



## Key Topics in Today's Marketing – Course Outline: Syllabus Information

### Course Information

<b>Course Prefix &amp; Number:</b>	DM10
<b>Course Name:</b>	Key topics in today's marketing
<b>Academic Year</b>	2022/2023
<b>Program:</b>	Marketing
<b>Session:</b>	Fall Session – 1 <sup>st</sup> semester
<b>Year</b>	1
<b>Prerequisites</b>	None
<b>Credits:</b>	6 CFU
<b>Program</b>	Marketing
<b>SSD</b>	SECS-P/08

### Instructor Information

<b>Instructors:</b>	Simona Romani, Ilaria Querci
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<b>Office Hours:</b>	By appointment
<b>Introduction video:</b>	

### TAs Information

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<b>Office Hours:</b>	<b>Scheduled meetings + by appointment</b>
<b>Introduction video:</b>	

### Course Basics

#### Course Description

This course is grounded in questions of enduring interest to marketers and researchers in the marketing area, but it takes in strong consideration the contemporary concerns. Given the unprecedented circumstances in which we are now living, each of the ten questions we have identified are considered also in the context of the global pandemic and especially of its aftermath.



The pandemic brought on by Covid 19 has generated incredible change to the global economy that will likely have long term effects on consumer behavior, the marketplace, branding and communication strategies, market regulation and policy, global business and more. We are just beginning to see these effects and they offer many opportunities for new marketing practices and new marketing research. The combination of rigor and relevance characterized the answers to these ten questions. Moreover, each answer is based on the constant combination of the two relevant perspectives for marketers: consumer side and firm side. The course will be aimed at sharing and familiarizing – on each topic - with perspectives of the worlds of Thinkers (academics/science people and institutions), and Doers (Business experts, Company owners, Start-up founders). Activities’ design will be based on an active learning teaching mode. Students will be directly engaged and will participate to the topics both individually (with individual reflections and introspections) and collaboratively (with teamwork exercises). The course structure will provide a powerful balance between aided learning and support, and freedom of investigation. Learning sessions will be interactive in nature, fostering a learning by doing approach, growth mindset and enquirer attitude. Students will become responsible of their learning path and will participate to the co-production of study material. By applying a continuous assessment approach to evaluations, students will have different opportunities for feedback throughout the course.

## Course Objective

By the end of this course students will:

- Be able to apply knowledge and understanding: the students will be able to apply their learning in a research project. Specifically, students will be able to identify and resolve problems within complex systems through problem identification, formation and testing of a hypothesis, and recommending solutions.
- Be able to make judgements: we expect students to be able to integrate knowledge about marketing phenomena and to manage complexity about different approaches and perspectives involved in this field. Students are expected also to be able to discuss and evaluate key controversial issues in marketing including reflections on the social and ethical dimensions of such issues.
- Acquire communications skills: this course will give the students the ability to convey information and ideas effectively, using written, oral, and visual and graphical communication
- Foster interpersonal and project management skills: through teamwork activities (i.e., research project), deadlines and continuous assessment approach, students will master collaboration, time management and organization skills
- Acquire learning skills: at the end of this course we expect students to be able to engage in self-directed learning by identifying and addressing their educational needs in a changing world, using independent study and research to tackle problems, especially ill-defined or open-ended ones.



## Textbooks/Required Materials

1. Data bases and open platforms for scientific material provided by Luiss (access remotely wit proxy configuration)
2. Weekly rich media contents (public resources): readings (papers, news articles to be discussed in class), playlist of audio/video material (podcasts, videos)
3. Weekly original material provided by the Teaching Team: Personal Introspection tests (scales on different constructs, essays), Video interviews with practitioners and researchers, slides, research

Assessment	Requirements	Percentage
Individual reflection on asynchronous activities	10 reflections/essays – max 500 words;	10% (individual)
Assigned reading tests	Week 5 and week 10	10% each test (individual) <b>*20% total</b>
Weekly presentations	10 presentations – max 2 slides; mandatory each week	20% (team based)
Research project	Due end of January/beginning of February	50% (team based)

project guidelines, Individual Tests on Knowledge

## Weekly Components

### Week 1 - Introduction

Learning Objectives (SMART)	Learning Materials	Aligned Assignments and Assessments
<ul style="list-style-type: none"> <li>• Review the introductory materials including the course syllabus, welcome letter, and the ‘Start a New Journey’ video</li> <li>• Create an introduction video which provides information about your experiences, interests and aspirations.</li> <li>• Complete course overview quiz to ensure you clearly</li> </ul>	<p><u>Asynchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Welcome letter</li> <li>• “Start a New Journey” video (meet the teaching team and receive instructions)</li> <li>• Deadlines’ calendar and Learning Path Infographic</li> </ul> <p>Synchronous lesson</p>	<ul style="list-style-type: none"> <li>• Test on asynchronous contents</li> <li>• Introduce yourself to the class and Teaching Team with a short video (2 min max) on your experiences, interests and aspirations both for</li> </ul>



<p>understand the structure and expectations of this course.</p> <ul style="list-style-type: none"> <li>Engage in a group discussion pertaining to the research project.</li> </ul>	<ul style="list-style-type: none"> <li>“Nice to meet you” activity material produced by students</li> </ul>	<p>this course and for your future. End the</p> <p>Non-graded activities.</p>
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### III Parts (Weeks 2 to 12)

Weekly Aligned Assignments and Assessments
<ul style="list-style-type: none"> <li>Personal Introspection test (mandatory/graded 1 point if 10 personal introspection tests are completed):                             <ul style="list-style-type: none"> <li>Scales</li> <li>Students’ guided reflection</li> </ul> </li> <li>Test on asynchronous contents (mandatory 30/30 – the average of the grade of each test accounts for 10% of the total grade)</li> <li>Collaborative reading exercise on Perusall - (mandatory- grade based on Perusall metrics)</li> <li>Presentation of the findings of the search about business news (mandatory/the team is graded for each presentation– in total 10- accounting for 20% of final grade; each session at least 3 teams randomly will be asked to present; peer evaluation will complement the instructor’s evaluation)</li> <li>Final test 20% of the total grade</li> </ul> <p><u>Break out rooms with TAs:</u></p> <ul style="list-style-type: none"> <li>Research project material for supervision accounts for 50% of final grade</li> </ul>

### Part I (Weeks 2 to 4) “The Consumer’s Contemporary Culture and the related Key Topics in Today’s Marketing”

Examines how various aspects of contemporary consumer culture affect marketing practices. Specifically, it considers how external influences affect consumers’ values and lifestyle and how marketers adjust consequently.



## Weeks 2- Sustainability

Learning objectives	Learning Materials
<ul style="list-style-type: none"> <li>• Define and give an example of the value of sustainability in consumers' choices</li> <li>• Reflect on your individual values, consumption choices and lifestyle to determine how your choices may be impacted by sustainable marketing.</li> <li>• Identify the value of sustainability and describe how it drives consumer and policymaker decisions</li> <li>• Analyse recent research and discuss the role of sustainability in today's market</li> <li>• Evaluate and discuss business news and the relevance of sustainability in contemporary society</li> <li>• Create and deliver a presentation which synthesizes your investigation of business news and cases related to sustainability</li> <li>• Craft a problem statement for your research project which identifies a managerial issue you will investigate and present to the class</li> <li>• Review the work of your peers to evaluate the efficacy of their problem statement</li> </ul>	<p><u>Asynchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Section of the model vs overall conceptual model</li> <li>• Videos about definition of sustainability and what sustainability is from a consumer perspective</li> <li>• Case scenarios about companies that illustrate the key concepts discussed during the week are important for marketers and policy makers</li> </ul> <p><u>Synchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Readings:               <ol style="list-style-type: none"> <li>a. Paper</li> <li>b. Managerial articles</li> </ol>               Business news articles found by students             </li> </ul> <p><u>Break out rooms with TAs:</u></p> <ul style="list-style-type: none"> <li>• Research project material for the first supervision: students' slides on the problem/issue investigated</li> </ul>

## Weeks 3- Flexibility

Learning objectives	Learning Materials
<ul style="list-style-type: none"> <li>• Define and give an example of the value of flexibility in consumers' choices</li> <li>• Reflect on your individual values, consumption choices and lifestyle to determine how your choices may be impacted by the value of flexibility.</li> <li>• Describe and give examples of how the value of flexibility drives firms and policymakers' decisions</li> <li>• Analyse recent research and discuss the role of flexibility in contemporary society</li> </ul>	<p><u>Asynchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Section of the model vs overall conceptual model</li> <li>• Videos about definition of flexibility and what flexibility is from a consumer perspective</li> <li>• Case scenarios about companies that illustrate the key concepts discussed during the week are important for marketers and policy makers</li> </ul>



<ul style="list-style-type: none"> <li>• Evaluate and discuss business news and the relevance of flexibility in contemporary society</li> <li>• Create and deliver a presentation which synthesizes your research of business news and cases exploring the relevance of flexibility in contemporary society</li> <li>• Identify and discuss the relevance of your research project topic. Identify the stakeholders involved and the size of the phenomenon. Support this step with a review of the grey literature (i.e. reports, statistics, articles, conferences...).</li> <li>• Create and deliver a presentation on the relevance of your research project topic to get feedback from TAs</li> </ul>	<p><u>Synchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Readings:             <ol style="list-style-type: none"> <li>a. Paper</li> <li>b. Managerial articles</li> </ol> </li> <li>• Business news articles found by students</li> </ul> <p><u>Break out rooms with TAs:</u></p> <ul style="list-style-type: none"> <li>• Research project material for the first supervision: students' slides on the problem/issue investigated</li> </ul>
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## Week 4 - Purpose

Learning objectives	Learning Materials
<ul style="list-style-type: none"> <li>• Define and give an example of the value of purpose in consumers' choices</li> <li>• Reflect on your individual values, consumption choices and lifestyle to determine how your choices may be impacted by the value of purpose.</li> <li>• Identify the importance of the value of purpose and describe how it drives firms and policymaker decisions</li> <li>• Analyse recent research and discuss the role of the value of purpose in marketing in contemporary society</li> <li>• Evaluate and discuss business news on the relevance of the value purpose in marketing in contemporary society</li> <li>• Create and deliver a presentation which synthesizes your investigation of business news and cases related to the value of purpose</li> </ul>	<p><u>Asynchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Section of the model vs overall conceptual model</li> <li>• Videos about definition of purpose and what purpose is from a consumer perspective</li> <li>• Case scenarios about companies that illustrate the key concepts discussed during the week are important for marketers and policy makers</li> </ul> <p><u>Synchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• <u>Readings:</u> <ol style="list-style-type: none"> <li>a. Paper</li> <li>b. Managerial articles</li> </ol> </li> <li>• Business news articles found by students</li> </ul>



<ul style="list-style-type: none"> <li>• Review the relevant literature on the topic of the research project by searching, reading and analyzing the most important papers.</li> <li>• Organize and summarize paper analysis into effective formats.</li> <li>• Present paper analysis in an excel file</li> </ul>	<p><u>Break out rooms with TAs:</u></p> <ul style="list-style-type: none"> <li>• Research project material for the supervision:</li> </ul> <p>Students' excel file of the paper analysis carried out for the literature review on the topic investigated</p>
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**Part II (Weeks 5 to 8) “The Consumer’s Psychological Core and the related Key Topics in Today’s Marketing”**

Focuses on the inner psychological processes that affect consumer behavior and how market actors decide for new offerings. It builds on the topics of information processing and attitude formation and change to examine how consumers’ adoption decisions affect the spread or diffusion of new ideas and offerings through the market.

**Week 5 – Attitude Change and AI. Data Capture Experience. Psychological Tension: from Exploited to Served.**

Learning objectives	Learning Materials
<ul style="list-style-type: none"> <li>• Define and give an example of consumers’ data capture experiences with AI and the related attitude change (from exploited to served)</li> <li>• Reflect on your individual data capture experiences with AI and how do/would you personally experience the attitude change (from exploited to served) entailed by such experiences</li> <li>• Identify and discuss examples of how firms and policymakers’ decisions deal with data capture experiences with AI</li> <li>• Analyse the role of data capture experiences with AI and discuss their impact on marketing in contemporary society</li> <li>• Evaluate and discuss business news on the relevance of data capture experiences with AI in marketing in contemporary society</li> <li>• Create and deliver a presentation to discuss the findings of your search on business news on the relevance of data capture experiences with AI in contemporary society</li> </ul>	<p><u>Asynchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Section of the model vs overall conceptual model</li> <li>• Videos about definition of purpose and what purpose is from a consumer perspective</li> <li>• Case scenarios about companies that illustrate the key concepts discussed during the week are important for marketers and policy makers</li> </ul> <p><u>Synchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Readings:             <ol style="list-style-type: none"> <li>a. Paper</li> <li>b. Managerial articles</li> </ol> </li> <li>• Articles found by students</li> </ul> <p><u>Break out rooms with TAs:</u></p> <ul style="list-style-type: none"> <li>• Research project material for the supervision:</li> </ul>



<ul style="list-style-type: none"> <li>• Review the relevant literature on the topic of the research project by searching, reading and analyzing the most important papers.</li> <li>• Organize and summarize paper analysis into effective formats.</li> <li>• Present paper analysis in an excel file</li> </ul>	<p>Students' excel file of the paper analysis carried out for the literature review on the topic investigated</p>
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**Week 6 – Attitude Change and AI. Classification Experience. Psychological Tension: from Misunderstood to Understood**

Learning objectives	Learning Materials
<ul style="list-style-type: none"> <li>• Define and give an example of consumers' classification experiences with AI and the related attitude change (from misunderstood to understood)</li> <li>• Reflect on your individual classification experiences with AI and how do/would you personally experience the attitude change (from misunderstood to understood) entailed by such experiences</li> <li>• Identify and discuss examples of how firms and policymakers' decisions deal with classifications experiences with AI</li> <li>• Evaluate and discuss business news on the relevance of classification experience with AI on marketing in contemporary society</li> <li>• Create and deliver a presentation about the relevance of classification experiences with AI in contemporary society based on business news</li> <li>• Discuss the findings of your research on business news</li> <li>• Identify a research gap in the literature around the topic of the research project</li> <li>• State the research question(s)</li> <li>• Make use of evidences from qualitative research</li> </ul>	<p><u>Asynchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Section of the model vs overall conceptual model</li> <li>• Videos about definition of purpose and what purpose is from a consumer perspective</li> <li>• Case scenarios about companies that illustrate the key concepts discussed during the week are important for marketers and policy makers</li> </ul> <p><u>Synchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Readings:             <ol style="list-style-type: none"> <li>a. Paper</li> <li>b. Managerial articles</li> </ol> </li> <li>• Business News articles found by students</li> </ul> <p><u>Break out rooms with TAs:</u></p> <ul style="list-style-type: none"> <li>• Research project material for the supervision:</li> </ul> <p>Students' slides on research gap and research question(s)</p>



<ul style="list-style-type: none"> <li>• Create and deliver a presentation on the research gap identified and research questions you want to address</li> </ul>	
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**Week 7- Attitude Change and AI. Delegation Experience. Psychological Tension: from Replaced to Empowered**

Learning objectives	Learning Materials
<ul style="list-style-type: none"> <li>• Define and give an example of the delegation experiences of consumers with AI and the related attitude change (from replaced to empowered)</li> <li>• Reflect on your individual delegation experiences with AI and how do/would you personally experience the attitude change (from replaced to empowered) entailed by such experiences.</li> <li>• Identify and discuss examples of how drive firms and policymakers’ decisions deal with delegation experiences</li> <li>• Evaluate and discuss business news on the relevance of delegation experiences with AI</li> <li>• Create and deliver a presentation about the relevance of delegation experiences with AI in contemporary society based on business news</li> <li>• Discuss the findings of your research on the relevance of delegation experiences with AI in contemporary society on business news</li> <li>• Finalize your research question(s) and refine previous work on the research project to align with the refined question(s).</li> </ul>	<p><u>Asynchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Section of the model vs overall conceptual model</li> <li>• Videos about definition of delegation experiences from a consumer perspective</li> <li>• Case scenarios about companies that illustrate the key concepts discussed during the week are important for marketers and policy makers</li> </ul> <p><u>Synchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Readings:             <ol style="list-style-type: none"> <li>a. Paper</li> <li>b. Managerial articles</li> </ol> </li> <li>• Business news Articles found by students</li> </ul> <p><u>Break out rooms with TAs:</u></p> <ul style="list-style-type: none"> <li>• Research project material for the supervision:</li> </ul> <p>Students’ slides on research question(s)</p>



**Week 8- Attitude Change and AI. Social Experience. Psychological Tension: from Alienated to Connected. Research Project Presentation for the 1<sup>st</sup> Revision.**

Learning objectives	Learning Materials
<ul style="list-style-type: none"> <li>• Define and give an example of the social experiences of consumers with AI and the related attitude change (from alienated to connected)</li> <li>• Reflect on your individual social experiences with AI and how do/would you personally experience the attitude change (from alienated to connected) entailed by such experiences</li> <li>• Identify and discuss examples of how social experiences drive firms and policymakers’ decisions</li> <li>• Create and deliver a presentation on the conceptual model and hypotheses of the research project and pitch it in class in front of the Teaching Team and peers to get feedback</li> </ul>	<p><u>Asynchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Section of the model vs overall conceptual model</li> <li>• Videos about definition of social experiences from a consumer perspective</li> <li>• Case scenarios about companies that illustrate the key concepts discussed during the week are important for marketers and policy makers</li> </ul> <p><u>Synchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Students’ material for research project presentations</li> <li>• Videos about tips and tricks about online presentations, giving feedbacking, and managing feedback</li> </ul>

**Part III (Weeks 9 to 12) “The Consumer’s Consumption choices and the related Key Topics in Today’s Marketing”.** Involves understanding and managing consumers’ experiences throughout their shopping journeys. It is of paramount importance for every retailer and service provider to have a systematic and integrated customer journey management system in place. At the same time, it is just as important for manufacturers to understand customers’ experiences and journeys, to ensure that they optimize both the placement of products and services and communications, in stores and online.

**Week 9 – Retail Experiences and Customer Journey Management: the role of social, cultural and political influences**

Learning objectives	Learning Materials
<ul style="list-style-type: none"> <li>• Define and give an example of how social, cultural, and political factors influence</li> </ul>	<p><u>Asynchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Section of the model vs overall conceptual model</li> </ul>



<p>consumer shopping behaviors in retailing contexts</p> <ul style="list-style-type: none"> <li>• Reflect on your individual experiences to determine how your shopping behavior in a retailing context may be impacted by social, cultural, and political factors.</li> <li>• Identify and discuss examples of how the influence of social, cultural, and political factors drives firms and policymakers' decisions in retailing contexts</li> <li>• Evaluate and discuss business news on the relevance of the impact of Covid-19 on the customers' journey</li> <li>• Create and deliver a presentation about the relevance of the impact of Covid-19 on the customers' journey based on business news</li> <li>• Discuss the findings of your research on the relevance of the impact of Covid-19 on the customers' journey on business news</li> <li>• Review conceptual model and hypotheses: integrate and improve the previous presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Videos about how the pandemic has changed customers' journeys</li> <li>• Scales to assess the effect of social influences on consumers' buying behaviour</li> </ul> <p><u>Synchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Readings:             <ol style="list-style-type: none"> <li>a. Paper</li> <li>b. Managerial articles</li> </ol> </li> <li>• Business news Articles found by students</li> </ul> <p><u>Break out rooms with TAs:</u> Students' slides on conceptual model and hypotheses reviewed</p>
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**Week 10 – Retail Experiences and Customer Journey Management: the role of technology**

<b>Learning objectives</b>	<b>Learning Materials</b>
<ul style="list-style-type: none"> <li>• Define and give an example of how technology may influence consumer shopping behaviors in retailing contexts</li> <li>• Reflect on your individual experiences to determine how your shopping behavior in a retailing context may be impacted by technology.</li> <li>• Identify and discuss examples of how technology drives firms and policymakers' decisions in retailing contexts</li> <li>• Evaluate and discuss business news related to possible future scenarios for the retail industry and the role technology might play</li> <li>• Discuss the pros and cons of implementing technology to support the retail industry</li> </ul>	<p><u>Asynchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Section of the model vs overall conceptual model</li> <li>• Videos about technologies shaping retailing</li> <li>• Case scenarios about company providing AI-enabled solutions for retailers</li> <li>• Interviews with experts and researchers of AI technologies applied to retailing</li> </ul> <p><u>Synchronous lesson:</u></p>



<ul style="list-style-type: none"> <li>• Create and deliver a presentation on possible future scenarios for the retail industry and the role technology might play.</li> <li>• Discuss the findings of your research conducted on business news about possible future scenarios for the retail industry and the role technology might play</li> <li>• Finalize your research project conceptual model and hypotheses while refining the content.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Readings:</u> <ol style="list-style-type: none"> <li>a. Paper</li> <li>b. Managerial articles</li> </ol> </li> <li>• Business news Articles found by students</li> </ul> <p><u>Break out rooms with TAs:</u> Students' slides on conceptual model and hypotheses reviewed</p>
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**Week 11 – Retail Experiences and Customer Journey Management: the role of retail environment, numeric information, merchandise, and packaging**

<b>Learning objectives</b>	<b>Learning Materials</b>
<ul style="list-style-type: none"> <li>• Define and give an example of how retail environment, numeric information, merchandise, and packaging may influence consumer shopping behaviors in retailing contexts</li> <li>• Reflect on your individual experiences to determine how your shopping behavior in a retailing context may be impacted by retail environment, numeric information, merchandise, and packaging.</li> <li>• Identify and discuss examples of how the influence that factors such as retail environment, numeric information, merchandise, and packaging have on consumer shopping behavior drives firms and policymakers' decisions in retailing contexts</li> <li>• Evaluate and discuss business news related to the relevance of factors such as retail environment, numeric information, merchandise, and packaging in the contemporary retail environment</li> <li>• Create and deliver a presentation on the relevance of factors such as retail environment, numeric information, merchandise, and packaging in the contemporary retail environment</li> <li>• Discuss the findings of your research conducted on business news about the</li> </ul>	<p><u>Asynchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Section of the model vs overall conceptual model</li> <li>• Evidences on how environmental or product cues affect buying behaviours</li> </ul> <p><u>Synchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Readings</li> <li>• Paper</li> <li>• Managerial articles</li> <li>• Business news articles found by students</li> </ul> <p><u>Break out rooms with TAs:</u></p>



<p>relevance of factors such as retail environment, numeric information, merchandise, and packaging in the contemporary retail environment</p> <ul style="list-style-type: none"> <li>• Present and discuss your Pretest (manipulations, stimuli, scales)</li> </ul>	
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## Week 12 – Research Project Revision and Wrap up

Learning objectives	Learning Materials
<ul style="list-style-type: none"> <li>• Review key points and main concepts discussed throughout the duration of the course.</li> <li>• Discuss potential pathways for continued research related to Key Topics in Today’s Marketing</li> <li>• Present and discuss the current state of the art of their own research project.</li> </ul>	<p><u>Asynchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Summary of the overall conceptual model</li> <li>• Scenarios for future research</li> </ul> <p><u>Synchronous lesson:</u></p> <ul style="list-style-type: none"> <li>• Readings:             <ol style="list-style-type: none"> <li>a. Paper on future research agendas</li> </ol> </li> </ul>