



## **1 Week V's 4 Weeks?**

# **A systematic approach to block teaching for immersive learning within higher education**

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# Focus of the session:

- Immersive learning has recently gained attention within the higher education sector.
- Current publications\* reflect heavily around the benefits gained from block teaching.
  - *A significant caveat within the existing body of literature is around how 4-week block teaching and immersive learning is operationalised in terms of curriculum design; and how this is cascaded to a course and module level.*
- The focus of the session will be upon WMG's experience of moving from a one-week block to a four-week block teaching model at master's level within the discipline of Supply Chain and Trade.
  - Supply Chain and Logistics Management (SCLM) → Course learning journey in a 4-week block
  - International Trade, Strategy and Operations (ITSO) → How to operationalise 4-week block teaching

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\* A selection of which can be found in the reference list



# WMG and 1 week block teaching

- Who are WMG?
  - A research focussed interdisciplinary academic department of the University of Warwick, with around 3,000 students studying applied courses in Business/Management, Technology & Engineering subjects.
  - Established in 1980, now the largest department at Warwick with over 800 staff.
- WMG has historically focused it's teaching portfolio on Part-Time students taught in blocks.
  - A typical 1-week block delivery (residential) 8:30am → 7:30pm to fit around employer and learner need (student work release)
- With the shift of part-time students to Degree Apprenticeships & online learning, and a growing number of full-time students a change was needed.



# WMG's experience with 1 week block delivery

## Advantages:

- Immersive learning → Intensive delivery of lecture and seminar content along with assessment within module
- Ability to engage and meet industrial demands and needs for HE
- Allows students to consolidate the learning from one module and feed it forward into the next to enhance and support the student's learning journey

## Motivations for change:

- For a typical FT PG learner, 1 week block timetable creates intense blocks of learning with limited time and opportunities for students to review and feedforward the material into the next session
- Relies heavily on students having completed the pre-reading and exercise materials in advance of the weeklong delivery
- Resource demands → succession and sickness planning



# .....Our transition to 4-week block teaching

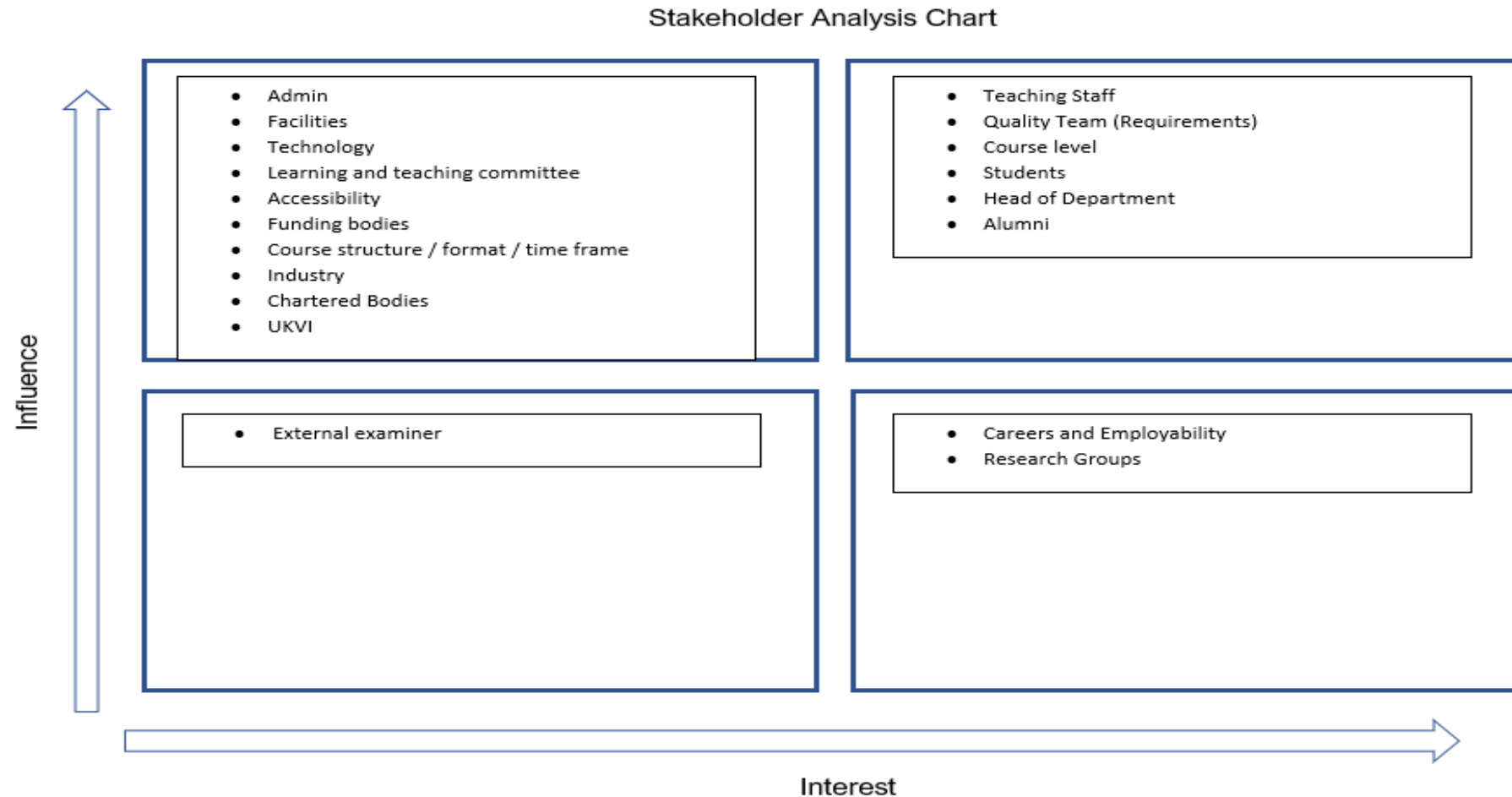
## Motivations for changing to the four-week model:

- Increasing demand for Full-time master's level provision from students with a diverse range of backgrounds with UG attainment of 2.1 and above
  - Learning style → transition from UG to PG
  - Pedagogical design considerations including the need for deeper engagement, enhanced reflection, and increased opportunities for application of knowledge
- Wider university need to transition to a more traditional model of teaching provision
  - Adapting a model that evidentially has worked for WMG for the past 40 years
- Resource implications of transitioning to a longer format (team approach to teaching/parallel session delivery), including faculty workload, facility requirements, and student support services

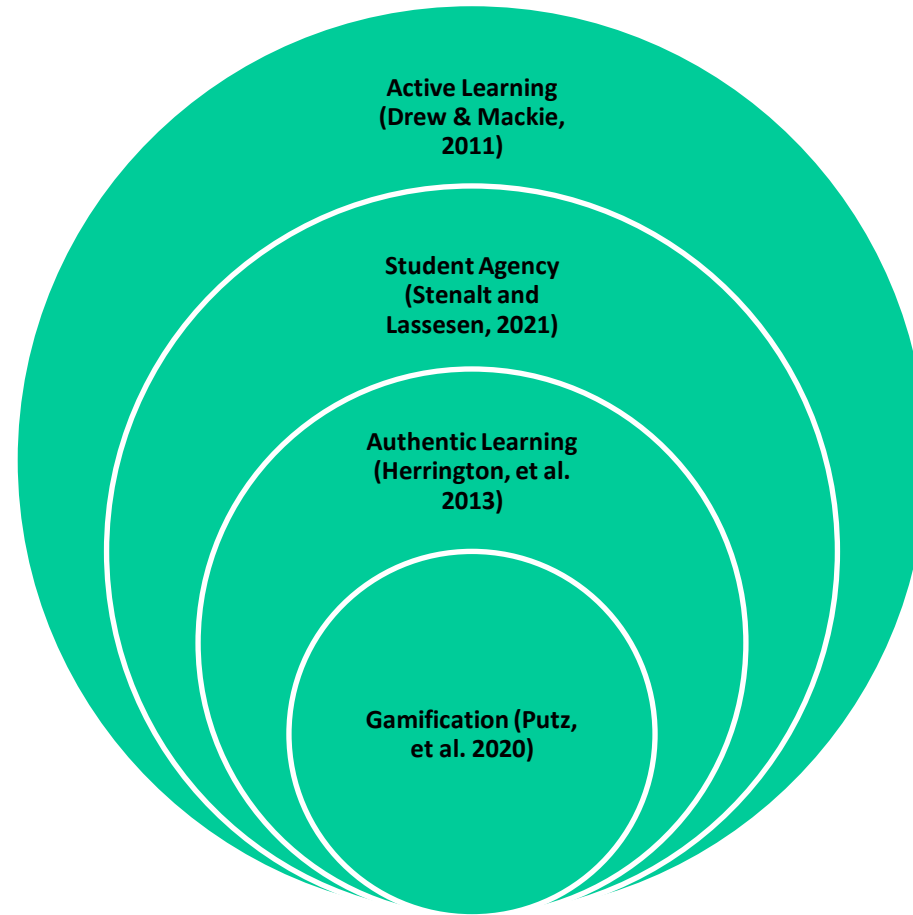


# Supply Chain and Logistics Management : Learning Journey

## Stakeholder Engagement Map:

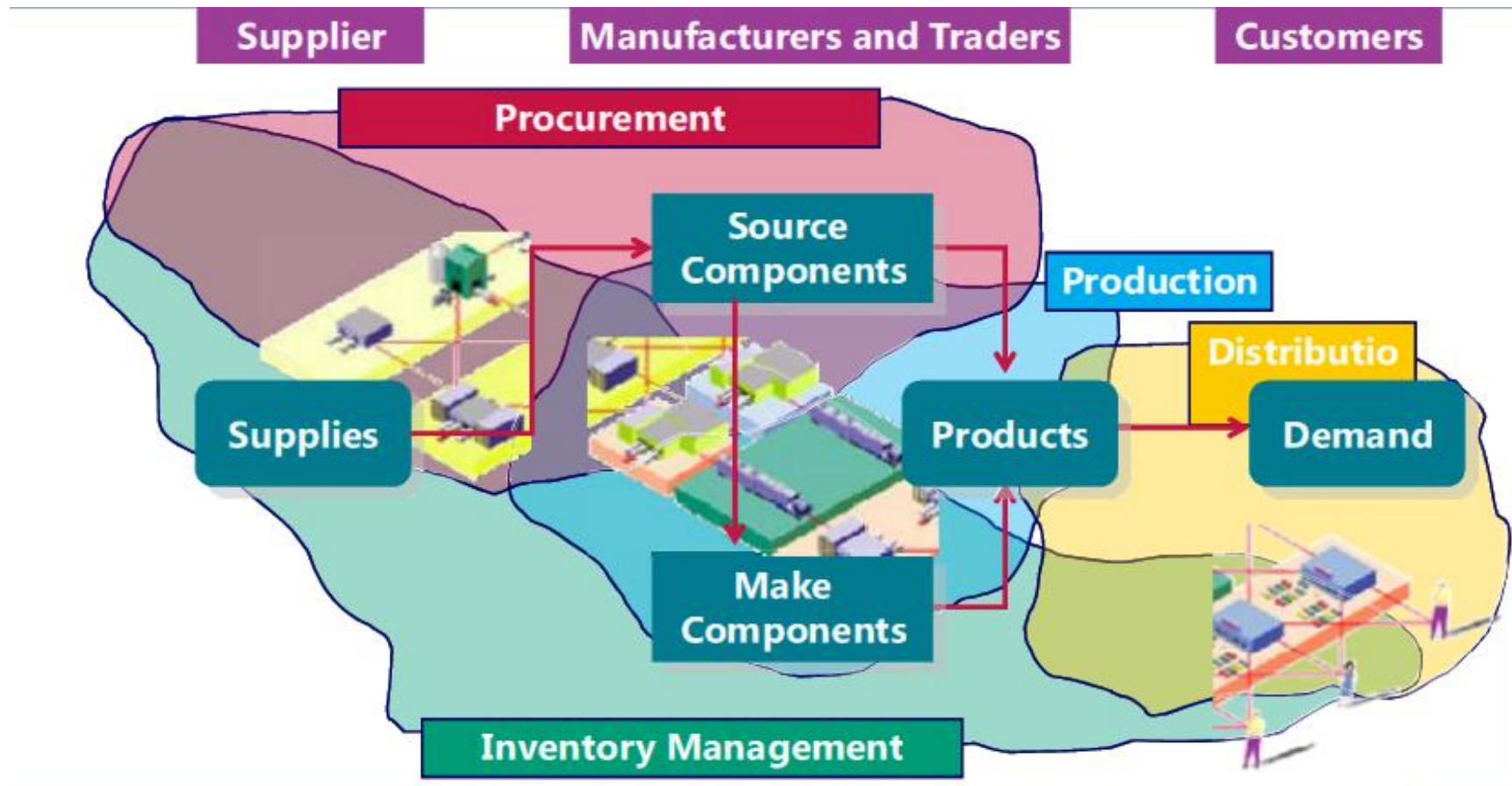


# Concept Pedagogy: Pedagogical foundations for SC and ITSO Modules



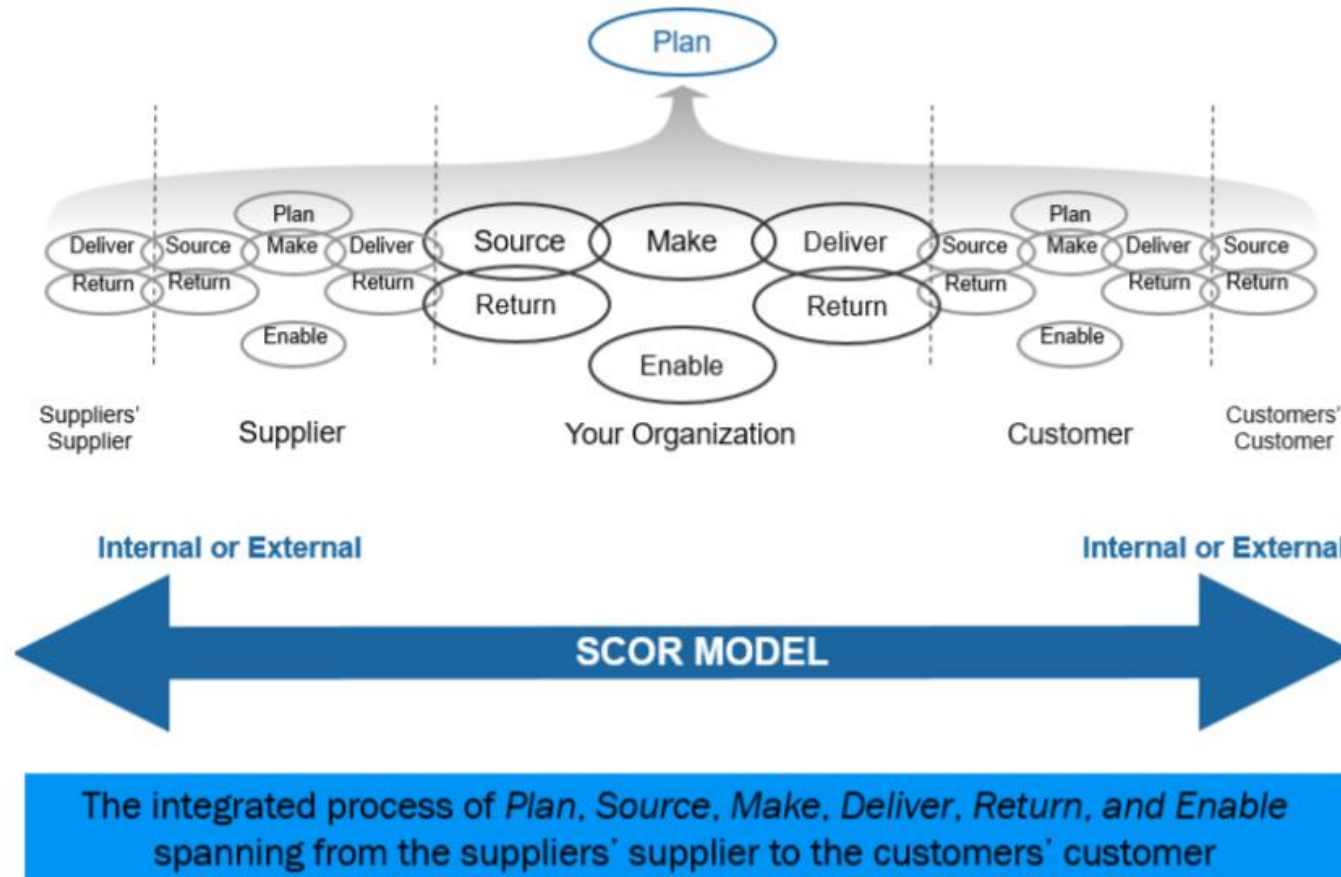


# SCLM Learning Journey





# Learning Journey: Mapping modules against supply chain Functions



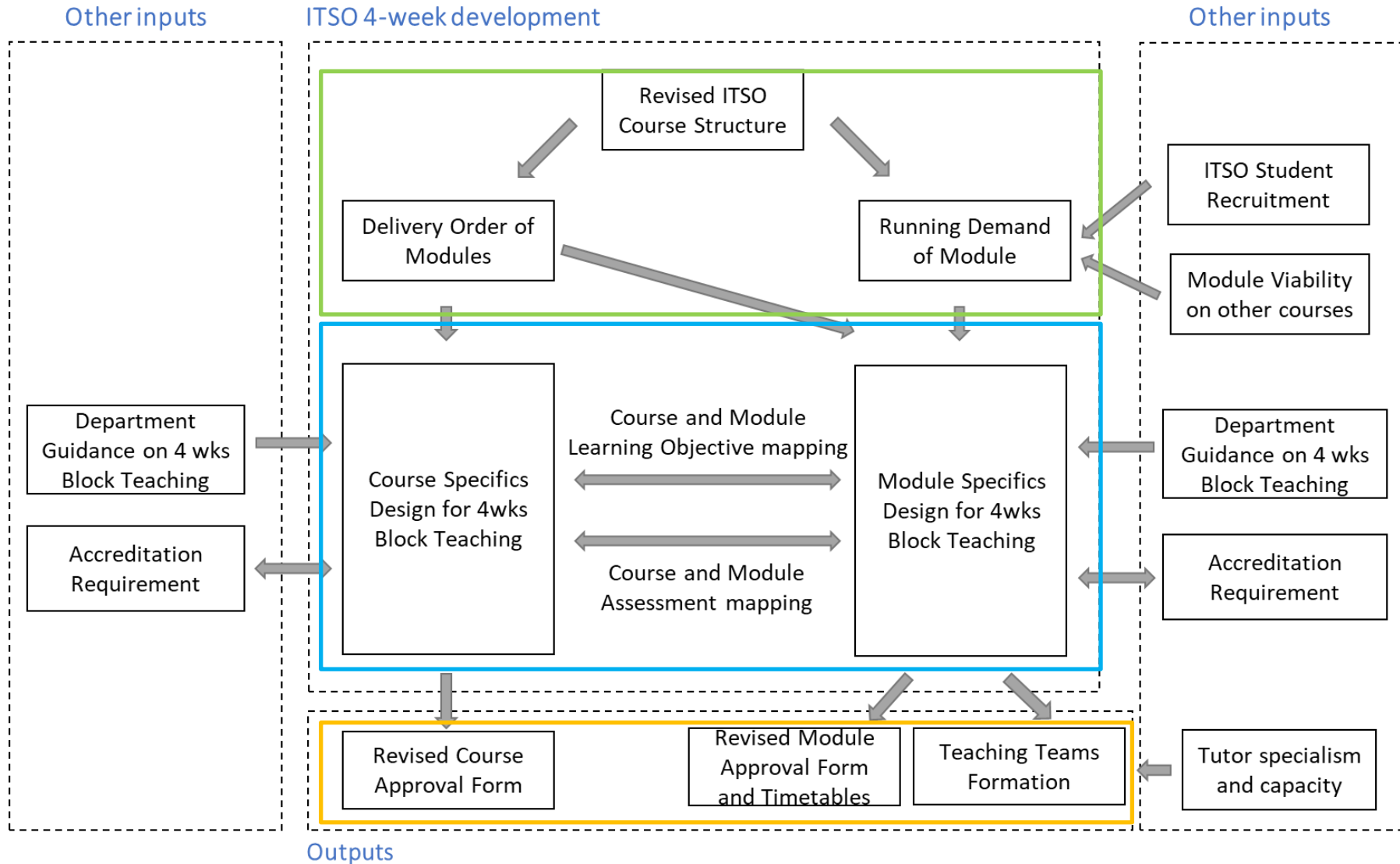
# SCM Learning Journey



30/09/2024	Induction
07/10/2024	SPA week
14/10/2024	SCM
21/10/2024	
28/10/2024	
04/11/2024	
11/11/2024	PIM
18/11/2024	
25/11/2024	
02/12/2024	
09/12/2024	Project week
16/12/2024	Christmas
23/12/2024	
30/12/2024	
06/01/2025	LOSM
13/01/2025	
20/01/2025	
27/01/2025	
03/02/2025	S/W
10/02/2025	
17/02/2025	
24/02/2025	
03/03/2025	TTM
10/03/2025	
17/03/2025	
24/03/2025	
31/03/2025	Project week
07/04/2025	easter or project week
14/04/2025	Easter
21/04/2025	SSCM
28/04/2025	
05/05/2025	
12/05/2025	
19/05/2025	DAD
26/05/2025	
02/06/2025	
09/06/2025	
16/06/2025	Project
23/06/2025	
30/06/2025	
07/07/2025	
14/07/2025	
21/07/2025	
28/07/2025	
04/08/2025	
11/08/2025	
18/08/2025	
25/08/2025	
01/09/2025	Dissertation Marking
08/09/2025	
15/09/2025	
22/09/2025	
29/09/2025	
06/10/2025	New term

# International Trade, Strategy & Operations: The operational practicalities of a 4-week block

**Development Journey**



# Example of Timetable and Assessment

- Each student will be timetabled 4 hours per half day and 2 half days per week over the 4-week period.
- For a cohort of 30 students, 32 hours room capacity are available, and the room size is between 30 – 120 students.
- 30 hours of in person contact max per month.
- Two tutors are required at least for every 120 students teaching delivery in 4 weeks block.
- If parallel runnings are required, then consider the order of sessions for fitting in guest speakers and outside classroom activities.
- Assessment types and submission time worth more attentions.

Classroom 1 with Capacity of 120										
	9am	10am	11am	12pm	1pm (lunch)	2pm	3pm	4pm	5pm	6pm (finish)
Mon	L1 for 4 Cohorts		L2 for 4 Cohorts							
Tues						Online				
Wed	L3 for 4 Cohorts		L4 for 4 Cohorts							
Thurs						Online				
Fri										

	9am	10am	11am	12pm	1pm (lunch)	2pm	3pm	4pm	5pm	6pm (finish)
Mon	Cohort 1 - S1		Cohort 1 - S2			Cohort 3 - S1		Cohort 3 - S2		
Tues	Cohort 2 - S1		Cohort 2 - S2			Cohort 4 - S1		Cohort 4 - S2		
Wed	Cohort 1 - L5		Cohort 1 - S3							
Thurs	Cohort 3 - L5		Cohort 3 - S3			Cohort 2 - L5		Cohort 2 - S3		
Fri	Cohort 4 - L5		Cohort 4 - S3			Online				

	9am	10am	11am	12pm	1pm (lunch)	2pm	3pm	4pm	5pm	6pm (finish)
Mon	Cohort 1 - S4		Cohort 1 - S5			Cohort 3 - S4		Cohort 3 - S5		
Tues	Cohort 2 - S4		Cohort 2 - S5			Cohort 4 - S4		Cohort 4 - S5		
Wed	Cohort 1 - L6		Cohort 1 - S6			Online				
Thurs	Cohort 3 - L6		Cohort 3 - S6			Cohort 2 - L6		Cohort 2 - S6		
Fri	Cohort 4 - L6		Cohort 4 - S6							

	9am	10am	11am	12pm	1pm (lunch)	2pm	3pm	4pm	5pm	6pm (finish)
Mon	Cohort 1 - S7		Cohort 1 - S8			Cohort 3 - S7		Cohort 3 - S8		
Tues	Cohort 2 - S7		Cohort 2 - S8			Cohort 4 - S7		Cohort 4 - S8		
Wed	Cohort 1 - S9		Cohort 3 - S9							
Thurs	Cohort 2 - S9		Cohort 4 - S9							
Fri										

\*each cohort is 32 students max  
 Tutor 1: Cohort 1 and 3  
 Tutor 2: Cohort 2 and 4

Assessment 1 Submission  
 (Group presentation)

Assessment 2 Submission  
 (Assignment)

Classroom 2 with Capacity of 120										
	9am	10am	11am	12pm	1pm (lunch)	2pm	3pm	4pm	5pm	6pm (finish)
Mon	L1 for 4 Cohorts		L2 for 4 Cohorts							
Tues						Online				
Wed	L3 for 4 Cohorts		L4 for 4 Cohorts							
Thurs						Online				
Fri										

	9am	10am	11am	12pm	1pm (lunch)	2pm	3pm	4pm	5pm	6pm (finish)
Mon	Cohort 5 - S1		Cohort 5 - S2			Cohort 7 - S1		Cohort 7 - S2		
Tues	Cohort 6 - S1		Cohort 6 - S2			Cohort 8 - S1		Cohort 8 - S2		
Wed	Cohort 5 - L5		Cohort 5 - S3							
Thurs	Cohort 7 - L5		Cohort 7 - S3			Cohort 6 - L5		Cohort 6 - S3		
Fri	Cohort 8 - L5		Cohort 8 - S3			Online				

	9am	10am	11am	12pm	1pm (lunch)	2pm	3pm	4pm	5pm	6pm (finish)
Mon	Cohort 5 - S4		Cohort 5 - S5			Cohort 7 - S4		Cohort 7 - S5		
Tues	Cohort 6 - S4		Cohort 6 - S5			Cohort 8 - S4		Cohort 8 - S5		
Wed	Cohort 5 - L6		Cohort 5 - S6			Online				
Thurs	Cohort 7 - L6		Cohort 7 - S6			Cohort 6 - L6		Cohort 8 - S6		
Fri	Cohort 8 - L6		Cohort 8 - S6							

\*each cohort is 32 students max  
 Tutor 3: Cohort 5 and 7  
 Tutor 4: Cohort 6 and 8

Note: L: Lecture; S: Syndicate

# Practical Experience

- Plan for the whole journey in advance.
- Be dynamic!
- Collaboration is essential.
- Open discussion combined with output-driven deliveries.
- Regard it as an opportunity rather than a challenge.
- **Any questions?**



# Reference List

- ▶ Buckley, P., & Doyle, E. (2017). *Individualising gamification: An investigation of the impact of learning styles and personality traits on the efficacy of gamification using a prediction market*. *Computers & Education*, 106, 43–55. <https://doi.org/10.1016/j.compedu.2016.11.009>.
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