



**2020 MMA Conference:
A Virtual Experience Proceedings**

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ACKNOWLEDGEMENTS

On behalf of the MMA officers and Board of Directors, I extend deep appreciation to all who participated in the 2020 MMA: A Virtual Experience Conference. As this was our first conference of this type, many innovations and challenges were taking place. Your patience and understanding made this conference a huge success. Therefore, the Marketing Management Association is proud to present the proceedings for first MMA Virtual conference! We share this Proceedings with you as evidence and in appreciation of the success that you made happen. Like previous years of the traditional Fall Marketing Educators' Conference, we find that the submissions to the conference were quite inspiring! The range and depth of the analysis that were conducted in submitting panel sessions, as well as refereed and panel papers were beyond our expectations during this unprecedented time in the world.

This year, marketing educators were inundated with the technological innovations that transformed their classrooms, whether online or on campus. Less evident is how to integrate the technology into our curriculum so students are engaged in learning. How are digital books and videos working for students? What about the simulations, badges, and certificates? E-learning has become the norm in some marketing departments so are there new metrics for measuring achievement? We may not have all the answers, but we'll definitely have great conversations about the classroom transformations we have witnessed and are likely to see in the near future.

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 ever so grateful to **Zina Taran**, who helped evaluate all the position papers that were submitted; as well as to all the reviewers of the refereed papers (reviewers are listed later in the proceedings). Special thanks to **Debbie DeLong and Jeanetta Sims** for their assistance in assigning faculty to the various refereed papers. In addition, we could not have the conference without the session chairs, listed separately in this publication, who help with the smooth coordination of panels and presentations. Special thanks to **Becky Hochradel and Tony Stovall**, Proceedings Co-editors, for assembling all the material into these conference proceedings, and to **Lyle Wetsch**, MMA Webmaster, for placing them on the website for ease of access for all interested. Special thanks also to **Lisa Lindgren, Chad Milewicz and Leila Samii** for their behind the scenes assistance with this year's conference.

Special thanks to our long-term supporters **Interpretive Simulations** and **Management by the Numbers** for their sponsorship of the 2020 MMA Virtual Experience Conference. We also thank all the other exhibitors noted below who offer us great ideas, tools, and training to improve our effectiveness in the classroom. Without you we could not put on this conference and so we thank you for your participation and welcome you again next year.

And, speaking of next year: the 2021 MMA Fall Educators' Conference will return with competitions and more on October 13-15, 2021!

We hope you enjoy lots of stimulating conversation, learn a few new ideas to take back to the classroom, and meet some fellow scholars who share your passion for improving the lives of our students!! Stay healthy and safe, and we hope to see you in person again very soon!

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A CURRICULUM ANALYSIS FOR UNDERGRADUATE MARKETING COURSES WITH A FOCUS ON ATLANTA METROPOLITAN AREA UNIVERSITIES

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ABSTRACT

In this paper, we reviewed the undergraduate marketing curriculum structure of the universities in the Atlanta Metropolitan area. We listed and placed the courses into a classification system based on two dimensions; new/existing course offerings versus widely adopted/niche offering courses. Our results indicate that there is a need to develop new courses under niche offerings category in order to remain competitive and relevant in the ever-changing environment of the metropolitan Atlanta area business practice and college knowledge delivery.

INTRODUCTION

Universities that offer undergraduate marketing degrees have to constantly revise and adjust their curriculum in order to reflect the changes and demands of the stakeholders, including the students, businesses and the wider community. Not surprisingly, there are numerous approaches to this topic both from the higher education professionals and the industry executives. The existing marketing literature attempts to address a wide variety of issues that stem from the demands of different contributors and their expectations. With the scope of the topic being so wide and far reaching, most research has a limited scope under various dimensions of curriculum development. In order to bring a fresh perspective to this issue, the purpose of this article is to analyze the current undergraduate curriculum structure of business schools with marketing degrees in the metropolitan Atlanta area.

LITERATURE REVIEW

Curriculum development is a commonly studied topic in marketing education literature. This is not surprising, given the fact that the core product that universities offer to their students is their curriculum. We identified three major issues that were commonly addressed in the literature in undergraduate marketing curriculum development: the gap between marketing education and marketing practice, the need for cross-disciplinary emphasis, and new course ideas.

Under the discussion on the gap between marketing education and practice, Bateman (2010) indicated that universities are providing less skills and knowledge that can be of major value to students beyond getting their first jobs. As a result, companies are valuing diplomas less and universities are trying to ameliorate this problem by exploring and offering new and innovative courses. Quesenberry (2016) added to this discussion that specialization in a particular area is the much-needed solution to allow for a more relevant curriculum.

Similarly, Cheng, Lourenco and Resnick (2014) contend that medium and small sized businesses are not able to find the soft skills they need from marketing undergraduates. They state that undergraduate marketing majors do not prefer such businesses as their preferred first choice employer. They indicate that more must be done to increase the interaction of the industry, university and the government and universities must distance themselves from traditional knowledge dissemination missions.

Tregear et al. (2008) found that there are divergent views among college educators on the common debate on whether practice versus theoretical emphasis must be a major driver of undergraduate marketing education. However, most of their research participants believed that intellectual rigor is a necessity and they try to bring some dimension of industry emphasis in their classrooms regardless. Stringfellow, et. al. (2006) also looked at the gap between marketing education and marketing practice. They find that more cooperation between companies and educators is needed in order to make sure undergraduate marketing graduates can effectively function in the industry.

Finally, Belei, Noteborn and Ruyter (2011) looked at how educators can reduce the gap between marketing education and practice using virtual worlds simulations. They used a Second Life platform and found that simulation-based virtual worlds are useful in reducing the gap.

The need for cross-disciplinary perspectives in marketing is also underlined in the literature. Carter and Yeo (2017) recommended that universities must look for interdisciplinary perspectives on undergraduate marketing education and they must actively seek opportunities for career development. Likewise, Burch (2015) studied cross disciplinary business education with its implications for preparing students for working at family-owned businesses. They find that creating connections across disciplines and adding more opportunities to develop soft skills are needed so that students are better prepared to work at family-owned businesses.

Finally, Crittenden and Wilson (2006) found that cross-functional education in marketing undergraduate curriculum is not very common. They argue that marketing is a cross-functional organizational activity and therefore, more initiatives to bring cross-functional pedagogy is advised to college marketing curriculum developers.

There are a number of research articles that looked at how new courses and approaches can be incorporated into undergraduate marketing curriculum. McCaskey and Brady (2007) pointed at the scarcity of undergraduate marketing courses in pricing. They find that less than 9 percent of marketing programs offer a course with an emphasis on pricing and this percentage is on the decline over time. On a different note, Gingerich (2007) emphasized Spanish as a missing piece in undergraduate business curriculum. She highlighted the bilingual nature of some sections of the country and argued that current emphasis on Spanish is not sufficient.

According to Kellerman, Gordon and Hekmat (1995), the courses related to pricing, promotions, distribution and product are less frequently offered whereas consumer behavior, principles of marketing, marketing management, and marketing research are the most common marketing classes. Weinstein and Barrett (2007) approached the creation of interdisciplinary courses from the standpoint of value related classes. They emphasized that business schools must make sure they have a course that demonstrates how value is created in organizations.

Finally, Teer, Teer and Kruck (2007) looked at database marketing course offerings in AACSB-accredited business schools. They found that database marketing course offerings increased over time. The content of the database marketing course is also rapidly changing.

Overall, we find that there is a gap in the literature on finding fruitful avenues for new course offerings in order to make existing business schools more competitive. This is a problem for universities that are operating in some very competitive metropolitan areas of the United States. In this article, we took Atlanta Metropolitan area universities at our focus and tried to understand how colleges are dealing with curriculum development in terms of new and existing course offerings. Such analysis is exigent because the landscape of marketing education is very competitive and the demand for change coming both from the students and the companies of the metropolitan area stakeholders.

METHODOLOGY

We examined the courses that are offered in the undergraduate business schools with a physical campus in the Atlanta Metropolitan area. The schools included in our study are listed on Table 1. In total, the curriculum of 14 colleges are examined in order to see the commonalities and divergences for various course offerings in the undergraduate marketing degree programs.

We located the degree plans for each of the schools and coded all the courses listed to an Excel sheet. We also looked at the course schedules for the most recent Spring 2020, Summer, 2019 and Fall, 2019 semesters to make sure the courses in the degree plans are actually offered. We listed all of the marketing courses that have a marketing department code (such as MK, MKTG, etc.) and excluded any course with other departmental codes. We counted the number of times these courses are offered by schools and represented this as a percentage (Table 2).

Finally, we placed each of the courses in four different quadrants composed of two main dimensions (Widely Adopted / Niche Offering) vs. (Existing / New Courses). Our classification scheme placed courses with more than 50% adoption rate into widely adopted categories, vs. below 50% is placed under niche offerings. Courses that have been around approximately for more than a decade are placed under existing course offerings vs. less than a decade are classified as new courses. The findings are listed on Table 3.

FINDINGS AND IMPLICATIONS

We found that courses under Quadrant I are the mature courses that are well established in undergraduate marketing curriculums. Courses such as Consumer Behavior, Advertising and Sales have long maintained their place in marketing curriculums. Yet, we believe that due to the limited number of credit hours that can be fitted under degree plans, some of these courses with lower adoption rates risk being phased out (such as International Marketing or Retailing), unless the school has a special expertise or positioning under these areas.

Under Quadrant II, we found courses that are niche but traditional offerings. Such courses include Services Marketing, B2B Marketing, Sports Marketing, and Tourism Marketing. Again, unless the school has a specific positioning in any one of these areas, these courses risk being phased out for newer offerings.

Quadrant III lists the most promising venues for new course offerings. Under this heading, courses such as “Systemic Creativity”, “Sustainable Marketing” and “Designing for Shared Value” seem to be truly innovative courses. Notwithstanding the risk for these courses to fail as they are currently truly in the introduction stage with only one school offering them (Georgia Tech), these are genuine and good attempts at curriculum development. Also, under Quadrant III, Marketing Analytics course is observed. This course has just passed the introduction stage and reached the growth stage - there are a limited number of schools but with good reputation that offer this course. Finally, on Quadrant IV, there is a Social Media / Digital Marketing course where this new course is widely adopted by different schools.

CONCLUSION

As marketing programs are increasingly competitive in the Atlanta metropolitan area, universities must constantly revamp its offerings to remain a leader in innovation, quality and convenience. Most frequently offered courses in marketing include Principles of Marketing (foundation course), Consumer Behavior, Marketing Research, Advertising Management, Social Media and Mobile Marketing, Marketing Management, and Sales Management at the undergraduate level. Due to the dynamic nature of the marketing discipline, there is a constant need to reexamine and modify the curriculum offerings of business schools. Our analysis suggests that there is an exigent need to add creative course offerings at the undergraduate curriculums that can be new as well as niche offerings.

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Table 1. Schools Included in the Study

No.	School
1	Kennesaw State University
2	Oglethorpe University
3	University of North Georgia
4	University of West Georgia
5	University of Georgia
6	Clayton State University
7	Georgia Gwinnett College
8	Mercer University
9	Ashworth College
10	Clark Atlanta University
11	Point University
12	Atlanta Metropolitan State College
13	Georgia Tech
14	Georgia State University

Table 2. List of Courses and Percentage

No.	Course	%	Category
1	Marketing Strategy/Management	92.9	Widely Adopted/Existing Courses
2	Consumer Behavior	92.8	Widely Adopted/Existing Courses
3	Marketing Principles	85.7	Widely Adopted/Existing Courses
4	Marketing Research	85.7	Widely Adopted/Existing Courses
5	Advertising Management	85.7	Widely Adopted/Existing Courses
6	Social Media / Digital Marketing	78.6	Widely Adopted/New Courses
7	Sales Management	71.5	Widely Adopted/Existing Courses
8	International Marketing	64.3	Widely Adopted/Existing Courses
9	Retailing	57.2	Widely Adopted/Existing Courses
10	Services Marketing	42.8	Niche Offering/Existing Courses
11	<i>Marketing Analytics</i>	35.7	<i>Niche Offering/New Courses</i>
12	Marketing for Entrepreneurs	21.4	Niche Offering/Existing Courses
13	Sports Marketing	14.8	Niche Offering/Existing Courses
14	B2B Marketing	14.8	Niche Offering/Existing Courses
15	<i>Systemic Creativity</i>	7.2	<i>Niche Offering/New Courses</i>
16	<i>Sustainable Marketing</i>	7.2	<i>Niche Offering/New Courses</i>
17	<i>Designing for Shared Value</i>	7.2	<i>Niche Offering/New Courses</i>
18	Hospitality/Tourism Marketing	7.2	Niche Offering/Existing Courses
19	Entertainment Marketing	7.2	Niche Offering/Existing Courses
20	Fashion Marketing/Merchandising	7.2	Niche Offering/Existing Courses

Table 3. *Classification of Undergraduate Marketing Courses*

<p>Quadrant I (Widely Adopted)</p> <ul style="list-style-type: none">• Marketing Strategy Management• Consumer Behavior• Marketing Principles• Marketing Research• Advertising Management• Sales Management• International Marketing• Retailing	<p>Quadrant II (Niche; Widely Adopted)</p> <ul style="list-style-type: none">• Sports Marketing• B2B Marketing• Hospitality/Tourism Marketing• Entertainment Marketing• Fashion Marketing/Merchandising
<p>Quadrant III (New; Innovative)</p> <ul style="list-style-type: none">• Systemic Creativity• Sustainable Marketing• Designing for Shared Value	<p>Quadrant IV (New; Widely Adopted)</p> <ul style="list-style-type: none">• Social Media / Digital Marketing• Marketing Analytics• Marketing for Entrepreneurs

FACTORS INFLUENCING PERCEPTION OF STUDENT LEARNING IN HYBRID COURSES

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ABSTRACT

The COVID-19 pandemic is forcing many colleges and universities to make modifications to course schedules in order to provide a safe learning environment for students. One way to do this while still allowing students to remain on campus is with hybrid courses. Prior to COVID-19, hybrid courses were increasing in popularity; however, critics of this teaching modality question the quality of student learning in hybrid courses. This study sought to identify what factors influence students' perceived learning in hybrid courses. A survey instrument was created and distributed to 420 current or recent (within five years) baccalaureate students who had taken at least one hybrid course. The results of this study found that age, likelihood to recommend hybrid course, ability to learn new skills, flexibility, and increased interaction and community were key factors associated with an increase in perceived learning in hybrid courses.

INTRODUCTION

Due to the COVID-19 pandemic, higher education is continuing to seek innovative ways to safely bring students back to campus while adhering to safety guidelines and social distancing requirements. One way this can be done is with hybrid courses which comprise a face-to-face campus classroom component with an entirely online component. Hybrid courses have been an emerging trend in recent years; however, this mode of teaching does not come without criticisms including questioning the motivation for such courses, as well as their ability to maintain pedagogical integrity (Gouge, 2009). Other criticisms of this modality include concerns that hybrid models reduce exposure time to instructors and less likelihood of learning, despite administrator assurances that hybrids are a sound education model (Lieberman, 2018). This study seeks to address these issues, contributing to fill gaps in the literature by investigating factors that impact perceptions of learning in hybrid courses. This study also provides insights that can be used by instructors, course designers and administrators to aid in program design and overall academic strategic planning.

BACKGROUND AND LITERATURE REVIEW

Overview of Hybrids

Hybrid courses utilize both traditional face-to-face classroom meetings with self-guided online learning outside of class (Gould, 2003). Hybrid courses were originally created to provide educational opportunities to students living in rural areas where commuting to school was problematic. Today, hybrid courses have evolved to include returning mature students, single parents, young adults, international students, and students with disabilities (Yudko, Hiokawa, & Chi, 2006; Tice, 2011), and now, to address how to best serve students in response to the COVID-19 pandemic.

In recent years there has been a paradigm shift in higher education from face-to-face classroom learning to online and hybrid environments (Dias & Diniz, 2014). Today's students have grown up with the Internet, email, social networking sites, and other online communication tools, making hybrid courses a better fit (Gould, 2003; Jackson & Helms, 2008).

Benefits of Hybrid Courses

Hybrid courses provide a plethora of benefits to learners including the opportunity to learn face-to-face in the classroom, learn independently online, practice communication skills in multiple modalities, and flexibility of time due to not having to always be in a physical classroom (Cathorall, Xin, Blankson, Kempland & Schaefer, 2018). One of the most cited benefits of hybrid courses is the increased flexibility which allows students to have increased availability in their schedules while retaining the benefits of face-to-face class meetings to cover key topics (Kim & Krueger, 2017; Hung, Chou, Chen & Own, 2010).

From the student point of view there are many advantages of hybrids including the ability to work at their own pace within the online portion of the course while maintaining the face-to-face contact with the instruction for questions and clarification (Mansour & David, 2007). Students also indicated that hybrid courses allowed more time to think through questions, prepare well thought out responses, and reflect on what they learned, ultimately increasing their satisfaction with online learning (Adeniji-Neill, Weida & Mungai, 2018; Jackson & Helms, 2008; Mansour & David, 2007). Students in hybrid courses also indicated a faster response time from instructors in hybrid versus face-to-face classes (Senn, 2008). Hybrid models can foster social interaction, increase access to knowledge, and increase the amount of teacher presence (Osguthorpe & Graham, 2003).

Effectiveness of Hybrid Courses

A variety of studies have found there is no significant difference in student performance between hybrid, online and traditional face-to-face courses (Ward, 2004; Cathorall et al, 2018; Hale, Mirakian, & Day, 2009). It has been found that student performance in traditional and hybrid sections of the same course were comparable (Napier, Dekhane & Smith, 2011), academic performance is not significantly associated with class delivery format (Keller, Hassell, Webber & Johnson, 2009), and there is no significant difference in grades between hybrid and online students (Murray, Perez, Geist, and Hendrick, 2013). Tseng & Walsh (2015) found that students in hybrid courses achieved higher levels of learning outcomes and skills, and higher performance than students in traditional courses. Students also perceive that they learn more in hybrid courses by working with other students in groups and from online interactions (Senn, 2008). Students in hybrid courses indicated that they had positive experiences, would like to take more courses in this format, and would recommend hybrid courses to their friends (Tseng & Walsh, 2015; Adeniji-Neill, Weida & Mungai, 2018).

NEED FOR THE STUDY AND RESEARCH QUESTIONS

There has been a variety of research related to the benefits and efficacy of hybrid courses. However, much of the research presented in the current literature reflects the results from a specific institution or a case study with small sample sizes. This research presents findings related to the demographics of hybrid learners, benefits of hybrid courses, intention to recommend hybrid courses, timely graduation due to taking hybrid courses and perceived learning of hybrid courses from a random representative sample of baccalaureate students from colleges across the United States that have taken a hybrid course within the past 5 years.

METHODOLOGY, SURVEY DEVELOPMENT, RELIABILITY AND VALIDITY

This study utilized a survey of 420 students that were currently or had been enrolled in a baccalaureate program within the past 5 years and had taken a hybrid course. For the purpose of this study, a hybrid course was defined as a course that meets face-to-face for a portion of the class meeting dates, and the remainder of the meeting dates are replaced with online or outside activities such as watching video lectures, online discussions, taking online quizzes/exams, and completing online homework or practices problems. Respondents were between the ages of 18 and 64 so as not to include any persons from vulnerable populations. The survey was distributed using Qualtrics Panels. Qualtrics Panels is a paid service that utilizes panel members to participate in surveys. Qualtrics Panels collaborates with over 20 online panel providers in order to obtain a diverse pool of respondents. The research was funded by the University of Minnesota, Crookston.

The survey asked a series of ordinal number ranking questions. Survey content related to benefits of hybrid courses (i.e. flexibility, increased interaction, ability for face-to-face instruction, variety of ways to learn, other) was

primarily derived from the literature reviews. The benefits of hybrid courses were measured using a 6-point Likert scale (1= strongly disagree, 2= disagree, 3= somewhat disagree, 4= somewhat agree, 5= agree, and 6= strongly agree).

Questions related to intent to recommend hybrid courses, perceived learning and timely graduation were adopted from Blau and Drennan (2016). Blau and Drennan (2016) utilized a 7- point Likert scale; however, this study used the 6-point Likert scale noted above to eliminate a middle or neutral answer.

Blau and Drennan (2016) utilized these scales and conducted two samples, one during fall semester (n=264) and one during spring semester (n=272) and reported Cronbach Alpha scores for both samples. The Cronbach Alpha for the following three measures were as follows: 1) Intent to recommend was .76 for fall and .81 for spring; 2) Perceived learning was .76 for fall and .87 for spring; and 3) Timely graduation was .76 for fall and .80 for spring.

Questions related to perceived learning were developed based on the perceived cognitive learning scale that was first developed by Richmond, McCroskey, Kearny & Plax (1987). This scale asks students to measure how much they learn in the class on a scale of 0 to 9 with 0=learned nothing. This scale was modified to be a scale from 1 to 9, with 1= learn nothing. This modification was made so data could be more easily interpreted. Since this is a single-item scale, no internal consistency reliability measures are needed. However, McCroskey, Sallinen, Richmond and Barraclough (1996) reported test-retest reliability over a five-day period of .85 (n=162).

In addition, there were two ordinal-number questions constituting discrete variables: 1) Approximately how many hybrid/blended courses have you taken in the last five years? And 2) What is your age? Age was evaluated using the following interval scale: 1) under 18; 2) 18-24; 3)25-34; 4) 35-44; 5) 45-54 and; 6) 55 – 64 and; 7) over 65.

A probit model was used to evaluate results and was chosen because the dependent variable is both discrete and ordinal. The respondent’s perceived learning was used as the dependent variable in the probit model. The other variables comprised the set of independent/explanatory variables. The model is given in Eqn. 1 below.

$$1. P(\text{HYBRID_LEARNING} > 1 | \mathbf{X}) = \mathbf{X}\mathbf{T}$$

In Eqn. 1 above, \mathbf{X} is the matrix of explanatory variables, and \mathbf{F} is the cumulative distribution function, and \mathbf{b} is the matrix of coefficients. The complete list of variables included: 1) HYBRID_LEARNING: Student’s perceived learning in hybrid courses; 2) AGE: Age of the respondent; 3) NUMBER_HYBRID: Number of hybrid courses the respondent has taken; 4) FLEXIBILITY: Flexibility (in terms of schedule, demands on time); 5) INTERACTION: Increased interaction and community; 6) F2F: The opportunity for face-to-face time; 7) INSTRUCTORS: Option to take course from different instructors; 8) VARIETY: The opportunity to learn course content in a variety of ways; 9) OTHER: Other (please describe); 10) WOULD_RECOMMEND: Degree to which respondent would recommend hybrid courses; 11) ANALYZE_IDEAS: Degree to which respondent perceived hybrids provided ability to analyze ideas; 12) NEW_SKILLS: Degree respondents perceived hybrids provided the ability to gain new skills; and 13) TIMELY_GRADUATION: Degree respondent perceived hybrids helped with timely graduation.

INTERPRETATION OF RESULTS

Tables 1 and 2 below provide the summary statistics of perception of hybrid learning and the explanatory variables respectively. Perceived learning was evaluated on a scale of 1-9 with 1=learn nothing. The mean for perceived learning in hybrid courses was 7.27.

Table 1. Summary Statistics of Student Responses to Perception of Learning in Hybrid Courses (Variable HYBRID_LEARNING)

<u>Ranked Response</u>	<u>Frequencies</u>	<u>%</u>
1	1	0.241
2	1	0.241
3	3	0.723
4	13	3.133
5	28	6.747
6	54	13.012
7	124	29.880
8	102	24.578
9	89	21.440

Table 2. Summary Statistics of Explanatory Variables

Variable	Minimum	Maximum	Mean	Std. deviation
AGE	2.000	7.000	3.887	1.381
NUMBER_HYBRID	1.000	2017.000	9.407	99.087
BENEFIT 1: FLEXIBILITY	0.000	1.000	0.805	0.397
BENEFIT 2: INTERACTION	0.000	1.000	0.260	0.439
BENEFIT 3: F2F	0.000	1.000	0.337	0.473
BENEFIT 4: INSTRUCTORS	0.000	1.000	0.511	0.500
BENEFIT 5: VARIETY	0.000	1.000	0.007	0.085
BENEFIT 6: OTHER	0.000	1.000	0.275	0.447
WOULD_RECOMMEND	1.000	7.000	5.627	1.527
ANALYZE_IDEAS	1.000	7.000	5.576	1.361
NEW_SKILLS	1.000	7.000	5.586	1.394
TIMELY_GRADUATION	1.000	7.000	5.759	1.357

The regression coefficient estimates are provided in Table 3. The Cox-Snell R^2 value was 64%, and the Nagelkerke R^2 value was 65%. However, significant care must be taken in the interpretation of any R^2 value in this case, for it does not mean the same thing that it does in an OLS regression. The Cox-Snell and Nagelkerke values are both pseudo- R^2 . Cox-Snell has a maximum value (indicating the perfect model/fit) of less than one, while Nagelkerke is adjusted so that it has a maximum value of one.

In the interpretation of an ordered probit model, coefficients provide the effect of a given explanatory variable on the ratio of probabilities relating to the dependent variable as given in equation 2 below:

$$1. \quad PY \leq 1Y > 1$$

In this particular ordered probit regression, then, the ratio in Eqn. 2 becomes that as given in Eqn. 3.

$$2. \quad \text{PHYBRID_LEARNING} \leq 1 \text{PHYBRID_LEARNING} > 1$$

All coefficients on significant explanatory variables are negative indicating either the numerator is decreasing, or the denominator is increasing. Therefore, an increase in the specific explanatory variable results in a proportional decrease in the probability of low levels of hybrid learning and an increase in likelihood of higher levels of hybrid learning. In other words, an increase in the explanatory variable results in an increase of higher perceived levels of learning in hybrid courses.

In reference to the explanatory variables, some interesting trends emerge. First, older students are more likely to perceive higher levels of learning through hybrid courses. Similarly, flexibility, increased interaction and community, and “other” were significant and likewise indicate that students in those categories are more likely to perceive higher levels of learning and hybrid courses. Unsurprisingly, the more likely a given student is to recommend hybrid courses, the more likely they are to perceive a high level of learning in such courses. The variable NEW_SKILLS is also significant with a negative coefficient, implying that students that indicated they learn new skills in hybrids perceive the degree of learning to be greater in hybrid courses.

Table 3. Regression Results

Source	Value	Standard error	Wald Chi-Square	Pr > Chi ²
Intercept1	-0.015	0.499	0.001	0.976
Intercept2	0.358	0.393	0.831	0.362
Intercept3	0.787	0.334	5.559	0.018
Intercept4	1.433	0.304	22.252	< 0.0001
Intercept5	2.067	0.301	47.019	< 0.0001
Intercept6	2.747	0.309	79.028	< 0.0001
Intercept7	3.737	0.323	134.203	< 0.0001
Intercept8	4.568	0.336	184.993	< 0.0001
AGE	-0.158	0.039	16.661	< 0.0001

NUMBER_HYBRID	0.000	0.001	0.029	0.865
BENEFIT 1: FLEXIBILITY	-0.280	0.148	3.598	0.058
BENEFIT 2: INTERACTION	-0.275	0.134	4.208	0.040
BENEFIT 3: F2F	-0.041	0.113	0.130	0.719
BENEFIT 4: INSTRUCTORS	-0.107	0.109	0.964	0.326
BENEFIT 5: VARIETY	0.968	0.607	2.545	0.111
BENEFIT 6: OTHER	-0.270	0.120	5.037	0.025
WOULD_RECOMMEND	-0.133	0.055	5.955	0.015
ANALYZE_IDEAS	-0.047	0.061	0.576	0.448
NEW_SKILLS	-0.168	0.057	8.768	0.003
TIMELY_GRADUATION	-0.105	0.058	3.206	0.073

(Coefficients statistically significant at least at the 95% level included in the bold.)

DISCUSSION

The results from this study can assist in determining factors that can lead to higher levels of perceived learning among students in hybrid courses. This is especially beneficial as many colleges and universities are forced to utilize hybrid modalities in response to the COVID-19 pandemic.

The results of this study indicate older students are more likely to perceive higher levels of learning in courses. Students learning in a hybrid setting must have self-motivation and self-management because there is less class time and more emphasis on self-paced learning (So & Brush, 2008). They must also be committed to “attending” both physical and online class periods, which requires them to develop skills above those that would be required for a fully online or face-to-face course. Therefore, older students, such as those in junior level courses or above, may do better in hybrid style courses, than those in lower-level courses.

This study also found that the flexibility of hybrid courses is associated with higher levels of perceived learning in hybrid courses. One of the most cited benefits of hybrid courses is the increased flexibility (Kim & Krueger, 2017; Hung, Chou Chen & Own, 2010); therefore, it makes sense that increased flexibility would lead to higher levels of perceived learning. This is especially true in terms of hybrid classes, because students can maintain availability in their schedules while retaining the benefits of face-to-face class meetings to cover key topics (Kim & Krueger, 2017; Hung, Chou, Chen & Own, 2010). Maintaining the flexibility afforded by hybrid courses can prove to be very beneficial as many courses move to a hybrid model to provide for safe in-person course delivery and appropriate social distancing within the physical classroom.

Sadera, Roberts, Song and Midon (2009) found that a positive relationship exists between students’ sense of community and success in online courses. This study adds to this body of knowledge showing that increased interaction and community in hybrid courses leads to an increase in perceived learning of students. Providing students in hybrid courses with multiple ways to interact with the content, their instructor and each other both in the classroom and online is important for instructors to consider as they design effective hybrid courses for the upcoming academic year.

This study also found the ability to learn new skills in courses is associated with an increase in perceived learning. Tseng & Walsh (2015) found that students in hybrid courses achieved higher levels of learning outcomes and skills. Additionally, hybrid courses allow learning materials and resources to be delivered using a variety of formats, providing multiple mechanisms to accommodate student learning (Osguthorpe & Graham, 2003). Similarly, utilizing various instructional strategies generates new opportunities for personalized and creative learning strategies for students (Tseng & Walsh, 2015), all which can lead to an increase in perceived learning. Instructors new to teaching in the hybrid modality should consider multiple ways for their students to learn new content utilizing online technologies available. Doing so will help to increase students’ perceived learning of the subject matter in the course.

LIMITATIONS AND FUTURE RESEARCH

All studies have limitations. This research study only evaluated factors that lead to higher levels of perceived learning in hybrid courses. Additionally, this study only evaluated traditional hybrid courses, and did not evaluate perceived learning in courses utilizing new hybrid modalities such as the hyflex model. Future studies should evaluate

and compare the factors that impact perceived learning in fully face-to-face courses, fully online courses, and the various hybrid formats. Additionally, future studies could seek to identify which types of online assessments and activities aid in higher levels of perceived learning.

CONCLUSION

This study sought to identify factors that lead to increase levels of perceived learning in hybrid courses. The results of this study found that older students (age), flexibility of hybrid course, sense of community, likelihood to recommend hybrid courses, and the ability to learn new skills are indicators of higher perceived levels of learning in hybrid courses. Prior studies have explored this topic; however, much of the prior research has been conducted in a single class or utilized small sample sizes. This study explored factors that lead to higher levels of perceived learning in online courses by surveying 420 individuals providing a more representative sample and more valid findings. These research findings are especially applicable to the current environment in higher education as many colleges and universities seek to find alternatives that allow them to offer on-campus classes, while adhering to best practices to prevent the spread of COVID-19, which often includes the use of alternative formats of instruction such as hybrid courses.

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MEDIATING DIGITAL DISTRACTION: THE HAWTHORNE EFFECT AND DIGITAL PRESENCE OF OTHERS

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ABSTRACT

The advent of personal technology—smartphones, laptops, tablets—has revolutionized modern society and contemporary college classrooms. Powered by such technologies and the Internet, our so-called “hyperconnected lives” allow us to continuously communicate with others through a variety of mediums. Nonetheless, the rise of personal technologies has also resulted in contemporary digital distractions in the classroom. Even worse, such distraction has been even more fueled by the urge to connect with others in midst of the recent stay-at-home orders and social distancing induced by the pandemic. To mediate digital distraction, the author suggests that the digitally replicated Hawthorne effect (a.k.a. observer effect)—the practice of effort pact—can encourage students to reduce irrelevant usage of personal technologies when their attention is demanded on academic work.

INTRODUCTION

For college students and faculty alike, the COVID-19 has prompted a transition from in-class to distance learning, which comes with many challenges. Ranging from technical issues, adaptation of unfamiliar technologies, and lack of in-person interaction to sheer confusions about course expectations, many students have felt that distance learning is either slightly or much worse than in-person classes (Friedman 2020). Reflecting on personal anecdotes during the full-pledged transition to distance learning during the spring semester, more emails to students seemed to be lost in transit and more students seemed to be confused overall. Many students have felt perplexed and wondered about simple questions, like whether a final group project presentation is still occurring. Extensive procrastination was one of the challenges, as students were distracted and found it hard to stay motivated (Carlson 2020). Regardless of socioeconomic background, college students appeared to experience varying magnitudes of distraction (Kolodner 2020; Koetsier 2020). While the extent of such distractions was rooted in various sources, such as lack of personal space, failure of time management, and negative emotion due to uncertainty and loss of daily normalcies, personal technologies could have contributed to college students’ tantalizing distraction. The increasing use of the Internet, like social media, is not a new phenomenon (Anderson and Jiang 2018; Rosen et al. 2013). During past months, more than half of Americans agreed that the Internet was essential during the pandemic (Vogels et al. 2020). At the same time, as Internet use surged by 50%–70% and streaming use by over 12% (Beech 2020), Americans appeared to be connecting with others digitally and entertaining themselves more than ever, as increased online traffic to social media channels, such as Facebook, Netflix, and YouTube. Videos games became even more appealing, while TikTok became more popular than before the corona virus break (Koeze and Popper 2020). Given the current nation-wide stay-at-home orders, those were well expected. Nevertheless, it can be naturally assumed that such a surge of hedonically oriented online traffic includes that from college students who happen to be undergoing overwhelming cognitive loads and are vulnerable to digital distraction.

LITERATURE REVIEW: DIGITAL DISTRACTION AND THE HAWTHORNE EFFECT

The advent of personal technology—smartphones, laptops, tablets—has revolutionized not only modern society, but also contemporary higher education. Powered by such technologies and the Internet, our so-called “hyperconnected lives” allow us to continuously communicate with others through a variety of mediums—texting,

email, Facebook, Instagram, Snapchat, and Twitter (Schneider 2018)—and to access the digitized wisdom of crowds via web search engines. Consequently, digital distraction has been increasingly observed in the college classroom (Cheong et al. 2016) where 70% of the students, even the “good” ones, sit before instructors and engage in shopping, texting, completing assignments, watching videos, or otherwise immersing themselves in non-course content (Srigley 2019). Scholars have debated the drawbacks of personal device usage in the classroom and during the class hours in light of negative correlations between texting during class hours and grade point average (Harman and Sato 2011; Junco 2012), multitasking on laptops during a lecture and class performance (Sana et al. 2013; Zhang 2015), and in-class notetaking with laptops and recall assessment (Mueller and Oppenheimer 2014).

The usefulness of personal technology is undeniable. In case of higher education, such personal technologies are the infrastructure that have enabled distance online learning in such a short time. Amid the pandemic, some critics have pointed out that higher education’s prompt transition to distance learning was rather sudden and unprepared. Despite such criticisms, the transition could have been completely unviable without the availability of such personal technologies as well as the compassion of the faculty (Bessette et al. 2020). Nonetheless, the rise of mobile communication and prevalence of personal technologies have also resulted in contemporary digital distractions that potentially hinder our ability to educate ourselves. The seemingly detrimental effect of digital distraction has been observed among hundreds of middle and high school and university students who seemed to only pay attention to a single task for less than six minutes on average before switching to other tasks frequently due to technological distractions, such as social media and texting, and preference for task switching (Chen et al 2020; Rosen et al. 2013). Even in a typical college classroom, where the entire body of the student faces the instructor, students seem to perceive a false sense of privacy, whereby they feel that their use of personal technology is only privy to their eyes. Even though it may seem irrational to third parties—given smart devices’ immersive capability that prevents users from effectively monitoring or gauging their surroundings—many students, even the good ones, appear to act like no one can detect their use of personal devices. The term “smartphone zombie” (a.k.a Smombie)—refers to such people who fail to notice their surrounding as their full attention is directed at their smartphones (Derbyshire 2019)—aptly highlights students’ distraction in the classroom, fueled by the prevalence of personal technological devices.

Even worse, the physical presence of others has not become completely irrelevant due to the transition to distance learning. In fact, most academic institutions’ full distance learning transition appeared to be temporary, given that many higher education institutions are actively preparing for reopening for the coming semester, and most institutions would also adopt a hybrid lecture format that takes advantage of in-class and online lectures (Craig 2020; Nadworny 2020). Nonetheless, the brief period of full-time distance learning accentuated the detrimental influence of personal technologies while students were trying to continue their academic endeavor online, all the while fending off digital distraction (Carlson 2020; Friedman 2020). Despite the absence of a silver bullet to this problem, the upbringing of modern-day students may help in taming their urge to mentally escape from the challenging cognitive loads of college education by digitally creating the presence of others—a step that aims to create the Hawthorne effect (a.k.a. observer effect) among student peers and trigger reputation management measures. Initially researched between 1924 and 1933, and often framed as “mythical power” in the social and behavior sciences, the Hawthorne effect pertains to the tendency of some people to work harder and perform better when they are observed. It suggests that individuals may change their behavior due to the sense of acknowledgement derived from being observed (Gillespie 1993; Hassard 2012). Later research on the Hawthorne effect has suggested that such evidence was perhaps overstated (Levitt and List 2011), and the mere idea of being watched by peers in a classroom may not affect contemporary college students. However, the younger population’s different upbringing could significantly influence them to work harder and perform better in the classroom.

Young generations, like millennials and generation z, have grown up with the conscious acknowledgement that their reputation must be actively managed. They are raised by parents who are some of the biggest violators of their children’s privacy—digitally portraying their children’s entire lives on social media even before their birth. From ultrasound photos to photos of their teenage years, contemporary parents reveal potentially harmful digital footprints of their children well before the age of consent. As reported in a 2010 study, more than 80% of 2-year-olds had an online presence (Baron 2018). The average parent shares nearly 1,500 photos of their children, mostly on Facebook, even before their children reach the age of 5. Children who realized that countless images of them are publicly available have expressed tormenting shame and fear, and some have even filed lawsuits against their parents (May 2016; Wong 2019). Children as young as five years old are conscious of their perceived images and how their actions are viewed by others (Silver and Shaw 2018). Although these children’s reactions can be viewed as a sign of self-consciousness, their awareness of public presence and understanding of its consequences can be hypothesized as some of the significant influences that would hinder public behaviors of engaging in non-course related acts during class hours—because such behaviors are still perceived to be against the normative behaviors of a good student.

In addition to their premature exposure to the online world, students' concern for their social appearance can be explained by the theory of self-monitoring (Snyder 1987). The theory postulates that some individuals monitor their expressive behavior and accordingly regulate their self-presentation to maintain an ideal public image, because they are concerned with the situational appropriateness of their expressive self-presentation (Gangestad and Snyder 2000). The theoretical perspective of self-monitoring implies that individuals actively seek feedback from others and look for social cues in order to determine their status and worth. Hence, it can be inferred that a student with a high self-monitoring tendency would be highly responsive to the social and interpersonal cues of situationally appropriate social behaviors and be highly receptive to the presence of others, who are the sources of social cues that are essentially impressions by others.

EFFORT PACT: DIGITAL PRESENCE OF OTHERS

In an attempt to digitally duplicate the presence of others and create an environment that evokes individuals' urge to engage in reputation management, the practice of "effort pact", was suggested by Nir Eyal (2019). Effort pact is a type of self-commitment whereby an individual pledges to focus without any distraction, as one can partner with others to engage in distraction-free work hours. Smartphone apps, such as selfControl, Forest, and Focusmate, are some of the digitally conceived ideas of effort pact that strive to make unwanted behaviors more difficult with the psychological effect of self-commitment. Furthermore, the self-determination theory (SDT) (Deci and Ryan 1985; 2000) postulates that one's attempt at self-commitment for focused attention aims for better performance and achieving goals. Such practice is posited to motivate individuals to pay more attention to their tasks, in addition to their psychological well-being and performance quality. The physical proximity of others affects how individuals perform, as has been shown by previous studies where grouping the right types of employees could potentially improve their productivity and quality (Corsello and Mino 2017). To this end, an effort pact involves the psychological practice of using digitally conceived presence of others to induce social pressure to make undesired behaviors, such as digital distractions during distance learning, more difficult.

We live in the age of personal technologies that deliver immersive experiences. They are designed to captivate our attention and senses (Eyal 2001; 2019), which may explain students' in-class distraction by personal technologies. Such distraction has been even more fueled by the urge to connect with others in midst of the recent stay-at-home orders and social distancing induced by the pandemic. As a result, there is no social pressure to stay on task due to the absence of others, and time is instead spent on hedonic web traffic. This is somewhat expected since longing for human connection is human nature. Individuals seek to fulfill their socially oriented psychological need of feeling connected to others. It allows them to achieve satisfaction within an interpersonal context (Deci and Ryan 2000), as an individual's perception of being included is crucial to the human experience (Williams 2009). Nevertheless, in doing so, we have become more vulnerable to digital distraction.

Considering the potentially detrimental digital distraction fueled by our longing for human connection, the aim of the effort pact may seem futile. Nonetheless, as an effort pact involves the re-creation of others' physical presence, its influence can be hardly underestimated. Given the significance of social connections that are fundamental to survival, scholars have argued that human senses have evolved to the point where even the slightest cues of inclusion or exclusion can be detected (Kerr and Levine 2008; Williams 2009). For instance, simple eye contact is sufficient to signal inclusion, while withholding eye contact can convey the sense of exclusion (Wesselmann et al. 2012). Individuals' purposeful withholding of eye contact has been perceived as a form of ostracism, and people feel ostracized upon the failure of even complete strangers to provide eye contact (Williams et al. 1998; Wirth et al. 2010). Even strangers' failure to maintain eye contact appears to convey at least a momentary effect of being excluded; hence being pointedly ignored would likely have the same effect (Wesselmann et al. 2012). The brief emotional expression of mere gestures of agreement, like moving the head up and down, can alter our decisions (Gladwell 2002; Osugi and Kawahara 2018). Given our constantly evolving senses, especially fueled by personal technologies, when individuals perceive the digital presence of others in more humanized ways—instead of a mere icon on their computer screen—digitally conceived practices such as effort pact, could potentially mediate our urges to procrastinate and mentally escape to smartphone apps.

DISCUSSION

In the end, the classroom and even virtual meetings should be a place where the synergy between instructors, students, and creative thinking must be combined, so that more effective learning can be achieved. Given the potentially detrimental effects of digital distraction and the paradoxically beneficial features of personal technologies,

a complete sanction of those devices during class is less than desirable, and those devices are becoming a primary carrier of academic endeavor during COVID-19. Nonetheless, those devices' detrimental effect on students' attention must be mediated via attempts to replicate the presence of others. The thin line between being alone and being in the synchronous presence of others may seem mediocre. Nevertheless, it can potentially motivate students to stay focused by making them more self-conscious about managing their social reputations. Consequently, it convinces them to reduce irrelevant usage of personal technologies when their attention is demanded on academic work. Anecdotally, the effort pact was tried during the author's mid-spring semester transition to distance learning. Participating students were instructed to visit a virtual classroom via Google Meet with their webcam turned on. In some senses, it was rather an unsuccessful attempt to convince significant numbers of students to attend and persuade them to continue. Over the summer, another trial was attempted by the author, but most students used the effort pact in the form of virtual office hours to clarify their questions about assignments and course content. Nevertheless, the seemingly unsuccessful attempts suggested students were sensitive to varying magnitudes of digitally replicated presence of others, conceptualizing a virtual meeting with only microphone as a weak presence of others while a virtual meeting with both microphone and webcam as a strong one. It appeared that few students seemed to prefer attending with no camera, and those few who attended seemed to find the effort pact less intimidating when their cameras were off. As they can see peers and/or the instructor throughout their camera. Turning on the camera was not only a conscious decision, but also an intimidating one. Overall, such observations are rather insufficient to substantiate the influence of digitally replicated presence of others. However, the anecdote suggests that students are highly conscious of the digital presence of others. The effectiveness of the effort pact warrants further research as the theoretical foundations and anecdotes suggest the potentially positive impact of such practices on students' attention and academic performance. The digital re-creation of others can not only potentially mediate digital distraction of college students, but also assist education to create a learning environment where creative synergy flows without technology disruptions.

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A COMBINATION TEAM AND PROBLEM-BASED LEARNING APPROACH FOR FULFILLING STUDENT NEEDS

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ABSTRACT

The purpose of this research study was to determine the effectiveness of a capstone course that used adult learning theories with a combination of Team Based Learning (TBL) and Problem Based Learning (PBL) pedagogical methods. The core assessment of the course was a team case analysis project where students are accountable for their own learning. The data collected from student performances were used to assess student learning and provide recommendations for using TBL and PBL in instructional approaches. The results of the research study can be used to develop capstone courses using the foundations of adult learning theories, replacing traditional approaches to impact student learning.

INTRODUCTION

The traditional 18 – 24 year old students, in higher education, may be in the minority even though colleges and universities often focus on serving these students. Because of this, there are institutions of higher education that may not be prepared to effectively meet the needs of nontraditional adult students (Chen, 2014). For purposes of this paper, the 18-24 year old student is identified as the traditional student. The non-traditional student is synonymous with the adult learner. Therefore, non-traditional learners may struggle because the academic structure offered by educators is often focused on transmission-based pedagogy for traditional students (Knowles, 1980). Teaching has typically been the transmission of information in traditional lecture courses at universities and colleges. The conventional teaching approach is teacher-centered, discipline oriented, and instructional based (Khan et al., 2015). In this pedagogy, the students are taught to memorize and retain information for completing assignments and examinations in order to fulfill course requirements. The conventional teaching approach does not elaborate on a collaborative learning environment that encourages student-student interaction for traditional and non-traditional students (Prince, 2004).

Faculty, who recognize that non-traditional learners are developmentally different from traditional students, can apply effective learning approaches that fit within the context of the non-traditional and the traditional student's life (Chen, 2014). The challenges for faculty to meet student needs can be addressed with the reexamination of pedagogical methods for constant improvement and to ensure that all students are prepared to face future personal and professional demands (Washburn & Petroschius, 2004). To meet the demands of the competitive business environment, students are expected to develop subject expertise and enhance their problem solving, collaboration, and communication skills (Scovotti, 2016).

Creating a unique learning experience in a capstone course that provides meaningful learning activities, critical thinking, and reflection is vital to student engagement (Prince, 2004). One such capstone course is a management and marketing course that can apply adult learning theories with the combination of team-based learning and problem-based learning pedagogical methods. The combination of these is a strategy that encourages a collaborative learning environment for both traditional and nontraditional students. This strategy permits a diverse student population to apply acquired skills, knowledge, and experience from courses completed in the degree program (Stewart, Houghton, & Burns, 2019).

LITERATURE REVIEW

Adult Learning

Andragogy states that adults are considered motivated by internal pressure and the desire to acquire knowledge (Cox, 2015). Knowles theory of andragogy describes adult students as needing to know why they need to learn something. It also classifies adults as having a different quality of experience from the traditional 18-24 year old students. Since the adult learner is considered as self-directed, the faculty can be a facilitator while directing the learner and creating a self-directed learning experience. According to Knowles (1980), the adult learner has an innate desire to learn, is active in planning and execution of learning, and values relevant and problem solving in the learning process. Faculty can find it difficult to apply existing adult learning theories, since most learning theories are focused more on pedagogical than andragogical methods (Aderinto, 2006).

The traditional student in the capstone course and the non-traditional student have similar characteristics that need to be considered when designing instructional activities for learning. Both groups of students value personal development through knowledge, while non-traditional learners in many cases have more life experiences to draw upon in the learning process (Chen, 2012). Consequently, student learning can be maximized when the learning environment is designed to encourage student participation through self-directed and collaborative learning (Bell, Wirtz, & Bian, 2017).

Team Based Learning

Team-based learning (TBL) is an advanced student-centered teaching paradigm using small groups. Working in small groups to solve real-world problems through a collaborative activity in TBL, can improve student self-esteem, team building skills, and attitudes towards working in a diverse environment (Johnson & Johnson, 1986). Students are able to learn from each other and studies have found improvements in critical thinking skills, improved test scores, and improved retention of course material (Pociask, Gross, & Shih, 2017).

Characteristics of TBL include using professionally developed problems, small self-managed teams (5-7 students), student pre-class preparation, and assessment to determine student readiness (Parmelee et al. 2012). The problems should be professional and relevant in order to motivate students. Students could benefit from activating prior knowledge, accepting structured peer feedback, and participating in team conferencing (Dolmans et al. 2015). Faculty could use TBL as an approach to build teamwork skills in combination with characteristics of problem-based learning as a strategic approach for learning.

Problem-Based Learning

Demands by advisory boards and professionals in the marketing and management field encourage educators to show an emphasis on skills development in capstone courses. The key skills identified to be successful include communication, critical and creative thinking, problem solving, and leadership skills (Ungaretti et al. 2015). According to Rubin and Dierdorff (2009), typical managerial programs lacked evidence of developing essential managerial skills needed to prepare students for careers in the management and marketing field. This information indicates that there is a documented gap between skills required for many management and marketing careers and those acquired in a student's academic career (Ungaretti et al. 2015). Problem-based learning (PBL) is one approach that can integrate essential skills and knowledge in an academic setting.

PBL is a student-centered and faculty-directed instructional approach where students work collaboratively in small groups to solve real-world problems. Through PBL, problem solving skills and critical thinking skills are developed by students referencing real-life experiences and knowledge from their own learning (Al Wadani & Khan, 2014). Various studies show that problem-based learning can have a significant influence on a student's creative thinking and problem solving abilities in learning (Mustofa & Hidayah, 2020). PBL is characterized by: 1) learning through problems; 2) small groups; 3) group learning directed by faculty; and 4) learning through self-study (Dolmans et al., 2015).

CORE ASSESSMENT PROJECT

Project Development

A Midwestern private liberal arts university with extensive distance and online presence sought to improve the learning experience of students in the capstone course for the marketing and management degree programs. The American Psychological Association (APA) provides guidance by urging faculty to center instruction on the learner and make learning effective, durable, and transferable across academic domains and to personal experiences (Campbell & Taylor, 2020). With this in consideration, the marketing and management capstone course was addressed by the course developer (CDEV). The focus was to include a core assessment that adopted the developed core learning outcomes while preparing both traditional and nontraditional students for real-life challenges.

Blooms Taxonomy was used to develop the core learning outcomes in the management and marketing program. These core learning outcomes influenced the core assessment of the capstone course. The purpose of the core assessment is to determine if expectations have been met by students concerning the mastery of learning outcomes across all instructional modalities. The eight core learning objectives in the core assessment address the following: 1) strategic planning which encompasses current economic and industry issues; 2) management terminology, principles, and concepts; 3) implementation strategies in an organization; 4) interrelationships and interdependencies among marketing, finance, operations, administration, and management function systems of a business; 5) business environments and use of resources; 6) strategic planning that incorporates economic, industry, and company factors; 7) assessment of ethical principles and social responsibility; and 8) global implications.

The core assessment is a team project that involves a strategic analysis of a publicly held company that is built upon in all units of the course. The team project requires a comprehensive analysis of managerial decisions and actions in order to determine the performance of an organization. The project includes internal and external environmental scanning, strategy formulation, long-range planning, evaluation, and recommendation.

Collaborative learning in small teams provides the opportunity for students to check their knowledge, explain thoughts to others, provide feedback, and receive assistance for overcoming barriers (Campbell & Taylor, 2020). During the first week of the course, the teams and their respective team leader are selected by the faculty member that facilitates the capstone course. The small teams for the core assessment project consist of 3-5 members with a maximum of five teams in each section. Each team must submit the name of their company for the instructor's approval. A designated Live Case Analysis Work Area for interaction and participation among team members is provided in the learning management platform.

Implementation

The teams are provided explicit instructions in a template that details the required sections for the core assessment project. Analytical skills such as problem solving, decision making, compilation, and evaluation are utilized by team members with the template completion (Moseley et al, 2005). The required sections consist of the following: 1) executive summary; 2) historical overview; 3) economy and industry analysis; 4) SWOT analysis; 5) economic, industry, and company forecast; 6) pro-forma income statement; and 7) recommendations with conclusions.

METHOD

Study Group

Persons enrolled in the marketing and management capstone course between August 2018 and December 2019 were selected for analysis in the study. The data was obtained as a normal part of their class participation. The research was determined to be exempt from full Institutional Review Board (IRB) review by the IRB committee.

Sources of Data

Data was downloaded from the secured server that retained the project grading information for the period examined. The information was in machine-readable format. In formatting the information, it eliminated the need for data entry and the resulting possible errors.

Course Metrics Examined

The premises of this study is that adult learning theories applied through team-based learning (TBL) and problem-based learning (PBL) are examined through the analysis of the variables affecting the effectiveness of TBL

and PBL. The variables are: 1) different locations at which students are instructed (loc01-loc12); 2) the different instructors guiding the students (ins01-ins14) and; 3) the term and year when the work was done (term01-term07). The outcomes examined are the grade components attributable to each course learning objective, or CLO (CLO01-CLO08). Each grade was based on the portion of the project that supported each CLO. Further, grading for each area was guided by a previously defined course rubric.

Statistical Methods

All statistical analyses were performed using STATA 16 (Stata Corporation, College Station, TX). The data was analyzable via parametric methods, and transformations were not needed. The examination of the data was very straightforward.

Correlation analysis

Pairwise comparisons of the individual CLO variables indicated a high degree of correlation between these variables. Examining them with Cronbach’s alpha indicated that their scale reliability was .9487, which would permit us to sum a total score for analysis purposes (TCLO). The independent variables, as mentioned earlier, were straightforward. Dummy coding was done to indicate subjects:

1. location (loc01-loc12);
2. instructor (ins01-ins14); and
3. time period (term01-term07).

The overall alpha value of $p=0.05$ was Bonferroni-adjusted as appropriate for all significance tests.

Regression analysis

The initial regression analysis was conducted with the summative measure TCLO (total score of CLO1-CLO8) as the dependent variable, and the above-mentioned dummy-coded variables for location, instructor, and time period as the independent variables. That analysis was significant ($F(24, 580)=43.43, p < 0.0001$), indicating that at least some of the independent variables were significant.

Those results were used to drop those predictors from the model which had been omitted due to collinearity, which we had expected to find. Also dropped were non-significant independent variables. Given that there were twenty-four independent variables, the Bonferroni-corrected p -value required was $p=0.002$.

The following iteration provided one surprise. Eliminating non-significant independent variables yielded the following model: $TCLO = loc12+ins01+ins14+term06+term07$, which was significant ($F(6, 598)=136.32, p < 0.0001$). However, we expected to have all of the predictors retain significance. This was not the case based on the findings. Both of the time predictors failed to retain significance, resulting in a final model of $TCLO = loc12+ins01+ins08+ins14$. That model has both overall significance ($F(4, 600)=201.06, p<0.0001$), and all of the predictors remained significant, even with Bonferroni-correction. Table 1 has the final model.

Table 1

Regression of Total CLO Score (TCLO) using Location and Instructor (dummy-coded)

Effect	Estimate	SE	95% CI		p
			LL	UL	
Intercept	764.0773	2.160	759.8356	768.3190	>0.001
loc12	-74.9830	4.870	-84.5468	-65.4184	>0.001
ins01	-121.6098	5.308	-132.0334	-111.1861	>0.001
ins08	-88.6927	11.995	-112.2507	-65.1347	>0.001
ins14	-116.6711	7.825	-132.0380	-101.3041	>0.001

Note. Number of subjects = 605. CI = confidence interval; LL = lower limit; UL = upper limit.

FINDINGS

Interpretation

The y-intercept of the model is equivalent to a grade of 95.5% per CLO, before the effects for location and instructor are considered. It is worth noting that all of the independent variable beta coefficients are negative, and have the effect of reducing the predicted grades earned. One possible explanation is that the course design for this capstone course has been effective and students at this level are responding to the assigned tasks with superior work.

Further, the majority of this university's locations are located on military bases. The average age of the military student is greater than that of the traditional student found elsewhere. Also, military students understand the need for degree completion when being considered for promotion and retention, as well as when transitioning to the civilian workforce.

Additionally, if the TBL and PBL approaches are working and leading to uniformly high achievement, then significantly different results would have to be negative to be significantly different. Further examination is warranted to determine why these results were obtained for these locations and instructors. One other consideration for these results to be reflective of actual performance is the one problem that all universities have: graduation rates. For a student to be taking the capstone course in a major field, they have to be nearing graduation. Some marketing and management students were unable to meet learning outcomes and did not complete upper-division university courses successfully, thus eliminating them from the capstone course. As a result, students that had developed the necessary skills to meet the challenges in the marketing and management field are among those making up the population examined in this study.

DISCUSSION

A capstone course should encourage students to activate their marketing and management skills for transition into the workplace. The core assessment project for the capstone course was redeveloped after the course developer analyzed the results of historical data from student learning and the diversity of students enrolled in the course. The data indicated a separation between what students learned and what was expected in the real world. The traditional methods did not appear to be effective in equipping students with the skills for competing in a professional environment as business leaders (Liu & Beaujean, 2017). Therefore, the combined use of TBL and PBL in the core assessment project was to improve student learning and meet the demands of the workplace. This strategy was supported by the fact that TBL and PBL were incorporated in many different fields including health-related and non-health related fields (Burgess et al., 2014).

The core assessment project capitalizes on prior learning experience and supports moving beyond preferred learning styles and approaches (Laurillard, 2013). Faculty adopted the core assessment project after research by Washburn and Petroschius (2004) indicated that team projects increase knowledge of the subject, improve communication skills, enhance motivation, and develop teamwork skills. The core assessment project delivered in the face-to-face, blended, and online format is fueled by student engagement. From the course evaluations, a student comment stated "I expected the case analysis to be very difficult, full of useless calculations and "plug-and-chug formulaic analysis. The case analysis is useful and I have grown in understanding and depth of appreciation from this course."

Developing teams and encouraging collaboration among team members is instrumental in meeting the learning objectives. The team members are expected to develop critical thinking and problem-solving skills along with the ability to deal with ambiguity and uncertainty in the project development process (Ungaretti et al. 2015). During the course, team members build on developing oral and written communication skills through collaboration with the core assessment project. In course evaluations, a student stated "I have not only learned a lot about the functions of marketing, but I was also able to give my input as a student and an employee."

CONCLUSION

Teamwork and feedback are necessary to reach the desired goal when working with PBL and TBL in the core assessment project. The instructor provides feedback to the small groups through classroom interaction and discussion areas available for each team. Peer feedback is essential for activation of prior knowledge in order for students to contribute to team discussions and problem solving (Dolmans et al., 2015). In this core assessment project, the

combined use of PBL and TBL is appropriate to prepare students for effective collaboration in both the academic and business world.

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EFFECT OF SOCIO – BEHAVIOURAL DESIGN CONVERSATIONAL AGENTS ON CUSTOMER RESPONSES: A REVIEW

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EXTENDED ABSTRACT

Conversational agents (CA) are computer programs designed to approximate human speech (written or oral) and communicate in natural language with humans via a digital interface as opposed to predefined computer commands. These text/voice based interactive bots popularly known as chatbots or conversational agents (Thomaz et al., 2020) have been deployed in organizational front to facilitate exchange, engage and interact with customers, offer personalized services and recommendation to customers across various domains such as ecommerce, healthcare, education and banking & financial and others (“Smart Talk,” Capgemini,2019). As conversational agents have been replacing or augmenting service agents and integrated to many marketing functions/processes, it becomes critical for marketers to understand how customers evaluate, adopt and respond to conversational agents across various complex settings and in different roles/processes. The purpose of this paper is to review the literature examining the effect of socio-behavioural design of conversational agents on customer responses.

The literature for review was selected from major academic journals (ABDC - B and above category journal) to ensure rigor and usefulness of the review findings. Journals from EBSCO host database were searched based on different keywords used for conversational agents (conversational AI, chatbot, digital assistant, conversational agents, voice assistant, voicebot). Given the objective of the study to examine the effect of socio-behaviour design of CA on customer responses the research was limited to studies connected with marketing and consumer behaviour disciplines. Systematic literature search process ended with a total set of 30 relevant publications. Out of 30 studies, 1 was conceptual, 4 review and 25 were empirical studies, in which one was qualitative study. Seven of the twenty four studies were in the ecommerce industry, two each in education & learning, banking & finance and healthcare and the rest of the studies were in different industry contexts.

The twenty-four empirical papers examining the effect of socio behavioural design on customer responses were synthesised based on their use in different stages in the consumption cycle and in different industry contexts. CAs’ socio behavioural design included communication design cues such as communication tactics, message interactivity, conversational skills/relevance, sentence structure, selection of words & phrases, language style such as formal/informal (Kerly et al., 2008) and agent related design cues, which sub-classified as auditory and visual cues. Auditory cues include voice quality, voice gender, tone, frequency, human-like voice (A. Elkins & Derrick, 2013) whereas visual cues include human-like face, gesture, expression, appearance, gender. The studies were categorised based on the use of CA in pre purchase stage, purchase stage and post purchase to facilitate analysis of findings across CA use and industry contexts. The effects of (a) communication design cues and (b) agent related design cues were examined on consumer responses.

Conversation agents empirical research were conducted in different use contexts; in different stages in the customer interactions in purchase/sales journey; presales, sales and post sales. Of the twenty-four empirical articles modelling the effect of design cues, conversation agents were employed in pre-sales in fifteen, sales process in four and post-sales process in five studies.

In the pre-purchase/sale stage, CA used a product recommendation tool, data collection tool, customer assistant and advertising tool; majority of the empirical studies (>60%) were conducted in this use contexts. Anthropomorphic design cues of CA as product recommendation agent, advertising tool and customer assistant resulted in positive customer responses such as enhanced shopping experience, positively affected attitude towards product and enhanced user satisfaction across all industries except banking and finance. There is evidence from multiple studies on the

negative effect of anthropomorphic cues while using CA as a data collection tool. Anthropomorphic cues resulted in negative customer response such as impairing self-disclosure and evoking socially desirable response (Ho et al., 2018; Van den Broeck et al., 2019; Dawar & Bendle, 2018; Araujo, 2018; R. Schuetzler et al., 2018; Schuetzler et al., 2019; Brill et al., 2019; Elkins & Derrick, 2013; Derrick & Ligon, 2014; Pickard & Roster, 2020). Perceived understanding of CA and disclosure intimacy mediated the effects on customer responses (self-disclosure). One reason for the lower perceived understanding of CA may be the lower acceptance of CA as it is in the early stage of adoption. It needs to be seen if incentives to use the CA or the perceived value of the CA could positively influence the perceived understanding and hence acceptance of CA. Hence it would be interesting to explore if consumer's willingness to try new technologies or consumer's age itself would moderate these relationships. This could have implications for deployment of CA towards different customer groups. It is also reported that the acceptance of the use of chatbots among GENZ is relatively higher (Luo et al., 2019). Another mediator, disclosure intimacy, points towards the privacy concerns affecting the adoption of CA's. It is possible that the customer trust in the firm could also moderate these relationships; with higher customer trust the disclosure intimacy could also be higher. Future research modelling the moderating effect of chatbot acceptance levels could consider varying effects of consumer segments as well as corporate brand trust on customer responses.

In the purchase/sale stage, four studies (16%) examined the effects of socio-behaviour design, of which three were in e-tailing and one in banking & finance context; they used chatbot as a sales agent. In banking & finance, it was found to have negative outcomes such as decrease in purchase rate whereas in ecommerce it results in positive customer responses such as favourable attitude towards product, intention to use website (Luo et al., 2019; Pantano & Pizzi, 2020; Rhee & Choi, 2020; Trivedi, 2019; Rhee & Choi, 2020), (Lee & Choi, 2017; Qiu & Benbasat, 2010; Qiu & Benbasat, 2009; Ben Mimoun & Poncin, 2015). While social presence, perceived homophily, shopping Value were modelled as mediators in ecommerce context whereas in the banking and finance industry context the mediators were the perceived knowledge of CA, and perceived empathy of CA. The behavioural outcome of purchase decision was the dependent variable in the banking and fiancé context, while customer satisfaction, attitude towards the website and intention to re-visit the website were the dependent variables in the e-commerce context.

In the post purchase/sale stage, CA has been used to deliver educational services as pedagogical agent, language learning partner, as virtual helper in online gaming and as medical assistant in delivering healthcare services. CA when used in the service delivery/consumption stage has been found to have negative customer responses when used in the role of virtual game partner/helper and medical assistant, in particular. Replacing human agents with CA and its anthropomorphic design found to evoke varying customer responses while delivering educational services. For instance, when used as pedagogical agent, it resulted in positive customer response (increased motivation to study and engagement of students) whereas when used as language learning partner resulted in negative customer responses (reduce interest in course/task). One possible reason for contradicting results could be age of customers/students as in first case, it was tested on early adolescence and in the second case it was tested with adults. There could be possible factors such as gender, age, technology readiness which might moderate the effect of CA on customers in various types of service delivery. Future research can identify and test such possible moderators and mediators as current studies in education service delivery roles does not identify any mechanism to explain CA design effect on customer/students' response.

This emerging area, early stage review synthesises the empirical research examining the effects of socio behavioural design cues of CA on the customer responses based on the application of CA (use context) in different stages of the consumption life cycle namely pre sales, sales and post sales and across different industry contexts. The understanding across multiple industries and multiple use contexts is expected to fuel further research to enhance the understanding of the factors affecting the adoption and offer value to both the firms employing CA's as well as the customer's using them.

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DOES BRAND NAME MATTER IN BRAND EVALUATION? THE INTERPLAY OF BRAND NAME AND BRAND ORIGIN ON PERCEIVED BRAND VALUE: CASES OF USA AND MEXICO

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EXTENDED ABSTRACT

This study examines the interaction effect of brand name, brand origin and fit on perceived brand value using processing fluency as a theoretical underpinning. This paper answers three research questions. First, does the brand name and brand origin interact to determine the customer's perceived brand value of the brand in USA and Mexican brand cases? Second, does the processing fluency enhanced by fit moderate the effect of brand name on perceived brand value? Third, does willingness to buy the brand mediate the impact of brand origin on perceived value?

A between-subject experiment was conducted in which brand name and brand origin (developed: USA vs. developing Mexico) were manipulated and processing fluency was measured. Mock brand name and scenario were created to manipulate the brand name (US vs. Mexico) and brand origin (US vs. Mexico). The results show that for the advanced country brand name (US), the brand origin effect is more pronounced in case of higher processing fluency caused by fit effect (same brand name and brand origin). On the other hand, for developing country brand name, the brand origin effect is mitigated by enhanced processing fluency caused by fit.

The findings demonstrate that processing fluency enhanced by fit is more pronounced in US brand name such that in US brand name condition, fit recorded higher perceived value than no fit. The processing fluency effect is much mitigated in Mexican brand name. Willingness to buy the brand also mediates the effect of brand origin on perceived value of the brand.

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DEVELOPING GRADUATE EMPLOYABILITY SKILLS USING LIVE MARKETING PROJECTS

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EXTENDED ABSTRACT

Business schools have been accused of concentrating majorly on teaching quantitative and technical abilities (Parker, 2018). However, many other competences are considered crucial and necessary to raise graduate employability levels. Learning outcome should also provide students with interpersonal skills (Bedwell et al, 2014), critical thinking (Živkovič, 2016), workplace readiness (Ritter et al, 2017) and professional confidence (Caza et al. 2015). Oral and written communication, critical thinking/problem solving and teamwork skills are in high demand in the contemporary business environment (Clarke, 2017). These skills cannot be gained or developed by studying theory only; in fact, they are the result of the theory application through direct experience (Schlegelmilch, 2020). Moreover, experiential learning contributes to keeping faculty and students connected and updated with the rapidly changing business models and environment since it creates an intersection between classroom and business learning (Spanjaard, 2018).

The aim of this paper is to present an exploratory study and examine the development of students' employability skills within live marketing projects (O'Leary, 2017). In this study, students worked alongside real organizations to solve marketing problems in small groups. Students' perceptions of their skills were assessed using both quantitative and qualitative data. The results showed significant changes in students' perceptions of their skills over time. Undertaking live projects helped students develop their personal skills: self-management, communication, team working, problem solving and organization skills, establishing student confidence to apply their knowledge to the workplace. This study contributes by providing insights into the nature and practice of an experiential learning approach. The results indicate that the development of employability skills can be improved by providing a learning environment for all HE levels in which students interact with real business people in live projects.

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ARE VIDEOBOOKS THE “TEXTBOOKS” FOR THE GEN Z STUDENTS?

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EXTENDED ABSTRACT

Over the past two decades, advancements in technology have altered business and marketing education. Educators are seeking to understand these new pedagogical resources; evaluating how to implement them in the classroom; determining whether they create effective learning; and evaluating students’ attitudes, behavior, and satisfaction towards these new tools. Very recent events, such as the Covid-19 pandemic have only served to increase the urgency of such investigations.

Additionally, college professors are now welcoming students in Gen Z, true digital natives, into the classroom. Gen Zers have lived their entire lives with Wi-Fi, social media, smartphones, constant connectivity, and on-demand video. Their behaviors, attitudes, and expectations are different from previous generations. As a result, the reexamination of which instructional materials are most appropriate is important.

One of the key pedagogical resources used by educators is the textbook (physical or digital). While textbooks are employed by students as a study tool, a reference tool, and a source to complete class assignments, research indicates that students find textbooks boring and rarely complete the required readings. As technology transforms teaching and learning, videobooks (and videos in general) have emerged as an innovation and viable alternative to the written textbook. A videobook entirely replaces physical or digital textbooks with videos explaining and demonstrating key concepts.

We use a case study to achieve two research objectives: To understand students’ attitudes, behavior towards, and satisfaction with videobooks—in comparison to written textbooks; and to identify factors that drive student satisfaction and positive attitudes towards such a shift. Analysis of student experiences across multiple sections of an introductory marketing course found students to have more positive attitudes towards, and higher satisfaction with, a videobook over a traditional textbook for delivery of key course content. Further, students found the videobook to be easier to use, easier to understand, and more engaging than a traditional textbook, making it overall more effective for learning. Finally, the videobook format facilitated the switch to virtual learning as its content delivery method more closely resembles in-class lectures.

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THE NEGATIVE BRAND NAMES PHENOMENON: A THEORY OF TRYING PERSPECTIVE

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EXTENDED ABSTRACT

“Customer Trying Behavior” is one of the most effective tools for improving product adoption. Understanding its determinants can help businesses attract new customers and secure future sales. Based on the “Theory of Trying,” the present study identifies the role of “Negative Brand Name” and “Consumer Desire” on consumer trying behavior. The proposed study indicates that “Customer Curiosity” moderates the relationship between negative brand name, desire, and trying. This study also suggests the customer’s need for cognition determines the degree of customer curiosity. The proposed study offers a more complete picture of customer-trying phenomenon and recommends strategies for managing customer-trying behavior.

Psychologically, customer trying behavior refers as a customer’s conscious efforts to recognize, seek, use and evaluate specific products or services (Helding, 2016) that will lead to future behavior (Xie et al., 2008). That is, the richer the trying experience, the more positive the future customer experience, and vice versa. Customer trying behavior is determined by a combination of psychological, situational, and past experience factors. Desire, as a psychological factor, refers as a customer’s level of motivation to pursue a specific goal (Dawson & Chivers, 2014). Failure to attain such goals will generate a high level of discomfort (Kavanagh et al., 2005). To minimize this discomfort, customers are more willing to explore new products (Ramo et al., 2015). Based on this argument, therefore, we predict that:

P1: The degree of customer desire positively affects customer-trying behavior.

A Strong brand name improves purchase intention (Herjanto et al., 2020). Pribadi, et al. (2019) suggest that the degree of a strong brand is determined by positive brand experiences, higher brand trust and brand personality. However, building a strong brand requires creativity (Kwortnik & Hawkes, 2011). One creative approach to building a strong brand is to make it controversial. This can be done by applying a unique negative brand name (Evanita & Trinanda, 2019). This type of branding differentiates the product from competitors, and improves brand memorability (Manolica et al., 2018) which increases brand equity and brand image (Evanita & Trinanda, 2019) and consequently, it improves the level of customer desire. Hence, we assume:

P2: Negative brand name positively affects customer desire.

Curiosity refers as a customer’s level of desire to know or to find an answer to a stimulus or situation in question (Litman 2005). Litman (2005) suggests the degree of curiosity is determined by the degree of newness. A negative brand name is not only new, but also improves inconsistency with the customer’s existing knowledge. That is, the more negative the brand, the more the customer experiences inconsistent knowledge and higher curiosity. Accordingly, this situation influences customer desire to know the situation better. Thus, based on this situation,

P3a: Customer curiosity moderates the relationship between negative brand name and desire.

Litman (2005) argues that curiosity is an unpleasant mental state that requires urgent attention. According to Kashdan et al. (2004), when a customer experiences curiosity, he or she tends to feel uncertain and uneasy. In response to these negative mental states, curiosity activates a proactive and intentional information seeking (Kashdan et al., 2004). In turn, this increases the desire to find a solution to the situation in question. This includes trying behavior, which can help customers experience a relevant solution. Hence,

P3b: Customer curiosity moderates the relationship between desire and trying behavior.

Verma and Jain (2015) define need for cognition as a customer’s propensity to become involved with and to appreciate thinking. A customer with a high for cognition views information as a solution to their concerns. When they do not have enough information, they tend to be motivated to seek more information, and to satisfy their curiosity (Olson et al., 1984). Thus, the higher the need for cognition, the more curious and motivated the customer becomes.

Accordingly, the level of curiosity increases negative brand name attractiveness and the desire to test the relevant product. Therefore, based on this rationale:

P4: Customer cognitive for need moderates the relationship between (a) curiosity and negative brand name as well as the relationship between (b) desire and trying behavior.

This research presents an alternative model of customer trying behavior. It shows that a negative brand name enhances customer desire. In turn, desire drives customer-trying behavior. The study predicts the strength of the “name-desire-trying” relationship is moderated by the level of customer curiosity. Finally, our model also assumes that the need for cognition determines the level of customer curiosity. For business practitioners, this study offers new strategies to encourage customer-trying behavior. For academicians, it improves the existing model of trying behavior by incorporating negative brand names, desire, and the moderating variables of curiosity and need for cognition.

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MARKETING RESEARCH AND LIBRARY TRAINING IN THE INTRODUCTION TO MARKETING COURSE

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EXTENDED ABSTRACT

Experiential learning is often used to teach marketing courses. Using library services further enhances experiential learning by increasing student's information literacy and their ability to use secondary data in conducting real-world research as part of a two-part, semester-long research project covering many of the key concepts found in the marketing principles course. These concepts include the strategic focus and plan, industry analysis of the external marketing environment, the company's mission statement, core competencies, situational analysis, industry analysis, SWOT analysis, and marketing mix strategies. Franchises are used as a way of creating a marketing plan that provides additional financial information for students, as well as site analysis.

This course utilized a two-session library instruction model with optional group librarian consultations to introduce critical business intelligence gathering strategies and familiarize students with free and paid business data sources they may encounter in the workforce, including Mintel, and PolicyMap, as well as the Census and the Bureau of Labor Statistics.

Student feedback indicates the project helped them think about how they will apply what they learn through course work in their future careers, though some students questioned the breakdown of the project into parts and the number of library sessions included in the course.

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CLIENT SPONSORED PROJECT: MARKETING STUDENTS' EXPERIENCE WITH AMBIGUITY

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ABSTRACT

An unusual project experience with undergraduate marketing students is described. Students framed the scheduling of product deliveries to customers in diverse locations as a Vehicle Routing Problem (VRP), collected related data, explored solutions using an Excel spreadsheet, and had to settle for a 'best found' routing of deliveries to customers. Due to the combinatorial nature of the VRP, the optimal sequencing of deliveries was not discernible. Hence, how to conduct a search for a 'best found' routing of customers had to be addressed. Details of the problem resolution and its ambiguity are discussed in the paper.

INTRODUCTION

Involving students in the resolution of a real business problem is a common learning experience in contemporary business programs. The experience may take the form of a project in a variety of different courses where students analyze complex business situations, collect data, evaluate decision alternatives, decide a course of action, and communicate results often to a real subject/client. The project discussed in this paper is a situation that required marketing students to resolve a product distribution problem faced by a small business owner who sought a better way to deliver product to customers. The company's mission was delivery of the right product at the right place at the right time in the right form better than competitors. For the purpose of this project, this translated to discovery of the best way to sequence product deliveries to customers, i.e. which delivery to schedule first, the one thereafter, etc. so that fleet driving distance was as small as possible and deliveries were as expected. The subject company was also interested in an analysis of the impact of expansion of its delivery base. The business wanted to know to what extent it could maintain its current delivery fleet in the face of possible expansion. It believed an efficient scheduling of deliveries would save time and avoid investment of additional truck(s) and delivery personnel. The charge to the students was to identify how to schedule deliveries with these considerations in mind.

If the distance between the home base (depot) and each customer location as well as the distance between each pair of customer locations were known, the problem could be treated as a vehicle routing problem (VRP), see Toth and Vigo (2014). To illustrate, if a day's delivery consisted of stopping at four ($=n$) customer locations using one vehicle, the problem could be visualized as enumerating sequences of six ($=n+2$) unit-spaced integers read left to right. To do so, let the depot be designated by index 0 and the four delivery locations by indices 1,2,3,4. Then one possible delivery sequence is 0,2,3,1,4,0 indicating that the vehicle would leave the depot (0) and travel to location 2 then to location 3 and then to locations 1 and 4 in that order and thereafter return to the depot. With this visualization, the combinatorial nature of the problem is clearly seen as enumerating the permutations of the four indices between the two depot designators. For this situation, there are at most $4! = 4 \times 3 \times 2 \times 1 = 24$ possible delivery sequences and in general $n!$. Sequencing of multiple vehicles ($=k > 1$) calls for similar visualization for each and assignments so that each customer location is serviced by no more than one vehicle. For the project discussed in this paper, GS Software Excel Distance Calculator 3.0 produced the distances between all locations. Some restrictions in routing applied.

In addressing the subject's distribution problem, the following were incorporated in the modeling and problem solving: i) each vehicle visited each assigned location before returning to the depot, i.e. no sub-touring; ii) service time from vehicle to each customer's delivery point was considered negligible; iii) the distance from location i to location j denoted as d_{ij} was treated as identical to the distance from location j to location i , i.e. $d_{ij} = d_{ji}$, for all $i, j = 0, 1, \dots, n$; iv) the routing with the smallest total fleet travel distance was the objective of the investigation; and v) searching for the delivery itinerary with the smallest fleet touring distance was considered to be a good proxy for all

considerations of efficiency and effectiveness in dealing with customer deliveries. Items i)-v) allowed students to concentrate on the customer scheduling sequence as desired by the subject company. Because of item iii), the problem became a symmetric VRP with fewer ($=n!/2$) possible routing sequences, see Toth and Vigo (2014).

The next issue was the choice of the computational environment for examining routes. The Excel spreadsheet environment familiar to marketing students was selected for this purpose. Beyond the Excel imbedded distance calculator, no special purpose solution software was employed. To lessen student anxiety of tackling a VRP with many customer sites, an Excel spreadsheet was designed and made available for student use and alteration. These aspects framed the form and manner in which students proceeded.

Because investigation of all routing possibilities was not a practical solution methodology, the optimal routing was not identifiable or discernible even if found. Consider the following characterization of the VRP due to Anonymous (2019). “Real-world VRPs comprise hundreds or thousands of nodes [locations]. The time required to solve them is growing relative to the size of the problem. For sufficiently large problems, it could take years to find the optimal solution. Frane Saric, CTO at OptimoRoute, confirms that point: “Exact methods like integer linear programming (ILP) are rarely used in practice because they are extremely slow and can solve only very small problems with a few delivery points. Hence, routing solutions often rely on heuristics to be able to quickly return good enough but not necessarily optimal solutions.” As a consequence, students involved in the project had to deal with the inexactness (ambiguity) of the best of what they found and would recommend. Not concluding with the optimal solution was unsettling for students. However, in their careers as marketers, they will likely encounter problem-solving situations with some element of ambiguity of the kind described here. Hence, the value of the project experience.

The small business owner was interested in: i) what the students discovered as their ‘best found’ routing and ii) the Excel spreadsheet that would allow reproduction of the results. They were the project’s deliverables. For the students, the project was designed to be an experience in successfully dealing with the challenges of a complicated distribution problem and its inherent ambiguity.

RELATED LITERATURE

The literature related to the project was found in two areas. The first was the VRP literature and the other was the teaching pedagogy related to the VRP. The VRP literature is extensive and spans many disciplines including marketing, operations research, operations management, engineering, and other disciplines in which the framework of the VRP applies. In the literature, exact and non-exact solution methods for the VRP are presented. The former consists of methods for identifying the optimal solution that include exhaustive enumeration, implicit enumeration, math programming, and other means. Some non-exact methods make use of heuristics including selection rules for composing a routing that is not guaranteed to be optimal but is considered to be a good solution of the kind noted by Anonymous (2019). Guttin and Punnen (2002) provided an extensive discussion of the routing problem for a single vehicle (the TSP, Traveling Salesman Problem) and Toth and Vigo (2014) did similarly for the more general vehicle routing problem (VRP).

Exact methods generally relate to a formal optimization model of the VRP and its translation to the syntax of solution producing software such as MATLAB, VBA, C, or another programming language. Heuristic methods are relatively straightforward, easy to teach, and make use of rules that quickly produce ‘good’ solutions. Heuristics for a VRP include rules for adding sites one at a time to an emerging itinerary. The nearest neighbor rule (NNR) is a route building heuristic in which delivery stops are sequenced one-at-a-time by successively adding the closest unassigned stop to the most recently sequenced stop. See Toth and Vigo (2014) for discussion of the NNR and other rules for composing a tour. Rules such as the NNR are comprehensible to students and easy to implement.

How to solve a simple VRP with one delivery vehicle is demonstrated in various pedagogical venues. In his textbooks, Ragsdale (2004, 2011, 2018) showed how Excel’s add-in ‘Solver’ and its Evolutionary feature can be used to produce a solution for a simple one-vehicle VRP. Winston and Albright (2012) did similarly in their textbook. As

such, textbook treatments show that undergraduate students can solve routing problems if provided with proper tools for doing so. To this point, case studies of more complicated routing problems that involved students also appear in the literature. See Milburn et al. (2018), Drake et al. (2011,) and Koksalan and Salman (2003). Although the business situations of these studies did not directly relate to our subject's, the studies offered a model of how students could proceed and produce an outcome of value to the subject company. Milburn et al. (2018, p.75) stated the following that was directly applicable to the project. "The primary objective of the case is to provide students with hands-on experience in developing and applying solution techniques for a large unstructured vehicle routing problem."

With regard to problem solving technique, Ragsdale (2001) made a good case for using spreadsheets to teach students how to solve problems such as the VRP. Textbook treatments of the VRP and published case studies demonstrate that data related to a client related VRP can be manipulated to produce solutions in what is perceived as a 'student friendly' Excel spreadsheet computational environment. The value of such an experience for marketing students is reflected in the following remark due to LeClair (2018, p.8). "Executives now say they need data-driven leaders. They are asking for folks that can work comfortably with both data and people and managers that can build useful models of the data and lead the team that will put it into practice. Based on my own managerial experience in the marketing space, any viable candidate for an entry-level position must have had some experience using analytic tools. In the end, we all agree that we are seeking an optimal combination of technical knowledge and soft skills." In these ways, the literature supported undertaking the project as a meaningful learning experience for marketing students and indicated how to proceed.

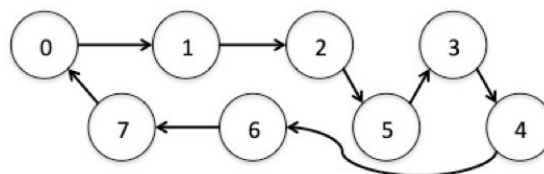
THE PROBLEM SOLVING METHODOLOGY

Careful consideration was given to the manner in which routings would be examined. The methodology had to be easy to implement and understandable to students involved in the project yet rigorous enough to convey confidence that the end result was a 'good' solution worthy of the subject's consideration. The specifics of the methodology presented in the following subsections was drawn from the literature discussed in the preceding section.

The Chosen Methodology

Three framings of the subject's VRP were considered. The first was modeling the situation as a network that connected the delivery points represented by nodes with arcs/arrows that connected all nodes and provided visualization of routing possibilities. For illustration, see Figure 1 where directed arcs in the form of arrows represent a routing possibility (path) among seven nodes (customer locations) that begins and ends at the depot denoted by the node labelled 0. For the small one-vehicle unrestricted VRP displayed in Figure 1, the shortest path beginning and ending at the depot and connecting all nodes provides the optimal solution. A variety of node labeling procedures are available for finding the shortest path for one vehicle, see Toth and Vigo (2014). Changing arcs/links between any two nodes produces an alternative route. The network representation had strong visual appeal to students. However, the complication of more than one delivery vehicle, lack of student familiarity with network methods, and unavailability of network problem solving software dissuaded adoption of this form of the subject's VRP.

Figure 1. Framing the VRP as a Network Problem



The second framing was modeling the VRP as an optimization problem. See Figure 2 where a routing is expressed in terms of the unknowns $X_{ij} = 0(1)$ representing exclusion (inclusion) of transit between locations i and j in a routing solution. The optimization model of the VRP must be translated to the syntax of solution producing software such as

MatLab, Solver, etc. and then submitted for execution. Although doing so could be an exact method for finding the optimal solution to a VRP and as such was appealing, the challenge of formalizing the subject's VRP in this manner and the lack of software that could accommodate problem solving of the dimension of the subject's VRP discouraged adoption of this approach.

Figure 2. Framing of a One Vehicle VRP as an Optimization Problem

<p>Minimize $\sum_{i,j} d_{ij}X_{ij}$</p> <p>subject to</p> <p>$\sum_i X_{ij} = 1$ for each site j Must stop at each site $j=0,1,\dots,n$</p> <p>$\sum_j X_{ij} = 1$ for each site i Must depart each site $i=1,\dots,n$</p> <p>where</p> <p>$X_{ij} = 0$ if transit from site i to site j not used</p> <p>$X_{ij} = 1$ if transit from site i to site j is used</p> <p>plus restrictions to eliminate sub-tours that are routes that return the vehicle to the depot before visiting all sites.</p>

The third framing was visualizing the routing as a string of the positive integers $1, \dots, n$ bracketed by zeroes as presented in the Introduction section. It is the simplest view of the VRP and allowed a fast student orientation to and production of alternative routing solutions made possible by perturbing the indices $1, \dots, n$ of a routing sequence. Given that the routing perturbations could be easily produced within an Excel spreadsheet and that Excel was familiar to and perceived as 'friendly' by the students involved in the project, it became the problem solving environment of choice. Students were shown how certain Excel features familiar to them would produce the routing perturbations, i.e. alternative solutions. For these reasons, the string representation was adopted.

Framing the subject's VRP as a math programming problem would be complicated, tedious, and subject to errors of formalization. As noted, it and the network form required special purpose solution software that was not available to students in the project. Although solving these forms of the VRP were not pursued, they provided context to how students would proceed with the string form in the following ways. The network representation was a good visualization. It provided an easily grasped introduction to the site sequencing problem. By changing the arcs linking the nodes an alternative routing would be produced. Perturbing the location indices in string form emulated this. Additionally, the optimization model emphasized goal pursuit, i.e. seeking the fleet-distance-minimizing route subject to the restrictions that applied. The latter included requirements that each customer receive the ordered amount of product in one delivery; the capacity of any delivery vehicle could not be exceeded; and work rules were observed. With regard to the latter, work rules translated to seeking balanced delivery schedules in which the assignments given to each vehicle/driver would be as much alike as possible with regard to the number of delivery stops and distance traveled. In addition to a well-defined optimizing objective, constraints are an essence of an optimization problem. Framing the VRP as such moved students to consider what constraints of routing applied to the subject's VRP and how they would be addressed using the adopted string form of the VRP. The objective of optimizing fleet distance also moved students to discuss alternatives such as minimizing the maximum distance travelled by a vehicle. As brief as the discussions were, presenting the network and optimization models of the routing problem had good learning value. The framings confirmed to the students that the manner of proceeding was legitimate.

The Initial Routing

The adopted methodology begins with a complete routing that could be provided by an arbitrary sequencing of delivery stops such as $0, 1, 2, \dots, n, 0$; a random arrangement of the n number of indices; or a judicious choice based on fleet travel distance such as that produced by the nearest neighbor rule (NNR). Because of its intuitive appeal and ease of implementation, students used the NNR to provide a first routing assignment. For illustration purpose, consider the array of distance pairs for a hypothetical situation displayed in Table 1. The initial routing produced under the NNR would be composed in the following way. It would begin with identification of the site closest to the depot, i.e.

location 5 with distance 25. Although the depot is closest to location 5 with distance measure 25, making it the next assignment would return the vehicle to the depot without stopping at the remaining locations 1-4. Sub-tours of this kind are avoided in routing. Because unassigned location 4 was the next nearest to location 5 with distance measure 39, it was added to the emerging route. From location 4, among the remaining unscheduled customer sites 1-3, location 1 is closest at a distance 58 and added next to the emerging route. From site 1, locations 2 and 3 are the only remaining unscheduled customer sites and location 2 is closest at distance measure 25 and consequently the next addition to the emerging route. At this point, the itinerary is 0,5,4,1,2. From location 2, the only remaining unscheduled customer stop is location 3 at distance 17 and it is added next. At this point, the sequencing of delivery stops for all five customer locations is complete and the routing returns to the depot (=0) with additional distance of 56. The complete route is 0,5,4,1,2,3,0 with total travel distance of 220. Note that the reverse routing 0,3,2,1,4,5,0 is also valid with the same total distance 220. This is characteristic of symmetric VRPs where $d_{ij} = d_{ji}$, $i, j = 0, 1, \dots, n$. As the demonstration shows, the NNR routing is easy to obtain through visual inspection. However, it is said to be myopic (short-sighted) and greedy in building a route. It adds short travel increments early in the sequencing with the consequence that the remaining unassigned stops are made with large distance increments. This feature of the NNR suggests that changing (perturbing) links in the routing may produce better routes. Because the NNR route could be composed conveniently using table lookup, students adopted the result as the first route.

Table 1. Distances between Each Pair of Customer Locations for Hypothetical VRP

To From	Depot 0	Location 1	Location 2	Location 3	Location 4	Location 5
Location 0	-	59	40	56	63	25
Location 1		-	25	33	58	60
Location 2			-	17	72	52
Location 3				-	87	67
Location 4					-	39
Location 5						-

Perturbing Successive Routings

To produce alternative routings for examination, two methods for perturbing a given routing were presented to students. The first, referred to as Repositioning (Method 1), examines the consequence of repositioning each customer location index one at a time in each position of the initial or current 'best found' routing. Table 2 is a display of the outcomes of repositioning indices 1, ..., 5 one at a time in the NNR routing (beginning route) of the VRP derived from the information of Table 1. Rows 1-5 show the routings that result from repositioning index 1 in each position between the beginning and ending 0 indices; rows 6-10 show the outcomes of repositioning index 2 similarly; the remaining rows are the outcomes of repositioning of the indices 3-5. Note that the routings of rows 10 and 14 are identical with the smallest distance (=212) measure. Producing the repositions is a feature of the Excel spreadsheet that was made available to students involved in the project. Excel's one-way data table feature provided the repositioning perturbations and their fleet distance measures. Note the improvement in the distance measure, i.e. between the distance measure 220 for the initial (NNR) routing and the 212 for the new 'best found' route found by repositioning.

Table 2. Routings Produced by the Repositioning of the Indices of the initial NNR Routing¹

Row	Index	Beginning route	Repositioning of the index	Resulting distance	Best repositioning for the index
1	1	0,5,4,1,2,3,0 ¹	0,1,5,4,2,3,0	303	
2		with distance	0,5,1,4,2,3,0	288	
3		220	0,5,4,1,2,3,0	220	0,5,4,1,2,3,0
4			0,5,4,2,1,3,0	250	

5			0,5,4,2,3,1,0	245	
6	2	0,5,4,1,2,3,0 ¹	0,2,5,4,1,3,0	278	
7		with distance	0,5,2,4,1,3,0	296	
8		220	0,5,4,2,1,3,0	250	
9			0,5,4,1,2,3,0	220	
10			0,5,4,1,3,2,0	212	0,5,4,1,3,2,0
11	3	0,5,4,1,2,3,0 ¹	0,3,5,4,1,2,0	285	
12		with distance	0,5,3,4,1,2,0	302	
13		220	0,5,4,3,1,2,0	249	
14			0,5,4,1,3,2,0	212	0,5,4,1,3,2,0
15			0,5,4,1,2,3,0	220	
16	4	0,5,4,1,2,3,0 ¹	0,4,5,1,2,3,0	260	
17		with distance	0,5,4,1,2,3,0	220	0,5,4,1,2,3,0
18		220	0,5,1,4,2,3,0	288	
19			0,5,1,2,4,3,0	325	
20			0,5,1,2,3,4,0	277	
21	5	0,5,4,1,2,3,0 ¹	0,5,4,1,2,3,0	220	0,5,4,1,2,3,0
22		with distance	0,4,5,1,2,3,0	260	
23		220	0,4,1,5,2,3,0	306	
24			0,4,1,2,5,3,0	321	
25			0,4,1,2,3,5,0	255	

¹ The routing produced under the NNR.

Method 2 examines the outcome of interchanging the positions of a given location index and each of the other location indices one at a time. Given the initial (NNR) routing, this method of generating alternative routings begins by interchanging the position of index 1 with the positions of each of the other indices 2,3,4,5 one at a time in that order with the initial route, see rows 1-5 of Table 3. Similar treatment would be given to the positional interchange of location index 2 and indices 1,3,4,5, see the results in rows 6-10 of Table 3. The results of the positional interchanges for indices 3, 4, and 5 appear in rows 11-25 of Table 3. Among the results displayed there, the best by total routing distance appears in row 8 and identically in row 12 with distance measure 212. This is the same ‘best found’ result found in the repositioning investigation. At this point, 0,5,4,1,3,2,0 is the ‘best found’ routing of both methods. Interchanging index pairs is a feature of the Excel spreadsheet that was made available to the students.

Table 3. Routings Produced by Interchanging Index Pairs of the Initial NNR Routing

Row	Index	Beginning route	Interchange positions of indices	Resulting route	Resulting distance	Best repositioning for the index
1	1	0,5,4,1,2,3,0 ¹	-	-	-	
2		with distance	1,2	0,5,4,2,1,3,0	250	0,5,4,2,1,3,0
3		220	1,3	0,5,4,3,2,1,0	252	
4			1,4	0,5,1,4,2,3,0	288	
5			1,5	0,1,4,5,2,3,0	281	
6	2	0,5,4,1,2,3,0 ¹	2,1	0,5,4,2,1,3,0	250	
7		with distance	-	-	-	
8		220	2,3	0,5,4,1,3,2,0	212	0,5,4,1,3,2,0
9			2,4	0,5,2,1,4,3,0	303	
10			2,5	0,2,4,1,5,3,0	353	
11	3	0,5,4,1,2,3,0 ¹	3,1	0,5,4,3,2,1,0	252	
12		with distance	3,2	0,5,4,1,3,2,0	212	0,5,4,1,3,2,0

13		220	-	-	-	
14			3,4	0,5,3,1,2,4,0	285	
15			3,5	0,3,4,1,2,5,0	303	
16	4	0,5,4,1,2,3,0 ¹	4,1	0,5,1,4,2,3,0	288	
17		with distance	4,2	0,5,2,1,4,3,0	303	
18		220	4,3	0,5,3,1,2,4,0	285	
19			-	-	-	
20			4,5	0,4,5,1,2,3,0	260	0,4,5,1,2,3,0
21	5	0,5,4,1,2,3,0 ¹	5,1	0,1,4,5,2,3,0	281	
22		with distance	5,2	0,2,4,1,5,3,0	353	
23		220	5,3	0,3,4,1,2,5,0	303	
24			5,4	0,4,5,1,2,3,0	260	0,4,5,1,2,3,0
25			-	-	-	

Although the first round of applying Methods 1 and 2 to the NNR routing produced the same ‘best found’ routing, this is not to be expected in general. At the conclusion of each round of Methods 1 and 2, the better of the two outcomes is routinely compared to the most recently identified ‘best found’. If the best of the repositioning and interchange examinations is better than the ‘best found’ at that point in the investigation, it becomes the new ‘best found’ routing. When this happens, round 2 would follow with the most recently designated ‘best found’ routing subjected as the NNR result was to both methods of perturbation. For the project, successive applications of the two-method process continued until: i) neither method produced an improvement better than the current ‘best found’; ii) the improved routings offered very small incremental improvements in distance; or iii) student search fatigue set in and terminated the search. Students had to decide to stop or not at the conclusion of each round of perturbation investigation. The manner in which students proceeded is displayed in Figure 3.

Figure 3. Procedure for Seeking Successively Better Routings

Step-by-Step Procedure	
Step 0:	Devise an initial routing. Set it to ‘best found’. Go to Step 1.
Step 1:	Perturb indices of the current ‘best found’ routing using type 1 method. Identify the best result. Go to Step 2.
Step 2:	Perturb indices of the current ‘best found’ routing using type 2 method. Identify the best result. Go to Step 3.
Step 3:	Identify the better result of Steps 1 and 2. If it is better than the current ‘best found’, make it the new ‘best found’. Go to Step 4.
Step 4:	Continue? If yes, go to Step 1; otherwise STOP.

Perturbing a route by Methods 1 and 2 produce at times identical routings albeit few.

The point of the above discussion is that marketing students could proceed with what appears to be a quantitatively heavy methodology. The key to doing so was presenting a reasonable comprehensible way and providing technological support, i.e. the Excel spreadsheet.

SUBJECT’S ROUTING PROBLEM

The subject’s VRP called for scheduling product deliveries to n=25 customer locations using as many as k=2 delivery vehicles. Although the results reported here are abbreviated, they are sufficient to convey the challenge that the students faced in producing a routing sequence of value to the subject and dealing with the ambiguity of doing so.

The Business Situation

The subject's routing situation consisted of $k=1$ or 2 vehicles for delivery of product to $n=25$ distinct customer locations represented by indices $1,2,\dots,25$. For effective utilization of personnel and vehicle resources, balanced delivery sequences were sought. Routings with both one and two delivery vehicles were analyzed. For each case, seeking fleet minimizing driving distance drove the investigation. For demonstration purposes, the results reported here included data for actual customers and possible prospects.

Collection of Data

Distances between the depot and each location $1,2,\dots,25$ as well as the inter-locations distances were obtained using GS Software Excel Distance Calculator 3.0 that was included in the spreadsheet materials given to the students.

Evaluate of Decision Alternatives

The step-by-step procedure of Figure 3 was followed to produce and evaluate alternative routings. Given that this procedure called for an initial solution, the NNR and other means developed by students such as a hybrid of the NNR and the second nearest neighbor rule (2NNR) were employed for this purpose. Table 4 is a display of the results of the final stage of the investigations that led to the recommended routing appearing in row 7. The content of Table 4 is not reflective of the totality of the investigations conducted by the students. Results for one delivery vehicle are shown there. Due to page limitation, the outcomes of routing investigations with more than one vehicle is not displayed.

Table 4. Abbreviated Summary of Routing Discoveries of the Final Stage of the Investigation

Row	Description	Routing	Distance
1	Routing produced under the NNR with one delivery vehicle.	0,24,3,12,23,18,5,20,15,19,2,8,25,11,14,4,22,7,1,17,16,13,10,21,9,6,0	115.25
2	Best route resulting from series of index repositioning and exchanges applied to route produced by NNR in row 1	0,24,3,12,20,23,18,15,19,2,8,25,11,14,4,22,7,6,1,17,16,13,10,21,5,9,0	88.69
3	Routing produced by hybrid of 2NNR and NNR with one delivery vehicle ¹	0,20,12,23,5,18,15,19,2,8,3,11,25,14,4,22,7,1,24,17,16,13,10,21,9,6,0	117.05
4	Best route resulting from series of index repositioning and exchanges applied to route produced by hybrid of 2NNR and NNR in row 3	0,24,23,18,15,19,2,8,20,12,3,11,25,14,4,22,7,6,1,17,16,13,10,21,5,9,0	87.87
5	Routing produced by Excel's Solver with one delivery vehicle	0,24,1,15,8,19,2,9,5,23,3,12,18,21,16,13,10,6,7,22,14,4,17,25,11,20,0	93.12
6	Best routing resulting from series of index repositioning and exchanges applied to route produced by Excel's Solver in row 5	0,24,23,18,15,19,2,8,9,5,21,16,13,10,6,1,7,22,4,14,17,25,11,3,12,20,0	88.59
7	Final recommended route for one vehicle	0,24,23,18,15,19,2,8,20,12,3,11,25,14,4,22,7,6,1,17,16,13,10,21,5,9,0	87.87

¹ Student devised method for producing an initial solution.

DECIDING THE COURSE OF ACTION TO RECOMMEND

This was the most challenging aspect of the project. As noted in the previous section, the 'best found' routing to present to the subject was identified. Students struggled with the ambiguity of this result, i.e. what undiscovered routing could be better. It manifested itself in the students' decision that their recommendation had to have group

consensus and be rationalized in a way that would convey confidence to the subject that the recommendation was indeed the best to be reasonably found. The articulation began with the combinatorics of the situation, i.e. citing the 25!/2 possible routings and the impracticality of exhaustively enumerating and examining them. They appealed to the remark of the CTO at OptimoRoute cited in the Introduction section. They also cited the lack of a signature for the optimal solution or evidence of a routing's proximity to the optimal result. From there, they articulated in what ways their recommended routing had merit. To this end, students stated how each group worked independently to produce a best found result, intermittently shared those results, and thereafter proceeded to generate alternatives to the best among those so shared through perturbation methods and other means they developed. Their hybrid of making the first few assignments based on the 2NNR and the sequencing thereafter based on the NNR produced a starting route that through perturbation analysis led to the 'best found'. They remarked how one group was charged (missioned) to submit each intermittent best result to Excel's Solver routine in the manner outlined in Ragsdale (2011, 2018). Long execution times followed and in general nothing better resulted from doing so. The students' point was that their recommended routing was the outcome of investigating a variety of different and in some cases independent approaches. They cited the ease of reproducibility of their discoveries in Excel. Students also pointed out how the distance value of an incomplete routing can exceed the best distance value available at that point for a complete routing and as such eliminate all completions of such incomplete routings. So some solutions were implicitly eliminated. Students emphasized that the manner of their searching led to successively better routings only. Perhaps the best justification students presented was the improvement in fleet distance due to their recommended routing. The recommended routing called for 'road testing' for verification and practicality assessment. In these ways, students conveyed how the ambiguity of the end result was addressed to the best of their ability.

SUMMARY AND CONCLUSIONS

The following remark due to Strauss (2011, p.315) summarizes the experience reported here. The CSP is reference to client-sponsored projects. "Unlike written cases, CSPs are a type of live case that involves students working with local businesses or nonprofits to solve a current challenge. Many undergraduate marketing classes use CSPs for market research, marketing communication planning, basic marketing planning, and other real-world marketing problems. CSPs have additional benefits beyond written cases and simulations because they allow a deeper level of learning co-creation, real consequences, and relationships with clients. This realism increases student motivation (Fox, 2002), relevance (Bove and Davies, 2009), and builds professional school business skills. As with cases and simulations, most CSPs provide some ambiguity that aids students in looking for different perspectives and deciding which questions to ask to find potential solutions." Such was the student experience of the project reported here. The outcome was evidence that marketing students can perform analytics in project work that is beneficial to their learning, career preparation, and to the subject entity.

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SOMETIMES ANNOYING, BUT FUN AND EFFECTIVE: SYNCHRONOUS ONLINE DISCUSSION BOARD AS PRIMARY MODE OF TEACHING

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EXTENDED ABSTRACT

The COVID-19 crisis of 2020 brought about an emergency shift to remote delivery of higher education. Midstream during the spring term, instructors and students in face-to-face classes were required to move all class meetings and course activities to a virtual environment within a matter of days. Most instructors did not have time for careful design and thoughtful preparation in transferring their face-to-face courses to online modalities. Educators of necessity performed pedagogical triage and hurriedly embraced methods that they might not have chosen or made as prominent had they constructed an online course from the inception. In the wake of the immediate emergency, faculty members are now reexamining their teaching practices for the longer term, assessing what did and did not work. One overriding lesson from the COVID-19 crisis is that teaching well online is increasingly and vitally important

This research examines the use of synchronous online discussion board as the primary mode of teaching by one instructor teaching two sections of a senior-level undergraduate Marketing Strategy course during the COVID-19 pandemic. We report here the impressions and experiences of those involved. Although several online modes of teaching were used by the instructor, including videoconferencing (Zoom), chat rooms, and email communication, the synchronous written discussion board was the primary means of conducting class during this early period of the Coronavirus pandemic. The primary activities of the class, both before and after the transition to online instruction, were analysis of marketing cases and participation in a marketing strategy simulation game. These assignments were accomplished in part individually and in part in student teams. Given the uncertain and largely unstructured nature of the abrupt shift to virtual instruction, open-ended questioning was used to extract student perceptions and feelings about their transition. Qualitative data were collected through an online survey using Qualtrics. Participation was voluntary and n=31 students (from a total of 77 students enrolled in the two sections) responded to the survey. Several positive and negative reactions emerged from the data. The themes, in students' own words, are presented below. Positive themes are numbers 1 through 7, and negative themes are numbers 8 through 11.

1. "Don't have to depend on team members." One dominant theme was that students liked being less dependent on other team members for information as they completed assignments and prepared for exams. Since the discussion board yielded complete written records of all class discussion, students were able to revisit the discussion to obtain and review information for themselves. They did not need to rely on their team members to accurately remember information and they could resolve disagreements among team members by referring back to the online discussion.
2. "Can go back and look at what was discussed in class since it is all there in a transcript." A related benefit was that students had accurate record of every comment made by every student and the instructor, which helped greatly in studying for examinations and preparing assignments.
3. "Helped for getting ahead on assignments." With the transcripts available, students did not need to take notes during class. They had time to think of and raise questions about assignments that they may not have had they been busy taking notes.
4. "Gave more time to study." Having all of the class discussion online and readily accessible helped students with time management in their coursework. As a result, they had more time to study.
5. "Everyone participated." Students indicated that the synchronous discussion board encouraged more active participation in class discussions and thereby enabled more engagement. Students who are more introverted and reticent to speak in class especially appeared to benefit. For example, one student said, "... I get time to think while I type rather than being nervous and answering the questions without enough thought or not answering at all."

6. "Interesting." Related to the previous theme, students said that the number of students participating and the diversity of opinions and perspectives expressed on the discussion board stimulated their interest in the topics. One student said, "... it has been interesting because I get to hear from everyone, not just a few of my classmates."
7. "Novelty." Part of the interest evidenced in the theme above may be attributable to the novelty of a class centered around a real-time discussion board. For example, one student commented that the class format and synchronous online discussion was, "pleasant and distracting during these tough times."
8. "Frustrating technology." Mentioned most often as a negative was frustration with the interface of the discussion board software. The specific problem students faced should now be resolved and was likely a one-time occurrence. However, technological glitches are a frequent problem in the online classroom, regardless of whether Zoom or written discussion boards are used as the primary mode of instruction.
9. "Learned better in the face-to-face classroom." Some students expressed that they had learned better when the Marketing Strategy class met face-to-face and, in general, prefer learning in a face-to-face environment. This is not surprising as face-to-face instruction is the traditional modality. Perhaps more extroverted students prefer the direct presence of others and communicating through spoken word.
10. "Preferred seeing other people around." College is typically a social experience. Simply going to class on campus allows students to meet others and cultivate relationships. Students missed this and the sense of isolation was exacerbated during the onset of the pandemic by strict stay-at-home orders. Most students were separated from friends and family members, could not gather for social or extracurricular events, and could not work onsite at their jobs.
11. "It added more grading criteria." The use of the synchronous discussion board as the primary means of instruction made it clearer who was and was not actively participating in class discussion, which undoubtedly added pressure at an already stressful time. Interestingly, some students felt that online discussion was just one more assignment to be completed as part of the class, and which added to their workload.

In addition to collecting open-ended qualitative responses, the 31 student respondents were asked to each provide three one-word descriptors regarding the synchronous online discussion board format of the class. This resulted in n=93 descriptors. Responses prompted by the temporary technological challenges with the discussion board interface were prominent. "Annoying" and "frustrating" were the two most frequently listed descriptors. The technological challenges may also have contributed to responses such as "difficult," "confusing," "and "stressful." On the other hand, there was a greater variety and number of positive than negative descriptors, with students finding the synchronous online discussion board-based class to be "fast" (or fast-paced), "easy," "fun," "convenient," "exciting," and "helpful."

Finally, the extent of students' prior experience with online discussion boards was positively correlated with how satisfied they were with the experience of using the synchronous discussion board as the primary mode of instruction ($r=.41$). The more experience students had with discussion boards in general, the more likely they were to be satisfied with using the synchronous online discussion board as the primary mode of instruction in the Marketing Strategy class. This finding suggests that the positive experience reflected in most comments was not just due to novelty, and may actually increase among the student population over time.

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STUDENT PERSONAL BRANDING AS PERCEIVED BY EMPLOYERS: COMPARISONS OF IMPORTANCE AND PERFORMANCE OF STUDENT BRANDING ATTRIBUTES

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EXTENDED ABSTRACT

Although personal branding is a new concept, it is becoming more important as a way for students to represent themselves, advertise their skills, and show what they have to offer to a company (Basfirinci *et al.*, 2019). The main premise of personal branding is that everyone has a personal brand (Peters, 1997); however, people may not be aware of their personal brand and/or the skills required by employers, which indicates that they may not manage their personal brand effectively (Ramparsad, 2009). Conceptually, personal branding focuses on how an individual's set of skills, motivations, and interests are arranged, and it offers a programmatic set of strategies for individuals to promote themselves and improve their chances for successful careers (Khedher, 2015; Manai & Holmlund, 2014). Personal brand, based on proper or desired attributes, serve as a differentiator for these attributes in a competitive job market that offers certain benefits (Taylor, 1988; Knouse *et al.*, 1999; Gault *et al.*, 2000). As college students enter the competitive job markets, prospective employers will evaluate them for given jobs. Therefore, students must also brand themselves to compete successfully against other peers in today's dynamic, global business environment.

Prior research indicates that employers are seeking university graduates who can demonstrate skills such as creativity, critical and future-oriented thinking, technical expertise, and ability to adapt to change (Ackerman *et al.*, 2003; Kerr & Proud, 2005). Also, several studies and reports have identified multiple factors or attributes considered important by firms and employers when evaluating the candidates for jobs. For example, recent NACE (2016) report, identified the attributes used by employers to evaluate candidates for an employment, which are (in decreasing order of importance): leadership, ability to work in a team, written communication skills, problem-solving skills, verbal communication skills, strong work ethic, initiative, analytical/quantitative skills, flexibility/adaptability, technical skills, interpersonal skills, computer skills, detail-oriented, organizational ability, friendly/outgoing personality, strategic planning skills, creativity, tactfulness, and entrepreneurial skills/risk-taker. In addition, a study conducted identified a gap between business student's awareness of the skills that employers deem as important and the skills employers believe that students need to improve upon (Ahmad and Pesch, 2017). This exploratory study identifies the attributes (or brand associations) that employers perceive as important for creating a student brand from the relevant research. This study also determines how employers evaluate the students as brands on the same attributes or factors to establish the existence of any difference (gaps) between perceptions (expectations) and performance regarding the student personal branding attributes.

A survey instrument was developed to accomplish the above research objectives. The attributes or brand associations for student personal branding were compiled by employers via exploratory research at the Valparaiso University college job fair and from the relevant literature. The survey instrument was pretested with recruiters at several companies who are the target population of the study, which provided input for improving the survey questions and establishing face validity of the concepts. The final survey was administered online via Google Forms to recruiters and managers at companies in the Midwest region of the United States. The link containing the survey questions was sent by the Director of the Career Center with their cover letter requesting participants to voluntarily complete the survey. The survey was sent to all the companies on the list, and there was a reminder letter sent to encourage the companies to complete the survey. This surveying procedure produced 77 usable responses.

The results indicate that employers perceive almost all these attributes as important for creating their strong personal brand. Employers also evaluate student performances as being significantly higher than average for all but two attributes. The comparisons of importance and performance identified gaps for creating strong student brands, where the largest gaps are relevant to the attributes of self-motivation, work ethic, problem solving, professionalism, critical thinking, oral communications, written communications, and teamwork. These gaps indicate that employers perceive student performances as not meeting the expectations on those attributes that are relevant for creating their strong personal brands. Finally, comparisons of these attributes by firm size found that both small size and medium/large size firms have similar perceptions on importance and performance for all but two attributes.

Given the growing importance of branding, these findings have some strategic implications. The existence of gaps points out the so-called deficient areas for both students and the university administrators to improve to meet employers' expectations in becoming strong brands. These gaps perceived by employers provide opportunity for students to improve these deficiency areas in order to build their student brands to take advantage of branding benefits of greater perceived attractiveness of the applicants (Taylor, 1988), obtaining a job more quickly and easily (Knouse et al., 1999), increased job satisfaction and higher salary levels (Gault et al., 2000). This exploratory study provides some insights about the attributes for creating strong (student) personal brands as perceived by employers. However, the study has some limitations and the findings must be interpreted with caution .

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WHAT'S A TEAM LEADER TO DO? THE IMPACT OF LEADERSHIP STYLE ON CROSS- FUNCTIONAL, MULTIGENERATIONAL INNOVATION MANAGEMENT

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EXTENDED ABSTRACT

Cross-functional teams transform organizations, develop new products, increase speed-to-market, and enhance firm competitiveness by using tacit knowledge, divergent views, and complementary skills to work quickly and adroitly to conceive and bring innovations to market. The academic and practitioner literature suggest generational differences have the potential to cause serious conflict within the workplace. Team leaders are expected to manage the innovation process with adept knowledge of team differences and how to manage them. With the tremendous numbers of Baby Boomers, Generation X and Y in the workforce, research has failed to consider leadership styles most applicable to multigenerational teams and the impact on new product development (NPD) success.

Each generational group seems to differ in workplace characteristics and attitudes. Differences may also occur based on communication style as Gen Y prefer a more collaborative, participative work style, while Gen X leans towards an individualist approach, and Baby Boomers tend towards structure and consensus leadership. The individual-level research suggests an innovation project is likely perceived and evaluated differently by different individuals (Beverland, Micheli, and Farrelly, 2016; Mohan, Vos, and Jimenez, 2017; Schultz, Salomo, and Talke, 2013). Differing viewpoints brought on by varying education, training, cultural differences and language barriers arise in cross-functional NPD. In addition, varying generational perceptions, characteristics, and work styles may compound the issue leading to greater team dysfunction, longer development time, project overruns and even failed projects.

Transformational leaders embrace team member endorsement and participation through communication of a reasonable vision and goals so that the interest of the organization supersedes those of the individual. Four dimension further describe transformational leadership as *Individualized Influence* or charisma; *Individual Consideration* focusing on the development of each individual; *Intellectual Stimulation* encouraging new ways of thinking and questioning existing methods; and *Inspirational Motivation* emanating from communicating high expectations, presenting challenges and high levels of encouragement (Avolio, Bass and Jung, 1999; Barbuto, Fitz, Matkin, and Marx, 2007; Bass, 1990; Hackman and Johnson, 2009). These qualities exemplify those necessary for successful NPD.

Baby Boomers seek equality which requires a leadership style that is collegial and consensual. Boomers believe in a participative style of leadership and involvement in the decision-making process (Crampton and Hodge, 2007). *Generation X* tends to thrive in an environment of honest and direct work processes, reflects on various decision-making situations, provides feedback and looks to feedback from leaders. Because of beliefs in collective action, Generation X favors leaders who pull individuals together and get things done with a preference for leadership that is fair, competent, and straightforward. Key values for *Gen Y* include choice, customization, scrutiny, integrity, collaboration, speed, entertainment, and innovation. Honesty, identifiable boundaries, specifics about work expectations propel Gen Y to accomplish organizational goals (Myers and Sadaghiani, 2010).

Collaborative communication defined as the establishment of mutual goals, understanding, shared ideas, information, and resources significantly and positively affect firm performance and product development activities. Lack of collaboration in the form of false promises, failing to adhere to two requests, lack of support and low or no participation in market activities (Malshe, Johnson, and Viio, 2017) contributed to team dysfunction.

Differentially, Baby Boomers embrace face-to-face meetings as the primary means of communication. Boomers prefer a structured rank and file type communication structure. Generation X tends to communicate primarily through technology affording them continuous access to team members and views organization structure as flat. Gen Y favors immediacy in feedback with communication originating from technology usage to enhance a team structured environment. Team leaders recognizing these differences seek to close the communication gap through flexible approaches which instill harmony, cooperation, reduce conflict and tap individual assets. Such activities create teams which are valuable, rare, not easy to duplicate, and non-substitutable befitting the tenant of the Resource Advantage Theory.

Transformational leadership has been found to be the most effective style for instilling team trust resulting in increased operational and financial performance (Le and Thang, 2020). Gillespie (2003) and Le and Le (2018) divide trust into reliance-based trust, the individual's willingness to rely on the skills, knowledge and abilities of others whereas disclosure based trust individuals readily discuss work-related activities, sensitive aspects, personal opinions, and information from others. Trust in leadership acts as a mediating mechanism in the relationship between transformational leadership and organizational performance (Lee and Tang, 2020).

A gap in the product development literature exists with respect to transformational team leadership within cross-functional, multigenerational teams and how trust is established. Future research should investigate how transformational leadership is suited to NPD management. Reliance-based trust and disclosure-based in trust team leaders warrant investigation. The topic is wide open. This is just a start and should spark the interest of academics and practitioners.

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TEAM ROLE CLARIFICATION: IMPROVING STUDENT GROUP PERFORMANCE IN PRINCIPLES OF MARKETING

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EXTENDED ABSTRACT

Technical skills and knowledge no longer ensure employability and success in professional work environments (Pineda, 2015; Wesley et al., 2017). Job applicants must also be able to demonstrate interpersonal and communications centered soft skills to potential employers especially teamwork skills (Loughry et al., 2013). Higher education curricula often rely on group projects to develop students' work-related skills (Carrie et al., 2017), however this pedagogy often fails to accomplish its objectives (Aronson, 2015). Teamwork skills deficiencies are especially dire when considering the explosive growth of virtual course work and employment (Ford et al., 2017). The discrepancy between corporate expectations and applicant teamwork skills motivates this study. We explore the contribution of team roles to successful group performance and team skills development. We extend the team role model developed by Belbin (1981) to test individual and combined role effects in online versus face-to-face (F2F) course modalities.

A total of 71 students enrolled in either a F2F section ($n = 37$) or an online section ($n = 34$) of a principles of marketing course participated in the study. Students formed 15 teams of 4 to 6 students each. Three online and five in-person teams were heterogeneous while three online and four in-person teams were homogeneous. The age range was 19 to 55 years ($M = 25.41$, $SD = 8.21$) and 43 (59.7%) of the students were female. Students completed the team roles survey (see <https://www.123test.com/team-roles-test/>) to generate a score for each of the nine team role orientations. Role scores ranged from 0-23 with 19 falling at the 90th percentile. Each student's highest scoring role served as the criterion for forming heterogeneous and homogeneous teams.

The dependent measure was a semester long team marketing plan project worth 100 points and 20% of the course grade. The compensatory project design maximized task interdependence as this is the recommended structure for testing team performance (Prewett et al., 2009). Online team scored from 70-86 ($M = 77.86$, $SD = 7.33$) and F2F teams scored from 80-89 ($M = 84.44$, $SD = 3.13$). Predictor measures included the following:

- Role category representation per team was its proportion $\times 100$ (i.e., one action-oriented team member out of five = 20).
- Role variety was dichotomous. "Homogenous" teams had only one role category represented and "heterogeneous" teams had multiple role categories represented.
- Role dominance was the proportion of primary roles scoring in the 90th percentile.
- Role sharing was dichotomous, measured by the survey item "Did your team assign project tasks according to each member's team role?" (1 = yes, 2 = no).
- Team identification was calculated as the mean of four survey items adopted from Henry et al. (1999).

The findings of this study highlight the importance of roles when constructing and managing student team projects. The Belbin (1981) framework provides a roadmap for assessing a student's behavioral orientation to a task goal, providing the instructor with opportunity to maximize student group performance and satisfaction. Online teams benefit from action-oriented members and a team structure that minimizes complexity (role homogeneity, moderate role dominance) and enhances connectivity (role sharing, people orientated members). These tactics help online teams overcome information limitations and coordination challenges associated with virtual work. also serves as a powerful force for catalyzing F2F teams' collective effort, focus, and goal commitment. Action orientation, role sharing and role dominance boosts F2F team performance, possibly by facilitating task delegation, accountability, and collective efficacy as team member strengths can be determined and leveraged. In sum, team formation and processes in online and F2F settings can benefit from the role dynamics revealed in this study with the aim of maximizing transferrable team-based skills for future employment success.

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OTHER CUSTOMERS' PRICE INFORMATION AND SERVICE SUBSCRIPTION RENEWAL

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EXTENDED ABSTRACT

Although price information has been used widely, it has not yet reached its full potential usage. Customers' accepted or not accepted prices are critical information which can reveal customer characteristics, but it can also affect other customer's behavior in the era of information sharing. At first glance, it seems logical to say that online price dispersion should be lower than offline, and at some extent, non-existent. However, many studies have found that different online prices for an identical product are still widespread despite common logics (Brynjolfsson and Smith, 2000). Even when the market is mature (Pan et al. 2002) or the retail is multi-channel (Xing et al. 2006) price dispersion persists. In this paper, we study how different prices (price dispersion) for a single product/service, specifically subscription based online service, influence consumer behavior.

The possibility of customers conducting social price comparisons (comparing other customer's prices to own), which could be a form of external reference price comparison, was not extensively studied. Other reference prices, for instance, past price and competitor's price, have shown influence on customer behavior. However, social price comparisons were never studied outside of an experiment setting to our knowledge. In addition, most price comparison information was based on other similar products or from personal past experiences. With our research, we aim to show that the price offered to others, which was hardly known information by other customers before the widespread use of social media and internet, may play an interesting role in affecting consumer behavior. Along the process, we show that the principles of Range Frequency model (Parducci 1965) may not be the best way to explain the impact from this type of social price comparisons and more emphasis should be put on gain/loss price comparisons, which could be the underlying mechanism in social price comparisons. In addition, the interesting moderating role of unfair price perception is discussed within the loss and gain frame. Loss aversion asymmetry in service subscription renewal decision is also observed.

We use a customer panel data from an online software subscription-based service. We focused our analysis to service subscriptions with 1-year contracts with single payment at the start of the contract year, directly purchased through the service firm. The customers were randomly selected from the firm's customer base from each year. On average, 73% of customers would renew their service subscription annually. Due to the fact that direct measures of consumer price perceptions or judgments are not available from corporate databases, we estimate the effects of social price comparisons from the current data (e.g., Niedrich et al. 2009).

We find that increased renewal price from past purchase price had a negative effect on renewal decision. If the price increased from the last service subscription purchase, there was a lower likelihood that renewal was going to take place and if the price decreased, then it had a positive effect on customer's renewal. However, the loyalty effect, measured by the number of renewal history of a customer, is not statistically significant. This may show that when offering renewal price, customer relationship period is not as an important factor as price perceptions. We also observe that if the price is increased from that of the last purchase, namely past price effect, customers are less likely to renew their subscription. Furthermore, when the magnitude of loss from social price comparisons increase, the renewal probability drops.

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STUDENTS' PERCEPTIONS OF AUDIO AND WRITTEN FEEDBACK

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EXTENDED ABSTRACT

Feedback is information provided to improve one's performance. The lack of face-to-face interaction opportunities in online classes makes feedback very important in online environments. The two most commonly used forms of feedback are audio and written. Audio feedback can be rich in content, harder to access, and more personalized. Written feedback is more specific, associated with the point where the correction needs to be made or the question asked.

The purpose of this paper is to identify students' preferences for written and audio feedback. Preference for audio or written feedback is examined in the context of three perspectives: (1) type of feedback: corrective, epistemic and suggestive; (2) processing style: local and global; (3) situational factors.

In an online environment, feedback can be expressed audibly or in written form. A qualitative approach was used to investigate preference for audio and written responses with respect to (a) type of feedback (b) processing style and (c) situational factors. The three types of feedback are collective, epistemic and suggestive. Processing styles are local or analytical and global. Situational factors refer to the physical surroundings of the student when receiving audio and written feedback. We use an asynchronous online class as the setting for this paper. The research questions are:

RQ 1: What form of feedback (audio or written) would be most appropriate for each type of feedback: corrective, epistemic, suggestive?

RQ 2: What form of feedback (audio or written) is preferred for local and global processing?

RQ 3: What situational factors determine student preference for audio and written feedback?

The findings indicate that students will benefit from both written and audio feedback. Written feedback appeals to the student who processes locally, is operating under constraints of time and multi-tasking and is ideally suited for corrective feedback. Audio feedback is rich in content, enables the student to engage in deeper analysis and critical thinking, and appeals to the student who prefers a global processing style. Ideally, the instructor should see if she can use automated tools and teaching assistants, wherever possible, for the corrective type of feedback in written form. This can free up the instructor to provide audio comments for epistemic and suggestive feedback. If the latter is not possible, the instructor should at least explore the possibility of providing audio feedback for group assignments.

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STUDENTS AS GRADERS: BENEFITS FOR ASSESSMENT AND THE ASSESSORS

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EXTENDED ABSTRACT

Changes in higher education occur incrementally over time, such as adopting active learning, assessment, and technology in course delivery. However, external events can cause a drastic change in the environment that necessitate flexibility and innovation. The global pandemic, COVID-19, forced such a change in the collegiate experience and student learning. The disruption has higher education administrators asking for flexibility and efficiency in course delivery. In response to budget restrictions, larger course sections and hybrid or online learning may be the new norm. Instructors will need to adapt by managing their time and resources to meet institutional expectations and student learning objectives.

This study adds to the body of literature in marketing education by outlining an innovative assessment approach involving students in the grading process. The results of the study demonstrate that peer group grading of a group written assignment in an online as well as a hybrid learning environment is efficient and maintains fairness to students. Instructors can therefore utilize peer group grading with greater confidence that the efficiencies gained also contribute to student learning while maintaining integrity in the process.

Peer group grading is effective in reducing instructor assessment time and providing a meaningful learning experience for the students. Each student group anonymously grades the submission of one other group based on a grading rubric provided by the instructor. After making their own group submission, students have one week to work as a group to assess the submission of a different group. As a final step, student group members then assess the members of their own group considering the contribution of each on the written case analysis as well as the peer group grading process. Student groups have the opportunity to appeal the grade assigned by another group as well as the group member evaluation.

Peer group grading is effective in reducing instructor assessment time and providing a meaningful learning experience for students. The results of this study show no significant difference in group grades based on peer group grading or instructor grading. Moreover, students in that study also perceived the peer assessments to be fair and accurate. As a result, instructors should feel comfortable using anonymous peer group grading for written assignments that do not exceed five pages where a grading rubric is provided.

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THE MERCH GAME: GOING BEYOND TRANSACTIONS WITH ACTIVE LEARNING

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EXTENDED ABSTRACT

Students face the challenge of passively receiving information in a college classroom when they are used to having access to resources that provide knowledge as entertainment. For many students, lecturing to students on marketing material, such as merchandising, can be perceived as boring. Students are familiar with merchandising in the retail environment and therefore may falsely assume that they understand relevant merchandising processes such as assortment planning, back stock, inventory turnover, and the logistics of managing all components simultaneously. Although some students have work experience in a retail setting as a sales associate or customer service representative, their exposure to merchandise planning and execution is likely limited.

The need to foster active learning in marketing education is apparent given student apathy towards passive learning. Moreover, marketers need to keep current in research and teaching in merchandising strategies as the trend in the marketing curriculum is for retailing courses to move to communication or consumer science departments. Fostering student understanding of merchandising concepts encourages retailing relevance in the marketing curriculum. The research objectives therefore are to outline how to implement The Merch Game and to demonstrate student learning of merchandising concepts. The Merch Game is played in-class where students apply merchandising concepts in a simulated retail environment. This teaching innovation is novel in its simplicity and its ability to address merchandising concepts through an active learning approach during one class period.

Results of the content analysis showed that students benefited from The Merch Game in recognition of merchandising concepts. Of the 45 concepts presented in the textbook chapter on merchandising, students identified 32 (71.1%) being implemented in the game. The most common concepts included market research, assortment planning, merchandise management, backup stock, and product availability. Another 12 marketing concepts, from previous marketing content, were mentioned in the student reflections; the most common were customer demand, consumer needs, and pricing.

Regarding comprehension and application, 100% of student provided a description of how the concept was utilized in the game reflecting understanding. Moreover, 87% of students also outlined how they experienced the concept in action or how they could incorporate the concept in future situations demonstrating application. In the in-class debriefing sessions, students could elaborate on their responses and although their class contributions were not included in this assessment, the debriefing period serves as a confirmation that students could articulate their understanding beyond the written responses.

The Merch Game can be used in a variety of courses including Principles of Marketing, Consumer Behavior, Retailing, and Marketing Strategy. As demonstrated in this study, active learning is effective in an upper division undergraduate marketing course. Consistent with prior research, instructors should not feel limited to incorporate classroom exercises in only particular parts of the curriculum such as retailing. This activity gave all students in the course the opportunity to participate in the learning experience and then reflect on the concepts.

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NON-TRADITIONAL STUDENTS' E-TEXT ACCEPTANCE MODEL FOCUSING ON STUDENTS' ENGAGEMENT WITH E-TEXTS AND COMPUTER EFFICACY

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EXTENDED ABSTRACT

With the continuous development of new learning platforms, adjusting to college courses has become especially challenging for non-traditional students who are older than traditional 18-24-old students and are more comfortable working in non-digital environments (Thompson et al., 2013). As a significant component of technology-based education reform, e-texts have a rapid adoption rate in higher education (DeNoyelles & Raible, 2017). While publishers and instructors continue to promote new digital learning applications, few empirical studies address how non-traditional students use and evaluate e-texts. Given the lack of research, our understanding of improving non-traditional students' e-texts adoption is still limited. This study suggests an e-text acceptance model based on the technology acceptance model (TAM) focusing on non-traditional students' computer efficacy and engagement with e-texts. We propose that students' beliefs relating to the usefulness of e-texts can be influenced by other factors, such as how learning through e-texts can be enjoyable (i.e., perceived enjoyment) or compatible with their life (i.e., perceived compatibility). Moreover, we suggest that such beliefs can also be influenced by how students evaluate their computer competence (i.e., computer self-efficacy) and how they engage with e-texts using specific features (i.e., students' engagement with e-texts).

Non-traditional students have had less experience with computers throughout high school and began using computers at a later age, which negatively influences their learning performance and engagement (Henson, 2014). Previous work using the TAM in e-learning contexts showed that computer self-efficacy is positively related to users' beliefs regarding the technology, including perceived ease-of-use (Hsia et al., 2014), perceived enjoyment (Wang et al., 2012), and perceived compatibility (Lai, 2013). Moreover, in previous studies on technology use, users' engagement with technology, such as prior experience with or frequent use of that technology, is a predictor of successful technology adoption (Parameswaran et al., 2015). Since students engage with e-texts differently, we identified three dimensions of students' engagement with e-texts: browsing, note-taking, and content exploring. We believe non-traditional students who engage with e-texts using such features may perceive e-texts to be easy to use, enjoyable, and compatible with their life.

The TAM posits that self-predicted further usage of technology is influenced by two beliefs, perceived usefulness and perceived ease of use. We additionally suggest that perceived enjoyment and perceived compatibility are essential variables that predict the perceived usefulness of e-texts. Individuals who experience fun and excitement during the process of using a learning technology may perceive it as more productive and useful (Roca & Gagné, 2008). In addition, when the focal technology aligns with their usual approaches to learning, they are less resistant to adopting the technology, experience fewer challenges, and believe the technology to be more useful (Roca & Gagné, 2008).

Participants were recruited from undergraduate business classes in a Midwest regional university in exchange for extra credit. A total of 107 non-traditional students participated in this study (Mean age = 26.57, SD = 7.496). The questionnaire items were adapted from scales previously developed and validated. We conducted structural equation modeling using maximum likelihood estimation to evaluate the hypothesized conceptual model. The fit indices (CFI = .936, RMSEA = .082, SRMR = .0497, $\chi^2 = 551.379$, $df = 322$, $p = .000$, CMIN/DF = 1.712) were within acceptable ranges, indicating a good fit of the hypothesized model to the data.

The results reveal that non-traditional students' computer self-efficacy is positively related to three beliefs (i.e., perceived ease of use, perceived enjoyment, and perceived compatibility) regarding e-texts. Among the three dimensions of engagement with e-texts (i.e., browsing, note-taking, and content exploring), only browsing is positively related to all three beliefs. Note-taking is related only to perceived enjoyment, while content exploring is related only to perceived compatibility. These beliefs are positively related to perceived usefulness and thus lead to intentions to use e-texts. Although one of the most commonly used e-text features is highlighting and annotating (DeNoyelles & Raible, 2017), our study shows that students do not feel these are compatible with their life or easy to use. Moreover, although accessing e-text context using hyperlinks or built-in resources was viewed as compatible with their life, it is not considered interesting or comfortable enough to use. Instructors' practices and integration of specific features would help non-traditional students hold positive beliefs toward such features and enhance their engagement with e-texts. In collaboration with publishing companies, presenting video or animated information that provides non-traditional students with personalized aids in more exciting and straightforward ways will enhance their positive perceptions of the technology.

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BUSINESS STUDENT PERCEPTIONS OF SALES CAREERS: IS CHANGE ON THE HORIZON?

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EXTENDED ABSTRACT

Despite the abundance of sales position opportunities available in industry today, filling these positions with qualified candidates remains challenging. While college students have long been an attractive source of recruits for sales positions, previous research has found that many students are not interested in pursuing a career in sales. In addition, educators have faced a variety of challenges in their attempt to successfully motivate and prepare students for sales careers. One such challenge is the negative stereotyped images historically associated with a sales career. However, the field of sales is much different now than it was in the past. The modern sales field is based on relationship and consultative selling, with fewer companies practicing “traditional” transactional modes of selling. In academia, considerable progress to dispel the negative perceptions held by many college students regarding the sales field, salespeople, and sales careers has been made over the past decade. Given the evolution of sales practice and the efforts in academia, it is worthwhile to examine the possible changes of college students’ feelings about sales careers.

To examine the current perceptions of sales careers held by business students, we analyzed the data obtained from a survey of 284 undergraduate business and pre-business students at an AACSB-accredited university located in southeastern U.S. The survey consisted of a series of questions asking students’ thoughts and feelings regarding careers in sales, along with the perceived value of taking a sales course.

The findings of the current empirical study reveal that change is on the horizon in that college student perceptions of sales careers are becoming more positive. Specifically, there were more students possessing positive perceptions of careers in sales than students with negative ones. A majority of business students believe that sales education would be valuable to their career preparation. In fact, marketing students showed greater interest in pursuing a marketing concentration in sales versus an academic track in research and analytics. In addition, the survey revealed that student perceptions of sales were varied depending on their majors, genders, and academic years. The perceptions were more positive in management and marketing majors and male students. Freshmen and sophomores showed more positive perceptions than juniors and seniors. Furthermore, mediation analyses demonstrate the significant indirect effects of sales perception on the relationship between academic years and perceived value of sales courses.

The current empirical study suggests that the future seems very promising for college students pursuing careers in sales today. Lastly, this study calls for future investigation to uncover the underlying reasons why students possess their current perceptions of sales in order to determine what is causing or contributing to these perceptions.

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WHEN CSR MEETS “MORAL LICENSING”: MODERATED MEDIATION OF EXPECTED CORPORATE SOCIAL RESPONSIBILITY PAYOFFS

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EXTENDED ABSTRACT

Lance Armstrong was once a beloved American cyclist, winning numerous races while simultaneously beating cancer. When the news broke about his doping scandal in the early 2000s, suddenly, his fans deserted him, and he became maligned in the public sentiment. Would Armstrong have received such negative press if he were not previously an American hero? What if he were viewed as somewhat of a villain and then the news of his illegal doping broke? Could a drug-doping villain have been a “better” fit in the public psyche instead of a hero turned bad? It is possible that when good people or businesses go “bad,” that people judge them more harshly than if they never appeared “good” in the first place. For example, if investors are interested in putting their money in socially responsible firms, they can put their investments into the Domini 400 Social Index where all firms have been vetted for their legitimate corporate socially responsible behavior. Largely, firms on this index have been found to trade at a premium, however, when these firms fall off the index due to losing their CSR rating, these firms receive negative abnormal returns following the announcement of their removal (Becchetti, Ciciretti, and Hasan 2007). It can be inferred then that if a firm is known for corporate social responsibility and then it falls off this index, that this firm is punished more than if it had never been considered a socially responsible firm in the first place. Why is it that a firm that “falls from grace” is worse off than if it had never been “good” in the first place?

In a naïve or simple world, those that do good or positive things, do so because they are good people and/or businesses and those that do bad or detrimental things, do so because they are bad people and/or businesses (Yoon et al. 2006). This is called correspondence bias and is related to attribution theory (Gilbert and Malone 1995). Simply put, things are indeed the way that they look. However, when there is more complex attributional processing, simple attributions stop working, especially if there is a hint of suspicion concerning motivations (Fein and Hilton 1994). Firms can signal their CSR motives to consumers through the types and degree of benefits they are set to gain from their activities (Marin, Cuestas, Roman 2016; Yoon et al. 2006). Firms that expect low benefits from their CSR activities are perceived as having more sincere motives than firms that expect higher benefits from CSR (Yoon et al. 2006). Thus, firms that position themselves as having low financial benefits from CSR are more likely to be seen as having value-driven motives while firms that are positioned to have higher financial benefits from CSR are likely to be seen as having stakeholder motives (Ellen et al. 2006). Moreover, firms communicate their motives about CSR through their expected benefits. Low expected financial benefits are equated with genuine motivation for CSR and high expected financial benefits are equated with self-serving motivations for CSR (Shim and Yang 2016; Yoon et al. 2006). As a result, correspondence bias is activated, and consumers believe good deeds must come from a good firm (Gilbert and Malone 1995).

However, what happens when these signaled motives prove to be false through later unethical or fraudulent behaviors? In this case, it is very likely that consumers will perceive the firm as hypocritical since the firm’s actions differ from their signaled intentions. Corporate hypocrisy is defined as when a firm claims to be something it is not (Wagner et al. 2009) and hypocrisy occurs when there is “distance between assertions and performance” (Shklar 1984 p. 62). When the signaled motives are shown to be false, consumers will perceive the firm as hypocritical and subsequently be more likely to negatively evaluate the firm as well as attribute other negative qualities to it (Shim and Yang 2016). Additionally, firms’ signaling moral behavior may be doing so to reach moral legitimacy (Seele and Gatti 2015). Moral legitimacy is related to moral judgements about a firm and its behavior, which rests ‘on judgments about whether the activity is “the right thing to do”’ (Suchman 1995 p. 579). Thus, the research problem is framed through correspondence bias/attribution theory, signaling theory, and corporate hypocrisy stemming from a desire to show moral legitimacy.

The results from an empirical study (n=770) suggest that the relationship between CSR beliefs and perception of CSR fraud is moderated by the expected payoff (H1). Essentially, the low CSR payoff scenario causes those with higher CSR beliefs to evaluate the fraud more negatively than in the high CSR payoff condition. Additionally, it was found that perceptions of CSR fraud mediate the relationship between CSR beliefs and purchase intention and the mediated relationship is moderated by expected payoff, with lower expected payoff leading to worse firm outcomes (H2). This supports the premise that when firms signal morality and value-motives through their low CSR expected benefits, consumers see these firms as having genuine and altruistic motivations, but when these motivations are proven to be false, consumers more negatively evaluate the fraud because of perceived corporate hypocrisy since their signaled intentions do not match their actions (Shklar 1984).

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PREVENTING THE BAD FROM GETTING WORSE; RESPONDING STRATEGIES TO BUSINESS MISDEEDS FOR CONSUMERS

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EXTENDED ABSTRACT

While no firm wants a corporate misdeed scandal, firms pay a high price immediately in order to repair the damages. Based on Situational Crisis Communication Theory (Coombs 2007), the current study addresses the following research questions: (1) how consumers react to three major crisis management approaches: the prompt acknowledgement of the misdeed (Tybout and Boehm 2009), the response plan to address the misdeed (Claeys and Cauberghe 2014), and the correction plan for the misdeed (Liu, Shankar, and Yun 2017); and (2) how these approaches impact on current and potential consumers (Cleeren et al. 2013; Humphreys and Thompson 2014). Particularly, this research examines the influences of these approaches on different types of misdeeds (Huang 2015; Dutta and Pullig 2011): either product/service performance related (PPR) or business ethics related (BER).

The results from 440 participants suggest that a promptness apology is important for current consumers but not for potential consumers. More importantly, the response plan has less impact on the current consumers when a misdeed is BER than PPR while the correction plan is more important when a misdeed is PPR compared with BER misdeeds; for the potential consumer, on the contrary, the response plan has less impact when a misdeed is PPR than BER. These findings have extended the holistic versus analytic thinking literature to the domain of existing and potential consumers in the context of business misdeeds (Nisbett et al. 2011). As a result, firms need to take different remedy strategies for potential and existing consumers. Among potential consumers, reduction of offensiveness (i.e., the response plan) is the best remedy strategy for BER misdeeds; but for PPR misdeeds, the costly correction plan seems to have the same effect compared to the response plan. This finding may be explained by the inference that potential consumers value symbolic benefits more than functional benefits when they consider buying a product from the firm that has revealed misdeeds (Dutta and Pullig 2011). Among current consumers, BER misdeeds are more harmful than PPR misdeeds in terms of decreasing consumers' (re)purchase intentions. Consequently, firms perhaps should deny BER misdeeds to avoid the potential negative outcomes but apology for PPR misdeeds in their response plan.

The current study highlights a contingency-based view on business misdeed management, which suggests that the relative efficacy of remedy strategies depends on misdeed situational factors. This is meaningful for brand managers who need to be ready to respond to unpredictable negative brand publicity resulting from the corporate business misdeeds.

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THE VARYING DIFFICULTY ACROSS TOPICS (I.E., CHAPTERS) IN SELECTED MARKETING TEXTS: FURTHER RESULTS

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EXTENDED ABSTRACT

In the realm of educational measurement much research has focused on item analysis, most fundamentally item difficulty. This over a period of decades. Little research has focused on the difficulty of the object of measurement. In a practical context, the present research investigates the variability of difficulty across topics (i.e., chapters) in two long-established marketing texts. That variability is found to be considerable with implications for professors, authors, and researchers

With experience, instructors may come to judge the difficulty of the various topics comprising their courses. Personal assessment, student queries, performance on exam questions plus perhaps additional inputs might inform those judgements. The present study puts forth a straightforward, simple even, approach to more formally, systematically, and quantitatively making those judgements. The obvious implication of the outcomes of this research is for instructors to give more attention, in whatever forms, to the more difficult topics and less attention to the less difficult topics. Authors, likewise, might heed the results in revising their textbooks. Researchers, too, might consider controlling for topic difficulty in their myriad studies of measurement. For the present research, “topic” is operationalized as a chapter in the relevant textbook.

Samples of questions from banks accompanying two texts were drawn. One was the tenth edition of a retailing management text (Levy, Weitz, and Grewal 2019, hereafter LWG) and the second was the seventeenth edition of an international marketing text (Cateora *et al.* 2016, hereafter Cateora). Of the 1157 multiple-choice questions in the published LWG question bank, 479 or 41.40 percent are analyzed here. Of the 1178 multiple-choice questions in the published Cateora bank, 425 or 36.08 percent are analyzed here.

Providing data for the present analyses were undergraduate courses typically taken in the third (retailing) or fourth (international marketing) year of a student’s university program. The courses have as prerequisites two semester-long principles of marketing courses. For each class the first midterm exam covered about the first third of the chapters, the second midterm exam covered about the middle third of the chapters, and the noncumulative final exam covered about the last third of the chapters. For the retailing course each of the exams counted for 20 percent of the students’ final course grade. For the international marketing course each of the exams accounted for one-third of the students’ final course grade. Exams were scored as the percent of questions answered correctly; no penalty was deducted for incorrect answers. Questions not answered were deemed incorrect for calculating exam scores and for the present research.

Multiple-choice questions are arranged in the test question banks according to the order in which the question content appears in the textbook. For each examination, specific multiple-choice questions were selected on a systematic sampling basis. For the questions sampled randomly from a given chapter the students’ scores, as the percent correct, based on those questions was calculated. That is the measure of chapter difficulty. Of relevance to the purpose of this study is the variability of that measure across the chapters comprising the textbook.

In Table 1 are reported the mean, minimum, maximum, range (=maximum-minimum), and standard deviation of those chapter difficulties. To mitigate outlying single chapters exaggerating results, additional analyses examined the three easiest chapters together and the three most difficult chapters together. For the purpose of establishing norms for the evaluation of textbooks on the basis of consistency of chapter difficulty results for the three most extreme chapters are also reported for six out of print textbooks.

TABLE 1
RANGE OF DIFFICULTY ACROSS TEXT CHAPTERS

Text	Chapters	Mean % Correct*	Minimum % Correct	Maximum % Correct	Range	Standard Deviation
LWG (2019)	17	79.41	66.14	84.64	18.51	5.01
Cateora (2016)	18	80.99	62.63	90.88	28.25	6.36

* Questions were analyzed on a chapter basis and then the mean taken.

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ZOOMING YOUR WAY TO SUCCESS WITH CLIENT-BASED LEARNING PROJECTS

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POSITION PAPER

The COVID-19 pandemic changed the landscape of teaching in a drastic and immediate way in the spring of 2020 and continued into the fall. In the spring, faculty were required to move their entire content delivery to a remote environment with little warning. In the fall, faculty prepped for classes knowing that some students preferred to return to the classrooms and others preferred or needed to learn at home. Faculty quickly learned the ins and outs of Zoom and other video conferencing alternatives and used these tools for the newly required remote learning environment. This obviously impacted all aspects of the class content, including the immersive experience of client-based experiential projects. Since this abrupt change in classroom communication, we have all learned more about the most efficient ways to continue these client-based projects. We plan to discuss new concerns in preparation for these projects and how to manage the expectations (for both the client and the students preparing the project) in order to deliver the same high-quality, professional results that were previously achieved in face-to-face delivery.

One of the first areas of concern in proper preparation is communication with the students about the importance of professionalism in this new, remote environment. Many students have taken a casual atmosphere to an entirely new level with the remote connections through Zoom meetings. Students feel even more casual in their clothing choices, their background settings, and their ability to come and go as they please from these virtual meetings. It is a common problem that many students even dial in and walk away from class meetings without ever turning on their camera, leaving faculty talking to a mostly blank screen.

Obviously, this casual behavior is unacceptable in client-based settings, and clear expectations must be laid out from the start. It is critical that students understand the importance of coming across in a professional manner, even when the meetings are held virtually. Students should be encouraged to dress appropriately, arrive on time, and actively engage in a professional manner with the clients via Zoom, just as if they were meeting in a boardroom together. It is not acceptable for students to expect to meet with a client and not turn on their cameras, as this may put the client in the same awkward situation faced by many faculty teaching remotely today. Students who will connect from a casual setting should be taught in advance how to use Zoom backgrounds and how to choose a picture that will portray a more professional setting. It is also sometimes uncomfortable for both the students and the client to know when it is appropriate to speak in a virtual meeting setting, so the faculty should prepare the students about properly using mute and how to wait for an appropriate time to ask or answer a question. The more people in each meeting, the more difficult this task becomes.

A second area of preparation is the choice of project itself. Often there is a walk-through of the clients' facilities, and sometimes, the projects themselves are onsite. Because COVID-19 restrictions change often and because students are choosing to attend classes from home from around the world, projects needed to be online. Depending on the marketing class, promotional campaigns of any sort are a good choice. Some other options include using a Shark Tank-like competition for client product recommendations, branding and positioning recommendations, and consumer behavior explorations accompanied by marketing mix recommendations for targeted segments.

A third area of preparation requires faculty to adjust the client touchpoints. In the past, we recommended an initial client meeting, a mid-semester meeting, and the final presentation. Clearly these are still doable but conducting meetings and presenting online requires practice. Practice minimizes the chance of technical errors, panic when technical glitches occur, and, as mentioned above, speaking over one another because of lag times. Additionally, practicing presentations allows for smoother transitions from speaker to speaker and the ability to effectively use

different Zoom features like the whiteboard, sharing, and reactions. The good news is that Zoom provides an effective means for meeting and presentation rehearsal. Some suggestions include providing breakout rooms for team meetings during class time and/or requiring students to record meetings held on Zoom outside of class time. Presentation practice should also be recorded so that students can review and modify their portion of the pitch. The overall result should be smoother and more-depth presentations.

Yet another change is necessary for faculty who use workshops as a part of students' preparation. In-classroom workshops ensure that students stay on track. For example, if students are working with an entrepreneur in a marketing strategy class and are required to set strategies for each component of the marketing mix, set aside a class or two to guide them through a series of questions or exercises after which they should be able to create at least one strategy for each component. Faculty who utilize workshops may need to use breakout rooms in Zoom. Faculty should remember to hop in and out of rooms to provide guidance and to make sure students are staying on point. Since visuals shared in the main Zoom room do not enter the breakout rooms with students, faculty should remind students to take notes or to take a picture of the screen with their phones. Additionally, students should be aware of the ability to request that faculty join their breakout rooms if they need help. In an asynchronous class or with a small class cohort, faculty may meet with student teams via Zoom independent of a scheduled class period to provide guidance.

Using video conferencing tools can also be very useful for students when preparing for the delivery of final recommendations to a client. Because of in-person restrictions, student teams may need to present their recommendations remotely. It is possible, perhaps likely, that remote conferences and meetings will be the new normal for the foreseeable future in many industries. Therefore, helping students acquire the skills necessary to effectively present via video conference is particularly useful. For example, faculty can help guide students through a "rehearsal" using Zoom by serving in the role of the client. These dry run presentations can help students identify potential flaws or gaps in their transitions between topics, practice "hand offs" to different presenters and even walking through the operational logistics of sharing and advancing slides, assigning a note taker and fielding client questions in an orderly manner. Rehearsal sessions can be recorded, saved and shared with student teams so that they can review them and make adjustments prior to their formal client presentation.

It is important to note that Zoom does not need to be the only technology used for collaboration, and, in fact, the use of Microsoft Teams, Microsoft OneDrive, and Google Docs are all likely-to-be-used-in-business applications for sharing documents and communicating. FaceTime and Skype are acceptable tools as well. In fact, students should be encouraged to pick up the phone and talk to clients rather than constantly asking for feedback via emails. Many businesspeople prefer the quick exchange of ideas and more personal interaction that can take place more readily over the phone. Encourage students to use these applications to avoid duplication of work, hold joint reviews, and coordinate the planning and implementation of their project.

The changes above have certainly allowed faculty to maintain the quality of the project to students and clients and to manage student and client expectations. They have also afforded students the opportunity to strengthen three key soft skills from their new experiences: Resiliency, adapting to a dynamic environment, and motivation. Team leaders had to find creative ways to keep their teams engaged and motivated—especially senior students for whom a graduation ceremony was either known to be cancelled or was in question. Additionally, all team members used new technologies, and in the Spring of 2020, instructors and students had to adjust almost daily as we all found new and better ways to make the quick switch to remote learning. Finally, technical issues will inevitably pop up (Wi-Fi interruptions, video glitches, client crises, etc.), and students must have back-up plans for their back-up plans. All these situations—all this change—better prepare students to take on the responsibilities of soon-to-be marketers.

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HIGH IMPACT AND INNOVATIVE LEARNING STRATEGIES

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POSITION PAPER

“For the things we have to learn before we can do them, we learn by doing them.”
-Aristotle

According to the 2017 Forbes article, “How Generation Z is Shaping the Change in Education,” students want to be fully engaged in their learning process and over half say that they learn best by doing.” This calls upon higher education to become more innovative in our pedagogy and teaching strategies. The application of embedded experiential learning and creation of transformational experiences creates high-impact learning in the context of partnership and reciprocity. This includes theory applied outside the classroom, mutual benefits gained and learned with the community partner, and evaluation.

The panel defines high-impact learning practices through establishment of specialized and applied frameworks, benchmarks, and benefits of experiential and innovative learning. While Kolb’s Cycle of Experiential Learning grounds the pedagogical roots, each panelist discusses tailored and innovative approaches to building professional development through engaged teaching and learning. The high impact learning practices include community engagement projects in various undergraduate business courses, including Advertising, Consumer Behavior, Marketing Management, and Marketing Research.

The dynamics of the higher education landscape are changing to emphasize engagement and high-impact learning across the disciplines. Gen Z students tend to thrive when they are given the opportunity to have a fully immersive educational experience and they even enjoy the challenges of being a part of it. Collaborative high impact learning practices such as internships, international experiences, and community engagement projects create energized differentiation through this praxis (theory-informed) action approach.

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PIVOTING AN INTERNATIONAL TRAVEL COURSE DURING THE CORONAVIRUS PANDEMIC: ALTERNATIVE SOLUTIONS

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POSITION PAPER

The Covid-19 pandemic caused disruptions across the academic world in 2020. This paper reports on the shift from in-person to online “visits” for a Marketing International Field Study course scheduled to travel to Europe in June 2020. We report the impact on student satisfaction and attitudes for this virtual study abroad. Consumer ethnocentricity tendencies were measured using the CETSCALE (Shimp and Sharma, 1987). Data is compared to past field study classes.

International Field Studies consist of in-class learning in the home country (in this case a university in the Northeast of the U.S.) combined with short-term international travel to a foreign country. During the Spring semester of 2020, the study abroad portion of the course was to take place in May, with travel for ten days to Denmark and Sweden to visit local companies and universities. Students were more than half-way through the semester when international travel to Europe was cancelled. As this course fulfilled the undergraduate requirement for an international course, it was necessary to provide students with an international experience even though travel was not possible.

Zoom meetings were arranged with the international businesses and organizations that the class had planned to meet in-person. Students Zoomed into meetings for online presentations and question and answer sessions.

Measures of student attitudes were made after the Zoom meetings with the Scandinavian organizations, to evaluate student learning and opinions about this virtual format in comparison to the traditional format of an international field study. A Qualtrics survey was distributed to the students in the class. Results suggest that students felt the course was a good learning experience but that the Zoom format was not a good substitute for real travel to the foreign location

Student scores on the CETSCALE indicated that they were somewhat ethnocentric. The Zoom class was compared with a prior study of students enrolled in an international marketing field study (Long, Sandler, Gopalakrishna 2011). In this prior research, students’ attitudes toward foreign made goods were measured before and after the international travel portion of the class. Similar to the prior research, students scored below the midpoint on every item in the CETSCALE with the exception of “American products first, last, and foremost” which had a mean score of four, exactly at the midpoint of the scale. However, an examination of the Zoom class data revealed that students were almost evenly split on most of the CETSCALE items. One can think of this as reflecting today’s political climate with some students holding conservative, nationalistic views while others hold a more liberal mind-set.

Future research should evaluate other international learning opportunities for students, comparing “on-site” vs. “virtual” experiences.

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STUDENT READINESS FOR ONLINE LEARNING IN UNIVERSITIES LOCATED IN A SOCIOECONOMICALLY DISADVANTAGED AREA

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POSITION PAPER

In recent years, higher education has seen an increased move toward online learning culminating in the massive push online due to the COVID-19 pandemic. Are our students ready for online learning? If not, what can we do?

College readiness in general and readiness for online learning in particular has been the subject of interest among educators (see, for example, Rohayani, Kurniabudi & Sharipuddin, 2015). Often, students are not ready for college in general and lack most essential skills such as synthesizing ideas and building an argument (Parkes, Stein, & Reading, 2015). In the current authors' observation, some students cannot even read very well or be able to carry out the simplest mathematical tasks. This problem is exacerbated when the student comes from underprivileged populations (Martinez, Lewis & Marquez, 2020). Thus, a college located in a socioeconomically disadvantaged area might experience further lack of readiness among its students. Such lack of readiness might result in a number of negative outcomes from lack of academic achievement to lower satisfaction and a decreased desire for enrolling in online learning again (Hung, 2016).

Several questions arise, including: are our students prepared? Are they prepared at the same level as those reported in the literature? What if any is the impact of their state of readiness on their achievement in the class?

We desired an assessment tool that was as short as possible and easy to administer while still containing some popular variables (see, for example, Parkes, Stein & Reading, 2015). The survey is administered as part of a pre-course measure. The variables are displayed in Table 1.

Table 1. Some variables assessed

Have you ever taken an online course before?
Why did you decide to take this course online?
How comfortable are you with using Canvas?
Access to necessary software?
Preference for face to face versus online
Conscientiousness/planning-procrastination
Finishing tasks
Preferred style of learning (kinesthetic/visual/auditory)
Love for reading
How comfortable are you with computer technology?
Attitude to group work
Ability to express oneself through writing
Comfort level for asking for advice from peers and instructor:
Ability to stay on task and avoid distractions
Other concerns

The results of these surveys may serve to inform of additional interventions that the instructor and the school could stage to ameliorate the problems and close the gaps. For example, the students could be provided with extra assistance on study skills, reading and problem solving.

These are self-reported measures with all the limitations that arise from it. Among other things, some students might have a somewhat incorrect internal yardstick against which they measure responses to the questions. Furthermore, as the university keeps launching a variety of programs to support the students, the final outcomes are at times difficult to apportion to the factors measured in the class.

Future research involves the addition of demographic and socio-economic factors as well as separate attitude surveys on the input end as well as several different interventions as moderators of the outcomes.

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PROMOTING HONOR SOCIETY MEMBERSHIP AS AN OPPORTUNITY FOR STUDENT LEADERSHIP DEVELOPMENT

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POSITION PAPER

In 1776, a group of students formed Phi Beta Kappa at the College of William and Mary, which began the tradition of honor societies in the United States (Bernstein, 1996). Members of Phi Beta Kappa include previous United States Presidents, Supreme Court Justices, and leaders in industry, research, and education. Joining an honor society provides not only recognition, but opportunities for networking and professional development within a field of study. Previous research has shown a relationship between student involvement in extracurricular activities and leadership development (Foreman & Retallick, 2012). Students who served as officers showed the greatest leadership potential. Honor societies are one type of organization that appeals to students due to opportunities for leadership, networking, and the prestige of being on a resume (Fowler, 2019).

Due to this appeal, there has been an increase in the number of predatory organizations that claim to be an honor society (Fowler, 2019). These organizations typically require students to pay a fee and offer little benefit other than a line on a resume. With the increase in invitations to honor societies, both legitimate and predatory, and a lack of understanding of the benefits of membership in legitimate organizations, many students no longer see the value in accepting membership and paying the associated fees (Wilson, 2017). Even Phi Beta Kappa has had periods when many students have declined membership invitations (Bernstein, 1996). To address this concern, The Association of College Honor Societies (ACHS), the certifying agency for college honor societies, has set standards and guidelines. The ACHS has established criteria to judge the credibility of an honor society, which includes: 1) academic requirements for membership, 2) financial status of the organization, 3) membership selection guidelines, and 4) items of importance for a society's website. The ACHS also describes areas that raise a concern regarding the credibility of an honor society, including missing items on a website, a publicly available application, and vague membership requirements.

Collegiate honor societies that are legitimate have a local chapter at the university with a faculty member as an advisor. To increase interest in memberships, faculty advisors should find ways to make the chapter and its activities more visible and appealing to students. By actively promoting the benefits of membership, faculty can help students develop leadership skills that are crucial in society's "new normal." Due to the global pandemic of Covid-19, meetings and events are largely being held virtually, so learning how to use the technologies needed to participate in, plan, and hold these events has quickly become essential. With honor societies, students can learn how to successfully hold and moderate meetings, webinars, and other events on these virtual platforms. With the rise in remote work, being able to run virtual meetings and events will be an essential leadership skill when joining the workforce and honor societies offer a unique opportunity to gain these skills while still attending university.

There are numerous opportunities for leadership development as well as learning new skills for students who join an honor society. Due to the shift to online instruction for many students, which also led to resume-building opportunities such as internships and academic events being cancelled, predatory honor societies may try to take advantage of students' eagerness to build up their resume and academic involvement. Mapping the potential rise in predatory honor societies, either in the number of new societies or in the number of students registering, is an area to look further into in the coming years.

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PANDEMIC TEACHING: EVERYTHING IS HARDER FOR EVERYONE

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POSITION PAPER

As we near the end of a year marked by a global pandemic, our teaching has changed significantly. The spring 2020 semester became online in an effort to protect our communities. This required immediate transitions. Moving in person classes to online and deciding how to deliver face to face content was complicated by the fact that students were working more and now juggling family and childcare on top of their other obligations. Since the Spring, universities have varied in their course delivery approach. Major state universities in the northeast allowed faculty to decide their method of delivery. Options included fully in person, hybrid, fully online and synchronous online (using Zoom, BBcollaborate, Teams, etc.). Deciding which to use to best deliver content has been difficult and labor intensive, most times requiring prepping completely new courses in order to provide what students need. Regardless of the mode of delivery, there are some key strategies that have proven to be effective in creating an environment that will allow students to learn and succeed.

Communication. The first key strategy is communication. This is always paramount for delivering a high-quality course but in a pandemic world where courses are now more self-directed, students are needing more contact and more detailed updates. This includes emails to advisees to ensure they are staying on track and to help them adjust to online courses (especially if they haven't taken them previously). In courses, students need more updates on deadlines and reminders that work is due. Strategies for scheduling self-guided work is helpful and desired. Questions that would normally be covered in person, now need to be answered online. This also requires more time to send and answer emails.

Organization. While students are struggling to stay organized, our ability as professors to stay organized has become even more important. Having a clearly organized website (Blackboard, Sakai, MyCourses etc.) makes your life and the lives of your students much easier. Knowing what will be ahead, where to find things and what is expected takes away some level of anxiety which is already heightened in this environment. Utilizing visuals, videos, and articles to enhance online courses is important. I even made word banks that were visually appealing, highlighting key terms from each chapter that they could review prior to taking quizzes. Grouping these items in folders by chapter or week helps everyone to know where to go and what to look for, and prevents a lot of confusion.

Flexibility. Despite all of the preparation and hard work we put into our classes, there will be errors, and the need for flexibility is high. Students will have issues converting to online learning. Internet connections will be spotty. Children will be in the background of zoom lectures. These days call for all of us to be flexible and forgiving. Understanding when deadlines can be extended, when topics need to be covered more in depth or when students need additional content is important. Allowing students some flexibility in terms of due dates is helpful but not giving any due dates can lead to procrastination and a lack of overall learning. Balance is needed to provide everyone with what they need while still fostering a successful learning environment.

Connection. The last key piece is connection. While we are all socially distanced and especially when participating in online courses, we lack personal connection. Letting students know that you are still connected and concerned with their well-being is crucial. Checking in at the beginning of a zoom lecture or sending an email to make sure everyone is doing okay goes a long way to keeping students engaged. This goes for colleagues as well as this environment is easier and more comfortable for some than others. Maintaining connection with others during this time is essential for all of us. If you are teaching fully online and not "meeting" with students, consider filming video lectures. I decided to try it to see if there would be a difference in learning, despite being afraid they wouldn't watch and that it wouldn't help much. Many students have enjoyed the videos and have commented that they feel more strongly connected and understand the material better through the video lectures. They get to know you better and seeing your face makes a difference. This personal connection is something researchers have found that students want.

Today's learning environment has forced us to take on unique challenges in a short time frame. It is imperative that we all understand that living through a pandemic is difficult for everyone and we are all dealing with our own personal issues. Allowing room for more communication, focusing on organization, being flexible and remaining connected will help all of us to continue to provide high quality courses to engaged students.

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OUTSOURCING DIGITAL TOOLS EDUCATION: A STRATEGY FOR TEACHING DIGITAL MARKETING

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POSITION PAPER

A recent special issue of the *Journal of Marketing Education* focused on Digital Disruption. Two of the articles within the issue focused on specific digital tools that marketing professors can use in the classroom. Another article examined different certifications. In The Editor's Corner, (Crittendon & Peterson, 2019), the editors addressed the need for making marketing education relevant by including digital tools in the classroom. Similarly, Beitelspacher, Crittendon, and Sosnowski (2018) argued that marketing students need to learn technological skills in order to be job ready. While ensuring that students have these skills is something that most educators agree is necessary, expecting marketing faculty to keep up to date on the latest skills is unrealistic due to the need to balance research, service, and teaching which may include multiple courses. While we recognize the need to incorporate the digital tools for content creation, we must also acknowledge that faculty are limited by time and other obligations, thus, creating a teaching dilemma. This becomes especially difficult in digital marketing courses which would require faculty to become experts on multiple platforms. Additionally, while a faculty member might become competent using a platform, this does not mean that teaching the platform is something that many are comfortable with doing. Finally, it's our position that faculty should be focusing on teaching the strategic use of digital marketing in achieving firm objectives such as creating brand equity.

Recognizing this problem, we suggest that faculty outsource the teaching of some of the digital marketing tools and incorporate their use into class assignments that the instructor then assesses. Using this approach, faculty can better utilize their own time. All the co-authors on this paper teach the students how to use digital platforms such as website builders, social media networks, and tools for analytics. We propose that faculty focus on learning those tools and outsource the teaching of the content creation tools. Students can then create content to post on the websites or social media networks as part of the assignments given by the instructor. We suggest faculty look for resources for teaching students content creation tools. This list is not comprehensive but does provide some examples of how this can be outsourced.

1. Many universities have technology centers within their library services. The first two authors have collaborated with their Library services to offer extra sessions of "Mad Labs." These are student lead workshops that focus on Adobe, iMovie, Digital Photography and photo editing, Infographic platforms such as Piktochart, and others. Students are required to attend a session and learn a skill. They then incorporate this skill by creating content for their personal websites and client social media plans.
2. One of the coauthors requires students to watch the video tutorials created by the university's library and technology centers. Students then are required to create content for her course using the skills learned in the tutorials
3. Many universities are now paying for LinkedIn Learning for students. Three of the co-authors have used this resource in their classes. For example, there is an excellent LinkedIn Learning course that focuses on Adobe Spark. In addition to learning a new skill for class, students can also build their LinkedIn profiles by posting the certificate to their profile. Students can use Adobe Spark to create content for their course assignments.

These are some of the examples of resources available to faculty members. In addition to aiding the faculty member, the use is typically monitored by the institution. Effective use can create excellent partnerships on campus. For example, for the Mad Labs, the library staff is now working with the two faculty members to better plan for usage. The library staff are happy to work with us because increased usage is included in their annual reports which helps to justify spending university funds on these programs. Further collaboration is part of the planning for the library.

Integrating these resources into class assignments and collaborating with other colleges on campus does require additional planning for a faculty member; however, by developing the collaborative relationships or outsourcing to online learning such as LinkedIn Learning, faculty spend less time keeping current with the latest features in the technology. We propose that digital marketing faculty focus on teaching strategy and the use of digital platforms for distributing content and outsource the teaching of content creation tools. This will allow faculty to become experts on platforms as well as have time to work on their research and service.

Future research into student perceptions of the effectiveness of this approach can help faculty determine which resources best serve the needs of their students.

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THE MINDFULNESS STUDENT EXPERIENCE IN MARKETING AND SPORT

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POSITION PAPER

Today, the majority of students use the internet on a daily basis in some capacity. The Digital Age has created an overly connected world with an interplay between instant gratification and anxiety at the palm of your hands. There are many positives of the internet, however some of the drawbacks are that people are less connected face-to-face and are less mindful in their day-to-day life. The rise in popularity of mindfulness and contemplative pedagogy have become increasingly important to practice in school, business, and in general life.

There has been increased interest in mindfulness that has produced scholarly studies to examine the uses and benefits of mindfulness. Literature has examined the relationship between mindfulness and psychological and physical well-being (Dane & Brummel, 2013). Studies have reported that mindfulness is positively correlated to vitality, satisfaction in life, and interpersonal relationship quality, and reduces the negative impacts of depression, anxiety, and stress (Brown et al., 2007; Glomb et al., 2011). Based on these findings, researchers posit that mindfulness allows people to experience events more objectively and nonjudgmentally (Shapiro et al., 2006; Weinstein et al., 2009), empowering them to regulate their thoughts, emotions, and physiological reactions (Lakey et al., 2007; Masicampo and Baumeister, 2007; Papies et al., 2012). Additional areas of study have examined mindfulness' influence on task performance, reporting positive effects on judgment accuracy (Kiken and Shook, 2011), insight-related problem solving (Ostafin and Kassman, 2012), and academic performance (Shao and Skarlicki, 2009).

Some scholars have utilized mindfulness as a tool in a classroom setting where they start lectures every day with an optional 5-minute mindful meditation for students. The instructor guides the meditation and typically asks students what type of meditation they need for the day; for example, focus, creativity, distress or energy. Reasons for doing this is that it has been reported that college students do not have time for themselves and the idea of mindfulness practice is to provide them with the tools to cope with constant connections and college stressors (Coffey, 2019).

To take the 5 minutes of mindfulness further, a co-taught course was developed to practice and analyze mindfulness in marketing and sport management. During each class period, the students were led through mindfulness exercises that ranged from 10-20 minutes, twice a week. Students were also instructed to practice and record their mindfulness practices using the Koru Mindfulness app. Moreover, the first half of the course, the curriculum was focused around mindfulness and its impact, both positive and negative, on business, marketing, and sport. Students were asked to read journal articles related to mindfulness in business, marketing, and sport and discuss the different articles through a Socratic method of teaching. There were some active learning techniques that were done throughout the course such as defining mindfulness, mindful listening, and creating frameworks, to name a few. In the second half of the course, students were required to write 4 reflection journals in order to measure and reflect on their experiences and learning of mindfulness. Reflection journals were written every two to three weeks and were semi-structured to provide context and guidance for any students having difficulty writing.

By training students to use and practice mindfulness in their lives, the authors of the current study hypothesized the following benefits would be reported: Emotional Regulation, Positive Interpersonal Behavior, Increased Response Flexibility, Self-insight, Morality, and Intuition. Previous studies have found that mindfulness practices positively impacts mental health. However, the course was delivered during the pandemic, so it was not completely clear as to the outcome of the course. It is important to note that, many students stated during class, and noted in their reflections that the mindfulness exercises helped them with the transition and with the challenges of the pandemic. Future renditions of the course could utilize a similar method that has more of a focus on mindfulness.

Students anecdotally reported that the course is one that all students should have during their first and final year to learn more about coping and dealing with day to day challenges and transitioning to post-graduation life.

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WHAT ARE STUDENTS BUYING? MANAGING STUDENT “CUSTOMER” EXPECTATIONS FOR ONLINE COURSES

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POSITION PAPER

In response to the global Covid-19 pandemic many universities, colleges, and schools transitioned their courses to an online delivery format. This move forced many students into the online classroom who never intended to take a course online. Perhaps not as widely recognized, this move also forced many professors, instructors, and teachers into the online classroom who never intended to teach a course online. As a result, some students felt they did not receive the experience they thought they had paid for, and this sentiment has resulted in the demand for refunds and lawsuits against various institutions of higher learning. This dissatisfaction can be at least partly attributed to a gap or disconnect between what universities, colleges, and schools believe they are selling and what students believe they are buying. This gap can perhaps be mitigated by efforts to manage the expectations for online courses of student “customers.”

The authors acknowledge the ongoing debate regarding the student-as-customer in higher education (c.f. Cicala and Taran, 2013) and do not intend to comment on this important issue here. However, in this particular context the problem of managing student expectations is very much like a regular customer relationship issue. It is in this context we refer to the student as a “customer” paying tuition for an online course.

There is no firm consensus regarding what a student is actually buying (c.f. Cicala and Taran, 2013) when they pay tuition and fees; although, some specific fees are well described. This is another area of on-going debate, and the authors do not intend to comment on this important multi-faceted issue here. However, it should be noted that it is reasonable to assume student customers’ expectations likely vary widely across institutions. For example, it is not difficult to imagine the expectations of a student at a relatively small regional state institution might be quite different than the expectations of a student at a well-known large Ivy League institution with global brand recognition.

How can we manage student customer expectations in online courses? We recommend the process should begin with institutional and program marketing and continue throughout recruitment efforts and advising. The next step is an institutional-level orientation to online learning. Many institutions have either a mandatory or voluntary institutional-level orientation for online courses. Unfortunately, some of these orientations only focus on the technical skills necessary for using the learning management system (LMS) of choice.

Although a technical introduction to the LMS is absolutely necessary, online learning is much more than using the LMS. Dabbagh (2007), building upon the extant literature, describes characteristics and skills critical to the success of an online learner, including self-directed learning skills such as time-management and cognitive learning strategies. It is important for online learners to be oriented to online learning before their course begins so they are adequately prepared, or at least adequately informed, to “hit the ground running” when the course begins. Otherwise, motivation, time management, and similar issues could be exacerbated.

Prior to the current pandemic, studies such as Jones (2013) suggest the orientation should be conducted online since not all online learners can attend an on campus face-to-face orientation. Since it doesn’t help to learn how to access the LMS after you’re already in the LMS, the orientation should begin with a video, or detailed instructions, available outside of the LMS that demonstrates how to access the LMS and the online orientation course. It can also be advantageous for the institution-level orientation to be available to students a few weeks before classes begin.

Finally, as individual educators we must provide a course-level orientation for our students tailored to each of our courses. Although we may not have control or much influence over the institutional-level orientation, fortunately our

course-level orientations are under our control. It is important to orient our students to each online course because not all instructors have the same expectations. In fact, our expectations may differ among the various courses we teach. For example, a particular professor's expectations in their consumer behavior course might differ from their expectations in their marketing research course.

Future research could explore the differences among student expectations for online courses at different institutions. Another possibility is investigating how well course evaluations can measure the extent these differing expectations are satisfied or whether a different "customer satisfaction survey" would be more beneficial.

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TEACHING MARKETING MANAGEMENT WITH A SIMULATION IN AN ACTIVE LEARNING CLASSROOM CASE STUDY

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POSITION PAPER

Marketing Management is the capstone course in the marketing curriculum. The mission of the course is to prepare marketing students to lead and manage marketing operations. The challenge in teaching marketing management is that marketing decisions are made in a dynamic environment with limited information. Successful marketing managers utilize critical thinking with limited information to make effective marketing decisions. Simulations were added to the course to increase student engagement, develop critical thinking skills and provide content for discussion in the Active Learning Classroom.

McGraw-Hill offered simulations in conjunction with the textbook *Marketing Management 3rd Edition* by Marshall & Johnson, 2019. The textbook was supported with LearnSmart technology and digital quizzes through the Connect learning management system. The Connect suite of supplemental digital learning tools was integrated with the Canvas learning management system.

Most weeks a simulation (MiniSim) was assigned to the students that directly related to the content (i.e. pricing). Students accessed the simulations through Canvas link to McGraw-Hill Connect. The MiniSims were completed by students individually.

During the final weeks of the semester the students were assigned to groups to conduct the final comprehensive simulation. There was a Practice Marketing Simulation Tutorial and a final Practice Marketing Simulation. As a group the students submitted a final reflective paper that presented their simulation results and achievement of the learning outcomes.

The Active Learning Classroom creates a positive environment that encourages student engagement and collaboration. The students were seated in pods to facilitate student interaction and enable students to work together freely. The computer station with screens at each pod enable students to work on assignments, apply marketing concepts and present their work during class. The Active Learning Classroom helped to facilitate discussion and engagement to encourage critical thinking.

Students achieved an overall average of 85% on the simulations. The individual MiniSims ranged from a low of 73% on Market Research to 97% on Product Development. The low score of 50% on Practice Marketing Simulation Tutorial was attributed to students working for the first time in groups rather than individually and making hasty decisions. The final Practice Marketing Simulation average improved to 88%. Overall, the professor was satisfied with student performance on the simulations and the level of achievement of learning outcomes.

Feedback from the students was positive. The Student Involvement Assessment was rated a 4.97 out of 5 indicating that students perceived themselves to be extremely involved in the class. The overall course assessment was excellent at 4.79 out of 5.

The students participated in providing feedback for an article that was published in the college newsletter. They commented on the simulation enhancing their decision-making abilities, the challenge of making marketing decisions and seeing how their decisions directly influenced results.

The professor's perception was that the students effectively engaged in the hands-on work in the simulations. There were extensive discussions by the students on learning outcomes from the simulation and there was visible

excitement along with exhibition of critical thinking skills when they discussed their work. The simulations were a positive pedagogy change for teaching Marketing Management.

The simulations provided a base for in-class discussion on marketing concepts. Students had the experience of making decisions and seeing the results. This dynamic made for more robust discussions on in-class assignments and discussions.

In addition to the simulation, the Active Learning Classroom created a positive and engaging environment for class discussions and student engagement. Students collaborated and worked in teams to apply the marketing concepts. The classroom layout and technology facilitated engagement and active learning.

Further research on key foundational marketing concepts that can be developed effectively through simulations should be conducted. This class utilized all simulations offered. Some marketing concepts may be more effectively taught using other teaching tools.

Teaching in an active learning classroom offers the opportunity to foster teamwork and collaboration. More research is needed on the effect of an active learning classroom environment on critical thinking development for students. In addition, further development of pedagogy that takes advantage of the unique teaching environment has the potential to improve learning outcomes.

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A PUBLICATION SOLUTION FOR MARKETING EARLY RESEARCH EXPOSURE TO UNDERGRADUATE STUDENTS WHILE PROMOTING GREATER MENTORED UNDERGRADUATE RESEARCH ENGAGEMENT

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POSITION PAPER

Research remains a staple in marketing curriculum among marketing educators. However, few students are presented with the opportunity to understand the wider scope of benefits that undergraduate research engagement provides. And, even fewer students have publications during their time as undergraduate students. While senior marketing capstone courses and upper-level marketing classes embed marketing research into curricula, early exposure research opportunities are often missing. This paper offers marketing faculty a solution for early exposure to undergraduate research. Using research as a vehicle, we demonstrate how a book project publication benefits both prospective and current marketing students while showcasing research contributions.

For marketing students, undergraduate research presents a plethora of opportunities for students to: (1) develop transferable skills; (2) strengthen career mobility; and (3) build long-term research skills (Sims, Dore, Vo, Lai, & Lim, 2018; Sims, Le, Emery, & Smith, 2012). The impacts of “undergraduate research” have often been analyzed through an academic lens and largely through emphasizing institutional benefits. Yet, undergraduate research extends beyond the academic realm and influences an undergraduate’s journey into their personal lives, their professional experiences, and their long-term endeavors. Undergraduate research provides the opportunity for students to gain desirable skills such as innovation, critical thinking, teamwork, the ability to work independently, and oral and written communication abilities (Gilmore, Vieyra, Timmerman, Feldon, & Maher, 2015; Helm & Bailey, 2013; Kardash, 2000; Kinkel & Henke, 2006; Moran III, Wells, & Smith-Aumen, 2015). Career specific skills -- such as laboratory and field competency, professional socialization, and networking opportunities -- have the capacity to be strengthened with undergraduate research too (Galbraith, 2012; Helm & Bailey, 2013; Kinkel & Henke, 2006).

To provide prospective and current marketing students early exposure to undergraduate research, we offer faculty a roadmap for developing a book project that highlights money, travel, and learning as primary benefits of marketing research engagement. The book project draws from the experiences of Diverse Student Scholars research assistants; Diverse Student Scholars is an undergraduate research program in existence since 2007 when it was founded in the College of Business marketing department (see Sims, Shuff, Neese, Lai, Lim, & Neese, 2016 for background information on Diverse Student Scholars). More than 70 students have participated in the program in the past 13 years with students accomplishing: more than 40 funded student grants, over 105 co-authored conference presentations, 4 national top paper awards, 1 published book, and nearly 25 proceedings and journal publications.

This book project is slated to reveal how students pursue undergraduate research, how students benefit from undergraduate research, and how students can integrate research work alongside the routine of their college life. The book is divided into three parts. Part I shares what students need to know to get started in undergraduate research. We offer how students can get paid for research work, and how they benefit. Part II offers details on how students can navigate research. We share how to make learning less intimidating while streamlining students’ workload. Part III reveals the experiences of former undergraduate research students with specific pieces of advice just for college students from past Diverse Student Scholars researchers. We summarize the advice of former Diverse Student Scholars in a compilation of lessons that college students can quickly read.

While other activities exist for showcasing student research work, a book project provides a unique outlet to demonstrate interests, needs, and awareness to potential students and to first-year students. Client research and marketing research projects are often embedded in marketing curriculum in student junior and senior years. The book project publication provides an avenue to showcase marketing research in the formative years. As incoming freshmen or as sophomores, students are able to learn more about undergraduate research and glean more from alumni who wish to remain connected to the Diverse Student Scholars program.

The book project anticipated publication date is Spring 2021. During the time that alumni are preparing their respective contributions for peer review, book project authors will research and prepare the content for the first 13 chapters (5 chapters in Part I and 8 chapters in Part II). Unlike upper-level marketing capstone courses and client projects, the research featured in the 13 chapters will emphasize how potential students can begin their research journeys and how they can navigate their research work. The contributing manuscripts of Diverse Student Scholars alumni will offer personal reflections on their research experiences. Their contributed manuscripts will offer strategies for prospective students to contemplate the value of undergraduate research engagement.

This position paper advocates for a book project as a solution to the need for early exposure in research engagement. Using Diverse Student Scholars as a resource of contributing authors, this paper offers a book publication as a key benefit to undergraduate research engagement. Future research can probe other avenues and other programs capable of stimulating early exposure to undergraduate student research.

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COMPARING MONEY AND TIME DONATIONS: A SYSTEMATIC LITERATURE REVIEW

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POSITION PAPER

This paper systematically summarizes the recent literature that may help us compare money donation and time donation, proposes a conceptual framework based on that, and discusses possible future research.

Prosocial behavior including money and time donation has emerged as a subject of great interest in recent years (Marti-Vilar, Serrano-Pastor, and Sala, 2019). Considering the forms of donations to charitable organizations, donation of money and donation of time are different (Tiltay and Torlak, 2020). Most review research either focuses on money donation (e.g. Wiepking and Bekkers, 2012; Bekkers and Wiepking, 2011) or focuses on time donation (e.g. Bekkers, van Ingen, et al, 2016). Since money donation and time donation are often discussed together (Liu and Aaker, 2008), systematic review research about them may help the researchers understand and compare them, and so our research aims to fill this gap in the literature.

We use large databases to collect the relevant papers for our research and summarize the results in those papers systematically. We track the publications in academic journals from 2000 till 2020 and summarize the scientific production by years and by journals with bibliometric methods. Then we generate insights about money donation and time donation by summarizing the literature we collected.

First, we summarize the methodologies those papers used, and the names they used to label money and time donations. Second, from the analysis of the literature, we show that although money and time donations can be substitutes, the literature does not have consensus on this, and each paper has its own set of considerations. Therefore, further research is needed to formulate the theory. Third, based on the literature, we discuss how money and time donations influence us: Our decision making, and psychological well-being. Fourth, based on the literature, we discuss what may influence money donation and time donation, differently and similarly. This part comprises summaries of a large number of papers and is divided into psychological factors and socioeconomic factors. The psychological factors are further divided into three categories: The first is about distance, construal, and mindset; the second is about motivations, appeals and morality; and the third is about what are inherent in the consumers themselves - attitudes, beliefs, needs, traits, personality, identity, preferences, etc.

The socioeconomic factors are divided into economic factors, demographic factors and religiosity. Based on such systematic review, we propose a conceptual framework to connect all the factors together.

We are formulating a psychological theory to fit the framework constructed based on our review of the relevant literature. Ultimately, we aim at formulating a set of practical guidelines based on our theories for nonprofit organizations. Since the research in this paper is based on the summary of the literature, we are limited by the scope and depth of the literature.

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THE ACCELERATED NEED FOR DIGITAL MARKETING FOR SMALL BUSINESSES DURING COVID-19 STAY-AT-HOME ORDERS

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POSITION PAPER

COVID-19 has decreased face-to-face interactions and altered shopping behaviors. Small businesses were and still are greatly affected as many are classified as non-essential and thus were closed for Q2 2020. Pre-COVID-19, websites and digital marketing allowed for a connection between the business and the customer. This connection is now the prominent method for customer engagement. However, many small business owners do not have the expertise or considerable financial resources to dedicate to digital marketing. Now more than ever though, small businesses must recognize the role of having an accessible, welcoming, informative website with up-to-date information in addition to engaging social media also with up-to-date information to aid in the survival of small businesses. According to a recent article, online sales grew 76% in June 2020 (Evans, 2020).

In the face of the unprecedented challenges presented by the coronavirus, a group of University leaders in a college town and leaders from around the county banded together in a grassroots movement focusing on helping small businesses remain viable during this period of mandated restrictions and economic uncertainty. The work of this outreach group is to support and encourage small and medium enterprises during the pandemic. We wished to better understand how consumers' sentiment was toward small businesses and their desires for marketing and engagement during this time. A survey was created and made available to consumers in a rural midwestern county from May 19 – 24, 2020. Consumers were recruited to participate through social media, email, text messages and radio messages. A total of 1,001 respondents participated in the survey (about 1% of the county's population). The sample is not representative, though, of the county demographics and we acknowledge this is a limitation. The sample of the respondents were 76% identifying as female, 70% being married, and 56% having attained a four-year Bachelor's degree or more.

We'd like to provide some initial results and proposed recommended courses of action to small businesses at this time. Some initial results of the county-wide consumer sentiment survey suggest social media (61%) being the preferred communication tool respondents desire to connect with their current favorite small businesses. The use of social media to connect with small businesses is amplified when we consider Gen Zers (83%) and Millennials (71%). Social media is still the preferred communication tool with Gen Xers (62%) however the highest rate of responses for text messages occurred from this age cohort (28%). Social media remains the top choice for Baby Boomers (49%) as well however email was the second choice coming in at 30% of Baby Boomers desiring to connect with small businesses in this way. Consumers in the Silent Generation highlight a split in preferred communication tools (29% preferring social media, 29% preferring email, and 24% preferring the newspaper).

Challenges abound for small businesses as repositioning a brand in the consumer's mind is essential as more than ever, consumers have shown a willingness to switch to new brands (Zorrilla, 2020). It's important to recognize the limitations of this single sample, albeit large, data set. This is not nationally representative however provides a glance into consumers' desires for digital marketing to connect with small businesses.

Future research should continue to consider the role of shopping local and consumer's desire to support local small businesses. "Shop local" or "Love local" is more than just a slogan; certain groups of consumers may embrace this trend. Thus, research should work to examine which consumer groups want to support local small businesses and their reasons for doing so. Additionally, research should consider the entrepreneurs perspective of challenges encountered and hesitations to not use digital marketing. While this research suggests consumers are interested in connecting small businesses with digital technologies, why the slow adoption rates of digital technologies by

entrepreneur's pre-pandemic? For entrepreneurs who quickly adapted their business model to move online in the most recent months, what are some of the challenges encountered and what can be learned? What should an overall digital presence look like in the consumer's minds, meaning is social media enough, do consumers expect to see an updated website, how important is Google My Business, etc.?

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NET PROMOTER SCORE: IMPROVING CUSTOMER RELATIONSHIPS

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POSITION PAPER

Retail chains in developing markets have seen an increase in competition and have determined a need for offering customers a distinctive advantage in order to gain and retain those customers. Therefore, it is crucial that retailers engage customers and use appropriate metrics (Korneta, 2014) to evaluate where these companies may come up short in their attention to customers.

One such metric is the *Net Promoter Score* (NPS). The Net Promoter Score allows customers to evaluate a company on a single question: “would or would not recommend company to others?” rated from 0-10 with 0=Would Definitely Not Recommend to 10=Would Definitely Recommend (Reichheld, F. F. 2003). This score then denotes the level of satisfaction the customer may have with the company. Furthermore, NPS can be used as a management system to influence relationships between customers and employees through feedback, which can result in a positive impact on business performance (Faltejsková et al., 2016).

In this preliminary study, we sought to substantiate NPS as not only a measure of satisfaction but also as a means to deepen customer relationships by using textual feedback to identify problem areas. In doing so, we are able to provide managerial direction on a recommended course of action to correct any negative processes experienced by customers.

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CREATIVE TEACHING METHODS TO PREPARE CAPABLE STUDENTS IN CHALLENGING TIMES

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POSITION PAPER

As a result of the pandemic stay at home orders, more firms are experiencing the benefits of working remotely (Fried & Hansson, 2013) and giving employees the option to work from home permanently (McLean, 2020). For marketing educators, this presents a two-pronged challenge. (1) The traditional framework for how marketing has been conducted is experiencing shifts in marketing strategies and tactical approaches, particularly in consumer behavior, supply chain, retail and communication. How can marketing instructors find creative ways to adjust the curriculum to help marketing students prepare for this new marketing environment? (2) How can marketing educators create an engaging and constructive online environment to help teach marketing skills to students who are working from home and are more distracted and preoccupied than ever?

COVID-19 will have a lasting impact on society (Alon et al., 2020; Baker et al., 2020; Baldwin & DeMauro, 2020; Torales et al., 2020). Changing routines and decreased mobility has altered the way consumers perceive and interact with marketing (Bakhtiara, 2020; Nanji, 2020). TV ads have changed their messaging, sporting events have been canceled and digital and streaming services have become increasingly dominant communication platforms (Nanji, 2020). While the United States has seen other major global events in the 21st century, there is no real comparison in modern history. However, some past events have given us a glimpse of insights on the longer-term impacts of the COVID pandemic on behaviors and spending habits. From a marketing perspective, many brands will need to either radically adjust or recreate their marketing plans and communications strategies (Bakhtiara, 2020; Baldwin & DeMauro, 2020; DePietro, 2020; Nanji, 2020).

Future marketing leaders must be prepared to lead and thrive in a post-pandemic environment. To that end, the higher education curriculum should reflect the current challenges marketers face and the shifting ways that individuals expect to access information and communication. Solutions for adjusting and creating curriculum to educate marketing leaders in post-pandemic timeframe include:

- Modernize the curriculum discussion boards and assignments to educate students how to navigate a shifting marketing environment while providing multiple ways to experience learning content.
- Recognize the blurring of lines between work/life/study that students face and consider adjusting approaches to add new standards of flexibility and accountability.
- Acknowledge the breadth of marketing challenges and invite insights from front-line marketing leaders and practitioners. Bring diverse experience to the classroom via video conferencing to share these professionals' in-the-moment experiences. Record video/audio for later reference or future viewing.
- Create case studies that are more representative and reflective of the rapidly changing challenges and scenarios marketing professionals have faced during rapid cultural shifts such as those during the pandemic.
- Facilitate mentorship, networking and job search opportunities, especially for those who may have a more difficult time finding mentors or job listings.

The challenge to effectively implementing any of these strategies is one that is also mentioned briefly, namely, the speed and degree of change. Higher education itself is currently experiencing a high degree of uncertainty (DePietro, 2020b). Furthermore, colleges and universities are challenged with reduced personnel and resources, making already time-consuming curriculum approvals a more significant struggle (DePietro, 2020b). The ongoing research, development and refinement of the curriculum requires instructors to commit to providing students with current and relevant coursework. This can be an intimidating undertaking. A constantly changing marketing environment makes incorporating the full breadth of necessary changes to curriculum daunting. Educators who begin incorporating even

small relevant changes will provide increased value to their students. For example, as annual updates to courses occur, incorporate one or two weeks of a post-pandemic marketing perspective with a relevant lesson or case study.

The current pandemic has no real comparison point in modern history. Most historical data is incomplete and some not relevant. As this event reshapes our cultural values and individual psyches, there are numerous research opportunities from a marketing perspective. New expectations are being set in marketing and some by marketing students. Future research can focus on how to build stronger experiences and interactions that can lead to stronger online communities, coursework and outcomes. Making changes reflective of real-world scenarios and helping students become more prepared for the work-at-home culture and challenging changing marketing norms will help prepare them for the work challenges they encounter.

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MAKING THE BEST OF A BAD SITUATION: OPTIMIZING STUDENT COVID-19 CLASS TRANSITIONS PRELIMINARY FINDINGS

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POSITION PAPER

The Covid-19 pandemic necessitated the unexpected, mid-semester transition from in-class to online formats in three AACSB-accredited university Sales courses. This study investigates the impact of this change on instructor teaching evaluations, student academic performance and student self-reported class perceptions. Preliminary findings and recommendations are discussed.

The instructor was an experienced faculty member who had taught three sections of Sales (80-125 students per section) in each of the Fall 2019 and Winter 2020 terms. The Fall sections used a lecture / experiential in-class pedagogy and student evaluations were based on two examinations (Test One: multiple choice: 35%, Test Two: multiple choice / long answer: 45%) and a group project (10%: report and in-class presentation). The Winter sections initially used the identical pedagogical /student evaluation methods as utilized in the Fall semester but because of the pandemic-related suspension of all on-campus classes in March, a number of class modifications had to be implemented as follows.

First, the remaining lectures were presented in an online format where the instructor posted her PowerPoint slides on the D2L Brightspace course management system and included voice-over lectures. Students would simply press the play buttons embedded in each slide to hear the lecture content. The instructor did not record continuous PowerPoint video files for the entire lectures because students could have become disinterested, distracted or overwhelmed by a prolonged lecture format, students could have had bandwidth, connectivity or internet capacity limitations preventing them from viewing continuous files and students could have had learning / comprehension speed differences which continuous video formats would not optimally support. Other class changes included the second examination being modified from multiple choice / short answer format into an open-book, essay-style format, the in-class group presentation had to be submitted electronically and all student appointments / office hours were held by phone or zoom meetings. After the final grades were distributed, the instructor invited the students to submit any comments they had about the Covid-19 transition to the instructor. Twenty-six students provided comments which ranged from a few sentences to several pages long.

Many students mentioned that the transition of the Sales classes had been ‘good’ for a number of reasons. First, students were ‘happy’ with the Sales course modifications because they were not ‘caught off-guard’ by the changes. In particular, anticipating the University’s closure, the instructor had discussed the possibility of class modifications during the last in-class lecture she had held for each section. Because of this pre-emptive, in-person discussion, students stated they felt ‘at ease’ when the campus closures were formally announced: they ‘knew it was coming’. Once the official closure was announced, students also stated that class modifications were done ‘very quickly and clearly’ which also reduced the ‘fear and worry’ the students had about the class. Specifically, as soon as the campus closed, the instructor immediately posted a D2L announcement outlining what students could expect for their lectures (voice-over PowerPoint) as well as specific written instructions and rubrics for Test Two and the group presentation. The instructor also posted communications on the D2L course homepage at least twice per week and any critical information was also emailed to each student personally. Student emails were also responded to within several hours of receipt, without exception. Further, as soon as the instructor completed her expedited grading for the outstanding student evaluation components, she immediately posted all grades to the course homepage to further reduce the ‘extreme stress’ students had about their course results. The students generally favorably commented on the ‘rapid, extensive, detailed and clear’ communications of the instructor and particularly were ‘delighted’ with the

speed at which the new test/ group presentation instructions and rubrics were posted. Some students remarked that they ‘wished all instructors had been so fast to post information and respond to questions...’.

On the other hand, students did complain that they had to write an essay rather than having a multiple choice examination and they also expressed ‘anxiety, anger and frustration’ with the fact that many of their other exams had become essay-style as well and were ‘all due at the same time’, which was ‘overwhelming’ to them. Students suggested that the University could have done a better job in scheduling essay exams over a longer time frame, however this change was logistically impossible, given the obligation of instructors to submit final student grades to the University by an unalterable date (due to a number of external regulations). Students also indicated that, in comparison to the Sales instructor, some other instructors were not clear or timely with respect to informing them about changes in course evaluations, did not tell them how the rest of the classes would proceed, did not post information on their course homepages on a regular basis and did not respond to emails for what the students described as ‘huge’ periods of time; some instructors were described as ‘basically terrible’ with their student communications and class management techniques. Based on the qualitative data, the instructor’s responsive, rapid and clear communications which informed and supported students’ expectations about the nature of their classes and their evaluations helped to optimize self-reported student perceptions of Covid-19 class transitions in this case.

Because of the unexpected on-line class transitions, the instructor anticipated that both her teaching evaluations and student grades would be reduced. In fact, (after ensuring data normalcy), T-tests comparing the instructor’s teaching evaluations and the student grades revealed no significant differences between the Fall and Winter results. And although causal, moderator and mediator and other quantitative data still need to be identified and analyzed for these particular circumstances, the preliminary qualitative data appears to point to regular, clear and informative student communications as strong contributing factors in the successful transition of courses in the Covid-19 environment. Thus, instructors facing any similar future unexpected course changes may find it useful to employ the types of student communications described here to ensure enhanced class transitions specifically with respect to optimized instructor evaluations, student performance and student self-reported class perceptions. More specific results based on additional qualitative data and analyses will be forthcoming in future research.

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HIGH-IMPACT PRACTICES

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PANEL PAPER

The changing nature of the learner is receiving considerable attention in academic works and the media. Universities are concerned with engaging students in an academic climate riddled with student apathy, a general lack of active involvement in learning, and declining test scores (Shanahan et al., 2006). Implicit within much of the current discussion is an assumption there are high levels of academic disengagement ranging from boredom among students (Dugan et al., 2019) and free-riding on group assignments (Harding, 2018), to lackluster educational materials (Manzon, 2017) and lack of engagement in low-tech versus high-tech classrooms (Mendini & Peter, 2019). Generational differences are determined to be the main reason faculty must redesign and rethink their teaching because the current generation is characterized as students with reduced attention spans, reduced work ethics, and an overarching inability to connect with traditional forms of media, books, and other printed materials (Hunter-Jones, 2012). Therefore, faculty question: what high-impact practices engage students today?

The Association of American Colleges and Universities (AAC&U) advocates ten “high-impact” educational practices including (1) first-year seminars and experiences, (2) common intellectual experiences, (3) learning communities, (4) writing-intensive courses, (5) collaborative assignments and projects, (6) undergraduate research, (7) diversity/global learning, (8) service-learning and community-based learning, (9) internships, and (10) capstone courses and projects (Kuh, 2008). High-impact practices are effective because they entail a considerable time commitment, compel students to communicate with peers and professors, expose students to diverse ideas and people, offer students regular feedback, and facilitate opportunities for students to apply their learning outside of the classroom (Kuh, 2008).

In this paper, the authors discuss three specific examples of high-impact practices: service-learning, collaborative projects, and undergraduate research. First, the idea behind service-learning is to give students the opportunity to apply what they are learning in a real-world setting. Working with community partners through service-learning is good preparation for citizenship, work, and life (Kuh, 2008). In addition, participation in service-learning is positively associated with a variety of diversity outcomes (Kilgo et al., 2015). Second, collaborative projects can range from study groups, to team-based assignments and writing, to group projects and research (Kuh, 2008). Studies have linked collaborative projects to growth in personal development (Kilgo et al., 2015). Furthermore, cooperative learning approaches have a significant positive effect on student achievement (Springer et al., 1999) and can increase student learning (Gorvine & Smith, 2015). Third, the goal of undergraduate research is to involve students in systematic investigation. Numerous studies suggest positive benefits of undergraduate research on students’ persistence to graduation (Kuh, 2008). Likewise, students who participate in undergraduate research are more satisfied with their overall educational experience (Brownell & Swaner, 2009).

Service-learning is an excellent way to engage students in academic learning due to the natural pedagogical fit for business courses. For instance, in an Integrated Marketing and Brand Communications course, students form groups and act as a small agency providing marketing expertise to the community. Simply put, service-learning is a type of experiential learning aimed at providing marketing services to local businesses and non-profit organizations. Underlying goals of student projects include building academic skills while also developing a sense of civic responsibility and a commitment to the community. Overall, students: (1) gain experience working with one client during the semester, (2) provide actionable recommendations to the client, (3) practice consulting and relationship management skills, and (4) apply the skills learned in the course to real business needs.

Collaborative assignments and projects are one of many high-impact practices that students can use to apply their learning. There are many types of collaborative projects and the level of collaboration can change based on the depth of the project and course content. Similar to service-learning, there are many benefits to collaborative projects,

aside from technical skills, that students gain such as transferable skills including: (1) team work, (2) leadership, (3) personal motivation, and (4) communication. One example of a class project is in a Digital Marketing course. The students developed an eBook focused on digital marketing topics which the students then promoted via digital marketing channels (e.g., social media, paid search, paid social, email marketing, a blog, and a website).

Undergraduate research is a natural fit for a variety of undergraduate marketing research courses, such as consumer behavior, but can also be implemented in broader business courses. It is also ideal for independent study as well. Undergraduate research affords students the opportunity to be curious, ask questions, conduct empirical research, analyze data, and work to answer their own questions. As a result, students develop independent, critical thinking skills along with oral and written communication skills. While enhancing the student learning experience through undergraduate research, faculty members can also benefit from a productive research agenda. The university also benefits from students and faculty presentations and publications.

Adopted from the AAC&U, service-learning, collaborative assignments and projects, and undergraduate research are high-impact practices that can support learning by providing students hands-on experience and opportunities to apply knowledge gained from coursework. Most high-impact practices require more time commitment from instructors as they need to be available to answer questions outside of strictly content and technical skills. Whether structuring research questions, engaging in collaboration, or managing communication with clients, the type of learning that takes place in high-impact courses transcends static, academic knowledge to become transferable, applied knowledge. High-impact practices should consider the importance of balance between the practice and the content knowledge. For instance, students should have a strong understanding of the content prior to supplementing the course material with high-impact practices.

Here, we offer three suggestions for future research in continuing the discussion of high-impact practices for faculty. First, for service-learning courses, future research might explore the personal rewards students receive in engaging in community work. Specifically, research should consider the philosophical tenets of service-learning as an expression of values – service to others, community development and empowerment, and reciprocal learning (Jacoby, 2015). As such, how do students develop broader social-emotional skills related to leadership, ethics, and volunteerism? Reflective assignments offer one way of assessing the personal rewards. Second, future research should explore the different types of collaborative projects and associated impacts on student learning. For instance, research might cross-compare group projects with one course, collaborative projects across courses with no contact, collaborative projects across two courses, and collaborative projects across many courses with a shared experience. The possibilities of collaborative projects are many, and research should investigate the various pedagogical approaches for different types of courses. Third, the benefits of undergraduate research are well documented in the literature, thus research should explore the barriers that prevent students and faculty from participating in undergraduate research. Specifically, what are the reasons undergraduate business majors do not participate in academic research? Also, what difficulties do faculty encounter when engaging undergraduates in research projects? Lastly, how can universities integrate undergraduate research into their curriculum and provide monetary support for students and faculty who participate in undergraduate research?

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ONLINE ASYNCHRONOUS STRATEGIES FOR INTRODUCTORY MARKETING

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POSITION PAPER

Keeping students engaged: in a normal introductory course in marketing- is difficult, in one that is large- extremely difficult, and in a large one taught online asynchronously- impossible?

Evidence suggests that students are often disengaged in introductory marketing classes for a variety of reasons. Low interaction with faculty members, a lack of individual accountability, an impersonal environment and lack of discussion have been frequently associated with introductory classes (Wulff, Nyquist, and Abbott, 1987) because they are often large in size and selected by students because they are required not necessarily desired. These complaints often stem from faults with the lecture format which encourages one-way communication and discourages active learning. (Cooper & Robinson, 2000).

If a good portion of an introductory marketing class is structured as a discussion rather than a lecture, participation and engagement can be generated. Participation is a key factor in both promoting student engagement and sharing of ideas from different perspectives (Farranda & Clarke. 2004; Peterson, Albaum, Munera & Cunningham, 2002). These in turn lead to better learning outcomes (Taylor, Hunter, Melton & Goodwin, 2011; Sweeney, Morrison, Jarratt & Heffernan, 2009). Moreover, student interaction helps to emphasize the student's role in co-producing learning outcomes (Taylor, Hunter, Melton & Goodwin, 2011).

However, creating engagement in asynchronous, online discussion threads is particularly difficult in large introductory marketing classes. The time involved in responding to hundreds of posts is prohibitive and the lag in response time is likely to fuel engagement. One possible solution may be to center discussion threads on student-to-student communication involving student directed topics (Mooney, M., Southard, S., & Burton, C.,2014).

Using humor (Wanzer, Frymier and Irwin, 2010) can produce a positive affective state that leads to higher attention, motivation and memory retention. Using humor is also consistent with another style strategy, building "mindfulness" by continually calling back to the present moment (Schoeberlein and Sheth, 2009). Keeping a joint presence helps students to remain engaged without mindlessly wafting back to some past event or future preoccupation.

Establishing instructor presence is more difficult in an online, asynchronous setting (Ekmekci, 2013). One possible solution may be to provide short, humorous videos and remote zoom meetings with smaller segments of students interspersed throughout the semester. Different types of assignments with context in multiple formats, allows individual locus of control, and encourages active collaborative interaction between students and their instructors (Glenn, 2018).

These strategies are intended to help student engagement, but they are stimulating for instructors as well. This helps support a high level of enthusiasm that then supports student engagement. Much more research is needed to validate specific areas of online, asynchronous learning strategies.

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A FLEXIBLE FORMAT ACTIVITY FOR TEACHING CONSUMER MOTIVATION USING THE THEORY OF PLANNED BEHAVIOR

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POSITION PAPER

An understanding of the drivers of consumer motivation and steps that can be taken to influence consumer behavior are essential for students planning to embark upon careers in the field of marketing. The Theory of Planned Behavior (TPB) helps marketers to understand and predict consumer behavior {Icek, 1991 #995} by providing a framework to assess consumer behavioral intentions {Ajzen, 1991 #995} {Ajzen, 1991 #995} (Ajzen, 1991). As such, understanding of TPB is important foundational knowledge for every marketing student.

For the seasoned marketer or marketing academic, the TPB may seem straightforward. However, marketing students can be daunted by the collection of new terminology, non-observable factors, and calculations associated with the TPB. This cooperative learning assignment can help students learn about consumer motivation and TPB. It guides teams of students through simplified estimation of behavioral intention. This assignment employs a flexible format and can be employed with remote, in-person, or hybrid learning formats. The presentation of the activity will provide a detailed examination of the activity.

Context

The TPB is comprised of three formative components, Attitude toward a Behavior (AB), Subjective Norms (SN), and Perceived Behavioral Control (PBC) (Ajzen, 1991). When well-executed, the TPB can offer actionable paths for strengthening consumer intentions to engage in the desired behavior when the marketer possesses a strong understanding of the theory.

Solution

By completing the activity, students learn about drivers of consumer motivation and behavior. The activity is appropriate for Introduction to Marketing Management, Consumer Behavior, Marketing Strategy Capstone, Retailing, and other courses. Congruent with principles of Experiential Learning Theory, or ELT (Kolb & Kolb, 2017), the activity is intended to be completed as part of a learning cycle that may include the following components.

1. Following completion of assigned readings on consumer motivation, high-effort decision-making, and TPB, students participate in an interactive lecture on the topics that includes a visual introduction to TPB. The introduction includes an example of the types of questions employed to assess its components and calculations to estimate behavioral intention. As part of reflective observation, students are encouraged to consider the usefulness of the TPB framework. At this stage, the instructor plays the role of subject expert (Kolb & Kolb, 2017).
2. In the next stage, students are divided into teams of four persons and assigned a familiar product to serve as the focal product. A favorite has been “PopTarts”, with the focal behavior “intention to buy and consume the product.” One member of the team plays the role of “research participant”. The other three serve as the researchers. The researchers spend the first stage of the activity engaging in a form of abstract conceptualization and developing a series of Likert scale items to assess the three components of the TPB and inputting these into the survey and calculation document that is provided by the instructor. The research participant does not participate in this development. In this stage, the instructor serves as standard setter and evaluator of the survey tools (Kolb & Kolb, 2017).
3. In the third stage, each team of researchers surveys its participant. Once the survey is complete, the whole team conducts the analyses to estimate behavioral intention and other variables of interest. This aligns with active experimentation and the instructor acts as a coach and guide (Kolb & Kolb, 2017).

4. The final stage consists of a discussion to help students process the experience and develop personal “takeaways”. During this stage, the teams report results, particularly those that were not anticipated. The instructor poses questions regarding how the results of the survey can inform marketing efforts to increase the desired behavior. In this stage, the instructor plays the role of facilitator (Kolb & Kolb, 2017).

Challenges and Suggestions

Because of the multiple steps and level of understanding and integration needed, this activity is best included as a part of a synchronous learning opportunity. If an asynchronous activity is desired, the activity may be divided into components with feedback following each one to ensure accuracy. For example, students may complete the section on Behavioral Intention and receive feedback before moving onto the section on Subjective Norms.

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DEVELOPMENT OF HYBRID HIGH-IMPACT PEDAGOGY AT CLARION UNIVERSITY OF PENNSYLVANIA

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POSITION PAPER

This study aims at improving undergraduate students' learning via hybrid high-impact pedagogy. Hybrid high-impact pedagogy, hereafter called as hybrid pedagogy, refers to integration of three high-impact educational practices: service-learning, research, and internships. Service-learning's impact on learning can be further improved by integrating high-impact practices such as undergraduate research and internship with real world companies (Bringle, 2017; Kuh, 2009, 2012). Students will co-create, conceptualize, design, execute, and analyze projects under the mentorship of faculty, company managers, and Small Business Development Center (SBDC) consultants. This project is unique due to its hybrid nature involving service-learning and class-room learning to develop an entrepreneurial ecosystem in the Clarion region. Thus, the purpose of this study is to develop a hybrid high-impact pedagogy that can provide high-value educational experience to the undergraduate students in marketing discipline.

Service-learning is the intersection of teaching and service, wherein students participate in an activity that provides benefit to the community and an understanding of the course content to the student (Andrews, 2007). *Undergraduate research* engages students' minds actively in raising important questions and finding out solutions using scientific techniques (Kuh, 2009). *Internships* provide opportunities to students to work directly with professionals in professional settings to gain first-hand experience of their future career (Hansel, 2012). Thus, a hybrid high-impact pedagogy is designed by intentionally integrating service-learning, research, and internship educational practices along with continuous assessment to provide students with a more robust, comprehensive, long-term, and deeper learning experience as compared to the individual and traditional pedagogies (Bringle, 2017). Additionally, students like project-based learning as it emphasizes knowledge construction rather than memorizing facts and theories-also referred as "pedagogy of poverty" (Kanter & Konstantopoulos, 2010).

In specific context to *business schools*, researchers have proposed a need to integrate service learning options in business education to add value in the classroom and communities (Andrews, 2007). Weldy and Turnipseed (2010) implemented a management project with a real-world organization and found that actual learning exceeded the anticipated learning. To ensure the success of such studies, Bringle and Plater (2017) stressed the need of well-defined learning objectives, activities (in a community), regular reflection, and systematic assessment. Thus, as suggested by Bringle (2017), a hybrid high-impact pedagogy integrating service learning, undergraduate research, and internship will be developed to enhance overall educational experience, fulfilling learning goals, and benefiting the community. The key learning goals in the marketing courses include identifying and analyzing marketing problems to find the best solution for the company. Marketing problems refers to a company's existing marketing practices that may be changed or modified to improve the company's overall performance in the market. Students will engage in undergraduate research to identify the company's marketing problem and develop solutions to solve it. Undergraduate research has documented validity for its positive impact on students' learning (Bringle, Reeb, Brown, & Ruiz, 2016; Minkler & Freudenberg, 2010; Kowaleski, 2004; Van de Ven, 2007).

This pedagogy development study will be conducted at the management & marketing department in college of business at Clarion University of Pennsylvania. Two marketing courses: Marketing Problems (MKTG465) and Marketing Research (MKTG461), spread across two semesters, will be utilized to implement the proposed pedagogy to assess its impact on students' learning outcomes and benefit to the local companies. The students enrolled in these courses will work with local companies to solve their marketing problems. The Clarion area SBDC will approach local companies to gauge their interest in working with marketing students. Syllabus will be designed by the marketing professor to meet the academic learning goals and the service-learning goals from the course. Syllabus will be vetted by the experienced professors before implementing. Participants in this project include around 35 undergraduate students, a marketing professor (project director), several SBDC consultants, and at least ten local companies.

Undergraduate students from these courses will be paired with local companies in the Clarion area. The project will be focused on analyzing current marketing practices in the companies and developing a marketing strategy to improve the company's performance. Students will analyze, co-create, conceptualize, design, and execute the projects along with their mentors (company manager, SBDC consultant, and project director/professor). Student learning and project work will take place at three primary locations: classroom, SBDC's computer lab, and the company's location.

In fall semester, marketing research course will include the following: students briefing by project director on project, schedule, and expectations; SBDC presentation on resources (e.g., industry databases, market research reports); partner company's presentations on their current business practices and marketing challenges; students visit to assigned companies to collect data/information; marketing environment analysis (SWOT, industry, competitors, customer) using secondary data; SBDC computer lab visit to work and get advice; feedback and mid-term project approval from mentors; secondary research using review of literature; primary research using survey for consumer insights (if required); data analysis using statistical techniques (if required); presentation on the identified problems and marketing strategy to overcome those problems (recommendations) to all stakeholders including community (partner companies); assessment by mentors. In spring semester, students will continue their projects with the same company in the marketing problems course. Any new student joining this course will be placed in an existing group after the initial briefing. It will include the following: implementation of marketing strategies developed in the previous semester and monitoring of its progress; meeting with mentors; change of strategy (if required); collection of additional data/information using secondary and/or primary sources (if required); presentation of results to mentors; feedback and review of implemented marketing strategy; final presentation to all stakeholders; project report writing; and final project assessment by mentors. It is important to mention that the project will be independently assessed for both the courses. Regularly structured reflection from the beginning of the project (e.g., reflection on meetings) will provide continuous feedback via formative assessment. The impact assessment will be measured directly and indirectly as per AACSB guidelines. Direct measures via the summative assessment of learning such as performance demonstrations and course embedded assessments (e.g., project report, and presentations) and indirect measures via self-reported responses (e.g., pre and post survey) will be adopted to ensure learning goals and community benefits are met (AACSB, 2018; Bringle, 2017; Pringle & Michel, 2007).

Service learning plus research (also referred as participatory community action research) will be utilized to create a new marketing research course. This new course will be different from a traditional marketing research course as it includes a civic component. Emphasis will be on identifying newly uncovered problems in a specific context, providing scientific evidence, collaborating to conduct research beyond classroom settings, and examining, interpreting, and integrating research findings for the benefit of all constituencies. This new marketing research course (service learning plus research) will produce much higher learning outcomes as compared to courses using only service learning approach. To further enhance the impact of this pedagogy, a third high-impact educational practice "internship" will be merged with service learning and research. Thus, a second-order hybrid pedagogy will be implemented in the other marketing course - marketing problems. The emphasis in this course will be to implement the marketing strategy developed in the previous semester to their company and its assessment. Students will regularly visit the company, SBDC center, and to meet customers (if required) to monitor and assess the strategy. The important aspect of this pedagogy is that it includes collaborative work, regular reflection, and systematic assessment. Moreover, a key feature of this pedagogy is mentored projects. The experience shared by three mentors - company manager, SBDC consultant, and professor, having different backgrounds and knowledge, will provide extremely rich and valuable learning experience for the students.

The intentional design of these two marketing courses utilizes two key components: hybrid pedagogy and collaboration (alliance) between Clarion University, SBDC, and community (local companies). Thus, along with enhanced educational experience for students and benefits to community partners, an important outcome from this pedagogy is the development of an entrepreneurial ecosystem in Clarion area, which is based on the belief that "Alliances are vehicles of opportunity, having a formal structure for alliance creates a laboratory for learning" (Inkpen 1998, p.224).

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REFLECTIVE-LEARNING BY MEMES: ENGAGING STUDENTS DURING THE COVID-19 PANDEMIC

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POSITION PAPER

The spring break of 2020 for most universities in the country ended very differently than the typical schedule. The expected learning outcomes of the regular semester with face-to-face delivery format were upended with educators forced to alter the same for online delivery. The situation was more of crisis management with little clarity of what was expected of faculty and students. Flexibility and adaptability were the keywords driving the transition. In the shift to online format, assignments needed to be reevaluated to account for not only the change in the delivery format but also student morale amidst the uncertainties surrounding the crisis. As events unfolded over spring break, the news as well as the social media platforms amplified popular memes shared by the public. This mimetic discourse inspired one of the authors to develop a new assignment to engage students with a reflective learning experience that integrated their lived experiences as the situation unfolded during the remainder of the semester.

The term “meme” is considered to have been coined by British evolutionary biologist, Richard Dawkins, who described it as a cultural entity or idea that replicates, evolves, and is passed from person to person (Martindale 2020). The advent of the internet resulted in furthering the concept to the online domain where Shifman (2014, 2) defines internet memes as “the propagation of items such as jokes, rumors, videos, and websites from person to person via the Internet.” The proliferation of memes in popular culture has generated interest amongst academics in fields such as communications, journalism, media and arts. For example, in one of the most extensive analysis of 160 Million static image memes from four web communities, researchers found the meme ecosystem to be highly responsive to real world events demonstrating complex, interlinked relationships between meme creators and sharers (Zannettou et al 2018). In recent times, memes are extensively used in K-12 education to engage students (Baysac & Emmanuel, 2017; Harshavardhan, Wilson & Kumar 2019).

Memes as a pedagogy tool was ideal for this reflection learning based assignment as visual content is now ubiquitous in marketing. With the advent of the internet and proliferation of social media, people are sharing and communicating with pictures and videos. Marketing educators have been called upon to adapt to these fast-paced changes with a digital first approach in the curriculum (Rohm, Stefl & Saint Clair 2019). This expectation was brought to the forefront due to the unexpected disruption of campus closure because of the Covid-19 pandemic. The challenge was to adapt to the online domain while maintaining relevance and engaging students. The assignment was thus organically developed in line with the tenets of reflective learning practices proposed by Schon (1983, 1987). Reflective learning occurs when students review their extant knowledge to assess their own experiences. Reflection *in action* occurs when one reflects on the behavior during the time when it takes place. Reflection *on action* occurs after the event where one can reflect looking back at the situation. Since students experienced the consequences of the Covid-19 pandemic during the semester, demonstrated in the memes they found, their reflections can be construed as *in action* i.e. at the time of occurrence. Prior research has shown the effectiveness of reflection on learning (Lew & Schmidt 2011). Reflective learning has been successful in online blogging where students document their experiences (Muncy 2014).

The main objective of the assignment was to engage students in a reflective learning exercise that allowed them to integrate their lived experiences during a pandemic. The assignment required students to research for two weeks and write a 1000-1500-word descriptive essay reflecting on the broad questions: (1) What are memes? and (2) Choose one of your favorite memes (it could be a video or picture) from the corona-virus pandemic and why you find it interesting. Twenty-six undergraduate students in upper division marketing elective courses and seventeen MBA students in two small rural public universities completed this assignment as part of their course learning outcomes. The open-endedness allowed students the freedom to incorporate what they were experiencing in real time and integrate into the marketing knowledge covered in their respective marketing courses in the two institutions. Upon

submission of the assignment, students completed an open-ended questionnaire that asked them to reflect on (1) why people create and share memes and (2) describe what their favorite Covid-19 meme was able to achieve. These reflective essays informed their learning outcome assessment and constitute the data for this study. Emergent findings indicate that memes people find interesting are deeply relatable and able to convey a serious/difficult message in a lighthearted manner. For example, a student listed the “Olympic games Tokyo 2020 - (Safely Distance)” as their favorite and explained how the ring separation demonstrated that all of the continents and individuals within are having to distance themselves in order to be reunited and come out of this pandemic as one again. Another student chose a picture of Meryl Streep with the quote “you are the dancing queen, young and sweet, stuck in quarantine.” Whereas the memes made them laugh, students also reflected on “how fortunate I am. I am very lucky to be healthy, fed, independent and so much more.”

Majority of student feedback perceived the assignment as educational and enjoyable in uncertain times. It can be adapted to any business course that considers popular culture and real-world events. These include not only marketing courses but also other business functions such as finance (e.g. an assignment for students to create memes explaining finance concepts in a fun manner). Other suggestions include exploring how firms and entrepreneurs utilize memes or participate in memetic culture to build their brands. Sentiments of consumers demonstrated in memes is another area for students to explore.

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ARE SIMULATION-BASED LEARNING (TEAM-BASED) ASSIGNMENTS EFFECTIVE ASSESSMENT TOOLS OF INDIVIDUAL LEARNING OBJECTIVES: ISSUES AND RESOLUTIONS

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POSITION PAPER

This paper presents background information on assessment (a snapshot in time), issues, resolutions, and recommendations for future research are addressed herein as to: 1) assessment vs grading, 2) team-based measurement tools, 3) team or individual assessment, 4) learning achieved not teacher centric results, and 5) resolutions for effective assessments of learning outcomes. This paper is based on teaching and assessing learning objective experiences for 31+ years and participation in the AAC&U Value Rubric certification program. The authors have collectively conducted assessments for 12 years of MBA level marketing courses, 21 years at undergraduate level, and program level assessments at AACSB accredited universities.

Concepts that are often misunderstood and difficult to conceptually differentiate are assessment and grading. Grading is based on metrics often assisted by rubrics, quizzes, or exams. Assessment means determining that students have successfully gained a skill or skill set at a specific level. For example, quantitative interpretation, meaning an ability to explain information graphically. Assessors often find themselves falling back on "grading" not "assessing." Assessment requires a different skill set than the grading. The focus herein is on effective assessment, use of team-based assessment tools (e.g., simulations), and the professor's influence on outcomes verses effectively meeting or exceeding course learning objectives for the program.

Once marketing majors graduate, they often work in teams in business. Thus, often team projects are a norm. One team-oriented learning tool, simulations, has become a popular assessment tool. So, the question is whether simulations or any other team assignments are appropriate tools to assess how well individual student learning meets or exceeds course learning objectives. Using a team-based simulation for assessment cannot reflect the individual student's learning. Teams often have members who carry the team and those whom free ride. Students tend to divide up the work and only learn their portion. Due to social responding, peer evaluations often do not reflect an individual's performance; consequently, using team performance results may appear acceptable but are not. Assessing student learning using a team-centric tool (e.g., simulation) skews results. A secondary assessment tool used in conjunction with the simulation could better determine the students learning. Using an assessment tool that requires the student to demonstrate his or her knowledge from participation in a team-based project can be useful in demonstrating if learning objectives are met.

From conducting assessments over many years, experience has taught that assessment tools may not be the only issue in effectively assessing learning objectives. How the course is designed and taught, how assessment questions are worded, and how assessment data are collected are parts of assessment effectiveness. For example, assessing year-after-year in one or two sections of a course taught by the same one or two professors' does not assess student learning across the discipline. In other words, this assessment behavior confuses professor and class effects with student learning. For some, assessing learning outcomes may drive them, especially an untenured professor, to focus too heavily on learning objectives by teaching to the objective while shortchanging overall learning. Using an assessment metric of a grade achieved (e.g., 80%) by (e.g., 90%) of students does not alone adequately measure acquisition of knowledge for a specific learning objective. If the professor focuses on learning objectives to obtain higher scores, is an easy grader, and/or foregoes other essential course-related or academic skills, the assessment may look good. However, is real learning acquired that will benefit the students more than a narrow focus on a learning objective assessment measure (e.g., question on a quiz or exam).

Understanding the purpose of assessment should be part of new faculty development to avoid a *teaching to the test mentality* (a tenure acquisition tool). Assigning the same professor's courses to be assessed repeatedly assesses the professor's ability to reach a percentage goal and not the course objectives. This type of assessment does not look at the overall program's ability to reach objectives. If at all possible, learning objectives should be assessed in multiple course sections or at a minimum it should be rotated among faculty annually. All course sections should be assessed anonymously (unknown to the assessor), without professor(s) of the course, doing the assessment. It is recommended that more than one person conducts the assessments. This technique has been used successfully across multiple MBA marketing strategy courses. Further, department chairs should be certified in proper assessment of course learning objectives strategies and understand that faculty should be judged on overall teaching performance rather than meeting magic and often arbitrary percentages for course objectives. Critical and analytical thinking, reasoning, interpretation, and other skills should be fostered in the classroom. Learning needs to be based on an inclusive and genuinely transformative learning experience. The research team's perspective on using team-based assessment tools for course objective assessment is not to use them. But instead use a secondary tool that measures objectives to demonstrate knowledge acquired using the team-based tool. The 80% objective met by 90% of students must be individual student's responses to assessment of a team-based project not the professors' grading.

Research should be conducted comparing faculty certified in assessment and those who are not as to their ability to determine the difference between grading and assessing. The findings can help determine if assessment versus grading is systemic and the level of assessment training provided. Further, research needs to determine the level of influence on assessing course learning objectives without anonymity for new faculty and nontenure track professors and its effect on the assessment.

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HOW DO MACHINES LEARN? AN EXPERIENTIAL LEARNING PROJECT APPLYING GOOGLE'S ARTIFICIAL INTELLIGENCE TOOLKIT IN AN UNDERGRADUATE MARKETING COURSE

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POSITION PAPER

The business world is awash with dire warnings of artificial intelligence (AI) and machine learning (ML) changing marketing in ways and speeds beyond the current workforce capabilities. Today, with rapid changes in the ways consumers make purchase decisions using their handheld device based applications, marketers are obligated to apply complex software tools to complete even simple marketing tasks such as creating content for their business websites, blogs, YouTube channels, Twitter handles, Facebook pages to name a few. One of the most rapidly evolving trends in digital marketing efforts is using Artificial Intelligence (AI), a method of using complex software tools to enable machines to learn and respond in an independent manner without human intervention. With a wide range of predictions 9% to 47% of US jobs becoming automated by 2030 (Winick 2018), it is important for educators to introduce students to current digital trends and set them on the path of being lifelong learners who may soon be responsible to create and direct automated business tasks. For higher education institutions, the need for applicable technological knowledge in curriculum is critical in recent times and this assignment was developed to address a recent call by marketing educators for the same (Crittenden and Peterson 2019).

The Innovation Exercise:

The primary goal of the exercise is for students to understand how machines learn and subsequently acquire AI to perform certain tasks previously undertaken only by human intelligence. There is much debate over an universal definition for AI with various fields developing their independent interpretations. As defined by Merriam-Webster dictionary, Artificial intelligence is "(1) A branch of computer science dealing with the simulation of intelligent behavior in computers. (2) The capability of a machine to imitate intelligent human behavior." A broad task-oriented classification of AI consists of Weak AI and Strong AI. The former are software technologies trained to perform narrow, structured tasks. For example, a Weak AI will learn all the rules of a game like chess in order to play the game on its own. Google's AlphaGo is an example of a complex Weak AI which competed and beat a human champion at the game of Go, a complex game. A strong AI typically consists of complex software technologies learning to perform complex tasks typically performed by a human. There is a tremendous amount of work being undertaken to develop Strong AI tools in present times albeit with no current example demonstrated in the public domain.

Since automation is prominent in marketing's content oriented world (State of Inbound Report 2014-2015), this project also helps in developing an understanding of how AI works in the backend, a higher order learning skill propagated by Bloom's Taxonomy of *synthesis* (ability to strategize, construct or 'do' subject matter) and *evaluation* (capability to assess the creation in context of subject matter). For the purposes of this pedagogy research study, senior undergraduate marketing students in an upper division elective course were introduced to a version of the Weak AI through the educational tools provided by Google's AI platform. A grant fund was utilized to acquire ten Google AI Vision tool kits. Forty-three students completed the semester long assignment. The assignment was a sixteen weeks semester long project where students were divided into teams of four-five to better manage the limited number of tool kits. At the start of the semester, to introduce students to the new idea, first, prevalent AI trends were shown. Second, existing examples on several topics relevant to student interests such as Facial Recognition technologies (FRT), voice recognition technologies (VRT) and text based AI were demonstrated to inform them of AI applications (e.g use of Chatbots in Customer Service, voice recognition in Amazon's Alexa, facial recognition to activate smart phone devices). Third, government, academic and marketing practitioner reports articulating a need for employable workforce who are proactive in acquiring digital technology skills were highlighted. Lastly, an existing gap in the job

market indicating a need for such employees were also shown. To ensure that students are primarily engaged in learning a new skill, the project was designed as an outline with suggestions to integrate business concepts and organize secondary data information. Prior to working on the toolkits, each student completed an online course to familiarize themselves with AI concepts. This course is “Understand the basics of machine learning” available for free from Google. Students were encouraged to work together as a way to motivate and engage in their team for the main project. While students were required to complete the first free course, an excel spreadsheet was maintained to keep track of student progress of the second course as it comprised of multiple modules.

The Google Vision Took Kit project comprised of gathering image dataset and using it to train the AI device. Since the intent was for students to understand how machines learn, it was important for them to also understand ethical implications of collecting image data. The nonverbal communication of body postures from Massachusetts Institute of Technology (MIT) Biological Engineering Communication Laboratory was chosen as a taxonomy for imagery. The three main postures termed “Power Poses” were (1) Command Space (2) Assert Importance and (3) Feel Comfortable. This was based on the understanding that the full body with distinct postures will allow for a smaller dataset to train the software rather than facial features alone. The goal was to work with images generated by the students rather than secondary data to further reflect on the ethicality of sourcing data to train AI. For instance, MIT has now deleted their highly cited 80 Million Tiny Images Database that was used to train ML systems due to racist and misogynistic content. It was therefore important for students to reflect on the ethics of technology as an assignment objective. Thus, a student- developed image database was utilized for this assignment. After completion of the project, students submitted descriptive written responses to a few open ended questions about their experiences of learning this advanced digital knowledge. Currently, this learning outcome assessment data is in the analysis phase. Emergent findings demonstrate a deeper understanding of not only the technological aspects of AI but also the ethical aspects from their learning experience of collecting images for the dataset to train the AI. The innovative exercise demonstrated in this research applies an active learning approach recommended by Bloom’s Taxonomy of higher order learning. Students engage in a practical project which not only apply to the learning outcome of the course but also learn a technical skill that adds value to their resume and job portfolio. This assignment can be adapted to meet any course curriculum as a way for students to gain a first-hand understanding of the fundamentals of AI.

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PROMOTING ACTIVE LEARNING THROUGH A MULTI-SEMESTER DIGITAL MARKETING PROJECT

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POSITION PAPER

Marketing educators have suggested many benefits of active learning such as overall career success (Manzon, 2017) and enhanced learning of key concepts (Wooldridge, 2006). In particular, marketing programs can emphasize active learning by allowing students to generate and develop their own ideas as part of coursework.

In this position paper, a digital marketing project is described that provides students with an opportunity to implement their own idea for a unique website. Beyond teaching students how to design and develop a website, the project integrates a series of advanced digital marketing topics (e.g., conversion optimization) and tools (e.g., Google Optimize for A/B testing). An additional distinguishing characteristic of the project is that it spans multiple semesters and helps to integrate the content across two digital marketing courses.

The project was implemented as part of two courses that compose the new Digital Marketing Certificate (DMC) program at Fort Lewis College, a public college in Durango, Colorado. The project is introduced as part of the initial course in the program, Introduction to Digital Marketing. The project then carries over into the Advanced Digital Marketing class, which builds on the foundational concepts established in the introductory class.

In the Introduction to Digital Marketing class, the project kickoff involves the initial idea generation. Students are asked to individually propose several ideas for a unique website. While some constraints are provided (e.g., the ideas need to be classroom appropriate and should focus on generating unique content), students are encouraged to be creative and to consider their interests, extracurricular activities, and internships. Through feedback from the instructor, one of the ideas is selected for the project and further refined.

As outlined in Table 1 below, the students then design and develop the website for their idea. Through subsequent activities, students gain hands-on experience with additional digital marketing areas like website analytics, while utilizing tools like Google Analytics and Squarespace. It should also be noted that many of the websites built as part of this introductory class start seeing a substantial amount of traffic, which is highly motivating for the students.

Table 1: Topic areas and tools/platforms used as part of the course project

Course	Topic areas	Sample tools/platforms
Introduction to Digital Marketing	<ul style="list-style-type: none"> • Website design and development • Website analytics • Keyword research and search engine optimization (SEO) • Content marketing • Social media 	<ul style="list-style-type: none"> • Squarespace • Google Analytics • Ubersuggest • Google Keyword Planner • Google Search Console • Twitter Analytics • Instagram Insights

Advanced Digital Marketing	<ul style="list-style-type: none"> • Content marketing and promotion (advanced) • Search engine optimization (advanced) • Conversion optimization • Lead nurturing • Online laws and regulations 	<ul style="list-style-type: none"> • Squarespace • Google Analytics • Ubersuggest • HubSpot Marketing Hub • Merkle Schema Markup Generator • Google Search Console • Google Optimize
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While the introductory class provides the initial exposure to areas like SEO, it does not provide sufficient time for students to gain expertise. As a result, the project seamlessly carries over into the next course in the program curriculum, Advanced Digital Marketing. As part of this class, students have an opportunity to focus on their website for another semester, while gaining expertise in areas like SEO. For example, as part of the SEO section, students actively utilize Google Search Console and learn to optimize the title and meta descriptions tags, develop rich snippets, and format content for featured snippets. Additionally, as shown in Table 1, the project incorporates more advanced topic areas (e.g., conversion optimization) and tools (e.g., HubSpot Marketing Hub) that are not discussed in the introductory class. Furthermore, students receive hands-on exposure to the entire HubSpot Inbound Marketing Methodology – they not only continue attracting visitors to their website but try to engage and delight their users.

Taken as a whole, the project described in this paper helps educators promote active learning as part of a digital marketing course sequence, while also helping students build expertise in topic areas like content marketing. While anecdotal evidence has shown that the project has made a positive impact on student learning, additional data is needed to further validate the impact of the project on learning as well as career readiness. Additionally, the instructor is investigating approaches that can be utilized in order to incorporate paid media (e.g., search advertising) into the scope of the project.

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EXPERIENTIAL LEARNING THROUGH COMPETITION AND MENTORING

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POSITION PAPER

Overview of the current challenge and justifying the need, usefulness and uniqueness: As we all know, teaching sales is not just about reading a textbook and listening to lectures. In order to really learn sales, students must practice, fail, and ultimately find success in the process. Sales role plays early in the sales education process are essential to student development and success. But who likes the role plays? I have not had many that have enjoyed this process. I wanted to provide students with a role play/competition environment where they would not only role play the various steps of the sales process, but also compete amongst each other, much like the sales competitions so many universities travel to. Unfortunately, when selecting students for a sales competition, universities are often limited to the number of students that can participate or students are self-selecting into these competitions. I wanted to provide an opportunity for ALL students to compete and be in that environment and also be able to include this unique experience on their resume. This semester long sales competition provides higher fidelity to real-world than role plays because of the prolonged nature of the process and the use of practitioners as coaches and judges. Thus, this competition has become a part of the curriculum in the Sales Leadership Program at Arkansas State University. It has also become a recruiting tool for students and professionals alike.

Teaching objectives: The teaching objectives of this teaching application are threefold: 1) role play the five main steps of the sales process (in a real world, timely way): a) getting past the gatekeeper and leaving a voicemail b) setting an appointment c) performing a needs assessment d) sending a follow-up email and/or thank you note and e) the sales pitch, 2) work with a sales coach and take feedback throughout the process, and 3) self-evaluation and grading of the process throughout the semester. Students have to record each part of the process and evaluate themselves, and watch it with the professor whom also evaluates the each process. These three objectives allow for practice and real-time application of the steps of the sales process, allow for “on the job” training and room for improvement, and finally allow for self-evaluation and self-realization and correction throughout the process. Finally, the students also perform and improvised sales pitch at the end of the semester in front of all of the judges, their peers, and students from all of the other sales classes. This in itself allows for improvement in improvisation, public speaking, anxiety control, and confidence.

Description of the innovation: This semester long sales competition is divided up into five stages. Each stage of the competition coincides to training in class and coincides to a necessary step of a successful sales interaction. The five parts include: 1) getting past the gatekeeper and leaving a voicemail 2) setting an appointment 3) performing a needs assessment 4) sending a follow-up email and/or thank you note and 5) sales pitch. Prior to the semester, I recruit judges for the competition. These judges are sales executives across different industries. The goal is for the judges and the students to be matched up according to interest levels, as the judges also act as sales coaches and mentors to their respective competitor (student). The sales students also recruit a sponsor for the semester long competition to provide winnings to the students at each level (another great sales opportunity). Students are able to win cash prizes at each stage of the competition. An overall winner is selected at the end as well.

Evidence of effectiveness: This semester long sales competition is very effective in building confidence in the sales process and also showcasing all sales students to the sales industry. It serves as an effective bridge between university and industry and students that participate in the competition report feeling ready for a sales career. By the same token, professionals report that students that participate in the competition have less sales reluctance when in the field. In addition the students experience and understand the parts of the sales process where they excel (thus self-actualizing their process and building confidence as well. In addition, they uncover where they are lacking and are able to train up in the area. The competition serves as an audition or interview for students and allows them to demonstrate how effective they are, and several students each semester get recruited for full-time jobs. This competition allows all students enrolled in the sales leadership program the opportunity to walk through all of the steps of the sales process. A student involved in the competition this year explains, “This provides the students the opportunity to practice, learn what they were good at, and learn what they need to improve all while in an environment

that fostered growth, creativity, and professionalism. By the students being given the chance to walk through this process in a setting where the consequences were not as severe as they would be in real life if something went awry, the students were able to blossom in their abilities as an upcoming sales person. The skills learned during this activity could not have been taught any other way.”

Instructions on how to implement and use the innovation: The steps to implementing this semester-long sales competition are easy to follow. Please note that templates of each stage as well as the rubrics for evaluation will be made available upon request. Step 1: Recruit as many judges as there are students in the Advanced Sales class. Each student will have their own judge throughout the entire competition. Step 2: Recruit a sponsor for this semester-long event. Step 3: Choose a product/service the Advanced Sales students will be selling during this competition (in the past we have sold financial products to individual clients and industrial glue to plant and production managers). Step 4: Create a buyer profile for the judges to role play as follows. The profile should include their industry, company, role, and problems they are currently faced with (what needs to be uncovered). Many of my judges add in their spin on the profile, however it is a good place for the judges to start so they know what to expect and what role they are “acting.” Step 5: Set up a timeline for the competition in line with the length of the semester. This innovation can be used for students to compete and be involved in a sales competition without having to travel to other universities. It also provides an equal opportunity to all students enrolled in the sales program. In addition, this innovation allows for students to get three levels of feedback on the five areas of the sales process. They receive feedback from their judges, the professor, and also themselves, allowing for many coachable moments and self-reflection.

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E-SPORTS – THE NEXT GLOBAL SPORT

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POSITION PAPER

E-Sports have been growing in popularity over the past decade and have come into its own as a professional sport. The best known professional formats are League of Legends, and Fortnite which combined for professional purses of over \$70 million in prize money. League of Legends Worlds tournament was the most viewed tournament with over 3.9 million viewers in 2019 (Hore, 2020). The number of participants, spectators, the amount of media presence and organizations considering to include eSports in their organizations and being considered for major sporting events such as the Asia Games attest to the recognition that e-sports are a sport. According to Pannekeet (2019), there were already 143 million eSports enthusiasts around the world in 2017. The numbers increased during the past two years and reached over 200 million in 2019. E-Sports are also big business having reached over one billion US Dollar in revenues in 2019 and has a predicted increase of 22% for the upcoming year each year through 2022. ESPN the dedicated sports network provides coverage of E-sports competitions and power rankings for several of the leagues. However, there still is a debate, are E-Sports a true sport or just a game?

Multiple organizations worldwide created their own definition of sport such as the International Olympic Committee, the Council of Europe (COE, 2020) or the Global Association of International Sports Federations (GAISF) (previously SportAccord) (SportAccord, 2010). All of these organizations have commonalities in their definitions of sport. First, sport is an activity that includes a level of physical exertion, a level of skill, an entertainment factor and competition. The specific degree of emphasis on the physical aspect of sport creates categorizations. For example, the GAISF categorizes sport in 5 different physical aspects: primarily physical (Soccer/Football) primarily mind based (Chess, Poker), primarily motorized (NASCAR), primarily coordination based (Billiards), and primarily animal-supported (Horse-Racing) (SportAccord, 2010). eSports fit within multiple categories of GAISF and show characteristics of the definition. Therefore, the electronic sport would fit within the primarily mind based category as well as the primarily coordination based one, since the coordination of multiple hand-eye-motions as well as the communication to team members and the coach if played professional within a team was researched within multiple studies such as the one of (Thiel & John, 2018) and (Kane & Spradley, 2017). Not all have agreed with this determination. The IOC recognized that E-Sports are a sport they however denied E-Sports a place in the Olympic games.

There are several avenues for academic research. A fuller understanding of E-sports would lead to a greater acceptance as both a sport and business. Why participate and or view E-sports. Existing frameworks such as the technology adoption model or the theory of reasoned action could provide a theoretical foundation for such explorations. The marketing mix implications for E-sports and the monetization of celebrity endorsement from the players are fruitful areas for marketing research. The ability of E-Sports to compete virtually may make it one of the few sports to exhibit significant growth during the pandemic. The impact of the presence of collegiate competitive E-sports teams in recruiting and retaining students is yet another area for exploration.

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PLANNING AND EXECUTING CLIENT-BASED LEARNING PROJECTS

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POSITION PAPER

Many marketing instructors want to implement experiential learning, but do not know where to start. Students suggest educators are lacking in creating experiential learning opportunities in the classroom (Khan et al. 2020). This is understandable as course instructor resources are being stretched (Curcio 2017). In higher education, we are seeing higher expectations for instructors to publish regularly in high quality journals, provide exceptional learning experiences for students in the classroom, and serve on several service committees to give back to the university and surrounding communities.

Currently, there is a need for more experiential learning in the classroom. Employers value these experiences as it better prepares students for internships and the workforce (Carnevale, Grainer, & Meltzer 1988). Accrediting groups, like AACSB, value these experiences as business schools seek accreditation. Instructors looking to give students the best experience possible may attempt to provide client-based learning projects, but some struggle to find clients and others grapple with how to effectively manage the projects.

The authors present a framework for how marketing instructors can implement client-based learning projects in their courses. Previous researchers have presented frameworks on how to incorporate client projects in marketing and business courses in general (Blair, Xiao, & McIver 2019; Gala et al. 2018). We extend these previous frameworks by providing new insights, examples and recommendations for instructors.

From an instructor perspective, proceeding with a client-based project can seem overwhelming, with four key stakeholders involved; the students, the client, the school, and importantly, the instructor (Marshall, 2018). Ultimately, the success of the project impacts stakeholder brand equity, as involved parties are connected through brand associations (Keller, 2020). Client-based projects are not simply about making an initial industry contact. Comprehensive planning and course integration are critical to ensure success, largely dependent on delivering a client solution that adds both value and impact to their business (Boston Consulting Group, 2020).

In order to deliver an industry level quality product, the client-based project course needs to partner with clients in a way that helps to meet their business needs (McKinsey, 2020). Students work closely with their industry partners to solve business-defined challenges similar to a consulting process. Starting with the initial phase of defining and generating clarity around the client problem (Harvard Business Review, 1982), to ongoing collaboration and consultation, finishing with a comprehensive project presentation, mirroring the consulting process.

At the heart of client-based projects is the student. A client-based classroom creates a critical learning environment that begins with an intriguing question or problem (Bain, 2004). Students learn to construct their own understanding and are actively involved in solving the client problem (Bain, 2004). The client-based course provides students with unique opportunities to learn outside of the traditional classroom by engaging with an organization (Currie-Meuiller, Littlefield, 2018).

This presentation shares the authors' experiences of working with live clients on a number of projects- creating a logo for a community health organization, an advertising project to create a target audience and message strategy for the MS program at the college; creating a marketing plan for a hospital gift shop, and conducting research on students' preference for an online tutoring platform. Such projects are challenging and engaging for the students and require a lot of planning and coordination for the teacher as well. A significant challenge is to tailor the content of the syllabus

in a way that leads to the learning that the students need to complete the project. Additionally, the online shift due to COVID 19 and the fact that the students are facing challenges on a personal front due to various constraints complicates the scenario further. The presentation takes the attendees through the dilemmas resulting from the interactions between teachers, students, clients and technology.

To conclude, using client projects encourages student engagement and desire to stand out in the crowd vying for internships and jobs, but at the same time, requires clients' clarity on what they expect from the student engagement; sticking to deadlines, and managing technology that works on some days and not on others. The students must be open to being flexible in deadlines and changing demands while working on the project as the client's expectations are defined and refined. At the center of all this is the delicate balancing act that a teacher must manage to keep the learning experience both interesting for the students and valuable for the client.

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AN INTEGRATIVE APPROACH TO MARKETING EDUCATION: A HISTORICAL PERSPECTIVE

Joyce A. Shotick, Judson University

POSITION PAPER

Marketing as its own discipline is a relatively young field of study. The history of marketing prior to its educational inception is an evolution and adoption of several theories from a variety of liberal arts and management disciplines. Understanding the genesis of marketing education can advance both the faculty and students' appreciation of the integration of those concepts and perspectives as they pertain to holistic marketing. By acknowledging how other disciplines, such as psychology, sociology and computer science, helped in the formation of the marketing profession, faculty can have more robust discussions and cross-discipline research.

Marketing education is a synthesis of liberal arts, social sciences, mathematics, and business disciplines. Identifying those specific disciplines and the content they offer within the marketing curriculum will provide students with a robust and holistic approach to marketing as a career. This multidisciplinary method of teaching marketing will set a precedent for continual expansion of the profession. Marketing has transformed from simply selling products to anyone to sophisticated supply chain logistics and marketing information systems. Integrating liberal arts disciplines into marketing education can enrich our understanding of the continual change in the profession.

Business colleges and schools began offering marketing courses in the early years of the twentieth century. Before the introduction of marketing classes, it was an applied area of economics (Ferrell, Hair, Marshall, and Tamlia, 2015). Some researchers claim that marketing as a profession dates back to Roman times when merchants would travel to foreign countries to buy indigenous products to then return and resell it to local citizens (Nevett, 1991). Establishing the demand side of economics as the foundation for marketing to serve consumers, aids in developing pricing strategies according to consumer demand. The study of economics helps students to comprehend consumers' perception of the value associated with products through constructs, such as exchange and price elasticity of demand.

As the marketing profession advanced from sales to advertising, communications and psychology disciplines became critically important to understand consumer emotions and behavior. The integration of psychology theories on stimulus and response can guide students' creation of advertisement layout, text, and images to influence consumer behavior (Holbrook, M.B. and O'Shaughnessy, J., 1984). Additionally, psychology provides the basis for human motivation, spatial learning, and critical evaluation that direct consumer advertising (Lazer, W. and Kelley, E. J., 1960).

Another social science field that has expanded the study of marketing as a discipline is sociology. Acquiring an appreciation for different cultures, nationalities, and ethnic diversity helps students to design a marketing mix for their target market (Melchiorre, M.M., 2019). Incorporating sociological theories into the marketing education provides opportunities for students to explore target marketing using demographic and cultural segmentation.

In terms of marketing research, the field of mathematical statistical reasoning is necessary to include in marketing education. The father of marketing research, Charles Parlin, was hired in 1911 to collect data on readership of advertisements. Students learn to apply mathematical logic to analyzing human behavior in response to change in the environment. This linkage of statistics with consumer response expands students' critical thinking skills when conducting market research for clients or their own business.

In more recent years, the role of technology has increased the need to include the field of computer science in the teaching of marketing. As big data, artificial intelligence, and software to extrapolate information on consumer behavior is expanding at a tremendous rate, marketing students need to learn how to conduct data mining to prepare more tailored reports on the target market.

The history of marketing education and its correlated disciplines establish the foundation for a holistic study of marketing. Understanding the evolution of marketing empowers educators to enhance their explanations of

marketing decision making by providing insights on consumer behavior from a variety of perspectives. The approach also offers students the opportunity to synthesize their liberal arts studies with their learning of marketing so they can better serve their customers. Marketing education is a unique discipline that is rooted in economics, but weaves psychology, sociology, mathematics, and computer science into its application in business.

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CULTIVATING AN ENGAGING AND NOT STIFLING ONLINE LEARNING ENVIRONMENT

Henry Roehrich, Park University

POSITION PAPER

Online instructors can encounter challenges that must be overcome in order to facilitate a quality learning experience for students. These challenges include student engagement, discussion participation, effective grading, and timely feedback. In order to overcome obstacles to online teaching, there are three basic fundamental areas that need to be addressed and followed. When there is a deviation from the basic fundamental teaching areas, instructors can encounter difficulty when meeting student expectations in an online course.

Institutions of higher education that are focusing on student learning by increasing online course offerings have provided opportunities for instructors using an online format. Teaching courses in a face-to-face and online environment can have the same demands on instructors that require time management, organization, and communication skills. The three basic fundamental teaching areas that are successfully addressed by online instructors, can result in meeting the course learning objectives. The basic fundamental teaching areas are as follows: 1) positive classroom learning environment; 2) discussion facilitation; and 3) grading and timely feedback.

Online instructors need to understand expectations from the institution before teaching an online course. This communication should come as an online participation policy that clearly defines the responsibilities of the instructor before, during, and after the term. Once the participation policy has been reviewed and agreed upon, the focus needs to be on the three basic fundamental teaching areas. The first area to address is the development of a positive learning environment that encourages engagement by students. This can be accomplished by completing the instructor office so students have a clear understanding of instructor contact information, response time, and grading timelines. After the instructor office is complete, the instructor should encourage students to post in the introduction area and then respond to their individual posts.

The second of the three basic fundamental teaching areas for online teaching is discussion facilitation by the instructor. Instructors should interact substantively in the discussion area at least four days per week. A substantive post by the instructor should make direct reference to the student's post and be detailed as well as specific. Even though weekends are usually not required, students actively post on weekends and instructor participation can be important for student engagement. The discussion area also offers the opportunity for the instructor to provide students with an understanding of the course concepts and a way to apply them to coursework and their field of employment.

The third focus of the basic fundamental teaching areas is grading and timely feedback. Assessment of student performance should be clearly communicated at the beginning of the course in the syllabus, course overview, and course announcements. Detailed rubrics provided in the course should have five columns that range from exceptional to not meeting expectations. The use of rubrics in the grading process can provide a clarification as to strengths and areas of improvement where needed. Online course surveys indicate that students appreciate progress reports provided by the instructor every two weeks. It shows a concern for students struggling and also an interest in student success. Even though students are expected to review their gradebook, the progress report encourages them to review performance results and communicate any areas of concern. The grade book should be maintained by the instructor with substantive feedback provided for each graded assignment. Positive and timely feedback each week can encourage student participation and reduce any confusion that can result in a grade appeal.

The challenges encountered from instructors teaching online can include the lack of participation in a course, meeting grading timelines, or providing detailed feedback. Students may submit complaints about instructor performance, but that can occur late in the term. Unless there is an established online observation team, it can be difficult for administration to recognize or address issues. In order to reduce the risk of instructors not meeting

standards, professional development activities should be available in addition to the yearly observation process. A training course for online teaching and a mentoring program could be an integral part of the professional development activities.

Further research should be conducted on instructor training needs for teaching non-traditional and traditional students in online courses. Additional studies could include a pre-post assessment of the impact of active learning in online classrooms. Also, team selection and team member evaluation in the online classroom should be included in future studies.

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INNOVATIVE LEARNING STRATEGIES OR ACTIVITIES

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POSITION PAPER

Creating effective teaching and learning strategies has always been challenging. In the current online academic environment it has become overwhelming. Issues of obtaining student attention, encouraging participation, maintaining security, and managing technology create barriers to the flow of communication, interaction between faculty and students, and students with each other. New learning strategies and activities are needed to overcome these barriers and establish an environment conducive to learning and retention.

A place to start is to consider the new learning environment from the student perspective. Virtual learning for the student means being alone, often in isolation since there is no in-person group association or group motivation. The students need to become much more self-reliant, self-directed, and self-motivated than inside the traditional classroom environment. They often need all the support they can get from faculty so that they can manage themselves through this.

Live lectures, events, and demonstrations are preferred by students, who feel further isolated when course materials are left online and they need to access them independently. They prefer synchronous delivery, and often complain that they feel they are abandoned and left to teaching themselves in an asynchronous environment. The remedy here is to conduct class sessions in a live, real time environment as much as possible. Any multimedia material such as slides and videos can be shared on screen for all participants to see the same as projected onto a classroom screen. In a synchronous environment students should be asked to keep their computer cameras on, and computer screens set to gallery mode, so that everyone can see and hear everyone else. Microphones should be muted until a student is called on to speak. This will come close to replicating the classroom environment.

Establishing the environment is just the first step. Delivery is the second step. Online lectures are best delivered in short sections, such as chapters, chunks or phases, with lots of short breaks to help maintain focused attention. Regular length lectures can be restructured into mini lectures, or “Special Topic Lectures.” Special Topic Lectures can have their own graphic design, unique visual style, and “personality,” making each one unique and more interesting than one long presentation. Special Topic Lectures can have their own beginning and end, reinforcing the importance of each one’s own specific material, helping to reduce the tendency of student minds to drift off.

In between Special Topic Lectures, mini events can be held. Videos, challenges, relevant trivia contests, and other events can be used to help keep student energy levels up. Examples of mini events in marketing courses are interesting challenges such as matching logos to brands, finding hidden symbols in logos (such as the A to Z symbol in Amazon, or the arrow in FedEx), matching slogans to brands, matching an ads music to the ad and brand, naming the band performing a popular song licensed to a brand and ad (such as the Rolling Stones’ 1967 hit “She’s a Rainbow on the 2020 Adobe Photoshop ad, or on the 2013 Sony Bravia TV ad). Identifying the name of advertising characters, or matching the real actor/actress names to the ad character names are additional ways of maintaining energy and interest. Who can’t remember their favorite song, joke, or ad character, such as Stephanie Courtney playing Progressive Insurance’s Flo, Dean Cain playing All States’ Mayhem, Milana Vayntrub as AT&T’s Lilly, Jake Wood as the voice of the Geico Gecko, or Academy Award Winner J.K. Simmons in Farmers Insurance ads (“we know a thing or two because we’ve seen a thing or two)? Weave this into a class session and there is a good chance interest will be maintained.

If all of this sounds like using entertainment techniques for innovative learning strategies, that is because it is. Learning is a challenge, but does not have to be painful or boring. Making learning little more fun, especially in today’s virtual environment. can help maintain focus, interest, energy, and perhaps become a little more memorable.

Compare that to remembering statistical equations. The best innovative learning strategies may be to combine them together.

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A SMART RECOMBINATION: EXPERIENTIAL LEARNING + DESIGN THINKING

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POSITION PAPER

Experiential learning, sometimes called engaged learning, service-learning or community-based learning, has continuously gained popularity in higher education over the past decade (Fink, 2018). Although experiential learning is increasingly practiced, mainstream perception continually suggests higher education does not align with career and industry expectations. This long term gap between theory and practice always lingers. Experiential learning breaks this dominant misconception. It embodies what a college class could be and attempts to answer the design-led question, “how might we design classroom experiences that mirror real world expectations?”

Experiential learning pedagogy inherently requires business educators to break default settings on what happens in our higher education classrooms. Since 2008, my students have engaged in more than one hundred community-based projects and more than fifty unique client organizations. I constantly ask, “how can I bring the outside world into my classroom, and how can my students go out into the world?” Through Engaged Learning, I’ve discovered observe students’ desires for deeper relationships with their community-based clients and the end users those clients serve. Students recognize limited capacity for how much trust and connection is possible during a structured semester or quarter, so we emphasize how the current client relationship helps students evaluate their approach with future, professional client relationships. In 2019, I combined experiential learning pedagogy with a mindset shift. Students’ actual needs motivated me. The default assumption that undergraduates enroll in a course because they want to take the course needs a rethink. For example, not all students who take undergrad Marketing Research want to be marketing researchers, so the marketing research process might never stick; the learning may not happen.

What can stick is a mindset. Accentuating *how* to think and not *what* to think met students’ actual needs, not the perceived needs outlined in a syllabus. More specifically, by adopting a design thinking mindset within the context of experiential learning, students practiced how to ask and experience ill-structured questions about our world’s grandest challenges, the most wicked problems facing society. For our purposes, we defined design thinking as need-finding through empathy that leads to innovation. Together, we always had our clients’ end users’ actual needs engaged with our heads for business, hearts for the world, and hands to take action.

Now, in 2020, undergraduate experiential learning needs design thinking more than ever before. Headlines in higher education scatter the internet, outlining doomsday scenarios online learning. Design thinking in experiential learning was built for this crisis moment. Design hero Milton Glaser famously said, “We are always looking but never see.” We look right at the absence of design thinking through experiential learning in business schools, and yet don’t see how to fit design thinking into the curriculum. As internships rescind and the entry level job market spirals, experiential learning and design thinking is a smart recombination - an innovation - that business students actually need.

Consultancies including McKinsey and Company report that businesses which prioritize design double revenues and shareholder returns. As industry shifts to recognize the role design thinking plays and the value it delivers, potential exists for marketing faculty to recombine experiential learning pedagogy with design thinking practice for our end users, our students. Within the marketing education literature, product development typically represents curriculum that aligns with design thinking (Chen, 2018). Management and engineering literatures also recognize design thinking as an emerging field yet call for it to be included in business schools (Çeviker-Çınar, Gözde, Gökhan, 2017; Glen, Suci, and Baughn 2014). The challenge facing schools accordingly becomes which department, academic unit, or concentration takes ownership of a design thinking course. Given experiential learning offers a community-based, shared engagement, future research may explore how combining design thinking with experiential learning provides an integrated approach to build knowledge amongst academic units.

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FLIPPED & HYFLEX: VOICETHREAD FOR THE WIN

Catherine Mezera, West Virginia University

POSITION PAPER

A key premise of flipped learning is that students engage with important content in advance of attending class, while class time is reserved for active learning and other higher order thinking (O’Flaherty & Phillips, 2015). While there are potential benefits, there are also potential concerns among faculty considering the switch to a flipped classroom modality. Of greatest consideration is the amount of required time and effort to create course materials, as well as the concern that students may be resistant or unable to complete the necessary coursework, thus coming to class unprepared.

Another worry is that posting videos online may not offer sufficient scaffolding for some students, as they are unable to ask questions to clarify their ideas in real time, and similarly, instructors cannot pose questions to check for understanding as learning is taking place (Herreid & Schiller, 2013).

HyFlex (short for Hybrid Flexible) is a course design model that presents the components of hybrid learning (combining face-to-face with online learning) in a flexible course structure that gives students the option of attending sessions in the classroom, participating online, or doing both interchangeably. With elements from blended, hybrid and flipped models, students can change their mode of attendance weekly or by topic, according to student need or preference. The learning environment must be designed to support effective student learning in either participation mode. No matter which participation format the learner chooses, the teaching and learning activities should engage learners through experiential learning and activities and use authentic assessment to evaluate student learning (Beatty).

This customizable or “choose your own adventure” class structure does have challenges. However, based on my existing flipped classroom experience and the use of VoiceThread as an instructional tool, this “blend” of multiple modalities has improved student engagement in my introductory-level courses. Furthermore, the use of VoiceThread has eased the common concerns of a flipped classroom structure.

VoiceThread is an online tool that enables audio, video or text comments and creates opportunities for more “human interaction” within an asynchronous online environment. According to the website (voicethread.com), “VoiceThread fills the social presence gap found in online learning interactions.” VoiceThread allows the users to choose their form of participation. One can choose to post an image or a video, type a response through text, record audio, use their phone to receive a call from VoiceThread, which is particularly helpful when in a loud or distracting environment, or to share existing digital and multimedia files.

Similar to a flipped environment where students have the opportunity to apply and practice the material in person, HyFlex course design allows learners to be in control of their own time and space. However, one potential downfall of the HyFlex model can be the perceived lack of togetherness and the ability to develop meaningful friendships in class. This is where VoiceThread connects the flipped classroom and the HyFlex modality.

Online learners can often feel disconnected from other classmates and the instructor. As a result, the asynchronous environment can become more of a robotic set of instructions and a checklist rather than a dynamic learning environment. On the extreme end of this perception is the adverse frustration with self-paced and correspondence type course delivery.

VoiceThread is a functional and practical tool for facilitating student participation, engagement and membership within the class community. Viewing one another’s VoiceThread comments help the learner and instructor better understand one another beyond a name. Recognition of a face and hearing the student’s story helps build friendships and empathy among group members. **VoiceThread provides the opportunity for everyone’s voice to be heard in a way that is comfortable for each student** (Bickle & Rucker, 2018). According to Kirby and Hulan (2016) students reported that both seeing and hearing their classmates allowed them to get to know each other and better understand the course material, compared with more traditional written methods of discussion often used online.

It's important to note that a flipped class environment does not equate to the instructor being solely responsible for creating all course content. **Rather, a flipped environment is an opportunity to train students to become content creators, too.** The group and peer review components of VoiceThread enhances authentic learning while enabling students to help create and review the content. This model allows for experiential learning both online and in the classroom.

Authentic learning, an educational term that refers to a variety of techniques focusing on how students apply the skills and knowledge acquired in school to real-world situations, invigorates my flipped and HyFlex strategy. Role-playing, learning by doing, project-based learning, and problem-based learning, etc., are some of the learning activities that I regularly include in both my flipped and HyFlex classrooms.

VoiceThread allows me the formative assessment to be able to provide the appropriate coaching and scaffolding at critical times throughout the semester to support student learning. **HyFlex with VoiceThread integration affords the student the ownership and control of the active learning role, while developing real-life problem solving that is required in the business world.**

An area to be further explored involves the role of freshmen in introductory-level courses being delivered in a flipped and/or HyFlex model. In the context of the first-year experience, it is reasonable to assume teacher-led instruction may be more appropriate in a flipped classroom to support students' transition to learning in higher education (Tomas, 2019). Due to the wide range of technological backgrounds and skill sets that students bring to an introductory-level course, instructors could face an obstacle with the HyFlex mode of instruction independently.

In conclusion, the student-centered approach, a primary benefit of a flipped classroom, coupled with the flexibility of the asynchronous and synchronous HyFlex modality, and the integration of VoiceThread have increased overall student engagement and my own teaching effectiveness in introductory-level courses.

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PERSONALIZED ONLINE TEACHING

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POSITION PAPER

Sir Ken Robinson (2006), in his seminal TED talk, noted that we are preparing students for a future that we cannot fully grasp. He suggested that if we were not careful, we could build a future devoid of creativity. His talk provides a starting point for educators to ask, are we designing online spaces that foster creativity and, if so, for whom?

Faculty have sought to shift from the role of experts who lecture at students, “the sage on the stage,” to co-knowledge producers who guide and facilitate the process of learning. Learning in this manner encourages the adoption of more active learning strategies, where students interact with their peers as well as faculty through discussion boards, social media or other interactive tools (Bond, Buntins, Bedenlier, Zawacki-Richter, & Kerres, 2020). By facilitating or guiding rather than lecturing, faculty also design a space that fosters a more personalized learning experience.

This process of personalization allows faculty to build on what students already know; this approach acknowledges and values the diversity of knowledge and experience students bring. Moreover, this approach may begin to dismantle the idea that a hierarchy of knowledge exists that values certain ways of knowing over others and thus may level the playing field for students who are different. Finally, when faculty integrate current topics, particularly topics that are of relevance or interest to students, this process of personalization is furthered.

These approaches to course design avoid uniformity and conformity, creating an online space that offers a more personalized learning experience where students are actively engaged. It is reasonable to assume that students in these online spaces will exhibit higher levels of engagement, which foster more creativity and deeper learning. This real (or ideal) online space works well for students and creates a true space for learning.

According to the NCES (2020), in the fall of 2018, about 34% of all undergraduate students were enrolled in some form of online education. Fourteen percent of all undergraduate students were enrolled exclusively in online education. Thus, online learning is reaching more students. This increase in online enrollment brings with it diversity. Students are changing. For example, among online students there is greater diversity in age with increasing numbers of older, nontraditional students as well as increasing numbers of younger, more traditional students (Best Colleges, 2020). This suggests that the needs of online students are far more varied than what faculty may have experienced in the past.

So how does this affect the more active learning, personalized online spaces described above? That depends. Research data suggests that students who are well prepared academically excel in an online space, a space that opens up “amazing opportunities” for these types of students. One can imagine that those who are “well prepared academically” will include those who are older and nontraditional as well as those who are younger and more traditional. Despite the diversity of their experiences, these students should fare well online. However, evidence has shown that students who are not as well prepared academically do not fare as well in these types of online spaces (Dynarski, 2018).

This growth in a more diverse online student population raises a number of important questions. How do we define and identify students who are “academically prepared” for online learning? The idea of academic preparation suggests a hierarchy of knowledge that defines who is ready for online learning and who is not.

Should online spaces be reserved solely for those who are “prepared”? Stohr, Demaziere, and Adawi (2020) cite evidence that suggests that for students who “struggle to keep up,” a lecture format and more structure (i.e., less active engagement strategies) might be more effective. While many online spaces tout the adoption of less lecture and more active learning strategies, should we reconsider these approaches? For whom?

How do we balance competing student needs, given that in most cases, faculty must prepare for students with a diverse set of skills and preparation? Can we create personalized online spaces that effectively meet the needs of all types of students? If we are able to do so, we may create a space that fosters learning and creativity.

The ideal situation, is best captured by this quote from an interview with the president of Arizona State University, “With the help of custom course designers using pioneering technology, we can present knowledge in new ways that empower learners to comprehend content in the manner and pace that best suits them” (Dusst & Winthrop, 2019).

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PROJECT BASED LEARNING: AN ATTEMPT AT CROSS-POLLINATION

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POSITION PAPER

Undergraduate classes often tend to revolve around the lecture method, where the faculty is responsible for introducing the concepts, explaining them, showing examples and leading discussions. This 'instructional paradigm' sees students as passive recipients of education (Saunders 1997). Researchers and educators alike have focused their attempts on moving away from this model of education to one that encourages students to be more actively involved in the learning process. Experiential learning, where students are involved in real world projects offer many benefits over the traditional model of instructional learning by increasing the overall student involvement with the learning process itself (Morgan et. al. 1987). Academic researchers have also written and discussed much about how much time instructors spend lecturing and sharing information, rather than developing appropriate student skills.

It is also not common to find undergraduate students learning theories and concepts in isolation; meaning what they learn in one course remains in that course and is not carried forward to other courses. They are not often challenged to take the concepts of two different but related courses and use them to complete one final project. It was one such challenge that this paper examines in more detail. There have been several examples in literature of projects that integrate two or more courses to complete one final project (O'Hara and Shaffer, 1995). Such projects allow for students to not only apply concepts from two different courses into the same project, but to also understand and work through the relationships that exist between different functional units and/or organizations. This paper discusses a project developed to integrate two undergraduate marketing courses: advertising and entrepreneurial marketing.

The project has two different set of objectives for the students in the two courses, but there are some shared objectives which have developed to ensure a common thread between them:

- Focus on team approach
- Focus on excelling in oral and written skills, developed through the in-class presentations and written summaries
- Enhancing decision making skills
- Ability to apply the concepts of the 4Ps into a final project

In addition to the common objectives, each course has its own set of objectives to meet. Every student in the Entrepreneurial Marketing class (referred to in this paper as the 'entrepreneurs') is asked to complete a marketing plan for a business they wish to launch. In creating said document, they must work through every element of the marketing mix with the hopes of some day presenting this to a set of investors. The students in the advertising class (referred in this paper as 'advertisers') are divided into groups of three or four depending on the size of the class. Each group is assigned an entrepreneur (a student in the Entrepreneurial Marketing class) to work with. The final project for the advertisers is to create an integrated marketing communications plan for the entrepreneurs new business idea. In addition, the advertisers also maintain a journal of record which details their meetings and interactions with their entrepreneur.

This project is broken up into several smaller deliverables, all of which are presented in class during the semester. In doing so, the students can receive feedback along each step of the way and adjust as needed. The first deliverable sees the entrepreneurs write and present their big business idea and identify who they think their primary target customers will be. The advertisers are then tasked with conducting primary research with a sample of target customers and gathering feedback regarding perceived strengths, and weaknesses of this idea. The feedback gathered often helps entrepreneurs see what they may have assumed wrong and make changes to their big idea as necessary. The focus is on constant communication between the entrepreneur and advertisers in order to make consistent and regular changes

based on what each group is learning in their respective courses and what they are learning through research conducted (whether primary or secondary).

One such project involved an entrepreneur who was/is a fine art major, taking the entrepreneurial marketing class as an elective. She came into the course with the idea of wanting to sell her portraits but had no knowledge of what to charge or how to promote her work. In the very first exercise, she identified her target customers as people who would “gift” a portrait to their kids upon graduation or wedding. As the advertisers conducted research on this idea and brought her a sample IMC plans of related businesses, it became clear that she would ideally have to target more than one group in order to be profitable. The discussions between the team members led to identifying a completely new group – the cosplayers. The entrepreneur/art student has since attended several cosplay conventions and “sold” her portraits successfully to many. This focus on experiential learning has enabled students from two different courses to share and apply the lessons learned in both. It has also exposed them to the challenge of not only working with other students in their own course, but of sharing ideas and coming to consensus with students in a different course with different perspectives and different theoretical exposures.

Such an experiential project encourages students to take a more active role in the understanding and implementation of marketing theory, which is something that a traditional lecture model does not help accomplish. Breaking the project up so that deliverables are due at regular intervals through the semester also helps for students to take a more active role in the completion of the project. The project ends with a presentation during the final week of the semester and is attended by faculty members from the department. Anecdotal feedback received from students points to increased levels of engagement and involvement with the course material. The ideal next step of this project would involve gathering quantitative feedback to measure the effectiveness of this project across both courses in which it has been implemented. If it is seen that such an experiential learning project makes for increased student engagement with the coursework, then the faculty will be more encouraged to further develop and implement similar projects across courses.

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APPLES TO ORANGES: WORKING TOWARD A FRAMEWORK FOR STANDARDIZING RESULTS OF WEB-BASED BUSINESS SIMULATIONS

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POSITION PAPER

While the benefits of web-based business simulations are infinite, the parameters within some simulations operators can create drawbacks. Of particular interest here are business simulations within which results are strictly internal, relative to the class administered and individuals or teams are ultimately scored as compared only to the single administration of the simulation. This work addresses the interpretation and generalizability of results of such simulations across multiple administrations. Results as addressed in this paper, refer to data generated by the simulation itself in various relative forms such as scores, financial metrics, and other performance measures.

Many web-based simulations are scored exclusively relative to the single administration within which they operate. Thus, the outcome data typically provides the instructor with substantial indicators of performance amongst the players (individuals or teams) within the simulation. In these types of simulations, the instructor can accurately gauge performance of the players relative to the administration however, true understanding of student knowledge/learning in a general sense can be limited or non-existent. Thus, when a major goal of higher education is to establish an overall benchmark of student knowledge and mastery of subject matter, simulations which use internal relative scoring systems fall short as there is typically no means of comparison across administrations. Much like trying to navigate without a compass, a lack for comparisons between simulation administrations leave us unable to find the “true north” of students with simulation performance.

With business simulations, financial measures are typically used to gauge overall performance and success of its competitors. Frequently indicators such as cumulative profit, return ratios, market share, etc. are reviewed and scores are assigned accordingly. Thus, high returns receive high scores and indicate success. Most often the assessment end there, the student or group receives a grade, the semester ends, and the cycle begins again next semester. With a relative internal scoring system, does this scoring method truly demonstrate business knowledge? The answer is no. Simulations which use relative internal scoring systems are created with built in situationally derived variance as each administration is made up of its own unique pool of students that have their own unique knowledge bases, decision making processes, work ethics, learning techniques, competitive drive, risk propensity, and when using groups: chemistry. Thus, when using a relative internal scoring system hundreds of situational variables combine to form one unique simulation that can't be compared to any other based on relative internal data. Without a means of assessing the unique situational variables of a given simulation the instructor cannot assign external meaning to scores from a given simulation. Thus, due to unaccounted for variation between administrations, if the winner of a business simulation finishes with a profit of \$100 million it cannot be determined that this group or person has any greater understanding of business than a group or person who finishes with negative earnings in another administration of the simulation. It could also be highly possible that the winner of one simulation would likely finish last in an industry concentrated with an increased level of competition and knowledge. Thus, the winner of a simulation comprised of all C- students would be less likely to win in a simulation comprised of all A+ students regardless of their relative internal score.

With situational variables limiting the generalizability of simulation results, instructors are left comparing apples to oranges when assessing the true performance of simulation participants. This poses a couple questions: Is it possible to compare results among different administrations? and Are the numerical results of such simulations of any general use if not? As an attempt to address these questions one could start with comparing apples to oranges. The “apples to oranges” idiom is the modern way to express when things are not comparable. However, if one begins to delve into apples v. oranges in the literal sense the rigidity of the idiom begins to waiver. If it were not possible to compare apples to oranges, then choice to eat an apple versus an orange would be no different if the apple was rotten versus

ripe. Thus apples can be compared to oranges. The framework upon which we make our comparisons just needs to be relaxed and rearranged into relative important decision-making characteristics.

To create a comparable framework, one should begin to assess generalizable commonalities that are key to determining whether something is favorable or unfavorable. In the case of choosing the apple versus the orange, factors such as ripe versus rotten, sweetness, size, cleanliness, etc. are comparable between the different fruits and are key to the decision. To truly assess understanding of subject matter in simulations that utilize relative internal scoring, instructors should identify commonalities linked to success regardless of the situational environment. Likewise, instructors should understand that typical success factors do not always lead to success. In the case of business simulations, if every competitor makes a wise business decision there will still be a winner and a loser. With this being stated, attempting to develop generalizable metrics should be approached with relative subjectivity and avoid absolute scales. Simulations often provide absolute scores which can separate competitors by decimal points. Developing generalizable metrics may not provide such absolute data and should be addressed in relative ranges. Ultimately the goal is to assess knowledge of the subject matter, thus if a competitor is taking appropriate measures and making the logical decisions then this would place them in a high range regardless of the relative internal score earned in the simulation. Likewise, if a competitor is not taking appropriate measures and not making the logical decisions then this would place them in a low range regardless of the relative internal score earned in the simulation. Because each simulation operates in its own unique situational environment, one could have a simulation with all teams scoring in a low range or all teams scoring in a high range thus, demonstrating the irrelevance of the relative internal score. However, with such a metric in place the instructor can now be aware of the “true north” of the competitors in a simulation.

While developing ranges for the metrics are a more appropriate means of categorizing competitors, developing multiple criteria upon which to “grade” competitors will allow for greater quantifiably and delineation between competitors. Thus, in the case of the apple versus the orange, taste alone is merely one point of separation. Including other variables such as size, cleanliness, appropriate shape, etc. will provide much greater insight into which is better; the apple or the orange. Furthermore, identifying the relative importance and weighted differences amongst criteria if any will further allow instructors to get an accurate assessment of differences between competitors and demonstrate variation in levels of mastery of the subject.

Once relative criteria have been established, quantifiable ranges for each criterion should be developed for each criteria using the best-case scenario to set the top of the range for each criteria. To establish a sound metric to provide and overall score each criterion should use the same range classification to allow for congruency and compilation.

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INNOVATIVE ASSIGNMENTS FOR DIGITAL MARKETING AND SOCIAL MEDIA COURSES TO PROMOTE EXPERIENTIAL LEARNING

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POSITION PAPER

Delivering a comprehensive experiential learning experience in a digital marketing course can be challenging (Key et al., 2018). As part of this paper and the associated panel discussion, innovative assignments are discussed that provide students with hands-on experience involving: (1) the design of a website and use of inbound channels, (2) a comprehensive client-based project, (3) social media marketing using Instagram, (4) the technical components of search engine optimization, and (5) digital marketing planning.

First, in an undergraduate Advanced Social Media Marketing course, the focus is on two real-world applied projects. First, student agency teams construct websites based on a topic or theme of their choosing. The website must include multiple pages and a blog. At least two social channels are chosen to create inbound marketing content to drive followers to their website or other content including podcasts and YouTube channels. The agency teams' second project is real-world client based. Each team is assigned a small business or nonprofit to work with solving a marketing problem that incorporates digital marketing and/or social media. Each team is presented with a client brief that describes the current situation for the client and are given starting points for discovery. Agency leaders are given contact information for the client and together with the client they finalize what will be the scope of the project. At the end of the semester, agency teams present to their clients and other digital professions their findings and deliverables. Each student also submits a portfolio to showcase contributions to both the website and client projects at the end of the semester.

Next, in an undergraduate Advanced Digital Marketing class, students receive hands-on experience with the more technical components of search engine optimization (SEO). As an example, students develop rich snippets that they incorporate into their own websites that are part of the course project. Rich snippets help to improve the visibility of a webpage in the organic search results by providing additional contextual data (e.g., customer ratings, authors information, etc.). Students first review the possible rich snippets and select the types that are most relevant given the focus of their website. For example, if a student's website is focused on providing baking recipes as part of individual blog posts, then they might select a Recipe Rich Snippet as well as a Person Rich Snippet that describes the author of the website. Then, students generate the associated schema markup for the rich snippets using a free tool called the Merkle Schema Markup Generator. Next, students verify that the markup meets Google's standards by using the Google Structured Data Testing Tool. Once the markup is verified, the rich snippets are incorporated into each student's website, which is developed using the Squarespace website builder.

Furthermore, Instagram is a favorite among students, and has been for several years running. The development of an Instagram assignment in an effort to help convey the level of effort required by social media managers to produce high quality content intended to connect with a wide variety of target audiences was a high priority. The assignment kicks off with a visit from the University social media manager to discuss Instagram strategy, content plan for both the regular newsfeed and stories, and target audiences. While students typically have a feel for the content from the University, they are frequently unaware of the amount of planning and craftsmanship necessary to produce a cohesive user experience that is attention-getting and on brand.

For the assignment, students choose from a list of subject matter that includes school pride, finals, commencement, and National Days as they are relevant to the University. Working in teams, the students create three

different images that can be used separately or in a carousel on their chosen topic. As a part of the assignment, they must draft a shot list that describes the photos to take, including location, angles, subject matter, and variations to try. Students must include a prop list necessary to produce the shot, and write captions, including relevant hashtags, for each of the pictures. They detail any filters used or other modifications made. Finally, they include a summary that describes the goal for the posts, the intended target audience, and other factors considered when creating the content. Extra credit is offered to students for creating five Instagram stories panels that might include templates, wallpapers, quizzes, or polls. All content is uploaded to a shared Google folder for the social media manager to provide constructive feedback and is frequently used to craft new content for the University.

Additionally, one of the most important actions a marketer can take to improve an organization's chances of success in executing digital marketing activities is to develop a solid plan. Further, one of the major reasons digital marketing efforts often fail is poor planning. Therefore, the capstone assignment I use in my Foundations of Digital Marketing undergraduate course encompasses a variety of skills and knowledge taught throughout the semester. In small groups, and after some deliberation and approval, students select a brand they feel needs a refresher on at least three digital platforms and act as a consulting group to improve the brand's digital efforts. Students have latitude on the platforms chosen, but generally includes social media platforms such as Facebook, Instagram, Twitter, etc. However, some other options include a company's website, paid search efforts, display ads, and so on. Ultimately, students develop a new strategic plan for the next 6-12 months for the brand and present to the class as if their classmates are members of the executive board of the company.

For the assignment, students must diagnose digital marketing problems and propose realistic solutions using knowledge about the platforms and concepts we will cover throughout the semester. The project is broken into two large parts: (1) research and discover (R&D), and (2) marketing strategy. Part one (R&D) includes research and onboarding about the brand's organizational culture, story, brand information as well as deskside research about the industry as a whole relating to insights such as consumer behavior patterns and industry trends. The discovery element includes an audit of owned and paid media for the brand on all three platforms, and an evaluation of user experience for those digital properties. Part two is the majority of the presentation and includes a situation analysis, campaign goals and objectives, planned owned, paid, and earned (if applicable) strategies and a budget/timeline. To conclude, students are asked a variety of questions from different audience members acting as brand executives such as VP of Sales, CMO, President, etc.

Taken as a whole, the assignments provide other marketing educators with innovative approaches to teaching various facets of digital marketing and providing students with direct experience with the tactics and tools used by marketing professionals.

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UTILITARIAN OR HEDONIC? PRODUCT FEATURE EFFECT ON CONSUMERS' WILLINGNESS TO PAY

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POSITION PAPER

Consumers – in the developed, emerging, and developing economies – have become increasingly connected through mobile devices, the internet and social media (Silver, 2019). The growing reliance on mobile devices has led to diversified development in mobile communication devices as reflected in mobile system integration and convergence of technological tools beyond the traditional call function (Kim, Lee & Koh, 2005). Hybrid products are characterized by the bundling of products and services, and integration of perceived functionality, fashion, and perceived extension of user's self-image. The market has increasingly offered these all-in-one devices with reduced utilitarian factors and increased hedonic factors (Nieroda, Mrad & Solomon, 2018; Shankar, Berry & Dotzel, 2009; Katz & Sugiyama, 2006).

This leads to interesting questions around the value consumers derive from and place upon these integrated mobile devices. We hypothesize that usage intention of the product features has a mediated effect on consumers' willingness to pay through purchase intention. Further, this mediation effect is moderated by whether the features are perceived to have hedonic or utilitarian benefits. We assert that brand acceptance in the market (i.e., high vs. low) and popularity of the brand in the market (i.e., high vs. low) affect the price a product can command. Popularity of a brand can influence a favorable consumer's choice. Specifically, we hypothesize that popularity moderates the mediation effect of usage intention and purchase intention on willingness to pay. Brand acceptance is hypothesized as a covariate to willingness to pay.

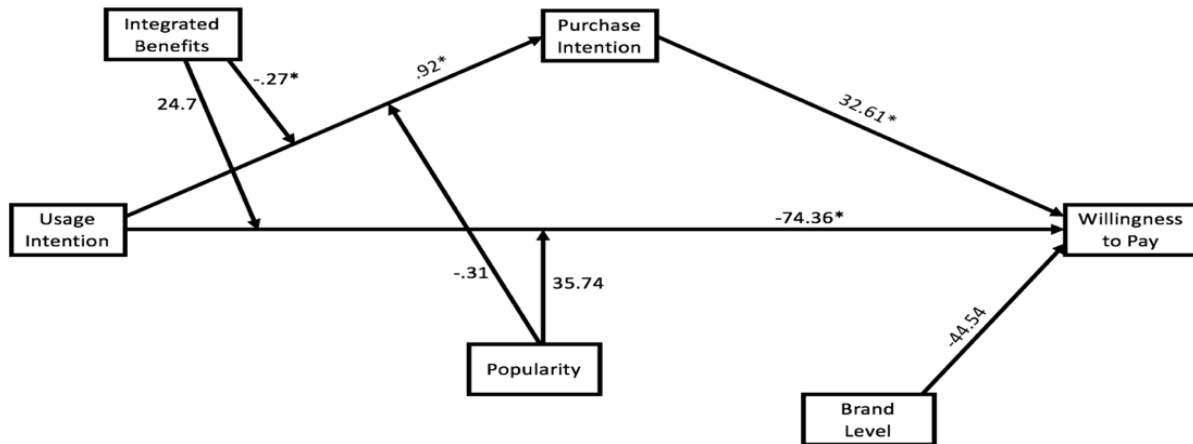
We conducted two identical studies to business undergraduates at two universities – one in the U.S. and the other in Cambodia. The studies were online experiments with random assignment. Participants were asked to read a scenario about a hybrid mobile phone product and then answer questions based on the presented stimulus.

Following Hayes (2017) PROCESS (version 3.4), the analysis results from both studies find that consumers' willingness to pay for a hybrid product that amplifies hedonic benefits is significantly higher than that for utilitarian benefits. Evidence from both studies support the moderated mediation hypothesis for integrated benefits, but not brand popularity nor acceptance. Figure 1 summarizes the findings for the Cambodia market. The standardized partial moderated mediation indirect effect was -8.91; we tested the significance of this indirect effect using bootstrapping procedures using 5000 bootstrapped samples, and the 95% confidence interval ranged from -.22.68, -.06. Thus, the indirect effect was statistically significant.

Willingness to pay is significantly higher for hedonic benefits under all levels of usage intention. Importantly, high usage intention is most impactful under utilitarian benefits condition. More interestingly, we found that the effects are significantly larger for the Cambodia market than the U.S. market, and that participants in the Cambodia market were willing to pay a much significantly higher price for hybrid products with hedonic benefits (the Cambodia's average willingness to pay is about double that of the U.S.).

This research contributes with findings on value perceptions for technology products such as mobile phones by addressing the positioning of features (to be hedonic than utilitarian) likely to achieve market success. The findings implicate that brand level (high vs. low) does not impact consumers' willingness to pay for a hybrid product, giving hope to smaller players in the market – particularly in the context of a developing market such as Cambodia. Future research should examine the interrelationship of these values among different consumer groups and usage scenarios. The study of consumer profiles valuing either hedonic or utilitarian integration can inform the shift or movement in the market.

Figure 1: Standardized regression coefficients for relationships between variables in the research model



Note. * denotes significant at p-value of .05

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THE USE OF DIGITAL ROLE-PLAYS IN TEACHING SALES: AN INNOVATIVE APPROACH FOR EDUCATORS RESPONDING TO NEGOTIATION PRACTICE DEMANDS

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POSITION PAPER

The COVID-19 pandemic has yielded a sea change in sales practices. Sales forces have been forced to radically rework customer practices (Hartmann & Lussier, 2020), and the importance of electronic means for sales negotiations has been heightened (Marley 2020; Alexander & Brown, 2020; Khedkar & Brox, 2020; Robbins, 2020). Even pre-COVID, practitioners had started ramping up the use of electronic means for sales negotiations, with up to 80% of negotiations actually taking place electronically and a corresponding 75% decrease in face-to-face (f2f) negotiations (Bülow, 2011; Pearl, 2014). These negotiations are predominantly and increasingly taking place through electronic means, such as email or social media (Minsky & Quesenberry, 2016). However, many sales personnel report feeling unprepared for the shift to more digital negotiations (Kovac, 2016).

In response, the authors outline the first electronic, online experiential negotiation role-play exercise to focus on two key components of digital-based sales: (1) facilitating reprocessability (Dennis & Valacich, 1999; Robert & Dennis, 2005) and (2) preventing information overload (Robert & Dennis, 2005). Further, the benefits of electronic experiential exercises are tied to the higher order learning concepts of application and analysis (Bloom et al., 1956). Finally, this innovation facilitates training that is immediately applicable to students' post-graduation employment.

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INNOVATIVE PRACTICES IN THE TEACHING OF INTERNATIONAL MARKETING: PEDAGOGY AND PROJECTS.

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POSITION PAPER

International Marketing the heart and soul of a marketing course. It is so important because the face of marketing has changed when globalization started, and companies move out of the country of origin to different countries to expand their business, for example, Nestle, Coco-Cola, Microsoft, Apple, etc.; hence the importance of International Marketing increases exponentially among the educators and students across the world to meet the demands of the ever-growing market. Through this paper, we will discuss the innovations in teaching methods and application of project-based learning in international Marketing to make the students experience the real-world scenario of international markets. The paper will also discuss the importance of cross-cultural exposure of students for learning International marketing.

The paper will be addressing the use of online classes for International marketing because it can bring together geographically dispersed students, it aids the students to attend the classes at their own convenience, and the professor can record their sessions so that students can access them as and when required. The concept of the classroom now changes from one classroom to the whole world. The geographic barrier has led the students ignorant about the culture in a different culture, but now the barrier has been removed through the internet and online classes as the student in a different country are exposed to the cultures of a different geographical area. Lenartowicz and Apud (2006) has stated that cross-cultural competence in International Marketing applies to the interpersonal skills besides the expertise, skills, and personal qualities of an individual that a person undertakes to communicate successfully with people from various cultures using the expertise, skills, and qualities that he/she possesses. Cross-cultural skill preparation can then reach two stages of development: The knowledge and skills needed to gain a sufficient understanding of the cultural gap and the capacity to adapt knowledge and skills to global marketing in particular circumstances. Although specific online instructional resources and approaches can be used to improve students' cognitive skills correlated with cross-cultural competence, the capacity to incorporate cross-cultural awareness and skills in practice continues to emerge by experiential learning, where understanding is improved through feedback and contemplation. Feng (2016), for instance, suggested a learning model which is four-tier reflective model which focuses on knowledge, experience, reflection, and evaluation to enhance the cross cultural competence of students.

Online classes need to be built to maintain a well-structured information base through easy-to-access content, a high degree of learning engagement, user involvement, and motivational style. Teaching students of different backgrounds is an essential aspect of International Marketing education. A broad variety in the student profile in terms of culture, language skills, learning skills, and learning style will place obstacles in the way of online classroom management. International Marketing classes significantly uses projects with global teams spread across multiple continents, but language gaps, societal and cultural differences negatively effect in building trust and resolving disputes in virtual teams, especially in the online environment, where time difference and technical problems can pose challenge to sharing of ideas or engaging in effective communication. It has also been suggested that skill-building courses such as negotiation, teamwork, innovative thinking and exposure to technical advancement should be included international marketing education.

Project-based learning (PBL) is a student-centered pedagogy that includes a collaborative classroom approach in which students obtain greater awareness by constructive analysis of real-world problems and problems. Students learn about the topic by working to explore and address a specific question, issue, or problem. PBL is a paradigm that organizes project learning. Study assignments are dynamic challenges, focused on difficult issues or concerns that

require students in architecture, problem-solving, decision-making, or investigation activities. They also provide students with the ability to work reasonably freely over prolonged periods of time and culminate in practical goods or presentations (Jones, Rasmussen, and Moffitt, 1997). The development of know-how at work should be the key focus of every project-based learning. Shields (2005) describes five fields of expertise that initiatives can address: the ability to recognize, coordinate, schedule, and distribute capital, organizational abilities, the ability to collect and interpret knowledge, the ability to consider dynamic inter-relationships, and the ability to work through a range of technologies. In international marketing, projects can be jointly handled by students of two or more collaborating institutions who are located in different countries. This approach will assist in comprehensive understanding of the foreign country macro and microenvironmental factors and data collection by students without the requirement of actually visiting those destinations. Students can exchange ideas, pictures, videos, etc. through social media/IT enabled platforms under supervision of project supervisors.

Despite the absence of a widely agreed model or PBL principle, five parameters should be followed when assessing the feasibility of the model. In the first case, projects must be fundamental to the program and not peripheral; that is to say, projects are curricula. Second, assignments should be structured to compel students to experience and combat the core ideas and values of discipline. Fourth, initiatives can lead to positive progress including progress, awareness creation, and resolution. Fourth, the assignments are student-driven and not instructor-driven or scripted. Fifthly, projects should be practical and applicable to the real world (Thomas, 2000). According to Shields (2005), PBL reflects on both the method and the result of the task, improves the capacity to respond to transition, and improves team relations and project management skills.

Rachel Korfhage Smith (2010) through her paper demonstrates the success of collaborating with an international agency to teach international marketing and she states that It gave a realistic example of how such a course can be executed by a business school. It showed that in a PBL course which partners with an international agency, the skills required by international companies can be addressed and evaluated.

All the methods used are equally important to teach international marketing. The use of a particular method is effective to a certain point but that cannot be an answer to the optimum method of teaching. But there is a particular observation a mixture of multiple research methods, such as a focus group, a Likert-type questionnaire and the class notes of the instructor enables a closer approach to the study of the program.

International marketing teaching pedagogy is evolving and undergoing a paradigm change under the influence of new IT enabled communication technologies. Collaborative learning has never been so easy and with developed IT infrastructure, faculty members and students can collaborate easily with foreign institutions and exchange ideas/documents for enriched learning. Country specific simulation-based learning is gaining momentum. International markets differ from each other on many parameters and hence standardized simulations are not that effective. Virtual reality and augmented reality can be used to transform how students learn, It's the perfect way to visualize things that would be impossible or impractical to see otherwise. It can be effectively used to teach international marketing to students by enhancing their learning experience. Digital storytelling is another tool which is effective in teaching and learning and can be used to teach international marketing.

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HYBRID HIGH-IMPACT PEDAGOGY VIA TRANSNATIONAL STUDENT PROJECTS (TSPs)

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DEVELOPING TRANSNATIONAL STUDENT PROJECTS PANEL POSITION PAPER

International Marketing is an important course within marketing discipline. It is taught in a variety of ways by faculty members in the majority of business schools worldwide. It has garnered much more importance in the past few decades due to the huge impact of globalization on businesses. While most faculty members use some kind of project in international marketing courses, not many use international student collaborations. International student collaborations is defined in this study as the collaboration between students of different foreign nations to provide information about the culture, economy, and marketing environment in their country and specific region to help develop a marketing plan. This study discusses the challenges and experiences of implementing ‘Transnational Student Projects’ in an International Marketing course at the Clarion University of Pennsylvania in Fall 2020.

It is important here to mention the background of this study. For the past few years, I taught an International Marketing course in lecture mode with a major group project focused on developing a marketing plan for a foreign market or market outside the United States. Students were expected to find the relevant information on the project from secondary sources such as journals, magazines, social media, you tube, and google search. In the previous semester, one of the student groups developed a marketing plan for India. Being from India, I was surprised to see the project report, especially the cultural analysis of the country. The report lacked lots of valuable information about Indian culture and the real situation of markets and consumer behavior in India. At the same time, I realized that because of the presence of an international student from France, the other group of students who developed a marketing plan in France talked to him and made a very good project. This experience came to me as a learning experience. I realized that getting information from secondary sources can provide only partial information about the actual market conditions, consumer behavior, and different cultures. Getting to know the facts is one thing and to understand how and why people actually behave the way they do is different. I realized that it is much easier to know the ground reality in a foreign market, if we can talk to real people. Therefore, I decided to contact and request marketing faculty members in business schools in other parts of the world to collaborate.

The other important thing about this study is that it helps develop a pedagogy in the area of international marketing or international business that has a high impact on students learning. High impact practices (HIPs) are the teaching practices that “demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback” (National Survey of Student Engagement, 2017, p. 2). Some of the most popular types of HIPs by the later definition and used in a variety of disciplines today are: service learning, research, study abroad, and internships. HIPs have been in practice since 1998, after the Boyer Commission called for new models of educating undergraduate students and have proved to benefit students in many ways (Leupold, Weaver, & Hall, 2020). As per Kuh (2008), HIPs such as learning communities, study abroad, and undergraduate research provide deep learning and provide personal, practical, and general gains to the students. Additionally, Kuh and O’Donnell (2013) provides the relationship between HIPs and clusters of effective educational practices (see Table 1 and 2).

Table 1: Relationships between Selected HIPs, Deep Learning, and Self-Reported Gains

HIPs	Deep Learning	General Gains	Personal Gains	Practical Gains
Learning Communities	+++	++	++	++
Study Abroad	++	+	+	++
Undergraduate Research	+++	++	++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Source: Adapted from Ensuring Quality & Taking High-Impact Practices to Scale by George D. Kuh and Ken O’Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013).

Table 2: Relationships between Selected HIPs and Clusters of Effective Educational Practices

HIPs	Level of Academic Challenge	Active and Collaborative Learning	Student-Faculty Interaction	Supportive Campus Environment
Learning Communities	+++	++	++	++
Study Abroad	++	+	+	++
Undergraduate Research	+++	++	++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Source: Adapted from Ensuring Quality & Taking High-Impact Practices to Scale by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013).

As the 'Transnational Student Projects' (TSPs) implemented in the International Marketing course involved three HIPs: international collaboration (similar to study abroad), undergraduate research, and learning communities, they are considered as hybrid high-impact pedagogy, as suggested in the literature (Bringle, 2017; Kuh, 2012). TSPs involved five business schools a.k.a. International Institutional Partners (IIPs) and more than 100 students a.k.a. International Project Partners (IPPs) from four different countries. These students were grouped into seven teams of around 4 students each, depending on number of students in class in that school/country, as shown below:

Groups	Product/Industry	Set-1: International Institutional Partners (IIPs)	Set-2: International Institutional Partners (IIPs)
Group-1	Restaurant	University of Pretoria, South Africa	University of Mitra, Indonesia
Group-2	Education	University of Pretoria, South Africa	ICFAI Business School, Mumbai, India
Group-3	Personal Care	University of Pretoria, South Africa	ICFAI Business School, Mumbai, India
Group-4	Lodging	University of Pretoria, South Africa	Chetana's Institute of Management, India
Group-5	Tours, travel and ticketing	University of Pretoria, South Africa	Chetana's Institute of Management, India
Group-6	Maintenance and Repair Services	University of Pretoria, South Africa	Chetana's Institute of Management, India
Group-7	Dry Cleaning / Laundry Services	University of Pretoria, South Africa	Chetana's Institute of Management, India

TSPs are a group task and is spread throughout the semester. TSPs had similar four components as in traditional International marketing projects: cultural analysis, economic analysis, marketing environment analysis, and marketing plan. It is important to note that the responsibility of completing the project was on Clarion students, being the host institution. IIPs were allowed to have a similar or different project component as per their course and policy. Students were required to develop a marketing plan for a predetermined service product in TWO different foreign markets, with assistance from IPPs who live and study in that foreign market. The broad objective of this collaborative project was to understand about a foreign nation (country analysis) by getting first-hand information from foreign nationals. This collaboration helped students learn how to interact with people from different cultures, get first-hand experience of the culture including challenges to work with a foreigner, consumer behavior, information about local markets, and how they are different from the United States. These and similar issues can be much easily understood by interacting with foreign students as compared to google search. Students were provided with a list of indicators to work on under each project component. An online community forum on Facebook (FB) was created and all students were required to discuss and share pics and videos on it. One faculty member from each IIPs was helping students to understand the project and interact with IPPs on FB and emails.

Initially, it was frustrating for students and even the faculty members, as things were not clear and the instructions got changed every time something came up. But it was known to all and therefore everyone kept pulling it. Finally, the first submission on cultural analysis was submitted recently after which I surveyed my students and found that this collaboration was a great help and learning for them.

Successful implementation of HIPs has many challenges. To be effective HIPs such as study abroad, requires more time and resources from students, faculty, and institutions (Linn, Palmer, Baranger, Gerard, & Stone, 2015). On the other hand studies show that while all students may benefit from participating in HIPs, not all students participate at the same rate (Kilgo, Ezell-Sheets, & Pascarellaet, 2015). TSPs so far have been successful, though some of the challenges mentioned in literature still need to be overcome such as equal participation of students including IPPs. Thus, future studies on HIPs can focus on student participation issues.

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ASSESSING THE ECONOMIC POTENTIAL AND EXPORT POTENTIAL FOR INDIAN COTTON IN SWEDEN: SCANNING THE INTERNATIONAL BUSINESS ENVIRONMENT THROUGH INTERNATIONAL IMMERSION PROGRAM (IIP)

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DEVELOPING INTERNATIONAL EXPERIENCES PANEL POSITION PAPER

In 2019, National Institute of Industrial Engineering Mumbai received a proposal from University of Borås, Sweden. Two of their graduate students would be visiting Mumbai from 25 March to 15 May 2019 to collect data for their MBA dissertation project in International Business. The students are registered at the Textile Management Institute, University of Borås, Sweden. The aim is to investigate and highlight the economic viability and export potential of small Bt- cotton (genetically modified cotton) grown by farmers in Maharashtra, India. Their visit is being funded by the Swedish International Development Cooperation Agency (SIDA).

Cotton is one of the mainstays in India's export economy. Cotton plays an important role in the Indian economy as the country's textiles industry is predominantly cotton based. India is one of the largest producers as well as exporters of cotton yarn. The Indian textiles industry contributes around 5 per cent to the country's gross domestic product (GDP), 14 per cent to industrial production and 11 per cent to total export earnings. The industry is also the second-largest employer in the country after agriculture, providing employment to over 51 million people directly and 68 million people indirectly, including unskilled women. The textiles industry is also expected to reach US\$ 223 billion by 2021 (India Brand Equity Foundation, 2020). Gujarat, Maharashtra, Telangana, Andhra Pradesh, Karnataka, Madhya Pradesh, Haryana, Rajasthan, and Punjab are the major cotton producers in India. In FY 2019 – 2020, (till November 2019), exports of cotton yarn, cotton fabrics and cotton made-ups in India reached to US\$ 1.74 billion, US\$ 3.99 billion and US\$ 5.58 billion, respectively (Office of the Textile Commissioner, Government of India).

International Relations is the face of NITIE Mumbai to the world outside India and is continuously working towards taking NITIE to the globe. The committee is responsible for facilitating the exchange process for outgoing students and hospitality of the incoming students. It also works in tandem with the Student Exchange Offices of the various International Universities fostering new tie ups towards the branding & increasing the visibility of NITIE to the world. IR strives for better and improved relations with the existing and prospective partners by sustaining and exploring areas of collaboration with NITIE Mumbai. NITIE aspires to emerge as an international knowledge hub in India. NITIE aims to amalgamate knowledge, culture and experience to create a new breed of students. It desires to provide a platform for the bright minds to assimilate and garner global perspectives. It helps the international students to acquire knowledge in the context of a developing economy. NITIE associates with institutions which are renowned in the fields of Management in Operations & Supply Chain, Industrial Engineering, Safety & Environmental Management, Project Management & Manufacturing Management. NITIE strives to develop international relations that will go beyond the scope of student exchange programs. NITIE is looking forward to expanding its global reach by forging joint research between NITIE's faculty and International universities. Such Faculty exchange programs between partner universities would aid in evolving the pedagogy followed. NITIE is also eager to promote joint conferences seminars, joint executive training programs.

IIP Brief: The India IIP began with a 21-day on-site visits, seminars, classroom sessions and activities. Students visited the Gateway of India, Chhatrapati Shivaji Maharaj Vastu Sangrahalaya Museum (formerly known as the Prince of Wales Museum), the Kala Ghoda art precinct, Chhatrapati Shivaji Maharaj Terminus (formerly Victoria Terminus) railway station, the Bombay High Court and the buildings of Horniman Circle in the Fort area. The next destination was visitation to the Head Office at Cotton Textiles Export Promotion Council at Mumbai, popularly known as TEXPROCIL, which has been the international face of cotton textiles from India facilitating exports worldwide. The

students received a broad overview of cotton trade in India and opportunities for exporting cotton to Sweden. NITIE Mumbai also organized half day sessions for 7 days to impart knowledge sessions on Indian culture, business and economics. This followed with Field Visits to the extensive cotton growing belts of Maharashtra to interact with the farmers and witness the cotton cultivation process.

International Immersion Program Requirement: The participating University/Institute must be signatory to the International Exchange Program with National Institute of Industrial Engineering Mumbai and must be either in their final year of the Undergraduate Program or Graduate Students pursuing MBA/MS/PhD Level Programs.

About the courses:

There were no specific credit or audit courses assigned for the International Exchange students. Rather, a customized open – ended seminar sessions were organized to suit their MBA Dissertation Project requirements.

Learning outcomes include:

- *Classroom based academic interaction with faculty of the host university*
- *Industrial visits to the prominent firms located near the host university*
- *Cultural exchange with local community*

Evaluation: The students were evaluated as per their Home University requirements in Sweden.

- The students expressed their experience were highly satisfactory, both personally and professionally.

For future IIP programs, we have already firmed up visitations to International destinations, once Covid 19 restrictions are relaxed.

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LEARNING FROM GENERATION 2 GENERATION: AN INTER-GENERATIONAL AND INTERDISCIPLINARY APPROACH TO MENTORING AND CONNECTING AFRICAN AMERICAN WOMEN

Jeanetta D. Sims, University of Central Oklahoma

PANEL PRESENTATION PAPER

Mentoring programs in higher education often connect students with their peers or incoming faculty to their more experienced faculty counterparts. These can be helpful in providing students with on-campus connections and faculty with teaching or research partners. Mentoring models, beyond student-to-student and faculty-to-faculty are needed. This presentation shares an example of an inter-generational and interdisciplinary model of mentorship that can connect students of colors in marketing to professionals. The aim is to provide a path of replication for marketing faculty to enhance their ideation around mentorship for greater growth among students and greater value for marketing departments.

Generation 2 Generation (G2G) is an intergenerational, interdisciplinary model that can be adopted or adapted among marketing faculty. The program took place in a single Fall and Spring semester and was funded by the W K Kellogg Collegiate Women of Color Leadership Development Institute, which funded a student to serve as the Project Director under the guidance of a faculty member as the Project Advisor. Seven African American female college students were selected, and each one was paired with an African American female in their desired program of interest. Professional areas or disciplines that were present in the pairings include: business, banking, engineering, education, government, communication, and marketing.

Each mentor pair independently scheduled monthly mentorship sessions. G2G leadership (the Project Director and Project Advisor) conducted three key programming events. The Meet and Greet Brunch provided an opportunity for all G2G participants to meet and to attend a session discussing unique characteristics of African American female leadership (conducted by the faculty Project Advisor). A Health and Wellness educational session (conducted by the student Project Director) provided an opportunity for all G2G participants to spend an afternoon focused on personal well-being, exercise, and self-care. A concluding dinner provided a final gathering for all G2G participants to have closure and to discuss next steps in goal-setting. The keynote speaker for the dinner was the professional mentor that Kellogg assigned to the student Project Director.

Amid the current prevailing climate of uncertainty and anxiety associated with the pandemic and protests, marketing faculty can look for additional avenues to support students of color. One avenue is provided in the G2G model, which connects students of color with their professional counterparts.

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CALM DURING CRISIS: CREATING CLASSROOM ENVIRONMENTS THAT FOSTER LEARNING AND COLLABORATION

Julia Cronin-Gilmore, Bellevue University
Jeananne Nicholls, Slippery Rock University
Debika Sihi, Southwestern University

PANEL POSITION PAPER

Education is undergoing such accelerated transformation due to COVID-19. Educators are adapting pedagogical techniques while still trying to maintain a sense of community among students in their classrooms. The panelists will offer examples of initiatives they have integrated into their classes to foster learning and collaboration among students.

Initiative One—Creating a virtual office was employed as a means to connect with students outside of the traditional classroom. In a residential face-to-face course, students can visit with their professor before a class starts, after it ends, or by dropping by during their scheduled office hours. For some students, it is an opportunity to gain further clarification on assignments where they may not feel comfortable asking in front of the class. Meeting with their professor often helps increase their confidence level. At other times, especially with undergraduate students who live far away from home, it is a time to connect with an adult who also has knowledge outside of the classroom. This was especially relevant for our international students who frequently would want advice on some items we take for granted such as where to purchase a computer or get one repaired. To help students feel comfortable, open Zoom office hours were offered before and after class but it did not prove to be successful as it was not private. To assist students, open office hours were posted with an option to make appointments in 20-minute increments of time. The professor would admit a student, speak with them, while others were in a waiting room until it was their time. The process helped students feel connected to their professor and allowed one-on-one time to connect outside the traditional class time.

Initiative Two—During the era of COVID-19, branding has become an issue for institutions of higher education. Most universities in the USA are tuition dependent, and students indicated they were not satisfied with the spring semester rush to online. Therefore, the professor felt compelled to do what she could to recreate the in-person classroom experience. She especially wanted to recreate the sense of community (a hallmark of university life and a key component of the university's brand) and create opportunities for students to share and learn from each other. The instructor uses a flipped classroom pedagogy. Students read and complete assignments—even chapter quizzes—prior to coming into the classroom. The classes are scheduled for Monday, Wednesday, and Friday. For Monday's session, the professor records a brief review of an assigned chapter and spends more time explaining how students should prepare for the two applied Zoom class meetings (Wednesday and Friday). Students have indicated they really appreciate this approach because they are able to review the recordings at their convenience and can rewind/replay if they have questions or can email the professor with questions.

The professor uses a book where instead of building a traditional business marketing plan, students build a component of a personal marketing plan (PMP) with each chapter. The video recordings explain what a traditional marketing plan would look like and what they need to do for a specific chapter's component of their own marketing plan. In the Wednesday Zoom class, the professor reminds the students what employers are looking for and gives them a challenge to help each other improve that chapter's component of their personal marketing plan. They do this in group breakout rooms. Every person must share their assignment and then make suggestions for each other. The professor pops into the breakout rooms to help and answer questions. The other applied assignment on Fridays involves Social Media Applications (SMA). For this assignment, there is a lot of work that needs to be researched in real time, so the instructor uses Zoom's broadcast function to keep students on track with where in the process they should be and only pop into rooms where students indicate they have a question.

When students go back to the main room, they share the group's ideas and suggestions. Students have commented about how interactive these Zoom classes are compared to others and how much they are learning from

each other and from applying concepts from the book. They have also talked about having the opportunity to meet new people they may not have in a typical class or even in some other zoom classes. So, structuring the Zoom sessions to emulate the face to face classroom may actually have created more of a sense of community than the traditional classroom.

Initiative Three-This initiative was implemented in a required, upper level course. The class was a mix of in-person and online sessions. Class discussions can be more challenging in online settings where students may feel uncomfortable to speak up or encounter technology issues. Further, class discussions, even pre-pandemic, are not always engaging for quieter students. Therefore, to foster participation and collaboration among students, some of the class discussions were “gamified.” Instead of discussions about pre-assigned textbook readings, Kahoot! was used to create interactive quizzes the students could access via a mobile phone or their laptop real time. Students were urged to use a fun nickname to play because Kahoot! displays student scores in the game, and this is meant to be a fun learning experience rather than a competition. Students, remote or in-person, can play synchronously, and everyone can see the answer results pop up after each question, much like a game show. Further, the Kahoot! games helped the instructor identify topics the students may be struggling to understand.

Students in this course are encouraged to keep up to date with current business news through digests like The Morning Brew and/or by reading periodicals like the *Wall Street Journal*. The news stories are discussed in class. Some of these discussions, when held online, were converted into a “puzzle challenge.” Students were broken into teams of 4-5 students, and the professor emailed each team the same puzzles about recent business news. For example, “8520 BIGC” is a clue about the IPO of the company BigCommerce on August 5, 2020. Student teams worked together in Zoom breakout rooms to solve the puzzles and then emailed the professor their answers before a full class debrief. The first team to submit accurate answers to the puzzles won a prize (e.g., extra credit). Students liked working with each other to solve the puzzles, and this helped generate more discussion around business news.

These initiatives have helped foster learning and collaboration in the classroom. More detail about the initiatives will be provided by the authors at the panel session. In addition, the authors are happy to share specific materials with anyone interested.

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INNOVATIONS IN TEACHING MARKETING

Scot A. Squires, Ferris State University

PANEL POSTION PAPER

10 APPS THAT ARE PERFECT FOR YOUR CLASS

Incorporating the latest technology into teaching is not new. But finding the right mix of technology is now more important than ever as we strive to engage students during the COVID-19 pandemic while teaching in the classroom, online, or a combination of both. Learning management systems (LMS) such as Blackboard, D2L, Canvas, and those offered by textbook companies are great but only go so far. Fortunately, the number of applications (apps) designed for smartphones, tablets, and computers are endless. New apps continue to pop up all the time, while older ones continue to evolve for additional uses. Apps serve a number of purposes. First, they expose students to new technology and allow them to sample software that they may need to use in their career. Second, they provide students a hands-on experience where students can learn by doing even in a class that is completely online. Third, they offer a new way to counter boredom and help engage students.

The challenge is for instructors to keep up on the latest available apps and decide which ones are relevant for the class and which are simply a distraction. This paper looks at 10 apps that may be beneficial both online and on campus. These apps are either totally free or free for a limited time. A special thanks to my colleagues and those on Facebook who shared their suggestions for apps.

App #10 — Although not new, one of my favorite apps continues to be Kahoot. This app turns exam review into a game, and students love it! This interactive tool is also great for real-time polls to gauge if students are understanding the material. Plus, it works no matter if you are in the classroom or conducting class over Zoom. I have found it is a great way to keep everyone's attention. My students have even requested I do more Kahoots in class.

App #9 — Here are some apps you may already have and not even realize it if your university uses the Microsoft Office 365 suite. If you have Outlook email, chances are you may have access to the entire suite because universities often sign a contract with Microsoft that includes all of their cloud-based software including Word, Excel, PowerPoint, and a number of other apps. The three I would like to mention that are part of Office 365 are Teams, Sway, and Word. Teams is a great way for students to stay in touch if they are working on a team project. It has the Facebook feel of posting and then responding to posts. Sway is an app that I believe is underrated. It should be so much more popular than it is because students can make very professional presentations using it. It reminds me of a cross between a website and PowerPoint. Lastly, most people are familiar with Word. But the benefit of using Word on the cloud is students working in teams can each participate in writing and editing the document. Of course, Google Docs is also great for this.

App #8 — Playposit allows you to add content to your video recordings. You can add quiz questions, polls, and discussions to your videos. Playposit works with the most popular LMS platforms. This app helps make your videos interactive in order to help keep students' attention.

App #7 — Think of Mural as a virtual board for sticky notes. This is a great app for brainstorming, for planning team projects, or for assignments where, if you were in the classroom, you would have students place Post-it Notes on the board, such as perceptual mapping, cognitive maps, or an organizational chart. Really, the possibilities are numerous.

App #6 — Jamboard by Google is really a basic whiteboard where you can draw and add text, pictures, and sticky notes. Google then allows you to share it with others so they can also collaborate. The fact that this is so simple is really what makes it great. It is very easy to use.

App #5 — Flipgrid is a Microsoft app. This is a great way for students to engage with each other even when everyone is online. Flipgrid is a discussion board that uses video. The instructor posts a video and students can respond

with their own video postings. They can also respond to each other. It is also great for students who may have missed class or as a way to invite speakers to your classroom.

App #4 — Ever have trouble getting students to check their email? Of course you do because students mainly text these days. Unfortunately, our universities usually do not provide a tool to text students. I use Remind.com to text students assignment reminders, words of encouragement, and notices if I have to unexpectedly cancel class. Students love it. Remind.com has paid and free versions.

App #3 — Instead of assigning a paper, maybe Pikocart is the answer. This app allows students to create infographics, presentations, posters, flyers, reports, and social media content. It is a great way for students to present visually what they have learned about a company. This is a great tool for SWOT analysis, marketing plans, and sales and product presentations.

App #2 — When it comes to having students develop content for a social media marketing class, Canva is the perfect tool. This easy-to-use app is also great for logo design, presentations, flyers, posters, ads, and reports.

App #1 — Padlet is one of my new favorite apps because you can use it for so many things. Instead of asking students to write discussion board questions (that is so 20 years ago), I ask them to do a project in Padlet and then post it on the discussion board. There are several options, including a timeline template which is perfect for product lifecycle assignments. The map option is great for international marketing or when studying demographics. And the wall template makes a great way for students to create a SWOT analysis or provide other research on a company.

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USING SIMULATION IN A DIGITAL MARKETING COURSE

Lubna Nafees, Appalachian State University

INNOVATIONS IN TEACHING MARKETING PANEL POSITION PAPER

Experiential learning plays a significant role in advancing higher education. Experiential Learning Theory (ELT) defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (Kolb, 1984: 41). Business simulations are commonly used in the classroom for experiential learning (Saenz & Cano 2009; Tiwari, Nafees & Krishnan 2014). Simulations are based on a simple, but effective, learning strategy—practice. Not just any practice will do. But the practice needs to take place in context. Simulations are used to teach a specific process (the practice) within a specific environment (the context). This is the goal of simulation (Mahboubian 2010: 1). They help create a simulated business environment where participants can experiment with decision making without facing the consequences of a real marketplace. Participants learn more by doing and this is further strengthened by reflecting on their own actions. The latter is the premise on which reflective learning is based. Reflective learning requires the participant to think over their learning process and through that they not only learn a particular piece of knowledge or skill, but better understand how they learned it—knowledge that can then be transferred well beyond the scope of the specific learning experience. In this situation, the participants are empowered and teaching-learning becomes a co-creation process (Denton 2017).

Keeping this in mind, the author developed an assignment for their digital marketing class. This assignment would help achieve the course objective that on completion, the participants were able to develop a strategic and tactical plan for digital engagement that could be implemented to any business. Of the several marketing simulations available, the author used Stukent Mimic Pro. The simulation was built into the syllabus and was introduced right after the participants had covered basic concepts in class. These included content marketing, role of websites and landing pages, search engine optimization, search engine marketing and email marketing. The first four weeks of the semester were spent in discussing these concepts through lectures and group discussions.

At the end of week four, the participants were introduced to Mimic Pro, where they would now run an actual business albeit in a simulated environment. This simulation gave the instructor flexibility to customize the duration for which it ran, ranging from one to ten rounds of decision making administered in a workshop mode over 1-2 days or an entire semester. The instructor in this case chose eight rounds, which they described to the participants as being equivalent of running their business for two years. This simulation also gave flexibility to work individually or in teams. The instructor chose for each participant to work independently as the focus was not on team work and dynamics. The first round was practice where the participants got familiar with the platform. One of the challenges that the instructor faced was that participants thought of the simulation as a game and themselves as players rather than decision makers in a business. The instructor was very clear in setting the expectations right in the beginning by specifying that it was neither a competition nor a game that would have one winner. The participants made decisions for each round individually, in about one-week time.

At the end of round 2, the participants started a journal where they reflected on their own decisions and recorded why they made the decisions that they did? And what would be the one thing they would do differently in the next round. The weekly journal was maintained on a course management system and each journal was visible to all the participants. By round 2, the participants were familiar with the platform and were exploring the concepts they had learned in order to use them in practice. They were required to watch their result video, which was provided by Stukent at the end of each round and include their own analysis of results in the weekly reflection journal. The results had four components – Revenue, Profit, Return on Investment (ROI) and Reach. As for grading the assignment, Stukent had a rubric but in this course, the instructor assigned 75% to the Mimic Pro grader and 25% to the participant's reflection journals.

The participants at round 3 were required to record why they made their decisions in the journal. In addition, they were also required to respond to one other participant by sharing their independent observations on that individual's journal. This was like a business giving advice to another on what they would do differently given the same situation. At the end of round 4, each participant met with the instructor who provided a debrief based on their results and journal entries.

The participants were on their own for rounds 5 through 8 and repeated the same practice of making their round decisions and then recording why they did what they did. At the end of round 8, the participants wrote about their experience and overall learning from the simulation. Another challenge that the Instructor faced were questions from the participants like "What are you exactly looking for" and "What will help me get a good grade". This assignment by design tried to eliminate these participant concerns in order to facilitate the desired learning outcome.

The objective of this class assignment was for the participants to be able to develop a strategic and tactical plan for digital engagement that could be implemented to any business, after the successful completion of this course. The assignment used simulation to create experiential learning and strengthen the learning outcome using a reflection journal. Majority participants have found this assignment to help them understand what goes into the making of a good digital marketing strategy simply because of the freedom they have, to experiment and make any decision and then self-evaluate the impact of that decision on their business. This assignment combined experiential and reflective learning and can be extended to other simulation-based courses like marketing strategy, supply chain management, finance etc. where instructors not only let them make decisions in the simulation but all also reflect on their actions. This assignment can also be developed using client-based projects instead of simulation.

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CREATING SPACE TO BECOME BETTER: CONVERSATIONS IN MULTICULTURAL MARKETING

Kimberly D. Grantham, University of Georgia

PANEL POSITION PAPER

As educators, we have a tremendous responsibility to challenge our students to become better leaders in the marketplace, pushing them beyond their comfort zones as they step into roles where they will be decision-makers who will embrace equity and inclusion as the standard, rather than the exception. Because we are in the midst of days of reckoning for consumers, brands, and policy makers, this task as educators becomes of paramount importance. The high-profile cases of Ahmaud Arbery, George Floyd, and Breonna Taylor have prompted individuals and companies to re-evaluate personal and organizational commitment to accepting, including, and advocating for others with whom we may differ. It is during these times that introspection is needed for each of us individually, and discussion is warranted between us collectively. Our Multicultural Marketing course allows students and I to have an opportunity to do just that. There are two main growth opportunities in Multicultural Marketing: 1) an initiative led by me, as the professor, to ensure students are aware of key issues related to diversity in the marketplace, and 2) an initiative led by each student to choose and take ownership of a diversity-related topic that he/she is interested in. In this position paper, I focus on the latter, as it is through these student-led discussions that we see student-to-student engagement and openness to learning that is new and different, especially for students who have had limited exposure to multicultural issues.

While students grow in knowledge from case/article discussions of multicultural issues in the course, it is through the discussions that are initiated and led by students where peer-to-peer interactions have resulted in personal awakening and growth. Each student in Multicultural Marketing is asked to choose a topic related to diversity in the marketplace that he/she is interested in. The most important criteria that I stress is that the topic be of interest to the student. I have found that students' level of motivation in choosing a topic that they are interested in spills over into the classroom in the form of engaged and open discussion. A part of my role as instructor is to set the tone in the classroom such that each student's opinion is valued. At the start of the semester, we talk about mutual respect in the classroom. We will not all agree on topics that we discuss. When we disagree, it is grounds for fruitful discussion, so we are mindful of how to show respect while holding a differing viewpoint.

Prompted by the social unrest during the summer of 2020, former students who have taken Multicultural Marketing contacted me, unsolicited, to share the impact of their experience in our Multicultural Marketing course. On June 1, 2020, one student wrote, "Dr. Grantham, I took your Intro to Marketing course as well as your Multicultural Marketing course. Since graduating, I began working at a marketing agency. I just wanted to let you know that your classes have prepared me so well for my job. With the current BLM movement and Pride month, I feel like I know how to be part of the conversations with our clients on how to move forward in their marketing campaigns. Thank you so much for your inspiring and informative classes!" Another student reflected, "Hi Professor Grantham, I had the honor of taking your Multicultural Marketing class in the spring of my senior year at UGA, and it was without a doubt the most impactful and meaningful class I took throughout my 4 years at the university. I wanted to write you an email during this time to say thank you. Thank you for opening my mind and so many of my classmates' minds to issues that minorities face and topics that used to feel uncomfortable to so many who grew up sheltered in white communities going to white private schools like myself. You provided a safe space for students to share their personal experiences, and I often find myself recalling and sharing things that I learned during your class. Taking your class made an impact on my growth as a person. This class was so important, and I hope it continues for a long time."

One additional student reflected, "College has been a time of reckoning and repentance for me as I've realized how my actions have exacerbated racism. I used to think racism was only outright hate for another race; I did not have that so therefore, I was one of the good guys. I was also raised believing race in politics (local and national) was the left's way of "poverty pimping" to gain votes without truly caring for minorities and that race was not a systemic issue.

Through the grace, kindness, and boldness of teachers like you and other inter-racial friendships I've made here, I've learned SO much and have realized the ignorance I've had of my own privilege and experience. Not only that, but I've also noticed the failure of officials I've voted for to even address systemic racism, much less act on it. I'm afraid that my words may seem like sentimental puffery or worse, a selfish attempt to prove I'm not a racist so I can stay one of the "good guys". I just want you to know how GRATEFUL I am for your leadership, your perspective, and your patience as you've educated us about difficult subjects that white people shy away from. You have done an excellent job educating people about injustice in a way that provokes them to action. Please know that I am grieving with you in these times. I recognize that your life as well as those of your family, have infinite and eternal value. I want to be a part of creating change that reflects that in my generation and my children's generation.”
As evidenced by these students’ reflections, the social unrest of 2020 has increased the desire for individuals to act.

Millennials and Generation Z seem to have a yearning to understand, empathize, and advocate. This mindset has been evident from the first week of Multicultural Marketing this fall semester 2020. The first week of class two students chose and presented on the following topics:

1. The perils of ignoring Black women in an influencer’s world (presented by a White female)
2. The marketing / re-aligned promotion of Netflix’s Cuties (presented by a White female)

These two topics of interest, chosen by White females, set the stage on the first presentation day of the semester. The issues involved Black and Brown people. It was apparent that there was a desire to study, empathize and act on behalf of a population of people who differed from the presenters. Listed below are other topics chosen thus far this semester, and the race of the person who initiated and led the discussion:

1. Black speech in social media marketing (White female)
2. Social justice in professional sports (White male)
3. The Green Book today (Black female)
4. Tokenism in marketing (White female)
5. Colorism in media (Black female)
6. Brands under scrutiny – post 2020 social unrest (White male)
7. Lottery or voluntary tax – impact on minority populations (White male)
8. Racism and cultural appropriation in fashion (Asian female)
9. Ethnic aisles in supermarkets: marginalization or convenience (White female)
10. Black trauma in marketing (Black male)
11. Athens bars “protecting” their image (White female)
12. How the NFL can better diversify their brand (White male)
13. Recognizing African American music in American culture (Hispanic male)
14. Changing times in country club sports (White male)
15. Racial categorization in the music industry (White female)

This fall semester, students from diverse backgrounds have chosen topics that address diversity directly, and challenge the status quo. Students are bold, engaged, interested, and unashamed in their advocacy for others who are different from themselves. Students’ increasing awareness of these issues challenge us to ask ourselves what is our role in making changes to benefit the next generation. As an educator, it has been refreshing to note the change in levels of openness to what have been viewed as “sensitive” topics in the past. This young generation of future business leaders are embracing diversity as a standard. They are establishing the new norm where equity in the marketplace is a key pillar. Creating space to engage the necessary conversations where we push beyond our comfort zones is one key step toward establishing this pillar.

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INNOVATIONS IN TEACHING MARKETING

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PANEL POSITION PAPER

Like many faculty members I have had concerns about my students seeming disconnection between their level of input and their earned grade. Multiple times, I have been asked why I “gave” a student a particular grade, rather than how did they “earn” a particular grade. This distinction between what is given and what is earned is often lost on students. This confusion about their role in earning a grade opens up the opportunity for them to become disengaged from the class with declining motivation and poor performance. Admittedly, I have also been frustrated with what I perceived to be a lack of accountability and a waning sense of responsibility on the part of students. I find myself at a loss to understand why some students just do not complete all of the assigned work. These experiences have led me to explore different teaching methodologies in an attempt to assist students in understanding their responsibility in the learning process.

The Layered Curriculum is a pedagogy that focuses on students being given the opportunity to make deliberate decisions on what grade they would like to earn. Simply, students are given not only a voice in their level of engagement in the class, but also a freedom of choice over the assignments completed and their earned grades for each unit. This approach focuses on the individual needs of each student by offering them the opportunity to customize their experience by selecting the grade they want to earn as well as the assignments they want to complete in order to achieve the learning objectives for the class.

In my class, there are three layers in the Layered Curriculum: C, B and A. For each unit, a student elects what grade he or she is striving to earn. If a student wants to earn an A for the unit, they must complete all three layers of work. On the other hand, if they have other priorities during a particular unit or have no interest in the concepts in the unit, they are welcome to just complete the C layer of work. A student also has the option of working up to the B layer of work. Students must complete the assignments in the lower layer before moving to the next layer. Layer C requires the completion of three assignments, with all the other layers requiring only one assignment. For example, in a four-week unit -

Layer C is worth 51 points + 24 points (PAC*) = 75 points.

Layer B 12 points + 75 (Layer C) = 87 points.

Layer A is 13 points + 87 (Layers C/B) = 100 points

*PAC = Preparation, Active Participation and Contribution

In the C Layer, students can earn a percentage of the points in that layer by attending class, being prepared, participating in the class activities and discussions, and contributing. This is called PAC and it is an important part of the C level. In essence, their active engagement will help them earn points at the foundational C level. At this level, all the options are individual assignments. Though every assignment is about customization and choice, it is difficult to even achieve a C at the C Layer without attending class, occasionally participating, and contributing. In the B Layer students have the option of working alone, in pairs or in teams of no more than four. The B Layer is usually an assignment that requires high order thinking and creating something. There are less options at the B Layer and the assignments are more complex. At the A Layer, the options are all team assignments. At this level students should expect to complete work where they meaningfully apply the concepts or critically assess others’ application of the concepts.

My implementation of the Layered Curriculum centers around four key pillars – Clear expectations; Assignment Choice; Accommodation for learning styles; and Building skillsets. On the first day of classes, I discuss the Layered Curriculum and what it means for my students. I also include information in the syllabus, in an independent handout, on our class learning management system (Canvas) and on my student grade information system (Jupiter). For the first few weeks, I remind students that they can customize their learning experience without judgement about their choices. All the information clearly lays out class expectations including the number of assignments, formatting, assignment due dates and rubrics for grading.

In preparation for the class, I spend time developing assignments for each unit. Each unit is 3 to 4 cohesive chapters with 6 – 8 assignment choices at the C layer, 3 - 4 assignment choices at the B layer and 1 - 2 assignment choices at the A layer. In addition to providing choices, the assignments are designed to accommodate differing learning styles. Assignments range from listening to videos and music for the auditory learner, to the creation of an art project for the tactile learner.

I use Bloom's taxonomy (Bloom's) to guide the grade layer outcomes. Layer C focuses on a student's ability to recall and explain basic concepts and ideas. This is "remember" and "understand" on Bloom's. The B layer is focused on "apply" and "analyze". The assignments are designed to have students use the information they have learned in different situations and draw the connections between ideas. The A layer is the higher order thinking in Bloom's. Students are encouraged to use critical analysis to justify their decisions and develop new work. This is "develop" and "create" in Bloom's.

Although I am only in my second semester of using the Layered Curriculum, I am already collecting anecdotal evidence that students are more engaged, are taking more responsibility for their choices and perhaps most importantly are more satisfied with the grades they earn. I plan to continue to collect data to analyze along with student pre and post surveys. Following are sample assignments.

Sample Layer C Assignments -

1. Find examples of three out of the six different types of sampling. Describe each sample and provide a visual (picture, website link, etc.). Explain why sampling is effective or ineffective for each example. (Bloom's Taxonomy – Understand)
2. Create some type of visual art that represents the Internet. Share your visual art with the class explaining how it represents the internet in a 3 – 5 minute presentation. Arrange a date in advance with the instructor to present your visual art. (Bloom's Taxonomy – Remember)

Sample Layer B Assignment –

1. Imagine that you have been hired by a travel agency to develop a direct appeal letter for a spring break beach trip to Florida, targeting college-age young adults (Be sure you read and understand an interactive marketing message). Write a three- to four-paragraph appeal letter for the vacation package. Put this on one page. Then starting on the second page explain how the travel agency would measure response to the appeal and what next steps you would recommend in the direct-marketing campaign to further engage potential customers and to close the sale. This should be 2 pages minimum. (Bloom's Taxonomy – Analyze)

Sample Layer A Assignment -

1. You are opening a fine-dining establishment in Winston Salem. As part of this effort, you are considering offering a consumer frequent-diner program.
 - Provide detail on the fine-dining establishment
 - Describe in detail how a frequency program would work for your restaurant.
 - Justify the potential advantages associated with such a program
 - Outline the potential disadvantages you need to consider, and your plan to avoid/overcome them
 - Provide a sample of how the frequency card would look(Bloom's Taxonomy – Create)

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FLIPPED CLASSROOM TECHNIQUES AND APPROACHES

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PANEL POSITION PAPER

A flipped classroom approach is a type of blended learning environment where students engage in course material outside of class and use class time to practice the concepts or tools learned. This is opposite of the traditional model where students learn concepts and tools in class, and then practice their knowledge through homework or projects completed outside of class. Research suggests that students learn more in an active, versus traditional lecture, learning environment (e.g., Bonwell & Eison 1991). However, class time is limited, and instructors often use their time during class to discuss key course concepts. The flipped classroom approach enables instructors to use class time for more active learning, which help students in achieving the top two levels of Bloom's Taxonomy, evaluating and creating. For example, students can put the concepts and tools into practice to create original work and ideas during class time.

While instructors have implemented this innovative teaching approach, COVID-19 offers unique challenges as instructors are now faced with hybrid (i.e., in-person and remote students) or remote-only classrooms. There was, and remains, significant uncertainty of teaching modes. The flipped classroom design can help minimize these uncertainties by moving lecture material online. Teaching both in-person and online is a different experience for both instructors and students. For example, instructors must now convert class time, which may have traditionally been used exclusively for lectures, to a more active learning environment. This may include engaging activities or team exercises. For the students, they must now complete work prior to class time to be able to maximize their learning experience. It is important to note that the flipped classroom approach may be viewed differently across cultures. For example, in India, students and their parents may have more traditional expectations of how a class should be conducted. Some of the challenges we identified include the following:

- How to engage students in meaningful discussions both online and during class time
- How to assess whether students are engaging in course material outside of class on their own time.
- Students must keep up and manage their own time outside of class.
- Promoting teamwork in a hybrid environment.
- Ensure students have the proper knowledge to effectively use various technologies.

In this paper, we will summarize three flipped classroom approaches to address these challenges, including a digital marketing course, an international approach from India, and a project-based brand management course.

First, Dr. Leung implements a flipped classroom approach with her Digital Marketing course. It is a hybrid model with a mostly in-person delivery and some students joining via Zoom. Students are assigned to achieve industry certificates (e.g. WordPress Essentials from LinkedIn Learning, SEMrush fundamentals for SEO, Google Analytics for Beginners, HubSpot modules about blog and content marketing) (Cowley, Humphrey, & Muñoz, 2020) before class sessions about the topics. This practice is to serve three purposes: 1) Introduce the topic and industry jargon, 2) Build their resume (the students update the certificate information on their LinkedIn profile), and 3) Create content for LinkedIn, which will be covered subsequently in social media marketing.

During class, Dr. Leung reviews the key concepts quickly and uses the class time to demonstrate how to implement various digital marketing tools, e.g. Google Analytics, Google Keyword Planner, SEMrush. The students then work in teams to apply the tools in their projects during class sessions. The students' project is to develop a digital marketing plan for a start-up company that is associated with the incubator at Penn State. The in-class assignments are designed to help the students complete a small part of the plan over time.

Second, Dr. Sudipta Majumdar draws upon Dr. Ruben Puentedura's SAMR (Substitution, Augmentation, Modification, and Redefinition) Model to implement a flipped classroom at ICFAI University Jharkhand (India). The SAMR Model categorizes four different degrees of classroom technology integration. Due to a COVID-19 lockdown, universities were forced to adopt online teaching. Content is now being delivered through a learning management system (LMS). Various tools are used such as online quizzes, online assignments, and online discussion forums. Additionally, online classes are being held for doubt clearing or further discussion. The course material is engaging, and clear guidelines are provided to students. One way to engage students is to identify students (volunteers or selected) who help lead the class discussion. Some skills identified to successfully implement a flipped classroom include:

- Understand the pulse of remote students.
- Possess basic technical knowledge to assist students when necessary.
- Thoughtful selection of activities based on Learning Outcomes.
- Prepare surprise elements such as quizzes / exercises to retain the attention of the class.
- Acknowledge the diversity of students.
- Empathetic towards students.
- Use digital tools to engage the students remotely.

Third, Dr. Montoya implemented a flipped classroom approach in a project-based brand management course. The course is being offered as a hybrid model of in-person and online (remote via Zoom) students. This approach helps minimize the uncertainty of modality since students have access to the course material on Canvas. Pre-recorded lectures are uploaded along with specific tasks for each day. For example, students are instructed on what needs to be completed before/during/after class. Links are provided for the video lectures, lecture slides, chapter quizzes (to ensure students are keeping up with readings) and assigned Yellowdig posts. Yellowdig is a social learning platform that integrates into Canvas. A topic is assigned, and students are required to post an original comment or respond to their classmates. This helps facilitate discussion among the students on the course topics. Teams were formed based on modality; in-person (or remote) students work with other in-person (or remote) students. Class time is used for to review key concepts, and for teams to work on their brand projects which promote collaboration and idea creation. Finally, class time is used for team check-ins with the instructor.

In summary, we encourage instructors to consider how a flipped classroom can promote active learning to achieve the evaluating and creating levels of Bloom's taxonomy. A flipped classroom can be an effective approach while adapting to the new world of COVID-19. Future research may investigate a standardized framework for implementing a flipped classroom approach across global contexts, taking into account cultural differences.

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UNLEASHING CREATIVITY IN TEACHING DIGITAL MARKETING NOW

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POSITION PAPER

This paper describes the content of a panel designed for those looking for exercises and activities that are ready to go NOW for classroom use to reinforce digital marketing, social media marketing and marketing analytics concepts. The emphasis is on student engagement and creativity and most of these exercises can be completed in class. These exercises can be used in class or assigned as an offline assignment in a hybrid environment. The exercises can particularly be useful as many instructors migrate to online teaching environments. A sample of topics covered in this session includes:

Creating Google text ads for a Paid search Campaign. Students use a tool on a website to develop mockups of Google text ads for hypothetical or real clients. Students answer questions on a worksheet to describe the target audience and list the keywords used by ad group. Can be completed in class. (Syrdal)

Creating an Email Campaign. Mailchimp is an ESP (Email Service Provider) that allows firms to send mass emails without alerting spam filters, easily creates CAN-SPAM compliant emails and allows for superior tracking and analytics. This exercise shows how students can easily create a MailChimp account, send an email, track the results and gain insights from analytics. The account and email can be created in class but the email tracking takes a day or two. (Parker)

Creating with Spark! This exercise focuses on creating a simple landing page for a marketing campaign using Adobe Spark. Students can apply basic website design principles in the context of a project or as a stand-alone activity. This particular exercise can be completed in a class period or as a take home assignment. (Zahay)

Creating Insights from Analytics. This exercise focuses on deriving insights from Google Analytics (GA). Certification in GA is the first step but the certification does not teach analytical intuition or how to derive insights from data. The exercise helps to bring the students up to speed by using the live Google Analytics store data. (Pollitte)

Exercise materials: Access to a folder with all the exercises and grading rubrics will be made available to conference attendees who wish to have them. Please contact Debra Zahay for this information.

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THE START OF THE ALL-DIGITAL AGE

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PANEL POSITION PAPER

Working from home is the new norm, but it is more than just working from home. Millions of people across the globe are not leaving their homes for extended periods of time during the COVID-19 pandemic. It seemed to happen overnight. Teachers teaching online, students learning online, employees working from home online, families ordering groceries online, individuals banking online, and even children participating in sports online. Imagine the impact this is having on businesses across the world.

Is COVID-19 changing the world as much as Globalization 3.0 did twenty years ago? Globalization 3.0 occurred due to the availability of widespread use of computers and the internet making it easy for businesses to compete on a global stage (Friedman, 2006; Sangsuvan, 2015). Since 2000, the world has drastically changed in the way we conduct business. Small businesses suddenly had the ability to work with international companies to source their raw materials, expand their distribution channels, and reach more people. Globalization was such a wide reaching and impactful phenomena that we taught it in our classes and experienced it on a day-to-day basis. The masses were slowly starting to live their lives in a digital dimension. The concern for lack of “real social time” and the need to “put your phones down” were mantras recited by many.

The impact of the COVID-19 pandemic has similar far reaching and impactful aspects that were hard to predict. Who would have guessed that a company like Zoom would become commonplace and witness a 185% increase in their stock price over a six month period (Google Finance, 2020). But it is not just Zoom, other online platforms have seen a large increase in stock prices over the past six months presumably due to the COVID-19 pandemic and the trend of working from home. These companies are what you might have expected to see: Amazon witnessed a 74% increase in stock price, Etsy experienced a 103% increase in stock price, Ebay had a 51% increase in stock price, and Walmart had a 30% increase in stock price.

Not all companies have enjoyed such positive returns though. Small and local businesses have been grossly impacted by the pandemic. In the first two months alone, 3.3 million business owners went out of business (Fairlie, 2020). This represents roughly 22% of all businesses in the United States. This was the largest decrease ever recorded. All industries were impacted; however, African-American business owners and immigrant business owners were hit the hardest with a 41% and 36% drop in numbers (Fairlie, 2020, U.S. Census Bureau, 2020).

Companies that were able to survive did so by quickly being able to pivot to meet the new demands of digital life. Ordering online with clean and contactless delivery became the name of the game. Quickly moving to increased cleaning protocols and meeting the new and changing demands of the customer base meant you had a better chance of staying in business. Customers’ demand for all things digital since early March is clearly due to COVID-19. It is easier and quite honestly safer to stay home in the current pandemic. When everyone is staying home, a digital way of life becomes a natural progression. This natural progression just happened to occur very quickly. It seemed to happen in less than a few months as opposed to the years it took for Globalization 3.0 to take hold of everyday life. Now we all are turning to digital methods to handle our daily activities for anything from work to leisure activities, which leads me to think that this is the start to an “All-Digital Age”.

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REIMAGINING CAMPUS CURRICULUM

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PANEL POSITION PAPER

Many scholars, students, and professionals have cited the increased cost of higher education is debilitating for traditional aged students as they enter the workforce (Gale, 2019). According to the College Board (2020), undergraduate students are now graduating with an average cumulative student loan debt in excess of \$29,100. Noting this growing debt burden of undergraduate students, the attention to decrease the cost of education in the US has become a key focus amongst academic institutions. Higher education costs have increased 25% in the last ten years (Hess, 2019). These rising costs coupled with changing demographics, and alignment with the job market have caused many professionals to question the value of higher education and administration in higher education to examine the business model (Clayton, 2020).

Southern New Hampshire University (SNHU) has been called one of the fastest growing small universities. With the growth of their online program and increase in their portfolio, it has supported the campus to double down on the “Coming of Age” experience. The “Coming of Age” experience is one that enables students to learn to come of age through active learning experiences. Partnerships with Major League Soccer, sales competitions, a food truck run by students, service learning spring break trips, and so many more experiences have provide students the opportunity to leverage application through hands-on work, supplemented by theory in the classroom.

The leadership at SNHU realizes the importance of the Coming of Age experience and the increased cost associated with it. As a result, faculty were challenged to reimagine higher education and the delivery method of classes. The university has grown from a small, private New England college with 2,000 on-campus students to one of the largest non-profit universities in the country with 150,000 on-line students. This rapid growth requires systems (registration, billing, advising...) to remain separate. This rigid structure creates challenges for students attempting to take courses in the different modalities. Therefore, interoperability between the different modalities became a major goal that faculty were tasked to solve for in the reimagination process. Additional goals included:

- \$10,000 tuition
- Focus on diversity, equity and inclusion
- Experiential and learner centered
- Cross-disciplinary
- Inclusion of Microcredentials, Badges & Certificates

During the reimagination process, each department was tasked with evaluating all of their programs and determining whether to modify a program, develop a new program, or teach out a program. To assist in the development of each program, a Faculty Senate Task Force was implemented. The Task Force provided structure and support to the faculty, and was the liaison between university leadership and faculty. Coaching will be an integral part of the SNHU reimagination process. Coaching in higher education continues to grow and is becoming a more widely accepted pedagogical approach (Feldman & Landau, 2005). An academic coach provides their students with the proper tools, knowledge, and opportunities to be more effective (Jones & Andrews, 2019). Building of the coaching literature, Barkley (2011) defines academic coaching as using a coaching style relationship to enhance student learning. SNHU is witnessing a shift in student expectations and learning styles. This shift coincides with the changing student population. The majority would be classified as Generation Z, students born between 1995 - 2020 (Dimick, 2020). Generation Z students and considered digital natives, have strong self-esteem, demand clearly defined roles, and want to be rewarded commensurate with the time allocated to a task (Jerenka, Starecek, Vranakova &

Caganova, 2018). Based on previous success with coaching models, SNHU believes they are well poised to build off this success and meet the demands of the reimagined university.

The Sport Management, Marketing, and Hospitality departments have combined efforts for the reimagination process. A major “hub” project will bring a number of different classes, from the three majors, together to work with one client. An academic coaching model will be implemented for this project. Research suggests that students that work on cross-disciplinary team projects have a positive experience and can look at the project from a dynamic experience rather than a one discipline approach (Long & Carlo, 2013). Courses from sport management, marketing, sales, and hospitality will develop teams from each discipline and work on a client project to research and solve the problem that the client puts forth (Gokhan, 2013). Each course will take the lens of their discipline, yet will work within the larger project to develop and implement the deliverable to the client.

The European based education model, Team Academy, combines coaching and collaborative- project based learning. SNHU has extended the Team Academy model and used it as a framework to develop T.E.A.M. which is a combination of coaching and the super hub ideas, plus other methods of learning. Team Academy is an approach to entrepreneurship that focuses on the three pillars: 1.) Learn by Doing, 2.) Learn in a Team 3.) Learn & Travel (Team Academy, 2020). Through the T.E.A.M. approach students learn about themselves, the area in which they live, the United States, and the global landscape. In previous models of T.E.A.M., students took time to “unlearn” the traditional approach to education to relearn the new approach. A lot of the success of previous models were dependent on the responsibility of learning, not on the instructor, yet the student and each other. For instance, one of the models that is implemented has students in the last year coached students in the first year. There are many other coaching models that take place in T.E.A.M. Moreover, students were left to run their own business in their final year in another country and live on the earnings from their business. The T.E.A.M. approach incorporates the coaching models with the hub project and will be implemented in the new model at SNHU.

The reimagination process encouraged the campus staff and faculty to define innovative ideas that were presented to the administration. Even with 800 people involved from across the university, there were some limitations and challenges. For instance, although workstreams were developed for cross functional teams and to support the reimagination process, each department worked in silos. Though some departments were able to develop cross-disciplinary degrees, it was not at the scale that many had hoped for in the final deliverable. Moreover, the design parameters focused on a 50% completion of each program, as a result there were no assessment measures that were developed for the programs to determine success of learning. Finally, oftentimes the creativity was stifled due to the systems that are currently in place.

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MANAGING GROUP PROJECTS OR PRESENTATIONS

Ashley Kilburn, University of Tennessee Martin
Ursula Sullivan, Northern Illinois University

PANEL POSITION PAPER

Instructional options are outlined for improving the management of group projects. Undergraduate and graduate applications designed to improve the formation and oversight of groups and teams are suggested for optimal performance in class, as well as improvement of the student experience. Dr. Ursula Sullivan presents her best experience-based tips for group design and member construction in order to help ensure an excellent group experience from the outset of any project. Dr. Ashley Kilburn discusses industry-based metrics in peer-assessment, the rotation of leadership within groups, and the promote/fire power within groups as tools for successful group self-management.

Ashley Kilburn, University of Tennessee Martin. Utilizing standardized, multi-factor monitoring of groups can help the group get more than a good grade; students can learn how to be better group members. Four methods will be presented in this panel discussion: (1) structured peer assessment using industry-based metrics, (2) rotating roles for leaders and followers within the group across the project, (3) mandatory in-class meeting times, as well as (4) documented mandatory meetings outside the classroom. Utilizing these more performance-oriented metrics common in the employer/employee relationship allows group members to reward (promote) or punish (fire) members of the group.

Within the business disciplines, groups can assess their peers using performance metrics relevant to the industry used in any project or simulation. This provides an opportunity to discuss the importance of structured assessment, internal validity of scales, as well as reliability and resulting legalities of such metrics. Students quickly realize the importance of structured feedback using a method recognized by the industry as valid and reliable. Rotating the role of Leader to those within the group across the project also allows for each to experience the responsibilities and communication skills necessary within that role. Assessment of the leader also provides feedback to the student that they can use in future group settings. Extroverts naturally inclined to lead are given an opportunity to receive structured peer feedback on their effectiveness, while developing their ability to be an effective follower, while introverts work to develop their leadership style across the project. In order to provide students with a convenient meeting arrangement, class time can be used frequently or occasionally where attendance can be monitored by the professor and provide an opportunity for mentoring and engagement. Out of class meeting times can be set by the group, but attendance at the meeting should be monitored (my students prefer the group selfie pic to document who attended the meeting). Utilizing any or all of these or similar methods can allow the groups to function better in general. If you also allow for promotion or firing of teammates within a structured peer assessment model, students see their group dynamic in action. In the spirit of workplace promotion, exceptional leaders can derive a benefit from their role (e.g., extra credit, recognition). Likewise, team members who have documented, repetitive cons allow the group to recommend removal of a person from the group.

Ursula Y. Sullivan, Northern Illinois University. After 20 years of managing teams in classes, I have found two tools that work the best in setting up the teams for success: 1) A skills survey that also incorporates background information from each student; and 2) A contract that must be signed by all team members. In this session, I'll review the main components of each of these tools, including sharing the key skills questions that help make decisions on which team to assign students. A screen shot of these is provided below.

Finally, I will discuss a new approach to peer evaluations that has its origins in customer research. This is the first semester that I am using this approach and will share some preliminary (mid-semester) results from both an Executive MBA course in introductory marketing and an undergraduate course in marketing strategy.

Please move the slider to the point that best corresponds with your answer.

None 10 20 30 40 Coursework Only 50 60 70 80 Lots of Experience 90 100

Level of Marketing/Sales Experience



Using Excel



Using Powerpoint



Presentation/Public Speaking Experience



Writing Experience



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