INNOVATION IN MARKETING FOR A MORE GLOBALIZED ENVIRONMENT

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Abstract

We are immersed in an increasingly dynamic and globalized environment. The implementation of the EHEA in Spanish universities involves a process of change from the previous model, making it necessary to incorporate a system for teaching innovation according to the proposed reform. The university system should be adequate to this environment. The main aim of this project is to analyze how technological innovation contributes to improving teaching quality in the area of Marketing and Market Research at the University of Alcalá. To do this, several educational innovations have been designed and implemented. Specifically, students have been organized into teams and with the guidance of the teacher, with the use of the virtual platform, question sheets, synthesis sheets, the creation of virtual resources, making a creative dynamic environment and incorporating English into business management simulators. The results show a positive perception in relation to resources, faculty and the general motivation to the teaching-learning process.

Keywords: Digital resources; competence; innovation strategy; collaborative teamwork; active participation; business management simulators.

1 INTRODUCTION

The new educational paradigm associated with the implementation of the European Higher Education Area (EHEA) is the acquisition of skills. It is based on the principles of quality, mobility, diversity and competitiveness (Nunez, Cuesta and Penelas, 2011). To achieve these principles, it has designed a process of convergence in educational structures, eliminating existing barriers (Gomez, Puig, Quiros and Viaño, 2004); such process of convergence in Spain has resulted in a plan to improve the university system, from three key principles:

Redesign qualifications as professional profiles considering the labor market needs.

- Transfer of program content and program objectives competencies based on learning outcomes.
- Evolve traditional teaching methods to a teaching based from learning, in which students learn to learn and in which the teacher shows them how to learn.

The context in which we now move is continually evolving and changes are not only the result of technological advances, but also the result of difficult economic conditions and an increasingly globalized environment. The implementation of the European Higher Education Area (EHEA) is the result of the adaptation of the University to the surrounding environment. It is providing a teaching adapted to the knowledge society, promoting an active, reflective and critical learning from the collaboration between teachers and students (Margalef, Canabal, and Iborra, 2006; Margalef and Pareja, 2008).

The adequacy of this new university system requires changing the traditional dynamics of teaching and learning based on the master class teacher, in which the student had a share devoted to listening and taking notes, the other in which students possess a more active role, so take responsibility, being the true protagonists of their own learning (Whitehead, 2008), preparing for the technological, social and professional changes required in the labor market as many authors point (De Juan said, Gonzalez Parra, Kanther and Sarabia, 2008). In this way, they develop skills that help them thrive in a changing, competitive and complex environment (Hunt, Eagle and Kitchen, 2004).

This technological evolution requires teachers to continuous updating and recycling as students usually master the use of this type of tool that offers many advantages in communication, teaching and research.

With this paper is to analyze how students organized in teams collaboratively and with the guidance of the teacher, make use of the virtual platform, the question sheet, the sheet synthesis, create virtual resources web, make a creative dynamic incorporate the second language of English and working with business simulators as teaching innovations that are used in the area of Marketing and Market Research in the Degree of International Business and Economics (DEIB) in the Double Degree of law and Administration companies (DDLMBA) and the Degree of Administration and Management (DMBA). All this contributes to improving teaching quality through learning skills. Specifically, the subjects of International Marketing, Marketing Fundamentals, and Marketing Strategies, by performing a collaborative teaching in which the student takes an active role in the construction of knowledge for teaching-learning process.

2 THEORETICAL FRAMEWORK

Being competent means having a successful performance in the workplace and in everyday life, given that powers are given by skills, behaviors, knowledge, capacity and attitudes that support the proper performance of our duties in all areas (Criado and Moreno, 2009).

Le Boterf (2000) and Cano (2008) remind us that the center of competition is the subject-apprentice who built it from the sequence of learning activities, mobilizes multiple expertises and making the assessment an opportunity to promote learning.

There are skills such as the development of leadership skills, teamwork, people management or distribution of tasks that can be developed through active student learning, while a passive learning would be difficult to acquire, (Wright, Bitner and Zeithaml, 1994; Adrian and Palmer, 1999).

Teachers should contribute to the development of skills of students and also ensure that they will be able to apply them in the workplace (Canzer, 1997). Also, Exley and Dennick (2007), authors point out that students in the process of teaching and learning and work together collaboratively develop skills and competencies in the exhibition hardly conventional method could lead.

Another fundamental change in our teaching is in the nature and forms of knowledge. We note that knowledge is neither absolute nor definitive, but changing and adapted to the context in which we move, so our teaching must also be changing and evolving to current needs. This implies a careful selection of not only conceptual knowledge, but also procedural, attitudinal, reflective and critical.

It is also a fact that the technological environment in which we move is in continuous evolution. The main role of ICT in the classroom is to facilitate learning. They are a means for improving the teaching / learning and helps improve the communication process either in person or not (Nunez, Cuesta and Penelas, 2012). Web 3.0 is the common name of the Internet since its evolution allowed the revitalization of the web pages where the user moves from a passive role to an active and actively collaborates in building virtual spaces. Among the resources we can find on the web 3.0 have social networks, blogs, wiki, or web. Authors such as Iborra and Viejo (2010) argue that the use of these Web resources, such as support for class time, students try to learn by interacting and sharing.

In the present work it is to analyze student assessment of different innovations and we list, considering them into two groups. In the first group, we can consider: practical cases, the synthesis sheet, worksheet, creative dynamics, and the use of the virtual platform because they are innovations that have been developing over several academic courses with good results in previous studies (Núñez, Cuesta and Penelas, 2011; 2012). While a second group, consider the introduction in the academic year of the second English language as a communication tool in not bilingual courses and the use of business management simulators, studying to what extent this tool innovation about learning from theory to practice, they are a means of self-evaluation function as an attractive way of learning and as a way to encourage participation.

It should be noted, within the set of innovations mentioned in the first group, teaching innovation of the creative dynamic, consisting of a small group of students must prepare a game or group dynamics outside the classroom. The day agreed by the teacher with the class, that group must submit and run the game within the class and make the rest of the class participate actively in it, divided into teams, developing the role of contestants that game (Barriopedro, Valiño & Leguía, 2013). With the experience called creative direction, you can be achieved by learning skills in a different and fun way for students. Students develop skills necessary for their training and professional development, such as teamwork, creativity, innovation, decision-making, competitiveness, group management, etc., while

achieving an increased level of knowledge of a particular subject, the student being protagonist of their own learning

Also, the use of the platform as a tool for coordination and teaching innovation, offers the possibility of providing, on line, all documents that the faculty deems necessary for the development of the subject, such as teaching guide, relationship work to make templates on procedures in the development of practices, presentations, etc. (Nunez, Cuesta and Penelas, 2011)

Then we will detail the innovations listed in the second group.

- *English use in presentations.*

In order to adapt to globalization in the Marketing and Market Research Area, at the University of Alcalá, we wanted to introduce a new teaching methodology based on the use of English as a communication tool in some subjects (Marketing Fundamentals, in (DDLMBA) and in (DMBA).

According Fortanet (2008), public speaking for many people it can be difficult, but if it is done in a language that is not the mother, the problem is much greater. But this is a real need to have to provide all students to meet in a globalized environment where English should be a tool that should be used in order to communicate effectively. In this sense, there are other groups of innovation from other universities that have used similar methodologies, such as the Group of Research on Academic and Professional English at Jaume I University of Jaen (GRAPE, 2016).

According to Universia (2012), companies that have better withstood the current economic crisis have been those that have introduced internationalization strategies. Many organizations have failed to recognize carry out these strategies because they have found significant barriers in order to communicate effectively in the language of international business is English.

In addition, where a student can use English as a communication tool in presentations, it is a key that can be selected for employment factor and to rise faster in the company, especially in times of globalization.

Therefore, we have started to introduce the English language in our classes. What students should do in teams, speak English well or not, is to make a presentation on a topic that has been previously selected by the teacher. During this presentation, each student will attempt to communicate effectively in English for a short time. Not only they must speak English, they can do very well, but what you should do is communicate. That is, the rest of the class should be able to follow and understand most of the information presented in this small presentation which has been used in English. To do this, you can use simple words, you can help images, you can put clear examples, etc.

- *The use of business management simulators.*

The origin of the use of business management simulators decisions dates back to the early 50s where they were used in American business schools as a means to promote management skills in students (Arias, Haro y Romerosa, 2009).

With the development of ICT, simulators have evolved, allowing virtually reproduce reality with high levels of precision (Garzón, 2012). Over the past decades, it has demonstrated the effectiveness of the use of business simulation games as a powerful tool for teaching and learning business management (Edelheim & Ueda, 2007; Lucas, 2007; Kikot, Costa, Magalhães & Fernandes, 2013; Misfeldt, 2015). Students improve their knowledge through this vehicle, and there are much empirical evidence to suggest that there should be, in studies Management and Business Administration, effective implementation of learning based on business simulations (Sequeira Marques & Fanha Martins, 2013; Bikovska, 2014 Loon, Evans & Kerridge, 2015; Misfeldt, 2015). Through this innovative teaching tool, students take business decisions so that the results obtained by the virtual company does not depend solely on the decisions made for the company, but the competitive environment of the companies that are part of the simulated environment.

In this sense, and in what we consider a powerful learning tool of business management, in the last years of the degree where the subject of Marketing is taught, it applied, complementing the learning of the subject, a business management simulator: Game Company MSM-02 (Santesmases, 2002). It is a computer program that simulates a business reality, in which various economic events occur. Most of them stem from decisions made by managers of companies that compete with each other, and the remaining are the result of market behavior and other uncontrollable environmental variables. The market is taken as a field of operations is that of personal computers. Four identical competing to start the simulator manufacturers, but once participants begin to make decisions himself, -quality product

features, cost, and price and the economic and financial of each of the companies will be configured structure in accordance with the objectives and strategies adopted by their managers. It is intended that participants can realize what the economic consequences of their decisions and behavior of non-controllable variables, such as the economic situation, the performance of the competition, the legal framework, etc. The consequences are known at the end of each period and the participating groups responsible for each of the four companies, may perceive the economic and financial progress of the same and try to improve results through more effective strategies that will be reflected in new decisions made.

The implementation of all these technological innovations implies that both teacher and students must change their traditional role (Carrasco, 2004). The change of educational paradigm promotes a profound change in many of the resources, strategies and concepts that are part of the system (Whitehead, 2008; Criado, Garcia-Rubio and Moreno, 2010). This educational responsibility requires dedication and commitment of teachers, pupils and also from the University must recognize and appreciate the dedication of teachers concerned about an adequate knowledge adapted to the needs of today's society. It is necessary that universities are aware of the need to adapt their training profiles, designing new teaching methods, learn and apply new teaching resources and even new learning strategies.

3 OBJECTIVES

With the release of this paper we aim not only to publicize the implementation of various technological innovations teachers in the subjects of International Marketing, Marketing Fundamentals and Marketing Strategies, but also these tools can be applied to other subjects and other disciplines.

Therefore, this paper aims to find ways of teaching technological innovation through collaborative work of students and teachers with the help enable:

- The use of Information Technology and Communication (ICT) in public places (internet) and interactive help and complement the classroom, blended learning and e-learning.
- Providing students adequate guidances on how to carry out their work. It also facilitates documentation processes through processes such as search, read select and interpret the topics of which are progressively more experts (Dickinson, 2003 cited in Lara, 2005 and Iborra and Viejo, 2010)
- Promoting education based on knowledge construction.
- Create a virtual identity through the work of case studies, analysis and design of web 3.0, which in some ways represents and identifies the perpetrators.
- Taking business management decisions in a simulated business reality, in which various economic events occur.
- Encourage students to work inside and outside the classroom.
- Demonstrate the capacity and need for the use of English by students.
- Encourage students to create original, unpublished and creative works.
- Develop skills through the use of ICT both students and teachers as detailed below.

In addition, ICT and especially Web 3.0 can help students develop the necessary skills, such as UNESCO (2008) states, to become able to use information technologies; seekers, analyzers and evaluators of information; problem solvers and decision makers; creative and effective users of productivity tools; communicators, collaborators, publishers and producers; and citizens informed, responsible and able to contribute to society.

Teachers must also develop new skills to adapt to the changing environment and new features make the educational world and society demands of them. These include computer software and hardware to use instrumental skills; teaching skills using technology for the integration of ICT in the classroom; for virtual teaching skills; sociocultural skills so that students are trained to contemporary society and communication skills through ICT networks and virtual spaces.

4 METHODOLOGY

The present work is an exploratory and correlational study tries to analyze to what extent the use of different technological innovations teachers contribute to improving teaching quality in the course of Marketing Strategies, Marketing and International Marketing Basics academic year 2014/2015 in the University of Alcalá.

These subjects are for the third year of DMBA, DDLMBA and the DEIB respectively. This teaching innovation project has been applied in the subjects mentioned, in order to conduct research to improve teacher quality in the acquisition of skills by students in the process of teaching and learning through teacher technological innovation. This methodology, consistent with the implementation of collaborative work with the guidance of the teacher, using the virtual platform, the question sheet, the sheet synthesis, creating virtual resources web, making a creative dynamic, and incorporating the second language of English and decision making in business management simulators.

To deepen the analysis of the results of this experience of teaching technological innovation, not only they have been conducted in-depth interviews with students, but also designed and implemented a questionnaire on a sample of 260 students (see Table 1).

In the questionnaire, it asked them about their degree of assessment of the resources and strategies used inside and outside the classroom, on the general satisfaction with the course and degree and employment opportunities. The scale used was Likert scale of 1 to 5 from lower to higher student assessment. The program used for tabulation and data analysis has been the Dyane, version 4 (Santesmases, 2009).

Table 1. Technical details of the survey

Analysis unit	Marketing Strategies, Marketing and International Marketing students of Degrees of MBA, DLMBA, EIB of the University of Alcalá
Geographic area	Alcalá de Henares, Madrid
Universe of population	358 students enrolled in the course 2014/2015 in the subjects mentioned
Sample type	Convenience
Sample size	260 students
Sampling error / confidence level	3,27% (95%) p=q=0,5
Realization date	December 2014 until May 2015

Source: Self made

5 RESULTS

With these innovations it is for students to work, evaluate and sit evaluated in their practical work, with the novelty of working them with virtual resources and applications in electronic form. In particular, students are grouped to work together collaboratively and in each of the practices raised from the practical work of the discussion questions, the dynamics of the game, the use of English in presentations and business simulation. In each of these practices they have implemented the new heteroevaluation experience, peer assessment and self-evaluation through technological resources respectively. Thus, we can take advantage offered by these tools as listed below.

It allows students to work collaboratively case study through teamwork. Thus, students build, create knowledge and make it public defense work, complemented with the design of the synthesis sheet and creative dynamic, stimulating creativity. The ethics of intellectual property and knowledge transfer is promoted, facilitating the development of learning communities. This community fosters a sense of responsibility and commitment to the audience of the class to perform heteroevaluation as the rest of the class evaluated by a worksheet teams exhibiting in several practical sessions reduced group. Also in this learning community through presentations in English, a more egalitarian, horizontal and close relationship between all participants, given their active role students as readers, editors or commentators are encouraged. It also supports other instruments of e-learning and the virtual platform of the university. Even, he joined as a teacher new dynamic new digital tools like the use of a business simulator, giving it a more educational use.

Table 2. Cross-tabulation of mean values of resources and strategies used in Marketing

Nº variable	Denomination	Total Sample	Fundamentals of Marketing	Marketing International	Marketing Strategies	F de Snedecor
1	The presentation of a case study in teams (discussion questions)	3,8108	4,2143	3,9804	3,6053	F(2,256) = 13,3762
		259	56	51	152	(p = 0,0000)
2	The completion of the synthesis sheet (summary of the theoretical and practical presentation sheet)	3,5923	3,7857	3,9608	3,3987	F(2,257) = 8,9421
		260	56	51	153	(p = 0,0002)
3	The sheet where his teammates are evaluated in practical sessions	3,1115	3,3393	3,2157	2,9935	F(2,257) = 2,6014
		260	56	51	153	(p = 0,0761)
4	Games dynamics (with prices and punishments)	3,488	3,9286	0	3,3268	F(2,206) = 4,8485
		209	56	0	153	(p = 0,0088)
5	The use of the virtual platform (hang documents, etc.)	3,1797	2,8571	2,8367	3,4106	F(2,253) = 5,7766
		256	56	49	151	(p = 0,0035)
6	Make a small part of the presentation in English	4,3443	4,3455	0	4,3333	F(2,58) = 0,0005
		61	55	0	6	(p = 0,9995)
7	The utility for learning the art of business management simulator by MSM 02	3,599	3,4	3,451	3,6556	F(2,204) = 0,7915
		207	5	51	151	(p = 0,4546)
8	Work business management simulator as a method to bring what they have learned in theory into practice	3,7971	4,2	3,7843	3,7881	F(2,204) = 0,4189
		207	5	51	151	(p = 0,6583)
9	Business management simulator work as means of self-evaluation	3,4976	3	3,64	3,4636	F(2,202) = 1,2022
		205	4	50	151	(p = 0,3027)
10	Business management simulator works as an attractive learning mode	3,8049	3,75	3,72	3,8344	F(2,202) = 0,3111
		205	4	50	151	(p = 0,7330)
11	Performing simulations group as a method to encourage participation	3,6976	2,5	3,66	3,7417	F(2,202) = 2,9186
		205	4	50	151	(p = 0,0563)

Source: Self made

Looking at the results in Table 2, we can see the high degree of assessment of students with the resources and technological strategies used both inside and outside the classroom, in the subjects of Marketing Strategies, Marketing Fundamentals and International Marketing during the course of 2014 / 2015. It is the most valuable strategies presenting case studies in teams, work as an attractive business simulation learning mode and make a small part of the presentation in English.

Even the introduction of English as an innovative methodology, achieved the highest score of all items analyzed, with an average score of 4.3 out of 5. Therefore, students have valued highly the importance of using English in the classroom still not dominating the English. In addition, they have realized that most needs to improve in this aspect, because what they have found is that it is very difficult to communicate effectively in another language other than their mother tongue.

In relation to overall satisfaction with the course and with the degree, students highly value the teachers, the general note that would put the subject and level, and recommended with values above 3.8 books (see Table 3). The more valued skills also include the methodology and general motivation with the teaching-learning process, with greater than 3.6 values, with the remaining variables positively valued at average terms of satisfaction with values above 3 in all cases (see variables 12 to 21 table 3).

Table 3. Cross-average values of overall satisfaction with the course and degree Tabulation

Nº variable	Denomination	Total Sample	Marketing Basis	Marketing International	Marketing Strategies	F de Snedecor
12	With methodology	3,6905	4,0727	3,8776	3,4865	F(2,249) = 11,6552
		252	55	49	148	(p = 0,0000)
13	With the teachers	3,9249	4,3273	4,1633	3,698	F(2,250) = 13,8916
		253	55	49	149	(p = 0,0000)
14	With the teaching guide	3,4466	3,7091	3,5714	3,3087	F(2,250) = 5,1533
		253	55	49	149	(p = 0,0064)
15	With the virtual platform	3,0711	2,8364	2,9184	3,2081	F(2,250) = 2,4904
		253	55	49	149	(p = 0,0849)
16	With the suggested books	3,8333	4,1273	3,6875	3,7718	F(2,249) = 4,0949
		252	55	48	149	(p = 0,0178)
17	With the tutorials	3,1255	3,3878	3,25	3	F(2,228) = 2,6180
		231	49	40	142	(p = 0,0751)
18	With the classroom	3,5296	4,0182	3,5918	3,3289	F(2,250) = 1,2250
		253	55	49	149	(p = 0,2955)
19	With the schedules	3,4343	4,2545	2,9792	3,277	F(2,248) = 19,7926
		251	55	48	148	(p = 0,0000)
20	General motivation with the teaching-learning process	3,75	4,1636	3,9167	3,5436	F(2,249) = 11,0723
		252	55	48	149	(p = 0,0000)
21	Overall assessment that would put the subject and grade	3,8406	4,2182	4,0638	3,6309	F(2,248) = 13,2286
		251	55	47	149	(p = 0,0000)

Source: Self made

Finally, we calculated the F Snedecor with the variables shown in Tables 2 and 3, regarding the different subjects that has carried out this project and has been found, for variables that have to do with the incorporation second language (variable 6) and simulator (variables 7 to 10), no significant differences between groups (table 2), although there are differences statistically significant, in other students' perceptions by subjects being the most satisfied students followed Basics Marketing International Marketing and Marketing Strategies finally most of the variables group. Only in variable 15 "With the virtual platform" the process is reversed, since in Marketing Strategies have been given greater use to the virtual platform and the variable 18 "In the classroom" (see Table 3) does not present differences significant, since the classrooms are similar for all groups.

6 CONCLUSIONS

In view of the favorable opinion of students to this set of practices of technological innovations teachers we may think that knowledge transfer is promoted by facilitating the development of learning communities. This community fosters a sense of responsibility and commitment to the audience of the class, when both work together, as when being evaluated by others and themselves. As Lara (2005) defends this interactive process breaks with the classical verticality of an active transmitter and a passive receiver of traditional education. Also in this learning community a more egalitarian, horizontal and close relationship between all participants is encouraged, giving an active role to students as readers, editors or commentators.

Group identity is created. The identity of the students begin to gain notoriety in the classroom as they are making public their jobs and are getting feedback and constructive criticism. In a way, it represents and identifies the perpetrators. As pose Efimova and Fiedler (2004) his works are becoming "virtual identities for its authors" (p.492). Also, the sorting order of ideas and style of expression thereof, generate "reputation" of the authors (Iborra and Viejo, 2010) for the support, criticisms and comments received, which also promotes accountability on what you write and how you write.

Throughout the development of teaching technological innovation, there have been several in-depth interviews with students in the group, which have expressed their high degree of satisfaction with the strategies and resources used in the groups. Similarly, it has asked all students who have followed this new teaching innovation, which offered a written feedback through a survey and anonymous. Again, the survey results indicate a positive perception of each of the resources, methodology, teachers and the general motivation to the teaching-learning process. Thus, learning develops skills in a constructive and collaborative manner in the teaching-learning process. Students develop the skills necessary for their training and professional development, while achieving an increased level of knowledge of a particular subject, the student being protagonist of their own learning.

The use of teaching technological innovation in Marketing, helps proper coordination between the student, faculty and the university community, when considering this innovation in an open environment, ie students publish their work on the Internet. Thus, the active, creative, responsible, interactive and collaborative knowledge construction of students with the teacher's guide is encouraged. These practices help foster accountability and ethics in all knowledge we publish, to accept criticism and praise not only of teachers who provide tutoring these jobs, but the other students and the public who have an interest in the matter. The use of such educational innovations can serve as fundamental learning stage, extending the classroom context beyond the walls of the traditional classroom.

For the area of Marketing and Market Research, in implementing this innovative teaching, students take a leading role, with the aim of contributing to continuous improvement of teaching quality and better meet the needs of learning skills and and better and adapt to a dynamic current ICT environment in the EHEA form.

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