



THE INTERNATIONAL BLOCK
AND INTENSIVE LEARNING AND
TEACHING ASSOCIATION

Journal of Block and Intensive Learning and Teaching

VOLUME 1, ISSUE 2

This Journal is Published by the JBILT
©International Block and Intensive Learning and Teaching Association
More Information is available on the IBILTA Web Page:
<https://www.ibilta.org/journal>

All Rights Reserved

International Block and Intensive Learning and Teaching Association (IBILTA)
3/182 High Street, Ashburton VIC, 3147 Australia
JBILT 1

TABLE OF CONTENTS

- 3 **About the Journal**
- 6 Designing Outdoor Education Units for the Block
Aaron Simson-Woods, Craig Kappes
- 23 Learning through/about coping with the stress of teaching outside a specialist area in
Exercise and Sport Psychology
Michael Burke, Janet Young, Teghan Butler
- 32 Teaching on the Block: an exploration of university educators' experiences of block
teaching in higher education contexts
Amanda Muscat, Melissah Thomas
- 49 The importance of developing a metric to classify student experience in mathematics
within the framework of intensive block teaching
Calum Downie, Rudi Klein, Puspha Sinnayah
- 59 To read or not to read: Do students really have the option?
Alan McWilliams, Christian Gilde, Fiona Henderson

ABOUT:

The Journal of Block and Intensive Learning and Teaching (JBILT) is a peer-reviewed publication which is currently accepting applications for new reviewers. The Journal is a scholarly and practitioner journal that publishes quality work in the field of block and intensive mode delivery to enhance teaching, advance scholarship, and promote experiential learning. All submissions are subject to a double-blind peer review process. The Journal is an online journal and accessible on the International Block and Intensive Learning and Teaching Association (IBILTA) Web page. The Journal of Block and Intensive Learning and Teaching is published twice a year.

MISSION:

The mission of the Journal of Block and Intensive Learning and Teaching is to publish best scholarship and practice in the field of block and intensive learning and teaching.

DISCLAIMER: Ethics and Malpractice

The Journal of Block and Intensive Learning and Teaching (JBILT) makes every effort to ensure the accuracy of the content contained in its publications. Facts and opinions in articles published in JBILT are solely the personal statements of respective authors and do not necessarily reflect the views of the Journal, the editors, the editorial board or the Block and Intensive Learning and Teaching Association (IBILTA). Authors are responsible for all content in their article(s) including accuracy of the facts and statements, citation of resources, etc. The Journal of Block and Intensive Learning and Teaching and its Editors disclaim any liability for violations of other parties' rights, or any damage incurred consequently from use or application of any of the contents of JBILT. The editors consider in good faith that authors have full permission to publish every part of the submitted material(s) including illustrations.

Where appropriate, the submitted article should indicate whether the research has undergone an ethics approval process within the author(s) institution. All research must adhere to the NHMRC National Statement on Ethics and the Australian Association for Research Education Statement of Ethics. Any instances of research malpractice will be considered in relation to these guidelines. Under no circumstances will the Editors encourage misconduct, or knowingly publish papers where misconduct has occurred. Should the Editors be made aware of allegations of misconduct they will take appropriate steps to remove the publication and investigate the allegations in accordance with NHMRC Guidelines – this includes reporting the matter to the institution(s) of the lead author(s) and working with Human Ethics Committee of the relevant institution(s) to investigate the allegation. In accordance with the NHMRC guidelines a minor oversight will be subject to correction and noted as a corrected version. Significant breaches will result in the removal of the paper from the journal record and a retraction notice recoded in lieu.

Privacy Statement

The names and email addresses entered in this journal site will be used exclusively for the stated purposes of this journal and will not be made available for any other purpose or to any other party.

Sample Recommended Citation for Articles Featured in JBILT: APA Style

Oraison, H., Konjarski, L., Young, J., Howe, S., & Smallridge, A. (2023). Staff experiences in the Victoria University First Year College during the transition to block mode teaching. *Journal of Block and Intensive Learning and Teaching*, 1(1), 18-39.

JBILT is accessible on the International Block and Intensive Learning and Teaching Association Web Page: <https://www.ibilta.org/journal>

EDITORIAL TEAM

Managing Editors:

Professor Christian Gilde, The University of Montana Western, United States of America

Associate Professor Puspha Sinnayah, Victoria University, Australia

Editorial Board:

Professor Stephen Bigger, Victoria University, Australia

Professor Christian Gilde, The University of Montana Western, United States of America

Associate Professor Loretta Konjarski, Victoria University, Australia

Dr Alan McWilliams, Victoria University (Retired), Australia

Dr. Humberto Oraison, Victoria University, Australia

Associate Professor Puspha Sinnayah, Victoria University, Australia

Meghan Yamanishi, Consulting Librarian, Cornell College, United States of America

Associate Professor Thomas Yeager, Victoria University, Australia

Journal of Block and Intensive Learning and Teaching

VOLUME 1, ISSUE 2

©International Block and Intensive Learning and Teaching Association (IBILTA)
3/182 High Street,
Ashburton VIC, 3147 Australia

JBILT 5