

The results show that the Intrinsic Motivation or Extrinsic Motivation did not moderate the relationship between Satisfaction and Intent to Re-Use. The students' mean score for satisfaction was 3.10 (neutral) while intent to re-use was 3.13. This implies that students were indifferent to the use of the E Learning System. This does not validate existing studies that show that intrinsic or extrinsic motivation can affect intent to re-use (Park, 2007).

### **Value to Marketing Education**

The study's results showed that TAM constructs of perceived ease of use and perceived usefulness can indirectly affect the intent to re-use an E Learning System. This implies that there should be more efforts from marketing teachers to promote students' confidence in successfully handling E Learning Systems. It also implies that there is an opportunity to introduce E Learning Systems as long as students perceived it to be easy and useful.

Satisfaction is significant to behavioral intention. It is important to study the students' needs as consumers before an E Learning System can be introduced.

### **References available upon request**

**Title:** Nonprofit, Social, and Cause Marketing in the US: History, Insight, and Challenges for Higher Education

**Author(s):** *Theresa M Conley (University of Denver)\** ([tconley@du.edu](mailto:tconley@du.edu))

### **Purpose of the Study:**

The nonprofit sector continues to be a large, growing, and essential part of the United States' economy. There is an important history of influence and complexity that is critical for marketing educators and business school administrators to understand if they are to lead its continuing evolution and educate a new generation to embrace marketing for nonprofit, cause, and social marketing. Current and future trends, including the use of big data and the relentless need for community services and awareness make this topic relevant and timely. This manuscript includes a brief historical perspective, a selective review of literature from nonprofit marketing education, curriculum issues to consider based on research results, and fresh insights and challenges.

### **Method/Design and Sample:**

A mixed method approach was used to understand current nonprofit marketing curriculum and how it has changed over the years. An online survey was sent to hundreds of AACSB institutions in the United States for administrator and department-head response; qualitative interviews were done afterwards for detailed verbatims, depth, insight, and gap analysis.

### **Results:**

Research results from US institutions reveal four distinct themes that contribute new information: undergraduate and graduate students require different curricula so each is focused and delivered based on their respective experience and outlook while complimenting business school realities; the general tone of curricula elements and project work is often altruistic and

consequently not effective in preparing undergraduate and graduate students to meet the marketing challenges unique to the nonprofit sector – whether a student’s future role is tactical or in a board leadership capacity; and certification programs are few and represent a unique and untapped area of opportunity for business schools to leverage existing resources and provide a needed resource for existing nonprofit professionals.

**Value to Marketing Education:**

Service learning, volunteer internships, and social entrepreneurship experiences have gained appeal for college students. Likewise, there seems to be a consensus among educators to develop a students’ social consciousness with instruction around green marketing/green washing and concepts of social corporate responsibility and social entrepreneurship. This content – and an understanding of salary and career potential - should be incorporated into the overall curriculum design to provide educators a fuller and more comprehensive approach to nonprofit marketing curriculum.

**References available upon request**

**Title:** Exploring the Role of Information Literacy on Satisfaction with Client Sponsored Experiential Learning Project

**Author(s):** *Qin Sun (California State University, Northridge)\* (qin.sun@csun.edu); Charissa Jefferson (California State University, Northridge)*

**Purpose of the Study:**

This study looks at client sponsored experiential projects implemented in marketing research classes at a public university in USA. Although the client sponsored research projects are becoming an integral part of curricula in AACSB accredited business schools and extant studies have tested the effectiveness of client sponsored projects, few studies in marketing education literature look at one important aspect of client sponsored research projects, that is, information literacy , which is considered as a critical problem-solving skill for business students (Clarke & Flaherty, 2007). Since the information literacy provides the foundation for client sponsored research projects (Fowler & Bridges, 2017; Sterngold & Hurlbert, 1998), there is a need to further

examine how important the information literacy is for client sponsored experiential projects from the student point of view. It is also necessary to look at the different drivers that influence the student learning through client sponsored experiential activities. In this study, we focus on the information literacy, perceived competency, perceived value and perceived challenge to evaluate their influence on the effectiveness of a client sponsored experiential project on student learning Outcomes.

**Method/Design and Sample:**

Existing scales were adapted to measure each construct. Four items were identified from extant literature to evaluate information literacy (Fowler & Bridges, 2017; Sterngold & Hurlbert, 1998). Perceived competency, perceived challenge and satisfaction with experiential project were