can assist nation-building efforts and promote national identity and pride (Henderson, 2003; Palmer, 2007). The gap identified in this study provides a direction for the future development of marketing courses in the higher education in the Philippines. There are a number of possible options to bridge the gap: (1) developing relationships between the marketing educators and the tourism industry through establishing a consultative forum; (2) allowing marketing educators to gain experience in the tourism industry while equally allowing industry practitioners in tourism marketing to work within a university setting as either guest lecturers; and (3) developing processes for curriculum development that incorporate consultation with industry to inform and guide the process. These recommendations could provide a depth and breadth of knowledge in tourism marketing that is contextual, practical, and beneficial for the Philippines as a developing country. In driving tourism growth for nations, states, and cities, students can enter the world tourism industry and plan strategies towards successful destination planning and marketing. Tourism and/or destination marketing is a career worthy of college and university graduates (Kotler et al., 2014).

Methodologically, a novel approach of this study is utilizing autoethnography for the two different distinct fields of tourism education and marketing education. Future scholars may reflect upon how tourism marketing is being taught in developing countries. Collaboration with other developing countries in Southeast Asia should be explored by tourism educators to facilitate knowledge exchange and share successful pedagogical practices. In the context of marketing research, educators who are interested to teach tourism marketing should determine the motivations of tourists in taking pleasure vacations in tourist destinations. Research in tourist motivations is necessary for developing tourism products, assessing the extent of limits of recreational demands, and in formulating appropriate marketing strategies.

In telling my teaching journey, using the methodology and writing style of autoethnography, I have been able to relate my personal experiences and the experiences of the others in my teaching in a lifelike way. Going through this process has empowered me as a citizen of a developing country together with my knowledge and the lessons learned in teaching tourism marketing to move forward and meet the needs of the changing markets. Students need information to stay competitive and understand how many tourists are desired, which segments to attract, and how to balance tourism with other industries. Nonetheless, it is essential for tourism planners and marketers to consider not only the economic benefits of tourism, but also the protection and conservation of the natural and cultural environments, all of which will contribute to the sustainability of natural resources.

References Available upon Request

Title: Assessing the "Why" Behind Purchase Behavior Using Student Revealed Data

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Abstract

Students are challenged to think about their own purchase behaviors as to the "why" they are loyal or non-loyal using data that they have revealed. The study is unique in that students provide their own purchasing insights for each of twenty rapid-repurchase cycle products, as well as insights into their own overall extent of brand loyalty behavior. The collected student data are aggregated and partitioned into two categories: higher loyalty and lesser loyalty products using t-Test departures from an overall brand loyalty assessment. The resulting groupings are used to have students assess "why" the evidenced results are occurring. Students can thus reveal why they stay with brands in some product categories and why they switch brands in other product categories.

Ensuing class discussions let students reveal they why behind behavior in ways that textbooks do not provide. The discussions also allow students to see that the same behavior may be a function of different considerations many of which are capable of segmentation.

<div align="center">**References Available upon Request**</div>

Title: Hype or Help? Understanding the Desirability of Digital Marketing Certifications and Industry Need

Author(s): *Caroline K Munoz (University of North Georgia)* (cklmunoz@ung.edu); Scott Cowley (Western Michigan University); William Humphrey (Florida International University)*

Purpose of the Study:
The question of how students can acquire and effectively demonstrate digital marketing skills is an important one for marketing educators. An array of digital marketing projects, courses (e.g. Digital Marketing, Social Media Marketing, and Digital Analytics) and degree programs have recently been created to prepare future digital marketers. Yet, an additional proposed way to develop competence in digital marketing is through Industry certifications that concentrate on topics (e.g. Hubspot Inbound Certification) and technology platforms (e.g. Google Analytics Certification) (Munoz & Wood, 2015; Staton, 2016). These certifications could also prove to be a desirable form of qualification signaling to industry professionals, with some anecdotal evidence suggesting that they have positively influenced hiring decisions (Staton, 2016). To better understand digital marketing skill and certification demand, this research is guided by several research questions: Which certifications are exhibiting the most interest by certification-seekers? Which certifications are most frequently sought by employers overall and in proportion to the skills those certifications are designed to demonstrate? Which skills that correspond to the available certifications are most frequently sought by employers?

Method/Design and Sample:
Two types of data comprise this research: search volume data as a representation of market demand for certifications, and job listing website data as an indication of demand for certified market applicants and corresponding certification-related skills. All data were collected on a