

Blocking Biochemistry

Oxford Teaching & Learning Symposium 2024

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The change



A typical term - Part 1 new course

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Paper 1	Lectures & Practical			Lectures & Workshop				
Paper 2		Lectures & Journal club					Lectures & Practical	
Paper 3					Lectures & Data analysis			
Paper 4			Lectures & Practical			Lectures & Practical		
								Skills Training & Synopsis

Pluses & Minuses

Students:

Students enjoy the block structure

The integration (particular of practical elements)

The pace – *new block each week*

The focus – *Particularly neurodiverse students*

Diversity of teaching styles

Staff:

Compressed teaching easier to fit with research

Students:

Regular deadlines

Best way to integrate with tutorials?

Staff:

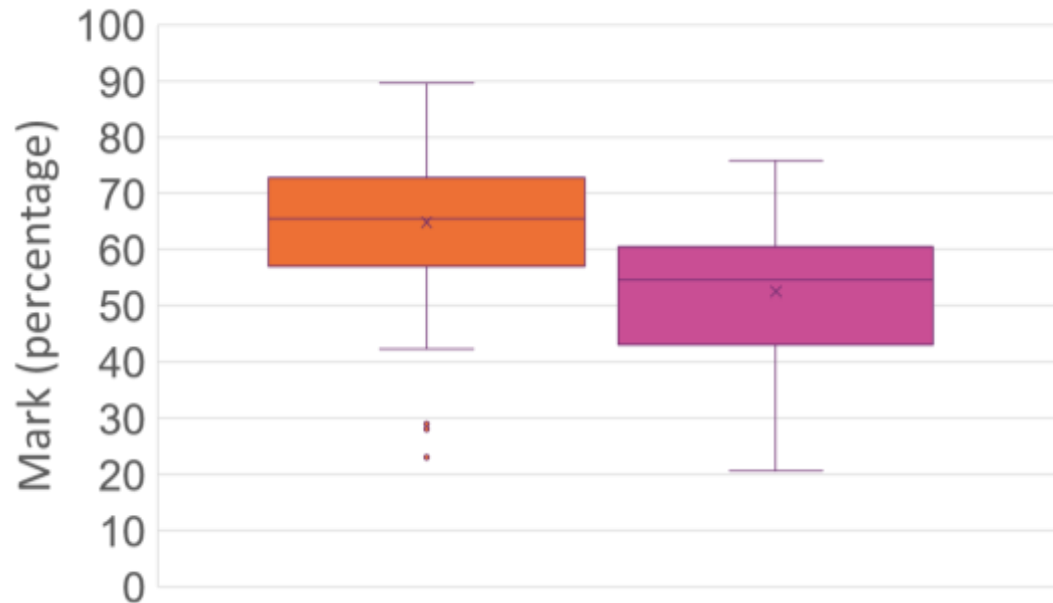
Compressed teaching – *quite a bumpy teaching profile*

Timetabling can be tricky - *constraints of rooms*

Can limit what can be done

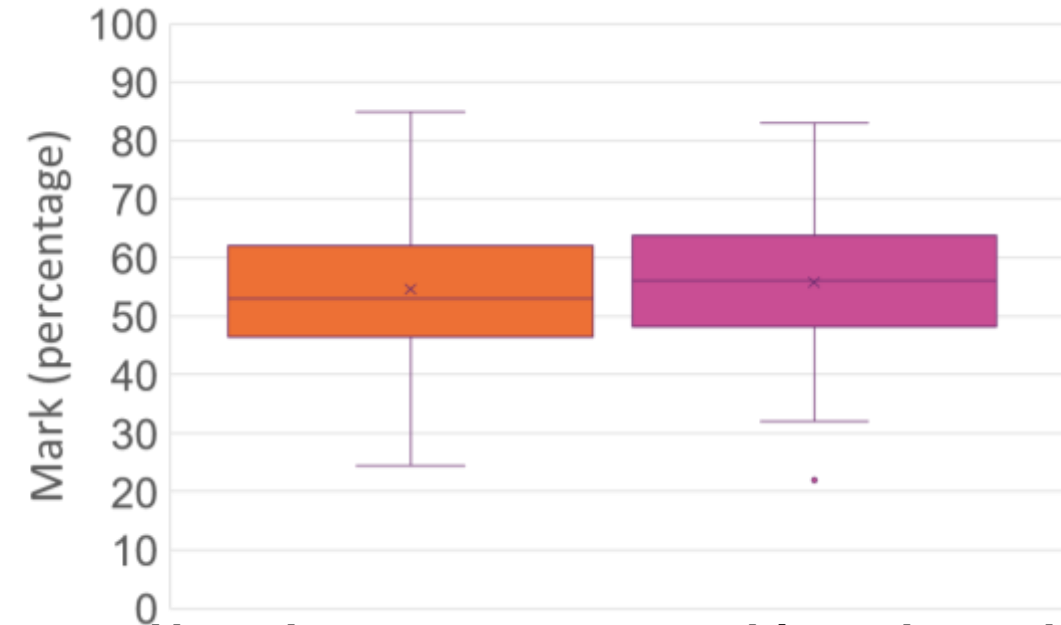
Did it work? – Assessment

Comparison of cohorts taking the same skills based assessment



Orange – New Course

Comparison of cohorts taking old course data handling assessment



Note that new course sat this at the end of yr 2 vs old course end of year 3

Pink – Old Course