

MARKETING EDUCATION—WHEN TEACHING CLICKS

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ABSTRACT

The emerging digital economy and the advent of the Internet connectivity has changed educational processes. One important development in the scope of distance education has been e-learning, where professors and students meet in virtual learning spaces. With more than a decade of increasing experience, there still remains considerable controversy surrounding the value and quality of distance-education methods and e-learning. The authors of this paper have extensive experience with distance-education technologies and heterodox pedagogies as well as with traditional teaching methods. Over the past thirty years, they have been involved in numerous technological experiments in education. In this paper, they report on the outcomes of a continuum of experimental design, where their experiences with e-learning are compared with the outcomes of the traditional classroom-based pedagogy. The studies involved students at the Copenhagen Business School in e-learning as well as blended learning experiences and teaching experiences at other universities in America.

The conclusions are interesting as the analysis of the academic scores shows no differences, but the "end-of-course survey" results show higher evaluations in all categories for e-learning and blended learning classes when compared with traditional learning "on-ground." The findings provide evidence that a problem-oriented and dialogue-based e-learning approach may indeed hold substantial potential for global marketing education. The costs of such programs are considered and the generalized inference has interesting implications for the future of marketing education and institutions of higher education.