The Future of Marketing Education

2023 Annual Fall Educators' Conference Proceedings

Editors

Rebecca Hochradel, Transylvania University

Chad Milewicz, University of Southern Indiana

ISSN 2325-3509 (Print), ISSN 2325-3533 (Online)

Marketing Management Association Fall 2023 Educators' Conference Proceedings

28th Annual Marketing Management Association Fall Educators' Conference
September 27-29, 2023, Orlando, Florida

ACKNOWLEDGEMENTS

The Marketing Management Association is proud to present the 28th MMA Fall Educators' Conference! We are excited to bring together colleagues from around the world for a collegial and inspiring conference focused on marketing education. The papers, panel sessions, and special sessions submitted to this year's conference cover a wide range of cutting-edge topics that are critically important to the future of marketing education.

The many potentially paradigm-shifting societal and technological changes impacting higher education influenced the theme of this year's conference, "The Future of Marketing." The Marketing Management Association has a long history of bringing educators and scholars together to discuss the ever-evolving landscape of marketing education and to share best practices. This makes our community uniquely qualified to address the current and future challenges and opportunities in marketing education.

We are very thankful to all the scholars who submitted position papers and refereed papers as well as volunteered for special sessions and panels. We are also sincerely grateful to everyone who reviewed the refereed papers and those who have volunteered to be session chairs. The conference cannot run without these volunteers, and each of them are listed in these proceedings. Special thanks to **Becky Hochradel**, Proceedings Editor, for assembling all the material into these conference proceedings, and to **Leila Samii**, MMA Communications Director, for placing them on the website for ease of access for all interested.

We are proud to bring back the Doctoral Student Consortium at this fall's conference. Thank you to our consortium co-chairs, **Brian Vander Schee** and **Brian Rutherford**, for all their efforts putting together an outstanding program. We are also grateful to the many excellent consortium faculty colleagues presenting during the consortium. The consortium faculty colleagues are listed later in these proceedings and in the Conference Program. To all the doctoral students attending this year's consortium, we welcome you to the Marketing Management Association. We are sure you will have an excellent experience and look forward to seeing you at future MMA conferences.

Two teaching competitions are held this year with finalists being selected before the conference. Thank you to **Interpretive Simulations** for sponsoring the Teaching Innovation competition, to **Eric Rhiney** for leading the competition, and to the dedicated panel of judges. We also thank **Marketplace Simulations** who sponsored this year's Master Teacher Awards Competition. Thank you to **Jeananne Nicholls**, The Master Teacher Award competition coordinator, for leading that competition's judges who selected a great slate of finalists. To all our sponsors, your continued support is invaluable to the Marketing Management Association, and we look forward to a long relationship to come. All judges and finalists are listed later in these Proceedings and in the Conference Program.

The Best Refereed Paper Award went to **Jean Beaupre**, Nichols College, **Sondra Simpson**, Elmhurst University, **Adrienne Wallace**, Grand Valley State University, and **Hannah Walters**, Northern State University, for their paper entitled ***"From Classroom to Career: Closing the Awareness Gap with Client-Based Projects for Career-Readiness Competencies."*** The winning paper was selected prior to the conference after two rounds of double-blind peer review.

Finally, special thanks go to our sponsor **McGraw Hill** for sponsoring Friday's lunch and thank you to all the other exhibitors and sponsors. You offer us great ideas, tools, and training to improve our effectiveness in the classroom and we are proud to promote you in these proceedings, on the conference website, and in the Conference Program. Without you we could not put on this conference, and we welcome you to join us, again, next year!

And, speaking of next year: **the 2024 MMA Fall Educators' Conference will be held September 18-20, 2024, at the Drury Plaza Hotel in Santa Fe, New Mexico!** The 2024 MMA Spring Conference will be in virtual format from March 21 - 22, 2024.

Many thanks to everyone involved with the conference! We hope you enjoyed lots of stimulating conversation, learned a few new ideas to take back to the classroom, and met some fellow scholars who share your passion for improving the lives of our students!!!

Chad Milewicz, Conference Program Chair
Ursula Sullivan, Conference Chair

2023 Exhibitors, Awards, and Competition Sponsors

Competition Gold Sponsors

Friday Lunch Silver Sponsor

Bronze Sponsors

CONFERENCE COMPETITIONS AND AWARDS

Interpretive Simulations 2023 Teaching Innovation Competition

Finalists:
Karen Eutsler, Xavier University
Mary Martin, Fort Hays State University
Nripendra Singh, Pennsylvania Western University

Coordinator:
Eric Rhiney, Webster University

Judges:
Nisha Ray Chaudhuri, Webster University
Dalila Salazar, Louisiana State University Shreveport
Ann Veeck, Western Michigan University

Marketplace Simulations MMA 2023 Master Teacher Award Competition

Finalists:
Michael Levin, University of Louisiana at Lafayette
Ric Sweeney, University of Cincinnati
Mark Wolters, University of Illinois at Urbana-Champaign

Coordinator:
Jeananne Nicholls, Slippery Rock University

Judges:
Mike Messina, Gannon University
Don Roy, Middle Tennessee State University
Kurt Schimmel, Slippery Rock University

2023 MMA Fall Educators' Conference Best Refereed Paper Award Winners

From Classroom to Career: Closing the Awareness Gap with Client-Based Projects for Career-Readiness Competencies
Hannah Walters, Northern State University
Jean Beaupre, Nichols College
Sondra Simpson, Elmhurst University
Adrienne Wallace, Grand Valley State University

2023 Fellow of the Marketing Management Association Award Winner

Ursula Sullivan, Northern Illinois University

2023 Marketing Management Association Doctoral Student Consortium Faculty Colleagues

Brian Rutherford, Kennesaw State
Brian Vander Schee, Indiana University
Shannon Cummins, University of Nebraska at Omaha
Chad Milewicz, University of Southern Indiana
Jeananne "Nan" Nicholls, Slippery Rock University
Brooke Reavey, Dominican University
Don Roy, Middle Tennessee State University
Dalila Salazar, Louisiana State University Shreveport
Kurt Schimmel, Slippery Rock University
Takisha Toler, Stevenson University
Hannah Walters, Northern State University
Gail Zank, Texas State University

MARKETING MANAGEMENT ASSOCIATION

2023-2024 OFFICERS

Hannah Walters	President	Northern State University
Debbie DeLong	Immediate Past-President	Chatham University
Takisha Toler	President-Elect & Spring 2024 Conference Chair	Stevenson University
Dalila Salazar	VP Marketing	Louisiana State University Shreveport
Brian Vander Schee	Executive Director	Indiana University
Gail Zank	Treasurer	Texas State University
Leila Samii	Communications Director	Southern New Hampshire University

BOARD OF DIRECTORS

Debbie DeLong, Chatham University, Term Expires Spring 2026
Pam Kennett-Hensel, University of New Orleans, Term Expires Spring 2024
Rebecca Hochradel, Transylvania University, Term Expires Spring 2025
Marilyn Melchiorre, The College of Idaho, Term Expires Spring 2025
Michael Messina, Gannon University, Term Expires Spring 2024
Chad Milewicz, University of Southern Indiana, Term Expires Spring 2026
Jeananne Nicholls, Slippery Rock University, Term Expires Spring 2024
Hank Roehrich, Park University, Term Expires Spring 2025
Don Roy, Middle Tennessee State University, Term Expires Spring 2024
Nisha Ray-Chaudhuri, Webster University, Expires Spring 2026
Brian Rutherford, Kennesaw State, Term Expires Spring 2026
Jeanetta Sims, University of Central Oklahoma, Term Expires Spring 2025
Tony Stovall, Indiana University-Indianapolis, Term Expires Spring 2024
Ursula Sullivan, Northern Illinois University, Term Expires Spring 2026
Barbara Wooldridge, University of Texas at Tyler, Term Expires Spring 2025

PUBLICATIONS OFFICERS

Journal for Advancement of Marketing Education – Shannon Cummins, Editor
Marketing Management Journal – Kurt Schimmel, Editor
Conference Proceedings – Rebecca Hochradel, Editor

CONFERENCE PROGRAM COMMITTEE

Ursula Sullivan, Conference Chair, Northern Illinois University
Chad Milewicz, Program Chair, University of Southern Indiana
Rebecca Hochradel, Proceedings Editor, Transylvania University

CONFERENCE PAPER REVIEWERS

Vishal Bindroo, Indiana University - South Bend
Scott Cowley, Western Michigan University
Sereikhuouch Eng, Emerson University
Toni-Rochelle Ford, Park University
Becky Hochradel, Transylvania University
Michael Messina, Gannon University
Chad Milewicz, University of Southern Indiana
Manuel Pontes, Rowan University
Mary Rickard, Georgia College and State University
Don Roy, Middle Tennessee State University
Mary Ann Rozengard, Bellevue University
Doreen Sams, Georgia College and State University
Jeanetta Sims, University of Central Oklahoma
Anu Sivaraman, University of Delaware
Kristi Sweeney, University of North Florida
Zinaida Taran, Delta State University
Takisha Toler, Stevenson University
Michelle Woodhouse, Flagler College
Brian Vander Schee, Indiana University
Randa Zalman, Bellevue University
Gail Zank, Texas State University

CONFERENCE SESSION CHAIRS

Shivam Agarwal, Florida International University
Alisa Agozzino, Ohio Northern University
Elizabeth Carey, Johnson & Wales University
Mary Conran, Temple University
Alicia Cooper, Alabama A&M University
Alyssa Eckman, University of Kentucky
Karen Eutsler, Xavier University
Samantha Gibson, Robert Morris University
Amber Henderson, Northern State University
Jeremy Kagan, Columbia Business School
Pamela Kennett-Hensel, University of New Orleans
Rebecca Hochradel, Transylvania University
Paul Kotz, Saint Mary's University of Minnesota
Jamie Lambert, Ohio University
Paul Lane, Grand Valley State University
Kathy Martin, Miami University
Michael Martin, Fort Hays State University
Kathy McKee, University of Wisconsin Parkside
Marilyn Melchiorre, The College of Idaho
Chad Milewicz, University of Southern Indiana
Jeananne Nicholls, Slippery Rock University
Tia Quinlan-Wilder, University of Denver
Brooke Reavey, Dominican University
Eric Rhiney, Webster University
Hank Roehrich, Park University
Don Roy, Middle Tennessee State University
Diane Santurri, Johnson & Wales University
Kurt Schimmel, Slippery Rock University
Cal Simpson, Indiana University East
Nripendra Singh, Penn West University
John Story, University of St. Thomas
Kristi Sweeney, University of North Florida
Zinaida Taran, Delta State University
Deidre Tilley, Kennesaw State University
Brian Vander Schee, Indiana University
Hannah Walters, Northern State University
Scott Whitaker, Anderson University
Randa Zalman, Bellevue University
Gail Zank, Texas State University
Chi Zhang, Butler University

CONFERENCE ATTENDEES

Alisa Agozzino, Ohio Northern University, a-agozzino@onu.edu
Mohammad Sakif Amin, Western Michigan University, mohammad.amin@wmich.edu
Mark Bambach, University of Delaware bambachm@udel.edu
Nicholas Barnes, Nichols College, nicholas.barnes@nichols.edu
Jean Beaupre, Nichols College, jean.beaupre@nichols.edu
Steven Brewer, Carroll University, sbrewer@carrollu.edu
Giovanni Calise, Anderson University, gcalise@andersonuniversity.edu
Elizabeth Carey, Johnson & Wales University, ecarey@jwu.edu
Wei Chen, McNeese State University, wchen5@mcneese.edu
Mary Conran, Temple University, mconran@temple.edu
Lisa Cooley, Delta State University, lcooley@deltastate.edu
Alicia Cooper, Alabama A&M University, alicia.cooper@aamu.edu
Scott Cowley, Western Michigan University, scott.cowley@wmich.edu
John Crane, Belmont Abbey College, johncrane@bac.edu
Victoria Crittenden, Babson College, vcrittenden@babson.edu
Shannon Cummins, University of Nebraska at Omaha, scummins@unomaha.edu
Meichen Dong, Lamar University, meichen.dong@lamar.edu
Angie Donovan, Loras College, angella.donovan@loras.edu
Annie Eckman, University of Kentucky, aeckman@uky.edu
Sereikhuoch Eng, Emerson College, engsereikhuoch@gmail.com
Karen Eutsler, Xavier University, eutslerk@xavier.edu
Toni-Rochelle Ford, Park University, tford@park.edu
Ginny Garner, Casper College, ggarner@caspercollege.edu
Samantha Gibson, Robert Morris University, gibsons@rmu.edu
Sheri Grotrian, Peru State College, sgrotrian@peru.edu
Monica Guillory, Winston-Salem State University, guillorymd@wssu.edu
Sheryl Heaton Powers, Oklahoma State University - Oklahoma City, sheryl.heaton.powers@okstate.edu
Allie Helfrich, McKendree University, ashelfrich@mckendree.edu
Amber Henderson, Northern State University, amber.henderson@northern.edu
Mary Henderson, St. Catherine University, muhenderson@stkate.edu
Rebecca Hochradel, Transylvania University, bhochradel@transy.edu
Max Hsu, University of Wisconsin - Whitewater, hsum@uww.edu
Chris Huseman, Liberty University, cdhuseman@liberty.edu
Stephanie Jacobsen, Bridgewater State University, SJacobsen@bridgew.edu
Jeremy Kagan, Wessex Press, jkagan@gmail.com
Pamela Kennett-Hensel, University of New Orleans, pkennett@uno.edu
Stephanie Kontrim-Baumann, Missouri Baptist University, stephanie.baumann@mobap.edu
Paul Kotz, Saint Mary's University of Minnesota, pkotz@smumn.edu
Jamie Lambert, Ohio University, carterj1@ohio.edu
Paul Lane, Grand Valley State University, lanepa@gvsu.edu
Chien Le, University of Texas - Arlington, chien.le@uta.edu
Danielle Lecointre-Erickson, Université d'Angers, danielle.lecointre@univ-angers.fr
Michael Levin, University of Louisiana at Lafayette, michael.levin@louisiana.edu
Cuauhtemoc Luna-Nevarez, Texas A&M University - San Antonio, cnevarez@tamusa.edu
Amy MacMillan, Kalamazoo College, amy.macmillan@kzoo.edu
Mary Martin, Fort Hays State University, mmartin@fhsu.edu
Mike Martin, Fort Hays State University, mjmartin@fhsu.edu
Kathy Martin, Miami University, bohley.kathy@gmail.com
James Mayer, Indiana University, jammayer@iu.edu
Kathy, McKee, University of Wisconsin - Parkside, mckeek@uwp.edu
Marilyn Melchiorre, The College of Idaho, mmelchiorre@collegeofidaho.edu
Michael Messina, Gannon University, messina001@Gannon.edu
Chad Milewicz, University of Southern Indiana, cmmilewicz@usi.edu

Patrali Chatterjee Mukhopadhyay, Montclair State University, chatterjeep@montclair.edu
Julie Nelsen, WSU Vancouver - Carson College of Business, julie.nelsen@wsu.edu
Jeananne Nicholls, Slippery Rock University, jeananne.nicholls@sru.edu
Hayden Noel, University of Illinois, hnoel@illinois.edu
Nadia Novotorova, Baker University, nnovotorova@bakeru.edu
Tia Quinlan-Wilder, University of Denver, tquinlan@du.edu
Nisha RayChaudhuri, Webster University, malhotni@webster.edu
Brooke Reavey, Dominican University, breavey@dom.edu
Michelle Rego, Johnson & Wales University, Michelle.Rego@jwu.edu
Eric Rhiney, Webster University, rhineeri@webster.edu
Mary Rickard, Georgia College & State University, mary.rickard@gcsu.edu
Hank Roehrich, Park University, hroehrich@park.edu
Don Roy, Middle Tennessee State University, Don.Roy@mtsu.edu
Mary Ann Rozengard, Bellevue University, mrozengard@bellevue.edu
Brian Rutherford, Kennesaw State University, bruther1@kennesaw.edu
Dalila Salazar, Louisiana State University Shreveport, dalila.salazar@lsus.edu
Diane Santurri, Johnson & Wales University, dsanturri@jwu.edu
Kurt Schimmel, Slippery Rock University, kurt.schimmel@sru.edu
Priyanka Shrivastava, Hult International Business School, priyanka.shrivastava@faculty.hult.edu
Sondra Simpson, Elmhurst University, simpsonso@elmhurst.edu
Cal Simpson, Indiana University - East, ldsimpso@iu.edu
Nripendra Singh, Penn West University, nsingh@pennwest.edu
Sanga Song, Indiana University – East, ss103@iu.edu
Joe Spencer, Anderson University, jspencer@andersonuniversity.edu
John Story, University of St. Thomas, johnwstory@gmail.com
Ursula Sullivan, Northern Illinois University, usullivan@niu.edu
Ric Sweeney, University of Cincinnati, ric.sweeney@uc.edu
Kristi Sweeney, University of North Florida, kristi.sweeney@unf.edu
Zinaida Taran, Delta State University, ztaran@gmail.com
Takisha Toler, Stevenson University, ttoler@stevenson.edu
Brian Vander Schee, Indiana University, vandersb@iu.edu
Ann Veeck, Western Michigan University, ann.veeck@wmich.edu
Hannah Walters, Northern State University, hannah.walters@northern.edu
Jami Ward, University of Toledo, jami.ward@utoledo.edu
Scott Whitaker, Anderson University, scottewhitaker@gmail.com
Mark Wolters, University of Illinois, mwolter@illinois.edu
Michelle Woodhouse, Flagler College, mwoodhouse@flagler.edu
Randa Zalman, Bellevue University, zalman@bellevue.edu
Gail Zank, Texas State University, gz10@txstate.edu
Chi Zhang, Butler University, czhang2@butler.edu
Brian Zinser, Northern Michigan University, bzinser@nmu.edu
Shivam Agarwal, Florida International University, sagar009@fiu.edu
Alejandra Alonso Tak, King's College London/King's Business School, alejandra.alonso_tak@kcl.ac.uk
Joel Evans, University of Mount Union, evansjm@mountunion.edu
Christian Gage, LenguaConnect LLC, christiangageti@gmail.com
Todd Haderlie, Florida International University, thade003@fiu.edu
Beth Houran, Marshall University, houran@marshall.edu
Zakieh Kaveh, University of Texas at El Paso, zkaveh@miners.utep.edu
Zhe Li, Bentley University, zheli@bentley.edu
Amit Mahimkar, University of Texas at El Paso, amahimkar@miners.utep.edu
Christine, Makama, Jacksonville University, cmakama@jacksonville.com
Maryam Nezhadian, University of Wisconsin - Milwaukee,
nezhadi2@uwm.edu Kevin Noe, Marshall University, noe17@marshall.edu
Daniel Nowak, University of Wisconsin - Whitewater, nowak008@yahoo.com
Golshad Parsimoghadam, University of Wisconsin - Milwaukee, golshad@uwm.edu
Deidre Tilley, Kennesaw State University, dtilley8@students.kennesaw.edu

Julie Grabansk, Roehrich, Park University, hroehrich@park.edu
Tanuj Singh, Point Park University, tsingh@pointpark.edu
Stian Fyrand, Hubro Education, stian@hubroeducation.com
Chiranjeev Kohli, Cal State Fullerton, ckohli@identitypulse.com
Paul Kotter, Stukent, Inc., paul.kotter@stukent.com
Sherry Olander, MBTN Academy, sherry@mbtn.academy
Ahmer Saeed, Hubro Education, ahmer@hubroeducation.com
Adele Anderson , Interpretive Simulations, conferences@interpretive.com
Gary Lewis, Marketplace Simulations, glewis@ilsworld.com
Jessica Dimitrijevic, McGraw Hill, jessica.dimitrijevic@mheducation.com
Michelle Sweeden, McGraw Hill, michelle.sweeden@mheducation.com

TABLE OF CONTENTS

GENERATING REAL-WORLD EXPERIENCE IN THE ONLINE MARKETING CLASSROOM

Henry Roehrich, Park University
Julie Grabanski, University of North Dakota
Nicholas Miceli, Park University

ABSTRACT

This paper presents a strategy for preparing students for future employment opportunities by generating a real-world experience in the online marketing classroom. The authors assessed the effectiveness of an instructional strategy in the online environment by analyzing the data collected from student surveys of instructor performance. The strategy combined adult learning principles and experiential learning methodologies with a concentration on the flipped classroom. This approach included the characteristics of an effective online instructor that assisted students in being successful in their learning.

INTRODUCTION

Online teaching is like a flipped classroom methodology in that students must read and prepare to engage in asynchronous discussion. In addition, students have to complete their case studies and homework so they are prepared to meet assigned responsibilities and deadlines in their chosen field. Finally, students cannot contribute to the team for group projects unless they have prepared themselves with what is necessary to compete in the "real" business world.

The expectations for students entering marketing after reaching their educational goals can be challenging. The demanding business climate can require refined interpersonal skills essential for collaboration, teamwork, engagement, communication, and leadership. The college classroom can prepare students to meet these demands through an online learning platform. The online classroom in higher education can be where students encounter the learning climate that provides a "real" business world experience. The “real experience” can consists of working on meeting deadlines, conducting data analysis, problem-solving, and developing marketing strategies. This can be accomplished with the use of marketing simulations and case studies. Student engagement in the classroom can be encouraged when learning activities are similar to real marketing tasks and challenges (Manzon, 2017). Using adult learning principles and experiential learning methodologies with a concentration on the flipped classroom to engage in asynchronous discussion provides students with a learning climate to compete in their chosen field.

The leadership styles of management will vary in the marketing field based on the organizational structure, senior leadership, and competitive nature of the industry. This factor is crucial for the teaching style of online instructors in the online marketing and management degree programs at higher education institutions. In higher education, the instructor's teaching techniques are essential in student learning and to students developing the necessary skills to succeed upon graduation. The instructor has to overcome negative perceptions of online learning by students and stakeholders (Melo, Sanhueza, Morales & Pena-Levano, 2021).

REVIEW OF LITERATURE

Adult Learning Principles

In order to survive in the competitive business environment fueled by the challenges of a global pandemic, businesses need to invest in technology and human capital for sustainability (Chan, 2010). Barney (1991) indicated that human capital development from opportunities in higher education provides the best approach to sustaining a competitive advantage in the business environment. With this in mind, business organizations need to demand that educational programs and technological approaches engage students in the teaching and learning process in the college classroom (Chan, 2010).

Andragogy is a well-known approach by Knowles (1980) that can engage adult learners in the college classroom by using technology in online teaching. Knowles defined andragogy as “the art and science of assisting students in learning” (Chan, 2010). The perspective on andragogy in adult learning by Knowles (1980) has six main assumptions: 1. self-concept, 2. role of experience, 3. readiness to learn, 4. orientation to learn, 5. internal motivation, and 6. need to know. The attention to andragogy assumptions can provide a strategic approach for an online instructor to tailor instruction and communication in the online classroom to meet learners' needs (Forrest & Peterson, 2006).

Experiential Learning

To prepare students to meet the demands of the challenging work environment, online instructors in higher education may need to adapt their teaching and assessment approach (Melo, Monteza, Colson, & Zhang, 2022). Experiential learning theory, used in the online classroom, focuses on student learning from a curriculum experience within the classroom or an incident outside the classroom (Ahmed, 2019; Kolb, 2013; Kolb & Kolb, 2005). Why is experiential learning necessary to assess student's performance in online courses? Assessment can incorporate experiential learning by discussing case studies and activities that inspire student engagement and participation in the classroom. Experiential learning can also be how students cultivate knowledge, skills, and values from direct experience within the classroom (Gross & Rutland, 2017).

Kolb's experiential learning cycle is the most cited theoretical model used for experiential learning (Heath, Williams, & Wynn, 2021). The four stages of the experiential learning cycle are as follows: 1. students actively participate in the experience, 2. students reflect on the experience, 3. students utilize critical thinking and decision-making skills, and 4. students apply the results from decision-making (Ahmed, 2019; Kolb, 2015; Peterson & Kolb, 2018). The four stages are also utilized by associates in the marketing and management field when confronting tasks for their assigned responsibilities. For reflective learning in the online classroom, students must understand and be confident in the experiential learning methodology.

Many online marketing and management programs in higher education provide a realistic experience for students with a problem and project-based learning approach (Perusso, Blankesteijn, & Leal, 2020). However, for students to learn from their experiences in the online classroom, there needs to be a reflection process to transform experience into learning. The instructor can encourage reflection through the assessment process by offering feedback on student performance and questioning students on their understanding of the experience (Perusso, Blankesteijn, & Leal, 2020). Reflecting on experiences is prevalent in marketing and management education as it encourages students to move beyond their intuition and focus on ways to improve. Instructors have found that reflection clarifies the process of comparing the planned experience with actual results, which can lead to a better understanding of the experience (Helyer 2015).

Flipped Classroom Methodology in Teaching

The flipped classroom in an online course has the students doing activities and problem-solving in the classroom while the presentation of information is done prior to the class session (Lag & Saele, 2019). By flipping the classroom, the instructor redirects the student's attention to the learner and the learning instead of focusing on the instructor delivering lectures and PowerPoint presentations (Bergmann & Sams, 2012). This approach by the instructor to online facilitation is an active learning methodology since the students are engaged in the learning process (Galindo, 2021).

Flipped classrooms are usually consistent in their delivery of online learning. Students in online courses access the learning platform, which facilitates the learning process. The instructor strategically incorporates discussions, exercises, and group projects into the course to foster student learning (Cheng, Hwang, & Lai, 2020).

METHODOLOGY

This research study aimed to develop a strategy for encouraging a collaborative, inviting, and inclusive real-world experience in the online marketing and management classroom for learners of diverse backgrounds and needs. The goal is to provide an opportunistic learning environment so students can meet the challenges in the marketing and management workplace. Existing secondary data came from a nonprofit Midwestern private liberal arts university with extensive distance and online offerings for marketing degree students. The quantitative data came from student course evaluations for two years. The software used for the data analysis in this paper is as follows: StataCorp. 2021. *Stata Statistical Software: Release 17*. College Station, TX: StataCorp LLC.

RESULTS

The student course evaluation data consists of forty questions. The instrument contains the following independent variable sub-scales:

- Student ratings of learning on relevant objectives (srlro);
- Course description (crsdes);
- Student description (studes);
- Teaching essentials (teach_ess);
- Reflective and integrative learning (ri_learn);
- Collaborative learning (collab_learn); and
- Active learning (act_learn).

The total of the instructor and course ratings is the dependent variable (rating). Table 1 shows all variables' mean, standard deviation, and correlations. All items used Likert-type scales ranging from a low of 1 to a high of 5. Variable descriptions – Independent variables

Independent & Dependent Variable Correlations

Table 1. Descriptive Statistics and Correlations for Study Variables

Variable	*n*	*M*	*SD*	1	2	3	4	5	6	7	8
1. Srlro	92	57.3	10.9	—							
2. Crsdes	92	6.8	1.4	.55	—						
3. Studes	92	16.2	3.4	.81	.72	—					
4. Teach_ess	92	32.6	4.4	.90	.48	.77	—				
5. RI_learn	92	32.6	4.2	.92	.50	.78	.98	—			
6. Collab_learn	92	9.1	1.7	.80	.43	.74	.86	.83	—		
7. Act_learn	92	14.2	1.8	.73	.41	.69	.90	.86	.81	—	
8. Rating	92	9.4	1.2	.89	.44	.68	.90	.89	.74	.72	—

Values reflect the individual student reports for two years of data.
All correlations were significant at $p < .001$.

Student ratings of learning on relevant objectives (srlro). The University's Department of Institutional Research pre-determined all of these scales. This scale has thirteen items designed to measure students' reactions to how well the instructor met their course goals regarding learning outcomes. An example item is "Acquiring skills in working with others as a member of a team." The Cronbach's alpha for this scale is .98. Individual instructors can assign importance to each objective according to their preference.

Course description (crsdes). This two-item scale asks the student to rate the course regarding the amount of coursework and subject matter difficulty relative to other classes the student has taken. The Cronbach's alpha for this scale is .80.

Student description (studes). These four items measure the student's initial attitude toward and expectations for the course and their motivation. For example, "When this course began, I believed I could master its content." The Cronbach's alpha for this scale is .92.

Teaching essentials (teach_ess). These seven items reflect behaviors critical to motivating student success. They are similar to items found in the srlro scale. For example, one of the items is "Made it clear how each topic fits into the course." The Cronbach's alpha for this scale is .94.

Reflective and integrative learning (ri_learn). These seven items assess the student's view of how well the instructor provided them with opportunities to work with the material in more than a cursory manner by reflecting on different perspectives and their performance. An example item is "Stimulated students to intellectual effort beyond that required by most courses." The Cronbach's alpha for this subscale is .94.

Collaborative learning (collab_learn). This two-item scale measures whether the instructor explicitly provided collaborative opportunities or encouraged students to collaborate to enhance their understanding of course content. One item was "Asked students to help each other understand ideas or concepts." The Cronbach's alpha for this scale is .81.

Active learning (act_learn). This final independent variable scale measures whether the instructor suggests or requires students to perform activities to enhance their learning. One item is "Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding." The Cronbach's alpha for this scale is .83.

Variable descriptions – Dependent variable

Rating (rating). The outcome variable is the sum of two global ratings. One is for the instructor's performance, and the other is for the quality of the course. For example, one of the items is, "Overall, I rate this instructor an excellent teacher." The Cronbach's alpha for this scale is .84.

Analysis

We modeled the relationship between the sub-scales and the rating with ordinary least squares (linear) regression. We used Stata 17 for the analysis (StataCorp, 2021). The initial iteration of the model appears in Table 2. That model follows: Rating = Constant + srlro + crsdes + studes + teach_ess + ri_learn + collab_learn + act_learn.

Initial Regression Results

Table 2. Student Ratings of Instructor Performance and Course Quality

Effect	Estimate	*SE*	95% CI		*p*
			LL	*UL*	
Intercept	2.568	.482	1.609	3.526	<.001
Srlro	.050	.014	.022	.077	.001
Crdes	.006	.053	−.099	.110	.916
Studes	-.047	.032	−.110	.017	.146
Teach_ess	.321	.070	.183	.460	<.001
RI_learn	-.081	.063	−.207	.044	.202
Collab_learn	-.072	.060	-.191	.047	.233
Act_learn	-.173	.070	-.312	-.034	.015

Note. Total *N* = 92. CI = confidence interval; *LL* = lower limit; *UL* = upper limit.

The overall model was significant, allowing us to examine individual predictors for significance. We retained the significant predictors srlro, teach_ess, and act_learn and re-estimated the regression with the following model: Rating = Constant + srlro + teach_ess + act_learn.

The resulting model was significant overall, and all predictors remained significant. The coefficients for srlro and teach_ess were similar in sign and weight. This result is not surprising because the items in both scales are similar. We may perform future research validating these scales with confirmatory factor analysis.

Since those variables have positive beta weights, they positively affect instructor ratings. Given the beta weights of srlro and teach_ess, these variables' average impact on an estimated teacher rating would be 10.0 = (57.28261 * .030758) + (32.6087 * .2528366). However, the beta weight for act_learn is negative. This result indicates that this approach penalizes instructors with lower evaluation scores. This variable's average negative impact would be -3.03

= (14.16304 * -.2137075). The net effect would be an increase of 6.97 to the instructor rating. When added to the constant of 2.43, the average teacher rating is 9.4.

Depending on the mix of techniques an instructor uses, their rating can be affected more positively or negatively. Thus, we first need to ask whether a course requires a more active instructional approach for students to master the content. The follow-up question is whether the instructor should be penalized for the lowered student rating. In other words, should an instructor be punished for doing what is best for the students?

DISCUSSION

Importance of the Study

This study assesses a strategy for online instructors interested in creating a real-world experience for online facilitation in higher education. The three approaches to effective learning discussed in the literature review used to facilitate online courses were 1. Adult Learning Principles, 2. Experiential Learning, and 3. Flipped Classroom Methodology in Teaching. The student evaluation data reveals a consistency in student feedback. The study results indicate that these three approaches in higher education are effective in online delivery and can provide students with a real-world experience in the classroom.

Four areas addressed in the surveys used for this study are essential to adult learners in the classroom using experiential learning with a flipped classroom approach. Those areas are: 1. Planning and Organization - Related course material to real-life situations; 2. Effective Communication - Explained course material clearly and concisely; 3. Timely Feedback - Provided meaningful feedback on students' academic performance; and 4. Accurate Assessment - Gave projects, tests, or assignments that required original or creative thinking. According to Zmeyov (1998), when students reach personal goals through an educational approach that considers what is important to their adult learning needs, they can be prepared for future challenges.

Connection to Studies in Literature

According to Chan (2010), the instructor can use andragogical principles by meeting students' interests through planning learning activities that involve solving real-world business problems. The student responses demonstrated that the instructor related course material to real-life situations in the courses. Also, the data in this study indicated effective communication between the instructor and the students by instructor ratings on explaining the course material clearly and concisely. Chan (2010) claimed that marketing students must apply practical knowledge in the workplace. Students confirmed in this study that the instructor gave projects, tests, and assignments that required original or creative thinking. Research validates that the value of feedback as a means to facilitate reflection can support students in constructing meaning from experience (Mulder, Pearce, and Baik, 2014). In this study, the students communicated that the instructor provided meaningful feedback on students' academic performance during each term's evaluation.

Experiential learning and flipped classroom techniques can overcome challenges to online learning. The challenges come from student fatigue and negative perceptions of online courses (Melo, Monteza, Colson, and Zhang, 2022). Fatigue or negative perceptions were not in the evidence. The data supported the experiential learning and flipped classroom approach in each course. The data shows that the flipped classroom provided an avenue for hands-on and student-driven learning during class time. Due to the increased use of outside-of-class lectures, students' additional time went to problem-solving and application of course content (Altemueller & Lindquist, 2017).

Impact on Future Instruction Strategies

Forrest and Peterson (2006) claim that an andragogical approach is essential in marketing education and prepares students for their working environment. Knowles believed that the process of andragogy is vital to the organization's growth; involves an innovative approach towards helping learners learn from mistakes; and provides learners with opportunities to practice self-direction (Henschke, 2008). The expectation for graduates in the marketing and management field is that they have refined their educational tools to be effective in critical thinking, problem-solving, communicating, and collaborating. The instructor can assess the effort to create a real-world experience in the curriculum through regular consultation with advisory boards and practitioners in the marketing and management field.

Creating a real-world experience by an online instructor can be challenging to someone only familiar with teaching by traditional methods, not incorporating an experiential learning approach. Therefore, the online instructor must be innovative and accept feedback from students and industry experts. In addition, there needs to be an organized and consistent approach to facilitating the course material and the leadership provided to the students in the classroom.

CONCLUSION AND RECOMMENDATIONS

An instructor can create a real-world experience for adult learners by utilizing an approach in a marketing or management online course that includes andragogy, experiential learning, and a flipped classroom technique. With an approach that has the instructor coaching, leading, and providing timely assessment with feedback, adult learners will have an enhanced chance of success in the competitive business environment that demands performance with positive results. According to Melo, Monteza, Colson, & Zhang (2022), by incorporating student opinions in adopting andragogical strategies, especially regarding assessment formats, instructors can enhance the confidence, engagement, and learning potential in the online classroom and increase academic success. The responses in this study by students were consistent in supporting the efforts of the instructor to enhance student performance in the online classroom as well as increased academic success.

The approach's popularity in business schools supports the instructor's use of experiential learning. Experiential learning contrasts with traditional lectures and accounts for management practice's complex, contextual, and provisional nature, according to Perusso, Blankesteijn, & Leal (2019) and their research on experiential learning in business education. Using experiential learning is a method for building on how managers learn at work and are essential to the development of students preparing for the real world outside the online classroom (Perusso, Blankesteijn, & Leal, 2019).

We recommend future research on how students learn through experiential learning in the online classroom when preparing for the challenges they face in teamwork and collaboration in a diverse group setting. Another potential extension of this study is to collect additional observations of instructor use of flipped classroom techniques utilizing case studies for core assessment projects and the effectiveness of peer evaluations. Finally, it would be beneficial to study professional development programs at universities and how they prepare the instructor for working with adult learners using experiential learning and flipped classroom techniques to facilitate online marketing and management courses.

REFERENCES

Ahmed, R. (2019). Experiential learning in accounting education: what is known, what needs knowing? In *Proceedings of the 19th Asian Academic Accounting Association Annual Conference 2019* (Vol. 145, pp. 84-97).

Altemueller, L., & Lindquist, C. (2017). Flipped classroom instruction for inclusive learning. *British Journal of Special Education*, *44*(3), 341-358.

Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of management*, *17*(1), 99-120.

Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International society for technology in education.

Chan, S. (2010). Applications of andragogy in multi-disciplined teaching and learning. *Journal of adult education*, *39*(2), 25-35.

Cheng, S. C., Hwang, G. J., & Lai, C. L. (2022). Critical research advancements of flipped learning: a review of the top 100 highly cited papers. *Interactive Learning Environments*, *30*(9), 1751-1767.

Forrest III, S. P., & Peterson, T. O. (2006). It's called andragogy. *Academy of management learning & education*, *5*(1), 113-122.

Galindo, H. (2021). Flipped classroom in the educational system. *Educ. Technol. Soc*, *24*(3), 44-60.

Gross, Z., & Rutland, S. D. (2017). Experiential learning and values education at a school youth camp: Maintaining Jewish culture and heritage. *International Review of Education*, *63*, 29-49.

Heath, M., Williams, E. N., & Wynn, D. (2021). Experiential learning activity to ameliorate workplace bullying. *Journal of Education for Business*, *96*(7), 476-483.

Helyer, R. (2015). Learning through reflection: the critical role of reflection in work-based learning (WBL). *Journal of Work-Applied Management*, *7*(1), 15-27.

Henschke, J. A. (2008). Reflections on the experiences of learning with Dr. Malcolm Shepherd Knowles. *New Horizons in Adult Education and Human Resource Development*, *22*(3-4), 44-52.

Kolb, D. (2015). *Experiential learning; Experience as the source of learning and development*. New Jersey: FT Press

Låg, T., & Saele, R. (2019). Does the flipped classroom improve student learning and satisfaction? A systematic review and meta-analysis. *AERA open*, *5*(3), 2332858419870489.

Malcom, S. (1980). *The modern practice of adult education: from pedagogy to andragogy/Revised and Updated*. Cambridge.

Manzon, E. (2017). Creating student engagement: The Kickstarter active learning project. *Marketing Education Review*, *27*(2), 115-118.

Melo, G., Monteza, D., Colson, G., & Zhang, Y. Y. (2022). How to assess? Student preferences for methods to assess experiential learning: A best-worst scaling approach. *PLoS One*, *17*(10), e0276745.

Melo, G., Sanhueza, D., Morales, S., & Pena-Levano, L. (2021). What does the pandemic mean for experiential learning? Lessons from Latin America. *Applied Economics Teaching Resources (AETR)*, *3*(3), 131-146.

Perusso, A., Blankesteijn, M., & Leal, R. (2020). The contribution of reflective learning to experiential learning in business education. *Assessment & Evaluation in Higher Education*, *45*(7), 1001-1015.

Peterson, K., & Kolb, D. A. (2018). Expanding awareness and contact through experiential learning. *Gestalt Review*, *22*(2), 226-248.

Zmeyov, S. I. (1998). Andragogy: Origins, developments and trends. *International Review of Education/Internationale Zeitschrift fuer Erziehungswissenschaft/Revue Internationale de l'Education*, *44*(1), 103-108.

For further information contact:
Henry Roehrich
Park University
School of Business
8700 NW River Park Drive
Parkville, MO 64152
701-330-6753
hroehrich@park.edu

GENERATION Z ATTITUDES TOWARD USED CAR AUTOMOBILE PURCHASING CHANNELS

Scott Whitaker, Anderson University
Giovanni Calise, Anderson University
Joe Spencer, Anderson University

ABSTRACT

There is a growing trend of online used automobile purchasing that is altering the relationship between consumers and automobile dealerships. Consumers are more informed and seek larger varieties of inventory and options when shopping for used vehicles. The online marketplace provides a viable alternative to local dealerships who have heretofore dominated much of the market. This research shows the current generation of Zoomers is helping to drive this trend which has significant marketing implications toward the industry. There remains a gap in the academic body of knowledge examining this behavior in relation to large online purchases such as automobiles. This research surveyed 390 respondents from Generation Z to test the relationship of trust to a consumer's willingness to purchase an automobile online. The authors then present viable solutions to automobile dealerships from which to effectively compete in this new digital marketplace.

INTRODUCTION

The nature of used car purchasing is dramatically changing. In 1993, avoiding price haggling became a viable option with the advent of CarMax. In 2015 Carvana began selling vehicles completely online, allowing customers to test drive and pick up their online vehicles on a CarMax lot. Today customers can order a used car online, trade-in their old car, and have it all done without leaving their driveway.

This paper examines the attitudes and likelihood of Generation Z (Zoomers) to purchase a used vehicle via a fully online experience rather than a traditional in-person purchase experience, which generally includes haggling over price. It finds there is a correlation between the Zoomer's level of trust and their choice of purchasing channel.

INNOVATION IN THE USED CAR MARKET

A new type of automobile retailer has emerged that primarily sells cars online. These new retailers have pioneered the online car purchase experience by instilling consumer confidence in their online systems, arranging for easy delivery and pickup of the transacted cars, and offering "no-haggle fair pricing" with trusted product guarantees and warranties. The cars from online companies such as CarMax, Carvana, and EchoPark are clean, have "no questions asked" return policies, and are a part of very large inventory selections for consumers to shop. Nearly 1 out of every 3 cars purchased in 2020 was purchased online (Cox Automotive, 2021). Additional research suggests that this was not just a result of the Covid-19 pandemic, as an October 2021 study revealed that 23% of US consumers planned to make their next car purchase online (Carlier, 2022). A 2022 report from Automotive News shows that 76% of car buyers are open to buying completely online, and 64% of car buyers want to handle at least part of the process online (da Silva, 2022).

THE USED CAR RETAIL ENVIRONMENT

Consumers are shifting behavior in obtaining their information, and from whom, when, where, and how they choose their brands and purchasing methods. (Batra & Keller, 2016). The functions of retailing itself must be performed irrespective of the actual retail company (Reinartz, et al. 2019). Thus, these functions have been picked up from the digital marketplace. The online shopping environment, unlike traditional physical ones, are able to integrate the entire sales process into a single platform (Dharmesti et al., 2021). We see this further in product delivery which, now being so readily available and affordable, are rendering physical storefronts far less necessary. As these online dealerships continue to make car purchasing more attractive and customer friendly, consumer commitment to traditional purchasing methods, whether it be brick-and-mortar car lots or neighbor-to-neighbor sales, will weaken

(Bansal et al., 2004). This same phenomenon is showcased in the "Amazon effect" that plagues retailers (Vollero et al., 2021). Amazon's service standards have raised consumer expectations, leading to a reduction in consumer satisfaction when they interact with other retailers (Vollero et al., 2021).

The sales strategies between online and traditional dealerships are noticeable. Online dealers offer no-haggle pricing which is more appealing to many consumers in the United States, along with quick finance application and approval processes, 150-point pre-inspection of cars, and huge inventory selections (Ferris, 2021; Simon, 2021).

Traditionally, automotive dealerships have employed large sales staffs to help inform buyers about products. Now, consumers are largely self-informed prior to sales interactions (Hochstein, et al., 2018). As consumers have made the shift toward making purchases online for their everyday lives, they are now willing to make much more sizeable purchases, such as a car, largely online without ever having laid eyes on it (Kane et al., 2019). Upon examination of the myriad of literature regarding digital consumer behavior, the overarching conclusion is reached that the digital marketplace is gradually replacing traditional retailing across all market sectors.

VARIABLES IMPACTING ONLINE PURCHASE BEHAVIOR

Trust

Consumer trust is a key underlying element of the buying process (Garbarino & Johnson, 1999). When examining if a consumer is willing to buy online instead of at a brick-and-mortar location, the factor of trust is even more important as consumers have a myriad of alternatives in the marketplace from which to complete their purchase (Bart et al., 2005).

Previous literature has shown that consumers often are impacted by a predisposition to trust, or not trust, a company or product-type in general (Bianchi & Andrews, 2012). This disposition to trust could be imperative when examining if someone is willing to consider the internet as a viable source of their next automobile purchase. Research now supports the idea that younger generations have a predisposition to trust the internet and thus do not have to overcome that obstacle in the buying process (Kumar et al., 2016). This study seeks to understand if that trust extends to high-involvement decisions such as automobile purchases.

Younger consumers may lack trust in traditional dealerships (i.e. a negative predisposition to trust) and prefer to shop online. Similarly, if a consumer has a general distrust in the culture of traditional used car dealerships, then they may seek out these same online dealerships as a viable alternative marketplace (Jin et al., 2008). A negative predisposition to trust is often based on prior experiences and negative word-of-mouth from fellow consumers (Wood et al., 2008).

Generational Cohort Theory

Cohorts are groups born in the same time period and who journey through their lives together with similar influences (Dharmesti et al., 2021). Hence, generational cohort theory suggests that a generation of individuals which share the same political, economic, and social events during the early stages of life will develop a similar set of beliefs, values, and behaviors (Kesselman, 1979). Reynolds & Rentz (1981) showed that cohort analysis can provide evidence of influences on the marketplace. This paper focuses exclusively on Zoomers.

Zoomers (1997-2012) are also called Generation Z, Gen Z, or Centennials. Zoomers, like the Millennials before them, are considered digital natives and are highly attuned to the latest technology and digital platforms (Wang et al., 2013). These natives of the internet era have a much better understanding than previous generations of the risks and benefits on shopping online. The media consumption patterns of Generation Z are completely different than the generations that came before them (Thangavel, 2021). Instead of watching TV or listening to the radio, Zoomers stream most of their electronic entertainment on-demand and are nearly always connected to their devices (Goldring & Ahaz, 2021).

Zoomer Purchasing Behaviors

Generation Z accounts for the largest consumer group in the world today (Grigoreva et al., 2021). Businesses cannot afford to overlook the Zoomer generation as they exhibit their own set of consumer values and preferences than earlier generations (Thangavel et al., 2021). When they prefer a different product than what is available, Zoomers are quicker to shop online or digitally connect with those products (usually via Instagram or SnapChat) than any other generations.

METHODOLOGY

This study surveyed 390 subjects who were Zoomers and at least 18 years of age. This study used Survey Monkey with logical jumps to develop an intelligent survey with twelve possible mapped paths for a used car purchase. The survey assessed trust, in terms of the online and local dealer processes, and how trust in these areas drove the respondent to one of the paths. Key in a chosen path is the trust in the purchasing channel (local or online dealership). Thus, a correlation was conducted to assess the relationship between trust factors and the paths chosen.

To begin the search process, there were three starting points for respondents to select initial information from: a local dealership, online, or ask advice from friends and family. Each path ended when a respondent made a final purchase decision from one of the two channels.

Hypotheses

The hypotheses of the study included:

H1: Zoomers with a high trust valence do not mind switching channels

H2: Zoomers who have low trust valence will not trust a local purchase methodology where they haggle with a salesperson.

H3: Zoomers with low trust valence will purchase via a local dealer model

H4 Zoomers with high trust valence will purchase using an online model.

RESULTS

Trust in the channel was found to be of high valence as to which path the subject took and the likelihood of a subject to continue in that channel or to switch channels prior to purchasing a used car.

Table 1

12 potential "paths" for respondent's beginning a used car search.
Paths 11 & 12 already accounted for in Paths 1-10.

	PATH 1	PATH 2	PATH 3	PATH 4	PATH 5
Step 1	Start at Local Dealership	Start at Local Dealership	Start at Local Dealership	Start at Local Dealership	Start at Local Dealership
Step 2	Haggle	Haggle	Haggle	Do not engage salesperson	Do not engage salesperson
Step 3	**Buy Local**	**Keep Shopping Online**	**Keep Shopping Online**	**Buy Online**	**Buy Local**
Step 4		**Buy Online**	**Buy Local**		
#Respondents	79	20	5	14	4
Trust Score	0.19	0.53	0.37	0.85	0
Strength of Correlation between Trust & Purchase Channel (p-value)	-0.0776	0.0353	0.0005	0.0061	-0.0352

	PATH 6	PATH 7	PATH 8	PATH 9	PATH 10
Step 1	Start Online	Start Online	Start Online	Start Online	Start Online
Step 2	Visit Carvana.com	Visit Carvana.com	Visit Carvana.com	Drive to Dealership	Drive to Dealership
Step 3	Buy Online	Decide to visit dealership	Decide to visit dealership	Buy Local	Buy Online
Step 4		Haggle	Haggle		

Step 5		Buy Local	Buy Online		
#Respondents	79	35	51	74	29
Trust Score	0.65	0.5	0.45	-0.07	0.98
Strength of Correlation between Trust & Purchase Channel (p-value)	0.1229	-0.0031	-0.049	-0.2477	0.1536

	Path 11	Path 12
Step 1	Ask Advice from Family/Friends	Ask Advice from Family/Friends
Step 2	Start at Local Dealership	Start Online
	(Respondent then enters the local dealer decision tree)	*(Respondent then enters the online decision path)*
#Respondents	59	22
Trust Score	0.207627	-0.34091
Strength of Correlation between Trust & Purchase Channel (p-value)	-0.2386	0.1381

Trust Impacts on Switching Channels

Paths 1, 5, 6 and 9 involve subjects starting their valuation phase through purchase utilizing only one channel (local or online dealership). Paths 2, 3, 4, 5, 7, 8 and 10 involve subjects starting at one channel and switching to a different channel (some models the subject switches back to the first channel). Confidence intervals evaluating the impact of trust on the path taken demonstrate that those who pick a channel and stay with that channel generally do not have significant trust in any purchasing channel. This indicates that a respondent with a low trust co-efficient, once selecting a channel, stays with that channel. But those with a high trust co-efficient switch between channels. The implication is that the sales channel may need to do marketing aimed at the search phase seeking to drive potential low trust co-efficient customers into their channel. It could be beneficial to research if messaging the trustworthiness of a channel during this stage of the buyer purchase process could influence low trust persons to select their channel. Paths 2, 3, 4, 7, 8 and 10 are paths where the respondents chose to change channels. The change decision happened when respondents either did not find what they wanted or did not get the price they wanted. Table 2 shows that the trust correlation between respondents trusting the final purchase channel, and switching channels, was positive. The indication is that those who have a positive valence for trust have no issues changing channels. If they left the dealership and visited an online dealer, then there was a 79% chance they would buy online (Table 2). However, those who took a path where they were only looking in a single channel (paths 1, 5, 6 and 9) had negative trust valence with regard to the channels. Once those who were non-trusting selected a channel to shop for a vehicle, then they stayed in that channel and did not switch channels even when they did not get the price they wanted.

H1: Accepted: Zoomers with a high trust valence do not mind switching channels

Trust Impacts on Purchase Channel Path Taken: Local Dealer Choice

Confidence intervals evaluating the impact of trust on the path taken demonstrate that those who buy from a local dealer demonstrate significant lack of trust or lack of a correlation to trust in any purchasing channel (95.9% show a negative correlation between channel and trust). On the other hand, those who buy online demonstrate a strong positive correlation (84.4%) or correlation that is only at the p = .1579 level (15.6%) between trust and the channel they utilized. This indicates that trusting people are more likely to use an online channel or are more willing to switch between channels, and less trusting people use a local channel. In every path where the subject haggled for a price, the trust valence was negative.

H2: Accepted: Zoomers who have low trust valence will not trust a local purchase methodology where they haggle with a salesperson.

H3: Accepted: Zoomers with low trust valence will purchase via a local dealer model

Table 2

The Impact of Trust & Initial Search on Purchasing Channel Decision

Change to Online Channel after Visiting Local Dealer		
	Buy the Car online	**Visit Local Dealership, Haggle, then Buy Locally**
Zoomers	79%	21%

```
                                                  LR chi2(2)    = 105.97
                                                  Prob > chi2   = 0.0000
Log likelihood = -854.99178                       Pseudo R2     = 0.0584
```

OnlinePurchase	Odds ratio	Std. err.	z	P>|z|	[95% conf. interval]	
Zoomer	1.459178	.1835913	3.00	0.003	1.14028	1.867261
InitialSearchOnline	3.188196	.3900916	9.48	0.000	2.508397	4.052227
_cons	.3200391	.0343289	-10.62	0.000	.2593576	.3949181

Trust Impacts on Purchase Channel Path Taken: Online Choice

Only in paths 2 and 7 did the subjects who went to the on-line channel switch to purchase in the local channel (40/390 subjects, 10.2%). In all other cases, with the exception of path 8, there was a positive valence of trust in channels. Thus, although the subjects did start and purchase online, they did switch channels in the middle of their search. However, haggling at the local dealer motivated them to switch back online and purchase the car online. Here the impact of haggling seemed to create a negative or distrusting view toward the channel. It could be that the local dealership haggling experience overcame their normal trust in the channels. This could mean that haggling is the most powerful factor in creating the negative experience. The data does not prove this impact but it seems a probable explanation, though more research is needed. Again, all paths where the subject purchased online, except for path 8 where online shopping was interrupted by a local dealer and haggling, had a positive valence toward the channel experience.

H4 Accepted: Zoomers with high trust valence will purchase using an online model.

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Trust has been shown to have a significant impact on channel choice and loyalty. Haggling is demonstrated to have a significant correlation to respondents having a negative valence toward the shopping experience. Thus, in general, Zoomers do not like to haggle for a used car. Those who haggle have low trust in the channel system for buying a car. This does not mean they do not haggle and purchase from a local dealer. In fact, some haggled and purchased from a local dealer where they did not get the price they wanted, and others haggled with one local dealer and simply went to a different local dealer to haggle and complete their purchase. Either way, those who purchased locally were those displaying low trust valence in the channel. Alternatively, those with high trust valence for the channel did not mind purchasing from an online dealer.

Potential solutions for dealers not offering online purchase capability

There are over 20,000 vehicle manufacturer franchises (or "trade dealers") and 44,000 smaller, independent used-car dealers in the United States (Sewell & Bodkin, 2009). It is suggested that a consortium linking these small businesses together via a used car-selling portal could benefit independent car dealers. It is also suggested that a manufacturer such as Ford could create a similar portal with a full online purchase system to link the used car components of all Ford dealerships to compete with large online retails such as Carvana. This likens Ford to developing an Amazon-like website to sell their dealer used car inventory.

Dealers Need an Online Presence:

In the survey, 49.5% of respondents purchased via an online dealer, 20.3% of subjects utilized a solely online path to purchase, and 59.7% of Zoomers consider purchasing from an online dealer. The logistic regression test in Table 2 shows that Zoomers who began their search online showed a statistical significance toward completing their purchase online (p-value < .001). This implies the importance for dealers to have an online presence in various stages of the buying process.

Some dealers may be reluctant to offer online channels as this creates a greater price sensitivity. 59% of respondents claimed they would continue to other local dealerships if haggling at a dealer did not generate the expected results, while 36% mentioned they would switch channels and purchase completely online. Though price sensitivity may seem as an unattractive barrier preventing local dealers to engage in online buying activities, the everlasting shift to online buying patterns displayed by Zoomers, as proven in this research, signifies the importance for dealers to adapt online actions. The first recommendation of this paper is for all dealers, local and franchise, to adapt online activities in at least some stages of the buying process. Even if a local dealer may not have the capabilities or expertise in online functions, effective 3rd party vendors such as Cars.com and Autotrader.com provide effective solutions to aid in this.

Future Research

This paper warrants several opportunities for future research. First, though this paper illustrated the need for dealers to incorporate online activities in various stages of the car buying process, there is great opportunity to dive deeper to explore what exact actions are most advantageous to take in each stage. Second, this paper recommends dealers to pool resources in a consortium to assist in the capability of offering online buying, however future research can examine the logistical practicalities of such an arrangement. Third, this paper demonstrated the shift to online buying patterns in the Zoomer generation, future research can expand upon this notion to look at the level of trust Zoomers have in interacting with online outlets. Finally, additional research should be performed to test other generational cohorts regarding trust and online purchase behavior.

REFERENCES

Anderson, R. C., & Reeb, D. M. (2003). Founding-family ownership and firm performance: evidence from the S&P 500. *The Journal of Finance*, 58(3), 1301-1328.

Bansal, H. S., Irving, P. G., & Taylor, S. F. (2004). A three-component model of customer to service providers. *Journal of the Academy of marketing Science*, *32*(3), 234-250.

Bart, Y., Shankar, V., Sultan, F., & Urban, G. L. (2005). Are the drivers and role of online trust the same for all web sites and consumers? A large-scale exploratory empirical study. *Journal of marketing*, *69*(4), 133-152.

Batra, R., & Keller, K. L. (2016). Integrating marketing communications: New findings, new lessons, and new ideas. *Journal of Marketing*, *80*(6), 122-145.

Bianchi, C., & Andrews, L. (2012). Risk, trust, and consumer online purchasing behaviour: A chilean perspective. *International Marketing Review, 29*(3), 253-275. https://doi.org/10.1108/02651331211229750

Carlier, Mathilde (2022, Feb 4). *Consumer's planning to buy their next car fully or partially virtual as of October 2021, by key country.* Statista. https://www.statista.com/statistics/1253676/car-shoppers-virtual-purchase-process-preferences/

Cox Automotive. (2021, February 23). *Cox Automotive Study Finds Car Buying Process Improved During COVID-19 Pandemic [Press release].* https://www.coxautoinc.com/news/cox-automotive-study-finds-car-buying-process-improved-during-covid-19-pandemic/

da Silva, Paulo (2022, March 28). *Transformation toward eCommerce in automotive retailing.* Automotive News. https://www.autonews.com/sponsored/transformation-toward-ecommerce-automotive-retailing

Dharmesti, M., Theresia Rasika Seta Dharmesti, Kuhne, S., & Thaichon, P. (2021). Understanding online shopping behaviours and purchase intentions amongst millennials. *Young Consumers, 22*(1), 152-167. https://doi.org/10.1108/YC-12-2018-0922

Ferris, Robert. (2021, October 20). *Here's why many people are shopping for cars online.* CNBC. https://www.cnbc.com/2021/10/20/heres-why-many-people-are-shopping-for-cars-online.html

Garbarino, E., & Johnson, M. S. (1999). The different roles of satisfaction, trust, and commitment in customer relationships. *Journal of marketing*, *63*(2), 70-87.

Goldring, D., & Azab, C. (2021). New rules of social media shopping: Personality differences of U.S. gen Z versus gen X market mavens. *Journal of Consumer Behaviour, 20*(4), 884-897.

Grigoreva, E. A., Garifova, L. F., & Polovkina, E. A. (2021). Consumer Behavior in the Information Economy: Generation Z. *International Journal of Financial Research*, *12*(2), 164-171.

Hochstein, B., Bolander, W., Goldsmith, R., & Plouffe, C. R. (2018). Adapting influence approaches to informed consumers in high-involvement purchases: are salespeople really doomed? *Journal of the Academy of Marketing Science*, 47(1), 118-137.

Jin, B., Park, J. Y., & Kim, J. (2008). Cross-cultural examination of the relationships among firm reputation, e-satisfaction, e-trust, and e-loyalty. *International Marketing Review*.

Kalaignanam, K., Tuli, K. R., Kushwaha, T., Lee, L., & Gal, D. (2021). Marketing agility: The concept, antecedents, and a research agenda. *Journal of Marketing, 85*(1), 35-58.

Kane, G. C., Palmer, D., & Phillips, A. N. (2019). *Accelerating digital innovation inside and out*. MIT Sloan Management Review.

Kesselman, M. (1979). The Silent Revolution: Changing Values and Political Styles Among Western Publics. By Ronald Inglehart. (Princeton, NJ: Princeton University Press, 1977. Pp. xiii+ 482. 9.95.). *American Political Science Review*, *73*(1), 284-286.

Kumar, A., Bezawada, R., Rishika, R., Janakiraman, R., & Kannan, P. K. (2016). From social to sale: The effects of firm-generated content in social media on customer behavior. *Journal of marketing*, *80*(1), 7-25.

Reinartz, W., Wiegand, N., & Imschloss, M. (2019). The impact of digital transformation on the retailing value chain. *International Journal of Research in Marketing*, *36*(3), 350-366.

Reynolds, F. D., & Rentz, J. O. (1981). Cohort Analysis: An Aid to Strategic Planning. *Journal of Marketing*, *45*(3), 62–70. https://doi.org/10.2307/1251542

Sewell, E., & Bodkin, C. (2009). The internet's impact on competition, free riding and the future of sales service in retail automobile markets. *Eastern Economic Journal*, 35(1), 96-114.

Simon, Emma (2021, March 19). *Best Online Car Buying Sites.* Consumer Affairs. https://www.consumeraffairs.com/automotive/online-car-buying-sites/

Slater, S. F., & Narver, J. C. (1994). Does competitive environment moderate the market orientation-performance relationship?. *Journal of marketing*, *58*(1), 46-55.

Thangavel, P., Pathak, P., & Chandra, B. (2021). Millennials and Generation Z: a generational cohort analysis of Indian consumers. *Benchmarking: An International Journal*.

Vollero, A., Sardanelli, D., & Siano, A. (2021). Exploring the role of the Amazon effect on customer expectations: An analysis of user-generated content in consumer electronics retailing. *Journal of Consumer Behaviour*.

Wang, Q., Myers, M. D., & Sundaram, D. (2013). Digital natives and digital immigrants: Towards a model of digital fluency. *Business & Information Systems Engineering*, 5(6), 409-419. https://doi.org/10.1007/s12599-013-0296-y

Wood, J. A., Boles, J. S., & Babin, B. J. (2008). The formation of buyer's trust of the seller in an initial sales encounter. *Journal of Marketing Theory and Practice*, *16*(1), 27-39.

For further information contact:
Scott Whitaker
Anderson University
316 Boulevard, Anderson SC 29621
swhitaker@andersonuniversity.edu

COMBINING HIGH-IMPACT PRACTICES IN ADVERTISING EDUCATION: TEACHING APPLIED DIFFUSION THEORY THROUGH FACULTY-UNDERGRADUATE RESEARCH

Michelle Rego, Johnson & Wales University
Elizabeth Carey, Johnson & Wales University

ABSTRACT

This advertising education study combines high-impact teaching practices to enhance student learning in critical thinking, problem-solving, theory application and research. Faculty-student collaborations in undergraduate research (UGR) connect key concepts with students' active engagement in systematic research and investigation. Students applied the diffusion of innovation (DOI) theory to understand and cutting-edge technologies in consumer marketing. Student qualitative and quantitative research results closely mapped the DOI adoption rates and the characteristics of innovations for virtual reality products. In addition, the student research provided insights to inform their strategy for an integrated marketing communications campaign.

INTRODUCTION

Advertising is both a creative and increasingly data-driven profession. Today's advertising students need to develop both analytical reasoning and data visualization skills in a way that enables them to gain experience with emerging technologies and demonstrate those skills to employers (Tableau, Qualtrics, Google Ads certifications, etc.). Furthermore, extant research shows certifications are a valuable addition for career preparation as they expose students to cutting-edge marketing technologies and techniques (Kim et al., 2019). However, given that technologies and platforms are always changing, a combination of hard skills and transferable soft skills must be developed through a balance of both theory and practice in advertising education (Brown-Devlin, 2021; Neill & Schauster, 2015; Quesenberry et al., 2015).

In fact, practitioners agree. A 2012 survey of advertising professionals in the United States (N=85) on priorities in advertising education emphasized the need for transferable skills such as critical thinking, problem solving and research (Windels, Mallia, & Broyles, 2013). Further, a 2018 study of advertising practitioners (N=366) found that over 71% believe theory application in advertising education was either "important" or "very important" and an even greater percentage (86 %) believed that student engagement in research was either "important" or "very important" (Spring & Nesterenko, 2018, p. 38).

Improved Learning through Undergraduate Research

The purpose of this research study in advertising education is to evaluate a combination of teaching methods specifically designed to enhance student learning in critical thinking, problem-solving, theory application and research. Faculty-student collaboration in undergraduate research (UGR) is a high-impact practice that aims to connect key concepts with students' active engagement in systematic research and investigation (Kuh, 2008). To have a meaningful impact on student learning, undergraduate research and inquiry require a hands-on approach in which students become active producers, not just consumers of knowledge (Healey & Jenkins, 2009). In addition, undergraduate research increases student enthusiasm in learning as it sparks a sense of excitement from solving problems and answering important questions (Kuh, 2008).

Linking teaching and learning through undergraduate research (UGR) has become a widely accepted, high-impact teaching practice that is implemented at all types of higher education institutions worldwide (Healy et al., 2003; Healy, 2005; Kuh, 2008; Rego, 2018) and can vary in area of focus (e.g., teacher-focused vs. student-focused) or in area of research emphasis (Healy 2005, 2006; Healy and Jenkins, 2009). Over the past 25 years, UGR has been championed by disciplines such as biology, mathematics, and health sciences but infrequently in business programs such as marketing and advertising (Lee et al., 2012; Malachowski, 2019). A study of UGR participation by McMaster University in Ontario, Canada including the DeGroote School of Business, the Faculties of Engineering, Health Sciences, Humanities, Science, and Social Sciences found that undergraduate students in nursing, biochemistry and health sciences were the most likely to have an opportunity to actively participate in research and inquiry, with business students more likely to passively learn about common research techniques for their given discipline (Perella et al., 2020).

Toward Equal Access to both UGR and Faculty Mentoring

Access is an important aspect of undergraduate research that requires considerable effort on behalf of the faculty as well as support from the academic institution. To ensure that all undergraduate students participate in “at least two high-impact activities” including “one taken later in relation to the major field” as recommended by Kuhn (2008), UGR it must be available to students in every program, not just a select few (p. 21). However, equal access of UGR for all students presents the real challenge of providing sufficient faculty mentoring.

A systematic review of the literature on undergraduate research by Gershenfeld (2014) found that the impact of UGR programs varies based upon the number of students engaged, available institutional support and frequency of faculty mentoring. Thus, faculty mentoring can be challenging for programs at institutions with larger class sizes (Clark et al., 2012; Kirschner et al., 2006). A meta-analysis of inquiry-based teaching studies provides additional evidence for a small group, mentored approach, reporting an additional positive effect for teacher guidance versus unguided research (Furtak et al., 2012).

An Advertising Senior Capstone Project: Applied Theory through UGR

To effectively implement a faculty-undergraduate research experience in the senior capstone course, advertising faculty in the college of business at a university in the Northeast region of the United States developed a team-teaching course, thus decreasing the student mentoring hours per faculty. In addition to engaging students in applied theory, research processes, critical thinking, problem-solving and investigation, another goal of the capstone project was to produce research insights to drive the creative strategy for an advertising campaign. This campaign would later be presented by students to administration and be used as an example of “best work” for student portfolios, thus combining the high-impact practices of undergraduate research and course capstone projects (Kuh, 2008).

This review of the literature leads to the following research questions regarding the initiation of a new undergraduate research teaching approach in the senior capstone course.

> RQ1: Will faculty-guided undergraduate research provide an effective learning environment for advertising seniors in a business college setting?
>
> RQ2: Is embedding a faculty-guided undergraduate research project in a capstone course an effective way to teach applied marketing communication theory?

Engaging Students in Cutting-edge Technology: Virtual Reality Products

Learning about the use of cutting-edge technology in consumer marketing is vital for advertising students to prepare them for a successful career. Specifically, virtual reality (VR) technology is increasingly important for its role in consumer decision-making as it enables consumers to interact with products, firms, and each other in a growing number of VR brand communities (Hoffman et al., 2022). Understanding the process of VR technology adoption is a pivotal part of that learning, as studies have found that it offers the potential to transform marketing and create novel interactions between customers and firms (Lau et al., 2019).

Virtual reality is traditionally defined as the use of computer modeling and simulation that enables a person to interact with an artificial three-dimensional (3-D) visual or another sensory environment (Hoffman et al., 2022). A systematic review of virtual reality in education (Kavanagh et al., 2017) found that virtual reality is being widely used in education through simulation, training, and distance learning and that students tend to look favorably on their use (Huang et al., 2012; Kavanagh et al., 2017; Khosla et al., 2022).

Diffusion of Innovation Theory

As part of the advertising capstone project to promote virtual reality products to college students, age 18-24, the seminar students needed to understand the concepts of technology adoption. As such, the Diffusion of Innovation (DOI) theory (Rogers, 1963) was introduced to students early in the semester through class lectures and readings to provide a framework for their research. In the 2010 edition of his book *Diffusion of Innovation* Everett Rogers writes, "one reason why there is so much interest in the diffusion of innovations is because getting a new idea adopted, even when it has obvious advantages, is often very difficult" (Rogers, 2010, p. 2). Rogers continues, "there is a wide gap in many fields, between what is known and what is actually put into use" (p. 2). Rogers defines diffusion as "the process by which an innovation is communicated through certain channels over time among the members of a social system" (Rogers, p. 5).

Innovation Adoption Rates and Characteristics

The undergraduate faculty guided research project focused on two primary aspects of the DOI theory, adoption rates and the characteristics of innovation (Rogers, 2010). According to Rogers, the adoption of new technologies begins with innovators, who move through the stages of the innovation-decision process first, followed by early adopters, early majority, late majority, and finally the laggards (Rogers, 2010). *Innovators* (2.5%) are individuals (often within the age range of college students) who embrace new technologies very early on, driven by their curiosity and willingness to take risks. *Early adopters* (13.5%) follow closely, influenced by the innovators and seeking the advantages and benefits that the innovation offers (Rogers, 2010). In the context of VR, these individuals may be the first to explore VR applications, purchase VR devices and experiment with VR experiences and the target audience for the campaign project.

Another important aspect of the Diffusion of Innovation theory that students needed to understand for this project were the characteristics of innovations including relative advantage, compatibility, complexity, observability, and trialability (Rogers, 2010).

Relative advantage refers to the individual's belief in the usefulness and possible improvement that an innovation provides over a previous way of doing something or meeting a particular need (p. 16). *Compatibility* is the degree that the innovation is congruent with an individual's current behaviors and beliefs (p.16). *Complexity* is the extent to which the use of an innovation requires effort or learning on behalf of the user (p. 16). *Observability* and *trialability* refer to the ability of the innovation to be seen by others and to be used by the individual on a trial basis and experiment, respectively, before deciding to adopt or reject it (p. 17).

After a thorough review of the diffusion of innovation literature, the students developed the following research question based on the characteristics of the innovation (Rogers, 2010), to be explored through focus group and observation (product trial) research.

RQ3: Will *attitudes toward VR technology* and *willingness to learn* be increased by perceptions of a) *relative advantage*, b) *compatibility*, c) *observability* and d) *trialability?*

The level of knowledge about new technology an individual has, their willingness to seek new information and their attitude toward new technology are also important considerations for the faculty guided student research, along with purchase intentions. As Rogers states, "To reduce the uncertainty of adopting the innovation, individuals should be informed about its advantages and disadvantages to make them aware of all its consequences" (Rogers, 2010, p. 7).

Next the students developed the following hypotheses to be tested using a quantitative analysis of survey research.

H1: *Personal innovativeness* will increase *knowledge of VR technology products.*

H2: *Knowledge* about VR technology will increase a) *willingness to learn* more about VR technology and b) *attitudes toward VR technology.*

H3: *Attitudes* toward *VR* technology products will increase *a) intentions to engage on social media* about VR products and b) *intentions to purchase* VR technology products.

METHOD

Fifteen undergraduate researchers were enrolled in a semester-long Advertising capstone project at a college of business located in a Northeast university in the United States. The students were tasked with the promotion of virtual reality headsets to 18–24-year-old college students. The students were guided by two faculty members, one serving as the principal investigator for the IRB approval process and both supervising in the research process.

UGR: Focus Group Research

The objective for the qualitative research was to better understand consumer perceptions of the *relative advantage*, *compatibility*, and *complexity* (Rogers, 2010) and their influence of attitudes toward VR technology products. The students self-selected roles as moderators, assistants, and transcribers for their upcoming focus groups. The students recruited a convenience sample of participants from the university across colleges and majors and conducted a series of eight focus groups (N=75), designed to identify themes in consumer attitudes and opinions about VR technology headsets through icebreaker and open-ended questions.

UGR: Observation Research

The next stage of research designed to enhance the students' comprehension of the DOI theory and target audience perceptions was a VR trial event (N=41) for students on campus. This event explored more aspects of the diffusion of innovations theory related to the characteristics of *trialability* and *observability.* Faculty mentored the students in the planning of the event and gained permissions for event space and use of equipment, but the undergraduate researchers conducted all aspects of the observation research and recording of results. Participants were a convenience sample of students, recruited through flyers and social media. As they arrived, participants were checked in at the door, and then after using the VR headset for a choice of a travel destination or gaming experience, were checked out with a series of open-ended questions related to their feelings, experience, attitudes towards VR, willingness to learn more about VR and intentions to purchase a VR technology headset.

UGR: Survey Research

The final stage of the research was a quantitative online survey, of undergraduate and graduate, on-campus and online students. A convenience sample of survey participants (N=453) were recruited using university email and social media.

Dependent variables for the survey included *intentions to engage on social media* about VR technology products and *intentions to purchase VR technology products*. Engaging on social media was determined to be an important factor to help speed the diffusion process. Independent variables measured in the survey research included age, personal innovativeness, attitudes, knowledge, and willingness to learn about VR technology products.

Personal innovativeness was measured using a 6-item, 5-point, Likert-type question scale developed by Agarwal & Prasad (1998) designed to measure personal innovativeness with items such as: "I am usually receptive to new technology," "I like to be among the first to use new technology," "If I heard about a new technology, I would look for ways to experiment with it." *Knowledge* about VR technology and *willingness to learn* more about VR technology products were also measured using a four-item, 5-point Likert-type scale measures.

Attitude toward VR technology products was measured using a six-item, 5-point bi-polar adjective scale including items such as "good / bad" and "important / unimportant" to gauge positive and negative attitudes toward VR technology (Fishbein & Raven, 1962).

RESULTS

UGR: Focus Group Results

Focus group participants (N=75) consisted of undergraduate students aged 18-24 with 49% of respondents reporting as male, 51% female. Questions included some introductory questions related to the students' use of technology. To approximate the diffusion of innovation (DOI) adoption categories for participants, moderators asked them to rate themselves (on a scale of 1-5, 1 as never open to new technology, and 5 as always open to new technology) to assess their own personal innovativeness. Results mapped closely to the theory, with 6.7% of participants responding they are "always open to new technology," as typically found with innovators, 23% responding "often open to new technology" as the early adopters, 44% "sometimes open" and 18.7% "rarely open," representing the early and late majorities. Finally, only 6.7% of participants responded they are "never open to new technology." Although much smaller than the typical *laggard* population (16%), this was somewhat expected as college students are digital natives and more quickly to adopt new technology (Table 1).

Table 1. Focus Group Results: *Personal Innovativeness* (N=75)

Personal Innovativeness Scale *5=Innovators, 1=Laggards**	Male (n=37)	Female (n=38)	% of Total Participants
5=Always open to new technology	3	2	6.66%
4=Often open to new technology	8	9	22.66%
3=Sometimes open to new technology	15	18	44%
2=Rarely open to new technology	8	6	18.66%
1=Never open to new technology	3	2	6.67%

*Simple scale used to only approximate consumer adoption categories at a qualitative level.

Students were also asked to identify their own "essential tech", with the majority stating that their smart phone, laptop and Apple Air Pods were their essential technology. Nearly 90% of the focus group participants had a neutral or negative attitude towards VR and did not view it as important or useful for their academic or social lives. The last question centered on general perceptions of complexity and VR relative advantage (Table 2).

Table 2. Focus Group Results: *Relative Advantage*

Question 5: *What are your feelings or opinions about the usefulness of VR technology headsets?*	
(Negative)	(Positive)
The cost is too high.	If it did more than gaming, I'd be into it.
Not worth it, uncomfortable.	If my school provided one I'd be open to it.
trying it out before.	
No desire to use VR.	
Wouldn't use it enough.	
Too expensive	
The headset is too big; I don't like wearing it.	

UGR: Observation Research Results

This observation research (N=41) was conducted in a high traffic area that sparked the curiosity of students walking by, as the event was in an "observable" lab classroom with glass walls and could be viewed from the main lobby. This event explored more aspects of the diffusion of innovations theory related to the characteristics of *trialability* and *observability.* Most of the participants' comments about their experience demonstrated that their attitudes toward VR technology had improved after being able to observe others using the product and participating in a product trial. Over 80% of participants responded they were "interested in learning more about VR technology products" (see Appendix, Table 3).

After an analysis of the results of the focus group and observation, the undergraduate researchers concluded that their research question regarding the impact of the characteristics of an innovation (RQ3), *Will attitudes toward VR technology and willingness to learn be increased by perceptions of a) relative advantage, b) compatibility, c) observability and d) trialability?* was confirmed, as they observed that negative perceptions of relative advantage and compatibility during the focus groups appeared to decrease attitudes toward VR technology, and observation and trial appeared to increase post-trial event positive responses (Table 3).

Table 3. Observation Research Results: Post Trial *Interest in Learning (N=41)*

Question 3: *Are you interested in learning more about VR technology products?*	Male (n=20)	Female (n=21)	% of Total Participants
Yes	17	16	80.5%
No	3	5	19.5%

UGR: Survey Research Results

Survey results (N=453) were cleaned of missing data, resulting in a useful sample of 400 responses. The average age of participants was 20.1, and reported as 61% female, 35% male and 6% nonbinary or preferred not to say. The survey results were analyzed by undergraduate researchers using SPSS statistical processing software with the assistance of faculty. Composite variables were created from scale measures and were found to be reliable ($\alpha > .80$). No multicollinearity was found. The survey population approximately mapped to the DOI categories of adoption as measured by *Personal Innovativeness* (N=400, M=3.62, SD=.91) scale by Agarwal and Prasad (1998). A series of simple linear regressions produced the following results. *Innovativeness* had a significant, positive effect on *knowledge*, $F(1,398)=92.4$, $\beta=.42$, $p<.001$. Therefore, Hypothesis (H1) *Personal innovativeness* will increase *Knowledge* of VR technology products was accepted. Next, a linear regression analysis was conducted to measure the relationship of knowledge on attitudes toward VR technology products and was found to be significant and positive, $F(1,356)=64.5$, $\beta=323$, <.001. Accordingly, Hypothesis (H2b) was accepted: *Knowledge* about VR technology will increase b) *attitudes toward VR technology.* However, (H2a) *willingness to learn* more about VR technology could not be accepted.

Finally, *attitudes* also had a significant and large, positive effect on likelihood to *engage on social media*, $F(1,356)=69.5$, $\beta=.70$, $p<.001$, as well as intentions to purchase a VR technology product in the future, $F(1,356)=1.44$, $\beta=.86$, $p<.001$. Hence, Hypothesis (H3): *Attitudes* toward *VR* technology products will increase *a) intentions to engage on social media* about VR products and b) *intentions to purchase* VR technology products was accepted.

UGR Capstone Learning

Regarding the first research question (RQ1), *Will faculty guided undergraduate research (UGR) provide an effective learning environment for advertising seniors in a business college setting,* the two faculty instructors determined that the project was indeed successful in providing an effective learning environment. The faculty were also satisfied with the students' ability to understand and apply the diffusion of innovations theory (Rogers, 2010) as evidenced by the project capstone assessment (N=15) including theory essay grades (M=88.75, SD=11.20). In discussions with the faculty after the VR trial event, students were able to connect their observations to DOI theoretical concepts, able to identify insights and consider the implications of their trial event observations, promoting critical thinking and self-awareness.

Accordingly, agreeing that (RQ2) the use of faculty guided UGR in a capstone course was an effective way to teach applied marketing communication theory.

DISCUSSION

Implications of Results

The purpose of this study was to investigate whether faculty guided undergraduate research combined with a capstone senior project, would be beneficial to student learning in research and theory application. Throughout this faculty-student research collaboration in a senior seminar class, the students were able to better understand the attributes of innovation within the framework of the diffusion of innovation theory (DOI). Overall, the student qualitative and quantitative research results closely mapped the DOI adoption rates and the characteristics of innovations for virtual reality (VR) products. In addition, the research provided insights to inform the students' integrated marketing communications campaign.

The focus group research process and analysis of the qualitative results was useful for the student researchers in the development of questions for the online survey, diving deeper into theoretical concepts of the diffusion of innovations (Rogers, 2010). Teaching the diffusion of innovation theory to these students through focus group experiential learning enhanced their understanding and application of the theory in real-world contexts. The observation research and survey results also provided students with an opportunity for a hands-on application of diffusion of innovation theory.

Limitations

There were many limitations associated with combining two high-impact practices in one senior seminar capstone course, on the heels of a pandemic, when student engagement levels had declined significantly with exclusively online instruction. First, the UGR mentoring hours per student were not spread equally across the class. Some student schedules did not allow for as many project hours to be spent outside of class as others due to part-time job and internship schedules. This resulted in a somewhat unequal distribution of workload per student in performing focus groups, observation trial event, and survey analysis. Some students were eager to be back in the classroom, while others struggled to find their voice after being online during the pandemic. Finally, some students began the course with more research experience due to varying electives and concentrations.

Recommendations for Future Theory-Driven Undergraduate Research

Theory-driven undergraduate research projects in all areas of marketing education could provide an opportunity for students to apply a range of relevant theories to real-world applications. Collaborations across disciplines, curriculum design or colleges could increase the availability of faculty expertise for students. For instance, concurrent course capstones running in advertising and marketing could engage in the same client project with a strong focus on market research and analysis working in tandem with market trends, consumer behavior and competitive landscape concepts. Students might also benefit from more structured job roles in the research process with more specific accountability and associated portion of their grade.

The need for both hard and soft skills is also crucial to this kind of learning in a post-pandemic environment to promote, rather than stifle meaningful learning and academic success. Students would benefit greatly from certifications or micro-credentials that focus on market research and data analysis skills, and how to properly gather and interpret data to derive insights for decision-making. Soft skills are equally important as they help foster effective collaboration, communication, and adaptability in the professional world.

Overall, these hard and soft skills would enable advertising students to demonstrate their expertise and contribute to the development and execution of effective marketing campaigns, and provide the technical know-how required to navigate the ever-evolving marketing landscape and leverage emerging technologies.

REFERENCES

Agarwal, R., & Prasad, J. (1998). The antecedents and consequents of user perceptions in information technology adoption. Decision support systems, 22(1), 15-29.

Brown-Devlin, N. (2021). Teaching analytics and digital media to advertising students. *Journal of Advertising Education*, *25*(1), 28-36.

Clark, R., Kirschner, P. A., & Sweller, J. (2012). Putting students on the path to learning: The case for fully guided instruction. *American Educator*, *36*(1), 5-11.

Fishbein, M., & Raven, B. H. (1962). The AB scales: An operational definition of belief and attitude. *Human relations*, *15*(1), 35-44.

Furtak, E. M., Seidel, T., Iverson, H., & Briggs, D. C. (2012). Experimental and quasi-experimental studies of inquiry-based science teaching: A meta-analysis. *Review of educational research*, *82*(3), 300-329.

Gershenfeld, S. (2014). A review of undergraduate mentoring programs. *Review of Educational Research*, *84*(3), 365-391.

Healey, M. (2005). Linking research and teaching to benefit student learning. *Journal of Geography in Higher Education*, *29*(2), 183-201.

Healey, M., & Jenkins, A. (2006). Strengthening the teaching-research linkage in undergraduate courses and programs. *New Directions for Teaching and Learning*, *107*, 45-55.

Healey, M., & Jenkins, A. (2009). *Developing undergraduate research and inquiry* (p. 152). York: Higher Education Academy.

Healey, M., Jordan, F., Pell, B., & Short, C. (2003). The student experience of research and consultancy. SEDA-Society for Research into Higher Educational Joint Conference on The Scholarship of Academic and Staff Development: Research, Evaluation and Changing Practice. *Evaluation and Changing Practice', Bristol*, 9-11.

Hoffman, D. L., Moreau, C. P., Stremersch, S., & Wedel, M. (2022). The rise of new technologies in marketing: A framework and outlook. *Journal of Marketing*, *86*(1), 1-6.

Kavanagh, S., Luxton-Reilly, A., Wuensche, B., & Plimmer, B. (2017). A systematic review of virtual reality in education. *Themes in Science and Technology Education*, *10*(2), 85-119.

Khosla, D., Singh, S., Sharma, M., Sharma, A., Bharti, G., & Rajput, G. (2022). A Review on Virtual Reality and Applications for Next Generation Systems and Society 5.0. *Machine Intelligence and Data Science Applications: Proceedings of MIDAS 2021*, 303-312.

Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. *Educational psychologist*, *41*(2), 75-86.

Kim, D. H., Hettche, M., & Spiller, L. (2019) Incorporating third-party online certifications into a marketing course: The effect of learning style on student responses. *Marketing Education Review,* 29(3), 193-206.

Kuh, G. D. (2008). Excerpt from high-impact educational practices: What they are, who has access to them, and why they matter. *Association of American Colleges and Universities*, *14*(3), 28-29.

Lau, K. W., & Lee, P. Y. (2019). Shopping in virtual reality: a study on consumers' shopping experience in a stereoscopic virtual reality. *Virtual Reality*, *23*(3), 255-268.

Laurell, C., Sandström, C., Berthold, A., & Larsson, D. (2019). Exploring barriers to adoption of Virtual Reality through Social Media Analytics and Machine Learning–An assessment of technology, network, price and trialability. *Journal of Business Research*, *100*, 469-474.

Lee, R., Myatt, P., & Joughin, G. (2012). Undergraduate students' experiences of research: Findings from a cross-disciplinary analysis of students' perceptions.

Małachowski, M. R. (2019). Reflections on the Evolution of Undergraduate Research at Primarily Undergraduate Institutions Over the Past 25 Years. *Scholarship and Practice of Undergraduate Research*, *3*(2), 38-45.

Neill, M. S., & Schauster, E. (2015). Gaps in advertising and public relations education: Perspectives of agency leaders. *Journal of Advertising education*, *19*(2), 5-17.

Perrella, A., Dam, H., Martin, L., MacLachlan, J., & Fenton, N. (2020). Between Culture and Curricula: Exploring Student and Faculty Experiences of Undergraduate Research and Inquiry. *Teaching & Learning Inquiry*, *8*(2), 90-113.

Rego, M. (2018). The Global Learning Distinction: an Experiential Learning Research Project. *Marketing*, *3*(3).

Rogers, E. M. (1963). What are innovators like?. *Theory into Practice*, *2*(5), 252-256.

Rogers, E. M. (2010). *Diffusion of innovations*. Simon and Schuster.

Spring, R., & Nesterenko, A. (2018). Liberal vs. professional advertising education: A national survey of practitioners. *Journal of Professional Communication*, *5*(2), 15-40.

Walkington, H. (2015). Students as researchers: Supporting undergraduate research in the disciplines in higher education. *The higher education academy*, 1-34.

Windels, K., Mallia, K. L., & Broyles, S. J. (2013). Soft skills: The difference between leading and leaving the advertising industry?. *Journal of Advertising Education*, *17*(2), 17-27.

For further information contact:
Michelle Rego
Johnson & Wales University
8 Abbott Place Park
Providence, RI 02903
(401)598-1398
Michelle.Rego@jwu.edu

SUPPORT, FIT, AND ACADEMIC SUCCESS: DEVELOPING A HOLISTIC VIEW OF MARKETING STUDENTS' SENSE OF BELONGING

Mohammad Sakif Amin, Western Michigan University
Scott Cowley, Western Michigan University
Amy MacMillan, Kalamazoo College
Kelley O'Reilly, Western Michigan University
Ann Veeck, Western Michigan University

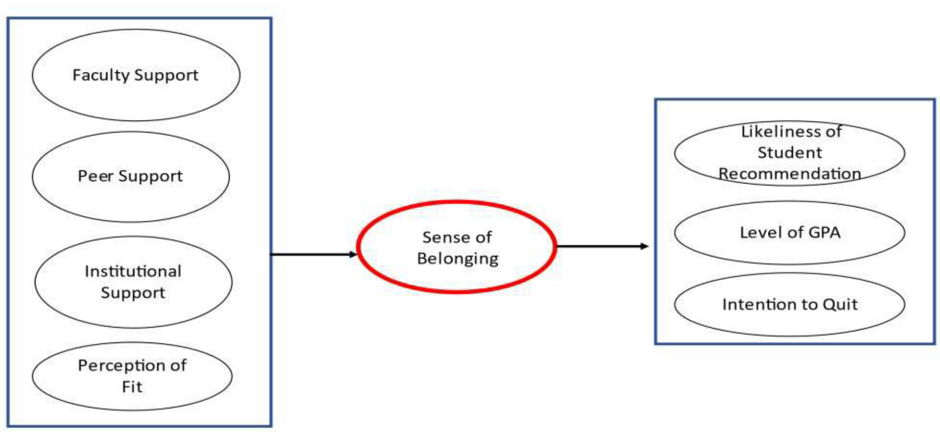
EXTENDED ABSTRACT

Over the past few years, a growing body of research has highlighted the importance of sense of belonging among undergraduate university students. Sense of belonging is defined as the feeling of being welcomed, accepted, and supported within a community (Walton & Cohen, 2007). A strong sense of belonging has been associated with stronger academic performance, retention, and overall satisfaction (Good et al., 2012).

The objective of the study is to examine the sense of belonging of undergraduate marketing majors—specifically the factors that contribute to the sense of belonging, such as academic and social support and the feeling of fitting in with the business college community. The study also seeks to understand how the sense of belonging among marketing majors may influence academic performance, retention, and overall satisfaction with their university experience. By examining these factors, the study hopes to shed light on the importance of sense of belonging for undergraduate marketing majors and provide recommendations for marketing departments to improve the sense of belonging among their students.

Based on a comprehensive literature review, we developed the conceptual model of Sense of Belonging displayed in Figure 1, proposing that support (faculty, peer, and institutional) and perception of fit influence marketing students' sense of belonging, which in turn affects students' academic performance (GPA), intention to quit and likelihood to recommend the program to others. This model forma the basis for the hypotheses that we tested in this study.

Figure 1. Sense of Belonging Conceptual Model



To test the model and hypotheses, we conducted an online survey of students taking courses at a business college at a large public university, yielding the responses of 526 marketing majors. We employed Hayes's (2013) PROCESS Macro (Model 4) with 5000 bootstrapped samples with a 95% confidence interval. The results indicate that faculty support, peer support, institutional support and fit have positive and significant effects on students' sense of belonging. The results also indicate that a higher sense of belonging has a positive and significant effect on student recommendations and a negative effect on intention to quit studies. Surprisingly, the results indicate that sense of belonging has no significant effect on GPA. Furthermore, the mediation tests reveal that faculty support, peer support, institutional support and fit affect student recommendations and intention to quit through the mechanism of sense of belonging.

The study's results indicate that students should be encouraged to engage in activities that help them feel a greater connection to the academic community. Research that proves this connection should be shared with students to encourage them to engage in extracurricular and other school-related activities that align with their interests and values. More research should be conducted to identify which types of activities have the most positive impact and on which groups of students. Greater research focus should also be placed upon peer-to-peer support, given its role in fostering sense of belonging and fit. How can students best support one another, and how can they be encouraged to do so? Which peer-to-peer factors best produce a feeling of fit?

The findings in this research are of particular importance to college and university administrators. With declining numbers of high school student populations and an increasing number of post-pandemic high school students considering alternatives to college (Binkley, 2023), higher education institutions need to pay more attention than ever to attracting and retaining students. With students' sense of belonging so closely related to their decisions to recommend their institution to others and whether to stay there themselves, colleges and universities need to better understand the factors driving students' sense of belonging. How can they make students feel welcome, cared about, and supported from the moment they put down their financial deposit through to graduation?

The generalizability of this study is enhanced by the large number of marketing majors we surveyed through this study. However, future research using representation from other institutions is recommended. Further research could consider incorporating additional measures, such as well-being and other measures of satisfaction, to gain a more comprehensive understanding of the potential outcomes of sense of belonging. Qualitive research methods, such as focus groups, are recommended to examine the experiences of marginalized groups that might experience support and fit differently from other students. Despite these limitations, our findings highlight the importance of promoting sense of belonging among marketing majors and provide a foundation for future research in this area.

REFERENCES

Good, C., Rattan, A., & Dweck, C. S. (2012). Why do women opt out? Sense of belonging and women's representation in mathematics. *Journal of Personality and Social Psychology*, 102(4), 700-717.

Hayes, A. F., & Scharkow, M. (2013). The relative trustworthiness of inferential tests of the indirect effect in statistical mediation analysis: does method really matter? S*cience*, *24*(10), 1918-1927.

Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, 331(6023), 1447-1451.

For further information contact:
Mohammad Sakif Amin
Haworth College of Business
Western Michigan University
1903 W. Main Avenue
Kalamazoo, MI 49008-5430
mohammad.amin@wmich.edu

ACROSS THE UNIVERSE: CREATING EQUITY THROUGH CLIENT PROJECTS IN MULTIPLE DISCIPLINES

Stephanie Jacobsen, Bridgewater State University

EXTENDED ABSTRACT

When students attend a college or university, their primary goals are job acquisition and career readiness (Astin, Astin & Lindholm, 2011). For many students, this is attained through internships and networking outside of the classroom (Platform, Polls, & Market, 2017; Rutschow & Taketa, 2019). However, for students who are working to put themselves through school and/or support their families, taking time out of their current job to do an internship or attend networking events may not be realistic. Most internships are unpaid and studies have demonstrated that there is significant inequity in who is able to attain a paid internship. Racial and ethnic minorities as well as women and first-generation college students are less likely to have paid internships (Collins, 2020). This underrepresentation in paid internships can lead to more time taken to find a first job, lower starting salaries and lower overall satisfaction (Gault, Redington & Schlager, 2000). In class course embedded projects are a way to bridge this gap and provide students with real-world experience, career skills and overall confidence before entering the job market (Scribner, Baker & Howe, 2003). The subject of client or work-based learning has been researched thoroughly (De los Santos & Jensen, 1985; Clark & Whitelegg, 1998; Swan & Hansen, 1996; Bravo, 2018), however most of this research is siloed within a certain course or subject. In order to create more equity among university students, it is imperative to offer this opportunity, not just to certain students in specific programs, but to all students. This also offers an opportunity for faculty to work in a more interdisciplinary way, as they could work with the same client on multiple facets of the company in different courses.

In order to demonstrate the benefits for students, the current program was assessed. There were 218 total responses from students who completed a semester long project in a variety of subjects including English, Marketing, Engineering, Service Operations, Strategic Management, Childhood Studies, Political Science, Finance and Math. Projects focused on many topics including time series analysis, social media/wesbsite content creation, risk analysis, research and development, strategic planning and brand awareness. Just over half of participants were female (52%) while roughly 1/3 were first generation and/or low income and 81% worked while going to school. When asking students what specific soft and hard skills they improved during their projects, most participants saw significant improvement in all important soft skills. The skills with the most improvement included research (85% saw improvement), leadership (84%), critical thinking (83%), computer and technological skills (82%) and teamwork (81%). When asked what they learned, the most common response from students was professional or career related skills based on the specific project they did (22%). Next, students learned about relevant things they would need to know on the job market (19%). Other important things students learned or gained included research or data analysis skills (17%), Team work (12%), and Presentation skills (9%). Notably, many students referenced learning or understanding what jobs in certain fields actually entail, as well as what they need to succeed in working in their chosen field or starting their own business.

When asked how much students enjoyed working on these projects 86% of students enjoyed working on the client project. Participants were also asked how beneficial they thought working on their client project was. Again, the majority of students, 83%, found working on this type of project to be beneficial. There was no significant difference between courses or professor in terms of how beneficial the project was (p=.24). Prior to the project students were asked “how do your qualifications compare to others?” Before the project 7.3% said much more qualified and 49.5% said somewhat more qualified. After completion of the client project, when asked the same question, these numbers increased, with 9% feeling much more qualified and 60.1% feeling somewhat more qualified. Upon completion of the course project, 87% of students felt ready for the workforce with only 1.5% feeling very unready for the workforce.

The results of this study provide preliminary evidence that working on client-based projects across disciplines can provide more opportunities for all students. Students felt more prepared for the workforce and gained soft skills as well as specific career skills. Students felt the projects were beneficial and made them more qualified as well. Notably, these findings were consistent across disciplines, professors and types of projects. This demonstrates the benefits of client projects regardless of course, as well as presents important opportunities for students. As participants highlighted, they were able to network and learn more about career options, as well as understand what real jobs will entail and what skills are actually needed. Part of educating young people is allowing them to enter the job market more prepared and confident. This should occur regardless of gender, race, income, family educational background or major. Providing more ways for more students to gain relevant career skills can level the playing field and open doors for all students, allowing them to succeed.

REFERENCES

Astin, A. W., Astin, H. S., & Lindholm, J. A. (2011*). Cultivating the spirit: How college can enhance students' inner lives*. San Francisco, CA: Jossey-Bass

Bravo, S. (2018). A Twist on Client-Based Learning Projects: Utilize On-Campus Clients. Marketing Management Association Educators' Conference Proceedings, 112–113.

Clark, G., & Whitelegg, J. (1998). Maximizing the benefits from workbased learning: The effectiveness of environmental audits. Journal of Geography in Higher Education, 22, 325-334.

Collins, M. (2020). Open the door: Disparities in paid internships. *NACE Journal*, 19-22.

De los Santos, G., & Jensen, T. D. (1985). Client-sponsored projects: Bridging the gap between theory and practice. Journal of Marketing Education, 7(2), 45-50.

Gault, J., Redington, J., & Schlager, T. (2000). Undergraduate business internships and career success: are they related?. *Journal of marketing education*, *22*(1), 45-53.

Platform, N. L., Polls, N. Q., & Market, J. (2017). The positive implications of internships on early career outcomes. *NACE Journal*.

Rutschow, E. Z., & Taketa, J. (2019). College to Work: Findings from a Study of the Career Readiness Internship Program. *MDRC*.

Scribner, L. L., Baker, T. L., & Howe, V. (2003). Efficacy of group projects in support skill acquisition: Student vs. alumni perceptions. *Marketing Education Review*, 13(1), 59-66.

Swan, J. E., & Hansen, S.W. (1996). CAPS-client adaptive problem solving: Experiential team learning. Marketing Education Review, 6(2), 33-44.

For further information contact:
Stephanie Jacobsen
Bridgewater State University
Harrington Hall, 95 Grove Street
Bridgewater, MA, 02325
(508) 531-2869
SJacobsen@bridgew.edu

THE "BIG QUIT" PHENOMENON FOR WOMEN IN SALES AND MARKETING: A QUALITATIVE ANALYSIS

Julie Nelsen, Washington State University
Mary Henderson, St. Catherine University
Paul E. Kotz, Saint Mary's University of Minnesota

EXTENDED ABSTRACT

Using a qualitative, phenomenological lens, female sales and marketing professionals who transitioned positions in 2021 or 2022 were interviewed regarding their experiences during what researchers and the media call "the big quit." This economic trend exhibited employees who, en masse, voluntarily resigned from their jobs during the COVID-19 pandemic. The phenomenon was regarded as a single event rather than a change driven by multiple underlying trends and themes. To better understand the motivations behind this phenomenon for women in marketing and sales roles, in-depth interviews were conducted with ten participants, interview transcriptions were reviewed, and themes emerged from the data. The interviews revealed trust, belongingness, and growth as the primary motivators for these women to change roles. The authors recommend ways organizations can foster trust, belongingness, and growth to retain women in sales and marketing roles. The impact of these factors on the future of marketing education is also explored.

The impact of the COVID-19 pandemic is undeniable. The socio-cultural changes are so profound that the virus continues to create a "new normal" (Anderson et al., 2021, para. 5). This paper underscores this and its impact on female sales and marketing professionals. The article and research attempt to understand the motivation behind choices made by female sales and marketing professionals when deciding to leave positions during this time, identified as the "big quit" or "great resignation." Ultimately, this research helps workplace leaders and academics understand what female sales and marketing professionals value in their positions to improve retention.

In 2021, 48 million U.S. citizens left their jobs; in 2022, 46.6 million left their positions, and according to the early 2023 data and despite 2023 inflation, the great resignation is still ongoing (Richter, 2023). The U.S.'s "quit rate" attained a 20-year high in November 2021; a Pew Research Center survey found low pay, low advancement opportunities, and feeling disrespected at work as the top reasons people quit (Parker & Menasce Horowitz, 2022). Those without an undergraduate degree (34%) are more likely than those with an undergraduate degree or more education (21%) to say the pandemic impacted their decision (Parker & Menasce Horowitz, 2022). The study also found that, for the most part, men and women offered similar reasons for quitting. One analysis found that 80% of people who quit their roles in search of greener pastures, especially those who switched industries, regretted the job switch (Jackson, 2023).

According to a World Economic Forum (2022) article, women leaders were, during the Big Quit, quitting their jobs in record numbers. The wake of mass departures left companies struggling to understand how to retain talent. One driver of the decision to quit is that women recognize that the pre-pandemic pay and working conditions accepted are no longer acceptable (Segal, 2022). A research study from Gotara (2022) found that 50% of women in STEM careers are prepared to quit, and 56% indicated they were prepared to do so in the next three months. The main reasons for leaving their employers the women reported included: (a) Non-supportive managers (27%), (b) Lack of opportunities for promotion (18%), (c) Lack of recognition (12%), (d) Lack of communication (12%), (e) Lack of remote work opportunities (10%), (f) Being overworked (9%), (g) Not being heard (6%), and (h) Low or non-competitive compensation (6%) (Gotara, 2022).

"There is a growing annoyance with work tasks that add no value to our lives." Klotz (2023). After working from home during the pandemic, people recognized they could be more efficient with their time and create a better work-life balance. Time spent commuting was replaced with activities like exercise, childcare, and home maintenance (Federal Reserve Bank, 2022).

As people returned to the office, they brought new habits and expectations. The increased cost of living has made the monetary value of people's time even more striking. This newfound understanding pushed firms to consider how they make their employees' lives rich outside of work while still getting their jobs done. Companies are experimenting with meeting-free days, half-day Fridays, and different time-saving strategies to meet employee demands (Liu, 2022). With a tight labor market, workers have plenty of power, allowing them to change personal priorities, question company approaches, and redefine the value of their jobs. This selective literature review builds a case for our methodology which hopes to fill some of the perceived gaps in those that quit, resign, and stay in their organizations.

For this study, the authors used a transcendental phenomenological approach to understand the experience and perceptions of participants, seeking to understand the underlying structure of the experience. Transcendental phenomenology studies the lived experience of participants, allowing for the development of perspectives, including external, physical, and isolatable stimuli. In transcendental phenomenology, the researcher brackets understanding or pre-conceived ideas, as the purpose is to move beyond everyday experience to a state where everything is perceived freshly, as if for the first time (Moustakas, 1994).

Transcendental phenomenology clarifies the assumptions in which human understanding is grounded and investigates how knowledge comes into being. The process of transcendental phenomenology includes bracketing out one's experience, collecting data from people who have experienced the phenomenon, and analyzing the data by reducing it to significant statements or quotes to combine them into themes (Creswell & Poth, 2018; Moustakas, 1994). The researcher then develops a textural description of what the participants experienced and a structural description of how they experienced it in terms of conditions, situations, or context. Questions examined include:

1. What was your experience during your recent job switch?
2. What motivated the switch in positions?
3. What position did you leave, and what position did you go to?
4. Did switching make a difference? If so, how?
5. What or who influenced your decision to switch positions?
6. What part, if any, do you think the pandemic played in your decision to leave your old position?
7. Do you have any regrets about leaving your position? If so, what do you regret about it?

The population studied are adult female sales/marketing professionals with at least a 4-year college degree. The specific sample being studied is ten adult female sales/marketing professionals who left their positions in 2021 or 2022. None were coerced to participate, and their responses have been documented for us to learn from their lived experiences.

Based on the information uncovered in these interviews, it is evident that female employees in sales and marketing roles, need trust, belonging, and growth to achieve job satisfaction. Organizations that prioritize these needs are more likely to retain their female employees and benefit from their contributions over the long term.

Furthermore, marketing educators have an essential role in preparing students for successful marketing careers by emphasizing the importance of these needs and providing exercises that help students develop the skills necessary to meet them. Fostering a workplace environment prioritizing employees' need for trust, belonging, and growth is crucial for retaining top talent and achieving long-term success in the marketing sector. By emphasizing these needs in marketing education and providing exercises that help students develop the skills necessary to meet them, we can better prepare the next generation of marketers for successful careers prioritizing employee well-being and organizational success.

REFERENCES

Anderson, J. Rainie, L., & Vogels, E.A. (2021, February 18). Experts say the 'New Normal' in 2025 will Be far more tech-driven, presenting more big challenges. *Pew Research*. https://www.pewresearch.org/internet/2021/02/18/experts-say-the-new-normal-in-2025-will-be-far-more-tech-driven-presenting-more-big-challenges/

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches (Fourth edition)*. Sage.

Gotara. (2022). The great resignation is far from over. https://www.gotara.com/50-percent-of-women-in-stem-careers-ready-to-join-great-resignation/.

Husserl, E. (1931). *Ideas: general introduction to pure phenomenology.* [Trans. by W. R. B. Gibson].

Laverty, S.M. (2003) Hermeneutic phenomenology: A Comparison of historical and methodological considerations. *International Journal of Qualitative Methods*, 2, 1-29.

Jackson, A. (2023, February 3). 80% of workers who quit in the 'great resignation' have regrets, according to a new survey. *CNBC.* https://www.cnbc.com/2023/02/02/80percent-of-workers-who-quit-in-great-resignation-regret-it-new-survey.html

Lin, M.-L., & Carrillo, R. (2021). Strengthening organizational well-being with micro practices. *Professional Safety*, 66(9), 22.

Liu, J. (2022, September 13). Workers say this is the No. 1 reason they'll quit. *CNBC.* https://www.cnbc.com/2022/09/13/workers-say-this-is-the-no-1-reason-theyll-quit

Moustakas, C. (1994). *Phenomenological research methods*. Sage.

Parker, K. & Menasce Horowitz, J. (2022, March 9). Majority of workers who quit a job in 2021 cite low pay, no opportunities for advancement, feeling disrespected. *Pew Research*. https://www.pewresearch.org/fact tank/2022/03/09/majority-of-workers-who-quit-a-job-in-2021-cite-low-pay-no-opportunities-for-advancement-feeling-disrespected/#:~:text=About%20four%2Din%2Dten%20adults,19%20vaccine%20as%20a%20reason.

Reserve Bank. (2022, October 19). *Beige Book.* https://www.federalreserve.gov/monetarypolicy/beigebook202210.htm

Richter, F. (2023). The 'Great Resignation' isn't over yet. *Statista.* https://www.statista.com/chart/26186/number-of-people-quitting-their-jobs-in-the-united-states/

Segal, E. (2022, January 12). How Companies can respond to the rising tide of the Great Resignation. *Forbes*. https://www.forbes.com/sites/edwardsegal/2022/01/12/how-companies-can-respond-to-the-rising-tide-of-the-great-resignation/?sh=5d2c286a73d5

World Economic Forum. (2022, November 28). What is the 'Great Breakup' and why are so many women leaders quitting? https://www.weforum.org/agenda/2022/11/women-leaders-quitting-jobs-work-gender/

For further information contact:
Julie B. Nelsen
Washington State University
14204 NE Salmon Creek Ave.
Vancouver, WA 98686
(651) 895-4448
julie.nelsen@wsu.edu

FROM CLASSROOM TO CAREER: CLOSING THE AWARENESS GAP WITH CLIENT-BASED PROJECTS FOR CAREER-READINESS COMPETENCIES

Jean Beaupre, Nichols College
Sondra Simpson, Elmhurst University
Adrienne Wallace, Grand Valley State University
Hannah Walters, Northern State University

EXTENDED ABSTRACT

Conventional educational approaches, like lecturing, have resulted in a disparity between classroom teachings and industry expectations. It is essential for educators to know what employers are looking for when hiring new employees, considering the goal of marketing education is to prepare students for jobs in the field. The most important skills that employers cite, in addition to subject knowledge, are teamwork, problem solving, communication, proactivity, and leadership (NACE, 2021). There is also an increasing focus on soft skills, also known as power skills or durable skills, to add value beyond artificial intelligence, show adaptability, work and communicate across diverse teams, innovate, and think critically (Udemy Business, 2022).

Career readiness, as defined by the National Association of College and Employers (NACE), includes eight core competencies: career and self-development, communication, critical thinking, equity and inclusion, leadership, professionalism, teamwork, and technology (2021). A unique challenge is that students perceive themselves to be more career ready than employers do, rating their own competencies significantly higher (Gray, 2022). McKinsey and Company conducted surveys of 18,000 people in 15 countries, focused on defining the skills needed in the future world of work (Dondi et al., 2021). Dondi et al., (2021) found that to be successful across all sectors, workers must be adaptable in order to contribute value, leading to an increased demand for technological, social and emotional, and higher cognitive skills. Based on these findings, the researchers recommended that universities and colleges build self-leadership skills like self-confidence, risk-taking, and grit as well as interpersonal skills like negotiation, empathy, and collaboration into curriculum.

One of the most valuable and high-impact approaches to developing these critical skills is using experiential learning in the classroom which is defined as "the study of learning through action" (Payne et al., 2011, p. 206). Client-based projects (CBPs) are a subset of experiential learning that allow students authentic connection between the "real world" and their class concepts. Shanahan, Palmer, and Salas (2021) uphold the benefits of CBPs for multiple stakeholders (student, client, instructor, and university). Across their combined decades of teaching experience, the authors of this paper have observed how effective CBPs can be at helping students build career-ready competencies through analyzing and addressing client challenges and managing complex team projects; hence, CBPs are the primary focus of this research.

This mixed method study, conducted at four U.S. universities, investigated the potential impact of CBPs on students' self-perceived career readiness competencies. A multidimensional measurement device was used to evaluate participants' perspectives on the significance of NACE's eight Career Readiness Competencies. Participants were asked to rate how crucial they believed the NACE competencies were for college graduates to successfully enter the workforce. In addition, the participants were asked to assess themselves on the same eight competencies using a five-point Likert-like scale. The pre-CBP survey took place at the beginning of the term, while the post-CBP survey was administered after the student presentations to the client. To gain more comprehensive and qualitative feedback, open-ended questions were included in both surveys.

The authors hypothesized there would be a significant difference in their perception of their own competency and career readiness before versus after a CPB classroom experience. Additionally, the authors hypothesized there would be no significant difference in how students rated perception of the importance of career readiness competencies pre and post their CBPs.

Study results support the researchers' hypotheses; findings showed that student perception of the importance of these NACE essential skills remained consistent before and after the CBP, and students rated themselves higher on six of the eight core competencies post-CBP as compared to pre-CBP. Further, in open-ended questions, participants provided their insights into how the CBP enhanced their professional preparedness. By employing keywords-in-context and word repetition analysis (Ryan & Bernard, 2023, p. 2), the authors discovered two main themes: skill development and engagement.

The results of this study underscore the authors' experiences that CBPs are a powerful, effective tool for transforming students into marketing professionals. As a result, the authors are developing a framework illuminating the productive relationship between CBPs and career readiness competency development. Ultimately, the goal is to prepare students to meaningfully contribute to and positively impact their workplaces and industry post graduation.

REFERENCES

Dondi, M., Klier, J., Panier, F., & Schubert. J. (2021). Defining the skills citizens will need in the future world of work. *McKinsey Insights*. https://bit.ly/3Y58RDl

Frias, K. M., & Popovich, D. (2020). An experiential approach to teaching mixed methods research. *Journal of Education for Business*, *95*(3), 193–205. https://www.doi.org/10.1080/08832323.2019.1627995

Gehring, T. (2000). A compendium of material on the pedagogy-andragogy issue. *Journal of Correctional Education*, 151-163.

Gray, K. (2022). Recruiters and students have differing perceptions of new grad proficiency in competencies. *NACE.* https://bit.ly/3O6NI72

Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2014). *The adult learner: The definitive classic in adult education and human resource development*. Routledge.

Kuh, G. D. (2008). Excerpt from high-impact educational practices: What they are, who has access to them, and why they matter. *Association of American Colleges and Universities, 14*(3), 28-29. https://bit.ly/3DbMTEY

NACE. (2021). Career Readiness: Competencies for a career-ready workforce. *National Association of Colleges and Employers.* https://bit.ly/3q2NTZ0

Payne, N. J., Campbell, C., Bal, A.S., Piercy, N. (2011). Placing a hand in the fire: Assessing the impact of a YouTube experiential learning project on viral marketing knowledge acquisition. *Journal of Marketing Education, 33*(2), 204-216 https://doi.org/10.1177%2F0273475311410853

Pratt, D. D. (1993). Andragogy after twenty-five years. *New Directions for Adult and Continuing Education, 57*(57), 15-23.

Ryan, G. W., & Bernard, H. R. (2003). Techniques to identify themes. *Field Methods*, *15*(1), 85–109. https://doi.org/10.1177/1525822X02239569

Shanahan, D. E., Palmer, L. H., & Salas, J. (2021). Achieving scaled and sustained use of client-based projects in business school marketing education: A proposed suprastructure. *Journal of Marketing Education*, *43*(1), 59–74. https://doi.org/10.1177/0273475319881179

Udemy Business. (2022). *2022 Workplace Learning Trends Report.* Udemy. https://bit.ly/3Q8Qewl

Watkins, C., & Mortimore, P. (1999). *Pedagogy: What do we know? Understanding pedagogy and its impact on learning.* SAGE. https://doi.org/10.4135/9781446219454

For further information contact:

Hannah Walters
Northern State University
1200 S Jay Street, Aberdeen, SD 57401
605.626.7721
hannah.walters@northern.edu

THE GREAT NEED FOR NO-HARM GUARANTEES: AN INSTITUTION BUILDING TOOL

Daniel Nowak, University of Wisconsin – Whitewater

EXTENDED ABSTRACT

Public trust in institutions is essential for a well-functioning society; however, according to opinion polling, the legitimacy of institutions has been in steady decline over the past few decades. For example, government, banking, healthcare, and higher education are all institutions that have experienced a decline in public trust. As institutional trust declines, marketers in these sectors face decreases in brand image and consumer confidence. Multiple reasons explain why trust in institutions is eroding, including a rise of political polarization, social media disinformation, corporate political advocacy, and corruption. This study proposes that service failure-recovery strategy (SFR) can also be a cause of institutional mistrust. The SFR field has long been interested in how SFR interacts with perceptions of trust but has yet to examine trust from an institutional level. This study provides a high-level conceptual framework of the SFR literature and an empirical study that investigates various SFR strategies and their impact on institutional trust.

In this study, an empirical model of SFR and institutional trust is conceptualized and empirically evaluated within healthcare, "big tech," and transportation institutional contexts. In these service contexts, consumers often derive value in complex intangible benefits. However, intangible benefits may not be immediately visible and are challenging for consumers to quantify. Further, the presence of information asymmetry, especially in expert services like healthcare, poses a challenge for consumers in accurately assessing risk, particularly in physical harm contexts. As a result, consumers may heavily rely on institutional trust as a guiding factor in their decision-making process. Consequently, as institutional trust erodes, market inefficiencies may occur when there is a misalignment of customers' perception of risk and actual risk involved. Marketers in these institutional contexts must seek effective strategies to rebuild institutional trust and recalibrate risk perceptions. In the field of SFR, and more broadly in the marketing field as a whole, there has been little research examining institutional trust from a customer perspective. This study makes a considerable number of contributions to service failure-recovery and institutional trust literature.

First, this study conceptualizes customer trust at the micro, meso, and macro levels and identifies the causes of institutional trust. These contributions expand the current understanding of trust dynamics within service ecosystems and provide a comprehensive framework for analyzing institutional trust from a customer perspective. Furthermore, this research identifies a previously undefined cause of institutional trust, 'buyer beware,' shedding light on an institutional strategy that pushes risk onto customers and how this practice has impacted customer's perceptions of risk and trust in institutions. In addition, this study advances the service guarantee literature by describing how service guarantees positively impact institutional trust in service ecosystems, categorizing the different types of service guarantees, and labeling a previously undefined service guarantee; the no-harm guarantee. The proposed empirical model advances the field by investigating the differential effects of proactive SFR strategies (buyer beware vs no-harm service guarantees), on institutional trust, revealing the role of service guarantees in aligning customer's perceptions of risk with actual risk. Finally, the managerial implications section discusses the ethical implications of service guarantees and how they contribute to equity and equality of outcomes.

For further information contact:
Daniel Nowak
University of Wisconsin – Whitewater
809 W Starin Rd, rm 3001
Whitewater, WI 53190
262-497-4161
Nowakd04@uww.edu

TRANSFORMING EDUCATION: A COMPARATIVE STUDY OF CONSUMER PREFERENCES IN ONLINE MARKETING COURSES PRE AND POST COVID-19

Maryam Nezhadian, University of Wisconsin-Milwaukee
Golshad Parsimoghadam, University of Wisconsin-Milwaukee

EXTENDED ABSTRACT

The COVID-19 pandemic has brought about significant changes in society, including people's expectations and attitudes towards online education. As a result, there has been a surge in enrollments on learning platforms, highlighting the need to understand consumer preferences and sentiment trends in online courses. This study aims to investigate the effect of the pandemic on individuals' expectations of online courses and contribute to the evolving landscape of education. Understanding the factors that influence consumer choices in marketing courses on online platforms is crucial, particularly considering their unique conceptual and discussion-oriented nature, which differs from more science-based and objective fields.

To gain valuable insights into the evolving landscape of online marketing courses, this study conducted an analysis using a dataset comprising 28,280 online customer reviews sourced from Coursera, a prominent online course provider. The dataset encompassed reviews collected between the years 2019 and 2020, specifically focusing on the domain of marketing courses. Consequently, a filtered subset of 30 marketing courses was derived for analysis. Leveraging machine learning techniques, the study employed a comprehensive approach to analyze sentiment trends and topics within the online reviews. A comparative analysis was conducted to examine sentiments and topics expressed by learners both before and after the onset of the COVID-19 pandemic (distinguishing the periods before March 2020 and after March 2020). The primary objective of this analysis was to gain a deeper understanding of the impact of this global event on individuals' expectations within the realm of online education, with a specific emphasis on the marketing field. Through this research, novel insights into the changing dynamics of online marketing courses in response to the pandemic were sought, providing valuable knowledge for educational stakeholders and shedding light on the evolving landscape of online education.

To perform the sentiment analysis, TensorFlow, a widely used machine learning framework, was employed. This approach allowed the extraction of sentiment scores ranging from 0 to 1, where a score of 0 indicates a highly negative sentiment, and a score of 1 represents a strongly positive sentiment. The examination of these sentiment scores revealed a significant decrease in the sentiment expressed within Coursera reviews following the outbreak of the COVID-19 pandemic compared to the pre-pandemic period (t-statistic: -3.021, $p < 0.05$). These sentiment scores, serving as quantitative measures of the overall sentiment conveyed in the reviews, underscored a discernible shift in user expectations subsequent to the pandemic's onset.

Furthermore, to gain deeper insights into the salient attributes perceived by learners, further analysis using topic modeling was conducted, employing the widely utilized Latent Dirichlet Allocation (LDA) technique. The statistical significance of the findings was rigorously assessed through appropriate hypothesis testing. The results of this analysis indicate that following the COVID-19 pandemic, there was a notable decrease in discussions pertaining to course-related topics such as course organization (t-statistic: -4.10, $p < 0.05$), course content (t-statistic: -1.99, $p < 0.05$), and course deliverables (t-statistic: -2.64, $p < 0.01$). This negative change in emphasis suggests that users attributed relatively less importance to these aspects of the courses in the post-pandemic period.

In contrast, users expressed a substantial increase in the importance placed on course perceived usefulness (t-statistic: 8.90, $p < 0.01$) and the effectiveness of courses in facilitating job career advancement (t-statistic: 2.43, $p < 0.05$) during the post-pandemic period. These findings suggest that learners' focus shifted towards the practical applications and tangible benefits of the courses in the context of their professional development and career trajectories. Additionally, the comprehensiveness of discussions compared to the pre-pandemic period did not show

significant changes. Notably, the length of reviews remained consistent, indicating a parallel steadiness in their comprehensiveness.

Overall, the findings revealed a significant decrease in sentiment expressed by Coursera users following the pandemic compared to the pre-pandemic period. Also, the results showed a notable decrease in course-related discussions, while an increase was observed in the discussions regarding practical applications and career benefits. These insights play a crucial role in informing actionable strategies aimed at enhancing online learning experiences and adapting to the changing educational landscape. This academic research provides valuable insights into consumer preferences in marketing online education. By understanding and addressing these preferences and expectations, online learning platforms can deliver high-quality educational experiences that cater to learners in the digital age, ultimately leading to increased consumer satisfaction. The findings will be particularly valuable for educators and platform managers, enabling them to develop impactful and engaging online learning opportunities.

REFERENCES

Adamopoulos, P. (2013). What makes a great MOOC? An interdisciplinary analysis of student retention in online courses.

Dang, A., Khanra, S., & Kagzi, M. (2022). Barriers towards the continued usage of massive open online courses: A case study in India. *The International Journal of Management Education*, *20*(1), 100562.

Ghasemaghaei, M., Eslami, S. P., Deal, K., & Hassanein, K. (2018). Reviews' length and sentiment as correlates of online reviews' ratings. *Internet Research*, *28*(3), 544-563.

Narang, U., Yadav, M. S., & Rindfleisch, A. (2022). The "idea advantage": How content sharing strategies impact engagement in online learning platforms. *Journal of Marketing Research*, *59*(1), 61-78.

Peng, X., & Xu, Q. (2020). Investigating learners' behaviors and discourse content in MOOC course reviews. *Computers & Education*, *143*, 103673.

Rääf, S. A., Knöös, J., Dalipi, F., & Kastrati, Z. (2021, November). Investigating learning experience of MOOCs learners using topic modeling and sentiment analysis. In *2021 19th International Conference on Information Technology Based Higher Education and Training (ITHET)* (pp. 01-07). IEEE.

Wei, X., & Taecharungroj, V. (2022). How to improve learning experience in MOOCs an analysis of online reviews of business courses on Coursera. *The International Journal of Management Education*, *20*(3), 100675.

For further information, contact:
Maryam Nezhadian
University of Wisconsin-Milwaukee
3202 N Maryland Ave
Milwaukee, WI 53211-53202
(414) 229-252
nezhadi2@uwm.edu

THE AI-POWERED MARKETING EDUCATOR: THE USE OF CHATGPT TO GENERATE BLOG AND SOCIAL MEDIA CONTENT IN A SOCIAL MEDIA MARKETING COURSE

Mary C. Martin, Fort Hays State University
Michael J. Martin, Fort Hays State University

EXTENDED ABSTRACT

Marketing students today – particularly those with interests in content marketing and social media marketing – need to understand how artificial intelligence (AI) tools like ChatGPT can complement, not replace, content generation and be able to use various AI tools. For those students desiring careers in content and social media marketing, marketing educators must embed meaningful, engaging AI assignments into their course and program curricula so students become equipped with the skills and knowledge to use AI effectively and efficiently but all the while not forgoing their development and utilization of critical thinking and problem-solving skills.

The purpose of this paper is to describe the implementation and assessment of an assignment to help marketing students understand the role of and how to use AI, specifically ChatGPT, to generate blog and social media content. First, we provide an overview of higher education's response to artificial intelligence and strategies for university professors for using AI effectively in the classroom. We then discuss AI's impact on the field of content marketing.

The assignment described here required students to create content for a blog post and social media posts using ChatGPT. Prior to beginning the process of creating a blog post and social media content using ChatGPT, a class lecture and discussion took place that addressed topics such as AI tools available to marketers, prompt engineering and how to effectively create prompts, what ChatGPT can and cannot do, how to use ChatGPT to create blog and social media posts, the importance of carefully reviewing and editing AI output, and the use of disclaimers and full disclosure when using AI to generate content. The assignment then required students to use ChatGPT to help them write blog posts and to generate blog post title ideas and SEO content, including keywords and a meta description. They were required to review and edit the output prior to publication and include a disclaimer in their blog posts. After completion of the assignment, students were asked to complete a structured reflection to assess specific learning outcomes. Student reflections are summarized and presented.

Because this topic is largely unexplored in marketing pedagogy, many benefits for others teaching marketing are expected including, for example, how to structure AI assignments, how to assess learning outcomes, and student perceptions regarding the use of AI.

For further information contact:
Mary C. Martin
Fort Hays State University
600 Park Street
Hays, KS 67601
(785) 628-5877
mmartin@fhsu.edu

HOW SERVICE FAILURE AGENT (HUMAN VERSUS ROBOT) INFLUENCES CONSUMERS' NEGATIVE WOM

Jaehoon Lee, Florida International University
Shivam Agarwal, Florida International University
Todd C. Haderlie Jr., Florida International University
Kaan Canayaz, Florida International University

EXTENDED ABSTRACT

Service environments have become more competitive than ever before. It is well documented that word-of-mouth (WOM) plays a significant role in consumers' decision-making in the service industries (Litvin et al., 2008). Recognizing that negative experiences hurt service providers more than positive ones help them (Chevalier & Mayzlin, 2006; Lee, 2018), service providers attempt to deliver failure-free services. Nonetheless, the human element of services means that service failures may be inevitable (Mattila & Cranage, 2005; Shapiro & Nieman-Gonder, 2006). For this reason, service robots are increasingly utilized in service. It is estimated that service robots will acquire 96% of hotel frontline jobs and 42% of delivery-related tasks in the hotel industry within the next decade (Belanche et al., 2020). While artificial intelligence and robots are often perceived as failure-free and invariant in service delivery, they are also prone to technical failure and user adaptability issues because of the evolving user interfaces, which lead consumers to experience service failure (Honig & Oron-Gilad, 2018), resulting in consumers' negative reactions (Leo & Huh, 2020). Whenever service failures occur, consumers tend to be dissatisfied (Kelley et al., 1993), engage in switching behavior (Chih et al., 2012), and complain (Huang & Chang, 2008).

Customers who are dissatisfied with the poor service tend to spread negative word of mouth (NWOM) about their lousy experience. Previous research has shown that NWOM can negatively affect the firms' image and customers' intention of getting service from the firm (Balaji et al., 2016). Hence service marketers must find ways to safeguard customers from experiencing poor service encounters in the first place. However, there is very limited extant research that explores consumers' reaction to service failure caused by service robots compared to human agents. Previous research suggests that consumers' tendency to engage in NWOM could differ depending upon if the failure is caused by [AI] vs. humans. For example, consumers are less likely to spread NWOM if an AI recommendation system causes service failure as compared with a human employee because of the perceived connection with the AI recommendation system that stores personal behavioral data (Huang & Philp, 2021). Seemingly contradictory to that finding, however, Chen et al. (2021) show that consumers have a higher intention of spreading NWOM when self-service technologies (e.g., self-service kiosks), relative to human employees, cause a service failure.This research explores consumers' intention to spread NWOM when a service failure is caused by a robotic agent.

Previous research also suggests that consumer reaction to service failure caused by robots could depend on factors such as human-likeness of robots (Belanche et al., 2020). Existing literature has identified the anthropomorphism of robots, the extent to which a robot assumes the characteristics of a human, as significantly impactful for the acceptance and perceptions of service robots (Belanche et al., 2020). Previous research exploring the concept of the "uncanny valley" shows that the human-likeness or anthropomorphism of robots increases the feeling of familiarity, but if robots resemble humans very closely, then people feel a threat to their self-concept (MacDorman, 2006). Previous research has categorized robots into three broad categories based on human-likeness: 1) Mechanoids, highly machine-like in appearance with hardly any human-like features; 2) Humanoids – possess some human-like features; 3) Androids – resemble very closely to humans (Walters et al., 2008a). Thus, it is reasonable to assume that the human likeness of service robots may influence consumers' cognition, affect, and behavioral intentions toward such robots. Supporting this, previous research suggests that consumers' reactions and perceptions of service robots may vary as a function of how closely they resemble a human (Lu et al., 2021; Mende et al., 2019). Interestingly, Lv et al. (2021) suggest that cute robot designs (e.g., pets and animals) are significantly more likely to decrease performance expectations. We build on these streams of research. Specifically, we examine whether the different levels of human likeness (i.e., low

human likeness, medium human likeness, and high human likeness), cuteness, and attractiveness affect NWOM in the service failure context.

It is well documented that cultures differ in various dimensions such as power distance, individualism/collectivism, uncertainty avoidance, long/short term orientations (four unique cultural dimensions; Hofstede, 2003), risk tolerance (Lockwood et al., 2005), and entity/incremental mindsets (Murphy & Dweck, 2016). In particular, our research centers on collectivistic orientations. People with high (vs. low) collectivistic orientations tend to be interdependent, emphasizing harmony and relationships with others, and exhibit communal relationships (Markus & Kitayama, 1991). Those people feel responsible to others, which in turn shapes their behavior and decisions (Srite & Karahanna, 2006). Moreover, when it comes to technology acceptance, people with high collectivistic orientations tend to have less positive attitude toward technology (Kovačić, 2005), whereas those with high individualistic orientations are more inclined to accept and use technological products (Srite & Karahanna, 2006). Given that those with high collectivistic orientations value relationships with others but are negative toward technology, it is likely that they may engage in more NWOM when service failure is caused by robot agents (vs. human agents). Therefore, we examine how individual cultural orientations play a role in responses to service failure as a function of human and robot agents.

To answer the research questions discussed so far, we conducted three experiments where we utilized various scenarios (e.g., different failure types, different service contexts, and different human-likeness levels of robots) to enhance generalizability. All data were collected from Amazon Mechanical Turk members (MTurkers) via CloudResearch. Experiment 1 is a two-group between-subjects design (machine vs. human) using an outcome-failure scenario related to lost baggage in an airport setting. The results showed that participants in the machine condition increased significantly higher NWOM for the service failure (M = 5.92; SD = 1.24), relative to the human condition (M = 5.29; SD = 1.47; F(1, 198) = 10.68; p = .001).

The objective of Experiment 2 is to replicate the finding of Experiment 1, as well as differentiate the levels of human-like appearance of robot agents to investigate whether the effect observed in Experiment 1 differs. The study had a four-group between-subjects design (human vs. low human-like robot vs. medium human-like robot vs. high human-like robot). All participants read a process-failure scenario describing an inattentive restaurant server at a restaurant and were shown a picture of a human server and a robotic server with three levels of humna-likeness based on the condition. We replicated the results of Experiment 1. More specifically, there were significant differences between the human condition and the three robot conditions (M_{human} = 5.18, SD = 1.56; $M_{\text{low-humanlike}}$ = 5.75, SD = 1.17; $M_{\text{medium-humanlike}}$ = 5.68, SD = 1.40; $M_{\text{high-humanlike}}$ = 5.90, SD = 1.08; *p*s < .089). However, there was no significant difference among the three robot conditions ($p > .36$).

Finally, Experiment 3 explores the role of cultural orientations (i.e., high vs. low collectivistic orientations) in the relationship between the types of service agents and NWOM. The experimental manipulations were identical to those used in Experiment 1. Participants completed a collectivistic-individualistic measure adapted from Gelfand and Triandis (1998) using a 16-item, 7-point scale (α = .73). There was a significant main effect of the agent type on NWOM (M_{human} = 5.22, M_{robot} = 5.63; F(1, 249) = 4.61; p = .03), replicating Experiment 1. To test our moderation model, we used Hayes (2017) Model 1. There was a significant two-way interaction between the agent type and the cultural orientation (B = -.86, SE = .35, p = .02). Participants with higher collectivistic orientations reported significantly more NWOM under the robot (vs. human) condition (B = -.86, SE = .27, p = .001).

To summarize, in this research, we make novel contributions to the literature surrounding word of mouth and service failures caused by robotic and human service agents. We find that consumers would be inclined to spread negative word of mouth (NWOM) when robotic agents (vs. human agents) cause service failures. We also find that the effect of the failure agent (human vs. robot) is also influenced by culture. Specifically, only high collectivistic individuals will have higher NWOM for service failure caused by robots (vs. caused by human agents). In an era in which robotic usage is gaining popularity in the service sector, we suggest that managers and marketers take this information to analyze when a robotic agent may or may not be appropriate and consider the possible repercussions of using a robotic agent. Moreover, the use of robotic agents in the service industry should be judiciously employed, catering to varying mindsets and considering specific cultural norms and orientations that may affect consumer sentiment. Our findings suggest that further exploration into the effects of service agent type in service failure scenarios considering other cultural dimensions is warranted.

REFERENCES

Balaji, M. S., Khong, K. W., & Chong, A. Y. L. (2016). Determinants of negative word-of-mouth communication using social networking sites. *Information & Management*, 53(4), 528–540. https://doi.org/10.1016/J.IM.2015.12.002

Belanche, D, Casaló, L. V, Schepers, J., & Flavián, C. (2021). Examining the effects of robots' physical appearance, warmth. *And Competence in Frontline Services: The Humanness-Value-Loyalty Model*, 38(12), 2357–2376.

Belanche, Daniel, Casaló, L. V., Flavián, C., & Schepers, J. (2020). Service robot implementation: a theoretical framework and research agenda. *Service Industries Journal*, 40(3–4), 203–225. https://doi.org/10.1080/02642069.2019.1672666

Chevalier, J. A., & Mayzlin, D. (2006). The effect of word of mouth on sales: Online book reviews. *Journal of Marketing Research*, 43(3), 345–354. https://doi.org/10.1509/jmkr.43.3.345

Chih, W.-H., Wang, K.-Y., Hsu, L.-C., & Cheng, & I.-S. (2012). The Service Industries Journal From disconfirmation to switching: an empirical investigation of switching intentions after service failure and recovery) From disconfirmation to switching: an empirical investigation of switching intentions after service failure and recovery. *The Service Industries Journal*, 32(8), 1305–1321. https://doi.org/10.1080/02642069.2010.531267

Choi, S., Mattila, A. S., & Bolton, L. E. (2021). To Err Is Human(-oid): How Do Consumers React to Robot Service Failure and Recovery? In *Journal of Service Research* (Vol. 24, Issue 3, pp. 354–371). https://doi.org/10.1177/1094670520978798

Colby, C. L., & Parasuraman, A. (2016). *Service Robotics: How Ready Are Consumers to Adopt and What Drives Acceptance?*, 25, June 24.

Grégoire, Y., Ghadami, F., Laporte, S., Sénécal, S., & Larocque, D. (2018). *How can firms stop customer revenge. The Effects of Direct and Indirect Revenge on Post-Complaint Responses*, 46(6), 1052–1071.

Hofstede, G. (2001). *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations. Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations*. https://digitalcommons.usu.edu/unf_research/53

Holloway, B. B., Wang, S., & Parish, J. T. (2005). The role of cumulative online purchasing experience in service recovery management. *Journal of Interactive Marketing*, 19(3), 54–66. https://doi.org/10.1002/dir.20043

Honig, S., & Oron-Gilad, T. (2018). Understanding and resolving failures in human-robot interaction: Literature review and model development. *Frontiers in Psychology*, 9(JUN), 861. https://doi.org/10.3389/fpsyg.2018.00861

Huang, B., & Philp, M. (2021). When AI-based services fail: examining the effect of the self-AI connection on willingness to share negative word-of-mouth after service failures. *Service Industries Journal*, 41(13–14), 877–899. https://doi.org/10.1080/02642069.2020.1748014

Huang, J. H., & Chang, C. C. (2008). The role of personality traits in online consumer complaint behavior and service recovery expectation. *Social Behavior and Personality*, 36(9), 1223–1232. https://doi.org/10.2224/sbp.2008.36.9.1223

Huang, M. H., & Rust, R. T. (2018). Artificial Intelligence in Service. *Journal of Service Research*, 21(2), 155–172. https://doi.org/10.1177/1094670517752459

Jiang, Y., & Wen, J. (2020). Effects of COVID-19 on hotel marketing and management: a perspective article. *International Journal of Contemporary Hospitality Management*, 32(8), 2563–2573. https://doi.org/10.1108/IJCHM-03-2020-0237

Kelley, S. W., Hoffman, K. D., & Davis, M. A. (1993). A typology of retail failures and recoveries. *Journal of Retailing*, 69(4), 429–452. https://doi.org/10.1016/0022-4359(93)90016-C

Kim, Y., Park, K., & Stacey Lee, S. (2019). The underdog trap: The moderating role of transgression type in forgiving underdog brands. *Psychology and Marketing*, 36(1), 28–40. https://doi.org/10.1002/mar.21155

Kovačić, Z. J. (2005). The impact of national culture on worldwide eGovernment readiness. *Informing Science*, 8, 143–158. https://doi.org/10.28945/492

Lee, J. (2018). Can a Rude Waiter Make Your Food Less Tasty? Social Class Differences in Thinking Style and Carryover in Consumer Judgments. *Journal of Consumer Psychology*, 28(3), 450–465. https://doi.org/10.1002/jcpy.1020

Leo, X., & Huh, Y. E. (2020). Who gets the blame for service failures? Attribution of responsibility toward robot versus human service providers and service firms. In *Computers in Human Behavior* (Vol. 113). https://doi.org/10.1016/j.chb.2020.106520

Litvin, S. W., Goldsmith, R. E., & Pan, B. (2008). Electronic word-of-mouth in hospitality and tourism management. *Tourism Management*, 29(3), 458–468. https://doi.org/10.1016/j.tourman.2007.05.011

Lockwood, P., Marshall, T. C., & Sadler, P. (2005). Promoting success or preventing failure: Cultural differences in motivation by positive and negative role models. *Personality and Social Psychology Bulletin*, 31(3), 379–392. https://doi.org/10.1177/0146167204271598

Lu, L., Zhang, P., & Zhang, T. (Christina). (2021). Leveraging “human-likeness” of robotic service at restaurants. *International Journal of Hospitality Management*, 94(10282), 3. https://doi.org/10.1016/j.ijhm.2020.102823

MacDorman, K. (2006). *Subjective ratings of robot video clips for human likeness, familiarity, and eeriness: An exploration of the uncanny valley*. ICCS/CogSci-2006 Long Symposium: Toward …, 2006(January 2006), 26–29. http://www.coli.uni-saarland.de/courses/agentinteraction/contents/papers/MacDorman06short.pdf

Marinova, D., de Ruyter, K., Huang, M. H., Meuter, M. L., & Challagalla, G. (2017). Getting smart: Learning from technology-empowered frontline interactions. *Journal of Service Research*. 20(1), 29–42.

Mattila, A. S., & Cranage, D. (2005). The impact of choice on fairness in the context of service recovery. *Journal of Services Marketing*, 19(5), 271–279. https://doi.org/10.1108/08876040510609899

Mende, M., Scott, M. L., van Doorn, J., Grewal, D., & Shanks, I. (2019). Service Robots Rising: How Humanoid Robots Influence Service Experiences and Elicit Compensatory Consumer Responses. *Journal of Marketing Research*, 56(4), 535–556. https://doi.org/10.1177/0022243718822827

Reis, J., Melão, N., Salvadorinho, J., Soares, B., & Rosete, A. (2020). Service robots in the hospitality industry: The case of Henn-na hotel, Japan. *Technology in Society*, 63, 101423. https://doi.org/10.1016/J.TECHSOC.2020.101423

Smith, A. K., Bolton, R. N., & Wagner, J. (1999). A Model of Customer Satisfaction with Service Encounters Involving Failure and Recovery. *Journal of Marketing Research*, 36(3), 356–372. https://doi.org/10.1177/002224379903600305

Srite, M., & Karahanna, E. (2006). The role of espoused national cultural values in technology acceptance. *MIS Quarterly: Management Information Systems*, 30(3), 679–704. https://doi.org/10.2307/25148745

Triandis, H. C., & Gelfand, M. J. (1998). Converging Measurement of Horizontal and Vertical Individualism and Collectivism. *Journal of Personality and Social Psychology*, 74(1), 118–128. https://doi.org/10.1037/0022-3514.74.1.118

Walters, M. L., Dag, ·, Syrdal, S., Dautenhahn, K., René Te Boekhorst, ·, Kheng, ·, Koay, L., Walters, M. L., Syrdal, D. S., Dautenhahn, · K, Te Boekhorst, · R, Koay, · K L, Dautenhahn, K., & Koay, K. L. (2007). Avoiding the uncanny valley: robot appearance, personality and consistency of behavior in an attention-seeking home scenario for a robot companion. *Autonomous Robots*, 2007 24:2, 24(2), 159–178. https://doi.org/10.1007/S10514-007-9058-3

Wetzer, I. M., Zeelenberg, M., & Pieters, R. (2007). "Never eat in that restaurant, I did!": Exploring why people engage in negative word-of-mouth communication. *Psychology and Marketing*, 24(8), 661–680. https://doi.org/10.1002/mar.20178

Wirtz, J., Patterson, P. G., Kunz, W. H., Gruber, T., Lu, V. N., Paluch, S., & Martins, A. (2018). Brave new world: service robots in the frontline. *Journal of Service Management*, 29(5), 907–931. https://doi.org/10.1108/JOSM-04-2018-0119/FULL/PDF

Zhang, T., Kaber, D. B., Biwen, ·, Manida, Z. ·, Prithima Mosaly, S. ·, Hodge, L., Zhang, T., Kaber, D. B., Zhu, · B, Swangnetr, · M, Hodge, · L, Fitts, E. P., & Mosaly, P. (2010). Service robot feature design effects on user perceptions and emotional responses. *Intel Serv Robotics*, 3(2), 73–88. https://doi.org/10.1007/s11370-010-0060-9

For further information contact:
Jaehoon Lee
Assistant professor, Department of Marketing and Logistics
Florida International University, Miami, Florida
Modesto A. Maidique Campus
11200 S.W. 8th St, RB 347A
Miami, FL 33199
(305) 348-3314
jaehlee@fiu.edu

PONDERING THE ETHICS OF AI: A FACULTY DISCUSSION

Paul Lane, Grand Valley State University
Ryan Lafferty, Grand Valley State University
Evan Jackson, Grand Valley State University
Carson Lafferty, Aquinas College

POSITION PAPER

Three significant ethical challenges for AI in the context of university professors:

1. AI systems can perpetuate biases present in the data they are trained on.
2. Professors using AI must be mindful of privacy and data protection implications.
3. Implementing AI in education raises questions about accountability and responsibility.

University professors should be mindful of ethical challenges with AI and ensure that the benefits are balanced with ethical considerations and the well-being of students.

As the authors prepared their syllabus for the fall of 2023 they realized the inherent problems AI presented. The first problem was the university changing its software, and the second was the impact of AI. A few students showed us how simple it was to do existing assignments using AI-generated responses. Working in an open office, our colleagues were fascinated with our work with AI, which led to us being asked to lead workshops on AI. Workshop Two regarding ethics is discussed here.

AI is growing rapidly, particularly on university campuses. While it is challenging to provide precise growth rates, the adoption of AI technologies has seen significant acceleration. Some factors contributing to the rapid growth of AI include:

1. The digitalization of various processes and the proliferation of devices have generated vast amounts of data. This data serves as fuel for training AI models and enables organizations to leverage AI capabilities to extract valuable insights.
2. The exponential growth in computing power, aided by technologies like GPUs and specialized AI chips, has enabled more complex AI algorithms and models. This has facilitated the training and deployment of AI systems at scale.
3. The diversification of AI has resulted in increased adoption as organizations recognize the potential benefits and competitive advantages AI can offer.
4. Governments, corporations, and academic institutions have significantly increased their investment in AI research and development. Funding for AI startups and research initiatives has surged, leading to breakthroughs and advancements that further drive the growth of AI technology.
5. The AI ecosystem has flourished. It provides accessible tools and resources for developers and organizations to leverage AI more easily, accelerating its adoption across various sectors. [2]

The growth of AI brings opportunities and challenges. Ethical considerations, privacy concerns, and ensuring responsible AI deployment are crucial aspects that need to be addressed as AI continues to evolve and become more pervasive in society.

The idea of exploring AI in terms of academic courses quickly turned into faculty learning groups. Here, we will report on the ethics discussions and the framework used in the virtual discussion. The challenge is that with each day the power is greater and students and colleagues can do more with AI. How does increased AI usage fit with course objectives, writing requirements, etc.? AI is here to stay. In fact, we will all use it as we have to demonstrate in two large chunks of this position paper.

REFERENCES

OpenAI. (2023, May 26). *ChatGPT 3.5*. (May 24 version) [Large language model]. "How fast is the use of AI growing?" https://chat.openai.com/

OpenAI. (2023, May 26). *ChatGPT 3.5*. (May 24 version) [Large language model]. "What are the three biggest ethical challenges for AI to University Professors?" https://chat.openai.com/

For further information contact
Paul Lane
Grand Valley State University
Allendale, Michigan 49401
(616)-399-9593
lanepa@gvsu.edu

LINKING CONCEPTS TO THE INFLUENCER: LEARNING WITH MRBEAST

Amber Henderson, Northern State University

POSITION PAPER

Social media has become progressively prominent as a learning resource in higher education, and the COVID-19 global pandemic intensified its usage. Learning resources within each modality (face-to-face, online, hyflex) have been transformed. As such, research has examined the impact of using social media to enhance teaching and learning in universities, motivating and supporting students and developing community connection (Papademetriou, Anastasiadou, Konteos, & Papalexandris, 2022). While social media provides unique opportunities, choosing how or whether to utilize each platform may prove daunting. This position paper provides a learning resource for engaging students via YouTube, and more specifically via MrBeast.

According to a 2022 study of Gen Zers between the ages of 13 and 25, YouTube stands out as the most used platform, with 88% using the platform (Briggs, 2022). Coming in second was Instagram (76%) and third was TikTok (68%). In another study, the highest usage of social media platforms was also YouTube, with 100% of teachers using the platform and 95% of students (Papademetriou *et al., 2022)*. Additional research has examined YouTube users' behavior intention, postulating it is associated with an individual's perception of the platform's usefulness and content richness (Liu & Luo, 2022). Mere usage of the platform is not enough, educators need to ensure the usefulness of the platform as a learning resource to the discipline.

Jimmy Donaldson, better known as MrBeast, is a Youtuber, businessman and philanthropist considered the most subscribed YouTube Channel whose owner is an individual (Leskin, 2019). He is also credited with pioneering a genre of videos that center on expensive stunts. With more than 150 million subscribers as of this writing and over 25 billion views, MrBeast's YouTube videos offer a unique opportunity for creatively teaching marketing tactics to a new generation of students.

While the vastness of subscribers alone doesn't demonstrate MrBeast's usefulness to the discipline, this paper explores strategies for utilizing MrBeast as a learning resource. These strategies can be employed in any teaching modality. The potential advantages and disadvantages are also explored.

Hubspot's CMO, Kipp Bodnar believes MrBeast has found the ability to align creativity with process (2023). In addition, Bodnar credits MrBeast with a number of advantageous tactics. These tactics include:

- the ability to apply quick and tight feedback loops,
- creating powerful "hooks",
- delivering on the hook immediately,
- leveraging pop culture, and
- building multi-language content (localized strategy) for scalability

Additionally, MrBeast has recreated the popular Netflix series *Squid Game* and educators have used this video as a tool for teaching economic theory such as explicit/implicit cost, accounting profit, economic profit and production (Geerling, Mateer, & Wooten, 2023). This same video may also be used as a discussion tool regarding factors of production.

The ease of the internet and availability of MrBeast's videos may create the opportunity for collaborative learning by driving communication and collaboration with peers/faculty. In addition, his videos create an opportunity for inspiration and creativity. However, as with any learning tool, there are challenges. MrBeast may not be favored by all learners, and therefore using his videos may encourage disengagement from some students.

Future writings may expand on detailed lessons plans specifically for marketing educators. In addition, further research will aim to measure student perceptions on the effectiveness of utilizing MrBeast as an engaging resource within a course. Research questions may include: How do students respond to using clips from MrBeast to aid in teaching marketing concepts? What are advantages and drawbacks to this strategy? Do students appreciate utilizing clips from an influencer when learning marketing strategies?

Undeniably, the future of marketing education is changing. One thing that hasn't changed is the importance of connecting with students. To potentially spark the interest of students, specifically Gen Z students, educators may integrate MrBeast's content into course discussions and assignments.

REFERENCES

Bodnar, K. & Flanagan K. (2023). *5 Marketing Lessons from MrBeast*. *YouTube*. Retrieved May 17, 2023, from https://www.youtube.com/watch?v=IPTPYYVz3bI.

Briggs, E. (2022, December 13). *Gen Z is extremely online*. Morning Consult. Retrieved May 5, 2023 from https://morningconsult.com/2022/12/12/gen-z-social-media-usage/.

Geerling, W., Mateer, G. & Wooten, J. (2023). Engaging Gen Z Students with Economic Lessons Featuring MrBeast. 10.13140/RG.2.2.28655.51365.

Leskin, P. (2019, December 11). 21-year-old YouTuber MrBeast was one of the most-viewed YouTube creators in 2019. *Business Insider*.

Liu, D., & Luo, J. (2022). College Learning from Classrooms to the Internet: Adoption of the YouTube as Supplementary Tool in COVID-19 Pandemic Environment. *Education and Urban Society*, *54*(7), 848-870.

Papademetriou, C., Anastasiadou, S., Konteos, G., & Papalexandris, S. (2022). COVID-19 pandemic: the impact of the social media technology on higher education. *Education Sciences*, *12*(4), 261.

For further information contact:
Amber Henderson
Northern State University
1200 S Jay Street
Aberdeen, SD 57401
(605) 626-6002
Amber.Henderson@northern.edu

ADMINISTRATORS BEWARE: THE RANSOMWARE THREAT IS REAL

Nicholas J. Barnes, Nichols College
Nora Ganim Barnes, UMASS Dartmouth

POSITION PAPER

It is certain that higher education has moved completely into the digital age. Indeed, during the global pandemic, many institutions were saved by technology, allowing remote learning and digital platforms to substitute for classrooms and campus spaces. One drawback to our reliance on technology, however, is the danger of digital threats. Cybercriminals are well aware of our institutional dependence on data and can use that to exploit organizations for profit. This is possible using “malware”. Malware refers to malicious software attackers use to infect an organization’s (or individual’s) network. One form of malware is “ransomware,” in which the attacker locks and encrypts the victim’s data, deletes it and any accessible backups, then demands a payment to unlock and decrypt the stolen data (US Cybersecurity and Infrastructure Security Agency, 2023). Cybercriminals often request payment in Bitcoin or other untraceable currency, hampering law enforcement ability to trace or discover the culprit. (Brewer 2016).

While hospitals and banks have been popular targets, higher education institutions continue to see these attacks perpetrated with regularity (Chapman 2019, Schell et al. 2019). Alarmingly, nearly three-quarters (74 percent) of ransomware attacks on higher ed institutions succeeded. Hackers’ efforts in other sectors were not as fruitful, including in business, health care, and financial services, where respectively 68 percent, 61 percent and 57 percent of attacks succeeded. For this reason, cybercriminals may view colleges and universities as soft targets for ransomware attacks, given their above-average success rate in accessing and ransoming institutional data (D’Agostino 2020). This can be attributed to several factors, including commitment to academic freedom and relatively open access to networks by key stakeholders like faculty, staff, and students (Schell et al. 2019). This presents a vulnerability that makes cyber-attacks and data breaches possible, not only resulting in lost data but in some cases to lawsuits against the institution when personal data, intellectual property etc. has been stolen.

The results can be devastating. In January 2017, Los Angeles Community College paid almost $300,000 to an unidentified cybercriminal to recover from a campus-wide ransomware attack (Blake 2017). In 2020 the University of California paid $1.14 million in response to a ransom attack to obtain decryption (Tidy 2020). Further, insurance is not the bulwark against the attack that it would be in instances of unexpected physical catastrophe. In 2020, 84 percent of higher education institutions had cyber insurance, but only 64 percent had a policy that covered ransomware attacks, according to the Sophos survey (Adam 2022).

To get a better snapshot of what was happening recently in our industry, content analysis was conducted with publicly documented cases of ransomware attacks higher education. Each case was examined to determine the type of institution, if the ransom was paid, or if the institution was able to recover in another manner. Where the ransom was paid, the cost to the institution to recover and restore systems is included when available. Using this method, 53 schools were identified as ransomware targets since 2019. From that list, 52% were community colleges, and 64% overall were public schools. The average ransom requested was nearly $2 million, while the average amount actually paid was closer to $420,000. With regards to recovery, the average cost of recovery was nearly $720,000. At a time when enrollments are declining and public funding can be difficult to obtain, these are significant unanticipated costs.

There are limitations to using news and public sources of information. Private schools may be less inclined or obligated to report these breaches, and in this data set the vast majority (87%) did not report whether they paid the ransom. Surely this is both for public perception and also to prevent being seen as an obliging victim for future attacks. Despite these shortcomings, this data should nonetheless sound a warning to all administrators. If there are over fifty cases in the past 4 years that we know of, one can easily project a higher number of cases at private institutions that did not reach public attention, particularly given trends from earlier research (see Chapman 2019, D’Agostino 2020, Schell et al. 2019).

Administrators can and should be proactive to prevent such an attack from damaging their institution. They cannot do it alone, and will need support from their IT department as the primary stakeholder. Recommended practices include regular pruning of unused accounts to reduce access points, as well as an investment in training for faculty and staff. The easiest and most direct path for hackers is to utilize someone's existing credentials to gain entry. Two-factor authentication, like a token or one-time code, is a must for anyone with administrative access. Keeping backups off-network is an additional solution which can reduce the damage should a breach occur. As Benjamin Franklin famously advised, "An ounce of prevention is worth a pound of cure."

REFERENCES

Adam, Sally 2022. "The State of Ransomware 2022." SOPHOS News. April 27, 2022.

Blake, A. 2017. "Police surveillance system hacked in DC prior to Trump's inauguration. Retrieved March 20, 2023 from http:www.washingtontimes.com.

Brewer, R. 2016. "Ransomware attacks: detection, prevention, and cure". Network Security, 9:5-9.

Chapman, John 2019. "How Safe Is Your Data? Cyber-security in Higher Education." Higher Education Policy Institute: 12.

D'Agostino, Susan 2020. "Ransomware Attacks Against Higher Ed Increase." Inside Higher Ed. July 20, 2020.

Schell, Bernadette, Passi Kalpdrum and Luc Roy. 2019. "How UWS and Canadian Universities and Colleges Dealt with Malware and Ransomware Attacks in 2016-2017." Journal of Information System Security 15 (2): 117-158.

Tidy, Joe. 2020. "How Hackers Extorted $1.14m from University of California, San Francisco." BBC News. https://www.bbc.co.uk.

US Cybersecurity and Infrastructure Security Agency. "Stop Ransomware." Retrieved May 15, 2023 from https://www.cisa.gov/stopransomware/.

For further information contact:
Nicholas J. Barnes
Liberal Arts & Sciences
Nichols College
124 Center Road
Dudley, MA 01571-5000
(508) 213-2169
nicholas.barnes@nichols.edu

UNCONSCIOUS LEARNING TOWARD MORAL CAPABILITY IN BUSINESS EDUCATION

Anna Dubiel, King's College London
Shintaro Okazaki, King's College London
Kai-Yi Young, King's College London
Alejandra Alonso Tak, King's College London

POSITION PAPER

The purpose of this paper is to contribute to a better understanding of unconscious learning and its impact on moral capability building in business education. Our major motivation lies not only in the ongoing discussion about moral in business dealings, but also in a recent call for business schools to pursue ethical actions (Jaganjac et al., 2023). Moral capability can be described as an internal moral compass of an individual and personal competence to comprehend and consider the variation across individual moral compasses (within the collective) (Bowden & Green, 2019). We specifically focus on students' unconscious learning processes in the moral development in a postgraduate business programme. Unconscious learning means students learn without being aware of the changes in their knowledge skills, attitudes or learning ability stemming from the activities or processes they engage with (Núñez Partido, 2012). In this study, students are expected to learn unconsciously moral capability through a series of activities they undertake in two postgraduate international marketing courses. The activities are designed so that the students can be exposed to practitioners' hands-on experiences in not-for-profit sectors to impact their knowledge, perceptions, attitudes, and ultimate learning ability of a more holistic business environment, of which they may not have been aware previously (Núñez Partido, 2012). To this end, we examine the students' self-reflective reports by a computerised text mining approach.

Kohlberg's moral development theory suggests that students could develop moral reasoning capability through their college experience (Heyman & Lee, 2012). On this basis, Hanson et al. (2017) further proposed student moral development theory, according to which universities influence the students' moral development through institutional moral reinforcement of the student moral code. Such reinforcement can be environmental (i.e., the university as an ambiguous atmosphere as a whole), structural (i.e., rituals, rules, and routine activities helping students learn moral lessons), or interventional (i.e., direct, specific, and non-routine programmed activities to alter student behaviour or understanding). This study adopts the interventional approach, but the learning processes are hidden for students as they are organised and planned by educators. Two reasons though speak in favour of more learning awareness on the side of students: first reaching better learning outcomes, and second being able to find better learning partners. A popular way of unearthing one's learning processes is reflection, especially when related to specific activities or tasks (Dornboos, 2006).

As many learning processes remain unconscious (Eraut, 2000) it is vital to help students become more aware of what they had learnt. In this study, students are first asked to attend a series of extra-curricular sessions where practitioners from non-governmental organisations (NGOs) are invited as guest speakers. Then, students are asked to prepare the first self-reflective reports as individual assignments. Next, students are asked to conduct an interview with selected NGOs in groups. The interview results are presented in class. Then, students are asked to write the second self-reflective reports as individual assignments. The self-reflective reports are examined using a natural language processing analysis tool, namely, the Linguistic Inquiry and Word Count (LIWC) software (Pennebaker & Francis, 1996). In so doing, we attempt to compare the two sets of self-reflective reports and identify possible perceptual and/or attitudinal differences towards NGOs before and after the interviews. We expect the results to help us better understand the impact of in-class activities on students' unconscious learning outcomes such as moral capability. On the one hand, there might be some cumulative effects, i.e., the frequency of involvement in certain in-class activities. On the other hand, the directedness of activity exposure (e.g., attending a guest lecture or a panel discussion in a class plenum vs. directly interacting with an organisation as interviewer) may impact the learning outcomes. We are interested both in learning outcomes related to a postgraduate international marketing programme as well as broader implications related to the transferability of the pedagogic approaches to other disciplines.

The study’s main limitation is related to its self-reported character involving learning outcomes from self-reflective reports. We may not be able to completely deny a potential influence of social desirability bias. Also, the number of NGOs collaborating in this project is limited, which may affect the generalisability of the results. Finally, the study is conducted in only two of the four mandatory courses offered within the postgraduate business programme under discussion.

Making unconscious learning processes more visible to learners as well as extending the student moral development theory to postgraduate and cross-sectoral settings is the main research implication. Unpacking unconscious learning occurrence in the classroom has further important practical implications on module design and delivery in higher education. In broader terms, it also has impact on training design and delivery in work-related contexts.

REFERENCES

Bowden, J.A., & Green, P.J. (2019). “Connected moral capability: The missing link in doctoral education.” In: *Playing the PhD Game with Integrity. Understanding Teaching-Learning Practice*. Springer, Singapore. https://doi.org/10.1007/978-981-13-6990-2_4.

Doornbos, A. J. (2006). “Learning at work in police organizations” (Doctoral dissertation, University of Nijmegen).

Eraut, M. (2000). “Non-formal learning and tacit knowledge in professional work.” *British Journal of Educational Psychology*, 70: 113-136. https://doi.org/10.1348/000709900158001.

Hanson, W. R., Moore, J. R., Bachleda, C., Canterbury, A., Franco Jr., C., Marion, A., & Schreiber, C. (2017). „Theory of Moral Development of Business Students: Case Studies in Brazil, North America, and Morocco.” *Academy of Management Learning and Education*, 16: https://doi.org/10.5465/amle.2014.0312.

Heyman, G. D., & Lee, K. (2012). “Moral development: Revisiting Kohlberg's stages.” In A. M. Slater & P. C. Quinn (Eds.), *Developmental psychology: Revisiting the classic studies* (pp. 164–175). Sage Publications Ltd.

Jaganjac, B., Abrahamsen, L. M., Olsen, T. S., & Hunnes, J. A. (2023). “Is It Time to Reclaim the ‘Ethics’ in Business Ethics Education?” *Journal of Business Ethics*, https://doi.org/10.1007/s10551-023-05400-5.

Núñez Partido, J.P. (2012). “Unconscious Learning.” In: Seel, N.M. (eds) *Encyclopaedia of the Sciences of Learning*. Springer, Boston, MA. https://doi.org/10.1007/978-1-4419-1428-6_1067.

Pennebaker, J.W., & Francis, M.E., (1996). "Cognitive, emotional, and language processes in disclosure", *Cognition & Emotion*, 10(6): 601-626.

For further information contact:
Alejandra Alonso Tak
School of Education, Communication & Society
King's College London
Waterloo Bridge Wing, Franklin-Wilkins Building
Waterloo Road
London SE1 9NH
United Kingdom
alejandra.alonso_tak@kcl.ac.uk

INCORPORATING ETHICS AND SOCIAL RESPONSIBILITY INTO THE CURRICULUM

John W. Crane, Belmont Abbey College

POSITION PAPER

Having a marketing education grounded in ethics and social responsibility prepares the college graduate for success in alignment with the American Marketing Association's statement of ethics: "…We recognize that the marketing community not only serves organizations but also acts as a steward of society in creating and facilitating the transactions and experiences that drive the greater economy. In this role, all stakeholders of the community are expected to embrace the highest ethical norms and values implied by our responsibility to society" (n.d.). With ethics and social responsibility being an integral part of marketing, how should marketing professors incorporate the study and application of ethics and social responsibility into the curriculum to best serve the student, employers, and society?

Instilling the significance of ethics and social responsibility in the marketing student is important as organizations and society depend on it. "Business is creation and exchange with the purpose of generating benefit…the *creation of value*" (Otteson, 2019, p. 17). The purpose of business and marketing should be a focus on "the human person, our (creative) work, and the value created for customers" (Widmer, 2022, p. 59). Otteson (2019) refers to this "value-creating business activity [as] 'honorable business'…that conduces to a just and humane society" (p. 17) through its contribution to a market economy that functions properly through cooperative (voluntary) exchanges that are mutually beneficial, generate prosperity, and result in a win-win or positive-sum outcome (Otteson, 2019, 2021; Widmer, 2022). Each businessperson, and therefore each marketer, should focus on positive-sum and mutually beneficial transactions that are voluntary between both parties. With this ethical and socially responsible approach to business, profits are earned through the creation of value for others at the same time the business is creating value for itself (Otteson, 2019). Additionally, marketers need to weigh the opportunity cost of dedicating their time and talent toward a particular outcome compared to alternative outcomes (Otteson, 2021), and evaluate whether they are making the best use of their limited time and resources.

One may challenge this approach as focusing on values or morals, which may vary by individual or organization. However, the significance of this approach is based on cooperation between two or more parties in voluntary exchanges for mutual benefit. The alternative is extraction in which one benefits at the expense of the other with a net zero sum or negative sum (Otteson, 2021). In order for one to win, other(s) must lose. Extraction undermines the premise "that the goal of work, business, and therefore the economy is human excellence and flourishing—creating goods that are truly good and providing services that truly serve" (Widmer, 2022, pp 127-128). Sandelands (2015) further argues that self-interest and profit are good but are not sufficient to be the main purpose for business. Furthermore, cooperation is necessary and occurs within the community, which is a work in progress (Schlag & Melé, 2020). By successfully meeting the needs of others and serving them well, organizations are rewarded with profitability and return on investment (Widmer, 2022). The student should be encouraged to add his or her value to the needs of stakeholders within the community (Sandelands, 2015).

Given the importance of ethics and social responsibility, the marketing curriculum should focus on and reinforce the "why" of pursuing a marketing education, and for the student to prepare for the pursuit of excellence in marketing (Widmer, 2022) in addition to the "how" of technical preparation. Ethics and social responsibility can be taught as a part of a principles course and/or a capstone course, as a standalone ethics course, or be incorporated into every marketing course in the curriculum. With ethics and social responsibility being integral to all marketing decisions and activities, the student should benefit more in "finding their 'why'" (Widmer, 2022, p. 164) from regular consideration of ethics and social responsibility in learning about marketing concepts and applying them in discussions and assignments.

Future research should be conducted with undergraduate and graduate students in taking marketing classes with ethics and social responsibility as a part of one to two courses, a standalone course, and incorporated into all marketing classes. These studies can be pre- and post-course or pre- and post-program to further evaluate the effectiveness of alternative approaches.

REFERENCES

American Marketing Association (n.d.). *AMA statement of ethics*. https://www.ama.org/ama-statement-of-ethics/

Otteson, J. R. (2019). *Honorable business: A framework for business in a just and humane society*. Oxford University Press.

Otteson, J. R. (2021). *Seven deadly economic sins: Obstacles to prosperity and happiness every citizen should know.* Cambridge University Press.

Sandelands, L. E. (2015). On taking people seriously: An apology, to my students especially. *Journal of Business Ethics, Springer*, vol. 126(4), pages 603-611, February. doi.org/10.1007/s10551-013-1976-8

Schlag, M., & Melé D. (2020). Building institutions for the common good. the practice and purpose of business in an inclusive economy. *Humanistic Management Journal, 5*(1), 1-6. doi.org/10.1007/s41463-020-00092-9

Widmer, A. (2022). *The art of principled entrepreneurship: Creating enduring value*. BenBella Books.

For further information contact:
John W. Crane
Belmont Abbey College
100 Belmont-Mt. Holly Road
Belmont, NC 28012
(704) 461-5063
JohnCrane@bac.edu

THE IMPORTANCE OF ADDING ETHICS AND SOCIAL RESPONSIBILITY TOPICS WHEN TEACHING MARKETING COURSES

Michael J. Messina, Gannon University

POSITION PAPER

Ethical and socially responsible practices have long been important goals for businesses and nonprofits to enhance everyone's reputations and to build the trust of all parties they are working with. The field of marketing has often had an unfair stigma attached to its efforts when working with customers as being less ethical than other areas of business. It is almost always considered more unethical when compared with the organizations in the non-profit sector. This position paper highlights the importance for presenting ethics and social responsibility topics in all marketing classes, and offering some suggestions for teaching ideas for ethics and social responsibility topics for students today. As educators, we understand that students often look to their professors for best practices and guidance when they pursue career opportunities in business. That is why we must emphasize the importance for our students to understand and appreciate why customers and all businesses in the supply chain place such a premium on ethical behavior. It is necessity for every organization to be able to value and support a high level of integrity. As marketing educators, it is important to present and discuss with our students, the various topics within marketing that too often appear to have an unfair perception of bias by being unethical. As noted by Loe and Ferrell (2001), teaching marketing ethics has the understanding that personal ethics is a baseline requirement for good marketing ethics but having a high level of personal moral development cannot prevent ethical mistakes.

Ethical responsibilities need to be highlighted in every marketing class mainly because the discipline of marketing ultimately links the customer with a respective business. Students must be made aware of the feelings that currently exist about ethics and social responsibility issues within the business of marketing. Wilkie and Moore (1999), for example, revealed concerns about marketing's negative effect on cultural values and the harm that can occur by deceptive marketing practices. Smith and VanDoren (1989) suggested that scenarios can be used to successfully integrate ethics into the marketing curricula. Providing thought provoking situations for students to discuss allows for a robust classroom interaction. I have used a number of classroom teaching methods to help reinforce a better understanding of the actual feelings of marketing ethics and social responsibility by students. One successful practice is engaging the students in a Lincoln/Douglas debate. I assign the debate topic and have teams of three students taking the positive side and three students taking the negative side of the debate topic. Teams must support their positions with data and prior research on the topic. One successful; ethical topic that has been assigned as a debate where each team takes the opposite side is: "Businesses have the right to only open retail store locations in middle-class and upper-class suburbs and avoid low-income areas" versus "Businesses should open retail store locations in all areas both middle and upper income as well as lower income locations." Another successful teaching approach has been to form teams of two or three students to identify two ethical and socially responsible businesses and two unethical and socially irresponsible businesses. The teams must present data to support their positions on each company. I also have the class vote on each team presentation to decide which student team has most successfully defended their position.

Further research needs to investigate the particular areas in marketing that are viewed more often as being unethical and unfair. Will the research suggest that all areas of marketing are viewed to be similar? For example, are sales practices perceived in a similar way such as advertising, pricing, and packaging? It would be interesting to conduct further research with business students and particularly marketing majors, to see if there is a difference in their beliefs based on the specific year they are attending their university, such as the first year through the year of graduation. Also, another investigation can review whether Generation X, Generation Y, and Generation Z business students have similar views on ethics and social responsibility. It is important for future research, to investigate the beliefs of both customers and business students to better understand what actions a company can take to create the positive feeling that it is acting in a socially responsible way.

REFERENCES

Lee, Terry W and Linda Ferrell (2001). Teaching Marketing Ethics in the 21st Century, *Marketing Education Review,* Vol. 11, Number 2.

Smith, Louise W. and Doris C. VanDoren (1989). Teaching Marketing Ethics: A Personal Approach, *Journal of Marketing Education*, Vol. 11, Issue 2.

Wilkie, William A. and Elizabeth S. Moore (1999). Marketing Contributions to Society, *Journal of Marketing, V*ol. 63, 198-218.

For further information contact:
Michael J. Messina
Gannon University
Box 3191
Erie, PA 16501
814-871-5755
Messina001@Gannon.edu

A CASE STUDY ON STUDENT PERCEPTION OF A COLLABORATIVE ONLINE INTERNATIONAL LEARNING ASSIGNMENT BETWEEN IRISH AND FRENCH INSTITUTE-OF-TECHNOLOGY BUSINESS STUDENTS

Danielle Lecointre-Erickson, GRANEM, IUT – University of Angers
Sharon Harris-Byrne, South East Technological University

POSITION PAPER

The democratization of online technology has facilitated opportunities for higher education institutions to internationalize curricula. As a result, collaborative online international learning (COIL) programs have become increasingly popular in recent years. COIL "leverages technology to connect students, professors, and organizations in different countries online to work on projects and tackle local-to-global challenges collectively as part of their academic coursework" (Carroll et al., 2022). This paper focuses on students' perceived learning outcomes (Alavi et al., 2002) of COIL.

During the academic year 2022-2023, professors from South East Technological University (SETU) (Carlow, Ireland) and University Institute of Technology (IUT) (Angers, France) developed a COIL assignment for their courses in Business Psychology (year 1) and Marketing Strategy (year 2), respectively. The assignment built on a collaborative assessment previously initiated between SETU and SAMK (Finland) (Harris-Byrne & Wikman, 2020). The assignment called for interinstitutional teams to conduct a focus group analysis on French carpooling platform BlaBlaCar to determine if the service provider had the potential to enter the Irish market. This choice of service was a good fit for the assignment since both institutions are undertaking initiatives to implement ecological transition and achieve sustainable development goals.

The assignment took place in Spring 2023. The students were integrated into one sole learning management system to submit the final report, and they received the same instructions for the assignment. The class size for Marketing Strategy was smaller than that for the Business Psychology class. As result, the professors paired the students 3 to 1, respectively.

IUT students were required to submit a graded assessment at the end of the semester reflecting on the following questions in relation to the assignment: What surprised me during this experience? What were my impressions of working in a multi-cultural team? What difficulties did I face during this experience? How has this project helped me to become a better future marketer? What is my overall takeaway from this experience?

The preliminary findings reveal that being in an intercultural team provided them with the sensibility and awareness that would enable them to become better marketers. The experience forced them to adapt to new situations and to different worldviews. It was also a rare, enriching opportunity to work directly with students from another culture. The findings also reveal some shortcomings. "Communication" was frequently cited in the reports (40 times in total). Students perceived that the instructions were not communicated in the same way between the Irish and French students. They did not clearly understand that the final written assignment was designed to be a joint effort. Working long-distance with team members whom they had never physically met was also a source of frustration. Some students reported issues with the Irish accent as well as English not being their native language, leading to miscommunication. The perception and use of time was also cited as a challenge (cited 67 times). IUT students reported that the one-hour time difference between France and Ireland as well as the different class schedules made meetings difficult to set up. There were also reports of anxiety when teams started working on the assignment at the last minute. Finally, the make-up of the teams was reported as an issue. The teams had to be readjusted twice throughout the semester due to student withdrawals and lack of participation, leading to student frustration of adapting to new groups. The IUT students included four North American exchange students, who had no previous knowledge of French culture and of the French firm BlaBlaCar. As a result, the exchange students had to be paired with a French student to effectively participate in the exercise. Finally, the IUT students revealed the sentiment of inferiority because the ratio of Irish to French students was between two and three to one.

This paper provides preliminary results for the perception of students from a French technological institute who participated in a COIL assignment with an Irish technological university. To conclude, the professors will implement the COIL assignment in upcoming academic year with updates to improve the perceived outcomes and experiences for the students. The instructions will need to be more precise to ensure they are properly understood. The assignment will be divided into shorter assignments with interval deadlines instead of one final deadline at the end of the semester. Finally, the number of Business Psychology students will be reduced to help balance out the teams. Future research will include collecting reflection data from SETU students to have a more complete cross-cultural comparison and conducting a more in-depth thematic textual analysis on the data collected from the IUT students.

REFERENCES

Alavi, M., Marakas, G. M., & Yoo, Y. (2002). A Comparative Study of Distributed Learning Environments on Learning Outcomes. Information Systems Research, 13(4), 404–415.

Bacon, D. R. (2016). Reporting Actual and Perceived Student Learning in Education Research. Journal of Marketing Education, 38(1), 3–6.

Carroll, P., Early, J. O., Murphy, N., O'Connor, J., Barry, M., Eagan-Torkko, M., O'Connor, R., Richardson, N., & Stone, A. (2022). Connecting Classrooms and Communities Across Continents to Strengthen Health Promotion Pedagogy: Development of the Transnational Education and Community Health Collaborative (TEaCH CoLab). Pedagogy in Health Promotion, 8(4), 287–296.

Harris-Byrne, S., & Wikman, M. (2020). Engaging Students through Collaborative Projects and International Higher Education Partnerships. In E. Sengupta, P. Blessinger, & M. Makhanya (Eds.), Innovations in Higher Education Teaching and Learning (pp. 173–188). Emerald Publishing Limited.

Mestre-Segarra, M. Á., & Ruiz-Garrido, M. F. (2022). Examining students' reflections on a collaborative online international learning project in an ICLHE context. System, 105, 102714.

O'Dowd, R. (2021). What do students learn in virtual exchange? A qualitative content analysis of learning outcomes across multiple exchanges. International Journal of Educational Research, 109, 101804.

For further information contact:
Danielle Lecointre-Erickson
Univ Angers, GRANEM, SFR CONFLUENCES, F-49000 Angers, France
13 allée François Mitterand
49000 Angers, France
(+33) (0)2 41 96 21 06
danielle.lecointre@univ-angers.fr

HUMOR AS AN ADAPTIVE SELLING STRATEGY: EXPLORING THE ROLE OF GENDER DIFFERENCES AND SOCIAL CONTEXT IN SALES PITCHES

Samantha C. Gibson, Robert Morris University
Gabriel Moreno, Robert Morris University

POSITION PAPER

Initial interactions between salespeople and customers can significantly impact sales performance (Evans et al., 2000). Humor has been identified as an effective adaptive selling strategy, but little research has investigated how gender affects its use in different social contexts during initial sales pitches. While humor can help build rapport and enhance customer relationships (Lussier et al., 2017), it can also be perceived as unprofessional. Furthermore, research has shown that the use of humor can be a double-edged sword, as it can enhance or detract from the salesperson's credibility and likability, depending on the context and audience (Guenzi et al., 2019). For example, humor may be more effective with younger customers, who are more likely to appreciate and respond positively to humor (Delpechitre et al., 2019). Other studies suggest that self-defeating humor is particularly effective in sales interactions, as it can lower the customer's guard and build rapport. Other types of humor, such as sarcasm or aggressive humor, may be less effective and could even backfire, causing the customer to feel uncomfortable or insulted.

Gender stereotypes may influence how humor is perceived and how salespeople are evaluated in sales interactions, particularly in male-dominated industries. Women are often judged more harshly than men for using humor in sales interactions, and humor may be perceived differently in different social situations, depending on factors such as age, culture, and social norms (Bompar et al., 2018). Women who use humor in the workplace are often viewed as less competent and less professional than their male counterparts (Evans et al., 2019). This may be particularly true in male-dominated industries, where women are often expected to conform to traditional gender roles (Gibson & Swan, 1982). Additionally, men and women tend to have different preferences regarding humor, with men preferring more aggressive or hostile forms of humor. In contrast, women may prefer more affiliative or self-defeating humor (Decker & Rotondo, 2001). Understanding these differences could be helpful for salespeople who want to use humor as an adaptive selling strategy when tailoring their approach to different types of customers. Adaptive selling refers to the ability of salespeople to adjust their approach and behaviors based on the needs and preferences of their customers (Spiro & Weitz, 1990). Humor can be used as an adaptive selling strategy during initial sales pitches to build rapport, overcome objections, and establish customer trust. However, the use of humor can also be risky and may backfire if it is perceived as inappropriate or unprofessional.

This study aims to investigate how humor is used differently by male and female salespeople in various social contexts during initial sales pitches and how these differences impact customers' perceptions of product quality, customer trust, and sales effectiveness. The study will examine the impact of humor in various sales contexts, such as retail sales, B2B sales, or sales to different demographic groups during initial sales pitches.

A mixed-methods approach will be employed to achieve the research objectives, including surveys and experiments. First, a survey will be conducted to gather data on salespeople's adaptive selling behaviors, including their use of humor and success in closing sales, will also be collected. Second, a series of experiments will be conducted to examine the impact of gender and social context on the effectiveness of humor as an adaptive selling strategy. Participants (customers) from various industries will be asked to rate the effectiveness of a hypothetical sales pitch for a product/service. After watching the pitch, participants will complete a survey assessing their attitudes towards the salesperson, perceived quality of the product/service, level of trust in the salesperson, and the likelihood of purchasing the product/service. The survey data will be analyzed using a mixed-model ANOVA to test for the main effects and interactions of gender and humor on customer attitudes toward product quality, customer trust, and sales effectiveness. Structural Equation Modelling will be conducted to examine the impact of customer attitudes toward product quality, customer trust, and sales effectiveness on actual sales performance.

This study aims to provide insights into how humor can be used by salespeople to build rapport, establish trust, and increase sales effectiveness during initial sales interactions. It will examine the role of humor as an adaptive selling strategy, with a focus on how gender and social context influence its effectiveness. The findings will have implications for sales training and improving sales performance. Future research could explore the impact of cultural differences on the use of humor and investigate the long-term effects of humor on customer relationships and loyalty—shedding light on the effectiveness of humor as a long-term relationship-building strategy.

REFERENCES

Bompar, L., Lunardo, R., & Saintives, C. (2018). The effects of humor usage by salespersons: the roles of humor type and business sector. *Journal of Business & Industrial Marketing*.

Decker, W. H., & Rotondo, D. M. (2001). Relationships among gender, type of humor, and perceived leader effectiveness. *Journal of Managerial Issues*, 450-465.

Evans, J. B., Slaughter, J. E., Ellis, A. P., & Rivin, J. M. (2019). Gender and the evaluation of humor at work. *Journal of Applied Psychology*, 104(8), 1077.

Evans, K. R., Kleine III, R. E., Landry, T. D., & Crosby, L. A. (2000). How first impressions of a customer impact effectiveness in an initial sales encounter. *Journal of the Academy of Marketing Science*, 28(4), 512-526.

Lussier, B., Grégoire, Y., & Vachon, M. A. (2017). The role of humor usage on creativity, trust and performance in business relationships: An analysis of the salesperson-customer dyad. *Industrial Marketing Management*, 65, 168-181.

Spiro, R. L., & Weitz, B. A. (1990). Adaptive selling: Conceptualization, measurement, and nomological validity. *Journal of Marketing Research*, 27(1), 61-69.

For further information contact:
Samantha C. Gibson
Robert Morris University
The Rockwell School of Business
University Boulevard
Moon Township, PA 15108
(412) 822-4315
gibsons@rmu.edu

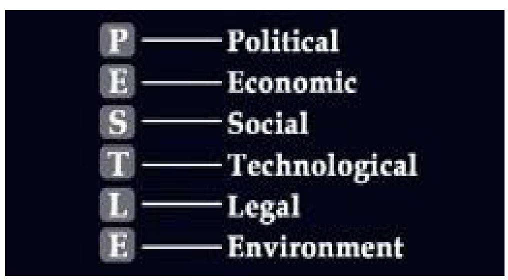
MARKETING MODELS USED TO DRIVE THE CREATIVE ECONOMY

Paul Lane Seidman College of Business, Grand Valley State University
Christian Veri Gage Translator, LenguaConnect LLC
Erasmo Jesús Gómez Lanuza UNAN Managua, Managua, Nicaragua
Ernesto Gomez Salazar UNAN Managua, Managua, Nicaragua

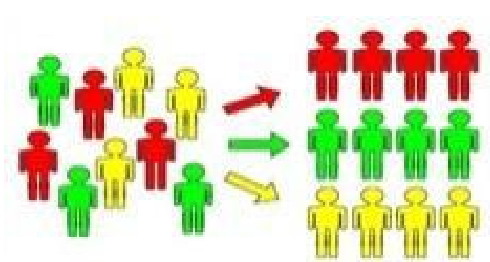
POSITION PAPER

In Nicaragua for the past three years the authors (Fahad, 2022, Prasad Acharya 2023, and Strategyze, 2020) have worked in the Creative Economy. In May, they were asked to develop a workshop to help strengthen the artisanal communities in Nicaragua's most creative cities. The cities included: Bluefields, Estelí, Granada, Juigalpa, León, Managua, Matagalpa, Masaya, Nagarote, and San Juan del Oriente.

Each of the ten cities have many artisans that work with different types of materials, called rubros. Each city also has a Co-Creamos commission that works alongside these artisans. The commissions are made up of staff from the mayor's office, the local offices of the Ministry of Family and Community, of the Economy, and other administrators. However, most of them have little or no experience with their respective artisanal communities. The authors developed a three-day workshop using 9 marketing models to lead the participants into thinking about what they could do for their communities, with the main objective of empowering them to help the artisans. From the authors' experiences most artisans cannot leave their workshops to do other things in Nicaragua as they need to work every day to make enough money to feed themselves and their families. The workshop started with the PESTEL model and macro factors impacting sales of artisanal items. An example of economic impact has been the dramatic drop in international visitors, from two million in 2017 to 200,000 in 2022.



(Fahad, 2022)



(Formplus, 2020)

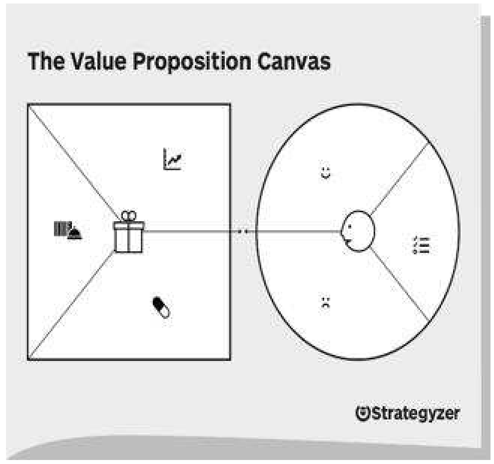
This opened the discussion of different customer segments. For example, Nicaraguans vs. international tourists. Due to the diminished tourist market, the Ansoff Matrix was introduced to help the participants think about new ways of generating sales in the creative sectors of their communities. The last part of day 1 was the SWOT analysis, which was an opportunity to think at all levels, Macro to Micro, about the artisanal communities that they are serving. At the end of day one, the Co-Creamos commissions had expanded their knowledge about the situational analysis part of marketing. They were given tools to use to analyze theirs and their artisans' current situation and how best to handle it.

Day two began with a wonderful crowd anxious to get started. A question was posed of how many artisans they had visited. The vast majority answered with none. Thus, a discussion on empathy in marketing. They must understand their customers, the artisans as well as their artisans' customers. Next, they were introduced to a simple buying process model.

Need>search>evaluation>purchase decision>

(Acharya, 2023)

For most of the seventy participants the models, Maslow's Hierarchy, and the Pain Gain model from Strategyzer (2020), seemed to be all new. In the last part of day 2, teams engaged in figuring out how they might allocate the responsibilities of the purchase funnel between themselves and the artisans in their community by coloring it.



(Strategzyer, 2020)

Finally, the problems of the general communication model of encoding and decoding were discussed as they related to communication between the commissions, artisans, and their clients.

There was a lot of excitement for the "new," material. They will now have to think about how much time a poor artisan might have to learn these things. The trick is going to be to develop very short and powerful workshops in barrios, or neighborhoods, that artisans can attend and learn how to improve sales and or products.

REFERENCES

Fahad, Usmani, "Pestle Analysis: Tracking Environment For New Business Opportunities", 2022, https://parsadi.com/pestle-analysis/

Flowbox, 2021, https://news.cision.com/flowbox/r/what-is-the-aida-funnel-and-how-to-optimize-it-for-your-marketing-strategy-,c3423272

Formplus, "Customer Segmentation: Types, Strategy, + (Analysis)", 2020, https://www.formpl.us/resources/market-segmentation/customer/

Prasad Acharya, Brad, "How to Create an Ansoff Matrix Quickly", 2023, https://geekflare.com/steps-to-create-an-ansoff-matrix/

Strategyzer, 2020, https://www.strategyzer.com/canvas/value-proposition-canvas

---

For further information contact:
Paul M. Lane
Grand Valley State University/UNAN Managua
Allendale Michigan 49401
616-399-9593
lanepa@gvsu.edu

Integrating AI in Marketing Research Courses: Enhancing Experiential Learning and Student Outcomes

Sarah Rand, St. Catherine University
John Franklin, St. Catherine University

POSITION PAPER

The adaptation of Artificial Intelligence (AI), such as the technology developed by OpenAI called ChatGPT (OpenAI, n.d.), is rapidly transforming the role and impact of higher education. Even before the advent of AI, humanity has long used automation in applications where it can save time, labor, money, or tangible resources; this has been the basis for most any innovation noted during the span of the First and Second Industrial Revolutions (1760 – 1915) (Industrial history of European countries, n.d.). AI technology is expected to streamline research processes and rapidly accelerate data analysis with precision and accuracy (Abdous, 2023).
The issue in higher education today is which tasks AI can perform on students' behalf that still enable them to perform activities that build valuable and applicable research skills. Faculty will be challenged to learn new skills, particularly how to use AI to enhance student learning, while at the same time ensuring students build the disciplinary skills necessary for career success. The effects on learning, whether positive or negative, raise questions about AI's potential to enrich teaching methodologies and student outcomes (Anderson, 2023). To fully leverage AI, educators must actively investigate the capabilities and risks associated with incorporating it into student learning (Roschelle, Lester, and Fusco, 2020).

Integrating AI into marketing research courses could significantly enhance the learning experience and enable students to participate more actively in various phases of the marketing research process, from planning to research to implementation. While AI brings numerous benefits, the hands-on experience students gain through the execution of their marketing recommendations remains a crucial role that AI technology has yet to replace. This position paper explores how ChatGPT could be integrated into an upper-level client-based market research course to elevate experiential learning and increase value for the client partners.

Community Garden Center Project: This client's research objective was to increase community gardeners' sales and engagement. The project was initially designed to utilize observational research as the primary methodology, requiring student teams to observe the gardeners' practices and interactions within the community garden environment. The qualitative data collected would then be systematically analyzed to create recommendations for the client. To accelerate the data collection and analysis phases of the project, the most time-intensive tasks. ChatGPT could be used to simulate the experience of observing community gardeners. The technology could rapidly provide a comprehensive overview of the target audience's demographics, psychographics, and recommendations to address the research objective. Using prompts to understand the target market, ChatGPT was able to provide a detailed analysis of consumer behavior and product preferences in great detail. Using additional prompts, ChatGPT developed a series of marketing personas and recommendations for the client to reach its target market. Furthermore, the output included a comprehensive marketing plan and customized social media strategy that would be remarkably challenging to replicate during the semester.

Given the pace at which students could advance to the recommendations phase of the research process, there would be adequate time within the term to execute the proposed recommendations. This could include students working on the client's digital marketing needs through website design, social media, user experience, marketing analytics, planning and measuring the success of community engagement activities, or any measurable outcomes. Students could have the opportunity to use analytical tools, including AI, to measure the effectiveness of their efforts. This approach is not without challenges. Students still need a thorough grounding in data collection and analysis skills. Thus, the curriculum should be structured to cover these critical aspects while integrating AI tools to enhance efficiency and focus on implementation. Expertise among faculty is necessary to ensure that the data gathered through AI is relevant and accurate. It is essential to address these concerns proactively and with scrutiny. Existing AI tools, such as ChatGPT, have limitations, such as a lack of real-time data and the possibility of generating inaccurate information (OpenAI, n.d.).

In order to fully capitalize on the benefits of artificial intelligence, educators will need to reevaluate their teaching methods to effectively prepare students with the necessary knowledge and skills required for successful careers. Future research should investigate best practices for integrating AI into marketing research courses to optimize student learning while leveraging the capabilities of AI technology. Ultimately, students should become proficient in using AI and value the need to conduct in-depth research independently. By working together, faculty and students can tackle these issues and ensure the appropriate utilization of AI in marketing education.

REFERENCES

Abdous, M. (2023, March 21). How AI is shaping the future of higher ed. *Inside Higher Ed.* Retrieved from https://www.insidehighered.com/views/2023/03/22/how-ai-shaping-future-higher-ed-opinion

Anderson, J. (2023, February 9). *Harvard EdCast*: Educating in a world of artificial intelligence. Retrieved from https://www.gse.harvard.edu/news/23/02/harvard-edcast-educating-world-artificial-intelligence
https://www.chronicle.com/events/virtual/ais-impact-on-research

European Route of Industrial Heritage. (n.d.). Industrial history of European countries. ERIH. https://www.erih.net/how-it-started/industrial-history-of-european-countries

OpenAI. (n.d.). ChatGPT. Retrieved from https://chat.openai.com

Roschelle, J., Lester, J., & Fusco, J. (Eds.). (2020). AI and the future of learning: Expert panel report. *Digital Promise*. Retrieved from https://circls.org/reports/ai-report

Zhang, K., & Aslan, A. B. (2021). AI technologies for education: Recent research & future directions. *Computers and Education: Artificial Intelligence*, 2, 100025. https://doi.org/10.1016/j.caeai.2021.100025

For further information contact:
Sarah Rand
St. Catherine University
2004 Randolph Avenue South
St. Paul, MN 55105
612-590-1040
sjrand@stkate.edu

EMPOWERING FUTURE TEACHERS THROUGH SOCIAL MEDIA
BELLEVUE UNIVERSITY'S INTERNSHIP PROGRAM

Randa Zalman, Bellevue University
Mary Ann Rozengard, Bellevue University
Erin McDonnell-Jones, Bellevue University

POSITION PAPER

The United States and numerous other countries face a significant shortage of qualified teachers, providing a growing worldwide problem and leaving many classroom vacancies unfilled (Craig et al., 2023; Ingersoll & Tran, 2023). Additionally, there is a concerning trend of a decreasing number of students enrolling in Educator Preparation Programs (EPPs) designed to prepare individuals for a career in teaching (Love & Love, 2023).

There is a shortage of qualified teachers within the United States, but there also appears to be a global opportunity concerning the number of qualified teachers (Craig et al., 2023). Countries such as Australia, England, and Canada suggest difficulty recruiting qualified teachers. European nations echo the concern with a need to recruit tens of thousands of qualified educators.

Professor Anthony Welch from the School of Education and Social Work seeks to understand if hiring teachers from overseas is genuinely a solution for Australia's teacher shortage. Hiring from other countries is a tactic that several politicians in Australia currently recommend. However, Welch questions if this hiring tactic will solve the unprecedented teacher shortage faced by Australia.

Research conducted by the National Association of Schoolmasters and Union of Women Teachers (NASUWT) in early 2022 suggests that 70 percent of teachers in England considered resigning. The number one reason for exiting their current position was pay. Additional research conducted in the UK indicates that nearly half the lead teachers or principals planned to leave their current jobs. The top reasons cited include heavy workloads, poor pay, and challenges finding staff to fill the vacant positions.

Canada looks to bring retired teachers back to the classroom. The significant shortage of teachers in Canada is found in special needs, early childhood education, and higher secondary education. Canadians find that attrition is an issue in their system. Indeed, nearly 40 percent of teachers leave in the first five years of service in some Canadian provinces (Loewus, 2021). Canada is also recruiting internationally, providing points to those with foreign education credentials.

When combining Germany, Hungary, Poland, Austria, and France, the need for qualified teachers exceeds 80,000. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), 2023, with many Ukrainian families migrating to Poland, this country expects nearly 400,000 additional students and a corresponding demand for qualified teachers. Of the nearly 27,200 new posts in France, 4,000 remain unfilled. As a possible solution to the shortage in France, President Emmanuel Macron is pledging an almost 10 percent salary increase (*Macron Promises French Teachers More Money, Average pay hikes of 10%*).

Despite the national and global declines, Bellevue University's Teacher Education program implemented a social media outreach program to help attract prospective students. Over the past two years, social media posts have resulted in more than 46,000 impressions and 7,800 points of engagement.

As a result of social media outreach, which included the use of Instagram and Twitter, the program has experienced approximately 35% growth over the last two to three years. Additionally, the program substantially increased enrollment by 1,575% since 2017.

Social media efforts focused on creating editorial calendars to help create compelling content, utilized visual media such as images and video to have a more personalized feeling to conversations, researched hashtags, tagging, and meme opportunities to engage with the education community.

The growth in awareness and enrollment in social media initiatives has led to a collaborative partnership between the Teacher's Education and Marketing faculty. The college Dean proposed and approved a paid internship to allow Bellevue University students to become social media community managers exclusively for the Teacher's Education program.

This proposed internship aims to provide hands-on experience for students while simultaneously meeting the growing demands of managing the program's online platforms with a fresh perspective. Interns would then be responsible for curating and creating engaging content, responding to comments, and fostering an active and engaged online community. Interns would be required to collaborate closely with faculty to ensure that the program's social media strategies align with the goals and objectives of the program as well as with the brand guidelines of the university.

Additionally, learnings from the external social media program have extended internally to the program curriculum. The use of social media platforms has translated into discussing the importance of social media, the benefits of social media, best practices for incorporating social media into the classroom, and featuring innovative approaches to teacher education. Social media analytics are pulled monthly to monitor and evaluate the strategy's effectiveness. Social media skills have become core competencies and are transferable skills that can be used beyond the classroom as students become teachers for future generations.

The involved faculty hope this internship program is successful and that additional internship opportunities around campus (e.g., additional programs, athletics) will be met with optimism.

With the shortage of professional educators worldwide, we suggest executing this program in other colleges and universities to determine if the results might be replicated. Alternatively, the researchers might uncover supplementary ways to mitigate this ever-growing staffing opportunity by implementing this program or combining this approach with other options, such as salary increases or additional benefits.

REFERENCES

Craig, C. J., Hill-Jackson, V., & Kwok, A. (2023). Teacher shortages: What are we short of? *Journal of Teacher Education, 74*(3), 209-213. https://doi.org/10.1177/00224871231166244

Fixing Australia's teacher shortage. The University of Sydney. Retrieved May 31, 2023, from https://www.unesco.org/en/articles/polands-education-responses-influx-ukrainian-students.

Ingersoll, R. M., & Tran, H. (2023). Teacher shortages and turnover in rural schools in the US: An organizational analysis. *Educational Administration Quarterly,0*(0). https://doi.org/10.1177/0013161X231159922

Loewus, L. (2021). *Why Teachers Leave--or Don't: A Look at the Numbers*. Education Week. https://www.edweek.org/teaching-learning/why-teachers-leave-or-dont-a-look-at-the-numbers/2021/05

Love, T. S., & Love, Z. J. (2023). The teacher recruitment crisis: examining influential recruitment factors from a United States technology and engineering teacher preparation program. *International Journal of Technology and Design Education, 33*, 105-121.

Macron Promises French Teachers More Money, Average pay hikes of 10%. Retrieved May 31, 2023, from Business Standard. Macron promises French teachers more money, average pay hikes of 10% (business-standard.com)

The NASUWT Submission to the School Teacher's Review Body. NASUWT The Teacher's Union. https://www.nasuwt.org.uk/static/73a6b3a8-5008-46c6-ad77a84593e82738/Evidence-Submission-to-the-STRB-32nd-Report-March-2022-England.pdf

UNESCO (2023, April 20). *Poland's education responses to the influx of Ukrainian students*. Retrieved May 31, 2023, from Poland's education responses to the influx of Ukrainian students | UNESCO

For further information contact:
Mary Ann Rozengard
Bellevue University
1000 Galvin Rd S.
Bellevue, NE 68005
863-712-3628
mrozengard@bellevue.edu

FOSTERING LEARNING THROUGH A GAME-LIKE METAVERSE VIRTUAL CLASSROOM: EXPLORING OPPORTUNITIES AND BARRIERS

Claire Whang, California State Polytechnic University, Pomona
Sanga Song, Indiana University East

POSITION PAPER

The COVID-19 pandemic has expedited the use of technology in education, leading to the widespread use of learning management systems and video conferencing platforms. Despite their popularity, these platforms have limitations, such as reduced student attention and interface issues (Serhan, 2020). Metaverse classrooms, offering immersive online experiences and real-time synchronization of activities (Wang et al., 2022), have emerged as a solution. Previous research has mainly been descriptive but has explored user perceptions, drivers and motivations in metaverse-based classrooms (Al-Kfairy et al., 2022; Kim et al., 2022). However, a comprehensive understanding of student engagement and their intention for using these platforms remains limited.

Our study adopted a mixed-method research approach to evaluate metaverse classrooms' effectiveness in enhancing student engagement, enjoyment, and future usage intentions. Students from two selected courses were invited to partake in the metaverse classroom experience on the Gather Town platform. During the virtual classroom session, students were guided to participate in various activities through their avatars. Following the session, students completed a survey, which included open-ended questions to enable them to express their likes, dislikes, and reasons for their willingness or reluctance to engage in similar virtual classrooms in the future.

A total of 42 students completed the survey. The average age of the participants was 22.32, consisting of 12 males, 29 females, and 1 non-binary individual. In terms of familiarity with gaming interfaces, 47.6% of the respondents reported having limited to slight experience, while 35.7% indicated moderate familiarity. When it comes to technology adoption, 30.9% identified themselves as early adopters, while 50% expressed a neutral stance. The majority of students (61.9%) reported enjoying exploring new information technology, and a significant portion (70.7%) had engaged in avatar customization. Furthermore, the majority of participants expressed satisfaction with their academic/learning experience (83.3%) and social experience (85.4%) on Gather Town. Lastly, a high percentage of students (76.2%) expressed their desire to use the platform again in the future.

Students' open-ended responses indicated that "interactivity" was one of the important features of virtual classrooms. The interactive nature of the platform allowed students to stay engaged and better socialize with their peers. Some students expressed their positive experiences, stating, "I would because it was interactive and fun. Gives a bit more personal feel" and "the engagement and community feeling it brings." Additionally, students appreciated the ability to customize their avatars and enjoyed the movement and navigation aspect within the virtual classroom. One student mentioned, "Being able to personalize your avatar as well as see other people's avatars. I ability to move around in the classroom" and another said, "I liked having my own character and being able to interact with my surroundings. This made it easier to stay focused on my screen and involved." Students also appreciated other features of the virtual classroom, such as breakout rooms that facilitated private discussions, as well as the option to comment through chat or reaction buttons during presentations. They expressed their satisfaction, saying, "I like the private rooms where you can talk with just your group" and "I like that we could form our own groups instead of random break out rooms." Furthermore, students reported enjoying the new style of learning with gaming elements, which enhanced their immersion. Some expressed their enthusiasm, stating, "New, and interesting! It's almost like a game, but you're in class," "I like that it was different way of virtual learning," and "It's a cool concept to modern learning."

However, students also mentioned some drawbacks associated with the remote setting. Technical issues such as the lack of mobile apps, audio interruptions, and connection errors were highlighted. Students mentioned: "My microphone for some reason wasn't working", "My Wi-Fi was bad during the session and I kept lagging, so I wish that was better." Learning to navigate the platform for the first time was also a challenge for some students, as they had to figure out which classroom to go to and how to "take a seat" and join a group. Despite these challenges, students expressed a positive attitude towards future use of virtual classrooms. They recognized that while virtual classrooms may be less efficient than platforms like Zoom, they offered a more engaging environment for small group discussions and an interesting, interactive, and enjoyable learning experience.

This study provides insights into students' experiences in virtual classrooms, highlighting their enjoyment and satisfaction in academic and social aspects. It emphasizes the potential for increased engagement and interactivity in metaverse classrooms, while acknowledging the importance of addressing technical issues. The insights gained from this study are valuable for designing and implementing metaverse classrooms, enabling educators and platform developers to create more engaging and effective virtual learning environments that cater to the diverse range of students. However, the study's limitations include a small sample size and focus on a specific platform. Future research should explore different platforms to enhance student engagement and learning.

REFERENCES

Student Adoption of Metaverse-based Classroom: A Qualitative Study. *2022 International Conference on Computer and Applications* (ICCA), 1–5.

Kim, K., Yang, E., & Ryu, J. (2022). Work-in-progress—the effect of students' perceptions on intention to use metaverse learning environment in higher education. *2022 8th International Conference of the Immersive Learning Research Network (ILRN)*, 1–3.

Serhan, D. (2020). Transitioning from Face-to-Face to Remote Learning: Students' Attitudes and Perceptions of Using Zoom during COVID-19 Pandemic. *International Journal of Technology in Education and Science*, 4(4), 335–342.

Wang, Y., Lee, L.-H., Braud, T., & Hui, P. (2022). Re-shaping Post-COVID-19 teaching and learning: A blueprint of virtual-physical blended classrooms in the metaverse era. *2022 IEEE 42nd International Conference on Distributed Computing Systems Workshops (ICDCSW)*, 241–247.

For further information, contact:
Sanga Song
Indiana University East
2325 Chester Boulevard
Richmond, IN 47374
765-973-8436
ss103@iu.edu

TEACHING NETWORKING SKILLS IN AN INTRODUCTORY COURSE: SUBSEQUENT FINDINGS ON HOW A LINKEDIN ASSIGNMENT INFLUENCES STUDENT BEHAVIOR

Steven W. Brewer, Carroll University
Katie McCarthy, Carroll University

POSITION PAPER

Marketing educators have an opportunity to help students learn professional networking and career development skills. Two of these necessary proficiencies are establishing a network of career connections and communicating a professional image to those contacts prior to graduation (Peterson & Dover, 2014). These skills are transferable across disciplines and support a student's knowledge and ability to enter the professional field (McCorkle & McCorkle, 2012). If students experience positive outcomes from these activities, they can develop networking habits that would continue long after the end of a course.

This study details outcomes from an assignment utilizing LinkedIn in an undergraduate course to teach professional networking skills at a small midwestern U.S. university. LinkedIn is the dominant "professional" social network site (SNS), with over 750 million users worldwide (Statista, 2022), and can be used to establish professional connections. However, students are less aware of LinkedIn and less likely to use it than the most popular "personal" SNSs; they believe it is only valuable after graduation and are unlikely to utilize the most beneficial features (Carmack & Heiss, 2018). Previous studies have required students to use LinkedIn (McCorkle & McCorkle, 2012; Peterson & Dover, 2014), but have not measured whether desired activities continued after an assignment was complete.

The assessment detailed herein was first developed in a pilot study in 2021-22, requiring students in Introduction to Business course to actively use LinkedIn. Initial findings from that pilot were published (Brewer & McCarthy, 2023), and lessons learned were applied to make changes for the 2022-23 academic year. In this current study, the assessment was moved to Principles of Marketing course in order to focus on Business students.

During the Fall 2022 semester, students enrolled in Principles of Marketing first completed a consent form and pre-survey, and then learned from the university's Career Services department about the benefits of professional networking and about using LinkedIn. The assignment required students to create a LinkedIn account, and to take actions that included completing the profile, obtaining at least 40 connections, posting two updates, joining a group, and asking for a recommendation. After completion of the assignment, students submitted a post-survey regarding perceived value and future usage intentions, and a follow-up survey was distributed six months later.

During this semester, 42 students were enrolled in Principles of Marketing. Of these, 31 students (73.8% of enrolled students) completed the consent form and pre-survey, and 29 (69.1% of enrolled students) completed the post-survey. Finally, 16 students (38.1% of enrolled students) completed a six-month follow-up survey. Results from pre- to post-survey indicated increased use of LinkedIn, as expected. In the pre-survey, 19 students currently used LinkedIn, with 13 of these (68.4%) using five or fewer features and nine (47.4%) having 26-500 connections. In the post-survey, 29 students used LinkedIn, with 25 of the 29 (86.2%) using six or more features and 28 students (96.55%) having 26-500 connections. These gains were maintained in the follow-up survey, where 16 students used LinkedIn, with 13 of the 16 students (81.3%) using five or more features and all students (100.0%) having 26-500 connections.

Similarly, increases in the frequency of LinkedIn use were maintained throughout. In the pre-survey, the majority of participants (68.4%) used LinkedIn once a week or less. In the post-survey, participants were asked about their intended future use of LinkedIn, with 22 of the 29 participants (75.9%) indicating they will use it more often or the same amount in the next year as compared to the intervention period, and 25 participants (86.21%) indicated they would use it the same amount or more after graduation, as compared to intervention period. In the follow-up survey, most participants (68.8%) reported using LinkedIn once a week or more.

The impact of the assessment on perceptions of LinkedIn was less clear from the pre-survey to the post-survey. Of the 11 statements used to evaluate attitudes and behaviors, average scores for six statements remained the same and five statements showed a statistically significant increase. These increases were not maintained on the follow-up survey. From the pre-survey to the follow-up, average scores for eight of these statements remained the same and three statements had a statistically significant decrease.

In the pilot study, the intervention did increase participant use of LinkedIn, similar to current study's findings. In comparison to current study, however, average scores in the pilot for statements evaluating attitudes and behaviors increased from pre- to the post-survey, and most increased from the pre-survey to the follow-up survey. Researchers hypothesize that the participant population may have influenced this difference. Introduction to Business course is a mix of Business and non-Business students while Principles of Marketing course is comprised mostly of Business students. Initial results may suggest that the intervention significantly impacted perceptions for non-Business students.

Additional research is required to determine whether this type of assignment has a greater impact on behavior than on perceptions of professional networking, and on whether significant differences exist in how Business and non-Business students respond to professional networking assessments. Data from future semesters will hopefully shed greater light on these critical issues.

In both studies, students' use of LinkedIn increased after the intervention and was maintained at least six months following that intervention. This upturn in networking activity is the most reliable indicator of the value of this assessment for other marketing educators.

REFERENCES

Brewer, S. W., & McCarthy, K. (2023). Teaching networking skills in an introductory course: impact of a LinkedIn assignment on student Perceptions and behaviors. *Marketing Education Review*, 10.1080/10528008.2023.2187669

Carmack, H. J., & Heiss, S. N. (2018). Using the theory of planned behavior to predict college students' intent to use LinkedIn for job searches and professional networking. *Communication Studies, 69*(2), 145-160. 10.1080/10510974.2018.1424003

McCorkle, D. E., & McCorkle, Y. L. (2012). Using LinkedIn in the marketing classroom: exploratory insights and recommendations for teaching social media/networking. *Marketing Education Review, 22*(2), 157-166. 10.2753/MER1052-

Peterson, R. M., & Dover, H. F. (2014). Building student networks with LinkedIn: the potential for connections, internships, and jobs. *Marketing Education Review, 24*(1), 15-20. 10.2753/MER1052-8008240102

Statista Research Department. (2022). *Forecast of the number of LinkedIn users in the world from 2017 to 2025.* https://www.statista.com/forecasts/1147197/linkedin-users-in-the-world

---

For further information contact:
Steven W. Brewer
Carroll University
100 N. East Ave.
Waukesha, WI 53186
(262) 951-3026
sbrewer@carrollu.edu

CHATGPT-ERA APPLICATION ASSIGNMENT

Zinaida Taran, Delta State University
Lisa Cooley, Delta State University

POSITION PAPER

Professors assigning application-oriented assignments in business, including service learning projects, often encounter student submissions that are too generic, non-specific, and at times contain sloppily rephrased copy/paste of some generalized marketing blogs rather than specific advice based on the analysis of specific situations. There are various causes that have contributed to these less-than-adequate submissions. For instance, many students enter colleges and universities lacking essential skills (Mondy et. al, 2020; Parkes et.al, 2015), such as critical thinking and reading skills. Additionally, students might not be familiar with business-plan-type writing as opposed to a literary essay, and they may not necessarily understand what a specific assignment should entail.

ChatGPT has emerged as a tool that appears to allow students to improve their writing; however, it is at best a double-edged sword as the platform seems to produce well-written yet generic responses. The easily obtainable and smooth textual answers from AI systems such as ChatGPT superficially make sense to such students, yet the emergence of ChatGPT and other similar AI has presented an issue for instructors across disciplines as the written content from AI does not seem to produce much as it relates to critical thinking. Therefore, a conversation is needed about what constitutes a good, rather than good-looking answer to our application assignments and a discussion on how to use ChatGPT in the classroom.

This paper examines an assignment that was designed to teach students what a specific ChatGPT answer based on analysis should look like. The assignment included two submissions that were based on the same ChatGPT-generated text. The objective was to design an easy and compact exercise for a bridge MBA class. The assignment asks to evaluate three submissions for the following prompt: "The Anthropology Department of DSU needs to select a retirement gift for Dr. Besta Kollegin."

Two of the submissions (A1 and A2) are based on the same ChatGPT-generated text to the prompt "factors of choosing a retirement gift." The A1 is one block of text. A2 is formatted nicely with sections and subsections, although not all section headers correspond to the text within. The text is completely and utterly generic and does not have one specific suggestion for what the department should buy for Dr. Kollegin. It also has some typos.

Exhibit 1. An excerpt from A2

Background Info: Choosing a gift for a colleague can be a challenging task, especially if you don't know them very well or if you work in a professional environment where certain gifts may be inappropriate. However, with some careful planning and research, you can find a gift that will show your appreciation and respect for your coworker without breaking any rules or boundaries. Here are some important factors to consider when choosing a gift for a colleague.
Budget: Know your budget. Before you start shopping for a gift, set a realistic budget that you can afford and stick to it. You don't want to overspend and make your coworker feel uncomfortable or obligated to reciprocate. You also don't want to underspend and make your coworker feel unappreciated or insulted.
The recipient's tastes: Personalize the gift. A personalized gift shows that you put some thought and effort into choosing it and that you care about your coworker as an individual. You can personalize the gift by adding their name, initials, or monogram to it, or by choosing something that relates to their hobbies, interests, or personality. For example, you can give them a mug with their favorite quote, a book by their favorite author, or a subscription to their favorite magazine.

Submission B has a very straightforward and direct, albeit brief, analysis of the particular situation and suggests very specific gifts within the budget, provides the text of the engraving and gives addresses and phone numbers for the stores to purchase the gift and the trophy from.

Exhibit 2. An excerpt from B

Background Info: She is a very valuable member of the department, friend, and colleague. The department members are sad to see her go and will miss her. They want to buy something nice for her.
Budget: Each member of the department contributes $20, *10= $200.
General thoughts on the item: The department wants it to be something nice. Something that maybe she would look at and something her guests would see. Also, something to remind her of the Delta as she moves to a different state. "We want also to have a visible reminder of us." The latter statement suggests some need for an engraving or similar signage.
The recipient's tastes: She likes elegant things and is somewhat eclectic. She likes having pretty things, including vases and suchlike. Among other things, she likes pottery.
Suggested item and store: A McCarty's vase or bowl.
McCarty's pottery is extremely popular in the Delta area and enjoys quite some prestige. Since Besta likes pottery, and the department wants to get something very Delta-related, this is the best choice. To accommodate the colleague's desire to provide an extra reminder of the occasion, an engraved acrylic trophy should be added to make a visible statement from the colleagues. If the gift itself had a flat service to which a metal plate with engraving could be affixed, then a separate acrylic trophy would not be needed, but one cannot attach a plate to a bowl.

Figure 1. A McCarty bowl

Figure2. An acrylic trophy to be engraved

The small Summer class produced 5 responses to this assignment. Unsurprisingly, students rated the two unacceptable answers lower but still quite high. Students on average rated A1 at 59% (less than a D but still surprisingly high), A2 at 72% (a C), and B at 94%. Follow-up conversation is designed to move the evaluation of the A1 and A2 significantly down.

The class is small, more follow-up will be done. This is not the only exercise in the class, but rather an easy first attempt to teach students what separates an appropriate set of plans from a generic set of ponderings, to communicate the standards of specificity, and a more business-like approach to writing. Future research involves fine-tuning the instruments, developing more applications using Chat GPT, and collaborating with other schools. The authors welcome any and all conversations of collaboration.

REFERENCES

Martinez, M. A., Lewis, K., & Marquez, J. (2020). College Ready at a Cost: Underrepresented Students Overwhelmed, Scared, Increasingly Stressed, and Coping. *Education & Urban Society*, 52(5), 734–758.

Mondy, A., Taran, Z., & Riley, C (2020). Student readiness for online learning in universities located in a socioeconomically disadvantaged area. *Proceedings of the Marketing Management Association,* 72.

Parkes, M., Stein, S., & Reading, C. (2015). Student preparedness for university e-learning environments. *The Internet and Higher Education*, 25, 1-10.

For further information contact:
Zinaida Taran
Delta State University
1003 Sunflower Road
Cleveland, MS 38732
662-846-4190
ztaran@deltastate.edu

CHATGPT: APPLICATIONS IN MARKETING CURRICULUM

Hannah Walters, Northern State University

POSITION PAPER

In recent years, the use of artificial intelligence (AI) and machine learning algorithms has become increasingly prevalent in various industries (OpenAI, 2023). It is essential that higher education evolve to incorporate these technologies and equip students with the necessary skills to succeed in the future job market (OpenAI, 2023). This paper explores how ChatGPT can be incorporated into marketing courses providing students with a hands-on, real-world experience with AI, while preparing them for the future of marketing.

The history of artificial intelligence can be traced back to the 1950s, when researchers first began exploring the concept of creating machines that could think and reason like humans (Russell, 2010). Since then, researchers developed various AI technologies, including rule-based systems, expert systems, and early machine learning algorithms (Russell, 2010). According to ChatGPT, AI has continued to evolve and advance, leading to the development of advanced AI technologies like ChatGPT (OpenAI, 2023).

ChatGPT is a powerful language generation model developed by OpenAI. This technology can be used to generate human-like responses to questions and provide helpful insights into various topics. Today, ChatGPT is considered one of the most advanced language models available and is at the forefront of the AI revolution, changing the way we interact with technology and shaping the future of AI (García-Peñalvo, 2023).

In higher education, ChatGPT can provide students with a unique and valuable educational experience (Zhai, 2022). By providing hands-on experience with cutting-edge technology, improved critical thinking skills, and real-world applications, students will be better prepared for their future careers, particularly in marketing which is in an ever-changing industry.

In the marketing industry, ChatGPT can be used to generate high-quality marketing content, analyze large amounts of data, develop sophisticated chatbots for websites and mobile apps, providing customers with an engaging and personalized experience, generate leads, analyze customer feedback and social media posts (Wertz, 2023).

The author proposes to incorporate ChatGPT assignments into three marketing courses during the Spring 2023 semester. The courses include Marketing Research, Not-for-Profit Marketing, and Marketing for eCommerce. In Marketing Research, ChatGPT could be used to conduct secondary research. In Not-for-Profit Marketing, students can utilize ChatGPT to explore previous efforts for their social marketing projects. ChatGPT can draft social media and blog headlines and posts for students in Marketing for eCommerce.

While ChatGPT offers many potential benefits, it is important to carefully consider the concerns and drawbacks. One concern is the potential for plagiarism when using ChatGPT (Atlas, 2023). Educators are also concerned that the use of ChatGPT discourages students from developing critical thinking and problem-solving skills.

Future research could include surveying educators who use ChatGPT in their classrooms and ask them about their experiences and insights. Researchers could also observe live demonstrations of ChatGPT in the classroom to see how the technology is being used in a real-world setting. Lastly, research could also be conducted with students who have used ChatGPT in their courses to assess student perceptions of the technology.

REFERENCES

Atlas, S. (2023). ChatGPT for Higher Education and Professional Development: A Guide to Conversational AI.

García-Peñalvo, F. J. (2023). The perception of Artificial Intelligence in educational contexts after the launch of ChatGPT: Disruption or Panic?

OpenAI. (2023) "ChatGPT". *Welcome to ChatGPT*, chat.openai.com/.

Russell, S. J. (2010). *Artificial intelligence a modern approach*. Pearson Education, Inc..

Wertz, J. (2023). How Brands Can Use ChatGPT And Other Generative AI For Content Marketing. Forbes. https://www.forbes.com/sites/jiawertz/2023/01/31/how-brands-can-use-chatgpt-and-other-generative-ai-for-content-marketing/?sh=1b9d2fa03e42

Zhai, X. (2022). ChatGPT user experience: Implications for education. *Available at SSRN 4312418*.

For further information contact:
Hannah Walters
Northern State University
1200 S Jay Street
Aberdeen, SD 57401
605-626-7721
hannah.walters@northern.edu

THE ‘NOT YET’ GRADING SYSTEM: VALUING INTELLECTUAL GROWTH OVER HIERARCHICAL GRADING TRADITIONS IN HIGHER EDUCATION

Alyssa Eckman, University of Kentucky

POSITION PAPER

Stuart Tannock (2017) argued in favor of discarding the traditional hierarchical grade systems common to public higher education institutions, demanding in his title: “No Grades in Higher Education Now!” He is not alone. Others, including Joughlin et al (2017), believe that rank-ordering student achievement based on arbitrary markers such as A, B, C, D, E actually limits our students’ intellectual development and hampers them from becoming well-prepared critical thinkers and skilled problem solvers. Tannock (2017) asks that we adopt a new approach to grading with “the agenda of developing forms of assessment that will foster critical, self-motivating and independent thinkers” (p. 1352).

My compromise is not total elimination of grades, but a grading system described by famed psychologist Carol Dweck (2014) as “A, B and Not Yet.” The Net Yet grades are assigned to any student who fails to meet the standards of what a traditional A or B would represent as achievement in an academic pursuit. The Not Yet grade recipients are provided actionable feedback and then instructed to “do-over”– ostensibly until they earn an A or B. After all, extensive research (Sonner, 2000), on the topic of grade inflation has concluded that as many as 80% of 21st century university students now routinely earn course grades above a B-minus. So why do we cling to below average grade options when we instead of the option of positioning our students for intellectual growth?

Elementary and secondary education teachers have embraced Dweck’s Not Yet because it is based on her position that educators should foster a growth mindset. A growth mindset is based on a belief that intellectual abilities can be developed, whereas the opposite is a mindset that intellect is fixed and unchangeable (Yeager, & Dweck, 2020). Dweck (2014) explains that she heard about the “A, B and Not Yet” based on a grade system adopted by a Chicago school district. Dweck concluded, “And I thought that was fantastic because if you get a failing grade you think. ‘I’m nothing, ‘I’m nowhere.” But if you get the grade Not Yet, then you understand that you are on a learning curve. It gives you a path into the future.”

I regularly teach the senior capstone campaigns course in our Department of Integrated Strategic Communication. We are essentially an IMC (integrated marketing communication) program in a College of Communication rather than a business school. Based on our department’s extensive curriculum mapping completed in fall of 2022, this capstone course takes concepts students have already learned throughout their 4-year degree program and has them put these into practice through the development of an integrated marketing campaign. This detailed campaign is complete with objectives, strategies, tactics, budget, and metrics for evaluating ROI and communication goals. The assessment artifacts used when we measure our department’s progress toward achieving programmatic Student Learning Outcomes (SLOs) for this course is the combination of a detailed 24-page campaign plans book and a 20-minute pitch presentation.

My 2023 summer section of capstone was on the second step of the campaign planning process – writing a well-researched target audience profile – when I took the radical step of offering a Not Yet grade option to the one group out of seven that failed to earn an A or B on the assignment. Group Not Yet, like their peers who earned As and Bs, submitted an incredibly detailed audience profile that made many of the same recommendations others had supported with cited research. But, Group Not Yet’s work featured very few in-text citations and a bibliography with only four entries, none of which were cited properly. Group Not Yet failed to meet our programmatic expectation that seniors poised to graduate should know to back one’s position with expert research (and be able to utilize APA Style).

It took a lot of my time, but I sent the student team an email on the Thursday afternoon before Memorial Day weekend – the same day the paper was originally submitted. I briefly explained the concept of Not Yet. I sent over 600 words of actionable feedback, but not a marked, graded paper. I gave them until Tuesday at 7 a.m. to resubmit their audience profile. I figured the odds were 50-50 or less that this group would take me up on the Not Yet offer because it meant extra homework over a holiday weekend. I opened my email Tuesday morning before class and there it was: received at 6:37 a.m. Was the new version with citations perfect? No. It barely earned a B (the numeric score earned equaled 80%, and I traditionally use a 90-80-70 grade scale). But, was it a better outcome based on SLO goals? Yes. This group did not fail as it would have with their first attempt. I offered them the opportunity to learn and grow, and they grabbed ahold. We all embraced a growth mindset together, despite the added workload.

I do not agree with Tannock (2017) that we must completely do away with grades as markers of achievement in public higher education. But for now, I believe Not Yet provides students a path toward positive learning outcomes and, thus, results in better preparation for professional marketing roles after they complete a four-year degree. Readers of this position paper are probably already pulling together arguments to launch against me. Won't Not Yet just make the grade inflation situation worse? No, not really. I chose to agree with Jephcote et al (2021) that grade improvement and grade inflation are **not** the same thing. I chose to allow my students a growth mindset, engaging them in problem solving and critical thinking that will likely result in an improved grade. This is not inflation. This is student achievement. When a growth mindset results in a higher grade that simply reflects the desired achievement of our programmatic SLO goals, then I believe everyone wins. The Not Yet grading system is not on my current capstone syllabus, but it will be for Fall 2023.

REFERENCES

Dweck, C. S. (2014). The power of yet [video]. YouTube. https://www.youtube.com/watch?v=J-swZaKN2Ic&t=44s.

Jephcote, J., Medland, E. & Lygo-Baker, S. (2021). Grade inflation versus grade improvement: Are our students getting more intelligent? Assessment & Evaluation in Higher Education, 46 (4), p. 547-571. *https://doi.org/10.1080/02602938.2020.1795617.*

Joughlin, G., Dawson, P. & Boud, D. (2017). Improving assessment tasks through addressing our unconscious limits to change. *Assessment & Evaluation in HigherEducation, 42*(8) p. 1221-1232. *DOI: 10.1080/02602938.2016.125768.*

Sonner, B.S. (2000). A is for 'adjunct': Examining grade inflation in higher education. *Journal of Education for Business,* 76 (1), p. 5-8. *https://doi.org/10.1080/08832320009599042*

Tannock, S. (2017). No Grades in higher education now! Revisiting the place of graded assessment in the reimagination of the public university. *Studies in Higher Education, 42* (8), p. 1345-1357. *https://doi.org/10.1080/03075079.2015.1092131.*

Yeager, D.S. and Dweck, C. S. (2020). What can be learned from growth mindset controversies? American Psychologist 75 (9), p. 1269-1284. *https://doi.org/10.1037/amp0000794.*

For further information contact:
Alyssa Eckman
University of Kentucky
219 McVey
Lexington, KY 40506
aeckman@uky.edu

TAKE ME ON A TRIP: FROM INSTAGRAM INFLUENCERS TO DEVELOPING COUNTRY TRAVEL DESTINATIONS

Deidre Tilley, Kennesaw State University

POSITION PAPER

According to the World Travel & Tourism Council, prior to the pandemic, travel and tourism outpaced healthcare, IT, and financial services as the world's fastest-growing industry (2022). In 2019, the travel and tourism industry created 1 in 4 jobs and 10.3% of the global GDP (Economic Impact Report, 2022). However, negative perceptions and stereotypes about developing countries, such as safety concerns, poverty, and lack of infrastructure, can deter potential tourists. Overcoming these negative perceptions and improving the country's image in the global tourism market requires targeted marketing efforts and effective destination branding.

More than any other social media platform, Instagram has sparked a flurry of tourism driven by social media, particularly among millennials (Vrontis et al., 2021). A new generation of travelers can be energized and uniquely inspired by Instagram. The evolution of Instagram as a platform has made it a target-rich environment for influencers and brands. Influencers, with their large followings and carefully curated content, can shape consumer travelers' perceptions of destinations and influence their travel decisions. In recent years, the platform has become a key tool for promoting travel destinations, and Instagram influencers have emerged as a powerful force in the industry. These individuals have built large followings by creating visually stunning content and engaging with their audiences. They can promote destinations to a wide audience and influence their followers' travel decisions. In a benchmark report according to Marketing Hub, "Influencer marketing expected to grow to be worth $21.1 billion in 2023" (Marketing Hub, 2023). Changes in travel markets and trends are evidence of this kind of marketing's impact. Influencer marketing represents a multi-billion-dollar industry and can be very successful (Haenlein et al., 2020). There is no reason developing nations should not profit from the concept of working with social media influencers, seeing the success that many major brands have garnered (Vrontis et al., 2021). With their unique cultures, natural landscapes, and historical sites, these countries have a lot to offer travelers. However, they often lack the resources to market themselves effectively to international audiences. Instagram influencers provide a solution to this problem by promoting these destinations (Johnson, 2018).

In many cases, influencers have been able to showcase the beauty and uniqueness of developing country destinations, increasing their visibility, and attracting more tourists (Leung et al., 2013). Working with Instagram influencers can bring a range of benefits to developing countries. Influencers can help promote destinations to a global audience, increase awareness of local cultures and traditions, and provide a fresh perceptive on destinations that may be overlooked by traditional marketing channels (Zeng et al., 2014). They can also help build relationships between local communities and tourists, creating opportunities. Social media has revolutionized the way people travel and explore the world (Ana & Istudor, 2019). Many influencers have chosen to focus on promoting exotic and remote destinations, which can significantly impact these locations. However, working with Instagram influencers also presents some challenges (Femenia-Serra et al., 2022). One of the main concerns is ensuring the influencers accurately represent the destination and its culture. There is also the risk of over-tourism which is when increased tourism leads to overcrowding and strains local resources, which can negatively impact the environment and local communities (Dodds & Butler, 2019; Skinner, 2021). Additionally, there is the risk of cultural appropriation, where tourists and influencers may appropriate local culture and traditions for their own benefit, without respecting the history and significance of these traditions. Exploitation is also a risk, where local communities may be exploited for the benefit of tourists and influencers, without receiving fair compensation (Hudders & Lou, 2022). And lastly, influencers can be expensive to work with, and it can be difficult to measure the return on investment.

This study will explore how the use of Instagram influencers affects the intention to travel to developing countries. For this study, developing countries are the 152 countries identified by WorldData.info. Participants will be screened to ensure they meet the following criteria: (1) They have an Instagram account with at least 100 followers, (2) they are 18 years or older, and (3) they have previously engaged with a travel-related post/profile on Instagram.

The study will employ a 2x2 between-subjects design. There will be two studies. Study 1: participants will be randomly assigned to groups. (1) Travel Influencer group or (2) general influencer group. The posts will be identical in content except one group post will have the "sponsored" label. Participants will be instructed to view and engage with the post as they normally would. Participants will be asked to complete a survey immediately after viewing the post, assessing their attitudes towards the destination, perceived risk of travel, and intention to travel to the destination. For the survey, the questions will be on a 5-point Likert Scale. Study 2: participants will be randomly assigned to groups. (1) Travel Influencer group or (2) general influencer group. The posts will be identical in content except one group post will have content that has high engagement (# of likes, comments, and shares). Participants will be instructed to view and engage with the post as they normally would. Participants will be asked to complete a survey immediately after viewing the post, assessing their attitudes towards the destination, perceived risk of travel, and intention to travel to the destination.

Suggestions for future research in this area include investigating the extent to which Instagram influencers promote sustainable tourism practices in developing countries, investigating the types of partnerships, campaigns, or collaborations that yield the best results in terms of increased visitor numbers, positive destination image, and economic impacts, and examining the ethical considerations related to Instagram influencers promoting destination country tourism.

REFERENCES

Ana, M. I., & Istudor, L. G. (2019). The role of social media and user-generated-content in millennials' travel behavior. *Management Dynamics in the Knowledge Economy*, *7*(1), 87-104.

Dodds, R., & Butler, R. (2019). The phenomena of overtourism: A review. *International Journal of Tourism Cities*, *5*(4), 519-528.

Femenia-Serra, F., Gretzel, U., & Alzua-Sorzabal, A. (2022). Instagram travel influencers in# quarantine: Communicative practices and roles during COVID-19. *Tourism Management*, *89*, 104454.

Haenlein, M., Anadol, E., Farnsworth, T., Hugo, H., Hunichen, J., & Welte, D. (2020). Navigating the New Era of Influencer Marketing: How to be Successful on Instagram, TikTok, & Co. *California management review*, *63*(1), 5-25.

Hudders, L., & Lou, C. (2022). The rosy world of influencer marketing? Its bright and dark sides, and future research recommendations. *International Journal of Advertising*, 1-11.

Skinner, H. (2021). Place branding—The challenges of getting it right: Coping with success and rebuilding from crises. *Tourism and Hospitality*, *2*(1), 173-189.

Vrontis, D., Makrides, A., Christofi, M., & Thrassou, A. (2021). Social media influencer marketing: A systematic review, integrative framework and future research agenda. *International Journal of Consumer Studies*, *45*(4), 617-644.

71+Instagram Statistics 2022 (The Revamped List). DemandSage. (Ruby, Daniel) Retrieved November 30, 2022, from https://www.demandsage.com/instagram-statistics/

List of 152 developing countries. Worlddata.info. (n.d.). Retrieved November 2, 2022, from https://www.worlddata.info/developing-countries.php

The State of Influencer Marketing Benchmark Report 2023. https://influencermarketinghub.com/influencer-marketing-benchmark-report

For further information contact:
Deidre Tilley
Kennesaw State University
Coles College of Business
3333 Busbee Drive, North Entrance, Suite 431
Kennesaw, GA 30144
706-464-2129
dtilley8@students.kennesaw.edu

ONLINE TEACHING TECHNIQUES

Monica D. Guillory, Winston-Salem State University
Hayden Noel, University of Illinois, Urbana-Champaign

PANEL POSITION PAPER

Teaching online can be challenging and frustrating, just as teaching in a face-to-face environment can be. In this same vein, teaching online can be as exciting and rewarding as teaching in person. Both experiences are about our preparation, our commitment, and ultimately our students. A part of putting your best foot forward in an online environment involves understanding the distinctions between teaching online and teaching on the ground and applying relevant frameworks, techniques, and strategies. Following are specific techniques for engaging a large case study class, as well as practical methods of interacting with online students in general.

The Three C's: Teaching Large Case Study Classes Online:

Hayden Noel and Maria Rodas are experienced online educators teaching at Gies College of Business at the University of Illinois, Urbana-Champaign. Based on their experiences, they developed a simple Framework for keeping large online case discussions on track. They call their framework the 3Cs.

Communication. The framework focused on meaningful interaction through a communication style called interactive communication. Interactive communication is based on creating an environment that is focused on a sense of familiarity and personalizing the student experience so that it naturally encourages open collaboration. This is further enhanced with the use of smaller breakout groups that facilitate further personal interaction.

Connection. This is the process of promoting meaningful connection through scaled interactions on three levels – small, medium, and large approaches. The small-scale opportunity for students to engage with each other occurs in the breakout rooms. This is where students get to know each other personally. This is followed by a medium-scale opportunity. A medium-scale opportunity occurs by splitting the large class into two sections. This facilitates a larger more involved discussion that goes beyond the breakout groups. The large-scale opportunity is created by bringing the whole class together again to summarize the case and discuss the highlights from both sections.

Congratulations. It is important to acknowledge student achievements in the class, particularly in a large class where students can feel lost in the shuffle. Students are incentivized and rewarded for their active class participation. "Incentivizing students can help encourage engagement, they explain, and using school store items as prizes can also help students feel included in the campus community—especially if their course load is entirely online and they live off campus (Noel & Rodas, 2023)." Rewards range from acknowledgment in the online message board to school swag mailed to a student's home.

General Tips for Leading and Managing Large Online Case Classes.

Four general tips include (1) Create a Welcoming Environment and Avoid Cold Calling, (2) Avoid the "Pick-Me" Students, (3) Enlist Help, and (4) Find What Works Best for You. The main challenge of online classes is also the main objective. "One of education's key missions is to help students navigate their place in the world—to humble them by exposing them to other world views that exist outside of their familiar echo chamber. To do this, educators need to engage as many students in case discussions as possible… (Noel & Rodas, 2023)."

Practical Lessons Learned from an ACUE Class

Sometimes "extensive" experience can weigh one down as we primarily rely on the strategies that have "always worked". With over twenty-five years of experience teaching online (both synchronously and asynchronously), this concern about being weighed down with experience led to enrollment in the Association of College and University Educators (ACUE) "Effective Online Teaching Practices" class. The class is based on the latest research in online education. The following are four seemingly obvious, yet effective techniques employed.

Use the technology. There are so many great applications, software, websites, and other technologies that easily lend themselves to the virtual classroom experience. It can be a *Kahoot* to reinforce class concepts, a video response on *FlipGrid* to explain a student's point of view, *Polling* during class to assess opinions, or group collaboration through *Dropbox* or *Microsoft Teams*. Technology can make students more efficient, productive, and effective, all while increasing engagement. It is built into most of the virtual technology and is easily at our disposal.

A welcome is more than a welcome. We all recognize that the first day of class can oftentimes set the tone for the rest of the semester. This is even more applicable in a virtual class – body language is harder to read, other students are not always clearly seen, the conversation can be hampered by learning new class norms and technology, and it is harder to read the room atmosphere. Following the first tip about using your technology, the welcome to a new class is an ideal place to employ technology. Whether in a synchronous or asynchronous class, post a welcoming video. Not only is the video more engaging, but it is also a chance to demonstrate your teaching style and an opportunity to share your personality with your students. What is in the background? What do you say about yourself? Do you smile and laugh? Do you let mistakes remain in the video or edit them out? Your syllabus is a part of your welcome. Is it color or black and white? Does it include graphics? Is it just paper or is there a digital copy with live links? What message does your welcome send?

Yes, I need help with the notes. There is a student philosophy that suggests that taking notes and the process of learning how to take great notes enhances critical skills as students learn to distinguish between important concepts/definitions and supporting information. This is particularly applicable to upperclassmen who should have stronger critical analysis skills. After all, "the ability to take in information and make it one's own, by processing it, restructuring it, and then presenting it in a form so that it can be understood by others (or by oneself at a later point)" is one of those basic skills that are useful throughout life (Cohen, Kim, Tan, & Winkelmes, 2013, p. 95)." It was with much trepidation that the skeletal outline method of notetaking was implemented. The skeletal outline provides guidance on the major bones (concepts) in the chapter that need to be flushed out by completing blank spaces and answering questions. The student response was surprising but overwhelmingly clear. Students found that the skeletal outlines provided them with a framework to help them focus their notetaking. They found this particularly to be important in the virtual classroom environment.

Explain it, please. As professors, we often assume that students have some foundational knowledge and skills based on the class that have taken previously. In particular, we make this assumption about understanding content and assignments. "In a face-to-face course instructors often explain things step by step. This kind of modeling can be more difficult in online classes where real-time interactions are not as common, making it even more important that you provide clear written directions that students can follow and explanations that improve student understanding. (Darby, Chronicle of Higher Ed). We must provide explanations for the course outcomes, assignment connections to the outcomes, and clear directions for the completion of assignments. Directions should be tested and rewritten multiple times to ensure student clarity.

Final Lessons

Fundamentally, teaching as a "science" is the same whether it is done online or in a face-to-face environment. However, teaching as an "art" can be greatly influenced by understanding the medium of delivery that we are using and taking advantage of the foundational framework and general tips that enhance that delivery.

REFERENCES

Cohen, D., Kim, E., Tan, J., & Winkelmes, M.-A. (2013). A note-restructuring intervention increases students' exam scores. College Teaching, 61(3), 95–99.

Darby, Flower (2019). How to Be a Better Online Teacher - Advice Guide. Retrieved July 9, 2023 from <https://www.chronicle.com/article/how-to-be-a-better-online-teacher/>

Noel, Hayden & Rodas, Maria. (2023). Strategies for Teaching Large Case Classes Online. Retrieved July 20, 2023 from https://hbsp.harvard.edu/inspiring-minds/strategies-for-teaching-large-case-classes-online

---

For further information contact:
Monica D. Guillory
Winston Salem State University
601 S. Martin Luther King Jr. Drive
R.J. Reynolds Center, Room 300
Winston Salem, NC 27110
(336) 750-2359
guillorymd@wssu.edu

Hayden Noel
University of Illinois, Urbana-Champaign
189 Wohlers Hall
1206 S 6th Street
Champaign, IL 61820
(217) 265-0649
hnoel@illinois.edu

CLIENT-BASED LEARNING PROJECTS: CONSIDERATIONS FOR A SUCCESSFUL EXPERIENCE FOR STUDENTS, CLIENTS, AND FACULTY

Mary Rickard, Georgia College & State University
Doreen Sams, Georgia College & State University (Retired)
Jeanetta Sims, University of Central Oklahoma
Gail Zank, Texas State University

PANEL POSITION PAPER

Client-based experiential learning projects have been shown to help students connect the dots (i.e., make the connection) between course material and the practitioner world. A study by Bourner et al. (2001) found that students often value projects involving a real organization. However, coordinating client interactions and facilitating student learning can feel overwhelming and challenging for faculty, especially when student buy-in for these projects must be realized (Brazeal & Couch 2017). Thus, bringing opportunities and challenges that have the potential to interfere with learning and can harm the client relationship. This position paper explores the landscape and student learning benefits of various types of client-based projects. The authors have collectively spent more than 50 years teaching marketing courses, many involving client-based experiential learning projects. Though every project, client, and institutional environment is unique, we offer several considerations for assisting faculty in achieving a successful experience for students, clients, and themselves.

As an alternative to giving students fictitious scenarios, case studies, or papers within the requirements of a course, faculty can assign client-based learning projects. These involve direct contact with clients where students work to resolve or address a client's problems, issues, or concerns. Clients may be small or large businesses and for-profit or not-for-profit businesses. One set of considerations when approaching client-based projects is the extent to which the project is embedded in the course curriculum (in-curriculum vs. out-of-curriculum) and the extent to which the client is affiliated with the university (on-campus client vs. off-campus client). See Figure 1 for a resulting matrix of a two-factor framework for client-based projects that follow these two factors: (1) Embedded in Course Curriculum; and (2) Client Location. Each quadrant creates a unique situation for faculty to navigate as they facilitate client-based projects for student learning. Out-of-curriculum client-based projects are ideal opportunities for mentored undergraduate research or volunteer service learning through earned grades for students may not factor into the equation. On-campus clients may offer greater familiarity for students to understand the client context and may increase accessibility due to the client's proximity.

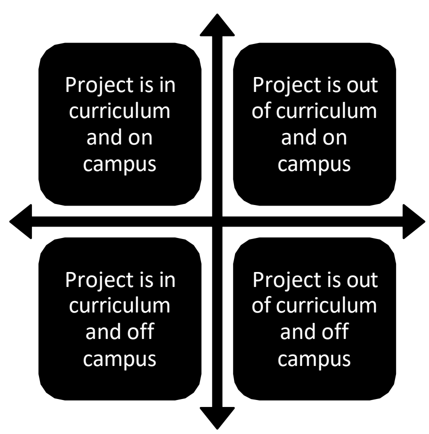


Figure 1: Two-Factor Framework of Client-Based Projects

Several lessons can be gleaned from Brazeal & Couch (2017) related to all client-based projects. When conducting research in 2021 and 2022, the authors statistically showed three significant areas that could jeopardize a successful student learning experience and/or ultimately disappoint the client with the potential of the loss of goodwill for the institution of higher education (IHE): 1) communication, 2) team participation, and 3) quality of the deliverables. To minimize these issues, collaborators (i.e., faculty mentors, clients, and student participants) must understand all the expectations when involved in client-based experiential learning projects. Most importantly, before the projects are marketed to students for their project selection, a memorandum of understanding (MOU) must be completed, reviewed by the client, and approved by the IHE's legal department. MOUs typically contain processes and confidentiality requirements to protect the client's proprietary information. The MOU specifically outlines when and how results can be presented beyond the presentation to the client, timelines, and output expectations. The MOU should also clearly state the client's communication preferences, the faculty mentor(s) and student team participation criteria, and the client and faculty mentor's expectations regarding the quality of deliverables. The MOU can help set clear expectations for the client and students. From 2020 to 2021, many IHEs forbid students from conducting human subject projects or research. This led to learning a valuable lesson during the global pandemic of 2020: the parties involved in client-based projects must be flexible and include contingency plans within the MOU. Once MOUs are approved by the IHE's legal team, the MOU should be signed by the faculty mentor and the client. To gain student buy-in, the MOUs for projects and the project details should be marketed to students in the class so they can decide which projects they prefer. It is important that faculty set realistic expectations for the amount of work that will be required for successful projects. Once the projects are underway, periodic formative assessments are needed to provide feedback that helps students resolve issues or gaps in connecting the course material to practitioner knowledge in real time.

Additional strategies can further enhance the experience of client-based projects that are embedded in marketing courses. Incorporate an early site visit for in-person student assessment and inquiry; this permits a student to have early client interaction and have the client rather than the professor frame the client's challenges, issues, desires, and ambitions. Also, consider incorporating an element of competition in the instructional design (e.g., the top client rubric earns 20 points, 2nd place earns 19 points, etc.). Require a project calendar in the early phase of assignment requirements to help students think through and navigate their schedules and time management. After a full rehearsal, ensure students present in front of the client for immediate client feedback. Look for opportunities to share the research and project findings through undergraduate research presentations and/or publications. And encourage students to highlight their client-based experiences on their resumes and in their interviews as they enter the business world. This type of applied learning better prepares graduates to meet employers' requirements (Hernandez, 2002).

REFERENCES

Bourner, J., Hughes, M. & Bourner, T. (2001). First-year Undergraduate Experiences of Groups Project Work. *Assessment & Evaluation in Higher Education*, 26, 19-39.

Brazeal, K.R., & Couch, B.A. (2017). Student Buy-In Toward Formative Assessments: The Influence of Student Facts and Importance for Course Success. *Journal of Microbiology & Biology Education*, 18 (1), 1-47. https://doi.org/10.1128/jmbe.v18i1.1235

Hernandez, S.A. (2002). Team Learning in a Marketing Principles Course: Cooperative Structure that Facilitate Active Learning and Higher Level Thinking. *Journal of Marketing Education*. 24 (1), 73 – 85. doi:10.1177/0273475302241009

For further information contact:
Jeanetta D. Sims
University of Central Oklahoma
100 N. University Drive
Edmond, OK 73034
jsims7@uco.edu

STUDY ABROAD AS EXPERIENTIAL LEARNING

Stephanie Kontrim-Baumann, Missouri Baptist University
Don Roy, Middle Tennessee State University
Ursula Sullivan, Northern Illinois University

PANEL POSITION PAPER

In return to pre-COVID activities in higher education, many college students acted on pent-up demand for experiences. International travel is an outlet for meeting a desire for new experiences. Study abroad programs have long been offered across academic disciplines. Benefits of studying abroad for students include appreciating diversity, understanding different cultures, and enhanced learning experiences (Hopkins, 1999). Faculty interested in leading study abroad programs should consider how they can seize the opportunity to appeal to students' desires for global experiences. Our panel addresses three issues that can contribute to strengthening study abroad as experiential learning: 1) maximizing the impact of short-term programs, 2) focusing on experiential learning with in-program field trips, and 3) making study abroad more accessible to students.

Short-Term (Spring Break) Study Abroad. There is little debate that a study abroad experience in college can broaden a student's perspective as well as provide unique opportunities for growth and learning. However, these experiences can also be costly and time intensive. Within the College of Business and Entrepreneurship at Missouri Baptist University (MBU), we have worked on ways to build credit-bearing short-term travel experiences into the curriculum within the spring semester.

In launching the study abroad course, there were several considerations including how to make meaningful and relevant to students. The course is offered over spring break, which is a fairly small window. The maximum time in-country is usually nine days. However, because the course is offered during the semester, students have time before and after the travel study to complete necessary assignments. This allows for the optimal use of time while in-country for business and cultural experiences. The chosen location for the course is Amsterdam. This was a deliberate choice for a number of reasons, most especially that Amsterdam is a convenient travel destination from the Midwest. Additionally, English is widely spoken in the Netherlands, it is a very easy country to travel within, and field experiences are easily arranged in close proximity to each other. The course is led by a full-time faculty member.

The spring break travel study course is offered as either an upper division course in global business or, for marketing majors, international marketing. Core concepts and required assignments are available to students through an online course on the LMS prior to travel, with the final course papers due after return from the course. Short informational sessions are held daily with students while in-country and they complete a travel journal while there.

There are several challenges. Cost remains one of the biggest obstacles to student participation. While the university grants some money to students and we have done well at limiting the costs we can by self-planning and coordinating many of the experiences, some students still see the cost as prohibitive. The timing of the course can be difficult for many of our student-athletes also, as spring break is often a time of heavy competition for some of our sports. However, it is important for us to continue to encourage participation in the program. Students that have enrolled in the course have reported positive and transformational experiences.

Re-Thinking Field Trips in a Study Abroad Program. Middle Tennessee State University offers a summer study abroad program on influence marketing in Finland, Estonia, and Sweden. Students spend one week in the classroom at JAMK University of Applied Sciences in Jyvaskyla, Finland. Additional professional and cultural opportunities are planned while visiting Helsinki, Tallinn, and Stockholm. It was in planning a visit to an influencer marketing agency in Stockholm that a new approach for planning field trips was embraced. The agency president asked a question that thrust experiential learning into the forefront of the field trip: "What do we want the students to do while they are here?" A typical field trip is a behind-the-scenes look at the physical space and operations of a business. His idea was to give the students a creative challenge, applying influence marketing concepts to develop ideas for an influencer campaign. The field trip began with the usual office tour and presentation by agency managers.

Then, the creative challenge was given to students, who formed small groups, brainstormed ideas, then made a short presentation.

The energy and involvement exhibited by the students was an eye-opening observation. Marketing faculty can easily get excited about touring a business and listening to practitioners "talk shop." However, students may be overwhelmed by visiting an unfamiliar business in a foreign country. If their role is limited to a passive consumption experience, it may be more difficult to connect conceptual knowledge learned in the classroom to marketing practice. The agency president's question has now become a primary question when planning field trips in a study abroad program. As educators, we are challenged to maximize students' learning experiences when spending time outside their home country.

Making Study Abroad More Accessible for College Students. Many students and administrators agree that a Study Abroad experience for college students can be a transformative event. Educators, for many years, have lauded Study Abroad activities as a sure way to help students showcase their abilities to interact in various cultures. With that line-item on a resume comes more attention from employment and graduate school recruiters. Yet, many students find it difficult to include these richly rewarding experiences into their already packed class schedule, not to mention just how expensive the experiences can be. While many institutions are now offering scholarships and credit-bearing courses (which then can have financial aid packages help with costs), there still exist groups of students who struggle to add Study Abroad to their course—and work—schedules and have to forego these fantastic events.

At Northern Illinois University, the College of Business has begun to provide short-term, most expenses-paid Study Abroad experiences to a wider array of students. This endeavor has been a result of the College's strategic plan and the process for recruiting students and donors to ensure student participation. Further evidence from one such activity is presented as an example, and feedback from students who participated in the most recent of the College's Study Abroad experiences is shared.

REFERENCES

Hopkins, J. R. (1999). Studying abroad as a form of experiential education. Liberal education, 85(3), 36-41.

For further information, contact:
Don Roy
Department of Marketing
Middle Tennessee State University
P.O. Box 40
Murfreesboro, TN 37132
(615) 904-8564
Don.Roy@mtsu.edu

THE SCIENCE OF WELL-BEING: PURSUING HAPPINESS

Paul E. Kotz - Saint Mary's University of Minnesota

SPECIAL SESSION POSITION PAPER

You never know the true impact you have on those around you. You never know how much your kindness, mentoring, and even time spent turned someone's life around. Using positive psychology research from myriad experts, this special session details positive subjective experiences, positive individual traits, and positive institutions promises to improve qualities of life and possibly prevent the pathologies that arise when life is barren and meaningless.

Hope, wisdom, creativity, future mindedness, courage, spirituality, responsibility, and perseverance are often explained as transformations. Many articles discuss such issues as what enables happiness, the effects of autonomy and self-regulation, how optimism and hope affect health, what constitutes wisdom, and how talent and creativity come to fruition.

Before I was to give a recent talk, I was told to remember the 5 B's: "Be Brief Brother. Be Brief." So I will. I have also learned that what we see and what we do not observe can affect our perspectives. Hard work and knowledge are very important, but attitude makes the difference in living a fulfilling life.

Well-being is subjective. Methodological and theoretical advances have been notable in this period of time, with the increasing use of longitudinal and experimental designs allowing for a greater understanding of the predictors and outcomes that relate to SWB, along with the processes that underlie these associations. Diener, E., Oishi, S., & Tay, L. (2018).

Buettner, D., Nelson, T., & Veenhoven, R. (2020) make it clear that at the community and societal levels, cultures differ not only in their levels of well-being but also to some extent in the types of subjective well-being they most value. Furthermore, there are both universal and unique predictors of subjective well-being in various societies. National accounts of subjective well-being to help inform policy decisions at the community and societal levels are now being considered and adopted. There are also unknowns in the science and needed future research.

In research conducted by Diener, E., & Seligman, M. E. P. (2002), the very happy people were highly social, and had stronger romantic and other social relationships than less happy groups. They were more extraverted, more agreeable, and less neurotic, and scored lower on several psychopathology scales.

Compared with the less happy groups, the happiest respondents did not exercise significantly more, participate in religious activities significantly more, or experience more objectively defined good events. No variable was sufficient for happiness, but good social relations were necessary.

Members of the happiest group experienced positive, but not ecstatic, feelings most of the time, and they reported occasional negative moods. This suggests that very happy people do have a functioning emotion system that can react appropriately to life events.

Also, many things are within our control and some are outside of our scope of changing. An underlying principle behind much of the research in positive psychology is that individuals have considerable leeway to increase their levels of happiness.
In an influential article that is frequently cited in support of such claims, Lyubomirsky et al. put forward a model (subsequently popularized under the name of the "happiness pie") in which approximately 50% of individual differences in happiness are due to genetic factors and 10% to life circumstances, leaving 40% available to be changed via volitional activities. Brown, N. J. L., & Rohrer, J. M. (2020).

A stance, moreover, that gives the best in life equal footing with the worst, is as concerned with flourishing as with surviving, that is as interested in building as in repairing, should find a comfortable home in most any discipline.

Buettner advocates that agreement was slightly higher on policy strategies than on individual ways to greater happiness. Policy strategies deemed the most effective and feasible are: (1) investing in happiness research, (2) support of vulnerable people and (3) improving the social climate, in particular by promoting voluntary work and supporting non-profits.
Individual strategies deemed most effective are: (a) investing in social networks, (b) doing meaningful things and (c) caring for one's health.

Finally, "How do people think about happiness?" Is it something best enjoyed as an investment over time, or is it something fleeting that should be savored? When people view happiness as an investment, they may endorse delaying happiness – the belief that working hard and sacrificing opportunities for happiness now will contribute to greater future happiness. When people view happiness as fleeting, they may endorse living in the moment - the belief that one should seize proximal opportunities to experience happiness now, rather than later.

In this special session, I will share current research from experts and provide my own take on how to improve well-being, laugh in partnership, and also discuss ways to pursue the elusive yet possible concept of happiness. "We learn more when lighting candles than when cursing the darkness." Seligman (2000).

REFERENCES

Brown, N. J. L., & Rohrer, J. M. (2020). Easy as (Happiness) Pie? A Critical Evaluation of a Popular Model of the Determinants of Well-Being. Journal of Happiness Studies, 21(4), 1285–1301. https://doi.org/10.1007/s10902-019-00128-4

Buettner, D. (2011). Thrive: Finding happiness the blue zones way. National Geographic Books.

Buettner, D., Nelson, T., & Veenhoven, R. (2020). Ways to greater happiness: A Delphi study. Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well-Being, 21(8), 2789–2806. https://doi.org/10.1007/s10902-019-00199-3

Diener, E., Lucas, R. E., & Oishi, S. (2018). Advances and open questions in the science of subjective well-being. Collabra: Psychology, 4(1).

Diener, E., Oishi, S., & Tay, L. (2018). Advances in subjective well-being research. Nature Human Behaviour, 2(4), 253-260.

Diener, E., & Seligman, M. E. P. (2004). Beyond Money: Toward an Economy of Well-Being. Psychological Science in the Public Interest, 5(1), 1–31.

Diener, E., & Seligman, M. E. P. (2002). Very happy people. Psychological Science, 13(1), 81–84. https://doi.org/10.1111/1467-9280.00415

Prinzing, M. (2021). How to Study Well-Being: A Proposal for the Integration of Philosophy With Science. Review of General Psychology, 25(2), 152–162. https://doi.org/10.1177/10892680211002443

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: an introduction. American Psychologist, 55(1), 5–14. https://doi.org/10.1037/0003-066X.55.1.5

Seligman, M. E. P. (2004). Can Happiness Be Taught? Daedalus, 133(2), 80–87. http://www.jstor.org/stable/20027916

For further information contact:

Paul E. Kotz
Saint Mary's University of Minnesota
Minneapolis, Minnesota 55404-4403
(612) 728-5130
pkotz@smumn.edu

TRANSFORMING MARKETING EDUCATION USING ANDRAGOGICAL STRATEGIES

Jean Beaupre, Nichols College
Sondra Simpson, Elmhurst University
Adrienne Wallace, Grand Valley State University
Hannah Walters, Northern State University

SPECIAL SESSION POSITION PAPER

Traditional pedagogical teaching methods such as lecturing have been shown to be less effective than traditional course delivery in preparing college students for the practical demands of industry. Although technical competencies and content knowledge are necessary, employers increasingly value and seek out durable skills such as professionalism, teamwork, creative thinking, communication, and leadership (Dondi et al., 2021). To bridge this gap, andragogy, where the student is seen more as an adult and an emerging professional, can better equip graduates for the challenges of the 21st century workplace. In alignment with andragogical principles, experiential learning challenges students with more autonomy, responsibility, and direct application than conventional exams and essays. One type of experiential and high-impact learning, client-based projects (CBPs), can be especially beneficial in improving students' readiness for the marketing workplace (Shanahan et al., 2021).

Pedagogy is commonly considered to be “the science of teaching” (Watkins & Mortimore, 1999, p. 2), without differentiating between child and adult learners. A core assumption of pedagogy is viewing the learner as an empty vessel to be filled, with an emphasis on repetition and routine (Gehring, 2000). In contrast, andragogy is “the art and science of helping adults learn” (Knowles et al., 2014, p. 59), and is based on six assumptions of the learner: a need to know the relevance of content, a transformative and evolving self-concept, experiences as source of learning, an understanding of the benefits of new knowledge, problem-centeredness, and an increasing internal motivation to learn. The authors argue that in marketing education, learning outcomes and career readiness would improve if faculty and institutions adopted an andragogical philosophy, viewing college students as adults and structuring the educational environment and activities accordingly.

In alignment with an andragogical environment, experiential learning—the “study of learning through action” (Payne et al., 2011, p. 206)—has been shown to be effective in applying classroom knowledge (Kolb & Kolb, 2017). CBPs, as a high-impact form of experiential learning, facilitate concept application relevant to real-world problems and help students develop more engaged ownership of their learning (Yuksel et al., 2015). Rather than memorize content for an exam they would take on their own, with CBPs, students are challenged to collaborate with peers and to apply newly gained knowledge to real business problems. Their faculty serve as guides and mentors, and not the traditional role of primary source of information and evaluator. Additionally, as artificial intelligence (AI) usage increases, well-constructed CBPs mandate that student teams employ critical thinking and develop original work. It is crucial for students to actively engage and apply themselves in order to truly benefit from the educational experience. High-impact CBP methods, when combined with andragogical learning, are effective because they provide opportunities to learn outside the classroom, entail commitment, and require increased student communication and teamwork among peers and professors. Students must learn to manage diverse ideas and people and regular feedback throughout the project (Kuh, 2008).

A conceptual framework that explicates the conceptual relationship between an andragogical approach and the use of CBPs, with an intentional focus on career readiness and durable skills, is proposed. When using andragogical principles with CBPs, faculty help transform students into career-ready professionals. In CBPs, faculty assume the role of coach and facilitator more so than traditional lecturer or content provider. In a study by Shanahan et al., (2021), their CBP suprastructure (CBP-SS) delineates the sequence of steps involved in managing CPB-SS and focuses on centralization of the CBP process activity within the business school versus placing the student as center of the learning process. Another study (Oh & Polidan, 2018) focused on the teaching skill sets required in the retail industry; however, they did not analyze the students’ shift in competency perception following their CBP course, nor did they address the importance of the faculty member adopting an andragogical teaching approach.

The authors posit that the student be central in the proposed framework. When applying andragogical principles, the CBP experience expands beyond content and application to add a third emphasis on career competency development. An intentional focus of faculty should be on durable professional skills such as collaboration, communication, and teamwork. The authors propose that durable skills should be emphasized, coached, and assessed in concurrence with course content ensuring the successful implementation of a CBP.

While CBPs can be gratifying when observing the transformational impact on students and their career readiness; their implementation can pose challenges. First, there is a need for the institution and department to support the more fluid and creative structure needed for CBPs in courses. Second, a shift to andragogical thinking for faculty who have been teaching in a traditional manner may mean a full restructuring of their course structure and assignments. Additionally, the recruitment and management of clients can be challenging for some faculty. Finally, the timeline for client projects is not always in alignment with the semester schedule.

In conclusion, graduates can more quickly contribute to their organizations when they are afforded the opportunity to develop in a safe environment prior to internship and entry-level jobs. This is made possible by sound guided coaching and team-based learning. The ultimate outcome is career-ready students who are prepared, confident, and enabled when they graduate to add value to their organizations, communities, and society.

REFERENCES

Dondi, M., Klier, J., Panier, F., & Schubert. J. (2021, June 25). Defining the skills citizens will need in the future world of work. *McKinsey Insights.* https://mck.co/43rn4v6

Gehring, T. (2000). A compendium of material on the pedagogy-andragogy issue. *Journal of Correctional Education*, 151-163.

Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2014). *The adult learner: The definitive classic in adult education and human resource development.* Routledge.

Kolb, A. Y., & Kolb, D. A. (2017). Experiential learning theory as a guide for experiential educators in higher education. *Experiential Learning & Teaching in Higher Education, 1*(1), 7-44. https://nsuworks.nova.edu/elthe/vol1/iss1/7

Kuh, G. D. (2008). Excerpt from high-impact educational practices: What they are, who has access to them, and why they matter. *Association of American Colleges and Universities, 14*(3), 28-29. https://bit.ly/3DbMTEY

Oh, H., & Polidan, M. (2018). Retail consulting class: Experiential learning platform to develop future retail talents. *Journal of Marketing Education, 40*(1), 31–46. https://doi-org/10.1177/0273475317743015z

Payne, N. J., Campbell, C., Bal, A.S., Piercy, N. (2011). Placing a hand in the fire: Assessing the impact of a YouTube experiential learning project on viral marketing knowledge acquisition. *Journal of Marketing Education, 33*(2), 204-216. https://doi.org/10.1177%2F0273475311410853

Shanahan, D. E., Palmer, L. H., & Salas, J. (2021). Achieving scaled and sustained use of client-based projects in business school marketing education: A proposed suprastructure. *Journal of Marketing Education, 43*(1), 59–74. https://doi.org/10.1177/0273475319881179

Watkins, C., & Mortimore, P. (1999). *Pedagogy: What do we know. Understanding pedagogy and its impact on learning.* SAGE. https://doi.org/10.4135/9781446219454

Yuksel, M., Smith, A. N., Smith, R. S., Bicen, P., Wilson, E. J., & Weiner, J. (2021). Student interest in client-sponsored projects: The quest for engagement in marketing research courses. *Journal of Marketing Education, 43*(3), 354–370. https://doi.org/ 10.1177/0273475321996797

For further information contact:
Hannah Walters
Northern State University
1200 S Jay Street, Aberdeen, SD 57401
605.626.7721
hannah.walters@northern.edu