

will show educators how to use Wix for Internet solutions, including the creation of online stores, blogs, bookings, and video promotion using online templates and artificial intelligence. References and further details please contact the author with “*.”

Get Your Students Certified: Using Third-Party Digital Marketing Certifications in Your

Author(s): *Marketing Courses Todd Bacile**, Loyola University New Orleans; *Caroline Muñoz* University of North Georgia; *Natalie Wood*, Saint Joseph's University (Email: tjbacile@loyno.edu)

This panel session will feature a discussion by three professors who have successfully incorporated third-party digital marketing industry certifications (e.g., official certifications offered by Google Analytics, HubSpot, Hootsuite, and other platforms) into their marketing courses. The discussion will include notable challenges, lessons learned, success stories, and best practice recommendations for any faculty who are considering the inclusion of a third-party digital certification in the classroom. A question-and-answer session will also be made available to panel attendees who have specific questions concerning this innovative, yet often intimidating pedagogical implementation.

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

Title: Immersive and Experiential Learning in Capstone Courses

Author(s): *Angela Hendershot**, Professor of the Practice, University of Kansas; *Matt Tidwell*, University of Kansas IMC program director; *Michelle Keller*, University of Kansas IMC Advisory Board Chair (Email: angie.hendershot@ku.edu)

Experiential learning is a critical development area for higher education, but particularly essential in the fast-paced field of marketing education. Client-based projects allow students to apply theory and skills directly and require them to encounter and overcome a dynamic set of real-world business challenges. Grounded in emerging information about student learning in time-shortened or condensed courses, the faculty, staff and advisory board leadership at the University of Kansas master's program in Integrated Marketing Communication sought to transform the capstone course to an accelerated format that also better prepares students for the intensity and pressure of real-world marketing campaign development timelines. The pilot project highlighted the importance of professional industry feedback, scaffolding curriculum, parallel alternative course paths, case study integration and small scale experimentation. Early results indicate that condensed offerings created favorable student and client satisfaction while generating strong learning outcomes.

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

Title: How are We Developing the Soft Skills of our Marketing Students?

Author(s): *Clay Daughtrey**, Metropolitan State University of Denver; *Bob Farmer*, Metropolitan State University of Denver; *Frank Veltri*, Oregon State University (Email: daughtre@msudenver.edu)

It is no surprise that soft skills, also called generic skills or non-technical skills, are the most sought after traits employers want from graduates. Numerous studies, associations, like the National Association of Colleges and Employers (NACE), and websites, like Monster.com, often list the top skills desired by employers. Those skills include but are not limited to the following. Oral Communication, Written Communication, Teamwork/Collaboration, Critical Thinking, Digital Technology, Socialization, Professionalism/Work Ethic, Self-management, Problem solving, Adaptability, Conflict resolution, & Leadership.

If these traits are so highly prized by employers, do we as marketing educators stress the importance of and/or facilitate the learning and development of these skills in our students? Studies have shown that some of these traits can be developed through class assignments (Douglas and Braunstein, 2018) (Anthony and Garner, 2016), internships (Griffin and Coelhoso, 2018) (Gault, et al, 2000), and through service learning (Tucker et al, 1998). This session will look at how we as marketing professors teach soft skills in our curriculum. Format: The presenters will discuss various studies that focus on soft skill development and will share their personal experiences with teaching the subjects. Additionally, session attendees will be asked to share what they, their colleagues, or their Business Programs do to facilitate learning of soft skills. Examples provided by attendees could aid the presenters with future research projects. References and further details please contact the author with “*.”

Title: Engaging Industry in Marketing Education

Author(s): Robert Fabrize, Cal Poly Pomona; Debbora A. Whitson, Cal Poly Pomona; Kristen R Schiele, Cal Poly Pomona; Juanita P. Roxas, Cal Poly Pomona; Frank K. Bryant, Cal Poly Pomona (Email: fabrize@cpp.edu)*

The struggle to make the material we present as marketing professors relevant to industry/business practices has been well documented by the literature (Manzon, 2017; Meredith & Burkle, 2008; Hunt & Laverie, 2004). The profession has employed a number of strategic weapons to bridge the gap between theory and practice, experiential learning (Hawtrey, 2007; Frontczak, 1998) flip the classroom (Findlay-Thompson & Mombourquette, 2014; Green, 2015) cooperative learning (Schmidt, 2003; Cameron, 1998) to name a few. This special session will present methods that demonstrated success in exposing students to current challenges that they are mostly to face as they enter into their respective professions.

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

Title: Teaching the Art and Science of Storytelling in Crafting an Authentic Brand Story

Author: Justine C Haigh, George Fox University (Email: jhaigh@georgefox.edu)*

Portland, Oregon has an impressive number of non-profits. According to the Nonprofit Association of Oregon (2017), Oregon’s nonprofit sector consists of 31,224 not for profit organizations. (“Why nonprofits are important,” 2017). As non-profits compete for distinctiveness, it is those that take the time to consider their authentic brand value that will gain a competitive advantage in the long run. In tackling these challenges, the workshop highlights the approach by which an MBA marketing class at George Fox University worked with a Portland-based film storyteller to craft an authentic brand story for a local non-profit organization, FIDGETECH (technical training for young adults with autism).

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