

POSITION PAPERS

Title: All-or-Nothing Performance Assessment

Author(s) Adam J. Mills, Loyola University New Orleans; Karen Robson, University of Windsor (Email: ajmills@loyno.edu)*

This position paper presents an innovative approach to course design centered on student engagement, active and self-regulated learning, cooperative participation and assessing student grades based entirely on active performance. This experimental design was implemented over two years across three separate sections of a junior-level consumer behavior course, and qualitative feedback suggest that students felt more free to enjoy the learning process without the pressure and anxiety related to examinations and deliverables, students found the approach managerial in nature by building collaborative accountability into coursework.

Purpose of the Study: To introduce an innovative, entirely performance-based approach to course design.

Method/Design and Sample: Three sections of undergraduate consumer behavior over two years.

Results: Self-reported increase in student enjoyment, engagement, and learning.

Value to Marketing Education: This paper challenges the assumptions of course design and testing requirements.

Keywords: student engagement, self-regulated learning, participation, performance.

Title: Louis Vuitton at Yale: College Choice and the Extended Self

Authors: David S. Ackerman, Professor, California State University Northridge (david.s.ackerman@csun.edu); Emi Moriuchi, Assistant Professor, Rochester Institute of Technology; Order of names is alphabetical. Both authors contributed equally to this manuscript.*

Abstract

This position paper looks at the decision to choose higher education from a consumer behavior perspective, how it is instrumental in the process by which students construct themselves, their extended selves. Belk (1988) found that one's possessions were both a major contributor to and a reflection of self-identity. Thinking about the purpose and value of higher education in America can be categorized into two dominant types of narratives. The more traditional perspective is that higher education serves a higher purpose in that it prepares students to be better people and better citizens. A second perspective is the view that the purpose and value of higher education is in career preparation. Regardless of the perspective students hold, the