

HIGHER EDUCATION ACADEMY

Teaching Marketing at University Level

A Review of Recent Research

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This report presents a summary of the key themes found in the published literature on university-level marketing education in the period 2008-2012.

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1. Introduction

This report aims to summarise the main themes to be found in published academic research into marketing education over the period 2008 to mid-2012. It is based primarily on a systematic search for articles in the three principal marketing education journals: the *Journal of Marketing Education*, the *Marketing Education Review*, and the *Journal for the Advancement of Marketing Education*. Additionally, the net was cast more widely to look for articles about marketing education published in other journals, such as the *International Journal of Management Education* and *Marketing Intelligence & Planning* (which periodically publishes special issues devoted to marketing education).

The kind of task undertaken in this report seems not to have been undertaken before, although, of course, each published article contains a review of literature in its particular sub-field. However, two research articles were identified that previously reported on scholarship in marketing education in the present millennium. Urbancic (2009) analyses contributors to the *Journal of Marketing Education*, the *Marketing Education Review* and the *Journal for the Advancement of Marketing Education* over the period 2001 to 2008, while Abernethy and Padgett (2011) analyse contributors to the *JME* and the *MER* only over the period 2000 to 2009 (oddly, Abernethy and Padgett do not cite Urbancic's 2009 article). These two articles confirm that the great majority of marketing education scholarship published in these journals originates from the USA and, indeed, that most of it is written by scholars at schools that are accredited by the AACSB; noteworthy contributions have been made by scholars from Australia, Canada and the UK.

In order to present a great deal of often quite complex information in a relatively short document the ideas are organised thematically. The four main themes are teaching & learning; ethics, CSR & sustainability; employability; and curriculum design. The first two main themes are broken down into sub-themes because of the wealth of material published about these topics. Hopefully this succeeds in conveying the information clearly, but there is inevitably a degree of arbitrariness about the choice of headline themes and sub-themes. Furthermore, the themes are far from mutually exclusive so that, often, a single piece of research crosses the artificial boundaries between themes. For example, **group projects** are often used as a vehicle to deliver **experiential learning**, and through this medium of instruction the marketing educator often hopes to achieve student **critical engagement**, possibly to enhance **employability** or to facilitate learning about **ethics**. Each of the highlighted terms in the preceding sentence is a theme within this report, and each item of research reviewed in the report is allocated primarily to only one theme for simplicity of exposition. Sometimes this is simply a matter of the emphasis of the research paper: for example, Workman (2008) tackles the subject of Wikis and so might naturally belong in the **e-learning** theme, but because of the essentially practical nature of his article it is included in the **practical suggestions** theme.

Throughout the report the reader will find three kinds of boxed item: *thought provokers* (the meaning of which is self-evident); *briefing notes* (to elaborate on a concept that may not be well-known to the readership); and *resource notes* (pointing to information or sources that could be used in a staff training workshop or discussed at a departmental meeting).

2. Teaching & Learning

2.1 Experiential Learning

Recent years have seen a continuation of the substantial stream of research in marketing education revolving around the theme of experiential learning. Most of this work mentions underlying theories of learning upon which experiential exercises have been developed, and in particular Kolb's experiential learning theory (Kolb, 1984). Others, such as Ganesh & Qin (2009) assert that today's students—the Millennials—expect and need highly engaging experiential learning methods and respond poorly to didactic approaches. Ardley & Taylor (2010) also cite the literature on tacit knowledge, arguing (quite persuasively) that where experiential learning involves real-world projects students have the opportunity to learn tacit knowledge that would otherwise be inaccessible to them. However, one also gets the sense from reading this literature that many marketing educators regard it as a self-evident that learning through experience is desirable, and that additional justification from theories of learning is not entirely necessary. However, Young and colleagues (2008) sound a note of caution—their empirical study of a Principles of Marketing course showed that, unless students are guided through all four stages of the Kolb learning cycle (concrete experience; reflective observation; abstract conceptualisation; active experimentation), experiential learning activities can result in surface learning rather than deep learning. Experiential learning techniques are not a magic solution, but a tool that has to be incorporated carefully into the learning process if the desired outcomes (such as student critical engagement and deep learning) are to be achieved.

THOUGHT PROVOKER 1

“experience in and of itself is not educative ... if students do not think seriously about their experiences, their experiences may reinforce stereotypes and incorrect suppositions” (Young, Caudill, & Murphy, 2008:28)

Many of the published studies in this field follow a similar pattern: support for experiential learning is sought from educational theory; the authors describe their implementation of a particular experiential learning method; data (qualitative, quantitative, or both) are gathered from the participating students; the efficacy of the method is shown to be high. The measures used, although varying in detail, tend to concentrate on student satisfaction with the learning process, and student self-reports about how much they believe they learned (perhaps inviting them to mentally compare the experiential exercise with didactic approaches). Such articles are always interesting, and provide great inspiration for the marketing educator seeking new techniques with which to engage students in the learning process. Some of these are fairly widely known and understood: a computer-based sales or marketing simulation game (Bobot, 2010; Ganesh & Qin, 2009; Vos & Brennan, 2010); live marketing projects conducted by students on behalf of real-world business clients (Ardley & Taylor, 2010; Camarero, Rodriguez, & San José, 2010; Inks, Schetzle, & Avila, 2011); or, the development by students of realistic marketing plans for the launch of a new, viable business venture (Camarero, et al., 2010). Brennan & Pearce (2009) also advocate a particular experiential learning technique, but one that is perhaps less well-known—educational drama. This is to be distinguished from conventional role plays (as often used, for example, in sales education (Inks, et al., 2011)) because

the students are involved in researching, designing and reporting on the dramatic scenario; it is, therefore, a more extensive and immersive learning experience than a role play.

All of the studies discussed in the previous paragraph have merit, and every one of them could inspire the marketing educator to try out something new, with potentially good results. Nevertheless, one is always left with the feeling that the described teaching innovation was carried out by enthusiasts with a passion for the approach to learning described in their article. The question that is left unanswered is whether these methods would be equally successful when implemented as a routine part of the curriculum by educators with no specific enthusiasm for the approach. Another unanswered question is whether such approaches to learning would be equally successful if they were widely implemented and simply became the normal way that marketing is taught. In other words, are these experiential approaches as successful as they are reported to be because they implement excellent educational theory, or are they successful because the educator is highly motivated to make them succeed, and the students are intrigued because they are experiencing something new and different?

Something of a warning may have been sounded by a recent article from Hunter-Jones (2012). For her students she devised a real-world, client-based project to develop a marketing strategy for an independent preparatory school. Before implementing it, she sought the views of some of the students who could choose this option at a focus group:

“All were final year learners and were able to select the course as an option. An outline of the project was given and the opportunities it presented to develop skills, research skills particularly, which could be transferable within different work-based contexts outlined. There was some uncomfortable shuffling around and then one learner commented “to be honest we’re not that interested ... we just want to achieve the best marks possible ... is this going to be possible, or would you suggest taking a course with a normal assignment?”” (Hunter-Jones, 2012:24)

Hunter-Jones emphasises that it was not poorly qualified, disengaged students who expressed such attitudes, but students who had previously been successful and who wanted nothing to stand in the way of achieving further high grades—she calls them “formulaic learners”. Formulaic learners are very capable students who have been through a highly structured learning process at school, and have learned how to be successful within such a learning process. Rather than embracing the excitement and uncertainty of an experiential learning assignment they feel threatened, and may avoid options that involve such experiences. Clearly, Hunter-Jones has introduced an interesting new and critical idea to the largely self-congratulatory literature on experiential methods on marketing education. It is to be hoped that further studies of this phenomenon follow.

2.2 Group Projects

The use of group projects (or team projects, which is used synonymously) in marketing education has been one of the most researched topics of the last two decades. The flow of research in this field shows no sign of slowing down, with several new studies published each year, often bringing welcome new perspectives. For example Neu provides insights into the unintended emotional consequences (anxiety, stress, frustration, disappointment and anger) engendered by group work (Neu, 2012); D’Allesandro and Volet (2012) provide confirmatory evidence for the presumption shared by many marketing educators that the experience of learning in groups is adversely affected

where students engage in substantial amounts of paid employment. However, as is to be expected, research projects tend to concentrate on narrower research goals than twenty years ago. In the 1990s the use of group work was regarded as innovative; research tended to concentrate on advocacy of this novel approach, and on basic advice on how to structure student groups, including group size, group composition, and whether to allow groups to self-select. Increasingly, research is focusing on how different approaches to group work can foster different types of student learning.

The question of how to cope with student free-riding or social loafing behaviour¹ has remained topical throughout. Goodnight and colleagues (2008) propose the “rolling learning cell model” to deal both with free-riding and with the related problem that students tend to de-compose group projects into individual tasks, and then complete those tasks quite separately from one another. The rolling learning cell approach requires the marketing educator to break down the overall group task into sequential elements, and to identify roles for students to play at each stage of the process (for example: project coordinator, research analyst, writer, editor). Then each group member gets to perform each role once. Aggarwal and O’Brien (2008) observe that many of the suggestions made to counter social loafing are fairly demanding in terms of educator time, effort, and skill in the management of group dynamics. Therefore they investigate simpler methods of alleviating the problem of free riding. They found that free riding could be reduced by limiting the scope of the project, keeping groups fairly small, and including multiple peer evaluations in the process. Reducing free riding behaviour can be expected to increase both student satisfaction with the group process and the perceived fairness of the grade awarded (Aggarwal & O’Brien, 2008). In contrast to Aggarwal and O’Brien’s structural methods of reducing social loafing (through the design of the project and the groups), Poddar (2010) suggests the *continuous additive peer review (CAPR)* method for managing the group process itself. Poddar lists the main methods that have been suggested for managing social loafing (the firing system, the divorce system, anonymous peer evaluation, the diary method, and the continuous close monitoring of the group process by the instructor), finds flaws in all of them, and suggests CAPR as a superior approach. In this method group members must provide a peer evaluation for each group member on each group meeting and each project deliverable; then each group member receives a weighted average score for their group contribution, and this is used to adjust their final grade. The key advantage of this system over straightforward anonymous peer evaluation is that the process of continuous so that group members obtain early warning that their contribution of considered sub-optimal, and have the opportunity to adjust their behaviour based on this feedback.

An important point emerging from the work of Freeman and Greenacre (2011) is that students are unable to distinguish between a group member who is engaging in social loafing and one who is genuinely struggling with the work. This is problematic, because Freeman and Greenacre find that group members may exhibit destructive behaviours towards those who perceive to be loafing—such as allocating them one of the least-preferred tasks on the group project. This could have the perverse result, for example, of a student who is in fact struggling with the work and in need of assistance, being allocated a particularly difficult task. Group members moderate this behaviour

¹ Authors distinguish between free riding, in which a student seeks to obtain credit having made no contribution at all to the group effort, and social loafing, a less extreme case where a student seeks to obtain credit having made a contribution that other group members perceive to be below expectation.

once they understand that their colleague is struggling rather than loafing, so that sensitive interventions by the educator can improve the group situation for a struggling student.

Both Laverie et al (2008) and Skilton et al (2008) introduce interesting new dimensions to the academic conversation about student group projects. Laverie et al (2008) observe that achieving a learning orientation is acknowledged to be an important goal for many companies, and demonstrate that where marketing students participate in group-based active learning projects this develops their understanding of a learning orientation. Skilton et al focus on integration learning, defined as “learning to manage iterative information flows ... learning to break down problems and tasks, and learning to negotiate coherent solutions” (Skilton, et al., 2008: 58). This kind of learning, it is argued, is valued particularly by employers in technical and knowledge-based industries. Using an interesting research approach that involves comparing university projects with real-world business projects, Skilton et al show that student group projects that involve realistic business situations promote integration learning at levels comparable to real-life work projects. More simply, they say “Realistic projects do what we want them to” (Skilton, et al., 2008: 63). Simpler, more academic student group projects can also help to develop integration learning, but only if they are organised in such a way that students must operate interdependently—such as in the rolling cell method advocated by Goodnight et al (2008).

2.3 E-Learning

Unsurprisingly, there have been numerous contributions to the literature on the use of digital technologies in marketing education in recent years. A minor complication is that, simultaneously, new instructional techniques have been devised using digital media (Buzzard, et al., 2011), and the practice of marketing has adopted digital media extensively (Harrigan & Hulbert, 2011). Consequently, in the marketing classroom (or virtual classroom), one encounters traditional content being delivered through digital media, digital marketing content being delivered through traditional learning methods, and digital marketing content delivered through digital media. Pentina (2011) provides a good example—she describes the delivery of an MBA level module in integrated marketing communications (IMC) which requires students to learn about the application of social media to IMC, and requires them to learn through the medium of social media (for example, by writing about what they have learned in a blog). This is an example of an article in which the author looks across a wide range of digital platforms (for example, FaceBook, YouTube, Twitter, LinkedIn, and Wordpress for blogging), whereas the majority of articles in this field concentrate on just one platform. The

THOUGHT PROVOKER 2

“Critically, although today’s college students are immersed and fluent in digital media, this proficiency may not necessarily transfer to proficiency in the use of instructional technology.”
(Buzzard, Crittenden, Crittenden, & McCarty, 2011:136)

digital platforms that have been addressed in the recent marketing education literature are social media, wikis, podcasting, blogs, and virtual worlds ([Second Life](#))².

Boostrom and colleagues (2009) used an interesting approach to social networking. Deciding that their university's virtual learning environment (Blackboard) was too inflexible for the purpose, and not wanting to use a public social network like FaceBook in the classroom, they opted to develop their own segregated social network using www.ning.com. They found that this enhanced team work and improved student-to-student interaction on their marketing research course. On the other hand, the public micro-blogging tool Twitter (www.twitter.com) has been used by Lowe & Laffey (2011), and by Rinaldo and colleagues (2011). Both of these studies conclude that Twitter is a useful tool for the marketing educator, while acknowledging that it was mainly used as a one-way medium for the dissemination of information from the educator to the students rather than as an interactive medium—a useful addition to the tools available for communicating with students, but not a revolutionary educational development. Similar findings emerged from Zahay & Fredricks' (2009) evaluation of their use of podcasting on an internet marketing course, and from research undertaken into the use of wikis by Weber (2008) and Cronin (2009), and of blogs by Kaplan and colleagues (2010). In each case the incorporation of the new technology brings certain incremental advantages to the educational process. On the one hand, this might seem disappointing to educators, or educational administrators, who hope that these Web 2.0 technologies might bring about a revolution. On the other hand, it is perhaps encouraging to the educator who is nervous about adopting Web 2.0 technology. There are incremental advantages to be had but, so far, there is no evidence that these are profoundly disruptive technologies in the marketing classroom.

The educational potential of the virtual world Second Life has been the subject of several recent studies by marketing educators (Drake-Bridges, Strelzoff, & Sulbaran, 2011; Halvorson, et al., 2011; Tuten, 2009; Ward, 2010; Wood, Solomon, & Allan, 2008). The immediate and intuitive appeal of Second Life is obvious, and summarised by the main title of the article by Wood and colleagues (2008): "Welcome to *The Matrix*". By contrast with the adoption of other digital technologies, such as YouTube, FaceBook and Twitter, marketing educators report that there is huge variation between students in terms of their familiarity with Second Life (and virtual worlds in general). Consequently, the inexperience of students and staff with the technology is a reported barrier to the adoption of Second Life, and considerable attention must be paid to the technology learning curve for all involved. However, leading-edge users of the technology report that they have successfully held classes within Second Life, have run live experiential marketing projects within the virtual world, and that the quality of interaction and learning can be high (in fact, students who are shy in real life may be more communicative in the virtual world).

² Such technologies are now also being widely used to support marketing textbooks. See for example <http://eye-tea-em.blogspot.com/> and [@IntrotoMkt](#) at Twitter.com, the blog and Twitter sites in support of "Marketing: An Introduction" (Armstrong, Kotler, Harker, & Brennan, 2012).

BRIEFING NOTE 1: Second Life

Second Life

“Second Life is a three-dimensional, fully immersive, online VW [Virtual World] that allows participants to create their own environments and experiences ... SL functions as space in which participants, through their avatars, produce and possess objects and property; develop interpersonal networks; and enact financial transactions in a fully operational economy”

Avatars

“Avatars are three-dimensional representations of the users within VWs, similar to the “characters” that computer gamers create to train, gain information, and engage with others in the virtual setting”

Source: (Halvorson, Ewing, & Windisch, 2011:218)

Introductory Videos

There are many videos about Second Life at www.youtube.com. These two are short and informative.

<http://www.youtube.com/watch?v=z3gHCupXSMS>

<http://www.youtube.com/watch?v=2mVUXnAeibE>

Finally, any technological sceptics should take a look at the work of Buzzard and colleagues (2011). They do not argue that technological developments are irrelevant to marketing education, but they do provide something of a counter-balance to those people who might contend that traditional educational methods are entirely redundant and will shortly be replaced by digital technologies. In particular, Buzzard et al (2011) find, empirically, that today’s students are not as enthusiastic about Web 2.0 applications in the classroom as one might expect. Survey data suggest that 73% of students find the older-established digital tools (such as websites and email) effective learning tools, 45% find social and interactive digital technologies (such as social media and virtual worlds) effective, and only 30% find course tools such as a virtual learning environment effective (Buzzard, et al., 2011). Caution should be exercised in the use of this information because the described survey was of students from many different subject areas, not just marketing or business students.

2.4 Teaching (Excellence)

A recurring theme in recent research into marketing education is that today’s undergraduate students are Millennials, also known as Digital Natives or the NetGen, whereas their educators are Baby Boomers or Generation Xers. Matulich et al (2008) argue that

THOUGHT PROVOKER 3

“one can conceptualize teaching as a dramatic performance set within the classroom servicescape ... the best performances ... create a positive learning environment”
Lincoln (2008a:56)

members of these different generations process information differently; for example, Millennials can be expected to prefer multitasking, random access to information, and multimedia presentation of information, while Baby Boomers may prefer single tasking, linear access to information, and information in text format. Put in its simplest form, a Boomer aiming to learning something might like to read a book, uninterrupted, from start to finish, but a Millennial would prefer to look at websites, follow hyperlinks, watch video clips, and ask friends at social media sites—all the while engaged in a few other tasks at the same time. The advice Matulich et al (2008) derive from this putative insight is that Digital Immigrant lecturers (that is, most of us) need to adapt their teaching style to the needs of the Digital Natives. The advice they provide is very reasonable: for example, to post course materials online in portable formats for use on mobile devices, to use class time for interactive activities, and to engage students with real-world projects. However, one does not have to accept the argument that there are fundamental inter-generational differences to accept that the advice is sound. For example, more recently Strauss and colleagues (2011) have provided a very helpful set of guidelines for the educator who wants to make more effective use of presentation slides, and while they acknowledge that different students may have different learning styles (visual, auditory, kinaesthetic, analytic, holistic) they make no reference to inter-generational differences.

In contrast (many might say “refreshing contrast”) to the many research articles dealing with learning technologies, Lincoln (2008a) concentrates on the classroom skills needed by the excellent marketing educator. Studies of effective marketing educators have shown that their excellence is achieved along relatively few dimensions, the key characteristics being communication, empathy, enthusiasm, warmth and fairness. It also helps to be entertaining and to demonstrate knowledge of the real world. (For a recent empirical study of the factors contributing to the effectiveness of marketing lecturers, see Sweeney et al (2009)). Lincoln argues that marketing education can be thought of as a dramatic performance set within the classroom servicescape, and that the educators who give the best performances create the best learning environments through the effective use of nonverbal communication. He provides advice on how to achieve excellence in nonverbal communication (see Resource Note 1). The work of Madhavaram and Laverie (2010) complements that of Lincoln (2008a). Lincoln concentrates on the effectiveness of the marketing educator in the classroom, while Madhavaram and Laverie propose the broad concept of pedagogical competence, which comprises five components—content knowledge, knowledge of pedagogical approaches, course management capability, classroom management capability, and student management capability. It is a serious matter of concern, argue Madhavaram and Laverie, that graduates from doctoral programmes in marketing are poorly prepared to teach. The development of pedagogical competence among new marketing educators requires consideration of all five components of the concept. For the marketing educator who wishes to engage in serious reflection on his or her pedagogical competence and teaching style, Titus and Gremler (2010) advocate a structured approach to reflective practice involving 32 questions organised under five headings: the marketing content, the marketing student, the marketing educator, the marketing class, and the marketing classroom (see Resource Note 2).

RESOURCE NOTE 1: for staff training or departmental discussion

Figure 4 (pp. 59-60) of Lincoln's (2008a) article provides a list of 20 **"Popular Nonverbal Cues"**

Examples:

Nonverbal cue	Implied meaning	Cultural sensitivity issue	Example application
Handshake	Acceptance; congratulation	Asians do not like firm grip	Congratulate students on accomplishment; wish them well on future challenge
Chin stroke	"Let me think"	Negative in France, Italy & Germany	Delay response to student comment or question; suggest the need for more student information
Scratch head	Puzzled	None	Express uncertainty about self or some student behaviour

RESOURCE NOTE 2: for staff training or departmental discussion

Table 2 (pp. 189-190) of Titus & Gremler's (Titus & Gremler, 2010) article provides 32 questions under five headings for the self-reflective marketing education practitioner.

Examples:

Area	Sample question
Marketing content	Teaching beliefs about what are acceptable sources from which to select marketing content for this course? Academic textbooks? Academic journals? Trade publications? Educator professional experience? Internet?
Marketing student	Teaching beliefs about how marketing students in this course prefer to learn? Direct experience? Indirect experience? Independent learning? Cooperative learning? Visually? Problem-based learning?
Marketing educator	Teaching beliefs about what are the educator's instructional strengths and weaknesses? Technological? Professional marketing experience? Academic research? Interpersonal? Presentation? Problem solving? Creative? Quantitative?
Marketing class	Teaching beliefs about what type of social climate will best facilitate student learning? Competitive? Professional? Cooperative? Controlled? Stressful? Casual?
Marketing classroom	Teaching beliefs about what impact the various physical (classroom) design elements have on students? Student academic motivation and performance? Social behaviour? Personal development? Professional development? Class participation? Learning climate?

2.5 Critical Engagement

A great deal of the marketing education literature deals implicitly with questions of deep learning and critical engagement with the subject matter—for example, many of the studies of experiential learning emphasise that such learning methods are expected to bring about deep rather than surface learning. However, relatively few studies have focused directly on the topics of critical thinking and deep learning. Most noteworthy is the work of Celuch and colleagues (Celuch, Black, & Warthan, 2009; Celuch, Kozlenkova, & Black, 2010). They investigate the linkages between critical thinking, self-identity, student attitudes, student self-perceptions of critical thinking skills and dispositions, and student self-efficacy regarding critical thinking. Celuch and colleagues consider that marketing educators should seek to enhance students' self-identity as critical thinkers. Evidence suggests that student self-identity as a critical thinker can be changed by exposing them to a sequence of critical thinking tasks. Self-efficacy is an important mediator in this process, suggesting that efforts should be made to enhance student self-efficacy concerning critical thinking (Celuch, et al., 2010). Three notable studies have examined the themes of deep learning and critical thinking

through the medium of specific teaching innovations: Wheeler (2008) found that a project-based approach and a problem-based approach to teaching marketing were equally effective at enhancing student critical thinking, Diamond et al (2008) described an iterative approach to achieving deep learning through the use of the “learning spiral”, and Levin and Martin (2010) explored the importance of the salience of the learning material in encouraging “high-involvement learning”. The last of these three is particularly interesting, since it features an award-winning teaching innovation, the Student Insight Panel, and explores the important topic of the relationship between the salience of a topic to students and their motivation to achieve deep rather than shallow learning (Levin & Martin, 2010). The Student Insight Panel involved the creation of a live student market research panel, generating data about demographics, attitudes and consumption patterns, and enabling subjects such as market research analysis, consumer behaviour and market segmentation to be tackled “live” within the course.

2.6 Classroom Suggestions for Teaching & Learning

As is to be expected, recent research and scholarship in marketing education has generated a number of suggestions for classroom practice. The key ideas from eight recent articles that make such suggestions are shown in Tables 1 and 2.

The use of student response systems (also known as electronic voting systems, or simply clickers) is particularly prominent. There are very prominent advocates of SRS, perhaps most notably Douglas Lincoln, at the time of writing the editor of the *Journal of Marketing Education*. The claims made for SRS, illustrated in Table 1 are persuasive; for example, that students find them engaging, that student performance is enhanced through their use, and that students from foreign cultures may be particularly helped through their use. Lincoln himself, however, has argued that educators need sufficient time to learn how to integrate SRS technology into their practice, and that proper integration requires a cycle of individual response, peer discussion, group response, and instructor explanation.

Some intriguing ideas for the classroom are summarized in Table 2. A wiki for Omaha, Nebraska (that provided the basis for the town’s present website) was developed in one marketing class, while other marketing classes have enjoyed writing poetry about their favourite brand, very short role play exercises, and the “five creatures metaphor”—searching out the meaning of the gazelle/lion/hyena/vulture/worm metaphor for market competition (and, indeed, one can see that the prey/predator/scavenger/bottom feeder metaphor is an interesting complement to the metaphor of marketing as warfare).

AUTHORS	IDEA	EMPIRICAL TESTING	RESULTS
(Camey, Gray, & Wert-Gray, 2008)	<p>Student Response System (Clickers)</p> <p>The use of SRS in a Fundamentals of Marketing class will improve student performance compared to a class that is delivered identically except that SRS is not used.</p>	Pre- and post-testing of student performance for with-SRS and without-SRS groups.	Student test results improved from the start of the class to the end of the class for both groups, but improved significantly more for the SRS group.
(Williamson Sprague & Dahl, 2010)	<p>Student Response System (Clickers)</p> <p>The use of SRS in an Introductory Marketing course will increase student satisfaction and engagement with the learning process. SRS is particularly helpful for overseas students. SRS questions should be offered several times during a class (5-7 occasions in 80 minutes), and should not be too easy.</p>	In-class survey of 93 students, measuring student perceptions.	Students report that SRS enhances the learning experience and that questions should not be too easy.
(Lincoln, 2008b)	<p>Student Response System (Clickers)</p> <p>Go for breadth not depth when teaching with SRS. Promote a peer-instruction setting with students learning from each other through in-class discussion of SRS questions. Integrate SRS into a cycle of individual reflection, peer discussion, response, and instructor explanation.</p>	Reflection on instructor's experience plus in-class survey of 83 students.	Students report that use of SRS makes the class more enjoyable and increases their attention in class.
(Lincoln, 2009)	<p>Student Response System (Clickers)</p> <p>Educators need time to learn how to use SRS, and their satisfaction with the technology increases with their experience of it. Use of SRS may lead to improved student attendance.</p>	Survey of 374 marketing educators, users & non-users of SRS.	A wealth of detail about educator perceptions of SRS is reported in the discussion of the survey.

Table 1: Suggestions for Using Student Response Systems (Clickers)

AUTHORS	IDEA	EMPIRICAL TESTING	RESULTS
(Workman, 2008)	<p>Wiki</p> <p>Workman asked his Principles of Marketing class to develop a wiki for Omaha, Nebraska. He allocated 30% of the course grade for contributions made to the wiki. Further details of the story are available at About#History_of_the_Omaha_Wiki">http://omaha.towncommons.com/Project>About#History_of_the_Omaha_Wiki.</p>	In-class survey of participating students to test their perceptions.	Students found the wiki project to be an interesting and valuable learning experience.
(Celly, 2009)	<p>Creative writing exercise – the poetry writing assignment</p> <p>Students on an introductory marketing class were given the option of participating in the poetry writing assignment: “Reflect on your experience with one of your favorite brands and write a poem about it.” They were given some basic instructions on poetic structure, and asked to write either a Cinquain or a Limerick.</p>	Feedback is reported from the students who participated in the class.	Most students opted to participate, and many wrote both types of poem (only one was required). Evidence of student engagement and deep learning is claimed.
(Sojka & Fish, 2008)	<p>Brief In-Class Role Plays</p> <p>On a personal selling course, the instructor used Brief In-Class Role Plays to prompt student engagement, interaction and participation. These are much shorter than conventional role play exercises, comprising about one paragraph of scenario with two or three indicative questions. No prior reading is required. They are typically followed by a class discussion.</p>	Content analysis of teaching evaluations completed by 114 class members.	Students find the method to be enjoyable, and believe that they learn useful real-world lessons from the technique.
(Smith, 2010)	<p>The five creatures lesson</p> <p>Smith describes the use of the “five creatures lesson” in which students are facilitated in their exploration of a particular metaphor: gazelle, lion, hyena, vulture, worm. The metaphor is contrasted with war metaphors frequently found in expositions of marketing. The creatures metaphor provides for greater complexity in the understanding of competitive relationships; different competitors have non-competitive places in the marketing food chain (predator, prey, scavenger, bottom feeder).</p>	In-class survey of a course in international marketing.	Students believe that the five creatures lesson helped them to understand the complexity of competition, and found it a good learning activity.

Table 2: Novel Practical Suggestions for the Marketing Classroom

3 Ethics, CSR & Sustainability

3.1 Student Behaviour

The theme of ethical student behaviour is of enduring interest. Clearly the topic of cheating, and in particular plagiarism, is one which is covered widely in the educational literature, but it has also been addressed specifically by researchers in marketing education. The extent of self-reported cheating found in studies of marketing students is surprisingly high; 45.1% of marketing students reported that they had engaged in some form of cheating, and a much higher proportion believe that their classmates cheat (Iyer & Eastman, 2008; Megehee & Spake, 2008). Whalen & Koernig (2009) argue that the arrival of the Millennials in the marketing classroom raises new challenges for educators. In particular they suggest that students who play video games extensively (Gamers) may have different attitudes towards rules than those who do not. Gamers have found that the strategies of relying on word-of-mouth from their peers and cheat-sheet tips from the Internet are the best way to succeed in a video game, and are inclined to apply these strategies to their studies (Whalen & Koernig, 2009).

3.2 Teaching Ethics, CSR & Sustainability

A wealth of research-informed advice and teaching resources on the subject of teaching ethics and related topics (such as CSR and sustainability) can be found in the marketing education literature. For example, Allan & Wood (2009) provide a case study in ethical decision-making in marketing communications based on the R. J. Reynolds Old Joe Camel cigarette advertising campaign, and support this with both ideas for teaching the case study in class and background theory concerning ethical reasoning for marketing decisions. Prominent voices call for the comprehensive integration of ethics, CSR and sustainability into the marketing curriculum (Beggs, 2011; Rundle-Thiele & Wymer, 2010). Despite the rather pessimistic perspective found in the *thought provoker 4*, Beggs (2011) also cites evidence that ethics education can make a difference to students' ethical reasoning. However, he argues that the teaching of marketing ethics should not be explicitly flagged as such; ethical dilemmas are context-specific, and in the real world they do not come fully marked up as requiring ethical consideration. Hence, Beggs' advocates of *seamless* integration of ethics into the curriculum—embedding ethical discussions into the discussion of traditional marketing topics as a natural part of the curriculum.

For those involved with the teaching of personal selling or sales management, the recent work of Casey Donoho and his colleagues is essential reading (Donoho & Heinze, 2011; Donoho, Heinze, & Kondo, 2012). This work both provides informative background material on different approaches to analysing ethical decisions in personal selling, and presents an updated version of the Personal Selling Ethics Scale (Dabholkar & Kellaris, 1992), which provides a ready-made and recently validated tool for teaching and discussing ethical issues with students of sales and marketing. Donoho and Heinze (2011) found patchy coverage of

THOUGHT PROVOKER 4

“Studies of ethics education have shown that ethics training does not result in improved moral reasoning (ethical judgment) by students.” Beggs (2011: 49)

ethical issues in the mainstream sales management textbooks, and little coverage at all of sales ethics issues in books on selling aimed at the professional market. The “ethical sales scenarios” found in the appendix to both of Donoho’s articles would be of direct and immediate use to the marketing educator wishing to discuss sales ethics in the classroom.

As a topic for the business school classroom, sustainability is much younger than ethics. Probably as a consequence of this, the recent work published concerning teaching sustainability to marketing students (of which there is rather little) concentrates on providing “how-to” advice for the marketing educator. Indeed, the tone adopted by Bridges and Wilhelm (2008) is occasionally polemical—they are selling the need for sustainability education within marketing departments, as much as providing advice on how to do it. Together with the complementary article by Borin and Metcalf (2010), these two articles provide substantial advice, and encouragement, to the marketing educator wishing to integrate sustainability into the curriculum. Bridges and Wilhelm provide broader background knowledge, defining sustainability and the triple bottom line, while Borin and Metcalf provide far greater detail in terms of learning objectives and teaching and learning activities for a module in sustainable marketing.

BRIEFING NOTE 2: Sustainability Basics

Sustainable development: “meets the needs of the present without compromising the ability of future generations to meet their own needs” (World Commission on Environment and Development, 1987)

The triple bottom line (Bridges & Wilhelm, 2008):

- Environmental/ecological sustainability
- Economic/financial sustainability
- Social equity/community sustainability

RESOURCE NOTE 3: for staff training or departmental discussion

Table 1 (pp 7-8) of Megehee & Spake’s (2008) article provides a list of **“Empirical Studies Examining Cheating Behaviors: 1997-2007”**

Examples from the findings:

- Males are more likely to cheat
- Younger students are more likely to cheat
- TV viewing is positively related to cheating
- Peer behavior strongly influences cheating
- Use of internet-based plagiarism detection tools reduces plagiarism

RESOURCE NOTE 4: for staff training or departmental discussion

[Eligibility Procedures and Accreditation Standards for Business Accreditation](#)

AACSB – The Association to Advance Collegiate Schools of Business

EXTRACTS

“The institution or the business programs of the institution must establish expectations for ethical behavior by administrators, faculty, and students.”

“AACSB believes that ethical behavior is paramount to the delivery of quality business education. Schools must have published policies to indicate the importance of proper behavior for administrators, faculty, and students in their professional and personal actions.”

“General and Management-Specific Goals

The core learning goals for business programs must include two separate kinds of learning. First, there are goals for the **general** knowledge and skills acquired by students. The general knowledge and skills goals, while not management specific, relate to knowledge and abilities that graduates carry with them into their careers. Such learning areas as communications abilities, problem-solving abilities, ethical reasoning skills, and language abilities are the types of general knowledge and abilities that schools might define as a part of these goals.”

Source: AACSB, Eligibility Procedures and Accreditation Standards for Business Accreditation, January 2012

RESOURCE NOTE 5: for staff training or departmental discussion

[EQUIS STANDARDS & CRITERIA](#)

EXTRACTS

“Do the School’s core values include an explicit commitment to ethically and socially responsible behaviour in the management profession?”

“A further expectation is that the School will educate its students to act ethically in their professional lives. Values such as integrity, respect for others, socially responsible action, service to society should be an integral part of the personal development agenda.”

“How are issues relating to ethical behaviour and corporate responsibility integrated into the School’s degree programmes, executive education activities and research?”

Source: EFMD, EQUIS standards and criteria, January 2012

4 Employability

Several recent research studies have been published examining the graduate attributes, the work-related skills and knowledge needed, and the employability characteristics expected of marketing graduates. Brooks et al (2008) usefully review empirical studies of stakeholders in this field—employers, recruiters, students, alumni and marketing educators, while Treleaven and Voola (2008) present a case study of the integration of graduate attributes into the marketing curriculum. Three recent studies have investigated the attributes that marketing graduates require to prepare them for entry-level marketing jobs. Walker et al (2009) interviewed 14 recent marketing graduates now in entry-level jobs and their employers, finding that it typically takes one or two years for a new graduate to become proficient in the job, and that the relevance of the marketing knowledge taught at university seems of greater relevance once the graduate had made some progress in their career—after another year or two.

THOUGHT PROVOKER 6

“... knowledge per se is not the most sought after requirement but the ability, comprehension, and experience to be able to use that knowledge in the correct way for a specific business situation. This ability will provide graduates with an explicit competitive advantage in the job market.”
(Walker, et al., 2009: 261)

Schlee and Harich (2010) in the USA and Wellman (2010) in the UK used content analysis of marketing job advertisements posted on the Internet to establish what skills, attributes and knowledge employers were looking for. Wellman (2010) concentrated exclusively on entry-level

marketing jobs; Table 3 summarises the top ten attributes and the top ten trait-like attributes sought for entry-level marketing positions.

Table 3: Employability Characteristics Required in Graduate-Entry-Level Marketing Jobs

	Top 10 attribute clusters		Top 10 trait-like attributes
1	Communications	1	Creative/innovative
2	Personal traits	2	Attention to detail
3	Work relationships	3	Responsibility
4	ICT-computers	4	Shows initiative
5	Work planning	5	Interpersonal skills
6	Working style	6	Confident/credible
7	Workload management	7	Analytical/logical
8	Numeracy	8	Commercial awareness
9	Management & admin.	9	Self-motivated
10	Quality focus	10	Genuine interest/passion

Source: Adapted from Wellman (2010), Figure 4 (p918) and Figure 5 (p919)

Schlee and Harich (2010) looked at entry-level, mid-level and senior-level marketing positions, and tested the hypotheses (1) that technical skills would be more important for entry-level positions, and (2) that conceptual marketing knowledge would be more important for senior positions. They found limited support for the first of these hypotheses. For example, proficiency in basic software packages like MS Office is more likely to be a requirement for an entry-level position than a senior position but otherwise there was little difference in the technical requirements for junior and senior positions. However, there was very clear evidence for the second hypothesis—understanding of conceptual marketing knowledge such as marketing planning, brand management, supply chain management and market positioning are more likely to be requirements for senior positions than for junior positions. A key finding emphasised by Schlee and Harich (2010), which has recently found support from Harrigan and Hulbert (2011), is that skills pertaining to digital marketing are of considerable importance for marketing professionals at all levels.

RESOURCE NOTE 6: for staff training or departmental discussion

EMPLOYABILITY IN HIGHER EDUCATION: WHAT IT IS, WHAT IT IS NOT

EMPLOYABILITY: “a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.”

EXTRACT

“It is a mistake to assume that provision of experience, whether within higher education or without, is a sufficient condition for enhanced employability. To have work experience, say, does not, of itself, ensure that the student develops (further) the various prerequisites (cognitive, social, practical, etc.) for success in employment. The same argument applies to whole curricula. The curricular process may *facilitate* the development of prerequisites appropriate to employment, but does not guarantee it. Hence it is inappropriate to assume that students are highly employable on the basis of curricular provision alone: it may be a good harbinger but it is not an assurance of employability. Employability derives from the ways in which the student learns from his or her experiences.”

Source: (Yorke, 2006)

5 Curriculum design: the digital challenge

Two noteworthy recent articles in the *Journal of Management Education* provide a coherent and persuasive argument about the future of the university marketing curriculum that will be of tremendous interest to all marketing educators, particularly if they have curriculum development responsibility. The essence of the argument presented by Wymbs (2011) and by Harrigan and Hulbert (2011) is the same: the practice of marketing has been radically transformed by digital technology; the central purpose of marketing education is to prepare students for jobs in this transformed world of marketing practice; therefore, the marketing curriculum must be radically re-designed using a digital marketing template. Both articles then provide considerable practical guidance on how to transform the curriculum. In addition, Harrigan and Hulbert report on 70 qualitative interviews conducted with marketing practitioners, and include the following quotation from one of their interviewees which neatly summarises a

THOUGHT PROVOKER 7

“the marketing curriculum has been left behind by advancements in marketing practice, particularly with regard to the enabling power of technology in marketing.
(Harrigan & Hulbert, 2011: 254)

key issue currently facing departments of marketing: “We are a big fan of employing graduates, but unfortunately we aren’t seeing the skills we need in marketing graduates—we’re employing a lot of stats and IT graduates to do our marketing roles” (Harrigan & Hulbert, 2011).

RESOURCE NOTE 7: for staff training or departmental discussion

CHALLENGES IN DESIGNING A DIGITAL MARKETING MAJOR

Challenge 1: Is the area of marketing experiencing a fundamental change?

Challenge 2: Is there a business need for a digital marketing offering?

Challenge 3: Has business input influenced the curriculum development?

Challenge 4: Is there an evolution path to introduce digital marketing into a school’s curriculum?

Challenge 5: What happens if existing faculty do not possess the needed skill set to teach these new digital marketing courses?

Challenge 6: What should I look for in hiring someone to teach a digital marketing course?

Challenge 7: What forms of assessment are taking place with the new curriculum?

Source: (Wymbbs, 2011)

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