

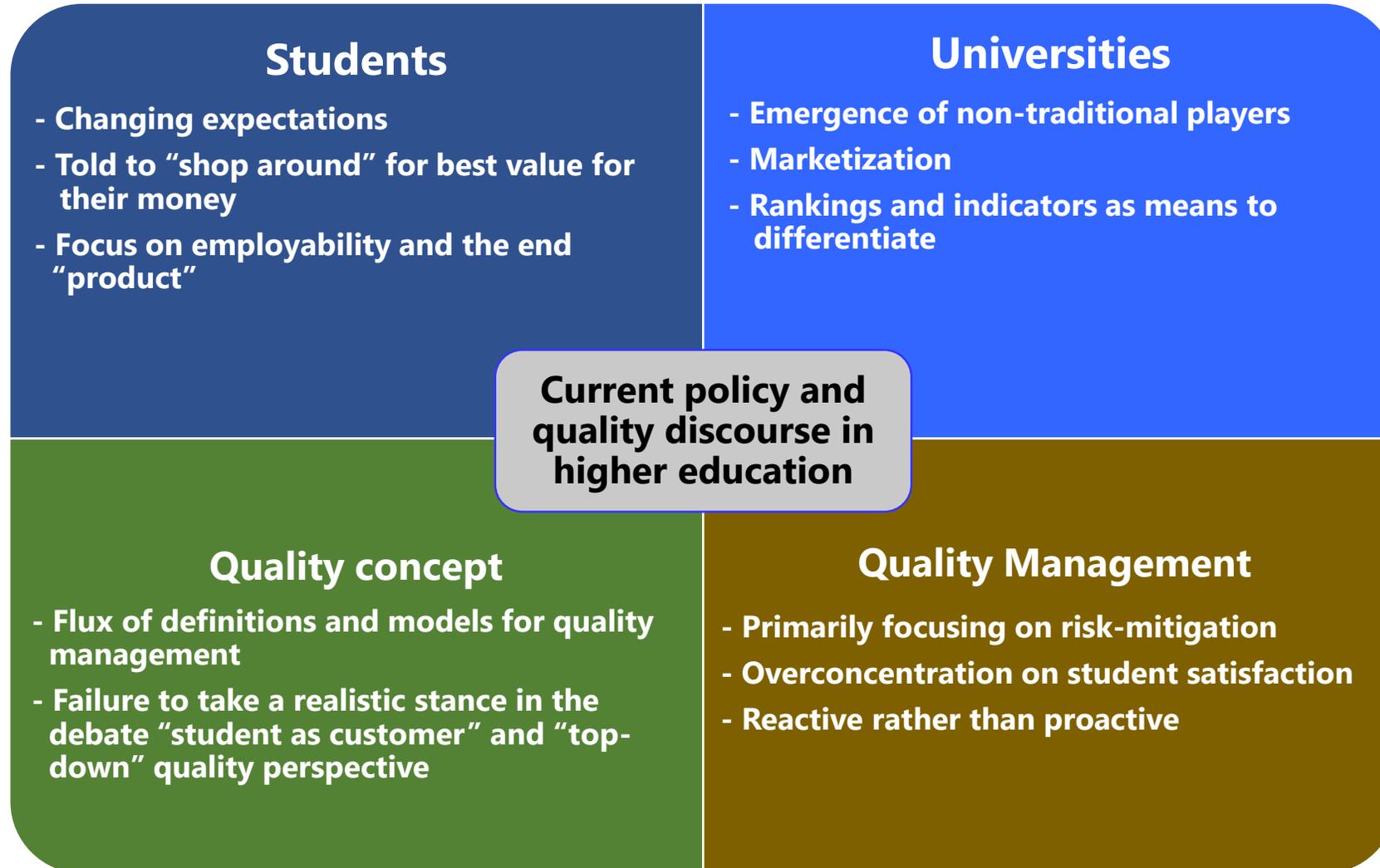
***Starting from scratch: an alternative model for
managing student experience and educational
quality in TNE***

Dr Vangelis Tsiligiris PhD, FCMI, FHEA

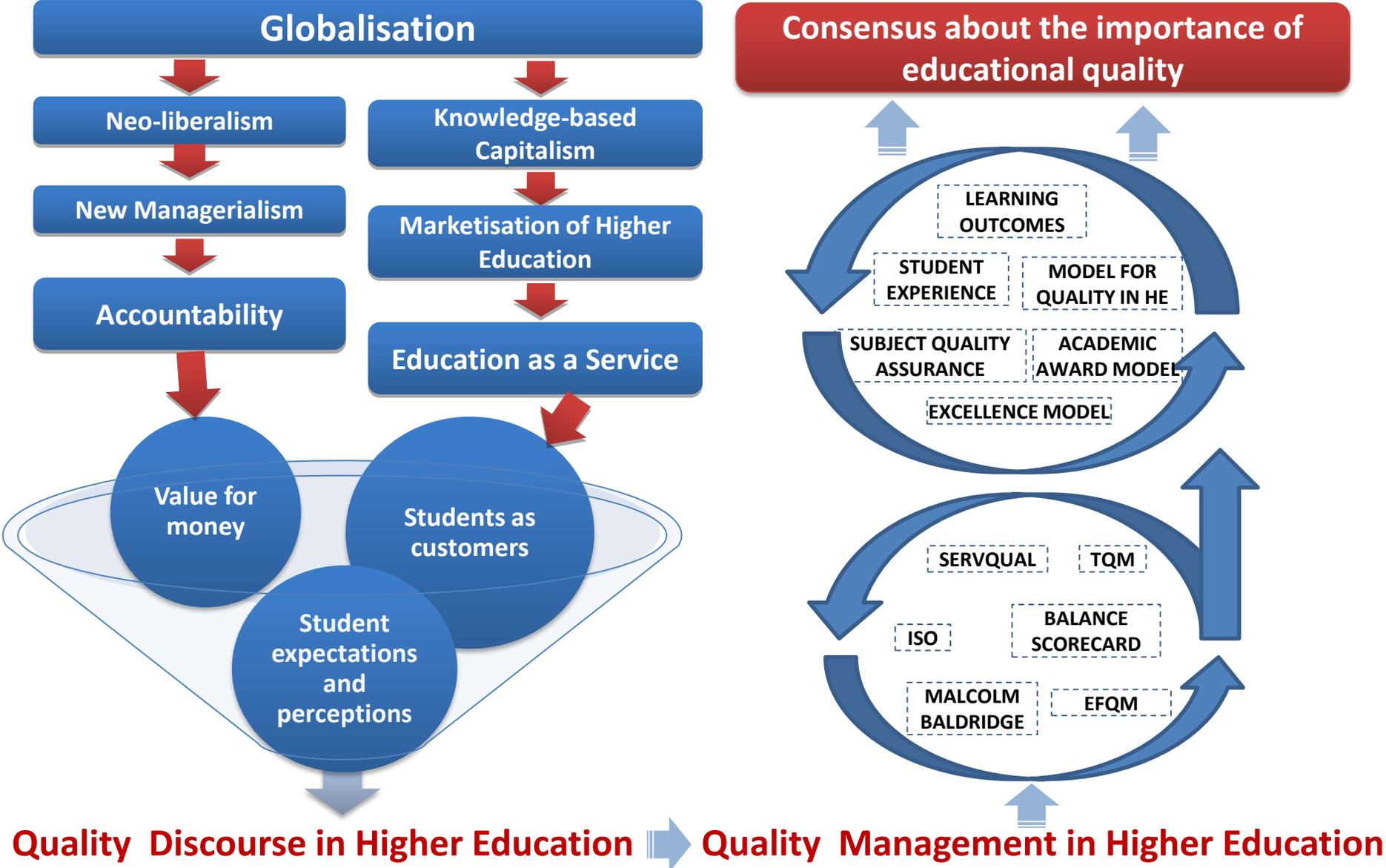
Principal Lecturer, Nottingham Business School, Nottingham Trent University

 [@tsiligiris](https://twitter.com/tsiligiris)

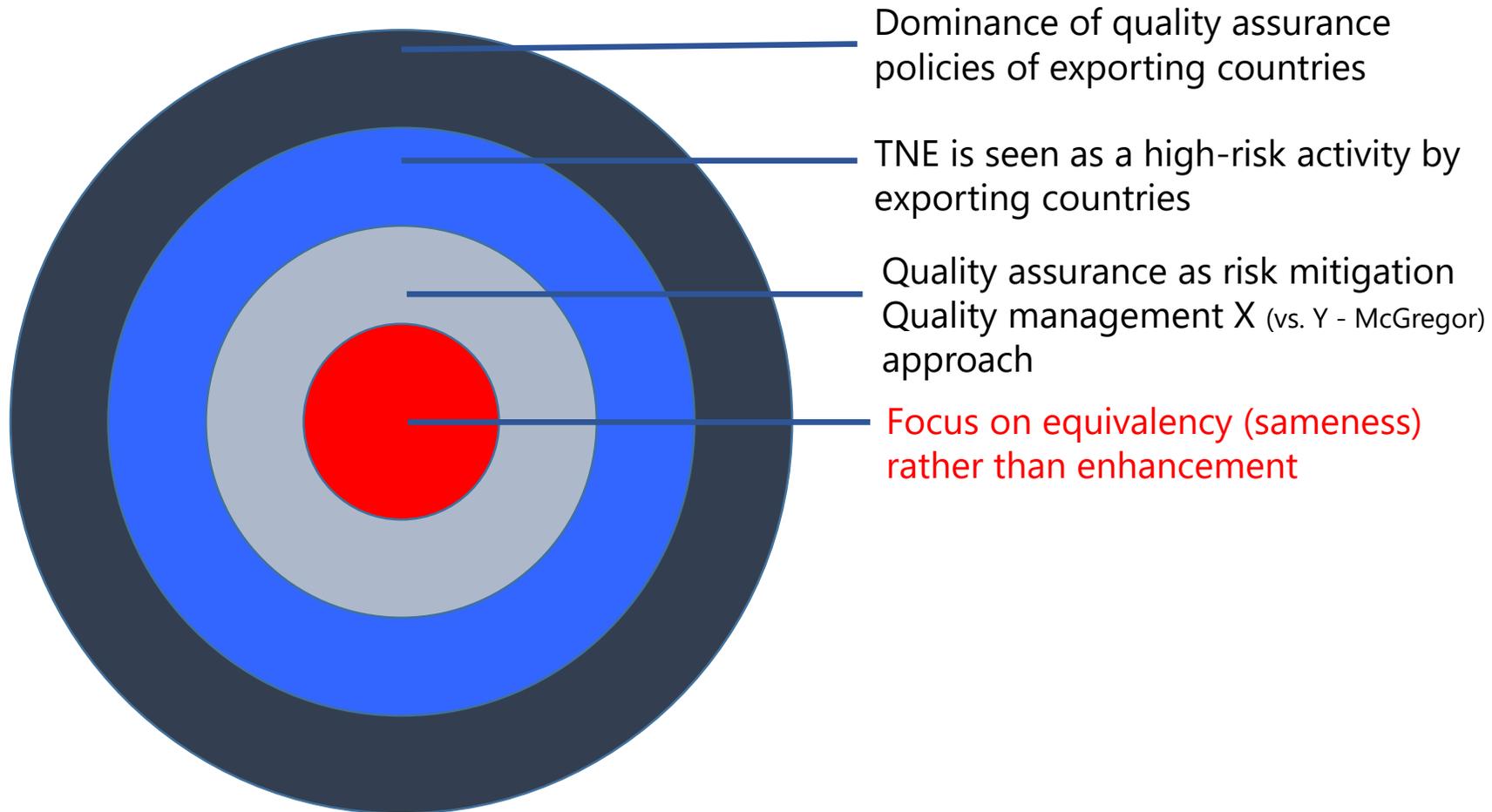
The context



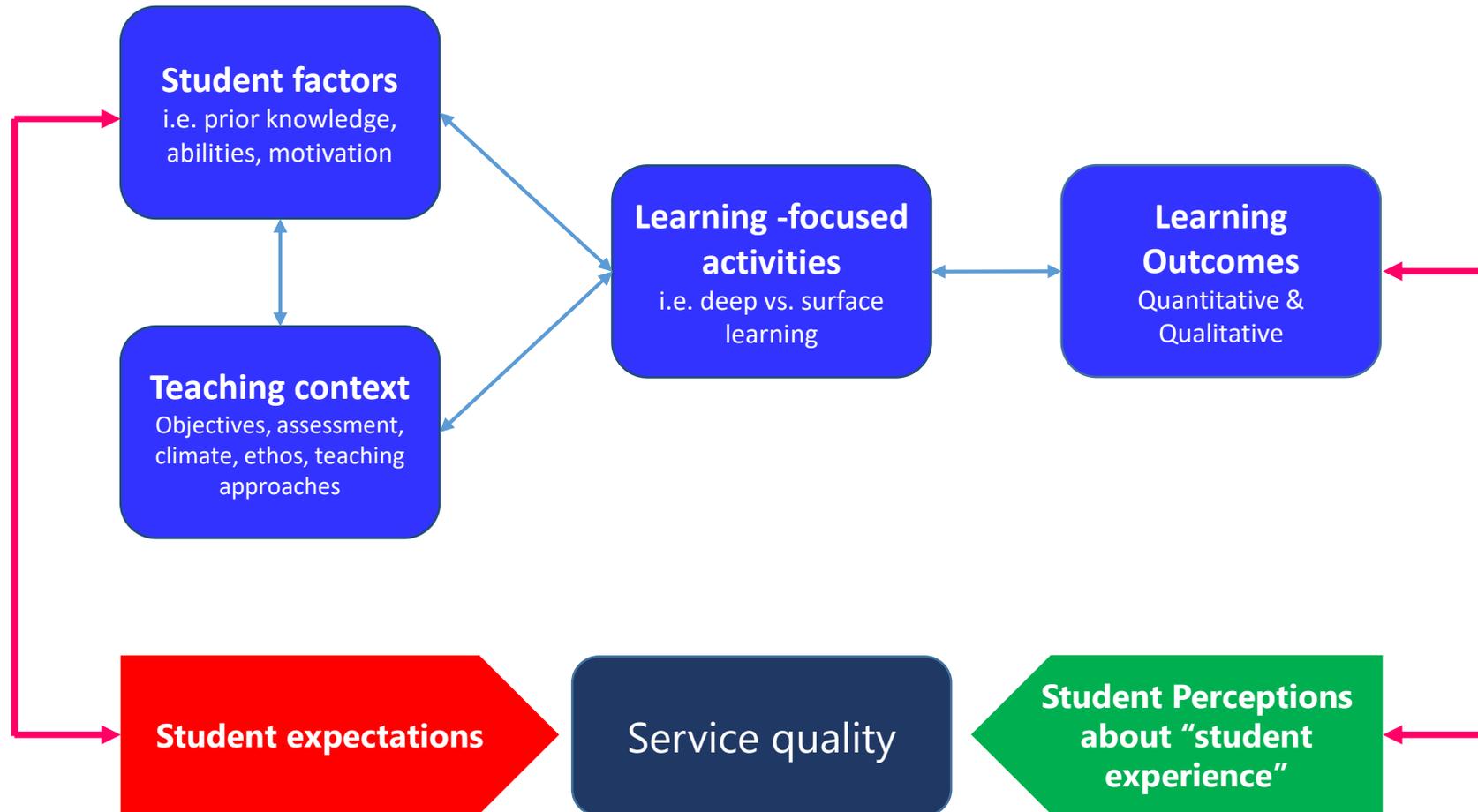
Current Quality Discourse in Higher Education



Current approach in TNE quality management



Educational and service quality are closely linked



(Tsiligiris, 2015)

Service quality

- Service quality is seen as important but not linked to educational quality

Two extreme poles in this:

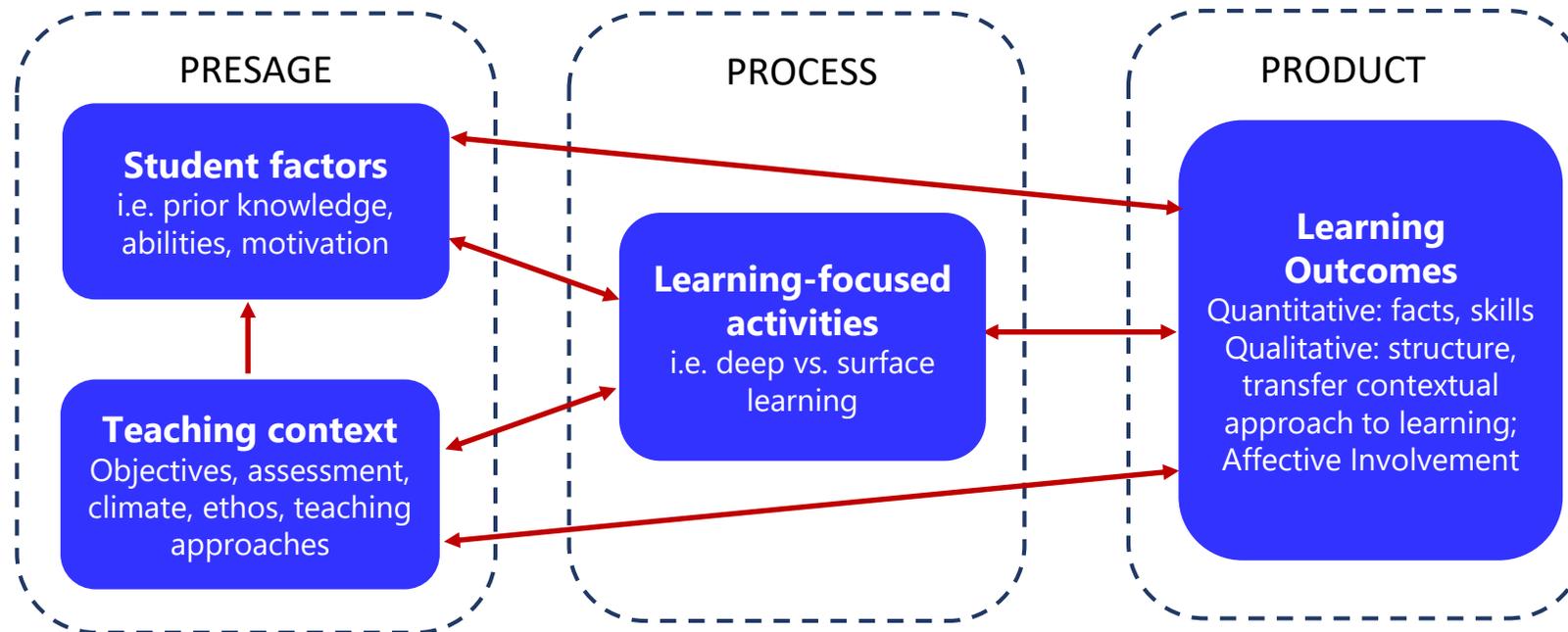
- Student satisfaction is critical in a “value for money” world
- Students should inevitably suffer in the journey to knowledge so student satisfaction is irrelevant



We place too much emphasis on operationalising end-of-module and end-of-year student surveys. But not much is done to manage student expectations and perceptions about

Educational quality

- Retrospective approach (Biggs, 2001) in managing final education outcomes
 - Teaching context remains static and ignores student presage characteristics
 - The focus is at the end of the process and over-reliance on rigid metrics and student satisfaction surveys



We react on issues that concern a previous cohort and reinforce solutions/actions on a different cohort, which may have different characteristics/needs

Research findings: student expectations and perceptions

- Students perceive differently quality in higher education. However, the majority of students consider educational quality as the prime element of quality in higher education.
- Student expectations and perceptions about quality are influenced by contextual dynamics (i.e. family, previous education experience, word of mouth, social capital).
- Students tend to associate direct contribution in the payment of fees with expectation for passive role in the learning process.
- The way students perceive the role and purpose of higher education influences their expectations and perceptions about educational quality.

(Tsiligiris, 2015; Jungblut et al., 2015)

All students are different

All students are different, and they are becoming more different.

For part-time postgraduates attending classes on wet winter evenings, the quality of teaching (and learning from their peers) is everything.

For full-time young undergraduates, what matters is the quality of "student life", in which formal academic work may rank alarmingly low.

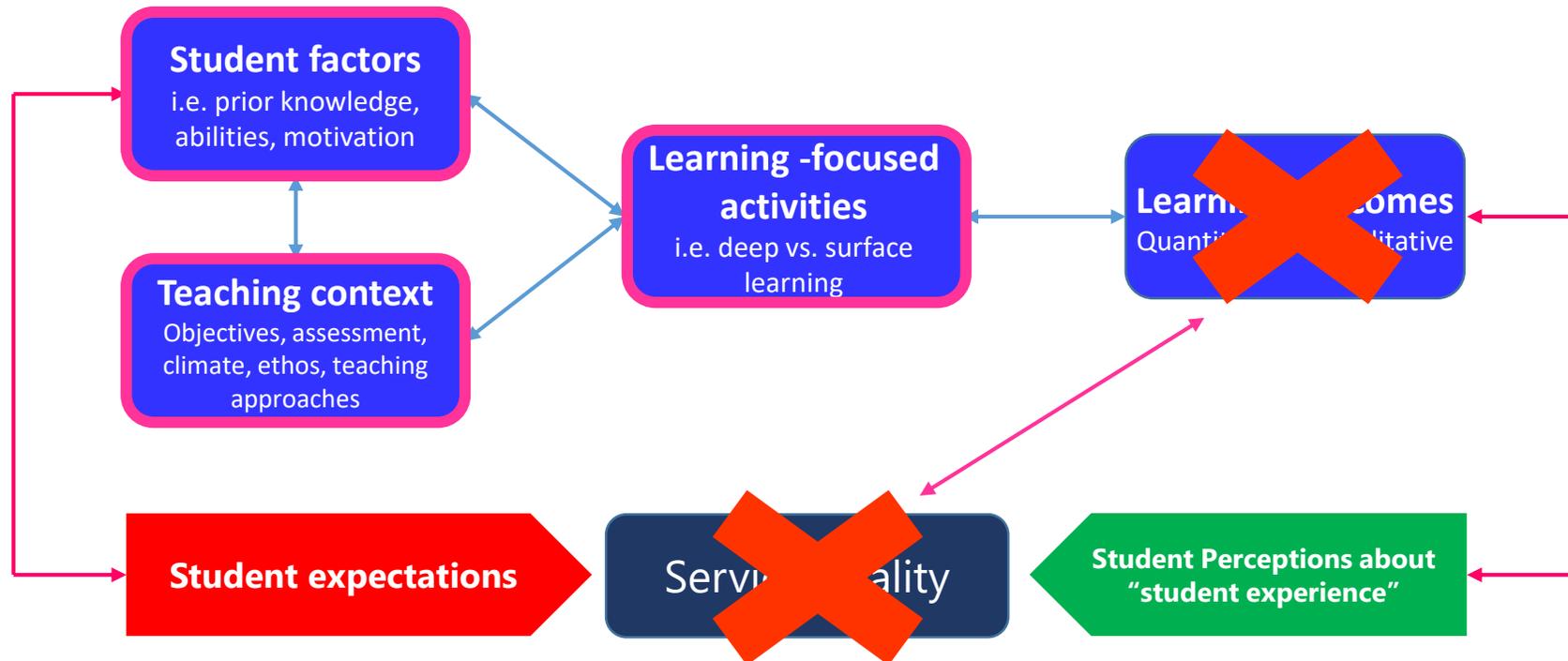
Sir Peter Scott (2014)

Different students have different presage characteristics, and service quality expectations and perceptions !

Shortcomings of the current approach

Individual student presage factors are ignored or assumed to be the same across different cohorts/locations

Student perceptions about quality in higher education, both as term and as set of desired outcomes, are the same across different locations of delivery



Existing efforts and challenges to address

Meeting student expectations

BUT !

- What about the expectations we have from students ?
- Are students aware of what is “excellent teaching” ?
- Are students able to conduct an unbiased evaluation once they are actively involved in the process, and foremost, and outcomes of assessment ?

Personalised student experience

BUT !

- Sidelined or segregated attempts which concentrate on peripheral to teaching activities (e.g. mentoring, professional services)
- Long and inefficient internal programme review cycles hindering contextualization
- Lack of a conceptual framework and of a “holistic” approach

Current quality management model in TNE

- Dominance of the quality management approach of the exporting country
- Quality assurance as risk mitigation
- Focus on equivalency rather than enhancement

The current approach assumes / implies

Student presage characteristics are the same across the different locations of delivery

Student expectations and perceptions about quality in higher education, both as term and as set of desired outcomes, are the same across different locations of delivery

Research problem

What would be an alternative model which, by considering the differences in student factors, will allow the effective and concurrent management of educational and service quality in TNE across borders?

**A prospective model for aligning educational
quality and student experience in international
higher education**

Student presage factors, including expectations about service quality, are individual and context-bound at different locations of delivery.

Student perceptions about quality in higher education are different across different locations of delivery. Perceptions about student experience will be affected by the outcomes (product) of the educational process.

A prospective approach

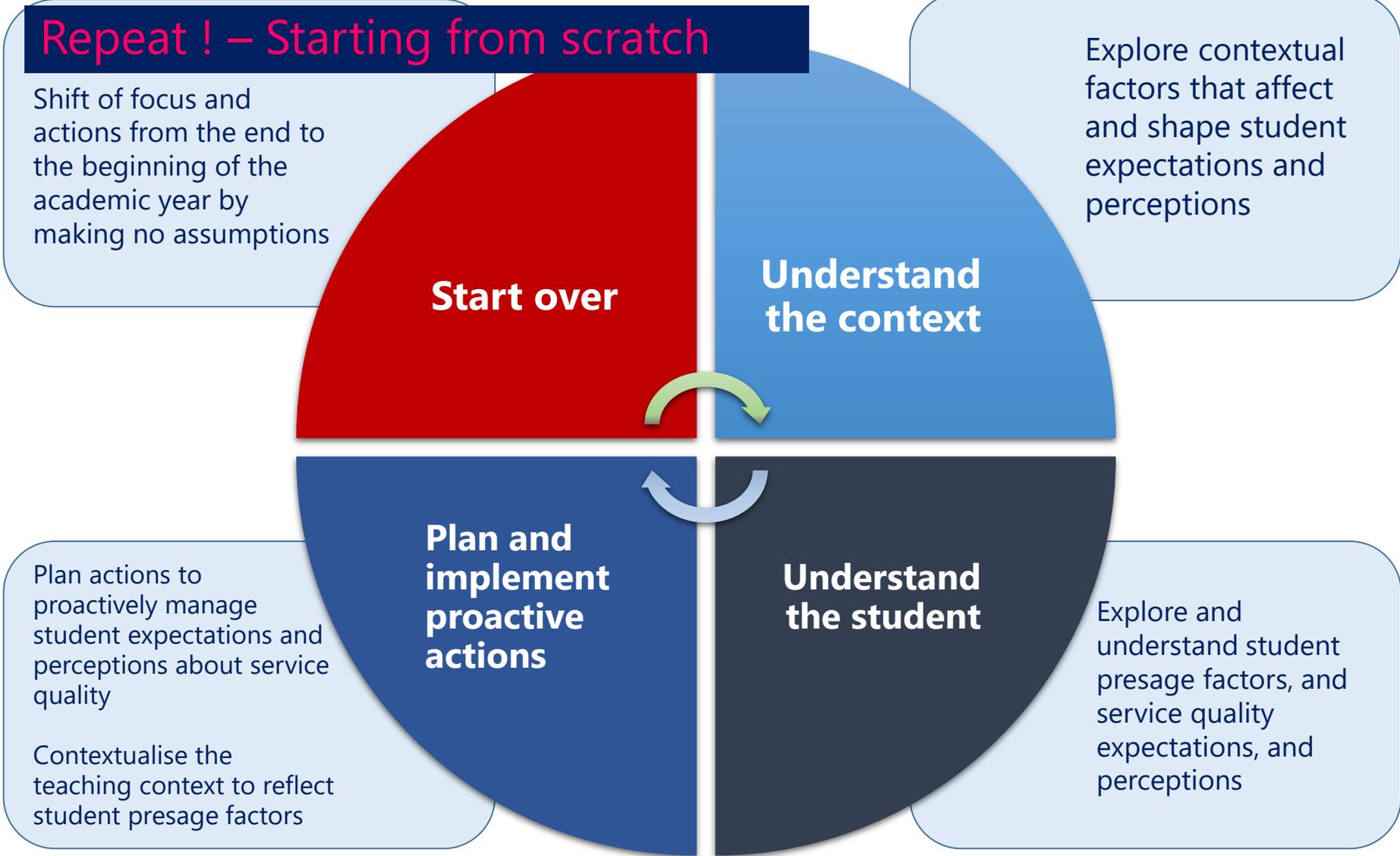
- Explore and identify student presage factors at the start of the education process
- Design and adjust the teaching context according to the student presage factors
- Identify and manage student expectations
- Understand how students perceive the term quality in higher education

Anticipated results:

An alignment of student experience and educational quality

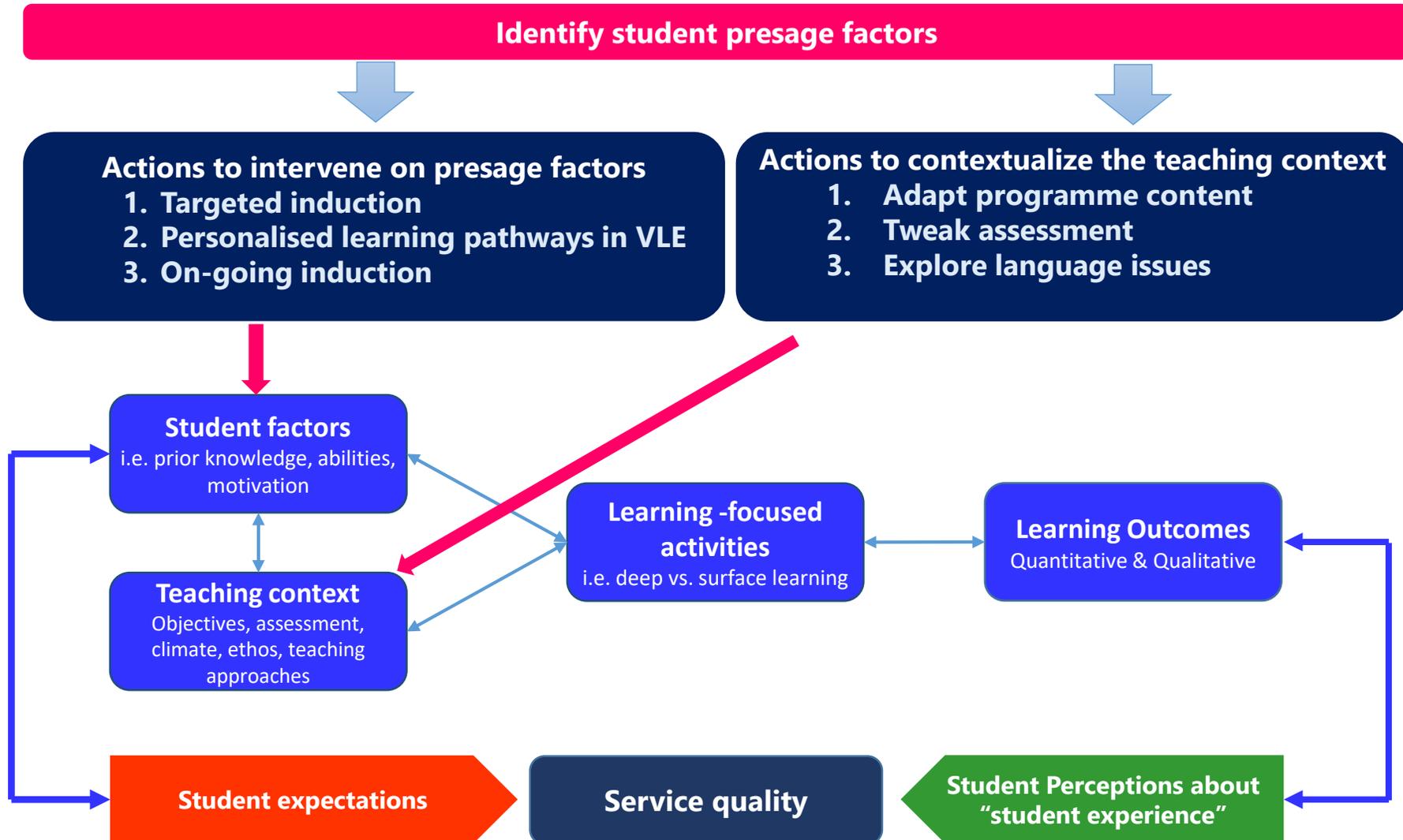
- The teaching/learning context is designed/modified according to student presage factors
- Students are more likely to adopt a deep learning approach
- The product outcomes are more likely to be in line with the expectations
- Unrealistic student expectations are actively managed and adjusted
- Bridging student expectations and perceptions about quality becomes more possible

A prospective model



An example

Contextualise the teaching context to reflect student presage factors



Practical applications

Diagnostic student survey to identify student presage factors and expectations/perceptions on service quality:

- Entry routes of students
- Key competencies
- Preferences of learning styles
- How students perceive their role as learners and co-creators of knowledge
- How students perceive the term “quality” in higher education

Targeted and extended induction to adjust (set) student expectations about core aspects of teaching and learning:

- Introduce the learning and teaching model
- Explain the student engagement/participation requirements
- Introduce and explore key competencies and skills for success (e.g. critical thinking, independent learning, time management, group work, referencing)

Practical applications

An online self-study set of units to support applicants who come from non-traditional entry routes or/and lack knowledge on key concepts

- What are the key characteristics of the UK higher education system/model
- What is the role of students in the educational process
- What is (and not !) “value for money”
- Deep vs. surface learning
- Purpose and scope of higher education
- Quality in higher education

Personalised pathways in VLE for continuous development of core study skills

- Critical argument
- Independent learning
- Referencing

Enable shorter programme review cycle to accommodate programme contextualization requirements

- Maybe setup an expedited review route ?



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Thanks !

Vangelis.Tsiligiris@ntu.ac.uk

[Academia](#)

Twitter: [@tsiligiris](#)