

Getting Students Involved in the Classroom

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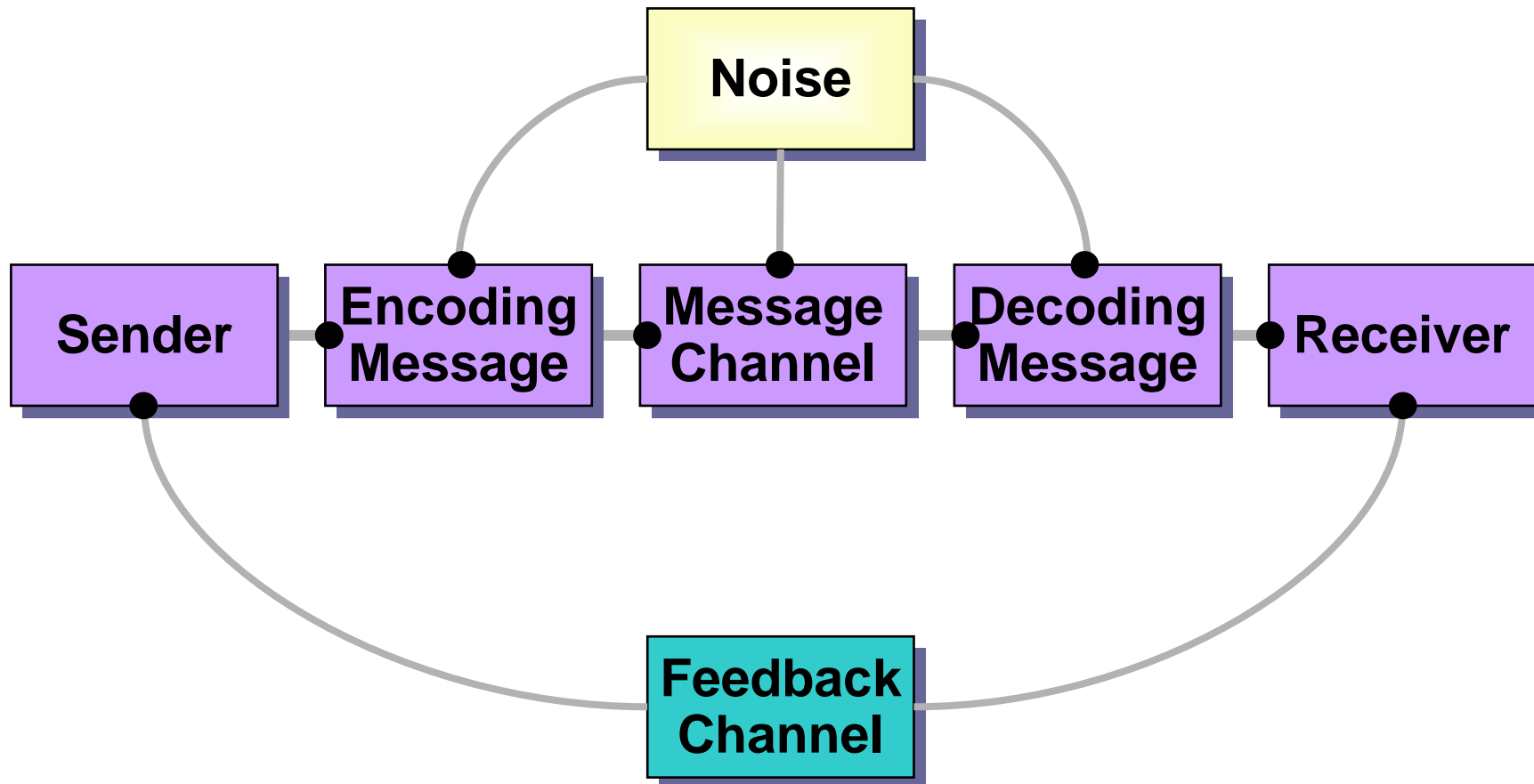
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Why Low Student Involvement?

- Instructors' Teaching Styles (High level of control)
 - One-way communication
- Students' Learning Styles (Low level of control)
 - Self-learners, not motivated, passive, etc.
- Situational Factors (No control)
 - The nature of subject, class, etc.

How to Get Students Involved?



The Two-Way Communication

- The Instructor – Sending messages
- The Students – Receiving messages
- Getting student feedbacks is a must in order for this process to be effective.
- Students learn best when they are getting involved.
- Trying to reduce the noise (e.g., distraction) as best as you can.

Encoding Message

- Students work individually or as a group to convert marketing concepts and theories into real examples (e.g., market segmentation). A follow-up discussion is often used to reinforce those concepts.
- What is important is not what the instructor says but what the students hear.

Message Channel

- Students can be used as the message channel
 - Noise appears during this stage. Thus, a message may be lost during transmission.
 - Getting students involved can reduce the noise.
 - Students not only find real world applications of marketing theories, but also send such message to the whole class.

Decoding Message

- Miscommunication may happen during this stage if students do not pay attention or listen carefully.
- Feedbacks are critical.
- Examples of feedbacks
 - Students interpret concepts in front of the class
 - In-class activities with follow-up discussions

Conclusions

- Students can be involved in various steps during the two-way communications between the instructor and the students.
- An instructor should be perceived as a facilitator rather than a dictator of learning.