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Author

ZAITSEVA, Elena (MILSOM, Clare; STEWART, Martyn)

Title

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Abstract

This study utilised concept mapping software to aid interpretation of the qualitative data from student satisfaction surveys. The analysis revealed differences in student priorities and attitudes across the three years of an undergraduate degree. First-year students were more concerned with social and academic integration and demonstrated an emotional response to their engagement with higher education. Comments from second-year students indicated an emphasis on academic progress and development, while final-year students were focused on achievement-oriented learning. Critical aspects of the student experience hidden between survey questions were also revealed. The paper discusses the implications of the findings for understanding the changing interaction between different aspects of student experience and satisfaction. It concludes with suggestions on how this approach to analysis might benefit the work of quality assurance teams and academic developers in other institutions. (HRK / Abstract übernommen)