**Hearing from Every Learner:**

**Using Online Discussions to augment your face-to-face courses**

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**Key Concepts: Rehearsal, Engagement, Review**

**Rationale:**

* **Frequent rehearsal increases understanding, proficiency, and recall**
* **. . . but large classes make it hard to have participation and engagement**
* **Learning leadership by students creates a fun but effective learning environment**
* **. . . but presentation classes can be boring and repetitious**
* **Students enjoy pretending the presentation is for a real client**
* **. . . and my students have such short attention spans**
* **Students remember things “taught” by their peers**

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| **Goal** | **Process** | **Pay-Off** |
| **Rehearsal** | * **Identify need-to-know concepts**
* **Develop thought-provoking questions that ask for a position and rationale**
 | * **Students practice concepts ahead of exams**
* **Mistakes can be identified**
* **High-achieving students can be recognized**
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| **Engagement** | * **Create an assignment in which students vote in a real role play**
* **Improves attention for presentations**
* **Create a notes form with a vote submitted at end of class**
* **Announce and discuss the “winners” online**
 | * **Increased attention in order to vote**
* **Written class notes that can be added to participation**
* **Exciting discussions online – the “winners” enjoy the recognition.**
* **Increased understanding through their classmates’ experiences**
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| **Review** | * **Identify items for any upcoming exam**
* **Create a review list for students to select from in posting their concepts**
* **Provide clear instructions on what constitutes a good post**
 | * **Directs students’ attention to core concepts and increases focus on correct material**
* **Students seem to enjoy learning that others may be unclear on a specific topic**
* **Student help is appreciated**
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**1. Rehearsal**

**International Marketing is a terms-heavy course with similarly-named concepts. Non-majors also take the course. Students need to practice, but in large classes, only a few have the opportunity. Students who are hesitant, quiet, and possibly reluctant due to English not being their first language. Also helps to find mistakes and problems.**

**Suppose you are part of the global marketing team for Campbell Soup. Which part of the Marketing Mix would you expect to** **be the most challenging to develop? Why? (HINT: See Phase Two of the Global Marketing Management process and Campbell Soup Global Website.)

Note:  The link takes you to a map. Clicking on it is supposed to take you to a display of brands for a specific global region. I will check and update if needed. You may need to paste link into browser or if using your phone, search for Campbell Soup global brands. There is a mobile friendly site that should open with a link to "Our brands" at the bottom.

This will take you to the SAME clickable map that will now work with your phone. You can click on the map or radio buttons. Scroll down to see the various brands. Then click on each brand to  see what product brands, labels, and coupons look like. The mobile version is quite good and fun to use.**[**http://www.campbellsoupcompany.com/campbell-brands/**](http://www.campbellsoupcompany.com/campbell-brands/)

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| DJ (Mar 5, 2016 6:49 PM) - Read by: 5[Reply to This MessageReply](https://sakai.rutgers.edu/portal/tool/31deacf2-be2d-46fa-99ec-97235e77b6c6/discussionForum/message/dfFlatView) | Email | [Grade](https://sakai.rutgers.edu/portal/tool/31deacf2-be2d-46fa-99ec-97235e77b6c6/discussionForum/message/dfMsgGrade?forumId=27688&topicId=63071&messageId=853141&dialogDivId=dialogDiv&frameId=dialogFrame&gradesSavedDiv=gradesSavedDiv&userId=5d48a285-91a8-486d-8439-233f75899456) | [Edit](https://sakai.rutgers.edu/portal/tool/31deacf2-be2d-46fa-99ec-97235e77b6c6/discussionForum/message/dfFlatView) | [Delete Message](https://sakai.rutgers.edu/portal/tool/31deacf2-be2d-46fa-99ec-97235e77b6c6/discussionForum/message/dfFlatView)The most challenging part of the marketing mix is finding the right product especially with food. What sells in one country can be offensive or unappealing in another. For instance pork is not eaten in many places in the world for religious reasons. Pork is just one type of meat for one reason. There an infinite amount of things to test and learn about each market and the cultures that are involved.Even after finding the correct flavor, they then have to package and promote it in the way the market can understand.  |
| AC (Mar 7, 2016 1:04 PM) - Read by: 6[Reply to This MessageReply](https://sakai.rutgers.edu/portal/tool/31deacf2-be2d-46fa-99ec-97235e77b6c6/discussionForum/message/dfFlatView) | Email | [Grade](https://sakai.rutgers.edu/portal/tool/31deacf2-be2d-46fa-99ec-97235e77b6c6/discussionForum/message/dfMsgGrade?forumId=27688&topicId=63071&messageId=857013&dialogDivId=dialogDiv&frameId=dialogFrame&gradesSavedDiv=gradesSavedDiv&userId=4dfd6423-f77e-4349-8778-1de68f764c59) | [Edit](https://sakai.rutgers.edu/portal/tool/31deacf2-be2d-46fa-99ec-97235e77b6c6/discussionForum/message/dfFlatView) | [Delete Message](https://sakai.rutgers.edu/portal/tool/31deacf2-be2d-46fa-99ec-97235e77b6c6/discussionForum/message/dfFlatView)There are difficulties involved with all four aspects of the marketing mix for the global marketing team of Cambell's Soup.  However, pricing plays a role in each of the other three aspects and therefore will be the most challenging to overcome.Product- Cambell's has a wide variety of products with different brand names; however, the largest presence of these products is in North America with the smallest presence being in Latin America.  Different cultures have different preferences for taste, preparation, convenience and other various factors when it comes to the use of a product.  There are also different packaging restrictions to consider globally.Promotion- Promotion could prove difficult because of not only the obvious restrictor of a language barrier, but messages that might be misconstrued through advertising messages. Place or Physical Distribution-  While distribution is pretty straight forward, there are still transportation costs that could be difficult for the marketing team.  There is the also the issue of doing the adequate research to be certain the brand is expanding into the most profitable countries for the company.*Pricing-* I believe pricing will be the most challenging aspect of the marketing mix to develop.  Developing a product, promoting that product, and distributing that product all cost money!  The research involved when expanding globally needs to be extensive to ensure success and that can be both time consuming and costly.  After all the research involved to develop the right product, with a culturally correct promotion plan the cost involved with this expansion may be too much to assign to the selling cost of the product.  Other cultures have different expectations on what things should cost.  While the cost of going global may pay for itself over time, it would be very difficult to develop. Below is a link to a video on "How to expand your Business Globally".  This could be valuable for the team to watch when considering what markets are better than others and how to do it the right way. <https://www.youtube.com/watch?v=LpmlGCW0Ls0> |

**2. Engagement: Unfamiliar Product Assignment**

**Suppose that you are consulting for a major grocery chain such as Wegmans as an import agent. You are asked to evaluate and choose among international products for Wegmans to sell in the United States. Students use a notes form during class and hand in top 5 votes in each class.**

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*The students either present in class or record a voice over in the online class.*

*All students are required to vote for products most likely to succeed for import to US, using multiple methods for evaluation.*

 **The votes are in and here are the results!  Second, participate in the following discussion:  You have reviewed the proposals for products to potentially import to the U.S.  You have also received the recommendations from the research team for the products to consider further for import to the US. Discuss the following points with the class:

a. What will need to be done to further investigate the recommended products?
b. Which product do you think will need the most adaptation?  The least adaptation?
c. Which product may appear to a specific segment rather than the mass market?**
NOTE:  Product Presentation files are found in Resources/Reviews for Exams/Review for Final.

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| **TOP FIVE (6) PRODUCTS VOTED for Possible Importing and Further Analysis - Week 1  - Number of Votes** |
| 1. Sweet Potato Chip - BA | 20 |
| 2. Gulab Jamun Indian Dessert in Syrup - JR | 16 |
| 3. Black Fungus (pigs ear, mushroom) - JH | 13 |
| 4. Kerala Indian Snack - AO | 12 |
| 5. Japanese Milk Candy - AT | 12 |
| 6. Fino Bosnian Cookie - VA | 12 |

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| **TOP FIVE PRODUCTS VOTED for Possible Importing and Further Analysis - Week 2 - Number of Votes** |
|           Class Member                   Product Name/Description |   |
|  1. Petiki Polish Wafer Cookie - MG    | 20 |
|  2. Yummy Belly  Frozen Dessert - RH | 18 |
|  3. Sponch Marshmallow Cookie - PC | 16 |
|  4. Aloe Juice - MF | 16 |
|  5. 3 way tie:  Megehka honey cake, shrimp crackers, Russian Soda | 10 |

**3. An Exciting Review: Reviewing for Exams can be boring and also lonely. Here’s an online assignment suggested by students in a class a few semesters ago. I have done this in Sakai Chat as well as Forums.**

**Help the class to review for the midterm (final)! Add to your participation grade by earning extra credit!**

1. **Read through the “**[**Review: Midterm Exam Topics**](http://threadcontent.next.ecollege.com/ec/crs/default.learn?CourseID=10582123&47=19193279&dt=12%2f3%2f2014%202%3a29%3a27%20PM&UnitNumber=13&COID=207&UDPK=594327485&UPK=64878231)**” item which outlines the concepts you need to know.**
2. **Select and explain one key concept. Your explanation should be a paragraph of 3 to 4 sentences (minimum 100 words) or more. Finally, tell why you chose this concept.**
3. **Feel free to add articles, web links, or other resources.**
4. **Then comment on the posts from two other students.**
5. **Each person must post a unique concept!  Once a concept has been explained, you must choose one that has not been discussed.**

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| [Extra Credit: High/Low Context Cultures](https://sakai.rutgers.edu/portal/tool/85929cc3-e284-4c59-9dc0-30d7741e29a3/discussionForum/message/dfFlatView%22%20%5Co%20%22%20Extra%20Credit%3A%20High/Low%20Context%20Cultures)Student SD (Oct 4, 2015 8:08 PM) - Read by: 2 | Email | [Grade](https://sakai.rutgers.edu/portal/tool/85929cc3-e284-4c59-9dc0-30d7741e29a3/discussionForum/message/dfMsgGrade?forumId=23107&topicId=53950&messageId=650430&dialogDivId=dialogDiv&frameId=dialogFrame&gradesSavedDiv=gradesSavedDiv&userId=487c81f9-473c-45d0-aa62-e7f855f30731) | When dealing with international business, it is important to understanding each foreign nation’s culture, values, morals, and, most importantly for communication, contexts. The extreme differences between countries’ contexts determine the acceptable behaviors and communication methods between businesspeople. Popularized by Edward T. Hall, an anthropologist who studied how culture effects communication, context can either be high or low depending on the emphasis placed on directness of verbal communication, importance of non-verbal communication, and preserving relationships with others. High context cultures do not place emphasis on directness of communication. Brutal honesty may be viewed as offensive since these cultures favor a more gentle approach. People typically understand what is meant without needing explicit explanation during interactions. . . . Low context cultures are more inclined to use direct communication because they would rather be straightforward and concise with another. In fact, a Japanese manager explained the differences between Japan’s high context and the United States’ low context culture as, “We are a homogeneous people and don’t have to speak as much as you do here.  When we say one word, we understand ten, but here you have to say ten to understand one.” People in a low context culture are also very literal because of the importance of spoken word. Non-verbal communication does not imply anything since low context makes judgments off of fact instead of intuition. They are more objective than subjective. Low context typically refers to individualistic cultures. . . . So when conducting business in another country, it is important to understand the appropriate ways to communicate verbally and nonverbally while building a strictly-business or friendly relationship. |
| [Re: Extra Credit: High/Low Context Cultures](https://sakai.rutgers.edu/portal/tool/85929cc3-e284-4c59-9dc0-30d7741e29a3/discussionForum/message/dfFlatView%22%20%5Co%20%22%20Re%3A%20Extra%20Credit%3A%20High/Low%20Context%20Cultures)Student NP (Oct 5, 2015 7:04 PM) - Read by: 2 | Email | [Grade](https://sakai.rutgers.edu/portal/tool/85929cc3-e284-4c59-9dc0-30d7741e29a3/discussionForum/message/dfMsgGrade?forumId=23107&topicId=53950&messageId=652513&dialogDivId=dialogDiv&frameId=dialogFrame&gradesSavedDiv=gradesSavedDiv&userId=cac9777f-d482-4377-9c8e-c31c6ed1c881) | I enjoyed reading your post SD  The differences in communication styles of high and low cultures is quite immense. I believe many countries in Asia could be classified as high context cultures, as you mentioned Japan as one, I would also classify many of the Indian methods of communication and values I am familiar with as high context as well.  I also found the statement made by the Japanese manager quite intriguing, as people in low context cultures like the United States tend to want to speak more and listen less.  This would be key to keep in mind for those traveling from the United States to a country like India or Japan, so they wouldn’t come off as arrogant and controlling in a business conversation.    |
| [Re: Extra Credit: High/Low Context Cultures](https://sakai.rutgers.edu/portal/tool/85929cc3-e284-4c59-9dc0-30d7741e29a3/discussionForum/message/dfFlatView%22%20%5Co%20%22%20Re%3A%20Extra%20Credit%3A%20High/Low%20Context%20Cultures)[Student MR](https://sakai.rutgers.edu/portal/tool/85929cc3-e284-4c59-9dc0-30d7741e29a3/discussionForum/message/dfFlatView)  (Oct 7, 2015 6:03 PM) - Read by: 2 | Email | [Grade](https://sakai.rutgers.edu/portal/tool/85929cc3-e284-4c59-9dc0-30d7741e29a3/discussionForum/message/dfMsgGrade?forumId=23107&topicId=53950&messageId=655874&dialogDivId=dialogDiv&frameId=dialogFrame&gradesSavedDiv=gradesSavedDiv&userId=dc1c526d-8869-478b-ae3e-84d69e3107e2) | Great post, SD! Whenever I speak to family over in the Middle East it is tough to remember the difference in culture contexts and I need to be more or less blunt. Thought this was an interesting diagram to show where we ranked!http://cfile232.uf.daum.net/image/017E3E3B50715C39104713 |
| [Carol Scarborough (ckaufman)](https://sakai.rutgers.edu/portal/tool/85929cc3-e284-4c59-9dc0-30d7741e29a3/discussionForum/message/dfFlatView%22%20%5Co%20%22%20Carol%20Scarborough%20%28ckaufman%29) (Oct 7, 2015 11:33 PM) - Excellent post, MR!  This is a clear and useful diagram that adds the two types of time use that the class is responsible to understand. Thank you for posting! |