Editorial

Transforming marketing education: Historical, contemporary and future perspectives

Welcome to this Special Issue on Marketing Education. From the initial call for papers associated with the 2017 ANZMAC conference, this special issue grew to attract international authors to tackle the topic of the future of marketing education. Marketing education is at an intersection where digital technologies, wide-scale social and financial disadvantage, industrial demands and the opening of educational systems to market dynamics are changing the practice and promise of higher education–and the very nature of operations (Levine, 2018). The papers in this special issue show authors not only responding to these challenges but also presenting new perspectives and suggestions for change.

To ensure that the high standards set by the *Australasian Marketing Journal* are maintained, all submissions were desk-reviewed by the Editor-in-Chief before forwarding to the Guest Editors to ascertain their relevance to the theme of the special issue and their academic rigour. Once this process was completed, successful submissions were sent to at least two reviewers who undertook a blind review of the papers. The invited commentaries were also blind-reviewed. The reviewers and authors are to be commended for working within tight time frames.

The papers in this Special Issue are of two types: (1) competitive papers, received as a response to an open call for papers and (2) invited perspectives. The invited commentaries are aimed at promoting discussion and critique of the marketing education academy.

The first invited paper of the Issue is by Morris Holbrook. He has given us an insight into his personal journey from MBA, then to a PhD candidate and thence to becoming a leading contributor to the marketing academy and the profession. He argues that the business "school has devolved toward a lower level of academic excellence, an abandonment of scholarly values, an unfortunate anti-intellectualism, and a betrayal of its commitment to the advance of business- or marketing-related knowledge for its own sake." However, all is not lost, as Professor Holbrook also makes some achievable suggestions for improvement, alongside providing his wisdom for those of us still creating change in our academy.

The second perspective is from a Millennial student, Ms Dang Hong Hai Nguyen, currently a PhD candidate at the University of Melbourne, who has given us her view on the challenges and opportunities associated with digital education, especially when it is designed for digital natives. She argues that using non-educational digital technologies and platforms such as Facebook and Twitter are counterproductive, and that universities should move away from the 'work-ready' graduate model in a world where meaningful work is increasingly for the privileged in our societies.

In the third perspective paper of the issue, Rachel Pollack presents her views on the promises of MOOCs on the democratisation of education and information. She demonstrates that MOOCs tend to be used "mostly by those already advantaged in terms of education and socio-economic status." She also argues that the instructional quality of MOOCs is unlikely to meet the needs of education–although they can provide information. She argues that MOOCs are an incomplete learning experience and they do not reduce global inequalities of access.

The fourth, perspective, paper is by Mark Uncles, who takes a hard look at the Australian education industry and the challenges faced by the academy in delivering quality education in a rapidly changing business landscape.

Uncles, writing both as a marketer and as a deputy dean (education) at a leading Australian business school, applies a customer value approach to highlight new opportunities for students and educators, particularly in relation to value-in-development, value-in-delivery and value-in-consumption. He also explains how we now have the data to measure these sources of value and therefore it is easier to adopt an evidence-based approach to management of, and innovation in, education. This offers the prospect of new-found relevance for the discipline in that marketing concepts and principles are becoming highly applicable in the context of higher education.

In applying the customer value approach, Uncles identifies many similar concerns to those raised by Holbrook, but he draws different conclusions about the state of higher education today and its likely evolution over the next few years. To use a medical analogy, both authors see signs of illness in the condition of business education (e.g. fears about the industrialisation of higher education), but Uncles reports signs of robust health too (e.g. gains from technology-enabled teaching and learning). Maybe it depends where we choose to look for evidence. For Holbrook the prognosis is not encouraging, particularly as his 7-point plan directly challenges the direction that business education has taken in recent years. The prognosis from Uncles is more upbeat and optimistic, in that he sees new opportunities emerging and these have the potential to enhance the educational experiences and outcomes of an ever-growing number of students across the globe. Undeniably, changes will continue to be disruptive and, whilst many students and providers will gain, others may be disadvantaged. That is typical of any market disruption. But for all these changes there are

new ways to apply marketing concepts and new ways to deploy our marketing analytics toolkit.

The changing landscape of higher education

The advent of the Internet has changed the nature of higher education (Wegerif, 2018). No longer are students lined up neatly in classrooms to receive wisdom from their teachers. The Internet has permitted free-range education where students can choose what they want to learn, whether they want to learn it and how they want to learn it (Williams, 2017). This is a challenge to the Academy as they need to reconsider what teaching is and how they might participate in fostering the future. There is a worldwide trend towards MOOCs, although to a greater or lesser degree these are still a resource-intensive, 'first world' capability with very few large-scale organisations having the capacity to engage effectively (Latchem, 2018). In this issue, Pollock's article illustrates some of the dilemmas that are still being faced by institutions when they engage with enabling education and information on a massive scale. Those seeking to engender equality might consider the impact of technology on freedom and the availability of education to those from disadvantaged backgrounds. Diversity and inclusion are important considerations from our class 'rooms' to society (Gertz et al., 2018).

Increasingly, higher education institutions are being held to account for the outcomes they produce in their student bodies (both by students and industries, by the way of satisfaction scores and employment) (Runté and Runté, 2018). However, while there is a consensus that students are underprepared in terms of workforce skills, there is an insufficient investment made to close the gap. Principally this has to do with the widening gap between life skills and education that appears to be moving at a more rapid rate than ever before. A student would need to be a perpetual student (while working part time in relevant employment) graduating somewhere around their 35th birthday in order to have sufficient skills to deal with modern workforce requirements. It is physically impossible for a student to gain (in 4 years or less) the skills they need to keep up with the rapidly changing world. Lifelong learning in these circumstances becomes a real need, but the likelihood of students being able to afford to invest is becoming relatively lower over time (Marginson, 2018). Universities, focusing on education, are unlikely to fill skills gaps. They are likely to fill knowledge gaps but knowledge is no longer enough and universities are not (usually) funded to teach skills. Partnerships with technical and vocational institutions may be the way of the future in order to deliver both skills and knowledge to employers via graduating students. Micro credentials, potentially delivered via MOOCs, may become the way of the future. Students may concurrently learn skills and knowledge but via different pathways.

Globally, government policies are creating a competitive environment that universities are struggling to keep up with (Marginson, 2018). New Zealand, for example is an exemplar in 'free' and liberal education. Australia is in deep competition with the United Kingdom and the United States of America. Hegemony changes among these three points of the compass dependent on government policies. Australia celebrates Brexit and Trump with higher levels of international enrolment: but don't get excited as it will only last until the next election! Competitive advantage is being redefined. Institutions throughout the Asia-Pacific are emerging and the quality of these institutions is growing rapidly. Concomitant to this growth are ways to assure quality, and Australia leads the way in terms of quality assurance processes that are nationwide and apply to all institutions regardless of its focus (i.e., TEQSA). Other accreditation requirements (e.g., AACSB, EQUIS) are also growing but with globalisation of higher education markets and international competition for students, there is room in the market for an institutional and international quality assurance procedure that works in various settings: something that goes *beyond compliance* and genuinely assures *quality* of education.

The contemporary marketing curriculum

Changes in the higher education landscape challenge marketing educators to innovate and refresh our program and curriculum designs such that they remain contemporary, relevant and impactful. As marketing educators we must practice what we preach–that is, to recognise the importance of partnerships and the roles of stakeholders (students, industries, the profession, and beyond) in co-creating learning quality and the learning experience in the classroom. Over the past decades, we have catered to the needs of the millennials, who are tech-savvy, networked, and demanding in terms of authenticity, speed, and instant access to information, through new delivery modes and platform integrations, such as online education (Peltier et al., 2003), application of web 2.0 technology (Granitz and Koernig, 2011; Lowe and Laffey, 2011), virtual reality (Halvorson et al., 2011), flipped classroom (Green, 2015; Shih and Tsai, 2017) and asynchronous learning (Northey et al., 2015) with varying degrees of success. Moving forward, the academy is required to play a leadership role in shaping our future directions and endeavours to invigorate the curriculum, particularly with the increasing voice and influence of Generation Z or the iGeneration. Students of the iGeneration growing up with their smart phones will not only expect to have instant access to on-demand information, but also heed the advice of friends and their social media contacts to a greater degree than that from organizations or authority figures (Schneider, 2015). Also, they will not memorize anything that can be found on Google (Willer, 2015). We envision the future of marketing education will allow iGenerationers to have an even greater engagement in developing the content of the marketing curriculum, how it is structured and delivered, and the extent to which it can bridge the gaps between theory and practice. In the words of Nguyen in this special issue, students should be empowered "with the capacity to flexibly reprogram their skillsets for the changing nature of work, and play an active role in envisioning new (non)work realities ... of their education."

Nevertheless, we expect the relationship-marketing and partnership approach to education (Clayson and Haley, 2005) to remain essential in marketing education. In addition to pursuing stronger student engagement and active learning strategies, marketing educators must learn to balance the need for research-led education and the incorporation of industry inputs and practices in the curriculum. Deeper and sustained industry partnerships allow for differentiation in teaching and learning through the creation of authentic learning environments for students. Industry-relevant education as a result of university–industry collaboration can facilitate knowledge exchanges, stimulate students' curiosity and interests by giving them meaningful exposure to the complexities of contemporary business practices, and ultimately better prepare students for the workforces (Ankrah and Omar, 2015). Importantly, marketing curriculum must be well-aligned with the expectations and standards set by professional bodies, so that students have the opportunity for further professional development and can be recognised for their achievement of excellence post-university education (e.g., Certified Practising Marketer status set by the Australian Marketing Institute, Chartered Marketer status from the Chartered Institute of Marketing in the UK, or the Professional Certified Marketer program by the American Marketing Association). Finally, we must take advantage of the interdisciplinary nature of marketing and its influence on business in the modern world. Issues such as big data, cyber security, and artificial intelligence present the academy with significant opportunities to revamp the marketing curriculum, demonstrate the agility and en-

trepreneurial spirit of the discipline, enhance career prospects of our graduates, and push the boundaries of our impact across different academic domains and industry sectors.

Summary of papers and integration with key themes

Belonging

Universities are increasingly disengaged places, where students and staff are questioning the relevance of materially bounded educational institutions in a technological world (Flavin and Quintero, 2018). Education can occur anywhere and at any time; learners only need an inherent curiosity and some veracious sources of information. What then is the place of a university in an era of ubiquitous information? What can a university do that a peer-reviewed wiki cannot? The essence of a university lies with its people. Throughout time, learners have come to universities to learn from each other (Minogue, 2017). Initially from peers and colleagues and then from Masters moving through various stages of belonging to a scholarly community - progressing in a desire to seek social acceptance (Nichols and Stahl, 2017) and possibly precedence (Hall, 2012).

The need to belong is a fundamental human motivation (Baumeister and Leary, 1995). In higher education, belonging extends to peers and the broader learning community and students with strong social networks succeed at a rate greater than their peers (Clulow and Brennan, 1998). Walton et al. (2012) found that a sense of belonging lead to greater levels of achievement in students. Clarke and Wilson (2015) at RMIT University have led a long-standing project on belonging that has lowered attrition rates, increased progression and improved course experience and satisfaction outcomes. They demonstrated that having a valued 'place' in the academic world, grounds students and increases student commitment to their learning (Strayhorn, 2012). Thus, belonging to the community of practice potentially becomes more important than anything that is taught. Students have to see their place in the community of scholars from aspiration through induction and education through to employment and then to be invited to join the community of practitioners at the beginning of the life-long learning cycle post-graduation. This requires teamwork between institutions and industry. It may also require a shifting of current institutional logics and ways of being, as practices must change to produce work-ready graduates, which cannot effectively be done without relevant work experiences.

Coincident with the need to belong is an aspiration to increase diversity and inclusion–to open-up the university to people who have not previously participated in higher education. However, this comes at a cost and who bears the costs is yet to be determined. The public versus private debate is not over yet (Marginson, 2018). Notwithstanding the debates, it is now urgent that the academy considers strategies to support the participation and integration of students from diverse backgrounds, circumstances and cultures, including in-particular those from low socioeconomic status backgrounds. The way it was is not the way it will be–we must adapt ourselves to the requirements of marketing education in the future.

In the first section of this special issue are three papers devoted to the theme of belonging. The first is by Altschwager, Dolan and Conduit entitled Social Brand Engagement: How Orientation Events Engage Students with the University. The second by Griffiths, Kopanidis and Steel which investigates the value of a peer-to-peer mentoring experience. The third is by Von der Heidt–A scholarship approach to embedding creativity and sustainability in Marketing Principles curriculum.

Altschwager, Dolan and Conduit illustrate how multidimensional engagement of students and the broader university context can help students with their learning. Their work on peer networks and developing the idea of social brand engagement

within the higher education context is very useful for higher education management. Importantly, they demonstrate that intellectual, sensory and behavioural experiences are important when it comes to student engagement. They also illustrate the importance of orientation on engagement. Their work demonstrates that there is no substitute for hands-on engagement in the educational experience. This is something that needs to be considered in the technological era–how to create a hands-on experience in a virtual environment.

The peer-to-peer relationships that students engage in throughout their educational experience have previously been demonstrated to be critical (Clulow and Brennan, 1998). Continuing this theme of research Griffiths and colleagues, investigate how peer mentoring is of value to the students and enhances their experience. Furthermore, while their work broadly relates to universities, the creation of work-ready students is a critical demand faced by universities in the modern educational environment. Their work is about the development of cross-cultural skills and demonstrates the need for producing culturally adaptable graduates. The challenge they extend to the Academy is how to develop work-related cultural competences when the opportunity is to direct students internationally is limited by both funding and time.

The final paper in this section is an examination of the issues related to education for sustainability. Von der Heidt describes a six-step scholarship of teaching and learning approach used in first-year undergraduate marketing principles course to demonstrate creative problem-solving. Embedding sustainability in the curriculum remains a problem for those of us advocating marketing in our classrooms. As illustrated by Brennan et al. (2011) in this journal, marketing and sustainability are often mutually exclusive disciplines. Notwithstanding these challenges von der Heidt's research shows that small steps can lead marketers to consider new methodologies and approaches to marketing that provide an environmental benefit. She shows that it is possible to address the mismatch between student expectations industry expectations and to have students lead the way in developing creative solutions.

Experiential, active learning

Contemporary marketing educators face the challenge of reducing the gap between teaching marketing and practice of marketing in the workforce. Pressure from employers, government and accreditation bodies to narrow this gap is growing (Association to Advance Collegiate Schools of Business, 2007; Floyd and Gordon, 1998). Within marketing education, researchers have proposed the use of experiential activities to bridge the gap between theory and practice (Fontczak, 1998). As discussed in the psychology and education literature (e.g. Dewey, 1938; Kolb, 1984), experiential learning represents a philosophical orientation in teaching and learning that prizes 'learning by doing' to maximise learning (Sakofs, 1995). As a participatory method of learning (Feinstein et al., 2002; Hoover and Whitehead, 1976), the learner is directly in touch with the realities that are being studied (Keeton and Tate, 1978) and can combine direct experience with reflection and analysis (Joplin, 1995). In this way, experiential learning increases students' self-efficacy (Pollack and Lilly, 2008) and connects them with the business community (Kennedy et al., 2001), providing a gentle transition from student to practitioner (Fulcher and Paull, 2009).

Such experiential learning projects provide a rich, open-ended learning environment that fosters the development of graduate attributes, such as critical thinking and problem solving skills and interpersonal skills through group work (Kennedy et al., 2001; Lang and Dittrich, 1982). Hence, experiential learning is consistent with a deep approach to learning, as opposed to surface or strategic learning approaches (Munn, 2003). As students engage in this deep approach, they begin to relate their learning to previous learning as well as their own personal experiences, thus continuously building

and strengthening the scaffolding (Biggs, 1994). Experiential learning is enhanced through multiple pedagogies to engage students, particularly with our increasingly varied student populations (Gaff, 1992), and through experimentation with innovative approaches to the 'experience of learning' (Mellor, 1991).

Several marketing educators have argued strongly for the use of experiential learning projects–often in teams–such as marketing plans (Goodnight et al., 2008), live business cases (Dommeyer, 1986; Elam and Spotts, 2004; Fulcher and Paull, 2009; Kennedy et al., 2001), client-based projects (de los Santos and Jensen, 1985; Humphreys, 1981; Lopez and Lee, 2005), service learning (Finsterwalder et al., 2009; Shaw, 2007) and action research study involving photo essays (Ng, 2006) in the business curriculum. While experiential learning has a number of proponents among Australian marketing educators (e.g. Finsterwalder et al., 2009; Fulcher and Paull, 2009), there is little published literature on the contribution of experiential learning to overall assessment of marketing units. As effective assessments provide stimulus for learning (Dean and Cowley, 2009; Lizzio and Wilson, 2004), a clear understanding of current assessment practices is important.

In our special AMJ edition the authors of three articles discuss the different ways in which they have brought experiential, active learning to their teaching of marketing. In his paper about Lego® Serious Play™ (LSP) for marketing education, Dann describes an industry-strength business solution designed to create conducive learning conditions for problem recognition, knowledge creation, and shared understanding. He outlines the LSP process, the history and origin of the method, and the seven principles underpinning its operation. Dann explains and showcases how to adapt the LSP method from industry to academy. He offers a step-by-step guide to construct a classroom activity that draws on LSP to further promote key graduate outcomes of communication, creativity and shared understanding.

Lu, Scholz and Nguyen explore students' attitudes towards participation in an international business plan competition–a form of experiential and work integrated learning–as an assessment component in an International Marketing course. They report on the findings of 22 focus groups with students to determine how live business projects prepared students for the future, how such projects motivated students to engage with and take pride in their work, and how the students linked the projects to the wider world outside of the university context. The findings reveal the double-edged sword of experiential learning: enhanced employability of graduates and engagement with course content on the one hand, but an increased study workload and set of responsibilities on the other.

The third article, by De Villiers, reports on how she used a single marketing topic, sensory marketing, to compare and test seven experiential delivery methods, which applied the complex concepts of consumer behaviour to real-world scenarios. Each of these methods was designed to improve the engagement of business students through increased enjoyment, increased perceived understanding, and their own perceptions of improved ability to use higher order thinking skills. De Villiers proposes a new strategy to deliver marketing knowledge skills and attributes - one carefully linked to prior understanding, scaffolded by peer support and practitioner advice, and ultimately aimed at applying the knowledge to real-world phenomena.

Outcomes

The primary goal of marketing educational programs is to equip students with the required knowledge and skills for them to be successful marketers in their organizations (Schlee and Harich, 2010). Nevertheless, time and time again there exist some persistent skill gaps (across all business disciplines, not just marketing), with graduates expressing their lack of confidence in the value of their education, employers indicating their dissatisfaction with the capabilities and job readiness of their graduate hires, and a mismatch between student perceptions about the strengths of their skills and those by their employers (Karzunina et al., 2018). While some scholars suggested students hold unrealistic perceptions about the skills and competencies required to perform marketing jobs (Stephens et al., 2010), others suggested that marketing educators have done little to help students and connect them with the real business world and the real issues affecting the industry (Kumar, 2017).

To be successful in the workplace, marketing graduates are expected to have a strong command of employability skills in addition to their technical skills. Various academic studies and industry reports have emphasised the importance of crucial meta skills (such as critical thinking, creative problem solving, communication, teamwork, leadership, and ownership, among others) and highlight the need for educators to incorporate employers' and practitioners' perspective in their curriculum and program designs (Feinstein et al., 2002; Karzunina et al., 2018; Schlee and Harich, 2010; Wellman, 2010).

Enriching current scholarly dialogue on the educational outcomes of the marketing discipline, the authors of three papers in this special issue have examined ways that marketing educators strengthen their student learning experience while at the same time meeting industry expectations about graduate employability skills. Prince and Priporas advocate the Intuitive Awakening Elicitation method, which aims to develop and enhance intuitive skills of students in their marketing-related decision making processes, as managerial intuition is prevalent and plays an important role in the business world. Through the demonstration of two intuitive awakening cases, the authors suggest students learn from exercising their intuitive judgments which can contribute to improving their self-confidence and trust in their marketing decisions. They encourage business educators to recognize the importance of intuition in managerial judgment situations and consider integrating the Intuition Awareness Program in their curriculum design.

Spanjaard, Hall, and Stegemann explore alternatives for universities to develop "career-ready" graduates through experiential learning. The authors provided three examples, including students as observers (i.e., they play the role of mystery shoppers and visit eight to ten retailers in a large shopping centre in order to obtain both customer's and retailer's perspective about shopping experience), students in the lived experience (i.e., they develop, organise, and deliver an event at an established event venue in a real-time setting), and students applying integrated knowledge gain across the first year and the remainder of degree to capstone subject involving the restaurant industry. These examples showcase a range of experiential learning approaches that allow students to really understand the realities of the business world, thereby becoming more 'career-ready' once they complete their degree.

Daellenbach highlights the contextual changes and challenges in the higher education sector and queries how marketing educators might manage demands from multiple stakeholders for a cohesive and integrated learning experience for marketing students. The author uses the carrot cake as a light-hearted metaphor and highlights the need to have the marketing curriculum that integrates four inter-related categories of soft skills and hard skills. These include (i) thinking and learning skills, (ii) personal skills, (iii) marketing knowledge, and (iv) task-specific skills. The author then recommends multiple potential initiatives to be undertaken for the design of marketing lectures, courses, and program as well as a planning framework integrating all four skill categories across the marketing degree.

Linda Brennan*
RMIT University, Melbourne, VIC, Australia

Vinh Nhat Lu
The Australian National University, Canberra, ACT, Australia

Tania von der Heidt
Southern Cross University, East Lismore, NSW, Australia

*Corresponding author.
E-mail addresses:* linda.brennan@rmit.edu.au (L. Brennan),
vinh.lu@anu.edu.au (V.N. Lu), tania.vonderheidt@scu.edu.au (T. von
der Heidt)

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