A Comparison of Technology-Based Pedagogies: Smartphone Photography vs. Publisher Developed Online Assignments (ABSTRACT ONLY)

By

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Abstract

The use of technology in the classroom has risen dramatically in recent years as more students have adopted tablets, smartphones, and other devices. Several studies in the marketing education literature have explored the effectiveness of these technologies as teaching aids. However, there is limited research that compares various technology-based pedagogies. We aim to address this gap in the literature by comparing two technology-facilitated activities – one that uses smartphone photography and one that uses publisher-developed online assignments to teach Segmenting, Targeting, and Positioning (STP) in a Principles of Marketing course. Furthermore, we distinguish between actual and perceived learning outcomes. We find that the smartphone photography activity results in significantly higher levels of actual learning, perceived learning, and perceived engagement.