

INNOVATIVE EDUCATIONAL TECHNOLOGIES AS A FACTOR OF STUDENT MOTIVATION: EXPERIENCE IN RUSSIAN UNIVERSITIES

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Abstract

One of the current challenges in marketing education is to increase student engagement in the classroom. The changing environment in higher education necessitates the investigation of student motivation in learning. In recent years, it has been shown that Russian university students' interest in the classroom is declining. This study examines the major factors of students' motives for studying marketing subjects in a Russian university. The results show that the major motivations for students to engage and learn in the marketing classroom are: professional knowledge and personality of the professor; educational technologies in the classroom, such as a website platform course, chat rooms, and online tests; a positive atmosphere in the classroom; the opportunity for students to engage in a faculty research project.

Literature Review

The Russian literature suggests that student performance and interest depends on student motivations (Bakshaeva and Verbutckiy, 2006; Vishtak, 2005; Grebenyk and Grebenyk, 2003; Rean et al., 2006; Yarylina, 2007). The previous studies have analyzed the influence of the educators and teaching materials on student motivation in public high school and have not emphasized higher education. American literature indicates that increasing inclusion of flexibility in marketing education in terms of student motivation (Gill and Lashine, 2003; Debusse and Lawley, 2011), including the lack of student engagement (Taylor et al., 2011) and student preparation in classroom (Ho and Polonsky, 2009), leads to the limiting of student reflection on content. One of the definitions of motivation found in Russian literature was put forth by Platonova, who identified it as the combination of the motives/reasons for specific activities (Bakshaeva and Verbutckiy, 2006). Motivation is generally defined as an internal state that stimulates a person to engage in a particular behavior (Spector, 2000). Other studies created the methodology to diagnose learning student motivations, in which authors divided all student academic motivations into two groups: intrinsic and extrinsic (Rean et al., 2006). For example, if student motive is to develop professional skills and be equipped with advanced knowledge to make effective decisions in a business environment, these are intrinsically motivated behaviors. At the same time, if the student has the motivations to receive marketing diploma as soon as

possible, join a university to avoid the army, find a good friends at the university, and have fun, these are the examples of extrinsic academic motivations.

According to Wetsch (2009), for evaluation methods to be a correct representation of knowledge and capability (of students), some mechanism is needed to maximize the probability that the submitted work is a reasonable representation of the capabilities of the student. According to Wetsch, this is made possible by increasing the students' motivation. Lancellotti and Thomas (2009) studied the effects of motivation, self-efficacy, and class-related factors on course attitudes of marketing students. Accordingly, when students are highly motivated towards courses or have highly perceived self-efficacy regarding their application of the course knowledge, they will put more effort into processing information they encounter from those courses.

A large body of educational research examines educational technology as a motivation for student learning (Hollenbeck et al., 2011; McCabe & Meuter, 2011), how to integrate innovative tools into the curriculum to increase student learning (Kaplan et al., 2010), and how students adopt an online course environment into their self-learning strategies (Dowell and Small, 2004). The adoption of educational technology can create many issues for educators and students. These issues include managing the technological teaching methods, students' abilities (Palmer and Holt, 2009), technology use, and students' learning outcomes (Buzzard et al., 2011). Students who may not know how to engage in the educational technology may fail to perform (Dowell and Small, 2011) or may lose the motivation to perform.

Research Model and Findings

The literature review identified a variety of motives that have an effect on student performance. The primary objectives of this preliminary study were (a) to identify the student's major motives to study marketing subjects and (b) to explore whether educational technology is one of the student learning motivation factors.

In order to test the research model, a questionnaire was created and student responses from the Moscow International Academy of Business and Management were collected during the spring of 2011. The data were collected from a convenience sample of 45 junior students taking undergraduate marketing courses, between the ages of 19 and 21. The students took the survey voluntarily.

The results of this study indicate that the major student learning motives are the following:

- ✓ Professional knowledge and personality of the professor, such as diligence and good speaking skills, as well as quick wits, to understand student situations
- ✓ Active learning methods in the classroom, such as experiential learning and simulation games
- ✓ Educational technologies in classroom, such as website platform courses, chat rooms, and online test
- ✓ A positive atmosphere in the classroom
- ✓ An opportunity for students to engage in faculty research projects.

The students also mentioned that general satisfaction of the learning process generates greater motivation and increases their interest in the marketing subjects.

All students identified the importance of educational technology, and it was one of their motives for engaging in the classroom. About 80% of respondents prefer to use e-books and other multimedia sources in the learning process. This study shows that students “like to learn by doing” and “learn by using” the experiential learning methods, such as business situational games, case-studies, role playing simulations, and situational exercises which are, in many cases, included in educational technologies. Much of the research supported the notion that innovative educational technologies have great potential to increase student engagement, collaboration, flexibility, and learning (Kaplan et al., 2010; Hollenbeck et al., 2011; McCabe and Meuter, 2011). We found that students like to be active participants in a classroom where educational technologies involved. Our preliminary research supports findings from other studies that students’ engagement with educational technologies has a significant effect on students’ academic outcomes (Dowell and Small, 2011). In addition, this study found that the student engagement in other university activities, such as student research, student organizations, and campus events, motivates students to learn marketing subjects.

Furthermore, we hope this research helps to change the way marketing educators view the factors of student motivation and innovative educational technologies in Russian universities. Adaptation of the recommendations of our research is likely to improve teaching marketing methods in American and Russian universities. This is a preliminary study, and further research should help to create a broader picture of educational technology as a factor for student motivation in Russian universities.

References available upon request