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Collaboration as Innovative Teaching and Learning Strategy: A Case Study of Integrated Marketing Communication (COM2014) for Quality Education Sustainability (SDG4)

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Abstract

This paper explores a course taught by School of Arts at Sunway University Malaysia, for second year Bachelor of Communication and Bachelor of Advertising and Branding students. The course focuses on planning and executing marketing campaign using various communication channels like the social media. The assessments given are coursework based and no final examination as it is believed that courseworks are able to measure a greater range of abilities than exam (Kniveton, 1996). Besides, coursework marks are a better predictor of long-term learning of course than exams (Gibbs & Simpson, 2004). This is due to the experience they gained from conducting the coursework will enable students to practice the knowledge in their work-life. This paper is case study research done by the instructor herself, after teaching this course for several years, and changed the assessment to suits the up-to-date market demand. Collaboration for the course was signed in a Memorandum of Understanding to give students opportunity of full experience in running actual campaigns with the university's industry partner, Sunway Malls because collaboration will be an essential skill for students this era (Redecker et al., 2011). Assessments were improvised as literature shows that as a teacher, the lecturer can alter those approaches in her curriculum mix when evidence says they are not working (Pearson, 2003). Researcher used

systematic literature review to reveal the investigation, followed by action research approach, through observation and interviews data collection. The results showed several constructs like communication, collaboration, and coordination importance for the sustainability of education, including the course COM2014.

Keywords Teaching and learning; Marketing; Communication; Curriculum; Assessment; Sustainability

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Introduction

School of Arts (SoA) in Sunway University has three departments and one of them is Communication (DoC). This department offered Bachelor of Communication and Bachelor of Advertising and Branding which, these two groups of students are required to pass COM2014 to graduate. COM2014 is Integrated Marketing Communication (IMC) course was observed and analysed since August 2021 with aim to have the best assessments, especially to suits the marketing communication demand in Malaysia. For this purpose, the author initiated a Memorandum of Understanding (MOU) to reduce the gap between academic and industry, and to give extensive opportunities and industrial exposure to the students. The MOU was signed for three years between Sunway University and Sunway Malls where students run actual social media campaign as the communication tool for marketing purposes. Looking at the importance of this field in the industry, research has been done to investigate and present the evaluation of assessment changes made to the course called, Integrated Marketing Communication (COM2014). Question raised when the curriculum designed for this course did not meet one of the three learning outcomes (LO) which are; (1) Explain the concepts and practices of integrated marketing communication, (2) Describe the strategic roles and benefits of integrated marketing communication, and (3) Develop integrated marketing communication campaigns and strategies. Taking Belch and Belch (2018) as a benchmark, this course (before 2021) has failed to execute the campaign students were planning which overall, did not involve the coordination of promotional elements for IMC. It did not fully reflect the aim to develop IMC campaigns and strategies, which falls under LO3. LO3 is relevant to the course and the area of marketing and communication because marketing communication explores all aspects of marketing communication and integrates social media into just about everything including advertising, public relations, sponsorships, direct selling, and merchandising (Smith & Zook, 2011). LO3 is 'Develop IMC campaigns and strategies'. Therefore, it is obvious that this LO3 is easily measured since it is clearly targeted for students to develop campaigns using their own strategies. Moving forward, this course is to be analysed to make sure it meets the quality for sustainability in the industry and in education at the same time.

Literature Review

Integrated Marketing Communication and Quality of Education Sustainability

Integrated marketing communication and quality of education sustainability are two important concepts in the field of marketing and education. Marketing plays a crucial role in helping organisations understand the needs of their customers and establish strong relationships with them (Abdelgadir & Ahmed, 2021). While marketing in higher education is essential for the continuous existence and success of educational institutions. In education, the marketing field can be divided into several areas which are the marketing that includes the basic four Ps, and the marketing communication that includes social media as communication medium for advertising.

Azudin emphasises the importance of marketing in ensuring the continuous existence, particularly in business, and in this case, for the success of educational institutions. While looking into the marketing communication area, Smith & Zook (2011) said it explores all aspects of marketing and communication and integrates social media into just about everything including advertising, public relations, sponsorships, direct selling, and merchandising. This is just like what Keller said in 2001 as well. Integrated marketing communication (IMC) meanwhile, involved coordinating the various promotional elements and other marketing activities that communicate with a firm's customers (Belch & Belch, 2018). In healthcare organisations for example, IMC is an essential strategic priority for its ability to enhance patient engagement efforts by leveraging various communication channels and components such as advertising, personal selling, sales promotion, and public relations. Creating the awareness about Covid-19 vaccination was a success while those who did not utilise the IMC in promoting, ended bad.

Additionally, the quality of education sustainability is a critical aspect that educational institutions must focus on. Quality education not only ensures the success of the institution but also plays a vital role in shaping the future of the students. Sustainable education involves creating a learning environment that meets the needs of present generations without compromising the ability of future generations to meet their own needs. It encompasses factors such as curriculum development, faculty development, infrastructure, and student

support services, all aimed at ensuring a holistic and long-term approach to education. Furthermore, the integration of marketing communication strategies in the education sector can contribute to promoting the sustainability of educational initiatives by effectively reaching out to students, parents, and other stakeholders, thereby fostering a proactive engagement with the community. Therefore, the relationship between integrated marketing communication and quality of education sustainability is an important area of study that requires further exploration and understanding to enhance the success and longevity of educational institutions. Moreover, the concept of holistic marketing is highly relevant in the context of education sustainability like what Mark Peterson in 2021 claimed it was through his holistic approach discovery in sustainable marketing (Jain, A., 2022).

To ensure the quality of the education for sustainability, assessments given for the course are continuously evaluated. Several methods and procedures were used in education industry like in Malaysia. A government education quality assurance body like Malaysian Quality Assurance (MQA) for example will visits and check the programs for accreditation application and renewal, including the assessments assigned for the students like COM2014. The quality assessment is defined as a process of assessing the quality of what is provided by the organisation to satisfy their customers (Vykydal *et al.*, 2020). In this case study, the customers of Sunway University are the undergraduate students of Bachelor of Communication and Bachelor of Advertising and Branding, in the School of Arts. The Sustainable Development Goals (SDG) adopted by United Nations in 2015 especially SDG4, is one of the drivers for the implementation of sustainability at Higher Educational Institution (HEI) in an integrative way. A HEI like Sunway University in Malaysia has a very critical responsibility in education, especially knowing that it is among the small number of non-profit private universities in Malaysia. United Nations guidelines which followed by several researchers who said that the integrative approach to implement sustainability in HEIs includes six majors, and two of them are; (1) Teaching and Curriculum, and (2) Assessment and Communication (UNESCO, 2012 & Lozano *et al.*, 2015).

In exploring IMC in educational institutions, it is important to understand that IMC holds particular significance in the context of educational institutions. In today's digital age, IMC not only explores various aspects of marketing but also incorporates social media into

advertising, public relations, sponsorships, direct selling, and merchandising. Through the utilisation of IMC strategies, educational institutions can effectively reach out to students, parents, and other stakeholders, fostering proactive engagement with the community. Furthermore, the application of IMC in the education sector can contribute to promoting the sustainability of educational initiatives. By leveraging various communication channels and components such as advertising, personal selling, sales promotion, and public relations, educational institutions can enhance their efforts in creating a learning environment that meets the needs of present generations without compromising the ability of future generations to meet their own needs. In addition to the strategic implementation of IMC, the sustainability of education relies heavily on factors such as curriculum development, faculty development, infrastructure, and student support services. These components, when combined with effective IMC strategies, can ensure a holistic and long-term approach to education, ultimately enriching the quality of education sustainability. UNESCO (2012) and Lozano *et al.* (2015) themselves said curriculum and assessment are critical for SDG4. Therefore, continued research and understanding of the relationship between IMC and the quality of education sustainability will not only enhance the success and longevity of educational institutions but also play a vital role in shaping the future of the students and the community at large.

Assessment Evaluation and Curriculum Changes

Quam Rust (2002) said the type of assessment chosen should be related to the course learning outcomes, and governed by decisions about its purpose, validity and relevance. Changes is ideally necessary and that is the reasons some courses in universities have phases for curriculum updates and revision. However, not all instructors have the capacity to willingness to change the course assessment, as some could be still holding on to their believe that the assessment can be carried out forever. Biggs (2014) said teachers who are reluctant to change can be a problem. This could affect the quality of the course, program, and university, including the reputation and ranking of the university. Specific course like skill-based need to be aligned with the current market demand to make sure the sustainability of the education quality. Marketing and communication courses in this case for example, must always be evaluated, revised, and updated to suits this. One of the main reasons is for the student to keep up and be accurate in the jobs market. The skills like marketing and communication,

with proper curriculum and assessments trainings will help to prepare the students in their future jobs. NEA (2010) added on how it is important to articulate opinions, communicate coherent instructions and motivate others through speech, which are highly valued in the workplace and public life.

Macdonald and Joughin (2009) wrote one chapter on changing assessment in higher education for improvement. They highlighted their own modified model of institutional impacts on assessment, learning and teaching. The model is a good one to show how important it is to change the curriculum assessment in higher education for improvement. To relate this model with course assessment changes, Macdonald and Joughin (2009) explained about students' experience in assessment in level one of their module ensuring standards. This model which emphasises on what they called as 'good practice', is where they highlighted aspects that requires attention from universities to improve assessment practices. Several studies were conducted to investigate and prove this model in education practice. Evaluations, as how it should be, were always in the process to identify the effectiveness of the practice. Changes of curriculum could only take place if the model if being tested not reliable or relevant to the course or program, or even the university it is offered.

However, one size does not fit all. Some courses are still in an 'experiment' stage and process of changing the assessment could be an issue. The stability of the program can be questioned, and some could be because of the age of the school or university. Until that happen, then only the best and final assessments can be finalised and decided. The initiatives to evaluate the assessments and make changes requires additional time and attention, especially in making sure it is the best practice, will be better than before, most effective, and have sufficient manpower to implement them. Joughin (2009) thinks the same and suggested that, to improve assessment as such in a university, part of the response lay in a model of the university would help us all to clearly see those aspects in the university, and the relationship between them. Transferring instructor's experience, knowledge, and idea looks like not the only requirement here. It depends again on the university practice and procedures.

Collaboration and Communication for Assessment

Academics today struggles to design the best curriculum for their courses. This includes the assessments which will benefits the students, especially for skill-based course like marketing and communication. Some assessments required different sets of expectations based on the course learning outcomes. This derives to the question of how do academics match the assessments and the trend or market demand? One way of doing it is to collaborate with the industry itself, because they will know latest trend and demand, and this could help academics to prepare their students through the curriculum and assessments to be given. To collaborate with the industry, additional coordination is necessary besides assigning the assessments to students. Wagner (2010) research about how important collaboration in learning in the twenty-first century. He said, collaboration is important for students' survival skills, and this was seconded by Redecker et al. (2011) who added and concluded that coordination and collaboration is also essential skill for productive participation in society in the twenty-first century. Considering Wagner's and Redecker's investigation was done quite a while ago, perhaps further thinking should be put in place in today's education system. It is also decent to take into considerations factors like technology changes and supplements today, and the job market demand and progress. After all, industry-university collaboration is crucial for creating scientific knowledge, obtaining industrial data, and developing solutions for production-sourced problems. Just like Rybnicek and Königgruber (2018) said, "It serves as a bridge between academia and industry, contributing to economic growth and innovation".

Scott (2015) who studied the types of learning students in the 21st century should experience, has concluded that two of those competencies and skills are collaboration and communication. This literature is important for course assessment changes as it emphasises on how the collaboration work with the industry could be the best and wise decision. Students need to start building their networking in the industry through collaborative work where the organisation can witness their coordination skills in marketing and communication tasks. Besides, collaborations between universities and industries in nurturing talent pipelines facilitate a reciprocal exchange of ideas. One of the most effective approaches to incorporate the collaboration work, is to include it in the course assessments. For marketing and communication areas, the communication stage and process are part of the work.

Collaboration with the industry will support students in long-term including the life-long lessons and skills to be practiced. Besides the idea to evaluate and change a course assessment, collaboration and communication are keys to the overall vision of learning (McLoughlin and Lee, 2008; Redecker and Punie, 2013). Connecting this to the job market today and the demand, this collaboration initiatives could support the students with networking as well. The prospects are way beyond the curriculum itself and one of the benefits is the real-world application perspective enhance student's learning experiences through practical examples (Rhinehart, 2022).

In the field of education, collaboration takes various forms which include the collaborative in curriculum development. Teachers in this case should work together to design and enhance curricula, leveraging their collective expertise (Barfield, 2016). That direct what Redecker *et al.* in 2011 said that experts believe the coordination and collaboration aspects will lead students to practicing their best communication skills and capacity to express their thoughts clearly and persuasively both orally. The work done together for the assessment assigned can be useful in this situation. Marketing and communication courses require great deal of coordination in the actual workplace, and putting all related skills into their curriculum during their learning journey will assist them to achieve this goal. It will be additional value added to the students if they were taught these skills in university, and this can be done through the assessments. Instructors could be creative through the creation of assessments which requires students to coordinate and collaborate with people outside their comfort zone. For example, dealing with the industry to accomplish their assessments will lead towards this process. Collaboration was mentioned by Wagner (2010) when he researched on students' survival skills and supported by Triling and Fadel (2009) when they said that normalising collaborative learning will require changes in curricula, and assessment practices. Besides, collaboration also is crucial in bridging the gap between industry needs and education curricula (Nsanzumuhire & Groot (2020).

Methodology and Data Findings

Considering that there is no one "right" way of doing action research, of being a teacher researcher, of engaging in critical reflection (Newman, 2000), this article used action research approach with triangulation of data methodology. Data collection and analysis applied

document analysis of the COM2014 curricula, conducted interviews, and observations. Data presented after this will be in the form of case study of COM2014 as a course. Besides literatures above which emphasised on this research study scope, the investigation went deeper to prove that the change of assessments in the curriculum for COM2014 was a necessity. The investigation was done by linking those scholars' depictions for practice, to ensure the quality of education sustainability.

Document Analysis

All documents related to COM2014 course curriculum from August 2021 until March 2022 were analysed by the researcher herself as part of this process. All these were prepared by the previous instructors for the students in each semester. This methodology was the first step in the process to identify the gap between former assessments given and the skill development for sustainability in education purposes. Table below summarised some key takeaways from this document analysis process.

Table 1 Document analysis for COM2014 Integrated Marketing Communication course

Documents	Semesters	Analysis	Remarks
Subject Outline	August 2021	Course Learning Outcomes (CLOs)	CLO3 (Develop IMC campaigns and strategies) was not assessed.
Subject Outline	January 2022	Course Learning Outcomes (CLOs)	CLO3 (Develop IMC campaigns and strategies) was not assessed.
Assignment Brief	August 2021	Assessment alignment with CLOs	CLO3 (Develop IMC campaigns and strategies) was not aligned.
Assignment Brief	January 2022	Assessment alignment with CLOs	CLO3 (Develop IMC campaigns and strategies) was not aligned.
Assignment Rubrics	August 2021	Assessment alignment with Assignment Brief	CLO3 (Develop IMC campaigns and strategies) was not achieved because it was not assessed from the beginning.
Assignment Rubrics	January 2022	Assessment alignment with Assignment Brief	CLO3 (Develop IMC campaigns and strategies) was not achieved because it was not assessed from the beginning.
Coursework moderation form	August 2021	Moderation content	CLO3 (Develop IMC campaigns and strategies) was not detailed out because the moderation did not specify the target to achieve all CLOs.
Coursework moderation form	January 2022	Moderation content	CLO3 (Develop IMC campaigns and strategies) was not detailed out because the moderation did not specify the target to achieve all CLOs.

Observations

The observational study was conducted by the researcher herself over the course of one semester, from August 2021 to March 2022, involving 60 students enrolled in the COM2014 course. The focus of the observation was to evaluate the alignment of the assessment methods with the stated learning outcomes of the course. Traditionally, the course assessment involved students writing an Integrated Marketing Communications (IMC) Plan, which notably lacked

a practical component where students could execute the strategies they developed. This observation method was selected due to the researcher's extensive experience of over ten years teaching this course, providing a deep understanding of the educational process and outcomes. Through careful observation and comparative analysis with past iterations of the course, the researcher identified a disconnect between the course assessments and the learning outcomes, highlighting the need for significant changes in how students are evaluated to ensure a more effective and practical learning experience. This experience is valid in education research and application as one of the four lenses drawn by Brookfield (1998). Brookfield (1993) also in another research said that educators can use their experiences to form assumptions that guide their teaching practices.

One of the aspects researchers discovered was, students in COM2014 did not fully meet the third learning outcome of this course which is 'develop IMC campaigns and strategies. The previous assessments given to assess this LO3 was, to write an IMC Plan in groups. Researcher observed the gap between this assessment and LO3 which was, students were assigned to only writing but not to execute the strategies they developed for the campaign they wrote. This written assessment alone will not supply students with the complete knowledge or skills to meet the LO3, especially in the skill-based course like COM2014. The reason is, the course itself is about understanding concepts and strategies in marketing communication, while LO3 is the final stage for students to equip those learnt in the campaigns. As of August 2021, until the semester ends in February 2022, the curriculum designed for this course did not complete the definition of IMC in LO3. This was reflected in the student's assessments evaluation and the output they came out with. Researcher observed through the assessment and analysed how students did not learn how to execute the campaign throughout the semester. They were only capable to read and went through some market research exercises using the marketing and communication tools in their IMC Plan assessment. The experience of coordinating and collaboration, and communication was missing, when the assessment given did not allow them to go out there in the industrial marketing and communication world, to see if the campaigns they prepared are good enough or not.

Interviews

As part of an initiative to enhance curriculum assessment and foster effective collaboration between students and the industry for this research, structured open-ended interviews were conducted with three key personnel from Sunway Malls. These interviews aimed to gather insights and expert opinions on the collaboration initiatives and curricula of COM2014 with the intention for education sustainability. Each interview lasted approximately 45 minutes to an hour and was structured around a set of predetermined questions that focused on current curriculum and practices, possible benefits from collaboration, and challenges of industry-academic collaboration, as well as suggestions for future improvements. The responses were recorded in audio form by the researcher herself, transcribed, and analysed to inform recommendations for COM2014 curriculum changes and development and to strengthen ties between educational institutions and the industry, ensuring that students gain relevant and valuable experience in their fields of study.

An interview was set and conducted first with the Senior General Manager of Sunway Malls (participant 1), followed with two of his staff which are the General Manager of Sunway Pyramid (participant 2), and the Senior Executive of Sunway Pyramid (participant 3). The industrial experts' inputs are crucial to fill in the gap for skill-based course like COM2014. It is essential in assessments assigned to make sure the course's curriculum is up-to-date, and to prepare the students for the job market. The feedback received from the participant 1 reflected in the necessity of assessment evaluation and changes were made to fill this gap. He shared the requirement of this field nowadays, and one of those is to be able to execute the most creative and up-to-date campaigns for the malls, independently. He also shared on how some interns and fresh graduates attached to marketing and communication department in the malls know only theories but failed to carry out the campaign they planned. Theories, according to him, only taught in university for the sake of completing the course, but not to teach the students the actual skills needed. The students are lacking skills like communication and collaborating with their teammates in the workplace. When asked about his advice on the curriculum, the suggestion he had was only to revise the assessment which will be able to train and test the students for the future job market.

The second and third interviews were done together after the first one. Supporting the same data from the above paragraphs, the two participants (2 and 3) emphasised on the importance of curriculum changes in the marketing and communication course(s). They both mentioned about how the universities interns and graduates must be trained for months to run campaigns. All of them came in from the best universities in Malaysia, however the knowledge they brought from the universities they came from was basically only theories. Participant 2 who have been leading the marketing and communication departments for more than twenty years said that the curriculum we have in the universities did not match with the industrial demand for this field. This field requires skills of communication, collaboration, and coordination between team members, where according to her, were lacking in today's interns and graduates from this field. She said that this make it very difficult for this field to sustain because skills are required to be included in the marketing and communication course like COM2014. Participant 3 agreed and shared his views from his own experience taking the same course recently during his university days. He said that the assessment given was not up-to-date and lacking skills of communication and collaboration. He advised for university to evaluate the assessment in courses like COM2014 to match the industrial demand today, especially in the field of marketing and communication. He shared all these based on his experience recruiting interns recently, where he sees all of them are not able to coordinate at all and requires him to give direction all the time.

Discussions

This research concluded several constructs developed in the interviews as below:

Table 2 Constructs from interviews data collection

Participant 1	Participant 2	Participant 3
The necessity of assessment evaluation and changes	Curriculum changes needed for marketing and communication to sustain	Curriculum changes needed for marketing and communication
Lacking for communication skills	Curriculum in universities do not match with industry	Lacking communication and collaboration skills, & unable to coordinate
Less collaborating with teammates	Marketing & Communication field requires communication, collaboration, & coordination skill	Advised to evaluate assessment

The constructs found above seconded all the literatures on the necessity of curriculum evaluation and revision for COM2014. Assessments task given for skill-based course like COM2014 need to be aligned with the industrial demand, especially in the field of marketing

and communication. Besides the reason of the future and life-long learning of the students, this field also need to sustain in long run. This research answered the earlier question, on how the students will fully achieve LO3 if the assessment were not changed in the curriculum. As Rust said in 2002, the type of assessment chosen should be related to learning outcomes and governed by decisions about its purpose, validity and relevance, the execution task had to be included into the course's assessment. The data collected from the three participants were seconded and valuable for the curriculum evaluation and revision, because it comes from the industrial point of view where they experienced and stated the requirements needed. Additionally, they are first hand informer on what the field demand for job applications in today's situation. Participant 1 for example emphasised on the needs of students to start building their networking in this industry through collaborative work, where the organisation can witness their coordination skills in marketing communication field. Collaboration was mentioned in the literature by Wagner (2010) when he researched on students' survival skills for the twenty-first century work and seconded by Redecker et al. (2011) who added and concluded that coordination and collaboration is also essential skills for productive participation in society in the twenty-first century. The changes researcher made as the instructor for this course was also supported by Triling and Fadel (2009) when they said that normalising collaborative learning will require changes in curricula, and assessment practices. All these were discussed earlier in this paper.

Looking into all the data collected, especially the constructs found which match and supported the past literatures, the below analysis was put together.

- (i) The course COM2014's curriculum does not match the overall description of what marketing and communication work should be taught. The original curriculum did not integrate all the marketing and communication elements such as the usage of social media as a communication tool for marketing purposes. Besides, it is the current trend since couple of years ago, social media is the most important communication tool to be incorporated into teaching this course. Smith and Zook wrote about the integration of social media in advertising, direct selling, and merchandising in 2011. These are among the COM2014 course syllabus, which did not challenge the students to implement them. The three learning outcomes

was partially achieved, especially LO3. The campaign and strategies which were supposed to be developed, should include the social media trends and activities for the course relevance, thus the curriculum, program, and university education sustainability overall. In Malaysia, instructors are allowed to change the course curriculum of not more than 20% from the original ones, and even if it is more, instructors are allowed to apply to approval of these changes. We do not have to if it is below that percentage, which makes it more convenient to continuously maintain the quality up to the standard and latest market demand. The portions instructors could consider for the changes as listed by UNESCO (2012) and Lozano et al. (2015) are the teaching and curriculum, and the assessments and communication. In this case study, COM2014 teaching has considered a revision including changes in the curriculum assessments, which incorporated both the marketing and communication elements in the course.

- (ii) Following up from the above, COM2014 went through assessment evaluations before the curriculum changes have taken place. Instructor who is also the investigator for this research analysed the course curriculum and evaluated the assessments whether it is suitable or not. Researcher also evaluated if all the three learning outcomes were met through the previous assessments given to the students for years. Evaluation is one more of the important stages in investigating the curriculum, especially looking into the learning outcomes targets and expectations. Supported by literatures as discussed earlier, Rust (2022) was firm about the need of choosing the right type of assessment whereby, instructors in this case study should make sure it is related to the course learning outcomes. He also emphasises on the relevance of assessments which in COM2014 case, this is not the case to meet LO3. Because of that, COM2014 course assessment needs changes and the instructor has done it. The question of why and how it was not done before, could be supported by the literature above when Biggs (2014) came out with the idea of reluctance among instructors. To improve COM2014 course curriculum, instructor has taken into consideration of what Macdonald and Joughin (2009) said. Assessment changes in higher education is for the sake of improvement. With or without model, COM2014 could consider the assessment changes based on all the literature support, and the recommendation from the

three participants. The interview part from this research data collection have shown that the assessments were not.

(iii) Assessment evaluations and curriculum changes

Rust (2002) said the type of assessment chosen should be related to the course learning outcomes, and governed by decisions about its purpose, validity and relevance. Changes is ideally necessary and that is the reasons some courses in universities have phases for curriculum updates and revision. However, not all instructors have the capacity to willingness to change the course assessment, as some could be still holding on to their believe that the assessment can be carried out forever. Biggs (2014) said teachers who are reluctant to change can be a problem. This could affect the quality of the course, program, and university, including the reputation and ranking of the university. Specific course like skill-based need to be aligned with the current market demand to make sure the sustainability of the education quality. Marketing and communication courses in this case for example, must always be evaluated, revised, and updated to suits this. One of the main reasons is for the student to keep up and be accurate in the jobs market. The skills like marketing and communication, with proper curriculum and assessments trainings will help to prepare the students in their future jobs. NEA (2010) in their report added the fact on how it is important to articulate opinions, communicate coherent instructions and motivate others through speech, which are highly valued in the workplace and public life.

Macdonald and Joughin (2009) wrote one chapter on changing assessment in higher education for improvement. They highlighted their own modified model of institutional impacts on assessment, learning and teaching. The model is a good one to show how important it is to change the curriculum assessment in higher education for improvement. To relate this model with course assessment changes, Macdonald and Joughin (2009) explained about students' experience in assessment in level one of their module ensuring standards. This model which emphasises on what they called as 'good practice', is where they highlighted aspects that requires attention from universities to improve assessment practices. Several studies were conducted to investigate and prove this model in education

practice. Evaluations, as how it should be, were always in the process to identify the effectiveness of the practice. Changes of curriculum could only take place if the model if being tested not reliable or relevant to the course or program, or even the university it is offered.

- (iv) However, one size does not fit all. Some courses are still in an ‘experiment’ stage and process of changing the assessment could be an issue. The stability of the program can be questioned, and some could be because of the age of the school or university. Until that happen, then only the best and final assessments can be finalised and decided. The initiatives to evaluate the assessments and make changes requires additional time and attention, especially in making sure it is the best practice, will be better than before, most effective, and have sufficient manpower to implement them. Joughin (2009) thinks the same and suggested that, to improve assessment as such in a university, part of the response lay in a model of the university would help us all to clearly see those aspects in the university, and the relationship between them. Transferring instructor’s past experience, knowledge, and idea looks like not the only requirement here. It depends again on the university practice and procedures.

Conclusion and Recommendations

The first issue pertains to the curriculum of skill-based courses like COM2014, which initially failed to align with the practical requirements of the industry, particularly in areas such as communication, collaboration, and coordination. Consequently, there arose a need to evaluate and modify the assessment methods for courses like COM2014. Subsequently, COM2014 underwent several revisions, specifically targeting assessment tasks to better address these industrial demands. It is evident that the quality of education can only be assured through the quality of assessments assigned within the COM2014 curriculum. This aspect is crucial not only for the sustainability of the course but also for the overall program, the university, the marketing and communication field, and the achievement of Sustainable Development Goal 4 (SDG4).

The literature review provided substantial support for the data collected during this study, reinforcing the need for curriculum evaluation and revision. The constructs identified

in this research echo existing literature, emphasising the importance of aligning assessment tasks with industry expectations, especially within the marketing and communication domain. Beyond the immediate educational context, this alignment is essential for the long-term viability of the field. Moreover, this research directly addresses the question of how students can fully achieve Learning Outcome 3 (LO3) if assessment methods remain unchanged in the curriculum.

As Rust (2002) aptly stated, the choice of assessment should directly relate to learning outcomes and be guided by considerations of purpose, validity, and relevance. Therefore, incorporating execution tasks into the course's assessment framework becomes imperative. The data collected from the three participants—coming directly from industry professionals—proved invaluable for curriculum evaluation and revision. However, it is essential to acknowledge the limitations of this research, which warrant further investigation. Future studies should evaluate the effectiveness of the curriculum changes implemented in COM2014, drawing on student evaluations and feedback from industry stakeholders.

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