Title: Teaching Data Visualization to Get Marketing Students Excited About Marketing Analytics

Author: Rex Moody*, Angelo State University (Email: rex.moody@angelo.edu)

In a 2017 MEA Conference paper, Moody, Pate and Veltri (2017) described a course that shifts the content of the marketing research class for undergraduate students from traditional marketing research topics to one that focuses on data analytics. This position paper will explain the evolution of that course over the past several years and how the focus of the course has shifted to covering data visualization techniques and the use of the Tableau software package.
References and further details please contact the author with "*."

Title: You Got Game: Utilizing Gamification Practices in Hybrid Course Design

Author: Kristen Schiele*, California State Polytechnic University (email: krschiele@cpp.edu)

Gamification is a growing phenomenon, described as one of today's top disruptive trends in technology. Utilizing traditional game design principles, gamification has also become a way to increase student engagement in higher education courses. In this paper, we explore the potential of utilizing game design to motivate students in a hybrid marketing course. Prior research has shown how gamification can provide a positive solution to implement behavior change, by making learning fun and rewarding. By providing a framework for the design and implementation of gamification, the objective of this paper is to communicate the beneficial outcomes of using gamified online activities, so that more faculty members are willing to utilize this approach in their online and hybrid curriculum.
References and further details please contact the author with "*."

Title: A Mindfulness and Reflection Retreat for Students Participating in a Global Service-Learning Program

Author: Kim Daniloski*, Virginia Tech (Email: kdanilos@vt.edu)

Global service-learning programs provide both unique opportunities and unique challenges for students. A global service-learning program that combines coursework in Europe with human-centered design projects in Africa implemented a 1.5-day mindfulness and reflection retreat to combat the potential for burnout and compassion fatigue among participants. The study examines the retreat's effects on a variety of student outcomes.
References and further details please contact the author with "*."

Title: Virtual Reality in the Marketing Classroom

Author(s): Sarah Fischbach*, Pepperdine University; Alice Labban, Pepperdine University; Steven Bauer, Pepperdine University (Email: sarah.fischbach@pepperdine.edu

This manuscript is the beginning of our research in the field of virtual reality as it applies to the marketing classroom. Currently we are working with students to research how industry is applying virtual reality to product or service marketing campaigns. Our research explores studies on the technology and how to expose students to the application of virtual reality tools in the classroom. We give an overview of Virtual Reality (VR), Augmented Reality (AR) and Mixed Reality (MR) found in the marketing world and provide resources to engage this type of

experience in the classroom environment. Ideas for future research on how to apply experiential learning with virtual reality are discussed.
References and further details please contact the author with "*."

Title: Game on! – Teacher perspectives on the use of games and gamification in higher education A position paper "Marketing technology"

Author: Minna-Maarit Jaskari*, University of VAASA (Email: minjas@uva.fi)
Games and gamification is a "hot topic" in pedagogy at the moment. Games refer to any game utilized in teaching. They can be for example board games, digital games or role plays. Gamification refers to using game-like elements (such as storytelling, competitiveness, scoring systems, levels, progress monitoring or other similar elements familiar from games) in teaching.
References and further details please contact the author with "*."

Title: Twitter, Instagram and Snapchat ... Oh My! How Integrating Social Media into the Classroom Promotes Student Engagement and Practical Applications.

Author: Lori Wortylko*, University of Cincinnati Blue Ash College (Email: wortylli@uc.edu)
The purpose of this presentation is to present the data collected in a pilot study of the impact of social media as a teaching tool in undergraduate marketing courses and to discuss those findings accordingly. Specific objectives include:
(1) Review the basic characteristics of Twitter, Instagram, and Snapchat (2) Identify other social media tools that could be used as alternative forums for projects
(3) Discuss how the unique characteristics of each social media forum can be adapted to specific student projects/exercises (4) Review survey results about student receptiveness to the use of social media in the classroom
References and further details please contact the author with "*."

Title: Progressing Forward: Revising Marketing Curriculum's to Reflect Current Diversity and Inclusion Standards

Author: LaCalvince Simpson*, Indiana University East (Email: ldsimpso@iue.edu)
Diversity and Inclusion (D&I) is a major element of marketing. The foundation of marketing was built on reaching diverse audiences and sub-cultures throughout various forms of media and communication. Most marketing and communication strategies are created in a very similar way, traditional and direct. However, this is a clear example of why this isn't working. Companies recognized this and adjusted their marketing campaigns to reflect the changes to the marketing landscape. Yet, many marketing programs are slow to adopt changes in the industry. Marketing courses offer the perfect blend of content and structure to be a front runner in adopting modern practices of diversity and inclusion. This session will the challenges with developing a marketing curriculum that effectively incorporate modern D&I marketing strategies.
References and further details please contact the author with "*."

Title: Marketing Internship Management Using Salesforce.com

Author(s): C. Clifton Eason*, Samford University; Nathan Kirkpatrick, Stephen F. Austin State University (Email: ceason@samford.edu)