

Title: Quantity is Better than Quality: Improving Creativity through Journaling

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Purpose of the Study:

The goals of this study are twofold: to empirically examine whether journaling can improve creativity and to identify grading approaches that minimize the faculty burden and remove grading subjectivity.

Method/Design and Sample

Over the course of one semester students in an introductory marketing class reflected on their personal perceptions of course material and attempted to relate it to real world applications. Three different forms of journal grading were examined. The first was a *traditional written rubric* that described performance expectations for various components, such as content, idea development, application and introspection. The second was a *pictorial rubric* that showed examples of completed journal pages for different performance levels. For the third format, the grade depended solely on the total *number of pages* completed. The greatest improvement in creative ability was hypothesized to occur in this last condition. Focusing on quantity, not quality, was hypothesized to reduce grading subjectivity and encourage more frequent entries, giving students more opportunities to practice skills that support creativity, while easing their fear of judgment. To examine improvement in creative performance, the Figural Torrance® Test of Creative Thinking (TTCT) was used. The test comprises three exercises to assess creativity characteristics and is published in two versions, allowing for pre- and post-testing. The test was administered during regular class time near the beginning and at the end of the semester. Upon completion the tests were sent to Scholastic Testing Services (STS) for scoring. Analyses were conducted on a composite creativity index score (CI) which summarizes 18 creativity characteristics (Kim 2006).

Results:

There were no statistical differences between the three conditions for age ($p > .25$), academic year ($p > 0.58$), gender ($p > .87$) or GPA ($p > 0.39$). There were also no differences in the baseline TTCT CI scores ($p > 0.90$). Instructions given to students in condition 3 to focus on quantity were followed satisfactorily: ANOVA with the three levels of grading condition (written rubric, pictorial rubric or quantity) as the independent variable and quantity of pages completed as the dependent variable revealed a significant difference ($F(65,2)=26.76$, $p < .0001$) such that students in the quantity condition completed more pages ($M^{\text{quantity}}=60.04$ (3.19)) than students in the other two conditions ($M^{\text{written}}=30.88$ (3.79); $M^{\text{pictorial}}=30.03$ (3.26)).

Repeated measures ANOVA with grading condition as the between subjects independent variable and the pre and post-TTCT CI scores (Time 1 and Time 2) as the within subjects factor reveals a significant main effect ($F(65,1)=38.56$, $p < .0001$) such that the post CI scores were higher for all class sections ($m^{\text{pre}} = 113.7$ (13.76); $m^{\text{post}} = 123.91$ (14.87)). More importantly, the interaction between the pre-post scores and grading condition was significant ($F(65,2) = 3.47$,

$p=.037$) indicating that the *change in creative ability between the two times depended on the manner in which the students believed the journal would be graded*. As predicted, students in the quantity condition achieved a significantly higher post TTCT CI increase compared to the other two grading conditions ($F(65,1) = 4.93, p < 0.023$; see Figure 1). Mediation analyses find that the number of pages written mediates the relationship between grading condition and TTCT CI score: students who were in the quantity condition journaled more which led to higher TTCT CI scores.

Value to Marketing Education:

The need to creatively solve problems transcends professions and academic disciplines. This research examines the use of journaling to improve creativity. Findings support the value of journaling, especially when the quantity, not quality, of journal writing determines the grade. Grading on quantity reduces subjectivity inherent in typical journal evaluation and encourages more frequent entries, giving students more opportunities to practice skills that support creativity while easing their fear of judgment. Simplifying the grading of journals to counting pages also benefitted the instructor which may encourage the adoption of journaling in classes where previously the grading burden may have proved prohibitive.

References available upon request

Title: Educating Marketing Students about the UN Sustainable Development Goals

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This paper discusses embedding the UN's Sustainable Development Goals (SDG's) in marketing education. We face many challenges as a global society including climate change, resource depletion, air, water, and soil quality, diminishing biodiversity, poverty, armed conflict, marginalization of persons, and more. In 2015, the United Nations General Assembly launched the Sustainable Development Goals (SDG's) and set forth an ambitious agenda to address global sustainability issues. In June 2016, Secretary General Ban Ki-moon and six marketing and advertising companies launched the 'Common Ground' Initiative (Jones et al., 2018; <http://globalcommonground.com/>).

Integrating the SDG's into the curriculum develops business leaders with a heart for sustainability and has the potential to influence their consumption behavior. It will help our field be more relevant to Generation Z students who seek to buy from and work for businesses that represent their progressive social views (Bealle, 2016). According to the Business & Sustainable Development Commission (2017), achieving the SDG's will lead to 380 million new jobs. It is further estimated that 600 million jobs will be needed in the next 15 years at current population growth rates. Specifically, the Commission's report notes that marketing can rouse customers to make sustainable choices fostering the creation of viable, sustainability-minded goods and services. Clearly, individuals knowledgeable in this area will be employable in the future.