



The Integration of Project-Based and Case-Based Learning in Value Co-Creation

Assoc. Prof. Siwarit Pongsakornrunsilp, Ph.D.
School of Management, Walailak University

OVERVIEW



Marketing students need to understand the new paradigm of marketing – Value Co-Creation; whereby consumers play an active role in their consumption. One of the important topics is consumer value – its definition and process. Marketers cannot co-create consumer value, but instead, they can only demonstrate value proposition. Therefore, learning process of consumer value requires various activities in order to allow students make understanding the concepts of consumer value and value proposition, and also be able to apply in business ecology.

The third-year marketing students are assigned both a group project and an individual case in regarding to marketing environment. Students should be able to work independent and as a team members. Analytical and creative skills are required for this learning activity.

1. To understand the definition of consumer value.
2. To apply the concept of consumer value for developing value proposition.

AIMS AND OBJECTIVES



ACTIVITY

Students were provided different topics, sources, and materials, including the structure and example of the marketing plan within the Facebook group, MAR 322 Internet Marketing. Individually, students need to synthesis all knowledge and lead the discussion in the class, while, collectively, they have chances to discuss and work within a group by employing individual resources to develop marketing plan. Twenty-six students were divided into 6 groups. I play a role as a facilitator for class discussion.

I demonstrated individual topics to all students in order to let them prepare and read class materials before discussing with others. Weekly, a student presented assigned marketing issue, and led the discussion. I urged all students to participate in class discussion by challenging them with participation score – normal discussing for 1 point, answering difficult question for 2 points, and challenging lecturer for 5 points. This process was also applied with project presentation in which audiences play a role as committee.



- Assessing through midterm exam found that more than 80 % of students can explain the definition of consumer value and the process of value co-creation, including value proposition.
- Class discussions demonstrated that students can identify the differentiation between value-in-use and value-in-transaction.
- Summative assessment will be conducted by final exam in next 3 weeks.

OUTCOME



IMPACT

- Students can demonstrate value proposition of the particular product or brand within the concept of value co-creation.
- All students participate, interact, and discuss about value co-creation, and its applications in business ecology.
- Students were urged to be active and read marketing materials before each class; they asked interesting questions in regarding to marketing and value co-creation.



FUTURE DEVELOPMENT OF PROJECT

Integrating with community-based learning and using real products/services as a term project.

REFERENCES:

Hmelo-Silver, C. (2004). Problem-Based Learning: What and How do Students Learn? Educational Psychology Review. 16(3): 235 - 365.