

## **Pedagogical Diversity in Marketing Education Journals (ABSTRACT ONLY)**

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Diversity has been widely celebrated both in marketing and in education as well as in American society as a whole. With some exceptions, diversity has been considered good, especially in the marketplace. Consumers don't want the same thing all the time and neither do marketing students. This research looks at the diversity of pedagogy techniques examined in marketing education journals over time. Specifically, it examines the diversity of pedagogical techniques researched in the *Journal of Marketing Education* and *Marketing Education Review* and also looks at changes or trends over the past five years.

In general, research has found that a moderate degree of diversity in offerings, though not too much, is desirable. This is true in education as well. Students like a moderate degree of diversity in both course offerings in a marketing department as well as within the curriculum in any particular course. The degree to which diversity is desirable depends on the familiarity and interest of the student in marketing. For basic requirements for a marketing program, students prefer less diversity because they are not as familiar with the subject. By contrast, for upper-level electives students prefer more diversity of choices (Ackerman and Gross 2014; Ackerman and Gross 2006).

In this study, the impact of diversity in pedagogy were examined in two parts: diversity of pedagogy and the impact on research (e.g. citation). Given the findings of this research, it is likely that a moderate amount of diversity in pedagogical techniques would be good for marketing students in the classroom. Too little diversity with the same teaching method used the whole semester would be boring for students. Too much diversity would be disincentivizing for students, leading to lower motivation and heightened feelings of confusion. Given these findings, this research examines pedagogy in the research of marketing education journals. It looks at this research overall as well as the trends over time.

Pedagogical content in each of the articles in the two top marketing journals for the past five years were coded according to these categories. Two raters did the coding and differences were reconciled. Then a yearly concentration index (reverse measure of diversity), the Herfindahl index, was calculated. A higher Herfindahl index suggests that the diversity of pedagogical articles is less, where as a lower score indicates higher diversity.

Data on usage of articles in marketing education journals was collected from PlumX Metrics. Metrics from each of the pedagogical articles for each year in the study were collected and then aggregated on a yearly basis to correspond to the Herfindahl Index. Results suggest that research in marketing pedagogy is remarkably diverse. Even the least diverse Herfindahl scores for marketing pedagogy are fairly diverse when compared with findings for analyses of diversity in marketing journals such as globalization of journal authorship (Stremersch & Verhoef, (2005) or disciplines cited in research (Tellis, Chandy & Ackerman D.S. 1999). In many of the years in this study, both marketing education journals published articles that emphasized many different types of pedagogy for its readers.

Over time there seems to be trends toward both more diversity of pedagogical research and at times a concentration of pedagogical articles to examine a topic of pressing interest, though more work needs to be done to confirm this result. This is a good sign for marketing education, indicating both an increasing number of techniques, increasing number of voices to promote those techniques as well as a desire to go in more depth to look at new developments.

Results of this study on usage of articles in these journals from Elsevier's CiteScores and PlumX metrics suggest that a journal's articles may be in more demand both when it is very diverse and when it is very concentrated. Presenting a variety of techniques in marketing education is useful. Marketing educators can pick up ideas to present an existing topic in new and innovative ways. On the other hand, looking at pedagogical topics in detail, examining it from different perspectives, is helpful. Implications for marketing education research are suggested.

References Available upon Request