

***For engaging, motivating and stimulating deep learning through innovative authentic tasks, creating learner-centred environments and collaborative learning opportunities in marketing.***

**Summary of Contribution and Context**

My teaching philosophy has developed over more than fifteen years of teaching and is based on building a learning environment that reflects real-life marketing contexts. This learning environment captures the students' interest, engages them in active and deep learning, motivates their desire to achieve and develops the skills and knowledge required for a professional marketing career. To ensure that students are being prepared effectively for roles in industry, with the appropriate graduate skills and qualities, I have developed strong links with the local business community and actively seek their views and suggestions. These links have helped me to focus my teaching on developing in students' effective communication skills, the ability to successfully work in teams, critical thinking and problem-solving skills, and a passion and commitment to the industry. In pursuing these student learning goals, I have taken a constructive alignment approach that makes the real-life marketing links to teaching, learning outcomes and authentic assessment explicit for my students. This approach has been instrumental in my achievement of outstanding teaching evaluations from students and peers.

My initial curriculum development at JCU in 2005 was focused on redesigning marketing subjects for delivery at both our home campuses and those institutions we engaged in a partnership arrangement with in Australia and overseas. In 2008, a restructured BBus was launched and this provided me with an opportunity to refresh the curriculum of these marketing subjects and ensure that subjects at each level set the foundation for higher level marketing subjects. Central to this curriculum refresh was extending the learning and teaching approach adopted in 2005, through providing students with the best opportunity from a marketing perspective to make a significant contribution to regional development. I specifically focused on learning activities involving authentic tasks that reflected the way in which knowledge would be used in real-life regional business settings. For example, students develop strategic marketing plans for local businesses and assessing the customer satisfaction and service quality delivered by businesses through an experiential work-integrated learning (WIL) activity.

**Criterion 1: Approaches to the support of learning and teaching that influence, motivate and inspire students to learn**

My passion for teaching marketing and desire to provide students with the best learning and teaching experience underlies my approach to influencing, motivating and inspiring student learning. I embrace a range of pedagogies including authentic real-life tasks, opportunities for student collaboration, learner-centred activities, integrated assessment, and flexible activities. These are central to engaging and motivating students to achieve high quality learning outcomes. It is also very important that I create a learning environment in which students' feel comfortable, especially during their early University experience. My teaching approach is supported by student feedback on teaching from Marketing Management students across a number of years:

*Janelle is obviously passionate about both the subject she teaches as well as to keep students engaged and motivated. The idea of guest speakers in lectures is very useful, as it links subject content to "the real world". Also the idea of having case studies [based on real-life businesses] presented each week in tutes helps to reiterate main points, but by delivering it from students sometimes explains it in a different way, providing better understanding. Well Done !!!*

*The lectures are the best I've had due to the fact that she engages students with questions and discussions and I really appreciated the real-life examples and movies (case studies). She is always friendly and approachable.*

Students work in teams to collaboratively create new knowledge. This is a key strategy that I use to co-create meaning and provide a deep learning experience for students. An example of this is a group blog where groups of six students individually share their critical analysis on a common service experience (i.e. cafe; restaurant, gym). This approach provides a rich learning experience and greater student insight than if it was completed only as an individual project. Their critical reflections on the blogs are posted to a discussion forum for further evaluation leading to a final individual report. This authentic learning activity is highly flexible and so overcomes time and location constraints and reflects a student's individual effort in a team based activity, which they find a refreshing change. Sharing in class their live service experiences also creates a more engaging and motivating learning environment. This is reflected in student feedback from across the years this subject has been offered:

*Best part of the subject was the 'real world' experience for the blog task. We got to see how to apply the theory to an experience.*

*The best aspect of this subject was the practical application of theories and concepts through visiting a service environment, writing blogs and a report. A great learn experience.*

To help students feel that they are in control of their learning and can achieve at a high level, I develop well structured subjects that provide them with strong links between subject learning outcomes and the flexible authentic assessment activities that support and develop their metacognitive skills. To both assist student learning and provide an enjoyable experience, I have developed a learning design framework for one assessment item that scaffolds the elements of the assessment. This design integrates the learning activities, learning resources and learning support mechanisms to assist students to engage with the activities and achieve the learning assessment outcomes. Students like the visual representation of the assessment stages and it is an excellent reference tool for use in class.

Further, I am actively involved in the student learning process as a coach and facilitator, with my door always open and email contact readily available. These approaches are central to influencing and motivating student learning, which is reflected in student feedback from across the subjects I teach:

*This subject in comparison to many others was outstanding in all areas. The lecturer provided a clear and detailed outline of exactly what was required in the subject and assessment and was helpful and considerate at all times. It has been an absolute pleasure to have studied under Janelle.*

*Janelle provided the entire class with a level of teaching, understanding and help that was far more than expected. Overall the subject was beneficial. The hands on experience with real clients [marketing plan developed for a local business] will stand me in good stead for future endeavours.*

*Lectures and tuts are always fun, interactive. She always makes it interesting and she is clear on her expectation which is always great. Best lecturer here!!!*

*Janelle is a very informative and approachable person who encourages active learning and participation. Her delivery of information is exceptional and her willingness to help students is a breath of fresh air in this Uni.*

As an example of how I convey my expectations to students in the early weeks of the Marketing Management subject (year 1, semester 1), I model the learning outcomes required for a case study presentation through an actual case presentation. This is designed to show students how the learning outcomes of their presentation assessment item are linked to the grading criteria. This approach has influenced, motivated and inspired students to perform well in their presentation during the semester and also has assisted in retaining students in this subject. Students have commented very favourably on this teaching approach as highlighted by the following student feedback on teaching comment:

*Janelle is an excellent teacher who provides good and relevant feedback. Without the case presentation [modelled by Janelle] I would have struggled more with the assignment.*

I continually strive to improve my teaching performance and the quality of student learning through the use of reflective evaluation practices. Through active listening during the teaching period and from the results of a short questionnaire (that I administer mid-semester in each of my subjects), I receive valuable information on subject delivery, content and assessment. Feedback on assessment is provided to students via written comments, the use of rubrics, blog comments, class emails and class discussion. Fast and constructive feedback is important in helping to motivate students and inspiring a higher level of achievement on the next assessment item. Generation Y students arguably need feedback immediately and they appreciate my effort in this area:

*Thank you very much for your very quick feedback for our assessment. You are the "Speedy Gonzales" of all lecturers at JCU!!! [Email, Services Marketing]*

## **Sustained impact on student learning**

I engage JCU to survey my students using the Student Feedback on Teaching (SFT) questionnaire. The results provide further evidence on the success of my reflective teaching practices and demonstrate high quality teaching across years

1 to 3. The results show how I successfully can engage 1<sup>st</sup> year students and extend and stretch the 3<sup>rd</sup> year students. My SFT results were significantly higher than JCU average.

### Student Feedback on Teaching (SFT) Scores

Subjects	Marketing Management 1 <sup>st</sup> year			Consumer Behaviour 2 <sup>nd</sup> year		Services Marketing 3 <sup>rd</sup> year		Strategic Marketing 3 <sup>rd</sup> year	JCU Av
	06	07	08	05	08	07	08	08	
Q1: The quality of this teacher's explanations was:	4.0	4.0	4.3	4.2	4.7	4.4	4.0	4.6	2.8
Q2: This teacher's interests in assisting students to learn was:	3.9	3.9	4.3	4.1	4.8	4.4	4.2	4.7	2.9
Q3: The structure of this teachers presentations was:	4.0	3.9	4.4	4.3	4.5	4.1	3.9	4.5	2.7
Q4: This teacher's accomplishment of aims of this subject was:	3.9	3.8	4.2	4.1	4.5	4.1	4.0	4.4	2.7
Q5: The information about assessment requirements provided by this teacher was:	3.9	3.7	4.0	3.9	4.7	3.9	4.3	4.7	2.6
Q7: The level of feedback provided by this teacher was:	4.0	3.6	4.2	4.0	4.4	4.0	4.3	4.5	2.6
Q8: The teachers effort to motivate students was:	3.0	3.6	4.1	4.0	4.9	4.0	3.8	3.9	2.7
Q9: The level of interest generated by the teacher was:	3.8	3.6	4.2	4.0	4.7	3.9	3.9	4.2	2.7
Q16: Overall the quality of the staff member's teaching was:	4.1	4.1	4.5	4.4	4.7	4.4	4.1	4.7	
<b>Average Score for all 16 SFT questions</b>	<b>4.0</b>	<b>3.9</b>	<b>4.3</b>	<b>4.2</b>	<b>4.7</b>	<b>4.2</b>	<b>4.2</b>	<b>4.5</b>	<b>2.8</b>
Response to SFT questionnaire, %	68	53	59	53	65	55	65	77	

**Scale:** 1 = completely unacceptable; 2 = not really unacceptable; 3 = acceptable; 4 = more than acceptable; 5 = outstanding; **Note:** In some years I did not teach specific subjects due to writing external subject materials.

The following anonymous subject critique forwarded to me by my Head of School demonstrates how my teaching and learning approach helps to inspire and motivate student learning.

*"Ms Janelle Rose is very professional and in conversation with students, both present and past students they feel her very high standard, motivation, enthusiasm and love for the subject filters through to her students. Ms Rose is approachable which is most important for both young and mature age students. An example of her people skills, our first lecture and question time unexpected chocolate bars for those who answered her questions, the lecture room became alive and everyone wanted to answer. She is dedicated to ensure that each student understands and participates during lectures and tutorials to benefit from her classes. I am amazed how she can make our subject come alive. A general comment among students is the timely manner in which she answers our emails. In my first written assignment I contemplated whether to ask Ms Rose for detailed feedback. I opted not to ask her. However, my assignment was corrected and the feedback was detailed. It is a privilege and honour to attend her class.*  
(Student, Marketing Management)

### Ways in which outstanding contribution to student learning has been recognised by peers and industry:

- Receiving a **Faculty Teaching Award in 2007** for recognition of exemplary teaching practices and the promotion of effective learning.
- Receiving a **JCU Inclusive Practice Award – Teaching and Learning Development 2008**. This award recognises exceptional commitment to assisting students with disabilities and making a special effort to be flexible, consultative, proactive, and/or innovative in minimising disadvantages for students with special needs.
- Invitations to give guest lectures and presentations: Graduate Certificate in Education (Tertiary Teaching) – in 2008 & 2009; School of Business Teaching and Learning Symposium 2009.
- Inclusion of my teaching and learning practices in the 2008 JCU Teaching and Learning Workshop and 2009 Continuing Professional Development Workshop delivered in Cairns.

- Member of the School of Business Teaching and Learning Committee (2005/6). Contributed to the first year experience program; researching the flexible delivery learning preferences of our students and skills discovery program.
- Member of the Faculty of Law, Business and Creative Arts (FLBCA) (2008/9) Teaching and Learning Committee.
- Peer reviews of my publications: Rose, J & Calder, A 2008, 'Student team-based project without the angst: an exploratory study', *Academy of World Business, Marketing & Management Development Conference*, Rio de Janeiro, Brazil, vol 3, no 1, pp. 362-69. Rose, J & McDonald J 2006, 'Acceptance and use of technology enhanced educational learning resources on CD\_ROM', *Journal of Management and World Business Research*, vol. 3, no. 1, pp. 15-29.
- Reviewing manuscripts for the *Journal of Marketing Education* (editorial board member).
- Outstanding peer review of teaching and learning resources for Consumer Behaviour 2008 by Ms Audrey Milton, Associate Dean (Teaching and Learning) FLBCA . Resources developed for staff and students at JCU Townsville, Brisbane & Singapore
- Outstanding peer reviews of teaching by Dr Rupert Holzappel, Senior Lecturer, School of Business (Marketing Management 07) and Mr Alan Calder, Learning Advisor, Teaching and Learning Development. Alan summarises my approach to teaching the subject Services Marketing in 2007 as:

*My observation of a lecture in week 4 showed that within the short time frame of 4 weeks Janelle had inspired an atmosphere of trust and engagement with her students. I observed high-level communication skills, professional use of audio-visual aids and overall highly developed organisational and interpersonal skills. Questions and discussion points posed to the whole class regularly prompted multiple and enthusiastic responses. By establishing this atmosphere early, Janelle was able to ease the students into the use of, what was to many of them, a daunting new communication technology [blog]. The SFT results support this observation of Janelle's ability to motivate and inspire learning. Janelle scored significantly higher than the norm.*

*The main focus of the services marketing report was to encourage critical thinking and analytical skills. Janelle guided the development of these skills through her feedback on the blogs and I was able to observe the way in which students were drawn towards more deep learning as a result, and to observe the high level skills evident in the marked reports provided to me.*

- Ms Nicky Harris, Regional Fundraising Co-ordinator, Royal Flying Doctors Service (RFDS) provided the following feedback on the **quality** of a strategic marketing plan developed by 3<sup>rd</sup> year marketing students:

*The research was extremely thorough and well constructed and the results have challenged my perceived concepts of the strategic direction the RFDS Visitor Centre should take. The recommendations will contribute to the marketing plan for not only the next twelve months but beyond. The survey conducted by the students is now an on-going research tool with the results being continually monitored and the recommendation of a schools education program will be implemented later this year.*

- Ms Renee Moessner is a recent JCU Marketing graduate that I have had the pleasure of teaching in a number of marketing subjects. Employed as a graduate research assistant by Kleinhardt Business Consultants, the Managing Director, Mr Cam Charlton summarised her qualities as

*Renee is a competent, dedicated, professional employee that shows initiative and discretion. Her university studies in marketing and work experience in our corporate advisory practice has allowed her to progress to the position of Business Consultant. Clients and professional associates of our firm speak very highly of her competence, efficiency and personal manner. She is adept in the skills of client and engagement management, report preparation and presentation, and communication. [Graduate skills and qualities focused on in the marketing major of the degree.]*

## Conclusion

Through my passion for teaching I strive to motivate and inspire student learning, to connect with students and ultimately to encourage lifelong learning and a passion for the marketing field. Their career success is my success, thus motivating me to design challenging learning environments that provide our graduates with the best opportunity to significantly contribute to sustaining the region's business development.