

CLUSTER TYPOLOGIES OF LEARNING STYLES AMONG MARKETING STUDENTS

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ABSTRACT

This study develops student typologies of learning styles through an assessment of the perceived teaching-method effectiveness of a variety of pedagogical approaches. The study utilizes hierarchical cluster analysis and reveals two clusters or orientations: students who prefer to demonstrate learning inside the classroom and those who prefer

learning outside the classroom. The cluster typologies of students are not unique in their global affect or feelings toward the marketing major, and two learning-style dimensions (In-class Activity/Traditional and Cases/Group Projects) almost equally explain program affect or satisfaction. The implications of the findings are developed and presented.