

**EDUCATION IN MARKETING ECONOMICS:
A COMPARATIVE STUDY OF E-LEARNING AND PEDAGOGIES**

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ABSTRACT

The emerging digital economy and the advent of Internet connectivity for the "Net-generation" is changing educational processes. One important development in the scope of distance education is "e-learning," where professors and students meet in virtual learning spaces. Considerable controversy surrounds the value and quality of these distance-learning methods. The authors of this paper have extensive experience with distance learning 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 outcome of an experimental design where the experience with e-learning is compared with the outcomes of the traditional classroom-based pedagogy. The study involved 283 students at the Copenhagen Business School. Analysis of the academic scores shows no differences, but the end-of-course survey results shows higher evaluations in all categories for e-learning when compared with traditional learning.

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.