

Special Issue for Spring 2011: Teaching Innovations

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Marketing Education Review (MER) is pleased to announce that the Spring 2011 edition once again will be devoted to teaching innovations. We are excited to continue with this opportunity to recognize faculty in marketing who are discovering and sharing innovations in marketing pedagogy. Innovations may focus on instruction related to any aspect of marketing, from any course, at either the graduate or undergraduate level. Ideally these innovations will have been used and refined allowing the author to share his/her experience with the reader.

This outline is given as a guideline and should be followed whenever possible.

- 1** State the problem which the innovation addresses. (i.e., I was looking for a way to sensitize students to cultural variations and the effects of such variation on consumer behavior.)
- 2** Explain how the problem relates to marketing course or curriculum objectives. (i.e., Understanding the need for cultural adaptation is crucial to successful global marketing.)
- 3** Outline the innovation.
 - a. What information do the students have about or related to this problem? (i.e., This innovation is appropriate for an upper division course, such that students have basic knowledge of relevant concepts but benefit from an opportunity for integration.)
 - b. What information did the instructor want the students to know after this innovation? (i.e., Students should understand that culture is the million little things not just the language differences between groups.)
 - c. What is the basic process used to deliver the information (i.e., lecture, role play, simulation, etc.). Include a description of resources used as part of the innovation (i.e., time, tangibles, etc.).
 - d. What materials did the instructors provide to the students? Provide samples of these materials if at all possible.
- 4** Explain how the innovation solves the problem.
- 5** Explain and report results of methods used to assess the innovations effectiveness in addressing the problem.
- 6** Summarize problems and/or questions encountered when using this innovation and how an instructor might deal with these issues.
- 7** Comment on the adaptability of the innovation for other marketing courses and/or for different levels (undergraduate versus graduate) of coursework.

Electronic submission is required. Multiple submissions are permitted from an author or co-authors but please limit each submission to 8–10 pages. Please submit papers and all questions concerning this issue to Tracy Tuten at tutent@ecu.edu no later than June 1, 2010.