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Teaching International Business via Social Media Projects

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Teaching International Business via Social Media Projects

ABSTRACT

The purpose of this study is to evaluate the outcomes of an experiential learning technique coupled with social media in an international marketing course. It was conducted among 155 students placed in groups that were assigned to develop a YouTube video for use as a country branding marketing tool. Measured evaluations of the students' perceptions of the experience reveal that it was both beneficial and positive, and it helped to promote an understanding of the importance of team work and the uses of technology. Factor analysis grouped the perceptions and attitudes regarding the exercise into four categories. The differences in perception are evaluated based on gender, country of study, and level of education. The study highlights the importance of incorporating experiential learning pedagogies with social media to teach country branding.

Keywords: Experiential Learning, Social Media, Country Branding, YouTube, Pedagogy

1. INTRODUCTION

Because the business environment is becoming an intricate web of global connections it is vital that business schools make adaptations so that future graduates are better equipped to meet these new challenges. In addition to teaching the core disciplines, business education programs should also expose students to real-world problems as well as to the new technologies that are increasingly being used in business.

This study, as part of an international marketing course, evaluates student perceptions of an experiential learning pedagogy that involves developing a global social media plan (YouTube video) on country branding, focusing specifically on the promotion of investment, tourism, and trade. The study also discusses the importance of incorporating experiential learning techniques into international business courses and using technology in the classroom.

Student perceptions and attitudes toward the project were measured by using fifteen 5-point Likert scale questions, developed by Bobbitt et al. (2000) and later used by numerous other scholars (Alon, 2003, 2012; Craciun & Corrigan, 2010) to evaluate their perceptions. Alon (2003) utilized the framework in an international business class environment to assess student perceptions and attitudes regarding an Internet-based experiential project (www.Globalview.org). Craciun and Corrigan (2010, p.122) assessed the impact of an experiential learning project on reinforcement of ‘prior knowledge and skills related to marketing research and consumer behavior and application of newly acquired branding skills. ...’

This study adds to the current body of knowledge on experiential learning in nation branding by studying student perceptions regarding coupling technology and experiential learning pedagogies in the

classroom. In order to develop some generalizations from the outcomes, the study was conducted in two locations – the United States and Israel -- and included both undergraduate and graduate students.

The study investigates whether there is difference in perception and attitude regarding the experiential learning experience with respect to gender, country of study, and level of education. The study also attempts to determine whether or not there is a natural categorization of perceptions using factor analysis.

The article is organized in six sections as follows. Section II presents a review of the literature. Section III discusses changes over time in business education, experiential learning, technology and social media, and country branding. Section IV presents our methodology and Section V summarizes the key outcomes from analysis of the data. Section VI discusses some conclusions that can be drawn from the study.

2. LITERATURE REVIEW

2.1 Changes in Business Education

The international business landscape has undergone drastic changes during the last two decades. It has grown from being governed and regulated by several wealthy countries and multinationals into an intricate web of global connections. Over 200 countries are now engaged in international business because innovations in communications and online banking have opened international business to smaller players in different parts of the world (Lawlor, 2007). Economies of scale no longer necessarily lead to industrial dominance; instead, smaller, lower-margin players are now able to serve existing demand by employing next-generation technologies (Friga, Bettis, & Sullivan, 2003, p.237). In addition, due to the sheer number of different organizations involved in international business, market demographics have changed radically. The political, economic, and cultural backgrounds of the global marketplace have become extremely diverse, thereby requiring intricate background knowledge before entering the field of

international business (Hill, 2009). Of necessity, international business education must make adaptations so that future graduates are better equipped to meet these new challenges. Such adaptations include presenting a more holistic approach whereby, in addition to the core disciplines, students are also exposed to the new technologies and are trained to tackle real-world problems in global environments. In this context, experiential learning is playing an increasingly significant role in international business education.

2.2 Experiential Learning

Experiential learning was the basic method of education before the advent of formal education. Boone (2011, p.2) defines this hands-on approach to learning as ‘an experience-based approach to learning in which students experience a direct encounter with the phenomenon under study, reflect on that experience, draw general conclusions, and test their newly acquired knowledge through subsequent performance.’ According to Hawtrey (2007, p.143), there are two reasons for the growth of experiential learning in recent years:

- (1) It has been identified as a vital component in the university context as education is increasingly committed to developing generic student skills and to emphasizing vocation-oriented education.
- (2) Changes in student expectations from the classroom experience. Various types of experiential learning tools are available for incorporation into the curriculum.

In contrast to the traditional learning methods, where learning is achieved by students listening and taking notes, experiential learning methods focus on applying theory to real-life situations (Paul & Mukhopadhyay, 2005, p.10). Experiential learning is a holistic adaptive process of learning that merges experience, perceptions, cognition, and behavior (McCarthy, 2010). As stated in Ramburuth and Daniel (2011, p.39) experiential learning can be categorized into two dimensions ‘one that occurs as a result of direct engagement in the experiences of life; and one that occurs in devised contexts such as classrooms,

where students are given the opportunity to acquire and apply knowledge, skills and feelings in an immediate and relevant setting.’

Hamer (2000) groups experiential learning techniques into two categories: semi-structured classroom activities and loosely structured experiential activities. Semi-structured classroom activities are usually shorter, more focused, and require students to use their limited knowledge to analyze a real-world situation. Loosely structured experiential learning usually has a broader scope and longer completion time, as students are required to analyze a problem in much more depth. The majority of such learning occurs outside of the classroom. As examples, group projects, debates, and role playing all fall into this category. Hamer (2000, p.33) shows that the use of multiple experiential techniques provides additional benefits. However, Paul and Mukhopadhyay (2005, p.20) stress that experiential learning must be ‘part of the pedagogy and not a substitute for course content.’ They suggest that course content should be structured in such a way that basic knowledge and skills are supplemented by experiential learning.

Kolb and Kolb (2006, p.55) state that ‘studies across diverse academic fields indicate the effectiveness of experiential learning in promoting students’ meta-cognitive abilities, capacity to apply the acquired skills and knowledge in the real world, and the ability to become self-directed learners.’ With such attributes, international business students from the outset will be equipped to tackle the challenges in the international business environment.

A number of researchers (Alon, 2003; Charlebois, 2009; Chavan, 2011; Johnson, 2003; Ramburuth & Daniel, 2011) have specifically focused on the use of experiential learning in international business education. Alon (2003, p.83), states that ‘students integrate new skills into their ways of thinking’ through experiential learning. From such learning, students retain information for longer periods of time and learn to apply theoretical constructs to real-world scenarios. Chavan (2011) shows that after obtaining the relevant knowledge, students are predisposed to take part in experiential learning activities and they feel that they are equipped to exercise individual judgment to evaluate textbook theories.

Johnson (2003) evaluated the role of seven types of foreign experiences ranging from classroom-based activities to full-time internships overseas in international business education in emerging markets. The primary advantages of these experiential teaching techniques include: '(1) enhancing cross-cultural communication skills; (2) developing first-hand experience of the challenges of working in an emerging market; (3) applying business skills to a real-time problem; (4) cultivating effectiveness as a team member working on an international project'. Johnson (2003) further discussed the major challenges associated with these experiential techniques: cost of travel and accommodation, lack of support staff to organize logistics, recruitment of faculty for project supervision and adequate compensation for faculty supervisors.

Ramburuth & Daniel (2011, p.47) studied the importance of case-based teaching pedagogy and identified that 'it stimulate[d] discussion, engage[d] students in critical and analytical thinking, foster[ed] teamwork interpersonal interactions, [and] provide[d] opportunity [to develop] communication skills...'

Charlebois (2009, p.8) examined a 'Beyond the Borders of a Classroom' program:

The first phase of the study was a live case study, where the student teams were asked to develop a marketing proposal for a chosen product in a target market. During the second phase the selected groups were given the opportunity to travel to the target geographic market and thereby were expected to understand the impact of national culture on international marketing, and of issues involved with conducting international market research for developing an international marketing plan for the corporate partner and market. The program was an amalgam between many learning pedagogies, including a live case study, a case/business competition, an internship, and a field trip.

Charlebois' study reveals that students enjoy experiential learning exercises and the competitive environment is a driving force for their excellence. However, the lack of classroom discussions due to increased student workloads and its competitive nature were a drawback. Nevertheless, these findings

further strengthen the hypothesis that experiential learning helps students develop the real-world skills that are required in international business.

2.3 Technological Evolution and Social Media

The last decade has seen unprecedented growth in the use of the Internet. From 2000 to 2012 the number of users accessing the Internet has grown 566.4 percent (Miniwatts Marketing Group, 2012). This phenomenal growth has had a profound impact on the global socio-economic landscape. The evolution of a plethora of Internet-based applications has changed the way people communicate, engage in business, and interact socially. One of the contributing factors has been the advent of social media Web sites, for instance, Facebook, YouTube, and Twitter.

Alon and Cannon (2000) have studied possible outcomes from using Internet-based experiential projects in international business classrooms. The Internet-based learning forum, Globalview.org, was used to link student teams with real companies to develop international business plans. The exercise enabled students to develop information management skills, to enhance their regional economic development skills, and to provide value-added services to companies.

As of January 2013, there were 1 billion active Facebook users (Facebook, 2013) and 4 billion hours of video were viewed on YouTube every month (Youtube, 2013). In addition, 98 percent of 18-24 year olds were using some form of social media (Bhagwat & Goutam, 2013, p.28). With such high levels of penetration among the student population, there are unique opportunities to utilize social media in education to enhance the learning experience.

Many authors have explored the use of social media in the classroom. In his article on 'Management Education using Social Media,' Wankel (2009, p.251) explores the use of the main social media in teaching. He notes that by using computer-mediated communications, students have 'richer, more extensive exchanges than are likely in a face-to-face classroom situation.' He further notes that with

the increasing availability of inexpensive high-end video devices, YouTube can be used effectively for student classroom projects.

In addition to now being an ingrained part of student life, social media also provide an opportunity for those students who find it difficult to engage in classroom discussions to increase interactions and exchange of ideas (Barczyk & Duncan, 2012, p.103). In their study on the use of social media to teach international business, Barczyk and Duncan (2012) found that when social media is incorporated into a course design, students have better learning experiences, a higher level of course satisfaction, and a greater sense of connectedness.

YouTube is a Web-based platform that allows people to discover, watch, and share originally created videos (YouTube, 2013). The defining feature of YouTube is that it is free. Any registered user can upload a video to YouTube and anyone with an Internet connection can view that content. Hence YouTube audiences are practically unlimited. YouTube can be incorporated into the classroom environment in a multitude of ways. Since the current generation of students is tech-savvy due to having been brought up in an environment of blogging, content-sharing, and social media, it will be second nature for them to use YouTube for educational purposes. The use of YouTube in the classroom will not only elicit student participation but will also heighten their interest in the course. YouTube can also be used as a forum where the views of many people on a particular topic can be viewed, compared, and critiqued. In addition, YouTube can be a valuable resource to gather knowledge and to complete student assignments.

Some researchers have specifically explored the use of YouTube as an educational tool. In a study conducted by Snyder and Burke (2008) on student perceptions on the use of YouTube in the classroom, it was found that only 47 percent had been exposed to the use of YouTube videos as a classroom teaching tool. However, among them, 89 percent felt that the YouTube videos enhance their learning experience. This statistic underscores the value of YouTube in the classroom. This was also

evident in our study as only 38.6 percent of the students had any prior experience in using social media in their course work.

Burke, Snyder, and Rager (2009) have studied faculty use of YouTube as a learning tool in health education courses. Their study noted that the faculty who used YouTube in their courses regarded it as an effective teaching and learning tool, but they also stressed that the videos need to be carefully screened for appropriateness and validity. Among the faculty who took part in the survey, only 41.7 percent reported using YouTube in their courses. Interestingly, 92.8 percent who were not currently using YouTube in their courses expressed interest in incorporating it in their courses in the future (Burke, Snyder, & Rager, 2009, p.6). This is further indication that future classrooms will feature more extensive use of YouTube, thus necessitating further research on its effectiveness in the classroom environment.

As stated Vie (2008, p.10) by the most significant challenges are ‘not... providing access for students surrounded by technology but rather effectively integrating technological literacy instruction into the composition classroom in meaningful ways.’ and the existing technological literacy gap between instructors and students.

2.4 Country/Nation Branding

‘The way for a nation to gain a better reputation is to communicate to the international audience as to how good they are -- this practice is called nation branding’ (Fan, 2010, p.102). Even though the main objectives of national branding is to focus on the promotion of exports, tourism promotions, and inward investments (Dinnie, 2009) ‘nation branding is concerned with a country’s whole image on the international stage, covering political, economic and cultural dimensions’ (as cited in Fan, 2010, p.98).

There is number of developments related to place branding. The growth of exports, global production, and the overall trend toward globalization during the past forty to fifty years, followed by more recent events – including 1) the fall of communism in the 1980s, 2) the opening of new competitive

markets, such as those in China and India, that resulted in a redirection of foreign direct investments from traditional recipients in the West, 3) September 11 that crippled the tourism industry, and 4) health scares (e.g., the avian flu or SARS) -- have all led to an emphasis on 'place' as an important factor in international business (Papadopoulos, 2009).

The increase in the importance of place branding suggests that it should be emphasized in international marketing courses. Belei, Noteborn, and de Ruyter (2011) attempted different teaching methods to 'narrow the classroom gap between branding theory and practice.' In order to improve brand and advertising management education, Belei et al. (2011, pp.612, 614, 623), introduced:

[s]imulation into the classroom through a virtual world ... using a metaverse such as Second Life ... (three-dimensional virtual world designed to allow ... to create and develop personal ideas in a realistic setting). Student[s] [were asked to design] a branding strategy for a real-life ... product that they would promote and sell in Second Life. [The main goal of including this experiential learning experience was to allow the students to experience the practical consequences of their theoretically driven branding efforts and activities in a real business experience setting. The study concluded] that using metaverses such as Second Life can be very successful and enjoyable for both students and staff. [However,] challenges and limitations remain and deserve further attention.

Though experiential techniques have been used in teaching branding, research is sparse with respect to teaching nation branding. Therefore, this research adds to the knowledge pool on teaching nation branding through experiential techniques coupled with social media.

As summarised in Table 1, the literature reveals that there are numerous benefits from incorporating experiential learning pedagogies, the latest technology, and social media into educational programs. However, there are also a number of drawbacks. Therefore, it is important to investigate the pros and cons of incorporating these techniques into the international business teaching curricula.

Insert Table 1 about here

3. METHODOLOGY

This study reports on four student groups in an international marketing course that, during the 2011/2012 and 2012/2013 academic years, developed a country branding media, which included a short video posted on YouTube. The four groups were comprised of MBA and undergraduate students at a small private southeastern U.S. college and at a public university in Israel.

The student groups were assigned to develop a social media plan to promote investment, tourism, and trade in a specific country. They were asked to focus on the positive features in the country that would support its internationalization and international marketing activities. The students were further requested to develop a 15-minute power-point presentation on their findings, followed by a video presentation on YouTube. In order to help the students develop their YouTube videos, the students attended a session with the librarian to learn how to produce a video clip.

The assignment was loosely structured based on the recommendations by Hamer (2000) and it allowed the students a significant amount of time to carry out in-depth research on their specific countries and to apply the concepts presented in the classroom to develop a marketing tool. Because the project was assigned to teams, the students also had an opportunity to enhance their teamwork skills.

At the end of the course the students were asked to complete a questionnaire to assess the learning outcomes with regard to the experiential learning assignment. The questionnaire was designed based on the framework developed by Bobbitt et al. (2000) that integrates principles of marketing, selling, and sales management courses. Fifteen 5-point Likert scale questions were developed to measure perceptions of (1) the exercise's effectiveness as a learning tool, (2) how the exercise compared with traditional instructional methods, and (3) general attitudes about the exercise (as cited in Alon, 2003, p.88).

The response rate to the survey was 100 percent. Table 2 presents an overview of the sample, including several demographic data, such as gender and level of education. Descriptive statistics were considered to evaluate the perceptions of the exercise among the students. In addition, factor analysis was performed to identify whether or not the perceptions could be narrowed to a small subset. Rassuli and Manzer (2005) conducted factor analysis to investigate whether team-learning approaches can be categorized as (a) motivational, (b) affective, and (c) cognitive, as proposed by Springer, Stanne, and Donovan (1999, p.23). The principal component method was used as the extraction method for the factor analysis, and only factors with an eigen value greater than one were considered. Subsequently, both orthogonal and oblique factor rotations were performed to ensure that all the variables had high factor loadings only on one factor (Cornish, 2007).

Insert Table 2 about here

The majority of the 155 students in the sample were male (Table 2). Among the students in the sample, 51 percent were graduate students and the remainder were undergraduates. Further, 61 percent of the students had not had any prior experience using social media in their course work.

4. RESULTS

Table 3 summarizes the students' attitudes toward the country-branding learning experience. The exercise significantly helped the students to identify the uses of technology, with an average rating of 4.30 (3.0 being the neutral position) as well as to understand the real-world challenges of country branding (4.23). Further, the exercise stimulated the students' use of social media in their studies (3.97), increased their awareness of issues affecting the place of study (3.97), cultivated new skills related to international business (3.93), enhanced their ability to understand international business concepts (3.91), thereby motivating the students to conduct research on other countries as well (3.86).

Insert Table 3 about here

When compared to traditional learning methods, for instance, lecturing, the students felt that the new learning approach was more enjoyable (3.93), more productive (3.79) and they regarded it as the best part of the course (3.65). The negatively worded statements, for instance such assignments should not be introduced in future classes or the exercise was not worth the effort, were negatively perceived by the students, with ratings of 1.71 and 2.03 respectively.

In order to test whether there was a difference in the students' perceptions with respect to gender, country of study, and educational level, we performed independent sample Mann-Whitney U tests. The null hypothesis was considered to be that there is no significant difference in the students' perceptions with regard to each factor. Table 4 summarizes the significance level of the Mann-Whitney U tests. With 95 percent confidence we can conclude that the only perceptual difference with respect to gender is the productivity of the exercise as compared to listening to a lecture (0.028). Males (3.94) tended to have a slightly higher perception of the productivity of the exercise, as compared to lectures, than the females (3.59).

Insert Table 4 about here

When comparing the perceptions of graduate- and undergraduate-level students, graduate students felt strongly that the exercise helped them to understand the challenges related to country branding (0.002), whereas the undergraduate students felt strongly that the exercise enriched their experience in the use of technology (0.023) and helped them to appreciate a team approach (0.046). Also, in contrast to the undergraduate students, the graduate students strongly disagreed that the exercise should not be assigned in future classes (0.016) and that the exercise was worthless (0.017). There was no evidence to indicate that there were differences in perception between the two geographic groups.

Table 5 further illustrates the initial eigen values and the variances explained by each factor extracted through principal component analysis. Only four factors appeared to have an eigen value greater

than 1, so only four factors were considered. The four factors were able to explain 61.62 percent of the total variance.

Insert Table 5 about here

In order to classify the fifteen statements into four categories both orthogonal and oblique factor rotations were performed, yielding similar results. Table 6 contains the rotated factor loading after performing Varimax, the most commonly used orthogonal factor rotation. Only factor loadings greater than 4.5 are displayed in Table 6.

Insert Table 6 about here

According to the rotated factor loadings, the fifteen statements can be grouped into four categories as follows: Learning new skills related to international business and improvements in understanding international business concepts, along with the opportunity to gain real-world experience about country branding and issues affecting the place of study had a positive correlation with factor 1. Negative statements, including the exercise was not worth the effort and it should not be incorporated in future classes, were negatively correlated with factor 1. Therefore, factor 1 evaluates the learning outcomes of experiential learning techniques in country branding.

Factor 2 had positive correlations with statements that compared the experiential learning experience with traditional learning techniques. Therefore, factor 2 describes pedagogical techniques.

Greater appreciation of team work and gaining experience in the use of technology, along with stimulating interest in the use of social media for international business, had a positive correlation with factor 3. Thus this factor can be considered to be task-based. Finally, factor 4, focusing on problems and difficulties, was positively correlated with difficulties in finding information sources (0.754) and challenging projects (0.632).

5. CONCLUSIONS AND DISCUSSION

The study was successful in identifying the students' perceptions of experiential learning exercises. In general, the students had positive attitudes toward such exercises. As noted by Hawtrey (2007), this could be a result of changes in students' classroom expectations. The students viewed the introduction of new learning techniques as more productive and more enjoyable than traditional learning experiences, such as lectures followed by examinations. Benefits of the experiential learning exercise was consistent with the advantages identified by Ramburuth and Daniel (2011, p.47).

By encouraging students to actively participate in the course, it was easier for them to master international country branding, and they were stimulated to carry out further explorations. This finding is consistent with Kolb and Kolb (2006, p.55) who state that 'studies across diverse academic fields indicate the effectiveness of experiential learning in promoting students' meta-cognitive abilities, capacity to apply the acquired skills and knowledge in the real world, and the ability to become self-directed learners.'

As noted by Barczyk and Duncan (2012) and as confirmed by this study, students perceive that they learn more and that they are more satisfied with a course when social media are incorporated into the design.

The factor analysis aided in grouping students' perceptions and attitudes toward the country-branding experiential learning experience into four categories -- learning outcomes, pedagogical techniques, task based, and problems and difficulties. It can be concluded that there was no difference in the perceptions between the students in the two geographic areas and only slight difference with respect to gender in terms of the productivity of the exercise compared to listening to a lecture. When comparing the perceptions of graduate and undergraduate students, graduate students, as compared to undergraduate students, seemed to find the exercise more helpful in understanding the challenges associated with

country branding and they felt that the exercise was a valuable contribution that should be incorporated into future courses.

However, this study was limited to evaluating student perceptions toward incorporating social media and experiential learning into international marketing courses. Hence, further research should be carried out to identify the effect of incorporating the new technologies and experiential learning techniques into other areas of study. The differences in perceptions between graduate students and undergraduate students that are identified in this study should be explored to determine whether they also apply to other areas of study.

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APPENDIX I – QUESTIONNAIRE

COUNTRY BRANDING EXERCISE

Year of Study: Sophomore Junior Senior Graduate

Gender : Male Female

Approximate overall GPA:

Have you done social media exercises in other courses? Yes No If so, which one(s)?

Please rate the items below based on the following scale:

Strongly disagree		Neither agree nor disagree		Strongly agree
1	2	3	4	5

1. As a learning experience, this exercise was more productive than listening to a lecture.	1	2	3	4	5
2. As a learning experience, this exercise was more enjoyable than listening to a lecture.	1	2	3	4	5
3. I have gained real-world understanding of the challenges associated with country branding.	1	2	3	4	5
4. Finding relevant information sources was difficult.	1	2	3	4	5
5. Compared to case analysis, the exercise taught me new skills relating to international business.	1	2	3	4	5
6. Compared to case analysis, the exercise gave me more experience on the uses of technology.	1	2	3	4	5

7. This project has stimulated my interest in social media and its uses in international business.	1	2	3	4	5
8. As a result of this exercise, I have a greater appreciation of what it takes to work on a team.	1	2	3	4	5
9. This exercise should not be assigned to future classes.	1	2	3	4	5
10. This exercise was one of the best parts of the course.	1	2	3	4	5
11. Because of this project, I am now more intelligent on issues affecting the region.	1	2	3	4	5
12. The learning experience provided by this exercise was not worth the effort.	1	2	3	4	5
13. My understanding of the concepts of international business was enhanced by completing this exercise.	1	2	3	4	5
14. This exercise gave me stronger motivation to learn more about other countries.	1	2	3	4	5
15. Doing this project was challenging.	1	2	3	4	5

What are some of the skills you improved or acquired from this exercise?

What were the key barriers to completing this project?

Please include any thoughts on how the exercise can be improved for future classes.

APPENDIX II – PROJECT DESCRIPTION

Assume that you are representing an investment-promotion agency of a country and are tasked with developing an advertising campaign for the country using social media, among other international communication outlets. The government wants to improve its image globally, increase exports and inward investments from abroad, and attract tourism and service industries. At the same time, policy

makers want to reduce the impact of negative news on the country's image and increase its attractiveness to business. Develop a media campaign that will include a short video to be posted on YouTube.

Teaching objectives:

- Introduces students to material related to the relatively new area of country and city marketing and branding.
- Allows students to develop multidisciplinary decision-making skills.
- Allows students to evaluate potential business opportunities using various business models.
- Encourages students to analyze the qualitative and quantitative data that are presented to decision-makers.
- Permits students to develop solutions to address the difficult issues related to controlling and/or adapting a brand, which often involve uncontrollable factors and require a significant amount of time.

Evaluation criteria:

- Primary idea.
- Ability to communicate the key message in a convincing way.
- Target a particular segment of the market (travelers, businesses, policy makers, etc.).

APPENDIX III

YouTube links to videos developed by the student groups:

<http://www.youtube.com/watch?v=xHIUTe-wLb0>
<http://www.youtube.com/watch?v=k6Aom9fXBCg>

<http://www.youtube.com/watch?v=yjrEEQ0G1m0>
http://www.youtube.com/watch?v=r3Fg_dJ_JA
<http://www.youtube.com/watch?v=ygicHAnCRE8>
<http://www.youtube.com/watch?v=CodWiHR8V1E>
<http://www.youtube.com/watch?v=9ezcY404qEI>
<http://www.youtube.com/watch?v=HvhLQNMVIwY>
<http://www.youtube.com/watch?v=Q4MRxrTHbc>
http://www.youtube.com/watch?v=zh_FzCcyz9Y
<http://youtu.be/MjuDruJtA54>
<http://youtu.be/afAIYjdLq0>

TABLE 1: IMPORTANCE OF EXPERIENTIAL LEARNING AND THE USE OF SOCIAL MEDIA IN THE CLASSROOM

Benefits	Drawbacks
High level of course satisfaction and greater learning experience	Careful screening for appropriateness and validity requirements
Value-added services to the company	Technical difficulties
Enhanced teamwork, richer and extensive interpersonal interactions	Increased workload for students and instructors
Development of information management and economic development skills	Difficulties in recruiting supervision staff and lack of support staff
Improved analytical thinking and problem solving skills	Demanding time management
Stimulates discussion	Technological literacy gap between instructors and students

TABLE 2: SAMPLE OVERVIEW – DEMOGRAPHICS

		Count	Sub-table N %
Gender	Male	95	61.7%
	Female	59	38.3%
Level of Education	Undergraduate	75	49.0%
	Graduate	78	51.0%
Country	United States	90	58.1%
	Israel	65	41.9%
Previous courses using social media	No	94	61.4%
	Yes	59	38.6%
Total		155	100.0%

*Observations with missing values have been eliminated.

**TABLE 3: DESCRIPTIVE STATISTICS OF STUDENT PERCEPTIONS OF THE COUNTRY
BRANDING EXERCISE**

	N	Mean	Std. Deviation
A1: More productive than listening to a lecture	155	3.79	0.938
A2: More enjoyable than listening to a lecture	155	3.93	0.988
A3: Gained real-world understanding of the challenges associated with country branding	155	4.23	0.828
A4: Finding relevant sources of information was difficult	155	2.74	1.074
A5: Exercise taught me new skills related to IB	154	3.93	0.984
A6: Exercise gave me more experience in the uses of technology	155	4.30	0.848
A7: Stimulated my interest in social media and its uses in IB	155	3.97	0.949
A8: Greater appreciation of teamwork	155	3.61	1.015
A9: Exercise should not be assigned in future classes	155	1.71	1.069
A10: Exercise was one of the best parts of the course	155	3.65	0.959
A11: More knowledgeable about issues affecting the place of study	153	3.97	0.959
A12: The learning experience provided by this exercise was not worth the effort	155	2.03	1.105
A13: Understanding of IB concepts was enhanced by completing the project	155	3.91	0.825
A14: The exercise motivated me to learn more about other countries	155	3.86	0.846
A15: The project was challenging	155	3.70	0.969

1= Strongly Disagree, 5 = Strongly Agree.

TABLE 4: MANN-WHITNEY TEST RESULTS

	Gender					Level of degree					Country of Study
	Sig.	Male		Female		Sig.	Undergraduate		Graduate		Sig.
		Mean	N	Mean	N		Mean	N	Mean	N	
A1: More productive than listening to a lecture	0.028*	3.94	95	3.59	59	0.119	3.92	75	3.72	78	0.374
A2: More enjoyable than listening to a lecture	0.091	4.05	95	3.75	59	0.436	4.04	75	3.83	78	0.898
A3: Gained real-world understanding of the challenges associated with country branding	0.43	4.29	95	4.19	59	0.002*	4.07	75	4.44	78	0.953
A4: Finding relevant sources of information was difficult	0.47	2.67	95	2.81	59	0.725	2.76	75	2.71	78	0.862
A5: Exercise taught me new skills related to IB	0.595	3.89	95	3.98	59	0.994	3.92	75	3.96	78	0.186
A6: Exercise gave me more experience in the use of technology	0.636	4.28	95	4.39	59	0.023*	4.48	75	4.19	78	0.383
A7: Stimulated my interest in social media and its uses in IB	0.283	3.93	95	4.08	59	0.576	3.96	75	4.03	78	0.281
A8: Greater appreciation of teamwork	0.088	3.53	95	3.80	59	0.046*	3.81	75	3.46	78	0.089
A9: Exercise should not be assigned in future classes	0.72	1.69	95	1.68	59	0.016*	1.83	75	1.53	78	0.954
A10: Exercise was one of the best parts of the course	0.211	3.59	95	3.78	59	0.071	3.56	75	3.78	78	0.707
A11: More knowledgeable about issues affecting the place of study	0.572	4.02	93	3.95	59	0.33	3.95	75	4.04	77	0.262
A12: The learning experience provided by this exercise was not worth the effort	0.489	1.94	95	2.12	59	0.017*	2.16	75	1.85	78	0.864
A13: Understanding of IB concepts was enhanced by completing the project	0.826	3.94	95	3.92	59	0.086	3.81	75	4.04	78	0.537
A14: Exercise motivated me to learn more about other countries	0.594	3.86	95	3.92	59	0.066	3.76	75	4.00	78	0.616
A15: The project was challenging	0.973	3.72	95	3.71	59	0.673	3.65	75	3.79	78	0.694

*Significance level is 0.95

TABLE 5: TOTAL VARIANCE EXPLAINED BY FACTOR ANALYSIS

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Factor 1	5.352	35.682	35.682	3.566	23.772	23.772
Factor 2	1.510	10.065	45.747	2.274	15.163	38.936
Factor 3	1.378	9.190	54.937	1.970	13.133	52.068
Factor 4	1.003	6.685	61.622	1.433	9.553	61.622
Factor 5	.941	6.271	67.893			
Factor 6	.856	5.705	73.598			
Factor 7	.687	4.583	78.180			
Factor 8	.630	4.202	82.382			
Factor 9	.571	3.807	86.189			
Factor 10	.487	3.245	89.434			
Factor 11	.412	2.747	92.181			
Factor 12	.363	2.422	94.603			
Factor 13	.320	2.137	96.739			
Factor 14	.281	1.872	98.611			
Factor 15	.208	1.389	100.000			

Extraction Method: Principal Component Analysis.

TABLE 6: ROTATED COMPONENT MATRIX

	Factor 1	Factor 2	Factor 3	Factor 4
A13: Understanding of IB concepts was enhanced by completing the project	0.774			
A3: Gained real-world understanding of the challenges associated with country branding	0.732			
A14: Exercise motivated me to learn more about other countries	0.670			
A12: The learning experience provided by this exercise was not worth the effort	-0.688			
A9: Exercise should not be assigned in future classes	-0.640			
A5: Exercise taught me new skills related to IB	0.544			
A11: More knowledgeable about issues affecting the place of study	0.474			
A2: More enjoyable than listening to a lecture		0.877		
A1: More productive than listening to a lecture		0.766		
A10: Exercise was one of the best parts of the course		0.616		
A8: Greater appreciation of teamwork			0.800	
A7: Stimulated my interest in social media and its uses in IB			0.684	
A6: Exercise gave me more experience in the use of technology			0.546	
A4: Finding relevant sources of information was difficult				0.799
A15: The project was challenging				0.681

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.