# Teaching innovation to improve student satisfaction in high-expectation contexts: active, project and team-based learning

**ESIC IMAT** BUSINESS&MARKETINGSCHOOL

Coorganiza:
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## Introduction

Teaching intervention designed to apply experiential learning & improve student satisfaction in a Social Media (SM) Marketing module, 4th year Bachelor of Marketing degree.
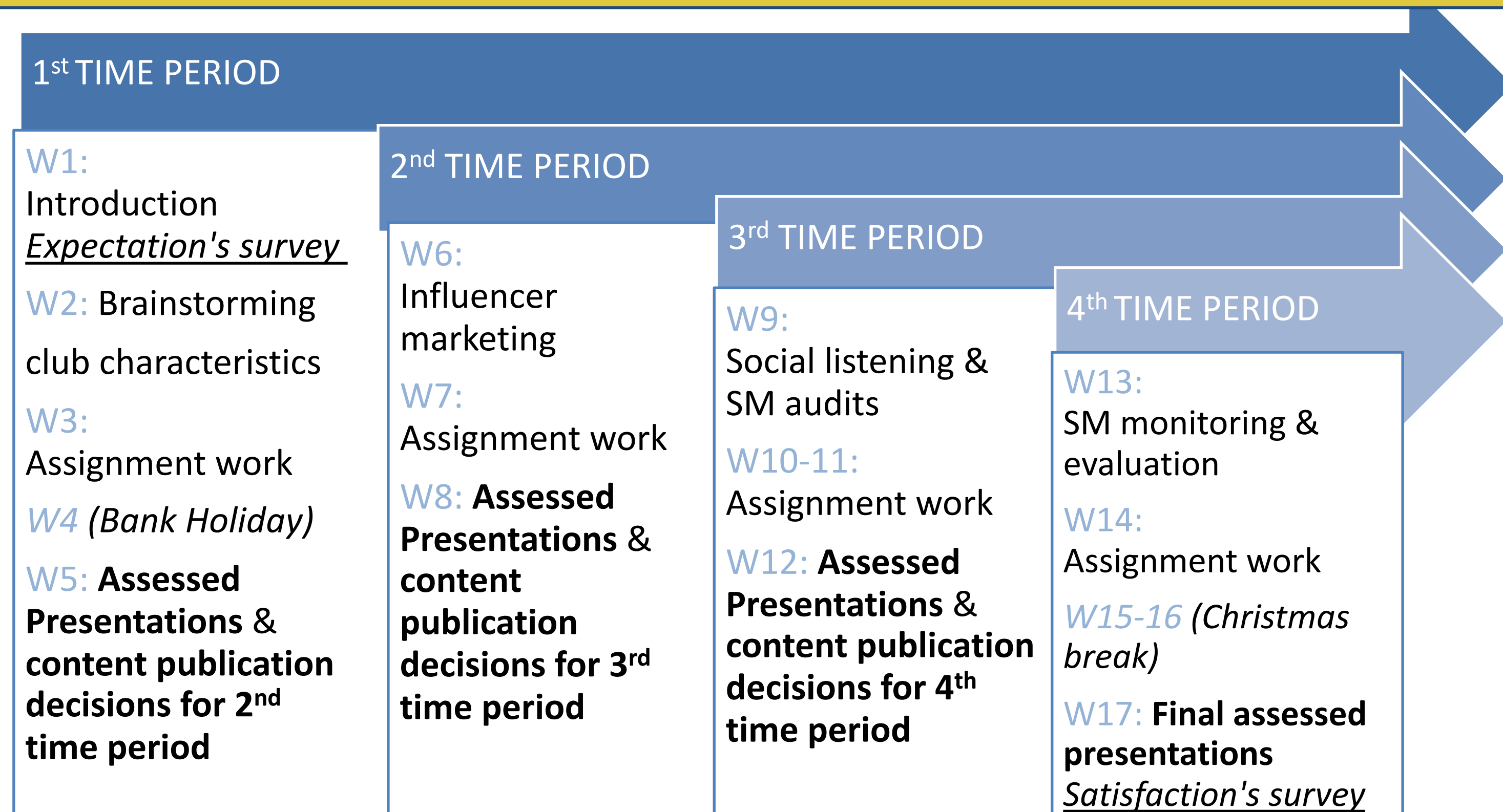
Student dissatisfaction in previous years prompted us to design a teaching intervention based on several types of active learning:

▶ **Team-Based learning:** most appropriate active method when students need to understand specific content & apply that information resolving real-world problems (Swanson *et al.*, 2019).
▶ **Experiential learning:** active student-centered process that combines experience & guided analysis (Chapman *et al.*, 1995). Students are actively engaged & apply theory into their own practice, making a connection with the real world, while improving the whole learning process (Frontczak, 1998).
▶ **Project-based learning:** must include problem solution, initiative by the students & different structured activities, with a considerable length of time; must end up with a final product which is often developed in a real-world context (Helle *et al.*, 2006).

## Project description

- A real SMM project was developed through the term *(35% final marks for the module)*.
- The project consisted of **planning, implementing, tracking & evaluating a SM marketing campaign** for a club of marketing enthusiasts created by the students (Kushin, 2019).
- Class was divided in 6 groups *(4-5 students/group)* each managing a different SM channel within the general campaign: *Blog, Facebook, Instagram, LinkedIn, Twitter & TikTok*.
- **AIMS** ➝ Creation and dissemination of relevant content to raise brand awareness
  ➝ Development of a digital communication space for like-minded individuals

*Figure 1: Structure & assessment for the teaching intervention. Teaching weeks represented as "W".*



**1st TIME PERIOD**
W1: Introduction *Expectation's survey*
W2: Brainstorming club characteristics
W3: Assignment work
*W4 (Bank Holiday)*
W5: **Assessed Presentations & content publication decisions for 2nd time period**

**2nd TIME PERIOD**
W6: Influencer marketing
W7: Assignment work
W8: **Assessed Presentations & content publication decisions for 3rd time period**

**3rd TIME PERIOD**
W9: Social listening & SM audits
W10-11: Assignment work
W12: **Assessed Presentations & content publication decisions for 4th time period**

**4th TIME PERIOD**
W13: SM monitoring & evaluation
W14: Assignment work
*W15-16 (Christmas break)*
W17: **Final assessed presentations** *Satisfaction's survey*

## Assessment of impact

- **SURVEYS** ➝ Initial survey to assess <u>students' expectations</u>.
  *Skills, teaching contents/elements, dedication, etc.*
  ➝ Final survey to assess <u>students' satisfaction</u>.
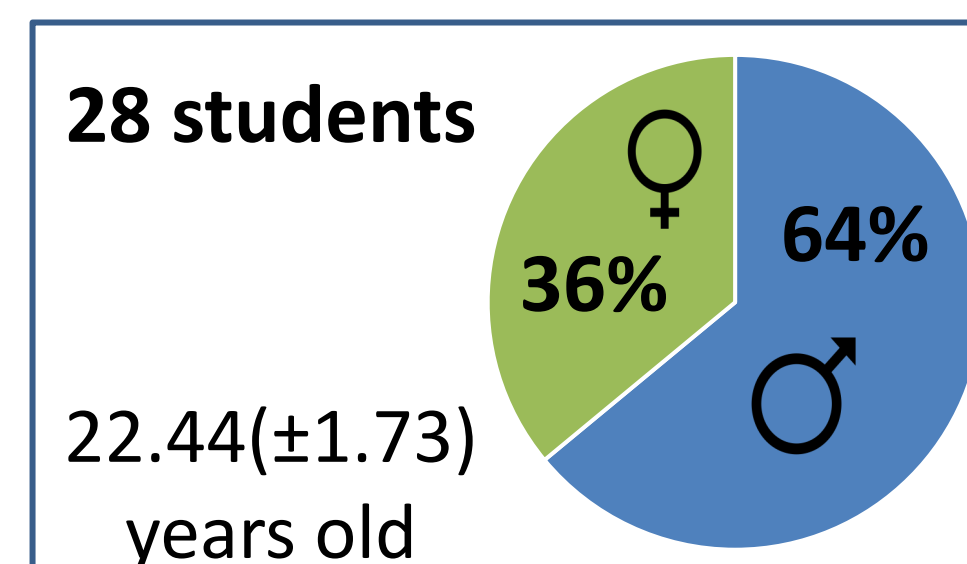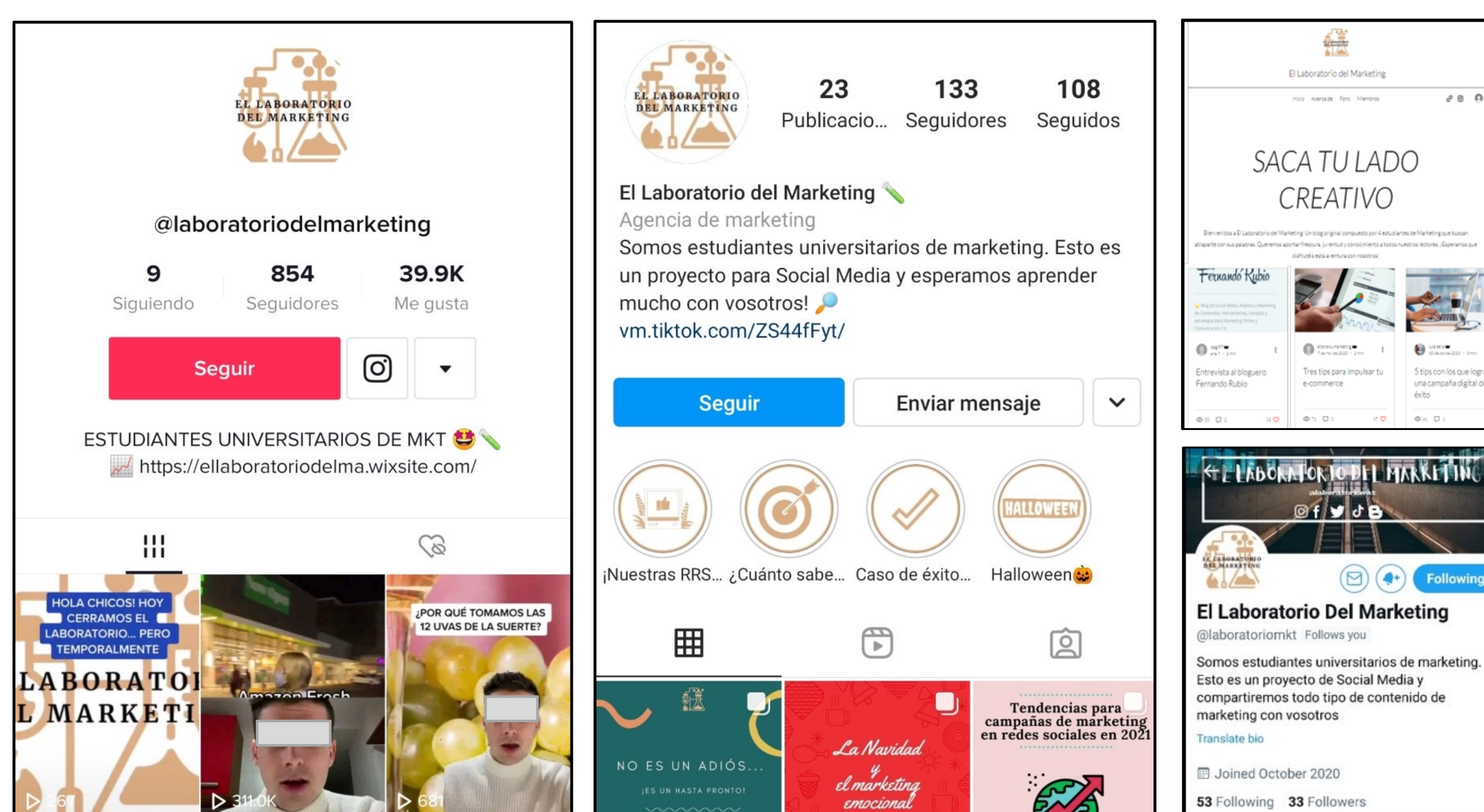  *Most/least preferred aspects of intervention/module, learning responsibility, mastered skills, etc.*

**28 students** — 64% ♂ / 36% ♀ — 22.44(±1.73) years old

*Figure 2: Examples of student work for the teaching intervention (Instagram, TikTok, Blog & Twitter).*



## Results

### EXPECTATIONS SURVEY:

- Students expected to **dedicate 2.55(±0.70) hours/week outside classroom** hours.
- **Students expected to master:** SM data analysis (56%), SM platforms (44%), communication skills (32%) & consumer engagement (32%).

*Table 1: Self-reported skills, initial survey on students' expectations (means ± S.D.)*

| Previous Skills | 1 (poor) – 5 (excellent) |
|---|---|
| Analytical mentality | 3,48 ± 0,77 |
| Time management | 3,56 ± 1,21 |
| Creativity | 3,66 ± 0,94 |
| Synthesis ability | 3,68 ± 0,90 |
| Written & oral communication skills | 3,77 ± 0,89 |
| SM channels | 4,12 ± 0,83 |
| Internet use & information search | 4,14 ± 0,76 |
| Problem resolution | 4,16 ± 0,62 |
| Team work | 4,20 ± 0,65 |
| Adaptability/flexibility | 4,40 ± 0,76 |

- No differences between *initial self-reported skill levels* & *fulfillment of expectations* within the module, except for **time management** (*p=0.037*) & **creativity** (*p=0.069*)

### SATISFACTIONS SURVEY:

- "The intervention helped me **understand my own learning responsibility** better & improved my commitment with my own learning" (**59.3%**).
- Students expected to gain 8.16(±1.07) but ended up reporting lower grades 6.36(±0.88; *p=0.002*).

*Table 2: Students' satisfaction regarding the teaching intervention (means ± S.D.)*

| Teaching intervention | 1 (poor) – 5 (excellent) |
|---|---|
| Helped understanding theoretical concepts | 3,48 ± 1,19 |
| Aided with practical aplication of concepts | 3,78 ± 1,18 |
| Forced to think & analyze concepts further | 3,89 ± 1,22 |
| Improved motivation | 4,00 ± 1,11 |
| Improved transferrable skills | 4,15 ± 0,86 |
| It was fun | 4,22 ± 1,12 |
| It should continue next year | 4,81 ± 0,39 |

- **Fulfillment of module expectations:** theory (66.7%), tools (73.3%), individual coursework (77.7%), transferrable skills (93.6%) & group coursework (*teaching intervention*, 100%).

## Conclusions

💡 **Student expectations** in popular SM modules need to be handle carefully.

💡 **Innovative experiential practices** (*active, project & team-based*) seem to have a positive effect on student satisfaction.

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