

The purpose of this study is to catalog marketing education findings so that (1) instructors can leverage what has been learned and (2) researchers may identify gaps that lead to future research. In this study, research published in three primary marketing education journals is examined and findings are categorized and reviewed. Each of the three journals contain a few articles that are outside the scope of this study, such as review articles, editor's notes, etc. However, most articles in all three journals were relevant and are included in this research. From *Journal of Marketing Education* (JME), 909 relevant articles are included from the first issue in 1979 through the final issue published in 2017. From *Marketing Education Review* (MER), 884 relevant articles from the first issue in 1990 through the final issue published in 2017 are included. And from *Journal for Advancement of Marketing Education* (JAME), 165 articles from its inception through the final issue in 2017 are relevant and are included. Thus, a combined 1,958 articles from 225 journal issues are reviewed in this work.

### **Method/Design and Sample:**

Access to all issues of the three marketing education journals identified above was obtained through membership in the affiliated organizations and through a quality university library. Each relevant article in each issue was examined to decide the main topic or topics of the study, as well as the major findings. In addition, the authors and their institutions were recorded for further analysis of types of universities for analysis beyond this current paper.

### **Results:**

The authors identified 17 marketing research topics that have received research attention during the life of these three journals. The authors also examined the quantity and proportion of each topic that appeared in each journal and noted these differences. For example, the topic receiving the most attention in all three journals is course content, but the frequency of other topics in the three journals varies after course content research.

### **Value to Marketing Education:**

There are two reasons why this study is valuable to marketing education. First, instructors can leverage what has been learned in their classrooms. Second, researchers may identify gaps that lead to future research.

## **References available upon request**

**Title:** Learning Visual Analysis: A Qualitative Marketing Research Project

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### **Purpose of the Study:**

Previous research has noted that the paucity of qualitative marketing research methodologies in marketing textbooks and pedagogy continues to persist despite the increasing application of such methods by corporations (Freeman and Spanjaard 2012, Houston 2014). And, in fact, when marketing textbooks do emphasize qualitative research methods, they tend to focus primarily on

focus groups and in-depth interviews rather than the entire gamut of qualitative research methods that could be applied in the marketing and consumer behavior context (Freeman and Spanjaard 2012). Fortunately, recent articles and research books on the growing importance of qualitative marketing research methodologies in the realm of marketing and marketing education offer the possibility of increased visibility and representation of such methodologies in future marketing textbooks and classrooms (Belk 2006, Belk et. al 2013, Brown et. al 2010, Freeman and Spanjaard 2012, Hunter-Jones 2012, Iqani and Schroeder 2016, Keegan 2009, Morgan and McCabe 2012, Schroeder 2002, Shin et. al 2014). In support of this noteworthy trend, we provide a brief overview of a new course on qualitative market research methods and walk through the process and application of a multi-step, visual analysis active learning project used within that course. In doing so, we hope to encourage further applications of such marketing pedagogies for teaching and learning visual analysis and other qualitative marketing research methods beyond focus groups and in-depth interviews.

### **Method/Design and Sample:**

Using critical visual analysis research in marketing and other disciplines; the following multi-step, active-learning project was developed as part of a visual analysis module in the above-described qualitative marketing research course (Barrett 2005; Borgerson and Schroeder 2002; Ozanne et. al 2013; Rose 2001; Schroeder 2002, 2006). To inspire a more critical visual analysis experience, the project involves a thematic approach that uses still photography in a transformative consumer research tradition (Ozanne et. al 2013, Petkus 2010). And, to make the learning experience more incremental, the project was introduced through a multi-step process as follows:

- Step 1: Online Priming Activity. During an asynchronous, online session, students are asked to read several articles and watch videos on the research method (visual analysis) and the transformative research topic (poverty).
- Step 2: Short Lecture & Interactive Large-Group Discussion. The second step in the project takes place the following week, but during a face-to-face, in-class session. This step begins with a short lecture on visual analysis, followed by an instructor-led interactive discussion that walks students through a series of progressive visual images displayed via a PowerPoint slide show. After all of the images are discussed openly, students are asked to integrate the meaning across all of the photos and explain how the entire process has enhanced their understanding of the visual images individually and as a collection. The final activity in Step 2 involves the large-group coding of a still photograph using a visual analysis coding sheet.
- Step 3: Small Group Active Learning Exercise. During the second half of the same face-to-face, in-class session; students are divided into their pre-established teams of 4-5 students each. Each team is provided a print copy of the identical still photograph/image and required to complete a visual analysis coding sheet on the image. Each team is then asked to complete the in-class exercise form for collection and grading purposes. The coding sheets should also be collected at the end of the class for documentation purposes.

· Step 4: Final Application: Team Project. For the final step in the visual analysis module, each team of students is required to conduct an original visual analysis project that involves data collection (still photographs), data analysis (using the visual analysis coding sheets), and open coding based upon grounded theory techniques they learned earlier during a qualitative data analysis module. The final deliverables are a print report and flash drive including a comprehensive visual analysis and interpretation of the images (using grounded theory), prints of the visual images, and all accompanying visual analysis worksheets.

### **Results:**

While the final products of this visual analysis project were impressive and effectively implemented for a first-time attempt on the part of the students involved, two key challenges emerged. First; since the preliminary priming (Step 1) takes place during an online session, many students chose to forego completing the session assignments in an attempt to “wing it” during the face-to-face session the following week. Another challenge takes place during Step 3 when students conduct the small group active learning exercise. When asked to describe the foreground, background, people, objects, and activities in the image; students often fail to provide enough detail.

### **Value to Marketing Education:**

In conclusion, the visual analysis project in the recently-launched qualitative marketing research course offers a promising opportunity for students to gain visual analysis skills that can be applied in the real world to help them dissect and understand important components of the marketplace such as corporate and brand identity (Borgerson and Schroeder 2002; Schroeder 2002, 2006). In the area of transformative consumer research (TCR), this project can also help students in the real world of social and policy changes by taking them into the field to capture visual images of pressing social issues and helping them to understand the complexities of such issues in a contextualized manner (Ozanne et. al 2013, Petkus 2010). With minor adjustments, this visual analysis project could also have applications in other courses such as consumer behavior, social marketing, advertising, and even international marketing. In the end, all marketing students can benefit from learning visual analysis and qualitative marketing research methodologies in an increasingly image-driven marketplace. And, it is our hope that the future will bring more marketing education scholarship and textbooks to support this effort.

### **References available upon request**

**Title:** When the Class is the Crowd: Capturing the Wisdom within a Mass Class to Increase Student Engagement and Creativity in Applied Problem-Solving Assignments

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### **Purpose of the Study**

To produce graduates who are more than walking dictionaries, we need applied assignments that demand creative solutions to ambiguous, unstructured problems. In large classes, however, the