

**MAXIMIZING THE MARKETING EDUCATION PROCESS FOR CONTEMPORARY STUDENTS:  
HOW MARKETING EDUCATORS CAN BENEFIT FROM NEW EDUCATIONAL THEORIES**

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**ABSTRACT**

Over the last few years, there have been numerous MEA papers and special sessions regarding innovative pedagogical approaches such as active, cooperative, and experiential learning, to name just a few. There have also been a number of sessions regarding the diverse backgrounds of students and faculty and the impact such diversity has made upon the business and marketing disciplines. In spite of this recent interest, however, few of the innovative theories regarding new and different pedagogical approaches and methodologies from the field of education have been introduced to the field of marketing education.

As corporations and organizations move toward a collaborative, team based work environment, many reiterate the point that students are not graduating with the skills and or expertise necessary to meet their evolving needs. The panelists believe that part of our failure to produce the type of business and marketing students that can compete in this evolving business environment lies in our continued use of outdated pedagogies. These traditional pedagogical approaches, designed to foster competence in "traditional" areas of intelligence, no longer serve the purposes of the evolving business world.

In the past several decades, there have been major shifts in how intelligence is measured among K-12 students. The growing national movement to include assessment as part of the educational process demonstrates this trend. Good cognitive skills in the 3 R's (reading, writing, and arithmetic), once a redicible indicator of intellectual ability, are no longer deemed adequate for comprehensive assessment purposes. Scholars in the field of education have instead recognized that such definitions may be too narrow in scope. As a result, such scholars have designed and implemented expanded learning style inventories to address and award multiple intelligences.

Working with freshmen and transfer students in introduction to Higher Education courses (required in

numerous university and colleges across the United States), the panelists have discovered a need to better relate the evolving educational theories to the marketing education process. The incorporation of such theories may help marketing educators to maximize their contributions in the classroom setting, as well as the department, college, and university, to produce the type of students that contemporary corporations and organizations require.

The intent of the session was to provide the background of past and recent theories in the field of education to explain many of the changes students and faculty are experiencing in the educational and managerial process. There were more emphases on the educational process than the managerial process, but both were covered. The session provided information on past and evolving theories, applications utilizing the theories in the classroom and with faculty, and insights on creating and implementing these changes with students and other faculty.

Educational theories were used to illustrate their applicability and utility for marketing educators both in the classroom and with faculty peers. Implications as well as insights for creating and implementing these changes to enhance future learning and teaching strategies were shared. Specific examples in the context of new student populations such as Generations X and Y, as well as new and existing marketing faculty were provided.

The panel members provided background information on recent theories from the field of education, numerous applications of such theories in the marketing education context, and implications for future theory development in marketing education while encouraging active audience participation through exercises. Specifically, Dr. Houston presented recent theories from the field of education. Drs. Stretch and Haley provided examples, both educational as well as managerial, that applied the theories at both student and faculty levels.