

Teaching and Learning from a Constructivist Paradigm: Piloting an Outcomes Based Approach to a Principles of Marketing Course

**Theresa R. Moore, Ph.D. &
 Stephanie Martin Rodgers, A.B.D., M.A.**

900 Viterbo Dr., La Crosse, WI 54601 Email: trmoore@viterbo.edu smrodgers@viterbo.edu

Abstract

Viterbo University initiated its Title III *Strengthening Institutions Project, Becoming Learner-Centered: Improving Academic Quality through Outcomes Assessment and Active Learning Strategies*, in October of 2003. The purpose of the project, funded via a \$1.8 million federal grant, is to enhance student learning and improve program quality. The Title III Project provides faculty development training over the course of three years for every full time faculty member. The term “faculty” in this context refers to employees who teach full time on a nine month contract and are employed in that capacity. The first year of training is focused on improving student learning at the course and program levels.

This session will showcase one upper division Marketing course that was revised by a faculty member who has completed the first year of training. The authors have taken a constructivist approach from seminal works and applied it in an innovative way such that students become co-constructivists in their own classroom culture, agenda, activities, assessment, and expectations. This approach partners constructivist literature with literature regarding pedagogies of empowerment.

Expectations, in class exercise - results

expectations of self	expectations of others
Learn (6)	Treat each other with respect (3)
Perform well in the class (4)	Be helpful (3)
Work hard (3)	Actively engage (2)
Be punctual to class (1)	Give effort (2)
Help others to learn (1)	Be interested in course (1)
Learn about opportunities in the marketing field (1)	Keep pace with the majority of the class (1)
Enjoy the class (1)	Perform well in the class (1)
	Accepting of differences (1)
	Share ideas (1)
	No expectations (1)

“What is your preferred learning style?” (pre-questionnaire)

- Hands on (6)
- Small group (3)
- Interactive (2)
- Discussion (2)
- Experiential (1)
- Lecture (1)
- Visual (1)
- Testing (1)
- (Rote) memorization (1)

“What type of atmosphere should we create for this course?” (pre-questionnaire)

- Hands on (6)
- Fun (4)
- Open (4)
- Friendly (2)
- Laid back (2)
- Respectful (2)
- Collaborative (1)
- Professional (1)

Team Dynamics Analysis

Place a numeric value in each box below for each team member and yourself. Follow the prompts below:

- A. Attended all meetings
- B. Contributed ideas, information, support, etc. at meetings.
- C. Completed assigned work and it was on time
- D. Did his/her share and the work and had good quality of work
- E. Was cooperative and easy to work with
- F. Stimulated ideas, cooperation, problem solving, etc in our group – drew out others
- G. Willing to “go the extra mile” for the team, committed to the success of the project
- H. Overall contribution

Team member name	A	B	C	D	E	F	G	H

Note: Include yourself in this assessment and comment on each team member and yourself

Scale:

- 0 = not acceptable
- 1 = below acceptable
- 2 = satisfied, met expectation
- 3 = exceptional contributions, above expectations

Team Dynamics Analysis – sample feedback

Team name: Team Ondell

Team member: Joe S.

Average score: 22.3

Comments:

- Organized meetings with our contacts. Great to work with.
- Hard working. Had good ideas. Met with Todd. Made slideshow.
- Always participated at meetings. Worked most with contact.
- Had communication with Todd and generated a lot of good ideas.
- Takes the extra step to contribute to group.
- Unable to make one meeting because of work.

“What kind of atmosphere was created for the course?” (post-questionnaire)

- Open (4)
- Fun (4)
- Friendly (3)
- Good (2)
- Considerate (1)
- Tough (1)
- Positive (1)
- Student-lead (1)
- Laidback (1)

“What expectations did you have of yourself?” (post-questionnaire)

- Learn marketing principles (6)
- Participate in class (3)
- Attend classes (2)
- Be an active learner (1)
- Get a good grade (1)
- Be creative (1)
- Be a team player (1)

“What expectations did you have of your classmates?” (post-questionnaire)

- Participate in class (4)
- Work as a team (3)
- Respect (3)
- Learn (2)
- Help (2)
- Effort (1)
- Promptness (1)
- Preparation (1)
- Motivation (1)
- None (1)

“What expectations did you have of me?” (post-questionnaire)

- Clear expectations (2)
- Organization (2)
- Understanding towards students (2)
- Teach about marketing principles (1)
- Motivation (1)
- Structure (1)
- Guest speakers (1)
- Helpfulness (1)
- Proficiency with material (1)
- Accessibility (1)
- Openness (1)