

Significant Learning in an Agricultural Integrated Marketing Communications Course

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Integrated Marketing Communications (IMC) for Agricultural Industries



- 15-week course
- Open to AGCJ majors and minors
- 26 students enrolled

Career-Ready Graduates

- Understand the multi-disciplinary nature of agriculture (Roberts, Harder & Brashears, 2016)
- Are diverse and globally competent (Roberts et al., 2016)
- Possess 21st century skills (Crawford et al., 2011)
 - Leadership
 - Collaborate
 - Critical-Thinking and Problem-solving ability
 - Initiative
 - Communications
 - Flexible
 - Productivity



PURPOSE OF STUDY



Determine if the 15-week course Integrated Marketing Communications for Agricultural Industries fostered significant learning.

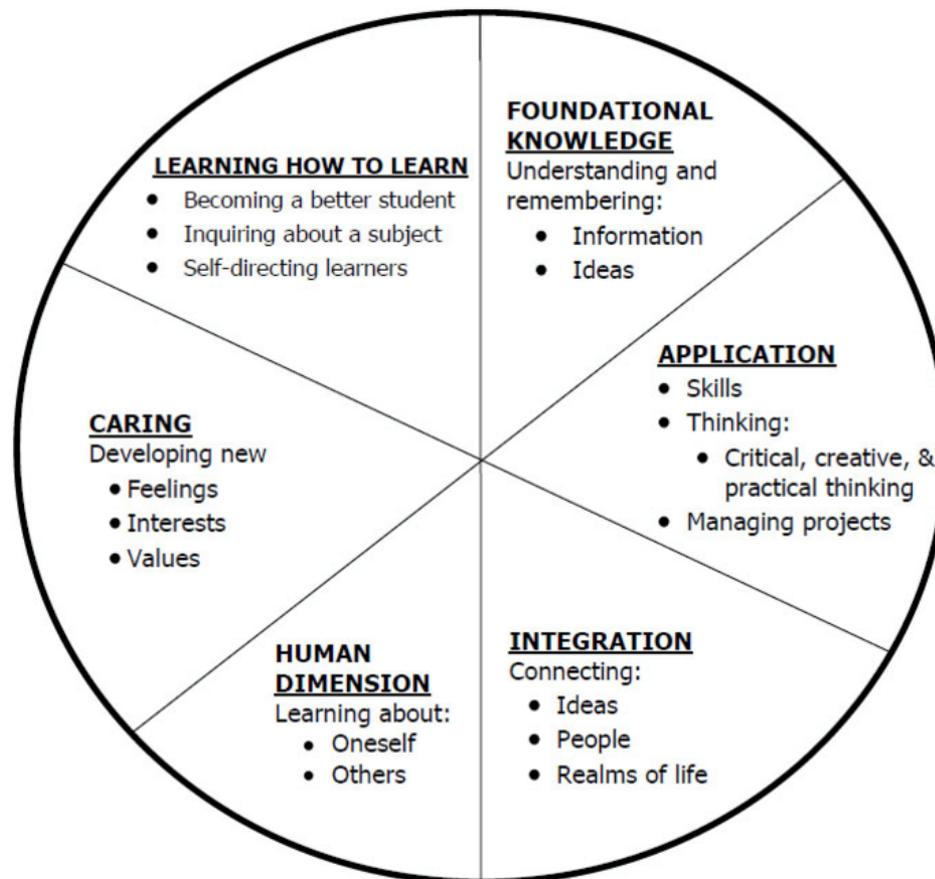
Fink's Significant Learning

- Learning evaluated in terms of a change in the learner
- Life-altering change
- Fink's Taxonomy (Fink, 2013)
 - Learning is significant if the six domains of learning are realized
- Synergistic
- Builds upon other types of learning



THEORETICAL FRAMEWORK

Fink's Taxonomy of Significant Learning (Fink, 2013)



METHOD



- Qualitative survey (Lincoln & Guba, 1985)
- $N=26$; $n=25$
- Open and focused coding using domains of Fink's Taxonomy as a guide (Odom, McKee & Dunn, 2017; Saldaña, 2015)

FINDINGS: Foundational Knowledge

Understanding and Remembering

“There are many different ways to go about a marketing plan and many different factors that go into it. I also didn't realize how much money went into these marketing plans so that's why pre-testing and post-testing are so important.” ~Student 6

“I can complete an IMC program and budget.”
~Student 16

“I learned that IMC isn't just one thing, it is an abundance of strategies and approaches in order to accomplish proper marketing in an constantly changing world.” ~Student 11

“This class has helped me learn how to market to anyone, according to the audience.” ~Student 7

“I feel confident in talking to others about marketing campaigns and why companies do it.” ~Student 12



FINDINGS: Application

Skills, Critical Thinking, Managing Projects

“The final group project helped me to learn how to designate tasks to different people and then how to combine all of our findings in a cohesive way.” ~Student 22

“I will use this in my new career. For my project we branded a new floral business. The company plans to launch this marketing campaign in the next few months and I will continue to use what I learned in this class to support my future career.” ~Student 13

“The curriculum helped me apply the strategies practically and think of them in a real-life setting.” ~Student 7

“This course really taught me how to think critically about the different steps and concepts involved in different processes. A lot of different areas effect IMC, so it was necessary to think through each different area and how it impacted others.” ~Student 20



FINDINGS: Integration

Connecting Ideas, People, Realms of Life

“The relationship between the instructor and students is highly valuable because it helped us to understand the class itself was part of the real world.” ~Student 25

“This would have been a great class to take before I took seminar and PR because it showed how to make the plan, incorporate all of the parts, and act on them thoroughly.” ~Student 18

“I already am using as part of my choir class! I just developed a marketing plan for our social media accounts and it will go into affect next fall!” ~Student 17

“What I've learned in this course has helped with my job and with different classes.” ~Student 7

“I will apply the base principles of identifying markets, analyzing the situation, and deciding on media vehicles to other ag comm courses. I already have applied these to an RPTS course this semester.”
~Student 2



FINDINGS: Human Dimension

Learning About Oneself and Others

“Having a good group that works well together can make a good team. Having different opinions about certain topics also opened my mind more to different ideas.” ~Student 3

“We all approach situations differently. Some group mates were hesitant to give ideas or knock them out while others were more than willing to share. I had to be patient and understanding so everybody’s voice was heard.” ~Student 6

“I learned that I can effectively market products, and that I can do a three-person project by myself in four days.” ~Student 7

“It really helped me to break out and voice my ideas and opinions, whereas I tended to stay quiet before.” ~Student 2

“I learned that I am a creative and receptive leader.” ~Student 4

“I was able to be part of something greater than myself.” ~Student 25



FINDINGS: Caring

Developing New Beliefs, Interests, or Values

“Working on the group project helped me to gain new friends. I honestly really enjoyed it.” ~Student 10

“That I really have an interest in business and I want to continue learning about it to see where I will grow.”
~Student 5

“It may have changed my mind and I am more open to have a marketing communications job after this class. I think I would enjoy it and be passionate about it.” ~Student 3

“It made me want to come to class more because I had friends in there after we had a chance to get to know each other. ALED has one thing right, implementing (throughout the year not just the first day of class like a lot of profs do) learning communities is the best way to make your class fun. It almost makes it a contest.” ~Student 17

“I found IMC was something I would not want to have a career in.” ~Student 16



FINDINGS: Learning How To Learn

Becoming Self-Directed Learners

“I learned that I really enjoy the challenge of ‘stretching’ myself. When given the final project, my group started working on it immediately. Many of my classmates discussed how they were stressed about it and they were just putting it off. The final assignment ‘woke me up’. I wanted to work on it all of the time and perfect it. It showed me that these harder projects can be fun and enjoyable and that I can grow a lot from these more difficult assignments.”
~Student 20

“I learned that I have the ability to be accountable for my assignments and produce high quality work.” ~Student 11

“I have learned the importance of actually reading the book and learning what is being taught instead of just trying to go through it fast and get it all done.” ~Student 5



CONCLUSIONS & RECOMMENDATIONS

- All six domains of learning were achieved
- Strengthen areas where less learning occurred (Caring, LHTL)
- Future analysis by individual student
- Pre- and post-test study design
- Fink's model of integrated course design



References

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QUESTIONS?

