

real-world classroom activities. These findings are generally consistent with extant research regarding degree selection.

References available upon request

Title: Cannabis Marketing: An Examination of How Persuasive Marketing and Advertising Messages Coupled with Industry Momentum Can Pose Remarkable Risk to Young Adults Ages 18-20.

Author(s): *Theresa M Conley (University of Denver)* (tconley@du.edu)*

Purpose of the Study:

The Colorado cannabis industry generated \$1.5B in revenue in 2017. That's big business, and with all the positives, there are substantial risks for youth. These risks are consequential and can be exacerbated by exposure to appealing and misleading marketing and advertising material. Young adults 18-20 are the biggest concern due to their propensity to engage in social media, access to a range of cannabis products, decreasing perceptions of danger, and regulations that protect their privacy from adults. Past lessons from influential tobacco and alcohol advertising on this population can be used to test cannabis marketing and to now develop clear and responsible parameters to protect this age group from risk and foreseeable problems as cannabis becomes increasingly commercialized. Today's marketing curriculum should incorporate cannabis marketing and marketing ethics topics; it is timely, necessary, and relevant.

Method/Design and Sample:

An anonymous online survey was given to graduate and undergraduate business students over a 1.5-year period. The sample size was 150 and continues to grow as the survey is given to more students. A sample survey is available upon request.

Results:

In development. The competitive paper analyzed literature and gave expert positioning on the topic.

Value to Marketing Education:

Curricularists and educators along with policy makers, law enforcement, community leaders, and families, are struggling to navigate the growing cannabis enterprise and onslaught of marketing messages and ambiguous health claims. As educators, we can learn from past mistakes of tobacco and alcohol advertising and should proactively take reasonable steps to research this topic and provide guidance to protect the health and development of young adults 18-20. More attention in this

area of marketing education and marketing ethics would clearly benefits the public good but also serves to protect a new and growing industry from foreseeable risk of harm.

References available upon request

Title: Factors Affecting the Students' Re-Use of an E Learning System

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Purpose of the Study

This study aims to find out the factors that will influence the students to re- use the E Learning System in their future marketing classes. The theoretical framework is based on the Technology Acceptance Model (TAM) and Maslow's Motivation Theory. The study aims to find out the relationship of students' intent to re-use an E Learning System with constructs such as perceived usefulness, perceived ease of use, intrinsic motivation or extrinsic motivation. The TAM model was extended to use perceived convenience and user training.

Methodology

Students in a private university in Metro Manila, Philippines were encouraged to use an E Learning System known as Connect in a basic marketing class. Connect is an internet-based learning platform by McGraw Hill which makes available course-work and assignments. Of the 170 Connect users, one hundred thirty six college students were surveyed to collect data on the students' intent to re-use the E Learning Systems. Of the 136 respondents, 87 females were females while 49 were males. The students were 18-20 years old. The survey was conducted from November 27-28, 2018. The Likert five point scale (1 – Strongly disagree, 2 – Disagree, 3 – Neutral, 4- Agree and 5- Strongly agree) was used to measure students' intent to re-use the E Learning System.

Structural equation modeling (SMART/PLS) was used to analyze the respondents' data. Reliability tests were carried out to secure accuracy and consistency.

Results

Except for User Training to Perceived Usefulness, all other hypotheses were supported. Since these students are post-millennials, it may be that they do not need user training compared to older groups. This does not support earlier findings that user-training can affect technology adoption (Marshal et al, 2008). Significant relationships exists with the following constructs: Perceived Convenience to Perceived Usefulness, Perceived Convenience to Perceived Ease of Use, User Training to Perceived Ease of Use, Perceived Usefulness to Satisfaction, Perceived Ease of Use to Satisfaction and Satisfaction to Intent to Reuse. This validates existing studies that show that cognitive beliefs of perceived ease of use and perceived usefulness of TAM can affect E Learning Systems (Park, 2007).