

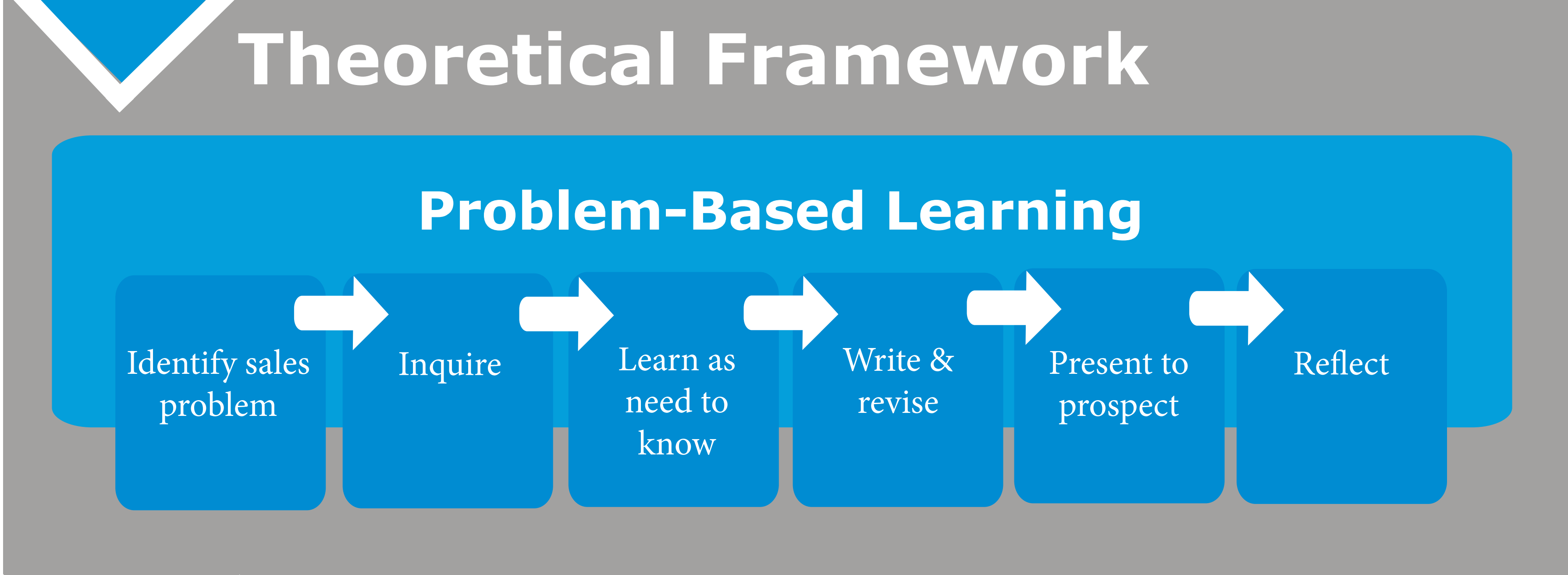
# Exploring the Outcomes of Using Problem-Based Learning

## in an Agribusiness Sales Course

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### Introduction & Need for Research

- 26,700 annual job openings between 2015 and 2020 in food and agriculture, including marketing specialists & sales representatives (Goecker, Smith, Fernandez, Ali, & Theller, 2015).
- Employers want knowledge & transferrable competencies: critical thinking, problem solving, & communication (National Research Council, 2012).
- **Purpose:** Explore outcomes of using problem-based learning in an agribusiness sales course.
- **Research Objective:** Identify students' perceptions of learning outcomes as a result of the Ready, Set, Sell (RSS) project.



### Methodology

- Surveyed 36 undergraduates enrolled agricultural sales during fall 2015 at Utah State University.
- Asked students' preferences for using PBL over other teaching methods in the course and learning outcomes from the RSS project.
- Reported post-hoc Cronbach's alpha of .93 for the learning outcomes construct.

### Conclusions & Recommendations

- Developed transferable competencies needed in agribusiness: critical thinking & solving sales problems.
- RSS Project relies on company's product and marketing information, making it more difficult to find numerous sources to write the sales call plan.
- Future research compares students' learning style as a factor for how well they learned from instructional techniques.

### References

Goecker, A. D., Smith, E., Fernandez, J. M., Ali, R., & Theller, R. G. (2015). *Employment opportunities for college graduates in food, agriculture, renewable natural resources, and the environment*. Retrieved from <https://www.purdue.edu/usda/employment/>

National Research Council. (2012). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. Washington, DC: The National Academy Press.

