WHAT IS IT?

1. In a system of instruction, where students learn at their own rate, slower learners are not pressured to keep up with the class, while faster learners are not held back.

2. Background gaps are avoided, and academic standards are maintained, since each test must be passed before taking the next one.

3. A self-paced system of individualized instruction can effectively accommodate different learning styles by offering various modes of instructional materials and activities.

4. Additional help can be given at any time without special arrangements, since instructors are available days and most evenings at the main campuses.

5. Students have the opportunity to begin a course at any time throughout a session, since instruction of each student is independent of the class.

6. Students never have to defer taking a course because of schedule or work conflicts, since assigned hours can be easily changed.

7. Courses need never be cancelled because of insufficient enrollment, since several courses are combined to justify the salaries of one or more instructors.

8. With individually-paced learning, students are not in competition with each other for grades.

9. Students who have missed class because of illness or accident need neither special help nor make-up tests, since neither class notes nor tests have been missed. In addition to their scheduled hours, they are welcome to attend extra hours any time the Lab is open.

10. Students develop self-confidence in their ability to learn, and become self-reliant as they learn each objective, thereby preparing themselves to compete in the real world.

11. Hearing-impaired students and visually-impaired students are naturally integrated into a regular instructional environment.
12. Students can work with the instructor(s) with whom they are most comfortable.

13. Students are given the opportunity to rejoin failed tests, take extra time for tests, and to possibly correct careless errors.

- **WHAT MAIN CHARACTERISTICS DIFFERENTIATE INDIVIDUALLY-PACED INSTRUCTION FROM GROUP-PACED INSTRUCTION?**

1. Students are not expected to learn new topics until they have passed a test on previous ones.

2. Students are not required to maintain the pace of the instructor. Some students finish early, some on time, and some require additional time beyond the end of the session.

3. Students are not required to start at the beginning of a session. Current students may start a new course the day they complete a prerequisite one; new students may enter late to simply get a head start on the next session; and lecture-class students finding the pace too fast, may want to switch for a more suitable pace.

- **WHY IS IT A DESIRABLE LEARNING ALTERNATIVE AT CCRI?**

The College has a policy of mandatory assessment for students entering mathematics courses. One method of assessment is passing a placement test. Students must sign a statement saying that they understand that the placement scores will require them to take the appropriate math course. The rationale being that knowledge of prerequisites gives students a better chance to succeed.

Individually-paced learning, as currently practiced by the CCRI Mathematics Department is consistent with and a continuation of the College’s philosophy. It applies this philosophy throughout the course, not just to enter. Students will be more successful learning new material in Test 2, provided they understand previous material included in Test 1. So passing Test 1 is the prerequisite for Test 2, Test 2 material is the prerequisite for Test 3, etc.

Students are not allowed to take the next test until they have passed the previous one containing prerequisite topics. For example, before students learn percent they must demonstrate knowledge of fractions and decimals, the prerequisites. This is an ideal, thorough method of learning which students should have an opportunity to select.