



มหาวิทยาลัยศรีปทุม  
SRIPATUM UNIVERSITY

## Classroom Action Research

Title

The Effectiveness of Questioning Technique on students in  
the subject of BSC 364 International Business, Sripatum  
International College

By

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This is my first Classroom Action Research that I've done after having teaching experience for one full semester at Sripatum International College. The research was completed within the timeframe with the support of many people and the organization. I would like to take this chance to express my gratitude.

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## ABSTRACT

The aim of this classroom action research is to investigate the effectiveness of questioning technique on students in the subject of BSC 364 International Marketing. The population of this study was seven students of International Program who took the subject for semester 2, year 2015. The pre- and post-tests were administered for assessing the effectiveness of the questioning technique. The analysis techniques used were the growth score and the relative gain score. The growth score was the result of post- minus pre-test scores, whereas the relative gain scores showed the percentage of development level where the 'hit ceiling effect' was taken into account.

The results of this study disclose significant information regarding the improvement of teaching technique beyond expectation. Besides the remarkable improvement shown by high relative gain scores, the effectiveness of questioning techniques is expressed through the classroom climate. With questioning technique, students have higher attention, more focus and show greater engagement in the class. The passive classroom has turned into a lively and vividly active atmosphere. The interaction between lecturer and students and among students directly promote the learning outcome. The research finds that the use of pre-and post-tests are not only for assessing student performance, but it is a powerful tool to enhance a students' critical thinking and learning process.

Keywords : Classroom questioning, Socratic questioning, Learning outcome, Growth score, Relative gain score.



## Table of Contents

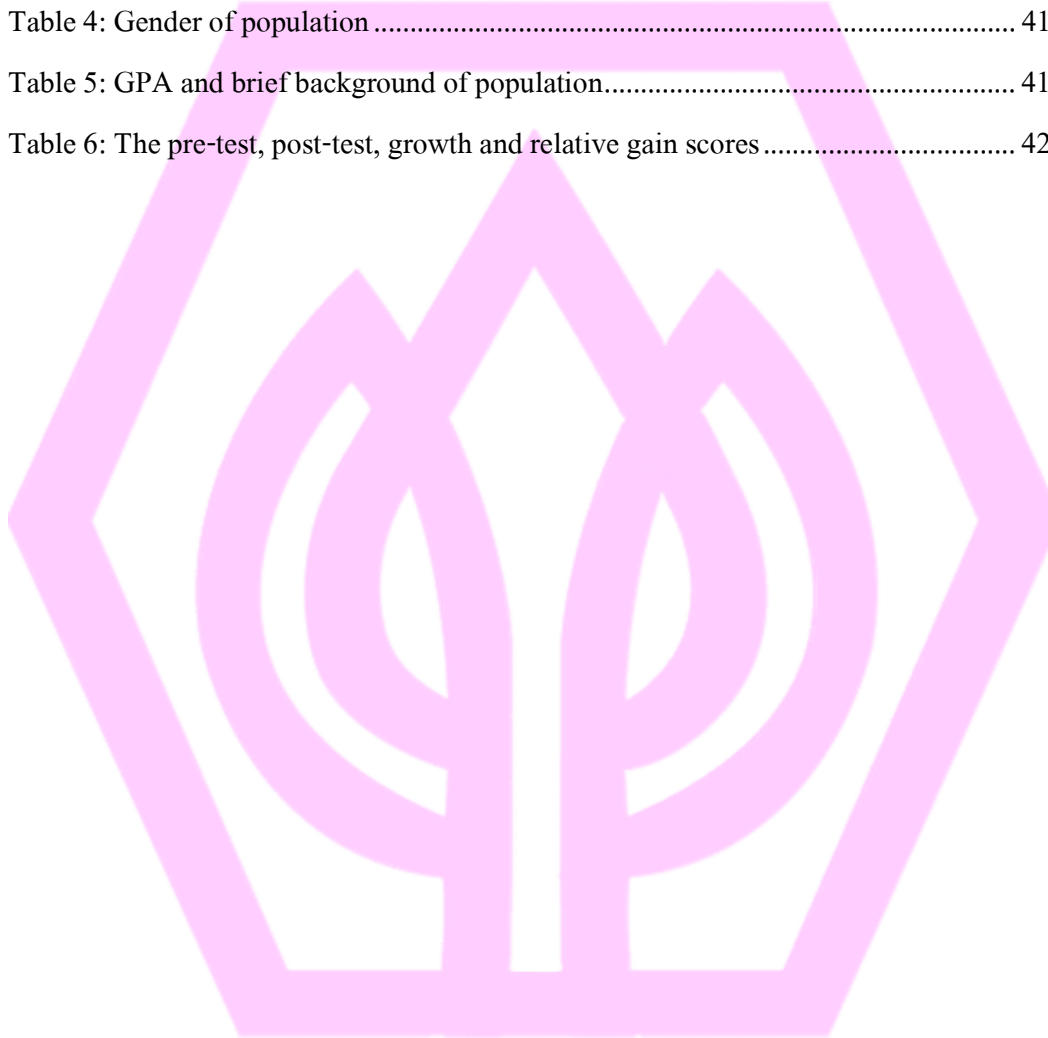
|   |    |
|---|----|
| ACKNOWLEDGEMENT .....   | 3  |
| ABSTRACT.....   | 5  |
| Table of Contents.....  | 7  |
| List of Tables .....  | 9  |
| List of Figures.....  | 11 |
| Chapter 1: Introduction .....                                 | 13 |
| 1. Background and statement of the problem.....               | 13 |
| 2. Purpose of the Study .....                                 | 16 |
| 3. Research question.....                                     | 16 |
| 4. Hypothesis .....   | 16 |
| 5. Variables of study.....                                    | 17 |
| 6. Scope of Research .....                                    | 17 |
| 7. Operational Definition .....                               | 17 |
| 8. Benefits of research.....                                  | 18 |
| Chapter 2: Literature Review .....                            | 19 |
| 1. The Nature of Lecture-based learning.....                  | 19 |
| 2. The benefits and importance of classroom questioning ..... | 20 |
| 3. The purpose of classroom questioning.....                  | 21 |
| 4. Functions of questioning.....                              | 21 |
| 5. Questioning technique.....                                 | 22 |
| 6. Guideline for questioning technique .....                  | 23 |
| 7. Socratic questioning .....                                 | 24 |

|  |    |
|--|----|
| 8. Bloom's and the revised Bloom's Taxonomy .....                              | 26 |
| 9. Teaching Tips and Strategies.....   | 30 |
| Chapter 3: Methodology .....   | 33 |
| 1. Research paradigm.....  | 33 |
| 2. Research design.....  | 33 |
| 3. Research population.....  | 34 |
| 4. Research instruments .....  | 34 |
| 5. Procedure of the study and teaching process .....                           | 35 |
| 6. Data analysis strategy .....  | 38 |
| Chapter 4: Result of analysis .....  | 41 |
| 1. Descriptive analysis .....  | 41 |
| 2. Growth scores and relative gain scores.....                                 | 42 |
| Chapter 5: Discussion, limitation and recommendation for future research ..... | 45 |
| References.....  | 49 |
| Appendices .....   | 53 |
| Appendix 1: Course outline.....  | 53 |
| Appendix 2: Pre- and post-test instrument.....                                 | 61 |
| Appendix 3: Researcher's bibliography.....                                     | 65 |



## List of Tables

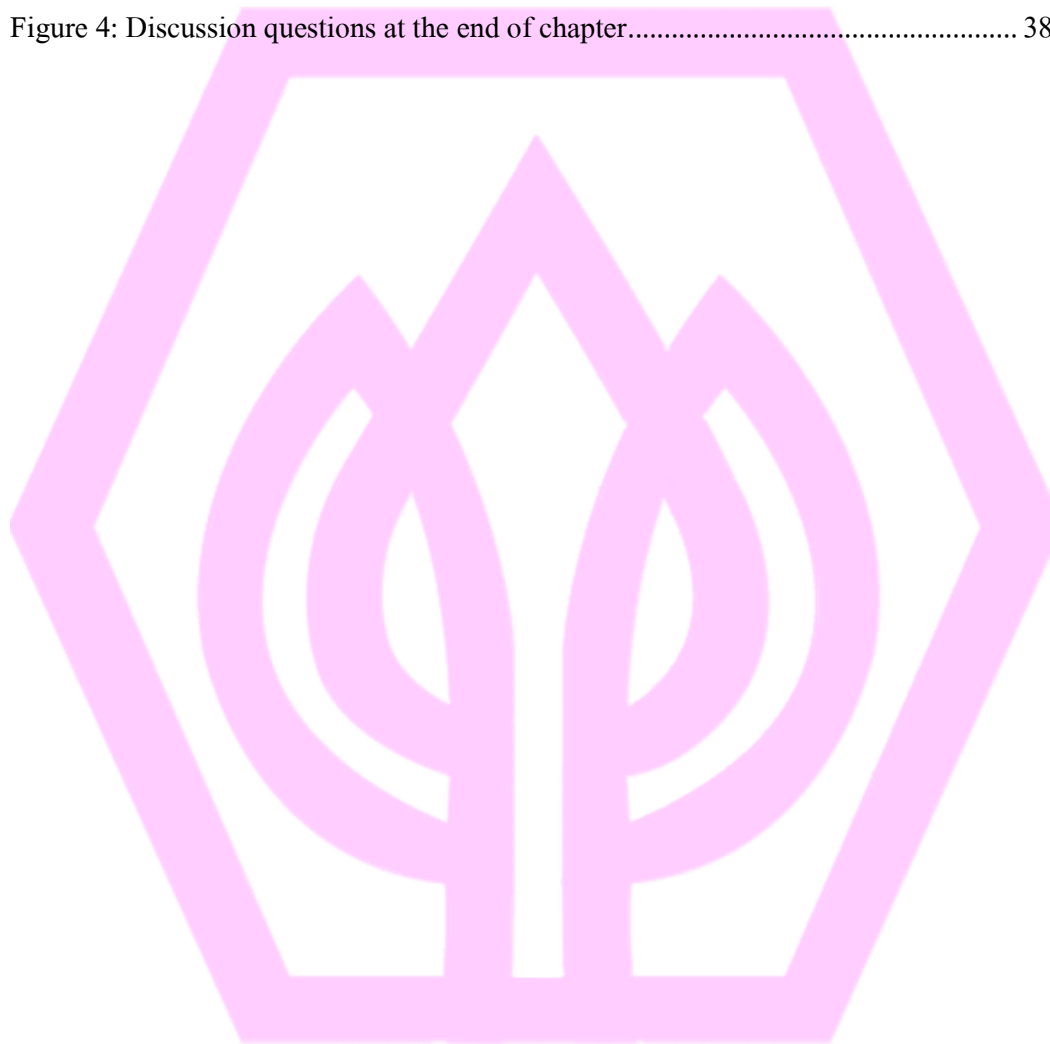
|   |    |
|---|----|
| Table 1: The six categories of socratic questions with examples.....                      | 25 |
| Table 2: Bloom's and the revised Bloom's taxonomy hierarchical levels .....               | 27 |
| Table 3: The revised Bloom's taxonomy – Descriptions, key words, and model questions..... | 28 |
| Table 4: Gender of population .....   | 41 |
| Table 5: GPA and brief background of population.....                                      | 41 |
| Table 6: The pre-test, post-test, growth and relative gain scores .....                   | 42 |





## List of Figures

|  |    |
|--|----|
| Figure 1: Main topic page with bold and highlighting in red for introducing each topic.<br>..... | 35 |
| Figure 2: Sub-topics page.....   | 36 |
| Figure 3: Example for classroom questions at the end of either sub-topic or topic. ....          | 37 |
| Figure 4: Discussion questions at the end of chapter.....  | 38 |





## Chapter 1: Introduction

Classroom Action Research is generally accepted as a method of discovering what works best in our own classroom so that the researcher can use that technique to improve student learning. Even lecturers know a great deal about good teaching in general, every teaching situation has its own uniqueness varying upon factors such as content, student's prior knowledge, learning styles, student's attention, teaching styles, and so on (Mettetal, 2012). To maximize the possibilities of student learning, the lecturer should keep trying to find out what works best in a particular situation.

This study is a classroom action research aiming to find whether the questioning technique works best in teaching students who take BSC 364 International Marketing. Chapter 1 is the introduction of this research represented the background and statement of the problem, purpose of the study, research question, hypothesis, variable of the study, scope of research, operational definition, and benefits of research.

### 1. Background and statement of the problem

Sripatum International College (SIC) has been established for more than a decade. Recently the nationality of students is mixed mainly between Thais and Chinese at 50 and 40 percent respectively. Even though SIC provided an international atmosphere, students like to form a group with people who have the same nationality background. International students mainly rent accommodation near the university. Many of them stay in dormitories provided by SPU. Some share the room for their convenience, feeling of security, and reducing expenses. Not only for the living style, but they have similar lifestyle due to the same background. Not surprisingly, they always hang out and speak their own language. These situations are similar to Thais student taking International program. In addition, Thais students who have Chinese background are mostly good at speaking Chinese. When Chinese and Thais students join the same class, Thais with Chinese-background students feel more comfortable to communicate in Chinese rather than English whereas other Thais either stay quiet or

speak Thais among their group. This discourages the chance to improve and learn English. Consequently, students do not have enough confidence to participate in class discussion which in turn limits their ability to learn.

BSC364 International Marketing is one of the core subjects of the Bachelor of Arts in International Business Communication. This subject is in the third-year study plan which implies that students should have learnt other fundamental subjects such as Introduction to Economics, Principles of Marketing, Principles of Management, Organization Behavior, Business Finance, Introduction to Accounting, and Introduction to International Business prior to the study of BSC364 International Marketing. Prior knowledge from the aforementioned subjects is an essential part of International Marketing. Each subject has its core objectives and emphasizes on different aspects. Students have often been overwhelmed with a tank of information; their knowledge is scattered and unorganized. It is also possible that students have a fade memory of these subjects. These lead to a difficulty to understand the concept of International Marketing course which needs that knowledge as a foundation.

To improve the learning outcome, lecturers attempt to promote student's preparation for class by requesting their students to complete assigned reading prior to the subsequent lectures. The expectation is to have students gaining and being familiar with the concept that leads to a better understanding in the class and enhances students' participation and discussion. This tactic is well recommended by research and demonstrates the greater achievement (Mcdougall & Granby, 1996). Unfortunately, the tactic does not ensure adequate levels of student preparation which in turn means the lecturer's expectation is unlikely to be fulfilled. Consequently, often only students who completed the assigned-reading volunteer to answer when a lecturer asks questions in class, whereas those who didn't complete the assigned reading often avoid eye contact and class discussion.

Lecture-based learning is commonly applied in teaching higher education. A substantial number of relevant studies support the use of the traditional method;

lecturing, as it directly contributes to student learning process (Allen, 2007). This approach is marked as a banking method in which students passively sit in the class, deposit their knowledge from lecturing, and withdraw this knowledge during examination. Lecture-based learning has several advantages including the disseminated information quickly to a large group of students, the provision of conceptual framework for student's further reading, and the effectiveness in improving student learning as they can 'bank' the content information received during the lecture (Boyce, 2004).

Despite its perceived benefits, it has been criticized as a passive activity. Students lack the interaction between the lecturer and other classmates while being passive listeners (Allen, 2007). The passive activity does not support students to develop essential skills they need for the future professional careers such as critical thinking, co-operative learning, communication, and self-expression (Allen, 2007; Owens & Wex, 2010). Moreover, when students fail to catch up lecturing, they would be easily distracted by playing with their smart phones instead of asking the lecturer for catching up where they lost. This results in less attention and engagement to the remaining lecture.

These problems; the limitation of English proficiency, fade memories of prior knowledge, and lost attention and engagement, were what the researcher encountered on the first few classes of teaching BSC 364 International Marketing.

Questioning technique is one of the constructivist approaches of learning. It refers to question management for students that invites them to express their understanding. It is expected to provide solutions by motivating students' engagement, filling up the fade memories of prior knowledge, and improving the English skills. Questioning technique turns the passive activity resulting from the lecture-based learning into active activity that fulfils a fruitful effectiveness of students in studying of BSC 364 International Marketing.

## 2. Purpose of the Study

Based on the curriculum mapping, BSC364 International Marketing is required to meet the major learning outcomes; Ethical and Moral (1.4), Knowledge (2.1, 2.2, 2.3), Cognitive Skills (3.3, 3.4), Interpersonal Skills and Responsibility (4.6), and Analytical Communication and ICT Skills (5.4). To warranty achievement, questioning technique is employed as a tool to increase the effectiveness of students' learning outcomes.

The aim of the present study is to investigate the potential of an alternative instructional tactic namely 'questioning technique'. The use of questioning technique for promoting students' knowledge and cognitive skills according to the curriculum mapping is the main propose of the study. It is expected that the questioning technique demonstrates the improvement of students' learning and the quality of undergraduate instruction.

## 3. Research question

Although questioning technique has gained increasing attention in recent years, few studies have investigated the role of questioning technique on students' performance especially in the context of undergrad students of International program in Thailand. Thus, the question proposed in the present study is as follow:

Is the questioning technique effect on the development of students' learning outcome for International program students?

## 4. Hypothesis

The questioning technique demonstrates the effectiveness of students' learning outcome.



## 5. Variables of study

|                       |  |
|-----------------------|--|
| Independent Variable: | Questioning technique  |
| Dependent Variable:   | The effectiveness of students' learning outcome as a result of the questioning technique |

## 6. Scope of Research

|                          |   |
|--------------------------|---|
| Population of the study: | 7 students who enrolled BSC364 International Marketing in Semester 2 Year 2015 (2/58) at Sripatum International College |
|--------------------------|---|

## 7. Operational Definition

Effectiveness in this study is measured by the growth score and relative gain score.

Question in general is defined as a sentence in an interrogative form. In a classroom setting, it performs as an instructional cue or stimuli that convey to students the content elements to be learned.

Questioning technique refers to question management for students that invites them to express their understanding. In this study, questioning technique is generated based on the combination of Socratic questioning and Bloom's taxonomy theory.

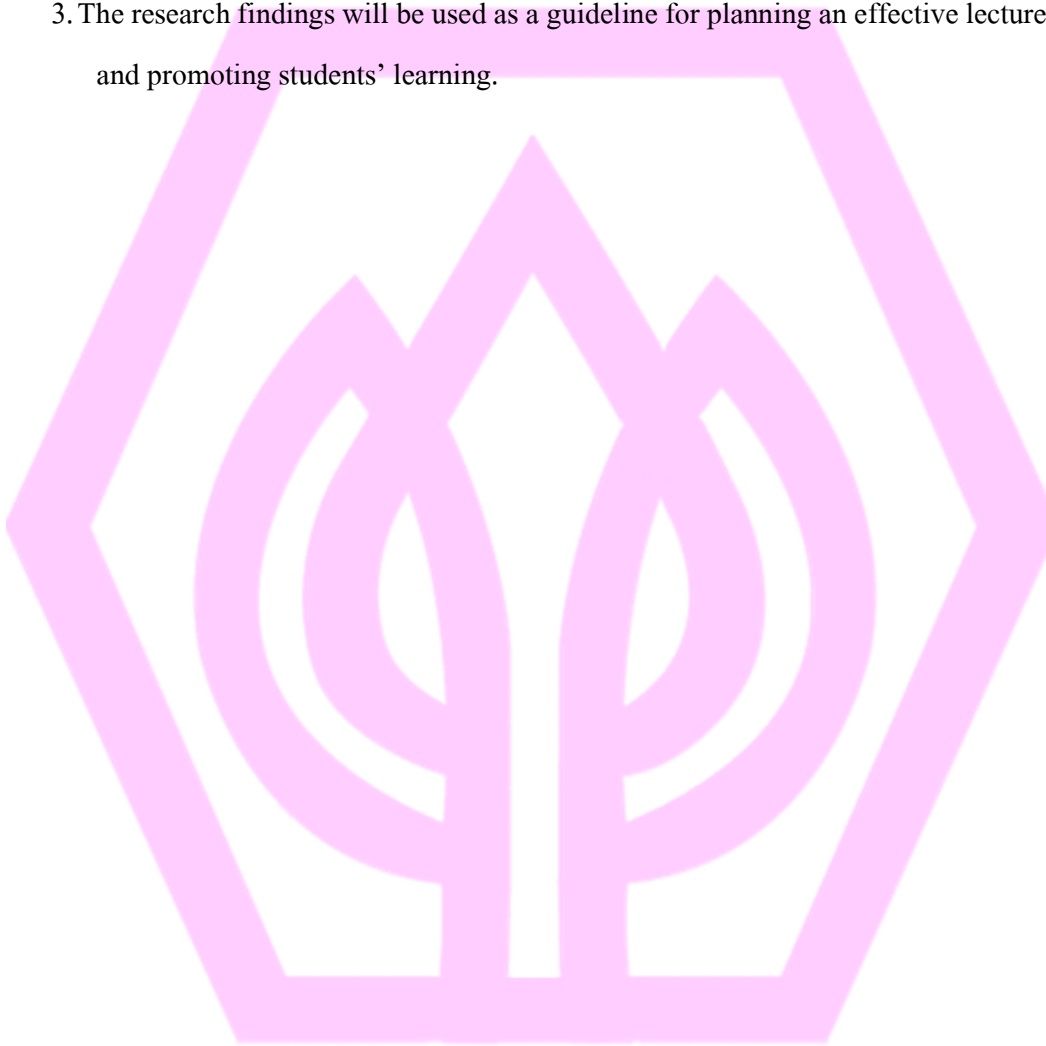
Socratic questioning is used to guide and generate thoughtful questions, to help exploring complex ideas and analysing concepts or lines of reasoning. It usually focuses on fundamental concepts, principles, theories, issues and problems.

Bloom's Taxonomy Theory is used to classify instructional activities as a measurement tool to assess comprehensive ranges of critical skills that are categorized into six processes of cognitive domain.

Critical thinking is defined as a rational decision of what to or what not to believe (Norris 1985).

## 8. Benefits of research

1. The contribution to questioning technique theory by using a case study of BSC364 International Marketing teaching in Semester 2 Year 2015 (2/58)
2. The contribution to practice demonstrated by the growth scores and relative gain scores, as a result of questioning technique.
3. The research findings will be used as a guideline for planning an effective lecture and promoting students' learning.



## Chapter 2: Literature Review

Chapter 2 reviews of questioning techniques and related concepts which are arranged into nine sections. Section 1 reviews the nature of lecture-based learning. The usefulness and drawbacks are presented. Sections 2 to 4 review the literature in relation to classroom questioning including the benefits and importance, the purpose, and the functions of classroom questioning as a ground concept before moving further to questioning technique in Sections 5 and 6. Section 7 is the Socratic – one of the questioning techniques that gain popularity in terms of its effectiveness. Section 8 reviews the Bloom's and revised Bloom's taxonomy to illustrate the importance of question level being asked. The chapter is completed with the teaching tips and strategies presented in section 9.

### 1. The Nature of Lecture-based learning

The process of teaching and learning is believed to be active and lively. Lecture-based learning is one of the classic methods and is the most widely used method of instruction on college. However, with the ever changing dynamics of teaching and learning, the lecturers are faced to deal with both the everyday challenges of university teaching and the efforts to maximize learning for every student with different prior knowledge. Lecture-based approach is well accepted especially as a useful tool for presenting recent information, summarizing and adapting concepts, principles, or ideas. Nevertheless, the pure lecture-based learning approach is in doubt of its effectiveness (Mckeachie & Syinicki 2014). Lecture-based learning is passive in nature, meaning students are awaiting the knowledge to be transferred to their memory. It is denoted as nothing more than the act of educators pouring their knowledge into students, whom then withdraw the information for exams and grades (Sharan, 1994). With the active environment, the teaching technique should be adapted. At this point, questioning technique may come to help.

## 2. The benefits and importance of classroom questioning

Classroom questioning is a contemporary teaching technique widely utilized by teachers and lecturers at all educational levels. It is a vital aspect of the teaching and learning process that carries the content taught in the classroom (Price & Nelson, 20013; Etemadzadeh, Seifi & Far, 2013). Research denotes considerable benefits to using classroom questioning such as 1) encouraging students to think, act, and reflect on the material the lecturer has presented (Adedoyin, 2010), 2) helping students to challenge assumptions, discuss contradictions, and create new knowledge, 3) developing critical thinking skills (Duron, Limbach, & Waugh, 2006). Strother (1989, p. 324) emphasises that “questioning is important because questions motivate students, focus their attention, elicit deeper processing of information, tell students how well they are mastering content, and gives them opportunity for practice and rehearsal”. The benefits are not limited to the learners. In the lecturer’s view point, classroom questioning helps to discover the level at which their students understood the concepts taught during the lecture. Classroom questioning is used as a checking tool to 1) check if students are behind and 2) to correct if students have misunderstanding (Pena, 2012).

Research indicates that students learn easier and quicker when the contents are linked to what they already know. It is a challenge of lecturers to bridge a gap between students’ present knowledge and the new content of the lecture (McKeachie & Syinicki, 2014). To enhance students’ understanding, a view of students as empty book or passive learners should be paused. The aim to develop students’ learning and cognitive skills is fulfilled by providing real world professional environments through the classroom. Outside the walls of university, millions of people ask and answer questions every day. Inside the walls, there are a number of lecturers explaining new concepts, clarifying confusion, and asking questions to improve the students’ learning on the teaching content with the hope that the knowledge will be applied in a professional world someday. To motivate students to learn new things, encourage them to become actively involved and increase engagement, questioning comes to play effectively

(Adedoyin, 2010; Qatipi, 2011). Through the use of classroom questioning, it allows lecturer to check students' progress, to review each concept, and to summary previous lessons. The learning of course content is enriched while the information learned is reviewed (Pena, 2012).

Therefore, questioning is considered as a powerful tool to influence students' learning outcome.

### 3. The purpose of classroom questioning

The purposes of questioning can be classified broadly and specifically. For the broad purposes, it is to encourage students to talk. It benefits students to realize what they already know and what they do not know. To answer the questions, students have chance to use their summarizing, analysing and critical thinking skills to ensure they have captured the key points and describe it in their own words. For the specific purpose of questioning, it can be grouped by the introduction, presentation, application, and conclusion stages of a lesson. The most important at every stage is the discussions; lecturers should keep in mind that the linkages of their questions to the aims are a core activity. Questions can be asked at all stages of teaching such as when preparing the lesson, during the lesson, and when assessing and evaluating (Qatipi, 2011). In summary, the purpose of classroom questions is to inspire students to get actively involved in the class, to advance cognitive thinking skills, to encourage students to pursue knowledge on their own (Cotton, 2001), to show interest in hearing what students feel and think, and to deepen students' thinking level (Narseen, 2013).

### 4. Functions of questioning

The function of questioning is not merely for getting an answer. The function of questioning goes beyond simply getting facts. In the classroom, questioning performs as a tool to serve several functions (Qatipi, 2011). First is a social function. No matter how friendly the lecturer is, he or she is a representative of the institutional authority. A social distance between the lecturer and students is unavoidable (Fu,

2008). Questioning is a face-to-face interaction between lecturer and students. Lecturer establishes relationships with students through a series of questions either content oriented or friendship oriented while they are trying to reduce the social gap. A friendly tone of questioning creates friendly relationships, encourages students to speak up and removes their apathy. By a friendly tone of questioning, it promotes the collectivist spirit. For instant, while students listen to other friends sharing ideas or answers, they like to help friends extending it if they know or they like to ask friends or lecturer to clarify if they don't know. To reduce the embarrassment of both lecturer and students when either party does not know the answers to a question, the situation can be handled. For the lecturer, it is nothing wrong to say 'Thanks for a very good question. I don't know the answer. I will find it and get back to you as soon as I can'. For the students, the lecturer can give some hints and wait time to help them answer the question. Social gaps will be lessened when the lecturer is perceived by students as 'she/he doesn't know either' rather than as 'she/he is a know-it-all'.

Second is a psychological function. Every environment in the classroom consists of cognitive and affective elements, questioning plays the role of fulfilling these elements in particular. Besides cognitive element, affective one is heightened by the interaction during question-answer activities. Lecturer develops a welcome climate and invites students to share opinions regardless they be right or wrong of the answers. It is a psychological incentive and stimulates their cooperation. Last is an educational function. Questioning is used to check the level of students' understanding, revise previous learning, integrate learning process, draw conclusions, evaluate lessons, and access students' knowledge. In conclusion, questioning draws students' engagement that invites active and positive learning climate which is a key of effective learning.

## 5. Questioning technique

Questioning technique is one of the pedagogical tools that not merely elicit students' understanding but also a means to promote their understanding (Sardareh,

Saad, Othman & Che Me, 2014). Questioning technique is a key strategy to promote critical thinking that is a fundamental competency expected from students. In the classroom, questioning technique helps students to think, learn, participate and engage (Etemadzadeh et al., 2013). However, the level of engagement depends on how the lecturer formulated the questions. To understand the roles of questions, it is essential to clarify its meaning. Cotton (2001) defines question in general as a sentence in an interrogative form whereas in a classroom setting it performs as instructional cues or stimuli that convey to students the content elements to be learned. Etemadzadeh et al. (2013) advocate that the learning outcomes (e.g. achievement, retention, thinking skill, participation and the level of engagement) have a significant relationship with lecturers' classroom questioning. The research findings by Pena (2012) show that there are significant differences existed in levels of involvement and attitudinal responses of the students grouped by the low and high levels questions. Students grouped by low-level teacher's questions exhibit a higher level of involvement and a greater attitude, providing that higher-level teacher's questions lead to the development of critical skills.

## 6. Guideline for questioning technique

Good questioning requires both methodology and art. The effectiveness of questioning technique of finding out what students have learnt and improving cognitive domain needs a well formed plan and preparation. Callahan, Clark and Kellough (2005) provide the basic guidelines for questioning technique to implement in the classroom:

1. Ask clear questions before calling on a student for response and avoid bombarding students with too much teacher talking.
2. After asking question, provide students with adequate time to think and make sure the time given is the same minimum amount.
3. Practice equality by calling on all students.

4. Actively involve as many students as possible in the questioning-answering discussion session.
5. Carefully gauge the responses to students' responses to teacher's questions.
6. Use strong praise sparingly.

## 7. Socratic questioning

In the past two decades, socratic questioning has gain attention by teachers and lecturers as one of the most popular and powerful teaching approaches.

Socratic questioning is used to guide and generate thoughtful questions, pursue thoughts in many directions and for various purposes such as to challenge the learner's assumptions where contradictions lead to new knowledge and intellect (Etemadzadeh et al., 2012). Socratic questioning helps to explore complex ideas and analyse concepts or line of reasoning, to get the truth of things, and to distinguish what we know from what we don't know (Jacques & Geoffrey 2013). The difference between socratic question and questioning per se is that the socratic questioning emphasises on systematic, discipline, and usually focuses on fundamental concepts, principles, theories, issues and problems. It draws students engaging in dialogue that entails deep thought (Jacques & Geoffrey, 2013).

Paul and Elder (2006) suggest that the use of socratic questioning can serve at least two purposes; 1) to probe student thinking and determine the extent of student knowledge on a given subject, topic or issue, and 2) to raise students' ability to construct socratic questions in order to produce ideas logically. Socratic questions can be formulated in three generally ways. First is to explore a general aspect of course material, the phrase such as 'Describe different types of .....

Second is to encourage creativity and brainstorming, the phrase such as 'Think of as many causes as possible for the .....

Last is to focus attention on specific problem, the phrase such as 'Compare the.....with.....' is recommended.



Socratic questioning lights up the difference between systematic and fragmented thinking that considered as the importance aspect of learning. Socratic questioning helps to dig beneath the surface of ideas and cultivate deep learning. Claxton (2010) advocate that integrating socratic questioning in the classroom is pivotal to promote active and independent learners. He pinpoints six categories of questions with examples along with the aims of each category as shown in Table 1.

Table 1: The six categories of socratic questions with examples

| Aims  | Example of questions  |
|---|---|
| 1. Getting students to clarify their thinking   | <ul style="list-style-type: none"> <li>• Why do you say that?</li> <li>• Could you explain further?</li> </ul>  |
| 2. Challenging students about assumptions   | <ul style="list-style-type: none"> <li>• Is this always the case?</li> <li>• Why do you think that this assumption holds here?</li> </ul>   |
| 3. Evidence as basic argument   | <ul style="list-style-type: none"> <li>• Why do you say that?</li> <li>• Is there reason to doubt this evidence?</li> </ul>   |
| 4. Alternative viewpoints and perspectives ( this challenges the students to investigate other ways of looking at the same issue) | <ul style="list-style-type: none"> <li>• What is the counter argument for?</li> <li>• Can/Did anyone see this in another way?</li> </ul>  |
| Aim   | Example of questions  |
| 5. Implications and consequences (given that actions have consequences, this is an area ripe for questioning)                     | <ul style="list-style-type: none"> <li>• But if what happened, what else would result?</li> <li>• How does.....affect.....?</li> </ul> <p>By investigating this, students may analyse more carefully before jumping to an opinion</p> |
| 6. Question the question  | <ul style="list-style-type: none"> <li>• Why do you think that I asked that question?</li> </ul>  |

|  |   |
|--|---|
| (just when students think they have a valid answer this is where you can tip them back into the pit) | <ul style="list-style-type: none"> <li>• Why was that question important?</li> <li>• Which of your questions turned out to be the most useful?</li> </ul> |
|--|---|

Socratic questioning helps to improve interactions between lecturer and students, and among students. The exchange of ideas, thoughts, and perspectives promote the students' critical skills where students are trying to give new meaning to content and exploring applications to problem (Paul & Binker, 1990).

## 8. Bloom's and the revised Bloom's Taxonomy

Instructional activities are directly related to cognitive domain. Benjamin Bloom, an Associate Director of the Board of Examinations of the University of Chicago, proposes a straightforward way to classify instructional activities as a measurement tool to assess comprehensive ranges of critical skills; so called Bloom's Taxonomy Theory (Bloom, 1956). The taxonomy categorizes critical thinking levels into six processes of cognitive domain as they advance in difficulty whereas the low levels require less thinking skills and the higher levels require more. In other words, the categories are ordered from simple to complex which becomes more abstract in nature given that each simpler category is prerequisite to mastery of the next more complex one (Duron, Limbach & Waugh, 2006). The first three levels of the Bloom's cognitive domain consisting of knowledge, comprehension and application are grouped as generating low-level cognitive ability. The later three levels including analysis, synthesis and evaluation are categorised as high level one. However, the taxonomy has been criticized about the fundamental assumption that higher cognitive processes can be achieved without mastery of subordinate processes (Phillips, Smith & Straus, 2013).

Anderson and colleagues offer a major revision of Bloom's seminal Taxonomy of Educational Objectives (Anderson, Krathwohl & Bloom, 2001). The revised taxonomy incorporates both contemporary learning theories and refined cognitive

process descriptions. Table 2 shows the differences in the hierarchical levels of cognitive ability between the original and revised taxonomy. The descriptions and sample keywords (verbs for objective) of each level are illustrated.

Table 2: Bloom's and the revised Bloom's taxonomy hierarchical levels

| Bloom's taxonomy   | Revised Bloom's taxonomy  |
|--|---|
| Level 6: Evaluation<br>It is defined as critical thinking, focuses upon valuing and making judgments based upon information  | Level 6: Creating<br>Focusing on putting elements together to form a novel coherent whole or make an original product   |
| Level 5: Synthesis<br>It is defined as critical thinking, focuses on putting parts together to form a new and original whole | Level 5: Evaluating<br>Focusing on making judgments based on criteria and standards   |
| Level 4: Analysis<br>It is defined as critical thinking, focuses on parts and their functionality in the whole               | Level 4: Analyzing<br>Focusing on breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose |
| Level 3: Application<br>Focusing on applying information according to a rule or principle in specific situation              | Level 3: Applying<br>Focusing on carrying out or using a procedure in a given situation   |
| Level 2: Comprehensive<br>Focusing on relating and organizing previously learned information                                 | Level 2: Understanding<br>Focusing on determining the meaning of instructional messages, including oral, written, and graphic communication                             |
| Level 1: Knowledge<br>Requiring an answer that demonstrates simple recall of facts   | Level 1: Remembering<br>Focusing on retrieving relevant knowledge from long-term memory   |

The hierarchy provides guidelines to lecturers in designing classroom activities, framing questions, and promoting higher level learning outcomes. Type of questions reflects the thinking process needed in order to response to the question (Arends, 2014). The questions asked to find and recall facts, definition, identification, and knowledge are considered low-level questions which require little reflection and used in basic skills instruction. The questions asked to manipulate information previously learned and to answer with logically reasoned support are classified as high-level

questions which require more in-depth thinking to respond to the questions than do low-level questions (Arends, 2014).

Office for Professional Development, Indiana University-Purdue University Indianapolis (2005) proposes keywords (verbs for objectives) and framing questions for each level of the revised Bloom's Taxonomy to support the development of teaching activities in classroom as shown in Table 3.

Table 3: The revised Bloom's taxonomy – Descriptions, key words, and model questions

|  |  |
|--|--|
| Level 6: Create – combining elements into a pattern not clearly there before |  |
| Verbs for objective (VFO)  | Choose, combine, compose, construct, create, design, develop, do, formulate, hypothesize, invent, make, make up, originate, organize, plan, produce, role play, tell |
| Model question (MQ)  | How would you test...?, Propose an alternative., Solve the following., How else would you...?, State a rule.   |
| Level 5: Evaluate – according to some set of criteria, and state why         |  |
| VFO  | Appraise, judge, criticize, defend, compare  |
| MQ   | What fallacies, consistencies, inconsistencies appear?, Which is more important, moral, better, logical, valid, appropriate?, Find the errors                        |
| Level 4: Analyzing – breaking down into parts, forms                         |  |
| VFO  | Analyze, categorize, classify, compare, differentiate, distinguish, identify, infer, point out, select, subdivide, survey  |
| MQ   | What is the function of...?, What's fact?, Opinion?, What  |

|  |   |
|--|---|
|  | <p>assumptions...?, What statement is relevant?, What motive is there?, Related to, extraneous to, not applicable., What conclusions?, What does the author believe?, What does the author assume?, Make a distinction., State the point of view of...?, What is the premise?, What ideas apply?, Justify the conclusion., What's the relationship between?, The least essential statements are?, What's the main idea? Theme?, What inconsistencies, fallacies?, What literary form is used?, What persuasive technique?, Implicit the statement is...</p> |
| <p>Level 3: Apply – knowing when/why to apply and recognizing patterns of transfer to situations that are new, unfamiliar or have a new slant for students</p> |   |
| VFO  | <p>Apply, choose, dramatize, explain, generalize, judge, organize, paint, prepare, produce, select, show, sketch, solve, use</p>  |
| MQ   | <p>Predict what would happen if, Choose the best statement that apply, Judge the effects, What would result, Tell what would happen, Tell how, when, where, why, Tell how much change there would be, Identify the results of</p>   |
| <p>Level 2: Understand – translating, interpreting and extrapolating</p>   |   |
| VFO  | <p>Classify, defend, demonstrate, distinguish, explain, extend, give example, illustrate, indicate, interpret, infer, judge, match, paraphrase, represent, restate, rewrite, select, show, summarize, tell, translate</p>   |
| MQ   | <p>State in your own words, which are facts?, What does this mean?, Is this the same as...?, Give an example., Select the best definition, Condense this paragraph, What would happen if...?, State in one word..., Explain what is happening., What expectations are there?, Read the graph (table), What are they saying?, This represents..., What seems to be...?, Is it valid that...?, Show in graph, table., Which statement support...?, What restrictions would you add?</p>   |
| <p>Level 1: Remember – shallow processing: drawing out factual answers, testing recall and recognition</p>   |   |

|     |  |
|-----|--|
| VFO | Choose, describe, define, identify, label, list, locate, match, memorize, name, omit, recite, recognize, select, state |
| MQ  | Who?, Where?, Which one?, What?, How?, What is the best one?, Why?, How much?, When?, What does it mean?               |

Studies examining the effects of low- and high-levels questions corresponding to cognitive domain of Bloom's Taxonomy on learning outcomes are extensive. Research shows that the high-level questions do not always promote learning gains more than low-level ones. This is because the use of low- and high-level questions mainly depends on the course objective and the content of the subject taught in particular. The function of low-level questions is to prepare students for a higher-level of thinking process. To answer high-level questions, it is a must that students have enough of ground and essential knowledge to support their answer in a meaningful and critical manner (Price & Nelson, 2013). Morrison, Ross, Kemp and Kalman (2010) recommend that utilizing both low- and high-level questions provide a greater achievement in promoting effective learning than the exclusive use of one or the other.

## 9. Teaching Tips and Strategies

Mckeachie and Syinicki (2014) suggest teaching strategies to improve the effectiveness of teaching and learning. Some of these include: 1) find what students already know by asking questions, 2) to introduce new topics, start with a review of the material that came before and show how the new content is connected by using a series of leading questions to stimulate the awareness of its connection, 3) give examples that are relevant to students' experience so they are able to imagine the cause and effect or the relationship of the related topics, 4) order the topics and its subtopics in a meaningful sequence, 5) start with a well planned introduction by making the lecture structure transparent, and 6) use overheads or whiteboard for key points.

The authors also recommend that one of the biggest mistakes is presenting too much material for a given class; excessive information and overloading contents. This leads to students' frustration, losing attention and finally giving up. Therefore, lecturers are urged to plan the lessons carefully for the time allotted







## Chapter 3: Methodology

The previous two chapters presented the introduction of the study and literature review. This chapter offers the methodology consisting of research paradigm in section 1, research design in section 2, research population in section 3, research instrument in section 4, procedure of the study and teaching process in section 5 and data analysis strategy in the last section; section 6.

### 1. Research paradigm

A paradigm is the underlying assumptions of research that suggests procedures, processes and theoretical points by which researchers can develop a greater understanding of the topic and gather data. The two main research paradigms that are applied widely are the positivist and interpretive. Whereas the former is commonly understood as quantitative, the latter is qualitative in nature (Collis & Hussey, 2013). This present study aims to understand the phenomenon of interest; the effectiveness of questioning technique on students in the subject of BSC 364 International Marketing. The positivist paradigm is adopted and the deduction approach is applied to gathering data, measuring, and testing hypothesis.

### 2. Research design

This study is an experimental research. To be exact, it is a pretest-posttest design where participants are studied before and after the experimental manipulation and it has a quasi-experimental nature which means participants are not randomly assigned. There is only one group of students taking this subject for this semester and all of them are in the experimental condition. The pre- and post-tests are run to see if the questioning technique as a manipulation, has caused a change in the study outcome of the participants.

### 3. Research population

The population of this research was the students who took BSC 364 International Marketing in Semester 2 Year 2015, Sripatum International College. There were 7 students enrolled for this subject. Therefore, the technique used was purposive sampling technique.

### 4. Research instruments

A pre-test was used as the first instrument of this study. The aim of the pre-test was to determine students' background knowledge or existing knowledge on the course topic prior to the teaching. In the pre-test, the students were given a test consisting of 10 True/Fault questions and 20 multiple-choice questions with 5 options; A, B, C, D and E. Students were expected to complete the test within 30 minutes. The set of questions were selected from the test bank of Global Marketing, 8<sup>th</sup> Edition, Chapter 11 Pricing decisions provided by Pearson Education Limited 2015 ensuring the validity and reliability. Furthermore, the content of instrument was also validated by Dr. Yuanfeng Cai, a full-time lecturer who has expertise in marketing field. The selected questions reflect mainly the low-level cognitive process based on the revised Bloom's taxonomy including remember, understand, and apply to serve the aim.

A post-test was used as the second instrument. In fact, the post-test was the same set as the pre-test one. This was because the aim of this study is to investigate the effectiveness of questioning techniques used in the classroom. The post-test was administered directly after the lecture was done in order to check the impact of teaching techniques. The purpose of post-test is to measure the learning outcome as a result of the course experience with questioning techniques. By benefits, the post-test result is used to indicate students who need additional help.

## 5. Procedure of the study and teaching process

As the literature suggests that lecture-based learning has some drawbacks in terms of its passive in nature, questioning technique with a combination of Socratic questioning and Bloom's Taxonomy Theory was used to turn the passive into active ones. The level of questions asked influences the level of thinking skill. The high-level questions were designed to promote critical thinking skill and the low-level questions were asked to promote ground knowledge of the concepts and principles. More specifically, the low-level questions were asked at the end of every sub-topic. Later at the end of the lecture, high-level questions were asked to enhance cognitive process such as self-reflection and revision.

Chapter 10 Price Decisions in Global Marketing was chosen not only because it is one of the important topics in the International Marketing, but also pricing is one of the four marketing mix which is a core concept of marketing principle. Furthermore, once the students understand the concepts and strategies inherited in this topic, the relevance of international environments can be applied and evaluated.

To investigate the effectiveness of questioning technique, the teaching strategy needed to be well-planned. The researcher, who is the lecturer of this subject, made altogether 57 power-point presentation slides that broke into 7 topics, teaching on the 22nd March 2016 for week 10. Most of the main topics have sub-topics depending on the content. The first slide was the learning objectives, followed by the second slide showed topics going to be lectured; this will be called 'main topic page' onwards. To introduce each topic, the main topic page will be presented with bold and the highlight in red for the topic going to pursue as shown for an example in Figure 1.

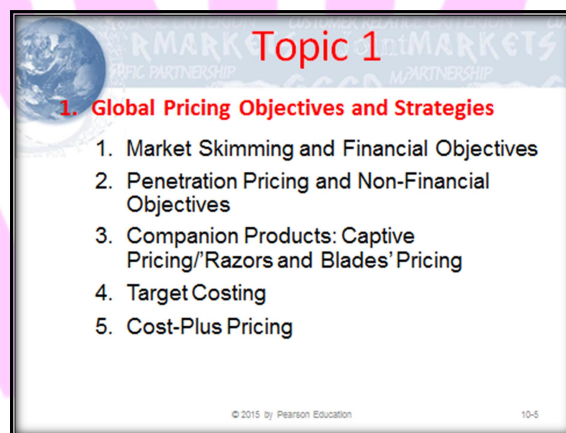
Figure 1: Main topic page with bold and highlighting in red for introducing each topic.



The purpose of the slide shown in Figure 1 was to prepare students of the topic of the lecture, turn their mode of thinking process and focus on the topic relevant, and present the path of where we were at the whole lecture. Briefly, this page says here there are seven topics and now we are going to topic 1.

After the main topic page with bold and highlighting in red for introducing each topic was presented, the next was the sub-topics page as shown for example in Figure 2. This page tells students that there were 5 sub-topics to go on under topic 1.

Figure 2: Sub-topics page



The purpose of sub-topics page was to inform students of the scope of the topic before the lecture was carried on. Generally, the classroom questions were commenced after each topic was lectured. However, it was an intended strategy for making the

questions session flexible upon the content. Some sub-topic should be supplied with questions for a better understanding and review as shown in Figure 3.

Figure 3: Example for classroom questions at the end of either sub-topic or topic.

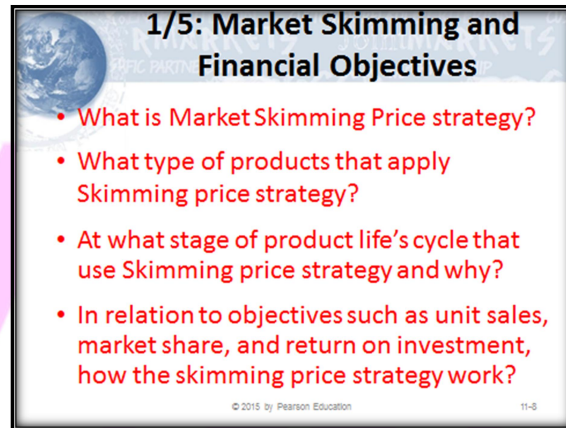
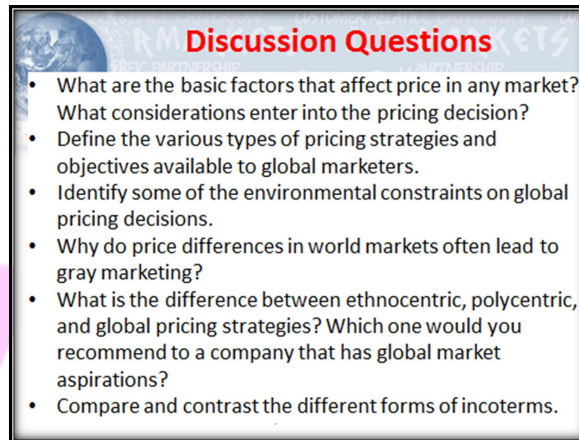


Figure 3 shows the combination of the low- and high-level of questions asked. During the questioning session, the same question was distributed to every student. The Socratic questions were applied to promote a deeper thought and used as a throwing ball from one student to another. Examples of questions were: ‘Why do you say that?, Can/Did anyone see this in another way?, Why was that question important?, Can you elaborate your reasons?, Would you extend the answer from what ‘A’ had said? and Does anyone want to add up what ‘B’ has said? Note that students were names A, B, C, D, E, F, and G for anonymity. The teaching was run in till the end. Then the high-level questions were presented and discussed at the end of the chapter as shown for example in Figure 4.

Figure 4: Discussion questions at the end of chapter



With the use of four teaching strategies; 1) questioning techniques responding to the desire purpose (low- and high levels) based on the revised Bloom's taxonomy, 2) the use of Socratic questions, 3) the use of the teaching technique as presented in Figures 1, 2, 3 and 4, and 4) the use of teaching tips as suggested by Mckeachie and Syinicki (2014) mentioned in Chapter 2, the effectiveness of learning was expected.

## 6. Data analysis strategy

To analyse data, it was designed into 2 steps. Firstly, the descriptive analysis was used to show the basic characteristics of the data in the study. As its name 'descriptive', it does not allow us to make conclusion on the parameters beyond the data regarding any hypotheses. As the observed data do not come from a random sample but instead represent a complete set of population, there is no sampling error. Likewise, inferential statistic is not applicable. All of the frequencies are fixed since the entire population is observed.

The second step was to measure the growth score. The growth score is defined as the score resulting from the post-test minuses the pre-test scores. The primary purpose of the pre- and post-tests is to evaluate the amount of growth score that students demonstrate between the pre- and post- tests. However, the growth score does

not reflect the real growth as it does not take magnitude of pre- and post-test into account. In other words, how to interpret when two students had the same growth scores whereas one got low score and another got high score from the pre-tests. Do they have the same development of performance?

To achieve the objective, the relative gain score is used instead of the growth score. The relative gain score is measured by the following equation adapted from Archwamety and Tangdhanakanond (2015):

$$\text{RGS} = ((Y-X) / (F - X)) \times 100$$

When RGS is the relative gain score

Y is the post-test score

X is the pre-test score

F is the total score

There are several benefits of the relative gain score over the growth score. First is the effect of 'hit-ceiling score' where the score of the pre-test was very high and then growth score was less than those who received low score from the pre-test. Second is when students had the same growth score whereas one had high and the other had low score from the pre-test. In both cases, the relative gain score helps to identify the development level in terms of percentage and this help to clarify the real growth of the development.





## Chapter 4: Result of analysis

The result of the analysis is categorized into 2 parts; one is the descriptive analysis and the other is growth scores and relative gain scores.

### 1. Descriptive analysis

The descriptive analyses are divided into 2 groups. One is the demographic of the population based on gender; 42.8% of male and 57.2% of female as shown in Table 4.

Table 4: Gender of population

| Description | No. of people | Percentage |
|-------------|---------------|------------|
| Male        | 3             | 42.8%      |
| Female      | 4             | 57.2%      |
| Total       | 7             | 100%       |

The other is the GPA of population which was collected from student profile as shown in Table 5.

Table 5: GPA and brief background of population

| Student (name is created for anonymous)                                | GPA  | Perceived English competency |
|--|------|------------------------------|
| A – is an overseas student who lived in the United States for 18 years | 3.55 | Excellent                    |
| B – is an overseas student that uses English as an official language   | 3.53 | Excellent                    |
| C – is an overseas student that English is not an official language    | 3.1  | Good                         |

| Student (name is created for anonymous)  | GPA  | Perceived English competency |
|--|------|------------------------------|
| D - is an overseas student that English is second language and also an official language | 3    | Good                         |
| E – is a local student   | 2.92 | Fair                         |
| F – is a local student   | 2.62 | Poor                         |
| G – is a local student   | 2.6  | Poor                         |

Note: The perceived English competency is based on the researcher's judgement only.

## 2. Growth scores and relative gain scores

The pre-test was administered before commencing the lecture. The scores were calculated during the break and not informed to students. The post-test was administered after finishing the lecture without prior notice to the students that there would be a post-test. The post-test scores were calculated after the test to assess the students' performance. The scores of both pre- and post-test were informed to the students. The results of scores are shown in Table 6.

Table 6: The pre-test, post-test, growth and relative gain scores

| Student | Pre-test score | Post-test score | Growth score | Relative gain score | Perceived English competency |
|---------|----------------|-----------------|--------------|---------------------|------------------------------|
| A       | 6              | 14              | 8            | 57%                 | Excellent                    |
| B       | 5              | 16              | 11           | 73%                 | Excellent                    |
| C       | 9              | 15              | 6            | 55%                 | Good                         |
| D       | 6              | 9               | 3            | 21%                 | Good                         |
| E       | 8              | 13              | 5            | 42%                 | Fair                         |
| F       | 7              | 10              | 3            | 23%                 | Poor                         |

| Student | Pre-test score | Post-test score | Growth score | Relative gain score | Perceived English competency |
|---------|----------------|-----------------|--------------|---------------------|------------------------------|
| G       | 7              | 11              | 4            | 31%                 | Poor                         |
| Average | 6.86           | 12.57           | 5.71         | 43.48%              |                              |

Note: Growth score is calculated by the post-test minuses pre-test scores. Relative gain score is calculated by the growth score divided by the result of total score minuses pre-test score. The total score is 20.

As shown in Table 6, the relative gain scores demonstrate the improvement level of the students. Three of seven students' scores were excellent with the scores above 55%. Two of seven students' scores were good with the scores of 31% and 42%. The last two students' scores were fair with the scores of 21% and 23%.

The average relative gain score was 43.48%. Even though the relative gain scores demonstrate the effectiveness of questioning technique, the post-test scores of all students were less than researcher's expectation. Therefore, corrective action was made straightaway aiming to improve the students' performance. Despite the fact that the aim of this research is to investigate 'the effectiveness of questioning technique on improving students' learning outcome', to find a greater solution for students' improvement on learning outcome cannot be ignored. The corrective action will be discussed in the next chapter.



## Chapter 5: Discussion, limitation and recommendation for future research

The major question addressed in this study was whether the use of questioning technique would improve the learning outcome of students in the subject of BSC 364 International marketing, International program, semester 2 year 2015. The result of the relative gain scores indicated clearly that the population of the study showed a remarkable improvement in post-test compared to pre-test. Therefore, the result of analysis has answered the research question and hypothesis has confirmed that questioning technique is an effective teaching method to improve students' learning outcome as shown in Table 6.

In terms of technique applications including classroom questions and Socratic questions, students showed considerably and positively unexpected response. That was, the questioning techniques obviously drew the attention and focuses of the students in the lecture. Students enjoyed the engagement of class discussions and questioning sessions. The enjoyment was expressed by their actions such as they liked to raise hands to answer the questions. They liked when the lecturer asked their classmates to show opinion regarding the reasons of why they did or did not agreed with their friends' answer. During the time when their friends tried to show opinion, they would tease each other and laugh. They even filmed, for example, when D was trying to express opinion and later they sent the film clip to BSC364 Line group for teasing D. The whole class turned from passive into lively and vividly active climate with the use of questioning technique.

One of the other impressive responds was that when one misunderstood the concept and offered incorrect answer, the other would try to explain the concepts related to the question to that person. They tried to help each other and had fun on their support. The interactions between students and lecturer and among students were extraordinary amplified. While the relative gain scores were tangible evidence of the

effectiveness of questioning technique on student's learning outcome, students' engagement and lively classroom climate were intangible evidence of successful teaching method. This is in line with Duron et al. (2006) who state that the more importantly of enjoyable class is that it causes students to think critically.

Although the relative gain scores and lively classroom climate were deemed satisfactory, the lecturer's expectation was higher. Lecturer expected that the post-score should have been at least 15 of 20 whereas the highest score was 16 and the lowest was 9. Besides the loads, difficulty and complexity of the content, the researcher doubted that the English proficiency was another cause that made the post-test scores not high enough. As shown in Table 6, all students who were perceived as having excellent, good and fair English competency (except D) had high relative gain scores. Even though D liked to participate in class discussion, D paid less attention during the class compared to others. To serve the curiosity of researcher, D was asked with care after class why D paid less attention. D said sorry and gave explanation that there was an assignment due to submit in the next class that had not yet finished. Therefore, this might be the reason why D did not have high post-test score as D should have had. For students F and G, they both have relatively poor English competency. They had the similar relative gain scores of 23% and 31% which were considered an accepted level.

Even though students had greater development and appropriate relative gain scores when took their English proficiency into account, the average post-test scores of 12.57 indicated that there still had room for improvement. Regardless the causes of why the post-test scores were not as high as expected, the corrective action was made to fill the rooms. It started with the lecturer giving students their pre- and post-scores and asked if students had the will to stay in class for lecturer to explain each question in the test. Because students perceived the usefulness of explanation and had doubt on their scores, they were all willing to stay longer regardless the time slot had ended. Then, the questions were asked beginning from the first question of True/Fault part to

the last question of multiply-choice part. During the session, the same questioning technique was applied, Socratic questioning in particular. At this time, more constructive argument occurred. Students shared their points of view on each answer whether they were right or wrong. The great benefit here was that the lecturer had a better understanding at what point students got stuck, misunderstood, and misinterpreted the concepts and applications. This was a golden time for lecturer to diagnose, fix, and make the right from wrong. Also, this was a golden time for students to clarify their understanding, which in turn, improved the effectiveness of learning outcome.

None of the research is perfect. There will be limitations more or less. It is undeniable for this study as well. The limitation of this study is the size of population which might lead to the generalizability of the research. It has been said that all coins have two sides. One side of this coin is the size of population; another is the benefits of its size that offsets the limitation significantly. Firstly, with the benefits of small number of students, it allows the use of questioning technique exceptionally. What cannot do in the big class is to distribute questions through out every single student, but it does in a small group. Secondly, each question needs to allow waiting time for students to answer. When the initial responses are unsatisfactory or incomplete, redirecting questions and probing for more complete responses are needed to increase the quality of responses.

These activities take time and it does not have enough time for big class to practice in the same manner. Next, within the small class, the true lively classroom climate enhances students' engagement obviously. In additional, the close attention that lecturer provides to each student cannot happen in a big class. Last, the corrective action for a certain circumstance is hard to achieve if the class is too big. More importantly, it turns out that the corrective action aiming to improve students' learning outcome was the highlight of successful questioning technique used in this current study.

The conclusion of this study for practitioners, teachers and lecturers are made. First is the use of questioning technique. The use of questioning technique is not only limit to be applying during the lecture, but also it yields greatly feedback even after the lecture such as during reviewing the test. Second is the usefulness of pre- and post-tests. The usefulness of pre-and post-test is not only to assess the improvement of learning outcome, it is also extremely useful when the test was reviewed. At this point, lecturer has chance to diagnose the problems that block students' understanding and then correct it. Likewise, students are allowed to use more critical thinking process to analyze, evaluate and create new chapter of knowledge embanked in the study's context.

Recommendations for future research are the following:

1. Where the number of students are allowed, it is highly recommended for the researcher to test the effectiveness of questioning technique with at least 2 groups; one with a pure lecture-based teaching method and another with a combination of classroom and Socratic questioning techniques. Then the results can be compared.
2. The qualitative method should be integrated to the study. The satisfaction of students should be investigated. To interview students' perceived usefulness of questioning technique will provide a rich interpretation in a more holistic picture.



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## Appendices

### Appendix 1: Course outline

มคอ.3

#### รายละเอียดของรายวิชา

|                     |  |
|---------------------|--|
| ชื่อสถาบันอุดมศึกษา | มหาวิทยาลัยศรีปทุม   |
| วิทยาลัย/คณะ/สถาบัน | Sripatum International College/ International Business Communication |

#### หมวด 1 . ข้อมูลโดยทั่วไป

|  |
|--|
| 1. รหัสและชื่อรายวิชา<br>BSC364 International Marketing  |
| 2. จำนวนหน่วยกิต<br>3 หน่วยกิต (3-0-0)   |
| 3. หลักสูตรและประเภทของรายวิชา<br>Bachelor of Arts in International Business Communication.<br>Specific requirement course |
| 4. อาจารย์ผู้รับผิดชอบรายวิชาและอาจารย์ผู้สอน<br>ดร. มนัสนันท์ ประจิตต์มูทิตา (อาจารย์ผู้สอนหลัก)                          |
| 5. ภาคการศึกษา / ชั้นปีที่เรียน<br>Third year student  |
| 6. รายวิชาที่ต้องเรียนมาก่อน (Pre-requisite)(ถ้ามี)<br>-   |
| 7. รายวิชาที่ต้องเรียนพร้อมกัน (Co-requisites)(ถ้ามี)<br>-   |
| 8. สถานที่เรียน  |

Sripatum International College, Bangkean, Thailand

9. วันที่จัดทำหรือปรับปรุงรายละเอียดของรายวิชาครั้งล่าสุด

17/01/2557

## หมวด 2 . จุดมุ่งหมายและวัตถุประสงค์

### 1. จุดมุ่งหมายของรายวิชา

The students should be able to:

1. Discuss the differences and similarity between domestic and international marketing.
2. Identify the global marketing environment including; economic, trade frameworks and policy, social and culture, political and legal environments.
3. Point out the market expansion and market-entry strategies.
4. Explain the concepts of Product Pricing, Targeting, Positioning, and Promotion.
5. Identify the marketing mixed in international marketing
6. Pinpoint the digital revolution and its application in international marketing.
7. Plan the strategic elements of competitive advantage in the twenty-first century.

### 2. วัตถุประสงค์ในการพัฒนา/ปรับปรุงรายวิชา

This course will incorporate additional reference materials obtained from text book and internet sources.

## หมวด 3 . ลักษณะและการดำเนินการ

### 1. คำอธิบายรายวิชา

Marketing functions in the global market place; assessing international markets, marketing mixed, comparing marketing systems, management of international marketing operations, various environmental situations affecting the strategy of international marketing

|   |                                      |   |   |
|---|--------------------------------------|---|---|
| 2. จำนวนชั่วโมงที่ใช้ต่อภาคการศึกษา   |                                      |   |   |
| บรรยาย  | สอนเสริม                             | การฝึกปฏิบัติ/งานภาคสนาม/<br>การฝึกงาน                              | การศึกษาด้วยตนเอง                             |
| บรรยาย 3<br>ชั่วโมง ต่อ<br>สัปดาห์  | สอนเสริม 0 ชั่วโมง<br>ต่อภาคการศึกษา | การฝึกปฏิบัติ/งานภาคสนาม/การ<br>ฝึกงาน 0 ชั่วโมง ต่อภาค<br>การศึกษา | การศึกษาด้วยตนเอง 0<br>ชั่วโมง ต่อภาคการศึกษา |
| 3. จำนวนชั่วโมงต่อสัปดาห์ที่อาจารย์ให้คำปรึกษาและแนะนำทางวิชาการแก่นักศึกษา<br>เป็นรายบุคคล |                                      |   |   |

#### หมวด 4 . การพัฒนาการเรียนรู้ของนักศึกษา

|   |
|---|
| 1. คุณธรรม จริยธรรม   |
| 1.1 คุณธรรม จริยธรรมที่ต้องพัฒนา<br>Where appropriate and of relation to the topic, lectures may incorporate ethical examples and theories.   |
| 1.2 วิธีการสอน<br>Specific examples and/or readings will be provided to students.   |
| 1.3 วิธีการประเมินผล<br>Assessment of ethical knowledge will be done in concurrence with other key topics taught.   |
| 2. ความรู้  |
| 2.1 ความรู้ที่ต้องได้รับ<br>Students should be able to discuss international marketing concepts and process, and apply appropriate international marketing strategies to situation in the global environment and context. |
| 2.2 วิธีการสอน  |

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| <p>Lectures will cover international marketing knowledge and application in business including marketing tools, techniques, strategies and concepts. Students are encouraged to participate in class discussion regularly.</p>                           |
| <p>2.3 วิธีการประเมินผล</p> <ul style="list-style-type: none"> <li>- A midterm and final examination will be used to evaluate student's knowledge.</li> <li>- Individual/group assignment will also be graded to enhance students' knowledge.</li> </ul> |
| <p>3. ทักษะทางปัญญา</p>  |
| <p>3.1 ทักษะทางปัญญาที่ต้องพัฒนา</p> <p>Students should be able to demonstrate knowledge of international marketing and environments.</p>  |
| <p>3.2 วิธีการสอน</p> <p>Lectures, class discussion, assignments, and group project will all be used to develop the students understanding skills.</p>   |
| <p>3.3 วิธีการประเมินผล</p> <ul style="list-style-type: none"> <li>- A midterm and final examination will be used to evaluate student's knowledge.</li> <li>- Individual/group assignment will also be graded to enhance students' knowledge.</li> </ul> |
| <p>4. ทักษะความสัมพันธ์ระหว่างบุคคลและความรับผิดชอบ</p>  |
| <p>4.1 ทักษะความสัมพันธ์ระหว่างบุคคลและความรับผิดชอบที่ต้องพัฒนา</p> <p>Assertiveness skills will be enhanced as students get the opportunity to speak in class.</p>   |
| <p>4.2 วิธีการสอน</p> <p>Group work will be assigned to the students. Students will also have class presentations. Responsibility and timelines will be stressed when handing out assignments.</p>   |
| <p>4.3 วิธีการประเมินผล</p> <p>Class participation will be assessed and graded by instructor.</p>  |



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| 5. ทักษะการวิเคราะห์เชิงตัวเลข การสื่อสาร และการใช้เทคโนโลยีสารสนเทศ   |
| 5.1 ทักษะการวิเคราะห์เชิงตัวเลข การสื่อสาร และการใช้เทคโนโลยีสารสนเทศที่ต้องพัฒนา<br>Analytical skills will be applied in the case studies given in the class. Group working is a mean to encourage teamwork and skills. |
| 5.2 วิธีการสอน<br>Students are expected to participate in class discussion.  |
| 5.3 วิธีการประเมินผล<br>Individual/group assignment will also be graded to enhance students' knowledge.  |
| 6. ทักษะในการปฏิบัติทางวิชาชีพ   |
| 6.1 ทักษะในการปฏิบัติทางวิชาชีพที่ต้องพัฒนา<br>Students should be able to use the learnt knowledge in profession application.  |
| 6.2 วิธีการสอน<br>Lecture, case studies, group project and class discussions will be used.   |
| 6.3 วิธีการประเมินผล<br>Students will be assessed on their assignments and during the examination.   |

หมวด 5 . แผนการสอนและการประเมินผล

| 1. แผนการสอน         |                                  |                |                                      |                                |
|----------------------|----------------------------------|----------------|--------------------------------------|--------------------------------|
| ลำดับ<br>คาห์<br>ที่ | หัวข้อ/รายละเอียด                | จน.<br>ชั่วโมง | กิจกรรมการเรียน<br>การสอน/สื่อที่ใช้ | ผู้สอน                         |
| 1                    | Introduction to Global Marketing | 3              | Lecture, Discussion,                 | Dr. Manassanan<br>Prajitmutita |
| 2                    | Global Economic Environment      | 3              | Lecture, Case Study,<br>Discussion   | Dr. Manassanan<br>Prajitmutita |

|    |   |   |  |                                |
|----|---|---|--|--------------------------------|
| 3  | International Trade Framework and Policy                                    | 3 | Lecture, Case Study, Discussion          | Dr. Manassanan<br>Prajitmutita |
| 4  | Social and Culture Environments   | 3 | Lecture, Case Study, Discussion          | Dr. Manassanan<br>Prajitmutita |
| 5  | Political and Legal Environments  | 3 | Lecture, Case Study, Discussion          | Dr. Manassanan<br>Prajitmutita |
| 6  | Global Market Expansion and Market-Entry Strategies                         | 3 | Lecture, Case Study, Discussion          | Dr. Manassanan<br>Prajitmutita |
| 7  | Revision and Student Presentation   | 3 | Discussion and presentation              | Dr. Manassanan<br>Prajitmutita |
| 8  | - Midterm Examination -   |   |  |                                |
| 9  | Product and Brand Decisions in Global Marketing                             | 3 | Lecture, Discussion                      | Dr. Manassanan<br>Prajitmutita |
| 10 | Pricing Decisions in Global Marketing                                       | 3 | Pre-test, Lecture, Discussion, Post-test | Dr. Manassanan<br>Prajitmutita |
| 11 | Global Marketing Channels and Physical Distribution                         | 3 | Lecture, Case Study, Discussion          | Dr. Manassanan<br>Prajitmutita |
| 12 | Global Marketing Communications Decisions                                   | 3 | Lecture, Case Study, Discussion          | Dr. Manassanan<br>Prajitmutita |
| 13 | Strategic Elements of Competitive Advantage in the 21 <sup>st</sup> Century | 3 | Lecture, Case Study, Discussion          | Dr. Manassanan<br>Prajitmutita |
| 14 | Global Competition and National Competitive Advantage                       | 3 | Lecture, Case Study, Discussion          | Dr. Manassanan<br>Prajitmutita |
| 15 | Revision and Student presentation   | 3 | Discussion and presentation              | Dr. Manassanan<br>Prajitmutita |
| 16 | - Final Examination -   | 3 |  |                                |

## 2. แผนการประเมินผลการเรียนรู้

| กิจกรรม<br>ที่ | ผลการ<br>เรียนรู้* | กิจกรรมการประเมิน (เช่น<br>การเขียนรายงาน<br>โครงการ การสอบย่อย การ<br>สอบปลายภาค<br>การสอบปลายภาค) | กำหนดการ<br>ประเมิน<br>(สัปดาห์ที่) | สัดส่วนของ<br>การ<br>ประเมินผล |
|----------------|--------------------|---|-------------------------------------|--------------------------------|
| 1              |                    | Class attendance and participation  | Throughout the semester             | 10%                            |
| 2              |                    | Midterm examination   | Week 8th                            | 30%                            |
| 3              |                    | Assignment  | Week 15th                           | 20%                            |
| 4              |                    | Final Examination   | Week 16th                           | 40%                            |

\* ระบุผลการเรียนรู้หัวข้อย่อยตามแผนที่แสดงการกระจายความรับผิดชอบต่อผลการเรียนรู้ (อ้างอิงมาตรฐานผลการเรียนรู้ ของบัณฑิตมหาวิทยาลัยศรีปทุม ยกเว้นสาขาที่มีการประกาศใช้ให้นำมาจาก มคอ.1 หรือ มคอ.2)

## หมวด 6 . ทรัพยากรประกอบการเรียนการสอน

## 1. เอกสารและตำราหลัก

| ลำดับที่ | เอกสารและตำราหลัก  |
|----------|--|
| 1        | Warren J. Keegan & Mark C. Green (2015). <b>Global Marketing</b> . (8 <sup>th</sup> ed). Harlow, England. Pearson.             |
| 2        | Michael R. Czinkota & Iikka A. Ronkainen (2013). <b>International Marketing</b> . (10 <sup>th</sup> ed). USA, Cengage Learning |
| 3        | Philip Cateora (2013). <b>International Marketing</b> . (16th ed.) Singapore, McGraw Hill                                      |

## 2. เอกสารและข้อมูลสำคัญ

|                         |                      |
|-------------------------|----------------------|
| ลำดับ<br>ที่            | เอกสารและข้อมูลสำคัญ |
| 3. เอกสารและข้อมูลแนะนำ |                      |
| ลำดับ<br>ที่            | เอกสารและข้อมูลแนะนำ |

### หมวด 7 . การประเมินและปรับปรุงการดำเนินการของรายวิชา

|  |
|--|
| 1. กลยุทธ์การประเมินประสิทธิผลของรายวิชาโดยนักศึกษา<br>As part of completion processes, students are required to complete an instructor evaluation after the midterm and final examinations. |
| 2. กลยุทธ์การประเมินการสอน<br>Instructors will review the evaluations and discuss on how to improve the course and teaching methods.   |
| 3. การปรับปรุงการสอน<br>Peer discussions and feedback for teaching tips, workshops, other academic seminars.   |
| 4. การทวนสอบมาตรฐานผลสัมฤทธิ์ของนักศึกษาในรายวิชา<br>Peer discussions and feedback for teaching tips, workshops, other academic seminars.  |
| 5. การดำเนินการทบทวนและการวางแผนปรับปรุงประสิทธิผลของรายวิชา<br>Peer discussion, faculty evaluation for suggestions in improving course, textbook choice and other assessment materials.     |

## Appendix 2: Pre- and post-test instrument

### Part A: T/F Questions: Pricing Decisions in Global Marketing

\_\_\_\_ 1) "Market skimming" is a strategy that uses low prices as a competitive weapon to gain market position.

\_\_\_\_ 2) A market penetration pricing strategy calls for setting price levels that are high enough to quickly build market share.

\_\_\_\_ 3) Hewlett-Packard is the world's leading marketer of inkjet printers. H-P's printers are priced very low and margins are slim; by contrast, the company enjoys healthy margins on sales of replacement ink cartridges. This approach is sometimes known as "razors and blades" pricing.

\_\_\_\_ 4) Free alongside ship (FAS) named port is the Incoterm for a transaction in which the seller places the shipment alongside the vessel upon which the goods will be transported out of the country.

\_\_\_\_ 5) The ethnocentric pricing responds to the competitive and market conditions of national market.

\_\_\_\_ 6) Marketers of domestically manufactured finished products may be forced to switch to offshore sourcing of certain components to keep costs and prices competitive.

\_\_\_\_ 7) Gray market goods are trademarked products that are exported from one country to another and sold by authorized persons or organizations.

\_\_\_\_ 8) A global company that uses market skimming as a pricing strategy is likely to invite charges of "dumping" by competitors in host-country markets.

\_\_\_\_ 9) It is illegal for representatives of two or more companies to secretly set similar prices for their products. This practice is known as **transfer pricing**.

\_\_\_\_ 10) When a manufacturer conspires with wholesalers or retailers to ensure certain retail prices are maintained it is known as **horizontal price fixing**.

## Part B: Multiple Choices Question

11) If the manufacturer of a sophisticated new consumer electronics product determines that many target consumers qualify as "innovators" and "early adopters" with relatively inelastic demand curves, the company should use the \_\_\_\_\_ pricing strategy.

- A) gray market
- B) skimming
- C) penetration
- D) market holding
- E) cost-based

12) In India, consumers do not like to be locked in to long-term contracts, and Apple distributes its iPhone exclusively through stores operated by Airtel, an Indian carrier, and Vodaphone. This pricing is an example of:

- A) gray market.
- B) price bundling.
- C) market skimming.
- D) razors and blades.
- E) cost-based.

13) A firm without much export experience uses the rigid cost-based pricing method. Which of the following considerations is the exporter ignoring?

- A) Is the price competitive in view of local market conditions?
- B) Does the price reflect the product's quality?
- C) Will authorities in export markets view the price as reasonable or exploitative?
- D) Does the price take antidumping laws into consideration?
- E) all of the above

14) A manufacturer attempting to set prices for its products in export markets must realize that CIF, VAT, and distributor markup all lead to:

- A) currency devaluations.
- B) dumping charges.
- C) market skimming.
- D) price escalation.
- E) market penetration.

15) Which of the following does **not** contribute to price escalation in global marketing?

- A) shipping and insurance charges
- B) value added taxes (VAT)
- C) different Incoterms as incentives
- D) duties and tariffs
- E) fluctuating exchange rates

16) All of the listed advantages are for "Extension or Ethnocentric" pricing strategy **except**:

- A) it does not respond to the competitive and market conditions of each national market.
- B) it calls for the per-unit price of an item to be the same all over the world.
- C) it is extremely simple since it does not require information on market condition.
- D) it does not require competitive conditions for implementation.
- E) the importer must absorb freight and import duties.

17) According to a recent study of European industrial exporters, companies that utilized independent distributors would be most likely to utilize:

- A) ethnocentric pricing.
- B) polycentric pricing.
- C) regiocentric pricing.
- D) geocentric pricing.
- E) extension pricing.

18) When Tag Heuer, a marketer of luxury watches, takes out newspaper ads urging consumers to purchase Tag Heuer products from authorized dealers only, the company is most likely attempting to combat the \_\_\_\_\_ problem.

- A) countertrade
- B) market holding
- C) price escalation
- D) gray market
- E) market skimming

19) \_\_\_\_\_ occurs when a manufacturer conspires with wholesalers or retailers to ensure certain retail prices are maintained.

- A) Horizontal price fixing
- B) Dumping
- C) Vertical price fixing
- D) Gray marketing
- E) Black marketing

20) Germany's Bayer Group was fined millions of dollars to settle a lawsuit alleging it had conspired with Archer Daniels Midland and other global companies to set prices for an enzyme used in animal feeds. What was the issue in this lawsuit?

- A) price skimming
- B) market penetration
- C) price bundling
- D) price fixing
- E) dumping





### Appendix 3: Researcher's bibliography

|                        |   |
|------------------------|---|
| Name                   | Manassanan Lyn Prajitmutita, PhD.   |
| Place of Birth         | Bangkok, Thailand   |
| Current Postal Address | Sripatum International College<br>Sripatum University, Building 11, floor 8, 2410/2<br>Phaholyothin Road, Jatujak, Bangkok 10900, Thailand  |
| Current Position       | Full-Time Lecturer, International Business Management   |
| Recent Publication     | Quality, Value?—Insights into Medical Tourists' Attitudes and Behaviors. <i>Journal of Retailing and Consumer Services</i> 31 (2016): 207-216. (Impact Factor 0.657, an A-Ranked on ABDC journal ranking) |
| Current Employment     | Sripatum International College, Sripatum University   |
| Education              |   |
| 2010 – 2014            | PhD in Business and Enterprise, Swinburne University of Technology, Melbourne, VIC, Australia   |
| 2004 – 2006            | MBA in International Management and Marketing, University of Ballarat, Melbourne, VIC, Australia.   |
| 1991 – 1995            | BBA in General Management, Assumption University, Bangkok, Thailand   |
| Teaching Experience    |   |
| Jan 2015 – present     | Full-Time Lecturer, Sripatum International College  |
| Feb –Dec 2014          | Teaching Assistant, Swinburne University of Technology, Melbourne, VIC, Australia   |