

## **Using Information Technology to Effectively Communicate Statistical Concepts in Marketing.**

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### **Abstract**

**Most marketing students view any form of statistics with great trepidation. These fears may arise from images of traditional mathematically-oriented, equation-laden statistics courses. However, most marketing courses use many different learning techniques to address different learning styles. Many foundational marketing areas are employing more interactive learning paradigms such as action theory (Argyris 1997) or experiential learning (Kolb 1984) to address these student learning style differences.**

**With the advances of information technology it may be possible to apply similar interactive or group learning processes to the topic of marketing statistics. Students may be better able to learn and retain statistical concepts via the integration of thought and action. The author presents some qualitative evidence that students enjoy the human and computer feedback on statistical concepts. A series of weekly reflection and feedback sessions help position the learning environment away from a traditional math class and toward a organizational problem-solving context.**