

internship office, with relevant learning outcomes difficult to evaluate and the process and system of knowledge transfer completely ignored.

References and further details please contact the author with “\*.”

**Title: Better Exam Results: Unlimited vs. Limited Attempts and Time for Supplemental Online Interactive Activities**

*Author(s): Lydia M MacKenzie, University of the Virgin Islands (Email: [lydia.mackenzie@uvi.edu](mailto:lydia.mackenzie@uvi.edu))*

Research indicates the use of interactive online learning (IOL) instructional strategies such as multiple choice, "drag and drop" matching exercises, video case discussion, etc. in online courses enhances learning and results in better learning outcomes. This study examines whether limiting the attempts and the time to complete IOL instructional strategies significantly improves learning outcomes as measured by performance scores on two required exams. The authors posit that students who have limited attempts (1) and limited time (20 minutes) will in fact read the chapters before attempting to complete the interactive online activities, thus resulting in improved learning outcomes as measured by increased exam scores when correlated with the interactive online activity scores. Unlimited attempts and unlimited time provide students with the opportunity to search the textbook for the answers without reading the assigned chapters. References and further details please contact the author with “\*.”

**Title: Keep calm and listen to your customer – Industry expectations on sales managers' competencies in Finland**

*Author(s): Minna-Maarit Jaskari\*, University of Vaasa\*; Paivi Borisov University of VAASA (email: [minna-maarit.jaskari@uwasa.fi](mailto:minna-maarit.jaskari@uwasa.fi))*

This position paper looks into industry expectations on sales managers' competencies. We have collected two types of industry data - job postings and sales manager interviews. These sets of data are analyzed against earlier research on selling competencies. The findings are used in curriculum development.

References and further details please contact the author with “\*.”

**Title: Does that A Really Make up for the C? Student Reaction to Good and Bad Grades**

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This position paper discusses student reaction to the marketing instructors providing positive and negative information through grades, especially the ordering of such information. Instructors in marketing courses have to give both good and bad news to students in their courses. It's fun to give good news to students, an 'A' for an exam or an assignment, evoking happy feelings and love for the instructor, but more often information about less positive performance needs to be communicated. Research on asymmetry of negative and positive information is applied to shed light on how the presentation of grading impacts students. Questions will be raised, data analysis presented and marketing education implications discussed.

References and further details please contact the author with “\*.”

**Title: Digital Marketing career development: A public-private partnership approach**

*Author(s): Nicole Vowles, Metropolitan State University of Denver (Email: [nvowles@msudenver.edu](mailto:nvowles@msudenver.edu))*

As digital marketing has evolved, marketing educators have tried to keep pace by incorporating digital marketing into curriculum. Challenges exist, however, in keeping up with fast-moving technology and providing students with practical experience that facilitates comfortably entry into digital marketing jobs. This position paper proposes a method for analyzing the experience of one metropolitan university partnering with a private, digital marketing micro-educator. The research objective, to explore the value of a practically-oriented, career-focused course, will be addressed with a three-part qualitative study analyzing the perceived value of the course from the perspective of students, sponsors, and employers.

References and further details please contact the author with “\*.”

## **Special Sessions Proceedings**

### **Title: Marketing Certifications: Evaluating Their Role in Marketing Education**

*Author(s) Steven Hartley\*, University of Denver; James Cross, University of Nevada, John A. "Jack" Schibrowsky, University of Nevada (Email: [shartley@du.edu](mailto:shartley@du.edu))*

As online education becomes more popular among students and universities the variations of online products has grown dramatically. Flipped classrooms with online material available for self-study, hybrid classes with a combination of in-class meetings and online meetings, and distance learning programs without any on-campus requirement are all familiar to most marketing educators today. Another form of online product, the certification, is also growing in popularity. The American Marketing Association, for example, offers the Professional Certified Marketer (PCM) certification. The certification has four tracks – digital marketing, marketing management, sales management, and content marketing – and each exam costs AMA members \$249. The AMA web site response to the question “Why do I need certification?” is that “Marketing is changing fast. Our program keeps you current and relevant, proving you are up-to-date on the latest skills.”

References and further details please contact the author with “\*.”

### **Title: Marketing Technology Workshop: Teaching Internet Solutions with Wix**

*Author(s): Mark S Rosenbaum\*, University of South Carolina; Ohad Bolotin, Wix (Email: [marosen@mailbox.sc.edu](mailto:marosen@mailbox.sc.edu))*

The goal of this proposed 45-minute workshop is to introduce Marketing academics, who have an interest in teaching Internet-based solutions in their business-oriented courses, with Wix. During the workshop, Dr. Rosenbaum, Department of Retailing Chair and Professor, at the University of South Carolina, along with Ohad Bolotin, Director of University Relations at Wix,