The 46th Annual Marketing Educators' Association Conference
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PREFACE

This volume contains the proceedings of the 46th Annual Conference of the Marketing Educators' Association (MEA) held in Seattle, WA, and virtually on the Whova online platform April 21-23, 2022. Due to the lingering effect of the COVID-19 pandemic, this year's conference was conducted in a hybrid format with sessions held both virtually and in-person. Proceedings have been submitted online to the MEA conference website www.marketingeducators.org.

The conference theme continues to be, Enhancing the Practice and Scholarship of Marketing Education, which reflects the association's commitment to facing the challenges of new generations of students and ever-changing technology in continuing to provide the most effective marketing education possible. It also suggests career opportunities for marketing educators, embracing new learning styles, new technologies, and incorporating new methods in our classrooms, and transforming these challenges into great opportunities. The topics discussed provide a vast and exciting array of methods designed with these challenges and opportunities in mind. These conference proceedings include competitive papers/abstracts, position papers, and special session proposals. Each competitive paper was double-blind reviewed, and authors provided a full paper or an abstract for publication.

An editorial committee evaluated position papers and special session proposals and authors provided an abstract for publication. Authors, session chairs, and reviewers represent a geographically diverse group from half the U.S. states and several other nations. We also enjoyed several participants representing industry. Our Best Paper for 2022 is provided at the beginning of the Competitive Paper Section. The remaining papers/abstracts are arranged in alphabetical order by title. Position papers/abstracts and special session proposals are also provided in alphabetical order in their respective sections. Anyone with a passion for teaching marketing and who is working their way through a marketing educators' career is sure to find many interesting and useful ideas in the papers and abstracts contained within the pages of these proceedings.

ACKNOWLEDGMENTS

The Marketing Educators' Association (MEA) conference and these proceedings would not be possible without the voluntary efforts of many people. We would like to thank the authors who submitted manuscripts for review and the reviewers who lent their expertise and their time by providing thoughtful feedback. Additionally, we would like to thank the volunteers serving as session chairs at the MEA 2022 both in-person and virtually.

Special acknowledgment goes to our 2021-2022 President, Julie Nelson, Ph.D. who coordinated and organized the 2022 46th Marketing Educators' Association Conference. Thank you for leading MEA this year!

Thank you to President Elect, Tony Stovall, Ph.D. and Vice President, Vicki Eveland, DBA, who served as intermediaries for the papers that the marketing educators submitted to this conference. The 2023 MEA Conference will be held at the Embassy Suites – Airport Waterfront, San Francisco, CA, April 13-15, 2023. Please watch the https://www.marketingeducators.org/ website for future information; papers will be due for review by January 6, 2023.

We thank our treasurer/secretary officers, Suzanne Connor, Ph.D. at Georgia Southwestern State University and Rex Moody, Ph.D. at Angelo State University of Texas Tech. They keep a watchful eye to help continue the organization financially and operationally robust. A special **Thank You** to our outgoing MEA Board Chair, Brian Jorgensen, Ph.D., for your leadership and service.

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Winner 2022 MEA Best Paper Award:

Enhancing Online Peer Grading Satisfaction with Perceived Justice and Marketing Expertise

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Abstract: The global health crisis changed how people live forcing isolation and a quick transition to virtual learning. Online instruction will persist as instructors adjust to budget constraints, limited resources, and student preferences. One way for instructors to adapt to new expectations is to gain efficiency in larger classes by having the students complete assignments in teams. Instructors can also use teams for online peer grading (OPG). Although OPG has been used for some time, concerns with this approach include interpersonal pressures, competency, and fairness. In this study, apprehension was mitigated with senior teams providing anonymous assessment. The study took place using two sections of an introduction to business course (n = 139) and two sections of a marketing capstone course (n = 63) at the same university taught in a virtual environment using a marketing mix analysis assignment. Senior students benefited by increasing their assessment confidence. Students who had their submissions graded experienced distributive and procedural justice. Both groups found OPG to be effective and recommend it for future use. Moreover, no significant differences were found in instructor and peer-assigned grades.

References Available Upon Request

A Case study of MTABS analysis of 2X2 cross-tabulations in JME

John R. Dickinson, University of Windsor, Canada

Cross-tabulation, and the usually accompanying chi-square test of independence, is one of the most widely employed types of analysis in marketing research and in the social sciences generally. In the realm of marketing education, particularly the *Journal of Marketing Education* (*JME*) that popularity has held over nearly four decades, bookended to date by Estelami (2015) and Brannon (1981) and Taylor, Walters, and Perry (1981). Recently, a procedure for assessing the reliability of that analysis has been introduced. The Moves To and Beyond Significance (MTABS) procedure frequently finds the statistical test to be unreliable. The purpose of the present study is to illustrate the spectrum of possible MTABS results applied to several cross-tabulations published in a single article (Shepherd, Carley, and Stuart, 2009, SCS) in *JME*.

MTABS is a form of sensitivity analysis. It examines "what if" an observation within the cross-tabulation is moved to a different cell. More specifically, what is the effect on the p-value. Depending on the moved observation, the p-value may decrease, i.e., move **T**o significance, or the p-value may increase, i.e., move to **B**eyond significance.

The *JME* research providing the cross-tabulations for this report is Shepherd, Carley, and Stuart (2009, SCS). SCS (2009) surveyed marketing department heads in AACSB-accredited business schools offering a doctoral program and those not offering a doctoral program regarding the evidence comprising their respective faculty evaluation processes. Tests for differences between the two types of universities comprised a series of 2x2 crosstabulation chi-square tests of independence (as well as t-tests of means).

SCS's (2009) Table 3 (p. 148, "Textbook supplemental") exhibits relatively stable statistical significance. Of the 132 total observations in the 2x2 table, 6 (4.5455 percent) must be MTABS moved to change the original p-value from a clearly significant 0.00126 to an insignificant p-value exceeding 0.10 (p=0.13688)

In contrast for their Table 2 (p. 147, "Graduate classes") of 132 observations only 4 (3.0303 percent) need be MTABS moved within the table for the original significant p-value of 0.01369 to exceed 0.10 (p=0.16551).

Between the *relatively* stable significant former analysis and the *relatively* unstable significant latter analysis the difference between the number of MTABS-moved observations of 6 and 4, respectively is minimal, underscoring the general unreliability of the chi-square test of independence.

Original statistically <u>in</u>significant tests are similarly unreliable. The original p-value for SCS's (2009) Table 5 (p. 149, "Collegiality") of 112 total observations is 0.346615. It takes the movement of 3.571 percent of the observations (4 observations) for the p-value to fall below 0.05 (p=0.02609).

For their Table 3 (p. 149, "Popular press trade publications) containing 132 observations the

original p-value is 0.12157. It takes the movement of 1.515 percent of the observations (2 observations) for the p-value to fall below 0.05 (p=0.02024).

The focus of the present study is the reliability of cross-tabulation analysis, not the research of SCS (2009). In light of the popularity of cross-tabulation analysis, published examples are plentiful. Their research but fits the case study mode desired here and is perfectly consistent with long-established practice. Future applications of the chi-square test of independence in marketing education—and social sciences generally–might report an MTABS analysis so the reliability of the test might be assessed.

With publication of accompanying MTABS results norms would evolve for consideration in weighing the reliability of cross-tabulation analyses.

Keywords: MTABS, cross tabulation, chi-square

An Integrated framework for teaching CSR in a Principles of Marketing class

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Abstract:

Purpose of the Paper:

New standards for accreditation came out in 2020 with significant focus on positive social impact for business (AACSB International, 2020). These standards reflect the growing pressure on businesses to be socially responsible. Within the business disciplines, marketing is particularly well-suited to incorporate corporate social responsibility into its curricula because marketing is often seen as a major contributor to social problems (Bridges and Wilheim, 2008), many consumer segments are concerned about social and environmental issues and make purchasing decisions based on their perceptions of a brand's social performance, particularly Millennials and Zoomers (Wong 2021), and marketing is responsible for a large portion of interactions between an organization and its stakeholders. Mistakes related to CSR practice can have devastating impact on a brand and the right decisions are not necessarily straight-forward (Eveland, Crutchfield, and Rynarzawska, 2018). Within the marketing literature, there is growing evidence that the integration and execution of socially responsible marketing strategy is much more complex than donating to a worthy cause or planting trees to offset carbon emissions, yet there is generally very little practical guidance provided by marketing textbooks or curricula to prepare our students for the issues they will be facing in the marketplace. This paper explores the current coverage of CSR in a sample of popular principles of marketing textbooks and provides an alternative theoretical and practical framework for teaching CSR as an integral part of marketing strategy.

Method/Design and Sample:

Three websites who rank principles of marketing textbooks were consulted and 10 textbooks that appeared on all three lists were selected. An alternative integrated framework for teaching CSR was proposed.

Results:

While most principles of marketing textbooks have some coverage of CSR, the coverage tends to be superficial. None of the books provided the type of coverage that the topic should have given its growing importance in marketing practice, but some were much better than others. The Wilson & Rackley (2022) book published by Stukent has no coverage. Boone & Kurtz (2022) and Pride & Ferrell (2022) include ethics and social responsibility as part of their chapters on the marketing environment. Lamb, Hair, and McDaniel (2021) have a chapter devoted to ethics and social responsibility and is the only textbook examined that mentions the United Nations Global Initiatives and B Corporations. Kotler & Armstrong (2023) focus on the concept of sustainable

marketing which they define as meeting the needs of consumers, businesses, and society. The Kerin & Hartley (2023) text is the only one that mentions that social and marketing programs are often integrated as well as the only one who mentions a social audit. Grewal and Levy (2022) have the best overall representation of an integrated CSR and marketing strategy through their discussion of conscious marketing. Senior level marketing strategy or marketing management textbooks have more consistent coverage as most have cases that focus on CRS, however, they rarely treat CSR as an integrated component of marketing strategy

Value to Marketing Education:
Marketing education should integrate CSR concepts and tools into current marketing curricula. New AACSB Standards emphasize the importance of positive social impact in business education. Integrated exposure to material at the introductory level will prepare students for higher order learning in more advanced courses. Marketing students need to be prepared to face the complex challenges associated with serving stakeholders within marketing strategy.

Keywords: Marketing Education; Corporate Social Responsibility, CSR, Conscious Marketing, Principles of Marketing Textbooks

Framework, Tables, and References available upon request.

Assessment of the best practices in coaching and mentoring for competency-based education

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Abstract

Competency-based education (CBE) is different from traditional classroom instruction. Therefore, organizing faculty development programs has been a mandatory requirement for higher education institutions to offer quality CBE to the students. The programs' main goal is to make their faculty members effective coaches or mentors. Faculty development professionals in higher education institutions leading CBE have suggested developing the best coaching and mentoring practices to make faculty development programs more effective. This paper assessed our current best practices to find opportunities to improve the current practices and our faculty development programs.

Keywords: Competency-based Education, The Best Practices, Coaching, Mentoring

Introduction

Competency-based education (CBE) has been a growing trend of higher education institutions to serve the needs of underserved or non-traditional adult students. Organizing faculty development programs has been a mandatory requirement for the higher education institutions to offer quality CBE to the students (Klein-Collins, 2013; Ford, 2014; McClarty and Gaertner, 2015; StrategyLabs, 2017). The programs' main goal is to make their faculty members effective coaches or mentors. Faculty development professionals have suggested developing the best coaching and mentoring practices to make faculty development programs more effective (Cunningham, Key, and Capron, 2016; ODHE, 2021; Pearson, 2021).

The Master of Science program (MS-ITAM) of the Department of Information Technology and Administrative Management (ITAM) in Central Washington University (CWU) has offered a modified CBE program called FlexIT-Pro (FITP) since 2018. The model for FITP grew out of a modified performance-based modality first offered for undergraduate ITAM students in 2014. While we have provided faculty development training based on our own best coaching and mentoring practices, we have assessed the best practices to improve our faculty development programs. This paper will present the assessment and important points to improve our current best coaching and mentoring practices.

Competency-based Education

CBE is different from traditional classrooms. CBE focuses on knowledge application, while traditional instruction focuses on knowledge acquisition. Therefore, if students are in CBE

programs, their high grades can show their ability to apply the knowledge learned in the classroom to real-world situations (Klein-Collins, 2013; Ford, 2014; McClarty and Gaertner, 2015; Cbenetwork1, 2017; StrategyLabs, 2017).

Also, CBE can provide more flexible schedules and learning paths to meet individual needs because CBE uses tailored and self-paced instructions. CBE considers prior learning, prior knowledge, and mastery of competencies, while traditional instruction considers seat time or the number of hours spent in class. Therefore, CBE can accelerate the time necessary to complete the program. In CBE, coaches serve as facilitators and supporters instead of giving them knowledge (Cunningham, Key, and Capron, 2016; ODHE, 2021; Pearson, 2021).

As CBE assesses students' competencies, it needs to specify competencies to assess students' competencies correctly. Once CBE introduces effective prior learning assessment (PLA) to determine students' learning and competencies, it should assess students' competencies appearing throughout CBE (LuminaFoundation, 2016). The assessment should use various measurements. In general, effective measurements must assess students' ability to integrate, synthesize, and use the knowledge and skills required in the real world. Leading CBE offering institutions have suggested developing benchmarks for mastery (AACN, 2020; Mathematica, 2021).

There are four components in CBE design: learning resources for students, effective assessment of competencies, clear faculty roles, and clearly defined traits of successful students (Kellogg, 2018; Peek, 2021). CBE faculty can measure students' competencies through objective assessments such as questioning or performance-based assessments. Performance-based assessments include papers, group activities, observation, analytics, and projects. A mixture of the two assessment types will help the faculty develop a benchmark for each student. In CBE, there are two types of faculty roles: coaching and mentoring. Coaches are learning facilitators, while mentors are learning supporters. Four essential traits for coaches and mentors are self-direction, resilience and dedication, work experience, and previous learning (Cunningham, Key, and Capron, 2016; LuminaFoundation, 2016; Mathematica, 2021).

Traits of CBE Faculty

CBE faculty has seven required traits to make these functions more effective.
First, CBE faculty should be experts in chosen fields and life experiences. Especially, coaches should have their areas of expertise while mentors should show their life experiences for mentoring students. Such professionalism is required for CBE faculty as they coach and mentor professionals to develop competencies by applying their knowledge and skills to practical issues. Also, they need to utilize their own life experiences to become mindful of other persons' life situations. Of course, they must continuously improve their professional expertise and life experience (ODHE, 2021; Pearson, 2021).

Second, CBE faculty should offer students opportunities to demonstrate real-world skills and abilities. They should facilitate knowledge application to let their students demonstrate their competencies (ODHE, 2021; Pearson, 2021).

Third, they should be learning partners who share learning responsibilities with students. As CBE is personalized learning, they also need to know various learning styles to support students

in combining learning with job and family responsibilities (Kellogg, 2018; Calstate, 2021; Peek, 2021).

Fourth, they should be able to measure competencies in multiple ways. First, they need to know appropriate measurements for students' prior learning. Then, they should master five dimensions of learning outcomes of CBE to measure competencies throughout CBE programs. The dimensions are applied learning, intellectual skills, specialized knowledge, broad knowledge, and civic learning. These include three types of students' competence: knowledge, skills/behaviors, and attitudes/values (ODHE, 2021; Pearson, 2021).

Fifth, in addition to the appropriate ways of competency assessment, they should know various ways to serve the needs of non-traditional or underserved adult students to bring their knowledge out to apply as competencies. They should know appropriate coaching and mentoring techniques to support students' self-direction in learning, resilience and dedication to learning, and applications of work experiences and previous learning (ODHE, 2018; Cbenetwork2, 2021).

Sixth, they should understand the principles, characteristics, practices, and policies of CBE to develop effective learning materials or modify existing materials for better students' learning. Also, understanding these will help them to let students fully accept learning objectives, systems, rules, and assessment criteria (LuminaFoundation, 2016; Kellogg, 2018; Peek, 2021).

Finally, they must work together with staff members to develop optimum learning environments and systems for students. It is ideal for coaches and mentors to actively participate in curriculum developments, modifications, and faculty development programs (O'Sullivan and Bruce, 2014; Peek, 2021).

Faculty Development

Leading CBE institutions have implemented faculty development programs to make their faculty members effective coaches and mentors.

In general, through effective faculty development programs, CBE faculty can develop their skills to pace monitor, intervene, and support to encourage students to stay on track. Also, they will learn effective ways of inspiring and motivating students. Faculty development programs will encourage participants to apply their career and life experiences to support students' career development. They will learn teaching methods to support students' learning by understanding active and guided learning modes. Faculty will also learn various ways to let students reflect, analyze, judge, resolve, discover, interact, and create throughout CBE programs (Ford, 2014; Cunningham, Key, and Capron, 2016; Lumina Foundation, 2016; AACN, 2020; Mathematica, 2021).

Also, many CBE programs have tried to develop the best coaching and mentoring practices, which are instructional guidelines for coaches and mentors. The best coaching practices have seven areas: assessment, feedback, career preparation, field expertise, communication, team-up, and self-management. Similarly, the best mentoring practices have six areas: assessment, feedback, career preparation, life expertise, communication, and team-up (Ford, 2014;

Cunningham, Key, and Capron, 2016; Lumina Foundation, 2016; AACN, 2020; Mathematica, 2021).

FlexIT-Pro Program

The Master of Science program (MS-ITAM) of the Department of Information Technology and Administrative Management (ITAM) in Central Washington University (CWU) has offered FlexIT-Pro (FITP). It is a modified CBE program that the Master of Science program (MS-ITAM) of the Department of Information Technology and Administrative Management (ITAM) in Central Washington University (CWU) has offered since 2018. The model for FITP grew out of a modified performance-based modality first offered for undergraduate ITAM students in 2014.

In FITP, the faculty member called "Content Coach" is assigned to a specific course within their academic and professional expertise, who coaches students on course content and evaluates their competencies related to the course outcomes.

The faculty member called "Mentor" is assigned to support a caseload of students from intake and orientation through a degree or program completion. Mentors assist with learning strategies, time management, program planning, and career planning; and support students in communicating effectively with Content Coaches. They also serve as faculty advisors for the students assigned to them.

We call faculty who has served as Content Coach and/or Mentor "Core Faculty," who is engaged in the overall development of the FITP modality.

Current FITP Best Practices of Coaching and Mentoring

For three years, we have used the current best practices for all FITP faculty members to offer their students great learning experiences. New FITP faculty members have taken new faculty orientations to learn the best practices with many examples. If our coaches and mentors struggle, the core faculty will offer them several development seminars for improvement. Our current best practices for coaches focus on assessment, feedback, communication, team-up, and self-management. Our best practices for mentors have focused on feedback, communication, and team-up.

We created a faculty development committee (FDC) to reorganize faculty development programs for FITP. In 2021, FDC decided to assess the current best practices for revisions (see appendixes). The FDC members assessed the current best practices based on historical reports of student surveys, faculty development records, and minutes of focus group discussions.

Assessment

To revise the practices, we used three information sources: accumulated students' comments and suggestions from regular surveys, collected information through various meetings with coaches and mentors, and records of focus group meetings.

According to student input, unclear distinctions of formative feedback and summative feedback seemed to confuse our students. For example, our students tend to take formative feedback as a

part of summative feedback. They asked too much for the formative feedback, which will increase coaches' workload unnecessarily. They suggested a standard format and better facilitation for better interactions with coaches for synchronous sessions. Additionally, many of them suggested virtual office hours to find more opportunities to learn applied knowledge and real experiences of coaches' expertise. Finally, they implied that they would appreciate it if they could have some suggestions for their career advancement through their education.

According to our meeting records, new coaches asked for clear distinctions between formative and summative feedback with examples. Especially, they wanted to know the types of formative feedback, the feedback's know-how, and the timing of the feedback. To understand these comprehensively, they suggested a flow chart showing these. Some coaches wanted to have the best practices or suggested ways of observing students' competency demonstrations. Many coaches asked for the best practices of synchronous sessions and virtual meetings for better facilitation and designs for active students' participation and learning. They wanted to know ways of initiating two-way communications for active and meaningful feedback and communications. While our faculty seemed to be comfortable with the best practices of team-up, some of them suggested the best practices of ongoing communication for better collegiality. They seemed to be fine with the best practice of self-management; however, they seemed to look for refreshers and joint teaching assessment assessments for better instructions. They wanted us to develop functional definitions of coordinator, coach, and mentor to prevent functional confusion. Many faculty members showed strong interest in continuous improvement and development of their expertise for better instructions and meaningful suggestions for students' career preparation.

Our focus groups suggested clearer descriptions and best formative and summative feedback practices. Additionally, they suggested effective feedback training for new coaches. They asked for the best practices of synchronous sessions and virtual meetings with better students' participation, facilitation, instructional materials, and formats. They suggested behavioral training for students to make them active communicators before the initial contact by coaches. Finally, they loved to continuously improve and develop knowledge and experience of their field of expertise. They asked for such improvement and development opportunities. They all agreed that they needed to develop their skills to support students' career preparations.

Our students looked for practical suggestions or consultations for career preparation. Especially, they loved to learn from mentors' real-life experiences and fields of expertise for their career planning. Another thing was they wanted to know a clear functional distinction between coaches and mentors.

Our meeting records showed their need for the best practices of assessing students' attitudes and behaviors. Especially, they wanted to assess students' emotional, mental, or even life conditions through their attitudes and behaviors to make better feedback and support. They also asked for the best practices of tracking students' performance and schedules for better intervention, facilitation, and connecting. To be a great middle person, they wanted to know the clear relationship with coaches, students, and mentors for better communication and feedback. They wanted to know the clear relationship with the coordinator and coaches for better team-up and

collegiality. Finally, they asked for the best practices of supporting students' career development and emotional growth.

Our focus group meeting records showed critical elements which we should add to the current best practices. First, they needed the best practices of assessing the behaviors and attitudes of students. Second, they asked for the best practices of tracking students' performance and schedules for better intervention, facilitation, and bridging. Finally, they are interested in developing their skills to support students' career development and emotional growth.

Findings

Our assessments of the current best practices showed us opportunities for improving the educational performance of FITP.

We need to add additional explanations to ensure clear distinctions between formative and summative feedback for the best coaching practices. Knowing the differences will allow them to offer the best possible feedback formats on time. We also noticed the need for refining the best practices of feedback timing and modes.

Also, we need to add practical suggestions for synchronous sessions for better participation, facilitation, and settings. We also need to suggest various synchronous session platforms for sessions, office hours, and meetings. Then, we need to develop the best practices of continuously improving skills and knowledge in instructors' fields of expertise, which coaches can use for instructions and career advising.

There are several areas that we need revisions. We must revise the best communication practices to initiate, develop, and maintain active two-way communication between coaches and students. The revised practices should ensure the effectiveness of feedback and regular communications, including career advising. Also, we must revise the best practices of self-management of coaches to maximize instructional effectiveness and efficiency for our students. The practices should include several suggestions such as time management, communication rules, joint student survey reviews, taking refresher training, and developing ways of being self-learners.

We need to add the best practices of life experience development for better mentoring and career consultations for the best coaching practices. The best practices should include several practices that mentors can support students who face life and career development difficulties.

Also, we need to add the best practices of assessing students' attitudes and behaviors, indicating the students' competency. The revised best practices should allow mentors to understand students' emotional and mental conditions through their attitudes and behaviors. The best practices should include practical ways to track students' progress for better intervention and assessment.

Conclusion

Assessment of the current best practices is not the ending point, but rather, it is a starting point to improve the best practices. We will revise the current practices based on the findings from the assessment.

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Appendix

Appendix 1: Current Best Practices of Coaching

Coaches	
Assessment	Establish in your course and with individual students as they enroll in your course, your expectations for formative feedback. Formative feedback helps students develop their final assessments; it is provided before and is separate from grading. In FlexIT/FlexIT Pro you provide opportunities for formative feedback as part of the Content Coach interaction expectations that contribute to the students' final grades. • Drafts: In writing-intensive courses, formative feedback might take the form of working with drafts. Structuring this work with drafts can be very beneficial. For example, some final assessments have major sections that you might want to make sure are on track before students move on to the next step or to the complete assessment. Rather than providing complete issue-by-issue feedback using track changes, which could easily be revised by the student just accepting the changes, you might want to provide one or two specific comments (or refer them to the content/resources – ie. CWU

	Writing Center, e-tutoring, Canvas modules, textbook, and offering a chance to meet with them; for their own learning) and add a comment that the student needs to go through the rest of the document to revise other similar issues accordingly – which provides the student the knowledge and empowers self-learning and development. If your course has periodic check points throughout the course that work as formative feedback, that may be enough for draft review; whereas other courses might be more adaptable to draft review of a final assessment before the student actually submits for grading. • Concept/practice quizzes: In more technical courses, setting up concept quizzes or practice quizzes can help students test themselves on specific knowledge areas. This can make for a messy gradebook, however, so be sure to indicate clearly that these quizzes are not part of the final grade. • Preliminary steps/journal entries/reflections: Some courses build in shorter assignments, including preliminary steps, journal entries or brief reflection papers, that track student learning as part of the progress toward the final assessment. As with quizzes, be sure to indicate clearly that these assignments are not part of the final grade. • Synchronous sessions (Zoom, Skype, Teams): Several faculty have found that scheduling synchronous sessions creates valuable give-and-take regarding formative feedback. These 1:1 sessions are held in real time, giving the opportunity to deal with questions and clarify expectations quickly. For classes with multiple students on the same timeframe, group study sessions or Q&A sessions can also be useful. Final Assessment Feedback/Grading: Final assessments are the tool for summative feedback; this is feedback given to students as to whether or not the projects, papers, etc., produced for the course meet or exceed the standard for demonstrating competency. Final assessments can be a single large project or paper, a portfolio of shorter projects or papers, or a combination of tests, projects, and papers. They can be submitted as single or multiple entries. In some classes, final assessments are required to be submitted in a prescribed sequence of steps to ensure students are on track before moving forward. • Provide feedback/grades preferably within 3 days; but no later than 5 days. If grading will take longer than 5 days, communicate with the student; copy the program coordinator and/or the student's mentor. Students are often on tight deadlines for grades for financial aid or other reasons, and we track this closely. • If a student does not achieve a minimum passing grade of 80% on first submission of the final assessment(s); then the student must

	resubmit to raise his/her grade to achieve the 80% passing grade for FlexIT/FlexIT Pro courses. With this situation, you might want to offer a meeting/virtual meeting to go over the results and how to improve for a passing grade. • Students who earn 80% or higher on their first attempt do not get a second attempt only to raise the grade. • Suggestions but you may have a method you prefer: ○ Encourage students to review the requirements of the final assessment(s) as they start a class; then work in an iterative process with the module content, going back and forth as they develop their final assessment(s).
Feedback	Send a welcome message in the discussions as the first contact, then follow-up with sending students a course policy statement with your expectations, then just back and forth communication as needed. Providing a video for every final assessment and the expectations for each assessment can be useful for students and make your review process smoother. Post a welcome video as well as adding short articles of interest or relevance (ungraded) throughout the course pertinent to specific modules can be helpful to students for understanding different concepts – and can make the course more interesting/memorable for the students. Also, you might want to suggest students keep a "proverbial" tool bag of articles, concepts, ideas as they move through the course to make their own opinions stronger in the final assessment(s). Respond to students' communication/questions preferably within 24 hours; but no later than 48 hours. If you don't have the answer within that amount of time, please respond indicating that you will follow-up with the answer so they know you got the communication and are working on the answer. Then, put the issue on your to-do list as a reminder that you need to clear the communication. Finalizing Grading: Submit a Grading Form at this link:
Communication	Post a Content Coach Welcome/Expectations video in your classroom (ie. panopto, zoom, etc.) that addresses: (1) Why the student is taking this course (purpose and importance of the course content); (2) What is expected for communication with you as Content Coach; (3) What is expected with the Final Assessment(s); and (4) anything else you briefly want to address to help the student be successful in your class. Respond to students' communication/questions preferably within 24 hours; but no later than 48 hours.

	Inform students (and the program coordinator) if you will be out of communication for more than 24 hours, or if your response time will be slower than usual. If you are going to be out-of-the-office (vacation, emergency, medical, travel, etc.) let FlexIT program coordinator know and your plans/needs during that time. Also, let your students know.
Team-up	Inform students (and the program coordinator) if you will be out of communication for more than 24 hours, or if your response time will be slower than usual. If you are going to be out-of-the-office (vacation, emergency, medical, travel, etc.) let FlexIT program coordinator know and your plans/needs during that time. Also, let your students know.
Self-management	Time Management: You only have 24 hours in the day minus sleep time to balance your life, school, work, family, hobbies, exercise, etc. If something (work, school, family, etc.) is an immediate need/deadline – do it immediately! If something is an as the opportunity allows task, then jot it down for a reminder of something you need to do and when it needs to be done by. Keep track and cross off tasks (personal/professional) as completed. Note: If you are going to be out-of-the-office (vacation, emergency, medical, travel, etc.) let FlexIT program coordinator know and your plans/needs during that time. Also, let your students know.

Appendix 2: Current Best Practices of Mentoring

Mentors	
Feedback	Advise students in plenty of time before registration, graduation (folder records check), completion of classes, IPs (including time before auto "F" after 1-year term-to-term) deadlines to ensure students get accurate advice. When unsure of how to respond to a student/advise, check with FlexIT Program Coordinator or other mentors for advice. Ensure students understand the requirement to complete at least one course during current enrollment term; and monitor that they don't have more than 16 outstanding credits they are working on before allowing them to register for next term. However, 16 outstanding credits is a guideline and we as mentors will know each student's specific situation and whether we can realistically think the student will be ok with being over the 16 credits.
Communication	Respond to students' communication/questions preferably within 24 hours; but no later than 48 hours. If you don't have the answer within that amount of time, please respond indicating that you will follow-up with the answer so they know you got the communication and are working on the answer.

	Then, put the issue on your to-do list as a reminder that you need to clear the communication. Be a go-between with content coaches when students have praise, concerns, or questions about a course, etc. to help ensure content coaches' and students' communication is smooth and informative as needed. Respond to communication with content coaches within 24 hours (preferably within a few hours, but no later than 48 hours to assist with course or student concerns/questions. You only have 24 hours in the day minus sleep time to balance your life, school, work, family, hobbies, exercise, etc. If something (work, school, family, etc.) is an immediate need/deadline – do it immediately! If something is an as the opportunity allows task, then jot it down for a reminder of something you need to do and when it needs to be done by. Keep track and cross off tasks (personal/professional) as completed.
Team-up	Keep in communication with FlexIT Program Coordinator to ensure understanding of polices, processes, and procedures to be an informed team player with assisting content coaches. Be a go-between with content coaches when students have praise, concerns, or questions about a course, etc. to help ensure content coaches' and students' communication is smooth and informative as needed. Share concerns/questions/suggestions from Content Coaches with Program Coordinator; and vice versa to ensure we do the best we can together as a team for the program. If you are going to be out-of-the-office (vacation, emergency, medical, travel, etc.) let FlexIT program coordinator know and your plans/needs during that time.

Building A Professional Network to Support Marketing Students: A Case Study

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Advisory boards for academic programs are common in business schools. If well managed, boards can provide benefits to the members, the program, and students. A key challenge is actively managing board activities and engagement. In the absence of proactive management, boards can devolve into a disorganized, dysfunctional group (Farrell, 2017). The purpose of this case study is to describe an alternative "Network" model; the primary function of this Network is to support students.

Marketing faculty at a western-U.S. University developed a new Digital Marketing program, with the goal of creating industry-relevant curriculum and a strong career-path for students. Given the fast-paced technology change in this industry and the importance of hands-on student work, faculty concluded that the business community must be actively engaged in the program long-term. To accomplish this, the faculty team created a professional network, which, like advisory boards, is made up of local business professionals who bring experiences, expertise, and community ties to the program. The key difference is that instead of having a static board whose primary role is to meet a few times a year, the Network is a less formal structure that enables a larger number of professionals to engage in a wide variety of ways based on each member's interests and time availability. Engagement opportunities include curriculum and program review, career panel events, resume review, mentoring, guest speaking, hosting client projects, and networking. The Network is comprised of about 50 local professionals, ranging from alumni a few years out from graduation to senior-level executives with over 20 years of experience.

The Network approach addresses the benefits and challenges of a more traditional academic advisory board. Like an advisory board, the Network is comprised of professionals from a variety of backgrounds, enabling the program to leverage members' expertise and community ties. Members become professional contacts for both students and faculty. The key differences include a strong focus on student interactions and support, a flexible and dynamic model that allows for member choice regarding participation, and the ability to avoid stagnant board meetings that rely on one-way communication from the program.

The benefits for students include learning relevant and current curriculum, being recruited for internships and jobs, being taught by faculty who are in tune with the industry, connecting with professionals with various experiences, learning about local and regional businesses, gaining insights regarding career paths, and gaining hands-on experience through client projects. The program overall benefits from consistently updated curriculum, especially important in the fast-paced field of digital marketing. Network members become advocates for the program, raising the profile of the program in the business community. Faculty interact with professionals in the industry, stay current in the field through Network activities, and as a result are prepared to advise students on career-related decisions. In addition, faculty have a resource for quickly finding best-fit guest speakers and relevant client projects. The Network model does present some challenges, including communications, engagement, and recruitment.

Building Community in the Virtual Classroom through Speed Networking.

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With the onset of the Covid-19 pandemic, many faculty members in higher education were forced to quickly convert their courses to a remote or virtual format. With the enduring impact of the pandemic, many universities remained remote for a prolonged time period, often spanning multiple semesters. The lack of opportunity for in-person interactions among students greatly hindered the ability of faculty to foster a sense of community in the classroom. In this paper, we describe an innovative speed networking activity that facilitated student interactions. Results from a survey suggest that the activity was effective at building a sense of community in a virtual class.

Developing and Launching a Faculty-Authored Industry Partner Certificate Program

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The purpose of this study was to understand how an assessment-based certificate created by a faculty member and industry partner aids in the skill development of undergrad Business and Marketing students. The main research questions include:

● To what extent can a faculty-partnered industry certificate help Marketing students gain digital marketing skills?

● To what extent is faculty presence helpful in a certificate-based training module?

● To what extent does the certificate work to enhance skill-building exercises and associated exams in conjunction with the other teaching approaches in the class?

The participants in the study were students from MKT 3320 Marketing on the Internet course in the fall of 2020. The participants were introduced to key topic areas and concepts related to an assessment-based certificate program each week in the classroom. The implementation of the assessment-based certificate in the classroom was driven by the theoretical underpinnings of skills-based learning models and faculty presence (Garrison, Anderson & Archer, 2001). Upon completion of the assessment-based certificate, students were asked to complete a survey that asked questions related to the theories and their perception of the learning process. Overall, students were satisfied with the experiential elements of the assessment-based certificate process, but more active learning and project-based learning were recommended by the students. 100% reported that they "Strongly Agreed" that both faculty members' genuine interest in supporting their success and the faculty facilitated success in completion. 50% of certificate completers self-rated their overall skill or knowledge as "Very Good" at completion.

Developing and testing a EU funded experiential learning game-based teaching module on branding during a pandemic

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Developing and testing a EU funded experiential learning game-based teaching module on branding during a pandemic

ABSTRACT

A funding grant was awarded in August 2020 by the European Union to a consortium of 11 European universities to develop a game-based experiential teaching module to train marketing students in brand management to improve their employability. A first round of testing was scheduled for March 2021, in the surge of the Covid pandemic. This paper aims at describing the solution found by the research team to perform the testing despite challenging circumstances and to prevent postponement of the project end date. Clear opportunities for improvement were identified thanks to the participation of very highly engaged students from 4 countries to an online paper prototyping based testing session.

Keywords Branding, game-based teaching, experiential learning, employability

INTRODUCTION

According to Eurostat, in the EU-28, there were 4.4 million students in 2017 studying business, administration or law. The job market for that profile of graduates is very dynamic in EU: employers' expectations are high. At the same time in the recent literature (Finch&McIntyre, 2019 for example) shows that there is still a significant gap between graduates' profiles and employers' expectations. Finch, Nadeau & O'Reilly (2013) explored this challenge exclusively in the marketing field and found an important gap between the individual skills and knowledge areas defined as important by professionals and the corresponding performance of new graduates. Consequently, experts tend to agree that there should be a shift in focus, from knowledge generation to skill development (Rundle-Thiele, Bennett &Dann, 2005). This leads to the question on effective teaching methods and techniques in the field of management, and particularly in marketing.

In recent years, much attention was given to experiential methods in teaching and learning. A review of publications in the Journal of Marketing education between 1979 and 2019 (Donthu et al, 2021) shows the interest of marketing educators for experiential learning methods. "Experiential learning" has been among the most published subject (124 articles, by 272, 2357

citations) in JMA, right behind "self regulated learning" (126 articles, 274 authors, 3179 citations). A study conducted by Farashahi et al (2018) on 194 undergraduate and MBA students shows that they perceive simulation as the most effective teaching method for developing their interpersonal skills and self-awareness followed by case study and lecture respectively. Regarding problem solving skills the study found that simulation and case study are perceived as being similar but more effective than lectures. As J.G Clawson (2008) from the University of Virginia emphasizes, experiential teaching methods are those that rely on data generated during the exercise/learning experience rather than on data prepared in advance as with lectures and cases. Experiential methods engage students in experiences that simulate social phenomena. They include games such as Starpower[1] and the Organization Game (Randolph & Miles, 1979) as well as computer simulations like Markstrat[2] or CESIM[3].

With this in mind, a consortium of 11 European universities[4] have received a funding from the Erasmus Plus Strategic Partnership program of the European Union[5], to develop a game-based experiential teaching module to train marketing students in European brand management to improve their employability. The framework is based on the concept of one-week international intensive programs (IP) taught outside the students' home university.

The project started in September 2020 and in a context where game development requires testing as early as possible in the development process, the researchers had to quite rapidly find a solution to hold a first test IP, planned to gather about 30 students from 4 different universities in a European location. This IP was scheduled for March 2021, during a surge of the Covid-19 Pandemic, where all participating universities only operated through very strict distant learning rules. This testing round was key to provide the researcher with the feedback they needed to pursue the development of their game, in-line with the tight project schedule.

This paper aims at describing the solution found by the research team to perform the required testing despite the challenging circumstances and the achieved results.

LITTERATURE REVIEW

There were in2017, about 19.8 million tertiary education students across the 28 EU countries, , more than one fifth (22.2 %) of which were studying business, administration or law, representing a total of 4.4 million students. A recent EFMD 2019 survey[6] shows that 67% of European companies plan to hire a "Master in Management" talent within the current year. Yet, research shows that there is a significant gap between graduates' profiles and employers' expectations (see for example Walker et al., 2009; Wellman, 2010; Di Gregorio et al., 2019; Finch & McIntyre, 2019, Gawrycka et al, 2020). For example, 96% of university rectors in the US responded that they were adequately preparing graduates for the workforce while in contrast only 33% of senior executives shared the same opinion. Finch, Nadeau & O'Reilly (2013) explored this challenge exclusively in the field of marketing and found an important gap between the individual skills and knowledge areas defined as important by professionals and the corresponding performance of new graduates. European experts also confirm the existence of

[1] https://www.simulationtrainingsystems.com/schools-and-charities/products/starpower/

[2] https://web.stratxsimulations.com/simulation/strategic-marketing-simulation

[3] https://www.cesim.com/

[4] See appendix 1 for the list of participating universities

[5] Experiential education.Interactive/Intensive course of European brand management (BrandY) (2020-2023) reference number 2020-1-PL01-KA203-081852

[6] https://efmdglobal.org/wp-content/uploads/2019_corporate-recruiters-survey-2019_may-2019.pdf

this gap in their report "Skill shortages and gaps in European enterprises" published recently by EU[7]. Consequently, experts tend to agree that there should be a shift in focus, from knowledge generation to skill development (Rundle-Thiele, Bennett&Dann, 2005; Rohm et al, 2019; Miklosik et al, 2019).

Beyond the curriculum content, another issue is students' motivation to learn. A research conducted in 2006 by Bridgeland, DiIulio, and Morison, aiming at understanding the reasons why US high-school students drop out, found out that nearly half of them said a major reason was that the classes were not interesting, and 70% said they were neither motivated nor inspired to work hard. Research conducted by the US National Center for Educational statistics (2003) shows evidence indicating that the students who are most at risk for failure in the traditional classroom setting, also spend an average of twenty seven minutes per day more than their counterparts, using video games.

Games have proven their motivational power, leading increasing numbers of people to contribute, through collaborative effort, to solve problems without any other incentive than the fun of play and the sense of achievement. Games have the power to engage the masses, who end up spending enormous amounts of time

in or around games: In her book "Reality is Broken" McGonigal (2011) states that World of Warcraft[8] (WoW) players have collectively written a quarter of a million articles, creating the WoWWiki[9], at the time the single largest Wiki after Wikipedia.

The use of games in education has been studied at length from different angles and still is. To cite a few examples, Malone explored the intrinsically motivating qualities that games have and how they might be useful in designing educational games (Malone, 1980; Malone, 1981), Squire explored the use of commercial games as a means for engaging disenfranchised students in schools (Squire, 2005), Kafai had schoolchildren design games to learn computer programming concepts and mathematics (Kafai, 1995; Kafai, 1996), Gerber explored how video games shape students' reading and writing in both online and offline spaces (Gerber, 2009; Gerber & Price, 2013), Green and Bavelier studied how action-video-game playing can alter a range of visual skills

(Green and Bavelier, 2003) and Rosser et al. studied the impact of video games on training surgeons (Rosser et al, 2007). After conducting a systematic literature review of papers published after 2012 covering the use of games and gamification techniques in higher education, Subhash and Cudney concluded that there are several benefits of using gamified learning, such as improved student-engagement, motivation, confidence, attitude, perceived learning, and performance (Subhash & Cudney, 2018). More specifically in business education, more recently Manzano-Leon et al. studied the potential impact of educational gamification on the academic performance, commitment, and motivation of students (Manzano-Leon et al,2021). Liberona et al, found that games have a very positive impact in the students' learning process in higher

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[7] https://www.cedefop.europa.eu/files/3071_en.pdf

[8] World of Warcraft is a Massively Multiplayer Online Role Playing Game (MMORPG) launched by Blizzard entertainment in 2007. According to Wikipedia, it is the most subscribed MMORPG with over 12 million subscribers at its peak in 2010 (http://www.ign.com/articles/2013/07/26/world-of-warcraft-down-to-77-millionsubscribers)
and 7.7 million subscribers as of July 2013 http://us.battle.net/wow/en/?-

[9] http://www.wowwiki.com/Portal:Main since moved to
https://wowpedia.fandom.com/wiki/Wowpedia?utm_source=Fandom&utm_medium=banner&utm_campaign=wow

education and add a very good component of experiential teaching to students, enabling them to experience decision making in complex environments (Liberona et al, 2021)
According to Shernoff et al (2014) games contain what is needed to engage students and help them enter the state of flow (Csikszentmihalyi, I. S., 1992), where they are fully immersed, energized and focused on their learning activity, losing track of time. They can increase student engagement, which is strongly associated with student achievement (Shute et al, 2009). Games and digital games can be more engaging than other classroom activities (Malone, 1981; Rieber, 1996). When learning tasks are made increasingly challenging, games can also sustain engagement and motivation for a longer period of time (Gee, 2003; Gee, 2009; Rupp et al, 2010).
Regarding more specifically the process of designing games, Fullerton et al (2004) highlight that the primary
role of a game designer is to be the advocate of the players and therefore to keep in touch with their needs. At the beginning, the creative possibilities are broad, open and can be changed with limited financial consequences. However, as the project moves along, changes become more costly. A continuous iterative process of playtesting is therefore recommended all along the development of the game. Game developers should provide players, as early as possible in the development process, with prototypes of the games, and ask them for feedback.

METHODOLOGY

In August 2020, a consortium of 11 European Universities received a funding from the Erasmus Plus Strategic Partnership program or the European Commission, to develop a platform for an integrated study module for universities and SMEs, dedicated to international brand management, to improve the competences of future employees in managing European brands on global markets. The platform should be based on new technologies (access to teaching materials, implementable remotely), experiential teaching and learning based on gaming concept and in the framework of intensive programs (IP) (around one week duration).
The research team is committed to designing this experiential learning instrument, taking into consideration: 1) the scientific concepts and models as described in the academic literature (see Keller, 2012 for ex.); 2) the knowledge and skills expected by the practitioners and professionals to ensure a good employability of participants; 3) the requirements of the marketing educators both in terms of contents and usability of the teaching instruments and 4) the already existing experiential instruments available for marketing educators to avoid overlaps.
Based on a preliminary survey[10] performed by the research team, from an educators' point of view, the instrument will also include the following features: 1) a ready-to-use instrument for teachers and students; 2) a possible real-time feedback from different stakeholders; 3) an engaging scenario and contents and 4) a good link with the related academic theories and models.
The project started in September 2020 and will last until august 2023. In-line with the recommendations in terms of game development, 4 IP sessions are planned for testing and assessing the game-based teaching instrument along its development stages, the first one as early as March 2021. Each IP should take place in one of 4 different European locations: Bruges (Belgium) in March 2021, then Katowice (Poland) in Spring 2022, Annecy (France) in Spring 2023 and lastly Valencia (Spain) in Summer 2023.
In March of 2021, all participating countries were in complete lockdown and remote teaching, in the middle of their third wave of the Covid pandemic, with no end in sight. Travelling for any

[10] https://sphinxdeclic.com/surveyserver/s/yupi61

reason, let alone for IPs was impossible for the foreseeable future. Yet, postponing the March 21 IP would have delayed the needed early testing, so key to identifying early necessary changes at the concept stage, where major changes are still possible with limited financial consequences. Further developing the platform without testing would have implied either the development of an inadequate game, or potential important costs at a further stage. Freezing the project until the return to normal teaching forms would have shifted the project to an unforeseeable end date, which was not an option.

Ultimately, it was decided to split the IP in 2 parts: a shorter pre-IP, based on paper prototyping methods (Snyder, 2003), to be held online in March 2021 and allow early identification of potential flaws in the concept of the game. A real IP was planned for later, sometime in the first half of the 2021-2022 academic year.

The pre-IP was held online on Microsoft Teams over 2 days, on March 29 and 30, 2021. Participants included 28 students from 4 countries (Belgium, Poland, Russia and Switzerland), and 17 teaching staff from 7 countries: (Belgium, Poland, Russia, Switzerland, Romania, Germany, and France). Students were split in 5 multinational groups and in addition to, social and teambuilding activities, they were required to test and evaluate 4 activities:

1) development of a buyer persona,
    a. develop a buyer persona for the target audience
2) development of an Instagram advertisement
    a. view provided videos and ads on the health market and health customer segment,
    b. design a mood board and word cloud describing this culture,
    c. develop and Instagram ad for this target group,
3) testing of fashion design apps
    a. a list of 7 fashion design aps was provided , from which each group was requested to test 6 different apps and to look for further possible solutions to develop the sample garments of the brand they were creating
4) an additional activity required students to read and evaluate 6 teaching support book chapters: 3 on positioning and 3 on communication. Students were asked to provide feedback on 4 dimensions:
    a. Which parts of the chapter did they find the most helpful in understanding the issues described and why?
    b. Which parts of the chapter did they find incomprehensive or complicated, why?
    c. What would they change in the chapter?
    d. What would they add to the chapter?
    e. In addition, some chapters were provided with a powerpoint attachment, in which case, students were asked to comment on the quality and content of the powerpoint provided

Each of these 4 activities was preceded by an introductory lecture presenting, if applicable, the concept they were asked to work on and explaining the tasks they were asked to perform. At the end of each activity, students were asked to present the result of their work. Students' interactions, while performing the activities, were "observed", the output of their work was assessed and students filled an evaluation survey at the end of the pre-IP, asking them to provide feedback on each of the activities.

At this point, the aim of this preliminary test was mainly, in line with Fullerton et al (2004) recommendations in game development testing, to test the concept of the game: identify if it was fun to play, if students were able to understand the instructions clearly and if the tools provided to the students worked. It was not meant at measuring the skill development, as what was tested

were only parts of the whole concept. Therefore, it was decided that self-report and observation, together with teachers' assessment of students' output, were sufficient measurement tools.

RESULTS*:*

Students feedback on the development of a buyer persona activity:

Overall, the grade of 3.9 / 5 (3.9 on 5) was given by the students to this activity. More specifically, they graded the workshop's usefulness at 4.3 / 5, its clarity at 4.6 / 5, the helpfulness of the material provided at 4.5 / 5, the balance between general activity, groupwork and presentation at 4.1 / 5, the clarity of the provided examples and templates at 4.2 / 5 and the time provided to complete the activity at 3.3 / 5.

Although some participants mentioned that given the time pressure "*an empathy map activity would be more appropriate as it is easier to understand and faster to do*", qualitative feedback provided showed that overall students really appreciated this activity stating that they "*learned how to make a good buyer persona and what it should include*" they were happy that they "*got a good template*" to develop it. One group suggested improvements to the provided buyer persona by adding sections on "*the persona's social activity*", as well as on "*what engages the persona and motivates them to remain loyal*"

Students' feedback on the development of an instagram advertisement activity:

Overall, the grade of 3.9 / 5 was given to this activity. More specifically, they graded the fun of this workshop at 4.5 / 5, it's ease at 3.1 / 5, the time allocate to complete it at 4.5 / 5, the ease of cooperating with other team members at 3.4 / 5, the fact that it enabled them to learn new skills at 3.8 / 5, the fact that it enabled them to better understand the concept of brand communication at 3.9 / 5. In addition, students were asked to rate on a scale from 1 (totally disagree) to 5 (totally agree) 3 improvement suggestions. They rated on average at 4.3 the suggestion that it would be fun to see how many likes their ad would get, at 4.5 the suggestion that it would be more interesting if they could see what other teams came up with, and at 3.3 the suggestion that it would be more interesting if they could compete with other teams based on the number of likes each post got.

Qualitative feedback provided showed that overall, although they found that "*the time allocated was too limited*", students really liked this workshop, describing it as "*fun and creative*", "*a great workshop*" where they could "*use their creativity*". For some students, it was "*the first time they did mood boards and word clouds*". They described the mood board activity as "*one of their favorite*", "*a very nice task*" which they "*loved*", they "*liked using pictures*" and it "*helped them develop their ad at the end*". Some explained that it enabled them to "*learn a lot about cultural marketing and about ad creation*" and gave them "*a different vision on branding*"

Students' feedback on the testing of fashion design apps activity:

Since each student group was asked to test different apps, they were not asked to grade this activity but to provide qualitative feedback on the various suggested app. Overall, they did not find any "*perfect*" app. Each one they tested had pros and cons. What groups generally disliked in the tested apps were "*the limited options*", "*the need to pay*", the fact that the app provided "*no coloring possibility*" as well as when apps were "*slow*". On the other hand, what they particularly liked was when the apps were "*intuitive*", "*easy to use*", provided "*choices*", were "*available for both iOS and Android*" for mobile devices or for both "*iOS and "windows*" for computers. One group commented that they "*did not perceive this activity as a teaching experience*". Upon hearing the response that it was not foreseen as a teaching experience, but as

a way to add fun to the process, they responded that in this case it was indeed "*fun and relaxing*" and that it was "*great as it motivated people to be creative*".

Students' feedback on book chapters:

It was obvious from the wide range of grades given to the various chapters as well as to the various parts of the chapters, that student had really carefully read the chapters. For example a grade of 1.8 / 5 was given on the question "the overall information in the chapter is presented in a clear and easy to understand way", on the chapter on communication messages. Comparatively, a grade of 3.8 / 5 on the same question was provided for the chapter on brand positioning. On the other hand, for the chapter on communication messages, the question "the knowledge presented will help students carry out the exercises and tasks" only got a grade of 3.3 / 5.

The quality of the qualitative feedback provided by the students also indicated that they had really spent time reading the chapters to provide constructive feedback on the opportunities for improvement.

Some comments were related to the layout of the chapters: "*some parts like page 5 or 9 have weird text placement, not two columns but side by side placement, and it was at first complicated for me to move on to the right sentence after I finished the previous one*" or "*more pauses between text, bigger font size*" or "*to make it easier to read and to highlight the most important information, I would add the definitions or the most important information on the side of the whole text*."

Other comments were related to the content of the chapters: "*maybe less text information, and more notes and concrete info*" or "*Everything was nicely written in a understandable way*" or "*The most helpful are real-life examples of the ads, like oreo or mcdonald ads, when I see the picture I understand what the author had in mind, which for an average student is important*",

In addition, very specific opportunities for improvement were given: "*add more tables that summarize and synthesize everything*" or "*I would add a small recap to targeting and more infographics*" or "*add more pictures*" or "*More direct descriptions and broader examples, that may help even better understand the presented issues*".

It also appears that students really spent time completing the exercises suggested in the chapter as they provided specific comments such as "*I would change one of the last exercises about taglines. It is just too long*."

Student engagement in the tasks and activities:

Some groups went way beyond the given activity descriptions. For example, regarding the design app activity, students were asked to test 6 apps and to look for a couple additional ones. One group tested between 10 and 12 apps before setting their choice on 2 that they presented in class.

Beyond the tasks, students really gave thoughts on how these could be improved. They suggested alternative activities (empathy maps instead of buyer persona) or different ways of presenting the activities (organize the videos provided for the mood board and the wordclouds by theme) or improved templates for the activities (adding social activity and engagement to the buyer persona). They also suggested tools that would help future students, better perform the activities at hand, such as for example Adparlor as an instagram ad mockup generator.

Student feedback on intercultural interaction in a remote learning setting

28 students from 4 different countries, who had never met, were put together to work in groups in a remote learning context. Most of them would have of course "*preferred to meet their colleagues physically, obviously*", however, overall, they found that the experience went "*much*

better than anticipated" and that they were able to "*cooperate very nicely*" and to "*work as a team*".
They were able to divide the work amongst team members and stated that in their opinion, the remote situation possibly enabled them to be "*more focused*" on their work as once each of them knew what they had to do, they were better able to "*focus on their task*" without being distracted by the presence of their colleagues. Ultimately, they were also amazed to see that despite their cultural differences, the way brands were perceived across the various cultures were relatively homogenous.

Student overall feedback on the IP

Students really appreciated the 2 days. They enjoyed "meeting" new people, and meeting people from different cultures. One group mentioned that it was important to "*centralize the information*" as they sometimes had to struggle to find and operate the different templates and tools. Overall, students really "*liked the idea of learning by doing*" and of "*using in practice the skills that they have*". Given the way the activities were organized, students could not always see the way each activity "*connected to the previous one*", yet they appreciated being involved in helping their teachers develop the future of marketing teaching. They "*really felt on a mission to collaborate to develop something for future students*".

CONCLUSION

The testing phase of this project took place in very difficult circumstances amid an endless global pandemic. As a research team, we were initially perplexed as to how this testing could be conducted while working from home. Yet, we were very happy to have made the decision to go ahead with some form of testing. It enabled us to validate some of the activities we had foreseen as part of our teaching game and to continue working on the project while knowing what worked well, what needed to be improved and in some instances, how precisely this could be improved. While observing the students long these 2 days, we could see how engaged they were in working on the assignments they were given, and this comforts us that this platform aiming at teaching branding in a gamified playful applied way is on the right track.

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APPENDIX

The project is coordinated by the University of Economics, Katowice, Poland, and includes eleven partners from European higher - education institutions:

- University of Economics, Katowice (Poland),
- Université Savoie Mont Blanc (France),
- Budapest Gazdasagi Egyetem (Hungary),
- Universitatea din Bucuresti (Romania),
- Universitaria San Pablo-CEU- Universidad CEU Cardenal Herrera (Spain),
- Hogeschool West-Vlaanderen Howest (Belgium),
- Universidad de Leon (Spain),
- Università degli Studi di Trento (Italy),
- Haute École Specialisée de Suisse Occidentale (Switzerland),
- Bauhaus-Universitaet Weimar (Germany).
- Immanuel Kant Baltic Federal University (Russian Federation), (partner excluded as of March 2022)

Do online classes lead to more cheating? Exploring faculty experiences and responses to cheating during the COVID-19 pandemic

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ABSTRACT

The COVID-19 pandemic brought about an emergency shift to virtual/online delivery of higher education in the mid-Spring 2020 academic term. With a multitude of online services and tools at students' disposal and accessible from home or wherever students can get internet access, committing academic dishonesty has never been so easy. Some educators fear that students may still be tempted to cheat even after the pandemic ends.

The pandemic also provided an opportunity to examine whether and how student cheating behavior changed as classes were suddenly shifted online. In a hyper-connected virtual environment, students might feel entitled to avail themselves of materials and communicating with each other in ways that would be prohibited in a classroom setting.

A series of four Zoom focus groups were conducted with professors recruited from six campuses of a large state university system. The focus group discussions yielded mixed evidence of increased cheating on online exams. Despite a lack of consistent evidence that there was more cheating online, the consensus of the focus group participants was that students were indeed more likely to cheat online given the increased opportunities to do so.

Insights from focus group discussions led to suggestions for making it more difficult to cheat. Suggestions ranged from moving away from objective tests to essays, to using various technologies to identify and prevent cheating. Others suggested moving away from high stakes testing to reduce students' perceived need to cheat. There was consensus among participants that

campus administrations need to be involved in supporting faculty in their efforts to combat academic dishonesty.

Does Participation Affect Perceptions? The Impact of Behavioral Lab Participation on Students' Perceptions of Research and Graduate Education

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Keywords: Interest in research, behavioral lab, student pools

The purpose of our study is to explore how to make behavioral labs a good learning experience for students as well as provide faculty with excellent data to analyze. Many colleges and universities have behavioral labs as the key tool for data collection. It is common for the lab to be used to assist faculty in data collection for publication however these labs may also be worthwhile to improve student perception and involvement of research. In addition, the student's active participation and in the best behavior lab setting may increase research reliability. The current research project is a collaborative behavioral lab effort between graduate and undergraduate faculty at a small private university in Southern California. Business and Communication students (n=111) participated in a 50-minute lab session and completed a pre-survey before participation in the lab and an exit survey measuring their perceptions regarding the experience. Data collected during the introductory semester found students' perception on research was negatively impacted after participation in the lab. Results led the team in development of a guide for establishing a behavioral lab with the student participant interest in mind. Building the laboratory correctly may lead to better engagement by the students and overall, more reliable results. Our step-by-step guide for running a behavioral lab, providing student information and alternative assignments and our internal grant and budget overview samples can be found here in the guide below. Please feel free to borrow and adapt these tools for your college or university. We truly believe that improving the student experience will lead to better research results and passionate student researchers.

A. Step-by-Step Guide for Running Lab Session:
https://docs.google.com/document/d/1E7HrWF9w5gniv52XEb1r63u9FdT2UuTJ/edit

B. Student Information and Alternative Assignments
https://docs.google.com/document/d/1EgtlopsLifVZ9DAWzG-Ulb2-DzyZ2W2m/edit

C. Internal Grant and Budget Overview Sample
https://docs.google.com/document/d/1tCdVMuqhpaBBabVAXj3eoWoB041-soYq/edit

References Available Upon Request

Enabling conditions for value co-creation in higher education: the case of international study trips

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Abstract

Purpose of the Study
University students are likely to obtain significant advantages by participating in professor-led value co-creation activities such as joining curriculum development, conducting research with faculty, joining peer-to-peer teaching, etc. However, specific conditions for value co-creation in universities are investigated poorly. The purpose of this research was to investigate the conditions for value co-creation in universities.
Method/Design and Sample
International study trips serve as a good context for research because many co-creation experiences have been observed before, during and after such trips.
Qualitative research design was chosen. Specifically, 63 students which participated in international study trips (duration of minimum ten days) were interviewed. Data were analysed using content analysis method.
Results:
The following conditions of professor-led value co-creation activities were identified: change of learning environment, time spent together, small group size, and shared experiences. The research results contribute to our understanding of the operant conditions for professor-led value co-creation activities at universities.
Limitations and future research directions
Value co-creation conditions were investigated only in the context of international study trips. Therefore, in future research it would be beneficial to look at conditions in other professor-led activities context, for example, in peer-to-peer education, participating in student competitions, projects, etc. It would also be worthwhile to explore conditions of value co-creation in student-led activities, for example, students association. Additionally, quantitative approach could be implemented to test the proposed framework.
Value to Marketing Education:
From a pedagogical perspective, this study employed an innovative framework for international study trip course by integrating conditions and offering value co-creation process from the course syllabus design till implementation phase.
Keywords: international study trips; value co-creation; conditions of value co-creation

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Eradicating the Zombies in Group Projects

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While zombie folklore has existed for centuries, zombies are popular in current American culture. A zombie (Zombie, n.d.) is a will-less and speechless human. In movies and television shows, they are creatures that can hurt you. In our classes, we may have our own type of zombies; they are the students other students fear being in a group with and faculty dread due to the amount of work it will add when implementing group experiential learning and high-impact practices through activities and course projects. This manuscript offers a tool that has been successfully utilized, and while simple to implement, eradicates the zombies while relieving the fears of other members on the student team.

Exploring the Role of Client Type on Student Evaluations of Client-based Experiential Learning Project

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Extended Abstract

Purpose of the Study: This study looks at client-based experiential projects implemented in the undergraduate marketing research classes at a public university in the U.S. and examines how the client type (for-profit business vs. non-profit organization) might influence student evaluation of client-based experiential projects. Kolb's experiential learning theory provides the theoretical foundation for this study. This study bridges a literature gap to explore the potential role of client type on student evaluation of the information literacy, perceived competency, perceived value, perceived challenge, and their perceived effectiveness of a client-based experiential project.

Method/Design and Sample: An online survey was developed, and data was collected from several undergraduate marketing research classes over five semesters. A total of 332 valid questionnaires were received. The confirmatory factor analysis (CFA) was used to examine the dimensionality of information literacy, perceived competence, perceived challenge, perceived value, and satisfaction with experiential project. The Cronbach's Alpha values for the constructs in this study range from 0.800 to 0.949, showing acceptable reliability (Churchill, 1979). The hypothesized relationships were tested using independent sample t tests in SPSS.

Results: Perceived value, information literacy and student satisfaction with experiential project differ with respect to client type while perceived competence and perceived challenge do not. Specifically, students perceived higher value and satisfaction when working with for-profit businesses than for non-profit organizations. At the same time, they perceived that the experiential projects with for profit businesses better enhanced their information literacy than those with non- profit organizations. But note that the students were all satisfied with these experiential projects and perceived high value in general no matter of the client type. The students agreed that client- based experiential projects better prepared them for business world, pushed them to peak performance, and helped them to earn higher grades compared to just taking exams. As a result, they showed their satisfaction with the client-based experiential projects and would recommend its use in other courses.

Value to Marketing Education: The results of this study help confirm the practical application of experiential learning theory (Kolb,1984), that is, the interactive learning process could motivate students to study course materials and learn knowledge more effectively. The client-based experiential projects enhance students' ability to find, assess and integrate information

from multiple sources to solve real business problems. They also perceived more value and gained more competency although also feeling more challenged. Due to limitations of this study, the future studies could examine how potential interactions between different individual learning styles and client type could impact student learning outcomes. Additional content analysis ofopen-ended questions related to the projectsi could also help explain the differential impact of client type on student evaluation with these projects.

Keywords: Client type, Information literacy, Perceived competence, Perceived challenge, Perceived value, Student satisfaction

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Gen Z rising: Emerging implications for marketing education

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Purpose of Study
Gen Zers are the largest cohort moving through college—making it imperative to have a better understanding of them. The objectives of this study are: 1) To describe the major factors that shaped Gen Z; 2) To specify the resulting characteristics and needs of Gen Z;
3) To outline strategies for marketing educators to address the needs of Gen Z students.

Method
Synthesized existing empirical research on major factors affecting Gen Z and resulting characteristics. Developed strategies based on this data.

Results
The major factors shaping Gen Z include: i) Technology immersion and smartphone ownership giving them on-demand access to information and pervasive instant electronic communications; ii) "Drone" parents, who are constantly in touch with them via smartphone; iii) Economic uncertainty driven by recessions, COVID and the high cost of college; and iv) Exposure to diversity while growing up.

As a result, Gen Z are savvy with technology, have discomfort with traditional face-to-face socialization, suffer from higher levels of depression and other mental health disorders, require a greater level of guidance, and subscribe to a different value system that is pragmatic, suspicious of large organizations and embraces diversity.

Based on this review, several strategies are recommended. First, offer students a flexible education in terms of degree design, courses available, and formats of courses. Second, capitalize on their technology orientation by gamifying education, increasing the use of video, and

incorporating immersive learning experiences. Third, engage students with “non-technology” by incorporating activities that have them interacting with other students and faculty. Fourth, devise value congruence by emphasizing a culture of inclusiveness, social impact, and a focus on sustainability. Finally, provide a more holistic education, offering students greater guidance and opportunities to improve well-being.

Value to Marketing Education

This study is significant as it presents the first comprehensive framework outlining the educational needs of Gen Z students. It contributes to the literature by reviewing information about Gen Z and evaluating it in terms of changes needed in marketing education. It highlights the divide between the needs and preferences of Gen Z and design of marketing education. Additionally, it offers practical recommendations to enhance their educational experience.

Keywords

Generation Z; Gen Z characteristics; Gen Z learning preferences; student values; student mental health; student engagement; technology and teaching; Gen Z educational needs; flexibility in education

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Investigating consumer trust in AI technolgies: The Case of the PopShop Kiosk

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Purpose of the Study: This paper presents a marketing plan project conducted by an MBA student team at a public university in the U.S., which investigates the consumer evaluation of PopCom's new PopShop kiosk. PopCom (Solutions Vending International, Inc.) was founded in 2017 by CEO Dawn Dickson with the intent to push boundaries in the automated retail industry (PopCom, 2021). The PopShop Kiosk is a kiosk with vending machine features incorporated with smart AI technologies such as computer vision, facial recognition, and machine learning to collect customer data while also storing and dispensing products to improve retail metrics with advanced software (Solutions Vending International, 2021). The proprietary technology tracks product sales, improves revenue potential, and specifically targets consumers through demographic-based ads, advanced payment features, inventory management, and more. PopShop kiosks raises concerns regarding consumer privacy. In addition to consumer data tracking, potential end consumers expressed their concerns for PopShop's facial recognition technologies. Although the main customers of PopShop Kiosks are retail brands, ultimately, the usage of these kiosks depends on the willingness of end consumers to embrace advanced technologies for making transactions. Thus, the objective of the marketing plan is to explore the ways to increase consumers' trust in using PopShop's smart technological features. We also provide insights on marketing pedagogy on marketing plan project from student's perspective.

Method/Design and Sample: The paper covers situation analysis, which includes external environment analysis, customer environment analysis, and internal environment analysis. Then the paper presents the survey research study and the key data analysis results. The survey was conducted online in November 2021. An online survey was distributed using convenience sampling to collect data. About 93 individuals started the survey but only 70 individuals completed the survey. We conducted both statistical and content analysis. Finally, the paper discusses the potential marketing strategies to help address the consumer privacy and consumer trust for PopShop kiosk.

Results: Our research indicates that PopShop will benefit by keeping the younger generation interested in the products and marketing the safety of the technologies with accountability and transparency so that customers feel safe using the kiosk. We used convenience sampling to collect data, as our team members distributed the survey last November among personal affiliations with CSUN, personal social and professional groups for about 10 days. A total of 93 individuals started the survey but only 70 individuals completed the survey. All results below are based on the completed surveys by the 70 individuals.
We used one way analysis of variance to investigate the influence of age on the likelihood to use popshop kiosks, and the younger age demographic of 18-30 is more likely to use the popshop

kiosks (m= 4.77). This younger age group also averaged higher ratings for all the questions regarding how comfortable they are with different features of AI technology like data tracking, facial recognition, and blockchain technology. We also ran a multiple regression analysis in table 3 with “likelihood to use” as the dependent variable with various demographic variables, and found that age is a significant determinant of one’s likelihood to use a PopShop Kiosk, as its p values is 0.011.

V<u>alue to Marketing Education:</u> This project provided an opportunity to work as a group, investigate and evaluate a startup company, provide marketing analysis and suggestions. Overall, the experience was good exposure and experience prior to the MBA culmination project.

Keywords: Technology, Consumer Data, Consumer Trust, Student Perspective of Marketing Plan Project

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Innovating Business School Curriculum for Money and Mental Health: A Class on Marketing, Individual Wellbeing, and Societal Welfare

By Arianna Uhalde, Assistant Professor of Clinical Marketing, USC Marshall School of Business

Abstract

Americans' mental health has been declining for years (e.g., Helliwell, Layard, & Sachs, 2019) and has worsened due to the ongoing pandemic (e.g., American Psychological Association, 2020). Numerous businesses have been criticized for contributing to the decline, as they have facilitated addictive consumption (Chiu, 2019) and excessive digital and social media use (Twenge, 2019). Importantly, marketers—alongside mental health professionals—can leverage their knowledge and skillset to promote happiness and wellbeing in the marketplace (e.g., NSMC, 2019; Bumble Safety, 2022). Business schools have an opportunity to introduce curriculum that focuses on consumer happiness and wellbeing, as well as marketers' role and responsibility in sustaining wellbeing over time. To that end, this paper outlines an undergraduate course that facilitates critical thinking and discussion about the intersection of marketing, consumer behavior, individual wellbeing, and societal welfare. Marketing educators can introduce similar courses at the undergraduate or graduate level, or they can add related modules to existing marketing courses (e.g., Consumer Behavior; Marketing Ethics and Regulation). The potential benefits of such courses and modules will be threefold: 1) *students* studying business will get credit for a course that could help them thrive personally and professionally, 2) *universities* will have more students with improved mental health (which is tied to performance and productivity), and 3) *external organizations* will hire students who are better equipped to manage stress, and who can provide invaluable insight into effective marketing strategies that generate profit and promote consumer wellbeing.

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Instructional Methodology for Executing an MBA Marketing Plan Project

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As an MBA student team at a public university in the U.S., we provide an overview of our marketing plan project and offer our student perspective on the instructional pedagogy used to teach this marketing plan. The marketing plan includes a problem statement (i.e., marketing charge) and situation analysis, a primary research study, and the marketing strategy development at the end. The situation analysis helps us better understand the business context in which the start-up company, Sun & Swell Foods, operates. Our marketing plan project intends to examine the potential ways to increase organic snack sales for Sun & Swell Foods.

An online survey was conducted to collect direct input from potential consumers of Sun & Swell snacks. Data were collected from 108 survey participants, who were either currently consumers of snacks made with organic ingredients or were at least open to trying organic snacks. The data analysis results showed that consumers between the ages of 18 to 29 seem to have the highest intention to purchase (74.36%). The primary reason for their purchase is that Sun & Swell uses clean (59%) and healthy ingredients (56.4%). These younger consumers are most likely to purchase cookie bites (56.4%) and oatmeal cacao cookie bites (51.3%). They are also more likely to recommend Sun & Swell to a friend or family member (56.4%) and prefer to receive information about new products from Sun & Swell through grocery stores (51.3%), friends or family (48.7%), and social media (48.7%). Females (between the ages of 18 to 29) primarily prefer to receive information about new products from Sun & Swell through social media (55.2%) and friends or family (51.7%). Specifically, they would like to receive new information from Instagram (79.3%). This study has some limitations, such as a small sample size and student unfamiliarity with the SPSS software. Based on the research findings, a marketing strategy was developed with an outline of the marketing mix and the required marketing budget.

The marketing plan deliverables included a written paper and PPT presentations with peer feedback, thus facilitating the development of our visualization, written and oral communication skills. The emphasis of this project was to instruct students through experiential and interactive learning. This marketing plan project enabled us to hone our research, analytical, and critical thinking skills. Marketing concepts were applied and reinforced within a start-up business environment, thereby emphasizing the need for innovation and an entrepreneurial mindset. In conclusion, the execution of this marketing plan project provided invaluable knowledge as a precursor for our upcoming culminating capstone project for the MBA program and our prospective careers in marketing or beyond.

Marketing Business Minors to Liberal Arts Majors

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Abstract

Students trust higher education institutions (HEIs) to deliver programs designed to prepare for and obtain meaningful careers. Even though many students continue to equate liberal arts majors with meaningful employment, fewer students declare these majors. Instead, they select areas of study that prioritize future job prospects over the philosophical appeal of a liberal arts-related major. This paper provides potential solutions by showing how students can increase their employment potential by adding a business minor to their liberal arts major.

Introduction

Students trust higher education institutions (HEI) to deliver programs designed to prepare for and obtain meaningful careers. Even though many students continue to equate liberal arts majors with meaningful employment, fewer students declare these majors, with only 11.1 percent of undergraduate students earning degrees in the liberal arts and sciences (Hanson, 2021). Instead, they select areas of study which prioritize future job prospects such as healthcare (15.8 percent), STEM (18.3 percent), or business (16.7 percent) (Hanson, 2021) over the philosophical appeal of a liberal arts-related major. Following a review of the existing literature and a detailed analysis of HEI strengths, weaknesses, opportunities, and threats (SWOT analysis), this paper provides potential solutions which would eliminate the need for students to prioritize job prospects over a liberal arts education. Thus, the analysis shows how pairing a liberal arts major with a business minor can enhance student career-readiness and strengthen the outlook for HEIs, especially those identifying as liberal arts universities.

Literature Review

The following literature review begins with the theory and practice associated with marketing business minors. After the justification and a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, which helps clarify the implications and possibilities of pairing liberal arts majors with business minors.

Stakeholder Theory

This study approaches the topic through a stakeholder theory lens to explore the marketability of recent HEI graduates in the workplace. Stakeholder theory argues that an organization should build value for all stakeholders, not just the organizational investors

(Freeman, 1984). The theory gained popularity in the 1980s in response to the growing complexity of the environment in which organizations function (Freeman et al., 2020). In the following years, stakeholder theory gained increased acknowledgment and relevance in strategic management research and business practices; however, its application to HEIs is gaining momentum (Langrafe et al., 2020). HEIs play a key role in society, not only because of their educational purpose but also their role in the investigation and knowledge transfer to advance the greater community (Bilodeau et al., 2014; Ferrero-Ferrero et al., 2018). Operating from the stakeholder perspective supports ethical decision-making and concentrates on long-run sustainability by underscoring the necessity to meet the specific needs of multiple stakeholder populations (Shim, 2014). In the long term, this ethical decision-making improves the value and long-run sustainability of the HEI via reputation and legitimacy management to establish a sustained competitive advantage (Giorgia Miotto et al., 2020).

To gain a competitive advantage, HEIs need to formulate comprehensive strategies that ensure collaboration and engagement with stakeholders (Stocker et al., 2020). Cho (2017) argues that HEIs operate as quasi-commercial organizations, and their sustainability depends on their ability to accept effective strategies and tactics. HEIs manage a complex set of stakeholders, and disregarding stakeholder relationships may restrict value creation (Kettunen, 2015). Thus, considering each stakeholder populations' expectations applies to the larger society and should be deemed essential for the resilience of HEIs.

Given this environment, this study's purpose is to assess the use of academic business minors to support the marketability of the primary HEI stakeholder, the student. Based on the principles of stakeholder theory, we conceived that marketability creates value for both the student who becomes the graduate and the society in which that graduate lives and works. This investigation is essential, as stakeholder theory advocates that supporting the relevant stakeholders offers a means by which organizations develop valuable relationships and obtain and sustain a competitive advantage.

Justification

Small HEIs face many threats, including increased expenses and greater competition from larger institutions (Neely, 1999; Mintz, 2021). There has been intensified scrutiny over the value of higher education for liberal arts degrees (Way et al., 2016), especially from stakeholders, such as parents, concerned about the employability of their students after college graduation (Collegiate Parent, n.d.). Further, according to a Gallup (2017) survey, the percentage of liberal arts majors confident in having the essential skills and knowledge for success in the employment environment at graduation is only 28%, and 34% of students do not feel they will graduate with the skills needed for the job market.

As professional and technical programs expand, there is a concern that students graduating with liberal arts degrees will suffer (Paris, 2007). Thus, smaller liberal arts colleges must consider and adapt to the current market-driven environment or they could cease to exist (Mintz, 2021; Neely, 1999). However, although there is research devoted to the importance of business majors obtaining liberal arts minors, there is little research regarding the importance of liberal arts majors obtaining business minors (Mintz, 2012). According to Melnick (2018), "By

coupling a field specific skill set with the soft skills that form the foundation of liberal education, liberal arts graduates can nearly double the number of jobs available to them" (p. 261).

A liberal arts higher education provides a critical venue for student exposure to new ideas, theories, and perspectives while being challenged and encouraged to expand their critical thinking (Way et al., 2016). Schools generally aim to create a labor force in accordance with the current needs of industry (Uğur, 2019). Consequently, in the last several years, faculty and administrators from various HEIs have continued to discuss innovative approaches in combining and blending liberal arts and professional education to appeal to potential students (Paris, 2007).

A college major is instrumental in shaping and directing a student's career. According to Moody (2019), undergraduate students should consider choosing a minor that complements their major, thus allowing students to explore other disciplines. For students majoring in traditional liberal arts subjects, adding a business minor enriches their education by providing additional knowledge and skills required for expanded employment opportunities. According to an online employment listing site, Indeed (2021), it is important for recent graduates seeking employment to include their minor on their resume, especially if the subject area indicates the development of knowledge and skills pertinent to the position.

In recent years, Massive Open Online Courses (MOOCS) have grown in popularity as an option for the labor market to gain the additional training and skills needed for career advancement (Steffens, 2015). According to Rivas et al. (2020), because MOOCs do not serve as substitutes for traditional postsecondary credentials, respondents preferred all traditional degrees over a MOOC. Therefore, offering and promoting these practical skills necessary for career readiness via an academic minor supports student success while increasing the HEI's credit hours and revenue.

Students should plan their college experience to ensure they gain industry-relevant skills sought after by employers, professional recruiters, and hiring managers (Schulman, 2019). According to Schulman (2019), it is beneficial for students to plan strategically. For example, students could major in a liberal arts discipline while also learning about business management. In response, our study included examining current job postings to identify appropriate business-related minors that could add value to various liberal arts majors.

Career Readiness

The National Association of Colleges and Employers (NACE) defined career readiness as "the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace" (Cruzvergara et al., 2018, Para 3). According to Cruzvergara et al. (2018), the eight competencies include critical thinking/problem solving, oral/written communication, leadership, team-work/collaboration, digital technology, professionalism/work ethic, career management, and global/intercultural fluency.

According to Spurk (2016), career adaptability positively relates to perceived internal and external marketability, which both subsequently are negatively associated with job and career insecurity. Thus, many students abandon humanities majors and turn to degrees they think will

provide better job prospects (Schmidt, 2018). However, according to Schmidt (2018), selecting majors outside of the liberal arts with the intent to strengthen their marketability is not an effective solution. A strategy that could reduce the number of students veering away from important majors in liberal arts is adding a business-related minor intended to expand their marketability while remaining committed to their preferred field (Schmidt, 2018). Therefore, it would be wise for HEI leaders to address the territoriality within the institutional functional areas and lead the effort toward career readiness and provide a reason for campus partners to believe in a model of a truly collaborative career environment (Cruzvergara et al., 2018).

SWOT Analysis

To further understand the opportunity for HEIs, the researchers completed a SWOT analysis of the industry. A SWOT analysis offers organizations a method for evaluating the internal and external factors that impact an organization to devise an organizational strategy (Andrews, 1971). The process takes its name from the four components it considers:

1. The organization's strengths (S)
2. The organization's weaknesses (W)
3. The opportunities the organization has in the competitive environment (O)
4. The threats the organization has in the competitive environment (T)

The Andrews (1971) SWOT analysis continues to be used today with only minor adjustments. The use of a SWOT analysis helps an industry build on what it does well, address what is lacking, minimize its risks, and identify opportunities for success (Andrews, 1971; Houben et al., 1999; Kenton, 2021). SWOT analyses are designed to expedite a credible, fact-based, data-driven view of an industry and its initiatives (Kenton, 2021). A review of the HEI industry's strengths, weaknesses, opportunities, and threats in relation to business minors revealed the following:

Strengths. 1) Minors in business disciplines offer students additional skills to differentiate their job application. 2) HEIs provide career services departments to support students in their job search. 3) HEIs employ skilled advisors and faculty to advise students on the best minor(s) to add to their degree plan.

Weaknesses. 1) Business departments often lack campus-wide support of their programs. 2) Because students are not yet in the job market, they may not be aware of the skills and proficiencies essential for the workplace. 3) Students may be unaware of the options available to complement and expand their undergraduate degrees. 4) HEIs often have resource limitations such as marketing, funds, and access to potential students.

Opportunities. 1) Many students do not consider a minor. 2) There is industry expectation for career-ready graduates who have business-related skills for the workplace. 3) Students with foundational business-related skills have expanded options for potential career transitions.

Threats. 1) Declining enrollment in HEIs. 2) The perception and mindset of students in a liberal arts HEI may not be well-versed in business acumen. 3) MOOCs have captured a portion of the HEI market share.

Based on the SWOT analysis and a thorough review of the literature, the researchers concluded that exploring career areas and pairing business-related minors with liberal arts majors would benefit students, advisors, and HEIs as a whole.

Methods and Analysis

The following is a breakdown of the method and analysis for pairing business minors with common HEI liberal arts majors.

Methodology

Researchers gathered data on liberal arts majors and business minors, searched current online employment listings, reviewed course syllabi objectives, and determined which business minors would pair best and meet the stated job requirements for various positions. The authors formalized the findings in table format. The authors then used their expertise to develop unique marketing taglines.

Analysis

The following includes a breakdown of the researchers' analysis with each of the ten business-related minors. For purposes of this study, because of the wide range STEM encompasses, the math and technology components of STEM were included, while omitting lab sciences such as biology and chemistry. The analysis focused on ten existing business minors; for purposes of clarity, to make the study applicable to multiple institutions, the closely aligned minors were combined: accounting and finance, management and leadership, marketing and integrated marketing communications (IMC), and sales and healthcare sales, thus producing six distinct categories.

Table 1

Liberal Arts majors paired with business minors

Minor(s)	***Marketing Taglines***	***Typical Required Coursework***	***Recommended Major Pairings and Potential Career Areas***
Accounting and Finance Minors	*Accounting is the language of business.*	• Financial Accounting • Managerial Accounting • Intermediate Accounting • Business Finance • Advanced Finance • Economics • Financial Markets	**Math & Technology (STEM)** • Actuary • Analyst • Information Technology • Auditing • Product Development **Economics** • Financial Services • Government/Public Policy **Social Work** • Financial Advisor • Human Services **Any Liberal Arts Major** • Entrepreneur • Non-profit management
Management and Leadership Minors	*Leadership is universal and vital.*	• Leadership and Influence • Principles of Management • Leadership, Effective Teams, and Change Management • Managing Within a Diverse Workforce	**History** • Museum Management • Government Relations • State Department **English** • Prepare for Law School • Publishing Industry

			Economics • Data Science • Government Relations **Foreign Language** • Government Relations • State Department • Global Leadership **Sociology/Anthropology/Social Work** • Leadership/Management in any organization **Public Health** • Healthcare Administration • Policy/Government Management **Any Liberal Arts Major** • Entrepreneur • Peace Corp • Retail Management • Executive Assistant
Marketing and IMC Minors	*It isn't a need until you know it exists.*	• Introduction to Marketing • Integrated Marketing Communications (IMC) • Buyer Behavior and Market Research • Digital Marketing • Strategic Marketing • Interactive Marketing	**English** • Copywriting • Digital Marketing • Communications Specialist **Political Science** • Government Relations • Public Relations or

		• Introduction to Selling • Business Analytics	• Communication Specialist **STEM** • Industry Specific Marketing (e.g., manufacturing, chemical, food, environmental, medical) **Various Art-related Majors** • Graphic Design • Digital Marketing • Web Design **Apparel Design** • Retail Sales
Sales and Healthcare Sales Minors	*Maximize your influence.*	• Introduction to Selling • Professional Sales • Customer Intelligence • Introduction to Marketing • Professional Sales • Customer Intelligence • Ethics and Integrity in Selling • Advanced Sales	**STEM** • Industry specific marketing (e.g., manufacturing, chemical, food, environmental, medical, pharmaceutical) **Any Major** • Sales
Business Analytics Minors	*Data informs by telling the story.*	• Business Analytics • Decision Making • Statistical Analysis • Database Management	**Math & Technology (STEM)** • Actuary • Information Technology • Auditing • Business/Marketing/Sales Analyst • Research and Development • Data analyst

Business Administration Minors	*Maximize your potential.*	• Financial Accounting • Managerial Accounting • Leadership and Influence • Principles of Management • Introduction to Marketing	**Any Liberal Arts Major** • Pairs with any major as everything is an organization where overall business skills are beneficial **Entrepreneur/Innovation** • Provides basic business background in addition to expertise in chosen major **Other Benefits** • Fulfills undergrad requirements for future MBA education

Discussion

This research provides a breakdown of the *N=10* business-related minors and then pairs them with liberal arts majors, expanding student viability within the current job market. The results demonstrate the linkage between liberal arts majors and business minors and reveal how earning a minor expands potential job opportunities beyond the stand-alone major.

Limitations

This study is centric on the researchers' university's business department offerings and student-related experience. Given that the researchers are all faculty within their Business Administration Department, they admit a bias toward the value of business-related coursework. This research is limited to jobs within the researchers' awareness of the current market, which may shift quickly, making some jobs obscure while potentially omitting other future careers. Additionally, this research was qualitative in design, which can therefore be open to interpretation.

Future Research

To determine employable skills and earning potential, future research should include pairings for graduate-level degrees. A longitudinal quantitative analysis should be undertaken by gathering data on liberal arts graduates, with and without various business-related minors. While this study was based on one small private liberal arts university, future research should investigate a broader scope. An analysis should be undertaken regarding why liberal arts departments may hold biases against business administration departments to gain insight into breaking down those barriers. Additionally, future research should explore precise strategies to promote the developed pairings to liberal arts majors.

Conclusion

This study shows how pairing a liberal arts major with a business minor can enhance student career-readiness, offer ways to mitigate the pressure to prioritize job prospects over the philosophical appeal of a liberal arts education, and strengthen the overall outlook for HEIs by meeting stakeholder needs. Using the principles of stakeholder theory (Freeman, 1984; Freeman et al., 2020), where marketability creates value for both the student who becomes the graduate and the society in which that graduate lives and works, this investigation is essential. Stakeholder theory advocates that supporting relevant stakeholders offers ways organizations can develop valuable relationships which facilitate both the obtainment and sustainment of competitive advantage (Giorgia Miotto et al., 2020; Stocker et al., 2020).

In response, the researchers constructed a framework for students, faculty, and advisors to suggest business-related minors to be paired with liberal arts majors. This pairing would fulfill the primary HEI stakeholders – the students – need for career readiness and marketability in their initial professional roles. Additionally, this would better position liberal arts HEIs to compete for students who understand the need for what Mintz (2021) called "career readiness" (p. 1). Our society needs skilled problem solvers, critical thinkers, and effective communicators in all sectors. The liberal arts embody the skillset democracies must cultivate to foster the development of thoughtful and productive citizens. Promoting additional business-related skills offers liberal arts majors a broader foundation to launch their careers.

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Optimal Orderings of Multiple-Choice Exams

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Instructors may wish to administer multiple-choice examinations where the questions do not appear in the same order for all students, possibly for the purpose of discouraging students copying answers from students seated nearby. Software accompanying many published banks of multiple-choice questions provides for the random ordering of questions. Against this, orderings of questions–random or otherwise–inconsistent with their order in the published question bank (which generally follows the text content) may be disrupting to students.

Such content discontinuity is an artifact that may arbitrarily affect students' exam scores. Different orderings of questions may differentially (dis)advantage students across the different orderings. The present study employs two heretofore unused straightforward measures to determine specific orderings that minimize this content discontinuity. Those optimal orderings are presented for six questions. More generally, illustrated is the procedure that can be applied to any number of questions.

Consider multiple-choice questions appearing in published ordinal positions 1,2,3,4,5,6 in the published question bank, i.e., the "content order" column in Table 1. There are 720 (=6!) possible orderings of the six questions. One of those is presented as "ordering one" in Table 1. The question in the fifth position in the question bank appears as the first question on the exam.

One measure of the discontinuity of ordering one is that 5 appears before 1 and 2 and 3 and 4; a total of 4 reversals from the original sequence. Question 4 in the content order appears before 2 and 3 and 1 and after 5; also a total of 4 reversals. Across the six questions there is a total of 18 reversals which is the **reversals** measure of discontinuity.

In Table 1, that question 5 in the content order appears first in ordering one is a move of 4 positions. Question 4 in the content order is moved 2 positions to its position as the second question in ordering one. In ordering one the six questions are moved a total of 12 positions which is the **displacements** measure of discontinuity. To capture both properties of ordering one, the two measures may be added to yield a **summed** measure of discontinuity equal to 30.

Table 1: Example of Reversals, Displacements, and Scummed Measures of Discontinuity

Content Order	Ordering One	Reversals	Displace-meats	Summed
1	5	4	4	8
2	4	4	2	6
3	2	3	1	4
4	3	3	1	4
5	1	4	4	8
6	6	0	0	0
	Total	18	12	30

Optimal orderings (plural), here, are operationally defined as those that (1) minimize content discontinuity and (2) at the same time are of equal discontinuity. Many orderings meet these requiements. Table 2 presents the five orderings of six questions all of which have a summed discontinuity measure equal to 4, the minimum possible other than the original content order of questions.

Table 2: ORDERINGS OF SIX QUESTIONS HAVING EQUAL SUMMED DISCONTINUITY MEASURES (=4)

Ordering	Reversals	Displacements	Summed
1-2-3-4-6-5	2	2	4
2-2-3-5-4-6	2	2	4
1-2-4-3-5-6	2	2	4
1-3-2-4-5-6	2	2	4
2-1-3-4-5-6	2	2	4

Keywords: Multiple-choice questions, ordering on exams, continuity

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Promoting customer flourishing: Leveraging the power of storytelling through documentary films

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Abstract:

Purpose of the Study:

This paper describes a set of freely available, evocative, documentary films (i.e., video cases) telling the stories of business leaders and enterprises that are endeavoring to help their customers flourish.

Method/Design and Sample:

Our school's purpose, grounded in our faith-based worldview, is to transform the institution and practice of business so that it serves the common good. We have an established thought leadership position in the faith-business intersection. Our Center for Faithful Business and its Faith & Co. documentary film project are key to this endeavor. It has produced a library of over 35 films. Developing he *Business on Purpose: Serving Customers* films has occupied a meaningful portion of the author's workload for over two years. The message of serving others through business and the development process is transferrable for anyone who wishes to develop video cases and leverage the power of video storytelling to facilitate student learning and a positive societal impact. The storytelling, narrative, discursive approach (i.e., case studies, novels, films, video cases, and digital storytelling) is potent for developing empathy, inducing a changed mindset, and developing important contextualizing skills. Story humanizes and personalizes information in emotionally engaging ways making it useful for fostering development in the ethical/values sphere.

Case writing, textual or otherwise, is an art relying on thoughtful research and insightful interviewing skills, facts, and problematizing concerns or challenges. This is a purposeful, objective, storytelling task that weaves case research together in a "through line" with an engaging hook and presents a robust picture of a situation rife with meaningful conflict or struggle.

Results:

We developed evocative documentary film stories paired together with reflection/discussion guides to help achieve our goal of fostering transformational change. The grand narrative for the films is about providing creatively designed good goods services, and experiences that foster customer flourishing, contribute to justice and the inclusion of marginalized persons, respect diversity, create community and meaningfulness, celebrate beauty, and through a rich, authentic relational approach and engagement with customers, healthy work systems, and the pursuit of positive marketing ethics.

The process of developing the films was quite rigorous entailing substantial planning and envisioning, pre-production scouting and vetting of stories, filming, and post-production editing. It should be noted that self-production using an iPhone is quite feasible as a low-cost alternative.

The films have been well-received and have spurred deep discussions among business leaders and students about their work as vocation and about aligning their business practices with the worldview we espouse.

Value to Marketing Education:

The paper describes a valuable, free set of video cases that help students develop a transformational vision for the purpose and practice of marketing and business. The films, are available at Films - Faith & Co (spu.edu) or at SPU Faith & Co. - YouTube,.

Keywords: Marketing Education; Marketing Ethics; Video Cases

The Marketing plan as a threshold concept

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Abstract:

This paper summarizes the threshold concept literature and demonstrates how the marketing plan exhibits threshold characteristics. Threshold concepts are key concepts in a discipline that transform one's understanding, are integrative in nature, but can also be troublesome to learn. Implications for understanding the marketing plan as a threshold concept are identified in terms of improving student learning, resource allocation, and curriculum integration and assessment.

The Marketing Plan as a Threshold Concept

Introduction

The marketing plan is a critical concept for marketers to understand and utilize, so it is also a key concept in marketing education. However, it exhibits threshold concept characteristics, which inhibit student understanding. In this paper, we summarize the threshold concepts literature and demonstrate how the marketing plan exhibits threshold characteristics. We then describe how understanding the marketing plan as a threshold concept increases our ability to teach it to students and use it as an integrative concept, fostering curriculum integration and assessment.

What are threshold concepts?

Threshold concepts originated in the ESRC/TLRP project on "Enhancing Teaching and Learning Environments" (Meyer & Land, 2003). The concept of threshold concepts was first presented at the 10th Improving Student Learning Conference in Brussels in 1992 (Land, Meyer & Smith, 2008a). Meyer originally coined the term as a way to distinguish between key learning outcomes that help students develop a "new way of seeing things" and those that do not (Meyer & Land, 2003: 1). While early studies focused on identifying what constitutes threshold concepts (Meyer & Land, 2003, 2005; Meyer & Land, 2006b), other studies have focused on how to identify threshold concepts (Burch, Burch, Bradley & Heller, 2015; Knight, Callaghan, Baldock & Meyer, 2014) and especially on the troublesome nature of threshold concepts (Land, Cousin, Meyer & Davies, 2005; Meyer & Land, 2006a). Threshold concepts are core or key concepts (Davies 2006, Myer and Land 2006b) that transform understanding (Meyer and Land 2005) by providing "portals" that open up new perspectives for learners (Entwhistle 2008). As such, they involve "crossing a threshold" to a new, deeper, and fundamentally changed understanding of the concept (Meyer and Land, 2006a). For example, accountants view opportunity cost as a threshold concept. It is very difficult for students to grasp the idea of a "cost" as the "next best use" of a resource, but once they do, their view of accounting transforms (Davies, 2006; Perkins, 2008). Threshold concepts have been examined in many disciplines, including computer science, engineering, and economics (Land, Meyer & Smith, 2008b), but have yet to be examined in marketing. Because threshold concepts seem to be ubiquitous across many fields, it is imperative to examine their presence in marketing as well.

Threshold concepts are generally recognized as integrative, transformative, irreversible, bounded, and troublesome (Meyer & Land, 2003, 2005):

- Integrative. The concept reveals previously unseen relationships among seemingly

unrelated "other" concepts. Integrative concepts are higher-order concepts bringing together lower-level concepts (Entwhistle, 2008). Such integration may be counter-intuitive to students and involve a "denial of the world which the student experiences" (Davies, 2006).

- Transformative. Once the concept is correctly understood, it fundamentally changes student thinking and behavior, which leads to…

- Irreversible. There is no "going back." Students' transformed knowledge mean they find it hard to think of the construct as they formerly did (Bell, 2019).

- Bounded. Threshold concepts often, but not always, have a boundary where the concept does not hold or where it transitions to another field or concept. For example, there are many situations where Newtonian physics do not hold, or where it serves as a transition to quantum physics (Meyer & Land, 2006b).

- Troublesome. The concept often seems difficult or alien to the learner (Meyer & Land, 2006b; Wright & Gilmore, 2012. Trouble arises because threshold concepts integrate other core concepts that learners have previously understood as self-contained, and learners struggle to see how those other concepts fit together (Davies, 2006; Wright & Gilmore, 2012). This struggle often leads to "doubt, high-activation negative emotions, regret and emotional resolution" in students (Irving, Wright, & Hibbert, 2019: p. 355).

Why threshold concepts matter

Because of their nature, threshold concepts are very difficult to understand, as simply spending more time studying them is unlikely to increase student understanding (Perkins, 2000). Rather, their understanding must be transformed. This realization holds three important implications for teaching: it (1) improves student learning, (2) improves resource allocation, and (3) increases curriculum cohesion and facilitates assessment.

Student Learning. Educators strive to foster students' critical thinking and problem solving skills. This involves moving beyond concept identification to a deeper understanding of (in this case) marketing (Anderson & Krathwohl, 2001). Improving student learning requires both identifying learning outcomes and focusing on concepts that are important and difficult to grasp. Faculty should concentrate on teaching threshold concepts because their holistic and integrative nature makes them troublesome, and thus students may need additional support, active learning pedagogy, and coaching to cross the threshold. Marketing educators can better meet students' needs by understanding marketing threshold concepts and their nature.

Efficient Resource Allocation. There are at least two aspects to this. First, as more content is added to courses, they become "stuffed," resulting in less deep student learning (Giles, 2009). Second, and more broadly, higher education has been losing resources, falling 8% since 1992 in inflation-adjusted dollars at public colleges and universities (Brownstein 2018), resulting in tuition increases, larger class sizes, and increased use of contingent faculty. Maintaining educational quality with declining resources is a losing proposition, but it highlights the importance of maximizing value with the available scarce resources. Thus, all teaching faculty should focus their attention on concepts that students find most difficult, and tenure-track faculty must know which

concepts contingent faculty are likely to encounter difficulties teaching. Both of these aspects call for increased focus on threshold concepts.

Curriculum Cohesion and Assessment. On a curricular level, there are increasing demands for assessment of learning outcomes. We should place a high priority on student comprehension of the threshold concepts in our discipline, because doing so increases the likelihood that students comprehend the integrative, transformative and most troublesome core concepts in marketing. Therefore, identifying threshold concepts in marketing also provides a focus and target for the assessment of student learning. Additionally, the negative effects of increasing reliance on contingent faculty may be mitigated by identifying and focusing on the threshold concepts to improve the consistency of coverage and emphasis across marketing sections and courses.

The Marketing Plan as a Threshold Concept

The ability to develop and execute a marketing plan is an important skill for marketers (Bernadine & Petersen, 1980). It is based on research developed from situation analysis and consists of objectives, strategies, and tactics across the marketing mix directed at a defined target market(s). The marketing plan also includes a budget for the resources required to execute the plan, the projected financial impact of the plan (such as a pro forma income statement), and a method to assess accomplishment of objectives so that the plan can be changed and updated as needed. (See Exhibit 1: Outline of a Marketing Plan).

The marketing plan is developed as part of the strategic marketing process (SMP) (Exhibit 2). It is part of the first phase of the strategic marketing process (SMP), although it anticipates other phases of the SMP by identifying the resources needed for implementation as well as assessment for evaluation and control. The marketing plan must have specific, measurable, and time-limited objectives. There must be specific measures of success that facilitate assessment and subsequent changes to the marketing plan. These objectives, as well as the specific strategies and tactics identified in the plan, are also critical for ensuring that all organizational members understand where it is headed. The marketing plan pulls together and integrates numerous marketing activities and subset plans into a coherent whole.

The marketing plan exhibits characteristics of a threshold concept:

Integrative: The marketing plan integrates not only the marketing mix elements but also the strategic marketing process, as well as financial and budgeting concepts. It provides a bigger picture of the whole as well as more nuanced understanding of how all the constituent elements fit together (what Bell & Rochford, 2016 term “the bits”).

For example, although students have likely seen the 4Ps early on in their Principles of Marketing course, they often view them naively as 4 distinct aspects of marketing. Carefully scaffolding student learning by introducing the 4Ps distinctly and then later integrating them via a marketing plan may help broaden student understanding of their integrated nature.

Transformative. Researching and writing a marketing plan, especially for the first time, brings together numerous marketing concepts in a way that changes the way one views marketing, such as the changed view of the 4Ps discussed above.

Irreversible. When students properly prepare a marketing plan, it transforms their understanding of marketing by integrating previously discrete constructs, such as the 4Ps. Once they perceive marketing as an integrated subject, it becomes difficult for them to think about changing any element of the marketing mix without simultaneously considering the implications on all other elements of the mix and plan.

Bounded. The marketing plan is bounded in its time frame (generally one to three years) and its scope (it is one component of a business plan). While the marketing plan is based upon an organization's strategic plan and overall objectives and strategy, it has a more limited duration and scope.

Troublesome. One of the challenges of teaching Principles of Marketing (or any first level introductory course) is to teach students the "bits" (Bell & Rochford, 2016) that underlie important integrative concepts. See Exhibit 3 which attempts to "map" the elements of a Marketing Plan. Students are introduced to separate concepts such as "price" discretely rather than as a "mix" and part of the bigger picture of how to add value. This can lead students to see the integration of concepts as strange and alien (Meyer & Land, 2006b). Evidence of this can be seen when non-marketing majors disdainfully refer to the introductory marketing course as a "vocabulary lesson" and struggle to understand the integral nature of marketing. The marketing plan facilitates students understanding of the connections both among marketing concepts and also to other business concepts.

The importance of the marketing plan as a holistic, integrative concept has been recognized by a number of researchers. For example, Bernadine and Petersen (1980) stress the importance of having students develop a marketing plan as well as the troublesome nature of several aspects of the plan. They report that students find writing objectives, the price section, and estimating demand particularly difficult. In response, Lincoln and Frontczak (2008) developed an experiential learning assignment using a dollar store product marketing plan to deliver the integrative, holistic, view of marketing to students. Lincoln and Frontczak's marketing plan assignment also provides the same initial information to all students, thus facilitating instructor support and evaluation of the project.

Implications of the Marketing Plan as a Threshold Concept

Understanding the marketing plan as a threshold concept raises a number of important considerations. Among these are the role of active learning in teaching threshold concepts, curriculum development, and assessment of learning outcomes at both the course and marketing major level.

Active Learning. If active learning is important for students to process and understand base concepts (Ackerman & Hu, 2011), it appears to be even more critical for grasping threshold concepts (Bradley, Burch, and Burch, 2015). Because threshold concepts are often built upon base concepts, students need to understand those base concepts both discretely and holistically as part of the higher-order threshold concept. Active learning may facilitate this (Burch, Bradley, & Burch, 2014). An excellent example of using active learning with the marketing plan is coupling the development of a written plan with student mini-presentations on each of the parts of the marketing plan as it unfolds over the semester (Vessey, 2006 and Kerin, Hartley, Rudelius, 2009).

Curriculum Integration. Threshold concepts can provide the starting point for curriculum development and integration (Burch et al, 2015). They should be introduced early in the marketing curriculum, and then reinforced later using "scaffolding" (Davies & Mangan, 2006). The marketing plan provides a potential scaffold for curriculum integration, providing students with a holistic "big picture" of how underlying basic concepts fit together

This "scaffolding" approach may help overcome a perceived major deficiency in student learning – the apparent inability of students to recall and use in one course concepts that they have

allegedly learned in an earlier course. In a revealing study, Bacon and Stewart (2006) found that students retained consumer behavior knowledge from 8 to 101 weeks. Concepts were more likely to be remembered when they were tested more than once.

McIntyre and Munson (2008) demonstrated the effects of cramming versus spaced studying on retention of principles of marketing concepts. Unsurprisingly, students utilizing less cramming and more spaced study as well as repeated exposure to the concepts are more likely to retain knowledge.

Thus, repeated exposure and reinforcement of concepts, not only within a course but across the marketing curriculum, is important for long term knowledge retention. This is likely particularly true for threshold concepts. Callahan, Standholm, and Dziekan (2010) argued that faculty must agree on the critical concepts to be taught and how to provide repeated exposure to them if they expect students to learn these concepts, thereby "trapping" students in an environment that increases the likelihood that they will learn.

Raska, Keller and Shaw (2014) examined core marketing concepts at lower levels of Bloom's taxonomy and demonstrated the importance of aligning and reinforcing the teaching of core marketing concepts across the marketing curriculum. They found that high Curriculum Faculty Reinforcement (CFR) alignment results in better retention of concepts, but they also warned that simply having marketing faculty agree on the key concepts is insufficient to ensure that these concepts will be adequately reinforced.

Choice of pedagogy and coordination across multiple sections of a given course as well as across the curriculum are important considerations. Anecdotal evidence suggests that over the past several years, fewer introductory principles of marketing courses are taught by tenure-track[11] faculty. In fact, at our institution, no tenure-track faculty member has taught principles of marketing for over 10 years! The contingent faculty teaching these courses often do a good job. However, they often bear heavier teaching loads and have little incentive to invest in the coordination and pedagogy needed to teach marketing as an integral subject. Moreover, they often have less academic training and therefore less understanding of the threshold nature of the marketing plan and potentially less ability to help students "cross the threshold."

<u>Importance of introducing threshold concepts in the principles course</u>. One response to increasing demands on faculty time and a shift to more use of contingent faculty is to downplay the role of experiential learning methods such as preparation of a marketing plan, in preference for multiple choice or short-answer methods of student evaluation. However, we cannot afford to cut corners in the principles course. We cannot eliminate teaching the marketing plan (and other threshold concepts) in the Principles class merely because it is "troublesome" or requires too much effort. The marketing plan is key to understanding marketing (Cohen 2005, Bernadine and Petersen 1980). Taught well, it provides both the big picture and the integration of underlying marketing concepts and helps transform students learning by helping them "cross the threshold" in their understanding of marketing.

<u>Assessment across the major</u>. Lincoln and Frontczak (2008) summarize the major theme emerging from the literature on learning objectives and student outcomes in Principles of Marketing as the student's ability "to view marketing concepts and decision-making holistically." However, it is unlikely that the use of multiple choice exams lends itself to the evaluation of

[11] Herein, we use the term "tenure-track" to faculty who either are seeking or have been granted tenure.

threshold concepts. The development and evaluation of a marketing plan is much more likely to assess accurately whether students possess a holistic view of marketing.

Assessment, particularly that driven by accrediting organizations such as AACSB, is moving from program-level assessment such as of the Bachelor of Business Administration (BBA) degree (often measuring what students have allegedly learned in the principles of marketing course using multiple choice items) to major-level assessment (AACSB International 2018). Evaluation of the Marketing Major is likely to take place in the capstone marketing course. The emphasis in the capstone course is clearly on integration and application, in other words on threshold concepts such as the marketing plan. But to ensure proper scaffolding (Davies & Mangan, 2006), students should develop grounding in the marketing plan before they are enrolled in the capstone course. Assessment of marketing major learning outcomes in the capstone course should reflect the reinforcement of threshold concepts across the curriculum.

In this paper, we have examined the marketing plan as an exemplar of a threshold concept in the marketing discipline. As such, we believe that it provides one ideal place to assess Marketing students' learning. However, the marketing plan is likely only one of multiple potential threshold concepts in marketing. Identifying threshold concepts beyond the marketing plan is also critical for assessing student learning, since threshold concepts play a lynch-pin role in student learning. Indeed, they may provide an efficient form of assessing student learning, for students will also need to understand the underlying core concepts in order to understand the higher-order threshold concepts.

Call to Action

What are steps that marketing educators can take? First, there needs to be a deeper departmental commitment to teaching the Principles of Marketing course. Relying heavily on contingent faculty and the use of large class sizes is not conducive to developing an understanding of threshold concepts such as the marketing plan. Second, there needs to be departmental and faculty commitment to teaching the Marketing Plan in the principles course. This is an important point. The department can attempt to mandate the teaching of the marketing plan but if the faculty member does not buy into the necessity and importance of teaching this concept, and fully understand the threshold nature of the concept, implementation will be difficult. The foundation for grasping the marketing plan, and other likely threshold concepts in marketing, is laid in the introductory marketing course. There are a number of examples in the marketing education literature that provide creative ideas for teaching the marketing plan in the principles course (e.g., Kerin et al, 2009, Lincoln & Frontczak, 2008, Vessey, 2006). Marketing educators should revisit many of these good ideas and explore others for providing a sound marketing plan experience to students in the introductory course.

Future Research and Conclusion

This paper is a first step on the path to examining threshold concepts in marketing by considering the marketing plan as a threshold concept. Additional research is needed to identify other threshold concepts in the discipline. Examining marketing textbooks (especially those for principles and the capstone marketing courses), surveying faculty and students about the concepts that they feel have the characteristics of threshold concepts, and utilizing these insights to improve student learning across the marketing curriculum can provide important contributions to the discipline.

Additionally, we call for the marketing plan to be recognized as a critical threshold concept. Understanding its threshold nature is facilitated by having students engage in the development of an actual plan as part of the Principles of Marketing course. The marketing plan thus forms part of the scaffolding on which the rest of the marketing curriculum hangs, so faculty should also reintroduce this "big picture" concept in all subsequent marketing courses, reinforcing it.

Exhibit 1: Outline of a Marketing Plan

Outline of a Marketing Plan
Overall objectives (e.g., sales, profitability, market share objectives)
Overall strategy (e.g., Differentiation)
Target market(s) (May identify primary and secondary targets)
Product Plan
Product objectives (e.g., 90% of customers will be satisfied to very satisfied with the product; the product will provide durability exceeding competitive products)
Product strategy (Product/service Differentiation or Product/service Nondifferentiation)
Product tactics (features and characteristics of the product/service such as color, size, assortment, packaging)
Pricing Plan
Price objectives (e.g., maintain a 20% contribution margin)
Price strategy (e.g., At-market price strategy
Price tactics (Actual price, quantity discounts, terms)
Channel (Place) Plan
Channel objectives (e.g., Product will be available in 90% of home improvement retailers and 80% of hardware stores within 1 year of launch.)
Channel strategy (e.g., Indirect channel strategy)
Channel tactics (specific types, number, and location of intermediaries)
Promotion Plan
Promotion objectives (e.g., Achieve sales of $1 million within the first year; 90% of the target market will be aware of the new product within 4 months of launch)
Promotion strategy (e.g. Push and Pull promotion strategies)
Promotion tactics (Promotional activities, including sales force and sales support materials, as well as timetable and scheduling.
Budget. What additional resources are needed to execute the plan? Will existing resources be re-allocated (for example, eliminate the current promotional newspaper advertisements and use that budget for social media ads)
Plan for Evaluation and Control. This should include a means for measuring each of the objectives in the plan. For example, customer satisfaction will be measured with an online survey sent to the customer's email within 48 hours of checking out of the hotel using a 5 point scale (5=very satisfied, 1 = not at all satisfied).
Financial implications for the plan. This can include pro forma income statements or at least sales and profitability projections. May include break-even for incremental budget expenditures (how much do sales need to increase to "pay for" the budgeted item and the likelihood of that occurring.

Exhibit 2: The Strategic Marketing Process

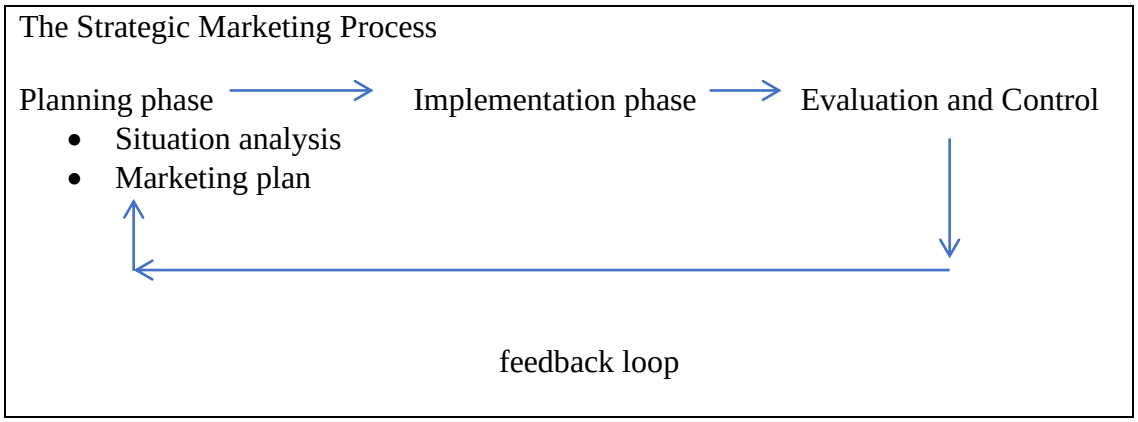
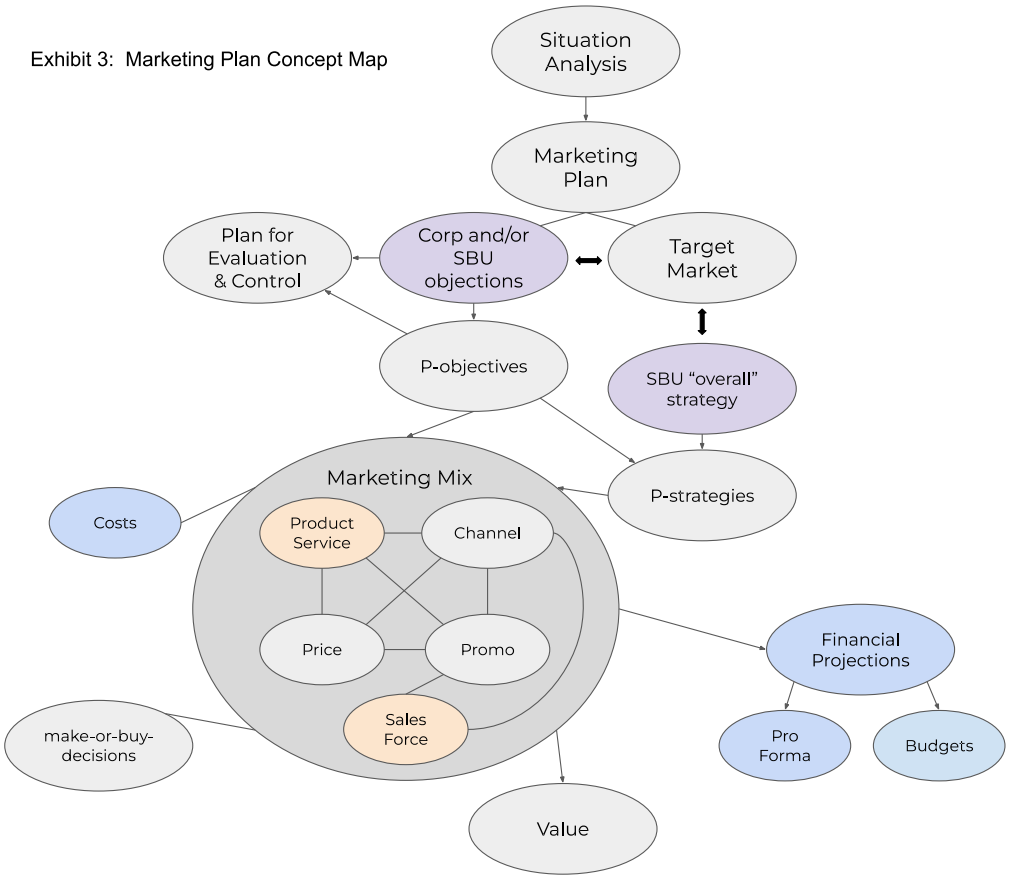


Exhibit 3: Marketing Plan Concept Map



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Using proxmal learning theory to implement project-based learning of data analysis: A Sensemaking view

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ABSTRACT

As organizations become more interested in harnessing data analytics capabilities, there is growing industry demand for business graduates equipped with the skills necessary to operate in data-rich environments. This paper outlines development of a data analysis course by pairing proximal learning theory with project-based learning (PBL) model. The primary focus was on training business students to develop critical competencies and learning outcomes: conceptual understanding of quantitative techniques, technical skills, tools skills and soft skills. The purpose of the article is to describe how implementation of proximal learning theory and PBL model, can help data analysis instructors achieve these outcomes. The paper proposes that a sensemaking perspective can be used for purposes of better understanding the learning processes of students engaged in data analysis tasks and provide insights regarding the approaches to fostering understanding of data analysis concepts and techniques. A qualitative methodology was used to analyze learning processes and sensemaking activities of students engaged in data analysis tasks. The findings reiterate the value of a pedagogical process based on PBL model and proximal learning theory.

INTRODUCTION

Project -based learning (PBL) has been shown to be an effective learning tool for students, through reflection and integration of conceptual knowledge and practical skills. In addition to using PBL model, this paper proposes that proximal learning theory (Vygotsky, 1978) can be successfully integrated in the course design to transform teaching and learning data analysis. In addition, the paper demonstrates how sensemaking perspective can guide a process for analyzing students deep-learning processes and lead to more informed approaches toward teaching data analysis.

MOTIVATION AND SCOPE

Many marketing and management students feel uneasy about any form of quantitative data analysis. This feeling of being overly concerned may arise from images of traditional calculations-oriented, equation laden mathematics courses. In marketing and management education, instructors are often using many different learning techniques to address different learning styles. Many foundational marketing and management areas are employing more participatory learning paradigms (Black et al,2014), social constructivist paradigms (Chandler et al, 2015) or experiential learning (Kolb, 2015) to address these student learning style differences. It may be possible to apply similar learning processes to the topic of marketing and management data analysis. Students may be better able to learn and retain data analysis concepts and skills via the integration of cognition, experience, social construction, and action. The paper presents some qualitative evidence that supports the value of a pedagogical approach based on PBL model and proximal learning theory. A series of weekly case studies with demonstrations and data analysis challenges accompanied by reflection questions and prompt feedback help position the learning environment away from a traditional math class toward a managerial problem-solving context.

A data analysis course designed for marketing and management students should emphasize learning to work on data analysis projects using a problem-based learning approach (Peterson, 2021). A process of creating intelligibility from a fuzzy front- end of the problem-solving process resonates of higher order skills, that marketing and management college education should impart to all students: asking the right questions, employing skills to transform various types of data, applying

analytic techniques, and interpreting results (Bacon, 2017). Kurtzke & Setkute (2021) state that a blend of conceptual knowledge, tools skills and technical skills are required to boost holistic analytics capability for practice of management. It is also critical that the course delivers a mix of technical analytical skills and soft skills needed to communicate insights from data to stakeholders. Marketing and management students have relatively high levels of anxiety when it comes to anything quantitative in nature (Freeman & Spanjaard, 2012; Tarasi et al., 2013). In marketing and management education, instructors are often using multiple established learning theories to address different learning styles. Many foundational marketing and management areas are employing more learner-centered paradigms, such as proximal learning theory (Vygotsky, 1978), theory of intelligence (Dweck, 1986), and self-efficacy theory (Bandura, 1977). It may be possible to apply similar learning theories to the topic of data analysis. For example, Wilson et al. (2018) provide a useful framework for creating resonant and impactful an innovative marketing analytics curriculum based on experiential learning theory (e.g., Kolb, 2015).

Mills et al (2021) states that the "client-sponsored project" (CSP) is an impactful and resonant pedagogical innovation that can stimulate engagement. Students get a chance to apply statistical concepts they learn in class (e.g., sampling, behavioral variables, null hypotheses, alternative hypotheses, frequency counts, percentages, independent samples tests, regression analysis). This makes those once-abstract concepts more familiar and approachable. There is a level of self-satisfaction when the students realize that they can complete a data analysis task. Instructors uses experiential project-based learning paradigm to demonstrate how students might use the data analysis techniques later in their professional lives to glean valuable insights. The idea of searching for stimulating opportunities for innovation in alternative course projects seems to be of particular relevance to teaching of data analysis and is in-line with marketing education emphasis on applied skills and career readiness (Yuksel at al, 2021).

Project-based learning is emerging as a relatively accessible way for faculty to package the data analysis course as being more appealing and to boost student engagement through perceptions of course relevance. This pedagogical technique not only accommodates a variety of learning styles but also allows for more hands-on experience that benefits the students as they can use the course material on-the-job.

In marketing and management education, instructors are often facing the task of finding "real world" applications to enrich their teaching to facilitate a more practice-related learning experience. Students who are involved in applied projects experiencing much greater learning experience than through the more traditional learning approaches such as tests (Ye at al., 2017). Projects can be implemented by making use of the concept of hypothetical consulting engagements. Mills and Hair (2021) state that the end goal is for students to know how to leverage information to develop effective strategies and, therefore, propose to orient courses toward interpretation and results.

PROJECT-BASED LEARNING AND PROXIMAL LEARNING THEORY

Ye, et al (2017) found that students whose education is based on the project-based model emphasizing competencies and real-world applications is linked to assurance of student learning and success. They identified the key characteristics of the competency-based project-based approach, e.g. competencies, quality, assessment, and learning, and explained how these characteristics help to create "work ready" graduates.

Chandler & Teckchandani (2015) pointed out that the proximal learning theory entails the development of an intentioanl delivery of course content that sets a trajectory for class interactions. This approach requires ample preparation of assessments, tasks, and assignments that prioritize students participating in "ownership of learning and learning experiences that are authentic" (Wang et al, 2014). The Zone of Proximal Development (ZPD) and scaffolding are two concepts from

proximal learning theory that are particularly relevant to the current paper. The ZPD is a space that accommodates the different ways by which students learn independently. Therefore, assignments and projects are created in such a way that multiple ZPD levels can be accommodated. This allows students to indirectly receive instructor guidance since it provides structure necessary to feel comfortable learning independently. Recognizing the role of the ZPD in learning leads the instructor to creating tools that accommodate for diversity in learning styles, experiences, skills, and knowledge. Scaffolding guides learning. Examples of scaffolding are: writing a short 5–6 sentence response to an open-ended homework question, reading the assigned section of the textbook or watching a video demonstration before class, or solving quantitative problems as individual homework assignments. By simply completing these small, individualized tasks, students prepare for answering elaboration questions and solving problems that may take place during subsequent class sessions. Many classes are built on prior class material. Scaffolding is important because it provides a mechanism for new concepts and procedures to be stored in a student's memory for access in later learning episodes.

CASE STUDIES

The approach offered here is based on the proximal learning theory and project-based learning. I have found it useful to switch towards a more case-oriented approach. The basic outline is to teach theoretical and computational material , then to focus with some depth on the problem experienced by a small business described in a short case study, and then engage students in completing several data challenges. Typically, I would spend about ½ of the weekly class time on chapter material (assuming the students have read and comprehended much of it and read, listened to, and watched supplementary material posted on the LMS course site) and the remaining on exploring the case study and guiding students' work on the data challenges. Throughout the semester, as the data analysis topics change, I use a series of small – one paragraph to half page – "caselets", featuring different "fictionalized" businesses, interspersed with data analysis concepts, to expose students to different business decision-making contexts. The background, problems, and objectives are included in the case. Relevant and engaging business-world scenarios had to be matched with the course topics and learning objectives. The case studies and demonstrations are engaging and capture students' attention because students know they will apply what they learn momentarily when working on data challenges. There is certainly background material that needs to be revisited to help the students understand how to address business problem using statistical methodology.

I offer some background information, explain a bit of theory to start and summarize the case or ask one of the students summarize the case. At this point, the class becomes more interactive; I will offer more demonstrations of how to use statistical software to address the problem and explain why conducting certain data analysis tasks will help the protagonist to solve the business problem. As needed, I will add more statistical background and theory for structure. Thus, I seek out an example to explain a particular data analysis concept or procedure that is central to that week topic. The case studies are chosen as a series of illustrations about particular data analysis topics that I try to weave in more in-depth lessons of the topics taught throughout the semester. Each case and the demonstration drive the student insight not only into the basic concept and analytical procedure being taught, but also provides the structure on how he or she might conduct their own data analysis when responding to the data challenges that are presented after the case analysis discussion. Thus, each case is a single example to explore a statistical concept, which includes explicit skill instruction (how to think, generate hypotheses, evaluate evidence, solve quantitative problems, formulate recommendations).

DATA ANALYSIS CHALLENGES

Rather than requiring students to collect quantitative data by conducting their own experiments or using surveys, the decision was made to save time by letting the students analyze some existing raw

quantitative data. Since this is a business data analysis course, and not a marketing research course, the data challenges focused in multiple areas of business – human resources management, operations management, or accounting – and posed some type of management question worth studying. Every week, students were asked to apply statistical data analysis skills introduced that week while responding to the data analysis challenges. In general, the students seem quite eager to jump right into the data analysis process and get right down the business of analyzing data by 'doing SPSS work' and 'crunching numbers.' During the first part of semester, the focus was on the basic descriptive statistics, while during the second part of the semester, the focus turned to inferential statistical analysis. Students were asked to formulate research questions, conduct data analysis using SPSS, and extract meaning. Students were instructed to prepare research write-ups containing the relevant SPSS output, extracted meanings and interpretations, the hypothesis testing procedure, if required, and offer managerial recommendations based on the outcomes. Again, they were shown various ways of conducting statistical analysis, including the effective use of SPSS output, and making evidence-driven decisions. The Landers (2019) text also covers how to perform statistical analysis and gives examples of using SPSS.

Several students found themselves at a loss. They worried that since the data analysis task is novel and business context is unfamiliar, they would not be able to complete the challenge independently. They needed a reminder that looking in the notes, the content of the module, and appropriate section of the textbook might be useful ways to benchmark the business problem described in the challenge with others. The challenge was to get them to generalize their thinking about the data analysis task and think of it on broader terms. Students were admonished to analyze and extract meaning from, rather than summarize the data, and formulate recommendations. Major advantage of data analysis challenges is the development and communication of analysis in support of recommendations. The approach was particularly beneficial to students who appear to be less confident in their analytical and problem-solving skills. The emphasis on written report content coupled with the need to communicate their analysis to a hypothetical client fosters confidence and skills in the important areas of quantitative analysis and communication. Because students may require significant guidance from the instructor in some quantitative and critical reasoning areas, the student-to-instructor interaction and student-to-student collaboration is encouraged, so that students see a classroom as a community of learners. In addition, each data analysis challenge includes a number of questions that prompt students to reflect on what they are learning and how they are learning it. The goal is to make students aware of themselves as learners and to make learning skills something students want to develop.

SENSEMAKING: SENSEMAKING BEHAVIORS OF PLAUSIBILTY, CUES, AND RETROSPECTION

While defining the efforts through the proximal learning theory and problem-based learning perspective, the author takes a sensemaking approach by calling upon sensemaking behaviors of plausibility, cues, and retrospection to identify challenges and support our effective practice recommendations. The author uses sensemaking to capture and track practices that lead to progress in problem solving when students learn data analysis. Weick et al (2005) define sensemaking as an activity where people discover ways of understanding, writing, and talking about complexity. Weick et al.(2005) originally introduced the sensemaking as a normative model to guide the problem solving process by finding meaning and intelligibility on which to act or decide. The robust yet parsimonious nature of the framework has since encouraged researchers to adapt its structure to also assist in developing effective problem solving. Mesa (2019) states that sensemaking has three essential properties: plausibility, cues, and retrospection, siting work by Sandberg & Tsoukas (2015) who describe sensemaking as the process that arises spontaneously in response to triggering events, occurs through specific processes, produces good enough common ground to move toward action, and generates specific outcomes. While all the properties of sensemaking are important, the ability

to utilize cues in order to discover plausible explanations for puzzling uncertainties and re-evaluating them through ‘‘meaningful lived experiences” (retrospectivity) seem to be essential in the context of data analysis. The data analysis cases and tasks described in this paper are broad, open -ended challenges, that require evaluation of multiple meanings to achieve intelligibility and, as a result, a plausible outcome. The following illustrates how the three features of the sensemaking process, cues, plausible goals, and retrospective processes, manifest themselves in sensemaking behaviors. A student encountering a data analysis challenge notices some cues and works to make sense of their meaning. Analyzing data requires interpretation of cues extracted from the data in the form of patterns or as a tentative causation. The student attempts to figure out what the problem is about by detecting signals hidden beneath the noise floor and attempts to envision a plausible outcome that addresses the data analysis problem. The process of noticing cues, guided by mental models, leads to the gradually emerging pattern in the way of categorizing and labeling of what is noticed which, in turn, is followed by efforts of envisioning an emerging explanation, decision criteria, or plausible outcomes. One of the temporal characteristics of the sensemaking is its retrospectivity which stimulates applying previously learned skills from “lived experiences,” and enables students to grasp what they are facing by seeing retrospectively how the situation responds to their probing (Mesa, 2019, Weick, 2001). Eventually, a plausible outcome becomes a point of focus whereby cues are extracted from the data analysis task and organized into action (Weick et al., 2005). The next section documents with sufficient detail how each property of sensemaking is constituted, how they relate to each other, and how they relate to managerial decision making,

METHOD

While completing the data analysis challenges, students were asked to answer the open-ended questions: “What do you hope to achieve for the client through this consulting engagement?” “What do you need to know for this week to move forward with this project?” “What have been your points of reference (anything) that have provided guidance and given structure to this project?” Also, students were asked to complete progress reports weekly, and weekly field observations were conducted by the professor. The prompt for a weekly report asked students to describe the progress, provide reflections on work, describe approaches to dealing with immediate problems with the project, describe issues that surfaced over the week, and share insight on priorities/goals. Asking the same open-ended questions each week (a question on plausibility, a question on cues, and a question on retrospectivity) revealed data trends that pictured a trajectory of sensemaking behaviors and learning activities as data analysis work progressed throughout the semester.

QUALITATIVE DATA ANALYSIS

The type of coding employed in this study was a ‘topic coding’ (Richards, 2005), which is when a term to describe something that is seen in the data is derived from the theory but the people in the study are either not aware of the term or are not able to express it. Weick (1995) descriptions of sensemaking were used to relate the captured data to theoretical concepts and to contextualize it. In other words, sensemaking constructs previously described in the literature (Mesa, 2019; Weick, 1995, 2005, 2007) were matched with the data and were employed as an integral part of interpreting sensemaking phenomena.

The following descriptions of the cues sensemaking property were used for purposes of ‘topic coding’: find initial points to develop a sense of the project and purpose, scan & notice, determine the context, categorize & make distinctions, findings link to concepts, data points/findings become a point of confirmed reference, findings are refined. Similarly, the following descriptions of the retrospectivity sensemaking property were used to match the captured data to the retrospectivity construct: direct attention to experience, define meaning early in the project, discovery based on looking back, conscious of what was done previously, actions in past experiences, realized outcomes shape actions and work, successful/unsuccessful outcomes after action, generating ideas

and giving them structure, order, clarity and rationality signal the end of retrospective activities. Finally, the following descriptions of the plausibility sensemaking property were used to match the captured data to the plausibility construct: the need to sense or identify coherence in the problem, determining what actions should be taken, needed templates to apply are discernable or available, find the interesting, attractive, appealing, experiment various options aiming at solutions , build possible outcomes: practical, reasonable, creation, invention, build ideas with enough certainty, outcome fits, though maybe imperfectly, sufficiency.

Data analysis proceeded with reading all the survey responses, weekly reports, and observations. In order to find sense making behaviors, steps were taken to identify the sensemaking properties in the data set. The open coding was performed to breakdown the data into its conceptual components and identify the sensemaking properties, within the surveys, weekly reports, and observations (Corbin & Strauss, 1990). The most important aspect of an interpretive process at this stage was to break down data analytically and compare for similarities and differences, then give conceptual labels to group the categories that emerge in the data set (Corbin & Strauss, 1990). Selective coding was performed to theorize the conceptual components into more inclusive concepts. Following this procedure, selective coding was performed on the open codes to capture the sensemaking properties of interest here. Selective coding leads to refined themes and a clearer perception of which conceptual labels integrate the entire analysis. It was performed at the end of the study when the open categories were unified around the central sensemaking phenomena (Corbin & Strauss, 1990). Coded themes for each property were identified using descriptions of sensemaking constructs listed above. Sensemaking activities were identified by re-reading and analyzing the data sets. Coded data matching the descriptions of each property, cues, retrospectivity and plausibility, were then paced under corresponding categories (Saldana, 2016). The categories resulted in identifying sensemaking behaviors for each sensemaking property. Categories were then refined and labeled resulting in the final sensemaking behaviors described within the findings section below.

FINDINGS

Sensemaking behaviors are presented below for each sensemaking property using brief descriptions of students' activities.

SENSEMAKING BEHAVIORS OF CUES, RETROSPECTIVITY, AND PLAUSIBILITY

Analyses of the data yielded behaviors for each of the sensemaking properties. Cues extraction behaviors reflected diversity in learning styles, experiences, skills, and knowledge. Although data analysis challenges were related to course formulas, concepts, and procedures, they were open-ended in a sense that they allowed for students to formulate responses based on their unique experiences and knowledge. Cues are as follows. (1) Students filtered through cues (data variables) in the project attempting to determine what data transformation are permissible, e.g. students comments acknowledged importance of identifying what kind of data is given and what kind of translation is needed. Students also noted importance of getting organized while putting all the variables in the tables. (2) Classifying relevant cues followed the filtering process. Classifying cues into groups, e.g. many comments suggested importance of recognizing different levels of measurement. Students also noted importance of practicing and knowing exactly what type of formula is needed to solve the problem. (3) Comparing classified cues, e.g. the comments indicated the value of using of graphs to compare different variables and categories. For example, one student commented: "By completing these tasks I hope to make the data easier for the client to interpret and extract value from." (4) Based on the process of comparing a final set of cues, the students defined that set to envision their plausible outcomes. For example, the comments indicated that by completing the data analysis tasks, e.g .running a test to compare more than two samples, the client can verify if their analysis warrants a specific action before putting in resources to an action based on pure assumption. One student noted that in order to proceed, it is necessary to "determine what information is given and what we need to calculate, acquire the information that is not available and finally solve the problem."

Another student noted that "You need to know how to describe the difference between covariance and correlation, how to complete the hypothesis testing procedure for correlation, as well as how to determine when regression is appropriate. You should also know how to compute a correlation and how to compute the coefficient of determination." Retrospective sensemaking behaviors were linked to iterative processes and scaffolding. The reasoning for this link is that sensemaking iterations—completing small, individualized tasks, e.g. taking notes, watching the demonstration, reviewing the section of the textbook to prepare for the data analysis task that may take place during subsequent class sessions, aim at reducing uncertainty or ambiguity (Weick, 1995). Retrospective behaviors assess the outcomes of the sensemaking iterations to gain clarity on what to do next. Retrospectivity behaviors are as follows: (1) Prioritizing is a retrospective behavior used to determine the next steps in working with cues and developing plausible outcomes of the project. This behavior was most prevalent at the onset of the project. Several comments indicated the need to know specifically what the client wants to use the data for or need to understand the meaning behind the numbers and what they are used for. (2) Recalling how one dealt with previous projects provided guidance or constraints to evaluating cues and plausible outcomes. Retrospective recalling was also giving attention to recent iterative processes and outcomes. A number of comments indicated the right answer could be found by reflecting on past data analysis assignments. Some comments indicated that the previous problem were helpful because even though the new question was framed a different way, a student was able to use context clues. Also, some the comments indicated that many examples that showed students how to calculate and make conclusions from the data were helpful. Student noted that the lectures and the textbook, and what was learned in class previously have given students a guidance. As one student wrote, "I eventually found the right answer by reflecting on past SPSS DC assignments." (3) Students also rationalized in trying solutions, ideas, experiments by drawing from/applying past experience templates or professor help. The comments indicated that following directions of the example done in class as well as looking for help in the module was helpful. Comments also mentioned the value of using the textbook and asking questions as points of reference. Students' comments indicated that it was extremely helpful that students learned how to do everything by hand, so that they could check our work after the computer generated the answers. Students mentioned that it made it easier to understand the problem if there are examples to guide. Other comments suggested that doing it in class, following the professor's steps help students do all the assignments afterwards and the example that were ran through in class were extremely helpful in understanding the steps to complete. One student commented: "We did many examples that showed me and my classmates how to calculate and make conclusions from the data that we found." Another students commented:" Approaches I took to complete these data analysis tasks include following directions of the example done in class as well as looking for help in the module." (4) Clarity was the signal that retrospection and sensemaking ended. Each retrospective behavior was evaluated to see if the iteration resulted in constraints or in clarity towards a plausible outcome. Many comments indicated that demonstrations prepared students to apply what is learnt in class into the data analysis task. Students found demonstrations extremely helpful and allowed to see what had to be done prior to embarking on the data analysis tasks. Many comments indicated that students had clear understanding of what needs to be done because of the prior experience in the course. For example, one student commented "My points of reference have been the book, the lecture classes provided by the professor and my classmates helping out through the whole process." Another student commented "Our lectures were very helpful, as well as all of the notes that I took. It was extremely helpful that we learned how to do everything by hand, so that we could check our work after the computer generated the answers. Our professor was also extremely helpful, especially with me, because he answered all of our questions and helped us in class." When completing the final data challenge at the end of semester one student wrote: "This data analysis task pulled together the whole semester thus proving unprecedented valuable insight into data analysis. Through showing my clients the value of the data, highlighted to myself the benefits that can be provided to business." Many comments indicated that reviewing the class notes, completing in class activities, discussing

issues as a class and confiding with the professor, to clarify the problems helped students to ensure they were on the correct path. Behaviors of plausibility are categorized into four areas. (1) Traversing is an appropriate description of a plausible behavior. It represents the urgency of finding meaning in the data, which should lead to reliable and useful outputs for the client. Many comments indicated that in order to move forward and help a client make changes it is necessary to know what client expectations are. Several comments indicated the need to understand the process of hypotheses testing" : Once the test is completed, a p-value is generated, which indicates whether there is a statistical difference between the income of the two groups. Based on the value, a manager or an organization can easily conclude whether the average number of whatever they are measuring is statistically different." Another comment indicated that it is important "to understand ad hoc analysis, e.g., the Scheffe test, understand the formulas, as they are a big part when it comes to interpreting data, knowing the difference between low, medium, and high effect sizes, and being able to identify independent and dependent variables." (2) Upon going through actions to achieve an early understanding of the project data, students began to see a variety of possible goals that could lead to both a meaningful analysis of the data and findings for the client. The following comment exemplifies this stage: "The data analysis provides you with more insights into your customers, allowing you to tailor customer service to their needs, provide more personalization and build strong relationship with them." Another comment illustrates a plausibility property of sensemaking: "This approach to try and fail helped solved my immediate problems by learning through my mistakes, these mistakes gave me an opportunity to reevaluate and come back with the correct answer (eventually) with better reasoning." Many comments indicated that it is important to know how to write the null and alternate hypothesis as well as how to provide evidence to reject or retain the null. (3) Elaborating. Initial targets, hunches, ideas developed. Confirming utility and relevance. Several representative comments illustrate this area of a plausibility property of sensemaking: "The data I have researched and able to present to my client is easy to interpret- thus from the conclusion the business can better understand the next steps they would need to take." "The information given by these data analysis tasks allows for one to keep track of trends within the data, which also allows the user to view the tendencies of people. This data gives the user an idea as to what the trends are like and show any abnormalities within them,", "By completing this statistical testing of the comparison of means in a group to determine if there is a difference between them can be used to aid clients when looking into web designs but also financially. The testing could aid clients in helping them to manage budgets as I could compare their budget to costs in order to aid the management of revenue and inventory," "My data analysis tasks could help businesses tailor their product development and take the correct course of action to improve products thus improving sales." (4) At the end of the weekly data challenges, students validated their plausible findings by forming reports and formally presenting interpretation, recommendations and applications. Several representative commentaries: "I was able to figure out the solution to this problem by observing the software and using problem solving," "I felt confident with my work so was able to run through the tasks relatively easily," "All these tests and formulas, can turn the numbers into meaningful conclusions and be very helpful to clients," "The client will understand the decision that should be made as it is backed by data that has been collected, analyzed and interpreted by ourselves. In turn, allowing the business to get fast and accurate data analysis which in the long run will aid them in decision making and increase efficiencies in the business," "This data analysis task allows me to be able to help the client figure out what the companies trends are like and allow them to see what the performance capabilities are like."

DISCUSSION

EVIDENC OF STUDENT LEARNING

The most prominent evidence of student learning is student usage of new terms and concepts in their responses to the data challenges. When working on preparing their data analysis reports, students

were able to use course concepts to carefully interpret the results of the data analysis, and to determine what information should be communicated to the hypothetical client. Students expressed that course material seemed to be more relevant to their professional aspirations and interests when they were asked to relate course content to real business issues when working on data analysis challenges presented as mini consulting projects.

WHAT THE INSTRUCTOR LEARNED

Addressing the scaffolding and the ZPD aspects of the proximal learning theory takes substantial effort and requires an extensive amount of time while designing the course. For example, students are more comfortable asking questions during the class sessions devoted to data analysis when given the opportunity to watch demonstrations and practice technical skills beforehand, rather than when they moved directly to completing data analysis tasks individually. Open-ended reflection and application-oriented questions are also more fruitful for stimulating learning than assignments based on rote memorization. Finally, students benefit from the multiple framing of course concepts, which becomes apparent when they apply data analysis concepts in different contexts throughout the semester, discuss their responses with one another and an instructor, and respond to the reflection questions. These same discussions also create more opportunities for reflection, as articulated in the experiential learning theory (Kolb,1983), which, eventually, leads students to becoming as self-regulated and independent as possible.

CONCLUSION

This article describes how learning data analysis can be enhanced when instructors utilize principles of proximal learning theory (Vygotsky, 1978) in conjunction with the PBL (project-based learning) paradigm (Blumenfeld et al., 1991; Blumenfeld et al., 2000), and utilizes a sensemaking process (Sandberg & Tsoukas,2020) to support the proposed approach. Because PBL focuses on learning outcomes while sensemaking focuses on the processes that may lead to the outcomes, the PBL paradigm and proximal learning theory, evaluated through the lens of sensemaking, can help instructors adapt ‘how’ they teach (rather than ‘what’ they teach) such that students become active learners rather than simply recipients of information. This resonates with experiential and participative learning (Black, et al , 2014). In each of these approaches, students have the responsibility to determine for themselves how to learn and apply data analysis concepts (Black, et al , 2014) and construct knowledge through the transformation of experience (Kolb 1983). Through these experiences, relevant to the learning goals, students can develop stronger critical thinking skills, achieve “mastery” of the critical competencies, e.g., conceptual knowledge and technical skills, and become more creative in their problem-solving approaches. In turn, achieving “mastery” of the critical competencies valued by future employers helps students become more successful in their future professional lives. The PBL in conjunction with proximal learning theory, seen through the lens of deliberate sensemaking, can advance our knowledge about teaching data analysis in three ways. First, analysis of sensemaking provides a theory-based process against which individual instructors can benchmark their own teaching approaches. Because sensemaking analysis deconstructs the teaching-learning process into three sensemaking properties: cues, retrospectivity, and plausibility, any idiosyncratic teaching style can be empirically examined with respect to each property. Second, analysis of deliberate sensemaking reveals how and why the ZPD, scaffolding, and social interaction among students and instructors as well among students can benefit learning. It also explains why the ongoing spiral between looking back in order to construct a plausible account that provides temporary sense and acting forward to envision possibilities is the most critical property of sensemaking when learning data analysis. Finally, analysis of sensemaking demonstrates how to bring change simply by introducing opportunities for students to work withing their ZPD while benefiting from scaffolding and social interactions and providing structure needed to learn independently while benefiting from the guidance.

The findings support the value of teaching data analysis with a focus on implementation of project-based learning paradigm and proximal learning theory by providing a contextualized account of sensemaking grounded in extracting the cues, retrospectivity, and envisioning plausible outcomes. The sensemaking view creates a framework for data analysis instructors to use as a starting point for designing their own data analysis courses. The project-based learning model in conjunction with proximal learning theory could be implemented in a variety of quantitative courses and range from broad application (applied business statistics) to narrow (marketing analytics) . The sensemaking analysis could be used for an individual's instructor understanding of student learning, leading to an awareness of areas where course content, pedagogical process, and overall course design need to be improved in order to meet course learning objectives. In addition, the sensemaking view could be applied program-wide to support an assurance of learning tool.

REFERENCE CAN BE PROVIDED UPON REQUEST

Virtual In-Depth Interviews: Strategies for Teaching Qualitative Marketing Research in a Remote Context

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Purpose of the Study. The global COVID-19 pandemic has disrupted every facet of human life, but it has also served as a catalyst for innovation. To address this ongoing dilemma, there has been a call for "pandemic pedagogy" that helps students to better manage this "new normal". While making such adjustments can be daunting, it is especially true in the case of qualitative marketing research methods due to the in-person data collection typically involved. One of the most common methodological tools of qualitative marketing research, in-depth interviews, is used extensively to explore a wide variety of substantive and theoretical topics, especially those that study human (and consumer) behavior. In this paper, we discuss changes made in a qualitative marketing research course to address the pedagogical aspects of teaching the in-depth interview method in a remote learning context.

Method/Design and Sample. For this study, we describe a two-week course learning module for teaching the in-depth interview process within the context of an undergraduate qualitative marketing research course at a large, comprehensive public university. The class size is limited to 30 students per section and the results reflect the results of five sections over a two-year period (for a total of 150 students). The first week of the course learning module for in-depth interviews is designed to introduce students to the in-depth interview research methodology. Students are provided with reading and video assignments *to build their basic knowledge* about in-depth interviews and how they are used in marketing. An instructor-led discussion via Zoom also takes place. The second week of the course learning module takes place asynchronously via Canvas and is designed *to apply* the in-depth interview method. After watching videos of in-depth interviews and reading instructional articles about how to conduct in-depth interviews, students conduct and record a virtual in-depth interview via Zoom using a structured interview protocol provided by the instructor.

Results. Qualitative student feedback was provided through a final course assessment. While the challenge of conducting virtual in-depth interviews was initially intimidating, students reported that the act of performing one boosted their confidence significantly. In addition, students recognized that this experience also gave them more confidence for future job interviews since many employers conduct virtual interviews due to COVID-19 restrictions or even as a now preferred method of employment interviewing. From the instructor's viewpoint, there are some drawbacks. First, due to the challenging nature of conducting the interview during Week #2, the heightened level of student insecurity and frustration required extended office hours and extreme patience. In addition, instructors should anticipate and plan ahead for extended hours of grading. A grading rubric was critical for saving time and maintaining grading consistency.

Value to Marketing Education. This course learning module for in-depth interviewing provided a manageable introduction on how to do (virtual) in-depth interviewing. Students learned a valuable new marketing research skill that has serendipitous career implications.

Key Words: virtual in-depth interviews, qualitative market research methods, pandemic pedagogy

Actions Speak Louder Than Words: Predictors of Students' Final Grades in Synchronous Online Marketing Courses

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Previous research (e.g., Duncan, Kenworthy, & McNamra, 2012; Park & Koo, 2022) has shown that students' quantity of online course participation is positively related to their course grades. However, not all course visits are equal. Identifying specific activities of students during synchronous online courses and examining the contribution of each activity to their final course grades would be important. The current study proposes that 1) attendance is the primary activity that contributes to students' final grades and 2) course views (the number of course visits) and 3) creation (the number of submissions and posts/comments created) would add an incremental contribution to their final grades beyond attendance.

A total of 77 undergraduate students enrolled in online sections of a variety of marketing courses at a university located in the Midwest of the US in Fall 2021 was collected. Their activities recorded on Moodle were analyzed after the semester ended and final grades were given. As predicted, attendance, viewed, and created were significant predictors of final course grades. Furthermore, viewed predicted course grades event after controlling for the contribution of attendance to final course grades. Also, created predicted course grades event after controlling for the contribution of both attendance and viewed to final course grades. The current findings would be beneficial to both marketing instructors and students. According to the findings, instructors could encourage their students to submit and create more comments and posts to get better final grades.

Keywords: synchronous online class, final grades, Zoom, student participation

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Designing A Strategic Mobile Marketing Course Curriculum

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Abstract

Marketing and media industries are quickly evolving, as companies utilize mobile technologies to create meaningful experiences (Brinker & Baldwin, 2021). Mobile ad spend in 2022 is expected to top $350 Billion (data.ai, 2022) Industry today, however, is faced with a growing digital skills gap, costing 14 G20 countries an estimated $11.5 billion in GDP growth (Salesforce, 2021; Winga, 2021). To provide relevant skills and training for students, marketing academics must respond quickly to industry expectations in order to close this gap.

Many universities may offer a Digital Marketing or Social Media course, and include mobile marketing as a course topic; however, we propose that it is important for universities to offer a stand-alone Strategic Mobile Marketing course. This paper focuses on: 1) Why Strategic Mobile Marketing is an essential stand-alone course, 2) How teaching a Strategic Mobile Marketing course can help both faculty and their department meet goals and accreditation standards, and 3) What resources are currently available to assist faculty with Strategic Mobile Marketing course development and delivery. We also will present our textbook, "Mobile Marketing Essentials" (Hanley et al., 2021), which provides course assets, including sample learning objectives to assist faculty in developing curriculum, resources, and course assignments.

Mobile has become the primary media and engagement channel for the majority of the population worldwide (The Mobile Economy 2021). Moreover, mobile as an infrastructure helps enterprises reduce costs, increase profits and effectively engage individuals both on and offline (Suker, 2021). Mobile technologies and related industry best practices, and regulations are evolving at a rapid pace. Traditional marketing courseware is simply not keeping up. In fact, all marketing could be called "Mobile Marketing" today, or mobile marketing is simply marketing. No matter how you look at it, mobile sits at the heart of marketing (Becker, 2010). With this in mind, it is important to create an effective learning environment in which students can apply traditional marketing principles with the advancing mobile requirements of the marketing industry.

With the growing prominence of mobile-enabled consumers, it is critical for marketing students to understand how to successfully integrate mobile marketing into the marketing mix. A Mobile Marketing course should provide students an understanding of the evolving options available, and how to evaluate which are most relevant to their marketing objectives in order to create compelling mobile campaigns. A stand-alone Mobile Marketing course is necessary to fully understand the potential of mobile ads, tools and experiences, as well as how mobile is fundamentally transforming security and privacy infrastructure, with mobile opt-in, authentication, identification, and verification capabilities.

The goal is to teach students how to create mobile-enhanced experiences to connect people and brands across all traditional and digital media, devices and networks. Mobile is the product, experience, and infrastructure. This course explores mobile media channels, mobile development and campaign management strategies and techniques, and laws and ethics relevant to the practice of mobile marketing. Students will also learn how to assess, develop, and execute mobile marketing strategy, tools and techniques.

Keywords: Mobile Marketing, Marketing Education, Digital Marketing

References available upon request

Experiential Learning through A Student-run Venture

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Purpose of the Study: CSUCI's Entrepreneurship & Small Business Institute implemented a pilot program utilizing a variety of HIPs in a virtual environment: A student-run agency solving business problems named CI Solutions. This abstract summarizes the implementation and preliminary assessment results during the Pandemic.

Method: Action research/Case study, between May 2020 and May 2021; the agency is still operational and growing in student number and training pathways. The program goals, pedagogy, practices and results of example projects that are discussed in the full paper are only from the pilot period. We also provide the pilot implementation assessments for each goal set forth in the design of the program.

Design: Learning Objectives
Upon assessing graduating class data for post-graduate outcomes, we identified three educational challenges:

1. Retention and graduation rates, equity gaps in graduation
2. Post-graduate outcomes in seeking further degrees, employment in degree commensurate positions with high wages and full benefits
3. Relationships between the university, students and the community in the universities service region

Following the three challenges the pilot program started with three goals in mind:

1. Goal #1: Improving post-graduate outcomes: Socio-Economic Mobility
2. Goal #2: Building Skills and ePortfolios through High Impact Practices: Experiential learning, problem-based pedagogy and gamification
3. Goal #3: Creating a professional network around our students by supporting small businesses and non-profits with their digital marketing needs; helping shift brick and mortar businesses to virtual as necessitated by the lockdowns.

   Proposed pilot program: Faculty supervised, self-managing teams work to solve small businesses and non-profits problems in return for pay. Building skills of communication (written & oral & visual), collaboration (virtual team work) and critical thinking (giving and taking critical feedback), organization (time-management), beside technical skills in a variety of software.

Results: Each goal was assessed as explained below:

1. Goal #1: Nine CISol graduates were all placed in position of interest that pay more than the median salary typically earned by a graduate from the same program.
2. Goal #2: 15 students created ePortfolios on WordPress and presented their work in the program in a variety of occasions (i.e. Adobe showcase, job interviews, class presentations). Perceived skills development was consistently measured through a self-reported survey where students rated and reflected on the level of difficulty and learning after each training and project completed. Technical skills were measured through the output and customer satisfaction in each project.
3. Goal #3: Overall 21 students in the pilot's lifetime worked with 14 partners.

Value to Marketing Education:

Marketing curricula is one of the most amenable to implement experiential learning, and even more so a great fit for short term projects that students and small businesses can benefit from. As exemplified above courses like marketing research, brand management, marketing strategy, digital advertising, social media marketing, event marketing can easily utilize a problem-solving pedagogy and expose their learners to real world problems while bringing conceptual discussions into the process.

Keywords: Student-run business, experiential learning, HIPs, high impact practices

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Experiential/Immersive Learning Activities: Student Attitudes and Perceived Outcomes

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Introduction

The higher education environment faces continual challenges, primarily a) questions of value from stakeholders (e.g., parents, public, hiring companies and b) becoming more competitive. Competitors have sprung up in online learning, global universities, and with traditional community colleges offering 4-year degrees. In this competitive environment it becomes necessary for universities to distinguish themselves. In general, universities tend to focus on (1) prestige/social standing, (2) price, (3) scholastics, or (4) experiential. This research focuses on the experiential/active learning of providing academic experiences to students and how they are perceived.

Literature Review

As marketing educators have advanced beyond the traditional classroom-based learning that has relied on lectures and note-taking, experiential learning has increasingly become the norm for marketing pedagogy. In 1975, Kolb and Fry described a model of experiential learning that begins with "observations and reflections," followed by "formation of abstract concepts and generalizations," then "testing implications of concepts in new situations," and continues with "concrete experience." The idea is that you learn more by doing something, thus experiential learning.

The purpose of this study is to identify some traditional and newer experiential/active learning activities and experiences that are used in business/marketing pedagogy and determine which are most beneficial from the perspective of a student. Also we examine whether students place more value on those experiential/active learning activities that are real world or immersive learning experience.

Methodology

An exploratory survey was sent to business college students. While not intended to be wholly inclusive, but rather to capture an essence of their views of some of the major experiential/active learning activities.
Ten activities were included as indicated in Table 1 below. A short description was given for each activity, but given the diversity of formats in each, students could interpret each as it related to their own experiences. For activities in which they have participated, they were further queried on the degree to which their last activity in the category was (1) a learning experience, (2) an enjoyable experience, (3) put forth their best effort, and (4) helpful in finding a future job. Each of the perceptual questions consisted of a 7-point Likert type scale.

Results

Table 1 shows the participation rates (yes/no) in each of the activity types. The last four columns indicate the perception of the students with regard to learning, enjoyment, effort and job opportunities. We should note that given the pandemic, fewer opportunities were available for students during the last three semesters for several of these activities, therefore participation rates are relatively low.

In general, the findings indicate that students see the most worth in attending industry trade shows/conferences, study abroad, student competitions, and projects with live clients (all could be

considered immersive learning activities). Case studies, business simulations, and speaker programs were typically rated as the least valuable. Whereas industry certifications (e.g., Hubspot/Google) were perceived as the least enjoyable and lowest on the learning scale, but relatively high in their ability to assist in student job prospects.

Discussion

Students had their greatest participation rates or experiences with simulations, industry certifications, case studies, developing business plans, and live client projects. Their least participation rates or experiences were with industry trade shows/conferences, study abroad, field trips, and student competitions. While the participation rate for guest speakers was in the middle.

Several of these least experienced activities were also seen as the most beneficial for learning (student competitions, study abroad, industry trade shows/conferences). Their required investment of time outside of class and cost is likely why fewer students participated in those highly immersive activities.

The most enjoyable activities and requiring the most effort were industry trade shows/conferences, study abroad, and live client projects. Again, all of these are high immersive activities. The most beneficial for their job search were industry trade shows/conferences, study abroad, and student competitions. Again, all of these are high immersive activities and requiring extra efforts of outside of class time and cost.

In conclusion, the greatest benefits as seen by students were found with the outside of class immersive activities. Unfortunately, these were also the activities that were least experienced by the sample of students possibly because of the extra time required to participate and perhaps the cost of participation.

Table 1: Participation and Perception in Immersive Learning Activities

Activity	***Participation Rate N=58***	***Learning μ (SD)***	***Enjoyment μ (SD)***	***Effort μ (SD)***	***Job μ (SD)***
Live Client Project	64%	5.22 (1.44)	5.51 (1.30)	5.92 (1.12)	5.27 (1.60)
Case Study	78%	4.73 (1.05)	4.96 (1.26)	5.13 (1.16)	4.89 (1.32)
Develop Business Plan	66%	5.32 (1.30)	5.00 (1.62)	5.49 (1.40)	5.32 (1.49)
Simulation	86%	4.71 (1.49)	4.65 (1.47)	4.82 (1.48)	4.78 (1.66)
Industry Certification	79%	4.41 (1.54)	4.74 (1.29)	4.76 (1.61)	5.28 (1.62)
Student Competition	14%	5.63 (1.30)	5.50 (1.31)	5.88 (1.13)	5.50 (1.31)

Study Abroad	10%	6.17 (1.17)	6.17 (1.17)	6.17 (0.93)	5.67 (1.03)
Industry Trade Show/Conference	5%	6.33 (0.58)	6.33 (0.58)	6.33 (0.58)	7.00 (0)
Business Visit or Field Trip	10%	5.33 (1.37)	5.50 (1.23)	5.17 (1.33)	5.00 (1.27)
Guest Speaker Program	40%	4.87 (1.06)	5.00 (1.16)	4.77 (1.15)	4.82 (1.10)

High school students earn college credits by engaging in the "spread kindness project"

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ABSTRACT

Purpose: The purpose of this study is to assess the benefits of pro-social behavior implemented in dual enrollment (DE) program course (Marketing Honors), where high school students earn college credits to complete a project named "Spread Kindness". Students engaged in this project are required to commit Acts of Kindness (AOKs), report them in a qualitative (Blogs and Photos) and quantitative (Excel file) manner, and then analyze their data applying course models. To assess the benefits of this project, both quantitative and qualitative data will be collected and analyzed for the 2021/2022 school year.

Assessment Method and Results: Open-ended questions and a survey will be administered to evaluate students' levels of engagement and satisfaction from doing this project. Results from previous implementations at the college level have already indicated the value of this program. Marketing management students' perceptions of the project (perceived value, attitude toward assignment completion, and satisfaction) and engagement (cognitive, emotional, and behavioral) were assessed via a survey. A total of 33 students had previously completed the survey. The scales were adopted from existing publications as follows: (a) perceived value (Burns & Lutz, 2006; Ducoffe, 1996; Florenthal, 2016), (b) attitude toward project completion (Florenthal, 2016; Venkatesh, Morris, Davis, & Davis, 2003), (c) satisfaction (Chou, Min, Chang, & Lin, 2010; Florenthal, 2016; Wang, Butler, Hsieh, & Hsu, 2008), and (d) cognitive, emotional, and behavioral engagement (Reeve & Tseng, 2011).

Value to Marketing Education: Mental health research finds that the ages 17-24 are "a peak period for the onset of mental disorders" (Cuijpers et al., 2019, p. 1). Covid-related research points out that the youngest cohort exhibits the greatest mental discomfort in their attempt to cope with this pandemic (Długosz, 2021). Adolescents, in particular, have been documented to suffer from mental health issues such as depressive symptoms and anxiety in relation to Covis-19 restrictions (Magson et al., 2021). Furthermore, approximately 14-20% of school-aged children are diagnosed with mental health or behavioral disorders (National Academy of Sciences, 2009; Kaffenberger & O'Rorke-Triagiani, 2013, p.323). One way to combat this is to promote prosocial behavior to this cohort. Prosocial behavior such as AOKs is part of the initiative to embrace and promote a term deemed positive psychology and character strength. Particular traits associated and "identified by positive psychology as critical to the good psychological life include positive subjective experiences (e.g., happiness, life satisfaction, fulfillment, flow); positive individual traits (e.g., character, interests, values); positive relationships (e.g., friendship, marriage, colleagueship); and positive groups and institutions (e.g., families, schools, businesses, communities)." (Park & Peterson, 2008, p.85). Especially for school-aged children, these personality and character traits are detrimental to generating a fulfilling life. However, utilizing and initiating these positive character traits within a school-based function or project-based learning activity dramatically impacts the participating population. As a result, researchers in education recommend implementing programs of systematic and intentional acts of kindness in the classroom (Binfet, 2015). Enacting the "Spreads Kindness" project fulfills the role of positive psychology and character strength within students' daily lives, therefore working towards increasing positive mental health stability, an issue plaguing the student population. Developing robust assessment methods for such projects can advance the marketing education research in the area of positive psychology and provide insight into whether more marketing programs at the college level can adopt similar approaches to better students' mental well-being.

Keywords: Prosocial Psychology, Acts of Kindness, Positive Psychology, College Courses, Students

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Immersive Experiential Learning to Real-life Experiences; Student-Run Agencies

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Purpose

It is no secret that confidence and belief in oneself are equally as important as knowledge. Bandura (1995) explains that "self-efficacy is advanced if an individual believes in one's capabilities to organize and execute the course of action required to manage prospective situations" (p. 2). Many other scholars have vocalized this sentiment. Snyder and Lopez (2007) found that when individuals believe in one's skills, they can accomplish the task with more confidence. Van der Bijl and Shortridge-Baggett (2002) demonstrated that students are more likely to engage in activities that they had acquired confidence in than those they do not. Slaugenhoup (2016) found a direct correlation between an individual's belief in oneself and emotional state when completing new tasks. As educators, we know we contribute to the success of our students. We may then want to ask how we can improve our pedagogy to incorporate activities that contribute to student confidence that translates when entering the workforce? One way is utilizing Student-Run Agencies (SRA).

Framework

Many fields of study promote agency, whether clinical in healthcare or apprenticeships in engineering; field experience is paramount when building student confidence and empowering students to succeed after college. The cultivation of work-ready graduates has forced colleges to think about where their efforts should be. Kolb and Kolb (2005) explained that concrete learning experiences begin with purposeful, self-directed, experiential learning and lead to reflection and gaining perspective. Niman and Chagnon (2021) research suggests "not to view experiential learning as an add-on to conventional learning but instead to integrate experiential learning within the curriculum to build a bridge between theory and practice." (p. 96).

Eleven students participated in a Digital Marketing SRA. Each student standing was either a junior or senior and in need of an internship. Teams were formed and paired with a client to complete a project. At the end of the SRA experience, students were surveyed using qualitative questioning to determine if students acquired confidence and new skill sets. Responses regarding confidence were positive. Some notable responses were, "this SRA boosted my confidence," "the experience will put me in a better position when applying for jobs in the industry," and "the SRA helped me become more prepared for future work." Other sentiment revealed that students felt they acquired new skills related to the industry.

Evidence

The framework of this study was motivated by the findings of Ranta et al. (2020), revealing an encouraging correlation between participation in SRA's and professional self-efficacy (confidence). Although Ranta et al. (2020) implemented a quantitive approach in their questioning, the researchers of this study wanted to understand further the emotion that may have driven the opinions of each student. Our pilot study advances the discussion in three ways, (1) SRA's do contribute to gained confidence towards seeking a job, (2) students felt industry skill-sets were gained, and (3) although not an initial thought, the experience uncovered the type of college support and policies that are needed to implement SRA's.

Significance

This research contributes to a body of work that links immersive experiential learning to real-life experiences (Niman & Chagnon, 2021; Ranta et al., 2020; Swanson & Tomkovick (2012). Moreover, these experiences contribute to students gaining confidence and skill-sets, which would make them feel more prepared when job-seeking and entering the industry. SRA's provide a significant transfer of knowledge to post-graduate opportunities and employment in this type of learning. This transfer of knowledge should convey to employers the achievements of our students and further these relationships through building associations that nurture student opportunities. It is suggeste that all majors should consider ways that SRA's can be implemented into their curriculum.

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Incorporating the Speaking Abilities into Marketing Education using Artificial Intelligence

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ABSTRACT

Purpose: Although extremely important in marketing, persuasive speaking skills are difficult to teach. Ideally, each student should receive immediate one-on-one feedback with multiple practice opportunities. Mere lecturing on the desirable attributes of effective speaking will not produce individual attainment of the skills. Even the most devoted marketing instructors, however, cannot observe every attempt in real time to provide constructive and instant feedback, let alone for multiple students. In order to solve this double-faceted problem of immediacy and scalability, I propose utilizing an Artificial Intelligence-based software that handles multiple students with instant feedback. The current research aims to evaluate the effectiveness of using Artificial Intelligence in feasibly incorporating speaking abilities into marketing education.

Method: Eighty-eight undergraduate business majors in a small private university in the northeastern US participated for Principles of Marketing, one of the required core classes within the college of business. Throughout the semester, students completed six different assignments, which provided approximately 500 submitted videos in total. In each assignment, students were allowed unlimited attempts to make a video speech of at least 2 minutes discussing a marketing case, while interacting with the AI audience. They received detailed feedback and overall score from the AI algorithm immediately. The overall score between zero and 100 was calculated based on the seven equally-weighted subcategories of pitch variability, pace variability, volume variability, total pause, pace, long pauses, and verbal distractors, all of which were measured on a four-point scale of "needs improvement," "average," "good," and "excellent."

Results: At the individual student level, improvements over the six separate attempts were shown, supported by significant differences between the first and the last attempt along the positively inclining trend. At the aggregate level, a significant regression model emerged with the proposed predictors of the number of sessions, number of practices, and total time spent, using the dependent variable as the resulting score. Further delving into the subcriteria, the most common areas needing improvement were identified for future instruction. Qualitative analysis of student comments indicates significant student satisfaction in attaining improvement in their own speaking skills. Protocol analysis using independent coding results of the content strength of these student videos also supported the effectiveness of this usage of AI in teaching effective speaking skills.

Value: According to Schiegelmilch (2020), business schools need radical innovations, especially when teaching subjects such as Marketing, "*with a leaning toward practical knowledge* (pg.101)." One such practical knowledge is speaking persuasively. Although sales educators have traditionally explored this topic, incorporating speaking skills within marketing education is still relatively underdeveloped (Cummins et al., 2020). To address this gap about teaching an essential topic in the marketing education literature, the current research contributes by proposing an innovative solution utilizing AI. With AI's potential to contribute (Singh et al., 2019) to marketing education, it is crucial for marketing educators to adapt this technology to better teach speaking skills.

Keywords: speaking abilities, artificial intelligence, marketing education, oral communication skills

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Integrating Lateral Reading in the Marketing Curricula to Increase Media Literacy

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Abstract
College students are perceived as digital natives who are fluent in evaluating the information that flows online yet research has indicated students struggle to evaluate Internet sources (Choi, 2020). The aim of this paper is to help marketing educators integrate lateral reading techniques along with vertical reading techniques to increase students' information literacy.

Readers can employ a checklist approach to assess the source and its claims is by reading content vertically from the top to bottom of the screen. One example of a checklist approach is the CRAAP test whereby they evaluate whether the site is trustworthy. The CRAAP test guides readers to assess the content's currency, relevance, authority, accuracy, and purpose (Blakeslee, 2004; Caulfieldb, 2019).

Readers can employ a networked approach to assess the source and its claims is by reading content laterally across sites to assess legitimacy. One example of a networked approach is the SIFT method (Caulfield, 2019a) whereby they evaluate whether the site is trustworthy. According to the SIFT method, first readers "Stop," "Investigate," "Find," and "Trace."

While vertical reading techniques such as the checklist were created for print sources with few sources, lateral reading techniques were designed for online sources that exist as part of a network of information. We propose using a sequenced approach whereby readers firstly read laterally across sites to assess the information neighborhood and secondly read vertically to assess the content claims in order to increase information literacy. As misinformation and disinformation becomes more prevalent, marketing educators need to ensure students are equipped to discern among the competing marketplace of information available online.

References available upon request.

Keywords: Information literacy, lateral reading, vertical reading, critical thinking

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Integrating Nonmarket Strategy Considerations into the Marketing Curriculum: The Role of the Marketing Professor

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For large, transnational companies, or even medium-sized national companies, the determinants of market success are not just their competitive, product, pricing, communication, and distribution strategy. Today, companies are increasingly affected by changing regulations, activist pressures, media scrutiny, and government policies, thus, mastering solely markets and market situations are no longer enough. Success very often depends on how effectively they navigate their non-market environment of governments, interest groups, activists, and the public. It should be emphasized that non-market strategy includes both benign (or ethical) corporate social responsibility/sustainability issues as well as the more instrumental (or amoral) corporate political activity issues in pursuit of the profit motive (Bach & Allen, 2010; Doh, et al., 2012; Mellahi, et al., 2016).

In this position paper, we contend that representative undergraduate curriculum in marketing in Schools of Business (BS/BA in Marketing, BS/BBA in Business with a Concentration/Major in Marketing or similar programs) pay inadequate attention to nonmarket strategy considerations. This underexposure leads to marketing graduates underestimating the role of nonmarket strategy. However, to be successful, these students must not only understand but also be equipped to apply nonmarket strategy considerations to the challenges businesses face today. They need to be more rigorously exposed to the relationship between business and its variety of non-market shareholders-including the government, social movements, media, and activists to prepare them to develop and implement nonmarket strategies.

We believe marketing educators can serve students better by developing curricula that emphasize the importance of non-market strategy to market success. In the remainder of this paper, we 1) review representative curriculum content of undergraduate marketing programs, 2) discuss the educational goals that are met by integrating nonmarket strategy into the curriculum, and 3) provide recommendations on how to integrate nonmarket strategy considerations into the marketing curriculum.

1) Review of the representative curriculum content of undergraduate marketing programs

An analysis of 21 AACSB accredited undergraduate marketing programs in U.S. universities conducted in 2021 by one of the co-authors of this paper revealed that none of these programs include a course in non-market strategy as a required or core course. Only six of these programs (out of the six, five are very high enrollment programs in four R1 and one R2 universities) offer a course partially covering non-market strategy issues often titled a variation of 'Marketing, Society and the Environment'.

2) Educational goals that are met by integrating nonmarket strategy into the curriculum

Undergraduate marketing programs aim primarily to prepare business students for launching their careers in the marketing function. And the career path is expected over time to broaden in scope and responsibility breaking through functional silos. Consequently, marketing capabilities need to be integrated into market-facing decision-making processes embracing a more strategic vision of the

enterprise. As mentioned in the opening paragraph, this need can best be fulfilled by marketing students having a solid conceptual and applied understanding of nonmarket strategy.

3) Integrating Nonmarket Strategy Considerations into the Marketing Curriculum

Four distinct (but not mutually exclusive) approaches may be taken to integrate Nonmarket Strategy Considerations into the Marketing Curriculum:

a) A course in Nonmarket Strategy as a required core course.

b) Nonmarket strategy considerations integrated into two required courses- the introductory 'Principles of Marketing course as well as the advanced (possibly senior year capstone) 'Strategic Marketing' course.

c) Nonmarket strategy considerations substantially integrated into required core courses as part of the overall curriculum design of the program. For example, a case study on consumer reaction to transnational advocacy networks' opposition to tobacco marketing in a course on 'Consumer Behavior' or a case study on the effects of government regulatory policies regarding pharmaceutical marketing to physicians on the pharmaceutical sales force in a course on 'Professional Sales Management.

d) A course in Nonmarket Strategy as an elective course.

Our Recommendation: We believe the ultimate goal of marketing programs should be the inclusion into the curriculum of a required course in nonmarket strategy. The interim goal could be adopting both (b) and (c) approaches. For marketing students, this would provide an early introduction to, and a solid base of, nonmarket strategy considerations in the 'Principles' course, reinforced in all major marketing core courses and culminating in the final/capstone course of Strategic Marketing (or similar). The marketing instructor can add the subject as a new topic, assignment, news story, case study, module, or service-learning project to integrate nonmarket strategies into currently existing marketing courses. Note that in addition to coverage of corporate social responsibility/sustainability issues, these courses need to cover vital corporate political activity issues.

Keywords: Nonmarket Strategy, Marketing Curriculum

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Repopulating the Marketing Classroom: Considerations from the Student Perspective

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As of the beginning of 2021, more and more campuses are hesitantly moving their student populations back from online to in-class or hybrid format for their classes. Having undergone a major change in their lives as they rapidly moved from in-class to online instruction in spring 2020, students and faculty experienced a situational culture shock, that brought on isolation. In many cases, interaction was only possible with others online. This isolation led to increases in stress and depression (Son, Hegde, Smith, Wang, & Sasangchar 2020). Many of these same students may face a reverse culture shock as they move back to their campuses and face-to-face instruction. This research examines from the student perspective what will best help transition them back to in-class instruction and campus life after so long online during the pandemic.

This research thinks about the repopulation of the marketing classroom from the student perspective. It is one thing to examine from a design point of view how beneficial a certain arrangement or level of precautions will be for students, it is another to look at how they feel about it themselves and react to such precautions. What level of safety are students willing to trade off in order to enjoy a more interactive learning environment? Do students want a higher level of safety or a higher density of people and level of interactivity with classmates? How do their preferences impact on their behavior in the marketing classroom? Lastly, what if any personality characteristics might impact on student reaction to these post-pandemic safety preparations? There are no succinct answers to these questions. Preliminary findings suggest some dimensions of personality impact on optimal curriculum choices for students in the marketing classroom.

This paper shares insights on two aspects of repopulation of the marketing classroom from two different perspectives. The first part is a summary of student impressions of returning to campus for in-person classes. While longing for face-to-face interactions and in-person classes, students consider safety an important priority and believe there should be at least some COVID prevention measures in place, such as face covering, vaccination, on-site testing, etc. The second is a discussion on the best way to facilitate a return to normal student life in the marketing classroom.

Discussion on repopulation of the post pandemic marketing classroom from the student perspective should examine implementation to best serve students in our classrooms. Marketing educators may not have much control over the physical outlay of or hygiene in the classrooms, but they can control the design of the curriculum and the timing of how that curriculum is implemented as well as activities that take place. They also have control over the types of active learning assignments in which students engage and, perhaps more importantly, where they can complete them. For such planning, an understanding of student perceptions of and reactions to levels of safety protocols is important.

References Available Upon Request

Student development in client-based projects (CBP) with small business and non-profit clients

Dr. Ray Sylvester, Professor of Marketing & Personal Branding, Anderson University (Indiana)
Prof. Victoria Shaw, Assistant Professor of Marketing, Anderson University (Indiana)

Small businesses currently employ 47.1% of United States employees. That is nearly 60 million employees. Firms with 20 to 99 employees have the largest share of small business employment. (U.S. Small Business Administration, 2020). Many employers are concerned by the lack of graduate experience and readiness. (McQuillan and McQuillan, 2016). The current disruption to higher education by the pandemic provides the opportunity to establish new pedagogical approaches that help students gain greater critical insight on pertinent business practices. (Engerman and Otto, 2021).

Marketing educators can improve student transition to the real-work environment via practical learning. It provides an opportunity for students to interact and engage with industry professionals while also creating value for business clients. (Hanney, 2021). Contemporary teaching of marketing in higher education requires an intentional theory-practice integration. (Dingus and Milovic, 2018). At the heart of experiential learning is a focus on the principles of pracademia - teaching with an emphasis on connecting "the analysis of business to the practice of business" (McQuillan and McQuillan, 2016). It is about deliberately "moving away from content/directing approach to context/coaching approach" (ibid, 2016). A recognized way for marketing faculty to assist experiential learning is by integrating a client-based project (CBP) into their course. (Dingus and Milovic, 2018). A CBP helps provide enormous value in hands-on marketing education.

Our CBP small business and non-profit organizations have identified that the partnerships have produced significant value, particularly in access to additional human resources. The most successful CBPs were in one of two conditions: either; a close working relationship with the founder, CEO, or CMO; or gaining access to key decision-makers. When working with these key decision-makers, the nature of information shared with the students throughout the CBP experience is more realistic with the small-business experience. Often organizations looking to implement strategies in the near-term stayed involved and shared richer information versus those organizations using the CBP as an "intellectual think tank" for theorizing long-term ideas.

Furthermore, the classroom size must be relatively small, so students have meaningful relationships with the business. Students with closer proximity to senior roles learn to competently and confidently communicate. Subsequently, students establish a sense of ownership in the learning process and project outcome. One of the primary challenges in the execution of a CBP is tolerance for risk by the professor. To create a quality learning environment, students must try and sometimes fail at crafting their projects. This requires the professor to play both a coaching role for the student and mediating role with the business.

There appears to be a lack of research and literature on small business oriented CBPs.

The authors propose that CBPs could be differentiated into two disciplines:

1. Corporate level CBPs for scalability and sustainability for large classroom settings.
2. Small business and non-profit CBPs for in-depth collaborations for small classroom settings.

Could a new category of CBP exist: micro client-based projects (mCBPs)

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Certifications, Curriculum, and Competencies, Oh My! An Opportunity to Meet Multiple Needs by Constructing Integrated Degree and Certification Pathways

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Robert Lupton, Ph.D., Professor
Behishta Reha, Student Project Manager
Laura Williamson, Ed.D., Lecturer
IT and Administrative Management
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Special Session Overview:
This special session will use a panel format to explore the opportunities and challenges of incorporating industry-based certifications into higher education curriculum using the competency-based, pathway models that can apply in all industries and disciplines, including marketing education. At the 2021 MEA conference, Central Washington University's Information Technology and Administrative Management (ITAM) department reported on its ongoing investigation into incorporating industry-driven certifications into its high-demand programs via a "stackable certificate" model. One year later, ITAM has evolved its work to focus on the integration of certifications into degree pathways that center on the competencies students demonstrate as a result of their learning.

Value to Marketing Education:
Over the last two years, the Covid-19 pandemic has been the most obvious driving force causing major disruption in higher education models. As educators of all disciplines, including marketing educators, come to terms with the scope of the disruption, several key dynamics are emerging. By examining trends in knowledge organizations, new colleges and universities, and even failing institutions, Levine and Van Pelt (October, 2021) propose five "new realities" that higher education should prepare for: new content producers, decrease of institutional control, demand from students for customer-centric offerings, growth of a knowledge economy based on outcomes rather than processes, and the diminishment of time-bound and "just in case" degree-based education (2021, pp. 2-3). Competency-based education (CBE) allows for maximum flexibility for students, and has the potential to capture a significant competitive advantage for higher education programs in a variety of fields, including marketing education.

Keywords:
Competency-based learning
Degree pathways
Professional certifications
Upskilling
Reskilling

Reference

Levine, A., and Van Pelt, S. (2021, October 4). Higher education should prepare for five new realities (opinion). Retrieved from https://www.insidehighered.com/views/2021/10/04/higher-education-should-prepare-five-new-realities-opinion

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Client-based MBA Marketing Plan Project

Qin Sun, Assistant Professor, California State University Northridge

Extended Abstract

This special session proposal for MEA 2022 focuses on the client-based marketing plan project at one MBA Marketing Management class in Fall 2021. The instructor would first introduce the background of this project and two student teams will share their experience with the marketing plan projects for two different start-up firms. This topic is also related to the student development
and curriculum issues regarding the client-based project and AACSB accreditation.

Client-based experiential learning has been employed by marketing professors to enhance student learning experience and thus learning outcomes, as required by the Association to Advance Collegiate Schools of Business (AACSB) International to engage students through innovative pedagogy (AACSB, 2017) and it has become an integral part of curricula in AACSB accredited business schools. The experiential projects were found to be an effective way to improve student learning perception and career confidence (Vinuales & Harris, 2017), and lead to improved learning and self-confidence (Ramocki, 1987), enhanced teamwork and problem thinking skills (Barr & McNeilly, 2002), the development of work skills (Cooke & Williams, 2004) and information literacy (Sun & Jefferson, 2019). From student perspective, real world experiential learning not only improves their understanding of marketing concepts and theories, but also critical thinking and analytical skills, as well as their career success (Manzon, 2017; Munoz, Miller, & Poole, 2016).

This special session illustrates one example of client-based experiential project in an MBA program at a public university in the U.S. The presenters below will provide full details of this project and two student projects in an interactive way.

1. Client-based MBA Marketing Plan Project

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2. Investigating Consumer Trust in AI Technologies: The Case of PopShop Kiosk

Miranda Chinichian
Angeli Kumar
Sylvia Manoukian
Wei Shen
Angelina Vinogradova

MBA students
David Nazarian College of Business and Economics
California State University, Northridge

3. Examining Potential Drivers to Promote Organic Snacks: The Case of Sun & Swell Foods

Laurie Abbou
Pia Aquije
Ken Roy Mejes
Bhavani Prasad
Taline Sarkisian

MBA students
David Nazarian College of Business and Economics
California State University, Northridge

Keeping the good stuff: engagement practices coming out of the pandemic: Going from online to face-to-face in person classroom

Olga Di Franco, Catherine T Atwong, Diana Sifford
California State University, Fullerton

Returning after a year of virtual classes and social distancing due to the pandemic, we gradually ease back into in-person teaching and learning activities on campus. We look back at the journey and remember feelings of anxiety, uncertainty, and mental exhaustion individually as well as collectively. As educators, we adapt to the ever-changing demands and constraints in delivering the education experience to help students achieve the expected learning objectives. It has been a period of rapid adaptation, innovation, and experimentation.

Some theory and practices of online learning (Martin & Bolliger, 2018) were expediently put to test in the virtual learning environment. Learning engagement through meaningful interactions (Anderson, 2003), between learners and instructors (Chickering & Gamson,1987), and among learners and learners with contents (Moore 1993).

We all know the challenges we faced when we had to pivot in spring of 2020 to online classes. We then realized we would continue to be online, so many of us took online training to teach us how to teach online. This was a major shift but a positive one because we learned many new technologies and found new opportunities to enhance the classroom experience. Having taught now for over a year and a half online we face the new challenge of returning to the classroom face to face. With all the knowledge gained from being online, we are now able to incorporate some of our online training to a face-to-face format. This special session will cover techniques we were able to adapt from our online experiences into the face-to-face classroom, and our different experiences and opening it up to the audience to share their experiences as well.

Student-Student Interaction

A challenge of the virtual classroom on Zoom is creating and maintaining active student engagement. Some teaching practices initially adopted to facilitate student interactions and collaborations during the pandemic are retained by the author to enhance the face-to-face class experience:

A **Class Dashboard** that students record and display a one-minute video on fun facts about self (Flipgrid.com). Students may post comments and give likes to one another.

Peer Reviews using rubrics to enhance meaningful and substantive learning related to individual work. For example, students conduct peer reviews of personal content assets with grading rubrics on the following deliverables:

- A webpage for creative presentation of professional self. A showcase including resume, documentation of skills, experiences, extra-curricular activities, and sample projects.
- A professional profile on LinkedIn.
- A marketing job post on the dream job after college.
- A video presentation of a marketing tech tool related to the dream job.

Breakout Time. Like the use of Zoom breakout rooms, students conduct intermittent team discussions in class.

Student-Instructor Interaction

- Instructors accept and respond to text messaging to encourage student-instructor interactions.
- Instructors send weekly reminders and checklists to create outside of class touchpoints.
- Instructors give feedback comments on individual assignments.

Student-Content Interaction

- Optional simulation exams to increase time spent on content.
- Lecture videos to free up class time for breakout activities.
- Speaker videos of the month to connect to real world content.

Guest Speaker Opportunities

Guest speakers bring our content "to life," reinforce key learning goals and facilitate relationships between students and the broader business community. It became easier to involve business leaders during the pandemic, as we were not limited by distance and time. Our guest speaker programs became more robust and meaningful, as we could involve top leaders in our field from across the globe.

This segment explores strategies for managing guest speaker programs in a way that bridges the best of both worlds between online and in-person learning environments. Key topics include identifying and vetting effective speakers, managing preparation and delivery logistics, preparing students, and developing class activities and collaborative exercises that allow us to reinforce and assess learning during these sessions.

Online Technologies in F2F Classroom Opportunities

We were able to include different online tools for in class learning and reinforcing concepts and using such platforms as Kahoot as a quiz for fun platform where they could answer questions as a group as a class as individuals and participate in reinforcing the knowledge gained for a particular chapter or unit or module.

Mainly using different tools where students can submit their assignments participate in creating community for example through discussion boards or programs such as Padlet we created a forum of allowing everyone to participate not only in person but online on the topics we covered in person reinforcing the "in classroom" learning experience.

Online exams in the classroom: students using their computers in the classroom were able to take their exams online and see the results immediately once the exam time ended. Some students enjoyed doing this some preferred having a paper version and a third scenario even came up when illnesses occurred, and they had to take their exam online at home through zoom.
So many of the online techniques we learned can still be utilized in the classroom in a face-to-face environment with the same goal of an outcome of having students master the information, the chapters the concepts, and reinforcing the learning process, but using these tools and facilitating the results in a more timely and efficient manner.

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Managing Your Online Education Offerings: Rethinking Online Marketing Classes from the Student's Perspective, the Experience Marketing Approach to Course Design and Delivery

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John A. Schibrowsky, Professor, University of Nevada, Las Vegas
James Cross , Professor, University of Nevada, Las Vegas
Steven Hartley, Professor, University of Denver
Gail Ball, Professor, Rio Grande University

We will be looking at designing and delivering online courses from a student experience perspective. The question is, "What changes if you view your classes form and experience marketing perspective?"

So how does this translate into your students' experiences with your online or hybrid classes? "It helps to understand how your students "experience" your class, how they interact with you and the material and identification of the pain points they face that keeps them from being successful.

When a person "buys a service" they are purchasing a set of intangible activities carried out on his/her behalf. But, when a person "buys an experience" they are paying for the time spent. They are paying to spend time being immersed in a series of memorable events that engage the individual.

If you view the delivery of online education as an experience it potentially changes everything. So key ideas we will be discussing

1. Viewing the online course delivery as the time spent engaged with he course
2. Staging the online course experiences is not about entertaining individuals; it is about engaging them, immersing them in the experience.
3. Each online educational experience is derived from the interaction of the staged event and the individual's prior state, it is personal. Simply put no two people have the same experience.
4. While the online course experience perishes upon the staged event's conclusion, the value of the experience lingers in the mind of the student who was engaged.
5. Online experiences are less controllable than online services because the experience is an interface between the student and the class. You can design and manage the course, costumes, sounds, actors (leading men and women and extras) script etc., but not the student experiencing it.
6. The teacher puts on the event, but the task is more difficult than providing a service and more uncontrollable.

The goal of this special session is to provide the attendees with a different perspective on designing and delivering online and hybrid classes by approaching the task in the same way we ask our students to view business. "*Marketing is not a specialized activity at all. It*

encompasses **the entire business**. *It is the whole business seen from the point of view of its final result, that is from the* **customer's point of view***," Peter Drucker.*

Marketing Metrics for Managers, a New Course for MBA Students

Gopala "GG" Ganesh, Professor, University of North Texas

This MEA 2022 special session presentation proposal seeks to describe a new course called Marketing Metrics for Managers (MMM). This intensive, 8-week class, delivered entirely online, has been added to the requirements for the "Accelerated Online MBA Program" in Marketing Analytics at the author's school.

The idea for MMM grew out of a very successful undergraduate class called Marketing Metrics built from the ground up and taught by the author for a long time. The catalog course description for the new MMM course says "Marketing Metrics for Managers. 3 hours. Metrics for assessing the financial implications of marketing decisions in the areas of market segmentation, targeting, positioning, and in the evaluation of marketing plans. Intensive case analysis using real-world data will be the primary pedagogical method." The only prerequisite for the class is that the student must have completed a Principles of Marketing course.

The class is taught using three main resources. (1) An e-book "Marketing Metrics for Managers," authored by the professor. It consists of nearly 60 mini-cases organized into nine chapters: Percentages and Weighted Average, Balance Sheet and Income Statement, Channel Markups, Contribution, and Breakeven Analysis, Product, Promotion, Price, Place and Net Present Value, The professor's resource package includes video solutions, mostly by hand but also using Excel for many cases, blank Excel worksheets and their PDF solution and formula sheets ; (2) Marketing Metrics 4/e (2020) by Farris, Bendle, Pfeifer, and Reibstein; (3) the metrics drill exercises from the website https://MBTN.Academy (formerly Management-by-the-Numbers.com) that are organized by modules corresponding to the Farris et al. book.

Student performance is assessed using (1) six Excel homework assignments that are based on one case each from the various MMM chapters. The students are provided blank Excel worksheets, the professor's numeric solution as PDF, and a video of the professor's by-hand solution. Their task essentially is to reproduce the professor's solution using legitimate Excel formulas and format their submission to match as well; (2) Three MBTN assignments each consisting of one set of 8 of the Marketing Metrics modules in that website; (3) Three chapter quizzes based on concepts covered in the MMM book. The multiple-choice questions consist of micro case scenarios and are, based on student feedback, somewhat challenging; (4) A comprehensive final exam based on all nine chapters in the MMM book; (5) Two MBTN, online-examination-based, certificates out of the five offered. In addition, the 25th MBTN module, and the remaining three MBTN certificates may be completed for extra credit.

The class was first taught face-to-face in 2018 by the author with just two students. It migrated to Canvas in 2019 with 14 students, 26 students in Spring 2020, 38 in Spring 2021, and 29 in Fall 2021. Detailed student feedback was recorded in the two classes taught in 2021 and the results are quite encouraging, and if this proposal is accepted for presentation, its implementation will be described in detail during the special session at MEA 2022.

Serving Students in the New Normal

Kristen Schiele, Frank Bryant, Jun Myers, Robert Fabrize, Elif Ozkaya, Maha Ghosn, Olga Di Franco, Lydia Chen Shah
Cal Poly Pomona

In this session, we present ideas for serving students in the New (and Next) Normal. Topics include:

Universal Design for Learning (UDL): Promoting Inclusion, Accessibility & Meaningful Learning Opportunities. UDL provides an equitable environment, ensuring all learners can access and participate in meaningful learning opportunities.

Back to the Past: Revisiting Face-to-Face Instruction in Year 2022. Given what has transpired since the beginning of the pandemic, instructors may have a new outlook on how they would like to teach courses in the classroom since instruction has had to be delivered virtually over the past two years. What can instructors bring back to the classroom from their virtual teaching exploits to enhance the experience for their students? The challenge for instructors may be that learning in a virtual environment is the new norm for some of their students.

Rock Your Future: Using Business Acumen to Create Social Impact and Community Engagement. In the service-learning course, projects focus on innovation, collaborative relationships, cultural change, and the connectedness of local and global goals. The course provides intense mentorship and a multidisciplinary approach encouraging curiosity, discovery, and individual and collective agency.

Meet Them Where They're At. Before the pandemic, what many educators called a campus community was in reality an assembly of programs. If students knew about the program, they might seek it out on their own. Sometimes an advisor or professor might refer them. Students who lack meaningful contact often become alienated and distance learning has only added to the problem. When we first went to school, we had one teacher. He or she created our learning environment—that was our community. Students need this same strong instructional leadership. This paper provides some easy tactics to building relationships with students that support them through the educational process and help build a better community.

Online Community Building in the Classroom. One of the biggest challenges of the new normal is the shift of classroom learning. Physical classrooms impose a mental presence on interactivity, it is possible to encourage cognitive engagement by participating in discussions with peers, increasing interactive elements, and laying out guidelines. Collaborative learning builds up to the sense of community which is central to student satisfaction. Helping students to develop a sense of belonging and sustaining a supportive online learning community is a challenging task. We will discuss the "hurdles" to online community building in the context of a large format, fully online, upper-division marketing class, and explore several interaction tactics to increase students' sense of belonging.

Fair Grading: The pandemic highlighted the need for a prompt response to support students while maintaining excellence in our learn-by-doing approach to teaching. This called for building trust and developing a support system between students and instructors so students would believe in their ability to grow in a virtual setting. By accommodating student's diverse needs and offering a fair grading system during the difficult times, has enabled students to reach higher cognitive levels as the interactions stimulated enhanced critical thinking and creativity.

Keywords: COVID-19, Marketing Education, Teaching Innovations

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Shaken. Not Stirred. With a Twist. Reimaging conventional learning modules.

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Kirti Sawhney Celly, Professor, California State University, Dominguez Hills
Howard Forman, Associate Professor, California State University, Fullerton
Diana Sifford, Instructor, Northern Arizona University and Grand Canyon University

ABSTRACT

This special session is designed to inspire discussion about how, instead of constantly creating what we call new to the world teaching innovations, we might step back and revisit well tested learning exercises and modules. The key is to revisit them with a contemporary or simply unexpected "twist". The Harvard Case Method is well respected and long used in our field. But what if instead of considering just the protagonist (e.g., decision maker), we take on the role(s) of other interested parties. Why not build an argument for what is best for the employees by literally taking on their roles. Business ethics discussions and exercises too often shine a bright light on the perceived guilty, often single, party. But as in most business decisions there are many who influence the behavior of others. Bad or good. Students are often so quick to point fingers at the flawed CEO. But what about the front-line sales professional? Could a poor decision, greedy thought or wrong action be stopped along the path from C-level strategy to implementation? Can blame flow uphill as well as down? Discussion boards were all the rage with the pivot to online learning and reliance on LMS but are there better tools which offer a similar experience more effectively? How can that best be implemented to engage students? In addition to 3 twists, the speakers welcome input and ideas from the participants on how they can twist their own well-loved but too well-worn learning modules.

Teaching Marketing Analytics: Why, Where, How, and When.

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James Cross, Professor, University of Nevada, Las Vegas

Back in 2015, we presented a special session at Marketing Educators Association's Annual Conference on marketing analytics. While the presentation was politely received, it did not garner much buzz. Now, the clock is ticking. As deans and associate deans attend more and more curriculum development seminars offered by our accreditation bureaus, there is more and more push to have the business curriculum teach students business analytics. By now most marketing departments are being asked or directed to teach more marketing analytics. If your school has not had this discussion, it is likely that you will do so in the near future.

Dan LeClair, former Executive Vice President at AACSB International, states, "Advances in technology and marketing practice have left little doubt that analytics must be integrated into the marketing curriculum, the question for many educators now is how to best to do so. While the response for each school will depend on its mission and context, as well as its strategies and resources, there already is much that can be learned from experiences across the business education industry."

The Marketing Education Review had a special issue on teaching analytics in 2018, but little has been done at the marketing department level. It seems like the approach of choice has been to integrate it into each course, much like many schools attempted to work the global marketing perspective into their curriculums.

The special session discusses the integration of Marketing Analytics into the marketing curriculum. Focus will be on curriculum matters of purpose, content, pedagogy, structure, and timing (LeClair 2018). There will be a focus on the marketing needs and skills of (1) assessing data quality, (2) understanding measurement, (3) managing datasets, (4) analyzing data, (5) interpreting results, and (6) communicating results (weathers and Aragón 2019.

We take a more holistic approach by discussing the definition of marketing analytics (Still almost no one agrees on the definition), the difference between Marketing Analytics, Marketing Metrics, Marketing Intelligence, and Marketing research. And what aspects of each is needed to be a well-prepared undergraduate and graduate student in Marketing. We will review what is being done to incorporate marketing analytics into current courses from Marketing Principles to the capstone course in marketing, along with the potential need and development of a self-standing marketing analytics course. We will provide a list of the advantages and issues of incorporating analytics into each course vs. the analytics course approach, along with hybrid approaches.

Dan LeClair suggests, every school will need to decide on the purpose, pedagogy and content of purpose heir analytics training. We will offer different views and approaches to preparing our students to be the generation of marketing leaders. We will rely on the current literature, direction form the AACSB, and the experiences of our panel to discuss in an easy to understand, yet analytical way.

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Videobook for Principles of Marketing: A New Generation "textbook" for a new generation of students

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Neil Granitz, Professor, Cal State Fullerton

Members of Generation Z (Gen Zers) are now the majority cohort on campuses. They are unique in their characteristics and needs—even in comparison to the immediately preceding generation, Millennials. With smartphones now providing digital access everywhere, Gen Zers have had connections to more on-demand information than any other generation at their age. They prefer to learn independently via online platforms and expect on-demand, low-cost access to information in bite-size pieces.

Gen Zers decipher sophisticated visual imagery more naturally. As such, they favor videos to text. Videos offer better engagement with the content and improve students' emotional response. While not universally applicable, videos can lead to deeper learning and better recall of information in many courses. This student-centric approach makes them active learners by giving them more flexibility (e.g., learning at their own pace), freedom, and control.

Research on textbooks is not encouraging. Students often find textbooks boring and rarely complete the required readings. As technology transforms teaching and learning, videos have emerged as a viable alternative to the written textbook. A videobook can entirely replace physical or digital textbooks with videos explaining and demonstrating key concepts.

The proposed special session will focus on one such offering -- a videobook for the Principles of Marketing course. Research using objective performance measures (exams) and an attitudinal survey of students has demonstrated that the videobook improves student learning and offers significantly higher levels of engagement, attitudes, & satisfaction, as compared to "traditional textbooks," respectively.

The videobook also proved more amenable to flipped classrooms and allowed additional class time for in-depth discussions, making it more engaging by promoting social interaction with the instructor and other students and boosting learning. The videobook turned out to be a valuable tool during the disruption caused by the pandemic and has continued its appeal thereafter. As added evidence, an informal poll of 200+ students, who had used the videobook for the entire semester, showed that all students "liked" the videobook, all students "preferred" it over "traditional textbooks," and less than ten percent opted reading the textbook in addition to using the videobook. However, additional research, although not conclusive, has shown that students may be better off *not* supplementing it with traditional textbooks.

Members on the panel include the author and creator of the videobook, a co-author on two research papers referenced earlier, and two instructors who have used the videobook multiple times. The panel members will share their experiences from a variety of perspectives.

Keywords:
Generation Z; Gen Z learning preferences; videobook; videos; instructional materials; learning styles