

THE IMPACT OF SIGNATURE PEDAGOGIES: DEFINING THE WAY WE TEACH THE DISCIPLINE OF MARKETING

SESSION CHAIRS

John A. Schibrowsky, University of Nevada, Las Vegas

James Cross, University of Nevada, Las Vegas

PRESENTERS

Stuart Van Auken, Florida Gulf Coast University

Steven Hartley, University of Denver

Gail Ball, Rio Grande University

Elena Pomirleanu, University of Nevada, Las Vegas

Ludmilla G. Wells, Florida Gulf Coast University

Abstract

Last year in Denver, we introduced the concept of “Signature Pedagogies” in marketing. The focus was on the degree to which marketing educators have adopted signature pedagogies. The session provided a descriptive view of the use of commonly accepted “Signature Pedagogies” by marketing faculty. This session starts where the last session left off. Now, nearly 20 years after Porter and McKibben provided a scathing review of business education, the marketing academe still struggles to adequately prepare students for careers in the field. While many business schools/marketing programs pay lip service to the concept of professional preparation of their students (maybe more so at the MBA/Graduate level than the undergraduate level), few schools have a specific plan in place to make this happen. This special session is designed to take a different look at marketing education from the “Signature Pedagogy” perspective.

In marketing education, a plethora of articles have been published on specific courses to be taught, topic coverage, experiential learning activities, flipped classrooms, bringing technology into the classroom, online learning approaches, etc., we argue that looking at marketing education from a “Signature Pedagogies” perspective, puts the focus back onto the goal of marketing education, preparing students for careers in marketing. We believe this focus on the end goal is critical for marketing educators and helps to refocus the purpose of degree, the topics taught, the methods used etc.

“Signature Pedagogies” have been a topic at the Carnegie Foundation for the Advancement of Teaching for nearly a decade. “Signature Pedagogies” are the distinguishing forms of teaching and learning in specific professions. These are types of teaching that organize the fundamental ways in which future practitioners are educated for their new professions. These are the forms of instruction that leap to mind when we first think about the preparation of members of particular professions,” (Shulman 2005). Signature pedagogies identify what counts as knowledge in a field, how things become known, and what skills are needed to be successful in the long run. They delineate the expertise in a field, the locus of authority, and the privileges of rank and standing (Shulman, 2005). As such, it is argued that if you want find out what the important knowledge and skills are for a specific profession, simply look at how the next generation of professionals are being prepared. For example, while business schools often refer to critical thinking skills, “Signature Pedagogies” signify how those specific skills are taught/developed. “A signature pedagogy has three dimensions: surface structure, deep structure, and an implicit structure. Surface structures consist of concrete, operational acts of teaching and learning, while deep structures reflect a set of assumptions about how best to impart a certain body of knowledge and know-how. The implicit structure includes a moral dimension that comprises a set of beliefs about professional attitudes, values, and dispositions,” (Shulman 2005). We will take a thorough look at what it means to have “signature pedagogies,” and implications for the field moving forward.

The critical role of “Signature Pedagogies” in shaping the character of future practice and in determining the skills and values of the professions will be examined. How professional pedagogies that bridge theory and practice are never simple. They entail highly complex performances of observation and analysis, reading and interpretation, question and answer, conjecture and refutation, proposal and response, problem and hypothesis, query and evidence, individual invention and collective deliberation,” (Shulman, 2005). The problems associated with non-professionals (those that have worked in the field) trying to teach others about the marketing profession will be addressed.

Finally, we will present the results of a national survey we are currently conducting regarding the use of signature pedagogies and their implications for marketing education moving forward.

References:

- Chick, N.L., Haynie, A., & Gurung, R. A.R. (Eds.)(2012). Exploring more signature pedagogies: Approaches to teaching disciplinary habits of mind. Sterling, VA: Stylus.
- Gurung, R. A. R, Chick, N.L., & Haynie, A. (Eds.) (2009). Exploring signature pedagogies: Approaches to teaching disciplinary habits of mind. Sterling, VA: Stylus.
- Huber, M.T., & Morreale, S. P. (2002). Disciplinary styles in the scholarship of teaching and learning: Exploring common ground. Washington DC: American Association for Higher Education and The Carnegie Foundation for the Advancement of Teaching.
- Porter, Lyman and Lawrence McKibbin, 1988. Management Education and Development: Drift or Thrust into the 21st Century? McGraw-Hill Book Company.
- Schibrowsky, John A., James Cross, Steven Hartley, Stuart Van Auken, Gail Ball, and Ludmilla G. Wells (2016). Signature Pedagogies and The Marketing Profession, SPECIAL SESSION, Marketing Educators Association Conference, Denver CO.
- Schibrowsky, John A., James Peltier and Thomas Boyt, (2002) “Meeting the Needs of Business and Students: Taking a Professional Approach to Marketing Education,” Journal of Marketing Education. Vol. 24(1), 43-55. Award winning article.
- Schibrowsky, John A., Thomas E Boyt, James R. Cross, James Peltier, and Bruce Walker, (1997) “How to Turn Your ‘Liberal Arts Oriented’ Marketing Department into a Professional Marketing Program,” SPECIAL SESSION, Western Marketing Educators Annual Conference, Scottsdale AZ.
- Shulman, Lee S. (2005). “Signature Pedagogies in the Professions,” Daedalus, 134(Summer), 52-59.
- Shulman, Lee S. (2005). “The Signature Pedagogies of the Professions of Law, Medicine, Engineering, and the Clergy: Potential Lessons for the Education of Teachers,” The Math Science Partnerships (MSP) Workshop: "Teacher Education for Effective Teaching and Learning" Hosted by the National Research Council’s Center for Education, Irvine, California