

**Title: Teaching Data Visualization to Get Marketing Students Excited About Marketing Analytics**

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In a 2017 MEA Conference paper, Moody, Pate and Veltri (2017) described a course that shifts the content of the marketing research class for undergraduate students from traditional marketing research topics to one that focuses on data analytics. This position paper will explain the evolution of that course over the past several years and how the focus of the course has shifted to covering data visualization techniques and the use of the Tableau software package.

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

**Title: You Got Game: Utilizing Gamification Practices in Hybrid Course Design**

*Author: Kristen Schiele\*, California State Polytechnic University (email: krschiele@cpp.edu)*

Gamification is a growing phenomenon, described as one of today’s top disruptive trends in technology. Utilizing traditional game design principles, gamification has also become a way to increase student engagement in higher education courses. In this paper, we explore the potential of utilizing game design to motivate students in a hybrid marketing course. Prior research has shown how gamification can provide a positive solution to implement behavior change, by making learning fun and rewarding. By providing a framework for the design and implementation of gamification, the objective of this paper is to communicate the beneficial outcomes of using gamified online activities, so that more faculty members are willing to utilize this approach in their online and hybrid curriculum.

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

**Title: A Mindfulness and Reflection Retreat for Students Participating in a Global Service-Learning Program**

*Author: Kim Daniloski\*, Virginia Tech (Email: kdanilos@vt.edu)*

Global service-learning programs provide both unique opportunities and unique challenges for students. A global service-learning program that combines coursework in Europe with human-centered design projects in Africa implemented a 1.5-day mindfulness and reflection retreat to combat the potential for burnout and compassion fatigue among participants. The study examines the retreat’s effects on a variety of student outcomes.

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

**Title: Virtual Reality in the Marketing Classroom**

Author(s): Sarah Fischbach\*, Pepperdine University; Alice Labban, Pepperdine University; Steven Bauer, Pepperdine University (Email: sarah.fischbach@pepperdine.edu)

This manuscript is the beginning of our research in the field of virtual reality as it applies to the marketing classroom. Currently we are working with students to research how industry is applying virtual reality to product or service marketing campaigns. Our research explores studies on the technology and how to expose students to the application of virtual reality tools in the classroom. We give an overview of Virtual Reality (VR), Augmented Reality (AR) and Mixed Reality (MR) found in the marketing world and provide resources to engage this type of