2. Literature Review

The recent literature is replete with discussions of social media in undergraduate education. They include: i) definitions of the phenomenon, its relation to instructional technology, and articulations of its functionalities; ii) reports of the outcome of using specific social media applications in a wide array of marketing courses; iii) survey results; and iv) recommendations of marketing professionals for undergraduate learning experiences and social media skill development. Collectively, they account for the universe of possible experiences and skill development that contemporary university students could realize in their undergraduate matriculations. The investigation reported in this paper was accordingly designed to identify the extent (breadth and depth) of the realizations experienced by marketing students in particular. The study is consistent with the rich literature of marketing education that may be looked upon as the profession's ongoing reporting of the outcomes of experiments in the instruction and learning of marketing. The following discussion outlines the manner in which the literature

guided articulation of the investigation.

2.1 Social Media Definitions, Clarifications, and Functionalities

For the purpose of this paper, social media applications refer to social networks such as Facebook, Tweeter, Tumblr and others as well as blogs, wikis, media producing/sharing sites, and virtual worlds. They are the products of technologies that allow asynchronous creation, editing, and sharing of content among a site's patrons.

2.1.1 Definitions and Clarification

Kietzman et al. (2011) looked upon social media as entities that use "mobile and web-based technologies to create highly interactive platforms via which individuals and communities share, co-create, discuss, and modify user-generated content." Kaplan and Haenlein (2010) provided a definition and took care to distinguish Web 2.0 and user generated content that are closely associated with social media. Kaplan and Haenlein (2010, p.61) viewed user generated content (UGC) in the following way. "… UGC needs to … fulfill three basic requirements in order to be considered as such: first, it needs to be published either on a publicly accessible website or on a social networking site accessible to a selected group of people; second, it needs to show a certain amount of creative effort; and finally, it needs to have been created outside of professional routines and practices." With the qualifications, Kaplan and Haenlein (2010) saw the phenomena as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content." Their definition aligned the Web 2.0, UGC, and social media.

In the business and marketing education literature, social media applications are treated as a

subset of instructional technology that has been defined and referenced in a variety of ways. This aspect needs clarification as to what is distinctive about social media and how it should be positioned among instructional technologies. Peterson et al. (2002,p.9) saw instructional technology as "electronic and non-electronic instruments, tools, and techniques that are used in the delivery of course materials and/or in a 'backroom' support capacity." Malhotra (2002,p.1) viewed it as "hardware and software, tools and techniques that are used directly or indirectly in facilitating, enhancing, and improving the effectiveness and efficiency of teaching, learning, and practicing marketing knowledge." The former saw the technology as instruction-centered, i.e., facilitating 'delivery of course materials' and the latter as having a unity of purpose in instruction, learning, and knowledge of practice. Celsi and Wolfinbarger (2002, p.1 C2) related the technology to pedagogical innovation. Their view was that "technology refers to the relatively recent introduction to the classroom of advancements such as the Internet connections, digital projectors, laptops or workstations, electronic collaboration platforms, video streaming, as well as the plethora of new software and possibilities that come online daily. However, while new technology provides new means and media, *innovation* can only occur in interaction with instructors who use it to introduce new methods and content to create a *newly defined classroom*." The italicization was added to emphasize the impact features of Celsi and Wolfinbarger's (2002) characterization. It provided perspective in positioning the experimentations with social media among the many instructional technology adoptions reported in the literature.

The experimentations with social media are distinctive in that they changed the: i) boundaries of learning, ii) roles of the instructor and student, and iii) sourcing of the learning content of courses. In these settings, the instructor became a facilitator who orientated students to the functionality

of the medium and served as a co-creator of learning content among students and members of the social medium community. Their impact was innovative and reflective of what Celsi and Wolfinbarger (2002) referred to as 'wave 3' of the evolutionary manner in which instructional technology is adopted.

Kietzmann et al. (2011) presented a framework for describing the functionality of social media sites among what they referred to as "a rich and diverse ecology." The framework was intended to "help managers make sense of the social media ecology, and to understand their audience and their engagement needs." The authors styled the framework as a 'honeycomb' of seven key elements of identity, conversations, sharing, presence, relationships, reputation, and groups. Kerpen (2011, p.8) defined the functionality in personal terms, i.e., as listening; friending and maintaining networked relationships; seeking the opinions, sentiments, preferences, and recommendations of site friends; using the 'like' button of Facebook and similar features of YouTube, LinkedIn, Twitter, and Foursquare to express approval or otherwise and to identify the same among friends of friends.

The interest of the investigation reported here is the extent to which marketing students have in the terms of Kietzmann et al. (2011) and Kerpen (2011) 'friended,' identified, conversed, shared, etc. with members of a medium and in doing so learned something about marketing and its practice among the media and experienced the functionality of a social medium as a wave 3 innovation of Celsi and Wolfinbarger (2002), a level 2 encounter of Granitz and Koernig (2011), or the social presence/media richness and self-presentation/self-disclosure of Kaplan and Haenlein (2010). This literature provided context to the nature of the marketing student's

experience with the media and in these terms framed the possible depth of the encounters that were examined in the survey instrument. In few words, collaboratively creating, editing, and sharing content are reflective of depth.

2.2 Literature of Marketing Education: Use of Social Media in Marketing Courses

Table 2 is a display of recent contributions to the marketing education literature that addressed the use of social media in marketing courses. It is a representative not exhaustive compilation of the breadth of experiments with social media in marketing education and for the interested reader the journal articles document the manner and locus of applications as well as the resulting learning outcomes. The contributions share the common themes of the value of experiential learning and co-creation of learning material among fellow students, the population of social media sites, and the marketing instructor. They were innovative projects and reflective of wave 3 implementations that extended the learning environment such as the development of an electronic textbook for concurrent course use, a personal (student) professional network, a student-generated spoof promotional advertisement in form of a video intended to go viral, a virtual reality incarnation of composing a marketing plan and 'taking a virtual product to a virtual market.' All were intended to heighten student engagement with the marketing content of the course, the instructor, course mates, and citizens of Web 2.0 and to provide experiences in the practices of contemporary digital social marketing. The bonding of social learning and social marketing was clear in the experiments. In addition to teamwork, the studies reported in Table 2 stressed the importance of and need for development of effective student skills in co-creating written and presentational communications (content) and in conducting electronic conversations and maintaining relationships. Each concluded with an assessment of realized learning outcomes

and student satisfaction with social media and in each case is positive in that students perceived a significant value-added contribution to their learning of marketing and the role of social media in contemporary social marketing.

Reports of outcomes of course experiments with social media include: blogs (Kaplan et al 2010, Kaplan and Haenlin 2011, McGee et al 2007); Facebook (Munoz and Towner, 2010, Munoz and Towner, 2011, Trattner and Kappe, 2013); LinkedIn (McCorkle and McCorkle 2012); podcasting (Zahay and Fredricks 2009); Second Life (Drake-Bridges et al 2011, Halvorson et al 2011, Tuten 2009); Twitter (Lowe and Laffey 2011, Rinaldo 2011); YouTube (Burke 2009, Payne et al 2011); wikis (Cronin 2009, Munoz 2012, Workman 2008). In addition, Neilson (2009) reported the outcome of an active learning exercise that engaged students in researching and evaluating new communication and information technologies. The exercise was designed to prepare students for the "successive waves of new technology and its impact on their marketing practice, especially when many of us [faculty members] are struggling to deal with these same technologies ourselves." The exercise was a component of a third year undergraduate marketing course titled Marketing: New Tools and Approaches.

The learning experiments described in Table 2 and above occurred in a variety of courses at and above principles level that included marketing management, capstone marketing, marketing research, advertising, selling, and others as well as social and digital marketing courses. The courses served as sampling points (marketing courses, audience) for administration of the survey described in this paper.

Table 2. Social Media in Marketing Courses

Course, Social Medium, Object, Source	Use of the medium	Social media aspects of the Experience	Role of faculty member	Role of the student
Consumer Behavior Twitter Twitter as a course engagement medium JME Morgan et al 34(2) 2012	Twitter is an information network that connects members to content they find interesting and useful via 'tweets' that are short communication bursts of 140 characters or less and may contain links to related content. Tweets are sent to and received from user specified lists of followers. Tweets from the author are made available to the followers who can respond with 'retweets.' Posts can be tagged (hashtag) that allow searching on the tag. To experience use of Twittter in social learning environment of the course, in promoting student/ instructor interactions, in the art of messaging, and in observing impact of the medium on contemporary consumer behavior.	Establishing and maintaining a visible presence among a group of followers (students, course instructor, and others who contribute to achieving the desired learning goals of the course through messaging. Building a community of learners whose members connect, communicate, interact, and share useful information. Learning from others through frequent communications. Finding contacts and being found. Using the medium for learning in the manner it is used in practice.	To become competent in functionality of Twitter and how companies use it in their marketing practices and strategies. To have students follow the instructor for course announcements, course content information, and current events related to companies and organizations students are following as subjects of contemporary consumer behavior To motivate students to search for, identify, tweet, and follow site members who relate to the assigned marketing subject matter and to share information so obtained. To compose useful tweets that promote discussion of course material and online chatter about subject brands, products and company images.	To setup a Twitter account to follow the instructor. To become functional in use of Twitter for course related information and for observing consumer behavior in practice and for sharing results with the course community. To reflect on the technology and to articulate its value to learning contemporary consumer behavior and the impact of the Twitter medium on social marketing.
Marketing Management blog blog creation project JME Kaplan et al 32(1) 2010	A blog is an online personal journal with content related to politics, technology, social issues, etc. that is regularly updated and shared with a wide audience of readers who may post comments that are informational as well as supportive or otherwise. Through a blog-writing project, to improve the soft skills of written communication, critical analysis, and persuasive writing considered essential to success in marketing. Learning to write for an audience and creating content that is read, found valuable (consumed), shared, and in the process building a reputation.	Creating and sharing learning content through student- to-student and instructor-to-student interactions and conversations. For experiences that move blog viewers to comment (converse) and perhaps exchange information including sentiments on posted topics and comments. Building relationships among students and instructor in discovering what is valuable content. Using the blog as a communication hub.	To motivate students to explore marketing beyond class content and to develop skills in written communication and critical analysis of what they found. To regularly review blog contents, post comments including questions that clarify student created content, provide feedback to the groups and respond to student responses to instructor comments. The latter was done to provide students with experiences in interconnectivity and exchange of ideas and sentiments. To assess individual contribution based on clarity of expression, presentation of material, relevancy of content to marketing.	In groups of 5, to setup a blog and post several blog entries on topic relating to marketing theory or practice using the Blogger platform. To work collaboratively in blog setup so that each team member becomes familiar with blogging tools of Blogger. To select topics related to marketing but of choice to the student. To visit fellow students' blogs and comment on the content.

Table 2. Social Media in Marketing Courses, Continued

Course, Social Medium, Object, Source	Use of the medium	Social Media Aspects of the Experience	Role of faculty member	Role of the student
Marketing Capstone LinkIn A personal nascent professional profile and network MER McCorkle et al 22(2) 2012	LinkedIn is the world's largest professional social network with over 175 million members and growing rapidly. LinkedIn connects members to a broad network of trusted professional contacts (fellow members) to exchange knowledge, ideas, and career/job opportunities in marketing. To provide marketing students with an experience in use of the medium (LinkedIn) for professional branding and self-marketing, job search, career development as well as insights to sought-after marketing skills and experiences through social networking.	Building, establishing, and articulating a personal brand (identity) to serve as means for job search and career development. Relating (conversing, linking, sharing) to a community whose members (targeted marketing professionals) have similar interests, needs, and content. Cultivating reputation as a marketing professional based on endorsements of others.	To lead and facilitate student orientation to use of the medium for professional networking and communication skill development as an alternative to the experiences of Facebook. To develop projects and assignments that help students learn to use the medium for personal branding and company/ product branding. To develop grading methods and rubrics reflecting quality and quantity of student performance and provide periodic feedback. http://learn.linkedin.com/what-is-linkedin/	To transfer content of current resume to LinkedIn profile using Google Reader and join a LinkedIn group of alums and connect with others including marketing professionals. To produce a personal SWOT analysis that is documented with experiences and articulation of acquired skills and knowledge to be posted to LinkedIn Profile as a summary. To use the medium to develop social networking skills transferable to professional practice through experience of joining 5 groups of greatest professional career interest.
Direct and interactive marketing wiki Interactive textbook in wiki format for use in place of a conventional one JME Cronin 31(10) 2009	A wiki is a collection of interlinked Web pages created by a collaborative effort. Wikipedia, the best known wiki, says, "A wiki is software that allows users to create, edit, and link web pages easily" (Wiki, 2008, paragraph 1). For a wiki to serve as a platform for active concurrent learning of marketing (product development – an electronic text for the subject matter of the course). For experience in creating and owning content developed by a group.	Collaborating and sharing in the co-creation of social media content through open communications within a Web-based community of learners. Learning as a member of a student centered community (group) and the requisite relationship building in helping self and fellow students learn marketing. Building reputation as provider of quality content.	To organize lecture content in direct marketing that provides students with enough understanding to research terms/concepts found in marketing texts collected in the business library and in electronic databases of the university's library to serve as wiki content. To motivate students by coaching and moderating content development and to provide periodic advisory feedback and direction. To facilitate introduction to wiki software (XWiki).	To function as a group (class as a whole) in development of the wiki to serve as an electronic textbook for the course. To research and write in wiki format course content presented in lectures and found in existing textbooks and other sources. To learn and apply the collaborative editing, hyperlinking, logging, and markup features of a wiki SW package and as a group to write as many as 300 pages of text i.e. about 12 pages per student, 1 per week and to contribute as many as 100 page edits.

Table 2. Social Media in Marketing Courses, Continued

Course, Social Medium, Project, Source	Use of the medium	Social Media Aspects of the Experience	Role of faculty member	Role of the student
Unspecified graduate marketing course YouTube Student creation of a consumer-generated spoof advertisement in form of a video to be shared and made viral Payne et al JME 33(2) 2011	YouTube is a popular social networking site that may be used to leverage the power of viral marketing by enabling consumers to upload and post self-generated content (advertisement) that may be supportive or otherwise of a brand/product. To provide a learning experience in which a student-created video (advertisement) is to function as consumer-generated content that is posted on YouTube and intended to attract viewers who post comments on the video/product that are shared. The intent is to make the content go viral in order to provide students with an experience in developing and monitoring response strategies to consumer-generated content. To influence perceptions of a brand.	Conversing in the language of social marketing i.e. C2B dialog or 'talk back.' Co-creating and sharing content intended to inter-act with a brand. Attracting a community of viewers/follower s of a brand or product. Establishing a credibility (reputation) that moves viewers to follow the postings. Learning from others – social learning.	To act as a facilitator and to provide a rich pool of resources that support learning and project advancement. To vigilantly monitor the ongoing engagement of students within groups. To grade students on their success in maximizing number of viewers of the spoof video and the creativity of the final result.	To select an existing brand or product to spoof favorably or otherwise that is perceived to be amenable to viral growth. To produce the video spoof (content) to be posted on YouTube, choose the best promotional channels for the video, develop strategies for maximizing the number of views and viewer feedback, and respond the comments. To acquire competencies in search and retrieval skills, viral promotion, desktop publishing, multimedia production. To provide peer evaluations of group members (4-6) that influence final project grades.
Upper division retailing course Second Life (virtual reality) Drake-Bridges et al JME 33(3) 295–311 2011 Creation of a virtual world (VW) representative of 'taking a product to market'	"Virtual worlds … refer to three-dimensional communities that mimic the real world without its physical limitations. At Second Life, perhaps the most prominent of virtual worlds, one can shop, run a business, ... There are many virtual worlds already." (Tuten, 2009). To mimic real world experience of i) designing a product (apparel), producing it, selling it wholesale in a virtual market and ii) retailing the final product including store location, stocking, merchandising (floor layout, pricing, packaging, etc,) and accounting for its final sale and associated costs and revenues.	Using the medium and its technology to engage student in social learning. Building a community of learners who interact and collaborate to acquire skills and knowledge required for successful completion of tasks and goal completion.	To identify real-life virtual scenarios typical of students' first career placements. To treat the experience as a team project including multiple instructors and courses related to the virtual world (VW) to be created, to facilitate student access and orientation to the VW functionality, and to create the basic content (shells, environment) of the VW that students build upon.	To create an appealing virtual product that has market value and to identify all aspects of taking the product to market from product design to final sale and to produce a simulation (walk through) of such within VW platform of Second Life. To learn the technology of the Second Life VW platform sufficiently to create visualizations of and populate accordingly the space in which wholesalers, retailers, and customers interact and to record their respective transactions by creating representative content in the VW environment.

In Table 2, the column titled Social Media Aspects of the Experience refers to Kietzman et al (2011) framework for characterizing the experience in terms of how students *identified*/*presented* themselves, who and why they related to others (friends), what *relationships* they cultivated (maintained, grew, valued), what they *shared* and sought from other members, how they *conversed*, participated in *groups*, and stay connected.

2.3 Literature of Marketing Education: Recent Survey Literature

Investigations of this kind consisted of: i) large-scale proprietary surveys of undergraduate college/university students across many academic disciplines and ii) surveys of instructional technology uses including social media among business instructors and students. The results identified the scope of social media patronized by marketing students and the experienced functionalities of the sites.

2.3.1 Literature of Marketing Education: Large-scale Surveys

In most large institutional surveys that reported student experiences with social media, marketing students were part of the institutional sample. The social media experiences of students were generally included among instruments (questions) related to information technology. The results of the 2011 National National Study of Undergraduate Students and Technology produced by the EDUCAUSE Center for Applied Research (ECAR) is an example. Among the results reported by Dahlstrom et al. (2011, p.13), the following is cited. "Almost seven out of 10 students (68 percent) use the Internet for academic or personal phone or video calls, albeit with less frequency than they use e-mail, text messaging, Facebook, or instant messaging. More than one-third of students (37 percent) use[s] Twitter. One in

four students (25%) uses LinkedIn, the online professional network. Juniors and seniors use LinkedIn more frequently than freshmen, presumably to establish a professional presence that could support job searches and transitions to the workforce. Large majorities of students use their technology devices for academic or personal purposes to consume information by downloading videos (85 percent) and music (79 percent), reading wikis (85 percent) and blogs (72 percent), and watching podcasts or webcasts (59 percent). More participatory activities that students engage in include online forums or bulletin boards (70 percent); online chats, chat events, and webinars (53 percent); using photo-sharing websites (50 percent); tagging, bookmarking, and "liking" online content (49 percent); playing online multi-user games for recreation (43 percent); contributing to blogs (43 percent); and posting videos to a video-sharing website (42 percent)." Dahlstrom et al. (2011, p.26) also reported that "the vast majority of students (over 90 percent) use Facebook, including 58 percent who report using it several times a day. Twelve percent of students say Facebook is "extremely valuable" to their academic success – and one in four students (25 percent) consider it "valuable" or "extremely valuable". On the other hand, more than half of students (53 percent) think its academic value is limited or nonexistent."

Lenhart et al. (2010) discussed the results of the Pew Research Center's Internet and American Life Project that surveyed "the attitudes and behaviors of the Millennial generation." Findings of the 2009 surveys are based on the responses of 800 adolescents and teens ages 12-17 and adults 18 and older some of whom are matriculating in college and university marketing programs. They are available at www.pewinternet.org. Results that relate to the study discussed in this paper include the following. Among the sampled

adolescents and young adults, 93% indicated that they were Internet users. Among American teens ages 12-17 and ages 14-17, 73% and 82% respectively patronized an online social network website. Among respondents ages 18-29 with a social medium profile, fifty-seven percent maintained profiles on multiple sites. For that group, 71% had a profile on Facebook, 66% on MySpace, and 7% on LinkedIn. Among profile owners with at least some college experience, **41% had a profile on MySpace, 78% on Facebook, and 19% with a LinkedIn profile**. The authors stated that teens "have remained steady or even shown a slight decline" in using social network sites for daily contact with friends, 37% for the 2009 data and 42% for 2008 data. Activities of teens on social networking sites included sending group messages (50%), posting comments to a friend's blog (52%), sending private messages (66%), commenting on a friend's picture (83%), sending IMs or text messages (58%) through a site, commenting on a friend's page or wall (86%). Eight percent of online American teens ages 12-17 used Twitter and 10% for high school aged teens. However, 37% of young adults ages 18-24 reported using Twitter or another status-updating service. Thirty-five percent of social networking site patrons posted status updates online. Eleven percent of online teens 12-13 patronized virtual worlds and 7% for teen Internet users ages 14-17. **Use of virtual worlds was more common among teens than among adults 18 or older (4%)**. For content creation activities by teens 12-17 (adults 18 and older), 38% (30%) shared content, 21% (15%) remixed, and 14% (11%) blogged where sharing included photos, videos, artwork or stories and remixing referred to "taking material [found] online such as songs, text or images and remixing it into their own artistic creations." **Lenhart et al. (2010)** reported that "Among all the content creating activities, most striking is the decline in blogging among teens and young adults." Fourteen

percent of online teens blogged and "52% of social network-using teens reported commenting on friends' blogs." **Among online adults**, 14% maintained a personal webpage and 15% reported working on webpages of others. Among young adults ages 18-29, 33% posted "comments online (such as on a news group, website, blog, or photo site)." **Lenhart et al. (2010)** also stated that teens who go online daily are more likely to use social network sites and the usage of different social networking sites varied by gender, race, and income.

2.3.2 *Surveys of Instructional Technology Uses Including Social Media Among Business Instructors and Students*

Early survey based studies investigated student and instructor usage of and satisfaction with instructional technologies. Representative studies are summarized in Table 3 and reflect the evolution of instructional technology. As new forms of experiential learning using instructional technologies and social media appeared, the marketing academy's interest in assessing their efficacy grew. Surveys were generally the instrument of assessment and marketing students' (and instructors') perceptions were the objectives. In addition to reporting the outcome of using new technology in marketing education, the studies addressed related issues such as the student's and the instructor's willingness to adopt new technology in the learning environment. The value of these contributions to the study described in this paper lies in the locus of the surveyed populations, size of the respondent pool, and the substance of the instruments that composed the survey.

With the emergence of social media, instructional technology and the pedagogical

experimentations in marketing education that accompanied it took a turn and so did the substance of the surveys among business educators and students. Granitz and Koernig (2011) characterized the turn as paradigm shifts from traditional and experiential modalities to Web 2.0. The shifts may be looked upon as migrations from instructor-centered technology adaptations to student-centered (learning centered) in the manner of waves 1 and 2 to wave 3. The shifts reflected the adaptation of the open, co-creative, collaborative, conversational, content generating, relational, and sharing aspects of Web 2.0 to the learning of marketing. Consider the statement of McCabe and Meuter (2011) who characterized the classroom becoming "an open space for students and faculty to jointly construct and share knowledge." The authors stated how the "co-created" learning environment could function. McCabe and Meuter (2011) went on to suggest the creation of web links to blog sites where students could compose reflective journals or evaluate marketing events and get rapid feedback from classmates and potentially the broader online community. These became the experiences of some marketing students and instructors and the subject matter of the surveys.

The Strauss and Hill (2007) study is indicative of the shift in survey content. In their study, students "were queried about their use, perceived benefit, and self-rated competency with respect to sixteen Internet tools used in the classroom." The latter included electronic instruments such as email, bulletin boards, newsletters, chat rooms, online tests/quizzes, web pages with course related content such as readings, videos, company information, market research data, and course assignments. Over 50% of the respondents never used bulletin boards, chat rooms, web videos or engaged in web page creation or email to business people in their courses and 26.6% of the respondents indicated that they never used the web for class readings. The best perceived tools

were web related searches and research. Before implementing technology of the kind addressed in their study, Strauss and Hill (2007) advised assessing student attitude regarding technology to identify students they referred to as "laggards" who are light users of learning/instructional technologies related to the Web. According to the authors, they differ significantly from "heavy users in their usage levels, perceived tool benefit, perceived competency and satisfaction with classes. Heavy users are more interested in classes using them [learning technologies], are more satisfied in those classes, and believe the tools to be more beneficial to their careers."

Despite the many reports of good outcomes with ad hoc adoptions of social media at the course level, faculty perceptions of the value of the media as expressed in surveys are mixed. Tuten and Marks (2012) conducted a survey of marketing educators drawn from the populations of the membership of the Academy of Marketing Science (AMS) and marketing faculty members of schools accredited by The Association to Advance Collegiate Schools of Business (AACSB). The survey produced 531 responses. The survey sought identification of the extent of personal and pedagogical uses of social media among faculty members, their self-assessed skill levels with the media, and their perceptions of the usefulness of the media in marketing courses. Tuten and Marks (2012, p. 205) concluded that "… although marketing educators use social media in their personal lives, it is not widely utilized for educational purposes. A majority of the marketing educators have never used the social media tools, specifically blogs, wikis, social bookmarks, virtual worlds, and social software, for educational purposes." Granitz and Koernig (2011, p.57) offered a similar observation. "Although there is some evidence of marketing faculty using these new applications (e.g., Cronin, 2009; Kaplan, Piskin, and Bol, 2010; Spiller & Scovotti, 2008), anecdotal information indicates that teaching about and with Web 2.0 is

limited. Once again businesses are moving forward and schools must catch up."

2.4 Literature of Marketing Practice

This literature includes observations of marketing academics and practitioners regarding the connections among marketing education, career preparation, practice, and social media skills and tools. Grantiz and Koernig (2011, p.58 C2) remarked on the connections. "Students already use these tools for personal purposes, and by incorporating Web 2.0 tools into the classroom, students will become proficient with the tools in a [future] business environment." Grantiz and Koernig (2011, p.58) went on to note that "… practitioners expect today's business graduates to be technologically capable" and cited Marshall and Michaels (2001) and Smart, Kelley, and Conant (1999) to this effect. Tuten and Marks (2012, p.203) observed similarly." A review of the literature suggests that the use of social media tools is not widespread in the college classroom. However, marketing educators may have a greater incentive to employ such technologies, given the increasing reliance on such tools in the profession." Clarke et al. (2006, p.191) also reflected on the need to connect marketing education to practice stating that "business schools should teach students so they can hit the employment world fully trained." Harrigan and Hulbert (2011, p.255, C2) framed the need to connect as an imperative, i.e., "marketing education must respond to the needs of its stakeholders who, in the main, are marketing practitioners. Thus, we must teach the skills that are required of marketing practitioners in the 21st century (Bruce and Schoenfeld, 2006; Southgate, 2006; Warren and O'Toole, 2005)." According to Buzzard et al. (2011, p.131, C1), the connections may not be that difficult for students. "Instead of using technology for only its social and entertainment value, students can learn to use instructional technologies as a skill set for the future and, in doing so,

learn more efficiently."

Payne (2011, 33-2) provided some specificity to the perceived skill set. "It is important that the curriculum sufficiently addresses the technical and theoretical aspects of these issues so that business graduates working in the area of communications and marketing are capable of moderating or influencing consumers' perceptions, attitudes, and online behaviors." Sendall et al. (2008, p.6 C1) spoke with more specificity. "Rather than being limited to today's skills, students must learn the skills of the future. Educators need to teach students the importance of wikis and other social software tools to business. They need to place emphasis on the skill set and make it clear that Web 2.0 tools are not just another trend (Evan' study as cited in Parker & Chao, 2007)." Practitioners such as Ribas (2011) provided the detail of the skill set. "A good social media marketer has to be able to write well. One should expect to author everything from 5-page articles to 500 word blog posts to 140 character tweets and updates. In addition, social marketers must be versatile when creating content. Often, social media marketers are tasked with creating and editing graphics, audio files, photos, and videos for the purpose of distributing and sharing. Having a solid understanding of these technologies and being able to utilize popular forms of Internet media such as photos and videos is essential. Some tools of the trade include "1. Social Media Platforms (Twitter, Facebook, YouTube, etc.). 2. Content Publishing Tools (Hootsuite, TweetDeck, Excel, etc.). 3. URL Shorteners (bit.ly, TinyURL, owl.ly, etc.). 4. Reputation Management Tools (TrackUR, Google Alerts, etc.). 5. Content Automation Tools (TwitterFeed, Yahoo! Pipes, etc.)." Shaughnessy (2012, #2), a practitioner, cited the following. "The folks with substantial social media followings are pioneers, in a way, jumping into blogging, Facebook, Pinterest, YouTube, Quora,, Google+, Tumblr, etc."

2.5 Other literature

A recurring theme in the studies reported in the literature is the motivation of students to engage new learning technologies including social media applications in marketing course work. Robinson (2006) investigated this phenomenon and concluded that the student "attitude toward technology is directly impacted by performance (goal) expectancy, effort expectancy, and social influence." When the technology is related to a meaningful student goal, perceived as easy to learn, and communicated by role models (classmates, friends, family, faculty, practicing professionals, etc.) to be valuable, the technology will be positively viewed and engaged by students. Robinson (2006) also stated the following. "Marketing faculty need to create programs that help facilitate the mental connection between the benefit to be derived from the technology and the use of the technology by students." Hollenbeck et al (2011) also studied student willingness to engage learning technology. They offered five principles to guide the incorporation of pedagogical technology tools in marketing courses. They (2011, p.179) stated the following. "The five principles identified in this study can help marketing faculty create a rich learning experience for students by increasing satisfaction and learning. Our findings extend prior research by providing faculty with a practical guide when using website platforms, as prior research has shown that student satisfaction is an antecedent to learning outcomes (Gunawardena et al., 2010). To provide uniqueness, faculty could incorporate personal blogs, podcasts, live chat sessions and live streaming video. Participants conveyed that they like to interact with faculty." Sendall et al. (2008) also investigated student willingness to engage learning technologies and observed that "students tended to respond much more favorably to these technologies when they are related to "real world" situations." Saulnier (2007) found that millenials are "focused on learning skills that … they perceive will make them employable and

competitive in the marketplace." These observations are reflective of Robinson's (2006) goal expectancy motivation. Other studies related to this subject include Peterson et al (2002), Ferrell and Ferrell (2002), Karns (2005), Strauss and Hill (2007), Dollinger (2011), Hollenbeck et al (2011), Taylor et al (2011), Estelami (2012), Tuten and Marks (2012), and Domenici et al (2013). Given the attention that student willingness to engage with new learning technologies has received in the literature, the conclusions of the studies could not be overlooked in designing the study reported here. Clearly, the willingness of the sampled student population to engage with new learning technologies in the form of social media applications impacts responses to self-rated social media skills, perceptions of the media's contribution to understanding marketing and its practice, and personal views of the media's value in preparing students for careers in marketing. According to the above literature, the degree (depth of acquired skills) and quality (perceived value) of the student's realized experiences with social media applications are directly related to the student's willingness to engage. Purpose, facilitation, and value of the intended experience that are communicated ex ante to students frame their willingness to engage with the media and dispose the ex post degree and quality of the experience that are reflected in the survey responses. This is central to understanding the results of the survey.