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### International Advertising Education in a Digital World: Achieving Global Competency

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**PROCEEDINGS OF THE  
2013 GLOBAL CONFERENCE OF THE  
AMERICAN ACADEMY OF ADVERTISING**

In conjunction with the

**Shidler College of Business,  
University of Hawaii at Manoa**



**Shu-Chuan Chu, Editor  
DePaul University**



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<http://www.aaasite.org/Proceedings.html>.



## PREFACE

This volume of the 2013 Global Conference Proceedings contains the competitive and special topics sessions presented at the 2013 Global Conference of the American Academy of Advertising held May 31-June 2 in Honolulu, Hawaii. The theme of the conference was “Going Digital? *Opportunities and Challenges of New Media and Non-Traditional Marketing Communications in a Globally-Connected World.*” The papers in this volume are organized in the order in which they appeared in the 2013 Global Conference Program.

A total of 45 competitive papers and 5 special topics sessions were presented at the Conference. As in previous years, the competitive papers were selected by a “double blind” review process in which neither the authors nor the reviewers’ identities were known to each other. Authors had the option of publishing an abstract only or a paper in full. Summaries of the special topics sessions presented at the conference are included in the Proceedings.

There was a keynote speech, titled “Marketing to the Connected Consumer,” presented by Eva Kasten, Warc Americas Director. Thank you to Eva for presenting an engaging and inspiring keynote to begin the conference.

The conference was a great success due to the efforts of many and therefore I am happy to recognize the role of the AAA members who contributed to the quality of the work contained in this publication. As authors, reviewers, and session participants we have collectively added to our understating of advertising theory and practice, especially in the areas of digital advertising and non-traditional marketing communications. Thank you to all for sharing your expertise and passion for advertising!

In addition, I want to thank the many session moderators who volunteered their time and expertise, the sponsors who provided financial support, the AAA president Kim Sheehan who was always available to share advice, and our AAA Executive Director, Pat Rose and Conference Manager, Betty Djerf, for a wonderful conference! The conference couldn’t happen without you. Finally, I want to thank the Shidler College of Business, University of Hawaii at Manoa for hosting the event and Michigan State University as well as Warc for sponsoring the receptions. My sincere thanks to Qimei Chen (University of Hawaii at Manoa) for her efforts in making this conference a success.

I hope you find the 2013 Global Conference Proceedings of the American Academy of Advertising a valuable resource and that you support the Proceedings by citing them in your own research and work.

Dr. Shu-Chuan Chu  
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# **SPECIAL TOPICS SESSION: INTERNATIONAL ADVERTISING EDUCATION IN A DIGITAL WORLD: ACHIEVING GLOBAL COMPETENCY**

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## **Overview**

The call to prepare advertising students for careers in a global society faced with complex issues has intensified during the past decade. Across disciplines in higher education, educators are trying to determine how they can best prepare their students to enter careers in a world that demands an understanding of people from and in different cultures and an understanding of common global problems (Green, 2012). The Association of American Colleges and Universities (AAC&U), the preeminent organization committed to advancing and improving liberal education in all institutions of higher education, calls for a commitment to help students no matter what their major to “engage the social, civic, and economic challenges of a diverse and unequal world” (AAC&U, 2012). AAC&U’s Principles of Excellence urge institutions to integrate personal and social responsibility including civic knowledge and engagement – local and global, anchored through active involvement with diverse communities and real-world challenges.

Likewise, journalism and mass communication educators are increasingly called to help their students to achieve “global competency.” The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that programs produce students who can “demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society” (ACEJMC, 2012).

The need to make global learning a priority has been identified, yet a gap exists between what “should be” and what “actually is,” especially in the advertising discipline. Various aspects of international journalism education are discussed in recent issues of *Journalism and Mass Communication Educator* (Berger, 2010; Knight & Hawtin, 2010; Pavlik, Laufer, Burns & Ataya, 2012). Typically, these journal articles investigate issues related to curriculum, assessment and teaching practices or journalism practices in international countries, not how students in the U.S. can gain a global education. Much has been written about how professors can better build a global community with global ethics standards, but again, student learning outcomes rarely enter the academic conversation, especially when it comes to international advertising education (Hachtmann, in press). A recent study found that short-term advertising-focused study abroad experiences can lower students’ level of ethnocentrism (Hachtmann, 2012). However, additional research is needed that explores learning outcomes related to global competency using direct assessment measures.

An investigation of current literature provides a foundation for identifying questions such as these: How can educators stimulate students’ participation in study abroad programs that are relevant to their major (and not simply fun vacations for rich kids)? In particular, how can these study abroad programs incorporate digital media effectively in the learning process in both the content and pedagogy of the experience? How can we assess whether students achieve global competency?

This panel investigated how faculty members might prepare advertising students to be globally aware in a digital world. It focused on how advertising educators can provide meaningful global experiences for their students and assess the extent to which students gain global competency and technical proficiency in the digital realm that they will need in their careers. More specifically, the session provided the following: (1) a definition of global competency in advertising education, (2) three models as examples of how global competency can manifest itself in advertising-focused study-abroad experiences, (3) an explanation of how global competency can be assessed as a learning outcome, and (4) a digital toolbox to get started with or improve study-abroad programs, including a “Best Practices” discussion.

# GLOBAL COMPETENCY IN ADVERTISING EDUCATION

*Nancy Mitchell, University of Nebraska-Lincoln*

## Summary

Drawing on national conversations about what students need to learn, the presenter started this session by defining global competency and offered current thinking about best pedagogical practices as well as identified some challenges and issues faculty encounter as they plan experiences to help students become more globally aware in a digital context.

### *What is global learning?*

Definitions of global learning continue to evolve. Achieving global competency requires a complex set of outcomes that cannot be accomplished by one faculty member or one student experience. Global understanding cannot be achieved with a checkbox mentality; achieving the outcome does not translate to taking one course or study abroad experience (Hovland, 2009). So what is it? AAC&U's Shared Futures Initiative has involved hundreds of institutions since 2001 to articulate goals, identify best practices and translate those practices into relevant curricular and co-curricular global experiences. Shared Futures offers some insight into a contemporary definition:

“...creating curricular, co-curricular, and integrated experiences that enable all students – those who study abroad and the vast majority who do not – to approach the world’s challenges and opportunities from multiple perspectives and to wrestle with the ethical implications of differential of power and privilege.”  
Hovland, 2009, p. 4).

The lesson from AAC&U is that students need to be exposed to multiple multi-cultural experiences both domestic and abroad to gain a global perspective. Furthermore, one course or one study abroad experience does not adequately prepare students for global citizenship. It is the accumulation of experiences over time that seems to make a difference. Global learning can occur in a number of settings: study abroad, courses/minors/majors, education abroad options for internships and service learning; and campus involvement with internationally focused organizations on campus and in our communities. This session investigates a slice of opportunity – short-term study abroad trips.

### *How do we prepare students for careers in a global society?*

The university’s quest to help students achieve global outcomes leads faculty to think about many pragmatic issues such as:

- How can educators stimulate students’ participation in study abroad programs that are relevant to their major (and not simply fun vacations for rich kids)?
- Can global awareness only occur when students leave the U.S.?
- Recognizing that all students cannot participate in study abroad programs for a variety of reasons, what alternative opportunities can faculty create locally for students to gain global awareness?
- What is the role of studying a second language in becoming globally aware?
- How can we assess whether or not students achieve global competency?
- How can the enterprise become sustainable in an academic environment with limited resources?

Prevailing conventional wisdom suggests that educators should attempt to create immersive student experiences. Enrolling in a long-term stay in study abroad programs at a host university, maximizing contact with nationals, improving foreign language and direct contact with a host family are some of the factors that supposedly predict student gains in global competency. However, somewhat counter-intuitively, the large scale, multi-year Georgetown Consortium Project involving 1,300 students did not find that these were predictive variables (Vande Berg, Connor-Linton, & Page, 2009). What these researchers found that improved student learning was the presence of a cultural mentor who could help students make sense of the experience: “In fact, several other findings suggest that the presence or absence of a well trained cultural mentor who meets frequently with students may be the single most important intervention to improve student intercultural learning abroad (Vande Berg et al., 2009, p. 25).

AAC&U further suggests four global learning objectives/outcomes that serve as a framework for the global learning experience:

- Knowledge focused by engagement with big questions, both contemporary and enduring, including global and democratic questions and challenges,
- Skills practiced extensively, across the curriculum, with a focus on “big questions” both global and civic, and in the context of progressively more challenging standards for performance,
- Personal and social responsibility anchored through active involvement with diverse communities and real-world challenges, at home and abroad,
- Integrative and applied learning demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems, including global and civic problems that student will face in their chosen fields and that they will face as citizens in a globally engaged democracy. (Schneider, 2011, p. 3)

*How do we know students gain global competency?*

Green (2013) suggests that “success” stories in internationalization tend to be told by numbers: how many students studied abroad, courses offered with global content, and number of international students on campus. However, the time to shift thinking begins with defining what it is we want students to learn and assessing agreed-upon global learning outcomes. A possible starting place for creating achievement-based definitions of success can be rooted in the work by AAC&U in its VALUE rubric for Global Learning (aacu.org). This is one of many rubrics created collaboratively by educators across the country. It is meant to be adapted by institutions and programs and adjusted to their needs and culture.

## **JAPANESE VISUAL CULTURE IN CONTEXT**

*Frauke Hachtmann, University of Nebraska-Lincoln*

### **Summary**

The second session started with a review of a study about the effects of short-term advertising-focused study abroad programs on students’ worldviews (Hachtmann, 2012). The presenter showcased and discussed an interdisciplinary short-term study abroad course focusing on art and advertising: Japanese Visual Culture in Context. The course addressed two student learning outcomes, including one that related to global competency (global awareness) and one that related to visual communication (visual literacy). Students learn major concepts and cultural communication models in an eight-week preparatory online seminar before traveling to Kyoto and Tokyo to experience Japanese culture through art and advertising first-hand. Study in Japan provides an exceptional opportunity for American students to test and hone their visual literacy skills as they observe, analyze and interpret visual information without the aid of text in their native language. Examples used in the course included images that appeared in art and advertising, which students explored in depth by visiting museums and advertising agencies, including Dentsu, Wieden + Kennedy, and McCann Erickson. The presenter discussed how students’ achievement of “global awareness” was measured and the role digital media played in preparing students prior to departure, while in Japan, and as a tool for students to document and demonstrate their learning.

The VALUE rubric defines global learning as “a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world’s most pressing and enduring issues collaboratively and equitably” (aacu.org).

When applying the “global learning” VALUE rubric referenced earlier (aacu.org), students demonstrated high achievement of at least three of its six components, including the application of knowledge to contemporary



global contexts, perspective taking, and global self awareness. First, one of the key learning objectives was “applying knowledge to contemporary global contexts.” As part of this learning objective the learner applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others. The interdisciplinary nature of the course exposed students to specific concepts used in art and advertising, some of which overlapped and some of which were new. Students were able to learn from each other as they learned these key concepts in an eight-week preparatory online seminar, which gave them the tools to recognize, describe, and analyze the concepts in real life in Japan.

Introducing students to key concepts well before traveling to Japan gave them a better opportunity to acquire and demonstrate the second learning objective: Perspective Taking. While in Japan, students had to write daily blogs, analyzing what they observed and experienced in Japan using key concepts learned during the preparatory seminar. Students were able to evaluate and apply diverse perspectives to complex subjects within nature and human systems in the face of multiple and even conflicting positions (i.e., cultural, disciplinary, and ethical).

The first two learning outcomes contributed to students’ global self-awareness, which is related to their own identity in a global context. After students returned to the U.S. from Japan, they had several weeks to finish their assignments and to reflect on their experiences, which gave them an opportunity to effectively address significant issues in the natural and human world based on their own identity in a global context.

## **DIGITAL MEDIA INDIA**

*Bruce Mitchell, University of Nebraska-Lincoln*

### **Summary**

The third session showcased a short-term study abroad experience in India with a heavy emphasis on digital media. Three faculty members accompanied 19 advertising and journalism students to New Delhi, India, where they spent two weeks. They prepared for the experience for seven months by learning about the culture, reading its history, listening to experts, and identifying social issues they wanted to investigate with a Non Government Organization. Once in India, the U.S. students teamed with India media students to create, produce and post multimedia stories.

The instructors’ intent was to design an experience that connected students with the people and problems of India. The U.S. students worked together with Indian media students to tell stories such as one about how villagers use mobile phones to get news and to advertise businesses in a remote part of India (<http://cojmc.unl.edu/digitalmediaindia/?p=708>).

The presenter described the program and discussed how digital media were used to help students learn how to publish their work as well as understand how digital media are used in another country. He showed how video interviews were used to help students reflect on their experiences and contribute to the assessment of the learning outcome.

## **SOCIAL CREATIVITY IN A GLOBAL INCUBATOR: CULTIVATING A CROSS-CULTURAL EXPERIENCE AT CANNES LIONS FRANCE FESTIVAL FOR ADVERTISING DIGITAL NATIVES, ONLINE IMC STUDENTS AND FACULTY**

*Sheila Sasser, Eastern Michigan University*

The fourth presentation was about the Cannes Lions Creativity Festival in France, which is the site of the annual “Summer Break” migration of advertising, social, digital and mobile advertising experts. Attendees gather around the summer solstice to engage in a distinctive event while hoping to have their creative campaigns recognized by industry peers. A few rare academic attendees and students are among over 11,000 delegates from 95 different countries comprising the leaders of the global creative communications industries including social, interactive media, digital agencies, Google, Facebook, Twitter, Youtube, Yahoo, Microsoft, IBM, Coca-Cola, Unilever, L’Oreal, P&G, Ford, GM, Chrysler and others come together to be inspired and educated. This world-class venue has been transformed from a creative award festival to a state of the art seven-day learning program boasting an intensive full week of seminars, workshops, master classes and general sessions drawing inspiration from 120 hours of exclusive live modules. As such, it provides an intensive “deep dive” international awakening for advertising students in a cross-cultural setting.

Beyond the educational component, diverse people come to network and the festival provides countless opportunities to meet the whole of the creative communications and digital creative industry across multiple content streams. Throughout the week, the best work entered into the festival from around the world is displayed at exhibitions and screenings, and winners are revealed at multiple award ceremonies. The young talent of the industry such as the students, new creatives, social marketing talent, digital experts, mobile executives, account managers and directors comprise the fresh blood that the ad industry is built on, with dedicated training and competitions. So, the goal is for every delegate to leave Cannes more inspired, more aware and more prepared for new professional challenges. Advertising students working as interns in the festival for the past two years in 2011 and 2012, experience an intense global cross cultural incubator living in very close proximity around the clock for a two-week period consisting of training, development and execution at Cannes Lions, as “feet on the ground” insiders. Students on site at Cannes shared their experiences across a number of platforms before, during and after the event. A retrospective Cannes video was produced as well as social media content and ad club presentations in the U.S.

Previous activities leading up to the Cannes experience included attendance and participation in juried Addy Awards, D Show Galas, and Adcraft AAF events to help students acclimate. Such “on the ground” participant observation ethnographies at Cannes prompted global transformations for these digital native students. Online graduate IMC students viewed content in advance, followed the Cannes experience and engaged in related course content embedded in an online Creative Message Strategy IMC 605 offering. Many Cannes materials were incorporated into advertising and IMC courses, for real world application with remote digital access and downloadable archives for teaching and research purposes. Both qualitative and quantitative research opportunities were encouraged in this global incubator, as cross-cultural alliances were forged with participants, practitioners, and supporters. Students leveraged the Cannes experience to find jobs, win scholarships, cultivate social media skill sets, do digital research, enter graduate school, travel abroad, enter creative competitions, and produce their two of their own award programs “Music Jam” and “Oscar Jam” tied to the Academy Awards, American Idol, and Adcraft D Show in Detroit.

## Conclusion

One of AAC&U’s global learning objectives calls for “integrative and applied learning demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems, including global and civic problems that student will face in their chosen fields and that they will face as citizens in a globally engaged democracy” (Schneider, 2011, p.3). This special topics session examined the goal of achieving global competency – what it is, why it matters and how educators can foster such learning. After defining global competency and some challenges educators face in helping students achieve this outcome, presenters offered three models for study abroad programs that feature digital content and employ pedagogy using digital tools, including short-term, advertising-focused study abroad programs in Japan, India, and France. The presenters offered methods for assessing global competency. Although the three models focused on different countries, a set of best practices emerged that were grouped into four themes, including “course design,” “on the ground,” “digital,” and “assessment”:

### *Course Design*

- Establish and assess learning outcomes
- Develop a half-semester or longer preparatory seminar (either face-to-face or online)
- Involve students in the design of the course to build ownership
- Planning is essential but flexibility is also required for survival

### *On the Ground*

- Hire a local “fixer”
- Review broadband connections and multi-access wifi
- Rent or buy phones for communication
- Pay attention to finances

### *Digital*

- Encourage students to tweet daily about their experiences with your program’s hashtag
- Start a Facebook group so students can post and discuss articles of interest before, during, and after the study abroad experience
- Make all document available online to student have to pack heavy print-outs

### *Assessment*

- Use pre-and post-interviews for student reflection
- Develop one polished class blog that covers students’ experience using concepts learned in class
- Measure pre- and post-travel level of ethnocentrism among students
- Apply VALUE rubric for program-level assessment

The session ended with a digital toolbox filled with best practices and ideas to help others create meaningful global experiences in a digital context for students at their institutions. The toolbox includes key documents such as syllabi and assessment rubrics, student work as a result of their study abroad experiences, as well as useful digital teaching and learning tools that can be used before, during, and after the study abroad experience and can be downloaded here: [http://bit.ly/AAA2013\\_digitaltoolbox](http://bit.ly/AAA2013_digitaltoolbox)

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