

The Balancing Act: Student perceptions on managing study and extra-curricular activities in block delivery

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Extra-curricular activities are those which occur outside the classroom, it can include participating in sport, volunteering, student societies and club roles, discipline specific competitions etc. (Bartkus et al., 2012). The literature suggests that extra-curricular activities can present a number of benefits to students including the development of skills and competencies, which are directly transferrable to the workplace (Buckley & Lee, 2021). Although there have been a number of studies which have investigated the impact extra-curricular activities have had on student academic performance, there is limited research on the impact of participating in extra-curricular activities whilst studying in a block or intensive mode of delivery. Using a panel research method, three students who have participated in extra-curricular activities whilst studying in the VU Block model[®] will be invited to share their experiences in a question-answer style presentation led by the researchers. The responses will be analysed via a SWOT analysis. The discussion will reveal the student perceptions on the benefits of participating in extra-curricular activities, their perceptions on the challenges of doing so, and it will generate academic debate on how institutions can better support students in meeting their study and extra-curricular objectives.

References

- Bartkus, K., Nemelka, B., Nemelka, M., & Gardner. (2012). 'Clarifying the meaning of extracurricular activity: A Literature Review of definitions,' *American Journal of Business Education*, 5(6), 693-703.
- Buckley, P., & Lee, P. (2021). 'The impact of extra-curricular activity on the student experience' *Active Learning in Higher Education*, 22(1), 37-48.