *Homework versus no homework assignments as related to achievement and participation by adults attending short, intensive management courses*. Unpublished doctoral dissertation, The University of Iowa.

Wisconsin University-Oshkosh (1978). *Evaluation of an innovative academic calendar and its effectiveness: Final report*. Oshkosh, WI: University of Wisconsin-Oshkosh. (ERIC Document Reproduction Service No. ED172648)

Yalden, J. (1978). A comparison of achievement in four intermediate courses in Spanish. *System*, 6, 89-97.

Young, R. J. & McDougall, W. P. (1989). *Summer session in American colleges and universities: Perspectives, practices, problems and prospects*. Unpublished manuscript.