Improving student satisfaction; a reflection on the last 3 years of delivering the Business degree at Abingdon and Witney College

Angela Hayles – Head of Faculty - The Oxfordshire Business & Enterprise School
Rebecca Philbrook – HE Lecturer/Course Leader
Improving student satisfaction; a reflection on the last 3 years of delivering the Business degree

• Steady increase in student satisfaction since 2014, culminating in 100% student satisfaction rate from recent NSS survey.
• Changes in practice over the 3 years have led to the improvements
• We invite you to share experiences of implementing positive changes that have made significant improvement in satisfaction levels.
• Benefits to all from hearing the experiences of others and take away action points
What is the personal development planning process?
What does personal development planning involve?
What do you imagine his feedback to be?

• Anyone willing to share an example of their worst feedback?
• How did you cope with it?
• What changes did you make to your practice as a result?
Share your best feedback

- Anyone willing to share an example of their best feedback?
- How did you feel about it?
- What changes did you make to your practice as a result?
Example induction activity; who are you?

• Write your name down
• Choose a word that starts with each letter of your name. The word should describe something about you.
• Write those words by each letter of your name

REBECCA

<table>
<thead>
<tr>
<th>Receptive</th>
<th>Enthusiastic</th>
<th>Bossy</th>
<th>Encouraging</th>
<th>Calm</th>
<th>Creative</th>
<th>Adaptable</th>
</tr>
</thead>
</table>
Who are you?

- In a space on your paper, draw a pig

REBECCA
The pig serves as a useful test

- If the pig is drawn
  - **towards the top of the paper**, you are positive and optimistic
  - **towards the middle**, you are realistic
  - **towards the bottom**, you are pessimistic and have a tendency to behave negatively
  - **facing left**, you believe in tradition, are friendly and remember dates birthdays
  - **facing right**, you are innovative and active, but don’t have a strong sense of family, nor do you remember dates
  - **facing front on**, you are direct, enjoy playing devil’s advocate and neither fear nor avoid discussions
  - **with many details**, you are analytical, cautious and distrustful
  - **with few details**, you are emotional, you care little for details and are a risk taker
  - with fewer than 4 **legs** showing, you are insecure or are living through a period of major change
  - with 4 **legs** showing, you are secure, stubborn and stick to your ideals
  - The **size of the ears** indicates how good a listener you are — the bigger the better!
What do you do?

• What successful induction activities do you do to build rapport with your students?
• Please share them with the group
Critical Thinking

• Arguably the most important part of the introduction to learning at higher levels
Critical Thinking

Outside the box

https://www.youtube.com/watch?v=UpD-ASf9ZgE
Outside the box

- Two theorists; Ms LRR Hood and Mr BB Wolf.
- Create a theory supporting your character and their actions within the story based on the events of Red Riding Hood from the point of view from your theorist; i.e. if the theorist was Mr BB Wolf, you may want to state that it is natural instinct for animals to eat people.
- Drawing on experience of lessons learnt in other fairy tales from the relevant point of view i.e. the idea above may be supported by the fairy tale; Goldilocks and the 3 bears.
- Make a mind map to remind you of the central issue and linking ideas
- 30 minutes
Outside the box - analysis

• Analyse each others’ theories during the presentation, interrupt, ask for evidence if lacking, put forward your own theories – Critically analyse

• Has their side of the story been defined carefully and completely?
• Question and compare conflicting interpretations of the story
• Bring in evidence to support your claims
• Be willing to change a position when shown reasons and evidence whilst remaining open to others' values and opinions
Over to you

• Using the object before you, devise an innovative learning experience for your students
• This can be around criticality or another generic topic of your choice
• Share this with the group
There are already innovative resources out there for you to use

- You will each been given two pictures which form part of a series
- Taken from a book called Re-Zoom by Istvan Banyai
- Do not show your pictures to any other member of your team
- Your challenge is to put your pictures in order
- You must describe your pictures to your team using only verbal communication in order to decide the order of the pictures (no showing pictures to each other!)
- Place the cards face down on the table in the chosen order
- 20 minutes
Summary

• Rapport with students is essential
• It doesn’t all have to be “fun”, but a memorable session can be referred to in the future
• Within each activity you are also learning about your students
• Leads to active learning and positive feedback
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Email: enquiry@abingdon-witney.ac.uk
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