

# Classroom Engagement Across Modules: A Collaborative Observation Study

MSc Strategic Marketing and Analytics  
Ravensbourne University

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This study emerges from a shared question across four modules within the MSc Strategic Marketing and Analytics programme at Ravensbourne University: what actually drives student engagement in the classroom, and does gamified teaching offer measurable benefits over more traditional pedagogical methods — or is meaningful engagement the product of a richer, more varied mix of approaches?

The four modules under observation span distinct but interconnected disciplines within the programme: Chris Bushell leads Analytics, Socrates Economou covers Customer Journey, Christina Lodice teaches Sustainability, and Rosa Segulia runs Research Methods. Each module carries its own pedagogical culture and student expectations, making the cross-module comparison particularly valuable. What engages a postgraduate student wrestling with data and analytics tools may differ considerably from what draws in a student exploring sustainability strategy or research design — and this study sets out to examine precisely that.

The research methodology is itself a form of reflective practice. Teachers will act as researcher-practitioners within their own classrooms, carrying out student surveys, structured observations, and interviews. The central focus is engagement — how it manifests, what triggers it, and whether gamified teaching activities produce consistently stronger engagement than traditional formats such as lectures, PowerPoint-led sessions, debates, essays, and multiple-choice assessments.