

work in the program. The start of the program was in August 2018. The educational mission FREE comprise of four pillars: (1) fact and science minded, (2) reflective and self-aware, (3) empathetic and culturally literate, and (4) entrepreneurial and responsible. The tutorial program runs in all three years and is based on individual and small group meetings between students and faculty. In the paper, we show how the meetings aim to link the pillars of the educational mission to the tutorial meetings.

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

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

*Author(s): Qin Sun\*, California State University, Northridge; Charissa Jefferson, California State University, Northridge (email: [in.sun@csun.edu](mailto:in.sun@csun.edu))*

This study applies pre-purchase decision making model for services to higher education context in order to better understand the effects of motivators behind the international students’ post acquisition engagement. The research fills a literature void to build and test a theoretical model in order to connect the pre-purchase decision making factors with post consumption marketing engagement among international students. The findings provide valuable insights on international student recruitment and service marketing engagement management.

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

**Title: No Plastics Please: Transformative Learning through Service-Learning Projects**

*Author(s): Sarah Fischbach\*, Pepperdine University; Timothy Good, Pepperdine University; Elizabeth MacCoy, Pepperdine University (email: [sarah.fischbach@pepperdine.edu](mailto:sarah.fischbach@pepperdine.edu))*

In this classroom project, we bring together transformative learning and service learning using the Burns sustainability model to address projects in Principles to Marketing courses. The sustainability movement found in such companies as Patagonia, Toms Shoes, and Rareform, is providing a new marketing strategies for future leaders. Our project begins to uncover the benefits of these movements and shape student thinking. A guide on how to implement these projects is provided including classroom resources, time allotted and future student outcomes.

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

**Title: Collaborative Marketing Internship Program: A Developmental Transfer Perspective**

*Author(s): Lan Wu, California State University, East Bay; Sweety Law\*, California State University, East Bay (Email: [sweety.law@csueastbay.edu](mailto:sweety.law@csueastbay.edu))*

Internships are becoming an important component in college programs to enhance student learning and employability of graduates. Many marketing internships appear to be administrative support or salesforce positions that mainly focus on soft-skills (e.g., verbal and oral communication and teamwork skills for entry level positions) and in which students have limited on-the-spot training and prospects of professional development. Given low requirements and expectations, it is difficult for sponsoring firms to assess interns’ potential to deliver in real or more challenging tasks and what new knowledge or perspectives the interns has brought into the organization. Finally, implementation of marketing internships varies across campuses. Most programs are mainly supervised either by employers, a faculty coordinator, or a university

internship office, with relevant learning outcomes difficult to evaluate and the process and system of knowledge transfer completely ignored.

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

**Title: Better Exam Results: Unlimited vs. Limited Attempts and Time for Supplemental Online Interactive Activities**

*Author(s): Lydia M MacKenzie, University of the Virgin Islands (Email: [lydia.mackenzie@uvi.edu](mailto:lydia.mackenzie@uvi.edu))*

Research indicates the use of interactive online learning (IOL) instructional strategies such as multiple choice, "drag and drop" matching exercises, video case discussion, etc. in online courses enhances learning and results in better learning outcomes. This study examines whether limiting the attempts and the time to complete IOL instructional strategies significantly improves learning outcomes as measured by performance scores on two required exams. The authors posit that students who have limited attempts (1) and limited time (20 minutes) will in fact read the chapters before attempting to complete the interactive online activities, thus resulting in improved learning outcomes as measured by increased exam scores when correlated with the interactive online activity scores. Unlimited attempts and unlimited time provide students with the opportunity to search the textbook for the answers without reading the assigned chapters. References and further details please contact the author with “\*.”

**Title: Keep calm and listen to your customer – Industry expectations on sales managers' competencies in Finland**

*Author(s): Minna-Maarit Jaskari\*, University of Vaasa\*; Paivi Borisov University of VAASA (email: [minna-maarit.jaskari@uwasa.fi](mailto:minna-maarit.jaskari@uwasa.fi))*

This position paper looks into industry expectations on sales managers' competencies. We have collected two types of industry data - job postings and sales manager interviews. These sets of data are analyzed against earlier research on selling competencies. The findings are used in curriculum development.

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

**Title: Does that A Really Make up for the C? Student Reaction to Good and Bad Grades**

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This position paper discusses student reaction to the marketing instructors providing positive and negative information through grades, especially the ordering of such information. Instructors in marketing courses have to give both good and bad news to students in their courses. It's fun to give good news to students, an 'A' for an exam or an assignment, evoking happy feelings and love for the instructor, but more often information about less positive performance needs to be communicated. Research on asymmetry of negative and positive information is applied to shed light on how the presentation of grading impacts students. Questions will be raised, data analysis presented and marketing education implications discussed.

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

**Title: Digital Marketing career development: A public-private partnership approach**