

TECHNOLOGICAL AND PEDAGOGY IMPACTS ON THE FUTURE OF BASIC MARKETING COURSES AND TEXTBOOKS

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Certainly, the practice of marketing has changed dramatically over the last 20 years. Electronic commerce/online buying, the Internet, database marketing, experiential marketing, contact management software, home use of computers, sophisticated pricing models, the growth of interactive marketing, and the development of sophisticated marketing intelligence systems are just a few of the tools and terms that have evolved over the past two decades. With the increasing speed of change in the field of marketing, one can only assume that the need to change what is taught will change even more over the next twenty years.

Couple this with all the new publishing and communication technology available, such as custom publishing, Print on Demand, E-books, course management tools such as WEB CT, and other on line resources and it easy to see that the future of marketing education is poised for great change.

This special session was designed to review how far basic marketing education has advanced over the past twenty years, and to peek around the corner at the next decade or two. However, unlike most presentations on the subject, this session begins by comparing basic marketing textbooks and other course communication tools of the past three decades with those of today. This approach focuses the discussion on factual differences rather than anecdotal evidence and opinions.

The presentation is divided into two parts. First, Cross will present research findings pertaining to topic and pedagogy coverage of principle books published in over the past four decades. This data provides an important benchmark concerning what was taught twenty plus years ago as compared to what is considered as current pedagogy.

The second part of the presentation centers on a discussion concerning the impact of new technology on the future of basic marketing education. The discussion promises to be both insightful and entertaining.

The importance of the interaction of these topics cannot be overstated. A course, delivered via the Internet that covers out-of-date topics is still an out-of-date course regardless of the medium. Conversely, a course touting the importance of new technology taught via lecture notes and overheads sends mixed messages to the students.

As we approach the new millennium, it is time to reflect on the past four decades to determine if marketing education has lead marketing thought, simply kept up with marketing practice, or lagged behind the practice of marketing. Recently, ELMAR has been the site of an exchange of views pertaining to the future of marketing education. The discussion was entertaining and informative; however, in our opinion the discussion has been missing two essential ingredients, a factual benchmark of marketing thought and an understanding of the new technologies that will drive marketing course communications in the future. This special session is designed to fill this void.