

Review Article: Experiential Learning adoption- A Marketing Mix approach

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Abstract

This paper has been written with the aim to systematically review articles which were used to identify appropriate marketing mix strategies that drive adoption of unique concept of experiential learning as a teaching pedagogy. The articles provide detailed analysis of selected 50 research articles of marketing mix and experiential learning. The research activities were based upon the key-words like “Experiential Learning” & “Marketing Mix” that have kept the research and the view of recent literature rather restricted. The second criterion for selection of articles is on the basis of context and objective of the study.

The findings from the review and research have helped in identifying the significance of Marketing Mix Elements related to Experiential Learning as a product for promoting among parents and school-going children, which will be helpful to educational institutes, activity centres, parents and marketers. Finding will also be helpful to expand body of knowledge in the domain of learning theory coupled with the Marketing Mix Strategy. Education is emerging as one of the most important service industry domains, where such a focus is required to expand and grow by targeting the right audience. Study is also helpful to differentiate factors compared to traditional marketing mix factors.

Keywords: Experiential Learning, Marketing Mix, Critical Thinking, Educational Institute

Introduction

Bloom’s Taxonomy is a set of three hierarchical models which are employed for classifying the goals of educational learning into different levels of complexity and specificity. These three models cover the objectives in cognitive, affective, and sensory domains. The main focus of traditional education has been upon the cognitive domain. It is generally used for designing the traditional educational curriculum, their learning and teaching goals, evaluations, and activities. Experiential Learning is a pedagogy that includes all the dimensions of the Taxonomy given by Bloom.

The learning pedagogy used in the current scenario covers only one dimension i.e. comprehension, and

lacks in the other dimensions. The students find it difficult to visualize the practical concepts and are unable to comprehend the practical application of the information related to everyday life (Ghani, 2006). As compared to this, experiential learning is entirely application-based. “The student learns by doing: or to put this in other words, he tests assumption or hypotheses in the laboratory of real life” (Dewey, 1971). In Experiential Education, “Learning is the process whereby knowledge is created through the transformation of experience” (Kolb 1984).

In Experiential Learning, education is imparted with the help of active experiences and reflections upon the experiences. The key dimensions of Experiential Education are analysis, initiative, and immersion (Kolb & Kolb, 2005). When the students are involved in the process of learning, they become participants instead of passive observers. Experiential Education teaches the learners with the help of activities which not only include analysis, evaluation, and synthesis but also skills, values and abilities (Sivan, et al., 2000).

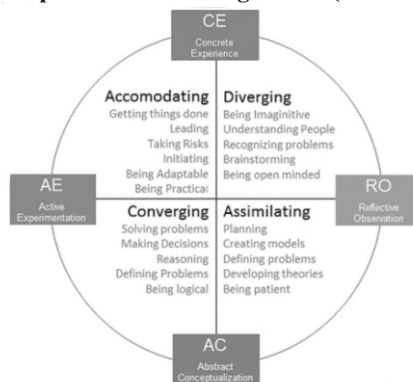
Theoretical Background of Experiential Learning

Experiential Learning is a novel concept in India. It bridges the gap between theoretical teaching and practical application. The research paper aims to review the relevant literature talking about how the usage of correct marketing mix elements can become helpful in marketing experiential learning as a product. The review would help the marketers in adopting different marketing mix factors for propagating Experiential Learning Centre to the target audience.

Kolb, in 1984, defined learning to be a process of human adaptation; “It is a process whereby knowledge is created through the transformation of experience”. The methodology of Experiential Education is positively correlated to education, corporate, management, and simulation gaming. It enhances the learners’ knowledge, develops their skills, creativity, abilities related to problem-solving and critical thinking, etc. It also develops their technical, professional, and leadership skills (Uni. Of New Brunswick, April 2014).

As proposed by Kolb et. al., (2001), there are four major stages of experiential learning, which continue in a cyclic form. These stages are termed as Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experience. This cycle transforms an experience into learning with the help of stages like experience, reflection, conceptualization, and performance. The figure below is a brief explanation of the different stages of the model proposed by Kolb.

Figure 1.1 Experiential Learning Model (Kolb et. al., 2001)



Mann, in 2005, proposed Creativity to be one of the vital components for education in the 21st century. Moreover, based on the ELT, a students’ satisfaction model for the flipped classroom was constructed by Zhai et al., 2017. The result showed that the past learning experiences of the learners have a potential to

positively affect the present and future learning. Further, a model was developed which included the cognitive as well as the affective characters used in the classroom for creative problem solving (Treffinger et al., 1992).

Another Experiential Learning method would be Problem-based learning. It cultivates critical thinking in medical students and during nursing education (Simpson & Courtney, 2002) (William & Beattie, 2008). During active learning, the educators should bring in the classroom creative strategies where critical thinking is involved with imparting education (Simpson & Courtney, 2002).

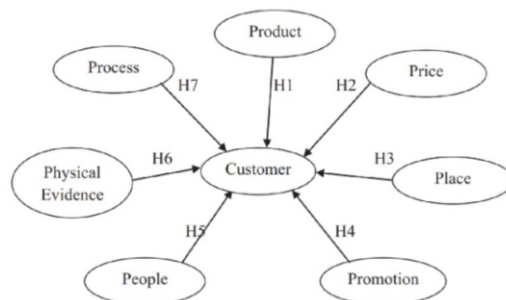
Marketing Mix

Marketing mix can be defined as the result of attempts and activities of management for innovative combinations of inter-related activities of marketing that satisfy the needs of the consumers in the best procedure parallel to maximum of benefits (Aghaei, M. Vahedi, E., Kamreh, M.S., & Pirooz, M., 2014). Several companies wish to work with service providers having a good brand image (Baker, 1984; Fuller et al., 1993; Gordon, 2003; Marquardt et al., 2011). Thus, the service providers must understand the impact of efforts put into marketing on their brand success. While marketing an Experiential Learning Centre, the consumers of the product/service are children whereas the customers and respondents are their parents. Hence, it is vital for a marketer to build a relationship of marketing mix elements in such a way that it has positive effects on children as well as the parents.

Rafiq & Ahmed, in 1995, stated that Marketing Mix is an amalgamation of the different factors at the command of a marketing manager for satisfying its target audience. McCarthy (1964) believed Marketing Mix elements to be a set of controllable variables which can be used by organization for satisfying its target audience. Moreover, Relationship Marketing (RM) is the usage of marketing activities for building and strengthening the relationship with the customer/decision maker at every point of interaction (Theron & Terblanche, 2010). Adding to this, Kruger and Mostert, in 2012, found that not every customer wishes to build a long-term relationship with the brand. Thus, the intention of the marketer should not be to build long-term relationships but durable relationships. Nevertheless, the intention of the marketer should be to attract new customers, which would benefit the organization in the long run (Radu, 2013).

While speaking of the Marketing Mix Elements developed for services, Kushwaha, G. S., & Agrawal, S. R. (2015), developed a model in which the emphasis is laid upon the effect of seven marketing mix elements on the satisfaction of customers. These elements include Product, Price, Promotion, Place, Physical Evidence, People, and Process. These elements have been considered to have a positive impact on the customer, thereby influencing his or her purchase decision with regards to the product or service. This model has been shown in Figure 1.2 below:

Figure 1.2 Service Marketing Mix Elements (Kushwaha, G. S., & Agrawal, S. R., 2015)



The main marketing mix elements employed for building a strong relationship with education services and Experiential learning Centre are reviewed below.

Product

Khan (2014), Riaz et al. (n.d), Goi (2011) and Muala et al., (2012) defined product to be a good or service offered by an organization in the market. While looking at product as an element of marketing mix, various elements like brand, quality, design, packaging, etc. are considered to be vital (I. K., Kiprotich., 2014). Product is something which could be offered to the customers for attention, acquisition, or consumption; and which satisfies a need or want. A product can be tangible or intangible (for services). With the context of the research, the 'product' would refer to the 'Experiential Learning Centre', which offers curriculum, teaching mechanism, experiential teaching and learning, etc.

Further, while speaking of services, a product is intangible, heterogenous, and perishable. ELC as a product, even though it imparts services, is tangible. The production and consumption of Experiential Learning cannot be separated. The education service is offered as a product while the students take (consume) the instructions imparted by the teacher/faculty (service provider). Thus, the product/service can be customized according to the requirements of the students/consumers.

Price

Price is considered to be the most important factor, which determines the satisfaction of the customers (Virvilaite et al., 2009). Pricing of a certain product or service translates the service into a certain image which becomes a salient store attribute (Baker et al. 2002). It includes the level of price, and also entails all the price-related aspects (Zielke 2011). While evaluating the value of a product or service, the customers think of the price to be paid to gain the product/service. Further, the price perception of the same service or product might be different for different individuals. Riaz & Tanveer (n.d), Goi (2011), and Muala et al. (2012) defined price as the amount of money charged for a service or product, or the total values exchanged by the consumers for using the product or service. A customer pays a certain amount to receive a product. This is called Price of the product.

The Price of a product or service influences the customer satisfaction directly. High prices, unfair or deceptive pricing strategies, etc. often affect the customers negatively in switching to other companies. Chung and Shin, in 2008, stated that more than 50% of the consumers switch to a different brand because of poor price perception.

For an ELC, price is the amount of money paid by the parents for the education services imparted to their children. Several factors participate while deciding the price of the service, including, quality of the service, the institute's reputation, the pricing of the competitors in the market, the terms of payment, offered scholarships, facilities, etc.

Place

For building a successful relationship with the customers, it is vital to make the product or service available in the right place, at the right time, and in the right amount (quantity) along with keeping the storage, inventory, and distribution costs at an acceptable standard. Thus, the organizations must make sure that their products or services are accessible by establishing the service centre at a place which is convenient (Musungwini, S., & Zhou, T. G., 2014). Furthermore, the product/service must be available for purchase at an appropriate and comfortable place (as for the customers). Thus, the service providers and

brand managers must think properly and plan about where the service would be provided viz. the end point of the product or service. Going by this, an educational institution or an ELC centre (to be specific) should be located ideally in an upscale and busy market which faces the road and is in well-known areas (instead of the country side or the outskirts)

Promotion:

Promotion is a combination of Packaging, selecting a Trade Mark, Branding, and Taking Decisions. Promotion is a crucial part of businesses and it is an indispensable component of marketing. It helps in spreading awareness of the different choice of products and services available to the target audience. It is vital to communicate with the customers and propagate the essential information to the target audience. Promotion helps a brand as it is a methodology to persuade the customers about the advantages of the services, the advantages of a product, thereby motivating them to buy it.

For an ELC, along with the traditional components of promotion, one other key factor is used for promoting the education service – Word of Mouth. When it comes to educational services, the learners (children) become the brand-ambassadors of the service, where they propagate the centre as well as practice the learning of the Experiential Learning Centre.

People

People is an element suggested by Booms and Bitner in 1981 in the extended elements of service marketing mix. It is not the main element of the Marketing Mix. However, it is the most crucial element for marketing services, especially educational services. A lot of services (including educational) include a personal communication and cooperation between the customers and the service providers. This interaction has a huge effect on the perceived quality of the product or service.

For an ELC, people include the teaching faculty as well as the non-teaching staff involved with the services provided to the students. It includes the administration staff who are indirectly involved in the process by providing information to the parents and taking care that everything goes smoothly.

Process

According to Muala et al. (2012), the enforcement of an action or function which develops the value of the product with less cost and more benefits for the customers is known as Process. A process is more important when it comes to services rather than goods. It is vital as it assures that a constant service standard is delivered to all its customers easily. For an ELC, the process has an empathetic role as it is simple, comprehensible, children-friendly, easy to access, transparent, and holistic.

Physical Evidence

According to Rafiq & Ahmed (1995), Physical Evidence is an environment where the product or service and the tangible goods which facilitate the performance and communication of the product or service are delivered. The positive impact of some retail marketing instruments (atmosphere, service tenant mix, customer service) on customer outcomes is stronger in hedonic shopping contexts, while that of other instruments (low prices, incentives, product quality, proximity from home/work, spatial and temporal distance) is stronger in utilitarian shopping contexts (Blut, M., Teller, C., & Floh, A., 2018).

For an ELC, the educational centre's Physical Evidence would be teaching, ambience, parking facilities,

water supply, laboratory, air-conditioning, library, etc. These elements play a crucial role for marketing.

Findings

The review paper aims at making an effort to articulate the importance and pertinence of the various elements of Marketing Mix for Experiential Learning adoption. Paper provides details on how experience learning pedagogy can be projected as product, and promoted among parents and school-going kids. The paper concludes that product, people and physical environment is the biggest impacting factors for projecting experiential learning pedagogy as product.

This paper tries to provide the macro-level strategy on marketing mix to identified factors which can be focused to promote Experiential Learning pedagogy from Indian context.

Conclusion

The study summarizes the strategies involved in promoting and marketing an Experiential learning Centre for not only making it more known but also to make it a sustainable business module in today's day and age. The study looks at the perspective of parents of the school-going children as the main stakeholders and decision-makers. It highlights the importance of Application-based learning in school education as well as in the society. Different marketing mix elements ranging from the traditional four Ps to the seven Ps of Service Marketing Mix are included and fine-tuned according to the researcher's understanding for promoting a special service like "Experiential Learning".

Theoretical Implication

The study will expand the body of knowledge in the domain of learning theory, particularly experiential one. Second implication from theoretical stand is that it will build conceptual model which can be integrated with Kolb's theory and marketing mix theory.

Managerial Implication

Education is emerging as one of the important service industry domains, which needs a focused approach to address the right audience to expand and grow. Study is also helpful to differentiate additional factors required to be incorporated in the strategy as compared to traditional marketing mix factors. Study also provides necessary support in implementing marketing mix element to promote product in service industry at regional level which is current need of education industry.

Future scope of the study

The study has a vast future scope which includes the research and study in a longitudinal format including a 'before' and 'after' version of exposure to Experiential Education. Further, it can be extended to cities across the globe and in higher secondary education as well as university/college education. It can also be extrapolated into the B to B (Business to Business) segment for addressing how ELC could be propagated in schools and teachers' training centres as a business model.

Limitations of the Research

The present research has a few limitations as well. The study is restricted to B to C (business to Consumer)

transaction, and is limited to the state of Gujarat. It includes an analysis of the adoption of ELC within the age group of 7-14 and not higher secondary education.

Along with these limitations, one main hurdle for the researchers was that since Experiential Education is a novel concept, there were very few relevant research work in Indian context. Thus, some findings might not be applicable from the Indian Perspective and might need further micro-level review.

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