

A STRATEGY FOR MAXIMISING LEARNING GAINS



**Bournemouth
University**



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“

The greatest sign of a success of a teacher
is to be able to say,
“The children are now working as if I did
not exist.”

Maria Montessorri

“Development is an endurance exercise
with incremental improvements.”

Sri Mulyani Indrawati

Setting the Context



Lived Experiences of a BU Student



Building on Student Experiences



Strategy for Maximising Learning Gains



Opportunities for Collaboration

AGENDA

Setting the context: Learning Gains in Higher Education

► Learning outcomes (LO)

LOs are expected outputs

‘written statements of what a learner is expected to know, understand or be able to do at the end of a period of learning

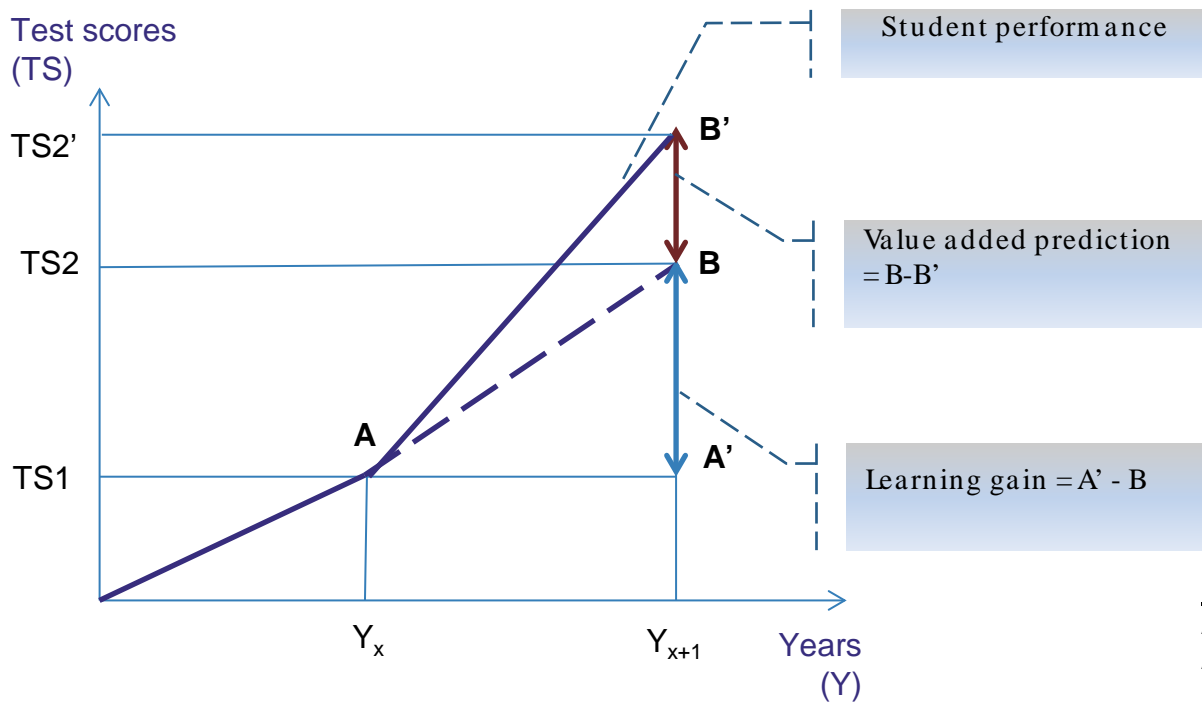
► Learning gains (LG)

LGs compare performance at two points in time

► Value-added (VA)

VAs typically measured by the difference between a student’s actual test score at a second point in time and his or her *predicted* test score.

Setting the context: Learning Gains in Higher Education



Key:

- A – 1st test score
- A' – 2nd test score
- B – Expected performance
- B' – Actual performance

Measuring tools:

- Grades
- Mixed methods
- Survey
- Standardised tests
- Qualitative methods

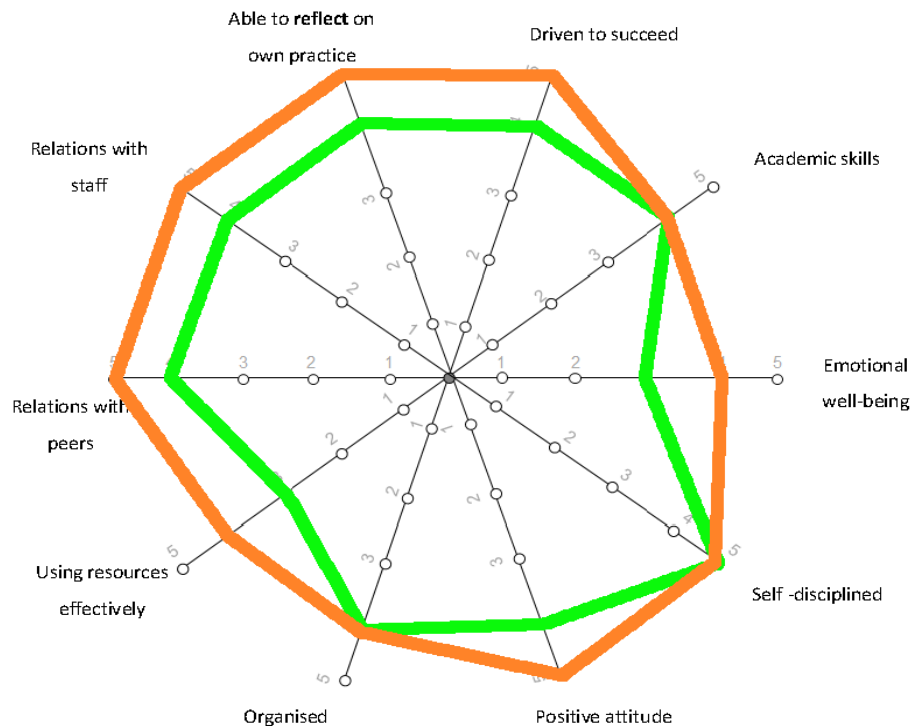
Intended Learning Outcomes: Example

“Having completed the unit you are expected to be able to:

1. Evidence an appreciation of the complexity and diversity of contemporary working environments;
 2. Identify and apply appropriate strategies and techniques for information retrieval, analysis, reporting and presentation;
 3. Contribute, in a constructive, pragmatic and proactive manner, to the effective management of complex group-based projects;
 4. Demonstrate the ability to apply a wide range of interpersonal and transferable skills in a variety of contexts;
 5. Evidence an understanding of the challenges associated with doing business and managing internationally.”
- Unit: Developing Management Competencies
 - Level: 4 (1st year on a Bachelors degree)

SOAR Academically February 2014

(Strengths, Opportunities, Aspirations/Action plan and Results)



Key to symbols: ● - Now



- At the end of this academic year

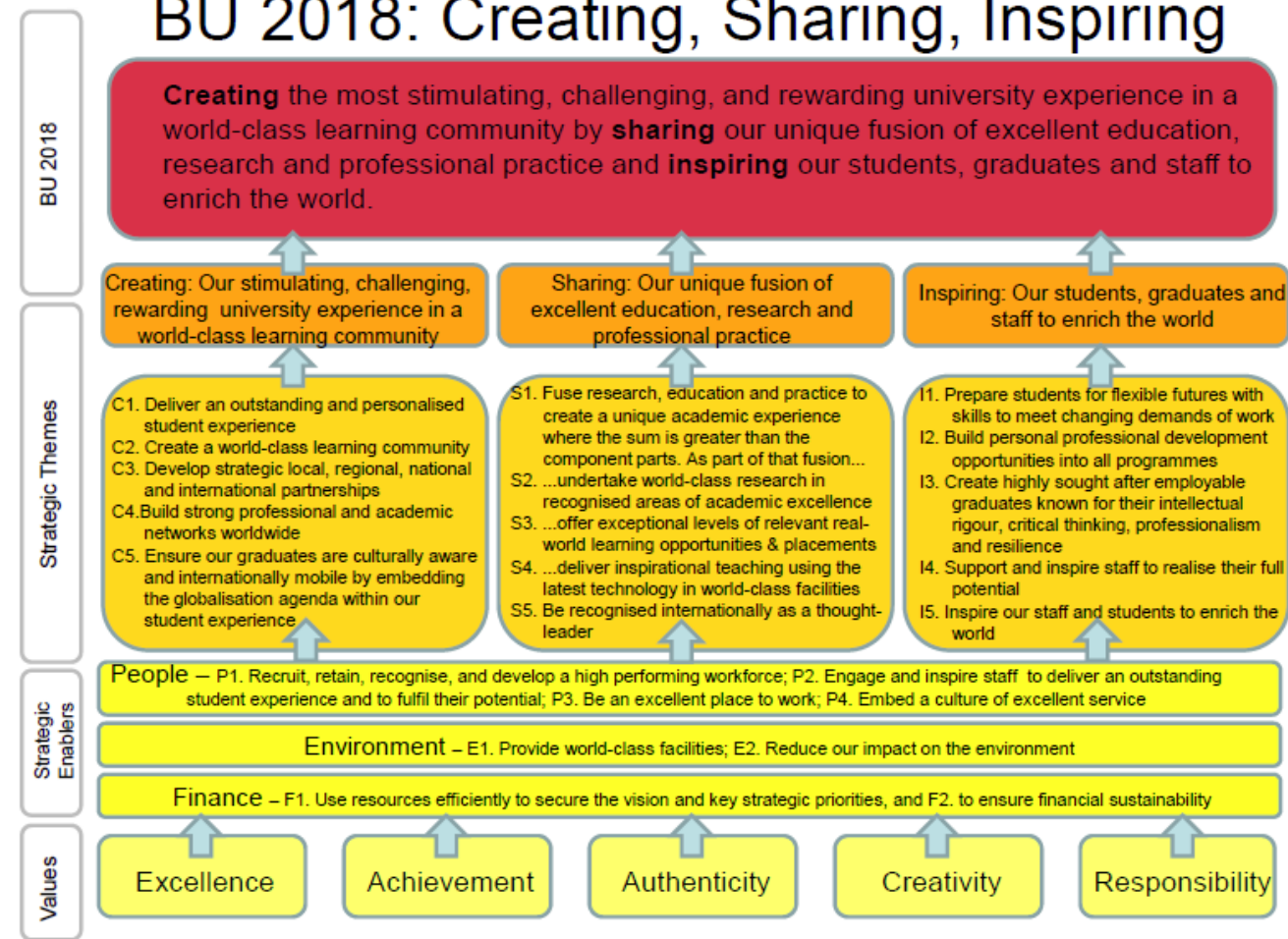
Gleb's SOAR

Your action plan for enhancing your competencies and achieving your goals

What action?	How? What support?	When?
Get "First" for the Level C	Put as much effort as I can. Ask staff and PAL for help if needed.	Summer 2014
My Latvian Business should get \$00k profit for the financial year	Increase sales by 50%. Use my connections in the UK to find new	By August 2014
Become a RAG President	Take part in all RAG events this year. Ask RAG Reps to vote for me.	Spring 2014
Become a BU Summer Ambassador	Fill an application form. Use my contacts in AspireBU.	April 2014
Do my Student Development Award	Fill all the documents. Use SDA online resources.	April 2014

BU 2018: Creating, Sharing, Inspiring

Learning
Gains in the
context
of
BU



The lived experiences of a BU student: Experience Matrix - Assessed Act.

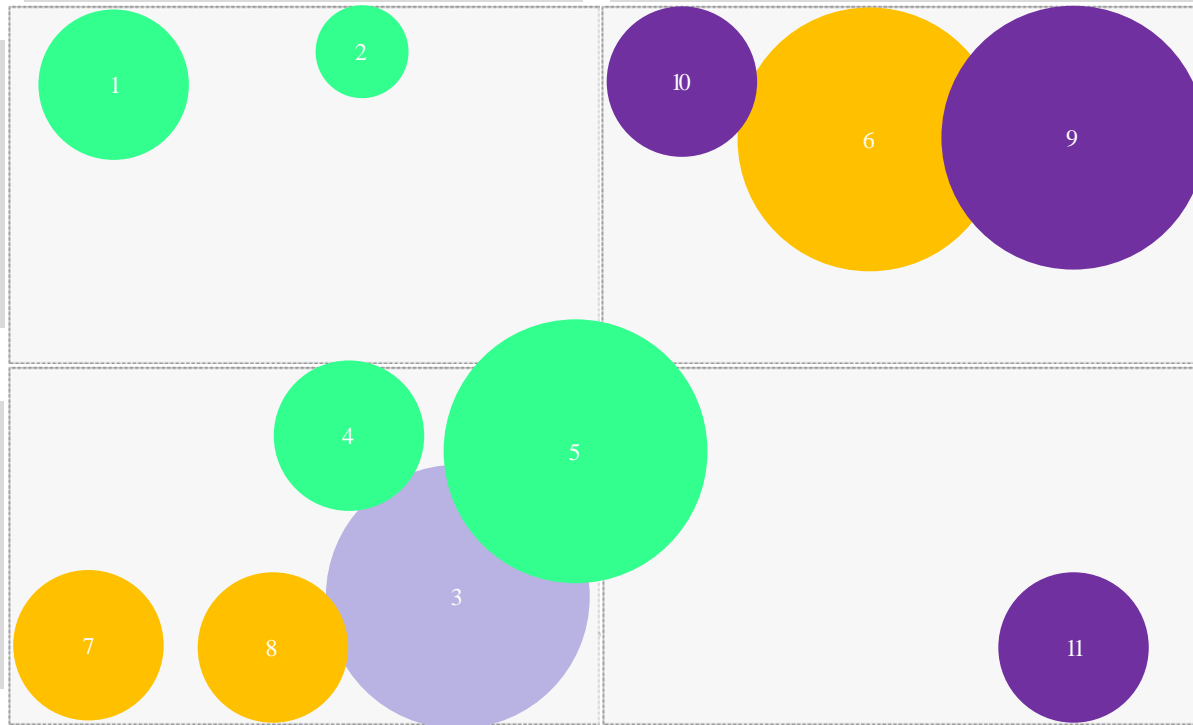
Event Type

Individual

Group

Bournemouth University

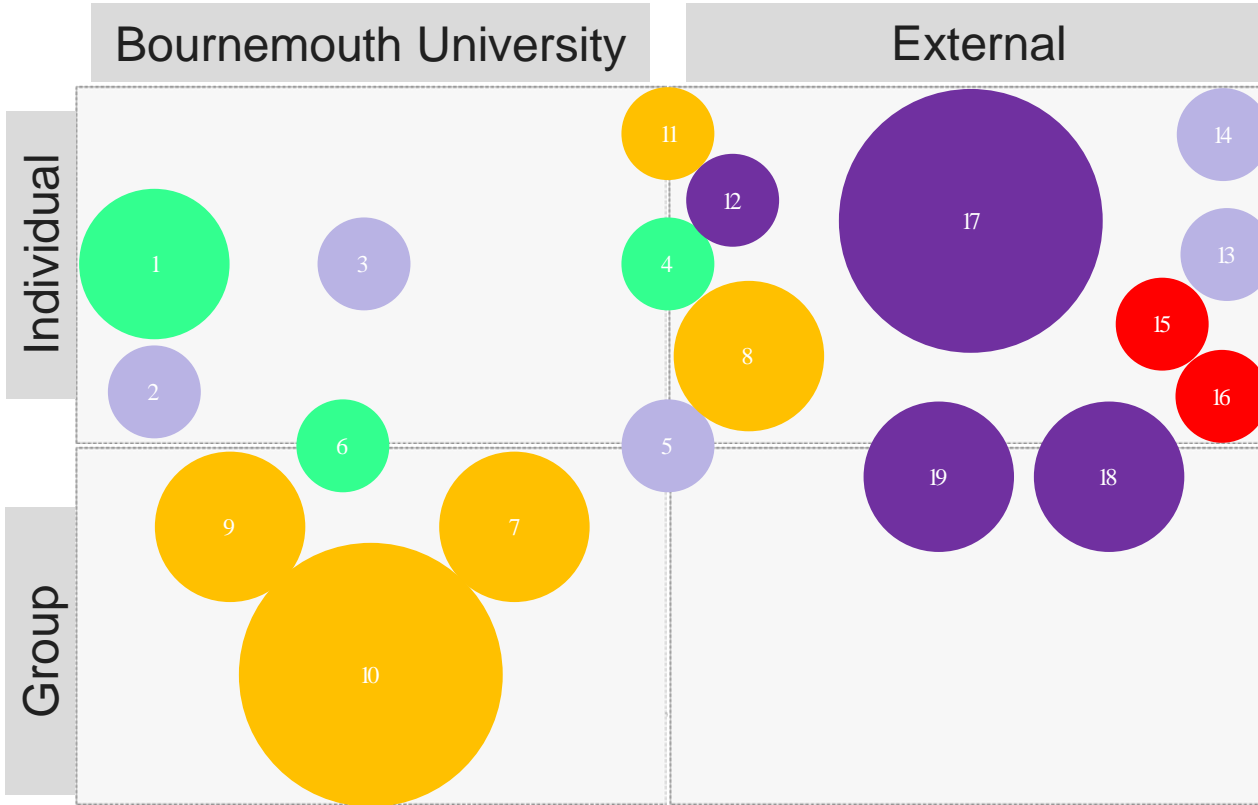
External



- 9) J.P.Morgan Global Excellence Award (Winner)
- 10) Bournemouth University – Placement Student of the Year Award (2nd Place)
- 11) J.P.Morgan Football Team – Winners of both: Bournemouth Football League and Cup

The lived experiences of a BU student: Experience Matrix – Non-Assessed Act.

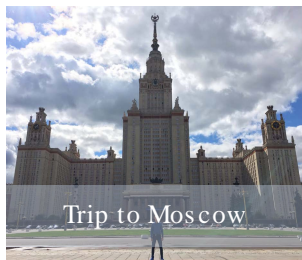
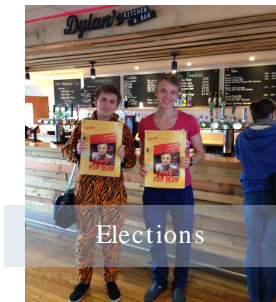
Event Type



- 1st Year
- 2nd Year
- 3rd Year (Placement)
- 4th Year
- Multiple Years

- 15. echoo (Smart Home Company) – Founder and Managing Director
- 16. Vet-V(Pallet Production Company) – Global Sales Representative
- 17. JPMorgan – Liquidity Solutions Analyst (Placement)
- 18. JPMorgan Innovation Committee Member
- 19. JPMorgan Football Team

The lived experiences of a BU student: Evidencing the experiences



Building on student experiences: Start, Stop, Continue

Start

- Providing more opportunities for final year students
- Asking students about their preferable activities
- Highlighting benefits of extra-curricular activities

Stop

- Filling all working-days with scheduled classes
- Focusing on course-related activities only

Continue

- Engaging with the local and global communities
- Promoting and advertising various available activities

Strategy for maximizing learning gains

- ▶ Explicit links between course delivery and LG.
- ▶ Continuity throughout the years.
 - ▶ Diversity of assessments
 - ▶ Visualisation
 - ▶ Interaction










The Content Strategy Canvas

DESIGNED FOR:

DESIGNED BY:

DATE:

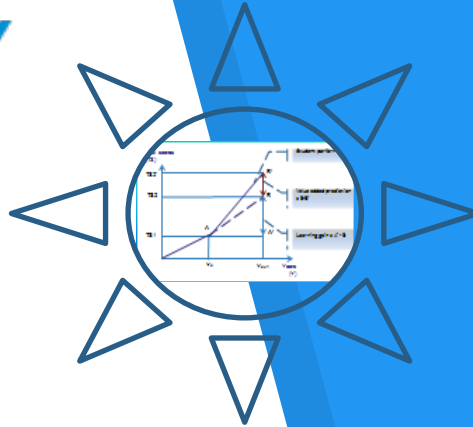
VERSION:

Audience 	Audit 	Production 	Formats 	Distribution 
	Brand 		Workflow 	
Stakeholders 		Goals 		



DESIGNED BY: CHRIS LAKE (@lakey)
Co-founder @empiricalproof

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Inspired by The Business Model Canvas (get it here: <http://bit.ly/5-M-Canvas>).



Let's work together!

Thank You!

Building on student experiences

Learning Outcomes

Years: 1☒, 2☒, 3☒, 4☒

- Understand business functions and processes.
- Manage own motivation, tasks and behaviour in enterprising;

Years: 1☒, 2☒, 3☒, 4☒

- Challenge modern business assumptions and practices;

Years: 1☒, 2☒, 3☒, 4☒

- Manage self and others to achieve tasks;

Years: 1☒, 2☒, 3☒, 4☒

- Manage complexity, uncertainty and ambiguity;
- Apply effective research skills.

Learning Gains

Years: 1☒, 2☒, 3☒, 4☒

- Start, grow and lead a real business;
- Compete with other students to develop the best campaign and win;

Years: 1☒, 2☒, 3☒, 4☒

- Organise and lead business events to develop new business practices;

Years: 1☒, 2☒, 3☒, 4☒

- Lead a real team that supports 12,000 people on a weekly basis;

Years: 1☒, 2☒, 3☒, 4☒

- Find a balance between studies, businesses and other activities;
- Be able to find a niche market, explore its potential and target it.