

PEDAGOGICAL LESSONS OF TEACHING AND IMPLEMENTING SOCIAL MEDIA IN MARKETING EDUCATION

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Abstract

The topic of this presentation is to explore lessons learned in using Social Media to teach a marketing class based on marketing through social media. The course description is: a broadly based study to use social media technology to enhance marketing for businesses. This course will focus on how social media is integrated within marketing strategy to implement tactics for business communication, sales, branding, global web presence, advertising and promotion. Evaluation and measurement of social media strategies for business development and ROI are key learning objectives.

The objectives for the class is as follows to support the updated Bloom's Taxonomy (Anderson & Krathwohl, 2000): identify different methods of social media and how to integrate them into a marketing plan for a business and service, analyze current social media tactics to see how they align with a business' marketing strategy, criticize elements of social media marketing to implement them within a plan and evaluate the effectiveness, justify how to measure social media within the marketing control/evaluation portion of the marketing strategy element.

Throughout teaching this course, there was little to support using social media in the classroom in the literature, so many of the planned projects and course projects used were implemented with no prior documentation to support its usefulness to the course. This presentation focuses on the positives and negatives that occurred from experience with the coursework, the textbook, the students and measuring the learning outcomes.

Rationale

The rationale for using social media in the classroom has been growing. "Students are able to develop communication, collaboration, and peer-learning skills. Even when students repeat or re-phrase what another student may post; they are learning, gaining a deeper understanding, and connecting to the curriculum" (Haley, 2012, p. 109). Online coursework has helped pave the way for using social media tools for collaborative learning. This class focused on a format of using the social media tools for business

perceptions for marketing purposes. “Social Media is fast becoming a central component to any comprehensive business strategy. It is therefore essential that young people looking to enter the business world do so with not only an understanding for how these platforms function, but how they can be applied to the promotion of a particular cause, be that charitable, personal or commercial” (SMEMarketing.com, 2012). This class involved listening in the social media space and gaining customer perceptions, and then how one could formulate strategies centered on this information. The course also had a large emphasis on the social media tools out there need to be content and target market driven, rather than using every tool available. This created critical thinking and strategic business decision making.

The students are engaged in the space of social media all of the time, but they did not know how to leverage the tools for best business practices. This already complicated issues because students felt like they knew the material better than the professor and prepared this to be a class that would be an easy “A”. This presentation will also focus on overcoming those challenges and increasing attention to the coursework throughout the semester using Twitter, Blogs, Facebook, and other online collaboration tools to maintain the attention and focus of the students on the learning objectives. In a study by Gordon and Bogen (2009) the authors focus on bringing attention and participation in the material through several engagement techniques. This included using the social media “backchannel” to actively engage in the material. This was introduced about a quarter of the way through the semester and changed the attention level and participation within the class tremendously.