

A BROADER VIEW OF TEACHING QUALITY: WHAT ARE YOU DOING FOR YOUR STUDENTS OUTSIDE THE CLASSROOM?

Douglas J. Lincoln, Boise State University, College of Business and Economics, 1910 University Drive, Boise, ID 83725; (208) 426-3246

The general purpose of this paper is to stimulate marketing educator thoughts and discussion centered around the similarities and dissimilarities between what marketing education literature has told us defines teaching quality and the most recent and highly regarded findings of Richard J. Light. A review of both scholarly investigations was conducted and provided a number of key implications. In general, the paper concludes that marketing educators have a fairly accurate idea of what they should be doing in the classroom but are most likely missing many opportunities to enhance student learning outside of the classroom.

BACKGROUND

Perhaps the most widely recognized national expert today on the topic of quality collegiate level educational experiences from the student point of view is Professor Richard J. Light (Kellogg 2001). Light, colleagues, and research assistants have amassed and synthesized personal interview (one to three hours in length) data collected from over 1600 undergraduate students at Harvard University. His book sharing these insights has been reprinted three times in its first year of publication and is being ordered in mass quantities by many American colleges and universities—public and private, small and large. His ideas have been shared with over 90 other higher education institutions including a mix of private, public, large, and small schools. Discussion with administrators, faculty, and students at these other places has led him to believe that the findings can be generalized to other student or college settings/populations (Light 2001 p. 11).

LIGHT'S SUGGESTIONS

#1 Focus more upon what is learned outside the classroom as it exceeds or is more meaningful to students versus what they learn in the classroom. #2 Connect that done in the classroom with that done outside of the classroom as this aids the student's ability to find and/or refine their intellectual and vocational interests or niche. #3 Offer alternative opportunities for substantive academic work outside of the traditional classroom. #4 Design outside of class experiences requiring student collaboration on homework, studying for exams, etc. as this is proven to facilitate learning. #5 Put more

structure into your classes and include numerous quizzes, short assignments, and thereby providing more frequent and continuous performance feedback. #6 Employ controversial type discussion settings. #7 Help students improve two key skills: time management and writing. #8 Teach students to think like the professional they'll be in their chosen field of interest. #9 Engage students enrolled in large classes. #10 Do not rely solely upon end of the semester feedback to find out how well the instruction is going and if the "big picture" is being captured.

MARKETING EDUCATOR IMPLICATIONS

First, it appears that we spend perhaps too much time researching, talking about, and in general sharing what we should be and are doing with students in our classrooms versus outside the classroom. Second, our outside of the classroom-teaching role is one that should involve more involvement with students outside of the requirements of our classes per se. Third, our literature suggesting that we should be functioning more as mentors and facilitators of student learning is right in line with student needs. Fourth, we should continue to advance our ability to offer and implement experiential learning settings with an emphasis upon those outside the classroom. Fifth, we should reassess how much of our out of classroom assignments, exercises, etc. are assigned to individuals vs. groups of students. Sixth, we should continue to find both effective and efficient approaches with other disciplines in order to teach our students certain skills. Seventh, we should continue to develop and share structured type exercises and activities for our classroom. Eighth, and perhaps most importantly, we must advocate and continue to explore the use of more holistic approaches to the measurement of teaching quality. Ninth, there are actions we can undertake ourselves to address some of the SET problems (e.g., end of semester, wrong questions, etc.) and get the feedback we need to improve.

REFERENCE

Light, Richard J. 2001. *Making the most of college: Students speak their minds*. Cambridge MA: Harvard University Press