

## STUDENT PREFERENCES AND PERCEPTION OF USAGE REGARDING DIFFERENT TEACHING METHODS

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### ABSTRACT

Debates about the effectiveness of different teaching methods have been going on for decades. More recent research seems to favor experiential learning over the more traditional, passive method of lecture. While research in cognition suggests that active processing and not just passive reception of information leads to greater learning (Lake 2001), recent research comparing learning outcomes between groups using lecture versus experiential learning did not show significant differences (Daughtrey 2003). This study compared the student expressed preference for different teaching methods with the student perceived actual use of these methods in their classes. Marketing education continues to move more toward the interactive, experiential approach and away from the more teacher centered, traditional, lecture based approach. A recent special issue of the *Journal of Marketing Education* (April 2000) was devoted to experiential learning in the marketing education field. Continued research develops varied approaches to experiential learning and the benefits of these varied learning approaches are well documented in the marketing education literature (Frontczak 1998; 2000). While there is no doubt that different teaching styles can provide benefits for students and instructors, from some of these studies it can be seen that sometimes students do not always prefer the active learning aspect of courses. This study was designed to explore student perceptions of different teaching methods in general. A survey on teaching methods and the estimated usage was collected from a sample of 224 Juniors and Seniors taking marketing classes. Students were asked to rate different teaching methods according to their personal preference for them. The choices were lecture, discussion, cases, applied work, group work, and research participation. Lecture was overall the preferred method of instruction for these students. It was followed closely by discussion. In the students' reports of their perceived actual use of these teaching methods in their business classes, the mean percentage for lecture was 35.8% of the time, followed by 18.68% of the time spent on group learning, 16.95% on applied work, 13.86% on discussion, 13.2% on case work, and finally 8.73% on research participation.

This research is strictly limited to students' perception of time spent in the classroom and not any objective measurement of that time, these results can only be interpreted as students' estimates of how their time is spent.

Many faculty members seem to view the use of more active learning as a positive development in marketing education and most research into teaching methods seems to advocate use of these methods over lecture. This research showed that from the students' perspective at least, lecture is still a very highly valued teaching method, especially when combined with other means of teaching and student involvement.

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