



'Improving student satisfaction scores: becoming a reflective practitioner'



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Abstract

- Student retention, increasing student numbers, rising higher education fees, are factors that have changed the way students engage with HEIs and the educational process
- Innovative ways of engaging with students needed to increase student satisfaction
- Measuring student satisfaction of education services using surveys is one way of doing that
- Reflecting on these responses, becoming a reflexive educational practitioner is a cultivated journey, and important
- This poster presents a lecturer's journey and experience, and reflects on related student satisfaction scores, the journey to making small changes through reflective practice, and the student experience outcomes.

Approaches

Over a three year period, made small changes:

- **First Lecture** positive impact – icebreakers, get to know each other activities
- **Background and experience** – setting the scene, telling my "story"
- **Case Study use** – effectively use as engagement activity in class
- **Anonymous student feedback - Muddiest Points** (Morgans, 2014) – using post-it notes after most lectures to gauge topics unclear
- **Passion and Enthusiasm** for topic and class (Revell & Wainwright, 2009)
- **Use Room Space** – to engage with students

(continued)

- Introduce **Mid-Term Survey** – to identify major problems
- Develop **active** learners (Race, 1999) – cyclical approach to teach 20 minutes, 10 minute activity
- Use **technology** to engage students: Audio Response Systems (Duncan, 2006), phones and tablets for Kahoots, Blogs.
- Use **reflective journal** or dairy to record events and reactions to them for each session, the most common way of capturing lessons learnt (Surgenor, 2011)
- Student satisfaction module **surveys** and scores

Problem Context

- **Diversity** in culture, race, educational background, learning styles, emotional intelligence, for new teachers and when teaching large class, can be challenging (Wiggins & Follo, 1990)
- **Student choice factors:** National student satisfaction scores as well as individual university scores for student satisfaction and student experience within Higher Education are important factors in student choice of Higher Education Institutions.
- **Competitive and diverse HEI landscape:** The emergence of accountability and severe funding cuts have had a major impact on Higher Education Institutions (Cranfield, 2011).
- **How students learn** and what motivates different learners to learn is key to providing a good student experience (Revell & Wainwright, 2009)
- Need to **measure** student satisfaction midway
- Need to **improve student engagement** in large classes, above 40 (David & McLeod, 1996) to improve **student satisfaction** scores.
- **Large class** teaching challenges (Frame & Hayler, 2006; The HEA, 2009)

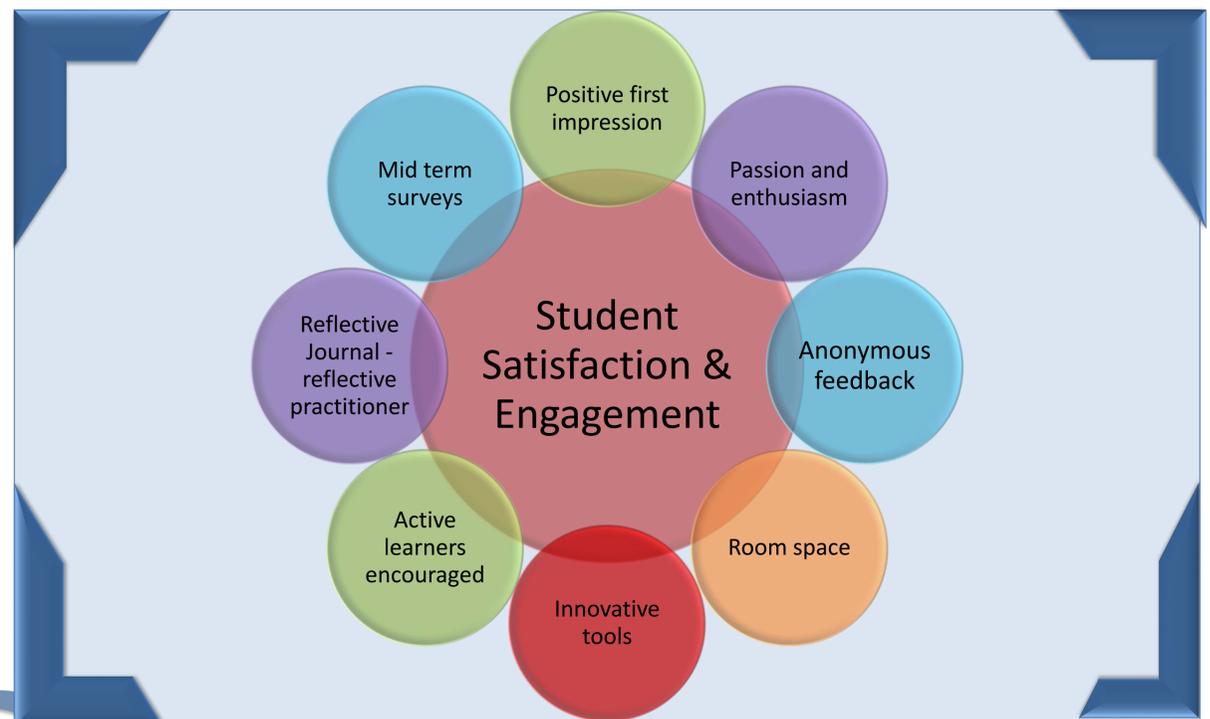


Figure 1. Contributing factors – student satisfaction .

Outcomes

Average Student Satisfaction scores

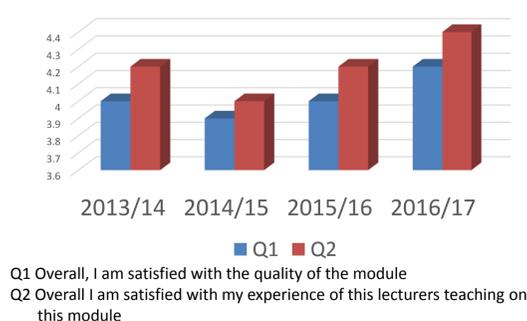


Figure 2. Student Satisfaction Scores.

Discussion

- Large teaching workload can have an impact on scores. In the year 2014/15 – eight modules, reduced in 2015/16 to 5 modules, reduced in 2016 to four
- Immediate improvement in scores (from 3.9 – 4.4) with one module achieving 5, and some others 4.7.
- Larger classes (340 upwards) also achieved higher scores – the lowest in 2013 being 3.6 to 4.4 in 2016.

Conclusions

- Changing nature of engagement with students requires lecturers to be innovative in their approach to teaching
- Several factors impact student satisfaction, however, being a reflective practitioner enables conscious positive change
- Using technology to enhance learning should be part of a broader set of strategies to improve student satisfaction through increased engagement



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