

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

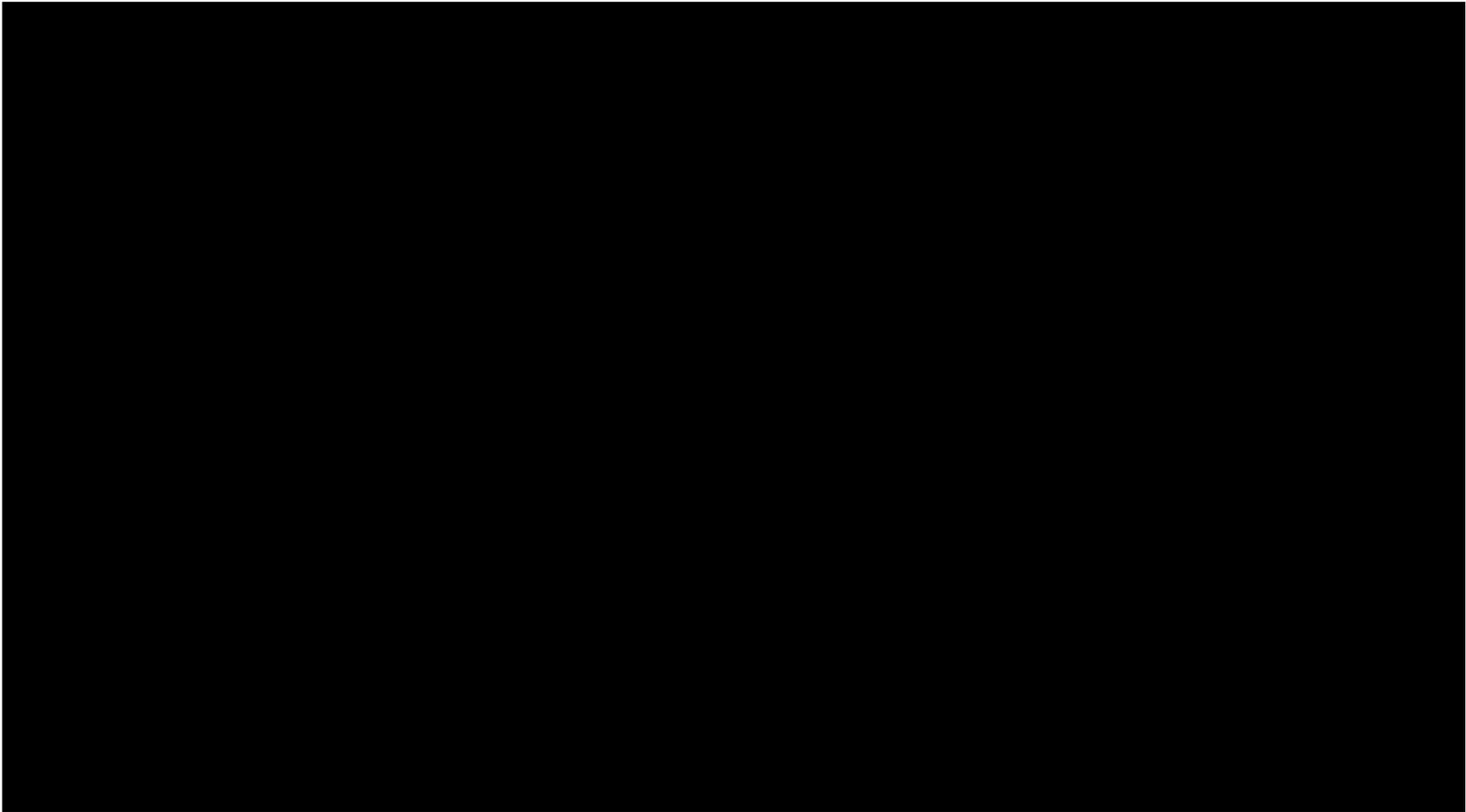
Angela Hayles – Head of Faculty - The Oxfordshire Business & Enterprise School

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





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# 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

Receptive	Enthusiastic	Bossy	Encouraging	Calm	Creative	Adaptable
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# Who are you?

- In a space on your paper, draw a pig

# REBECCA



Receptive	Enthusiastic	Bossy	Encouraging	Calm	Creative	Adaptable
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# 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



# 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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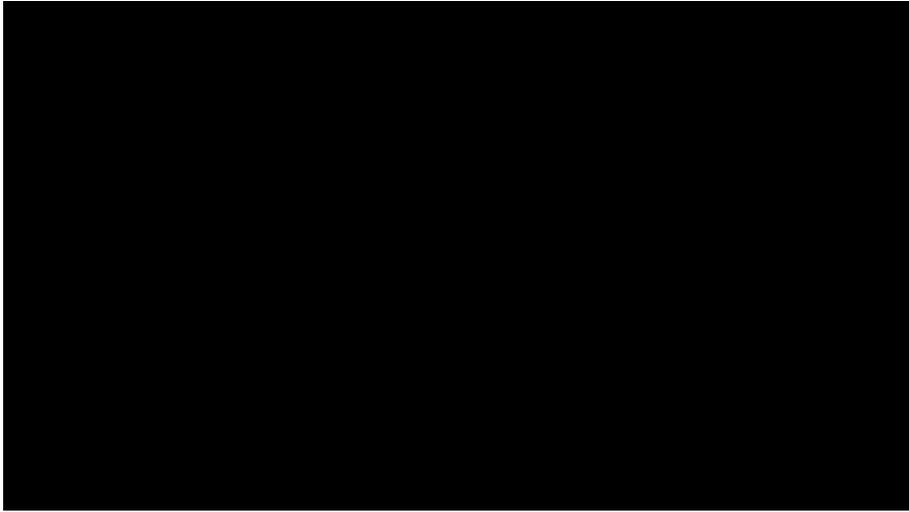
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# Critical Thinking

Outside the box



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<https://www.youtube.com/watch?v=UpD-ASf9ZgE>

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