

# Compressed-format compared to regular-format in a first year university physics course

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We have compared student performance in two sessions of a large first-year university physics course, one with a normal 12-week term and the other with a compressed 6-week term. Student performance was measured by the normalised gain on the Force Concept Inventory. The gains for the regular-format course were better than the gains for the compressed-format one; these differences in gains are small but are statistically significant. Not accounted for are the differences in effectiveness of the different instructors in the two versions of the course.

## I. INTRODUCTION

At the University of Toronto our first year Physics course intended primarily for students in the life sciences is PHY131. We have compared the performance of PHY131 students in the regular fall 12-week term to a compressed 6-week format in the summer term: the fall version was given in 2012 and the summer version in 2013. There is also a 12-week version of the course given in the winter term, which is not part of this study. In addition, there is a separate first-year course for physics majors and specialists, and another for engineering science students: neither of these courses are part of this study.

We measured student performance using the Force Concept Inventory (FCI). The FCI has become a common tool for assessing students' conceptual understanding of mechanics, and for assessing the effectiveness of instruction. It was introduced by Hestenes, Wells and Swackhammer in 1992,<sup>1</sup> and was updated in 1995.<sup>2</sup> The FCI has now been given to many thousands of students at a number of institutions worldwide. A common methodology is to administer the instrument at the beginning of a course, the "Pre-Course", and again at the end, the "Post-Course", and looking at the gain in performance. Our students were given one-half a point, 0.5%, towards their final grade in the course for answering all questions on the Pre-Course FCI, regardless of what they answered, and given another one-half point for answering all questions on the Post-Course FCI also regardless of what they answered. Below all FCI scores are in percent.

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PHY131 is the first of a two-semester sequence, is calculus based, and the textbook is Knight.<sup>3</sup> A senior-level high school physics course (“Grade 12 Physics”) is recommended but not required for the course. One of us (JJBH) was one of the two lecturers in the fall session, and DMH was the sole lecturer in the summer session. In the fall session the two lecturers alternate so all students are given instruction by the same lecturers. Research-based instruction is used throughout the course. Clickers, Peer Instruction<sup>4</sup>, and Interactive Lecture Demonstrations<sup>5</sup> are used extensively in the classes. In the fall term there are two 1-hour classes every week, and the summer term course has two 2-hour classes per week in a single session. In addition, due to logistic constraints the summer course has a total of 22 hours of classes, while the fall version has 24 hours of classes.

Traditional tutorials and laboratories have been combined into a single active learning environment, which we call *Practicals*;<sup>6</sup> these are inspired by Physics Education Research tools such as McDermott’s *Tutorials in Introductory Physics*<sup>7</sup> and Laws’ *Workshop Physics*.<sup>8</sup> They are similar in many ways to the Laboratories at the University of Calgary.<sup>9</sup> In the *Practicals* students work in teams of four on conceptually based activities using a guided discovery model of instruction. Whenever possible the activities use a physical apparatus or a simulation. Some of the materials are based on activities from McDermott and from Laws. In the fall term there is one 2-hour *Practical* every week, and the summer course has two 2-hour *Practicals* per week.

## II. METHODS

The FCI was given during the *Practicals*, the Pre-Course one during the first week of classes and the Post-Course one during the last week of classes. For both courses, over 95% of the students who were currently enrolled took the FCI. Table I shows the number of students who took the FCI. The students who took the Pre-Course but not the Post-Course FCI were almost all students who had dropped the course. These dropout rates, 24% for the fall session and 19% for the summer one, are typical for this course.

Table I. Number of students N taking the FCI

Session	N Pre-Course	N Post-Course
Fall 2012	868	663
Summer 2013	239	193

There is a small issue involving the values to be used in analyzing both the Pre-Course and the Post Course FCI numbers. Below we will only analyse the data for students who took both the Pre-Course and Post-Course FCI, the “matched” values. This was 641 students for the fall term and 190 for the summer one. The students who took the Post-Course FCI but not the Pre-Course one were probably either late enrollees or missed the first *Practical* for some other reason. In all cases, the difference in median FCI scores between using raw data or matched data is only a few percent. These small differences between matched and unmatched data are consistent with a speculation by Hake for courses with an enrollment  $> 50$  students.<sup>10</sup>

Figure 1 shows the FCI scores for the fall term, and Figures 2 shows the scores for the summer term. None of the histograms conform to a Gaussian distribution, especially the Post-Course ones. Therefore characterizing the results by the mean value is not appropriate, and the median value is a better measure and is what we will use below, although for our data the differences in FCI scores between the means and medians is fairly small, between 0.8% and 2.6%. The uncertainty in the median is taken to be the inter-quartile range divided by  $\sqrt{N}$ .<sup>11</sup>

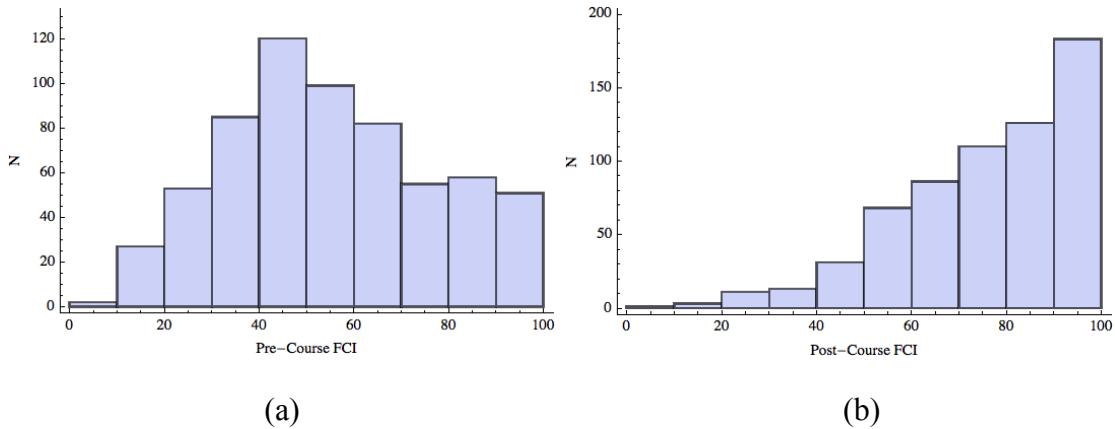


Figure 1. Histograms of the Pre-Course and Post-Course FCI Scores for the fall session

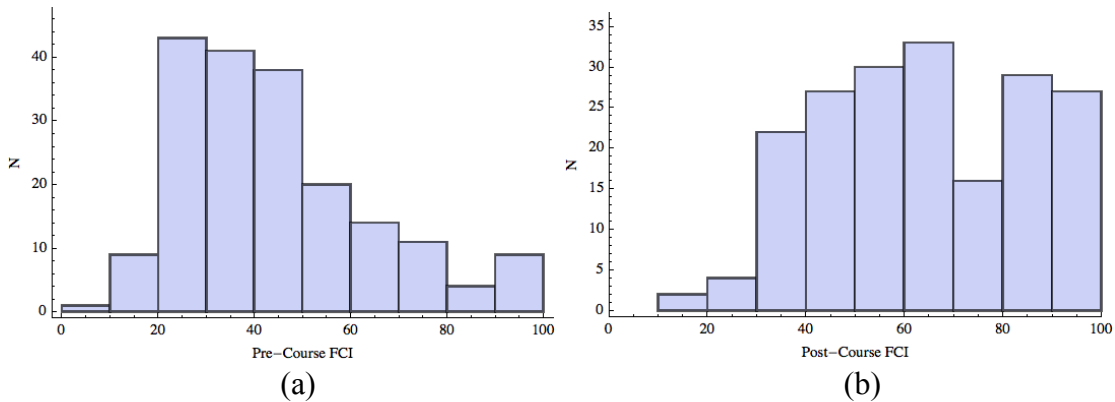


Figure 2. Histograms of the Pre-Course and Post-Course FCI Scores for the summer session

We also calculated gains on the FCI. The standard way of measuring student gains is from a seminal paper by Hake.<sup>12</sup> It is defined as the gain normalised by the maximum possible gain:

$$G = \frac{\text{PostCourse}\% - \text{PreCourse}\%}{100 - \text{PreCourse}\%} \quad (1)$$

Clearly  $G$  cannot be calculated for Pre-Course scores = 100. This was 9 students in the fall term and none in the summer one.

One hopes that the students' performance on the FCI is higher at the end of a course than at the beginning. The standard way of measuring the gain in FCI scores for a class is called the average normalized gain, to which we will give the symbol  $\langle g \rangle_{\text{mean}}$ , and was also defined by Hake in Reference 12:

$$\langle g \rangle_{\text{mean}} = \frac{\langle \text{PostCourse}\% \rangle - \langle \text{PreCourse}\% \rangle}{100 - \langle \text{PreCourse}\% \rangle} \quad (2)$$

where the angle brackets indicate means. However, as discussed, since the distribution of FCI scores is not Gaussian, the mean is not the most appropriate way of characterizing FCI results. We will report  $\langle g \rangle_{\text{median}}$ , which is also defined by Eqn. 2 except that the angle brackets on the right hand side indicate the medians. The normalized gains are often taken to be a measure of the effectiveness of instruction.

The uncertainties in the average and median normalized gains reported below are the propagated errors in the Pre-Course and Post-Course FCI scores. Since both of these are errors of precision, they should be combined in quadrature, i.e. the square root of the sum of the squares of the uncertainties in the Pre-Course and Post-Course scores. Therefore:

$$\begin{aligned} \Delta(\langle g \rangle) &= \\ &= \sqrt{\left[ \frac{\partial(\langle g \rangle)}{\partial(\langle \text{PreCourse}\% \rangle)} \Delta(\langle \text{PreCourse}\% \rangle) \right]^2 + \left[ \frac{\partial(\langle g \rangle)}{\partial(\langle \text{PostCourse}\% \rangle)} \Delta(\langle \text{PostCourse}\% \rangle) \right]^2} \quad (3) \\ &= \sqrt{\left[ \frac{\langle \text{PostCourse}\% \rangle - 100}{(\langle \text{PreCourse}\% \rangle - 100)^2} \Delta(\langle \text{PreCourse}\% \rangle) \right]^2 + \left[ \frac{\Delta(\langle \text{PostCourse}\% \rangle)}{100 - \langle \text{PreCourse}\% \rangle} \right]^2} \end{aligned}$$

where  $\Delta(\langle \text{PreCourse}\% \rangle)$  and  $\Delta(\langle \text{PostCourse}\% \rangle)$  are the inter-quartile ranges divided by  $\sqrt{N}$ .

In addition to the FCI, we collected data on student background and why they were taking the course. In the fall session we collected that data using clickers in the second week of classes: only about 500 of the 641 "matched" students answered these questions. In the summer session we avoided this unfortunate loss of 22% of the sample by including the questions as part of the Pre-Course FCI.

### III. RESULTS

Figures 1(a) and 2(a) above show that the summer students begin the course with less conceptual understanding of classical mechanics than their counterparts in the fall session. Table II shows the numbers:

Table II. Pre-Course FCI Medians

Session	Median
Fall 2012	$50.0 \pm 1.3$
Summer 2013	$40.0 \pm 1.9$

Figures 1(b) and 2(b) show that the summer students also ended up with less conceptual understanding than their fall counterparts, and Table III shows these numbers:

Table III. Post-Course FCI Medians

Session	Median
Fall 2012	$76.7 \pm 1.1$
Summer 2013	$63.3 \pm 2.9$

Table IV shows the median normalized gains. The fall session outperformed the summer one by  $0.14 \pm 0.06$ , which roughly corresponds to a 95% confidence interval.<sup>13</sup> Calculating  $\langle g \rangle_{\text{mean}}$  as is standard in the literature gives values of  $0.45 \pm 0.02$  for the fall session and  $0.34 \pm 0.03$  for the summer session, where the uncertainties are the propagated standard errors of the mean,  $\sigma / \sqrt{N}$ . These values are both consistent with those of first year university courses using reformed research-based pedagogy, as can be seen in, for example, Reference 12.

Table IV. Median Normalized Gains

Session	$\langle g \rangle_{\text{median}}$
Fall 2012	$0.53 \pm 0.03$
Summer 2013	$0.39 \pm 0.05$

Earlier we stated that the difference between using “matched” students who took both the Pre-Course and Post-Course FCI compared to using all the FCI scores was only a few percent. For example, for the summer 2013 session the median normalised gain using all FCI scores was  $0.42 \pm 0.04$ .

Another way to investigate the difference in gains in the two sessions is to look at the individual normalised gains  $G$ . Figure 3(a) shows histograms of the gains for the fall term and Figure 3(b) shows the gains for the summer one. Table V gives the medians for the  $G$  values. The values are similar to the median normalized gains in Table IV. The difference in the median values of  $G$  are  $0.15 \pm 0.04$  which is larger than the differences in  $\langle g \rangle_{\text{median}}$ , and the values differ by almost 4 times the total uncertainty.

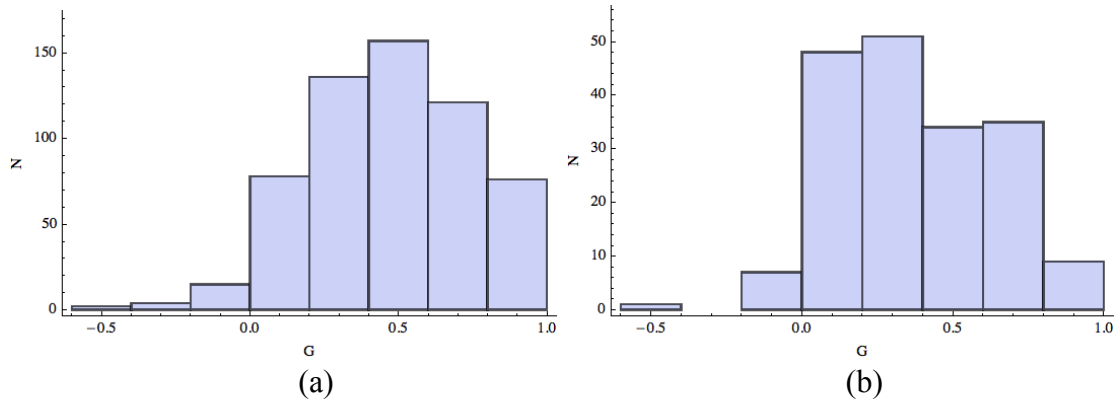


Figure 3. Individual gains  $G$  for the fall session (a) and the summer session (b)

Table V. Medians of the Individual Gains  $G$

Session	$G$ Median
Fall 2012	$0.47 \pm 0.02$
Summer 2013	$0.32 \pm 0.03$

An alternative to histograms for visually comparing two distributions, such as Fig. 3, is the boxplot. Figure 4 shows the boxplot for the two distributions of  $G$ . The “waist” on the box plot is the median, the “shoulder” is the upper quartile, and the “hip” is the lower quartile. The vertical lines extend to the largest/smallest value less/greater than a heuristically defined outlier cutoff.<sup>14</sup> The dots represent data that are considered to be outliers. Also shown in the figure are the statistical uncertainties in the value of the medians.

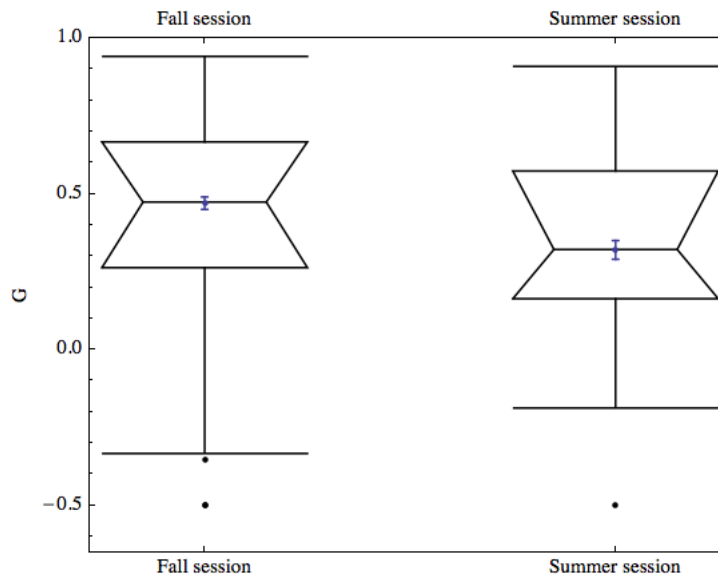


Figure 4. Boxplots for the distributions of  $G$  for the two sessions of the course

There were 10 students in the fall session whose Pre-Course score was over 80% and whose  $G$  was less than -0.66; one such student had a  $G$  of -4 and two had  $G$ s of -3. These students were clearly outliers, and probably just “blew off” the Post-Course FCI. There were no such students in the summer session. We have chosen a range for the vertical axis in Fig. 4 so that those 10 students are not shown.

Although the data, Tables IV and V and Figs. 3 and 4, show that the overall performance of students in the fall session was greater than the performance of the summer students, the question remains about whether the differences are significant. For data that conforms to a Gaussian distribution, the fairly well known Cohen  $d$  effect size is often used to characterize the difference in two distributions.<sup>15</sup> For data like our values for  $G$ , which are not normally distributed, Cliff’s  $\delta$  provides a similar measure.<sup>16</sup> The Cliff  $\delta$  for 2 samples is the probability that a value randomly selected from the first group is greater than a randomly selected value from the second group minus the probability that a randomly selected value from the first group is less than a randomly selected value from the second group. It is calculated as:

$$\delta = \frac{\#(x_1 > x_2) - \#(x_1 < x_2)}{N_1 N_2} \quad (4)$$

where # indicates counting. The values of  $\delta$  can range from -1, when all the values of the first sample are less than the values of the second, to +1, where all the values of the first sample are greater than the values of the second. A value of 0 indicates samples whose distributions completely overlap. By convention,  $|\delta| \sim 0.2$  indicates a “small” difference between the two samples,  $|\delta| \sim 0.5$  a “medium” difference, and  $|\delta| \sim 0.8$  a “large” one.<sup>17</sup> For our  $G$  values  $\delta = 0.227$  with a 95% confidence interval range<sup>18</sup> of 0.136 - 0.314. Thus, the difference in  $G$  is small but statistically significant.

For the fall session, the correlation of FCI performance with student interest and background as has been studied.<sup>19</sup> As shown here in the Appendix, except for their program of study (Question 1) the characteristics of the student population in the two sessions of the course are different. We collected this information about the students because we anticipated that we would have to account for these differences in determining the overall effectiveness of the two formats of the course. Therefore, we were surprised that for each course looked at separately, the normalised gains were the same within uncertainties for each student characteristic and were also consistent with the overall values of Table IV. Table VI summarises the median normalised gains for the two sessions for those characteristics that had significant number of students in all categories and with different pre-course and post-course FCI scores; some of this data for the fall session also appeared in Reference 19. Also, recall that twice the stated uncertainty corresponds roughly to a 95% confidence interval.

Table VI. Normalised Gains for Various Groups

Student Category	Fall Session $\langle g \rangle_{\text{median}}$	Summer Session $\langle g \rangle_{\text{median}}$
Taking the course because it is required	$0.47 \pm 0.04$	$0.35 \pm 0.05$
Taking the course for their own interest	$0.56 \pm 0.11$	$0.32 \pm 0.15$
Taking the course both because it is required and for their own interest	$0.57 \pm 0.04$	$0.41 \pm 0.11$
Took Grade 12 Physics	$0.54 \pm 0.03$	$0.35 \pm 0.07$
Did not take Grade 12 Physics	$0.55 \pm 0.04$	$0.45 \pm 0.07$
Previously started but dropped the course	$0.48 \pm 0.20$	$0.25 \pm 0.14$
Had not previously started the course	$0.59 \pm 0.03$	$0.42 \pm 0.05$

From Table II, the median Pre-Course FCI score for the fall session is greater than for the summer session by  $\Delta = 13.3 \pm 2.3$ . As discussed in Ref. 19, fitting  $G$  vs. the Pre-Course FCI scores for the fall session gave a small but positive slope of  $m_{\text{fall}} = 0.00212 \pm 0.00054$ . Similar fits for the summer session gave a slope of  $m_{\text{summer}} = 0.0018 \pm 0.0021$ , which is also positive but is zero within uncertainties. Coletta and Phillips propose that a “hidden variable”, the cognitive level of the students, is responsible for such non-zero slopes.<sup>20</sup> Regardless of the cause, such slopes might be expected to give changes in the median normalised  $G$  of something on the order of  $\Delta \times m_{\text{fall}} = 0.028 \pm 0.009$  or  $\Delta \times m_{\text{summer}} = 0.02 \pm 0.03$ . The values are less than the uncertainty in the difference in  $\langle g \rangle_{\text{median}}$  (0.06) or the uncertainty in the difference in the values of the median of  $G$  (0.04) for the two courses. Thus, the effect of the differing Pre-Course FCI scores for the two courses appears to have a negligible impact on the values of the normalised gains.

#### IV. DISCUSSION

So far as we know, there is only one other study that compares student performance in compressed-format to regular-format in a post-secondary introductory physics course.<sup>21</sup> It used the Force and Motion Conceptual Evaluation (FMCE) instrument.<sup>22</sup> However, in this study the type of pedagogy used in the different sessions of the course differed somewhat, although the instruction was more-or-less based on Physics Education Research in all versions. The results were that the normalized gains on the FMCE were somewhat less for the summer session than for either of the regular sessions that were studied.

There is also a study of summer intensive high school physics courses for gifted students, which used the FCI and found that the gains were comparable to those of ordinary year-long courses taken by average students.<sup>23</sup> There are studies of post-secondary courses in accounting<sup>24</sup>, and basic skills in math, English, and reading in U.S. community colleges.<sup>25,26</sup> They both report that the compressed format is at least as effective as the



regular format offerings, although they do not have a tool like the FCI to do a rigorous measurement of the effectiveness of the courses.

Our intuition was that the compressed 6-week format of the summer course does not allow adequate time for students to reflect upon and absorb the sometimes counter-intuitive concepts of classical mechanics: some have compared this version of the course to trying to drink from a fire hose. Despite the fact that between us we have nearly 100 years of physics teaching experience, our intuition did not really correspond to the data. Although there are differences in the gains of the students, they are not nearly as dramatic as we had expected. This study, then, is another example of the importance of the methodology of Physics Education Research: teachers' intuition is sometimes wrong but the data do not lie.

The fall session had two lecturers who alternated, and the summer one had a different lecturer. The two versions use almost identical pedagogy both in class and in the Practicals, and the three lecturers communicate regularly and occasionally observe each other's classes. Nonetheless, different instructors have different effectiveness in terms of the learning of their students, regardless of the type of pedagogy employed in their classrooms. This is almost certainly a factor in the difference in performance in the two versions of the course studied here, although we do not know of any way to deal with it quantitatively. If a compressed-format course is inherently much worse than a regular-format one, then the fact that the gains were almost as good for the summer term as the fall one would make DMH, the lecturer in the summer course, feel that he was more skillful than he probably is; if the two formats are essentially the same in terms of effectiveness then JJBH would be happy that he and the other lecturer in the fall term<sup>27</sup> had their students outperform their summer counterparts. In this regard, Hoellwarth and Moelter studied instructor effectiveness in a Studio Physics course over 9 quarters with 11 different instructors, and found that there were variations in the values of  $\langle g \rangle_{\text{mean}}$  for the same instructor for different quarters that were more significant than the variation between different instructors.<sup>28</sup>

Finally, as stated in Reference 19, we are continuing to collect this sort of data. We hope that with more students in the sample and better statistics we can re-visit the question of normalised gains for different groups and sub-groups of students and the effectiveness of compressed-format compared to regular-format courses. Such longitudinal data will also allow us to get a better idea about the importance of the individual instructor or instructors in influencing student performance.

## ACKNOWLEDGEMENTS

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## APPENDIX

We asked the students to self-report on the reason they are taking the course and some background information about themselves. Here we summarise that data.

### 1. “What is your intended or current Program of Study (PoST)?”

Answer	Fall 2012	Summer 2013
Life Sciences	88%	90%
Physical and Mathematical Sciences	9%	8%
Other/Undecided	4%	2%

### 2. “What is the main reason you are taking PHY131?”

Answer	Fall 2012	Summer 2013
“Because it is required”	32%	60%
“For my own interest”	16%	12%
“Both because it is required and for my own interest”	52%	28%

### 3. “When did you graduate from high school?”

Answer	Fall 2012	Summer 2013
2012	78%	41%
2011	9%	20%
2010	5%	21%
2009	3%	11%
Other/NA	4%	7%

### 4. “Did you take Grade 12 Physics or an equivalent course elsewhere?”

Answer	Fall 2012	Summer 2013
Yes	75%	61%
No	25%	39%

5. “MAT135 or an equivalent calculus course is a co-requisite for PHY131. When did you take the math course?”

Answer	Fall 2012	Summer 2013
“I am taking it now”	81%	5%
“Last year”	10%	53%
“Two or more years ago”	9%	42%

6. “Have you previously started but did not finish PHY131?”

Answer	Fall 2012	Summer 2013
Yes	4%	15%
No	96%	85%

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<sup>2</sup> Available from <http://modeling.asu.edu/R&E/Research.html>

<sup>3</sup> Randall D. Knight, *Physics for Scientists and Engineers: A Strategic Approach*, 3<sup>rd</sup> ed. (Pearson, Toronto, 2013).

<sup>4</sup> E. Mazur, *Peer Instruction: A User's Manual* (Addison-Wesley, New York, 1996).

<sup>5</sup> D.R. Sokoloff and R.K. Thornton, “Using Interactive Lecture Demonstrations to Create an Active Learning Environment,” *The Physics Teacher* **35** (1997), 340.

<sup>6</sup> The U of T Practicals web site is: <http://www.upscale.utoronto.ca/Practicals/> .

<sup>7</sup> L.C. McDermott, P.S. Schaffer and the Physics Education Group, *Tutorials in Introductory Physics* (Prentice Hall, New Jersey, 2002).

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<sup>9</sup> D. Ahrensmeir, J.M.K.C. Donev, R.B. Hicks, A.A. Louro, L. Sangalli, R.B. Stafford, and R.I. Thompson, “Laboratorials at the University of Calgary: In pursuit of effective small group instruction within large registration physics service courses,” *Physics in Canada* **65** (2009), 214.

<sup>10</sup> Richard Hake, “Lessons from the Physics Education Reform Effort,” *Ecology and Society* **5** (2002), 28.

<sup>11</sup> This is similar in spirit but simpler than a recommendation in B. Iglewicz, “Robust Scale Estimators and Confidence Intervals for Location,” in D.C. Hoaglin, F. Mosteller, and J.W. Tukey eds., *Understanding Robust and Exploratory Data Analysis* (Wiley-Interscience, Toronto, 1983), pg. 424.

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<sup>12</sup> R.R. Hake, “Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses,” *Am. J. Phys.* **66** (1998), 64.

<sup>13</sup> If the uncertainties were based on the standard error of the mean twice the value would be a 95% confidence interval, but for the median, as discussed in Reference 11, the interpretation is more indirect.

<sup>14</sup> There are various conventions for the cutoff definition. We use 1.5 times the inter-quartile range extending from the upper and lower quartiles, which was proposed in J.D. Emerson and J. Strenio, “Boxplots and Batch Comparison,” in D.C. Hoaglin, F. Mosteller, and J.W. Tukey eds., Reference 11, pg. 58ff. This cutoff definition is the usual one.

<sup>15</sup> J. Cohen, “A power primer,” *Psychological Bulletin* **112**, 155 (1992).

<sup>16</sup> N. Cliff, “Dominance statistics: Ordinal analyses to answer ordinal questions,” *Psychological Bulletin* **114**, 494 (1993).

<sup>17</sup> This way of characterizing the effect size is not without controversy and can be overused. Romano, Kromrey, Coraggio and Showronek go even further and recommend setting thresholds of  $|\delta| < 0.147$  “negligible”,  $|\delta| < 0.33$  “small”,  $|\delta| < 0.474$  “medium”, and “large” otherwise, in “Exploring methods for evaluating group differences on the NSSE and other surveys: Are the t-test and Cohen’s d indices the most appropriate choices?,” presented at the annual meeting of the Southern Association for Institutional Research, October, 14- 17, 2006, Arlington, Virginia.

<http://www.coedu.usf.edu/main/departments/me/documents/MethodsforEvaluatingGroup.pdf> (Retrieved September 29, 2014).

<sup>18</sup> The lower value is the 95% CI *infimum* and the upper value is the *supremum*.

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<sup>21</sup> Turhan Carroll, “A Study of the Effectiveness of Using PER-Based Reforms in a Summer Setting,” (2006),

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<sup>22</sup> R.K. Thornton and D.R. Sokoloff, “Assessing student learning of Newton’s laws: The Force and Motion Conceptual Evaluation and the Evaluation of Active Learning Laboratory and Lecture Curricula,” *Am. J. Phys.* **66** (1998), 338.

<sup>23</sup> L. Hsu, “Measuring the Effectiveness of Summer Intensive Courses for Gifted Students: A Pilot Study and Agenda for Research,” *The Gifted Child Quarterly* **47** (2003), 212. As Hsu pointed out in a private communication, not studied is how average students would do in a compressed-format summer course.

<sup>24</sup> W.C. Howell, and L.T. Johnson, “An Evaluation of the Compressed-Course Format for Instruction in Accounting,” *The Accounting Review* **62** (1982), 403.

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<sup>26</sup> C.Q. Sheldon and N.R. Durdella, “Success Rates for Students Taking Compressed and Regular Length Courses in the Community College,” *Community College Journal of Research and Practice* **34** (2010), 39.

<sup>27</sup> Andrew Meyertholen.

<sup>28</sup> C. Hoellwarth and M.J. Moelter, “The implications of a robust curriculum in introductory mechanics,” *Am. J. Phys.* **79** (2011), 540.

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