

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

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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.

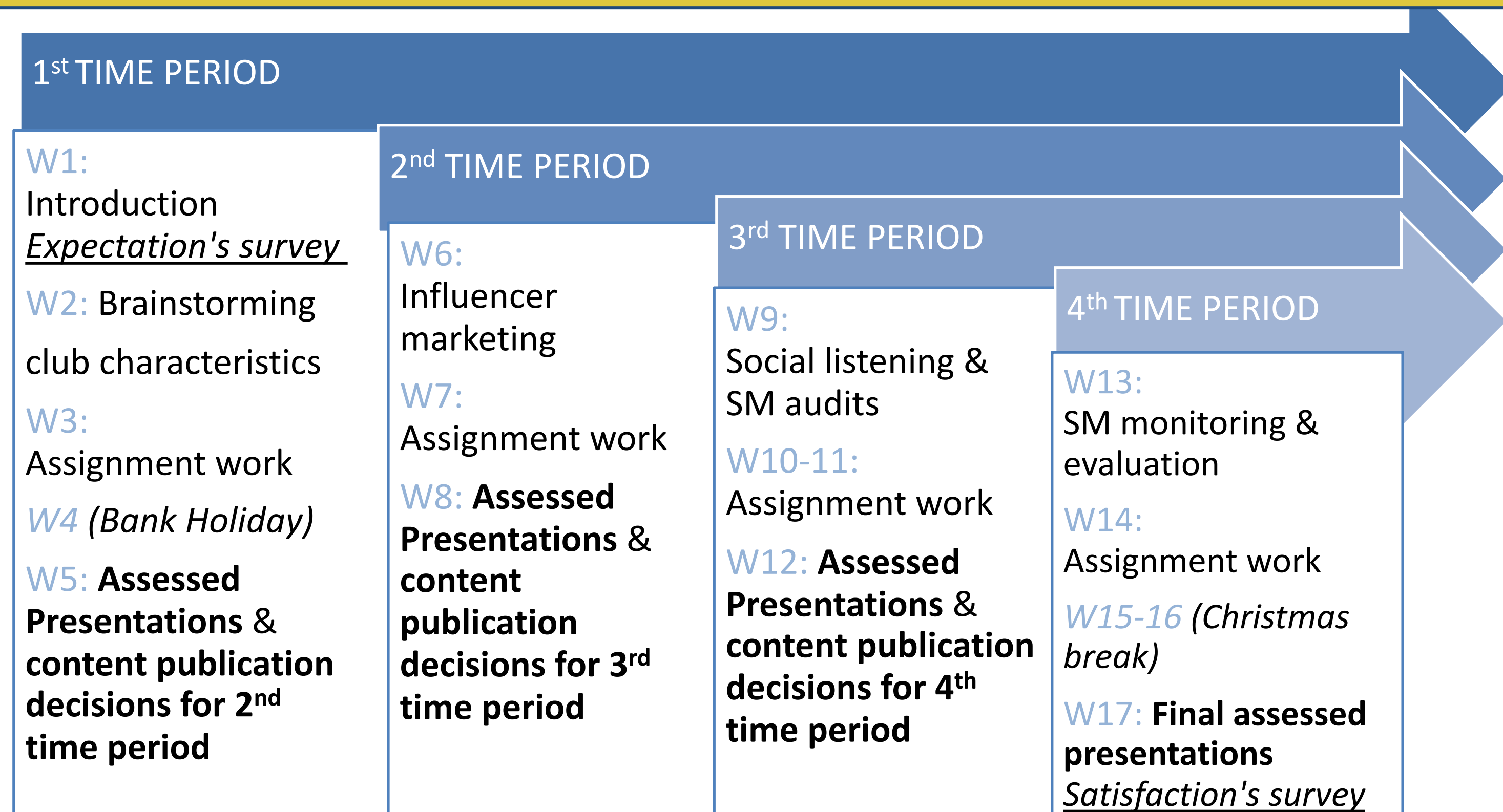
Student dissatisfaction in previous years prompted us to design a teaching intervention based on several types of active learning:

- **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".



Assessment of impact

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

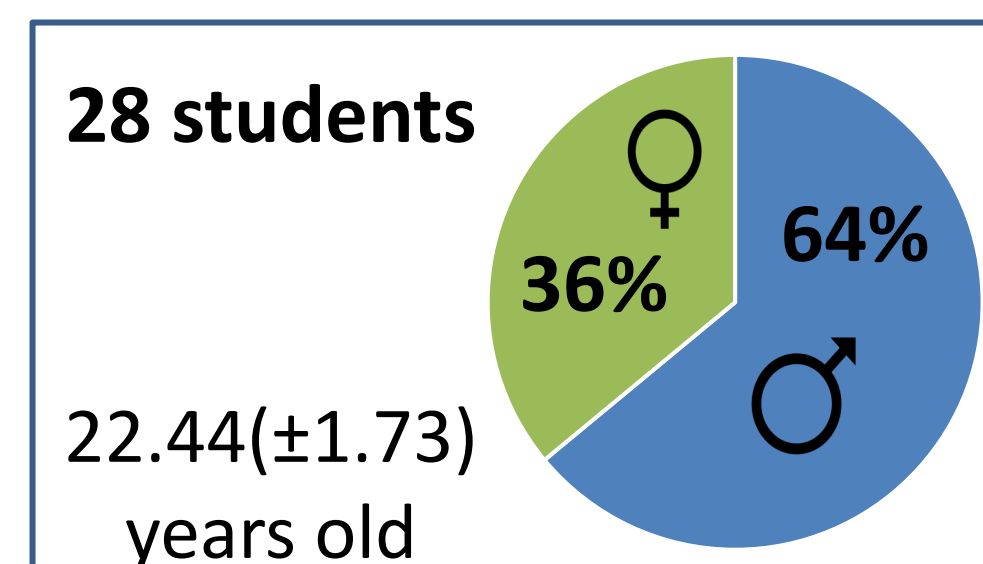
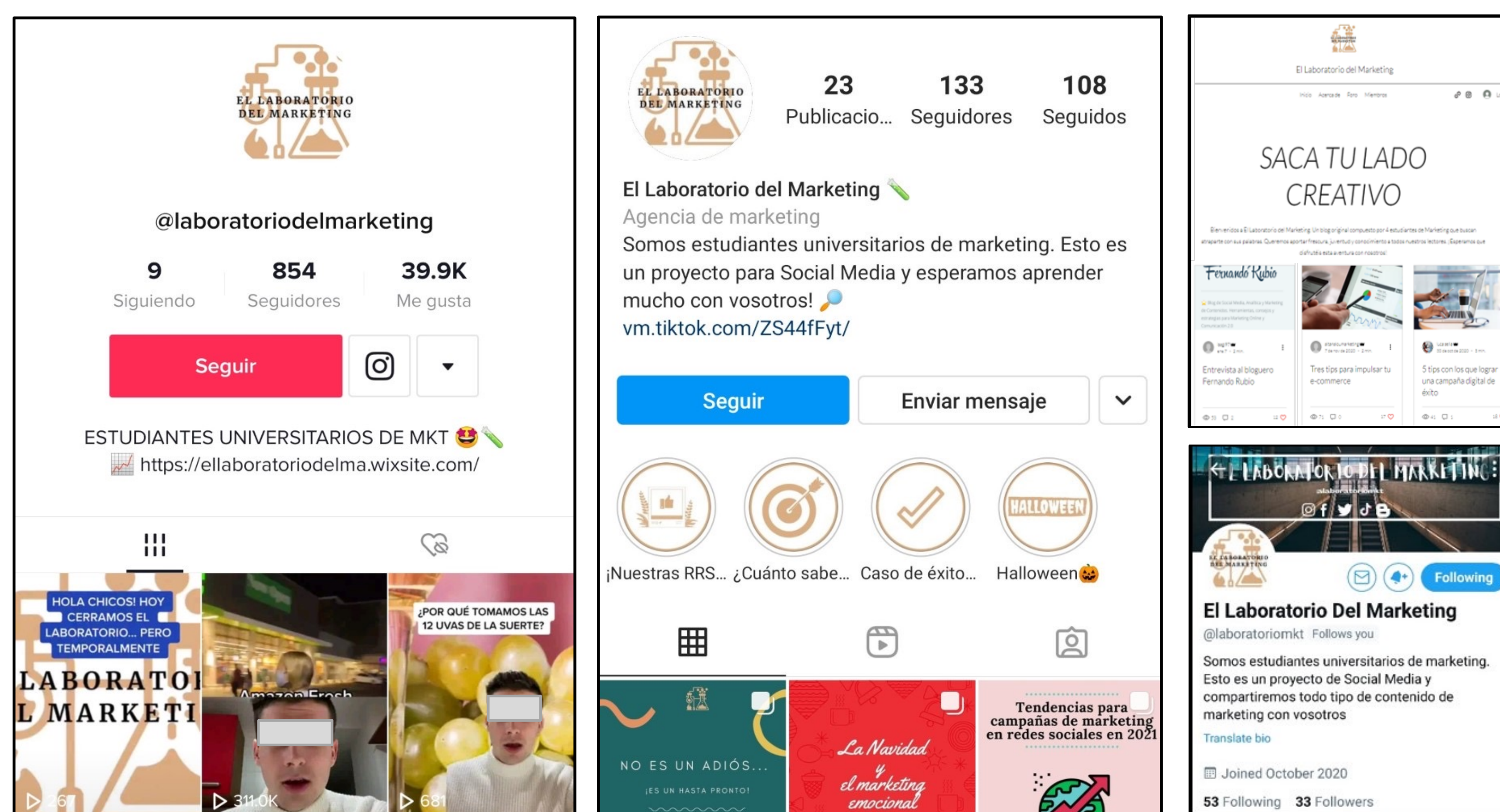


Figure 2: Examples of student work for the teaching intervention (Instagram, TikTok, Blog & Twitter).



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.)

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

| 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 |

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

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