

Expected versus actual student experience

(a) Meaning (b) Implications



Mintzberg's attack on the MBA

(a) Meaning (b) Implications



Excellence: more heat than light?

(a) Meaning (b) Implications

Income Ratio research : teaching

(a) Meaning (b) Implications



A metaphor is worth a thousand pictures

(a) Meaning (b) Implications

Connecting worlds of practice & teaching

(a) Meaning (b) Implications

Practicing what we preach

(a) Meaning (b) Implications



Postgraduate versus Undergraduate

(a) Meaning (b) Implications

Quality assurance

Quality enhancement

Quality in business education

For more, go to: www.qube.ac.uk

5. Assessment and feedback was highlighted as the single most significant problem in business schools in both the 2000 Subject Review and the 2005 national student survey.

Why has this proved so difficult?
What are the quick or even slower wins which can be achieved economically?

6. Business schools succeed in exchanging good practice in research, but are generally poor at such exchange in respect of teaching and learning. This is despite the efforts of ABS, accreditation bodies, BMAF subject centre etc.

Why?

7. Quotes On a separate sheet you will find a number of quotes. These are directly or indirectly about teaching and learning quality.

You as a group want to discuss, pass on to another group. Also try to create a quote of your own, to use a "Quote Sheet" to write down the group's views and opinions, including quotes you may receive from other groups.

8. UK business schools seek multiple accreditations (one has 19), all seeking similar and overlapping information. Should a school develop a shared electronic intras-structure for this, which is kept continually up to date, as near-automatically as possible?

9. As tuition fees and competition increase, students will seek an enhanced learning experiences.

What approaches to student support can play a central role in achieving this?

10. One of the key tasks of every business school is to prepare students not only as effective managers, but also as effective consumers. Why is it that business schools internationally tend to be poor at their internal treatment of students-as-consumers?

Use this space to create your own questions, explanations, sketches and drawings. spill some coffee or tea...

Start Here

1. This is a "dialogue sheet" – a table top thinking tool for sharing and exchanging thoughts and ideas.

2. In a "good dialogue" we use and evolve on each others thoughts – rather than presenting the "winning" arguments.

3. There are several tasks and questions on the sheet of paper in front of you. There are also lots of space where you can briefly summarise the view of the group and/or write very short summaries of the dialogue.

4. The dialogue sheet is your note pad. Write on it, make sketches and drawings, spill some coffee or tea...

5. Consensus is not necessary – but all opinions should be listened to and made visible in the notes.

6. The one closest to a task or question reads it out loud – and writes the notes

7. In the middle there is a "reflection space" – here you can write down observations you make or insights you have or are struck with during your work.

8. If a question is difficult or seems strange, skip it and move on. It may be addressed later on, if there is time and it feels right.

1. Examine the diagram above

Definitions:
Extraordinary = remarkable, unusual
Satisfactory = sufficient, convincing
Unsatisfactory = inadequate, weak

How well does this model describe past, present and future regimes for quality management in UK business schools?

Group Members

How has the session been?

Very Good
OK
Not So Good
These things would make session better
Other topics to discuss like this

Does EFQM's Excellence model suit business schools?

(a) Meaning (b) Implications

Competencies: the dead end?

(a) Meaning (b) Implications

Pedagogy is an art and a science

(a) Meaning (b) Implications

Leadership versus management

(a) Meaning (b) Implications

