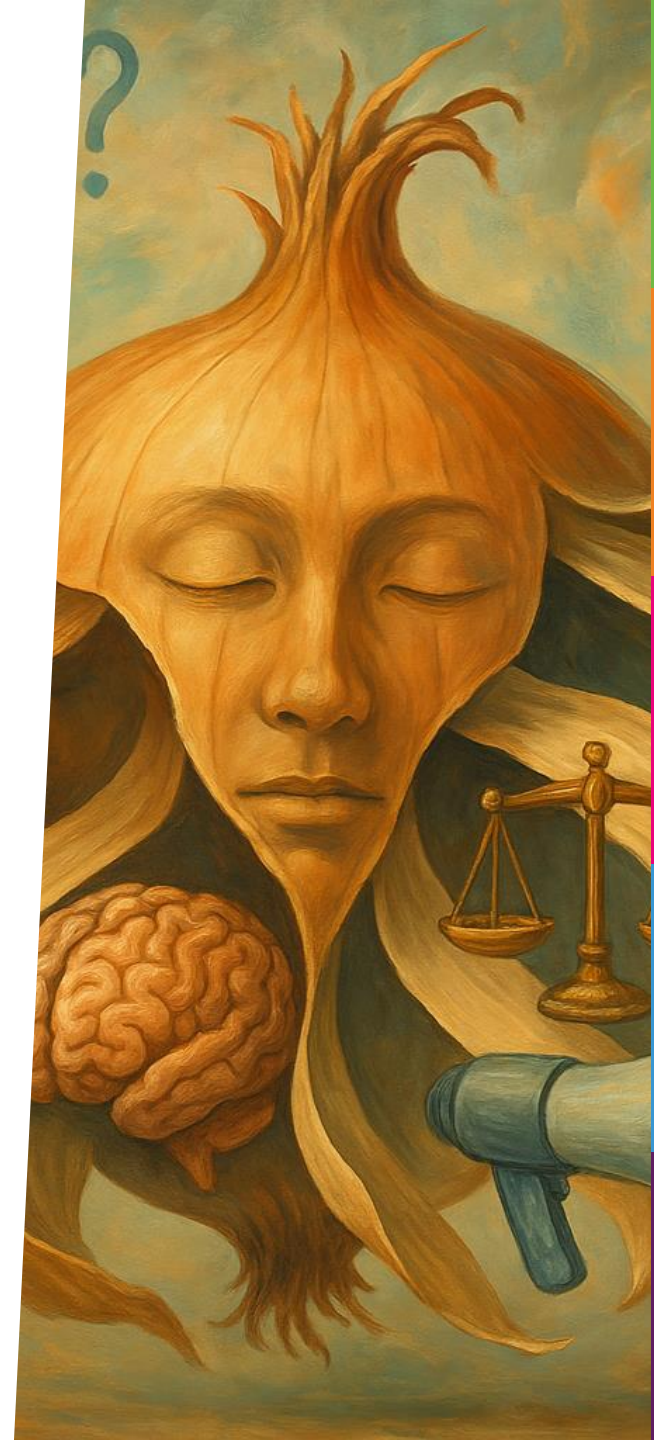


Block Teaching

And the connected curriculum

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Define the block

“Block teaching is a mode of curriculum delivery in which students' study one module at a time over a condensed period, typically 3–6 weeks, allowing for immersive and focused learning experiences.”

König, A., & Tuffnell, C. (2023).



The Block might not be the right answer for every institution, but it does ask the right questions.

(Weldon & Konjarski, 2023, p. 3)



Whats the context?

- enABLe process/principles
- Active, Civic, Inclusive, Inspiring, Innovative and Digital by Design
- Workshop teaching spaces, no lectures.
- Re-developing existing courses
- Teach well, consistency well
- Blank page to fill in



What should fill in that blank Learning Design page?

Authenticity

Support and
Practice

Teach well

Use of Digital
tools and AI

Student
choice and
voice

Workshop
planning

Induction and
Training

Should it be
Prescriptive

Credibility from
literature

Using a new
space

Time

Freedom to change

Feedback

Timeline



Learning Design & Coherence

- Do outcomes, activities and assessment align?
- What does the learning journey look like?
- Are we designing for engagement?

CLO

MLO

WLO

Curriculum Purpose & Value

- What **really matters** in this module what is essential vs. nice-to-have?
- What do we want students to **do with knowledge**, not just know?
- Where are we overloading teaching without clear purpose?
- How does this module connect to **research, practice, or real-world challenges**?

‘Block teaching forces a shift from *coverage* → *meaning*.’ Co pilot 2026

Learning Types Guide

enABLE
Active Enabled Learning

Acquisition Acq	Collaboration Col	Discussion Dis	Investigation Inv	Practice Pra	Production Pro
Learning acquired through acquisition is what learners are doing when they are listening to a lecture or podcast, reading through websites.	Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisitions it is about taking part in the process of knowledge building itself.	Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers.	Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught.	Learning through practice enables the learner to adapt their actions to the task goal, and use the feedback to improve their next action. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal.	Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice.
Indicative Activities - Guided readings (library resources - books/journals) - Open Educational Resources - TV programmes (Estream / BOB) - Podcasts (media) - Webinars (virtual classroom) - Demonstrations - Q&A forum (forum, where teachers answer student questions) - Video lectures (webcast) - YouTube videos (external) - Field/lab observations (media/blog/wiki) - MCQs - formative with automatic feedback - Portfolios (MyPortfolio)	Indicative Activities - Collaborative wiki - what do we know about ...? - Develop a shared resource library (database/glossary/wiki) - Social networking - participate (external) - Special interest groups - share on a topic (forum) - Mentor other learners	Indicative Activities - Interview an expert (forum/chat) - Webinars/seminars/tutorials - Model answers/examples of previous work (forum) - Analyse chat text (in course or uploaded) - Job/professional reflections (blog) - Group discussions on the topic, problem, reading (chat/blog/wiki) - Social networking - participate (external) - Reflective tasks - group or individual (forum) - Special interest groups - share on a topic (forum) - Lead a group project - Audience polls or surveys	Indicative Activities - Analysis and synthesis of ideas and information from a range of resources - Action research (collecting and analysing data) - Web search (forum, wiki) - Problem-based learning - OER resources - Literature reviews and critiques (forum/blog/wiki/RSS) - Field/lab observations (media/blog/wiki) - Authentic research / data analysis - write a paper - Lead a group project	Indicative Activities - MCQs - formative with automatic feedback - Online role play (forum, virtual classroom) - Reflective tasks - group or individual (forum) - Use of quizzes (e.g. Kahoot) - Case studies (forum, lesson) - Rapid-fire exam questions (forum) - Use of simulations/augmented reality/virtual reality - Advanced role play - you are the consultant - Micro-teaching sessions - Student-led fieldtrips	Indicative Activities - Interview an expert (video/forum/chat) - Literature reviews and critiques (forum/blog/wiki/RSS) - MCQs - formative with automatic feedback - Develop a shared resource library (database/glossary/wiki) - Shows/demonstrates learning (posters, presentations) - Portfolios (MyPortfolio) - Case studies (forum, lesson) - Summarisation tasks (upload texts - individual or group) - Rapid-fire exam questions (forum) - Concept mapping (external) - Create video of performance (media) - Audio commentary of performance (media) - Skype or virtual classroom 'viva' - Make and give a presentation (external)



ABC Learning Design method by Clive Young and Natasha Perovic, UCL (2015). Learning types, Laurillard, O. (2012). Resources available from <https://blogs.ucl.ac.uk/abc-ld/>



Workshop planning

What are the students are doing?

Start of the Session – Session #1						
5	ACTIVITY #1 - Icebreaker: Introductions – Time Bomb Name Game	Collaboration	- Briefly introduces themselves to the class (new intake students). Forms a circle with all students. - All students share their preferred name. Catches a tennis ball thrown by the lecturer. - Within 5 seconds, says another student's name and throws the ball to them before it "explodes"; otherwise, they are out of the game.	-	Facilitates the game. Provides clear instructions about the game. Starts the game by throwing the ball to one student (preferably a new intake student). Restarts the game if a student is eliminated.	Small tennis ball
20	ACTIVITY #2 - Assumption Busting: Introducing the Module Structure using Assumption Busting	Practice, Collaboration, Discussion	Forms a line. Reacts to the lecturer's assumptions by moving to the right side of the line if in agreement and to the left of the line if in disagreement. - For each assumption, at least one participant from both sides justifies their selection. Engages in lecturer-led discussions about the assumptions. Reflects on the differences between their initial assumptions and actual situation. Aims to challenge and change biased assumptions about the module and their learning experience.	WLO1	Explains the rules to the students. Prepares five assumptions related to the module and construction industry issues relevant to the module. Includes two additional backup assumptions for use if extra time is available. Instructs students to form a line and reads out each assumption at a time. Facilitates student discussions. - Actively listens to students to gain insights into their perspectives on the module.	Victory Room organized to form a long line 5+2 Assumptions prepared as PowerPoint slides
10	ACTIVITY #3 - Addressing ICE Padlet Board:	Discussion	Evaluates the responses on the ICE board in Padlet.	WLO1	Addresses and responds to the ICE posts on Padlet.	Padlet

From Compliance to Justification

- Why is the curriculum designed this way?
- Can we justify decisions?
- Is design intentional?



WELCOME

to



**UNIVERSITY OF
PORTSMOUTH
LONDON**

**enABLE and
Micro teach
sessions**



YOUR TIME.

YOUR PLACE.



How I will Learn in London? Induction session.



Block teaching and assessments?



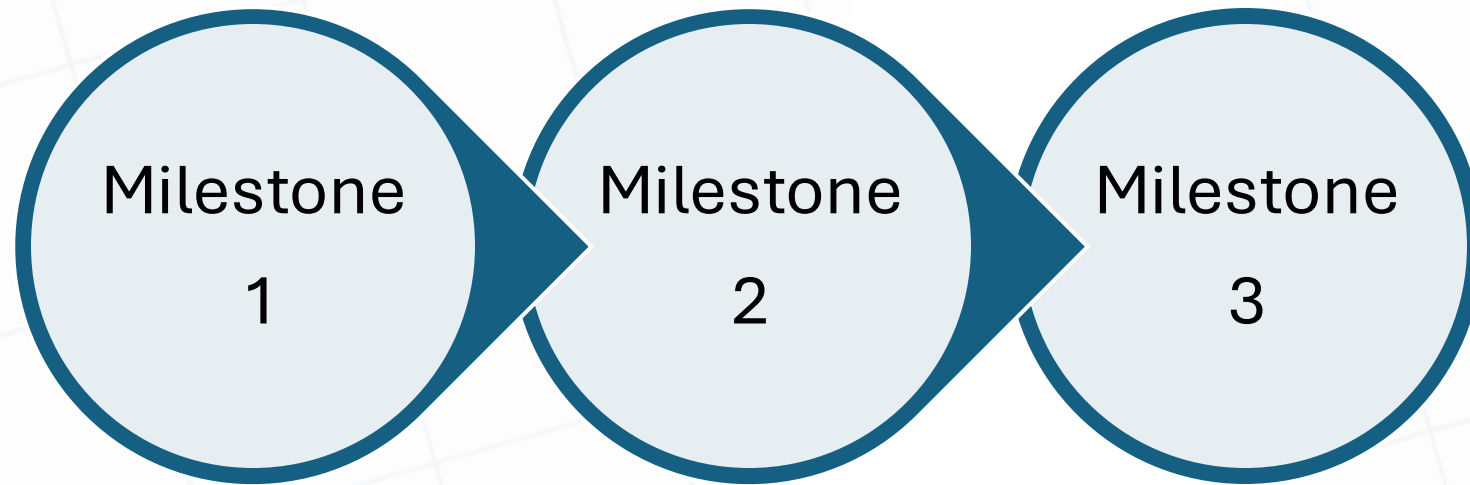
Working towards
multiple deadlines all at
once.

VS

Working on one task at
a time.

'process in the context of assessment design as the dynamic, traceable sequence of cognitive, creative, and practical actions, decisions, errors, revisions, and reflections through which students construct understanding and develop their final artefact or performance.'

Winstone, N. E., Gravett, K., & Elkington, S. (2026).



Example 'Track A' Assessment Strategies

Synchronous	Asynchronous

Asynchronous	Synchronous	Asynchronous

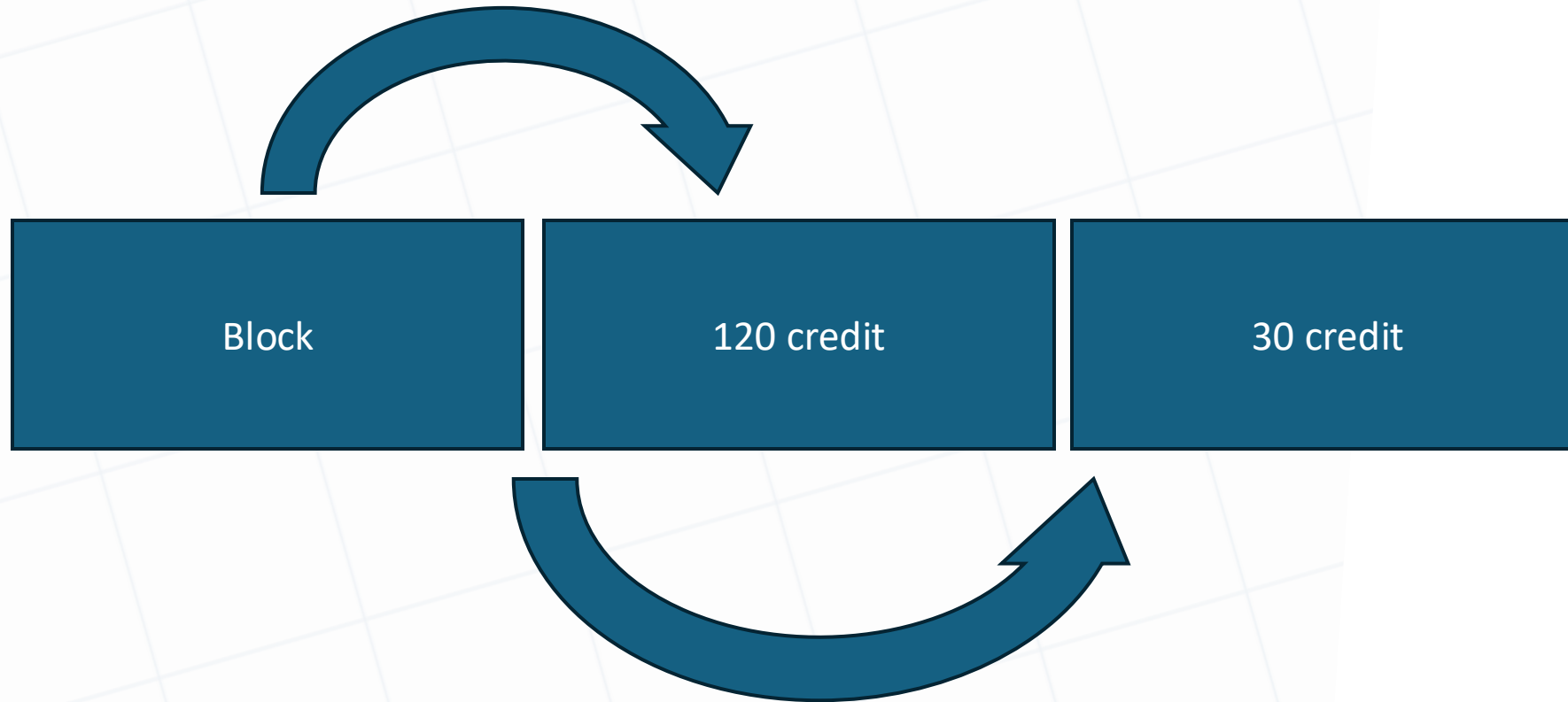
Asynchronous	Synchronous

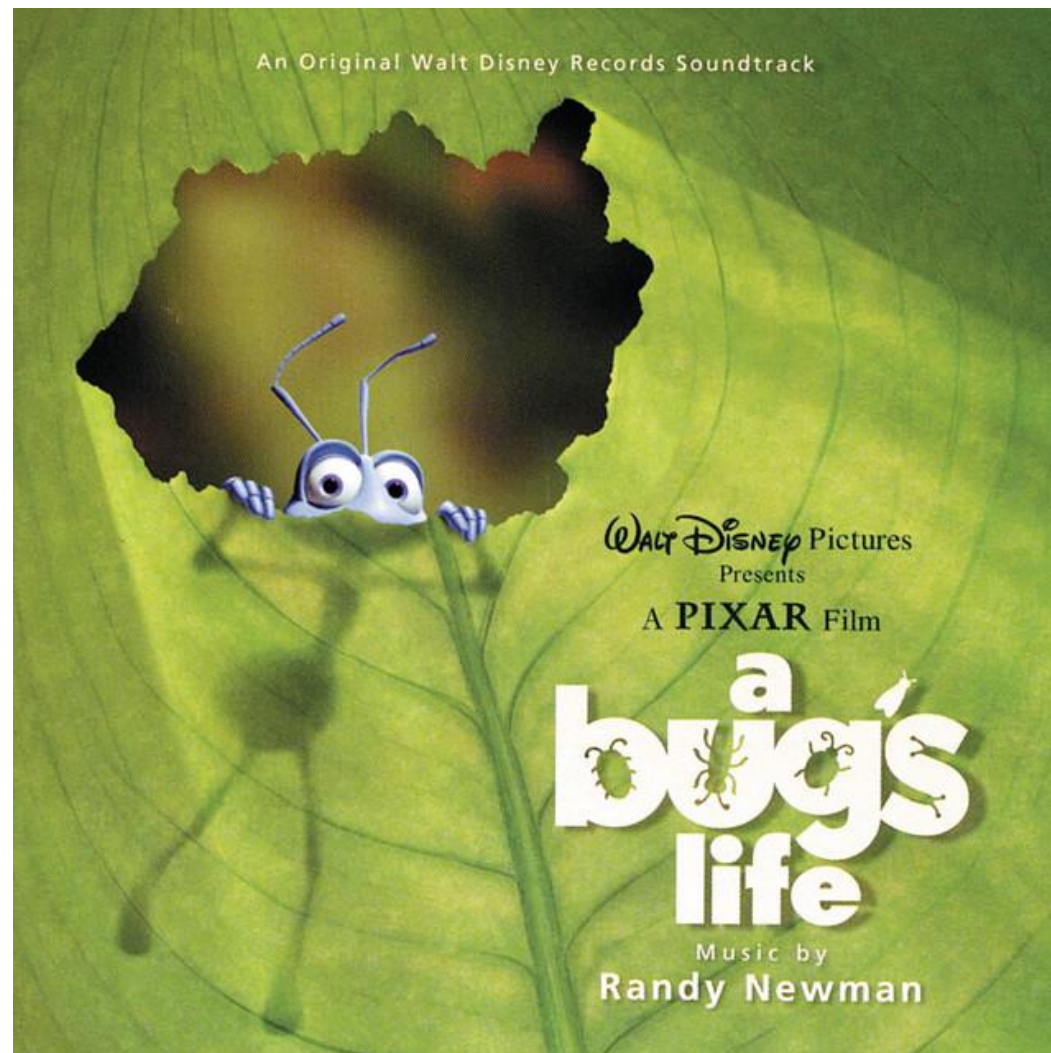
Asynchronous	Synchronous
	Synchronous

Assessment Purpose & Authenticity

- Why assess at this point?
- Can assessment be continuous?
- Does it support learning?
- Are tasks authentic?
- Do they reflect real-world practice?
- Can students demonstrate learning in different ways?
- Are we avoiding overload?

Connected Curriculum





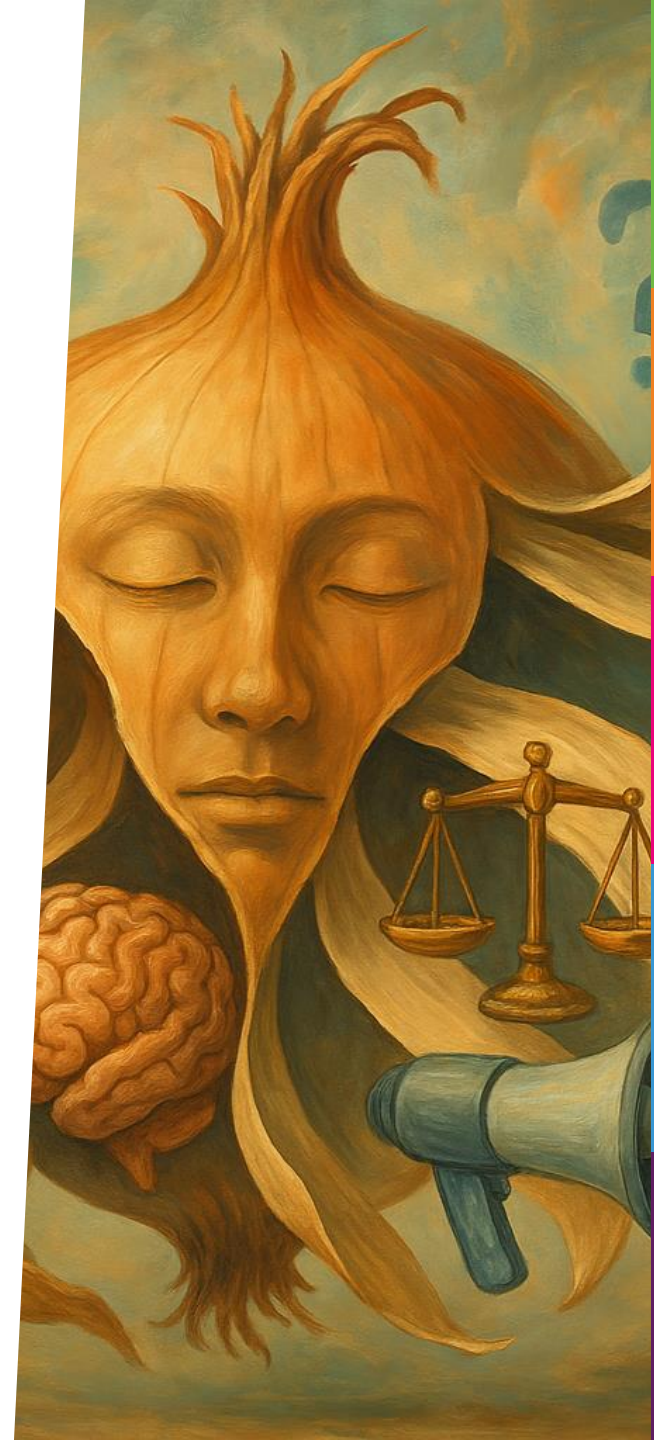
Changing the calendar is not a “magic bullet” for improved student outcomes – a pedagogical revolution, supported by new systems and processes, is also needed. Goode et al, 2024

Block redesign asks us:

- What matters?
- What works?
- Who benefits?
- And why are we doing it this way?

Any Questions

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