

STUDENT'S EXPERIENCE OF A RESIDENTIAL-BASED INTENSIVE MODULE

Maeve Mc Ardle | 22.09.2023

AGENDA

Background

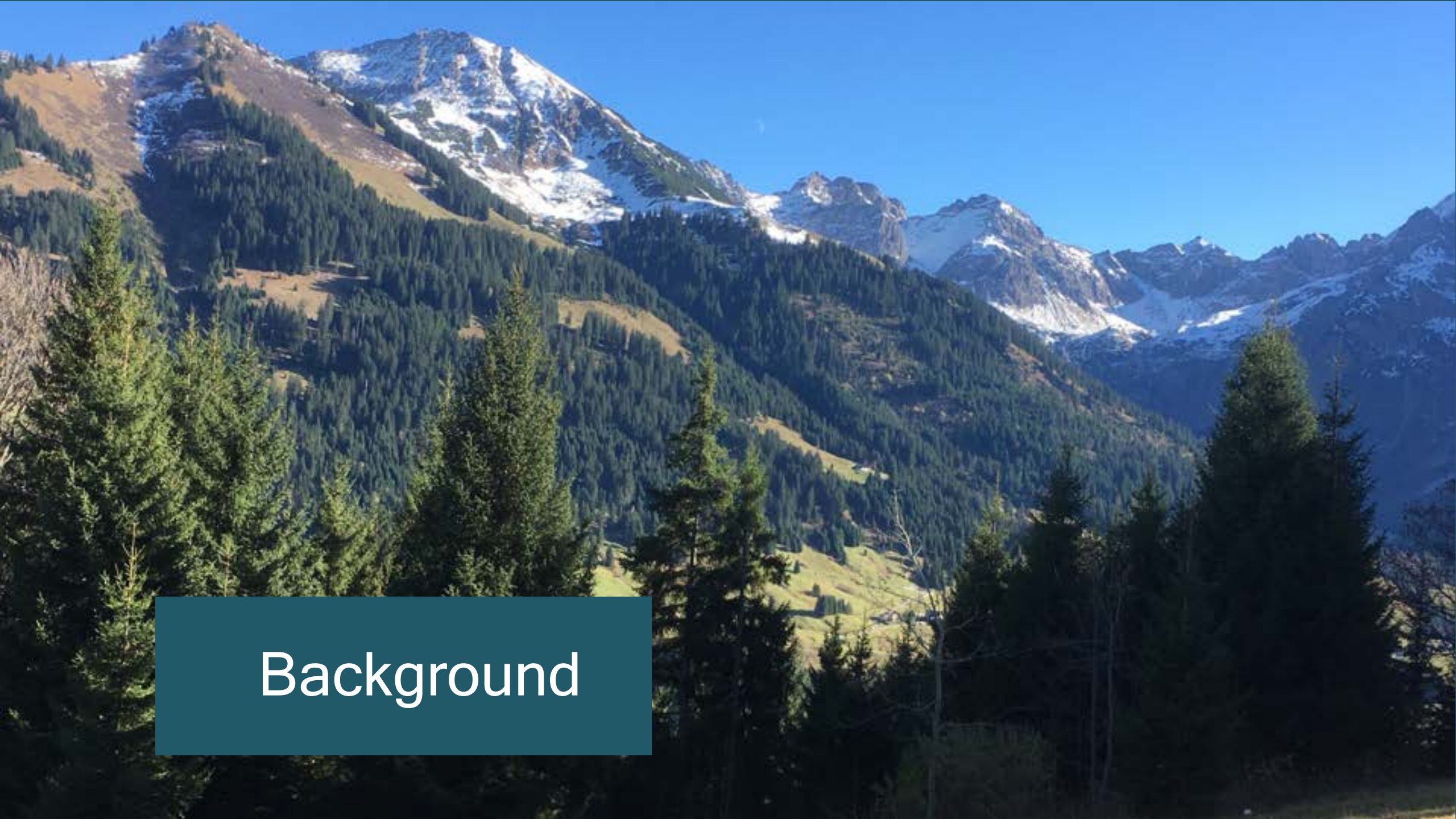
Residential-based intensive mode

The Study

Results

Discussion





Background

The Module

Business Strategy

10 ECTS - Level 9

3-day induction

Week-long international residential

Business simulation game and team tasks

Assessment - 70% Team, 30% Individual

Module Delivery Schedule



Preparation Session

3 day induction (9-5pm)
Campus-based



Block Session

5 day residential (24/7)
Hirschegg, Austria



Residential-based
intensive mode



Definition

“A format in which individuals live and learn together in the same place for the entire duration of their program.”

(Knowles, 1980)

Lends itself to...

- ◆ Innovative design leading to bespoke experiences
- ◆ Connected learning/connected knowing (Belenky et al, 1986)
- ◆ Faster pace and intensity

Distinguishing features

(Bersch & Fleming, 1997)

Detachment



Continuity

A scenic view of a mountain valley. In the background, several jagged mountain peaks are covered in snow under a clear blue sky. The middle ground shows a valley with dense evergreen forests. In the foreground, there are rolling green hills with scattered evergreen trees. A dark teal rectangular box is overlaid on the lower-left portion of the image, containing the text "The Study" in white.

The Study

Methodology

- The aim of the research was to investigate the 'lived experiences' of participants on a residential-based intensive module.
- Interpretive, qualitative study
- Using interpretative phenomenological analysis (IPA)
 - Interpretative process (double hermeneutic)
 - Idiographic approach
- Sample
 - April 2022 cohort
 - 5 participants

Why IPA?

Understanding the student's first-hand account of the experience

Collect detailed accounts of the 'lived experience'

To produce an analytical account that shows a pattern of convergence and differentiation in participants experience of the same phenomenon (Smith & Nizza, 2022, p.10)

A wide-angle landscape photograph of a mountain range. The foreground shows a grassy hillside. The middle ground is dominated by a thick, dark green forest of evergreen trees. In the background, several mountain peaks are visible, with the highest ones covered in snow. The sky is a clear, bright blue with some light, wispy clouds. In the lower right, a small cluster of buildings, likely a village or resort, is nestled in a valley. A semi-transparent teal box is overlaid on the lower left side of the image, containing the word "Results" in white text.

Results

Making sense of it all

1. A strongly positive experience with an emphasis beyond the curriculum.
2. Participants recognised the significance of this rare learning experience and spoke with pride of their personal achievements whilst acknowledging they were stretched beyond their comfort zone.
3. Participants emphasized the importance of strengthening friendships and building new relationships during the module.
4. The learning space is significant and facilitated many Informal learning opportunities.



GROUP EXPERIENTIAL THEMES

Adjusting to a new way of
learning

Building friendships and
connections

Space to learn and the learning
space

Reflecting on the traditional
approach

Theme #1 - Adjusting to a new way of learning

Personal
development

Intense

Pushed
outside their
comfort
zone



Theme #1

It was definitely the most challenging. But I think also was the most rewarding I think, I did enjoy that because then I realized that I could do it and then it was fun”(P1)

"it felt like you were living the whole thing, so it made it much more intense“(P3)

"There was a lot of work, and we were pushed , we were pushed to our limits“ (P5)

Theme #2 - Building friendships and connections

- ◆ An opportunity to building stronger friendships and new connections
- ◆ The highs and lows of working in teams
- ◆ When communications break down



Theme #2

" I felt like it brought us closer together. You learned so many things about people and by the end of it we became friends with every person"(P3)

"Everybody had responsibilities, you couldn't hide away, you couldn't just not turn up to class, we had to be there. Everybody played their part" (P2)

Theme #3 - Space to learn and the learning space

“I think being physically away not being able to check my work laptop and not having the stress of whatever home life stuff was going on and I think was made it, to be able just to focus on the week and on the work and on the socializing” (P4)

“I don't think it would have been the same if it wasn't on top of a mountain in a different country. The location was the cherry on top of all the other interesting and beneficial parts of the week”(P2)

Theme #4 - Reflecting on the traditional approach

“I think it shook up the traditional teaching method and that the intensive practical week is so much more than sitting in the classroom”. (P1)

“The traditional mode is much more book learning, I took a lot out of the intensive module, learning about myself and others” (P4)

Secondary themes

- ◆ The importance of preparation
- ◆ Having fun and making memories



DISCUSSION

Programme development

- ✓ Offer students an opportunity to take on new tasks
- ✓ Reduce stress by making expectations clear and encourage good communication
- ✓ Careful select the location
- ✓ Avoid student fatigue
- ✓ Bring in the fun where possible

THANK YOU



Email: Maeve.mcardle@dkit.ie



[LinkedIn](#)



Soellerhaus: <https://www.soellerhaus.de/>