

"Blockwise Brilliance: Harnessing Evidence-Based Professional Learning for Teaching Excellence"

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This presentation delves into the role of evidence-based professional learning in elevating quality of learning and teaching practices within higher education institutions, with a specific focus on block mode institutions. Anchored in primary academic sources (Sinnayah et al., 2023; Merry & Weldon, 2023), through a lens of the Professional Learning Program at Victoria University, this presentation aims to discern the multifaceted benefits of carefully constructed and intuition-focused professional Learning initiatives for academic staff. Results collected from participants that have completed the induction program will be analysed to ascertain the impact of the induction program (and PL) on teaching in block. We will look at both the immediate post induction results and reflective data collected some months after the completion of the program.

This presentation will focus on identifying key principles and best practices that emerge from the evidence, offering a comprehensive understanding of how evidence-based professional learning contributes to enhanced teaching practices in these unique educational settings. By fostering a culture of evidence-based practice among academic staff in these settings, higher education institutions can ensure their readiness to meet the challenges of the future and uphold a commitment to delivering high-quality, transformative education in the unique context of block mode delivery.

References

- Merry, K. L., & Weldon, J. (2023). Unboxing the block: Supporting the staff transition to Block teaching. *Education Developments*, 24(3), 1–5.
- Sinnayah, P., Ambler, T., Kelly, K., Konjarski, L., Tangalakis, K., & Smallridge, A. (2023). Reviewing the literature: Collaborative professional learning for academics in higher education. *Innovations in Education and Teaching International*, 1-15.