**The Pedagogical Potential of Block Teaching in Higher Education**

**1. Introduction**

As student learning needs diversify, higher education institutions are re-examining traditional delivery models. One emerging model—**block teaching**—enables students to study **one module intensively over a short period**, rather than juggling multiple modules at once.

**2. What is Block Teaching?**

* Students engage with one module at a time (typically 3–6 weeks).
* Long used in postgraduate/professional settings; now gaining traction in undergraduate programmes.
* Encourages deep learning, minimises multitasking, and reduces cognitive overload (Sweller, 1994).

**3. Pedagogical Advantages**

Improved Engagement

* + Students focus better, retain more, and participate more actively.
  + Enhances attention and reduces distractions (Konjarski et al., 2023).

Inclusivity & Flexibility

* + Beneficial for students with work, caregiving, or neurodivergent needs.
  + Creates predictable, supportive learning environments (Thomas, 2012).

Active Learning & Innovation

* + Supports student-centered strategies and deeper inquiry (Gibbs, 2010).
  + Encourages project-based, collaborative learning (Biggs & Tang, 2022).

**4. Challenges & Considerations**

Curriculum & Assessment Design

* + Demands agile planning, fast feedback, and adapted teaching styles.
  + May risk of fragmented learning in subjects requiring cumulative knowledge (Barnett, 2000).

Institutional Alignment Required

* + Impacts calendars, support services, and resource access.
  + Success depends on coordinated systems and thoughtful sequencing.

**5. Reflective Questions**

* How can compressed timeframes support deep learning?
* What impact does block delivery have on motivation, performance, and retention?
* How can institutions ensure coherence and progression across modules?

**6. Conclusion**

Block teaching presents a flexible, inclusive, and engaging alternative to traditional delivery. While implemented thoughtfully, it can transform learning experiences, support diverse student needs, and spark curricular innovation.

“The model encourages rethinking not just what we teach, but how—and when—we teach it.”

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