

‘It Changed My Thinking Around, Okay, What Is Really Key?’: Academic Voices of Delivering Intensive Teaching in Higher Education

Melissah Thomas¹, **Amanda Muscat**¹, Ashleigh Zuccolo¹, Carla Luguetti¹ and **Anthony Watt**¹

¹*College of Arts, Business, Law, Education and IT, Victoria University, Melbourne, Australia*

This work extends existing research on intensive teaching in higher education, addressing a literature gap concerning academic perceptions and experiences of delivering intensive teaching in higher education. Examining academics’ opinions on benefits and challenges of block model delivery, contextualised to VU’s Block Model®, qualitative data was gathered through semi-structured interviews with nine participants. Thematic data analysis revealed three themes, interrelated and threaded with both benefits and challenges. First, intensive and focused elements of functionality and experience were evident. Second, relational aspects of teaching influenced learning. Third, learning in the intense format was closely linked to and influenced by the assessment program. Drawing upon current findings and existing literature, this paper encourages further exploration of academics’ perceptions to investigate the transformative potential of block practices on teachers’ pedagogical approaches and support high quality learning and teaching in intense and block modes of delivery.