Drivers and Barriers to Intensive Mode Teaching

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With intensive mode teaching, classes are held on fewer days and longer each day than is traditional in the discipline. This presentation reports findings from a sector-wide survey in which 105 coordinators of units with intensive mode reported the structures of their units, why the mode was used, and features that they liked and disliked about the mode. The survey established the inter-disciplinary context for a project to enhance students’ experiences of threshold capability development with intensive mode teaching (http://www.ecm.uwa.edu.au/staff/learning/research/intensive-mode-teaching). We will present the reasons that survey participants reported for using intensive mode – the most popular being to allow students to fit other activities between classes. Positive and negative features of the mode will then be discussed. Opportunities offered by the mode include the freedom for students to engage in extended discussions and interactive group activities. Reported challenges include fatigue, and marking assessments with limited time. A guide for educators teaching in intensive mode, informed by the survey and complementary studies in units, is being developed and will be reviewed in workshops early in 2016.

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