

Call for Papers: Marketing Education in Australia and New Zealand

Submissions Deadline: October 1, 2008

In Australia and New Zealand there are a number of factors affecting marketing education, these include; decreased government funding, larger class sizes, increased international numbers, research quality assessments, technology and learning style issues as well as more outcome focused education. There also is an increased institutional and governmental interest in systematic research focusing on educational issues, as a mechanism to improve educational delivery and processes.

The *Journal of Marketing Education* is the leading international scholarly journal devoted to issues in marketing education. The special issue is interested in a diverse range of research topics, written by and/or about marketing education within Australian or New Zealand. Its purpose is to provide a forum for the exchange of ideas, information, and experiences related to the process of marketing educating. Relevant topics include:

- Development of curriculum
- Student and staff career development
- State of the profession
- Innovative teaching practices
- Dealing with cross-cultural classrooms
- The assessment of teaching quality
- Student learning styles
- Issues associated with distance education
- Cooperative Education and Service Learning

Papers can use a quantitative, qualitative or case based methodology. Papers need to be of the highest quality and

well grounded within theory in the area. All submissions will undergo blind review from three academics with expertise in the marketing education field. Each paper will be reviewed by at least one Australia/ New Zealand academic with an interest in marketing education.

Submissions are due October 1 2008, with an anticipated publication date of December 2009.

General guidelines for submissions to the journal are available from the publisher's (Sage) website at <http://jmd.sagepub.com/> or from the special issue editors. To submit articles or discuss the suitability of topics, please contact the special issue editors:

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