Designing and delivering Embedded Immersive Learning Sessions (ELIS) within the VU Block Model® delivery

Craig Kappes[1]
[1]*First Year College, Victoria University, Melbourne, Australia*

This article will provide a reflective case study to examine and demonstrate how Embedded Immersive Learning Sessions (EILS) can be effectively programmed within a Block or modular unit/subject deliveries to promote enduring understanding as described in Hansen (2011); Wiggins and McTighe (2005) while supporting Active Learning as defined in Brame (2016). This case study will also aim to describe how EILS's can assist with delivering complex HE and VE "Outcomes Driven" pedagogies as mentioned in Crespo et al. (2010) that may target workplace and industry related skills and knowledge. Embedded Immersive Learning Sessions (EILS) are experiences that can be facilitated in situ, or replicate "authentic" and "real" conditions as described in Boud (2022). The Teaching and Learning Activities (TLAs) and/or Assessment Tasks (ATs) associated with (EILS) may also assist with cultivating a "Learner Centred Environment" as outlined in Bransford (1999). This case study will be referring to two units/subject delivered at Victoria University within the First Year College and are part of the School or Outdoor Leadership and Outdoor Environmental Science. Both SOL units contain HE and VE outcomes that provide knowledge and skills required in subsequent units/subjects contained in these degrees as well as in relevant industry workplaces.

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