CRITICAL REFLECTION AND THE MARKETING CURRICULUM: TRANSITIONING STUDENTS TO HIGHER LEVEL THINKING

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ABSTRACT

Although reflection as a theoretical construct in the marketing education literature is in its infancy, the recent works published in the Journal of Marketing Education by Catterall et al. (2002), Peltier et al. (2005, 2006), and Roy and Macchieta (2006) underscore its importance. Clearly, marketing educators need to find ways to incorporate reflective learning into their curriculum (Lincoln 2005, 2006).

SESSION OBJECTIVES

Reflective learning skills can be learned and assessed in a variety of ways. Our special session focuses on three specific avenues: (1) the role of student groups in developing critical reflection opportunities, (2) how US and European universities differ in their approach to reflective education, and (3) the importance of transitioning students across the reflective learning continuum as they move through their college careers.

1. The Role of Student Groups in Developing Critical Reflection Opportunities. We first examine how student organizations can enhance reflective learning through the professional development programs that they offer students. We report the findings from a large scale study of Collegiate American Marketing Association Chapters from across the U.S. and the region. We highlight those professional development activities that are deemed most important to students and how they impact organization satisfaction.

2. How US and European Universities Differ in Their Approach to Reflective Education. Findings are reported that compare three universities, one each from the U.S., the United Kingdom and Germany. There is clear evidence of the importance of reflective learning and that cross-global educational differences do exist.

3. Importance of Transitioning Students Across the Reflective Learning Continuum as They Move Through Their College Careers. We conclude the special session with findings from a three-
level study measuring reflective learning characteristics of pre-business students (students during their first two years in their undergraduate programs), graduating undergraduate business majors, and MBA students. The findings suggest that students do in fact change their desired learning and evaluation needs as they become more experienced learners.

REFERENCES


