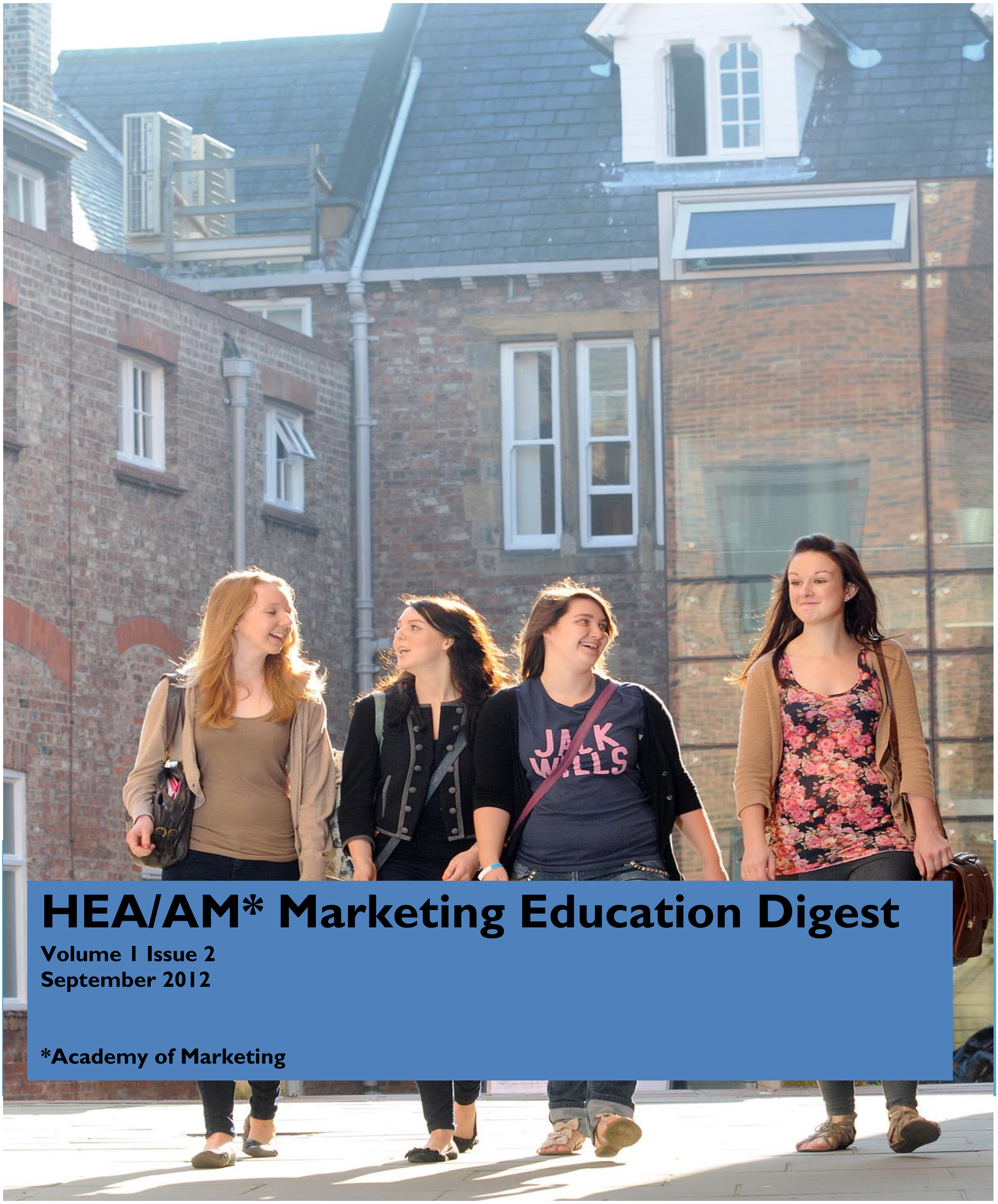

HEA/AM* Marketing Education Digest

Volume 1 Issue 2
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***Academy of Marketing**

Contents

1. Welcome

Welcome to the second edition of the **HEA/ AM Marketing Education Digest**. This month our headline article by Ross Brennan looks at the 20 most cited articles in the Journal of Marketing Education over the past 15 years and their key themes and recommendations. One key theme in pedagogic research is 'experiential learning'. Our review of a recent workshop on simulation games at Southampton Solent provides insights into how these experiential tools can be used to enhance student engagement within a safe but relatively "real-world" decision making environment. We include a list of recommended articles on simulation games and a set of 'top tips' for those who would like to start using games.
In this issue we begin with the first in a series of interviews with recent Marketing graduates to find out what they have done since leaving university and how they view their educational experience from their current vantage point.
You will find a summary of upcoming events and recent publications of interest as well as links to open-educational resources for marketing educators, our monthly book or publication review and information on what the Academy of Marketing/HEA SIG in Marketing education is planning for the months ahead. As always, we invite your views and thoughts on these or other marketing education issues and any ideas for things you would like to see in future editions.

-Lynn Vos, Discipline Lead Marketing, September 2012

2. Monthly Article

The Journal of Marketing Education's 'Most Cited'
-by Ross Brennan

Keywords: Journal of Marketing Education; student group work; team projects; free-riding.

Nobody can say we weren't warned. Or, at least, nobody can say that we didn't have the opportunity to be warned. It is now 15 years since Catherine Atwong and Paul Hugstad told the marketing education community that, firstly, marketing courses that incorporated internet capabilities would gain a competitive edge over those that did not, and secondly, that marketing graduates who could, in their elegant words, "operate deftly in a computer-mediated environment" would have an advantage in the jobs market. In their prescient article in the *Journal of Marketing Education* (Volume 19, Fall issue, pp. 44-55) Atwong and Hugstad argued that the internet would alter marketing course design and instructional methods in myriad ways. It is a credit to Atwong and Hugstad that their work was still being cited in the same journal in 2010 (in an article advocating the use of educational blogging in marketing education) and in 2011 (in an article exploring the application of Web 2.0 in marketing education).

In this article I want to take a look at the 20 *most cited* articles from the *Journal of Marketing Education* (JME). As I write, Atwong and Hugstad's paper is number 20 in the list. In a future article I will take a look at the *most read* articles in the JME. It is an interesting distinction, that between the most cited and the most read. The most read list very largely comprises recently published articles, many of them published within the last two years. The most cited list, as one would expect, contains no recently published articles. It takes time for an article to build up a reputation and to become acknowledged as an important contribution to the field upon which later authors can build their own research. Arguably, by browsing through the articles in the JME most cited list one can gain an appreciation of the issues that have most concerned marketing educators in recent years.

Those 20 articles address only a small number of headline themes, …(1) approaches to teaching and learning, (2) curriculum design, and (3) employability.

For the moment, let me concentrate on the 20 most cited articles in the JME, as reported at the Journal's website. One is immediately struck by the fact that those 20 articles address only a small number of headline themes; in fact, they can be fairly readily categorised as concerning (1) *approaches to teaching and learning*, (2) *curriculum design*, and (3) *employability*. Applying this rudimentary classification, I counted 13 papers dealing primarily with teaching and learning methods, two dealing with curriculum design, and three dealing with employability. That leaves two unclassified papers, which were the Atwong & Hugstad paper about the implications of the internet (which clearly range across teaching and learning, curriculum design and employability) and a paper by Denise Smart, Craig Kelley and Jeffrey Conant which reported the results of a survey of top marketing educators concerning the key changes and challenges for marketing educators expected to emerge in the present millennium.

Even within the largest category—teaching and learning—the most cited papers address a comparatively small range of topics: issues to do with group projects (five papers), experiential learning (four papers), critical engagement by marketing students in the learning process (two papers), the meaning of teaching excellence in marketing (one paper), and student perceptions of their preferred learning activities (one paper). Of course, my rough and ready classification system leaves something to be desired; for example, Michelle Bobbitt and colleagues (2000) explicitly considered experiential learning delivered through a student teamwork process. Nevertheless, I have appended the list of the top 20 most cited papers, organised under my own headings, at the end of this article.

Curiously, as I set about writing this article, an email popped into my mailbox inviting me to a meeting to discuss the management of group projects on undergraduate marketing courses. I also remember with great clarity attending such a meeting, at a different institution, many years ago. So, if you believed that you were alone in struggling with exactly how and when to use group-based projects on a marketing course, how to assess them, how to form groups, how large groups should be, how to manage the group process, and how to handle the much-written-about problem of free riding ... you were clearly wrong. Since group work is uppermost in my mind at the moment, let me spend a moment trying to identify some of the key insights from these five 'most cited' papers.

Attention should be paid at the departmental level to achieving a proper balance between group and individual work, and, second, that time should be allocated within the curriculum to develop in students the skills of teamwork.

Strong & Anderson (1990) packed a remarkable amount of helpful information into a short paper. They discussed analyses of free-riding and social loafing in the wider social science literature, and then moved swiftly on to provide constructive guidelines for marketing educators when using student team projects. Perhaps their most pertinent suggestions are: allow teams to select their own groups, discuss the problems of free-riding explicitly with the class, allow teams to expel non-contributing members, include anonymous peer assessment as part of the final project grade, and keep the teams as small as possible given the scope of the task (two to four team members is recommended). Williams and colleagues (1991) concentrated first on the many educational benefits that they believed arose from team projects. Working in teams enables marketing students to tackle more substantial and more complex projects than is possible when working alone and those projects can therefore be more of a real-world experience, within which students can learn about handling the teamwork process, and can learn from each other. To tackle the free-riding problem, Williams and colleagues recommend that all team projects should include an individually assessed component as well as a team component, and they suggest six mechanisms for implementing the individually assessed component. It is fair to say that the papers by Strong & Anderson and by Williams and colleagues laid the groundwork for subsequent, more narrowly delineated studies of team projects in marketing education. Bacon and colleagues (1998) looked at how team membership affects team performance, and found that while gender mix seems to make no difference, the level of national diversity within a team *does*. They recommended that educators should avoid the random assignment of students to teams, and should aim for a similar degree of national diversity in each team—so it might be a good idea to allow teams to be self-selecting, but to impose the constraint that each team must exhibit a certain degree of national diversity. By 1999 McCorkle and colleagues were issuing a warning that student team projects were, perhaps, becoming too widely used in marketing education. They recommended, first, that attention should be paid at the departmental level to achieving a proper balance between group and individual work, and, second, that time should be allocated within the curriculum to develop in students the skills of teamwork. Then, in 2000, Bobbitt and her colleagues developed an interesting new angle on student teams—what they called 'integrated teams', which one might also think of as 'cross-functional teams'. This seemed like an entirely natural direction to investigate, given the evidence that professional marketers were increasingly operating within multi-disciplinary teams.

Interestingly, it was just around then that my erstwhile colleague Michael Harker was developing an innovative new module on e-marketing, where students in multi-disciplinary teams were set the task of developing an e-marketing strategy for a local small business. Michael and I subsequently wrote this up in *The Marketing Review*. To flatter us, I might say that we were responding promptly to the twin concerns expressed by Atwong & Hustad and by Bobbitt and colleagues in their *Journal of Marketing Education* articles. More likely, we were just muddling through!

- *Dr Ross Brennan, June 2012.*

Top 20 most cited papers in the Journal of Marketing Education (at April 2012)

Teaching and Learning: Group Projects

Bacon, D. R., Stewart, K. A., & Stewart-Belle, S. (1998). Exploring Predictors of Student Team Project Performance. Journal of Marketing Education, 20(1), 63-71.

Bobbitt, L. M., Inks, S. A., Kemp, K. J., & Mayo, D. T. (2000). Integrating Marketing Courses to Enhance Team-Based Experiential Learning. Journal of Marketing Education, 22(1), 15-24.

McCorkle, D. E., Reardon, J., Alexander, J. F., Kling, N. D., Harris, R. C., & Iyer, R. V. (1999). Undergraduate Marketing Students, Group Projects, and Teamwork: The Good, the Bad, and the Ugly? Journal of Marketing Education, 21(2), 106-117.

Strong, J. T., & Anderson, R. E. (1990). Free-Riding in Group Projects: Control Mechanisms and Preliminary Data. Journal of Marketing Education, 12(2), 61-67.

Williams, D. L., Beard, J. D., & Rymer, J. (1991). Team Projects: Achieving their Full Potential. Journal of Marketing Education, 13(2), 45-53.

Teaching and Learning: Experiential

Daly, S. P. (2001). Student-Operated Internet Businesses: True Experiential Learning in Entrepreneurship and Retail Management. Journal of Marketing Education, 23(3), 204-215.

Gremler, D. D., Hoffman, K. D., Keaveney, S. M., & Wright, L. K. (2000). Experiential Learning Exercises in Services Marketing Courses. Journal of Marketing Education, 22(1), 35-44.

Hamer, L. O. (2000). The Additive Effects of Semistructured Classroom Activities on Student Learning: An Application of Classroom-Based Experiential Learning Techniques. Journal of Marketing Education, 22(1), 25-34.

Kennedy, E. J., Lawton, L., & Walker, E. (2001). The Case for Using Live Cases: Shifting the Paradigm in Marketing Education. Journal of Marketing Education, 23(2), 145-151.

Teaching and Learning: Critical Engagement

Catterall, M., Maclaran, P., & Stevens, L. (2002). Critical Reflection in the Marketing Curriculum. Journal of Marketing Education, 24(3), 184-192.

Young, M. R. (2005). The Motivational Effects of the Classroom Environment in Facilitating Self-Regulated Learning. Journal of Marketing Education, 27(1), 25-40.

Teaching and Learning: Other

Karns, G. L. (2005). An Update of Marketing Student Perceptions of Learning Activities: Structure, Preferences, and Effectiveness. Journal of Marketing Education, 27(2), 163-171.

Smart, D. T., Kelley, C. A., & Conant, J. S. (2003). Mastering the Art of Teaching: Pursuing Excellence in a New Millennium. Journal of Marketing Education, 25(1), 71-78.

Employability

Barr, T. F., & Mcneilly, K. M. (2002). The Value of Students' Classroom Experiences from the Eyes of the Recruiter: Information, Implications, and Recommendations for Marketing Educators. Journal of Marketing Education, 24(2), 168-173.

Floyd, C. J., & Gordon, M. E. (1998). What Skills are Most Important? A Comparison of Employer, Student, and Staff Perceptions. Journal of Marketing Education, 20(2), 103-109.

Kelley, C. A., & Gaedeke, R. M. (1990). Student and Employer Evaluation of Hiring Criteria for Entry-Level Marketing Positions. Journal of Marketing Education, 12(3), 64-71.

Curriculum Design

Lamb, C. W., Shipp, S. H., & Moncrief, W. C. (1995). Integrating Skills and Content Knowledge in the Marketing Curriculum. Journal of Marketing Education, 17(2), 10-19.

Lamont, L. M., & Friedman, K. (1997). Meeting the Challenges to Undergraduate Marketing Education. Journal of Marketing Education, 19(3), 17-30.

Other Topics

Atwong, C. T., & Hugstad, P. S. (1997). Internet Technology and the Future of Marketing Education. Journal of Marketing Education, 19(3), 44-55.

Smart, D. T., Kelley, C. A., & Conant, J. S. (1999). Marketing Education in the Year 2000: Changes Observed and Challenges Anticipated. Journal of Marketing Education, 21(3), 206-216.

3. Key journals for marketing education

The following is a list of journals that publish articles related to marketing education and pedagogy:

- Journal of Marketing Education, Sage, USA
- Marketing Education Review, USA
- Journal for Advancement of Marketing Education, Marketing Management Association, USA

The following will occasionally publish articles related to marketing education:

- Marketing Intelligence and Planning, Emerald, UK
- The Marketing Review, Westburn Publishers, UK
- Journal of Marketing Management, Taylor and Francis, UK
- European Journal of Marketing, Emerald, UK
- The International Journal of Management Education, Elsevier, UK
- The Journal of Teaching in International Business, Routledge, USA
- Australasian Marketing Journal, Elsevier, Australia

If you are aware of other journals that publish articles on marketing education themes or topics, please let us know and we will add them to the next edition.

4. Publications and Resources of Interest

From the HEA

i. **A Handbook for External Examining** - guidance, advice and general information for external examiners in the UK.

ii. **2011: First-year student attitudes towards, and skills in, sustainable development**

iii. **Pedagogy for Employability** – updated edition; guidelines, case studies and discussion of how to develop students' employability skills.

iv. **International students lifecycle resources bank** – ways to improve the learning and experiences of international students.

v. **Compendium of effective practice in higher education: retention and success.** –evidence of what works.

vi. **Student engagement research projects** – outcomes of various projects to improve student engagement and involvement.

Open Source

i. **Jorum.ac.uk** – 100s of marketing related teaching resources; free, open source

ii. **Open Educational Resources** – more free resources, including entire textbooks

iii. **Massachusetts Institute of Technology Opencourseware** – lots of free lecture notes and other resources

5. Workshops and Events

The HEA has held over 250 workshops in 2011-2012. The main themes this year have been assessment and feedback; retention and success; internationalisation; and education for sustainable development. We have also had five marketing related workshops and are looking forward to hosting more next year. Please note that:

- We will be holding more workshops starting in September, 2012 and you can find them at http://www.heacademy.ac.uk/events.
- All of the events below are **FREE to attend**. You can also apply one month in advance for funding to get you to and from the event that is in another nation, plus accommodation if needed. See Travel Fund for details.

Free WORKSHOP/EVENTS - September

September 13 Higher level skills for the Green Economy – Anglia Ruskin University

September 14 "Internationalising the curriculum": Improving staff development initiatives – Manchester Metropolitan University

Other Events of Interest

September 12 -14 International Entrepreneurship Educators Conference (IEEC): Power through partnership - University of Plymouth

September 11-13 British Academy of Management Conference 2012: Management research revisited: Prospects for theory and practice - Cardiff University

Business Education New to Teaching Workshop – Bristol, June 2012

6. HEA New to Teaching Workshops for Business Educators

We have held two very successful **new-to-teaching workshops** in the past two months – one in Newcastle and one in Bristol. Over 45 new teachers have attended each event, with participants coming from a range of different backgrounds. Attendees included:

- Angus Nesbitt, Senior Lecturer and Programme Leader at Newcastle Business School entered the profession after 20 years working within retail banking (HBOS) as a Management Development Consultant and then as a Learning and Development Manager for a private hospital network. In his words, he came into higher education because of "my desire to help others to learn and to use my practical experience to increase the student learning experience". On the workshop: "it so it was good to hear that other new academics faced similar challenges regarding learning how to operate in a complex environment with competing demands on your time."
- Jenni Cavalot, an Associate Lecturer in HRM at Sheffield Hallam University, continues to run her own business, Red Cape Consultancy, specialising in human resources, organisation development and coaching. Jenni said that what she particularly enjoyed about the workshop was "the advice on assessment - feed forward, and employability, and the debate around what 'being academic' means vs. what else comes into the role of an academic".
- Daisy Tan, Marketing Lecturer at the University of Wolverhampton has just completed her PhD and has followed an academic career. She found the discussion around finding solutions to common dilemmas faced by teachers particularly useful.

The workshop, largely organised by Richard Atfield, Discipline Lead for Business and Management, focused on addressing some key issues:

- The differences between being "an academic" and being "academic";
- Ways to manage the multiple roles that are expected of academics today;
- Types of support that new academics/teachers need and where the support can be found;
- Common dilemmas faced by new teachers (all teachers!) and how to deal with them;
- Gaining professional recognition and support from the HEA.

Given the diverse background of delegates, we were surprised to find considerable commonality among the issues of concern to our new teachers. Certainly one key theme that emerged was the great sense of pressure to perform on so many levels – teaching, service, research, and business engagement.

Without a doubt, the commitment and talent of the participants was evident and their students are very fortunate indeed!
More workshops are planned for 2012-2013. Upcoming events of interest to academic teaching staff include:

- For a two-day workshop for new teachers from across the social sciences: **24-25 June** **New to teaching in the Social Sciences (Bangor Business School)**

7. HEA Marketing Workshop Series: Simulations as Experiential Learning

Southampton Solent University, 1 May 2012: **Using simulations to enhance students' real-world learning experiences in marketing: SimVenture & Markstrat**

Sara Briscoe, Principal Lecturer in Marketing Southampton Solent University

Sara Briscoe, Principal Lecturer, Faculty of Business, Sport and Enterprise at Southampton Solent University led an HEA sponsored workshop on the benefits of **simulations** in undergraduate and postgraduate marketing education. Participants had an opportunity to try out two well-known simulations:

- **Markstrat**, and
- **Simventure**

Sara runs Markstrat over an intensive three-day weekend with 20-30 MA Marketing students at an off-site location and with 100+ final year undergraduate students on-site. Simventure runs for the full semester with marketing students in their second year.

Games such as Markstrat and Simventure offer a simulated real-world learning opportunity where decisions are made by teams within a low risk environment. A great deal of research has been undertaken into the educational benefits of business simulation games (Keys & Wolfe, 1990; Wolfe & Roberts; 1993; Faria, 2001; Gopinath & Sawyer, 1999; Jennings, 2001; Faria & Wellington, 2003 and 2004; Drea, Tripp & Stuenkel, 2005; Faria, 2006, Vos & Brennan, 2010). In general, simulations are a form of experiential learning and the key learning benefits for students are enhanced skills in strategy formulation; ability to integrate a range of marketing concepts; better business and customer awareness; and improving analytical and decision making skills. Sara noted that simulations also provide opportunities for students to improve their team-work, communication, IT, numeracy and financial analysis skills. Moreover, students generally really enjoy them. Below is a brief overview of each of the simulations.

Jean-Claude Larreche of INSEAD in Fontainebleau, France developed Markstrat in the mid-1970s and launched the game in 1984 under the StratX corporate brand. Markstrat is now just one of 25+ simulations within the company's global portfolio.

Student teams compete against each other to run an industrial company over a number of years. The tutor can decide to run six to 12 weekly decisions, each of which corresponds to a year in the company's fortunes or, as Sara does, over an intensive weekend. Markstrat is designed so that students learn to integrate a range of strategic marketing decisions in the areas of:

- Market segmentation
- Positioning
- Product strategies
- Marketing mix
- R&D
- Finance
- HR
- Production

- Distribution
- Market research

Each team's decisions not only affect those of their competitors, but can also affect the market itself. The objective of the simulation is to increase profit over the long term through a portfolio of up to five brands of electronic products. Teams need to engage in careful analysis of the market, financial results and competitors' decisions. Just like real-world marketing departments, teams need to liaise with a number of other departments including R&D, distribution, finance, production, market research, and HR. to ensure that they achieve their goals and objectives and make appropriate adjustments to their strategy when required. In order to meet the needs of one or more of the five defined customer segments, teams must decide how to configure the products for each segment chosen (each product has six characteristics that can be adjusted); which distribution channels to use (choice of three); and what price to set, among other decisions, while working from a budget that they must also set-up and understand.

All decisions are made using a software interface, so teams can work on their next decisions whenever and wherever they and the tutor choose, as long as they get them in by the tutor set deadline. The game provides many support features as well as downloadable charts and financial statements.

Markstrat is more appropriately used at the final year or post-graduate level as it requires students to integrate knowledge from a range of functional business areas.

SimVenture

Simventure teaches entrepreneurial skills and strategies to grow a small business. The game can be set up for individuals or for teams of students to run without competing with other teams, or it can be set up for competition. Students or tutors can set the operating conditions before the game starts including the level of challenge, market conditions, bank interest rate, level of financial credibility that the owner has in the eyes of the bank and whether random events such as a break-in will occur. The game can also be set to run at different stages of business, from start-up to late growth stage, thus giving the student insights into the types of problems that can occur at different stages and how to resolve them.

Decisions are made on a monthly basis in the simulated business's lifespan. For start-ups, a small amount of money is available that can be used to commission market research about the six potential segments for the company's computer products or competition research to find out the price, features, and key selling points of competitors in each segment. Decisions are made around a large range of important issues, including how to configure the product based on the chosen segment's needs, what price to set, what type of promotion to invest in to generate inquiries and sales, what key selling points to focus on in promotion, and whether or not to get a bank loan. An interesting feature of the game is that it tells students whether or not they are devoting enough time to the business and gives an estimate of how many hours per week the business owner *should* be devoting in order to really make the business succeed.

Simventure also provides a range of support features, including an online business advisor, a range of problem solving pages, and a variety of spread sheets and charts to show monthly cash flow, financial position, operations, aspects of the workforce (e.g. How qualified they are, how much they are selling, etc.) and much more.

Simulations at Southampton Solent

Sara and two colleagues, Ashok Ranchod and Leslie Strachen, have been running simulations for a number of years. On the MA Marketing programme, students undertake the three day Markstrat simulation after three months of learning about marketing theory and practice. Students who undertake the semester long simulation Simventure have marketing theory and game "how to" sessions throughout the term and use seminar time, as well as their own time, to play the simulation.
The team has been running simulations successfully for a number of years and were able to share a great deal of good advice with participants. We also had a chance to speak with students who had taken part in both simulations to gain insights into what they learned and what they particularly enjoyed about the experience. All were highly enthusiastic about the benefits of simulations, and in particular their ability to give students an integrated view of marketing decision-making and a "close to real world experience" without the real risks.

Top tips for running simulations

- **Information overload and initial student uncertainty.** No matter how many pre-game lectures and seminars you give to explain how the game works, the students can really only learn the game by playing it. This usually means that at first students are overloaded with information, unsure of what to do, and often very confused. As a tutor, you have to just let them get on with it!
- **Get the right tutoring team.** A simulation game tends to have a steep learning curve for tutors as well as students and tutors need to be willing to put the time in, at least in the first few years of running the game, to learn how the game operates so they can give students appropriate advice and support. It can be very challenging if those who are working on the module with you are not up to speed with the game, so it is important to build the right tutoring team from the start.
- **Dealing with team problems**. Simulation teams face the same kinds of problems as other group work, but the problems can be exacerbated when the game runs for an entire semester. Team members need to meet up at least on a weekly basis to review their results and discuss their next set of decisions and members need to be learning about the game at approximately the same rate. Participation and on-going learning can be improved by using dedicated time each week (eg seminar time) for discussion and decision-making, having an attendance requirement at seminars, and/or having students post what they have contributed each week on a dedicated wiki-space. Some grades can be given for meaningful weekly postings. The use of weekly postings also helps the tutor to identify group problems early. In addition, the tutor could use a week three or four quiz on the simulation, individual simulation assignments instead of group ones, or provide “consulting” to the group at a fee to encourage them to attempt to solve their own problems first (the latter works if the tutor has access to the game budgets where he or she can deduct some money). In addition, teams should not be made up of more than four students.
- **Find the right kind of assessment**. It is advisable not to assess the students on their performance in the game as this tends to lead students who are performing poorly to limit their participation and willingness to learn. Many tutors use assignments that require students to analyse

their decision making during the game, identify what they did poorly and suggest what they might have done to improve their performance. This allows students to learn from the game even after they have finished playing. Theassignment can include a reflective piece where students can talk about the challenges they faced with the game and how they overcame them (or not, as the case may be).

- **Managing students who join the class late**. If you run a simulation on a semester basis, it is likely that you will find yourself in the situation of having one or more students arrive in your class once the game has already begun. The best solution is to always set up and run one or two "mock" teams. For example, if you have 25 students in a seminar at the beginning, you may choose to create four teams of four and three teams of three. You can then set up one or two additional "mock" teams that you will run yourself until the late students arrive. If you have no late students, then you can still run the mock team yourself over the semester to continue learning about the game.

If you have had experience running simulation games and have some other tips and advice, please send an email to Lynn so she can share your insights in the next edition of the Digest.
If you would like some information on how to start using simulations in your marketing class, please contact:
Sara Briscoe at sara.briscoe@solent.ac.uk,
Ross Brennan at d.r.brennan@herts.ac.uk, or
Lynn Vos at lynn.vos@heacademy.ac.uk

Articles of interest on simulation games:

Drea, J.T., Tripp, C., & Stuenkel, K. (2005) "An assessment of the effectiveness of an in-class game on Marketing student's perceptions and learning outcomes", *Marketing Education Review,* 15(1): 25-33

Faria, A.J. (2001) "The changing nature of business simulation gaming research: A brief history", *Simulation & Gaming,* 32(1): 97-110

Faria, A.J. & Wellington, W.J. (2004) "A survey of simulation game users, former-users, and never-users", *Simulation and Gaming*, 35(2): 178-207

Faria, A.J. & Wellington, W.J. (2005) "Validating business gaming: Business conformity with PIMS findings", *Simulation and Gaming*, 36(2): 259-273

Faria, A.J. (2006) "History, current usage, and learning from Marketing Simulation Games: A Detailed Literature Review", *Proceedings of the Marketing Management Association*, 138-139

Gopinath, C. & Sawyer, J.E. (1999) "Exploring the learning from an enterprise simulation", *Journal of Management Development*, 18(5): 477-489

Jennings, D. (2002) "Strategic management: an evaluation of the use of three learning methods", *Journal of Management Development*, 21(9): 655-665

Keys, B. & Wolfe, J. (1990) "The role of management games and simulations in education and research", *Journal of Management*, 16(2): 307-336

Vos, L. & Brennan, R. (2010) "Marketing simulation games: Student and lecturer perspectives", *Marketing Intelligence and Planning*, 28:7, 882-897

Wolfe, J. & Roberts, C.R. (1993) "A further study of the external validity of business games: Five-year peer group indicators", *Simulation and Gaming* 24(1): 21-33

Zantow, K., Knowlton, D.S. & Sharp, D. (2005) "More fun and games: Reconsidering the virtues of strategic management simulations", *Academy of Management Learning* and *Education*, 4(4): 451-458

8. Graduates' Corner

Daniel Brown is the founder and managing director of B.R.A.T Presents Ltd (https://bratpresents.com), a social entrepreneurial venture that encourages young people to identify and develop their own unique talents and creativity through coaching, internships with key companies or showcasing of their work. He graduated from Middlesex University in 2006 with a BA (Hons) in Marketing. His mission is *'moving and supporting young people in creating the lives they deserve'.*

1. What have you been doing since you graduated?

Since graduating from Middlesex, I have been on a journey of discovery as every graduate should be. This journey commenced in the most common and predictable fashion - that being a graduate programme with Renault/Nissan. A day and a half into my graduate programme my journey took an unexpected twist when I decided to quit realising my passion didn't lay, and creativity couldn't flourish, within the corporate structure of a company like Renault/Nissan.

From here I sought out more creatively fulfilling work and experiences. In 2007 I landed a job working at leading digital creative agency GT *(now VML London)* as an Account Executive/Junior planner on the Microsoft and the BBC accounts. This work exposed me to the type of conscious creative processes that exist in an advertising agency.

Around this time, I met kindred spirits Ague Darien-Gordon founder of the Daydream network and Tim Usual founder of T Magic World, both of whom I went on to build close relationships with whilst they exposed me to the world of independent creativity.

After 18 months I took redundancy from GT and set out to seek experiences that could support my already established mission of *'moving and supporting young people in creating the lives they deserve'.*

This led to working with Wonder Inc. an independent and ethical multi-platform agency founded by Nick Jankel, which supported and guided my ethical and moral understanding of how I wanted to work in the creative industries.

From here I was fortunate enough to gain support from the Prince's Trust to pilot some of my ideas, and in 2010 I received an UnLtd. social entrepreneur award to found & establish B.R.A.T Presents Ltd.

Since receiving the support from UnLtd I have been developing the organisational structure, operational framework, content and visual language for B.R.A.T. Presents Ltd, which is set for soft launch in September 2012.

UnLtd, the Foundation for Social Entrepreneurs, provides funding and support for people who they believe can transform the world.

2. **Are there things that you learned in your degree that have been useful in your journey?**

My degree exposed me to marketing theory that I was unaware of having never studied marketing before. This gave me an understanding of how marketing fits into business and the wider economy and the different ways marketing is produced and delivered within the economy.

My degree taught me about group dynamics, leadership, social behaviour etc, which has all been useful at times.

The most useful thing I have learnt having completed my degree is all the life and work skills, which aren't provided during university. I was shocked to learn just how little information you're given as an undergraduate to prepare you for the challenges of the working world. This insight has given me an understanding of the value my organization B.R.A.T. Presents Ltd could deliver to young people by providing life skills, a platform for expression and industry insight.

3. **What have you learned since graduating that you weren't really prepared for?**

Where do I begin, lol. Most importantly I learnt the importance of 'employment precedence'. By this I mean the significance of the first type of employment you gain after graduating and how this can dictate your career path. For example, when I graduated there were an abundance of media sales jobs available, however had I taken one of these jobs, my career path would led me towards sales.

Many graduates, even more so now due to the record levels of youth unemployment, accept jobs they are over-qualified for or in areas unrelated to their degree. Those that make this choice find it very difficult to get back on the career path they have intended for themselves whilst in university.

I have also learnt the significance of self-determination and self-reliance after university. In the professional world you have to be continuously developing your talents to remain of value. Those that don't take control and responsibility for their development whilst in university will find it difficult to flourish afterwards if they have not come to appreciate the importance and methods of self-development.

4. Is there anything else you would like to add?

I would like to add that if education doesn't sufficiently prepare young people to flourish in the reality of the world they enter when they leave, then the education system is failing.

That said the 1million plus young people currently unemployed in the UK who haven't been prepared for the ever changing, entrepreneurial, creative economy, which seems to gripping more and more of the market economy have been failed.

It's even worse when you consider the amount of debt the average undergraduate gets into to receive a degree, which does little to help them in creating the life they deserve.

I am aware much is being said in regards to the changes needed in the education system. I strongly believe the goal of education, particularly secondary, higher and further education should be to help people discover what and how they wish to spend their lives.

9. Review

Gibbs, G. (2010) *Dimensions of Quality*, York: The Higher Education Academy

-Lynn Vos

Starting in September 2012, students in England will pay up to £9000 per year in undergraduate fees. In addition, Universities will have to report a range of key information statistics (KiS) about their programmes, including NSS scores; learning, teaching and assessment methods; and graduate employment outcomes. Just how these changes will affect enrolments and student expectations is still a matter of considerable debate. However, one thing is certain – all institutions, and many educational bodies, including the HEA, are currently deliberating on what constitutes "quality" in higher education and how we can enhance the student experience in the years ahead.

Graham Gibbs (2010), in his report for the Higher Education Academy, "Dimensions of Quality" has provided some pretty clear evidence of what constitutes educational quality and educational gain and the report should be required reading for all Vice Chancellors, school deans, heads of departments, academics and support staff. This review will highlight some of the findings from his report as well as some of the comments Gibbs made during a recent keynote speech at the Association of Business Schools (ABS) Conference in Manchester.

Gibbs was quite frank in noting that in the UK we tend to have ill-informed measures of quality, whether they are from the NSS, the QAA, or other bodies and advisory groups. For one thing, we tend to measure single variables such as the educational product (a degree programme, for instance; final grades) when what we should also be measuring is *educational gain.* Educational gain is the difference between performance on a particular measure before and after the student's experience of higher education and to Gibbs and other researchers whose work he reviews, "'quality'means whatever improves learning gains, or improves variables known to predict gains, such as student engagement, or improves educational practices that are known to predict engagement, such as 'close contact' with teachers" (Keynote, ABS, Manchester, 2012).

In order to draw valid conclusions as to whether an institution or the system in general is leading to educational gain, it is necessary to have measures of a range of dimensions of quality and to undertake multivariate analysis to clearly identify what combination of educational processes lead to or detract from educational gains. Other countries, such as the United States and Australia have undertaken such analyses, but we have not done so in the UK, partly because we are often measuring the wrong things, but also because so many different agencies in the UK are involved in gathering such data and to date, it has never been fully collated. What we need are valid indicators of quality that can be compared across institutions and only then will we be able to make accurate statements about the quality of university programmes in this country. Gibbs report seeks to identify those indicators and clear up myths about what does not contribute to quality.

Gibbs uses the 3P typology provided by Biggs (1993)[1] on factors that may indicate quality. Biggs conceived of education as a complex system where quality and output are affected by the interaction of three groups of variables - presage, process and product variables. In his report, Gibbs explores which of the factors alone or in combination are actually good measures of educational quality and educational gain.

Presage variables exist within an institution before the student begins studying. They include available funding, the quality of academic staff, staff/student ratios, library resources, research performance, and the reputation that enables an institution to have highly selective student entry. Research into these variables, alone and in combination has shown that they do NOT explain much of the variation between Universities in relation to educational gain, says Gibbs. Only one is a good measure of the grades (educational product) that students will achieve while at University and that is the reputation that allows an institution to select only the top performing students. One of the best measures of how well students will perform at university is the grades that they entered with. But Gibbs cautions us not to draw wider conclusions about grades and educational quality – " while league tables in the UK invariably include A-level point scores as an indicator of educational quality…. they tell us almost nothing about the quality of the educational process within institutions or the degree of student engagement with their studies" (Gibbs, 2010, pg. 18).

[1] Biggs, J.B. (1993) "From theory to practice: a cognitive systems approach", *Higher Education Research and Development.,*12(1): pp73–85.

What about staff-student ratios (SSRs)? Most of us believe that the lower the SSR, the higher the quality of education a student will receive because, among other things, we assume that he or she will get more individual contact with the teacher[2] and the teacher will be able to provide more feedback, more quickly. But once again Gibbs warns us not to draw these kinds of conclusions without more evidence. First, research by Terenzini and Pascarella, (1994) has demonstrated that once student entry grades have been taken into account, SSRs do not predict educational gain[3]. Second, how SSRs are reported varies widely from institution to institution and they do not take into account who is actually doing the teaching. In some institutions, the top academics may be so engaged with research activities that they do very little teaching. Students may get more of their classes from research students or part-time tutors than from full-time, experienced academics with top reputations in their field.

Product variables are the outcomes of higher education and include degree classification, retention and employability. These are the factors most often discussed and measured as evidence of institutional performance in the UK. But performance and educational gain are very different concepts. Degree classification, retention and employability are all highly unreliable measures of quality and engagement. Gibbs notes that:

> "our measures of employment and employability are not very meaningful in the UK. This issue concerns the difference between expertise for efficiency, which is what employers recruiting graduates normally demand, and adaptable expertise, that enables an individual to operate effectively in unpredictable new situations (a characteristic of the UK jobs market) (Schwartz *et al.*, 2005). It takes very different kinds of educational process to develop these two forms of expertise. There is a lack of evidence about the long-term consequences for graduate employment of either narrowly focused vocational education or education that emphasises efficiency in generic 'employability

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[2] Pascarella and Terenzini, (2005) have demonstrated that close contact with teachers is a good predictor of educational outcomes. Gibbs recommends Pascarella, E .T. and Terenzini, P. (2005) *How college affects students: a third decade of research, Volume 2.* San Francisco: Jossey-Bass.

[3] Terenzini, P. T, and Pascarella, E .T. (1994) "Living myths: Undergraduate education in America", *Change,* 26(1): pp28–32.

> skills', rather than emphasising the higher order intellectual capabilities involved in adaptable expertise".

Process variables are most closely related to teaching and learning in an institution "and include effectiveness of class size, class contact hours, independent study hours and total hours, the quality of teaching, the effects of the research environment, the level of intellectual challenge and student engagement, formative assessment and feedback, reputation, peer quality ratings and quality enhancement processes" (Gibbs, 2010, pg. 19) Here we begin to see what really matters and what the really strong predictors of educational gain are. In his keynote speech at the ABS Conference, Gibb said "the process variables that best predict gains are not to do with the facilities themselves, or to do with student satisfaction with these facilities, but concern a small range of fairly well-understood pedagogical practices that engender student engagement. Class size, the level of student effort and engagement, who undertakes the teaching, and the quantity and quality of feedback to students on their work are all valid process indicators. There is sufficient evidence to be concerned about all four of these indicators in the UK." (Keynote, ABS Conference, Manchester, 2012). If we really want to improve the student experience as well as improve outcomes, Gibbs said, we need consider only a small range of principles that have proven their worth time and time again, particularly in the United States where they have been measured repeatedly. These principles come from the Seven Principles for Good Practice in Undergraduate Education presented in the March 1987 issue of the *AAHE Bulletin* (Chickering and Gamson, 1987)[4]. Good practice:

- Encourages student-faculty contact;
- Encourages cooperation among students;
- Encourages active learning;
- Gives prompt feedback;
- Emphasizes time on task;
- Communicates high expectations;
- Respects diverse talents and ways of learning.

Unfortunately, Gibb notes, one of the key measures that we put so much energy and resources into in the UK – the National Student Survey (NSS) - tells us almost nothing about whether universities are enhancing student learning or engagement through the encouragement of these practices.

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[4] Chickering, A .W. and Gamson, Z.F. (1987), "Seven principles for good practice in undergraduate education", *AAHE Bulletin,* 39(7): pp3–7.

Gibbs debunks some other myths of educational quality. It is not the number of contact hours that matter so much as how much time students apply to their studies and the quality of that time. 'Time on task' is one of the most important indicators of how much students learn. Students in the UK have the lowest number of learning hours in Europe. Gibbs noted that "we make the lowest demands on our students and students would have to do nine years in HE if they were to meet the Bologna standards". (Bologna suggest 4500 study hours for a three year undergraduate programme. Some UK programmes provide only 1500). He also states that actual numbers of contact hours are not a good indication of quality and gives the example of The Open University which has managed top NSS scores while having the lowest class contact hours in the UK. However, he continues "this is not the same as arguing that you can cut class contact hours from an existing unchanged pedagogy without making any difference to student learning, or that increasing hours will make no difference. …. Very little class contact may result in a lack of clarity about what students should be studying, a lack of a conceptual framework within which subsequent study can be framed, a lack of engagement with the subject, [and] a lack of oral feedback on their understanding…" It depends what role the class contact is performing. What matters is the quantity and quality of engagement generated by the particular uses to which class contact is put. What is more important than class contact hours is **the total number of hours** that students put in, both in and out of class and whether they are engaging in deep vs. surface learning during those hours.

It is possible to measure whether deep learning is going on within the classroom and during study hours. Deep learning is more likely to occur when students "experience good, [early] feedback on assignments, and when they have a clear sense of the goals of the course and the standards that are intended to be achieved". Feedback given early in a course through formative assessment in particular and provided almost immediately after the work is done leads to better performance on subsequent assessment, deeper reflection on the part of the student, and better outcomes. We may assume that three weeks turn-around time on student assignments is an improvement, but Gibbs says such a long delay makes feedback almost useless. We need to find ways to make feedback as immediate as possible, regular, and as early in the course as we can.

In his review of the many studies of what contributes to educational gain, Gibbs draws other conclusions:

- Engagement is more effective if we place high intellectual demands on our students and challenge them;
- Not all innovation is wonderful – in one study it was shown that too much diverse innovation in assessment was 'messing' up students;
- RAE scores are NOT good indicators of student performance. There is little or no relationship between measures of the quality or quantity of teachers' research and measures of the quality of their teaching (for a review of 58 studies of the evidence, see Hattie and Marsh, 1996);[5]
- However, the "research environment" in a department is important at postgraduate level, particularly in the supervising of dissertations;
- Good learning resources improve student outcomes. The key is not simply to have more and more resources but to do more with what you have;
- "Teachers who have teaching qualifications (normally a Postgraduate Certificate in Higher Education, or something similar) „[are].. rated more highly by their students than teachers who have no such qualification (Nasr *et al.*, 1996)"[6] (Gibbs, 2010, pg. 26);
- Teaching quality matters;
- "A survey of international students who have experienced both a UK higher education institution and another EU higher education institution (Brennan *et al.*,2009) found that such students are more likely to rate UK Bachelors programmes as 'less demanding' and less likely to rate them as 'more demanding', a finding that does not justify the lower number of hours involved." (Gibbs, 2010, pg. 24)

Throughout the report, Gibbs provides references to the research studies which have allowed him and others to draw the conclusions seen here. As noted above, and worth mentioning again, he argues that in the UK we tend to look at the relationships between one pair of variables at a time, such as the relationship between SSRs and student outcomes. But as his report makes very very clear, these relationships are often "confounded with related variables" (Gibbs, 2010, pg. 43) and therefore few relationships between two variables can be interpreted with any degree of confidence. He notes that in the

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[5] Hattie, J. and M arsh, H .W. (1996)," The relationship between research and teaching: a meta- analysis", *Review of Educational Research,* 66(4): pp 507–542.

[6] Nasr, A., Gillett, M. and Booth, E. (1996)," Lecturers' teaching qualifications and their teaching performance", *Research and Development in Higher Education,* 18: pp. 576–581.

US, " there have been far more, larger and more complex, multivariate analyses that take into account a whole raft of variables at the same time and which, as a consequence, are able to tease out those variables that are confounded with others and those that are not." (Gibbs, 2010, pg. 43). We need to do this in the UK.

One of the most thought-provoking sections in Gibb's work is that related to aspects of quality that appear to contribute significantly to educational gain, but which are more difficult to measure: University departments with high quality management, made up mainly of full time members of staff, who work well together, share ideas regularly, have healthy 'communities of practice', and exhibit values such as '*'liking young people'* are hugely important to improving student outcomes and increasing the quality of students' education.

There is so much of value and importance in Gibb's work and as noted above, it should be required reading. For me, the qualities and values expressed in the last paragraph are perhaps the most poignant. In this age of competition, cut-backs, pressure for research output, and league tables, can we not begin a movement that challenges our managers to build the kinds of departments described above? Some of us have worked in departments like that and seen the enormous benefits they provide to both students and to the intellectual and personal development of staff. We have also watched many of them wane and disappear under the conflicting pressures and confusions of what is a large part of our higher education environment today.

In my travels around the country, however, I have seen evidence of these kinds of departments. Let the examples of these departments be the ones that lead us back to a set of values and processes that make higher education the powerful agent for change and societal benefit that it can be.

- You can find Gibbs' full publication on the HEA website by clicking here.

10. AM/HEA SIG in Marketing Education – July Meeting

Members of the AM/HEA Special Interest group met at the Academy of Marketing (AM) Conference in Southampton in early July to discuss projects and ideas for the next year. Monica Gibson-Sweet, Chair of the AM Education Track and Deputy of the new SIG (Dean of the Faculty of Business and Society, University of Glamorgan) organised the meeting that was attended by Peter Rudolph (Head of Marketing Department, University of Bedfordshire; Paul Harrigan (Lecturer in Marketing, Southampton University), Ross Brennan (Reader, University of Hertfordshire), John Beaumont-Kerridge (Sub Dean International, University of Bedfordshire, Anita Stubbs (Director of Education for the Chartered Institute of Marketing, CIM), and Lynn Vos (Chair of the SIG).

Among other projects the team discussed:

- Preparations for a Symposium in November, 2012 to be hosted by Dr. Jaafer al-Murad, Head of Department of Marketing at the University of Westminster;
- Development of a marketing education guidebook;
- Joint work with the AM Education Track on the student essay prize, upcoming small learning and teaching grants for research projects in marketing pedagogy, and the Teaching Excellence award;
- Developing and promoting the JISC mailing list and discussion board for marketing educators;
- How to encourage input and discussions on the potential creation of QAA benchmark statements for marketing.

Once the mailing list is up and running we hope to be able to communicate with you more regularly and get your insights and input. In the meantime, please feel free to contact Lynn if you would like more information or have ideas for SIG projects.

11. Your views

We welcome your views on this month's main article "The Journal of Marketing Education's 'Most Cited' or on anything else in the Digest.
Please send any comments to lynn.vos@heacademy.ac.uk for posting in the next edition of Marketing Education Digest.

If you would like to make suggestions for future articles or tell us what you would like to see on the HEA Marketing resource pages, please also feel free to email Lynn, Discipline Lead for Marketing.