

## An overview of the Ecology of Block Implementation

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Borte et al (2023) reinforces that “Despite frequent calls for more student-active learning, previous studies continue to report that teaching remains predominantly traditional and teacher-centred”. Higher education (HE) providers have obligations to embrace innovation by implementing new models of delivery that enhance student academic achievement, learning experience satisfaction, and foster societal confidence in the skill sets of the graduates they recruit. The implementation of Block model requires more than a change to the content and design of learning and teaching. It necessitates management driven modifications to student administration, academic calendars, scheduling of assessments and results, and regulatory reporting on student outcomes. When considered within a HE ecological model (Dasma & Jornet, 2016) four domains of criticality exist: Management (M) accountability to lead, and support transition to the Block Model; Administration (A) configured and operationalised to respond quickly to intensive mode delivery; a new Design (D) to foster collaboration and integration between learning designers and academics within multiple class environments; and the revitalisation of pedagogical Delivery (D) in the student facing components to enrich the student learning, teaching and outcome lifecycle. This presentation will provide an overview of university reflections on actualising a MADD framework to successfully implement the Block model.

### References

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