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# Best Teaching Practices for Block Week: Conversations that Help Implement Change

Burian, Conny

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**Authors:** Burian, Conny

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**Abstract:** My poster presents an early stage project, entitled *Enhancing Educational Leadership, Student Engagement, and Community Ties: The Untapped Potential of Block Week Courses*. It explores how various meaningful conversations—with colleagues, researchers, students, and teaching assistants—can help develop concrete guidelines and much-needed resources for instructors of five-day block week courses. My presentation highlights a particularly challenging aspect of the research: the process of engaging colleagues and students in meaningful conversations, and of developing resources for instructors teaching classes in this still unusual format. Drawing on Roxår's & et al.'s network approach, the poster depicts the various ways in which workshops, conference presentations, interviews, community of practice meetings, and informal conversations can ignite change and contribute to improving teaching practices.

**Files:** Attached

**References to In-Text Citations:**

Kucsera, John M. and Dawn M. Zimmaro. "Comparing the Effectiveness of Intensive and Traditional Courses." *College Teaching* 58.2 (2010): 62-68.

Roxå, Torgny; Katarina Mårtensson, and Mattias Alveteg. "Understanding and Influencing Teaching and Learning Cultures at University: A Network Approach." *Higher Education* 62 (2011): 99-111.

Wlodkowski, Raymond J. and Margery B. Ginsberg. *Teaching Intensive and Accelerated Courses: Instruction that Motivates Learning*. San Francisco: Jossey-Bass, 2010.