Evaluating Student Learning Gain in Higher Education: A Poetic Consideration Based Upon the Teaching of Business and Management

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Abstract

This study considers student learning gain,

for sharing in the wider public domain.

Because marketisation is applied to education,

we need to address this, or we will remain in stagnation.

By enhancing our understanding of undergraduate learning,

educators can help students to increase their future earning.

For all of these reasons it is here theorised,

the value of reflection should now be realised.

Introduction

Students are now seeking value for money,

and feel high debt levels just are not that funny.[1]

The cost of university education is so high,

but understand student learning and we can justify why.[2]

Measures for evaluating Learning Gain are reviewed,

but reservations remain as they all seem too crude.[3,4,5]

A model to understand perceived learning on a course,

is required to identify those students should endorse.[6]

Learning Gain

The model for evaluating student learning,

reflects many of their desires, aspirations and yearning.

Questions are asked based on learning outcomes planned,

to see where post teaching, students think they now stand.

How much did they learn, from their own point of view,

compared to before, which they already knew.

Distance Travelled is assessed, which is explicit knowledge acquired,

this is balanced with Journey Travelled, which is tacitly inspired.[7]

Methodology

In this study students of business were used,

to identify how much their learning was fused.

Project modes were considered for degree final year,

and all participants did willingly volunteer.

A purposive method was used for taking the sample,

characteristics of gender ensured choices were ample.

The research was granted ethical approval,

and students could leave by requesting removal (Reference 9236).

Data Collection

Questions were mapped against key thinking skills,

and output indicators already distilled.

SurveyMonkey was used for the data collection,

and options provided for learning direction.

No Change to Exceptional, were the Likert scale choices,

this being a chance, to clearly hear students' voices.

Each participant was assigned a code,

relating to gender and project type mode.

Analysis

All the data collected was placed in a table,

and structured according to linguistic label.

A numerical code was applied to the data,

to help with detailed analysis later.

Low-level responses required urgent attention,

and high-level responses definite retention.

Students reported many learning variations,

with clear Distance and Journey Travelled relations.

Conclusions

Use of the model was considered cost effective,

and the resulting data was quite introspective.

Student development was clearly highlighted,

and personalised learning was expedited.

Understanding gained regarding perceived student learning,

was used to improve our teaching when next year returning.

The significant lessons learnt were therefore ideal,

and potential benefits have clear global appeal.

References

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