



HEA/AM* Marketing Education Digest Volume 1 Issue 3

***Academy of Marketing**

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1. Welcome

Welcome to the third edition of the HEA/AM Marketing Education Digest. Please remember that your views are always welcome!

[Lynn Vos](#), Discipline Lead Marketing, November 2012.

2. Monthly Article

Experience Alone is not Experiential Learning

Author: Ross Brennan

Keywords: Experiential learning; Kolb; learning cycle

The ideas of many theorists are presented in such a highly simplified form in textbooks and popular articles, so detached from their original intellectual context, that they are shorn of much of their intellectual power. Such is the fate that has befallen some of the work of Michael Porter and the late Igor Ansoff, for example. Not that I imagine this is a great source of sleepless nights for such eminent scholars. Nevertheless, when sophisticated ideas that were conceived as part of a wider theoretical system are presented as de-contextualised factoids one has to occasionally wonder what the point of the exercise is. For example, Ansoff created an entire, soaring, extraordinary edifice for the strategic planning process; an edifice that was very popular and influential in its day, and even arguably remains influential today.

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Yet ask the typical marketing student what Ansoff means to them and they will likely tell you the “Ansoff Matrix” (that is, Ansoff’s product-market growth vector matrix), and, if my encounters are anything to go by, will then struggle to remember what the axes are and where ‘market development’ fits. Ask them to describe more complex variants of the matrix, or to explain where the matrix fits into Ansoff’s comprehensive strategic planning process, since probably nobody who ever taught them marketing asked them to learn more than *<Ansoff matrix = Market Penetration; Product Development; Market Development; Diversification>*. Now, if

there is any truth at all in my stereotyping of this marketing student, then it's not surprising if employers are a bit huffy about the marketing graduates turning up on their doorsteps. Frankly, what's the use to employers if a marketing student can tell them (more or less accurately) what's in the Ansoff Matrix? And the answer here is not 'application' because most employers, even those without the benefit of a business school education, know that in broad terms they can develop new products, develop new markets, or diversify. Taken out of the context of Ansoff's comprehensive system, the knowledge is banal, obvious and unhelpful. Now, can we just hold that thought while I change tack temporarily, please?

...my own reflections led me to the suspicion that experiential learning in marketing education might not be all that it's cracked up to be.

Experiential approaches to learning are very popular among marketing educators. How have I acquired this putative knowledge? Oddly enough, my perception is that I have acquired it through a classic Kolb learning cycle. Concrete experience-reflective observation-abstract conceptualization-active experimentation; cycled and re-cycled. Of course it's not as neat as that, but all of the processes that Kolb describes have been present. Various mechanisms have been involved in the learning process, such as observing and reflecting on practices I have seen as an external examiner, observing colleagues teach, conversing with colleagues, attending the education track at the Academy of Marketing conference, and, of course, writing articles like this.

The literature on marketing education is also a rich source on innovations that educators have introduced on their own courses (examples are Ardley & Taylor (2010), Bobot (2010), Brennan & Pearce (2009) and Inks, Schetzle & Avila (2011)). In addition, the work of Karns (2005), about learning methods in marketing, documents the use of several experiential learning methods in his 1993 survey of marketing classes and considerably more in his follow-up study in 2004. However, my own reflections led me to the suspicion that experiential learning in marketing education might not be all that it's cracked up to be. I have recently found myself writing external examiner reports to the effect that there may be too much of it in the curriculum now - a feeling that simply subjecting marketing students to a relentless barrage of "experience" is not enough. It was nice to find that I was not alone in my unease.

Two recent articles in particular suggest that we may have a problem with experiential learning in marketing education. Firstly,

Hunter-Jones (2012) finds resistance to participation in experiential learning projects from some very able students because they are concerned that the inherent uncertainties in such a learning process may damage their grades. She calls these the *formulaic learners*: “They are less prepared, or even able, to be flexible and accommodating of other learners in case this has a negative influence on their overall mark. They want to be in control of their own achievements and are *formulaic* in achieving this” (Hunter-Jones, 2012:26). Most, perhaps all, of the colleagues in the marketing academy with whom I have shared these insights from Hunter-Jones’ article have found them entirely plausible.

Secondly, Young and colleagues (2008) tried out experiential learning on a Principles of Marketing module and found that, unless students are carefully guided through all four stages of the Kolb learning cycle, experiential learning activities can result in surface learning rather than deep learning. They make what seems to me to be a very important point when they say: “experience in and of itself is not educative ... if students do not think seriously about their experiences, their experiences may reinforce stereotypes and incorrect suppositions” (Young, et al., 2008:28). For example, I grew up at a time when crass homophobic and sexist jokes were staples of TV comedians. Thankfully, we have now learned that such practices are hurtful, damaging and unacceptable. However, simply sitting through more and more TV shows containing such jokes (greater experience) will not teach you that they are a bad thing, in fact it may simply convince you that such jokes are *-normal-* ie reinforce the stereotype.

At the start of this article I was suggesting that great ideas can be diminished by being taken out of their intellectual context, over-simplified, and presented as elementary tools. Subsequently, I have pointed to concerns about the use of experiential learning in marketing education. Now I am putting two and two together, and possibly making them add up to four. Could marketing educators have fallen into the trap of believing that a highly simplified version of Kolb’s theory is all they need to know to implement experiential learning successfully in their teaching? Is it time to return to the basics of experiential learning? Could it be that some of us have fallen into the trap of stripping away so much of the intellectual content from Kolb’s ideas that we are implementing a diminished and ineffectual version of Kolb’s work? Has Kolb been ‘Ansoffised’ and ‘Porterised’ to the extent that, even when we claim to base our learning approaches on his research, we are in

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fact basing it on a version that is so detached and simplified that our claim is erroneous?

So, in the remaining few words of this short article let me provide you with all you need to know about David Kolb's (1984) theory of experiential learning. Ah! OK. Maybe you spotted the trap there just about when I did. Taking another run at that, and for those of you not already deeply acquainted with Kolb's work, let me suggest one or two places where you could start looking. If you haven't read Kolb's 1984 book 'Experiential Learning: Experience as The Source of Learning and Development', you may be surprised at the extent to which it engages with the philosophy of knowledge (Bertrand Russell, John Dewey, Edmund Husserl, George Hegel), although less surprised at all of the learning theorists who pop up. Here is Kolb's definition of experiential learning to get you thinking: "Learning is the process whereby knowledge is created through the transformation of experience" (D. A. Kolb, 1984:38).

Then, of course, one needs a critical perspective on these things, and Christopher Kayes' (2002) article can serve that purpose. Naturally, one also has to look at a more recent re-statement of Kolb's theory re-formulated in the light of two decades of criticism, reflection and reformulation, a purpose served by Kolb & Kolb (2005). An aspect of this more recent work that will interest those who follow developments in neuroscience (or neuromarketing) is that Kolb & Kolb call attention to research that suggests a link between the Kolb learning cycle and the process of brain functioning. They cite biology professor James Zull (2002), and at Zull's [website](#) you find the following interesting information:

"According to our current model of the connection between brain function, human learning, and education, we believe that education can engage the learner's brain to the fullest extent when students follow a cycle of concrete experience with their subject, reflection on their experience and connecting it to their prior knowledge, generation of their own abstract hypotheses about their experience and testing their hypotheses through action, which produces a new sensory (concrete) experience."
(<http://www.case.edu/artsci/biol/people/zull.html>)

In other words, there is some evidence that the learning cycle is built into the structure of the brain!

Resources

You will find a series of podcasts and vodcasts on experiential learning by David and Alice Kolb here:

<https://www.haygroup.com/leadershipandtalentondemand/video/detailes.aspx?id=303>

David and Alice Kolb run Experience Based Learning Systems, Inc, and there are lots of useful resources at their website, including the [Experiential Learning Theory Bibliography](#), which is a stunning resource for anyone wanting to study this area in depth.

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3. More journals for articles on pedagogy and education

In the last Digest, we provided a list of marketing-oriented journals that publish articles on pedagogy. Below is a list of other educational journals, many of which will publish articles on marketing education:

- Action Learning: Research and Practice, Routledge;
- Active Learning in Higher Education, Sage;
- Assessment and Evaluation in Higher Education, Taylor and Francis;
- Assessment in Higher Education, Taylor and Francis;
- Australian Educational Researcher, Springer;
- College Teaching, Taylor and Francis;
- Higher Education, Springer;
- Innovations in Education and Teaching International, Taylor and Francis;
- Innovative Higher Education, Springer;
- International Journal of Teaching and Learning in Higher Education, International Society for Exploring Teaching and Learning;
- Internet and Higher Education, Elsevier Science;
- The Journal of Excellence in College Teaching, Miami University Press;
- The Journal of Graduate Education, NPC;
- The Journal of Higher and Further Education, Taylor and Francis;
- The Journal of Higher Education, Ohio State Press;
- Review of Higher Education, John Hopkins University Press;
- Scandinavian Journal of Educational Research, Taylor and Francis;
- South African Journal of Higher Education, Unisa Press;
- Studies in Higher Education, Taylor and Francis;
- Teaching in Higher Education, Taylor and Francis.

4. Publications, Funding and other Events

An audience with Sir Tim Wilson and Prof Andy Penaluna.

Changing society: the role of enterprise education in achieving economic and social impact, 10 January 2013, University of Leeds

This HEA/Enterprise Alliance event will look at educator comments to the [Wilson Review of Business-University Collaboration](#) and the [QAA guidance for enterprise and entrepreneurship](#). It offers direct contact with policy leaders in open debate with HE educators and managers interested in the entrepreneurship agenda.

Black and minority ethnic student degree retention and attainment

This HEA report on the findings from a learning and teaching summit focusing upon black and minority ethnic (BME) student retention and success.

It found a significant gap in degree attainment between BME and white students - 66.5% of white students studying first degrees received a first or upper second class Honours degree but 49.2% of BME students, and 38.1% of black students, achieved this.

HEA Social Sciences strategic project: Teaching research methods

Last month we launched a call for expressions of interest on teaching research methods projects. We are currently reviewing these expressions of interest and will announce soon which projects we will be developing further.

Discussion papers: Teaching research methods

The three discussion papers by Martyn Hammersley (*Is it possible to teach social research methods well today?*), John MacInnes (*Teaching quantitative methods*) and Mark Garner (*There's madness in our methods: the pedagogical culture of research methods*), are available now.

International scholarship scheme

This scheme is aimed at supporting individuals to undertake specific investigations outside of the UK and to deliver specific outcomes designed to enhance the UK student learning experience. Call closes on 19 January 2013.

Teaching Development Grants: Collaborative Scheme

The Collaborative grant scheme invites proposals from two or more departments or other groupings within or between HEIs that support the enhancement of learning and teaching for funding of up to £60,000. The key themes for the 2012/13 round are [assessment and feedback](#) and [flexible learning](#). Call opens 7 January 2013.

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UK travel fund

This fund is designed to promote the sharing of good and innovative practice in the sector.

Applications for funding must be made at least one calendar month before the event

5. Workshops and Events

The main themes for HEA events are: assessment and feedback, education for sustainable development, employability, flexible learning, internationalisation, retention and success, and reward and recognition. Emerging themes include: students as partners, online learning, using OER resources and interdisciplinarity.

The HEA holds up to 200 workshops and events each year all of which are **FREE to attend**. A full list can be found at: <http://www.heacademy.ac.uk/events>.

Free WORKSHOP/EVENTS of interest to marketing colleagues - Autumn/Winter 2012-2013

[MySkillsProfile and MyePortfolio taster session, 21 November, 2012, University of Hertfordshire.](#)

[AM/HEA SIG in Marketing Education, Symposium, 30 November 2012, University of Westminster.](#)

HEA thematic seminar series

Employability

[Addressing the gulf between academic, student and employer perspectives on employability, 3 December 2012, University of Leeds.](#)

[Perspectives on problem based learning in sports related subjects: enhancing student learning, skills and employability, 17 December 2012, Coventry University.](#)

Internationalisation

[Bologna regional workshops - Developing successful joint programmes, 22 November 2012, Glasgow Marriot Hotel.](#)

[Journeys in intercultural understanding – Improving internationalisation within higher education, 26 November 2012, University of Central Lancashire.](#)

[European higher education reforms opportunities and implications for the UK, 4 December 2012, The Park Hotel by Thistle, Cardiff.](#)

Flexible Learning

[Embedding Open Educational Resources institutionally, 24 January 2013, University of Leeds.](#)

Assessment and Feedback

[HEA-HeLF workshop: Managing an institutional transition from paper-based to online submission, marking and feedback, 30 November 2012, London](#)

6. HEA Marketing Workshop Series: Students as Enquirers - Creating Work Ready Graduates, University of Hertfordshire



University of Hertfordshire wins the Entrepreneurial University the Year, 2010

Dr Chris Brown and **Professor Sue Halliday** hosted a workshop at the **University of Hertfordshire** in May to share good practice in preparing students for employment through consultancy, charities and other projects. The University of Hertfordshire was awarded '**Entrepreneurial University of the Year 2010**' by the Times Higher Education (THE) and members of the Business faculty have been at the forefront of developing their students' employability skills. This September, the University won two awards at the [National Enterprise Educator Awards \(NEEA\)](#) in recognition of its commitment to supporting student and graduate entrepreneurship.

As Chris noted: "Increasingly, future employers are looking for employees with key graduate attributes including professionalism; employability and enterprise; learning and research skills; intellectual depth, breadth and adaptability; social responsibility; and respect for others; and we need to help students develop these attributes."

The workshop presented examples of very innovative and exciting student-based experiential learning projects designed to help students develop key skills and attributes for both employment and life-long learning. Below are six examples of such projects that are led by members of the marketing and business faculty:

- **Dr Peter Fraser**, Senior Lecturer in Marketing, leads, with Marianna Dorking, Maria Thomas and others, three Small Business and Entrepreneurship modules - one for undergraduate (UG) [????? do you prefer to write out UG in full? And also PG???? It links to PG project in the following paragraph but in other later paragraphs UG and PG are written out in full. Can do either but needs to be consistent] students and two for postgraduate (PG) students. UGs are required to self-organise, develop and then carry out **a business plan to raise money for charity**. In the recent past, students have held a computer games tournament, a comedy night and a Mexican food night. Teams are increasingly encouraged to develop ideas that are sustainable and more business like.

As examples, one team developed a website for an SME and another set up a printer cartridge recycling operation.

Dr Fraser noted that this is often the first time that international students have undertaken such a project and they benefit considerably in terms of enhanced communication skills and building stronger relationships with domestic students. He said that the main challenges include providing mentoring, administrative support and encouragement in the face of large student numbers and in helping students develop social skills and an awareness of business etiquette. Since the module began in 2005, students have raised over £50,000 for local and national charities. Peter also runs a PG project with support from Jan Filosof, who manages the Business School's Social Enterprise Unit. In his module Intrapreneurship and Enterprise, students execute a community engagement project. Jan helps them to find an organisation that best matches their skills and interests.

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- **Veronica Earle**, Senior Lecturer for Operations Management has her final year students undertake a **primary research project** to investigate customer experiences with and feedback on all of the 12 food-service outlets at the University. Working in teams of four, the students use both observation and survey methods to carry out the research. To ensure that all students are participating and contributing, Veronica requires that each student posts a weekly comment on the Wiki that has been set up for the module. She checks the contributions regularly to ensure that students are providing useful and relevant content. If students do not post, they lose 10% of the module grade and may be required to repeat the module. She noted that the support of the Catering Manager, David Jones, is critical to the success of the project. He acts as the 'client' and provides a great deal of input and feedback to ensure that the students see the importance and value of their work. The key value from this engagement exercise is the opportunity to take classroom theory out into the work environment, apply it, and find the inherent weaknesses and challenges in implementing solutions. It also equips students with work-based skills that enhance their employability.

- **Beejal Shah**, Senior Lecturer in Marketing, has her level five students in Creative and Cultural Industries **engage in community-based projects**. Students produce visual maps of their learning that are then displayed at the University's annual arts marketing symposium. The objective is to instil in students a sense of the importance of community engagement while also giving them skills and experience in working with very creative and innovative social entrepreneurs.
- **Sofie Mallick** spent 18 years in the market research industry and devoted a great deal of time to training up graduates. Now as Senior Lecturer in Marketing, she runs the **Graduate Consulting Unit (GCU)** while maintaining strong links with the Marketing Research Society (MRS), a key professional body for the sector. The GCU is a facility that matches students with local businesses in need of small scale consultancy. Students work for the Unit while they are completing their degrees. To date, more than 100 projects have been completed and over 90 graduates have gained valuable work experience.

Both undergraduates and post graduates are employed by the GCU including doctorate level students. They are selected for projects via recommendation from an academic. Each student then participates in an interview panel and undertakes a short test designed by the lead researcher and the lead academic. The shortest projects take four weeks to complete and include some form of data collection and analysis. Most take between three months to a year to complete, depending on their complexity and breadth. The projects are fee paying and students are paid from the proceeds of the contracted work. Students who have worked in the unit have found roles at Xerox, Premier Foods, Marks and Spencers, GfK, Research International and Argos, among others. Some students have gone on to start their own businesses, eg [Famemagazine](#), or to work for SMEs like [My first million](#) and [Blue Crush Communications](#).

In 2008, the GCU's innovative concept of commitment to graduate training and development was endorsed and recognised by the British Chambers of Commerce Awards in the 'Excellence in People Development' category. In the

DRIVING FOR IMPROVEMENT
Working together to reduce fuel cost and carbon emissions

WHAT IS THE PROBLEM?

Fuel costs
The cost of fuel has recently increased over the last three years. In 2010/11, Broxbourne Services, an average of 10% increase in fuel cost. In 2011/12, fuel cost for 2011/12 was reported to be 10% higher than the 2010/11 average. This is a significant increase in fuel cost for the business.

Fuel costs for 2010/11 to 2011/12
A line graph showing fuel costs per litre increasing from approximately 1.15 in 2010/11 to 1.25 in 2011/12.

Rising CO₂
The Government has set a target to reduce greenhouse gas by 20% by 2020. Broxbourne Council's target is to reduce CO₂ emissions by 25% by 2015. A quarter of the way to this target is to reduce CO₂ emissions from the Council's fleet. This is a challenge for the waste management services with an existing fleet of 1000 vehicles.

CO₂ breakdown 2009 to 2011
A pie chart showing CO₂ emissions from the Council's fleet, with a significant portion coming from the waste management services.

WHAT CAN WE DO ABOUT IT?

What you told us
Feedback from the fuel usage survey:
• On 20th of May, we asked 100 drivers to complete a survey about their fuel usage.
• 70% of drivers reported that they were not sure how to reduce fuel costs.
• 60% of drivers reported that they were not sure how to reduce CO₂ emissions.
• 50% of drivers reported that they were not sure how to reduce fuel costs and CO₂ emissions.

Solutions
New ideas from the survey:
• Reduce idling time
• Reduce unnecessary journeys
• Optimise vehicle routing
• Monitor performance against fuel for drivers
• Improve the efficiency of the fleet
• Make better use of our technology
• Review 'fuel and CO₂' report of vehicles
• Highlight use of alternative fuels
• Review the fleet for drivers
• Consider using more efficient vehicles.

ACTION!
Two low cost actions have been selected that will provide 'quick wins' for the business.

Reducing Idling Times
The current GCU vehicle routing system identifies vehicle idling times. The information from this shows that there is scope to reduce the amount of idling which is not only reducing fuel costs but also CO₂ emissions. This can be achieved by notifying drivers when idling has been detected and they having them off idling through text and audio alerts.
When? March 2012
Target savings:
• 2000 litres of fuel can be saved per year
• Saving £2000 of fuel costs
• Reducing our CO₂ emissions by 12 tonnes

Preventing Unnecessary Journeys
It is common knowledge that idling resulting from an unattended bin can be avoided by the collection crew. However, it is not always clear how to avoid unnecessary journeys. The Council's routing system will be used to identify unnecessary journeys and the Council's routing system will be used to identify unnecessary journeys. This will be used to identify unnecessary journeys and the Council's routing system will be used to identify unnecessary journeys.
When? April 2012
Target savings:
• 20000 litres of fuel can be saved per year
• Saving £20000 of fuel costs
• Reducing our CO₂ emissions by 52 tonnes

WHAT'S NEXT?
These actions will deliver a combined savings of £20,000 and 64 tonnes of CO₂. This will help us become more competitive, while doing our bit to help the Council meet its targets and improve the air quality of the borough.
The savings will be monitored and reviewed and we will seek your views on how successful you think they have been.
This savings will be used to fund some of the future solutions identified.
Thank you for your support and we look forward to hearing some more of your ideas in the future.

Peter Linkson, a University of Hertfordshire MBA student and Senior Manager at Broxbourne Services, worked with a team and his tutor, Dr. Chris Brown, on the MBA Collective Enterprise module to develop a sustainable Innovation initiative for the company's fleet management to reduce fuel costs and CO₂ emissions.

same year, the Unit was also shortlisted for a National Business Award in the Entrepreneurial Spirit category.



- **Dr Chris Brown** is a Principal Lecturer in Marketing and the Business School's Knowledge Transfer Programme Leader. He helps part-time postgraduate students gain knowledge and skills from undertaking discrete projects on either their own organisations or for others in the local area. Students work in teams of three, first deciding upon a company and then who will take charge of particular aspects of the project. None of the challenges are easy, nor do simple solutions present themselves. The students spend considerable time cycling through different ideas/solutions to find the best fit before making recommendations to the company management. The Knowledge For Business schema has been going for over 18 months and gets its main funding from the [Higher Education Innovation Fund](#) (HEIF).

Small businesses in the region are very keen to engage. Most of the businesses are highly specialised goods/services companies who are well used to using their networks to find additional knowledge, skills and resources. Chris noted that the project teams take a very careful approach to the presentation of any changes, at all times bringing the majority of the managers and employees in on the proposals. The projects provide considerable learning benefits for students "Our graduates learn so much, including high-level consultancy and project management skills and, perhaps most importantly, communication techniques".

What was evident from the workshop is how important a University wide commitment to employability is in ensuring that every student has the opportunity to develop work-relevant skills and graduate attributes. The University of Hertfordshire and its faculty are clearly dedicated to achieving these ends and despite challenges such as large student numbers and the uncertainty of continued funding from external organisations, continue to provide an impressive range of good practice projects and approaches for student intellectual and skill development.

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Please contact [Dr Chris Brown](#) for further information or to find out how to set up similar projects at your institution.

The University of Hertfordshire is the UK's leading business-facing University and an exemplar in the sector. It is innovative and enterprising and challenges individuals and organisations to excel.

The University of Hertfordshire is one of the region's largest employers with over 2,700 staff and a turnover of more than £235 million. With a student community of over 24,500, including more than 2,000 international students from over 85 different countries, the University has a global network of over 165,000 alumni. For more information, please visit www.herts.ac.uk

7. Of Interest

From the [ABS](#) and [HESA](#) –**Student numbers and student/staff ratios up:**

- Business and Management continues to be the most popular subject area of study for undergraduates and continues to increase at a faster rate than the sector as a whole.
- There is a shift in part-time UK postgraduate taught study from part-time on-site to distance learning.
- Finance and Hospitality are two particular growth areas at all levels of study, with **Marketing** and Management both proving increasingly popular at the postgraduate level.
- Business schools employ 10,500 FTE academic staff. This is 7% of the sector and they teach 14% of the students. The number of business academics has increased annually for more than a decade but student numbers have increased at a much faster rate.
- Total students studying marketing (UG+PG) **2009-10: 21,419, and 2010-11: 22,745**, an increase of **6.2%**.



From the [Academy of Marketing](#):

- Academy of Marketing Conference 2013 - Marketing Relevance - 8-11 July 2013. The deadline for submissions is **Friday 11 January 2013**.
- In 2013, its centenary year, the **University of Glamorgan** will host the Academy of Marketing Conference in **Cardiff**.

From the [Chartered Institute of Marketing \(CIM\)](#):

- In conjunction with Deloitte, the CIM has produced a report entitled [Improving marketing effectiveness: Leading practices in Marketing accountability](#).

“Marketing is often the first budget to be cut in terms of need and with the context of the previous recession, marketers need an evidence-based reply to the question ‘how do we account for or justify marketing investment?’” (p4). This study is well worth a read for its rather alarming statistics (eg only 7% of organisations always set clear accountabilities for objectives; only 39% of companies believe they are fairly or very good at measuring return on investment; 50% of companies do not believe their employees understand the value of marketing) as well as for its recommendations.

From the [Journal of Marketing Education](#):

- Gray, D.M., Peltier, J.W., & Schibrowsky, J.A. (2012) The Journal of Marketing Education: Past, Present, and Future. *Journal of Marketing Education*, [published online 3 October 2012](#).

A 35-year review of our key marketing education journal, with a review of key themes, changing methodologies, and key articles.

- Harrigan, P. & Hulbert, B. (2011) How can Marketing academics serve marketing practice? The new Marketing DNA as a model of marketing. *Journal of Marketing Education*, 35(3): 253-272.

Written by two colleagues at the University of Southampton, this article discusses ways to improve the marketing curriculum to make it more up-to-date and reflective of the work of practicing marketers. The research gathered was used to create two new innovative marketing programmes at Southampton, MSc Marketing Analytics and MSc Digital Marketing.

The HEA and the University of Southampton will be **holding a workshop on innovative curriculum design on March 13, 2013** in Southampton. Details will be available on the HEA website shortly.

- Rosa, J.A. (2012) Marketing Education for the Next Four Billion: Challenges and Innovations, *Journal of Marketing Education*, 34(1): 44-54.

This is an interesting article on a growing sub-segment of marketers in emerging markets known as subsistence-merchants. These are micro-businesses that work amongst the world's poor. A good article for use in an international marketing course.

Have you seen [The Marketing Review](#)?

The Marketing Review, now edited by Professor John Egan of London South Bank University, is “designed to bridge the middle ground between the more esoteric, theorising of academic researchers and the anecdotal approach of journalists. It aims to emulate the model set by the Harvard Business Review and Marketing Management in publishing editorially reviewed material of importance and interest to practitioners, teachers and students”.

From the [Journal of Macromarketing](#)

The Journal of Macromarketing (JMK), examines important social issues both in domestic and international contexts, how they are affected by marketing, and how society influences the conduct of marketing. Those teaching social marketing, international marketing, ethics and sustainability will find interesting articles for use in the classroom. The September 2012 issue is dedicated to macromarketing issues in India.

Teaching Resources

- [Merlot, Multimedia Educational Resources for Learning and Teaching Online](#) has many useful cases and resources for teaching marketing.
- [Biz/ed Marketing resources](#) include activities, lesson plans, mind-maps, cases, mini-simulations, business blogs and more.
- [Open Educational Resources](#) includes some of the Biz/Ed resources and much, much more.

8. HEA Marketing Communities of Practice

Throughout the UK, academics are working on interesting and valuable approaches to educating marketing students. In order to help develop and share this work, we have created four marketing communities of practice (CoP).

- **Teaching a critical approach to marketing**
- **Approaches to teaching and learning; assessment and feedback in marketing education**
- **Technology and Marketing education**
- **Curriculum design and development**

The main aims of these communities are to:

- Act as a key forum for discussion, through both organised meetings, panels or workshop events and on-line interactions,
- Share and disseminate examples of good teaching and learning practice in the domain;
- Raise the profile of this domain within the UK marketing academic community;
- Identify ways to bring teaching and learning approaches in this domain into the marketing curriculum;
- Coordinate and synergise the body of work that is available or under development;
- Identify and/or develop case studies, narratives, and/or resources for the wider community to use in the classroom or in developing curricula and programmes;
- Write joint articles for publication.

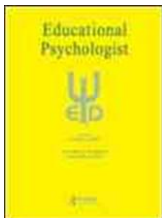
The communities are currently being set up and we will have more details shortly.

If you would like to join any of these CoP's, please contact:

- [Mark Tadajewski](#), University of Durham, Chair: Teaching a Critical approach to Marketing
- [Beverly Leeds](#), University of Central Lancashire, Chair: Technology in Marketing Education
- [June Dennis](#), University of Wolverhampton, Chair: Curriculum design and development in Marketing

We are looking for someone who may be interested in Chairing the CoP: Approaches to teaching and learning; assessment and feedback in marketing education. Please contact [Lynn Vos](#) if you are interested or for more information on any of the above.

9. Article Review



Kirschner, P.A., Sweller, J. & Clark, R.E. (2006). **Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching.** *Educational Psychologist*, 41(2): 75-86.

Lynn Vos

In this review, I want to take up some of the points raised by Brennan (2012) in his article above 'Experience alone is not experiential learning'.

A review of the Journal of Marketing Education 2000-2012 shows that experiential learning (EL) methods are widely used in marketing education and that the phrase is often used either interchangeably with, or in conjunction with, action learning, self-directed learning, problem-based learning (PBL), discovery learning, situated learning, inquiry-based learning and project-based learning¹. These methods also go under the umbrella of constructivist approaches to education.

EL methods in marketing education include simulation games; live-case projects; consultancy; educational drama; field-trips; work placements, Problem Based Learning (PBL), and reality-based learning, among others. The underlying assumption supporting the use of these methods is that students learn about marketing through experiencing aspects of the marketing function for themselves, rather than being *told* about it from teachers and teaching-related resources such as textbooks, videos, and case studies. Proponents argue that learning is more powerful when it is situated within the context it applies to, and where the individual can bring his or her own experience to the new situation to then build and test new knowledge that is meaningful to the individual².

However, as Brennan (2012) notes in the article above, the growing use of EL methods requires that we think carefully about how we implement

¹ See for example Henry, 1989; Papert, 1980; Sherwood, 2004; Smith & Van Doren, 2006; Diamond, Koernig, & Iqbal, 2008; Metcalf, 2010; and Ackerman & Hu, 2011.

² See for example Rubin, & McIntyre, 1971; Kolb; 1984; Kolb & Kolb, 2007

them, that we seek out evidence that backs up their educational value, and that we investigate whether they are suitable at all levels and for all learners.

...the growing use of experiential learning methods requires that we think carefully about how we implement them, that we seek out evidence that backs up their educational value, and that we investigate whether they are suitable...for all learners...

In terms of how they are used by educators, Brennan (2012) in his upcoming publication *Teaching marketing at University level: A review of recent research*, notes that in some cases, educators are not really following the principles of experiential learning set out by Kolb (1971, 1984, 2007). He reviews an article by Young, Caudill & Murphy (2008) who “sound a note of caution [about EL methods]” - their empirical study of a Principles of Marketing course showed that, unless students are guided through all four stages of the Kolb learning cycle (concrete experience; reflective observation; abstract conceptualisation; active experimentation), EL activities can result in surface rather than deep learning. EL techniques are not a magic solution, but a tool that has to be incorporated carefully into the learning process if the desired outcomes (such as student critical engagement and deep learning) are to be achieved (p. 4).

In terms of their value as learning approaches, there is much to commend EL methods. On the other hand, where is the evidence of educational benefit? Many studies on EL in marketing education use relatively small samples of students during one semester or academic year only and student satisfaction and their perception of value are the main measures of success. Recent studies have questioned these types of studies. For example, the authors of the UK Commission (2008) for Employment and Skills note that evidence gathered in many EL studies “is frequently drawn from data collection methods which are imperfect” and draw conclusions that reflect “perceptions rather than a clear evidence base” (p. 80).

In addition to critiques over methodology and the wider applicability of conclusions drawn, other researchers in marketing education have asked whether EL benefits and/or engages all students. Ackerman and Hu (2011), for example, used a learning orientations questionnaire created by Martinez (1998) to identify students in a marketing cohort who tended to be low on autonomy. Martinez’s scale does not ask about student preferences for different learning approaches but rather for students to report on how they “usually act and respond in a learning situation” (Ackerman and Hu, 2011, p. 277). Learning independence or autonomy is the willingness of the learner to take individual responsibility for his or her learning without the need for regular encouragement or support from a tutor (Martinez, 1998). In their study, Ackerman and Hu (2011) found that students who are low on autonomy do not tend to enjoy or engage with EL methods.

Interestingly, Martinez (1998, 2005) has found support for her learning orientations theory in the neurobiology of learning and memory research field. Work by Zull (2002, 2011), Sousa (2010, 2011),

...when pressure is put on working memory to search for problem-relevant information, “it cannot be available for learning (ie altering long-term memory)...

Tokuhamas-Espinosa (2010), and Jones (2010) reveal how research in educational neuroscience is helping teachers to better understand how students learn and how to use this new knowledge to develop new teaching and learning strategies. Kirschner, Sweller & Clark (2006) in their article 'Why minimal guidance during instruction does not work' also provide evidence from neuroscience to critique the educational value of constructivist based teaching methods.

The authors explain that, depending on how they are structured, these methods may not contribute to student learning, particularly when the student is new to a subject or discipline area.

"The past half-century of empirical research on this issue has provided overwhelming and unambiguous evidence that minimal guidance during instruction is significantly less effective and efficient than guidance specifically designed to support the cognitive processing necessary for learning (p. 76)."

The authors draw upon studies into human cognitive architecture and how working memory, long-term memory and other cognitive processes are involved in learning. Of these processes, the most important is long-term memory. In fact, they argue:

"The aim of all instruction is to alter long-term memory. If nothing has changed in long-term memory, nothing has been learned. Any instructional recommendation that does not or cannot specify what has been changed in long-term memory.....is likely to be ineffective (p. 76)."

So how does this relate to EL-based methods of learning? Methods such as problem-based, discovery-based inquiry-based learning, and even types of consultancy projects, generally provide minimal guidance and minimal instruction. The student is meant to discover or uncover the key themes, meanings, patterns and relationships in a body of knowledge by problem-solving, by carrying out the project, and by drawing upon their own experiences and prior knowledge.

According to neuroscience, this approach has three key failings: first, it places a great burden on working memory capacity which is highly limited in its ability when processing new or novel information; second when pressure is put on working memory to search for problem-relevant information "it cannot be available for learning (ie altering long-term memory)" (p. 77); and third, it minimizes the critical role of long-term memory in being able to provide the information and procedures necessary to problem solving. If the student has not been explicitly taught that information and those procedures then it is not available in long-term memory to bring to novel situations.

... "because students learn so little from a constructivist approach, most teachers who attempt to implement classroom-based constructivist instruction end up providing students with considerable guidance" anyway...

EL approaches are often lauded as being more beneficial than didactic approaches where the emphasis is on teaching students a body of knowledge. Instead there is a “shift in emphasis towards learning a discipline by experiencing the processes and procedures of the discipline” (p. 78). Students engage in projects or practical work without first learning “the facts, laws, principles and theories that make up a discipline’s content” (p. 78) and it is assumed that through project work they will come to learn these for themselves.

But, as Kirschner et al (2006) note, this simply does not take into account the limits of working memory in new situations nor does it pay attention to the science which tells us that when students do have the benefit of previously learned information, then the limits of working memory disappear and their capacity to learn more, and learn more efficiently, increases.

It is important to point out that the Kolb experiential learning cycle does take into account human cognitive architecture. According to Kolb, learning can start at any stage of the cycle (concrete experience, reflection, abstract conceptualisation, and abstract experimentation) but for learning to take place effectively, the student must reflect on the experience and link it with previous knowledge, learned in a variety of ways, in order to apply both the new and the previous knowledge effectively to new situations. Since both reflection and abstract conceptualisation require drawing upon long-term memories, then Kolb’s learning cycle, if appropriately used, can lead to effective learning.

Kirschner et al (2006) add that “because students learn so little from a constructivist approach, most teachers who attempt to implement classroom-based constructivist instruction end up providing students with considerable guidance” anyway (p. 79). Many teachers will add and implement ‘scaffolding’ techniques that include taking time to teach content, modelling the most effective procedures for problem solving, having students take notes and discuss what they were having problems with, and many other interactions and interventions. In other words, from the research they reviewed, it appears that teachers themselves do not always stick to the methods prescribed by constructivists.

This is probably the way that most of us use EL in our classrooms. We teach key concepts, facts and processes and then give students an opportunity to put that knowledge into practice. When they have questions or appear to be struggling, we provide seminars, readings, workshops and face-to-face meetings to help them over the hurdles and move forward.

If there is a key lesson to be learned from Kirchner et al and the neuroscience of learning, I think that it suggests caution in using EL approaches in the foundation or first years of studying a new discipline or when introducing new content. We should do some good old

fashioned teaching to provide as Kirchner et al (2006) note “the facts, laws, principles and theories that make up a discipline’s content” (p. 78). In so doing, we are helping our students to build the long-term memories that can be applied in EL approaches used in later years or later in the course. In addition, we should be careful to ensure that any pedagogical approach we use is supported by evidence, is applied following all of its core principles (eg Kolb’s learning cycle), and is working for all and not just some of our students.

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10. AM HEA Marketing Education Symposium November 30, 2012

The AM/HEA SIG in Marketing Education is holding a symposium at the University of Westminster on November 30 to share research findings from projects undertaken by recent recipients of small research grants from the Academy of Marketing (AM) SIG. In addition, **Lorna Walker** from Regents Business School will discuss how marketing academics can use social media as part of their learning and teaching strategy and, more generally, as a tool to help build their careers and develop research collaborations. **Anita Peleg** from London South Bank University will discuss her recent **National Teaching Fellowship Award** and issues related to teaching ethics in marketing. **June Dennis** will provide a short overview of the work she has been doing for the HEA on curriculum design and development in marketing. The meeting will conclude with a roundtable session on key issues in marketing education.

If you would like to attend, please go to [the bookings web page](#).

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AM/HEA Marketing Education Symposium November 30 AGENDA

10:00 - 10:30	Welcome and coffee.
10:30 - 10:45	Welcome from the Dean of Westminster Business School, Professor Barbara Allan.
10:45 - 11:30	Lorna Walker (Regents College): Using social media in teaching and learning (workshop).
11:30 - 12:00	Ross Brennan (University of Hertfordshire) and Lynn Vos (HEA): Using simulation games to

12:00 - 12:30	improve students' numeracy and financial skills. Philippa Hunter-Jones (University of Liverpool): Making sense of Open Educational Resources (OERs) in Marketing Education.
12:30 - 13:00	Sheilagh Resnick (University of Nottingham): Educating graduates for marketing in small businesses.
13:00 - 13:40	Lunch
13:45 - 14:15	Victoria Jackson (Lancashire Business School): The use of a social networking site with pre-enrolled business school students to enhance their first year experience to improve retention
14:15 - 14:45	Anita Pelag (London Southbank University): National Teaching Fellow 2012. Teaching ethics in marketing.
14:45 - 15:00	June Dennis (University of Wolverhampton): Overview of HEA project on curriculum design and development in marketing.
15:00 - 15:30	Roundtable discussion on key issues in Marketing Education.

Close

If you would like to join the AM/SIG, please contact [Lynn Vos](#).

II. Your views

We welcome your views on this month's main article 'Experience alone is not experiential learning' or on anything else in the Digest.

Please send any comments to lynn.vos@heacademy.ac.uk for posting in the next edition of Marketing Education Digest.

If you would like to make suggestions for future articles or tell us what you would like to see on the HEA Marketing resource pages, please also feel free to email [Lynn](#), Discipline Lead for Marketing.