

Author(s): Nicole Vowles, Metropolitan State University of Denver (Email: nvowles@msudenver.edu)

As digital marketing has evolved, marketing educators have tried to keep pace by incorporating digital marketing into curriculum. Challenges exist, however, in keeping up with fast-moving technology and providing students with practical experience that facilitates comfortably entry into digital marketing jobs. This position paper proposes a method for analyzing the experience of one metropolitan university partnering with a private, digital marketing micro-educator. The research objective, to explore the value of a practically-oriented, career-focused course, will be addressed with a three-part qualitative study analyzing the perceived value of the course from the perspective of students, sponsors, and employers.

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

Special Sessions Proceedings

Title: Marketing Certifications: Evaluating Their Role in Marketing Education

Author(s) Steven Hartley, University of Denver; James Cross, University of Nevada, John A. "Jack" Schibrowsky, University of Nevada (Email: shartley@du.edu)*

As online education becomes more popular among students and universities the variations of online products has grown dramatically. Flipped classrooms with online material available for self-study, hybrid classes with a combination of in-class meetings and online meetings, and distance learning programs without any on-campus requirement are all familiar to most marketing educators today. Another form of online product, the certification, is also growing in popularity. The American Marketing Association, for example, offers the Professional Certified Marketer (PCM) certification. The certification has four tracks – digital marketing, marketing management, sales management, and content marketing – and each exam costs AMA members \$249. The AMA web site response to the question “Why do I need certification?” is that “Marketing is changing fast. Our program keeps you current and relevant, proving you are up-to-date on the latest skills.”

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

Title: Marketing Technology Workshop: Teaching Internet Solutions with Wix

Author(s): Mark S Rosenbaum, University of South Carolina; Ohad Bolotin, Wix (Email: marosen@mailbox.sc.edu)*

The goal of this proposed 45-minute workshop is to introduce Marketing academics, who have an interest in teaching Internet-based solutions in their business-oriented courses, with Wix. During the workshop, Dr. Rosenbaum, Department of Retailing Chair and Professor, at the University of South Carolina, along with Ohad Bolotin, Director of University Relations at Wix,

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)