Preface

Today, in the era of global education and access to quality learning environment, education is truly transnational and has no geographical boundaries. Institutions of higher learning have off-shore campuses and international, students are one of the major sources of funding. Efforts have been taken to design, develop and market international educational programmes for the universities. Clearly, this envisages the fact that global institutions of learning are now devising new strategies to reach the un-reached while marketing their educational products and promising to offer quality student services. With the passage of time, we can visualize these institutions as Multinational Institutions of Learning (MNIL) having subsidiaries in host countries and joint ventures with local institutions of learning. But, these developments should not only be limited to higher education, they should also cover the entire gamut of education, covering elementary education, K12, and even literacy enhancement and adult learning.

In the top 200 universities in Times Higher Education World University Rankings 2010-2011, the institutions of US, UK, Australia, Canada, and China have shown significant presence, and hence, they are the major attractions for international students. In Asia, besides China, Singapore, Taiwan, Hong Kong, Japan, and Korea have enormous potential to be the global centers for international education. India, having a network of over 400 universities and institutions of national importance, is one of the major sources of outbound mobile international students to US, UK, and Australia, and China has also responded to the need for having a future global center for international education. With the introduction of the Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010, in the lower house of the Parliament of India (referred to the Department related Parliamentary Standing Committee on Human Resource Development for examination and report), the bill is intended:

"to regulate entry and operation of foreign educational institutions imparting or intending to impart higher education (including technical education and medical education and award of degree, diploma and equivalent qualifications by such institutions) and for matters connected therewith or incidental thereto" (p.1).

The present book, ***Cases on Innovations in Educational Marketing: Transnational and Technological Strategies***, addresses the prominent issues involved in marketing new educational approaches revolutionizing the entire education sector. The institutions highlighted in these cases are emerging as educational corporate entities with a bouquet of academic programs as products endeavouring to augment their presence worldwide with innovative technological and transnational strategies. This book provides comparative and comprehensive analysis of technological and transnational strategies in educational marketing on various issues across the world and also the best practices and experiences from a diverse range of countries. The participating authors have contributed interesting cases on varied nature of topics

like advertising campaigns, benefits of e-learning, ethics of marketing education, global partnerships, government policies, marketing strategies, quality online instruction, school identity, service quality perceptions, teaching and learning networks, et cetera. The idea behind development of this book was that we should create an international platform for sharing of innovative cases on educational marketing with technological and transnational perspective so that readers from developing and developed world could equally benefit.

This case book has a total of 19 chapters, and functions as an excellent platform for exchange of innovative thoughts and brilliant ideas on educational marketing in the form of case studies from contributors of a number of countries, namely, the USA, Spain, China, Canada, Australia, Malta, UK, France, Rwanda, Uruguay, Greece, and Turkey. The cases focus on varied aspects of marketing of education, such as a comparative study of higher education services marketing in three Asian markets, quality of university services and market segmentation, search engine advertising in education, the role of a full time adjunct professional in providing quality educational services and its implication on institutional marketing, organizational survival techniques for competition in school education, e-text, and educational marketing, a transnational collaborative approach to providing higher education and creating new markets, collaborative marketing research, institutional repositioning and networked learning, academic freedom and ethics versus marketing techniques, social networking technologies as a medium for international marketing communications, student experience management for improved student relations, marketing techniques for online programs, marketing of doctoral programs, and e-learning in diverse international markets.

The first chapter, by Alan C. K. Cheung, Y. C. Cheng, Timothy W. W. Yuen, and Celeste Y. M. Yuen, provides a comparative study of current conditions of higher education services in three Asian markets while exploring effective market strategies and supportive government policies to further promote higher education in Hong Kong. The authors of this study highlight the need for wider range of coherent marketing strategies and adequate government policies for making the educational setup attractive thus promoting recruitment of international students.

The authors of second chapter, Maria Fuentes Blasco, Irene Gil Saura, and Beatriz Moliner Velásquez, present research on the transformations experienced by Spanish universities challenged by the changing environment and segmented demands, which together highlight the importance of becoming aware of the needs and wishes of students who are the main customers for the universities. They make an attempt to examine the viability of student perceptions of service quality as a segmentation criterion. While doing this, the present study deals with the dimensionality of university service quality, and analyzes how such dimensions can be used to segment effectively the collective of students' degrees using latent methodology.

In the third chapter of this collection, Sven Tuzovic, Lyle Wetsch, and Jamie Murphy have very succinctly presented the case of the Google Online Marketing Challenge, a collaborative partnership between Google and academia, which was one of the world's largest in-class competitions for higher education students. The study focused on undergraduate and graduate students' experiences of the world's fastest growing advertising mechanism, search engine advertising. This paper explores the challenge as an innovative pedagogical tool for marketing educators, and discusses the opportunities and challenges of integrating this dynamic problem-based learning approach into the classroom.

The fourth case chapter, by Laurie Bedford, is an effort towards understanding the nature of the motivations or competencies of the group of part-time instructors who are most often viewed as a liability to the integrity of the instructional process. Laurie Bedford states that these instructors of online programs

are perceived as a homogeneous group with similar motivations and levels of expertise. However the author of this case challenges this notion by focusing on a single instructor categorized as a full-time, professional adjunct who describes the challenges and best practices that support her in providing quality instruction. These best practices are subsequently discussed as strategies to inform decisions upon which marketing efforts are dependent.

The authors of the fifth case, Frank Wai-ming Tam and Paula Yu-Kwong Kwan, suggest through their study that a school organization adapts itself to the environment and survives external competition through a series of self-organizing processes of differentiation and integration. They assert that in a fast changing and highly competitive environment like that in Hong Kong, schools need to find their institutional identities and thus present a positive image to the community, indeed a challenging and painful task. The authors make a study of a secondary school to illustrate how this can be done through a survey approach to ascertain needs and expectations of parents. They describe the dilemma schools face in choosing between academic and pastoral ethos and focus on the relations between important factors that impact perceptions of parents.

John Munro and Elena Verezub state that ability to convert information to knowledge is a key capacity in twenty-first century markets, and individuals who are able to read, comprehend, and execute the information more effectively can more efficiently use the resources available in the marketplace. The authors, through their study in the sixth chapter of this case book, examine the influence of teaching individuals to read and comprehend hypertext. The findings of the research contribute to the advancement of knowledge in this area and indicate ways in which individuals can improve their capacity to convert e-text to knowledge.

The seventh case study, by Kathleen A. Krentler and Albert Caruana, portrays the transnational partnership between the University of Malta in Malta and San Diego State University in the United States for commencing a Masters degree in Integrated Marketing Communications, offered in Malta. As a part of the agreement, the classes are delivered by faculty from both the universities, and students earn a degree from each of the two participating schools, thus providing recognition in both the US and the EU. This chapter highlights the challenges faced in this collaborative exercise.

In the eighth chapter, Manuel Cuadrado-García, María-Eugenia Ruiz-Molina, and Lourdes Hernández-Martín describe an interdisciplinary project focusing on the contribution in the teaching-learning process of students at the University of Valencia, in the context of the subject of marketing research. This was based on the collaborative agreement between the University of Valencia (UV) and the London School of Economics (LSE) in which students from both universities had an opportunity to take part in such projects based on a real decision making process, in the context of cultural management. The activities in this study proved to be a facilitator of learning in the field for the students.

Ken Stevens, in the ninth chapter, highlights the international problem facing small high schools in rural communities of providing access to educational and vocational opportunities that approximate those available to urban students. This issue has been addressed by repositioning these institutions as sites within teaching and learning networks in the Canadian province of Newfoundland and Labrador. This resulted in enhanced educational and vocational opportunities for senior students. Besides, the research study also demonstrated the important implications in these changes for the professional education of high school teachers who are increasingly likely to be required to teach in networked classes as well as in traditional classrooms.

Francine Rochford focuses on the important dimension of academic freedom in the university in the tenth case study of this volume. According to her, academic freedom is acknowledged to both define the

university and to protect its status, and a commitment to academic freedom must be reflected in organisational structures and attitudes. However, often protection of this freedom is eroded by many factors. The author makes an exhaustive study of the implications of the use of marketing techniques, including that of technological advances, in university system as in private corporations, on academic freedom.

Iryna Pentina and Veronique Guilloux, the authors of the eleventh case study, discuss a class project on developing integrated marketing communications conducted by American and French cross-cultural student groups to promote environmentally-sustainable products in international markets. The authors feel that such research studies are of growing importance due to increased globalization of the world economy, making international aspects of marketing an important priority. As a part of the study, they used modern social networking technologies as tools for accomplishing the project, as means for presenting and displaying the results, and as a medium for international marketing communications.

The objective of the twelfth case study, by Chong Ho Yu, Samuel DiGangi, and Angel Jannasch-Pennell, is to illustrate how text mining of open-ended responses from student survey could yield valuable information for improving student experience management (SEM). To illustrate how text mining can be applied to SEM, the authors discuss an example from a campus-wide survey conducted at Arizona State University with the purpose of better understanding student experiences with instructional technology in order for administrators to make data-driven decisions on its implementation.

The thirteenth chapter by John Rutaisire highlights the importance of educational marketing through modern innovative technologies. The paper explores how teachers who mark Rwandan primary and secondary examinations perceive the Rwanda National Examinations Council and what the implications are for the effective management of the examinations system. The chapter acknowledges the challenges associated with post-conflict educational reconstruction focusing mainly on human resource capacity development and management, and highlights some lessons learned as Rwanda looks forward to the future.

Elizabeth Osika, Rochelle Johnson, and Rosemary Buteau, in the fourteenth chapter of this collection of case studies, have attempted to explore and identify the reasons behind the decline in enrolment in Southern State University, and in this process, have focused on the challenges faced in convincing the faculty and other stakeholders to move towards offering online programs, a vital aspect for the success of the university and for its future. They are of the opinion that online degree programs have the potential for enhancing student enrolment.

The fifteenth case study, by Shuyi Zhang and Li Zhao, focuses on the challenges and trends of Chinese higher education. It analyzes the challenges that the Chinese higher education faces and discusses a couple of issues of internationalization of higher education, and finally, discusses the future of Chinese higher education.

In the next chapter, Tom Bisschoff and Christopher Rhodes discuss the challenges and demands that a historically white school in a city setting in South Africa faces from a newly democratically elected government to transform and become an agent of change in making its pupil profile more representative of the demographics of the country as a whole.

The seventeenth chapter, authored by Paul Breen, Magdalena De Stefani, and Achilleas Kostoulas, describes and analyzes how an institution in the British higher educational sector has designed and provided a course of doctoral study, primarily by means of distance education. The chapter acts as an illustration of how institutions can and need to adapt to the nature of society and education in the twenty first century.

The eighteenth chapter, by Gonca Telli Yamamoto, Michael D. Featherstone, Faruk Karaman, and Patricia C. Borstorff, presents an experiential case study of a multicultural virtual team project conducted

by educators at two countries of three universities whose students came from very different cultural backgrounds. The authors suggest that new technologies present businesses and the institutions charged with training business professionals with a significant paradigm shift. The case study details the experiences of students and instructors in creating and participating in a cross-cultural virtual team, conducted predominantly in a virtual environment.

The authors Felicia Blacher-Wilson, Evan G. Mense, and Michael D. Richardson, in the final chapter of the book discuss the growth of e-learning and distance learning technologies during the last decade. While doing so, they focus on the significant transformations in development and delivery of e-learning programs.

From the cases that have been presented in this book, it is evident that the field of educational marketing is quite dynamic and cases, research, and innovations can not be limited to only the present book. How can we continue to enrich our readers with latest developments? So, an idea of international journal on related areas of educational marketing emerged and finally it was conceived and developed as *International Journal of Technology and Educational Marketing (IJTEM)*(An Official Publication of the Information Resources Management Association). The journal is published semi annually by IGI-Global USA: the inaugural issue has been released in January 2011, and readers can access the journal at the following link: http://www.igi-global.com/IJTEM

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