AN APPROACH FOR DEVELOPING SELF-SUSTAINED LEARNERS IN THE INTRODUCTORY MARKETING COURSE

Dennis Guseman, California State University -- Bakersfield, School of Business, 9001 Stockdale Highway, Bakersfield, CA. 93311; (805) 664-2316

ABSTRACT

The need to prepare students to become life-long learners has never been greater. There is simply not enough class time to cover all of the relevant course material, nor to cover it in the depth desired. Likewise, the pace of change is making things so different, students need the ability to learn to do new things. We as educators must find ways to develop our students into life-long learners if they are to be effective in their chosen careers.

Preparing students to be life-long learners has three components (Mentkowski 1988; Mentkowski and Doherty 1984): 1) Students have to take responsibility for their learning; 2) Students need to make a relationship between abilities and their use; 3) Students need to use different ways of learning.

Considering these components, creating life-long learners requires structuring courses in such a manner that they result in holding students accountable for taking ownership of the learning process and providing them with a diversity of opportunities to explore and learn from.

A set of cognitive objectives, skill development objectives, and affective objectives for the Introductory Marketing Course was developed to assist students becoming life-long learners of marketing. (These are available upon request from the author.) An approach was developed where the instructor is primarily responsible for the affective goals, students primarily responsible for cognitive goals, and a shared responsibility exists for the skill development objectives. Twenty percent of class time is spent on imparting knowledge, 30% on skill development, and illustrating marketing philosophical perspectives 50% of the time. Students' spend 65% of their time outside the class on gaining knowledge, 30% on skill development and 5% on attitude development.

The course's cognitive objectives are met by the textbook readings and class lectures. The skill development objectives are accomplished through written case studies and a group project.

The affective objectives are reached through readings, lectures, class discussions, and case studies. The overall objective is to develop a paradigm of marketing. That is, to have the students form a mental model of what marketing is about, how it functions, and the role it can play in a business and in society.

Anyone wishing more detailed information on the approach used should contact the author.

REFERENCES
