

## **INSTRUCTIONAL INNOVATION/ALTERNATE TEACHING APPROACHES**

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### **Abstract**

Current teaching models include traditional, on-line, hybrid classes, blended learning, distance learning, and more. Student pedagogical results vary by teaching approach. The authors of this special session present innovative instructional alternatives to the already existing teaching methods. These innovative initiatives include the development of a new Multicultural Marketing class, the use of interactive televised instruction for two Professional Selling Marketing sections located in two different geographical locations for the same College, the use of social media and information platforms in courses and academic settings, a term coined “scholarly networking,” (Walker et al., 2013) and increased motivation and classroom fun students may experience through the application of gaming theory.

Students benefit from a diversity of teaching approaches and will graduate with an enhanced educational experience and greater knowledge. Promoting dynamic solutions in the teaching arena and sharing these with the MEA audience will enhance our educational mission. Additionally, in using new technology and innovative courses, we keep abreast of the trends in marketing education.

Kristen Walker will speak on the use of social media and information platforms in courses and academic settings, a term she’s coined “scholarly networking.” Kristen recently led the design of a new interactive marketing minor, and was responsible for the curriculum developing including three new courses. She has presented and published on pedagogical and scholarly research in the areas of consumer privacy and use of interactive media. Kristen will present results from her research as well as lived practice and experimentation in the classroom with interactive media and information platforms.

Marketing educators have long recognized the increased motivation and classroom fun students can experience through simulations and games (MarkStrat, The Marketing Game, etc.). Increasingly, research from the developing field of gaming suggests a better understanding of the effects on motivation and achievement when learning is framed in a game context. Not only

a game as an assignment, but the entire course can be restructured as a game: instead of “Grades” students achieve “levels.” Deborah Cours will review literature, show case examples, facilitate discussion and review a small pilot using gaming design.

Katrin R. Harich will discuss the creation of a new course entitled Multicultural Marketing. Not only is this class a first for her, it is also innovative as very few Marketing Departments in the U.S. offer a course on this topic. The format of the course is innovative as well as it provides a professional, conference-type environment where students learn in collaboration with their faculty member, professionals who are experts in their respective fields, and faculty members from other Colleges at the University. As such, this format adds interdisciplinary and networking components to a collaborative teaching and learning setting.

Olga Di Franco will discuss the use of both instructor visits and interactive televised instruction on alternate days in order to accommodate two sections of a Professional Selling Marketing class are located in two different geographical locations for the same College. This alternative teaching method solves the problem of keeping both classes open; however this solution also creates other dynamic situations. Televised instruction is an alternative medium that is physically very limited in classrooms where the instructor is present only in one location but needs to communicate through a microphone and camera in the other. The students are limited in a physical sense as well, because they can only see and hear and communicate through a headset, microphone and monitor. The technology involved also is a factor since malfunctions are essentially a given, and even with the help of an on-hand technician some issues cannot be solved immediately. The professor must design this course to actively engage the students in a learning-conducive environment that will lead to a new level of participation and comfort with the media being used. Students will be challenged to learn in this new environment and their learning and success will depend on the good functioning of the technology offered and the organization of the class to properly convey the outcome expected.

References Available upon Request