FACULTY PERCEPTIONS ON APPLYING MULTIPLE INTELLIGENCE IN ONLINE MARKETING CLASSROOMS: PRELIMINARY EXPLORATORY STUDY

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Importance of Applying Multiple Intelligence in Online Marketing Classrooms

Gardner (1983, 1993) identified eight intelligences and stated the intelligences are more a potential for solving problems than a measurement of a single IQ score. Gardner's theory of multiple intelligences along with the learning styles for problem solving and decision making can enhance student comprehension of critical thinking skills. Because a 2013 study revealed 93% of employers indicated critical thinking was a skill valued above all other academic achievements, it is more important than ever for students to learn to think critically ("It Takes More than a Major," 2013). By applying different intelligences, critical thinking skills can be taught in such a manner to increase student comprehension and success.

Purpose

The purpose of this study was to identify the expert opinions of online marketing faculty regarding whether or not to include Howard Gardner's theory of multiple intelligences in the online marketing classroom. Including Gardner's multiple intelligences would engage students in critical thinking, thus improving learning. The study sought the opinions of expert online faculty using social media (Linkedin and Facebook) and the Marketing Educator's Association (MEA) membership directory. The significance of this study is that faculty want to ensure learning occurs in the online marketing classroom. The researchers explored the findings to determine whether or not this is a viable research topic.

Research Design

The research design for this study was the exploratory design. Iacobucci and Churchill (2010) stated exploratory research has an objective of gaining insights and generating ideas. The research instrument used in this study was a survey with multiple choice and open-ended questions. Participants were asked if they were familiar with Gardner's (1983, 1993) theory and, if so, what specific techniques were used in their classrooms. Participants were asked to share their techniques within the open-ended questions.

Findings

Fifty-nine people participated in this study. Of the 59, 34 (57.63%) of the participants stated that they were online marketing instructors. The remainder, 25 (42.37%) participants indicated that they were not online marketing instructors. Although the 59 participants were not all online marketing instructors, they did admit to teaching online. Over half the participants indicated that they taught less than 4 years, 31 (52.54%).

Fifteen (25.42%) participants indicated they were full-time faculty. Forty-four (74.58%) participants indicated they were part-time faculty. Of those 59 participants, 32 (54.24%) participants were male and 27 (45.76%) participants were female. Although the researchers wanted to reach out to the international learning community, all participants taught in the United States only.

Four questions were asked of the 59 participant as it relates to their knowledge and experience with using Gardner's Theory of Multiple Intelligences (see Table 1).

Table 1: Questions on the Use and Possible Implementation of Gardner's Theory of Multiple Intelligences in Online Marketing Courses

Questions	Yes	No	Not Sure or No Comment
What is your understanding of Gardner's theory of multiple intelligences?	56 (94.92%)	2 (3.39%)	1 (1.69%)
Would the inclusion of Gardner's theory of multiple intelligences in online marketing courses be beneficial?	46 (77.97%)	6 (10.17%)	7 (11.86%)
Would you like to include some or all of Gardner's multiple intelligences in online marketing courses?	42 (71.19%)	7 (11.86%)	10 (16.95%)
Have you included Gardner's theory of multiple intelligences in online marketing courses?	7 (11.86%)	52 (88.14%)	0

This is a table shows the responses to the four questions on adding multiple intelligences in marketing online classrooms.

Conclusion

The professional experiences of the study participants provided insight and suggested the need for implementing Gardner's (1983, 1993) theory of multiple intelligences into the online marketing classroom. The research findings indicated there was agreement that Gardner's theory of multiple intelligences could be useful in an online marketing class. Further research is indicated in order to determine whether or not there is a correlation between Gardner's theory of multiple intelligences and student comprehension of critical thinking.

References

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