

An Investigation into the confidence
levels of Irish Undergraduate Marketing
Educators in embedding digital and
social media methods in their teaching

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Abstract

This purpose of this study is to ascertain whether NFQ Level 8 marketing educators in Ireland are knowledgeable in the area of digital and social media and whether they are confident in teaching and using social media and digital tools in their marketing pedagogical practice today.

The aim of the research was to investigate why Irish Undergraduate Marketing educators teach Digital and social media methods to meet learning outcomes however do not incorporate the marketing theoretical underpinning of these methods. The evolution of technology over the past decade has altered personal and professional communication and the way business and specifically marketing is conducted. This researcher will use a mixed method approach to examine the hypothesis that the majority of marketing lecturers are not confident teaching or using digital technologies in the classroom. In addition, marketing educators are struggling to keep abreast of marketing industry developments.

The objective is to uncover what barriers exist for marketing educators in relation to teaching social media and digital aspects in class; to establish their current level of knowledge and practice; to establish if any professional development and training has been undertaken to facilitate the teaching of social media and digital aspects; and to report the confidence levels of NFQ level 8 marketing educators in the teaching and using of social media and digital aspects.

The themes emerging clearly indicate there is a pedagogical shift occurring between the teaching of the theoretical and practical aspects of marketing curriculum. One such emerging theme is the confidence of educators to use and impart know-how of the practical tools. The main outcomes from the research has determined that a substantial number of NFQ level 8 marketing educators are not confident in the teaching of social media and digital aspects in class. They have expressed a need for training and CPD initiatives to be provided by H.E. Institutions. Marketing educators have expressed clear obstacles and barriers they feel impact negatively on their ability to teach social media and digital aspects in class. These are identified and discussed in the research.

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Abbreviations

Learner Any type of student relevant to this study

NFQ National Framework of Qualifications

DBS Dublin Business School

HEA Higher Education Authority

HEI Higher Education Institution

HE Higher Education

CPD Continuing Professional Development

Chapter 1:

Introduction

Due to the recent surge in popularity for social networking sites and apps, digital marketing is a sector that will increase as technology develops. Graduates who shine in these areas of marketing, with regard to digital aspects, who are comfortable with different types of websites and the technology surrounding them, can find themselves with many routes to take up, regarding employability.

How is it possible, then, for Irish Marketing educators, having never worked in the industry, to deliver learning, and knowledge, in order for the learner to graduate with a professional level of practical and theoretical understanding? On-campus programmes require confident and knowledgeable lecturers to deliver this aspect of the programme. This study aims to identify if it is a justified requirement upon the teaching faculty, who may be exclusively in academia for a number of years prior to the surge in digital technologies.

This study fills an important gap in the area of marketing education research, exploring the perspectives of marketing educators and programme leaders in Ireland. The researcher hopes this, being the first known study in Ireland, will provide valuable insights, as well as highlighting, into confidence levels of marketing educators. The research will hopefully provide a foundation for further study, along with recommendations for a framework for developing and continuously improving new pedagogical strategies, social media and digital support, and resources required for Irish Marketing Undergraduate Marketing educators to respond to the constantly evolving world of marketing practices.

Examples of successful models of academic development, in supporting changes in teaching approaches, can be seen in the recent postgraduate teaching and Education programmes, which responded to the lack of formal training requirements for lecturing staff in H.E. in Ireland; for example, the PG in Teaching and Education by Griffith College Dublin.

Recent literature and policy documents by the National Forum have revealed the need for additional discussion and research into digital and social media aspects in H.E. Support to this statement can also be found at H.E. Authority level, when it was stated later in 2015 (Education, 2015); this statement was included in an introduction section of a report chaired by Mary McAleese, Ireland's former President of the High Level Group for modernisation of H.E. to the European Commission. According to the National Forum, recent policy indicates that H.E. Institutions cannot ignore the integration that is required of social media modalities in education.

Digital marketing and the fundamental elements of social media marketing can be seen across a number of marketing programmes across the HE landscape in Ireland. These elements have been emerging in the curriculum over the past decade. This learning within the programme is a crucial element of the marketing function of the evolving marketing landscape. It is a notable prerequisite on entry level job specs for marketing positions across any sector.

There is no subject area in global marketing education that ever allowed consumers to communicate about their favourite brands in the public arena, in the way social media and digital platforms permit today. Social media sites, including blogs, social networks, communities, professional networks, news sites, photo-music-movie sharing sites, and video sharing platforms have added a new element to conversation in marketing practice.

The skillset to teach traditional marketing has changed. It has evolved from monologue to multilogue. Social media is not new and, like other marketing channels, it is evolving and maturing. This kind of marketing, the era of consumer-centric marketing, emerged in the academic field among traditional marketers back in 1999. Kotler, who is academically and industry recognised as an authority on marketing, covers several precursors to social media in his 1999 book, 'Kotler on Marketing; How to create, win and dominate markets'. In this book, he discusses a clear transition from what was recognised in traditional marketing practice as 'be product centered' to 'be market and customer centered'. Philip Kotler went on to

predict that, by 2005, all retailers and every product available, including business to business, would be available online. He suggested, over a decade ago, that retailers would need to get imaginative with how they marketed and conversed with their consumers. This practice eventually evolved into social media.

Social media can be defined by the channels we use to achieve this human connection and relationship building, with the use of podcasts, questions and answers forums such as TripAdvisor, email, and wiki's etc. More people now sharing news, personal events, and information. These social media aspects are going to eclipse traditional marketing and PR practices. The internet (web) is no longer static, in that it is no longer a place of online catalogues and brochures, defined by one way communication platforms. Human interaction keeps it alive with social media channels and, therefore, has produced a fundamental shift in a company's procedures and strategies around how they communicate to their consumers today, particularly with how a consumer can respond.

Chapter 2:

Literature Review

The world of education is dynamic in nature and is rapidly changing due to the innovations made in recent years with technology. Developments in digital technology and, as a direct result, academic institutions are now required to be more competitive (Chatzimouratidis, 2012), (Buabeng-Andoh, 2012)

In order to succeed in these dynamic times, institutions need to respond in a timely and flexible manner. The need for educators to be at the forefront of their industry has increased significantly. Bashir (2013) asserts that institutions should employ educators who are capable of adapting to the continuously fluctuating environment in order to remain competitive.

2.1 Introduction

Majumdar (2006) asserts that, for educators in performing their role in creating a pedagogical environment, not only is mastering technological skills crucial, but so too is utilising this technology to enhance teaching and learning. Chelliah and Clarke (2011) believe that technology itself cannot change the nature of classroom instruction unless educators are able to evaluate and integrate the use of that technology into the curriculum. The dynamic landscape of social media and digital aspects within marketing challenges educators to stay current and deliver what is deemed 'relevant' content with confidence and competence. These authors also outline that a pedagogical practice must have the ability to change and adapt, to keep pace with an evolving social media and digital landscape.

Falls and Decker (2012) observe that no single subject has exploded into society and the business world the way social media and marketing has. As the use of technology within marketing has increased, marketing educators are being tasked with building social media and digital engagement know-how among learners. Educators need to theoretically convey the digital marketing landscape from a critical perspective. Abernethy & Padgett (2011) state that, in marketing modules,

this careful balance of theoretical and conceptual underpinnings and practical relevance has generated seemingly never-ending tension amongst educators.

Brunton (2015) states that CPD, not only needs to be recognised and fully integrated in the workload of academics, but it also needs to be carefully considered.

Many programmes on offer focus on the technologies without fostering a critical reflection on the changing roles of teachers and learners, and without providing academics with a solid foundation in emerging learning theories. That, in the view of Moore (2013), is essential to good learning designs.

Buzzard et al. (2011) refers to a widespread diffusion of technologies such as Twitter, Wikis, and Facebook groups into marketing modules in higher education. Finch (2011), however, concludes that there is a gap between curriculum development and the practical needs of the marketplace. Ney (2015) proposes that academics should consider how social media can help meet the learning objectives of the module rather than merely engaging in, what Halverson (2011) suggests, a “tokenistic” use of technology for its own sake.

Ultimately, harnessing digital technology to engage student learning, meet marketplace needs, and improve marketing practice is the goal for marketing educators today. This research proposes to explore NQF Level 8 marketing academics’ confidence levels in teaching, in their use of social media and digital aspects within the marketing classroom environment.

2.2 The Evolution of Marketing Thought

Whilst marketing has been practiced for many years, marketing education at higher level has only gained eminence during the past century. Tadjewski & Jones’s (2008) three volume publication, *The History of Marketing Thought*, provides a noteworthy contribution, not only to marketing history, but also through scholarly activity in the development of marketing education. They state that the research and concepts have been used by economists, social thinkers, and business practitioners for hundreds of years. This concurs with Jones & Shaw (2006) who advocate that much of traditional marketing practice prior to the twentieth century was conservative in its practice. This is in agreement with Kotler (2016), who suggested

that the origins of marketing, as an area of specialisation, only appeared in the United States in the early twentieth century. At this time, he proposed that marketing was seen as being a philosophy, whose main focus was not providing customer satisfaction but, instead, focused on achieving high production efficiency, low costs, and mass distribution.

Current marketing thought, as suggested by Jobber & Ellis-Chadwick (2016), proposes that marketing has changed from the 1900's because, at that point in time, technology did not exist and thus reach and exposure were limited.

Kotler (2016) understands the balance to be met between theoretical and practical requirements for a marketing undergraduate skill set. Marketing education adopted an approach focusing on the "4 P's", product, place, price, promotion, as the decisions in preparing a market offering. Strategic thinking then evolved with STP (Segmentation, Targeting, Positioning). Ferrell (2015) proposed that marketing is a very practical discipline, and what is taught is highly influenced by changes in the economy, competitive behaviour, technology, demographics, and changes in laws that impact marketing practice. The theoretical underpinning of the 4 P's is still at the core of Digital aspects and the social media function.

Kumar (2015) stated that the marketing discipline adopted a resource-conscious view between 1996 and 2004, focusing on customer profitability issues and the use of organisational resources to enhance marketing effectiveness (Kumar (VK) is Regents' Professor, Jan 2015). This is where the green shoots of digital aspects within marketing curriculum are identified and accepted by academia. Authors such as Gladwell (2002), Cialdini (2006), Lindstrom (2008), Anderson (2008), and Godin (2008) have all compiled a body of knowledge in the marketing industry and provide a comprehensive view of the growth, development, and structure of the marketing industry, including trends and upcoming areas requiring further academic research, including the growth of digital media and its importance in today's marketplace.

Kumar (2015) also suggested that, traditionally, marketing graduates who entered marketing departments needed to be skilled at market research, advertising, sales promotion, and sales management. In today's world of social media, social networking, online influencers, and e-commerce have been augmented to include skills such as connected consumer behaviour, SEO, PPC and technical skills in

research analytics, hence the importance of transferring this knowledge effectively to the learner within a classroom environment.

2.3 Digital and Social Media in the Marketing Curriculum

As a pedagogical tool, Brocato et al. (2015) state that social media has been widely used to enhance learning and develop student engagement in marketing education.

Peterson et al. (2002) specifies that the intended outcomes of the use of social media are not always clearly stated;

One of the most striking, yet disturbing, observations is that, despite the vast number of studies that have been conducted in attempts to evaluate the effectiveness of various instructional technologies used in H.E., no definitive conclusion is possible as to whether instructional technology generally contributes positively to student learning

Pearson (2009) proposes that learners are now using technology more frequently than before for entertainment, information, and social interaction to maintain relationships and stay connected. It is clear that, from an academic perspective, undergraduate learners are already practitioners, as they already know how to use social media and digital aspects of marketing. What they do not understand is the theoretical underpinning of the area. Within the classroom environment, the proposed role of social media and digital aspects is to impart a critical understanding of the business and social media usage of these tools. In addition, the theoretical constructs employed in its usage are crucial. Currently, a clear academic focus is not demonstrated in the classroom on how and why these tools are being engaged.

There are a number of reviews and research papers in the area surrounding academic educators' use of web 2.0 technologies, social media and technology enabled learning within H.E. Harrigan and Hulbert (2011) call for marketing academics to reflect and critique curriculums. Walker (2009) agrees that marketing graduates often lack the skills needed for employment. It is therefore apparent that this is an area that requires module design, to link marketing theory with marketing practice.

Marketing programmes provide an opportunity to create a rich pedagogical experience through developing a personalised student-centred learning environment.

Lin & Hsieh (2001), as cited in Duffy & May (2015), suggest that digital technologies permeate the higher education landscape as a means of enhancing the teaching and learning environment. However, in practice, these tools are implemented in marketing education in an “ad hoc” manner, rather than a structured approach which provides key transferable skills for the labour market.

Taylor et al. (2011) propose that marketing education has long recognised the importance of focusing on student engagement in teaching practice. The authors suggest two approaches of student engagement in marketing classes. In the first instance, linking short-term (individual class-related) current pedagogical activities more directly to students’ articulated goals and, secondly, undertaking long-term pedagogical strategies to modify students’ goal hierarchies in order to generate attitudes encouraging engagement.

As learners are, generally, extremely proficient at using social networking tools, Taylor et al. (2011) propose that communication with them should be through these platforms and, furthermore, these tools should be highlighted in the course syllabi.

Both marketing and the business environments have been affected by the evolution of digital media. Cole et al. (2009) state that this has affected consumer behaviour, society at large and, from a H.E. perspective, how educators teach and, in-turn, how learners expect to absorb information in the marketing classroom.

Gikas & Grant (2013) assert that pedagogical practice allows many forms of teaching methods. Two in particular can be found in the marketing classroom; formal and informal. Furthermore, they conclude that formal is teacher-led design that is highly structured and delivered in an educational setting. Brocate (2015) agrees that informal learning is often intentional but not organised or structured and can occur from reading, internet usage, or on-the-job-exposure. This should invite educators to experiment with social media and digital aspects in the classroom supporting their own instructional practice.

Regarding the nature of technology and its link to marketing, Harrigan and Hulbert (2011) referred to substantive theory (technology is an autonomous force) and instrumental theory (technology is a tool largely under human control), in which the nature of who/what is doing the leading and who/what is doing the delineated, and they contend that the marketing discipline is being driven and led by technology.

Mangold et al. (2014) adopt the position that marketing educators must teach the skills that are required by marketing practitioners, and the principal one needed in the 21st century is that of the integration of technology skills. Comstock (2010) recommends that marketing educators must use instructional models that are able to accommodate the rapidly changing world of social media.

He further stresses that it is recognised by business school faculty that today's employers, not only expect proficiency in the use of Web 2.0 technologies, but also cherish the application of emergent communication technologies to everyday business activities.

2.4 Application of Social Media & Digital Aspects as Pedagogical Tools in Marketing Curriculum

Sahlberg (2010) advocates that, while primary and secondary teachers study teaching methods and practice as an integral part of their training, a large portion of those lecturing at third level have never been formally trained in how to teach. Some third level academics are natural teachers, as well as being highly competent in their own disciplines, however, overall, this area is lacking in third level training.

Skilbeck (2003) proposes that, in terms of the institution, it needs to be "actively plugged" into its environment, responding to and contributing to the issues of the day. There is little doubt that Irish society as a whole is profoundly affected by the growing international culture of globalisation and by a wide array of cultural, social, economic and technological forces affecting education, thus education is under acute pressure to demonstrate creativity and flexibility, and to achieve higher levels of quality, effectiveness, and efficiency. In the same report, the researcher identifies a key structural issue around actively preparing for the digital revolution in course delivery and extended opportunities for learning. There has been quite a number

of academic studies into the application of social media modalities, as pedagogical tools, in H.E. Peluchette & Rust (2005) refer to emerging instructional technologies in the business school curriculum as being a central pedagogic issue for nearly 30 years. Barczyk (2012) contributes to the lively academic debate on the efficacy of academic use of modern communication tools, by both students and faculty. Rinaldo et al. (2011) propose that studies have predominantly focused on accessing the benefits of social media and digital tools in student engagement in the classroom. They profess how Twitter can be used in the marketing classroom as a pedagogical tool to help facilitate traditional educational goals, while Buzzard (2011) and Crittenden & Crittenden (2011) examine how digital technologies are used in pedagogical practice/teaching tools.

Tuten & Marks (2012) sampled 531 marketing educators in the UK and focused on the use of social media as a form of “educational technology” for delivering marketing course content - more so “communications and content delivery”. They remarked that, while educators use social media in their personal lives, they did not use it for education purposes.

In their findings, marketing educators reported tepid use of social media tools for instructional purposes and listed drawbacks, such as limited class time, diversity in types of modalities, and lack of functional expertise on the part of many faculties.

Taylor et al. (2011) advocate for “coordinated and synergistic” efforts to be made between faculty and H.E. administration, to develop greater student engagement. They further propose that marketing educators must consider relationships between student motivation, how they consume education, and how they learn. This being said, Cole (2009) advises that “educationalists must be clear about the intended technology used”.

It is important to highlight the need for pedagogical design in creating an interactive learning environment. Moore (2014) suggests the importance of offering support for student engagement in the use of technology tools for learning. It is crucial that the use of technology within the class context is structured, with clear objectives tied to learning outcomes, hence the importance give to the fact that educators are confident using these tools, ultimately, enriching the marketing class environment,

student engagement, the achievement of learning outcomes, and meeting industry expectations of marketing graduates.

Ireland's 'National Forum for the Enhancement of Teaching and Education in H.E.' identified a number of important principles, resulting in the highlighting of four key recommendations, the third of which refers to embracing the full potential of digital technology, which poses a challenge to many of our basic structures, our assumptions, our policies and procedures, not least regarding our beliefs and attitudes about the role and nature of H.E. itself. As a result, it is key that the upskilling of educators should be at the forefront of training.

2.5 The Social Paradigm Shift – The Marketing Industry Environment Impacting Marketing Education

Rapp et al. (2013) suggest that the evolution of social networking and the desire for connection with consumers through social media has created a different world for marketers to navigate. Organisations have increased their marketing budgets dramatically. For example, it is estimated that organisations spend over \$15billion dollars annually, specifically targeting the under 12 segment. This is an increase of over two and a half times what they were spending in 1992.

With regard to business use, a survey of European and U.S. firms published by Insites Consulting (2011) revealed that approximately 88% of firms have begun to undertake social media initiatives, with nearly 42% having fully integrated social media into their business strategies.

Beyond business use, there is strong evidence proposed by Rapp et al. (2013) to suggest that the general public has embraced social media, due to its connection opportunities and content. With this level of acceptance, it follows that marketing educators should have proficiency and confidence in-class with these tools for the purpose of instruction. Marketing education, therefore, should reflect the current environment of marketing and must be able to adapt to reflect new content and skills.

Taking this information as a whole, evidence from Solis (2011) indicates that social media is an important communication strategy for both businesses and the general public. Social media platforms assist in the social connection of people. The conversation is organic and is endemic. We are edging closer to the tipping point; this is the social paradigm shift. Society shares videos, pictures, messages, songs, photos, gaming, among other things. Global relationship sites have become one of the fastest growing areas of E-commerce in the last decade and social media sites are the fastest growing category on the web. This is putting the 'Public' back in Public Relations

2.6 Barriers to Integrating Technology

Numerous factors influencing the adoption and integration of digital technology into teaching and learning have been identified by researchers. Rogers (2003) identified five technological characteristics that can influence the decision to adopt a new technology. Stockdill & Moreshouse (1992) identified user characteristics, content characteristics, technological considerations, and organisational capacity as key influences of adopting this technology into the learning environment.

However, it is widely accepted that many third level educators do not have the time or experience to correctly integrate technology into the learning environment. Buabeng-Andoh (2012) suggest that global investment in technology is required to improve the teaching and learning environments and has been initiated in some countries. Despite these investments in infrastructure, equipment and professional development to improve education, adoption and integration in teaching practice and learning within H.E. has been limited.

Hew and Brush (2006) established four general barriers when incorporating technology into the curriculum for instructional purposes. These include:

- (1) Lack of resources: Many educators complain about the deficiency of resources in the classroom, whether it be limited technology, limited access, insufficient time, or inadequate technical support. These barriers can be seen as particularly challenging, especially when many institutions are implementing budget cuts and have fewer resources than in previous times.

- (2) Inadequate knowledge and skills: When resources are present, educators frequently struggle with a derisory knowledge of technology, technology-supported pedagogy, and technology-related-classroom management. For many educators, particularly those are not digital natives, technology can be a worrying concept. Sometimes, it can be less difficult to pass on the use of a tool rather than disclose inadequate knowledge. Therefore, this can serve as a noteworthy barrier and thus clearly impact on the learning environment.
- (3) Institutional barriers: Factors outside of the learning environment, including leadership, timetable structure, academic planning can all thwart effective integration of technology. These can be particularly difficult to overcome, as they are all outside the control of the educator. Additionally, they may not become immediately evident, but instead only after initial endeavours have been made.
- (4) Attitudes and beliefs: The decision of whether and how to use technology in the curriculum ultimately lies with the individual educator's attitudes and beliefs they hold about technology. According to Spires (2008), learners expressed concern that it often appeared that their educators did not understand that technology plays a significant role in their lives outside of school. They suggested that if educators had a better understanding of this, their use of technology would increase and thus enhance the learning environment. Thus, the attitudes of educators about technology use by learners can serve as a significant barrier to its integration.

Concurring with this, Buabeng-Andoh (2012) proposes that the following barriers are also evident:

- (1) Institutional factors: According to Vannatta & Fordham (2004), as cited in Buabeng-Andoh (2012) educators should, not only "provide extensive training on educational technology, but should also facilitate a contribution to teaching improvement". Therefore, an appreciation of institutional characteristics can influence educators' adoption and integration of digital technology in the learning environment.
- (2) Professional development: The continuous professional development of educators is crucial to a successful integration of computers into the learning environment.

- (3) Workload: Many published studies suggest that the workloads of educators influence their acceptance of technology in the classroom. Samarawickrema & Stacey (2007), as cited in Buabeng-Andoh (2012), investigated factors relating to the utilisation of learning management systems in a large university in Australia. Their findings showed that an increased workload, coupled with educating with technology, is a critical factor. Factors that contribute to increased workload were programme maintenance and updating, course administration, and the upskilling of the subject area.
- (4) Leadership support: Whilst infrastructure support is essential, faculty leadership is a stronger predictor of educators' use of computer technology in teaching and learning (Anderson & Dexter, 2005). They believe that a leader, who executes effective technology plans and also shares a vision with the educators, will motivate these educators to practice the use of technology in their classrooms. They further suggest that, for effective utilisation of technology by educators, there is a requirement for a robust leadership in order to drive a well-designed technology plan within education institutes.

2.7 Emerging Themes

Barnes & Jacobsen (2012) suggest that business and consumers have embraced social media as an important communication tool. Therefore, educators' knowhow and use of these modes are essential to deliver an essential marketing curriculum.

Marketing needs to be holistic if practitioners are to manage its complexities in a way which is credible to colleagues in other functions (Wilson, 2004). Undergraduates of marketing degrees must have skills and practical experience in social media and digital tools in order to meet the marketing environment's needs. Emergent research indicates that the pedagogical embrace of Web 2.0 technology has impacted many academic disciplines and professional fields, including business education (Bennett, et al., 2012).

The research identified during one study of faculty perspective's in the application of social media pedagogical practice was that faculty were most concerned about the vast breadth of social media modalities and the lack of training support in emerging interactive mobile-technology (Piotrowski, 2015). Despite Tuten and

Mark's (2012) research, that educators are hesitant to use social media and digital tools in the classroom, it has been found that social networking platforms such as LinkedIn, and other social media modalities, have been embraced by the business school faculty as instructional tools (Albrecht, 2011).

2.8 Conclusion

The literature explored in this research has identified that, despite learners and educators use of social media tools in their personal life, learners are reluctant to use social media in formal settings, with educators often hesitant to implement social media and digital aspects in the classroom because of a perceived lack of technical experience. It is apparent from the research there is a requirement emerging for social media integration into the learning environment. Technology, by itself, cannot change the nature of the classroom but educators need to reflect on their current practice and use of these tools and find a way to constructively use and demonstrate these tools in order to meet marketing curriculum requirements.

The themes emerging are clearly centred around the pedagogical shift taking place between theoretical and practical aspects of marketing curriculum. Themes include 1. Confidence of educators to use and impart know-how of these practical application of social media tools. 2. Exploration of how technology is being used in marketing education. 3. The acceleration of new developments of social media and digital applications being introduced to the marketing function. 4. Reflective understanding of what students are gaining, or not gaining, and how this affects their marketing competency.

Finch et al. (2013) argue that, for marketing education to be competitive, it must be grounded in the development of a skill set that addresses industry needs.

Marketing education going forward requires a balance to be met between academic theory, with practical experience and transferrable skill learning. It is apparent from the literature review that business schools must provide students with an academic and theoretical knowledge of marketing and its real-world applications of digital marketing strategies, whereas industry suggests that problem-motivational learning

and interactive learning through technology is necessary to provide 'real-world' applicability.

H.E. institutions therefore require pedagogical practitioners that are positioned to fulfil the needs of current marketing curriculum, who can bridge the digital gaps among student learning, engagement, and marketing practice.

This research study sets out to explore the confidence levels of academic staff and their teaching approaches to digital and social media aspects within the undergraduate marketing curriculum.

Chapter 3:

Methodology

3.1 Research **Aim and Objectives**

To investigate why Irish Undergraduate Marketing educators teach Digital and social media methods to meet learning outcomes however do not incorporate the marketing theoretical underpinning of these methods.

Objective 1

To Establish Irish Undergraduate Marketing educator's current level of **knowledge** in implementing digital and social media methods.

Objective 2

To establish if any professional development and **training** has been undertaken to facilitate the teaching of social media and digital methods

Objective 3

To identify the **barriers** that exist for educators in relation to employing digital and social media methods in their teaching

3.2 Research Methodology

This chapter will follow the Research onion framework, by Saunders et al. (2012), moving through different sections: the research philosophy, the research approach, the research strategy, the research choices, time horizon, the data collection, the research sample and population and finally ethical issues of the research.

The research onion concept was used during the whole research method process to understand the different parts of the research, before finally selecting the most appropriate methodology for the research question and objectives.

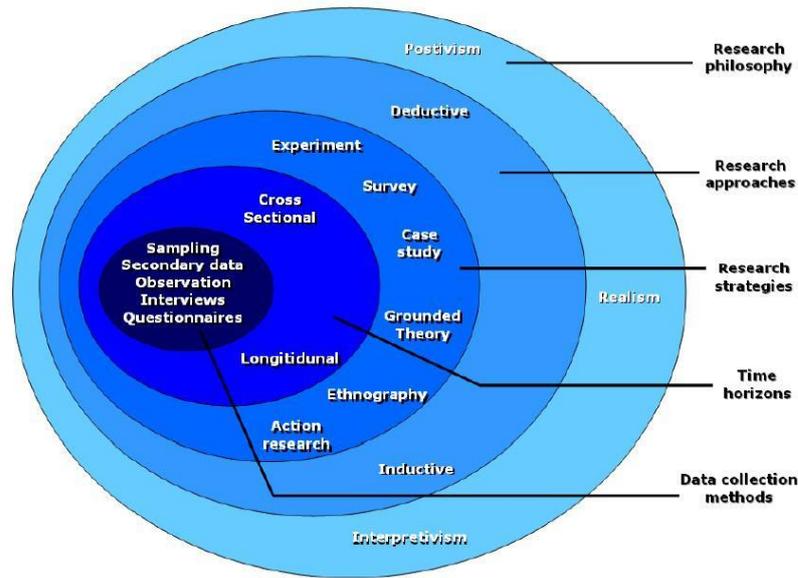


Figure 1: The research ‘onion’ (Saunders et al., 2012)

3.3 Research Philosophy

A research philosophy refers to “the set of beliefs concerning the nature of the reality being investigated” (Bryman, 2012) and can “differ on the goals of research and on the best way that might be used to achieve these goals” (Malhotra, 2012). The research philosophy is asking “which type of reasoning is the best to use to respond to the research question?” According to Saunders (2016), there are three main types of research philosophy (1) positivism, (2) realism, and (3) interpretivism.

Interpretivism is one of the major epistemological research approaches and it has been chosen as the most appropriate research philosophy for this study. An interpretivist perspective emphasises the difference between conducting research among people rather than objects. Crucial to the interpretivist epistemology is that the researcher has to adopt an empathetic stance and understand the social actors (Lincoln, 1994). It stresses the importance of understanding humans as ‘social actors’ and how they make sense of their own reality. The researcher considers that this is an important consideration in the research, as the topic is highly emotional. The researcher has to acquire an empathetic perspective in order to enter their social world, in order to understand the world from their point of view (Saunders et

al., 2009, p. 116). An interpretivist approach has been taken to this study, with a mixed methodology approach, as this approach will result in high quality research, with a more thorough investigation of the research question and objectives (Medherkar, 2010).

The study includes mixed methods research in the form of online survey and interview. These methods have provided a detailed understanding of how marketing educators feel currently about teaching and using digital and social media in class on the level 8 marketing programme modules. This research will use a mixed methods approach for gathering the data. Saunders emphasises that this approach has become more common within business and management research (2009, p. 151). The survey (quantitative research) will be sent to all marketing educators, to thoroughly investigate the research problem. The research methods used are survey and an in-depth interview.

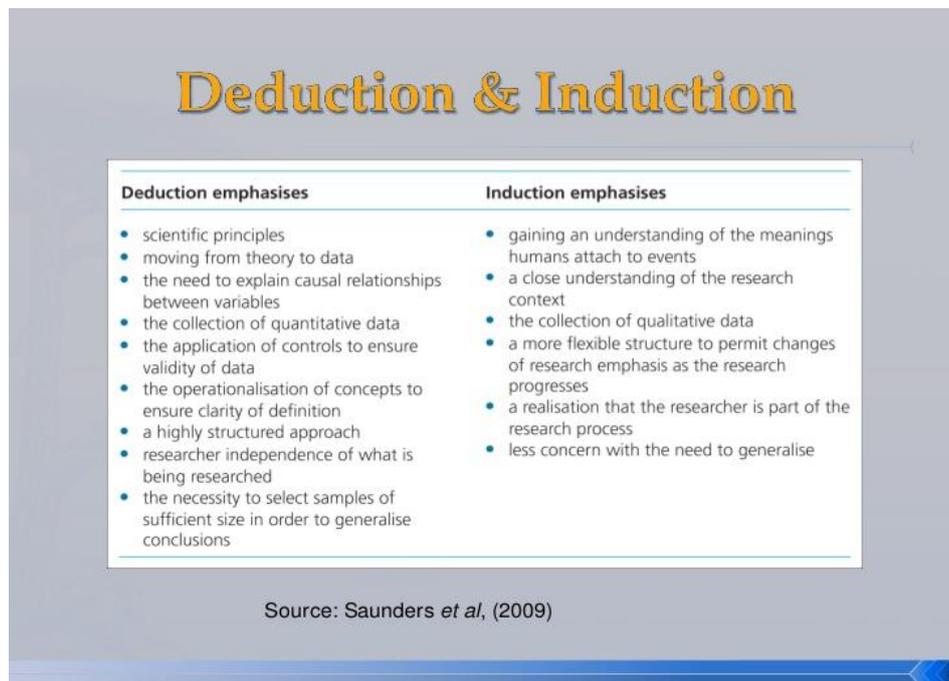
The research carried out focused on marketing educators, as well as stakeholders involved in programme leadership. By using qualitative techniques, the researcher will gain an understanding of lecturers and organisations and their roles required when delivering modules and the challenges they face in delivering the modules confidently. The research was carried out through a questionnaire and through an in-depth interview. The themes and findings that emerged from the survey findings provided the interview research with a Programme Leader of Marketing Degrees. The researcher took an inductive approach, in that the theory and core themes concluded from the research would provide key areas of discussion to be raised with the Institutions, QQI, and Training and Development officers within HEI's.

3.4 Research Approach

The second layer of the research onion outlines the research approach. Saunders (2009, p.124) suggests that a researcher can adopt two different research approaches, namely, a deductive or an inductive approach; however, in his 2012 work, a third approach was included: abduction, a mix of both induction and deduction.

Deductive: A deductive approach is concerned with “developing a hypothesis (or hypotheses) based on existing theory, and then designing a research strategy to test the hypothesis”. It has been stated that “deductive means reasoning from the particular to the general. In this approach theory comes from reading”. The literature review would be an illustration of developing a hypothesis to text. The amount of literature in this area is lacking, despite its usage in education.

Inductive: An inductive approach is employed when the researcher is developing theory from observations and empirical evidence. Theory is formulated following the analysis of data and the understanding of the data and not before as is the case with deductive research. This is more applicable to the research, as literature needs to be increased in this area (Easterby-Smith et al., 2008, cited in Saunders et al., 2009, p. 126). Furthermore, the reason the researcher has employed this approach is because the researcher gives more consideration to the social actors and their opinions; the inductive approach has the strength to show different explanations from the target market.



| Deduction emphasises | Induction emphasises |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • scientific principles • moving from theory to data • the need to explain causal relationships between variables • the collection of quantitative data • the application of controls to ensure validity of data • the operationalisation of concepts to ensure clarity of definition • a highly structured approach • researcher independence of what is being researched • the necessity to select samples of sufficient size in order to generalise conclusions | <ul style="list-style-type: none"> • gaining an understanding of the meanings humans attach to events • a close understanding of the research context • the collection of qualitative data • a more flexible structure to permit changes of research emphasis as the research progresses • a realisation that the researcher is part of the research process • less concern with the need to generalise |

Source: Saunders *et al.*, (2009)

Figure 2: Deduction and Induction

Abduction: This is a third positioning, combining both deduction and induction approaches (Browne, 2009). Abduction moves from an observed fact and works out

a theory to explain that fact. The abduction approach should be seen, not as a longitudinal, but as a more developed plan; this plan will be constantly evolving depending on the research problem. The researchers will go back and forth between the theory and the data before being satisfied with the research approach.

3.5 Research Strategy

The research strategy is the plan of action to answer the research question; it is the link between the research philosophy, the chosen method, and the data collection and analysis (Malhotra, 2015).

There are three types of research design strategy: Exploratory, Descriptive, and Causal research design.

The goal of exploratory research is to discover ideas and insights and Descriptive research is usually concerned with describing a population with respect to important variables. Causal research is used to establish cause-and-effect relationships between variables (Lores, 2011). This research will implement a mixed methods approach. The term “mixed methods” refers to an emergent methodology of research that advances the systematic integration of quantitative and qualitative research data within a single research project. The basic premise of this methodology is that such integration permits a synergistic application of data than separate data collection methods do (Saunders, 2009).

The two approaches to research are:

1. Quantitative - based on the methods used in the natural sciences
2. Qualitative - based on methods which are said to be humanistic

There are different types of strategy in order to know how to respond to the research question. Saunders et al. (2012) list eight strategies: (1) experiment to study: the purpose of an experiment is to study causal links, whether a change in one independent variable produces a change in another dependent variable (Hakim 2000); (2) survey: involves a structured collection of data using questionnaires, observations and interviews; (3) archival research: the collection of data using administrative records, documents and literature; (4) case study: an empirical

examination in the real-life context to examine a modern fact; (5) ethnography: focused on the description and the interpretation of the social world through first-hand field study can be longitudinal or cross sectional; (6) action research: a repetitive process of research to develop a solution to organisations' problem through participative and collaborative approach; (7) grounded theory: used to build up a theoretical analysis of social interactions and process, through a combination of induction and deduction; and then (8) narrative inquiry: which consist of the collection of experiences to reconstruct them into narrative.

3.6 Research Design Strategy Selection

Literature Review

According to Donegan and Fleming (2007), this is “data collected by another person for reasons other than the problem in hand”. There are many advantages and disadvantages associated with this form of data. Secondary data is used in this research methodology allowing the researcher to gain further knowledge into marketing education curriculum and research carried out to date in this field. This method was deemed most appropriate to the study, as they could be used to increase the author's knowledge and familiarity regarding the selecting topic, especially when little was known about the topic prior to commencing the research (Lores, 2011).

A literature review can be conducted at minimal cost to the author, as most information is available in libraries and in online journals and databases. However, it may be difficult to locate information that is up to date and relevant to the topic.

Qualitative research

There are three forms of research design strategy - exploratory, descriptive, and causal. For this thesis, a mixed methodology approach will be used. Interviews are an excellent way of uncovering information that people may not reveal in a group setting (Domegan & Fleming, 2007).

In-depth Interview

An in-depth interview will be conducted with a programme leader. In-depth interviews give the interviewer the ability to uncover more complete answers to questions that may not be answered during survey research. Respondents may also be more likely to reveal their attitudes or motives during a one-to-one interview, rather than in a focus group (Domegan & Fleming, 2007). In-depth interviews are a way of obtaining qualitative data. They are unstructured and a direct way of obtaining information, and are primarily used for exploratory research. Unlike focus groups, in-depth interviews are conducted on a one-to-one basis (Domegan and Fleming, 2007).

Although in-depth interviews can generate a lot of detailed insights and information, there is a risk of potential biases, for example, interviewer-respondent artefacts, respondent bias, or interviewer errors (Hair, Bush & Ortinua, 2003).

Survey

There are four methods for completing questionnaires – postal, personal, telephone, and online.

According to the Fairfax County Department of Systems Management for Human Services (2003), postal questionnaires are easy to administer and are a, relatively, low cost. However, they can prove difficult to design and are time consuming. Personal surveys show great flexibility and can have good sample control, though are more time consuming, with higher costs associated with personal surveys. Telephone interviews are speedy regarding data collection, allowing for good control over the interviews. The disadvantages are that questions must be short and not complex, and telephone interviews can be difficult when targeting geographical areas. Online interviews were used for the purpose of this dissertation. Online interviews have positive advantages showing great speed and timeliness and convenience. The negatives are that they can be perceived as junk mail and have unclear answering instructions.

Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Online

questionnaires will be distributed to 60 educators. Data preparation will then take place, upon collection of all primary research. There are four stages in this process – editing, coding, tabulation, and summarisation.

The advantages of questionnaires, according to Taylor & Francis (2004), are as follows:

1. Practical
2. Large amounts of information can be collected from a large number of people, in a short period of time and in a relatively cost effective way
3. Can be carried out by the researcher or by any number of people, with limited change to its validity and reliability
4. The results of the questionnaires can usually be quickly and easily quantified by either a researcher or through the use of a software package
5. Can be analysed more 'scientifically' and objectively than other forms of research
6. When data has been quantified, it can be used to compare and contrast other research and may be used to measure change
7. Positivists believe that quantitative data can be used to create new theories and / or test existing hypotheses

The disadvantages of questionnaires

1. Is argued to be inadequate to understand some forms of information - i.e. changes of emotions, behaviour, feelings etc.
2. Phenomenologists state that quantitative research is simply an artificial creation by the researcher, as it is asking only a limited amount of information without explanation
3. Lacks validity
4. There is no way to tell how truthful a respondent is being
5. There is no way of telling how much thought a respondent has put in
6. The respondent may be forgetful or not thinking within the full context of the situation
7. People may read differently into each question and therefore reply based on their own interpretation of the question - i.e. what is 'good' to someone may

be 'poor' to someone else, therefore there is a level of subjectivity that is not acknowledged

8. There is a level of researcher imposition, meaning that when developing the questionnaire, the researcher is making their own decisions and assumptions as to what is and is not important, therefore, they may be missing something that is of importance

3.7 Data Analysis

Data analysis is the process of finding the correct data to answer a research question, discovering the important patterns in that data, and then illustrating that data to provide solutions. As a process, it involves preparing the data for analysis and providing explanations about the data (Creswell, 2009, p.185).

The literature review revealed that, despite there being a level of comfort in educators across a HE sector in using social media for their personal lives, there was a negative resistance towards using it beyond ad-hoc and novelty in class, and many barriers to adoption due to perceived lack of time, the diversity of social media modalities, and privacy issues (Buabeng-Andoh 2012).

In response to an in-depth interview, the challenge for the BA in marketing educators, as suggested by the interviewee, namely, the programme leader for the marketing department in Dublin Business School, is that, *“the educator has to encourage students to look at how and why social media and digital aspects are being used in marketing practice, to build awareness of the theoretical constructs employed in the usage, and evaluate what if any are the tools for calculating the return on that use of resources”*.

The questionnaire used in this study was structured to explore and discover the level of confidence in using, as well as teaching, social media and digital aspects and it also included open-ended questions around any recommendations, examples, needs and barriers that the BA in Marketing educators may have wished to express in their responses.

3.8 Research Methodology

The primary objective of research is to discover answers to questions by means of the application of scientific procedures (Kothari, 1990, p.2). This chapter will outline the elements of the methodology that will be employed to fulfil the research objectives. This exploratory study focuses on the attitudes and views of Bachelor of Arts in Marketing educators. It employs qualitative methods and judgement sampling (Morgan, 2008).

3.9 Sampling Management & Fieldwork

Non-probability Sampling Method: In this form of sampling, individual units in the population do not have a chance of being selected. In this case, the selection of the sample is dependent on human judgement (Chisnall, 2001). The sampling process most appropriate for this research is non-probability sampling, as the sample members are consciously selected by the researcher (Domegan and Fleming, 2007). The sampling type is judgement sampling. This judgement was based on the researcher's knowledge of academics who lecture in marketing programmes. The empirical research began in November 2015 and fieldwork for the main study began in March 2016. The study was conducted from April 2016 – June 2016. The survey questionnaire was dispatched to a sample of 60 participants, from which 35 responded before the closing deadline. This represents a response rate of 58%. The survey was dispatched by email through a popular online software tool (Survey Monkey) to a mix of marketing lecturers, with a good geographic spread across HEI's across Ireland, in the hope that a significant number would respond. Using this online survey, marketing lecturers targeted nationwide were asked to anonymously answer a series of ten questions. The survey was accompanied by an introduction identifying the researcher as an MA in Education student at Griffith College Dublin. The introduction also explained the purpose of the study and guaranteed anonymity for all survey respondents. In the region of 60% of the invited participants were from Leinster-based H.E. Institutions, while the remaining 40% were from a broad range of colleges and other HEI's across all the main cities in Ireland. The research was aimed at capturing their understanding, experience, and confidence in teaching social media and digital aspects within the marketing classroom. The survey also included open-ended questions, asking the

respondents to share their comments. The research was aimed at exploring and capturing attitudes towards teaching and using social media and digital aspects in class in Ireland today.

3.10 Limitations

It is important to acknowledge the limitations of this research study. The limitations of the research were the following:

Time Management: Pressure to have the survey circulated before BA Marketing educators around the country left the college for the summer. The researcher works full time and this created limitations, with regard to the amount of time that could be dedicated to the research.

Access to data: This did not present as a significant limitation due to the high response rate of 58.33%.

Bias of data: The bias of the data as the sampling type is Judgement. As such, the researcher recognises that bias will be prevalent. It is not felt that the level of bias prevalent has invalidated the data, however.

Sample representation: The sample is deemed to be representative as all respondents are academics in NFQ level 8 sector.

3.11 Ethical Consideration

Ethical considerations began from the outset of the study and remained throughout the dissemination of the findings. While ethical clearance was granted by Griffith College, it was important for the researcher to consider the wider implications of exploring and documenting the unchartered, yet familiar territory of H.E. Marketing, with particular sensitivity around confidence exploration among educators.

Due to the fact that Ireland is such a small country and the H.E. circles are equally small, names of individuals, and the HEI they are employed with, were anonymised from the outset of data generation and analysis. A confidential and safe platform for

the sharing of honest opinions was created, as any issues around trust and confidentiality would also have infringed on the validity of the findings.

The researcher was careful to take into account ethics throughout the research by respecting the needs and interests of the respondents. At all stages of data collection, consent was sought, and all respondents were informed about the nature of the research. All participants were guaranteed anonymity and confidentiality and all participants were informed of their rights to withdraw from the research at any stage. The researcher has maintained a critical perspective appropriate to scholarly inquiry at all times throughout the study.

Chapter 4:

Data analysis, research findings and discussion

The aim of the research:

To investigate why Irish Undergraduate Marketing educators teach Digital and social media methods to meet learning outcomes however do not incorporate the marketing theoretical underpinning of these methods.

Key research objectives:

1. To establish Irish Undergraduate Marketing educator's current level of knowledge in implementing digital and social media methods.
2. To establish if any professional development and training has been undertaken to facilitate the teaching of social media and digital methods
3. To identify the barriers that exist for educators in relation to employing digital and social media methods in their teaching.

The surveys and semi-structured interview provided valuable insight into the current state of play with regard to Irish undergraduate marketing lecturers and their use of social media and digital aspects in the classroom, their level of knowledge, their confidence, and the availability of training for them in their H.E. The following section extrapolates the research findings and ties them back into the research questions and objectives. The study highlights the implications for educators and makes suggestions for further academic research.

4.1 Data results from the online survey

The first question in the survey provides a background to the research sample. This question asked how many years each lecturer had been teaching. This enabled the researcher to extrapolate whether lecturers that had entered academia more

recently had a greater or lesser knowledge of social media and digital aspects and its use in pedagogy. The findings shows that over 54% of the educators surveyed are teaching on the BA in Marketing programmes under five years. 29% are teaching within six to ten years, and 17% of the educators surveyed were teaching more than 11 years.



Figure 3: Number of years’ educators have been teaching

Questions 2, 4, 8 and 9 are directly related to the first research objective, which was to establish the current level of knowledge of Irish undergraduate marketing educators in implementing digital and social media methods.

The four questions look, in order, at what digital aspects lecturers are currently using in the classroom: How confident the sample feels about their (a) technical knowledge regarding social media and digital aspects, how confident they are in (b) teaching digital aspects for academic instruction, and, finally, how comfortable the sample is using social media and digital aspects as a (c) pedagogical interactive tool. Each of these questions helps build a picture of the level of knowledge of Irish undergraduate marketing educators.

From the sample, Facebook was by far the preferred tool, with 45% **Error! Reference source not found.** using this channel in the classroom; 52% feel slightly confident or not confident at all using social media and digital aspects, and 61% of

the sample felt they only had average or no confidence using social media and digital aspects for academic instruction (see Figure 6).

This supports the study of Tuten & Marks (2012, p. 205), which found that “although many marketing professors use social media on a personal basis, it is not widely utilized for educational purposes” and that when it was used, the most prevalent functions served were “communications and content delivery”. Marketing practice in the 21st century has been almost entirely permeated by technology, particularly internet based technologies (Harrigan and Hulbert, 2011). Marketing academia, which has traditionally been one of the main sources of marketing knowledge, is coming under greater pressure to make itself relevant to marketing practice (Brownlie & Saren, 1995; Reibstein et al., 2009). This data supports the concerns that marketing academics are not “delivering marketing graduates with the skills to actually work in marketing” (Walker et al., 2009).

It also raises concerns of whether educators are confident in the academic underpinning of social media and digital aspects in their teaching; this is a rich area for further study.

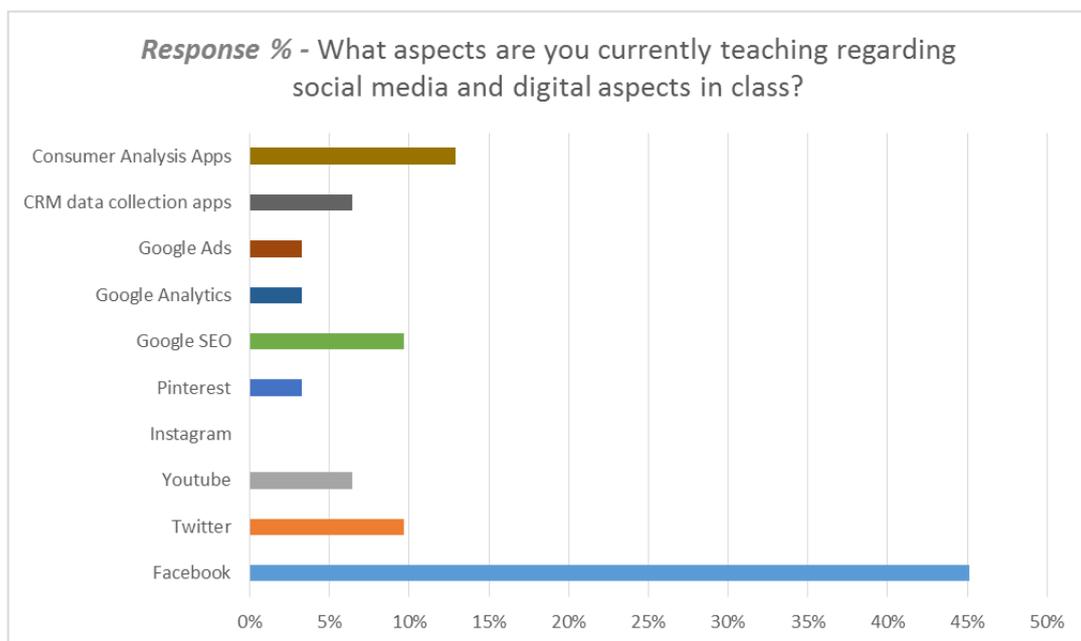


Figure 4: Current social media and digital aspects being taught in class

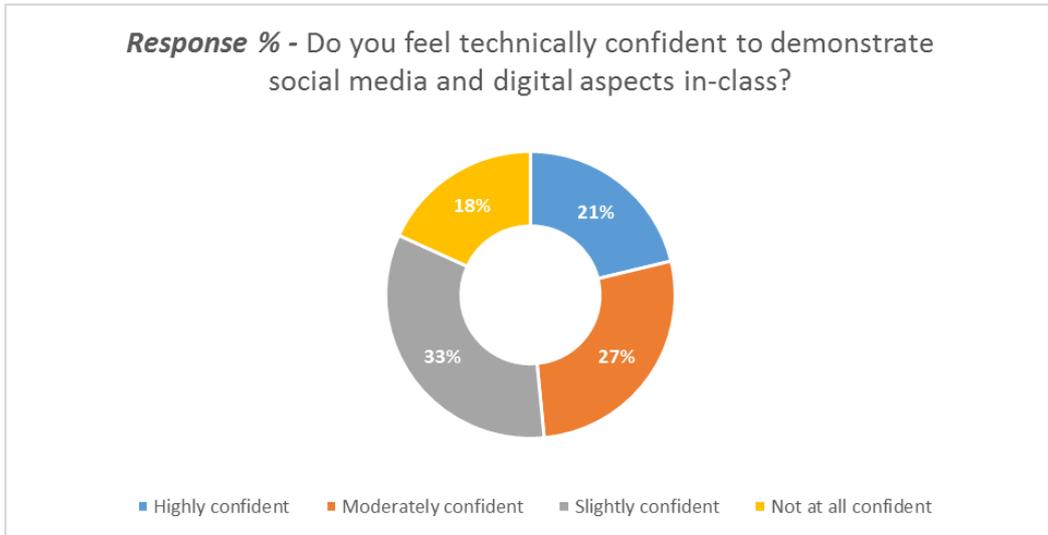


Figure 5: Confidence levels of BA in Marketing educators in teaching social media and digital aspects in class

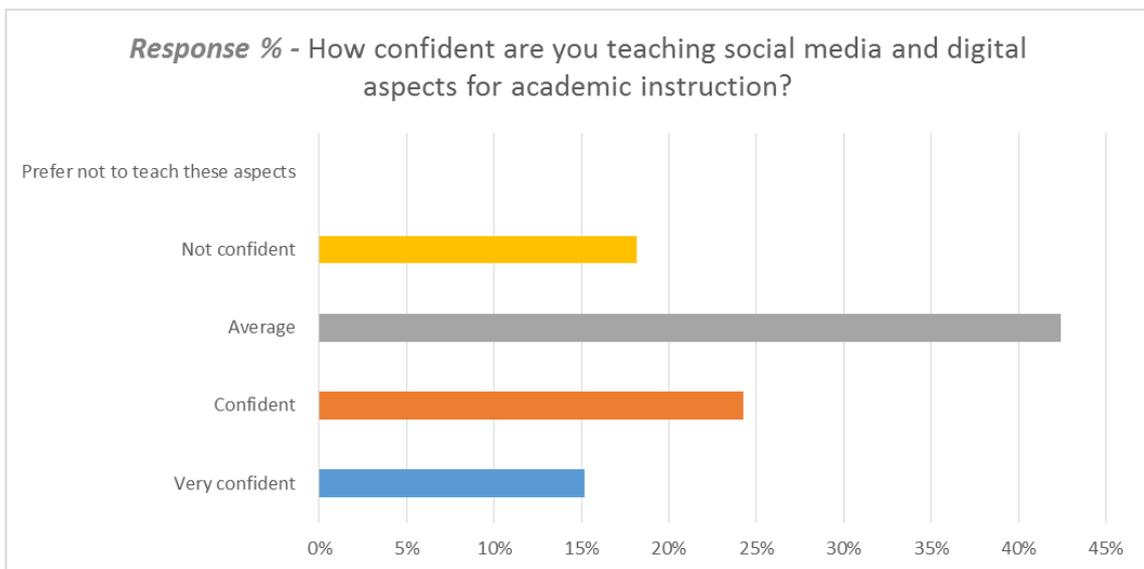


Figure 6: Confidence levels of BA in Marketing educators in teaching social media and digital aspects in class

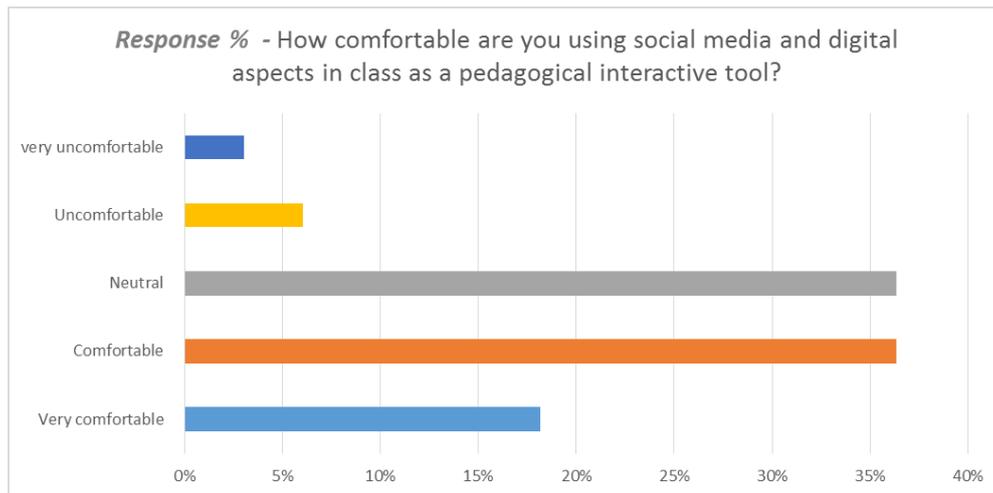


Figure 7: How comfortable are you using social media and digital aspects as a pedagogical tool?

Questions 3 and 5 specifically look at the second research objective - To establish if any professional development and training has been undertaken to facilitate the teaching of social media and digital aspects methods.

Question 3 reflects the level of support provided for faculty development in advancing instructional technology by H.E. institutions. The sample was split here quite evenly. 45% were satisfied with their support but 55% were dissatisfied or very dissatisfied. This fed into question 5, which asked what resources were available for teaching and using social media and digital aspects on campus. Although 97% of universities and college campuses had WIFI, only 35% provide software and, indeed, only 3% support third party site permissions, with regards to this. What was astonishing from the data was that IT support was only available in 58% of responses. The use of social media and digital aspects should have the support of a faculty IT department, thus, the lack of one in 42% of the sample would support the general lack of confidence within the group. The lack of social media policy and guidance will need to be addressed moving forward, as ethics and legal issues surround the use of third party sites.

The researcher puts forward the importance noted in literature reviewed that clear guidelines are required by each institution, regarding their policy on various sites available. This protects, not just the students, but also the educators, in the event of any concern or issues raised about

There is definitely room for further research; for example, what support should be provided for faculty in advancing technology and curriculum development, and what should it look like. The lack of IT and Faculty support is a concern that is clearly echoed in the National Forum’s recent publication, the Roadmap for Digital Enhancement in H.E.

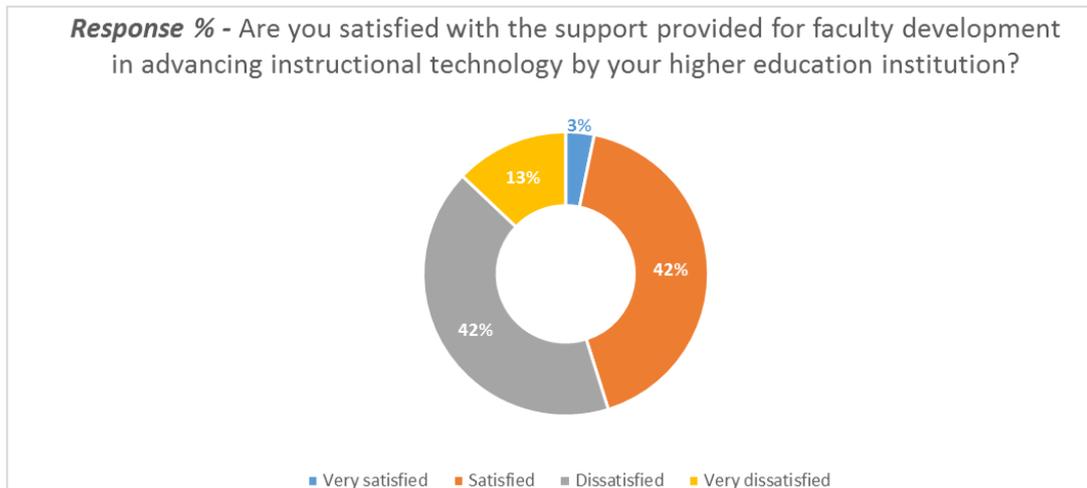


Figure 8: Satisfaction with support in advancing instructional technology in H.E.

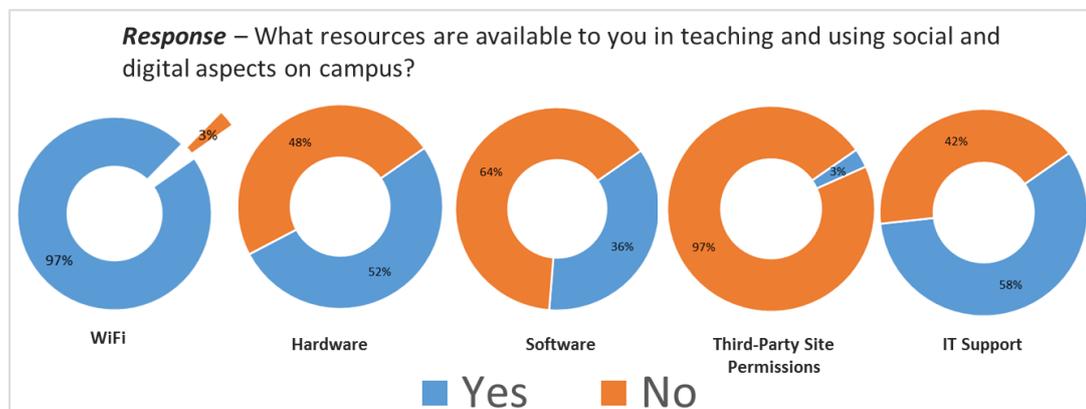


Figure 9: Resources available when teaching and using social media and digital aspects on campus

The third and final research objective is answered in question 6, 10a, 10b and 10c. The sample were asked to identify the barriers that exist for educators in relation to employing digital and social media methods in their teaching.

Question 6 focuses on the workload of the sample. 30% of the sample believed that workload impacted on their ability to incorporate social media and digital aspects. Workload for academics has received considerable attention in recent years and the divide between whether it continues to be a vocation or profession.

Managers, leaders and individual academics are expected to be responsive to diverse student needs and expectations, a competitive research environment, community expectations for relevance, declining public funding, and increased administrative and fiscal accountability. Meeting challenges to deliver outputs and outcomes while simultaneously preserving valued process and academic discourse is a complex balancing act (Houston et al., 2006, p. 20).

It is clear that workload is an issue for educators across the spectrum and that management guidance is required to help explore and identify what is deemed as an acceptable workload to support effective curriculum development and delivery.

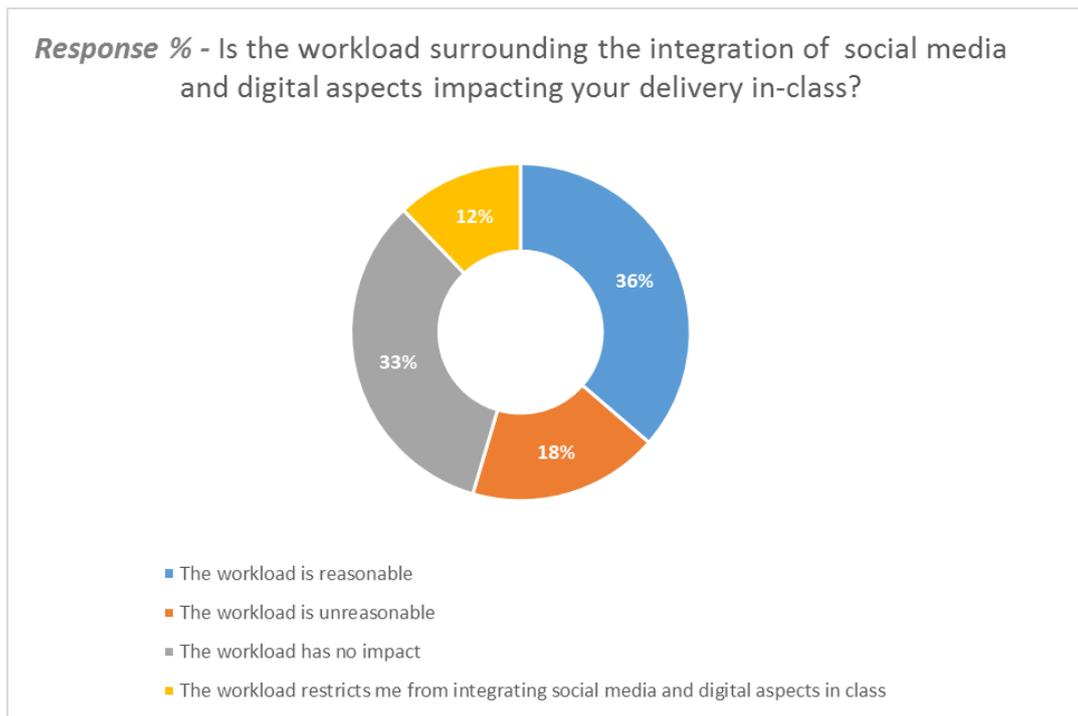


Figure 10: The impact of the workload surrounding the integration of social media and digital aspects for delivery in class

Question 10a, b and c. asked what needs/supports lecturers require, for their teaching of social media and digital aspects in-class, asking what is needed to help

engagement and delivery and, finally, what obstacles are affecting the teaching of social media and digital aspects in-class.

This question allowed the sample to input individual answers. NQF level 8 marketing educators have expressed a resounding call for training, with over 50% identifying this as a requirement for them in their teaching.

Technology, time, resources, and training were expressed as supports required in helping the sample engage more with social media as a means of delivery, with training being the greatest barrier that exists for educators in relation to employing digital and social media methods in their teaching.

When asked to identify and comment obstacles or issues that affect their teaching of social media, training was the highest response, followed by technology, support, resources, access, privacy, and other. The requirements and concerns for training are overwhelmingly identified across the entire survey responses, with technology coming second, clearly identifying that, despite educators not having high levels of confidence, there is obviously an openness for training and CPD.

The comment option on the last question was used by over thirty of the surveyed educators, which clearly indicates a support for this research study and an eagerness to be heard. Training, lack of resources, lack of knowledge at management level, and infrastructure are the four clear emerging themes.

A number of educators are resistant to using some of the main stream social media modalities and commented on aspects they felt *“blurred the boundaries between lecturer and student”*, with a large cohort expressing that they use social media and digital aspects on an ad-hoc basis or novelty basis, yet also felt there is a concern for structure around social media process and a clearly defined structure. This has been identified as lacking on the part of the management of the institution.

Commentary identifies a repetitive pattern, including training, a course provided by experienced faculty, better technology infrastructure, necessary hardware and webcams, paid time for preparation, more training around digital, support workshops, regular training rather ad-hoc training, use of Industry speakers, continual professional engagement, time to experiment with different ideas and tools, specific training in these areas, how to measure results in these aspects, if

college engaged with lecturers through social media themselves to set the example, training, time to keep up with new changes, budgets for training and resources, specialist hardware, better understanding regarding industry use, workload being barriers to lecturer integration of technology, being blocked by security walls, infra-structure and increase knowledge by management, attitude, facilities, no budget being made available for training, support from HOD and senior management, lack of training, the campus has no clear social media policy, induction session required for students, lack of training.

The results of this study highlighted that this is a rich area for further study. Future studies in the area could build on the clear explored issues of training and a programme for educators.

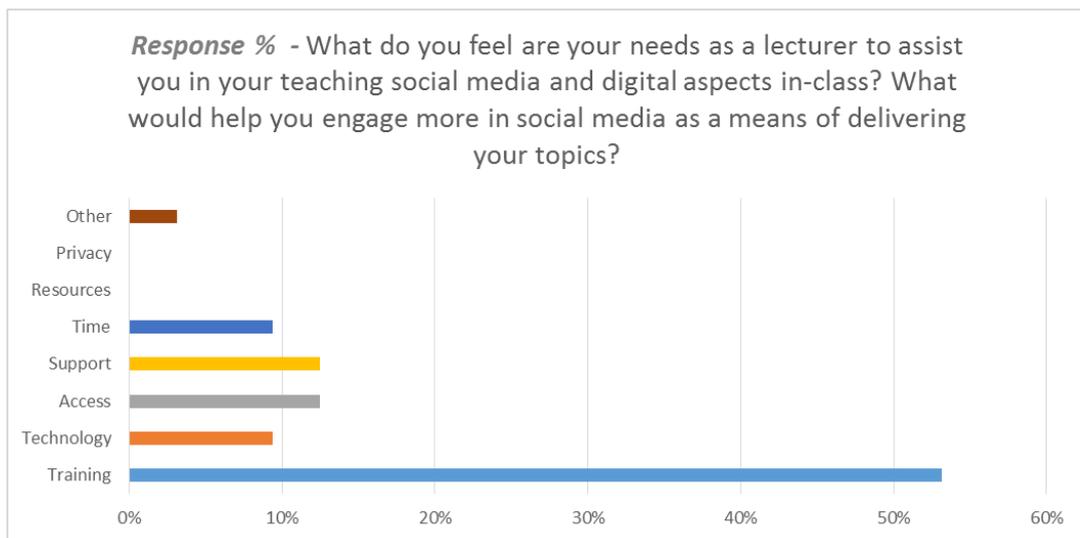


Figure 11: What would help you engage more in social media as a means of delivering your topics?

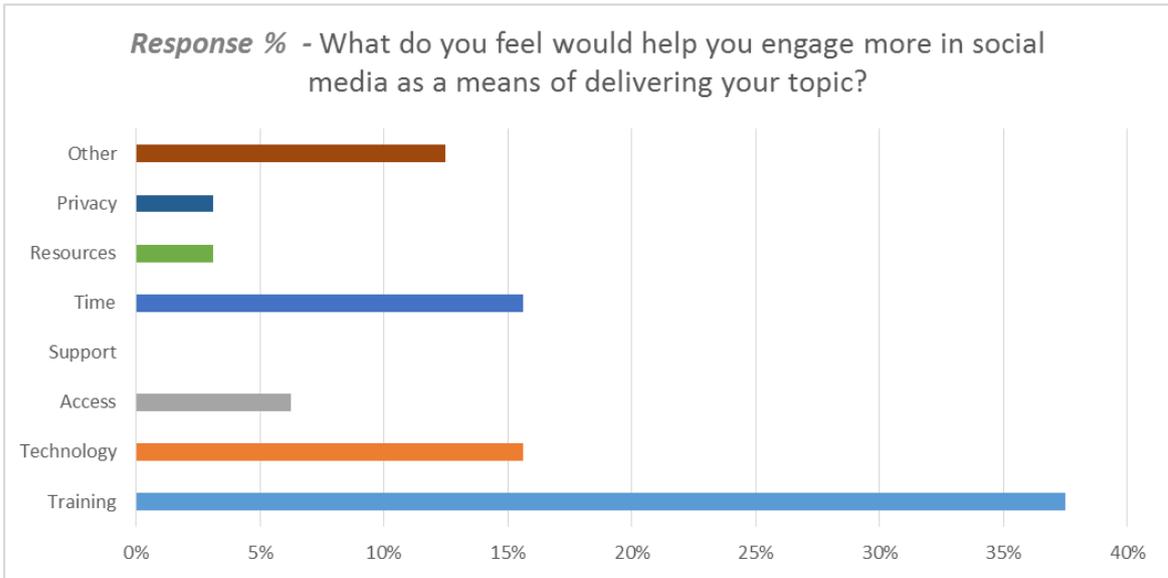


Figure 12: Delivering topics

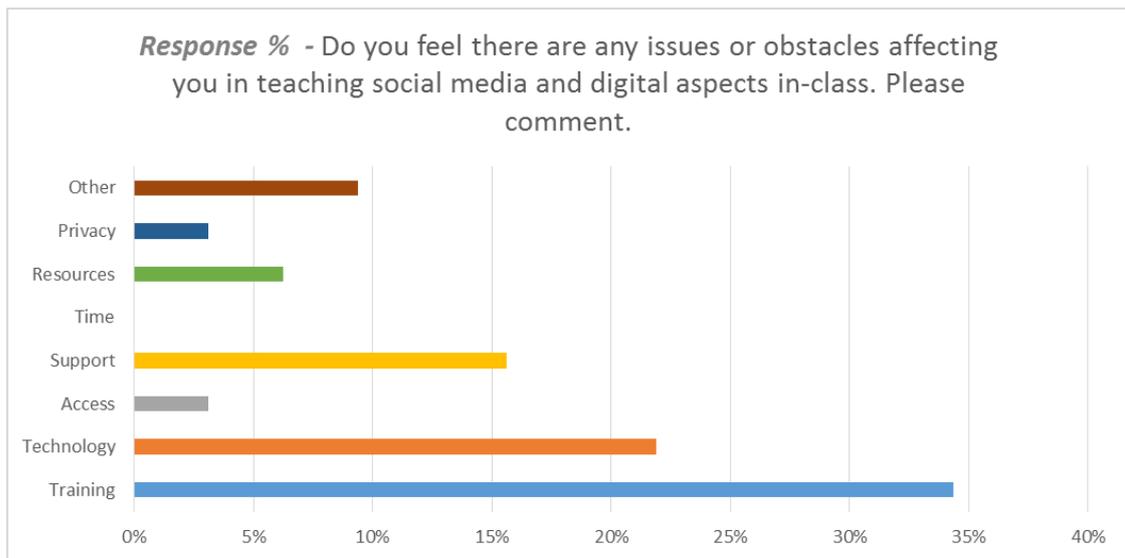


Figure 13: Issues or obstacles affecting teaching

| | Training | Technology | Access | Support | Time | Resources | Privacy | Other |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|--------|---------|------|-----------|---------|-------|
| <i>What do you feel are your needs as a lecturer to assist you in your teaching social media and digital aspects in-class? What would help you engage more in social media as a means of delivering your topics?</i> | 53% | 9% | 13% | 13% | 9% | 0% | 0% | 3% |
| <i>What do you feel would help you engage more in social media as a means of delivering your topic?</i> | 38% | 16% | 6% | 0% | 16% | 3% | 3% | 13% |
| <i>Do you feel there are any issues or obstacles affecting you in teaching social media and digital aspects in-class. Please comment.</i> | 34% | 22% | 3% | 16% | 0% | 6% | 3% | 9% |

Figure 14: Needs analysis matrix

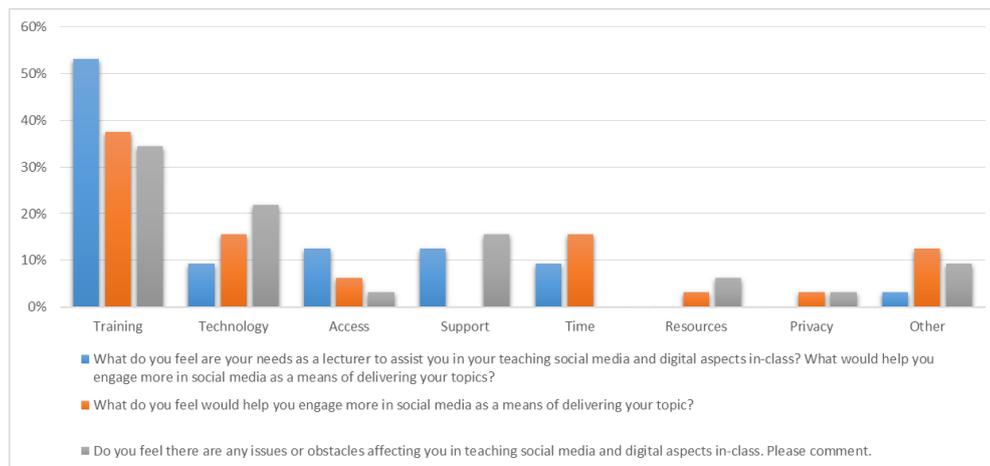


Figure 15: Comparison across needs, obstacles and what educators feel would assist in engaging social media

Q10.

- A. What do you feel are your needs as a lecturer to assist you in your teaching social media and digital aspects in-class? What would help you engage more in social media as a means of delivering your topics?
- B. What do you feel would help you engage more in social media as a means of delivering your topic?
- C. Do you feel there are any issues or obstacles affecting you in teaching social media and digital aspects in-class. Please comment.

Q.10 a.

| <i>What do you feel are your needs as a lecturer to assist you in your teaching social media and digital aspects in-class?</i> | Response Area | Response % | Responses |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------|------------|-----------|
| | Training | 50.0% | 17 |
| | Technology | 8.8% | 3 |
| | Access | 11.8% | 4 |
| | Support | 11.8% | 4 |
| | Time | 11.8% | 4 |
| | Resources | 0.0% | 0 |
| | Privacy | 0.0% | 0 |
| | Other | 5.9% | 2 |

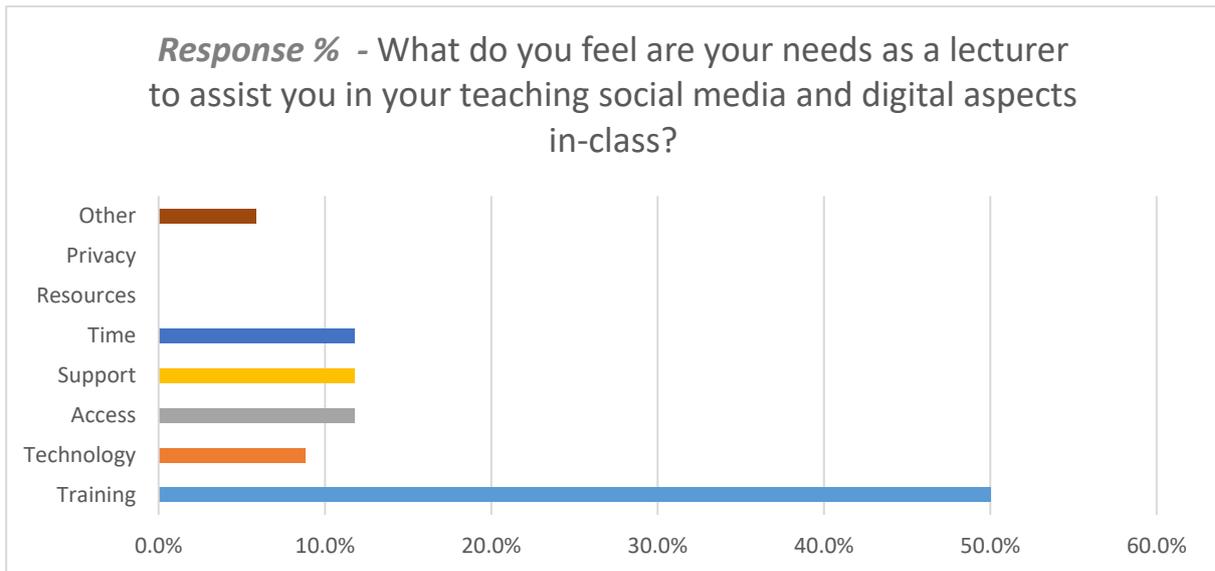


Figure 10.a The needs identified to assist in educators teaching social media and digital aspects in-class.

Q10.b.

| <i>What do you feel would help you engage more in social media as a means of delivering your topic?</i> | Response Area | Response % | Responses |
|----------------------------------------------------------------------------------------------------------------|---------------|------------|-----------|
| | Training | 35.3% | 12 |
| | Technology | 14.7% | 5 |
| | Access | 5.9% | 2 |
| | Support | 2.9% | 1 |
| | Time | 17.6% | 6 |
| | Resources | 2.9% | 1 |
| | Privacy | 2.9% | 1 |
| | | | |
| | Other | 11.8% | 4 |

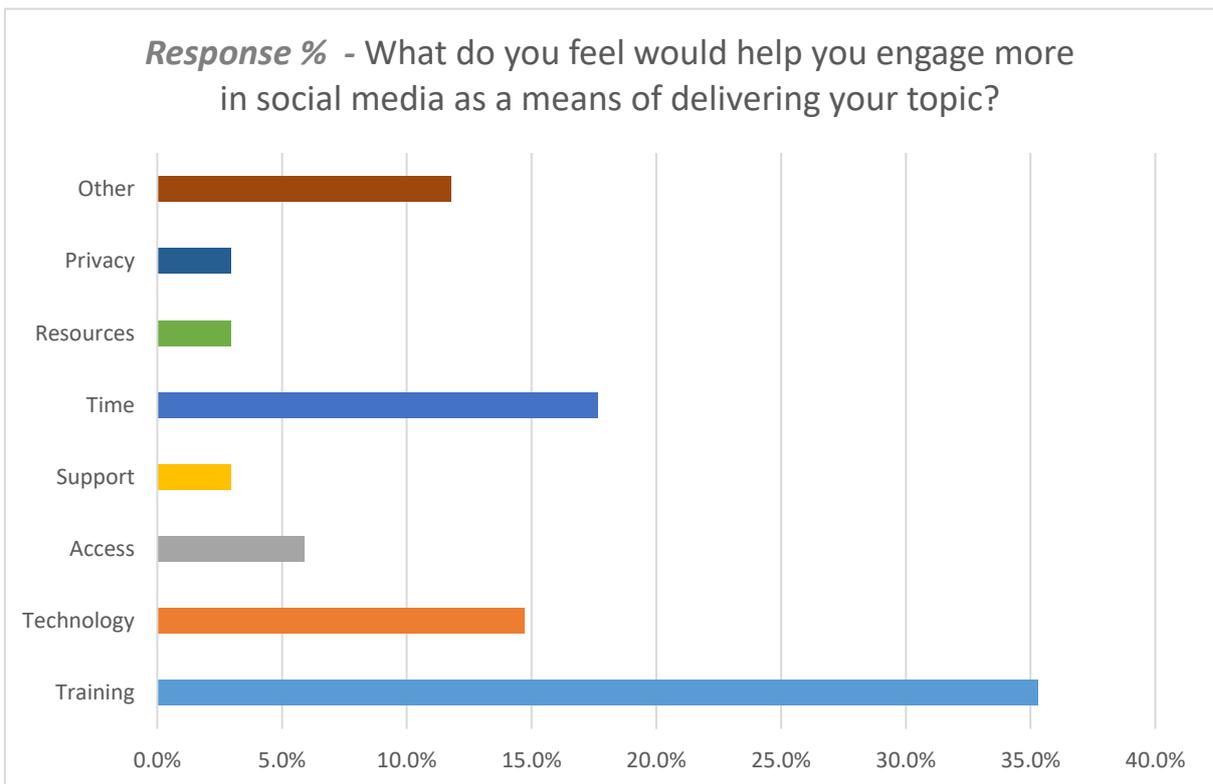


Figure 10.b. What educators feel would help them engage more in social media as a means of delivering their topic.

Q10.c.

| <i>Do you feel there are any issues or obstacles affecting you in teaching social media and digital aspects in-class. Please comment.</i> | Response Area | Response % | Responses |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------|-----------|
| | Training | 32.4% | 11 |
| | Technology | 20.6% | 7 |
| | Access | 2.9% | 1 |
| | Support | 17.6% | 6 |
| | Time | 0.0% | 0 |
| | Resources | 8.8% | 3 |
| | Privacy | 2.9% | 1 |
| | Other | 8.8% | 3 |

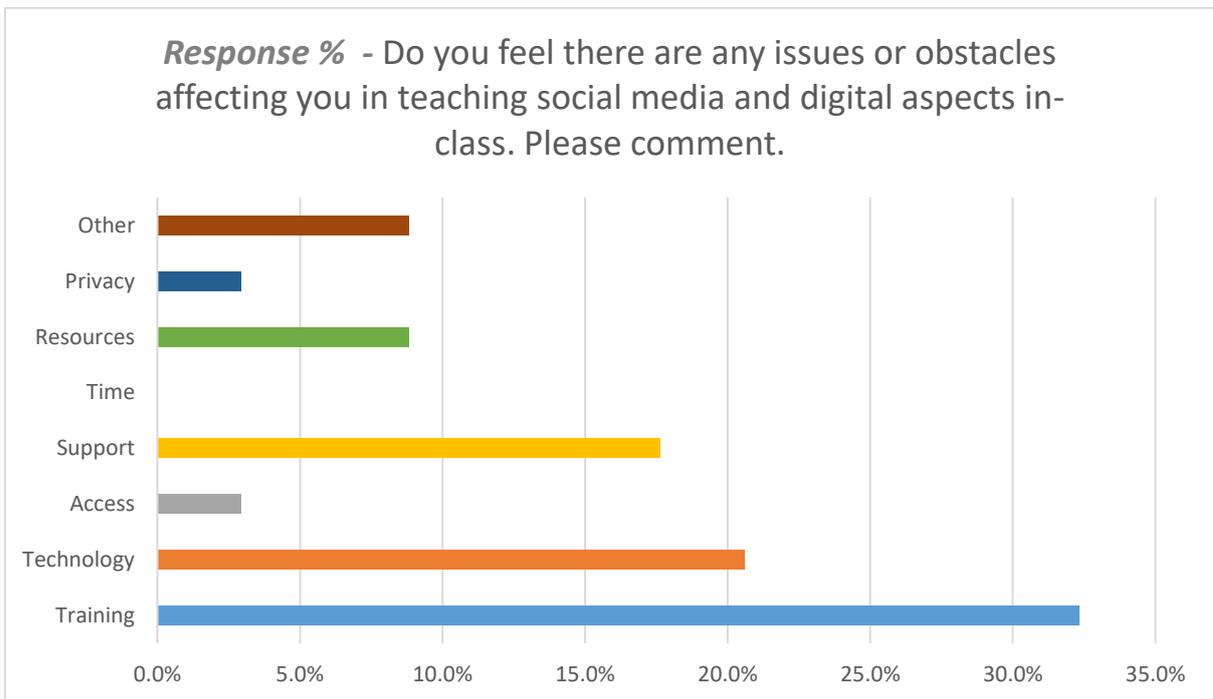


Figure 10.c. Outline of the Issues or obstacles felt by educators that affect their teaching social media and digital aspects in class.

Q 10. A-C. Comparison of the 3 parts of the question

| | Training | Technology | Access | Support | Time | Resources | Privacy | Other |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|---------|---------|---------|-----------|---------|---------|
| <i>What do you feel are your needs as a lecturer to assist you in your teaching social media and digital aspects in-class?</i> | 0.53125 | 0.09375 | 0.125 | 0.125 | 0.09375 | 0 | 0 | 0.03125 |
| <i>What do you feel would help you engage more in social media as a means of delivering your topic?</i> | 0.375 | 0.15625 | 0.0625 | 0 | 0.15625 | 0.03125 | 0.03125 | 0.125 |
| <i>Do you feel there are any issues or obstacles affecting you in teaching social media and digital aspects in-class. Please comment.</i> | 0.34375 | 0.21875 | 0.03125 | 0.15625 | 0 | 0.0625 | 0.03125 | 0.09375 |

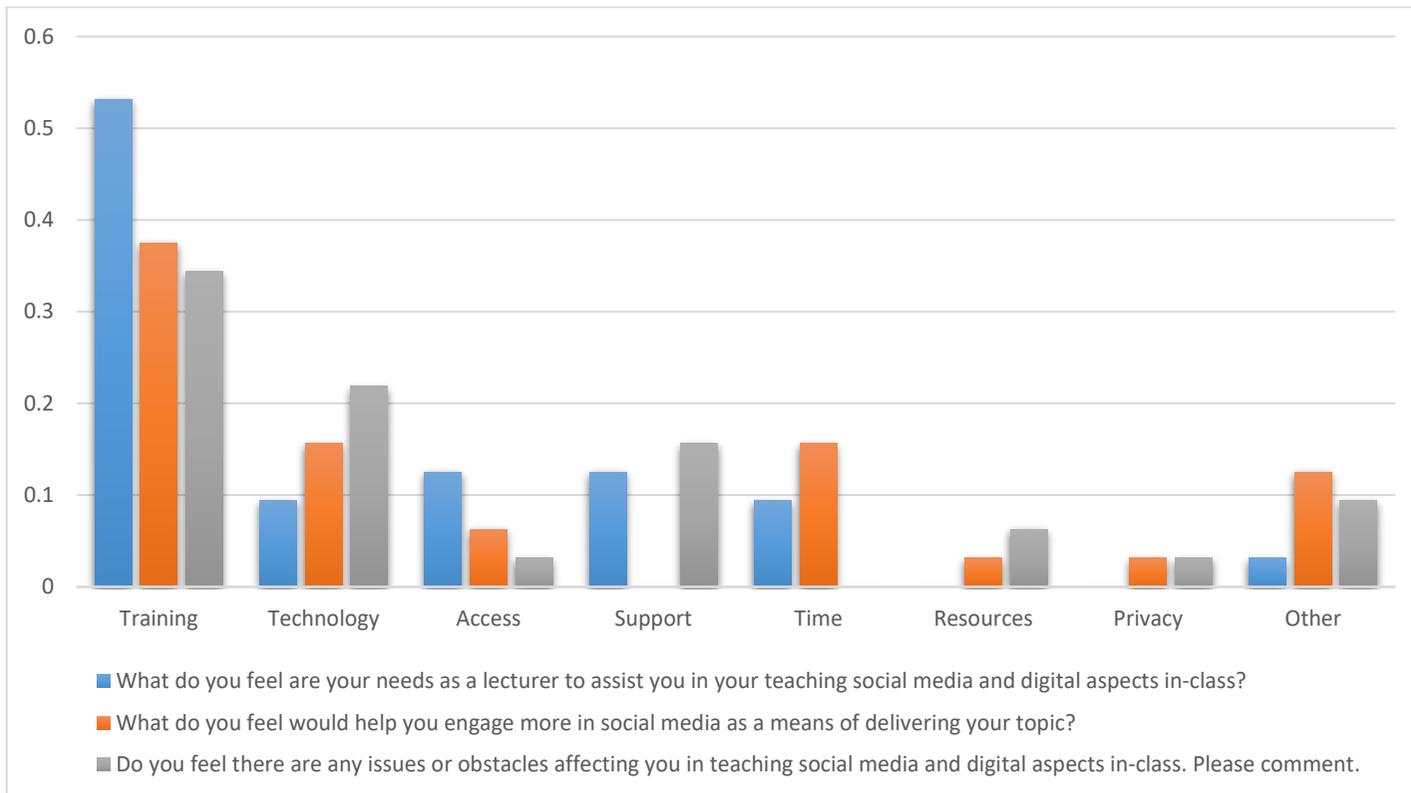


Figure 10.d. Comparison across needs, obstacles and what educators feel would assist in engaging social media.

Figure 16: Question 10 - £ Part Question Analysis

4.2 Primary research analysis and discussion

Q1. How many years have you been teaching on a BA in marketing programme?

The research shows that over fifty percent of the educators surveyed are teaching on the BA in Marketing programmes under five years. Just under thirty percent (28.5%) are teaching within six to ten years, and less than twenty percent of the educators surveyed are teaching more than 11 years. Therefore, 84% of the responding lecturers have started teaching on these programmes during the same period of time that digital has already been noted on the curriculum, and has evolved dramatically in marketing practice.

Q2. What aspects are you currently teaching regarding social media and digital aspects in class?

Question two identified that that more than half of the surveyed educators use mainstream social media and digital mediums, Youtube and Facebook, in class, whereas only twenty percent focus on Twitter, a popular social media mainstream modality, with the same for Google SEO and consumer analysis applications, which are not new mediums in marketing practice, such as Instagram and Pinterest.

Q3. Are you satisfied with the support provided for faculty development in advancing instructional technology by your H.E. institution?

It is concerning that forty two percent of surveyed educators expressed their dissatisfaction with their institution's support provided for faculty development in advancing instructional technology, and this concern is stated clearly and echoed in the National Forum's recent publication on the Roadmap for digital enhancement in H.E., mentioned earlier in this study.

Despite the same amount of surveyed lecturers noting they are satisfied, if we look at the dissatisfied and very dissatisfied portion in question three, it makes up a substantial portion of fifty five percent of the total respondents, which is a clear factor that we cannot ignore in H.E., where faculty are clearly seeking support for CPD.

Q4. Do you feel technically confident to demonstrate social media and digital aspects in class?

Over half of the educators have noted their confidence levels at 'slightly confident' or 'not at all confident', when it comes to demonstrating social media and digital aspects in class.

An interesting observation is that, despite the majority of the respondents stating that they are less than ten years in teaching on BA in marketing programmes, there is a clear lack of confidence in demonstrating social media and digital aspects in class, with just under half expressing they are confident in their case. This brings us back to my original investigation as to the comfort and confidence levels of BA in marketing educators, and the emerging theme from this around the gap in confidence, and on what will be done about it, and by whom.

Q5. What resources are available to you in teaching and using social media and digital aspects on campus?

The majority of educators identify that resources available to them on campus include WIFI, Hardware and IT support, with a third identifying software. What is surprising is that, despite the acceptable and reasonable high level of internet and web platform available, little or no Third party site permissions exist. This lack of social media policy and guidance will need to be addressed moving forward, as ethics and legal issues surround the use of third party sites.

The researcher puts forward the importance noted in the literature reviewed that clear guidelines are required by each institution regarding their policy on various sites available.

This protects, not just the students, but also the educator, in the event of any concern or issue being raised about particular banned marketing campaigns being shown, or areas of shock advertisement examples, which can be accessed via the internet on certain websites.

Q. 6 Is the workload surrounding the integration of social media and digital aspects impacting your delivery in-class?

The surveyed educators provide considerable information about their expectations of the workload surrounding social media and digital aspects and the impact on their delivery in class. Thirty six percent state that the workload is reasonable and thirty three percent state that the workload has no impact. The question here, is that, is

the workload having no impact, being managed or not being fully embraced by the educator. While the remaining one third of educators clearly identifying their understanding that the workload is unreasonable, or restricts them from integrating social media and digital aspects in class. The latter point, brings back the question of what is reasonable workload. The researcher feels this is an area for further discussion between faculty management, and programme leaders.

It is clear that marketing educators are far from an agreed workload for the integration of social media and digital aspects. This identified a potential training need. There is obviously a clear divide if one third state the workload is restrictive. Management guidance is required to help explore and identify what is deemed an acceptable workload to facilitate keeping abreast of social media and digital aspects in class. This also raises the question, is it justifiable for management to expect the workload is adopted by educators if it is impacting on the quality of their curriculum delivery? Is it a reasonable justified expectation for faculty management and programme leaders to expect, as is the case in marketing industry practice, that the educator takes a vocational perspective and is responsible at some level for continuous professional development and remaining informed in their area of teaching and best pedagogical practice?

Q7. For what purpose do you use social media and digital aspects in-class?

Just under half of those surveyed indicate they use social media and digital aspects in class for the purpose of building student engagement, and providing a platform for learning. Yet, only one fifth of the educators surveyed use it to provide a transferable skill set. Also, twenty one per cent have identified that they don't use social media and digital aspects in class.

This is more than half way through the survey and a fifth of the respondents, despite answering an earlier question on their confidence in using the technology, have now identified they don't use it in class. There is clearly a wider concern for what these educators represent in teaching the curriculum. It may be that the field is too broad, or the constantly evolving nature of social media and digital aspects within marketing prohibits their keeping up. Regardless, this identifies that course topics around social media and digital aspects, identified as important by practitioners and programme designers, are not being covered in the curricula. On this question (7),

the study also explores that a third of the overall respondents are using it on an ad-hoc basis for student engagement and as a platform for learning. This researcher believes that supports and guidelines need to be discussed in an effort to structure the use of social media and digital aspects, in the hope that this will result in a more efficient use of class time and reduce the risk of losing structure for module delivery.

Q8. How confident are you teaching social media and digital aspects for academic instruction?

This question brings us to the focus of the study. The general feeling among the educators is mixed, with more than half of the respondents reporting their confidence level to be average or low when it comes to teaching these aspects for academic instruction. Across the educators surveyed, only fifteen percent of all the responding educators claim they are very confident, with twenty four percent claiming they are confident. More than half identified that they are not confident, or identify as being average.

Q9. How comfortable are you using social media and digital aspects in class as a pedagogical interactive tool?

If we look at the lack of confidence shown in question eight, alongside this question, the responses are quite conflicting, in that when it came to the comfort of using social media and digital as a pedagogical tool, over fifty four percent claim to be 'comfortable' or 'very comfortable', so clearly the gap in confidence is in the area of teaching the social media and digital aspects for academic instruction (i.e. the theoretical underpinning and process around how these apply in marketing practice and what their theoretical functions are).

These responses inform us that, despite there being comfort in using these aspects, from a pedagogical point of view, it's the academic underpinning that shows an average and lack of confidence on the part of Irish marketing educators. This is a rich area for further study.

This response can be explored as a lack of continuous professional development or a question of attitude towards CPD being undertaken by individual educators.

This lack of confidence in teaching these aspects could be supported by the educators expressed comments, in question ten, surrounding a lack of time and investment for CPD on the part of the institution, a lack of resources and permitted time for integrating technology into their classes, along with a general feeling of a shortage of technical support. These areas were highlighted as barriers to this study's educators teaching and use of social media and digital aspects in class.

Q.10

A) What do you feel are your needs as a lecturer to assist you in your teaching social media and digital aspects in-class?

B) What do you feel would help you engage more in social media as a means of delivering your topic?

C) Do you feel there are any issues or obstacles affecting you in teaching social media and digital aspects in-class? Please comment.

The NQF level 8 marketing educators have expressed in the final question a resounding call for training, with more than half identifying this as a need to assist them in their teaching.

Technology, time, resources, and training are expressed as supports required in helping them engage more in social media as a means of delivery, with training being the focus response.

Surrounding part c of this questions, training was indicated as the most frequent issue or obstacle. This was followed by technology, support, resources, access, privacy, and other. The researcher feels this identifies a need for further discussion surrounding the overwhelming response and concern for training. The results of part c also indicate that despite educators not having high levels of confidence, there is obviously an openness for training and CPD.

There was a comment option on part c. Over thirty of the surveyed educators engaged in commentary which clearly indicates a support for this research study and an eagerness to be heard. Training, lack of resources, lack of knowledge at management level and infrastructure are the four clear emerging themes.

The responses to question 10 also show a number of educators are resistant from using some of the main stream social media modalities and commented on aspects they felt “blurred the boundaries between lecturer and student”, with a large cohort expressing that they use social media and digital aspects on an ad-hoc basis or novelty basis. There is a noted concern by educators in their response for structure around social media process and clearly defined structure which has been identified as lacking on the part of the management of the institution. Commentary identifies a repetitive pattern including ‘training, better technology infrastructure, necessary hardware and webcams, paid time for preparation, more training around digital, support workshops, regular training rather ad-hoc training, among other comments.

The results of this study highlighted that this is a rich area for further study. Future studies in the area could build on the clear explored issues of training and a programme for educators.

4.3 In-depth Interview: Programme Leader: (NQF level 8 stakeholder)

Q: What do you see as the challenges to BA in marketing educators in teaching or using social media and digital aspects in class?

In response to an online interview question, the challenge for the BA in marketing educators, as suggested by the interviewee, a programme leader for the marketing department in Dublin Business School is that, *“the educator has to encourage students to look at how and why social media and digital aspects are being used in marketing practice, to build awareness of the theoretical constructs employed in the usage, and evaluate what if any are the tools for calculating the return on that use of resources”*.

The programme leader goes to on further discuss the challenges from the programme leader’s perspective with the viewpoint emerging that

if technology could be integrated correctly with clearly defined guidelines and policy on third party sites etc, it would be fantastic’, however, there is a recognised hesitancy arising from lack of expertise, there are legal and ethical issues to consider, and the question arises around the resources and time required in order to effectively stay updated in the plethora of mobile technologies, and how do we evaluate and integrate from a learning outcome perspective, these social media

and digital aspects appropriately into module design at the rate of change and evolution that is happening

A final suggestion from this programme leader was for a panel headed up by the programme leader and head of department, to enhance digital integration from a theoretical underpinning and pedagogical aspect. This could encourage methodological development.

Chapter 5:

Conclusions and Recommendations

5.1 Conclusions

The study set out to investigate the knowledge levels and confidence levels of NQF level 8 marketing educators, in teaching and using social media and digital tools in class. The key objectives of the research was to investigate and explore what barriers, if any, exist, looking at what the needs are, of the NQF level 8 educators to enhance confidence in their teaching of digital and social tools in-class.

The research concluded that there currently exists among our NQF level 8 marketing educators, a lack of confidence when it comes to the academic instruction of these social media and digital aspects within marketing.

The educators have identified in their commentary that they believe this is due to a number of barriers and obstacles that exist. They have clearly expressed concern about the rapid changes and emerging trends in social media technology and the need for training support and resources to be put in place. The initial findings of this study highlight the necessity for communication and collaboration to take place between the HEI and the marketing educators, to establish resources and training budgets. Educators and Programme leaders present a clear gap, bolstered with barriers and obstacles, which could be addressed in a working group's collaborative structure.

This leads on to the question and justification of research into investigating how confident BA in Marketing educators are, in teaching and using social media and digital aspects in class. The findings providing the answer to demonstrate a lack of confidence.

The findings highlight that, on the face of it, more than half of the surveyed educators appear to have a level of confidence in using social media and digital aspects in class for a limited number of modalities. These are identified as Facebook, Twitter, and, to a small degree, Youtube. The surveyed educators comment on obstacles,

which are described as an *“overwhelming amount of social media apps and types of modalities available”*, which are *“proving difficult to stay on top of”*.

There should be a clear *“boundary divide between student and lecturer that could be ‘blurred’ by use of social media”*.

The findings of this study answer the research question. There is a definitive eagerness and voiced requirement for a training programme of policy on CPD. The research concludes that NQF level 8 educators were clear, regarding their desire for time and extra workload resources to be considered at management level, that educators feel required to stay on top of their subject area. This raises a question, requiring discussion among all stakeholders around who is responsible for the marketing educator’s CPD, is it management, or is it the educator’s responsibility from a vocational aspect, or is it a required shared responsibility?

There is a requirement for a clear educational purpose and understanding for the teaching of social media and digital aspects in the marketing classroom. Educators and Programme leaders will need to discuss their resources and develop a plan to meet the needs of specific modules that must have critical understanding to its digital content. This study also highlights the suggested time constraint required to successfully monitor the use of digital and social media aspects in class, and justifiably comes back to the emerging need for urgent discussion at H.E. level, as to whether this is a justifiable use of marketing educator’s time. Harrigan and Hulbert (2011, p.269) state that academics *“need to ensure that practice does not get any further ahead or of even further away from the marketing discipline that it already is”*.

5.2 Recommendations

Further attention will be required by educators, as HEI’s will likely be influenced by the needs of external influences, such as industry, student needs, and marketing practitioners. An integral part of marketing education may focus on embedding relevant consultants and other practitioners into the course structure, should BA in marketing educators not hold relevant practical confidence and comfort, or CPD for teaching these aspects.

Building digital confidence and developing associated new pedagogies cannot be achieved without research, and investment of both time and money. Collaboration across HEI's can help optimise scarce resources. Programme leaders or heads of departments could potentially initiate a collaborative working group across HEI's to assist in implementing such recommendations.

There has also been areas of concern identified around misuse and use of social media, with no clear guidelines in place across some campuses in Ireland for educators.

The researcher notes an observation from the final question's commentary in the research where educators note HEI management have made additional requirements and tasks for NQF level 8 marketing educators on module descriptors and marketing curricula. However, educators in this research have noted a failure to support these additional requirements with resources and CPD initiatives.

The researcher recommends that, in order for marketing educators to confidently deliver the digital and social aspects required, there needs to be support structures in place in each HEI, and this is further supported by the National Forums recent Digital Roadmap document on Enhancing digital in H.E. 2015-2017, which clearly outlines recommendations recognising the need for training resources and CPD investments to be made by HEI's across Ireland (learning, 2016).

More work needs to be undertaken to deliver a training CPD programme for educators in marketing in Ireland. A clear policy or training budget may need to be made available by the HEI's. A postgraduate qualification could be developed in consultation with the marketing industry and or a CPD certificate, which could be developed in continuously evolving module design, which would allow for more frequent adaption of emerging trends that become popular in the business world of marketing.

Within marketing modules, the educator could shift the discussion in class and delve into how and why social media and digital aspects are being used. Modules require a new approach to design around practical demonstration of the social media and digital aspects, to a position, where the critical theoretical understandings behind the practice are confidently demonstrated, and where there is a focus on practical experience and transferrable skill learning.

If pedagogy and academic instruction are to be successful in these aspects, teaching and learning needs to be explored from the tripartite perspectives of the educator, industry practitioner, and student. Finch et al. (2013) state that, for marketing education to compete, it must be grounded in Industry required skill-sets. Faulds and Mangold (2014) state in their report about this concern and adopt the position that marketing educators, such as those surveyed in this research, must teach the skills that are required by marketing practitioners, and have been highlighted on curricula, and they go on to make the point that the principal one needed in the 21st Century is that of the integration of technological skills, to allow marketing educators use instructional models that fit the rapidly changing marketing world we are in (Faulds, 2014).

5.3 Further Research

Many constraints are identified by the educators such as the additional time required or workload to prepare and upskill in the constantly evolving social media and digital technologies and modalities being used. The researcher found that a supportive environment could be immensely helpful to NQF level 8 marketing educators in developing stronger skills and technical confidence to effectively use technology to meet the skills and needs of their students.

The educators highlighted the need for support from the institutions as being necessary to ensure that technology is used in line with guidelines that are required, and that there is a clear need expressed from the educators around their own knowledge on the theoretical and practical aspects for teaching social media and digital aspects in the marketing classroom.

This could be helped by forging greater links by faculty management, HR, Faculty leadership, and the educators. Educators expressed an openness to, or possible fear of, the constant evolution and time required to keep abreast of social media and marketing changes; this is also a considerable influence on their choice of teaching methodology. This feedback also bring to the forefront the possible need to discuss the vocational responsibilities of educators and clear defined expectations of H.E.I Management surrounding this.

This study has highlighted, in some of the social media and tools, that learners and educators are already practitioners. The educators already know how to do it; however, they don't confidently know the theoretical processes underpinning the marketing practice that is going on behind it.

The role of the marketing educator in the teaching of these social media and digital aspects is to impart a critical understanding of the business aspects, with academic merit. In particular, the critical underpinning is imperative within the teaching of BA Degrees.

The literature review revealed that there is a growing interest in digital enhancement across H.E. at both EU and the National Forum level, but there is negligible investment and resources dedicated to digital and social media resources and training from an Irish HE perspective. Educators as a community may need to initiate collaborative working groups in order to move forward, staying informed and abreast of changes in online marketing trends and marketing software that are used across the marketing world.

The institution, management, head of department, programme leader, and H.E. across Ireland, in general, could potentially provide further research into the development of a CPD programme to facilitate the obvious large gap in training identified in this study. This would also align with 'Recommendation 2', recently published by the National Forum for the enhancement of teaching and learning in H.E., which focuses on the supporting collaboration within and between institutions, developing shared policies and infrastructure that could assist in coping with the complexity of an increasing digital world (Education, 2015).

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- E-portfolio for additional research notes:
<http://emmaolohanthesis.blogspot.ie/>

Appendices

Appendix 1: Survey sent out

Exploring the confidence and comfort levels in delivering social media and digital aspects in your BA in Marketing class

Introduction: Emma Olohan . Part- Time Lecturer. MA in Education:
Research survey

Proceed to continue

Dear Colleague,

My name is Emma Olohan and I am a student in the MA in Teaching and Education, in Griffith College, Dublin. As part of my studies I am currently investigating how confident BA in marketing academic lecturers are in using and teaching digital and social media aspects in class.

I would like to thank you in advance and appreciate you taking the time to support my research. As part of this exploratory research, I will be gathering information through a questionnaire, which will consist of 10 questions taking a maximum of ten - fifteen minutes of your time.

The questionnaire results will be collated and analysed only for the purposes of this dissertation. The results are only being used for the purpose of this dissertation and all communications engaged will adhere to the ethical procedures of Griffith College Dublin.

The results and original questionnaires will be kept safe in a password-locked folder online and the questionnaire responses will be destroyed 1 year after the project is completed. Your data will not be disclosed at any time.

You don't have to take part in this study. You can refuse to take part or withdraw from the research at any time without giving a reason.

At a later date if you have any concerns about the study or responses you made to the questionnaire, you can contact me at emmaolohan@gmail.com or 0868499520.

Appendix 2: Survey sent out via Survey Monkey

1. How many years have you been teaching on a BA in marketing programme?

- 0-5
- 6-10
- 11-15
- 16-20
- 21+

2. What aspects are you currently teaching regarding social media and digital aspects in class?

- Facebook
- Twitter
- Youtube
- Instagram
- Pinterest
- Google SEO
- Google Analytics
- Google Ads
- CRM data collection apps
- consumer analysis apps

if more than above, please comment:

3. Are you satisfied with the support provided for faculty development in advancing instructional technology by your H.E. institution?

- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied

4. Do you feel technically confident to demonstrate social media and digital aspects in-class?

- Highly confident
- Moderately confident
- Slightly confident
- Not at all confident
- Never demonstrate

5. What resources are available to you in teaching and using social media and digital aspects on campus?

- WIFI
- Hardware
- Software
- Third -Party Site Permissions
- IT Support

6. Is the workload surrounding the integration of social media and digital aspects impacting your delivery in-class?

- The workload is reasonable
- The workload is unreasonable
- The workload has no impact
- The workload restricts me from integrating social media and digital aspects in class

7. For what purpose do you use social media and digital aspects in-class?

- I don't use social media and digital aspects in-class
- To build student engagement
- Provide a Platform for learning
- Provide a transferable skill set
- Ad-hoc

8. How confident are you teaching social media and digital aspects for academic instruction?

- | | | | | |
|--------------------------------------|---------------------------------|-------------------------------|-------------------------------------|---------------------------------------------------------|
| Very confident | Confident | Average | Not confident | Prefer not to teach these aspects |
| <input type="radio"/> Very confident | <input type="radio"/> Confident | <input type="radio"/> Average | <input type="radio"/> Not confident | <input type="radio"/> Prefer not to teach these aspects |

9. How comfortable are you using social media and digital aspects in class as a pedagogical interactive tool?

Very comfortable **Comfortable** **Neutral** **Uncomfortable** **very uncomfortable**
 Very comfortable Comfortable Neutral Uncomfortable very uncomfortable

Other (please specify)

10. What do you feel are your needs as a lecturer to assist you in your teaching social media and digital aspects in-class?

Your needs:

What do you feel would help you engage more in social media as a means of delivering your topic?

Do you feel there are any issues or obstacles affecting you in teaching social media and digital aspects in-class. Please comment.

Thank you very much for completing this survey. Emma

Appendix 3: Consent form

Consent form to participate in Research Questionnaire

The Research is exploratory in nature and will investigate:

How comfortable/confident are BA in marketing lecturers of Undergraduate Programmes in teaching and using digital and social media aspects in class?

Contact Details Consent form

Dear Colleague,

My name is Emma Olohan and I am a student in the MA in Teaching and Education, in Griffith College, Dublin. As part of my studies I want to investigate how confident BA in Marketing Academic Lecturers are in using and teaching Digital and social media aspects in class.

As part of this exploratory research, I will be gathering information qualitatively through a questionnaire, which will consist of 10 questions taking a maximum of fifteen minutes of your time.

If you decide to take part in the study the following will happen:

1. I will arrange with you to send the questionnaire electronically to you.
2. I will ask questions about the level of usage of digital and social media aspects in your classroom, and your level of comfort /discomfort in teaching digital and social media aspects to Undergraduate students. Some questions will also inquire about the timelines in which your programme incorporated digital and social media aspects, and as to your personal understanding and experience of incorporating these areas into the BA in marketing programme.

The questionnaire results will be collated and analysed only for the purposes of this dissertation. The results are only being used for the purpose of this dissertation and all communications engaged will adhere to ethical and data protection guidelines.

The results and original questionnaires will be kept safe in a password-locked folder online and the questionnaire responses will be destroyed 1 year after the project is

completed. Your data will not be disclosed at any time. You don't have to take part in this study. You can refuse to take part or withdraw from the research at any time without giving a reason.

At a later date if you have any concerns about the study or responses you made to the questionnaire, you can contact me at emmaolohan@gmail.com or 0868499520.

Emma Olohan: **Researcher's signature**

| Name: | Email Address: | Contact no:* | Level/s that you teach: | HEI/College(*optional) |
|--------------|-----------------------|---------------------|--------------------------------|-------------------------------|
|--------------|-----------------------|---------------------|--------------------------------|-------------------------------|

Signature of above named:

A

Appendix 4: Analysis of Data

| Index | Question | Subjecto | Comment# | Comment | Training | Technolog | Access | Support | Time | Resources | Privacy | Other |
|-------|----------|----------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|--------|---------|------|-----------|---------|-------|
| 10-1 | 10 | 1 | 1 | More training for staff and visits to conferences and workshops | 1 | | | | | | | |
| 10-1 | 10 | 1 | 2 | better available technology within the classroom | 1 | 1 | | | | | | |
| 10-1 | 10 | 1 | 3 | training | | | | | | | | |
| 10-1 | 10 | 1 | 4 | I don't use social media for delivery. I don't think it is appropriate. I utilise Moodle for out of class interactions etc | | | | | | | | |
| 10-1 | 10 | 1 | 5 | maybe a free course provided by faculty | 1 | | | | | | | |
| 10-1 | 10 | 1 | 6 | Current Industry Knowledge and In house training on new trends and developments. | 1 | | | | | | | |
| 10-1 | 10 | 1 | 7 | good internet access, necessary hardware, webcam | 1 | 1 | | | | | | |
| 10-1 | 10 | 1 | 8 | training | 1 | | | | | | | |
| 10-1 | 10 | 1 | 9 | Training | 1 | | | | | | | |
| 10-1 | 10 | 1 | 10 | More paid time to prepare | 1 | | | | 1 | | | |
| 10-1 | 10 | 1 | 11 | More Training | 1 | | | | | | | |
| 10-1 | 10 | 1 | 12 | More digital training | 1 | | | | | | | |
| 10-1 | 10 | 1 | 13 | more training and practice | 1 | | | | | 1 | | |
| 10-1 | 10 | 1 | 14 | Need access to analytical software programmes | | | | 1 | | | | |
| 10-1 | 10 | 1 | 15 | Not being blocked from social media in the class | | | | 1 | | | | |
| 10-1 | 10 | 1 | 16 | training, support workshops etc | 1 | | | | 1 | | | |
| 10-1 | 10 | 1 | 17 | More Training | 1 | | | | | | | |
| 10-1 | 10 | 1 | 18 | Training | 1 | | | | | | | |
| 10-1 | 10 | 1 | 19 | More IT support | | | | | 1 | | | |
| 10-1 | 10 | 1 | 20 | Regular training rather than ad-hoc training would be very beneficial considering the pace of development in this area. Lecturers teaching the material as well as industry speakers could be used. | 1 | | | | 1 | | | |
| 10-1 | 10 | 1 | 21 | Nothing | | | | | | | | |
| 10-1 | 10 | 1 | 22 | more online models supporting digital marketing | | | | | | | | 1 |
| 10-1 | 10 | 1 | 23 | Better infrastructure and software | | 1 | | | | | | |
| 10-1 | 10 | 1 | 24 | Training always helps engagement | 1 | | | | | | | |
| 10-1 | 10 | 1 | 25 | X | | | | | | | | |
| 10-1 | 10 | 1 | 26 | Not being blocked from social media in the class | | | | 1 | | | | |
| 10-1 | 10 | 1 | 27 | Technical support, continual professional engagement | 1 | | | | 1 | | | |
| 10-1 | 10 | 1 | 28 | Youtube | | | | 1 | | | | |
| 10-1 | 10 | 1 | 29 | More time to experiment with different ideas and tools | | | | | | 1 | | |
| 10-1 | 10 | 1 | 30 | specific training in the area | 1 | | | | | | | |
| 10-1 | 10 | 1 | 31 | Training on how to use, what results you can get, etc | 1 | | | | | | | |
| 10-2 | 10 | 2 | 1 | more examples for delivery, more training | 1 | | | | | | | |
| 10-2 | 10 | 2 | 2 | see above | 1 | | | | | | | |
| 10-2 | 10 | 2 | 3 | training | 1 | | | | | | | |
| 10-2 | 10 | 2 | 4 | The content changes so rapidly - I'm definitely not up to speed on all developments and would not teach digital marketing. I would teach aspects of it in teaching other marketing modules. | | | | | | | | 1 |
| 10-2 | 10 | 2 | 5 | maybe if college engaged with lecturers through social media? | | | | | 1 | | | 1 |
| 10-2 | 10 | 2 | 6 | Training and Practice | 1 | | | | | | | |
| 10-2 | 10 | 2 | 7 | no | | | | | | | | |
| 10-2 | 10 | 2 | 8 | Training in the subject area | 1 | | | | | | | |
| 10-2 | 10 | 2 | 9 | Yes | | | | | | | | |
| 10-2 | 10 | 2 | 10 | Training | 1 | | | | | | | |
| 10-2 | 10 | 2 | 11 | Same as above | 1 | | | | | | | |
| 10-2 | 10 | 2 | 12 | Time to keep up with new apps | | | | | | 1 | | |
| 10-2 | 10 | 2 | 13 | more training and practice as above | 1 | | | | 1 | | | |
| 10-2 | 10 | 2 | 14 | Software that can be used for case studies and practical usage in the class | | 1 | | | | | | |
| 10-2 | 10 | 2 | 15 | Being blocked my security walls | | | | | | | | |
| 10-2 | 10 | 2 | 16 | budget for training, resources etc | 1 | 1 | | 1 | | | 1 | |
| 10-2 | 10 | 2 | 17 | specialist hardware in the classroom | | 1 | | | | | | |
| 10-2 | 10 | 2 | 18 | I would be reluctant to engage with students through social media. I believe there should be a professional distance between lecturer and student. | | | | | | | | 1 |
| 10-2 | 10 | 2 | 19 | Nothing | | | | | | | | |
| 10-2 | 10 | 2 | 20 | a better understanding of the relevance to industry as to just social aspects | 1 | | | | | | | |
| 10-2 | 10 | 2 | 21 | A smaller teaching load | | | | | 1 | | | |
| 10-2 | 10 | 2 | 22 | Time and workload are typical barriers to lecturer integration of technology | | | | | | 1 | | |
| 10-2 | 10 | 2 | 23 | If it was mandatory for students to create an e-portfolio | | | | | | | | 1 |
| 10-2 | 10 | 2 | 24 | X | | | | | | | | |
| 10-2 | 10 | 2 | 25 | Being blocked my security walls | | | | 1 | | | | |
| 10-2 | 10 | 2 | 26 | Youtube | | 1 | | | | | | |
| 10-2 | 10 | 2 | 27 | Less emphasis on grades by students | | | | | | | | 1 |
| 10-2 | 10 | 2 | 28 | No | | | | | | | | |
| 10-2 | 10 | 2 | 29 | Infra-structure and lack of knowledge | 1 | 1 | | | | | | |
| 10-2 | 10 | 2 | 30 | Training in the subject area | 1 | | | | | | | |
| 10-3 | 10 | 3 | 1 | none | | | | | | | | |
| 10-3 | 10 | 3 | 2 | poor available technology | 1 | 1 | | | | | | |
| 10-3 | 10 | 3 | 3 | lack of knowledge | 1 | | | | | | | |
| 10-3 | 10 | 3 | 4 | need for up to date knowledge | 1 | | | | | | | |
| 10-3 | 10 | 3 | 5 | Lack of confidence and knowledge. Social Media moves so quickly. | 1 | 1 | | | | | | |
| 10-3 | 10 | 3 | 6 | lack of training | 1 | | | | | | | |
| 10-3 | 10 | 3 | 7 | Attitude and facilities | | 1 | | | 1 | | | |
| 10-3 | 10 | 3 | 8 | No budget for training | 1 | | | | | 1 | | |
| 10-3 | 10 | 3 | 9 | Different skills levels among students | | | | | | | | 1 |
| 10-3 | 10 | 3 | 10 | Own learning time is not taken into account. I have to spend time trying these new apps | 1 | | | | 1 | | | |
| 10-3 | 10 | 3 | 11 | its is not my area so I do not cover it in depth. | | | | | | | 1 | |
| 10-3 | 10 | 3 | 12 | Not really. More access to analytical software as mentioned | | 1 | | | | | | 1 |
| 10-3 | 10 | 3 | 13 | No | | | | | | | | |
| 10-3 | 10 | 3 | 14 | support from HOD senior management | | | | | 1 | | | |
| 10-3 | 10 | 3 | 15 | Understanding the scope of technology | 1 | 1 | | | | | | |
| 10-3 | 10 | 3 | 16 | Knowledge | 1 | | | | | | | |
| 10-3 | 10 | 3 | 17 | Lack of IT support | | | | | 1 | | | |
| 10-3 | 10 | 3 | 18 | Only obstacle really is lack of training. Furthermore, social media and digital aspects would form a small part of the content of my modules. | 1 | | | | | | | |
| 10-3 | 10 | 3 | 19 | Privacy | | | | | | | | 1 |
| 10-3 | 10 | 3 | 20 | the view that social media is intrusive and addictive and not really relative to online commerce in the real world | | | | | | | | 1 |
| 10-3 | 10 | 3 | 21 | the college not having a clear social media policy. And induction session for students to get the basics of social media. | | | | | 1 | | | |
| 10-3 | 10 | 3 | 22 | No | | | | | | | | |
| 10-3 | 10 | 3 | 23 | Not all students have laptops, and computer labs aren't always available | | 1 | | 1 | | | | |
| 10-3 | 10 | 3 | 24 | Infrastructure and lack of knowledge | 1 | 1 | | | | | | |
| 10-3 | 10 | 3 | 25 | Lack of training | 1 | | | | | | | |

Appendix 5: Education

“Teaching is a core mission and therefore a core responsibility. Quality teaching is a sine qua non of a quality learning culture. That teaching mission should appear as a resounding priority throughout every institution involved in the delivery of H.E. – a daily lived priority and not just worthy words of a mission statement. The truth about the daily lived reality, however, is an embarrassing disappointment. For research shows that serious commitment to best practice in the delivery of this core teaching mission is not universal, is sporadic and best, and frequently reliant on the enlightened commitment of a few individuals”,(Education, June 2013. p 14).

Appendix 6: Evolution of Marketing

| Evolution of Marketing Thought and Practice | | | |
|---------------------------------------------|----------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Timeline | Prominent Theme(s) | Predominant Metaphor | Triggers for the Themes ^a |
| 1936–1945 | Illuminating marketing principles and concepts | Marketing as applied economics | <ul style="list-style-type: none"> • Understanding of marketing principles through case studies • Need to comprehend government legislation and trade regulations • Marketing research topics and implications for marketing practice |
| 1946–1955 | Improving marketing functions and system productivity | Marketing as a managerial activity | <ul style="list-style-type: none"> • Accountability of marketing functions and system productivity to marketing theory and science • Focus on the growth of marketing discipline • Identification of marketing functions and deciding on the definition of marketing |
| 1956–1965 | Assessing market mix impact | Marketing as a quantitative science | <ul style="list-style-type: none"> • Focus on marketing theory development • Transition into analytical studies • Interest in statistical quality control |
| 1966–1975 | Uncovering buyer and organizational processes | Marketing as a behavioral science | <ul style="list-style-type: none"> • Need for establishing clear agendas for the marketing discipline • Articles highlighting directions for further research • Spotlight on marketing practice through <i>JM</i>'s "Applied Marketing" section |
| 1976–1985 | Crafting market/marketing strategy | Marketing as a decision science | <ul style="list-style-type: none"> • Refocus to a "scholarly professional journal" through editorial policy changes • Emphasis on theory development and understanding market structure • Outlook toward the use of quantitative techniques in marketing |
| 1986–1995 | Identifying market/marketing contingencies | Marketing as an integrative science | <ul style="list-style-type: none"> • Use of sophisticated empirical techniques • Emergence of conceptual frameworks of marketing phenomena • Use of interdisciplinary knowledge |
| 1996–2004 ^b | Customer profitability studies and resource allocation efforts | Marketing as a scarce resource | <ul style="list-style-type: none"> • Developments in database technology • Ability to capture individual customer data • Analyses performed at the individual level |
| 2005–2012 ^b | Marketing accountability and customer centricity | Marketing as an investment | <ul style="list-style-type: none"> • Technological advancements • Deeper customer insights to aid marketing initiatives • Marketing investment activities directed at the customer level |
| Emerging (2013–present) ^b | Marketing at the core and new media influence | Marketing as an integral part of the organization | <ul style="list-style-type: none"> • Changes in media usage patterns • Focus on marketing efficiency and effectiveness • Firm value generated by engaging stakeholders of the firm |

(Kumar (VK) is Regents' Professor, Jan 2015)

Appendix 7: Defining Markets. “The New Marketing”

Defining markets

- quantifying the needs of the customer groups (segments) within these markets
- determining the value propositions to meet these needs
- communicating these value propositions to all those people in the organisation responsible for delivering them and getting their buy-in to their role.
- playing an appropriate part in delivering these value propositions to the chosen market segments.
- monitoring the value actually delivered.

(Wilson, 2004)