
Redesigning Digital Marketing Learning: Innovative Pedagogies for Gen Z Engagement and Industry-Relevant Skills

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Abstract

The rapid expansion of the digital economy has significantly reshaped the competencies expected from business graduates, particularly in the field of digital marketing. The present-day employers are seeking the graduates who are not only familiar with the concepts of marketing but also possess the practical digital skills that are reflective of the present day practices in the field. Although this need is increasing, in most digital marketing courses, the traditional lecture-based instructional approach continues to be the norm, which might not effectively involve the attention of the Generation Z students. Gen Z learners tend to be more receptive to technology-enabled, interactive and experience-driven learning experiences as they are digital natives. It follows that there is a growing necessity to restructure and reconsider digital marketing pedagogy to make them more engaging and that they also reflect the actual industry requirements. This paper investigates how some influential elements can impact the learning process of digital marketing by the Generation Z students. Specifically, the study concentrates on four variables, namely marketing communication and program branding, industry awareness, career expectations, and personal interest. These factors are deemed to play a significant role in indoctrinating students into desiring to engage more actively in in-feed classroom learning and approach the learning of digital marketing as relevant to their future career progression. The research was conducted using a structured questionnaire which is a quantitative research approach and the source of the data was students who are taking a course in business and marketing related courses at the college Kolej Profesional MARA Seri Iskandar. A random sampling method was used to collect 243 generation Z students in their responses. The obtained data were evaluated with the help of the Statistical Package of the Social Sciences (SPSS). Descriptive statistics was used in the analysis which included analysis by using mean scores, correlation analysis and regression analysis to identify the relationship between the identified factors and the engagement of students in the learning process. The descriptive results depict that marketing communication and program branding had the highest mean score (M = 4.06) which means that clear communication of the value and positioning of the program is significant in evoking the interest of students in digital marketing learning. Industry awareness (M = 3.96) and career expectations (M = 3.93) come next, which implies that the students are more likely to be engaged when their learning process is more related to the industry trends and future career prospects. Personal interest (M = 3.91) also illustrates that it has a good effect in motivating students to take part in the learning process. All in all, the results support the idea of incorporating industry-related mindsets, formal career trajectory, and learning that is meaningful into the learning of digital marketing. A more interactive and relevant pedagogical approach will help teachers engage learners of Generation Z more; in addition, learners can be equipped with skills to meet the dynamic requirements in the world of digital marketing with the help of the approach.

Keywords : *Constructivist Learning Theory; Digital Marketing Education; Gen Z Students; Pedagogical Innovation; Student Engagement*
