

For engaging, motivating and stimulating deep learning through innovative authentic tasks, creating learner-centred environments and collaborative learning opportunities in marketing.

Summary of Contribution and Context

My teaching philosophy has developed over more than fifteen years of teaching and is based on building a environment that reflects real-life marketing contexts. This environment captures the students' interest, engages them in active and deep learning, motivates their desire to achieve and develops the skills and knowledge required by my students. This approach has been highlighted in outstanding teaching evaluations from students and peers.

My initial curriculum development at JCU in 2005 was focused on redesigning marketing subjects for delivery a

Best part of the subject was the 'real world' experience for the blog task. We got to see how to apply the theory to the experience.

The best aspect of this subject was the practical application of theories and concepts through visiting a service environment, writing blogs and a report. A great learn experience.

To help students feel that they are in control of their learning and can achieve at a high level, I develop well structured subjects that provide them with strong links between subject learning outcomes and the flexible authentic assessment activities that support and develop their metacognitive skills. To both assist student learning and provide an excellent experience, I have developed a learning design framework for one assessment item that scaffolds the elements of the assessment. This design integrates the learning activities, learning resources and learning support mechanisms to help students to engage with the activities and achieve the assessment outcomes. Students like the visual representation of the assessment stages and it is an excellent reference tool for use in class.

Further, I am actively involved in the student learning process as a coach and facilitator, with my door always open and email contact readily available. These approaches are central to influencing and motivating student learning, which is reflected in student feedback across the subjects I teach:

This subject in comparison to many others was outstanding in all areas. The lecturer provided a clear and detailed outline of exactly what was required in the subject assessment and was helpful and considerate at all times. It has been an absolute pleasure to have studied under Janelle.

Janelle provided the entire class with a level of teaching, understanding and help that was far more than expected. Overall the subject was beneficial. The hands on experience with marketing that was developed for a local business will stand me in good stead for future endeavours.

Lectures and tuts are always fun, interactive. She makes it interesting and she is clear on her expectations which is always great. Best lecturer here!!!

Janelle is a very informative and approachable person who encourages active learning and participation. Her delivery of information is exceptional and her willingness to help students is a breath of fresh air in this Uni.

As an example of how I convey my expectations from the early weeks of the Marketing Management subject (year 1, semester 1), I model the learning outcomes required for a case study presentation through an actual presentation. This is designed to show students how the learning outcomes of their presentation assessment are linked to the grading criteria. This approach has influenced, motivated and inspired students to perform well in their presentation during the semester and also has assisted in retaining students in this subject. Students have commented very favourably on this teaching approach as highlighted by the following student feedback on teaching comments:

Janelle is an excellent teacher who provides good and relevant feedback. Without the modelled presentation by Janelle I would have struggled more with the assignment.

I continually strive to improve my teaching performance to ensure the quality of student learning through the use of reflective evaluation practices. Through active listening during the teaching period and from the results of a short questionnaire (that I administer mid-semester in each of my subjects), I receive valuable information on subject delivery, content and assessment. Feedback on assessment is provided to students via student comments, the use of rubrics, blog comments, class emails and class discussion. Fast and constructive feedback is important in helping to motivate students and inspiring a higher level of achievement on the next assessment. Generation Y students arguably need feedback immediately and they appreciate it in this area:

Thank you very much for your very quick feedback for our assessment. You are the "Speedy Gonzales" of all lecturers at JCU! [Email, Services Marketing]

Sustained impact on student learning

1 to 3. The results show how I successfully can engage students and extend and stretch higher students. My SFT results were significantly higher than JCU average.

Student Feedback on Teaching (SFT) Scores

Subjects	Marketing Management 1 st year			Consumer Behaviour 2 nd year			Services Marketing 3 rd year		Strategic Marketing 3 rd year	JCU Av
	06	07	08	05	06	07	08	07	08	08
Q1: The quality of this teacher's explanation was:	4.0	4.0	4.3	4.2	74	4.4	4.0		4.6	2.8
Q2: This teacher's interests in assisting students to learn was:	3.9	3.9	4.3	4.1	84	4.4	4.2		4.7	2.9
Q3: The structure of this teachers presentation was:	4.0	3.9	4.4	4.3	54	4.1	3.9		4.5	2.7
Q4: This teacher's accomplishment of aims of this subject was:	3.9	3.8	4.2	4.1	54	4.1	4.0		4.4	2.7
Q5: The information about assessment requirements provided by this teacher was:	3.9	3.7	4.0	3.9	74	3.9	4.3		4.7	2.6
Q7: The level of feedback provided by this teacher was:	4.0	3.6	4.2	4.0	44	4.0	4.3		4.5	2.6
Q8: The teachers effort to motivate students was:	3.06	3.1	4.0	4.9	04	3.8	3.9		3.9	2.7
Q9: The level of interest generated by the teacher was:	3.8	3.6	4.2	4.0	74	3.9	3.9		4.2	2.7
Q16: Overall the quality of the staff member's teaching was:	4.1	4.1	4.5	4.4	74	4.4	4.1		4.7	
Average Score for all 16 SFT questions	4.0	3.9	4.3	4.2	74	4.2	4.2		4.5	2.8
Response to SFT questionnaire, %		68	53	59	53	65	55		65	77

Scale:1 = completely unacceptable; 2 = not really unacceptable; 3 = acceptable; 4 = more than acceptable; 5 = outstanding. Note:In some years I did not teach specific subjects due to writing external subject materials.

The following anonymous subject critique forwarded to me by School demonstrates how my teaching and learning approach helps to inspire and motivate student learning.

"Ms Janelle Rose is very professional and in conversation with students, both present and past students they set a very high standard, motivation, enthusiasm and knowledge filters through to her students. Ms Rose is approachable which is most important for both young and mature age students. An example of her people skills was during a first lecture and question time unexpected chocolate bars for those who answered her questions, the lecture became alive and everyone wanted to answer. She is dedicated to ensure that each student understands and participates during lectures and tutorials to benefit from her classes. I am amazed how she can make our subject so interesting (w [from])TJ 0 -1.1475 TD -.0007 Tc .0022 Tw.4(wt.4(e)-3. a(ers)-5s8(ti)-4g(con)-3.4(mel cssio)-3.t.4(e)-3

- Member of the School of Business Teaching and Learning Committee (2005/6). Contributed to the first year experience program; researching the flexible delivery learning preferences of our students and skills development program.
- Member of the Faculty of Law, Business and Creative Arts (FLBCA) (2008/9) Teaching and Learning Committee.
- Peer reviews of my publications: Rose, J. A 2008, 'Student team-based project without the angst: an exploratory study', Academy of World Business, Marketing & Management Development, Rio de Janeiro, Brazil, vol 3, no 1, pp. 362-69. Rose, J. A 2006, 'Acceptance and use of technology enhanced educational learning resources on CD-ROM', Journal of Management and World Business Research, vol. 3, no. 1, pp. 15-29.
- Reviewing manuscripts for the Journal of Marketing Education.