

**UNIVERSITY OF
WESTMINSTER** 

From Cohorts to Connected Community

Prepared for Westminster Learning & Teaching
Symposium

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It's hello from me!

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Course Leader

BA Marketing Management

BA Marketing Communications

BA International Marketing

Background

- Through the Learning Futures strategy opportunity existed for UG Marketing courses to be redesigned with smaller cohorts
- Increasingly competitive and volatile market means student expectations must be met or exceeded
- Courses and modules must be designed with the target audience in mind – to be attractive to potential applicants and engaging to current students
- Designing and planning courses that meet expectations of 'Gen Y' tech-savvy students can impact on enhancing the student experience, leading to improved SME, SES and NSS satisfaction
- Can be achieved through turning 'cohorts' into a 'community' where value is exchanged, shared, co-created (Vargo and Lusch 2004), communicated and celebrated

Through being appointed acting Course Leader for UG Marketing in August 2016 I sought to investigate how we could start to turn a 'cohort into a community'

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Service Quality

Service Dominant
Logic

Value Creation

Relationship Management

Relevant Themes

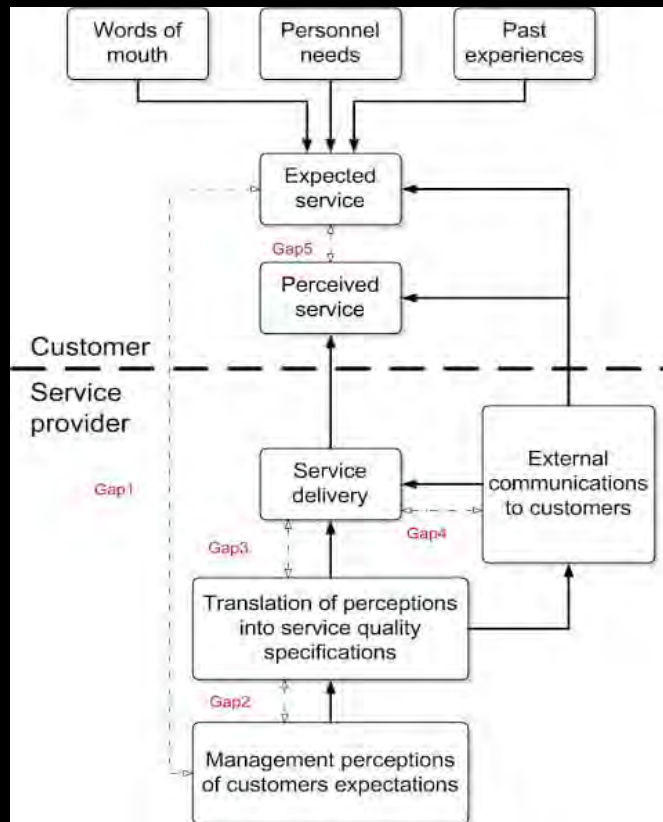
Communities of Inquiry

Experiential Learning

Learning Communities

Trust

Service quality research



- Parsuraman et al (1988) first posited that closing the service delivery gap can help to ensure customer expectations are met or exceeded
- If we accept our students are customers, they have choices - they are purchasing a service attributes
- There is often a gap between what customers want and managements perceptions of what customer want.
- Parsuraman et al identified the ten core determinants of service quality across a range of service sectors.
- By understanding the key determinants of service quality in a Level 4 undergraduate course it may be possible to close the gap so that customer expectations equal customer perceptions.

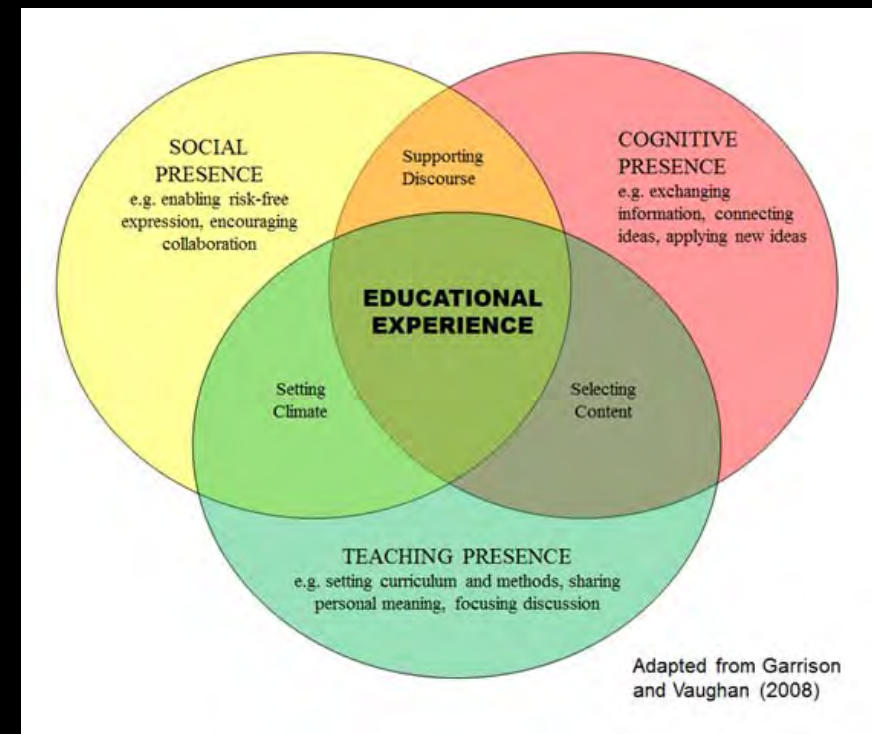
Service dominant logic & value creation

- Organisations are not able to provide value, but rather offers of value (Alves et al, 2016)
- Vargo and Lusch (2004) and Alves et al. (2016) advocate that organisations merely facilitate the value offer and the value is co-created by the customers themselves
- Value is realised and determined when the consumer "consumes" the product or service (Vargo and Lusch, 2008)
- Acceptance that consumers can co-create value through interaction (Galvagno and Dalli, 2014)
- As consumers become empowered organisations accept that consumers have their perspectives on value creation and the role they play in value creation



Learning Communities / Community of Inquiry

- Garrison et al (2000) recognised the developments in online and blended learning
- Laid out a conceptual framework inspired in part through the constructivist approaches posited by Dewey, Vgotsky et al
- Identified the elements that were crucial prerequisites for a successful higher educational experience
 - **Social Presence:** the ability of learners to project themselves socially and emotionally
 - **Cognitive Presence:** the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse
 - **Teaching Presence:** the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning



Experiential learning in marketing education

Given context of UG Marketing courses and their target audience an opportunity seems to exist to design a UG marketing course based on the evidence-based benefits of experiential learning posited by the likes of Gibbs (1988) and Kolb (1988), and more recently research more specifically in the context of marketing and sales education that has been posited by Alvarez et al (2014)



...you'll see some of this...



...but a lot of this!



Real-world

https://padlet.com/d_kofkin/s0plju8d3pha



Learn by Doing



Community

https://padlet.com/d_kofkin/otsgyyupwjde



Supportive



Independent

Case Study - Business Practice for Marketing 1

- Module Leader for core Level 4 module studied by all UG Marketing students in Semester 1 (by accident rather than design!)
- Could have been a very 'dry' module given its content - but built on former BKEY401 module
- Graveyard slot – 1pm – 3pm on a Thursday afternoon with 2 hour seminars 4pm-6pm
- Helped set the tone of the course for Level 4 students and became the glue that bonded the semester together (connected module)
- Module Delivery Team had to be the right mix of skills and capabilities
 - Visiting Lecturers with real-world experience, coaching skills and cross-cultural understanding
 - PhD students who were close to the world of the student and had most recently walked in their shoes
 - All who were enthusiastic and open to new ways of teaching



Orientation week set the tone and created team-bonding through a number of Course Leader and FAN-led activities encouraging collaboration and innovation

Making the most of the lectures to create community

- Parish notices
- Remind students of our expectations of them - value and behaviours
- Celebrate achievements
- Flip the lecture to encourage engagement, interaction and experimentation
 - using padlet in pairs and teams
 - moving around the room to create energy
 - change the structure of the room



Breaking down barriers between lecturer and student - adds a sense of added enjoyment to the learning process, led to increased engagement and attendance

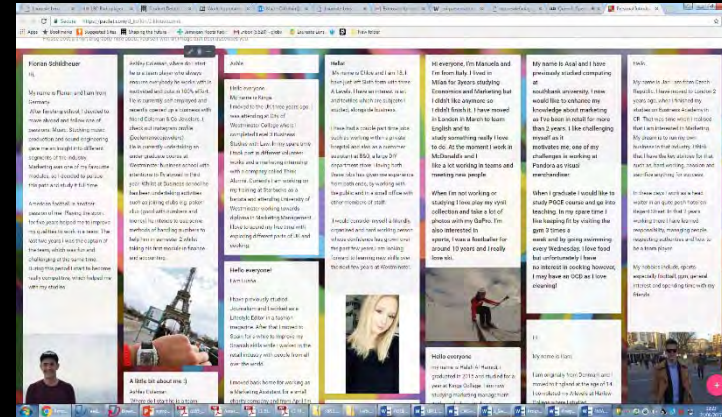
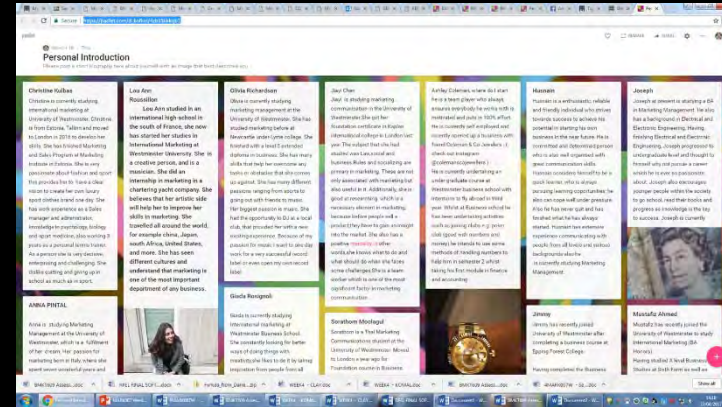
Get to Know Each Other - Who Are You?

Activity 1 - Develop your Personal Biography

Put together a professional bio that you can share with your colleagues both within your seminar group and across the module.

This is a good way of you getting to find out about others and will help your seminar leader put a name to your face too.

Standing out from the crowd in a crowded job marketplace and a large university is important whether you are looking for internships or jobs or references from your lecturers!



Padlet is used extensively in lectures and seminars to encourage collaboration

Top 5 Best Biogs

Group 1 - Tanya

Group 2 - Tayla

Group 3 - Nadia

Group 4 - Serena

Group 5 - Eva



And the winner is.....



Tanya is currently studying Marketing Communications at the University of Westminster.

During her years in sixth form, she took place in the Young Enterprise scheme and was the Finance and Operations Director of her company. Her company then went on to win 'Most Innovative Product' for their health app for children.

She hopes to go into PR and marketing for skincare health brands, as that is something she is very passionate about and has a good basis of understanding about the composition and science behind skin from studying both Biology and Chemistry at A Level.

Tanya is fluent in both English and Spanish. She is highly organised, creative, responsible and energetic which she expresses by being a counselor at Summer camp for children with cancer for the past two years.

She loves to go travelling with her friends and learn about different cultures and communities around the world. Next on her list - Australia

Flipping Lectures - Experiential Learning

.....and now...



.....the paper tower challenge!



.....in your teams you have 20 minutes to create the tallest paper tower using just A4 paper



Group Assessment 1 – Outward-Focussed Presentation

- Students were still adjusting to studying at University
- Making the transition from school or college can be challenging at best of times, particularly those coming from an overseas country
- Many of our overseas students come from educational backgrounds where they were not used to working in groups
- Some admitted they had never made a presentation!
- **So a great deal of time and effort went into giving them the confidence to prepare for their group presentation – regular rehearsals and formative feedback**



Be aware of the cross-cultural nature of our cohorts – this is what makes UW distinctive! We need to take off our UK-centric glasses and see the world through our students eyes

Then....Week 9...how far had we come....

- Invited them to lead the development and production of the 'mannequin challenge', which was trending online globally at the time.
- A 'coalition of chaos' for 35 minutes
- Then gradually they worked it...out of chaos came a thing of beauty!
- The result was beyond expectations;
 - video went viral!
 - became one of the all-time highest viewed videos on the UW Facebook page with over 15,000 views!
 - won *The University Paper's UK University Mannequin Challenge* scooping the most votes with the impressive performance

Fantastic! This is brilliant Darrell – it shows what a great spirit you have generated amongst the students. We need to celebrate being top of the league table! Thanks also for going the extra mile to engage the students in this way.” (Malcolm Kirkup)

Recognised as the 3rd best highlight from 2016 !

The screenshot shows a web browser displaying the University of Westminster's 'TOP 10 HIGHLIGHTS FROM THE UNIVERSITY OF WESTMINSTER IN 2016' page. The page is dated 23 DECEMBER 2016. A large photograph of graduates in black gowns and caps is the central focus. To the right, there are sections for 'For the media', 'Tweets by @UniWestminster' (featuring a tweet about admissions offers), and 'Press office' with contact details. The bottom of the page lists the first highlight: '1. Westminster named the most internationally diverse university'.

TOP 10 HIGHLIGHTS FROM THE UNIVERSITY OF WESTMINSTER IN 2016

23 DECEMBER 2016

For the media
Here we hope you find everything you will need to research, write and publish your story or blog post

Tweets by @UniWestminster

Uni of Westminster @UniWestminster
If you've received an admissions offer from us for September 2017, you can apply now for scholarships:
[westminster.ac.uk/study/prospect...](https://www.westminster.ac.uk/study/prospect...)

Press office
Please contact our press team for any media enquiries regarding University of Westminster on
T: +44 (0)20 3506 8464
M: +44 (0)7970 483 778 (Out of hours)
E: press@westminster.ac.uk

2016 was a year full of surprises. What did not surprise was the continuing achievements of our students, staff and alumni communities and that the University remains a global institution in the heart of London that leads the way in global engagement, sustainability and commitment to making our students employable. Enjoy our top 10 highlights in 2016 in no particular order and we wish you all a similarly successful year in 2017!

1. Westminster named the most internationally diverse university

The University of Westminster was named the most internationally diverse university in the UK, US, Australia and New Zealand

<https://www.westminster.ac.uk/news-and-events/news/2016/top-10-highlights-from-the-university-of-westminster-in-2016>

A shared community



Inspiring current marketing students to play an active role in creating their own marketing community

Putting on events designed to enhance employability, celebrate and recognise achievements, and act as a source of inspiration

Relaunch event held December 2016
With Student Experience funding
Designed by the students
Supported by Faculty & Alumni
Dean's support and endorsement

THE WESTMINSTER **MARKETING** SOCIETY



What do our students say ?

At my school we never worked in teams so that's something new to me. All the teams in each different group are amazing and we cooperate well together

As I moved from another country ,I arrived here with no friends , and to be honest I was very confused at the beginning. But thanks to the activity groups I started to make a lot new friends

During those 3 weeks, I have learned that I am very good team player and I am enjoying to be part of the team, it just reminds me my old times when I was hockey player. I cannot be more excited about this new experience, because all is going well so far. I found our lecture and seminars very interactive

first few weeks at University were like walking through the closet in the movie Narnia, you don't know what to expect, where you are going or who you will meet. It has been exciting and a pleasant surprise, because not only did I get to meet some amazing and motivated peers, but also some great teachers, that actually inspire me, just because they show a authentic true interest for the topic they are talking about,

I really did not know what to expect but I realized teachers are here for helping us achieve our goal.

Resulting in high levels of student engagement and satisfaction, as measured through the Module Evaluation Survey, above WBS average

In Summary

- Consider the context - marketers work in groups and multi-faceted teams, sometimes across borders – they need to be right brained and left brained = whole brained!
- Course is focussed on them becoming the next generation of marketing practitioners, better than the generation before them!
- Generation Y – digital savvy – but not homogenous! Culture and identity plays an important part in the cohorts as it does in marketing! Build on this distinctiveness
- Create a culture which encourages collaboration and co-creation of value across cohorts to build a stronger community
- Ensure the module delivery team is involved and committed across each Level and across all Levels - avoid silo based thinking
- But requires support and senior level too - round pegs in round holes!



What Next?

- Anecdotally it seems that the measures we are putting in place are having an impact on the student experience
- Formal research now required to assess the impact of the Col framework in cross-cultural context:-
 - critically evaluate and recommend the activities and measures that can be developed and implemented ...
 - ...to enable the continued development of a stronger, more collaborative and increasingly engaged community of Level 4 marketing students
 - ...and beyond!





**THANK
YOU
FOR
LISTENING
MY PRESENTATION**

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