Getting Students Involved in the Classroom

Jianwei Hou
Dept. of Marketing and IB
College of Business
04/27/06
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?

- Sender
- Encoding Message
- Message Channel
- Decoding Message
- Receiver
- Noise
- Feedback Channel
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.
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.