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INTRODUCTION

While the lecture method continues to be the dominant mode of instruction in U.S. academic institutions, research indicates that it suffers from the following problems (Osterman, 1980):

1. Too much information.
2. Poorly stated objectives.
3. Poorly organized content.
4. Unclear or lifeless presentation.
5. Poor integration of auditory and visual support.
6. Failure to blend teaching and learning styles.

Because of the lecture method's pervasiveness, on the one hand, and its shortcomings, on the other hand, it seems appropriate to attempt to improve its effectiveness. The Feedback Lecture addresses this task.

While the variables influencing the lecture method's effectiveness are many and varied, the learning process surely benefits from reaching students with more involvement and interaction. The Feedback Lecture, as will be illustrated, provides for a way in which to cultivate increased student involvement and better retention of subject matter. It also can provide a blending of alternate teaching and learning styles for both the instructor and the student.

The Feedback Lecture is an outgrowth of the programmed lecture. While the programmed lecture may help students learn facts and concepts, Osterman notes that "the Feedback Lecture is a definite attempt to apply learning principles and improved conditions to the learning tasks delivered via the lecture format. The Feedback Lecture is the compromise between the traditionalists and liberals." The main learning principles that can be recognized when using the Feedback Lecture are as follows:

1. Increased awareness of what to learn and how to use it.
2. Increased student involvement and interaction.
3. Stimulating activities to broaden the thinking processes, problem solving techniques and increased retention of information. (Osterman, 1980)

*This paper has been developed as the result of the author's participation in the College and University Teaching (CAUT) program at Oregon State University during the summer of 1985. The coordinator for this program is Dr. Dean N. Osterman. Much of the background presented below is derived from Osterman's book, Feedback Lecture The Process And Components. The illustration was created by the author of this paper.

Osterman continues:

The Feedback Lecture has been used since 1974 in disciplines such as clothing, textiles, and related arts, physics, mechanical engineering, speech, mathematics, industrial and computer engineering, physical education, broadcast communications, nursing, art, history, music, pharmacy, and other subject areas. The research results thus far conducted is positive. Related studies indicate increased achievement and improved attitudes in students exposed to the Feedback Lecture method as compared with those involved with the conventional lecture. Students prefer Feedback Lecture learning approach over the conventional lecture. (Osterman, 1980)

COMPONENTS FOR THE FEEDBACK LECTURE

The components for the Feedback Lecture are of two broad types: first, the units, or topics, of instruction for a particular course must be delineated; second, for the unit selected for the particular Feedback Lecture, the following tasks must be addressed:

- * Selection of a title for the lecture over the unit
- * Identification of the specific concepts within the unit
- * Collection of supportive illustrations, graphics or visuals
- * Preparation of the students by means of pre-lecture suggestions or assignments
- * Development of an overall theme which stimulates students' right vs. left brain activities
- * Identification of learning objectives or results
- * Preparation of the lecture
- * Development of both pre- and post-lecture questions
- * Development of mid-lecture questions for discussion groups
- * Suggestions for students to enhance their feedback activities
- * Preparation of a lecture glossary and suggestions for students on ways which they can assimilate new terms

THE FEEDBACK LECTURE STUDY GUIDE

A study guide incorporating these tasks is prepared for the students and distributed to them in advance of the Feedback Lecture. This study guide is organized as follows:

- A. Cover Page (see C. below)
- B. Procedural Page - This page provides the suggested study procedures for this lecture. Such suggestions on how to use the pretests and posttests, study guide, discussion period and feedback, and other inspirational thoughts are described. This page specifically directs the students on how to prepare for this lecture prior to, during, and after the lecture.
- C. Introduction Page (refers to Cover Page) - A central idea or theme (a right brain activity) can be transmitted through this page fusing the cover design and introduction page. The purpose here is to provide the learner with a gentle "nudge." You may want to simply convince the student why it is important to know this information by using a "good" example. A poem, cartoon or inspirational thought may serve as the format for conveying the theme. Rather than inform the students to know this material because it will be on the test, address the creative side by challenging the student to become involved.
- D. Objectives Page - Objectives direct the student's learning through accomplishing a set of tasks related to the unit. The objectives are stated in expected behaviors increasing the learning efficiency. A good percentage have reported that objectives are very important to them in guiding and directing their learning.
- E. Pretest Page - This challenge opens the students' minds as to what to learn from the lecture and the material covered in the class activities. Most students should fail the pretest, in that the test is over material new to them. This material will be presented in the Feedback Lecture.
- F. Lecture Outline Page - The outline (guided notes) provided here covers the first twenty minutes of lecture with a discussion period in between the first and second halves of the lecture. Research has indicated that learners are capable of handling at most 15 to 20 minutes of content at a setting with necessary reinforcing activity to follow. The outline provides guidance for the student informing them of overall delivery of information. A few instructors with one hour and a half time slots or longer, have reported using a 30 minute lecture, 15 minute discussion, followed up with another 30 minute lecture.
- G. Discussion Questions Page - The discussion question breaks the first half of the lecture into an involving and participating stage of students. Students pair up and respond to the question(s) developed for this Feedback Lecture. The students must apply the knowledge that they have gained through the prerequisite readings, pretest, procedural page and first half of the lecture. The students, in groups respond to the questions by writing out their feedback and then handing in the responses to the instructor. (The response sheets are dispersed at the next lecture). Points can be given to the students based upon their adequate responses.
- H. Discussion Questions Feedback Page - Once the students turn in their responses, the discussion questions feedback is passed out. This feedback reinforces the correct concepts that should have been applied and models professional reasoning and application. (Note to potential adopters of the Feedback Lecture: students can purchase the study guides in advance of the class. Prior to their purchase, you may choose to remove the discussion and discussion question feedback from the study guide packet. These sheets should be passed out at the appropriate lecture during the break between the first and second part of the lecture.)
- I. Posttest Page - Students can take this "exam" in or out of class, again, depending upon the instructor's views. The posttest serves as an immediate feedback to the students as to the concepts, facts or information learned in the unit.
- J. Cooldown Activities Page - Listings of tasks that students must acquire or perform prior to the next lecture are provided here. Assignments such as readings, speakers to hear, videotapes and other media input listed for cooldown activities prior to the next Feedback Lecture are described or listed here.

AN ILLUSTRATION - HOW INTERNATIONAL POLITICS SHAPES INTERNATIONAL MARKETING*

The following study guide was developed by the author for a unit of instruction in an international marketing course. The unit is the international legal environment. The pages in this study guide are identified using the terminology above (e.g. C. Introduction Page, D. Objectives page, etc.) The last three pages, the Posttest Page, Cooldown Activities Page, and Discussion Questions Feedback page have been omitted for the reason of space limitations.

*By the time of the 1985-6 WNEA Program, the author will have used this study guide several times. Both student and instructor results and reactions can be discussed at that time.

INTERNATIONAL POLITICS

How it shapes International Marketing



B. Procedural Page

PROCEDURES

Preparation for the feedback lecture:

- A. Prior to: Do the text readings (see bottom of Introduction Page), notice how international politics fills the newspapers, news magazines, and television news (e.g. hostage crisis in Beirut); also take the pre-test.
- B. During: Note how political/legal systems are country specific and are subject to considerable change, often in short periods of time. Link this to the possible effects on international business (e.g. hostage crisis and possible embargoes). Think about how you might analyze and categorize political/legal systems, predict their likelihood of change in the short-term and how this can effect international marketing.

Try to get specific: What countries?
What products?

- C. After: Analyze and categorize the political/legal system of your project country. How will it change in the short-term? How can you determine this? How will it affect your company and your marketing plan? Take the post-test.

C. Introduction Page

INTRODUCTION

As the cover illustration indicates it is a big world with many sectors, regions, and individual countries. These sectors, regions, and countries can have quite different, and not necessarily harmonious, politics.

This has a considerable effect on international marketing; indeed, it helps to "shape" international marketing. The swimsuits illustrate that there are differing colors and patterns for alternate countries just as there are different nationalities and flags. Yet, note that these are essentially the same suit, made from the same material in the same way, etc. International

marketing can co-exist with international politics in most cases, but not without study and planning.

Note the pervasiveness of marketing on a world-wide scale, its interrelationship with human sexuality; sex appeal and sexism.

To Read Before Class

Read chapters 6 and 7 in Cateora's International Marketing text also case II-3 (p.245). Read today's newspaper(s) and concentrate on articles dealing with international politics.

D. Objectives Page

OBJECTIVES

1. Define the components of political/legal systems.
2. Identify the prototype political/legal systems.
3. Become familiar with the a) diversity, and b) non-permanence of political/legal systems.
4. Examine the linkage between political/legal systems and international marketing.
5. Explore the means in which the nature of this linkage (see #4) can be better understood, predicted and built into marketing plans.

Key terms:

Nationalism
Political vulnerability
Domestication
Adjudication
Common Law and code law
Extraterritoriality
Industrial property rights

E. Pretest Page

PRETEST

1. Have any new countries, or new governments in existing countries, arisen in the last year?
2. What is extra-territoriality?
3. Would "planned domestication" have helped to alleviate some of the problems Nestlé encountered in the Third World?
4. Do anti-trust laws exist in countries other than the U.S.?
5. What is the average amount of time current members of the U.N. has had its present government in place?
6. If businesses in two different countries are engaged in an international marketing dispute, which country's law holds?

F. Lecture Outline Page

FEEDBACK LECTURE OUTLINE

Lecture Outline: (first half)

- I. International political/legal systems
A. Components

- B. Diversity
- C. Non-Permanence

II. Linking political/legal systems and international marketing.

- A. Forms of the linkage and possible vulnerability and risk
- B. Towards overcoming vulnerability and risk

Lecture Outline: (second half)

III. Adjudication in international marketing disputes

- A. Jurisdiction and recourse
- B. Extraterritoriality

IV. International politics and international marketing: practical applications

- A. Case II-3
- B. Questionable international business payments

(Extensive use of transparencies and news clippings.)

G. Discussion Questions Page

DISCUSSION QUESTIONS (work on in groups in class)

1. Is it possible to develop a scale or rating device on which you can score the political/legal systems of the many countries around the world?
2. Are there positives, as well as negatives (e.g. expropriation), associated with possible changes in political/legal systems of the country in which the firm is marketing its products?
3. How would you go about setting up a mechanism for monitoring, and predicting, possible change in the political/legal system of your project country?

HAND IN FOR A MAXIMUM OF 2 BONUS POINTS PER GROUP MEMBER

Names of Group Members:

REFERENCES

- Beard, R. (1972) Teaching and Learning in Higher Education. 2nd Edition, Harmondsworth, Penguin.
- Blight, D.A. (1972) What's the Use of Lectures?. 3rd Edition, Harmondsworth, Penguin.
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- Cameron, 1968; Gage and Berliner, 1975; McKeachie, Verner & Dickinson, 1967; and M/B Booklet, 1976 as discussed in "A Review of the Research" pp. 115116 by Al P. Mizell and James E. Bell in Exploring Teaching Alternatives, (1977), Postlethwait, Son, and Associates. Minneapolis: Burgess Publishing Co.
- Osterman, Dean N (1980), Feedback Lecture The Process and Components, Oregon State University.