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# International Advertising Education: Curriculum and Pedagogy

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# International Advertising Education: Curriculum and Pedagogy

Frauke Hachtmann

## Introduction

Since the end of World War II and the subsequent emergence of new democracies and free market societies in Europe and parts of Asia, advertising practitioners and educators have recognized that advertising students needed to be prepared to work in international markets (Miracle, 2008; Dunn, 1994). The global advertising industry began to grow rapidly, and it was no longer enough to just compete within the United States. Despite the recent global economic recession, global advertising spending reached US\$ 485.4 billion in 2011, with North America, Europe, and Asia-Pacific accounting for 33.1%, 30.0%, and 26.1%, respectively (WARC, 2012). The Asia-Pacific region is growing the fastest in terms of spending, from 23.9% in the 2010 global advertising expenditure (US\$ 446.5 billion), for example (WARC, 2012).

The dominance of the American advertising industry in the global marketplace is also reflected in the many advertising curricula in higher education institutions across the country that are preparing their students to compete in a globalized world. While international students often come to the United States to learn “how advertising works,” American students used to learn about international markets mostly from within the United States (Dunn, 1994).

Legendary advertising educators such as Charles Sandage (University of Illinois), S. Watson Dunn (University of Missouri), and Gordon Miracle (Michigan State University) were among the first who urged the academy to focus its research efforts on international advertising and communication, so that students could benefit from understanding and operating in markets outside the United States. Since the early days of international advertising education in the 1960s, most international advertising research has focused on theory, practice, public policy, and research methods (Taylor, 2005). Zinkhan (1994) added an addi-

tional topic to the international advertising research agenda: education. More specifically, he recommended an exploration of the most effective ways to educate students and managers about international advertising. While some progress has been made, more research is needed in terms of both the international advertising curriculum and instruction.

The purpose of this chapter is to summarize the relevant literature about international advertising education and to provide an overview of subtopics that need to be researched further. The chapter focuses primarily on international advertising education and how it is taught in the United States, but also references issues affecting curriculum and pedagogy in other countries. The discussion is rooted in Shulman's (1986) "pedagogical content knowledge" (PCK) framework, which focuses on the relationship between content and strategy. In addition, understanding the current state of international advertising education requires basic knowledge of how advertising programs are held accountable for what they teach and how they assess and improve academic quality. Accreditation plays an important role in determining what kind of research is needed in this area in the United States, as one of the values and competencies required by the Association for Education in Journalism and Mass Communication (ACEJMC) is to prepare students to work in a diverse global society (ACEJMC, 2010). The chapter also includes a brief history of international advertising education that provides the context for future studies. Finally, the chapter summarizes major findings of relevant studies, covers trends in international advertising education, and provides future directions for researchers interested in international advertising education.

## **Accreditation**

One of the measures for quality assurance in advertising and journalism education in the United States is accreditation by the ACEJMC, which has been in existence since 1945. Currently, 113 programs are accredited, including one outside the United States. Accredited units have to demonstrate consistently that they meet nine standards, one of which pertains to curriculum and instruction. That particular standard consists of 12 professional values and competencies that all students of accredited programs should be able to achieve at three different levels of learning: awareness, understanding, and application. One of those competencies requires accredited programs to ensure that their students 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, 2010, p. 42).

While ACEJMC offers accreditation to units in journalism and mass communications, the International Advertising Association (IAA) is a global organization created in 1938 to "promote advertising interests" (Ross & Richards, 2008). Providing international advertising education and professional development through its education program quickly became part of the organization's focus in the 1970s and 1980s. The IAA's current mission related to education is to "accredit formal education programs that prepare students for

the global commercial communications industry” (IAA, 2011). Accredited programs are assessed by the IAA Education Council to ensure high quality teaching and content acceptable in the global communications community. Among the benefits IAA-accredited programs enjoy are exclusive educational resources for use in the classroom, networking opportunities with global industry professionals, access to an exclusive internship program, as well as mentoring opportunities. When students complete an IAA-accredited program, they are eligible to receive the IAA’s Diploma in Marketing Communications in addition to the degree they are pursuing at their institution. The diploma signifies that the student has achieved certain requirements and acquired proficient knowledge in the field. Currently, 59 programs around the globe hold IAA accreditation, including six in the United States (IAA, 2011).

In addition, the IAA sponsors an annual global student advertising competition called “InterAd.” As part of this case history project, students work in agency-style teams and solve a real-life advertising problem for a global client selected by IAA. Students collect market data and prepare a marketing plan with accompanying creative concepts. Students then present their project in a regional competition and the winners move on to the international competition, where their work is judged by a panel of global communication professionals (IAA, 2011). The IAA is an important link between international advertising programs in higher education and the industry and provides several opportunities for instructors to connect their international advertising curriculum with the real world.

## **History of International Advertising Education**

The need for qualified international advertising practitioners and researchers has been well documented since the 1950s, fueled by the development of free market democracies in Europe and parts of Asia after World War II. S. Watson Dunn and Gordon E. Miracle were two of the first academicians who recognized that advertising strategies that were developed for the US market would be “challenged by advertising professionals in Europe and Japan” (Dunn, 1994, p. 111). Both Dunn and Miracle were instrumental in raising awareness among educators about the fact that international advertising should be included in the advertising curriculum, and worked with several professional organizations to determine how it could be accomplished. The IAA was one of the first organizations that became interested in promoting international advertising in higher education.

Dunn (1994) recognized in the early 1960s that the lack of research about “cross-cultural persuasion” (p. 112) slowed the growth of international advertising education. He believed that this type of applied research could become the foundation of learning about how advertising works in different countries. Dunn and Miracle developed case studies introducing and analyzing successful international advertising campaigns (Dunn, 1994; Miracle, 2008). For example, Dunn’s early case studies from the 1960s, funded by the Office of Naval Research, focused on advertising campaigns in France and Egypt, with France representing a major developed market and Egypt a major developing market. One of the major themes that emerged from his case studies was that corpo-

rations invested very few resources into researching foreign advertising compared to their investment in domestic research (Dunn, 1965). Results from these studies informed the formation of early experimental research that tested variations of verbal and visual elements among consumers from France and Egypt, and the results were disseminated in academic journals and for use in the classroom (Dunn, 1994).

Besides the shortage of international advertising research there also was a lack of an appropriate textbook that could be used to teach international advertising. Dunn published the *International Handbook of Advertising* in 1964, which served as a reference for practitioners and students of international advertising alike. The book included information about international advertising organization and procedures, covering each major market in the world. Two years later, Miracle (1966) produced a book entitled *The Management of International Advertising*, which became one of the leading textbooks in the United States devoted to international advertising. In addition, Miracle continued to write international advertising case studies to be used in the classroom (Miracle, 2008).

At the core of the curriculum debate in the early days of international advertising education was whether it should be taught in a separate course or integrated into other courses. Some of the leading US advertising programs, including the University of Illinois and Michigan State University, began offering courses in international advertising in the 1960s. Some courses were developed not only for university students but also for industry professionals. For example, in 1969 the University of Illinois developed a course on international advertising targeted at IAA members (Dunn, 1994).

Another issue was whether international advertising should be taught in the United States or abroad. In the 1960s, many international students flocked to US campuses to learn about advertising in the country that was dominating the industry, while sharing their cultural perspectives with US students.

However, despite several educators' efforts to promote international advertising education as early as the 1960s, it remained nearly invisible on most campuses. In retrospect, Dunn (1994) cites the lack of qualified instructors, a shortage of appropriate texts and readings, and the lack of student interest as main reasons why international advertising education did not become more prevalent. In addition, during that time the global economic environment favored US products and services, which made it relatively easy to sell them abroad. Miracle (2008) added that many faculty simply were not interested in international advertising education and that even in the early to mid-1990s, professional associations like the American Academy of Advertising (AAA) were "not ready" to internationalize beyond offering one-day pre-conference workshops in conjunction with its annual convention. Fortunately, the academy has since recognized the importance of international advertising education and has expanded its presence internationally by hosting a separate biennial overseas conference, now in Asia-Pacific and Europe alternatively, in addition to its annual domestic conference. The AAA has also established an International Advertising Education Committee to "promote and facilitate the AAA's role as a leading forum for sharing knowledge about scholarship, education, and practice in international advertising" (AAA, 2010). Although international advertising education

has become much more prevalent in the academy and on US campuses in recent years compared with the 1960s, it still remains a peripheral subject.

## Curriculum

“Curriculum” can be defined as “a formal academic plan for the learning experiences of students in pursuit of a college degree” and includes “goals for student learning, content, sequence of courses, learners, instructional methods and activities, instructional resources, evaluation, and adjustments to the teaching and learning process” (DeZure, Lattuca, Huggett, Smith, & Conrad, 2003, p. 510). The literature that pertains to the international advertising curriculum focuses mostly on identifying student learning objectives and content, while the evaluation of student learning outcomes is less documented.

In a 2000 white paper about the future of advertising education, the faculty of the Department of Advertising at the University of Texas-Austin pointed toward the need of advertising programs around the country to develop curricula that are “truly global and less ethnocentric” (University of Texas, 2000, p. 37). The paper outlined steps to carry out that vision, starting with an assessment of advertising programs at the undergraduate and graduate level to determine where and how to bring globalization into the classroom. The UT faculty pointed out that, traditionally, many advertising programs in the United States had one elective course, where globalization was the focus, with the goal of generating awareness of advertising practices outside of the United States. The UT faculty also raised the idea that perhaps globalization should become part of many basic courses instead of only one elective course. This suggestion corresponds with the ACEJMC accreditation requirement that *all* graduates of accredited programs should be able to “demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society” (ACEJMC, 2010). However, more research is needed to explore the structure of undergraduate and graduate advertising curricula in the United States, focusing on how and where globalization is addressed and at what levels of learning (which involves awareness, understanding, and application).

In a 2001 commentary published in the *Journal of Advertising Education*, Heiman described the process and results of curriculum revisions at the University of Missouri advertising department. The department conducted focus group and other discussions with alumni and other industry professionals to determine the most important factors affecting “advertising, public relations, and other forms of persuasive communication” (p. 6). One of the themes that emerged related to global/multicultural education indicated that “understanding the impact of geography, ethnicity, language, history, culture and like is essential to communicating with diverse peoples” (p. 6). This result is consistent with Rose and Miller’s (1993) finding that “international advertising skills” is one of four that are needed most in advertising and public relations. In response to the finding of its research, the Missouri advertising department developed special programs, including international study programs in the UK, Spain, and some Eastern European countries. Additional research is still needed, however,

to measure the effectiveness of "special programs" such as long-term and short-term study-abroad programs in terms of student learning of global issues affecting the industry.

Heiman's (2001) description of the University of Missouri's inquiry into its advertising curriculum shows how industry professionals can be included in the larger discussion of what advertising students ought to know and be able to do as a result of their advertising education. This type of research should be replicated on a larger scale to determine if advertising professionals still consider "global/international/intercultural education" a major factor affecting communications professions, and if so, to what extent. In addition, additional research is needed that explores major advertising programs' curricular efforts to broaden student exposure to global/international/ intercultural advertising issues. It is worth mentioning that employers appear to value international advertising skills in general. However, it is unclear what kind of skills they are. It would be helpful to conduct a study with international advertising practitioners to identify the types of specific skills that are needed.

Students also appear to recognize the importance of intercultural communication. In a study about advertising students' perceptions of skills and attributes for future employment, Waller and Hingorani (2009) found that students rated "global awareness" as an important attribute for employment. However, it is not clear how many students currently achieve mastery of "global awareness" and which curricular activities contribute most to students' self-perceived achievement of that particular outcome.

Lee, Chen, and Katz (1997) explored the value of international advertising education in the United States by conducting a two-part study that compared what is taught in higher education courses with the hiring standards used by top international advertising agencies. The first part of the study analyzed the content of international advertising course syllabi from eight universities in the United States. The two most common course objectives were: (a) "to provide students with a general *understanding* of the fundamental aspects of international advertising," and (b) "to assist students in developing *skills* necessary to plan and implement international advertising programs" (p. 3). Among the main topics were an introduction to the international environment, the international marketing mix, the international advertising mix, factors influencing international advertising decision making, managerial issues, the international advertising business, an exploration of the relationship between advertiser and agency, cross-cultural advertising opportunities and challenges, and consumer convergence versus consumer segmentation.

The second part of the study examined industry professionals' hiring standards for international advertising positions. In terms of qualifications for international advertising positions, the respondents indicated that the most important attribute was "work experience in advertising," which ranked higher than "work experience in *international* advertising." Lee *et al.* (1997) point out that this finding is consistent with most international advertising agencies' practice of moving local experienced personnel to international accounts. "Cultural experience" (having stayed or lived in the local country) was the second most important attribute, especially for creative positions. For research positions, respondents indi-

cated that a graduate degree, especially an MBA, would be more important than any other degree option. Practitioners' opinions about international advertising education indicated that having taken an international advertising course or having had an international internship were somewhat important in the hiring process, whereas having received a US education was not.

Furthermore, respondents indicated that the most important issues to be covered in an international advertising course should include factors influencing international advertising decision making, managerial issues, and the international marketing environment, all of which are topics that are generally covered in depth in marketing and managerial courses. This finding begs the question whether international advertising education should even be taught as part of the journalism and mass communications curriculum or whether it fits better into the marketing and business curriculum. In addition, the results of this study indicate that additional research is needed to determine which aspects of international advertising should be taught at the undergraduate level and which should be taught at the graduate level.

In terms of geographic regions emphasized in the international advertising course, Lee *et al.* (1997) found that the focus is shifting from developed countries to developing countries. The Asia-Pacific region ranked first, followed by Western Europe and Central/South America. While Spanish was the preferred prerequisite language for international positions, respondents predicted that Chinese would be the most important in the future. This finding still appears to be relevant 14 years after the Lee *et al.* study was published, as the Asia-Pacific advertising industry is growing at a faster rate than in North America and Europe (WARC, 2012). Lee *et al.* (1997) recommend including more practical and real-life experiences in international advertising education and suggest offering at least two international advertising courses: one to provide the foundation to international advertising and one or more to teach skills needed by international advertising agencies. Although international advertising professionals favored students with agency internship experiences, they were reluctant to participate in cooperative arrangements between industry and higher education to provide students with this type of experience. Lee *et al.* suggest cultivating partnerships with international agencies to provide real-life experiences for students who want to work internationally. The International Advertising Association (IAA, 2011) has been offering links between international advertising programs in higher education and the industry. However, no research currently exists that explores how these connections are made and how effective they are in helping students gain awareness of global issues related to advertising. Research is also needed that documents students' development and application of skills needed to succeed in international advertising.

While most studies regarding the curriculum tend to focus on how advertising students can acquire international advertising awareness and skills as part of their major, Ganahl and Rose (2000) propose that programs could require a minor outside of the major that relates to intercultural communication. In 2000, they predicted that, based on the growing global economy, "intercultural strategic communication" (p. 4) would become the industry standard. They explained that intercultural curriculum development is a two-pronged process, including



substantive changes in the curriculum as well as invigorating pedagogical methods. In terms of the curriculum, they recommended team-teaching interdisciplinary courses related to intercultural communication, or even developing interdisciplinary degrees or certificate programs. As these recommendations were made in 2000, it is possible that many advertising programs have implemented these and other curriculum development strategies. However, no research currently exists that explores how many programs have implemented these recommendations, and if so, how successful they are.

With the Asia-Pacific region playing an increasingly important role in international advertising practice and education (Lee *et al.*, 1997; WARC, 2012), Kerr, Beede, and Proud (2007) explored the perceptions of advertising and public relations practitioners in Australia in terms of the role universities play in executive education and the type of curriculum they would support. Executive education in Australia is an academically recognized industry education program accredited by the Advertising Federation of Australia (AFA). The program offers "focused, practical and specialist training across all disciplines of advertising in 20 short courses" (Kerr *et al.*, 2009, p. 36). On the PR side, the Public Relations Institute of Australia (PRIA) offers professional development programs in conjunction with universities as well as through the Continuing Professional Education Program (CPEP). PRIA members are required to complete a set number of professional development hours every year. Kerr *et al.* (2009) found that, generally, Australian advertising and public relations professionals support executive education and professional development in the field. Both advertising and public relations professionals ranked "strategic skills" as one of 37 top components of executive education curricula. Advertising professionals added consumer behavior, communication planning, psychology of communication, and creative strategy as important components, whereas public relations practitioners listed crisis management, issue management, agency management, and integrated marketing communications in addition to strategic planning. Advertising professionals ranked "international communication" relatively low on that list (29th) as compared to public relations professionals, who ranked it 15th. The Kerr *et al.* (2007) study is one of the few that investigated the advertising and public relations curriculum in other countries, and their findings suggest that international advertising education is not currently a priority from the perspective of industry professionals outside the United States (at least in Australia). Additional research is needed that explores advertising curricula in other countries around the globe to determine not only the importance of international communication skills but also how these skills are taught.

The literature about the international advertising curriculum focuses heavily on international advertising practitioners' needs and identifies student learning objectives and content. Several studies (e.g., Ganahl & Rose, 2000; Heiman, 2001; Kerr *et al.*, (2009); Lee *et al.*, 1997; University of Texas, 2000) have also identified how international advertising education can become more prominent in the advertising curriculum by adding more than one course that focuses on global advertising issues and skills, offering study-abroad courses, encouraging students to add minors or interdisciplinary courses outside the major, and adding international advertising content throughout the advertising curriculum. It should be noted, however, that recent curricular innovations are moving away from a focus

on mastery of content and toward demonstration of competencies (DeZure *et al.*, 2003). This development is already reflected in the list of 12 values and competencies required for ACEJMC accreditation mentioned earlier in this chapter but research in this area continues to be scarce.

## Pedagogy

Pedagogy, the art of teaching, is another area of international advertising education that needs additional research. A function of both internal and external experiences, student learning can and does take place as a result of classroom and other related activities structured by an instructor and/or others. The purpose is to help students achieve specific learning outcomes (Theall & Farrell, 2003). Most of the research in the area of international advertising pedagogy follows Shulman's (1986) framework of "pedagogical content knowledge," which asserts that what is being taught influences the way it is taught.

Lee *et al.* (1997) examined the content of international advertising syllabi from eight universities in the United States and found that the course was generally taught in a lecture/discussion format. Exams, group projects and presentations, assignments, and case studies were the primary products students produced in the international advertising course. The authors noticed that this type of course structure allows covering many issues in international advertising "at the surface level" (p. 4) but fails to teach student skills and knowledge necessary to "plan and implement" (p. 4) international campaigns. Another observation by Lee *et al.* (1997) was that the focus of the international advertising course is often limited to the expertise of the instructor. This finding supports Dunn's (1965) assertion 30 years earlier that international advertising education is limited in growth partly because of the lack of instructor expertise.

The same study found that international advertising professionals listed case studies, class discussion, and individual class projects as important student products. Case studies appear to continue to be an effective teaching tool even 30 years after Dunn (1994) and Miracle (2008) started to use them in the international advertising course. International advertising practitioners also recommended that the international advertising course be organized by function of an agency, such as account services, research, media, and creative. In addition, the respondents suggested that an international advertising program should be in constant contact with the advertising industry and increase guest lectures in other advertising and marketing courses, not just the international advertising course.

In addition to making substantive changes to the curriculum, Ganahl and Rose (2000) suggest several teaching strategies that individual faculty can implement in order to give students better opportunities to learn intercultural communication skills. One such method would be to encourage students to develop a geographic area of special interest that they could explore through special topics courses or other off-campus learning opportunities. This is an area that requires additional research: what kind of special topics courses and off-campus opportunities have students participated in and what have they learned as a result? How were these types

of opportunities structured? Ganahl and Rose furthermore suggest devising a student project that two or more teams from different countries would work on and bringing them together via two-way forms of communication.

This kind of teaching method has been documented by Kelleher and O'Malley (2006), who applied the technology acceptance model to assess outcomes in a globally linked strategic communication project. Public relations students at two universities in the United States that were separated by several time zones were asked to collaborate via an online message board and to interact with cultural consultants in Korea to issue statements and promotional plans for an integrated strategic communications project. The technology acceptance model describes how individuals are influenced in their decisions to accept and use computer technology primarily by how easy they perceive the technology to be. Rooted in self-efficacy theory and theory of reasoned action, the model suggests that, "ease of use precedes perceived usefulness," and "leads to a person's intention to use the technology and subsequent usage behavior" (Kelleher & O'Malley, 2006, p. 404). The findings of the study showed that students' perceptions of the level of ease of online media had a lasting effect on their future plans. This is an important finding because this type of technology is becoming increasingly popular and affordable and students may communicate with peers around the globe online instead of in person. If students are comfortable with this type of technology, it could become easier for instructors to include international advertising professionals and other students from different countries and cultures in the classroom at relatively low costs. Research is needed that explores the effectiveness of any of these technology-driven teaching and learning methods and also the extent to which any of them are currently used. In addition, this study should be replicated in an advertising-focused course that includes the development and execution of creative pieces.

Offering an international advertising course in the United States as part of the curriculum appears currently to be the most common way of exposing students who are interested in global advertising to practices around the globe. However, Ganahl and Rose (2000) suggest incorporating study-abroad experiences into one's teaching to offer students an opportunity to learn and apply intercultural communication skills. Study-abroad experiences can be incorporated in a variety of different ways. For example, faculty members can study and teach abroad, which in turn would enrich their teaching upon returning to the United States. Research is needed that documents how faculty experiences abroad can enrich their teaching and how students benefit from them. Another option would be to encourage students to study abroad for a semester or two so that they can truly immerse themselves in another culture, while also learning a foreign language. No study currently exists that investigates how many students who end up working in international advertising have had long-term study-abroad experiences and how these experiences contributed to their success in the professional world. A third option Ganahl and Rose advocate is for faculty to develop short-term study-abroad courses for students to get a glimpse into another culture. This recommendation is in line with current trends in study-abroad experiences, which are characterized by the widening of study-abroad destinations and shortening of time spent abroad (Burn, 2003).

An increasing number of universities and colleges are starting to offer advertising- and public relations-focused short-term study-abroad courses all across the globe. One such documented course is the George Mason University communication department's international public relations course taught in London, England. The purpose of the course was to expose students to different public relations professionals so that they could learn about their client base, current trends, and challenges (Dickerson, 2005). In his article, Dickerson describes the various meetings with professionals and how each contributed to the mission of the course. Although the article does not document student learning per se, it provides important insights for educators as to how a short-term study-abroad course can be structured.

Steeves (2006) describes how students can experience hands-on global communication by participating in a short-term study-abroad program in combination with an internship program in Ghana, West Africa. By combining formal instruction with hands-on opportunities to practice newly learned skills, students were able to move from theory to practice seamlessly. Despite acculturation challenges early on, student reflections and other assignments showed how they can overcome them, resulting in a sense of personal and professional growth. Unfortunately, research into the effectiveness of short-term study-abroad courses in an advertising context are scarce and it is not exactly known which programs around the country are offering these types of learning experiences as part of their curriculum. Also, more research is needed to determine which countries these courses are exploring and what kind of focus they have. Combining formal instruction with hands-on learning is a form of experiential learning. According to Kolb's (1984) experiential learning theory, knowledge can be created when the learner transforms a concrete experience by reflection, conceptualization, and active experimentation. This type of learning transfers the classroom from a teacher-centered to a student-centered learning environment (Barr & Tagg, 1995; Johnson, Johnson, & Smith, 1991).

Participating in competitions is also an example of experiential learning. Gahnahl and Rose (2000) recommend participating in an advertising student competition such as IAA's InterAd competition described earlier, as well as integrating intercultural case studies and international trade and economic development simulation software in an existing course. Using the case study approach in a competitive scenario is an example of collaborative learning that actively engages the learners in "joint discovery, analysis, and use of information" (Theall & Farrell, 2003, p. 2492), while also bridging the gap between theory and practice. Collaborative learning reflects practice in the professional world, which is so desirable, as indicated by international advertising professionals (Heiman, 2001; Kerr *et al.*, 2007; Lee *et al.*, 1997). The case study-based InterAd competition emphasizes student team discussion and teamwork in lieu of the traditional lecture/exam learning paradigm (Nevett, 1992). Research shows that interactive, real-life assignments motivate and engage students to learn (Egol, 2006), while increasing retention of important concepts and principles (Hawtrey, 2007). In addition, it requires students to slip into the role of "professional" with real-life cases, clients, and advertising scenarios that need to be solved (Lopez & Lee, 2005).

Case competitions appear to be an effective teaching and learning tool in the international advertising classroom because they use current, real-life cases

that provide students with an opportunity to reflect, conceptualize, and experiment. According to Parker (2000), who investigated the domestic National Student Advertising Competition (NSAC) sponsored by the American Advertising Federation (AAF), one of the most important outcomes of participating in competitions is the sense of accomplishment felt by teachers and learners alike. In addition to receiving prizes, having participated in this type of competition is generally viewed favorably by employers, while also raising the visibility of the program. While the effects of domestic student advertising competitions like NSAC are well documented, no research currently exists that explores the effects of international student advertising competitions such as IAA's InterAd, which enjoys heavy participation by teams from other countries. Also, while the effects of participation in student competitions on employer recognition and student/teacher experiences are well documented domestically, more research is needed to measure their effectiveness on student learning outcomes in an international context.

Other forms of experiential learning include debates (Roy & Macchiette, 2005), internships (Roznowski & Wrigley, 2003), and service learning opportunities (Grow & Wolburg, 2005). Debates have been shown to help students develop analytic, creative, and communication skills (Roy & Macchiette, 2005). Scovotti and Spiller (2009) describe the "great case debate" as an assignment that includes "role playing to apply theories, concepts and principles ... to create a comprehensive solution" (p. 27). This approach requires students to analyze business situations, make strategic decisions, and develop corresponding creative plans. This form of experiential learning as described by Scovotti and Spiller approaches cases from a more comprehensive marketing perspective, which is what international advertising professionals are expecting (Lee *et al.*, 1997). However, the extent to which debate is used in the international advertising course (or other courses) is not yet documented. Also, no studies currently exist that attempt to measure the effectiveness of international internship experiences on student learning outcomes. Another area in which pedagogical research is needed is the effectiveness of international service learning opportunities on student achievement of the global communication outcome.

## **Conclusions and Future Directions**

The purpose of this chapter was to summarize the relevant literature about international advertising education in the context of the curriculum and in light of Shulman's (1986) pedagogical content knowledge framework. Despite the fact that both advertising practitioners and educators have long agreed that students must be adequately prepared to compete in a globalized world, research about how to accomplish this goal has been scarce compared to the advancements of knowledge gained in other areas of international advertising. The global advertising industry is expected to grow dramatically over the next five years (Data-monitor, 2010) and students entering the workforce must be able to create effective integrated marketing communications campaigns beyond the United States. However, as educators, we rely on pedagogical research that could be outdated

and no longer relevant to today's advertising practice and teaching. Most existing research in international advertising education focuses on exploring industry needs and translating those needs into student learning objectives, which is a good start. However, the curriculum also deals with content, sequence of courses, learners, instructional methods and activities, instructional resources, evaluation, and adjustments to the teaching and learning process. If we want to develop curricula that truly offer opportunities for students to acquire knowledge and skills necessary to compete in the international advertising arena, we need to know more about what to teach and how to design an effective curriculum. In addition, based on Shulman's (1986) concept of pedagogical content knowledge, we need to continue to document and improve how we teach based on what we teach. What follows is a discussion of themes that emerged from reviewing the literature about international advertising education with recommendations for specific research needed to advance knowledge in the field.

First, the current state of the literature about international advertising education in general is scarce and somewhat outdated. Many of the existent studies and recommendations, as reviewed in this chapter, need to be replicated to determine how international advertising curricula have changed and how knowledge and skills needed in international advertising are currently being taught. The most comprehensive study that addressed both the international advertising curriculum as well as pedagogy was published by Lee *et al.* in 1997. It can be argued that much has happened in the world since then that could directly affect students' need to learn about international advertising and the way we teach it. While several accrediting bodies, including ACEJMC and IAA, explicitly state student learning outcomes that pertain to global awareness and skills, new research is called for in terms of what the industry needs, how those needs are addressed in the curriculum, how we teach a new generation of students, and, most importantly, the extent to which students are able to demonstrate the achievement of these outcomes.

Second, future studies should focus on measuring the achievements in students' learning outcomes. One of the most significant recent curricular innovations is a shift from learning goals that focus on mastery of content to demonstration of broad competencies (Theall & Farrell, 2003). Accredited programs must show how their students are accomplishing the "global competency." It would be helpful for educators and administrators to learn how programs are currently addressing this competency in their curricula. For example, it appears that during the early days of advertising education some programs offered one elective international advertising course (Dunn, 1994). However, more recent research shows that the competency may be addressed as part of other courses either within the major or outside the major, as one or more required or elective courses, as part of a student competition such as InterAd, an international internship, or a study-abroad experience (Ganahl & Rose, 2000). Additional research is needed that measures the achievements of student learning outcomes at both the course and program levels. Also, for programs accredited by ACEJMC and IAA, it would be beneficial to learn how IAA's learning outcomes overlap with ACEJMC's competency to "demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society" (ACEJMC, 2010, p. 42).

Third, with regard to the curriculum, another issue that needs to be explored is whether international advertising should be taught at the undergraduate or graduate level (or both). Lee *et al.* (1997) found that international advertising practitioners valued a graduate degree – particularly an MBA – over any other degree option for research-related positions in the industry. For creative positions they indicated that having “cultural experience,” such as having lived or worked abroad, would be valued more than having a US education. The Lee *et al.* (1997) study compared the content of international advertising courses that are taught in the United States with the hiring standards used by top international advertising agencies. The study provides important insights into skills needed in international advertising but is quite dated. The entire study should be replicated to determine whether skills needed in the international advertising arena have changed (and if so, how) and to measure the extent to which current advertising curricula are addressing those needs. Do international advertising practitioners still hold the same preferences as in 1997 or have they changed? Also, what difference do short-term study-abroad experiences or participation in international student advertising competitions make in the hiring process? The latter two are options that have become increasingly prevalent in international advertising curricula in the United States. However, their effect on hiring decisions has not been tested yet.

Fourth, an increasing number of programs encourage students to participate in study-abroad programs to learn about global issues. In the past, most programs offered one international advertising course that focused on cross-cultural communication issues. However, the question arises whether that is still the best way to respond to the growing need to educate advertising students who can operate on a global scale. Short-term study-abroad opportunities have made it possible for many students to study and even participate in international advertising activities outside the United States. Several different models exist, ranking from trips that include agency visits (Dickerson, 2005) to those that combine a traditional classroom format in another country with an internship to move more quickly from theory to practice (Steeves, 2006). Research is needed that explores the different types of study-abroad programs that currently exist and the impact they have on students’ learning.

Fifth, one curricular issue that has not been explored in the context of international advertising education is the need for language skills. Ganahl and Rose (2000) suggested programs should require a minor outside of the major that relates to intercultural communication. What kind of minor would be an ideal way to internationalize a degree in advertising? One possible minor that could be required is a foreign language. Miracle (2008) observed that the ability to speak and understand other languages is vital for instructors teaching international advertising and conducting international advertising research. Language plays a crucial role in understanding another culture – including its people, economy, traditions, and consumer behavior. Likewise, since instructors’ research often informs the classroom, the ability to speak another language is important. Heiman (2001) reported that industry professionals also valued an understanding of language and culture as essential to communicating with diverse audiences. However, no research currently exists that explores the addition of a language requirement (or recommendation) as part of an international advertising education.

Sixth, international advertising education is taught around the world. More studies are being conducted that document international advertising and public relations education in other countries (Kerr *et al.*, 2007). Our students will compete in an increasingly competitive, global market. Therefore, it would be beneficial to learn how advertising programs abroad are preparing their students and if those curricula are conducive to international advertising industry expectations.

Seventh, with respect to international advertising pedagogy, experiential and collaborative learning could be effective pedagogical approaches to help students learn about international advertising and then apply their knowledge and skills in real-life scenarios that involve teamwork and problem-solving (Kolb, 1984). Although international advertising professionals value industry experience and a background in marketing, they rarely offer partnerships with universities and colleges to place students in internships to gain that experience (Lee *et al.*, 1997). IAA's InterAd competition is one way to incorporate real-life scenarios into the international advertising curriculum. However, one of the key questions that needs to be answered is how international advertising education can create stronger partnerships between university programs and industry innovators and what kind of programs can be launched to prepare students for the global marketplace, in an effective as well as affordable fashion.

Eighth, technology can play a major role in international advertising education. International students can positively influence the learning that takes place in the international advertising course (Miracle, 2008). With the advancement in virtual meeting technology, it has become easier to bring together students from different countries to collaborate on international advertising campaigns (Waller & Hingorani, 2009). Online technology also makes it possible to bring in guest speakers and/or instructors from around the globe that could expose students to issues in international advertising. However, those approaches do not appeal to all learners and it cannot be assumed that online teaching is automatically the best pedagogical approach to use. Adding technology to Shulman's (1986) pedagogical content knowledge framework has been studied by educational researchers and requires the development of a complex, situated form of knowledge called "Technological Pedagogical Content Knowledge (TPCK)" (Mishra & Koehler, 2006). The model describes how content, pedagogy, and technology are interrelated and how they can be used to develop pedagogical teaching strategies and achieve successful teaching. However, no research currently exists that tests the TPCK model in an international advertising context. Also, additional research is needed to explore the possibility and effectiveness of online delivery options and other types of technology in international advertising education.

As the global advertising industry continues to grow, advertising curricula in higher education across the United States need to determine how to best prepare their students to compete in a globalized world. The purpose of this chapter was to provide an overview of the current literature in the field of international advertising education rooted in Shulman's (1986) pedagogical content knowledge framework (PCK) and to suggest topics and issues that need to be researched further. Those subtopics are presented in four main categories, including accreditation, the history of international advertising education, curriculum, and pedagogy.



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