

## **The effect of the introduction of teaching interventions and assessment strategies in first year management units.**

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*This Scholarship of Teaching research aimed to ultimately become a report and a series of recommendations on the teaching of first year Management units in universities. Many of the Australian universities benchmark themselves against the leaders in the Course Experience Questionnaires (CEQ) (Ramsden 1991) of graduating students in Australia. Most Australian universities have their own student satisfaction evaluation method. In this study the subject university uses the Student Evaluation of Teachers and Units (SETU) as their internal method of measuring the effectiveness of teaching on units on a cohort by cohort basis. This project, using one of the largest units in a Business and Law Faculty had specific measurable objectives; the results of the unit teams' interventions demonstrate that it is possible to increase student satisfaction during their transition year by as much as 11.5%. The ten recommendations ranging from changes to unit objectives, assessment methods and updated methods of marking, communication and student support, if acted upon, should have ongoing benefits for teaching and learning of first year management units.*

**Key words:** Examinations, multiple choice tests, assessment, first year students, transition year, teaching interventions.

**Field of Research:** Teaching of Management.

### **1. Introduction and Literature Review.**

This research task was to examine and continuously improve teaching methods in MMM132 Management. The student evaluation (SETU) measurement tool at the end of semester 2 2008 is the evaluation tool used to measure the success or otherwise of the interventions taken by the MMM132 unit team. (see appendix B)

“In nearly all educational institutional missions and strategies, over 90 per cent of them make explicit reference to valuing and rewarding the development of teaching” (Ramsden & Martin, 1996). Unfortunately there appears to be variances between what academics experience and what universities say when it comes to recognizing and rewarding teaching (Ramsden et al, 1995). In some of universities the pursuit of teaching excellence is a secondary goal against the loftier goal of academic research. Yet, over 80% of revenue raised by Australian universities relates to the fees and government grants for teaching and learning purposes, less than 20% comes from research related and all other sources. (Deakin 2008) The Pareto 80-20 rule seems to operate, whereby 80% of the effort goes into 20% of the output. If teaching is indeed Australian universities' competitive advantage, our research should have more of an emphasis on the Scholarship of Teaching.

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This is testament to the theory that the academics believe that gaining DEST points has a much higher relevance than their teaching roles. The writer believes by carrying out scholarship in teaching it is possible to have a win-win situation whereby DEST points can be gained, Student satisfaction can be high and more importantly we can enhance student learning by improving our teaching methods resulting in increased enrolments and better CEQ scores.

MMM132 Management is a first-year core management unit for the Bachelor of Commerce degree. It is also a popular elective subject for students from other Faculties and partner institutions. The unit is designed to have two x one hour lectures supplemented by a one hour tutorial (up to 30 students per class) totalling 3 contact hours per week.

In semester 2 2008, there are 260 students at Waurin Ponds Geelong , 60 students at Warnambool, 160 off campus students and a very diverse cohort coming from very different backgrounds/nationalities of 830 students at Burwood. There are also many hundreds of students with Deakin University's partnership organisations of MIBT, TMC, Holmesglen, Box Hill TAFE and others. Between 16 and 20 teachers are involved in delivering the unit across the three Deakin University campuses.

MMM132 has a high dropout rate, some blame the fact that it's a core unit and even if they drop out they can return to it later. The writer believes that many drop out because they are not inspired or motivated by their teachers and that the assessment tasks appear too difficult.

Good teachers inspire students to become the leaders in tomorrow's world. However, poor teachers, like poor managers can alienate students, resulting in them leaving.

This attrition rate of so many university students exacts a high price - in dollars, in missed opportunities, and in human lives. (Erickson, Peters & Strommer 2006)

Even though students are largely responsible for their own success in university, poor customer service accounts for 72 percent of student attrition. With dropout students stating that teachers do not give a damn about them, they feel they don't fit in or they have issues with the university staff. (Raisman N. 2007).

Research at this stage indicates that many teachers who gain very high SETU scores at Deakin University are more likely to be inspirational teachers, teaching smaller non-core units (up to 200 students). The larger compulsory core units of up to 2000 students employ a lot of part time teachers and are taken by 1<sup>st</sup> year students. These units are likely to have much lower SETU scores. (Hagel & Azmat 2008) The reasons for this have not yet been fully determined.

Teaching, like management, is all about human beings. Few service industries in the world would be as people oriented as education. Yet, often the teaching techniques we employ are the very techniques that we don't recommend to students of business and management. Weberian bureaucratic techniques are seen to be extremely efficient in our universities and are often the norm, yet we extol the virtues of Post Modernism methods. (Morgan, G. 1997)

We implore our students to become Theory 'Y' managers, but many teachers adopt a Theory 'X' attitude towards their teaching practises. (McGregor 1960) They use Legitimate, Information, Reward and Coercive Power to get compliance from their students, but they often get resistance. (Waddell et al 2007) Teachers who use these methods rarely bring out the creative abilities of students and although they will get similar results to other teachers it may be hard work for everybody involved.

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However, Theory Y followers use Reward, Expert and Reverend Power to get compliance, but more importantly engender commitment from students. (Waddell et al 2007) A committed class of students will usually out perform a class of resistant or compliant students.

Hopefully, the proposed action research will not only highlight ways and methods of improving the MMM132 unit, but also engender a Theory Y approach to the teaching.

## 2. Methodology and Research Design

The Scholarship of Teaching research task was to examine and continuously improve the teaching methods in MMM132 Management. The SETU measurement tool at the end of semester 2 2008 is the evaluation tool used to measure the success or otherwise of the interventions taken by the MMM132 unit team.

The focus of the research was across all of the following cohorts involving:

The main Melbourne-Burwood Campus. Four full time and eight part time teachers.

The main Regional-Geelong Campus. One full time and one part time teachers.

The main Rural-Warnambool Campus. One full time teacher.

Off and On-Line Cohort. One full time teacher.

The unit teams are measured on their SETU performance of the above campuses, but they are also involved with Deakin partnerships that teach MMM132 off shore and locally at MIBT, Box Hill TAFE and Holmsglen TAFE.

The MMM132 semester 2 / 2007 SETU score for the main indicator question 'The unit was well taught' was 8% below the Business and Law Faculty average and had the second lowest SETU scores in The School of Management and Marketing overall and the lowest for an On Campus unit. (see appendix B)

The methodology involved a cycle of planning, action and monitoring as teaching processes and MMM132 unit resources are developed and refined. It involved the MMM132 Management teaching team focusing on key issues and pursuing change at a critical, analytical level. Individual inquiry and systematic monitoring took place by the unit chair throughout semester 2, 2008.

The research aimed to investigate the activities related to delivery techniques and teaching principles of MMM132. It used a review of the literature on teaching theories combining action research. The macro goal was to achieve at least the average SETU score in semester 2 2008 and the micro goals were incremental improvements in every facet of MMM132. Action research approaches including inquiry of:

### **1. The learning objectives of MMM132**

This impacts on: SETU Performance indicators 1-9.

This is where the research began. On primary investigation it appeared that MMM132's objectives are set very high for a first year unit. The unit's objectives were clearly articulated

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and when researched by Hagel and Azmat (2008) they exceeded the quality standards laid down by the university.

The learning Objectives of MMM132 Management 2008 as listed in the unit guide were:

On completion of this unit students should be able to:

1. demonstrate a critical understanding of the historical evolution of management theory;
2. identify the central tenets of management theory;
3. demonstrate an understanding of the applicability of management theory to management practice;
4. critically analyse the ongoing and contemporary issues facing managers in organisations;
5. establish a theoretical and conceptual base for further studies in management and human resource management;
6. collect, compare and integrate information from different types of sources;
7. research, summarise and critically assess that information about a management issue;
8. develop a plan to help you and others meet specific targets;
9. work cooperatively with others towards achieving identified objectives, organising tasks to meet your responsibilities in group work;
10. identify a problem, or contentious issue, and come up with alternative options for solving it;
11. discuss the implications of wider social and cultural diversity and ethical issues in management;
12. demonstrate knowledge of international and intercultural perspectives as they relate to management.

However, group work in assignments rated amongst the worst features of the unit by 25% of the Geelong cohort. The Off Campus cohort do not have tutorials and can only experience group work by actively participating in On-Line (DSO) discussions or by choosing the option of doing the assignment as an individual. Less than 40% of MMM132 off campus students did group assignments and even less choose to actively use DSO. This unit objective will be discussed further in the Assessment section.

### **2. Roles of teaching staff in the overall teaching team.**

This impacts on: SETU Performance indicator 7. *I would recommend this unit to other students.*

With up to 16 teachers involved in the delivery of MMM132 it is vital that a clear understanding of the roles, coordination and procedures in the unit is communicated to everyone involved.

In semester 2 2008 the cohort coordinators were empowered to be more flexible in their delivery and management of the unit. A Modernist or even Post Modernist management approach may have been suitable to increase individual cohort SETUs. However the sheer size of the unit meant that a traditional centralist approach to the management of the unit was taken. This approach works well with some cohorts especially new students that have a 'Dualism' view of knowledge, but more mature Off Campus students who have a 'Relativism' view of knowledge may prefer less of a centralised system. (Perry, 1999)

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These large units, usually taken by 1<sup>st</sup> year students are likely to have much lower SETU scores. (Hagel 2008) The reasons for this have not yet been determined, but the need to use Taylorism principles to manage such large units could be a factor. Since students are required to do compulsory units that are not of their choosing, Sometimes Theory X management principles are used by teachers to coerce students to do their work.

Three formal meeting and many informal meetings were carried out during semester 2 that included the unit chair, coordinators, lecturers, full and part time tutors. Three joint meetings with other unit teams and specialists also took place.

The first MMM132 team meeting was a full day seminar held at the Burwood Campus. Allocation of roles to each member of the team was carried out. Although a consensus of opinion could not be reached, the assessment was altered to suit the majority. Attendance was excellent and included all full time teachers from Deakin's Burwood, Geelong, off campus and Warnambool cohorts as well as specialist advisory academics and coordinators from MIBT and Holmsglen. Sessional staff were paid for their attendance, but only 4 sessionals could attend.

The second team meeting was a two hour face to face and voice point meeting held at the Burwood Campus.

The focus of that meeting was the marking of the first assignment, the formulation of the second assessment task, progress to date, tutorial issues, general problem solving and unit improvement ideas . The assignment, based on a DVD case of Virgin Blue Airlines and Richard Branson's leadership was changed to a case involving Qantas. Sessional staff were not paid for their attendance, however most chose to be involved. Problems with the number of telephones that could be linked to the meeting led to the proposal to use the Elive technology for the next meeting.

The third team meeting was a two hour Elive and voice point meeting. The focus of that meeting was the teaching and marking of the second assessment task, the formulation of the exam, progress to date, tutorial issues, general problem solving and unit improvement ideas. Sessional staff were not paid for their attendance, however most chose to be involved. Problems with the use of the elive system led to team members being able to hear but not speak on the system. This problem was later traced to the fact that team members plugged in their headsets after logging onto the Elive session. Team members resorted to using the conference call phone lines to relay their thoughts. Later team meetings were carried out using group email techniques.

This was the first time, to the best of my knowledge, that this type of team building and action research methods across all campuses have been carried out in MMM132 Management. Although it was useful to give the feeling of inclusion and empowerment to all teachers whether they were full or part time, the lack of funds to pay sessionals, tyranny of distance and the problems with communications technology meant that these type of meetings experience teething problems.

Attendance at tutorials was quantified during semester 2 2008 at Geelong. The average tutorial attendance over the semester from students who submitted assessment pieces was 52%. The pleasing thing was that the 20% of students who attended every tutorial, not one of those students failed the unit.

### **3. Curriculum development including the 12 week cycle, particular topics and sequences.**

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This impacts on: SETU Performance indicator 1. *The course materials in the unit were of high quality.*

The removal of Topic 10, chapter 11 Managing information: communication and technology, was made to accommodate the new 12 week teaching cycle. The face to face side of communication and the electronic communications are a major part of other units in the Bachelor of Commerce program and it is recommended that this topic is not reintroduced into the MMM132 program.

One of the problems noticed by students was that although the assessment tasks were set and written in to the unit guide prior to the commencement of the semester, the details of the case studies and journal articles for analysis were not released until after the semester was well underway. It is recommended that the all of the curriculum, unit guides, assessment tasks, marking guides and study guides be finalised well before the commencement of the semester. In order to achieve this, the unit chair and teaching staff need to be appointed well in advance and all unit preparation should take place prior to conference and recreational leave by teaching staff.

### **4. Assessment processes.**

This impacts on: SETU Performance indicators 5. *The teaching staff gave me helpful feedback.* 3. *The workload in this unit was manageable.* 4. *Requirements for completing the assessment tasks in this unit were clear &* 6. *The library resources met my needs.*

MMM132 has a very diverse group of students, so having a number of assessment methods has been thought to be more suitable in catering to the needs of a large diverse cohort. The assessment methods used in MMM132 were a minor research essay (10%), a major analytical essay (30%) and a theory and applied exam worth 60%. The above is a debatable issue and will be closely researched using the criteria in Appendix D. The survey below was taken amongst 131 Geelong students at the revision lecture in Semester 2 2008.

### **Results of the survey on assessment methods;**

#### **What assessment system do you think is best suited for this unit? Total responses 131 (Geelong only)**

38 positive responses or 29.5% say to leave the assessment as existing below-

- 10% Individual research & academic writing assignment
- 30% Group research & case study analysis assignment
- 60% Exam (10% M/C 30% theory & 20% applied) covering all topics

80 positive responses or 60.5% say to revise assessment to:

- 10% Individual Online Multiple Choice Test
- 30% Group research & case study analysis assignment
- 60% Exam (10% M/C 30% theory & 20% applied) covering all topics

13 positive responses or 10 % say to revise assessment to:

- 30% Group or Individual research & case analysis assignment
- 70% Exam (20% M/C 30% theory & 20% applied) covering all topics

**Assignment 1.** Due week 4, 10 marks, topic: Scientific Management Today

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*For the purpose of this assignment you will need to use (by means of Summarising, Paraphrasing and Citing) the ideas and words of other authors and researchers in Scientific Management in your writing from two journal article.*

The teaching of academic writing, researching and analytical is emphasised and tested in this assignment, yet it is not one of the units learning objectives. Even though the partnership with Student Support was seen to be very successful in achieving better academic writing skills, students rated the 1<sup>st</sup> assignment as the worst part of the MMM132 unit. It would appear that first year university students are not used to this type of assessment and really struggle with the concepts of academic research and writing early in their university studies. Coming so early in the semester (week 4) it is also a time management factor that adds stress, resulting in a high drop out rate around the submission date. Our research above shows that students would prefer that this assignment tests them on the knowledge of the theory learnt in the first part of the semester by way of a 10% multiple choice test.

Multiple Choice tests have their critics, but they are widely used and highly regarded as a form of "Objective" test. They are very useful for first year students who are used to remembering theory and facts. (Erickson et.al. 2006 p163) The MMM132 unit objective is based around management theory and the learning of the language of the management by repetitive regurgitation is a good way of assisting first year students' transition to university education. The first assessment task is only worth 10% and the writer recommends that a one hour, 40 question, multiple choice test be introduced on a trial basis in 2009. This method will quickly highlight "at risk students" and remedial action can be taken early in the semester. The academic writing and research can then be incorporated into the second assignment.

**Assignment 2.** The assignment was due in week 9 and had a value of 30%, individual or groups up to three members. It consisted of a series of analytical questions and an essay based around a 26 page case study of Qantas Airlines and involved research using at least two academic journal articles and 6 other sources of research information.

The objective of this assignment was to require students to investigate, describe, and analyse the notion that an organisation's environment impacts on managers' decisions, and organisation success. Managers' responsibilities include monitoring the organisation's environment, and making decisions enabling the organization to take advantage of opportunities, and avoid threats that come from the environment.

The rationale for this assignment is two-fold: first, to draw students' attention to the need to bridge the gap between management theory and practice, and secondly, to provide first-year students with the opportunity to build academic, research, analytical, and writing skills.

Although the unit team chose this style of assignment because it was seen to effectively achieve the learning objectives, the results were seen to be mediocre amongst many of the groups. The students didn't rate the assignment too highly with only 14 saying it was the best part of the unit and 55 saying it was one of the worst features of the unit. Strangely, the academic writing of the groups was quite poor, even after all of the work that was put in with Student Support in the first assignment. It is a mistake to hand back the second assignment in the same week that the SETU evaluations start as it affects the overall SETU scores greatly. Discussions on DSO indicate that some Burwood students had a campaign to give poor evaluations to tutors that gave them poorer than expected marks in the second assignment. This assignment will be one of the topics in the unit review process and although the basic format should remain similar, fine tuning is recommended especially the group processes.

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## The Examination

### **Part A: Multiple Choice Theory Questions**

Each multiple choice was worth 0.5 marks each (Sub total  $20 \times 0.5 = 10$  marks)

### **Part B: Short Theory and Applied Questions**

Six (6) questions worth 5 marks each (Sub total  $6 \times 5$  marks = 30 marks).

### **Part C: Extended Analytical and Applied Questions**

Two (2) questions worth 10 marks each (Sub total  $2 \times 10$  marks = 20 marks).

Format and difficulty of the examination appears to be almost right. The average score achieved in the exam was 56% with 17% actually failing the exam, up from 10% a semester earlier.

This indicates that the exam could be slightly harder than the average for the Business and Law Faculty. Interestingly, the students who failed the exam attended only an average of 30% of tutorials. This examination will be one of the topics in the unit review process and although the basic format should remain similar, fine tuning is recommended.

## **5. Strategies to improve teaching strategies especially lecturing, running tutorial discussions, practical work, or online discussions.**

This impacts on: SETU Performance indicators 1. *The unit was well taught.* 5. *The teaching staff gave me helpful feedback* & 7. *I would recommend this unit to other students.*

Provided the learning objectives could be achieved, complete flexibility was given to lecturers and tutors to vary their classes to suit the cohort and their own teaching style. Group work was greatly encouraged in tutorials not only to achieve the pedagogical benefits of group work but to allow students to network and establish friendships.

A tutoring workshop was held earlier in the year to assist our tutors to develop good teaching skills. The input from teachers into all items of assessment was invaluable (but time consuming) for gaining extra commitment from the unit team.

Although a staff folder was placed on DSO for all teachers to access, no discussion page was set up. I believe that a staff discussion facility would be beneficial, especially for the new tutors at Burwood. There was a MMM132 Unit Team email system developed, but this was a very formal mechanism predominantly used by the unit chair and coordinators.

The Unit Team set up a partnership with Student Support whereby the first assignment was restructured around academic writing techniques. Joint lectures with Student Support took place on all campuses and those iLectures were placed onto DSO. This initiative resulted in a nomination for a B&L Faculty Student Support Award.

Marking using grade book was very successfully tried at the Warnambool campus. Questions regarding the submission of hard copies of the 1<sup>st</sup> & 2<sup>nd</sup> assignments made up 12.3% of all the discussions on the MMM132 DSO discussion folders and resulted in many arguments about missing assignments. (see appendix A) Discussion on this issue with some of the leading academics in the B&L Faculty indicated that hard copy submission does not lend itself to the



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flexibility that students want. Gradebook also allows for a sustainable and quicker marking system that has the capacity to give students more detailed feedback.

Both of the two assignments were due in on Mondays. The unit team determined that students would be asking last minute assignment questions over the weekend and the unit chair monitored the DSO Discussion site for all cohorts during this period. It is recommended that the assignment submission should be on a Wednesday.

Direct emailing of students took place for the following reasons: welcoming them to the unit and making sure the students have the writer's contact details and consultation times on their email sites, to alert them about the 1<sup>st</sup> & 2<sup>nd</sup> assignment submission procedures, times and lectures, to congratulate the students who did excellent work in the assignment or attended all tutorials. At risk students were also emailed and in some cases contacted by telephone.

### **6. Resource materials development and usage. ie. lectures, Elive, DVDs etc.**

This impacts on: SETU Performance indicators 8. *The technologies used to deliver the online content performed satisfactorily* & 9. *The online teaching and resources in this unit enhanced my learning experience.*

This area needs improving, because other units are offering superior resources. For instance, MMM367 the highest SETU scoring unit in the school in 2007 used; DSO, iLectures, Elive, DVDs, Podcasts and direct emails as electronic resources. MMM132 used only DSO (and a DVD and that came with the text book).

The major difference on DSO this semester was individual cohort discussion folders for topic and assessment. Having discussion folders between cohorts of mature, off-campus students with the young on-campus students leads to a lot of confusion. The off-campus students believe they are getting poorer service and make demands that is contrary to the good of the unit overall. For instance, the off-campus students demanded that iLecture of all the face to face lectures be placed onto DSO.

Our research indicates that placing these types of iLectures on DSO results in a poorer attendance by first year on campus students. We believe that it is very important that first year students be actively encouraged to go to their campuses as often as possible and we resisted the temptation to record our lectures. However, we did produce a 10 minute recorded iLecture of each topic and we also made 3 x 45 minute lectures of the academic writing techniques and the individual requirements of each of the three assessment tasks.

Practice multiple choice tests for each of the chapters were refined and placed on DSO. We monitored the usage by students, unfortunately most did not use this facility until the last weeks prior to their exam.

The DVD of case studies which is part of the unit can only be used in a computer and not a normal TV DVD player. Moves are underway to have it formatted for use in a more general sense so it can be played in tutorials and used as part of the tutorial process.

### **3. Findings**

The results of the 2008 semester 2 Geelong student survey indicate that students are very happy with the way lectures and tutorials are now being conducted using the recommendations of this paper. The increased student satisfaction detailed in appendix B clearly indicates this. They like the personal contact that the unit chair gives them by the use of sending out personal

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email. The first assignment and the assessment system in general are of concern and we will recommend changes to overcome this. Group work is generally a problem with some students and whether this is dropped or the unit team develops better methods of team building and assessing team work will be a matter for the unit team to review once the semester is over. The DSO discussions indicate a problem with hard copy submission and a need for more feedback on assignments. The introduction of only DSO submission and gradebook marking would address this problem, however the other members of the unit team are reluctant to try this method because of their extensive use of part time markers. According to the results of the DSO entries (see appendix A), a clearer method of detailing the requirements for assignments and basic unit instructions need to be undertaken. An MMM132 unit FAQ (frequently asked questions) section needs to be develop for DSO to ease student frustration over minor housekeeping issues. The recommendations below were a means of addressing of the main issues of this research.

### 4. Recommendations

#### 1. The learning objectives of MMM132

1a. It is recommended that the teaching of academic writing; researching and analytical is added to the list of learning objectives.

1b. The unit objective involving group work needs to be redefined.

#### 2 Curriculum development

2a. The writer believes that the reference to topics should be dropped and only chapter numbers should be used in the curriculum, unit guides and study guides. Alternatively, the topic numbers should correspond exactly to the chapter numbers.

2b. It is recommended that the all of the curriculum, unit guides, assessment tasks, marking guides and study guides be finalised well before the commencement of the semester.

#### 3 Assessment processes.

It is recommended that the assessment be changed to;

10% Individual Online Multiple Choice Test

30% Group research & case study analysis assignment

60% Exam (10% M/C 30% theory & 20% applied) covering all topics

#### 4 Strategies to improve teaching strategies especially lecturing, running tutorial discussions, practical work, or online discussions.

4a. Recommend a staff discussion folder be placed on DSO for all teachers to access.

4b. It is recommended that marking should be done using gradebook, no submissions of hard copies and more detailed feedback.

4c. It is recommend that the assignment submission should be on a Wednesday.

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4d. Recommended to reformat the DVD for use on TV in tutorial rooms. To keep using the 10 minute recorded iLectures of each topic and produce up dated 45 minute ilectures of the requirements of each of the three assessment tasks.

### 5 Analysis of student feedback.

It is recommended that we develop a clearer method of explaining the requirements for assignments and basic unit instructions. Also to develop a MMM132 unit FAQ (frequently asked questions) section for DSO and a continuation of the student satisfaction survey.

## 5. Conclusion

This project had specific measurable objectives, the results are detailed in appendix B. The overall result shows an increase in student satisfaction with the teaching of the unit by 11.5% on the previous survey. The surveys showed that the majority of students thought the teaching was the best feature of MMM132. The ten recommendations, if acted on, should have on going benefits for teaching and learning of first year management units.

Much more research is needed into the teaching of first year management. It is a transition time for the younger students and good teaching is needed to assist those students through what can be a very difficult period in their academic development. The use of multiple choice tests to get them used to the language of business and management is a useful dualism learning tool in the early stage of first year at university.

Not included in the research data given above was the finding that females make up a lower proportion of the student cohort, yet on average out perform their male counterparts. Women are slowly catching up in terms of the number of business leaders and it is the role of the good business teachers to help them break through the glass ceiling.

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### Appendix A

This is an analysis of all the MMM132 Management DSO entries from 15 July to October 3<sup>rd</sup> 2008 (one week before semester and one week after the 2<sup>nd</sup> assignment)

The entries were broken down into their main discussion areas as listed.

<b>Item of discussion</b>	<b>Off Campus</b>	<b>Burwood</b>	<b>Geelong</b>	<b>W/bool</b>	<b>Total entries</b>
<b>Referencing and writing</b> citing newspapers, TV, websites, journals	104 11.70%	129 18.20%	49 18.10%	11 23.90%	293 15.28%
was an issue with students					
<b>Assignment submission</b> Confusion over mailing copies and location of drop off boxes etc.	98 11.00%	101 14.20%	35 12.90%	2 4.30%	236 12.30%
<b>Unit learning Content</b> General questions about topic content and the study guides.	94 10.50%	57 8.00%	21 7.70%	2 4.30%	174 9.07%
<b>Structural issues</b> How to access resources tutorial times & places Who are the tutors etc.	210 23.60%	125 17.60%	26 9.60%	3 6.50%	364 18.98%
<b>Assignment Questions</b> Questions on how to go about the assignment & the weighting of questions	342 38.40%	238 33.50%	130 48.00%	28 60.90%	738 38.48%
<b>Library questions</b> How to access the sites & databases, how to get good journal articles etc.	43 4.80%	60 8.50%	10 3.70%	0 0.00%	113 5.89%
<b>Total</b>	891	710	271	46	1918
<b>Enrolled per cohort</b>	160	840	261	52	1313
<b>Entries per student</b>	5.57	0.85	1.04	0.88	1.46

## McElvaney

### Appendix B

#### MMM132 Management Student Evaluation Results for Semester 2-2007 Versus 2-2008

Question	S2-2007 MMM132	S2-2008 MMM132	% Improvement
1.This unit was well taught.	3.39	3.92	15.63%
2.The course materials in this unit were of high quality.	3.54	3.88	9.60%
3.The workload in this unit was manageable.	3.52	3.88	10.23%
4.Requirements for completing the assessment tasks in this unit were clear.	3.35	3.88	15.82%
5.The teaching staff gave me helpful feedback.	3.47	3.85	10.95%
6.The library resources met my needs for this unit.	3.65	3.81	4.38%
7.I would recommend this unit to other students.	3.18	3.72	16.98%
8.The technologies used to deliver the online content in this unit performed satisfactorily.	3.55	3.87	9.01%
9.The on-line teaching and resources in this unit enhanced my learning experience.	3.41	3.78	10.85%
Average scores	3.45	3.84	11.50%