

Converting/Designing a Course to/for Project-Based Learning (PBL)

USING MKTG 4304 AS A PROTOTYPE (2022-2023)

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Project-Based Learning (PBL)



- First – Why use PBL?
 - Competence
 - Autonomy
 - Community
 - Purpose



Project-Based Learning (PBL)

- Next – What is PBL?
 - In essence – the project IS the course
 - It is the vehicle for acquiring, enacting, and deepening the student learning
 - I am teaching the same essential content in MKTG 4304
 - (i.e., same Learning Objectives the course was designed for)
 - Difference – substantive parsimony and prioritization of content
 - Went from 18-24 slide decks to 8-10
 - What do they need to learn for LO's and marketplace success (i.e., what will they learn downstream in Marketplace that isn't needed now?)
 - This leaves room for teamwork and live-and-post feedback/coaching



Project-Based Learning (PBL)

- Next – What is PBL?
 - The model includes, but goes beyond “Instructor as Expert”
 - Includes more experts and students as teachers (of POs)
 - And vice versa
 - EVERYONE learns
 - The key to the PBL model is *learning by doing ... guided* by iterative coaching/feedback
- It includes immediate and scaffolded learning, enactment of learning, and reflection and guidance.

Project-Based Learning (PBL)

- Important Consideration
 - ***Is the course realistically conducive to being Project-Based?***
 - It depends on what kind of project?
 - 1) Parameters
 - 2) Design
 - Etc.
 - For example - my MKTG 4354 Channels & Logistics is not as conducive to my current MKTG 4304 PBL design

Project-Based Learning (PBL)

- Project Design
 - Key: Scaffolding the elements (enactments, deliverables, assignments, reflections, etc.) such that they build on each other and reflect the iterative nature of the learning itself.
 - Based on Spiral Curriculum Theory

Project-Based Learning (PBL)

- Project Design - PROCESSES
 - Project (Course) Design
 - What is the value to potential partners (similar to MKTG itself)?
 - I.E., what is GOAL?
 - Who might benefit?
 - Trim course content
 - Design class flow, deliverables, materials, etc.
 - Acquire Partner Organizations

Project-Based Learning (PBL)

- Project Design - PROCESSES
 - Project/Course Learning
 - Initial Teaching & Learning – Fundamentals
 - Project, Content, Process, Communication, etc.
 - Project Team Development
 - Student & Team Proactive Thinking, Decisions, Application
 - [Instructor Monitoring, Feedback, Coaching, Etc.)
 - Student & Team Enactment
 - Student & PO Development, Student & Team Reflection
 - Feedback & Coaching – Instructor & PO
 - Student & Team integration into next stages, and so on ...

Project-Based Learning (PBL)

- MKTG 4304 – Integrated Marketing Communications
 - I will use this course as example of:
 - ***“Converting a Course to PBL”***

Project-Based Learning (PBL)

- FIRST

- *My Goal (Purposeful, Autonomy, etc.):*

- ***Student teams act as Marketing Firms for small-to-mid sized organizations that would substantively benefit from these students' strategic, analytical, consultative work/proposals because these organizations need more effective leveraging of the Marketing function to grow and achieve their organizational goals."***

Project-Based Learning (PBL)

- FIRST
 - ***My Goal (Purposeful, Autonomy, etc.):***
 - ***I.E., - Organizations that are either at the point of considering hiring a Marketing firm or wish they could do so.***
 - ***I will be there as back up.***
 - ***The POs are positioned to accept, use, and/or enact anything from the student proposals they so desired (i.e., it is likely students would mainly be directionally correct).***

Project-Based Learning (PBL)

- Next
 - **Acquire organizations**
 - Fall 2022 – I had two uneven sections(50 & 84)
 - 5-7 per team = 23 teams (i.e., 23 organizations)
 - Spring 2023 – 2 sections, 50 students each
 - 5 per team, 20 teams (i.e., 20 organizations)
 - Fall 2023 – I already have 3 organizations

Project-Based Learning (PBL)

23 Organizations!!!



Wine & Design
Blouse House Creative
Sands Anderson PC
Orange Bandana
SlateCreek Builders
Montgomery County Chamber of Commerce #2 (Exp)
Cleveland Primecare
Cleveland Primecare - Med Spa
Wonder Universe
Absolute Treasures
Counseling Connect
Little Leapers
Body Balance Therapeutic Massage
Long & Foster Realtors
The Crafter's Corner
Nest Realty
FWM Candles
Minerva
ForeLife
Bear Dance Market
NorthPoint Insurance
Headshot Photographer
Sweetgrass Yoga



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Project-Based Learning (PBL)

- After Acquiring Organizations
 - Determine flow of course
 - = Course/Project Plan
 - This encompasses consideration of:
 - Assignments
 - Scaffolding
 - Deliverables
 - Assessment, etc.
 - All focus on – **student learning**

Project-Based Learning (PBL)

■ Project (Course) Stages

- 1) Individual & Team Preparation
- 2) Pre-PO Meeting & Content Learning
- 3) PO (Client) Meeting
- 4) Post Meeting Analysis & Prep
- 5) IMC Plan – Presentation #1 – Strategic Analysis
- 6) Post Presentation #1 Feedback & Coaching
- 7) IMC Plan – Development & Content Learning
- 8) IMC Plan - Presentation #2 – Creative Strategies
- 9) Post Presentation #2 Feedback & Coaching

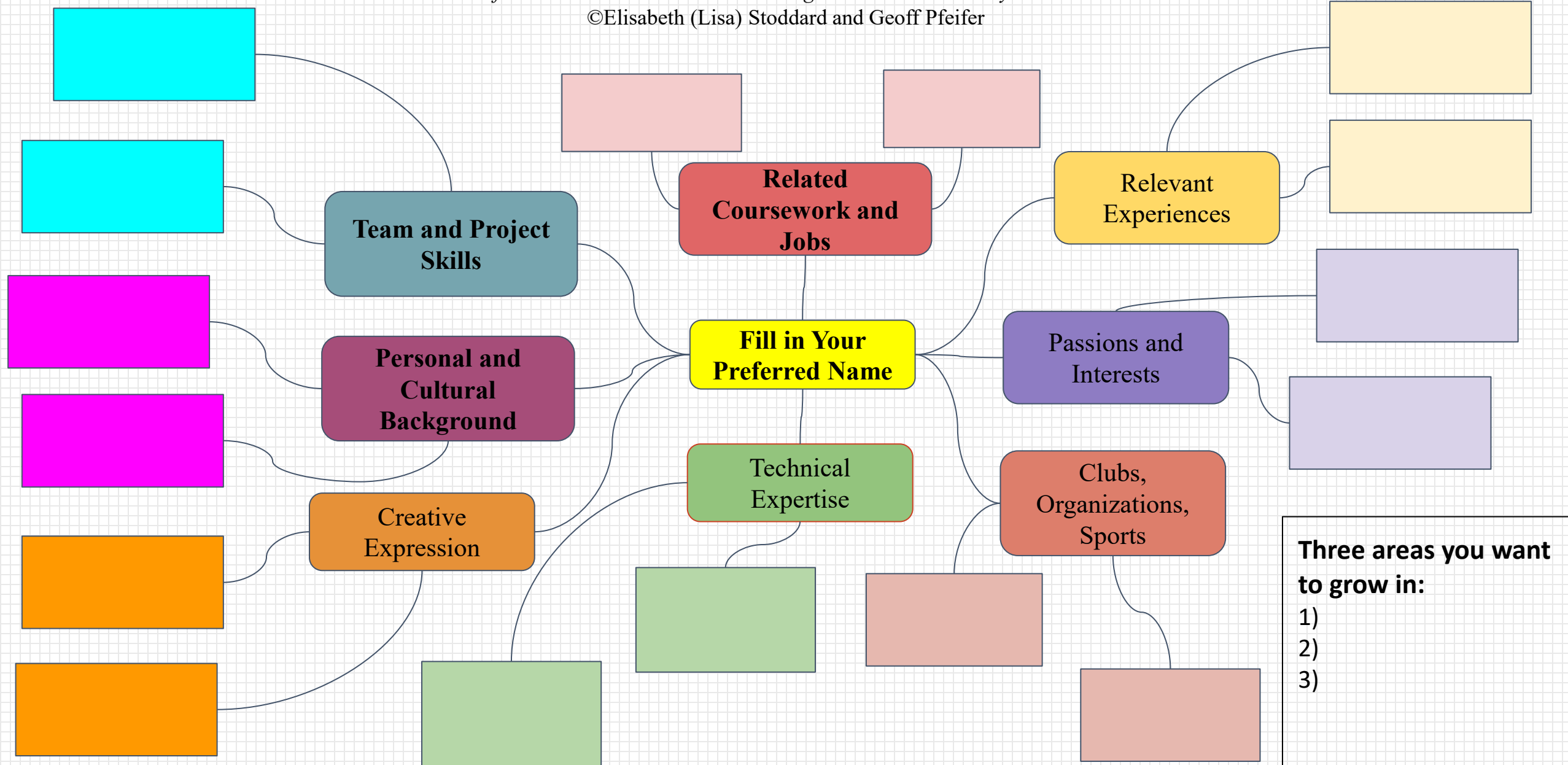
Project-Based Learning (PBL)

- **Project (Course) Stages**
 - 1) Individual & Team Preparation
 - Individual Preparation
 - *Introduction to Integrated Marketing Communication*
 - ***Individual Asset Map***

Three areas you want to grow in:

- 1) evidence-based writing
- 2) finding legitimate sources
- 3) being less passive on a team





Three areas you want to grow in:

- 1)
- 2)
- 3)

Project-Based Learning (PBL)

- **Project (Course) Stages**
 - 1) Individual & Team Preparation
 - Team Preparation
 - Teams are assigned
 - ***Team Asset Map***
 - ***Team Charter***

Project-Based Learning (PBL)

Team Asset Map

Needed Skill or Content Area, Task, To Do, Deliverable, etc.	Team Members and their Relevant skills in this area	Team Members who are Interested in developing this skill
(For example: Review of literature on something pertinent to your Partner Organization's product, service, company, industry, etc.)	John Thomas (excellent at lit reviews and finding credible sources), Susan Alba (great at library and other research)	Lisa Smith (would like to get better at knowing which digital database sources to use for certain searches, etc.)



Team Charter

Course: MKTG 4304

CRN: _____

Team #: _____

Team Name: _____

Name: _____

Email/Phone: _____

Name: _____

Email/Phone: _____

Name: _____

Email/Phone: _____

Name: _____

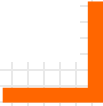
Email/Phone: _____

Name: _____

Email/Phone: _____

Name: _____

Email/Phone: _____



Team Goals: (Project Goals, Quality Goals including grading expectations, etc.)

How will we, as a team, make decisions (i.e., all of the decisions listed below as well as any that might need to be made along the way)? What if we disagree and cannot find consensus? How do we handle non-consensus of any kind, especially around decisions?

Team members working styles (Who likes to get things done early? Who waits until later? Who likes to check for proofreading? Who likes to communicate often, less often, etc.?)

Project-Based Learning (PBL)

- **Project (Course) Stages**
 - I have all these materials and more
 - ***Project Description & Presentation Deliverables***
 - ***PO Form***
 - ***Course Project Plan/Flow with Deliverables***
 - ***Questions?***

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