Richard Godfrey
Ysgol Rheolaeth a Busnes | School of Management and Business

2008

SYLWER: O ganlyniad i newidiadau yng ngofynion portffolio’r TUAAU, nid oes gan bob cylch dysgu a lwythir i CADAIR yr un nodwedion. Mae’n bwysig bod y cyhoedd dysgu hyn yn cael eu defnyddio fel adnoddau yn unig, ac nid fel canllawiau i’r hyn sydd ei angen i fodloni gofynion y TUAAU. Os oes gennych ymholiadau, cysylltwch â thestaff@aber.ac.uk.

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TYSTYSGRIF UWCHRADDDEDIG ADDYSGU MEWN ADDYSU UWCH

POSTGRADUATE CERTIFICATE IN TEACHING IN HIGHER EDUCATION

Cylch Dysgu 1 | Teaching Cycle 1

Technology-Enhanced Learning

PRIFYSGOL
ABERYSTWYTH
UNIVERSITY

Mae’r Cylch Dysgu hwn o’r portffolio TUAAU wedi’i gyflwyno i CADAIR gyda chaniatâd yr awdur uchod. Adnodd i’w ddefnyddio gan ymgeiswyr y TUAAU yn y dyfodol a staff eraill ydyw, fel rhan o’u datblygu proffesiynol ym Mhrifysgol Aberystwyth. Erys yn ei ddd i i’r awdur a Phrifysgol Aberystwyth. Os hoffech dyfynnu’r gwaith hwn neu gyfeirio ato, cysylltwch â’r awdur. Ceir y manylion cyswllt yn http://www.aber.ac.uk/cy/directory/

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Teaching Cycle 1: Technology-Enhanced Learning

Introduction

This first teaching cycle emerged out of the initial statement on teaching and learning prepared for the PGCTHE Induction programme. In that short text I highlighted what I perceived to be two of the main challenges in teaching and learning in the contemporary Business School - class size and class diversity. Just a few weeks after that Induction programme I began teaching a module called Business Strategy to 156 undergraduate students, from a rich variety of educational, disciplinary and cultural backgrounds. In this module I wanted to offer the students a learning experience beyond that which was potentially feasible within the confines of our allotted contact time; technology-enhanced learning, it seemed to me, could help achieve this goal.

What follows is an account of that experience.

In this report I do the following. First, I outline in more detail the context in which this teaching cycle took place. This is a necessary first move in order to situate that which follows. Once that is done I outline the main outcomes that I hope to achieve through this cycle. This is followed by a discussion of the planning and implementation of the cycle and also of the academic rationale guiding my thinking. I also indicate how feedback was sought and measured. Once all of this has been laid out I then evaluate the teaching cycle against the intended outcomes. I conclude with some reflections of the cycle and highlight some areas for possible future development.

1 Although in this cycle, I found conversation and sharing of ideas as valuable, if not more so, than academic theory.
Situating the Teaching Cycle

This teaching cycle was conducted during the first semester of the academic year 2005-6, which was my second semester at Aberystwyth University. It was carried out on module MM349IO, Business Strategy (module outline attached as Appendix 1). The lectures, held on Friday afternoons from 4.00-6.00pm ran for 12 weeks and were supplemented by four 1-hour tutorials. Over 150 students were registered for the course and it was assessed by means of a single 'seen' examination counting for 100% of the module mark. The lecture timeslot and the size and cultural diversity of the class offered a series of challenges that, I felt, could not be adequately met through 'traditional' teaching methods alone. It seemed that technology-enhanced learning could be a positive step toward enriching the students' experience of the module, both in terms of enjoyment but also in terms of learning.

Teaching Cycle: Intended Outcomes

1. To enrich students' experience (of the module).
2. To increase choice and the flexibility of provision (of learning activities).
3. To widen access to learning.
4. To facilitate the development of self-directed learning.
5. To develop a 'blended learning' approach.

Planning and Implementing the Teaching Cycle

Before delving into the specifics of the teaching cycle itself, it is perhaps worth spelling out first what I mean by technology-enhanced learning. I first heard this term very recently, at a Continuing Professional Development (CPD) course delivered by Mary Jacob. The term she tells me has been around for many years and is simply

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2 Written in line with Aberystwyth University's e-Learning strategy aims.
another way of saying "e-learning". However, I find this latter term too restrictive in what it connotes, whilst the term 'technology-enhanced learning' suggests a broader perspective; it also fits more comfortably with my own way of thinking about the use of technology in my wider practices of teaching and learning.

Having said that, I find Littlejohn and Higgison's (2003) definition of 'e-learning' equally applicable as a working definition of technology-enhanced learning. As such, I conceive of technology-enhanced learning as:

... the diverse use of information and communications technologies to support and enhance learning, teaching and assessment—from resource-based learning (in which students carry out face-to-face tasks supplemented by a range of online resources) to fully online courses (p. 4).

Perhaps more important than labelling this term, is to recognise its role (in Higher Education) at this current time. Even a cursory examination of the academic literature around 'e-learning' immediately directs one to the perceived importance of this particular set of issues and practices at present. The Higher Education Academy, in acknowledging the increasing use and value of technology in learning, has expressed its commitment to work closely with its:

... key stakeholders including the Heads of e-Learning Forum (HeLF), relevant Centres for Excellence in Teaching and Learning (CETLs), the Association for Learning Technology (ALT), the Leadership Foundation for Higher Education and the Joint Information Systems Committee (JISC) [in order to address the] increasing and varied pressures driving the rise in use of e-learning within UK higher education (Higher Education Authority, lasted accessed on 12/11/2007).

Its importance is further indexed through the Higher Education Funding Council for England's (Hence) belief in the need for a ten-year 'e-learning' strategy. The importance and relevance of this issue is also informing the actions of individual colleges and universities. It is now common for such establishments to have a dedicated e-learning strategy. Aberystwyth University, for example, aims to:
Promote and facilitate the appropriate use of information and communications technology (I\&T) as a means of improving access to learning and enhancing the quality and effectiveness of the learning and teaching experience (http://www.aber.ac.uk/en/academic/e-learning/part-1.php, last accessed on 10/11/2007).

Clearly then, technology-enhanced learning is an important item on the Higher Education agenda. Below I report on my own experiences of using technology-enhanced learning.

In implementing the use of learning technologies in this module I heeded Littlejohn and Higginson's (2003) call to 'start simple'. As such, and also in recognising that each of the tools needed to have some relevance, rather than being offered simply because it was available, I used the following technologies in the following ways:

Blackboard

Blackboard is a web-based resource that serves as a base through which a range of different technologies can be employed. Blackboard was used in a number of ways. First, all lecture materials and tutorial notes were made available in electronic format there. Blackboard was also used as the main communication tool, primarily through the 'email' and 'Announcements' functions. Examination materials were posted on Blackboard, as were more general course documents. The 'Discussion Board' feature was used to facilitate discussion about the examination. Finally, Blackboard was also home to the 'Course Compass' materials, of which I will say more later. Having a central location for all of the course documentation, accessible to all of those registered on the module, enabled students to engage with the material in their own time and (within limits) on their own terms.
E-trolley

The e-trolley was used extensively. Lectures were delivered through the medium of PowerPoint and I used video clips regularly. Video was valuable for the way in which it facilitated a 'chunking' approach to teaching. By 'chunking' I mean breaking the class down into smaller units, i.e. chunks. The rationale for doing this, following King (Last accessed on 011112007), is based on the theory that most people have an attention span, when listening to a presentation, of 15-20 minutes. After this point, the mind and the attention start to wander. By regularly breaking up the class using videos (and accompanying small group discussion and exercises) I attempted to keep students' attention and interest going (especially at this time on a Friday afternoon!).

Internet and Electronic Journals

The assessment for this module comprised a 100% 'seen' exam (see Appendix 2). One obvious danger with this type of assessment is that, for the assessment-driven student, there is little motivation for attending the lectures (c.f. Rust, 2002a and Race and Brown, 1998). Instead, the relevant topics can be 'memorised' once the exam paper has been released. As such, in reflecting on this concern, I integrated the exam into the module as a whole and used technology to help facilitate this. Specifically, the exam paper would be based around a single case company: Starbucks. However, students would have to prepare their own case study on Starbucks in order to be able to answer the exam questions successfully. The Internet and JoEy became important resources through which the preparation of this case would be facilitated (the development of the case was also integrated into the lecture material and tutorial exercises).
Course Compass

The final tool used was something known as a Course Compass. Essentially, this is a digital download inserted into Blackboard, comprising of a complete set of online resources provided through the publisher, to accompany the core textbook on the module. The materials included (textbook-specific):

- Interactive assessment material.
- Chapter objectives and summarises.
- Introductory quizzes.
- Video assignments and cases.
- Quick self-assessment tests.
- Web links, references and further reading.

On the whole this seemed to me to be a particularly valuable tool and one that could really engage the students in self-directed learning. The tool would reinforce the passive act of reading the textbook book with a series of learning activities intended to reinforcing the key issues.

By deploying such a suite of technologies I sought to employ a 'blended learning' approach on this module. Blended learning is a particular perspective that seeks to build an enriched learning experience through a combination of face-to-face contact and online, or technology-based, learning (Hamburg, last accessed on 26/10/2007).

Part of the reason for adopting such a perspective was due to the original challenges faced. The class size meant that one-to-one contact was severely restricted in this module. A blended approach thus helped foster 'interaction' where there was limited contact. In essence, I was providing scaffolding - an approach in which the role of the
teacher is to lay the foundations, or the structure, on which the student can then build their own knowledge and learning experience (Kate Wright, personal communication).

Blended learning also helped address the challenge of class diversity. By offering a wealth of additional materials and activities, most of which were targeted at the student's self-learning time, students could work at their own pace and use these tools to supplement whatever lecture notes.

Feedback

Procedures for gaining feedback were two-fold; firstly there was the collection of the end of semester course evaluations (attached as Appendix 3), in which students would be asked to comment specifically on the technology-enhanced elements of the course, and secondly, through informal discussion with students during lectures and tutorials. I tend to find this second method especially valuable, as it is possible to engage in dialogue with the students that often open up into a wider discussion about teaching and learning. Course evaluations are certainly useful but they do not facilitate any form of dialogue. Also, coming at the end of the module, they do not enable changes to be made to the learning and teaching experience of that particular cohort. I regularly adapt and modify my teaching based on the informal feedback I receive throughout the duration of the taught part of the module.

Evaluation and Reflection

On the whole this was a productive and ultimately successful teaching cycle. The suite of technologies and tools employed on the course were, for the most part,
received positively by the students. They welcomed the way in which the two-hour lecture, on a Friday afternoon, was broken up by the use of video and other related activities. Many students also commented favourably on the extensive use of Blackboard, especially for the way in which it was used as a central hub for all module documentation and communication.

The course compass that accompanied the text did not prove to be as valuable as I had initially hoped. A number of issues emerged out of its use. First, it was clear from the informal student feedback, confirmed through tracking student usage of the tool, that this technology was, by far, most widely used among the international students in the class. They viewed it as a technology that could enable them not only to consolidate their basic knowledge, but also as a means of developing a deeper understanding of the terminology and language of business strategy (which at times can be complex and confusing). The home students, by and large, did not use, nor saw the value in using, this technology. Instead they tended to engage more with the electronic journal resources as a means of extending their knowledge beyond the textbook.

What emerged then, through the way the technologies were used, was something of a split in learning approach. One section of the class used the technology to consolidate their knowledge, developing a deep, but narrow, understanding of the course material. Another group used it to read much more broadly around the subject (sometimes at the cost of depth of understanding).

A more practical problem also emerged out of the use of this technology. To access the course compass activities, even through Blackboard, students required a pass-code. This pass-code was only available with a unique version of the textbook (which
would cost a few pounds more, solely for the pass-code). As this was a unique pass-code for my module, the textbook could only be purchased at the University bookshop. As such, if a student purchased their book from anywhere else, or acquired another edition of the book, then these resources would be unavailable to them. This, understandably, caused some frustration for a number of the students.³

One issue I had expected to deal with, through such extensive use of technology, was lower class attendance. However, in this instance, and given the timing of the lectures, attendance was extremely encouraging and (based on conversations with colleagues in 5MB) compared favourably against other modules that did not use technology in such a way. This suggests to me that technology-enhanced learning had a positive effect on the student's enjoyment of the module.

On the whole, I think technology-enhanced learning is a useful and increasingly necessary approach to teaching, at least within my own discipline. It employs technologies that the students are familiar with⁴ and opens up the conditions of possibility for enriching the student's learning experience through blending face-to-face engagement with more broadly defined, more carefully structured, self-directed learning.

In future I feel I could do much more to foster technology-enhanced learning, and do so in increasingly sophisticated ways. For example, I recently attended a CPD course on the use of Qwizdom, an interactive class voting system. This particular technology

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³ I ran with this technology for one more semester before dropping it due, primarily, to this problem.

⁴ Although, as an aside, it is worth noting that often, because these are technologies that the students are most familiar with in the context of their private and social lives, their use in their academic life is sometimes experienced negatively or else is seen as an intrusion.
could facilitate a broader range of technology-enhanced learning activities to occur within the lecture situation (whereas, to date, most of the tools I have employed have been focused more on a student's self-directed learning time). As a tool, Qwizdom can be used for reviewing material taught in previous sessions; for determining student knowledge and understanding at the beginning, during and at the end of the lecture; as a means of chunking the session, interspersed with short quizzes and tests; and also to facilitate a variety of small group discussions and exercises.
Module Outline

MM34910

Business Strategy

Semester 1
2005/2006
MM34910 Business Strategy

Module Co-ordinator: Richard Godfrey
Room: F2, School of Management and Business
       Cledwyn Building
E-mail: rdg@aber.ac.uk

Course Credit: 10 credits

Teaching/contact: 10 lectures (1.5 hours each)
                 4 tutorials (1 hour each)
Office Hours: TBA
Module Assessment: This comprises two parts:
  1. Formative Assessment
  2. 2-hour final examination at the end of Semester 1
     (100%)

Introduction
This outline introduces the Business Strategy module, MM34910.

Aims:
1. To introduce students to a range of different strategic frameworks.
2. To allow students to understand the origins of these frameworks.
3. To enable students to apply these frameworks to a range of situations, whilst
   reflecting upon their appropriateness to these sites of application.
4. To enable students to critique the various strategy frameworks and derive more
   theoretically and practically nuanced alternatives.
5. To enable students to think strategically, remaining aware of the costs and benefits
   of so doing.

Learning Outcomes
On completion of this module students should be able to demonstrate:
On completion of this course students will have demonstrated:
1. An understanding of a variety of strategic frameworks.
2. An understanding of the origins of these frameworks.
3. An ability to apply these frameworks, cognisant of their relative strengths and weaknesses in different contexts of application.
4. An ability to critique the various strategy frameworks and derive more theoretically and practically nuanced alternatives.
5. An ability to think strategically and an awareness of the consequences of so doing.

My Expectations of You

The focus on this course is in applying the concepts, frameworks and techniques of business strategy to real world situations. The primary method for achieving this will be through case study analysis, and also by drawing on your personal experience.

Class Preparation

Thorough preparation for each class is essential. You need to ensure you have read all the materials set and considered any questions or issues necessary. I would encourage you to study in a group both for motivation but also to share ideas and opinions and to enrich the learning process.

Attendance

Attendance at tutorials is compulsory. If you know you will be missing a tutorial please let me know in advance. If you are unable to attend a tutorial at short notice please email me as soon as possible afterwards so that I can advise you of any work you may have missed, and of any important messages and notices. I also strongly encourage you to attend all lectures.

Class Participation

Tutorials only work if you come prepared and ready to contribute. I will systematically call on individuals to offer comments, opinions and answers to ensure that everyone has the opportunity to contribute.
Recommended Reading

The core text required for this course is:


Four other general textbooks are also recommended:


The first three texts all cover similar material but from different perspectives, each also contains a wide range of short and longer cases studies on which to draw. The fourth is a useful classification of the different approaches, or schools, of strategy. It is particularly useful if you find yourself getting confused about what frameworks belongs where, who said what, and when, etc. It is not recommended that any book should be read through from beginning to end (though no serious harm would come to anyone who did so!) - but they are useful as resources.

I will also be putting a number of articles on Blackboard. Primarily these will be journal articles that are particularly relevant to that week’s topic. It is important to check Blackboard on a regular basis.

OneKey On-Line Resources

This year I will be piloting the use of online resources to accompany this course. The material, provided by FT Prentice Hall, is designed as a supplement to the core text. The driving force behind this initiative is to enable greater student-centred learning. Strategy is a deceptively complex subject and frequently reading the textbook alone

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1 Please note the ISBN number. This is a specific version of the text that comes with the Access Codes to be able to use the OneKey supplementary material located on Blackboard. This copy of the text is available at the Book Shop on campus and also from Galloways. Both offer a 10% student discount
proves insufficient in gaining a genuine understanding of the subject. The online material, designed to consolidate and test your knowledge, consists of the following:

- Interactive assessment of material in each chapter of the text.
- Chapter objectives and summaries encapsulate key concepts.
- Introductory quizzes allowing students to determine where additional study is necessary before starting a learning unit.
- Video assignments, case studies and discussion topics related to current events.
- Quick tests throughout each topic to help with revision of concepts.
- Lists of annotated web links, further reading and references provide handy reference material.

Online material is broken down by chapter and it is recommended that students dedicate some of their self-directed study time to using this resource. I will carefully monitor use of this resource and seek student feedback as to its value.

Strategy Journals
The following journals are also recommended:

- Strategic Management Journal
- Long Range Planning
- Journal of Business Strategy
- Business Strategy Review
- Harvard Business Review
- Organization Studies

Assessment
This course will be assessed via one compulsory formative assignment and 1 'seen' exam at the end of the semester.

The examination paper will be distributed during the Course Review on 9/12/05. At that point, further information and guidance will be given.
Assessment Criteria

Use of academic concepts and theories
The extent to which academic materials have been incorporated
 Depth of reading and application
Relevance of the content

Structure and clarity of presentation
The structuring and cohesion of the argument
The clarity of the points made
Correct use of Harvard referencing style

Quality of reflection, interpretation and evaluation
Logical reasoning, analysis and debate
Quality and depth of appraisal and interpretation of both the company's activities and academic materials
Originality and use of initiative
<table>
<thead>
<tr>
<th>Lecture (1.5 hours)</th>
<th>Topic</th>
<th>Preparatory Readin2</th>
<th>Follow-Up Work</th>
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<tbody>
<tr>
<td>Week 1 7/10/05</td>
<td>Course Intro and Admin</td>
<td>Ch. 1</td>
<td>BB Articles One-Key</td>
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<td>What is Strategy?</td>
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<td>The External Environment</td>
<td>Ch. 2</td>
<td>BB Articles One-Key</td>
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<td>Week 3 21/10/05</td>
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<td>Ch. 3</td>
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<td>Organisational Culture and Purpose</td>
<td>Ch. 4.5 &amp; 4.6</td>
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<td>Corporate Social Responsibility and Business Ethics</td>
<td>Ch. 4.1-4.4</td>
<td>BB Articles One-Key</td>
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<td>Business Level Strategy</td>
<td>Ch. 5.1-5.5</td>
<td>BB Articles One-Key</td>
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<td>Week 7 18/11/05</td>
<td>Corporate Level Strategy</td>
<td>Ch. 6.1, 6.2, 6.4, 6.5</td>
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<td>International Strategy</td>
<td>Ch. 5.6, 6.3, 7.3</td>
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<td>Managing Strategic Change</td>
<td>Ch. 10</td>
<td>BB Articles One-Key</td>
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<td>Week 10 9/12/05</td>
<td>Contemporary Issues in Strategic Management</td>
<td>Ch. 1.4-1.5 &amp; 11.6</td>
<td>BB Articles One-Key</td>
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<td>Course Review</td>
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### Tutorials

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<tr>
<td>Tutorial 1</td>
<td>The External Environment</td>
<td>☐ Carry out a Five Forces Analysis on your chosen company.</td>
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<td>21/10/05 or 28/10/05</td>
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<td>☐ Which forces, in your opinion, are the most important in this industry?</td>
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<tr>
<td>Tutorial 2</td>
<td>The Internal Environment</td>
<td>☐ Undertake an analysis of the strategic capabilities of your chosen company.</td>
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<tr>
<td>4/11/05 or 11/11/05</td>
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<td>☐ What core competences can you identify?</td>
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<td>Tutorial 3</td>
<td>Business Level Strategy</td>
<td>☐ Using the strategy clock try and plot the route of your chosen company.</td>
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<tr>
<td>18/11/05 or 25/11/05</td>
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<td>☐ How sustainable is your company's competitive strategy?</td>
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<tr>
<td>Tutorial 4</td>
<td>International Strategy</td>
<td>☐ Choose one alliance in which your company is currently engaged. What are</td>
</tr>
<tr>
<td>2/12/05 or 9/12/05</td>
<td></td>
<td>the risks and benefits of this partnership, for your company?</td>
</tr>
</tbody>
</table>
1. Using annual reports, press articles, academic journals and the Internet, write a case study that shows the strategic development and current strategic position of Starbucks.

2. Identify the primary industry in which you think Starbucks competes. What are the key macro-environmental influences on organisations in that industry? What are the main drivers of change?

3. Undertake an analysis of the strategic capability of Starbucks. Which, if any of its capabilities meet the criteria of (a) value, (b) rarity, (c) robustness and (d) non-substitutability. Do any of these capabilities confer sustainable competitive advantage on Starbucks?

4. Using the strategy clock, identify the strategic route followed by Starbucks. How sustainable do you think Starbucks' strategic position is?

5. Using the appropriate concepts and frameworks, critically evaluate the corporate strategy of Starbucks.
MM34910  Business Strategy  Richard Godfrey

No.  Mean
1  1.84
Text: THE MODULE
The module had a clear and coherent structure

Frequency counts :
Strongly agree  Agree  Undecided  Disagree  Strongly disagree  Void
33  50  8  5  0  0

No.  Mean
2  2.08
Text: I found the subject of this module interesting

Frequency counts :
Strongly agree  Agree  Undecided  Disagree  Strongly disagree  Void
28  47  17  3  3  0

No.  Mean
3  1.94
Text: I can see the relevance of the subject matter of this module

Frequency counts :
Strongly agree  Agree  Undecided  Disagree  Strongly disagree  Void
32  40  12  4  2  0

No.  Mean
4  2.18
Text: I feel I have learned a lot from this module

Frequency counts :
Strongly agree  Agree  Undecided  Disagree  Strongly disagree  Void
19  51  19  4  3  0

No.  Mean
5  2.20
Text: READING
The module online reading list was useful

Frequency counts :
Strongly agree  Agree  Undecided  Disagree  Strongly disagree  Void
18  47  25  3  2  1

No.  Mean
6  2.71
Text: The recommended reading was easily available from the library

Frequency counts :
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<td>The lectures <strong>were</strong> well delivered</td>
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<td>The visual materiallhandouts were useful</td>
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<tr>
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<td></td>
<td>Frequency counts:</td>
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<tr>
<td></td>
<td>Strongly agree</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>55</td>
</tr>
</tbody>
</table>
No. 13  Mean 1.79
Text: The lecturer was approachable and considerate towards students

Frequency counts:
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<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Void</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
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<td>5</td>
<td>7</td>
<td>2</td>
<td>2</td>
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No. 14  Mean 1.90
Text: SUPPORT TEACHING
The amount of support teaching (tutorials, classes, seminars) was adequate

Frequency counts:
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<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Void</th>
</tr>
</thead>
<tbody>
<tr>
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<td>12</td>
<td>7</td>
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</table>

No. 15  Mean 1.98
Text: The support teaching, worksheets, exercises etc. helped me to understand the subject matter

Frequency counts:
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<th>Undecided</th>
<th>Disagree</th>
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<th>Void</th>
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</thead>
<tbody>
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<td>18</td>
<td>6</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

No. 18  Mean 1.88
Text: Student participation was encouraged

Frequency counts:
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<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Void</th>
</tr>
</thead>
<tbody>
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<td>11</td>
<td>6</td>
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<td>1</td>
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</tbody>
</table>

No. 17  Mean 1.88
Text: The sessions were effectively managed and delivered

Frequency counts:
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<th>Undecided</th>
<th>Disagree</th>
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</table>

No. 18  Mean 1.75
Text: The tutor was approachable and considerate towards students

Frequency counts:
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<th>Disagree</th>
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<td>Strongly agree: 19</td>
<td>The assessed work was consistent with the content of the module</td>
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<tr>
<td>20</td>
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<td>The amount of time available to complete the assessed work was reasonable</td>
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