

Student satisfaction in a 6-week immersive block model: Exploring the impact of transitions**Thomas Roche¹**, Erica Wilson¹ and **Elizabeth Goode¹**¹*Southern Cross University, New South Wales, Australia*

There are equivocal results for student satisfaction in immersive block models in the literature (Goode et al., 2023a, 2023b; Loton et al., 2022; Wilson et al., 2023). This may be due in part to the newness of these non-traditional forms of learning for both staff and students in many contexts. In this presentation, we explore the notion of a “transition effect” on student satisfaction in a 6-week immersive block model delivered across all disciplines at a regional, public Australian university. Unit and teaching feedback results were analysed for students who began their programs in the new model, and those who transitioned partway. Focus groups were also conducted with 69 students representing both groups. Findings indicate that satisfaction is substantially lower for “transitioned” students than “new” students. However, we also find evidence of strong improvements to satisfaction for both groups over time, as the model becomes less “new” for both staff and students. This study takes a novel approach to investigating student satisfaction in immersive block learning, and also has implications for how to manage and evaluate major curriculum reform in higher education.

References

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