

**e-Journal of Business Education & Scholarship of Teaching**

Vol. 1, Iss. 1, 2007, pp: 1-13.

"<http://www.ejbest.org>"

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## **Accelerating Learning in Marketing Education using Teams: Principles and Practice**

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### **Abstract**

*Accelerated learning is an integrative method of learning, combining both sides of the brain to strengthen a student's relationship with self, teacher, subject matter and other students, and so assists students to achieve deep, rather than surface, learning. While the approach has been used to teach school pupils and trainees in the corporate world, its use in marketing education in universities is limited, and there are no reports of studies focusing on its use in postgraduate coursework degrees. The accelerated learning approach sits comfortably with the active approach to student learning, and builds on Kolb's (1981, 1984) four-stage experiential learning cycle. Educators in the marketing discipline have already embraced these two concepts and, thus, this paper assists educators and students who are concerned to accelerate learning even further. This article examines how accelerated learning could be used in teaching marketing at universities at the MBA level. Some techniques are synthesised from the literature that are particularly appropriate for the students and constraints of an MBA program in a university. We conclude that accelerated learning techniques can be used and are effective in a MBA program. Essentially, accelerated learning incorporates many, already known ideas but it is a useful comprehensive framework.*

**Key words:** *Team work, Accelerated learning, postgraduate marketing.*

## Introduction

Mirroring worldwide uncertainties related to economic problems, ageing populations, widespread unemployment and security concerns, the future of academic study is similarly uncertain. For example, applications to the economics PhD programs of many leading American universities have risen sharply in recent times: MIT applications were up by 15% for 2002-3, and New York University applications are 70% higher now than for 2000-1 (The Economist 2003, p. 33). The Harvard Business School has witnessed increasing enrolments in its MBA program since 1965, with 907 students now enrolled for 2008 ([www.hbs.edu/about/mba.html](http://www.hbs.edu/about/mba.html)). On the other side of the Atlantic, in Britain, plenty of students are keen to study business, but economics is seen as something of a dead end, unless studied and practised in America. Doctoral programs in Britain attract French and Spanish students but few Britons. Interest in undergraduate economics programs has also dropped, although, in line with the Blair government initiative, attendance at university has soared. School students preparing to study economics at university fell from 40,000 in 1992 to 17,000 ten years later (The Economist 2003, p. 33). More recently however, according to the Higher Education Statistics Agency, the total number of students in higher education in Britain rose by almost 2% in 2006, compared to 2005 (Ford 2006). In Australia, enrolments have increased over the past twenty years. Indeed, at any one time more than one in three Australians is a student, with increasing numbers of them being mature age and working full- or part-time (Harker, Slade and Harker 2001).

One of the problems faced by academics in the 21<sup>st</sup> century is to design and conduct teaching to facilitate deep learning (Light and Cox 2001) in the context of busy, critical students, ready to brand-switch between classes and universities. Accelerated learning is one way of achieving this deep learning. It is an integrative method of learning that combines both hemispheres of the brain to strengthen a student's relationship with self, teacher, subject matter and other students (Farmer 1996a). In this way, accelerated learning assists students to achieve deep, rather than surface, learning (Biggs 1999). The approach has been used extensively to teach school pupils and in corporate training with short, intense behavioural courses such as sales training. However, research about its use in marketing education in universities is limited (Farmer 1996b), and there are no reports of studies focusing on postgraduate coursework courses such as the Master of Business Administration (MBA). MBA courses are expected to develop knowledge and cognitive skills and so are different from those situations where accelerated learning has been established. Moreover, MBA students are all adults with some work experience and an undergraduate degree, many of whom want the knowledge for their own, different jobs, and attend classes that can range in size from about 30 to 40 students to several hundred students. As well, the teaching sessions are usually three-hour blocks every week for 12 weeks or so. It should not therefore be surprising that there are no articles about accelerated learning in the *Journal of Marketing Education*.

This article aims to explore how accelerated learning could be used in teaching marketing in universities at the MBA level. Essentially, we argue that accelerated learning can be used in these MBA programs because it is a comprehensive framework that *integrates* some already-known teaching methods. Some of these accelerated learning principles and practices are not new, for example, many lecturers use experiential exercises that incorporate the third stage of involvement and articulation described below. However, accelerated learning provides a more comprehensive and integrated framework for teaching than other frameworks. Our contribution is the first development of this framework for teachers of marketing to MBA classes.

The article has four sections. The first section positions this work in the learning literature. The second section develops principles of accelerated learning for university classes, then the applications of those principles are described. Finally,

student evaluation of classes that trialed the applications of the principles are presented.

### THE LEARNING LITERATURE

Thoughtful university educators will be aware of the three approaches to learning (Light and Cox):

- Deep – a *transforming* approach whereby students understand ideas, relate these to previous knowledge and experience, are comfortable examining logic and become actively interested in the course content.
- Surface – a *reproducing* approach where students cope with the course requirements, study without reflection, see the course material as unrelated bits of knowledge and memorise content. These students feel pressured.
- Strategic – an *organising* approach for students who are concerned to achieve high grades, utilise consistent effort, manage their time and effort effectively, are alert to the assessment criteria and actively give the lecturer what they want.

Many university lecturers, however, may have encouraged a surface rather than deep approach to learning whereby students are rewarded for regurgitating the set text, lectures and tutorial work, rather than a 'reconstructive' orientation where rewards are reserved for students who deconstruct material, seek new sources, and then reconstruct in line with new thinking (Richardson 2000 p. 136).

Building on these approaches to learning, three progressive levels of teaching have been identified (Biggs 1999, p. 21). The first level is concerned with *what the student is* and this level of teacher accepts that there are 'good' and 'bad' students. This level focuses on the teacher knowing the content to be taught and delivering it to the student. Students must attend lectures, listen, take notes and read the set texts. The teacher is concerned with *transmitting* information, and this is very much the traditional teaching model, the 'sage on the stage' approach (Biggs 1999, p. 21). Indeed it is worth noting that teaching rooms and media are usually designed for this one-way delivery. Level one teachers adopt a quantitative approach to teaching and learning (Cole 1990, Marton, Dall'Alba and Beaty 1993), usually in assessment terms and blame the student for failures, these teachers do not ask 'what else could I do?' (Biggs 1999). The second level focuses on *what the teacher does*. This level is still based on the transmission, but moves onto concepts and understanding, not just information as in level 1 (Prosser and Trigwell 1998). Level two teachers explore more effective ways of getting the information across and see learning as a function of what the teacher does, rather than what the student is. Teachers at this level utilise aids such as music, videos, discussion about the last class, this class, asks the students questions, has jokes to hand and finishes by mentioning what the next class will be about (Biggs 1999). However, the focus of level two teachers is 'what I am doing', not what the student is learning (Biggs 1999, p. 24). The final level is concerned with *what the student does* and suggests that teaching supports learning. Teachers at this level demonstrate mastery of several teaching techniques and focus on what the student does and on what learning is, and is not, going on (Biggs 1999). The difference between level three teachers and levels 1 and 2 teachers is that they consider what it means to understand and what kind of teaching and learning activities are required to reach that understanding (Biggs 1999).

Some university lecturers may recognise themselves as being 'level 2' educators; they structure lectures to cover the textbook's chapters, give an overview of the previous lecture and where the current lecture is going, provide humorous examples, show videos, ask a couple of questions, and remind the students what to read for next week, without realising the limitations of this approach. The limitation of this approach is that it does not facilitate deep *learning*. At best, this approach encourages students to become *strategic* learners, that is, high-achievers who are alert to assessment

requirements, understand lecturer preferences and study in a professional manner (Light and Cox 2001). However, if students are to learn 'desired outcomes in a reasonably effective manner', then the educator's most important role is to get students to deep learn, that is, 'engage in learning activities that are likely to result in their achieving those outcomes' (Biggs 1999 p. 25).

Two types of learning techniques have been identified as passive and active, the former is the traditional marketing education model of old whereby the teacher talks, and the student listens but is not actively engaged in the material (Hamer 2000). It has been suggested, however, that class sizes in marketing prevent meaningful interaction but, as will be seen later, experiential learning and accelerated learning approaches attempt to address this 'problem'. Active learning techniques encourage students to become involved with the material by applying theory to practice (Lewis and Williams 1994), allowing students to understand that good practice is built on sound theory.

An important finding from Hamer (2000) suggests that student learning is increased when multiple experiential techniques are used, and this is the basis for experiential and accelerated learning approaches. Indeed, active learning techniques that are non-experiential are of little use these days with increasing numbers of students, of varying academic abilities, attending universities. For example, giving students time in class to reflect on mini-lectures, clarification pauses (Hamer 2000) and the like are unattractive, compared to the effectiveness of experiential techniques.

Experiential techniques usually involve complex projects with students working in small groups. A related experiential technique is service-learning, which is a pedagogical process whereby students undertake course-relevant community service in the form of projects or internships (Petkus 2000), students learn-by-doing in effect. In a semi-structured classroom situation the teacher builds on core concepts by encouraging students to reflect, either alone or with a neighbour, and to share ideas (Hamer 2000). One of the key advantages of this approach is that it is agreeable to a variety of learning styles amongst students and this is important as it is understood that students learn in different ways (Davis 1993; Murray 1990).

Where loosely-structured experiential activities are utilised, such as computer simulations, role-playing and debates, a broader scope is provided but this takes longer time and affords less control (Hamer 2000).

Experience and reflection are important in learning (Light and Cox 2001; Petkus 2000) and these concepts underpin Kolb's seminal work on experiential learning in 1981 and 1984. Indeed, Kolb confirms this by defining learning as 'the process whereby knowledge is created through the transformation of experience' (1984, p. 38). Kolb's four-stage cycle, comprising concrete experience, reflective observation, abstract conceptualisation and active experimentation is ably demonstrated by Petkus (2000) in relation to the teaching of marketing. The learner must go through all four stages, but not necessarily at a given start point. In higher education, specifically in the teaching of marketing, we can use a number of experiential activities to assist learning in light of Kolb's revelations, for example (Light and Cox 2001):

- writing essays and reports;
- giving presentations;
- chairing seminars;
- working on a task as part of a team;
- solving a group problem;
- assessing peers;
- evaluating learning.

Finally, criticism of Kolb's work includes not fully capturing the complexity of the learning process (Jarvis, Holford and Griffin 1998) and leaving out important aspects of experience such as feelings and emotions (Boud, Keogh and Walker 1985).

### PRINCIPLES OF ACCELERATED LEARNING

Accelerated learning means using both hemispheres of the brain for memory and understanding to achieve deep learning. The left-brain emphasises emotions and holistic viewpoints, while the right brain is more analytical and reductionist, as summarised in Table 1. Accelerated learning emphasises the importance of an initial right brain visualisation that is then evaluated logically by left-brain processes. That is, the foundation for learning is the non-verbal side of our brain (Rose 1985 p. 17), but synergy is achieved when the two hemispheres work together, when they perform better than one (Rose 1985 p. 16).

There is evidence of the success of accelerated learning, with increases in learning of 200 to 300 percent being reported in schools and training programs. For example, 'it produces at least 300% improvement in the speed and effectiveness of learning'; 'the accelerated learning group learned at least 2-3 times faster'; and 'students gained nearly twice as much ...' (Rose 1985 pp. 2, 118, 119).

**Table 1:**

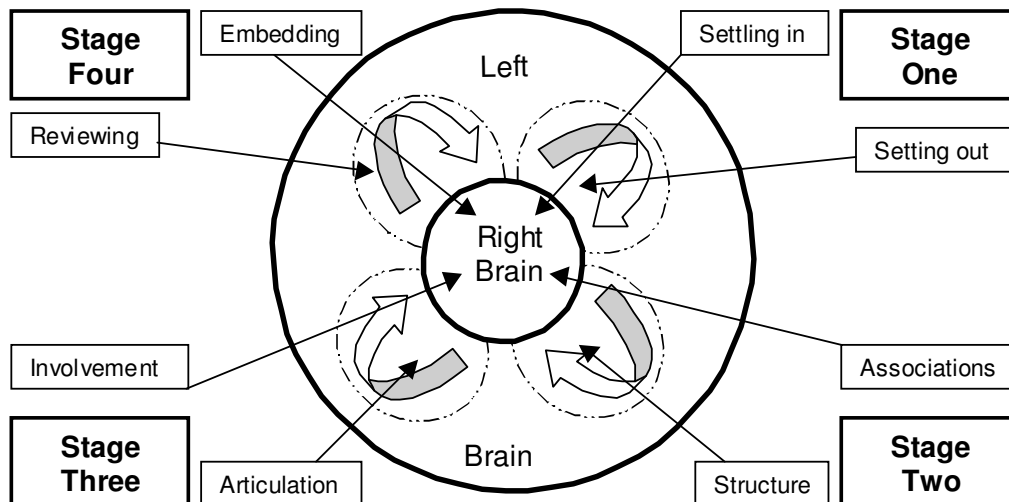
*Using Both Sides of the Brain, with the Right Side Being the Starting Point for Accelerated Learning*

| <b>RIGHT SIDE</b>                  | <b>LEFT SIDE</b>        |
|------------------------------------|-------------------------|
| • emotion and intuition            | • logic                 |
| • forms and patterns e.g. diagrams | • mathematical formulae |
| • images and pictures              | • language              |
| • rhythm, music and sounds         | • words                 |
| • synthesis i.e. 'big picture'     | • analysis i.e. details |
| • specific and concrete            | • symbolic and abstract |
| • spatial manipulation             | • sequence              |
| • imagination                      | • linearity             |
| • tune of a song                   | • words of a song       |

(Source: based on Edwards 1986; Rose 1985)

For our purposes, the process of accelerated learning can be modelled into four stages for each weekly topic in an MBA program, as shown in Figure 1. Each stage starts with the right brain and moves to the left brain. The first stage is *settling in* (right brain) and *setting out* (left brain), to allow the students to feel secure and provide an overview of and justification for the topic. The second stage provides the *associations and structure* that are the foundations of learning. The third stage is where the material in the second stage is processed into deep learning by *involvement and articulation*. The final stage is the *embedding and reviewing* stage that consolidates the first three stages.

**Figure 1:**  
Accelerated Learning – A Framework



(Source: developed from authors referenced in this paper)

### Stage One: Settling In and Setting Out

Relaxed awareness is the preferred context for learning and occurs when the right brain is more active. Horseshoe desks or Harvard-style seminar rooms improve the physical context and ice-breaker exercises are essential to build the bridges between students that are a core of accelerated learning. Music creates the ambience for learning, *baroque* music especially for it has the 7.5 cycles per second that match the frequency of the human mind in a meditative state (Rose 1985).

Security is an important concept in accelerated learning, so in this stage lecturers show enthusiasm and confidence that students *will* learn and enjoy the classes. These suggestions enter the right brain and also drive powerful non-verbal signals; in effect, the lecturer is the 'coach' of a learning, winning team (Kiyosaki 1991 p. 143). Next, a specific objective is set for the session, along with concrete case story of this core issue and a stress on the importance of the key themes for the students (internal motivation/emotional meaning). Finally, an agenda for the week's topic is provided.

### Stage Two: Associations and Structure

Stage two is filling in the 'big picture' of the week's topic, emphasising associations between the parts. Learning depends on strong encoding, and strong encoding depends to a large extent on creating strong *associations*. Strong encoding is achieved by creating concrete images of sights, feelings, sounds, taste and smell as 'hooks' for memory. The stronger the original encoding, the better the ultimate recall (Rose 1985). For example, can you remember where and when you first heard about the events of 11 September 2001? In contrast, can you remember where you were on 11 September 2000?

Therefore, lecturers must have a structure that facilitates associations. One way of achieving this is to *chunk* information in packets of no more than seven items so that association between them is possible – 'more information can be packed into larger chunks but not more chunks' (Rose 1985 p. 58). The lecturer should explain links between as many concepts as possible, for example, use patterns/diagrams and mind maps of associated ideas.

### Stage Three: Involvement and Articulation

Evidence suggests that 15 minutes is the longest tolerance for a single input source if learning is required and this affects higher learning goals with passive audiences (Gibbs and Jenkins 1984), beyond that learning is lost because attention is lost. Thus only 15-20 minutes or so can be spent on the second stage of associations and structure before moving on to the third stage of accelerated learning. Involvement and articulation are keys to memory in this stage. Most people learn 20 percent of what they hear, 30 percent of what they see, and 80 percent of what they use and do (Biggs 1999 p. 78) – it is this 80 percent that is the target of stage three.

Example exercises that could be used in this stage, in both large and small classes, are:

- *small group discussion* of a question has more involvement and articulation, for example, 'What is the most important thing you learned in this session?' 'What is uppermost now in your mind?' (Biggs 1999);
- in *groups*, discuss small *cases* from a textbook, especially those with a picture; and
- discuss *videos* with a 'big picture' introduction at the beginning and end.

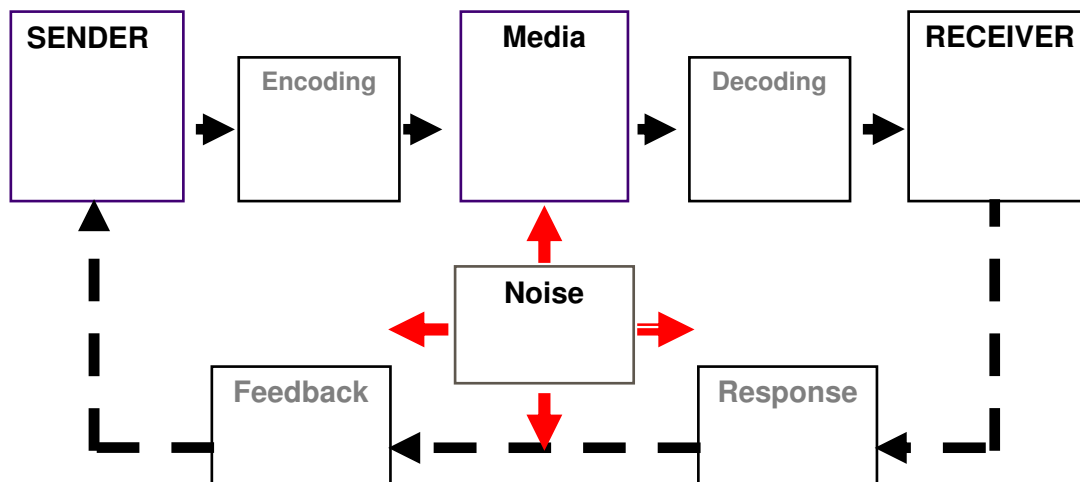
Examples of other exercises for this third stage are provided below.

### Stage Four: Embedding and Reviewing

After a stage three exercise that is involving and requires articulation, the final stage for student learning moves what has been learnt in stages two and three from short to long term memory, by *embedding* and *reviewing*. For example, lecturers could have the main points on whiteboard/ butcher paper at each session and refer to them frequently, and have these sheets of paper from previous sessions blue-tacked on to the wall. As a general rule, spend at least three minutes of review for each 20-minute session of topic material, *immediately* and also at the start of each following session. In other words, this step is the last covered in a session and the first revisited at the start of the next session.

### ACCELERATED LEARNING – SOME APPLICATIONS AND EXAMPLES

Principles of accelerated learning within an MBA course at a university were outlined above. How are these principles put into practice? Essentially, a lecture session should commence with stage four of embedding and reviewing the learning from previous sessions. This process is started with the right brain, for example, drawing a mind-map or a picture of the key concepts that we covered in the last session. Then, the lecturer leads students into stage one for the week's new topic, settling in (getting comfortable with the environment) and setting out (the big picture and core issue to be covered). Then it is time to introduce the new materials in detail in stage two. Lecturers should aim for a 15-20 minute lecture of 'content', with 20 or less *PowerPoint* slides, citing the pages in the textbook and other sources for later reference by the students. As a practical example of the accelerated learning process in this stage, a simple communications model of sender-message-receiver is used in many business courses and its *PowerPoint* slide is shown in Figure 2. Traditional, left brain teaching would reveal the model element by element, using the mouse to activate each element before it is discussed. However, an accelerated learning approach would reveal *all* the elements of the whole model (equivalent to stage one) *before* each element was discussed.

**Figure 2:***Elements in the Communication Process (Source: Shimp 2007)*

This stage two would take about 20 minutes of lecturing and follow the principles noted above, like chunking the material into no more than seven associated blocks. Then it is time for stage three of involvement and articulation, that is, the session becomes more learning-oriented rather than teaching-oriented (Cunningham 1999 p. 690). An example exercise for this stage three is the game of 'Chinese whispers'. This exercise can be used in classes of more than 200 students. Students sitting at the end of a row of seats on one side of the lecture theatre think of a short sentence to do with the material presented in stage two. They then whisper the sentence to the person next to them, the second person whispers what they have heard to the third person and so on until, the message reaches the other end of the row. Students are involved, and invariably the material is explained and associations made to facilitate deep learning.

Another idea for stage three in smaller classes is a team debate that emphasises involvement and articulation and is quick and flexible. The typical debate lasts about 30 minutes, with the other team's interrogators attacking *each* speaker supported by all his/her colleagues, after they have spoken. Figure 3 provides an example of one of these debates, plus other stage three exercises.

**Figure 3:**

*Example of Stage Three Accelerated Learning Techniques:*

**Team Debate about a Case or an Example Assignment**

- Purpose: display/apply knowledge of topics 1-6.
- You are in cliques A and B at a management team meeting. Clique A has put these items on the agenda (clique B thinks the opposite):
  - We have been a good marketer so far.
  - We should not make major changes in strategy.
- The format is an Oregon-style debate. Each side has four speakers, who will speak for each side in turn, starting with A. Each speaker has 2-3 minutes to *present*. This is followed immediately by 2-3 minutes *interrogation* of the speaker (who can be supported by any of his or her other team members), about the points raised by the speaker, from anyone on the other side who is not a speaker. So the sequence is A1, interrogation, B1, interrogation, A2, interrogation, B2 and so on ...

**Other breaks for involvement and articulation for small classes:**

- Play fun-, group-centred *games* and *quizzes* to involve and articulate material. These incorporate both *co-operation* within groups and *competition* between them. But the students are not 'graded' on these – mistakes are correctly seen as a sign the learners are deliberately stretching themselves with the new material (Rose 1985 p. 90).
- Act out *role-plays* (2+ students/role) that *distract* the student's attention (left brain) and allow information to be indirectly and unconsciously assimilated (right brain) (Rose 1985 p. 141).
- In all of these, *debriefing* is essential. In an ideal program, 15 percent is lectures about the overall big picture, 60 percent is stage three's 'games', and 25 percent is debriefing of these stage three games and final embedding and reviewing in stage four, based on Kiyosaki (1992 p. 286). In this debriefing, questions to ask are:
  - What are you/your role thinking now? How do you/your role feel?
  - What happened? And why did it happen?
  - What have we learnt that we can use in the future?

Some empowering principles to use in these stage three activities are:

- Have teams of 2 or more students for each role or team, to reduce stress on them and foster articulation.
- Have a strong exercise *structure already prepared* for the students, in writing; and/or a figure. An example of this structure for a debate was provided above.
- Have similar teams prepare in a separate room, to allow them to collaborate in their common goal of beating the other team, for example, all 'A' teams in a debate would prepare in one room.
- Talk with them during this preparation time, giving them ideas and 'pumping' them up like a coach by saying how good their position is and the others' is not.
- Set up the activity rooms (with chairs and a table) before the actual activity, lead the teams to the right rooms, start them off, then *disappear* for about 2 to 3 minutes, to show them that they are responsible for their own learning. Return for a short time then to add sparkle with 'hear, hear!' 'shame!' or clapping. Once they start to get involved themselves in this way, leave again for 5 minutes or so.
- Have one or two students responsible for running the activity to the times set down, for example, for the debate speeches and interrogations.
- Run a plenary debrief, with reports from each activity room.

Finally, stage four reviews what has been done in the previous stages of the topic. Figure 4 provides examples of exercises that can be used in this stage four of embedding and reviewing.

**Figure 4:***Examples of Stage Four Accelerated Learning Techniques***Example of a review: The 1, 2, 3 Groups Game**

- Prepare by setting up groups of 3 (or 2) that will create one question and its answer from the PowerPoint slides handout. The answer must be able to be answered in one sentence.
- Then the questioning 'cascades' through the groups, with topic numbers being gone through consecutively.
- Group 1 names the topic and asks the question (be specific, for example, what is the third step in the DMP?).
- Groups 2 and 3 have 1/2 minute to work out answer.
- Group 2 answers.
- Group 3 confirms and explains the answer.
- If neither group 2 or 3 can answer, group 1 does not get a point, because the question was too hard or badly put. But if only one group can answer, group 1 gets two points!

**Who wants to be a Millionaire?**

Each team asks another team three questions about the PowerPoint slides handout, of ascending difficulty, with ten seconds allowed for the correct answer. The questions are worth 5, 10 and a million points respectively. Each question has three possible answers. Half the possible points are lost if your team asks for help from the audience. The teams that are not asking or answering questions are the *audience* and must wait expectantly for the answer and then jeer or cheer as appropriate.

**Group Micro-Lecture**

Prepare and present a short, 2-minute lecture about topic X, covering:

- the core ideas in the topic, and
- an example of each of those core ideas, explaining how the example illustrates the core idea. The examples could be from your own company, the video or the debate, but they cannot be just an example from the handouts.

**Other ways of Embedding and Reviewing for Big and Small Classes**

- In twos or threes, prepare a 2-minute *teacher's presentation* on the main points.
- *Write a sentence* summing up the main message, or main points, and then discuss your version with the person next to you.
- Draw a *mindmap* with one word describing a key construct in cells and lines to show linkages between them (Dryden and Voss 1994 pp. 323).

**Accelerated Learning and Assessment**

Although the accelerated learning approaches above can be used in an MBA class, assessing the students in an accelerated learning way is far more difficult. Contrary to normal university assessment, accelerated learning emphasises collaboration between students. That is, collaboration and learning should not equal 'cheating' as it is called in universities, indeed, teachers must not be set up to be both 'educators and executioners' (Kiyosaki 1992 p. 311). These principles of accelerated learning are difficult to apply in a university course where individual students need an individual grade to help them get an individual job in a competitive job market. Indeed, how to assess individual students in a class based on accelerated learning is a difficult task that we have not yet solved.

**STUDENT FEEDBACK ON ACCELERATED LEARNING: AN EXPLORATORY STUDY**

In order to gain some insight and feedback from students about this approach to teaching, an exploratory study was conducted. A focus group of all students in one MBA class of 30 students was conducted at the end of a 13-week semester where these principles and practices were developed and trialled. To ensure the most appropriate respondents were surveyed, a non-probability based sampling in the form of judgemental sampling was adopted and this resulted in the sample size of 30 MBA students. As this was an exploratory study, the questions that were asked were

developed from the scant literature in the area and therefore this makes a contribution for other scholars to pursue in future studies in this area.

The students thought that accelerated learning had *definitely* improved their learning, as shown in the summary in Table 2. This finding has been confirmed in an intensive offering of the unit over eight days, where an independent evaluator confirmed its perceived effectiveness by the class. Furthermore, using the principles of accelerated learning in other classes has seen far higher attendance at lectures right throughout the semester, than before they were used.

Consider the students' perceptions of accelerated learning in more detail, from Table 2. The students in the focus group of the MBA class especially appreciated the stage two *PowerPoint* slides for associations and structure for each topic, and the exercises for stage three of involvement and articulation. The accelerated learning literature had not covered some of the stage three items used in the sessions like videos and guest lecturers from industry, but the students considered them to be important. This importance suggests that the 'articulation' in stage three can be imaginary as well as actually done in an exercise like a debate or a role play, and/or it demonstrates that the left brain 'involvement' aspect of stage three can be more powerful for learning than the right brain 'articulation' aspect.

**Table 2:**

*Focus Group Evaluation of Accelerated Learning*

| <b>Question</b>   | <b>Student responses</b>  |
|---|---|
| Did the teaching approach used in this course accelerate your learning? | <i>Yes. Definitely.</i>   |
| What characteristics specifically helped accelerate your learning?      | <ul style="list-style-type: none"> <li>• <i>slides, and having them at the semester start</i></li> <li>• <i>embedding and reviewing, interactions within a team, mini-lectures and debates, role plays</i></li> <li>• <i>videos, and guest lecturers bring in real life (not noted earlier in the accelerated learning literature)</i></li> <li>• <i>But role-plays and debates were hard for slow readers – so the material should be distributed the week before and roles/sides allocated then, too. As well, lecture material should be presented at the end of the week before the other stuff is done.</i></li> </ul> |

## **Conclusion**

The aim of this article was to explore how accelerated learning could be used in teaching marketing at universities at the MBA level. This has been accomplished through the development of principles and practice in the context of the higher education sector in Australia. The paper has also been positioned in the learning literature. The mechanics of the process have been outlined, together with some actual examples and outcomes of using them.

In summary, accelerated learning techniques can be used in MBA programs and do work. The techniques incorporate many already known ideas but they form a *comprehensive framework* that provides reasons for doing things. Appealing to both sides of the student brain to help memory and understanding facilitates deep learning. Orchestrating many stimulating elements in MBA classes, such as emotional, physical and mental energies, helps to 'elicit the brain's full capabilities' (Rose 1985 p. 121).

## **Limitations and Future Directions**

Obviously any exploratory research has significant limitations in terms of sample size and the convenience factor. However, this is a new and exciting area of research that

would benefit from the attention of interested scholars from associated disciplines such as psychology and education. Studies are already underway with undergraduate Australian students and the results are encouraging from both a student satisfaction and a pedagogical perspective. One particular area that would benefit from further thought and research is in relation to assessment in the accelerated learning model.

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